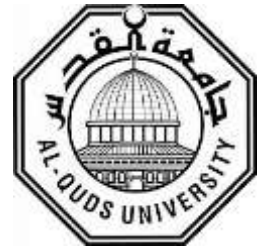**Deanship of Graduate Studies**
Al-Quds University

The Degree of Employing Active Learning Strategies among English Language Teachers in Bethlehem District

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M.A. Thesis

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The Degree of Employing Active Learning Strategies among English Language Teachers in Bethlehem District

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Jerusalem – Palestine

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Dedication

I dedicate this work to:

Allah who guided me to do this great work.

The best teacher on this earth our Prophet Muhammad (peace and blessings be upon him).

My dear parents, dear wife, dear family, dear brothers and sisters who supported me.

My dear great teachers who taught me and to those who taught my dear teachers.

All my dear colleagues at university, school and everywhere I met them in.

All my dear students who will be the generation of the new bright era.

All of those who motivated me to complete my higher education.

All of those who remind me with Allah to be closer to him.

All of those who present me my errors to correct them.

All of those who love others like loving themselves.

All of those who love me for the sake of Allah.

All of those who give hope to others.

Raid Khader Ibiedalla Bello

Declaration:

I declare that this thesis, submitted for the degree of Master in Education, is the result of my own research, except where otherwise acknowledged and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signature:………………………………

Raid Khader Ibiedalla Bello

Date: 6 /1/ 2020

Acknowledgements

Abstract

The current study aims at investigating the degree of employing active learning strategies among English language teachers in Bethlehem District. The population of the study consisted of all English language teachers at basic and secondary governmental schools in Bethlehem District during the first semester of the academic year 2019/2020. The researcher selected a cluster random sample, which represented (%65) of the population of the study. It consisted of (77) male teachers and (95) female teachers. The descriptive approach was adopted to achieve the goals of the study. A questionnaire and an interview were developed to collect the data of the study. Moreover, the collected data of the study was analyzed by the (SPSS) Statistical Package for the Social Sciences to answer the questions and hypotheses of the study. The results of the study showed that the degree of employing active learning strategies among English language teachers in Bethlehem District was low. Also, there were statistically significant differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to gender in favour of female teachers. In addition, there were no statistically significant differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification and work experience. In the light of the findings, the researcher recommends English language teachers in Bethlehem and all Palestine to employ active learning strategies in teaching the four English language skills, supervisors to support teachers in doing that and Curriculum designers and decision makers to benefit from teachers' feedback about size and quality of textbooks. Finally, the researcher advises other researchers to conduct more studies on the same subject using different variables in other districts in Palestine.

Keywords: Degree, Employing, Active Learning Strategies, Bethlehem District.

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Chapter One

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Introduction

1.1 Background of the Study

People live in a very fast growing world of technology. This new fast growing world requires very fast growing methods of learning, especially in the field of languages. Active world of knowledge needs active educators and learners. Therefore, traditional methods of learning, which were used for long decades, started facing shortage in supplying teachers and learners with what they looked for. Educators began to find out new methods of learning.

There is a great fast revolution in knowledge all over the world, while human beings are still moving slowly. They do not do their best to create a system of education to create a generation of learners who can understand and deal with the new challenges of the modern world. This leads many educators to criticize the traditional learnig-teaching methods. They call for employing new methods of learning -teaching, using modern technology in education, reevaluating the traditional methods and replacing them with active learning strategies (Zaitoun, 2003).

Teachers try their best to provide their learners with knowledge, talking about specific details, while students listen passively and that makes them negative learners. So, this should be changed from teacher-centered style of learning into student-centered one. That would be possible by employing active learning strategies in teaching English skills to build a great generation of learners with deep levels of thinking; learners who produce not consume, learners who are active, not passive.

Parents have noticed that playing computer games and doing other things have taken over from studying as the main concerns for their children. They are looking for increasing their children's interest in learning, especially learning the English language. They feel that their children's motivation to learn is low, since they do not spend enough time on studying. They feel bored most of the time; consequently, parents have become worried more and more about their children's future.

Teachers and educators need to cope with that fast moving progress in knowledge all over the world, focusing on languages. They work as bridges of understanding among people on earth. Educators should reevaluate the educational system. Good learning needs development in all aspects of education that focuses on quality, not on quantity. That kind of learning will create learners who are creative and able to think critically.

In other words, out of the researcher's experience who has been working as an English language teacher for over 25 years, he has noticed that students become much less interested in learning than before, especially the English language. They are not motivated. In addition, they feel bored and sleepy most of their school time. The researcher attributes that to what teachers practice at schools as they keep employing traditional methods of memorizing; they depend on textbooks as their main references and on themselves in doing everything. Moreover, they focus on finishing pages of the curriculum. Learning is based on teacher-centered methods, rather than on student-centered ones, which creates lazy and in active learners (Al-Tity, 2007).

El Salhi (2013) shows in her study that the Palestinian students' low level of achievement in the four English languages skills is attributed to the methods of teaching which are completely dominated by teachers instead of learners. Moreover, the findings of her study show that the students' weak performance in English language skills, lack of motivation and weak participation in class because of low degree of employing active learning strategies in learning process which neglects learners' roles.

That makes experts in the field of education take care of what parents and teachers are worried about. They believe that traditional methods of education do not help learners to cope with this modern world of technology. Therefore, active world of knowledge and active learners need active methods of learning (Zaitoun, 2003).

The Palestinian Ministry of Education insists on employing active learning to prepare the Palestinian learners for this new world of challenges. It is not enough to acquire knowledge; learners should employ knowledge in real-life situations since language learning is active which requires an active process. In addition, they should be encouraged to participate actively in building their future. Moreover, they should possess their new knowledge through connecting it with the prior one in order to meet the ever-changing needs of this era and to create their independent personalities. Therefore, the present Palestinian curriculum promotes the new basic skills, which learners need for the 21st century of active learning because possessing the four English language skills needs that kind of active learning.

1.2 Statement of the Problem

In Palestine, many experimental studies have been done on the effectiveness of employing active learning strategies. Shelves of universities are full of these wonderful studies, which show many successful experiments of active learning on students' achievement. They motivate applying them in teaching at schools. Moreover, the Palestinian Ministry of Education calls for applying active learning strategies in all learners' aspects of life but the researcher daily meets many teachers who have never heard of those strategies. In addition, it has been noticed that the new comers of the 9th graders suffer from the weakness in English skills. They come from different schools to the school where the researcher works. Moreover, parents wander why their children learn English for over 12 years and find it difficult to master English skills in terms of speaking English fluently and writing a composition easily. One wonders if teachers use modern methods of teaching that help their children to deal with English easily and effectively. People have many questions like these, and they wish to have answers to them. Therefore, the researcher worked hard to answer them through investigating the degree of employing active learning strategies among English language teachers in Bethlehem District.

1.3 Objectives of the Study

The current study aims to investigate the degree of employing active learning strategies among English language teachers in Bethlehem District and the impact of gender, qualification and experience on the degree of employing active learning strategies among English language teachers in Bethlehem District.

1.4 Questions of the Study

The study seeks to answer the following questions:

First Question: What is the degree of employing active learning strategies among English language teachers in Bethlehem District?

Second Question: Are there differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to gender?

Third Question: Are there differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification?

Fourth Question: Are there differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience?

1.5 Hypotheses of the Study

The current study attempts to test the following hypotheses:

First hypothesis: There are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to gender.

Second hypothesis: There are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification.

Third hypothesis: There are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience.

1.6 Significance of the Study

On the theoretical field, the current study investigates the degree of employing active learning strategies among English language teachers in Bethlehem District.

On the practical field, the results of the current study show English teachers the degree of employing active learning strategies among them in teaching English. Moreover, the study offers serious feedback to English language teachers about the degree of employing active learning strategies among them in teaching English. Also, it provides them with a clear idea about the importance of employing active learning strategies in teaching English.

On the research field, the current study motivates and helps other researchers to do other studies about the same subject using different variables.

1.7 Limitations of the Study

The current study is limited to the following:

1. The population of the study consists of all male and female English teachers in Bethlehem District.

2. The study is conducted in the first semester of the academic year 2019-2020.

3. The study is applied at Bethlehem District governmental schools.

4. The study is limited to the concepts and definitions mentioned in it.

1.8 Definition of Terms

Strategy: Candy et al. (2011) define it as the art of planning resources for using them effectively.

The researcher defines it as a plan for a long term that experts follow to achieve specific goals.

Language learning strategies means the processes and actions that are consciously organized by learners to help them to learn or use a language more effectively (Shatz, 2014).

Active learning strategies: Carr et el. (2015) define them as activities which help learners' to construct their own knowledge depending on themselves actively.

After reading many previous related studies in the field of active learning strategies, the researcher defines them as activities that make students active in a meaningful learning process, depending on themselves in constructing their own knowledge gradually.

Chapter Two

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Review of Literature and Related Studies

2.1 Introduction

This chapter is divided into two parts which are the review of literature and some studies related to the degree of employing active learning strategies among English language teachers in Bethlehem District. The review of literature discusses some topics which are: Constructivism, What is Constructivism? Origin of Constructivism, Principles of Constructivism, Active Learning, What is Active Learning? Active Learning Origin, Philosophy of Active Learning, Bases of Active Learning, Principle of Active Learning, Benefits of Active Learning, Differences between Traditional and Active Learning, Difficulties of Applying Active Learning Strategies, Strategies, Teaching Strategies, Some Active Learning Strategies and Active Learning Strategies in Teaching The Four English Language Skills; Writing, Reading, Listening and Speaking. Whereas, the related studies explore various previous studies, that investigate the degree of employing active learning strategies in teaching skills.

2.2 Review of Literature

2.2.1 Constructivism

2.2.1.1 What is Constructivism?

Constructivism means that learners are centered in the process of learning. They construct and develop their own knowledge actively by themselves; they do not depend on others. Learning is based on solving and dealing with real life problems (Brooks and Brooks, 1993).

Constructivism indicates learners construct their understanding, knowledge and meanings of the world around them through their experiences (Bereiter, 1994).

Constructivism is a theory in which "learners construct their own knowledge actively and that reality is determined by the experiences of learners" (Elliott et al., 2000:256).

Constructivism means connecting learners' new experience with their prior knowledge to construct new knowledge that helps them to deal with real life problems (Driscoll, 2000).

Constructivism theorizes that learners construct their knowledge actively about the world around them through connecting their prior knowledge with the new one which is gained by their active interacting with the world around them. Learners construct their knowledge by themselves (Liu and Matthews, 2005).

Constructivism means that learners reconstruct their own knowledge through connecting their prior knowledge with the new one (Zaitoun, 2007).

Constructivism means building learners' own knowledge through interacting with their real life situations, getting new experience and reconstructing it in a new form, which is a lasting learning process (Amineh et al., 2015).

2.2.1.2 Origin of Constructivism
Dewey (1938) describes traditional education as a passive process depends on teachers who provide learners with knowledge. He calls for constructing knowledge actively. Learners are expected to be more active in constructing their knowledge. Also, he describes the class as a reflection of real society where learners learn by experience while teachers support them in doing that. Moreover, he believes in allowing learners to be independent in constructing their knowledge which is based on projects. Learners need to be engaged in activities while teachers guide them. Active learning comes through active participating physically and mentally of learners that leads to real knowledge which is based on learners' individual experience. Learning is a social activity; it is something people do together, in interaction with each other, rather than an abstract concept.

Piaget (1936) calls for constructing knowledge actively through assimilation and accommodation. He does not agree with traditional methods of teaching that looks at teachers as active participants while learners are passive ones. He does not believe in learning outside learners. He believes that learning happens when learners interact with the world around them. Learners construct
their new knowledge depending on what they have in their minds and on their prior experience. Learning is impossible if learners are passive participants. Learning is an endless process of interacting between learners and the world around them.

Zaitoun (2007) indicates that Piaget is the father of constructivism and the developer of it out of Psychological theory. He thinks that the new knowledge is built on the prior one through adaptation and harmonization. His theory motivates other researchers to build new strategies and methods of teaching.

Vygotsky (1978) cites learning cannot be away from its social context. Learners learn through social interaction with people around them. If learners are not active with their societies and

people around them, learning will be impossible. So, learning with traditional methods is impossible because learners are passive in the process of learning. Learners are not active when they just depend on teachers' efforts. He describes learners as active participants who work hard in constructing their knowledge. Vygotsky's theory is based on problem solving which is represented by the zone of proximal development and scaffolding. That means learners are depending on others at the beginning of learning process then after a while they become independent depending on themselves in constructing their own knowledge. In addition, he believes that learners' societies play central roles in learners' meaningful learning. He adds the environment in which learners grow up will affect them. Moreover, he indicates constructivism is based on learners' social interacting, which is represented by the zone of proximal development as learners, teachers and their partners participate in constructing learners' knowledge.

According to (Vygotsky, 1978:90) "Learning is...when a child is interacting with people in his environment and in cooperation with his peers independent developmental achievement."

Ausubel (1978) believes in the idea of meaningful learning far away from memorizing. Learners construct their knowledge depending on their prior one through the advance organizer.

Similar to Piaget's belief about conceptual schemes, (Woolfolk et al., 2010: 288) indicate learners do not discover knowledge but they acquire it. "David Ausubel theorized that people acquire knowledge primarily by being exposed directly to it rather than through discovery"

While Bruner (1983) indicates constructivism is a cooperative learning process in which learners construct their common meanings through language, learning is real when learners employ what they have known in real life situations.

Constructivism represents learning process which is changed from depending on behavioural to cognitive theories (Giridharan, 2012).

Constructivism means that learners construct their own meanings and knowledge out of their experience that they get while they learn. Constructivism is a stem with roots that reach Piaget's and Vygotsky theories. Also, it means learning actively, constructing schemes, assimilating, accommodating and working in groups (Aljohani, 2017).

Shortly, Dewey, Piaget, Vygotsky, Ausubel and Bruner have their own special views about constructivism but all of them agree that learners construct their own knowledge through interacting with others in real life and exchanging experience that they get while they learn.

Their prior experience is replaced with a new one to create learners' new meanings (Gul, 2016).

2.2.1.3 Principles of Constructivism

Learning does not ignore learners' prior knowledge, meanings and experiences. It is built on what learners have in their minds. It is an active process. It is not pouring information in their minds and memorizing information but it is constructing it by learners themselves. Also, it is not a design presented to learners by others, they acquire it by themselves. In addition, it is interacting, negotiating and exchanging experiences of learners with each other. It is cooperative; Learners work with each other to get knowledge. Moreover, it is contextual. Furthermore, it must be based on a real life experience. It is based on problem solving strategies (Gul, 2016).

Learners are active when they learn what it is connected and related to their environment of real life. They can easily understand and remember that kind of information. Learning environment is close to learners' real life. They discus, explore and investigate their knowledge depending on themselves. They participate actively in teaching-learning activities and process. They construct their own knowledge by themselves depending on their prior one. They learn better when they work in teams in order to interact with others to exchange their knowledge to build their own knowledge by themselves. They construct their knowledge actively (Brooks and Brooks, 1993).They are not passive receivers from others. They are not empty, they have their own prior knowledge. Teachers should be aware of that when they teach learners. They construct their own knowledge through interacting with real life situations, cooperating and dealing with others in their societies. They are developers, organizers who motivate learners to get new learning and to build their own knowledge. Teachers guide learners. They design learning environments of learning. They facilitate the process of learning to learners. (Taber, 2006). They learn better than traditional approaches and they are active participants in constructing their own knowledge. They are not passive waiting for others to provide them with knowledge. Caine and Caine (1991) indicate that learners during learning process are influenced by the world around them. Also, they need time in learning, because they have different levels of understanding. So, they construct their own knowledge taking their time in doing that. Moreover, learners learn best when they are challenged by real problems that make them think deeply.

Learners construct their own new knowledge through interacting with the world around them. At the beginning, their knowledge stays stable. Then, when they start learning new relevant knowledge through their senses, they connect it with their old one in their minds and replacing it with the new one. On the other hand, when they learn new knowledge and find it different from the one they already have in their minds, their knowledge becomes unstable and that creates a challeng. After that,

they start assimilating the new knowledge to their prior one. Then, comes accommodation when the new knowledge finds it way to the mind and learners understand it. Their new knowledge become stable again. That is shown in figure (2.1).
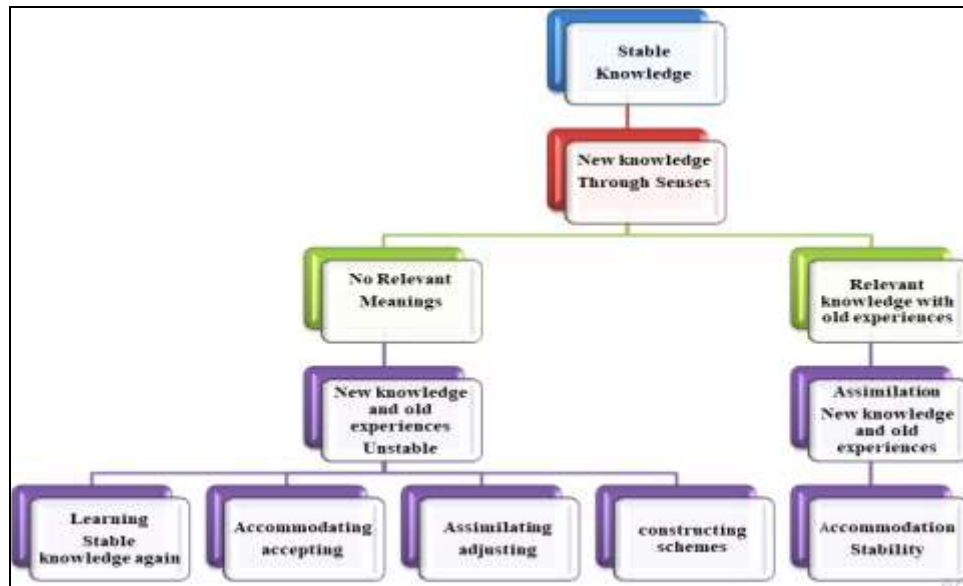
Figure (2.1): Constructing Knowledge in Constructivism

Shortly, Constructivism focuses on learner-centered methods of learning. Learners construct their own new knowledge actively out of interacting with the world around them depending on their prior knowledge by themselves. Teachers guide and support learners during learning process.

2.2.2 Active Learning

2.2.2.1 What is active learning?

Active learning is defined as a design of learning, which is based on self-activity, and positive learners' participation, through searching using a range of activities and processes such as assignment, data reading and conclusion to arrive at the information itself, under the supervision of teachers (Badir, 2014).

It is learning out of "the Black Box" which makes learners active in constructing their own knowledge through active process by the help of active teachers, in learning environments that motivate learners to be active. Learners construct their meaningful knowledge through active interaction with the world around them through solving real life problems. Learners reconstruct that kind of knowledge depending on their prior knowledge and experience.

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Active learning is a way of learning and teaching at the same time, where learners engage in a various activities that allow them to interact positively, actively and consciously with others during learning process; learners share their views with teachers and learners them while learning, leading them towards learning goals (Saadeh et al., 2011).

Active learning means activities that engage learners actively in the learning process. In addition, it is any instructional techniques involve learners in learning process and think about what they are learning. Moreover, it is an active process in which learners participate in it actively, building their meaningful knowledge, thinking about it while they are learning (Bonwell and Eison, 1991).

It means that constructing knowledge actively by active learners through interacting with others. Learning which is based on problem solving, exploring and testing things. Learners depend on themselves in building their own meaningful knowledge. Learners do not memorize things. Learners work in a team and connect what they learn with their prior knowledge and the environment they live in.

It is that kind of learning which is based on learner-centered process. It engages learners and challenges their creative thinking in solving problems. It allows learners to apply what they learn in their real life situations. It applies various kinds of learning activities that makes learners active in learning.

It indicates that learners construct their own knowledge depending on their prior experiences and connecting them with their new knowledge to get a clear view about the real world they live in.

It is that kind of learning that allows learners to engage in activities to make them active participants in learning process. Learners construct their knowledge depending on themselves. It is based on problem solving which motivates learners to use their minds to solve problems. It is not pouring information in learners' minds. Learners are independent in choosing the way they construct their knowledge. Active learning focuses on quality not on quantity. Teachers guide learners and teach them how to learn. They use various activities, which motivate learners to be active in participating and thinking.

It is a way of learning and teaching. Learners learn actively through interacting with their environment, depending on themselves in learning by their teachers' guidance and support in order to achieve the educational goals (Saadeh et al., 2011).

It means a discovery processe in which learners use their minds; they do not just memorize, learners perform the main roles instead of teachers. All real learning is active (Adler, 1982).

Not only are learners active physically but also they are active mentally. Learners need to be active in using their minds in solving real life problems (Badir, 2014).

Active learning is widely used. It has appeared recently. The term begins spreading among educators and those who are interested in education fast. The interest in it has greatly increased with the beginning of the twenty-first century as one of the up-to-date educational and psychological trends in teaching and learning (Rifai, 2012).

2.2.2.2 Active Learning Origin

Active learning becomes more and more necessary to focus on learning, especially in learning English skills because learners live in a different era from the one of their parents and ancestors lived in.

Educational theories show shifting from traditional methods of learning to new methods of active learning-teaching strategies. Learners are active in constructing their own knowledge while teachers help learns in building their new knowledge in active classrooms and using active learning strategies.

Active learning is based on constructivism. Constructivism focuses on learning activities that make learners active in constructing their meaningful knowledge using high levels of thinking and connecting their prior knowledge with the new one through active interacting with their environment.

Applying active learning is the core of constructivism. Constructivism theory is based on cognitive theory which shows that learning is learners' interaction with the world around them and the real knowledge is the one that learners construct by themselves.

Dewey (1938) defines learning as an active social activity, learners build their knowledge through their interaction with their societies. It is called learning by doing. Dewey focuses on the practical side of learning.

Piaget's (1936) cites learning as an active interaction with the environment and Learners construct their knowledge by themselves while they are interacting with the outside world around them.

Vygotsky (1978) indicates learning is an active interaction with the community. Learning is active learners' engagements with teachers, at school or others in society. At the beginning, learners depend on teachers, parents and educators then they depend on themselves in

constructing their knowledge actively that is represented by the Zone of Proximal Development and scaffolding.

Ausubel (2000) shows that learning happens when learners are active in connecting their prior knowledge with the new one through interacting to apply it in another real situation and that is the meaningful learning.

At first, psychological theory forms the base of all theories in the fiel of education. Then, Cognitivism comes to take place in the field of education. After that, Constructivism comes out of Cognitivism to lead to Active Learning which is based on Constructivism as in figure (2.2).
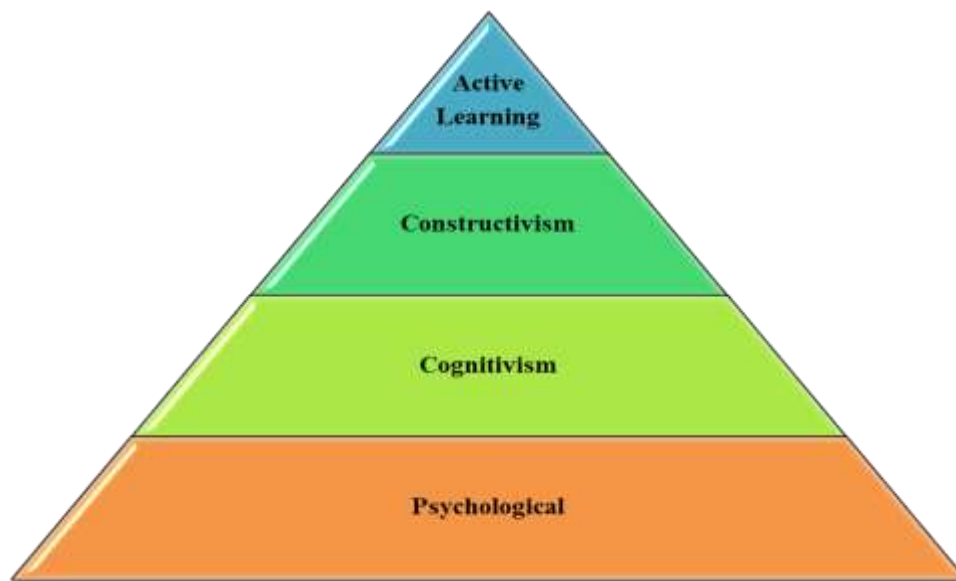
Figure (2.2): Active Learning Origin

2.2.2.5 Principles of Active Learning

Similar to the principles of constructivism, here are the principles of active learning:

Learning is an active journey. It is an active, endless and meaningful process. It construct their own knowledge actively through team-learning process. It is interacting, negotiating and exchanging experiences of learners with each other actively. It activities are related to learners' environment. Learners achieve learning objectives through applying various active learning ways of learning; collaborative project, lectures, solving problems, drama, games, problem based and enquiry based learning, etc. Active learning is based on critical and creative thinking. It is a constructive process that focuses on constructing knowledge rather

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than memorizing it. It motivates interacting between teachers and learners, making it think about the world around it. It inspires collaboration among learners. It motivates learner to learn actively by listening, reading, speaking and writing about what they learn, connecting them to their prior knowledge, and applying them in their daily life. It provides learners with fast feedback about what they have learnt (Rawashdeh and Nawafla, 2015). Active learning is based on constructivism, which means that learners are the hub of learning process.

It is related to learners' needs, interests and real life. It happens when learners actively engage with the world around them. It does not ignore what learners already have learnt; it does not start from zero. It constructs new knowledge depending on the old one. It takes care of levels of learners, abilities and interests. It is cooperative; teachers and learners are one team. It is a self-controlled process by learners themselves. Shortly, it is that kind of learning that deals with critical and creative thinking.

Learners discus, explore and investigate their knowledge depending on themselves actively. They participate in designing learning activities. They participate in learning process actively. They work in like-minded groups to exchange thoughts and experience. They build their knowledge actively. They are active participants in learning, planning, applying and evaluating. They construct meaningful knowledge actively through active interaction with the world around them through real life problem solving and experiments which is based on their prior knowledge and experience. They learn everywhere at schools, homes, mosques and even in streets. They are active participants in planning learning process. They engage in writing learning objectives. They learn through various methods of learning. They learn through various kinds of strategies. They evaluate themselves with their teachers' supervision. They learn much better in safe, comfortable and interesting environments.

They have different levels of learning so, teachers should take care of that.

Teachers help their learners to understand themselves well. They help learners to assess their progress to give them fast feedback about their achievement. There is no limited curriculum for active learning; there are various learning activities which motivate learners to think about them.

2.2.2.6 Benefits of Active Learning

Active learning motivates learners to be active

In active learning, learners construct their knowledge through learning what they like so, that helps them to focus on what they learn. When learners engage in activities actively, they become more enthusiastic.

Active learning motivates learners to continue in learning

Learners construct their own knowledge using different interesting activities. They do not depend on memorizing and doing boring things but they feel interested in applying their skills in dealing with problems and solving them actively. This kind of learning motivates them to continue in learning.

Active learning motivates learners to be independent

Learners build their own knowledge depending on their experience while they participate in learning activities effectively. They are not passive in learning. They do not wait others to teach them. This makes learners independent and more confident.

Active learning improves learners' social life

Active learning motivates learners to work in like-minded groups to exchange thoughts and experiences to build their own knowledge through interacting with other learners in the same group. Learners apply what they learn in their real social life. They are able to solve the problems that may face them in real life and help others in solving their problems. That makes them close to people in their societies.

Active learning improves learners' skills

Active learning motivates learners to be main participants in constructing their own knowledge through learning real life experiences. They become good listeners to others in order to understand what they face. They communicate with other learners in their learning groups, which improve the four skills of English. They learn all skills that help them to survive in this life.

Moreover, there are unlimited benefits of applying active learning. These are some of them; It helps learners to express themselves well. It motivates mastery learning. It develops critical and creating thinking. It motivates exploring and searching. It organizes learning process. It develops learners' positive attitude towards learning. It creates active atmosphere of engagement among learners and teachers. It increases positive competition among learners. It develops learners' skills of leadership. It assesses learners' achievement regularly. It develops writing skills. It develops speaking skills. It develops reading skills. It develops listening skills.

Freeman et al. (2011) indicate the importance of learners' interacting in active learning, which increases learners' motivation towards learning.

Learners learn better by becoming engaged (Astin, 1985).

Aksit et al. (2016) demonstrate that active learning strategies affect learners positively and actively.

2.2.2.7 Teachers, Learners, Environment, Curriculum and Activities in Active Learning

Teachers are very important in active learning. They plan activities, motivate learners, guide learners through learning process, provide learners with suitable learning materials, assess and evaluate learners' achievement.

In active learning, teachers monitor learners' achievements and facilitate learning process (Awad & Zamil, 2014).

Teachers help, facilitate and guide learners to be active in choosing and constructing their own learning. They design and prepare strategies which are based on problem solving not on memorizing. They do not pour knowledge in passive learners' minds. They encourage collaborative learning which means working in teams that helps learners to learn much better. They accept their learners mistakes and let them choose the subjects they would like to learn (Tam, 2000).

In addition, in active learning teachers and learners are partners, work as a team, exchange healthy discussion and fruitful thoughts. They should focus on designing activities that suit their learners and level of education. It does not mean using complex learning tasks. Sometimes, simple learning activities are needed and they give much better results of achieving learning objectives (Oliver, 2000).

Shortly, in active learning teachers guide learners, plan learning activities, monitor learners' learning on going, evaluate learners' achievement, support, motivate, scaffold, structure learning process, provide learners with feedback, design learning activities and provide them with information sources as in figure (2.3).

Figure (2.3): Teachers in Active Learning

Learners are self-evaluators, self-monitors, self-regulators, self-organizers. They construct their own knowledge actively depending on their prior knowledge as in figure (2.4).

Figure (2.4): Learners in Active Learning

Learning Curriculum which has clear goals, motivates and interests learners, fosters high levels of thinking and focuses on the four skills of English . Moreover, It is learner-centered,

suitable for all levels of learners, connected with their real life societies, challenging, based on problem solving real life problems, flexible and practical as in figure (2.5).

Figure (2.5): Curriculum in Active Learning

Learning environments motivate discussion, create creative thinking and collaborating. They are flexible, full of activities, suitable for levels of learners and reflect learners' societies. In learning environments learners feel interested, happy and comfortable. They help them to build self-confidence and independent-personalities. They train them on solving problems in order to be ready to deal with real problems that may face them in real life. It is represented by figure (2.6).

Figure (2.6): Learning Environment in Active Learning

Learning activities have meanings, high values and significance. They are various, flexible, not random, interesting, motivating, useful in real life and useful in solving problems.

Table (2.1): Differences between traditional and active learning:

Item	Traditional	Active
Teacher	Centered-lecturer	Facilitator
Learner	Negative listener	Learner-centered
Learning environment	Teacher-controlled	Active learner
Learning objectives	Unclear and teachers do not present them in details	Clear, teachers present them in details
Sources of learning	Textbooks and teachers	Various sources
Outcomes	Memorized and remember	Understanding based on problem solving and high levels of thinking
Visual aids	Traditional, printed, limited, teachers prepare them	Various connected with objectives, learner participate in preparing and applying them
Evaluation	Based on recalling what is memorized, traditional tests	Real evaluation which is based on high level of thinking

2.2.2.8 Difficulties of Applying Active Learning

Teachers may face some difficulties in applying active learning strategies, these are some of them; Textbooks have many units and they are full of information. Large numbers of learns in classrooms. Lack of teachers' experience about them. "Active learning can be very difficult to implement in a large-enrollment course"(Aksit et al., 2016:109).

2.2.3 Strategies

Strategies mean long term plans to achieve specific goals. Hornby (2002) defines strategies as specific ways of doing something.

2.2.4 Teaching Strategies

Herrell and Jordan (2004:5) define teaching strategies as "The approaches that can be used across curricular areas to support the learning of learners."

2.2.5 Active Learning Strategies

The researcher defines active learning strategies as various learning activities that teachers apply to make learners active in learning process in order to achieve specific goals. Figure (2.7) shows some of these activities that make learners active in learning process.

Figure (2.7): Some Active Learning Strategies

These are some active learning strategies that teachers may employ in teaching:

2.2.5.1 Concept Mapping Strategy

It means a diagram that consists of concepts that shows relationships among those concepts from the most general concepts at the top of the concept map to the least general ones at the bottom of it.

It is a diagram that consists of concepts joined by labeled lines to show relationships among those concepts.

"It is a way of clarifying the connection that exists between the concepts that are covered in course material" (Wang & Dwyer, 2004: 371).

It is an active learning strategy that engages learners in meaningful learning processes (Hill, 2005:7).

"It can be used as active learning strategies for teaching, learning and evaluating learners" (Novak, 2010:21).

2.2.5.2 Fishbone Strategy

It is a cause and effect learning-teaching strategy, which is based on brainstorming to solve problems through serious conversation. Learners present all possible causes of a problem, teachers help learners to reorder causes in regards of their importance in a diagram, which looks like a fish skeleton. It is called Ishikawa's diagram or Brainstorming tool as well (Ishikawa, 1986).

It is the best tool to illustrate relationships among causes and effects in solving problems (Atagoren, 2014).

2.2.5.3 Fishbowl Strategy

It is an active learning strategy, which focuses on engaging learners in learning process through exchanging their experiences and ideas. It is learner-centered learning strategy, too.

Wood (2007:54) states "Fishbowl method is a way to organize inner circle and out circle to promote learners engagements."

Silberman (2005:130) cites "Fishbowl method is a discussion format…listening circle."

2.2.5.4 Flipped Learning Class Strategy

According to DeLozier and Rhodes (2017) Flipped Learning classroom is a modern strategy in which the teachers provide learners with educational materils that connected with their learning goals. Then, learners can review such materials and understand information before attending classrooms. In classrooms, teachers starts giving opportunities to learners to work in groups or individually to discuss, review, and analyze such information.

Bergmann and Sams (2012) state Flipped Learning classroom is a new teaching strategy which attempts to improve learners engagement by moving the lecture outside the classroom.

Lage et al. (2000) show that Flipped or inverted classroom is moving what was traditionally done in the classroom to be done at home moving it again into the classroom to discuss it.

2.2.5.5 Hot Seating Strategy

It is an active learning strategy which encourages discussion and sharing information. A single hot seat should be placed facing a group of learners in the middle of the classroom. Learners ask that learner questions about their lesson topic. The learner thinks then answers the questions. Other learners listen and start discussion about the issue.

Hot Seating is a strategy in which a character played by the teacher or a learner were interviewed by the rest of the group. It encourages learners to be more active in speaking English.

Moore (2005) proposes that Hot Seating is a valuable tool that help learners to achieve learning goals.

Borich (2004) indicates Hot Seating increases learners' motivation and interest to participate in learning process tasks. It helps to evaluate and diagnose.

2.2.5.6 The K.W.L. (Know-Want-Learn) Strategy

K= What do we know about the subject?
W= What do we want to learn?
L= what did we learn?

It is an active reading strategy which activates learners' prior knowledge and assesses what they have learned (Ogle, 2009).

It is an active learning strategy which focuses on learners. It is an active learner-centered strategy (Bryan, 1998) and (Jared, 1997).

It is an active learning strategy in teaching reading. Teachers can apply it in different school subjects (Foote et al., 2001).

"It is an active learning strategy which inspires learners' inquiry" (Camp, 2000: 400).

2.2.5.7 Listening Triangle Strategy

It is an active learning strategy which focuses on developing the four English language skills; writing, reading, listening and speaking.

It is a simple active learning strategy. Teachers can apply it in teaching speaking. Three learners participate in; the first one is the speaker who speaks for a minute about the topic of their lesson. The second one listens carefully and asks questions about the issue for further details and information. The third one who listens carefully as well, writes notes and presents feedback to them.

2.2.5.8 Mind Mapping Strategy

It is an active learning strategy which uses graphics, pictures, symbols, colours, images, drawings, signs and lines as a network to join a main topic with secondary sub-topics, which makes it easy for learners to understand what teachers present in classrooms. It helps learners to sort particular ideas as one unit in their minds. Moreover, it motivates learners to participate in thinking, reading, listening and speaking about their ideas by writing their notes and drawing their own mind maps.

It is an active learning strategy in developing learners' vocabulary which develops the four English language skills which are based on vocabulary (Aljaser, 2017).

Al-Jarf (2011) defines Mind Mapping strategy as a graphic which organise the main ideas of categories separated from a central idea or image and lesser categories or ideas are present through branches that separated from larger branches.

It is an active learning strategy which motivates and engages learners in the learning process (Hamdan, 2017).

As Tony Buzan (2002) states Mind Mapping is a graphic which shows the ideas which are generated around a central goal and how they are connected. It is a useful technique that helps learners learn more effectively, improves creative problem solving

It is an active learning strategy which makes learning process more meaningful (Al-Otaibi, 2016: 279).

According to Liu (2016:204) "it makes learners use English. So when they use English, they automatically remember relevant mind maps to express themselves."

2.2.5.9 Numbered Head Together Strategy

It is a cooperative learning strategy. In this strategy, learners work in groups and think together to solve problems with all members of groups. The whole members of the groups need to know answers of the presented questions because teachers choose students randomly to answer a selected question (Cooper, 1999).

Good (1973: 591) defines it as "an instructional procedure which is designed to connect learners with the material that teachers present in classrooms in order to facilitate learning process."

Kagan (1986) indicates Numbered Head Together strategy helps teachers to improve the competence of learners in reading comprehension. It refers to activities in which learners work together in small groups to find out answers to questions teachers present in classrooms.

Kagan describes it as an active learning strategy in which teachers give numbers and questions to each learner in groups. Learners put their heads together to make sure that every learner in the group have the right answers. Teachers call a number, all learners with that number come out in fron of other learners. One of them presents the answer. Other learners start thinking about it and presenting different answers with their justifications (Kagan, 1992).

2.2.5.10 Project-Based Learning Strategy

According Klein et al. (2009) Project-Based is an active learning strategy which allows learners to construct their own knowledge and new understandings through a variety of presentation modes.

Barrow (1998) states that Problem-Based Learning Project begins with presentation of a real-life problem. Teachers facilitate and monitor the application and development of effective problem-solving process. Learning is based on Learner-centered. Learning is self-directed learning. It develops research skills and group discussion. Learners need to learn how to get information when it is needed. Reflection. Learners applying what they learn in new different real life situations.

According Thomas (2000) Project-Based Learning is a strategy that organises learning around projects which is based on challenging questions. It involves learners in design problem-solving and decision making. It helps learners to be very active in the learning process.

Biajone (2006) states Project-Based Learning is a systematic teaching method that engages learners in learning knowledge and skills through an extended inquiry which is process structured around complex, authentic questions and carefully designed tasks. Research shows that learners not only respond by giving useful information, but they also actively use what they know to explore, negotiate, interpret and create. Education has benefited from this teaching strategy, as teachers have learned how to effectively select content and activities to amplify and extend the skills and capabilities of learners. Many countries in the world want all their citizens to be educated. Also, education professionals are seeking research- supported practices that are applicable in classrooms and can facilitate learners' access to the mastering of concepts in science, hence, the need to introduce modern instructional strategies that do not only create cooperative pleasant atmosphere but enhance peer relations and also increase academic achievement of learners. Demonstration method has been shown to be effective with both large and small groups.

Steps to a Problem-Based Learning Approach
Learners works in groups. They meet to explore the problem. They gather necessary information. They list what they already know about it. Then, they define the problem. They frame it in a context of what is already known. They research the needed knowledge. They find resources and information that help them in creating a serious argument. They investigate possible solutions. They list possible actions and solutions to the problem. They assume hypotheses. They choose the best solution. They support their chosen solution with relevant evidence. They review their performance. Finally, learners evaluate their performance. They prepare themselves to the next problem.

2.2.5.11 Six Thinking Hats Strategy
According to De Bono (2011a) Six Thinking Hats is a simple, effective parallel thinking strategy that helps learners to be more engaged, active, productive, focused, and mindfully involved (De Bono, 2011a).

De Bono (1990: 272) states that six thinking hats strategy is supposed to promote quality of thinking and communication for learners teachers and educational leaders.

The hats represent six main ways of thinking about a problem: Information, Emotions, Judgmen, Positive Response, Creativity, and Process Management. This strategy is great for developing learners' critical thinking skills and getting them engaged in speaking. In this strategy learners will feel more comfortable and motivate to take part in the learning process. Teachers Present questions or problems. They distribute the hats. Each learner get a hat. Teachers give learners enough time for thinking about the given questions or problems. Teachers remind learners that they should act and speak according to their hats. They look for a creative solution, predict difficulties, present facts which support their solutions. Then, learners in groups start negotiating together to find the best solution to the problem.

Edward de Bono's six thinking hats are real six different coloured hats, in which each colour symbolizes a different type of thinking; the blue hat to discuss how the meeting will be conducted and to develop the goals. The discussion may then move to the red hat in order to collect views and reactions to the problem. Next, the discussion moves to the yellow hat or the green one in order to generate the presented ideas. Next, the discussion moves to the white hat to think in developing and generating the ideas. The black hat criticizes the presented ideas and solutions which motivates a fruitful discussion.

De Bono (2011a) shows that the white hat calls for information while the red one provides opportunity for expressing thoughts, the yellow one symbolizes the positive points, whereas the black one represents negative ones and critical judgment. There are the green and blue hats, which represent creativity and managing the thinking process.

2.2.5.12 Snow Ball Strategy

It is a very simple active learning strategy, which develops the four English language skills; writing, reading, listening and speaking. It is a very interesting strategy, which motivates all learners to participate in the learning process.

This is a very interesting activity which allows teachers to apply it with lower levels of learners. Teachers prepare topic sentences about different subjects. Teachers write these topics on papers. Then, teachers hand on papers to learners. Teachers allow learners to think about the written topics. Learners make snowballs using the given papers to throw them to each other. Then, they pick up them randomly. They open them and start reading, talking, discussing and exchanging thoughts about the written topics. Writers can write down notes. Then, they read them loudly in front of all learners.

2.2.5.13 The V-Shape Strategy

The V-Shape is an active conceptual learning strategy proposed by Tsai and Chiang, which is represented by various conflicting events that relate to specific learning subjects. The V-Shape strategy helps learners to achieve a balance between the conceptual schemes that have already been seized and the observed information in the world around them. Teachers create conceptual conflict in classrooms around learners' alternative conceptions by presenting them with a situation in the environment that contradicts these concepts. Learners work in small groups on conflict-resolving activities depending on themselves without teachers' help. Teachers later present accurate answers to replace them with any wrong answers.

Novak and Gowin (1984) explain that The V-Shape strategy consists of two sides; left side: represents the conceptual side, including rules concepts and principles and right side: represents the operational side. Events and objects are placed at the center in the V-Shape, connecting the both sides. The main question is written at the top of the V-Shape.

Zaitoun (2002) indicates when learners employ the V-Shape in their learning that helps them in joining the theoretical concepts with practical activities.

Educators and teachers can apply the V-Shape Strategy in various fields, including teaching learning process as an active learning strategy, curriculum developing and as an analytical tool.

2.2.5.14 Web-Quest Strategy

Web-Quest is defined as an active learning strategy, which is based on inquiry activities in which learners get information about specific planed issues from the Internet. It is an internet-based learning strategy. Learners construct their own knowledge depending on themselves using the internet, which is introduced by Dodge (1995) to the educational community. It is considered to be an effective way to organize the Internet resources and help learners construct new knowledge through a guided learning environment.

As the name suggests, Web-Quest learning is a new strategy, which enables learners to get information about an issue with team members through quests on the internet. They discuss, analyze and write down notes and speak about that issue in front of other learners. It is an active learning strategy that helps learners to construct their own meaningful knowledge independently depending on their prior knowledge. It helps them to construct useful knowledge through high level of thinking. So, it has various benefits for learners such as enhancing their learning achievement, motivating them to work in groups and helping them construct positive relationships with colleagues (Liu, & Matthews, 2005).

2.2.6 Active Learning Strategies in Teaching English Skills

Most learners are interested in learning foreign languages to communicate with others. Without languages, we cannot communicate and understand others. One of these languages, which learners need to know and learn is English. In English, there are four skills that must be developed; writing, reading, listening and speaking (Harmer, 1991).

Therefore, teachers need to motivate learners to master English skills by using active learning strategies. Afana (2012) indicates effective teaching strategies help to motivate and activate learners in classrooms. Moreover, they engage learners in learning and developing their skills.

Brinton et al. (2014) indicates they are effective teaching strategies, which motivate learners to learn actively in classrooms, keep on the task and develop learners' skills.

> According to (Alwasilah, 2005: 75) "writing is a skill in which the writer delivered his ideas into a text so intellectual and social readers can accept it. It is an opportunity that enables learners to turn their spoken language into written symbols."

2.2.6.1 English Writing Skill

Harmer (1998) points one of very important basic skills of learning English is writing. Writing is one of productive skills. He adds that the most important reason for learning writing is that it is a basic language skill, just as important as speaking, listening and reading. Learners need to know how to write notes, proposals, letters, reports etc.

Writing is useful as a preparation for some other activities, for example when learners write sentences as an introduction to discussion activities. In this case, writing is considered to be important in developing other three skills: listening, speaking and reading (Harmer, 2004).

Bello (1997) explains writing as a last going process of learning in which to find the most active language aspects for communicating one's feeling and thoughts.

Because of the importance of writing, teachers should choose an appropriate teaching approach in teaching them. Teachers should help learners in constructing their writing gradually independently.

> Clark and Star (1981: 35) indicate that "selecting a suitable technique has a very important role in supporting the success of teaching and learning process. Most traditional methods in language teaching were teacher-centered and were based on competition unlike today where all teaching approaches call for learner- centered

classes in order to achieve effective and long- lasting teaching. Cooperative learning is a learner- centered approach. indicated that there are at least three general theoretical perspectives that have guided research on cooperative learning, social interdependent, cognitive development and behavior."

Composition Writing

Composition writing is an acting task that walks learners step-by- step through the creative process , revealing new ways of communicating with their inner self, and unlocking their imagination (Weiss, 2006).

Rubie-Davies (2011) defines composition writing as a mean by which learners in educational settings present and display what they know. As learners move through schooling, competence in using writing for this purpose assumes greater importance.

2.2.6.2 Reading Skill:

Reading is constructing meaningful learning by learners while they deal with texts. Learners comprehend texts well and get meaningful learning when they construct their own knowledge through connecting their prior knowledge with their new experience in the field of reading. Good reading requires learners to recognize the relationships among words and to put together the meaning of the text.

Reading requires learners to recognize the relationships and to put together the meaning of the text. When you think about everything that goes on simultaneously in the human mind as one reads, the process not only defies easy explanation but also takes on almost magical qualities. Isolating the steps makes the process seem mechanical or reducible to a formula. But nothing about reading is mechanical or formulaic (Deanne, 1983).

2.2.6.3 Listening Skill

Listening skill is an effective, fixed process of making new knowledge of what learners hear while they engage with others in the environment around them in real situations. Learners construct their meaningful knowledge when they listen and comprehend what they hear.

English language has four skills: reading, writing, listening and speaking. Listening is one of the most common skills of language communication. Moreover, learners need listening daily while constructing their new knowledge. They need to listen quietly and deeply to understand what is said by others to construct new knowledge through speaking, reading and writing. It is very necessary skill to master English. Learners can gain several English daily vocabularies

through listening which help in strengthen speaking, writing and reading as well (Abbas, 2011).

Listening skill is an active, purposeful process of making sense of what we hear. Listening is an active rather than passive activity. Hence, learners must participate in their own instructional improvement. Listening skill needs to be developed through a variety of activities in which children can see the consequences of their listening (Norton, 1989).

2.2.6.4 English Speaking Skill

Speaking is the most important skill in any language, because it is one of the abilities to carry out conversation, communicate, interact, engage and exchange thoughts with others (Afana, 2012).

According to (Brown, 1991:110) "Speaking is an interactive process of construction meaning that involves producing, receiving and processing information."

Speaking is an interactive process of constructing, knowledge and meanings that involves receiving, analyzing, understanding and producing information (Brown, 1994).

2.3 Related Studies

There are some studies that related to active learning strategies:

Mufreh's study (2019) investigated the degree of using English language teachers the (K.W.L.) strategy in the high Basic Stage (7-9) in Bethlehem District. The researcher employed the descriptive approach to achieve the goals of her study. The study population consisted of all English language teachers at the governmental high Basic Stage (7-9) schools in Bethlehem District in the academic year 2019. The findings of the interview and observation model revealed that the degree of using English language teachers the (K.W.L.) strategy in the high Basic Stage in Bethlehem District was low. Moreover, the findings revealed that there were no statistically significant differences between the average of the degree of using English language teachers the (K.W.L.) strategy in the high Basic Stage in Bethlehem District due to gender and there were no significant differences between the average of the degree of using English language teachers the (K.W.L.) strategy in the high Basic Stage (7-9) in Bethlehem District due to qualification. Whereas, there were significant differences between the average of the degree of using English language teachers the (K.W.L.) strategy in the high Basic Stage in Bethlehem District due to experience.

Al Ja'abari's study (2018) aimed at investigating the degree of practicing active learning strategies from the point of view of teachers and supervisors. The researcher used a questionnaire to collect the data of the study. He applied the descriptive approach to achieve the goals of the study. The sample consisted of four hundred and fifty teachers and twenty-four supervisors. The findings showed that teachers employed discussion and narrative strategies. The findings showed that they did employ Six Thinking Hats. Supervisors proved that teachers employ the narrative strategy but they did not employ the numbered heads. Moreover, the findings showed that there were no differences in the views of supervisors and teachers on the level of employing active learning strategies. Also, there were no significant differences between the means of employing active learning strategies due to gender. In addition, there were significant differences between the means of employing active learning strategies due to work experience in favor of those who had more than 10 years' experience. Lastly, there were significant differences between the means of employing active learning strategies due to training courses for (1-3) and more than (3) compared to those who did not receive any course.

Haddad (2018) aimed at investigating the degree of practicing the principles of active learning in teaching English language from the perspective of its teachers in the schools of the Education Directorate of 'Bani Obaid' District in Jordan. The researcher developed a questionnaire to achieve the study goals. The study sample consisted of one hundred and thirty female and male teachers who teach English at the governmental schools. The Findings of the study revealed that the degree of employing active learning in teaching English was high. In addition, there were significant differences in the average of employing active learning due to gender. Moreover, there were significant differences in the average of employing active learning due to experience.

Al-Mohammdi (2018) aimed at identifying how far Math female teachers employ active learning strategies. The researcher applied the descriptive approach to achieve the goals of the study. She chose the sample of the study randomly, which consisted of eighty seven-math teacher. She used a questionnaire to collect the data of the study. The results of the study showed that the degree of employing active learning in teaching Math was high. In addition, there were some difficulties in employing active learning strategies in teaching mathematics to nature of active learning strategies, school organization and learner. Moreover, there were no significant differences between the means of employing active learning strategies due to qualification. Also, there were no significant differences between the means of employing active learning strategies due to experience. There were no significant differences between the means of facing difficulties related with teacher, learner, school organization and nature of active learning strategies in employing active learning strategies due to qualification. There were no significant differences between the means of facing difficulties related with teacher, learner, school organization and nature of active learning strategies in employing active

learning strategies due to experience.

Youssef and Aide (2018) aimed at identifying the difficulties of applying active learning in the first cycle of basic education from the point of view of teachers and educational supervisors in light of the variables of years of experience and gender. The researchers applied the descriptive approach to achieve the goals of the study. They used a questionnaire to collect the data of the study. They chose the sample of the study randomly. The results of the study showed that there were difficulties in applying active learning at schools from the teachers' perspective and the degree was moderate. Moreover, the results showed that there were significant differences between the means of facing difficulties in employing active learning strategies due to gender. The results showed that there were significant differences between the means of facing difficulties in employing active learning strategies due to qualification in favor of teachers who had postgraduate degrees. The results showed that there were significant differences between the means of facing difficulties in employing active learning strategies due to experience in favor of experienced teachers.

Stanberry (2018) conducted a study aimed at identifying the effectiveness of using an active learning strategy in developing learners' collaborative skills in science, technology, engineering and mathematics. The researcher employed various active learning strategies to achieve the goals of the study and to show the degree of development in the skills of cooperation among learners. The study findings showed that employing active learning strategies had a positive effective in developing the skills of cooperation among learners.

Ghuson (2018) investigated authenticity in English for Palestine Classroom Interactions and textbooks. The researcher used various instruments qualitative and quantitative to collect the data of the study. The sample of the study consisted of sixty-three English teachers from Jenin Directorate. The findings showed that there were lack authenticity English language classrooms at governmental schools in Palestine. The used textbooks were not genuine as they used unnatural language. Moreover, there were not clear authentic interactions in English language classrooms. Instead of that, English teachers employed traditional teaching methods.

Mafarjeh (2017) identified the obstacles of applying active learning strategies from the perspectives of science teachers of the basic stages in Nablus Governorate. The researchers used a questionnaire to collect the data of the study. He applied the descriptive approach to achieve the goals of the study. The sample of the study was stratified random which consisted of one hundred and seven female and male teachers. The findings of the study showed that there were significant differences between the means of teachers' answers about the obstacles of employing active learning due to gender in favor of female teachers. In addition, there were no significant differences between the means of teachers' answers about the obstacles of employing active learning strategies due to qualifications. In addition, there

were no significant differences between the means of teachers' answers about the obstacles of employing active learning strategies in due to majors. Moreover, there were no significant differences between the means of teachers' answers about the obstacles of employing active learning strategies due to experience. Finally, the study showed that there were obstacles of Applying Active Learning Strategies in Teaching Science from the Perspectives of the Basic Stage Teachers in Nablus Governorate.

Rayanto (2017) aimed to find out whether the numbered head together as one of the cooperative learning strategy can improve the learners' reading comprehension. The researcher applied the experimental approach to achieve the goals of the study. The research conducted the study at the eighth grade of SMPN 1 Rejoso Kabupaten Pasuruan, which consisted of twenty-seven learners for D class. The results of the study showed that the numbered head together strategy had a positive effect on improving the learners' reading comprehension.

Aksit, Niemi and Nevgi (2016) conducted a study aimed at identifying the impact of active learning in enhancing the professional competence of teachers and learners in Finland and Turkey. The researchers used a questionnaire to collect the data of the study and to achieve the objectives of the study. The sample of the study was seven hundred and twenty eight teachers. The findings of the study showed that active learning had positive effects on enhancing the professional efficiency of teachers and learners as well.

Setyawti (2016) identified the effectiveness of using the Fishbowl strategy in teaching speaking at the eleventh grade learners of SMKN 1 Karanganyar in the Academic Year of 2015/2016. The researcher applied the experimental approach to achieve the goals of the study. The sample of the study consisted of seventy-two students of the eleventh grade of SMKN 1 Karanganyar in the academic year of 2015/2016. The findings of the study showed that employing Fishbowl strategy had positive effects in teaching speaking.

Al-Rasheede (2015) aimed at investigating the degree of practicing teacher and learner roles in active learning in light of some variables from secondary stage teachers and learners point of view in the state of Kuwait. She chosen the cluster sample which consisted of ninety-five male teachers and (105) female teachers. Also, one hundred and ninety-two male learners and (208) female learners. She built two questionnaires for students and teachers. The findings of the study revealed that the degree of employing active learning was moderate. In addition, there were significant differences in the degree of employing active learning strategies due to gender in favor of female teachers. While, there were no significant differences in the degree of employing active learning strategies due to qualification. There were no significant differences in the degree of employing active learning strategies due to experience.

Al-Jaafra (2015) aimed at investigating the level of practicing the principles of active Learning in the teaching of the Arabic language for learners of the upper basic stage in the education Directorates of Rusaifa and al-Karak from teachers' Point of View. The researcher used a questionnaire to collect the data of the study. He applied the descriptive approach to achieve the goals of the study. The sample consisted of two hundred and twenty-eight female and male teachers. The findings revealed that the level of employing active learning strategies in teaching was moderate. In addition, the results revealed significant differences between the means of employing active learning strategies due to gender, while the results showed that there were no significant differences due to experience.

Rawashdeh and Nawafla (2015) studied the goal of learning how to practice active learning in science teaching in the northeastern desert of Jordan. The researchers used a questionnaire to collect the data of the study. They applied the descriptive approach to achieve the goals of the study. The sample consisted of thirty female and male teachers. The findings revealed that the degree of employing active learning in teaching was moderate. In addition, the results revealed that there were no significant differences due to experience.

Elian and Hamaidi (2015) identified the effect of the Flipped classroom strategy on the academic achievement in the subject of science among fourth grade learners in Jordan. The study population consisted of all the 4th grade learners (2134) at private schools in the Directorate of Amman, during the second semester of the academic year 2015-2016. The researchers applied the experimental approach to achieve the goals of the study. The study sample was distributed into two groups; the control group, which consisted of twenty-two learners, who had studied in the traditional method, and the experimental group which consisted of twenty two learners, who had studied according to flipped classroom strategy. The findings revealed that there were differences between the means on the educational achievement test due to the teaching method, in favor of the experimental group. In addition, there are differences between the means on the academic achievement due to gender.

Jawabreh's study (2015) investigated whether UNRWA Basic teachers at Hebron district implement Communicative Language Teaching or not, and whether UNRWA Basic learners are considered active participants in the learning process. The researchers used an observation checklist, semi-structured interviews and a questionnaire to collect the data of the study. He applied the descriptive approach to achieve the goals of the study. The sample of the study was stratified random   which consisted of (43) Palestinian teachers. The findings of the study showed that the teachers are kept employing traditional methods in teaching. In addition, the findings of the study showed that the learners did not practice language communicatively.

Abu Younes's study (2015) investigated the centrality of the English textbooks in the Palestinian secondary public schools and its impact on the English teachers. Also, it

investigated how the English textbooks imposed by the Palestinian Ministry of Education have gained the central role in teaching English in the Palestinian public classrooms. The researcher used an observation checklist interviews collect the data of the study. Twelve English periods for the grades from the seventh till the twelfth were observed. In addition, the researcher interviewed English teachers who taught in secondary schools in Ramallah Directorate in order to explore the pressure that the supervisors may exercise on the English teachers to follow the textbook so, the researcher interviewed all the five English supervisors in Ramallah directorate. The researcher applied the descriptive approach to achieve the goals of the study. The sample of the study consisted of (43) Palestinian teachers. The findings of the study showed that English textbooks were the main and basic references that English teachers had to follow in almost all aspects of the teaching process. Pressures on teachers to follow the textbooks resulted mainly from learners' achievement exams and from supervisors who required teachers to cover all pages of English textbooks. As a result, teachers complained of huge amount of written works, of having no time to cooperate with colleagues, of worries to finish the material, of teaching for the tests, and of feelings that they are burning out. Teachers also announced that they are losing their creativity and skills and that they are not upgrading or developing themselves. Many of these teachers expressed their hope of leaving schools and changing their careers. This is because they admitted that they could not fight against these imposed textbooks since the whole system of assessment depends on them.

Asrat (2014) aimed at assessing the utilization of active learning: The case of Nifas Silk Lafto Sub-City governmental upper Basic school. The researchers used a questionnaire, an interview and an observation checklist to collect the data of the study. He applied the descriptive approach to achieve the goals of the study. The sample of the study consisted of (169) teachers, (282) learners and (3) instructors seven female and male teachers. The findings of the study showed that employing of active learning was low. Among the factors that affected the low employing active learning; teachers training, classroom conditions, class size, beliefs and interests of teachers in their profession.

Al shanty (2014) aimed to investigate the effect of guided Web-Quest on enhancing writing skills among ninth graders at UNRWA Schools. The researchers applied the experimental approach to achieve the goals of the study. The researcher chosen the sample of the study purposely from Al Zaitoon Girl Prep (A) School in (UNRWA) School in Gaza governorate because there is the computer lab and it is connected to the Internet. It also has a smart board is needed for experiment and that facilitate the researcher's task. The study sample was (78) ninth graders which was distributed into two groups; the control group, which consisted of thirty nine learners, who had studied in the traditional method, and the experimental group which consisted of thirty nine learners, who had studied according to Web-Quest classroom strategy in the field of writing. The findings showed that there were differences between the means on the educational achievement test due to the teaching method, in favor of the

experimental group. In addition, there was a large effect of Web-Quest strategy on improving summary writing, letter writing and paragraph writing.

AL-Khataybeh and AL-Tarawneh (2013) conducted a study to investigate the effect of using Six Thinking Hats method on the development of EFL female eleventh grade learners' writing skill in Al- Mazar directorate of education during the academic year 2013/2014. In addition, it aimed to investigate if there was an effect for using this method due to the learner's level in English Language. The sample of the study consisted of fifty female learners from Mutah Secondary School for Girls, which was selected purposely and assigned randomly into two groups; an experimental group, which consisted of twenty-four learners, and a control group, which consisted of twenty-six learners. The experimental group was taught by employing Six Thinking Hats, whereas the control group was taught according to the traditional method. The researchers chose two topics from the (11th) grade textbook in order to achieve the goals of the study. Moreover, the researchers designed the study instruments to collect the data of the study. The researchers chose the experimental approach to achieve the objectives of the study. The results of the study showed that there were significant differences in favor of the experimental group taught using Six Thinking Hats strategy. In addition, it showed that employing Six Thinking Hats strategy was more effective for the learners in the high and intermediate levels.

El Salhi (2013) aimed at investigating the effectiveness of a suggested program based on active learning strategies on fourth graders' performance in English. The researcher adopted the experimental approach to achieve the goals of the study. The researcher designed a programme, which was based on active learning. That programme was used in teaching the experimental group, while the traditional method was taught using the traditional methods. The study was conducted in the first term of the school year (2012- 2013). The findings of the study indicated that there were significant differences in the fourth graders' performance in English language in the four skills: listening, reading, writing, and speaking due to the method of teaching in favor of active learning program. Moreover, the findings of the study showed that the students' weak performance in English language skills, lack of motivation and weak participation in class was documented through the researcher's teaching and exam-marking experiences and consultation with other colleague teachers as well. Students' weak performance in the four skills: listening, speaking, reading and writing was attributed to not employing active learning strategies that take into consideration learners' participation in the process of their learning.

Abu Sneineh, et al. (2009) aimed at identifying the extent to which the principles of active learning in the teaching of social studies were studied from the perspective of its teachers in UNRWA schools in Jordan. The researcher designed a questionnaire to achieve the goals of the study. The study sample consisted of seventy male and female teachers. The findings of

the study showed that the degree of practicing the principles of active learning in the teaching of social studies from the point of view of teachers was great. The results also showed significant differences due to gender, while the results showed that there were no significant differences due to experience.

Hamed's study (2004) investigated the language learning strategies used by the eleventh grade learners who are learning English as a foreign language in governmental and private schools in Nablus city in Palestine. The researcher used a questionnaire to collect the data of the study. He applied the descriptive approach to achieve the goals of the study. The whole population of the study consisted of (1955) learners, (965) females and (990) males. The sample consisted of (390) learners; (264) males and (126) females. The findings of the study showed that the level of using language-learning strategies of the eleventh grade learners who were learning English as a foreign language in Nablus city in Palestine was moderate. There were significant differences in language learning strategy use among the eleventh grade learners in Nablus city in Palestine in the affective strategies domain due to gender in favor of male learners. There were significant differences in language learning strategy use (LLS) among the eleventh grade learners in Nablus city in Palestine due to proficiency variable generally in favor of more proficient learners. There were significant differences in using language-learning strategies (LLS) among the eleventh grade learners in Nablus city in Palestine due to the major of study variable in cognitive strategies domain in favor of the scientific stream learners.

Aqel's study (2002) aimed at identifying the English language teachers' implementation of effective teaching principles in Nablus schools. The researcher used a questionnaire to collect the data of the study. He applied the descriptive approach to achieve the goals of the study. The sample of the study was selected randomly. The findings revealed that classroom management, teaching ability were the most practiced principles, whereas evaluation and teachers' teaching skills development were the least implemented principles.

Al-Ghoul (2009) indicated that it was revealed by the results of the national test in Jordan for the year 2007/2008, some learners attributed this weakness to several reasons including the traditional teaching methods used in the learning process

Conclusion
In the light of the previous studies, the researcher noticed that the degree of employing active studies was not high as shown in these studies; Mufreh's study (2019) findings revealed that the degree of the observation model and interview of employing the (K.W.L.) strategy was low. Al Ja'abari's study (2018) revealed that the least used strategy is Six Thinking Hats and the numbered heads. Al-Rasheede's study (2015) findings revealed that the degree of practicing teacher and learner roles in active learning was moderate. Al-Jaafra's study (2015) findings showed that the level of employing active learning strategies in teaching Arabic was

moderate. Rawashdeh and Nawafla (2015) showed that the degree of employing active learning in teaching was moderate. Asrat (2014) indicated that the findings of the study showed that employing of active learning was low. Hamed's results of the study (2004) showed that the level of using language-learning strategies was moderate in general. Aqel's study (2002) results showed that teachers' active teaching skills development were the least implemented principles.

Other studies showed that some teachers depended on traditional methods and textbooks as their main references; Jawabreh's study (2015) findings showed that the teachers are kept employing traditional methods in teaching. In addition, the findings of the study showed that the learners did not practice language communicatively. Ghuson's study (2018) findings showed that there were lack authenticity English language classrooms at governmental schools in Palestine. The used textbooks were not genuine as they used unnatural language. Moreover, there were not clear authentic interactions in English language classrooms. Instead of that, English teachers employed traditional teaching methods. Abu Younes's study (2015) findings showed that English textbooks were the main and basic references that English teachers had to follow during learning process. Pressures on teachers to follow the textbooks resulted mainly from learners' achievement exams and from supervisors who required teachers to cover all pages of English textbooks.

Some studies showed that teachers faced some difficulties that prevented them to apply active learning strategies; Al-Mohammdi (2018) showed that there were some challenges prevented employing active learning strategies. Youssef and Aide (2018) showed that there were difficulties in applying active learning at schools and the degree of employing them was moderate. Mafarjeh (2017) indicated that there were significant differences between the means of teachers' answers about the obstacles of employing active learning due to gender in favor of female teachers. In addition, there were no significant differences between the means of teachers' answers about the obstacles of employing active learning strategies due to qualifications. In addition, there were no significant differences between the means of teachers' answers about the obstacles of employing active learning strategies in due to majors. Moreover, there were no significant differences between the means of teachers' answers about the obstacles of employing active learning strategies due to experience. Finally, the study showed that there were obstacles of Applying Active Learning Strategies in Teaching Science from the Perspectives of the Basic Stage Teachers in Nablus Governorate.

The rest of the previous studies focused on the effectiveness of active learning strategies; Stanberry (2018) indicated that there was an effective use of active learning in developing the skills of cooperation among learners in the classroom. Rayanto (2017) showed that the numbered head together strategy had a positive effect on improving the learners' reading comprehension. Aksit, Niemi and Nevgi (2016) indicated that active learning had positive

effects on enhancing the professional efficiency of teachers and learners as well. Setyawti (2016) showed that teaching speaking by using Fishbowl method is effective and give positive contribution toward the learners' speaking ability. Elian and Hamaidi (2015) showed that there were differences between the means on the educational achievement test due to the teaching method, in favor of the experimental group. Al shanty (2014) showed the positive effect of guided Web-quest on enhancing writing skills among ninth graders at UNRWA Schools. AL-Khataybeh and AL-Tarawneh (2013) showed that employing Six Thinking Hats strategy was more effective for the learners in the high and intermediate levels. In addition, it showed that there were significant differences in favor of the experimental group taught using Six Thinking Hats strategy.

Chapter Three

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Methods and Procedures

3.1 Introduction

This chapter presents the methods and procedures of the study that the researcher has followed to investigate the degree of employing active learning strategies among English language teachers in Bethlehem District. It includes details about the population of the study, the instruments of the study, validity of the instrument, reliability of the instruments, steps of conducting the study, the statistical analysis and findings of the study.

3.2 Methods of the Study

The researcher adopted the descriptive approach, which relied on a real life study phenomena. It was considered the right approach to such studies to answer the questions and hypotheses of the study. He developed a questionnaire and an interview to investigate the degree of employing active learning strategies among English language teachers in Bethlehem District in order to achieve the goals of the study.

3.3 Population of the Study

The population of the study consisted of all English language teachers at basic and secondary governmental schools in Bethlehem District during the first semester of the academic year 2019/2020. They were (262) male and female teachers.

3.4 Sample of the Study

The researcher selected a cluster random sample, which represented (%65) of the population of the study. It consisted of (77) male and (95) female English teachers at governmental schools in Bethlehem District. Table (3.1) shows the distribution of the study sample.

Table (3.1): Sample distribution according to teacher's gender, qualification and experience variables (Questionnaire):

Variable	Level	Number	Percentage
Gender	Male	77	%44.7
	Female	95	%55.2
Qualification	Diploma	11	%6.4
	Bachelor	134	%77.9
	Master's	27	%15.7
Experience	less than 5 years	41	%23.8
	5-10 years	56	%32.5
	more than 10 years	75	%43.7

Table (3.1) shows that (%55.2) of the participants were female teachers while (%44.7) participants were male teachers. The percentage of the participants who had Bachelor was (%77.9) while master's percentage was (%15.7) and Diploma percentage was (%6.4). The percentage of the participants who had work experience more than 10 years was (%43.7) while 5-10 years was (%32.5) and less than 5 years was (%23.8).

Table (3.2): Sample distribution according to teacher's gender, qualification and experience variables (interview).

Variable	Level	Number	Percentage
Gender	Male	10	%50.0
	Female	10	%50.0
Qualification	Diploma	2	%10.0
	Bachelor	12	%60.0
	Master's	6	%30.0
Experience	less than 5 years	3	%15.0
	5-10 years	4	%20.0
	more than 10 years	13	%65.0

Table (3.2) shows that (%50) of the participants were female teachers while (%50) participants were male teachers. The percentage of the participants who had Bachelor was (%50.0) while master's percentage was (%40.0) and Diploma percentage was (%10.0).

The percentage of the participants who had work experience more than 10 years was (65.0) while 5-10 years was (%20.0) and less than 5 years was (%15.0).

3.5 Instruments of the Study

The researcher developed a questionnaire and an interview to investigate the degree of employing active learning strategy among English language teachers in Bethlehem District. He derived the questions of the interview from the items of the questionnaire.

3.5.1 Questionnaire

The researcher used a questionnaire as the main instrument to investigate the degree of employing active learning strategies among English language teachers in Bethlehem District. The questionnaire was based on the five-point Likert rating scale. It was developed depending on some previous studies in the same field, which were: Al Mohammdi (2018), Jawabreh (2015), Al-Rasheede (2015), Hightower (2014), Al-zahrani (2012), and Shinn (1997). It was two parts the first part covered the independent variable: gender, qualification and experience while the second part covered the dependent variable that consisted of 31 items. Moreover, participant teachers were able to write their comments at the end of the questionnaires.

3.5.1.1 Validity of the Questionnaire

The researcher ensured the validity of the questionnaire by presenting it to a group of specialists in different fields of the study. They were (13) arbitrators. They provided the researcher with valuable recommendations which were highly appreciated. Most of them accepted (31) items out of (31). The researcher took the arbitrators' recommendations seriously and made the necessary changes before printing it out.

3.5.1.2 Reliability of the the Questionnaire

Cronbach's Alpha was used to ensure the reliability of the questionnaire . The value was (0.96) which showed that the questionnaire was suitable for conducting the study.

3.5.2 Interview

The researcher interviewed (20) male and female English teachers in Bethlehem District and they were selected randomly from the sample of the study in order to get data from them to support the study results. It was consisted of (4) questions. The researcher met the teachers at their schools. Each teacher took (10-15) minutes to answer the questions of the interview.

3.5.2.1 Validity of the Interview

The researcher derived the questions of the interview from the questionnaire's items. They were (4). All of the arbitrators accepted the (4) items. So, there was no need to make any critical changes to the questions.

3.5.2.2 Reliability of the Interview

Cronbach's Alpha was used to ensure the reliability of the Interview. The value reliability showed that the Interview was suitable for conducting it.

3.6 Procedures of the Study

The researcher followed these procedures in conducting the study; The researcher felt that there was a problem with learners' achievement out of his experience.Then, he started reading many previous studies in the field of education to specify the problem. So, he specified the problem of the study. Next, the supervisor and the researcher agreed on the title of the study to prepare the proposal of the study. After that, he worked on the proposal through reading many related studies. The proposal was presented to the university to be studied. When the proposal was accepted, the researcher started his long journey in deep studying relevant studies to get information about studies methodologies, instruments, population, etc.. At that point, the researcher was able to choose the suitable population and sample. Also, the instruments of the study were developed. He got the form of facilitating the researcher's task from the faculty of education at Al Quds University. As a result, he got the form of facilitating the researcher's task from the Directorate of Education in Bethlehem District to facilitate applying the instruments of the study at schools. Then, he applied the instruments of the study. After that, he collected the study data. Next, he analyzed the data using the SPSS to get the results to answer the questions and hypotheses of the study in order to fulfill the goals of the study. Finally, he presented his recommendations and suggestions.

3.7 Variables of the Study
This study included these variables:

3.7.1 Independent variables
Gender variable included two categories: Male and female.
Academic qualification divided into: Diploma, Bachelor and Master's.
Years of experience divided into: Less than 5 years, 5-10 years and more than 10 years.

3.7.2 Dependent variables

The degree of employing active learning strategy among English language teachers in Bethlehem District.

3.8 Statistical Analysis

The researcher analyzed the collected data by the (SPSS) Statistical Package for Social Sciences. He applied Likert Scale to give numbers to the participants' responses like that (greatly, a lot, neutral, little and very little) into (5, 4, 3, 2 and 1). Then, the researcher extracted the arithmetic means for each item and used Cronbach's Alpha, t-test, one way ANOVA, standard deviations, frequencies and percentages to answer the questions and Hypotheses of the study.

Chapter Four

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Results of the Study

4.1 Introduction

This chapter presents an overview of the findings of the study, which aims at investigating the degree of employing active learning strategies among English language teachers in Bethlehem District, as well as analyzing the collected data. The researcher shows the findings of the study in terms of answering the questions and hypotheses of the study.

To explain the degree of response averages of the study sample, the researcher has adopted the following:

Mean average	Degree
High	3.67 – 5
Moderate	2.34 – 3.66
Low	1.0 – 2.33

4.2 Results Related to the Questions of the Study

The current study attempts to investigate the degree of employing active learning strategies among English language teachers in Bethlehem District in terms of answering the questions of the study. Moreover, it has examined the connection between the study variables and the degree of employing active learning strategies among English language teachers in Bethlehem District.

4.2.1 Results Related to the First Question
What is the degree of employing active learning strategies among English language teachers in Bethlehem District?

To answer the above question, the researcher has calculated average means and standard deviations of the responses of the study sample on the degree of employing active learning strategies among English language teachers in Bethlehem District as in table (4.1).

Table (4.1): Means and standard deviations of responses of the study sample on the degree of employing active learning strategies among English language teachers in Bethlehem District.

No.	Items	Means	S.D.	degree
6	I help students relate new learning to their prior experiences.	3.45	1.29	Medium
2	I allow errors as a natural part of the learning process	3.32	1.36	Medium
9	I allow collaborative work in groups.	3.02	1.30	Medium
1	I encourage dialogue among my students.	2.89	1.51	Medium
10	I apply variety of ways to teach English language skills.	2.77	1.51	Medium
11	I clearly explain the objectives of lessons to my students.	2.72	1.47	Medium
13	I use strategies that give the chance to my students to work as a team.	2.63	1.36	Medium
8	I allow students to present new ideas and arguments independently.	2.51	1.44	Medium
12	I employ student-centered strategies in teaching English language skills.	2.47	1.31	Medium
3	I encourage my students to ask questions about the nature of their society.	2.41	1.50	Medium
4	I prepare active learning strategies that encourage each student to be independent.	2.33	1.33	Medium
15	I employ active learning strategies in teaching reading.	2.28	1.29	Low
14	I employ active learning strategies in teaching writing.	2.24	1.31	Low
7	I teach units about problems of everyday life.	2.20	1.43	Low
5	I have my students identify their own problems that need to be solved.	2.19	1.33	Low
16	I employ active learning strategies in teaching listening.	2.17	1.24	Low
18	I employ Concept Mapping strategy in teaching English language skills.	2.15	1.29	Low
17	I employ active learning strategies in teaching speaking.	2.08	1.28	Low
27	I employ Project Based Learning strategy in teaching English language skills.	2.02	1.19	Low
25	I employ Mind Mapping strategy in teaching English language skills.	1.92	1.23	Low
23	I employ the K.W.L. strategy in teaching English language skills.	1.91	1.27	Low

31	I employ Web Quest strategy in teaching English language skills.	1.75	1.01	Low
24	I employ Listening Triangle strategy in teaching English language skills.	1.64	1.01	Low
26	I employ Numbered Heads Together strategy in teaching English language skills.	1.62	0.93	Low
22	I employ Hot Seating strategy in teaching English language skills.	1.59	0.92	Low
21	I employ Flipped Learning strategy in teaching English language skills.	1.56	0.88	Low
30	I employ the V-shape strategy in teaching English language skills.	1.55	0.93	Low
28	I employ Six Thinking Hats strategy in teaching English language skills.	1.52	0.99	Low
29	I employ Snowball strategy in teaching English language skills.	1.48	0.90	Low
19	I employ Fishbone strategy in teaching English language skills.	1.45	0.88	Low
20	I employ Fishbowl strategy in teaching English language skills.	1.43	0.83	Low
	Total mean	**2.17**	**1.34**	Low

Table (4.1) results show that the total mean score is (2.17) and the standard deviation is (1.34). This indicates that the degree of employing active learning strategies among English language teachers in Bethlehem District is low.

The results in table (4.1) indicate that (11) items have moderate means as shown below; Item (6) "I help students relate new learning to their prior experiences" with means (3.45) and standard deviation (1.29) is moderate. It is the highest means. Item (2) "I allow errors as a natural part of the learning process" with means (3.32) and standard deviation (1.36) is moderate. Item (9) "I allow collaborative work in groups" with means (3.02) and standard deviation (1.30) is moderate. Item (1) "I encourage dialogue among my students" with means (2.89) and standard deviation (1.51) is moderate. Item (10) "I apply variety of ways to teach English language skills" with means (2.77) and standard deviation (1.51) is moderate. Item (11) "I clearly explain the objectives of lessons to my students" with means (2.72) and standard deviation (1.47) is moderate. Item (13) "I use strategies that give the chance to my students to work as a team" with means (2.63) and standard deviation (1.36) is moderate. Item (8) "I allow students to present new ideas and arguments independently" with means (2.51) and standard deviation (1.44) is moderate. Item (12) "I employ student-centered strategies in teaching English language skills" with means (2.47) and standard deviation (1.31) is moderate. Item (3) "I encourage my students to ask questions about the nature of their society" with means (2.41) and standard deviation (1.50) is moderate. Item (4) "I prepare active learning strategies that encourage each student to be independent" with means (2.33) and standard deviation (1.33) is moderate.

Whereas, the results in table (4.1) indicate that (20) items have low means; Item (15) "I employ active learning strategies in teaching reading" with means (2.28) and standard deviation (1.29) is low. Item (14) "I employ active learning strategies in teaching writing" with means (2.24) and standard deviation (1.31) is low. Item (7) "I teach units about problems of everyday life" with means (2.20) and standard deviation (1.43) is low. Item (5) "I allow my students to identify their own problems that need to be solved" with means (2.19) and standard deviation (1.33) is low. Item (16) "I employ active learning strategies in teaching listening" with means (2.17) and standard deviation (1.24) is low. Item (17) "I employ active learning strategies in teaching speaking" with means (2.08) and standard deviation (1.28) is low. Item (18) "I employ Concept Mapping strategy in teaching English language skills" with means (2.15) and standard deviation (1.29) is low. Item (27) "I employ Project Based learning strategy in teaching English language skills" with means (2.02) and standard deviation (1.19) is low. Item (25) "I employ Mind Mapping strategy in teaching English language skills" with means (1.92) and standard deviation (1.23) is low. Item (23) "I employ the K.W.L. strategy in teaching English language skills" with means (1.91) and standard deviation (1.27) is low. Item (31) "I employ Web-Quest strategy in teaching English language skills" with means (1.75) and standard deviation (1.01) is low. Item (24) "I employ Listening Triangle strategy in teaching English language skills" with means (1.64) and standard deviation (1.01) is low. Item (26) "I employ Numbered Heads Together strategy in teaching English language skills" with means (1.62) and standard deviation (093) is low. Item (22) "I employ Hot Seating strategy in teaching English language skills" with means (1.59) and standard deviation (0.92) is low. Item (21) "I employ Flipped Learning strategy in teaching English language skills" with means (1.56) and standard deviation (0.88) is low. Item (30) "I employ the V-shape strategy in teaching English language skills" with means (1.55) and standard deviation (0.93) is low. Item (28) "I employ Six Thinking Hats strategy in teaching English language skills" with means (1.52) and standard deviation (0.99) is low. Item (29) "I employ Snowball strategy in teaching English language skills" with means (1.48) and standard deviation (0.90) is low. Item (19) "I employ the Fishbone strategy in teaching English language skills" with means (1.45) and standard deviation (0.88) is low. Item (20) "I employ the Fishbowl strategy in teaching English language skills" with means (1.43) and standard deviation (0.83) is low. It is the lowest means.

4.2.2 Results of Questions (2,3,4):
The researcher has converted those questions into null hypotheses to answer them.

4.3 Results of the Hypotheses of the Study

4.3.1 Results of the first null hypothesis
There are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in

Bethlehem District due to gender. To test this hypothesis, the researcher has used t-test as in table (4.2).

Table (4.2): The results of t-test of the degree of employing active learning strategies among English language teachers in Bethlehem District due to gender.

Gender	Number	Mean	Stan. Deviation	DF	t-statistic	Sig.
Male	77	2.00	0.83	170	2.41	0.02
Female	95	2.31	0.82			

Table (4.2) shows that (T) value is (2.41) and the significant level is (0.02) so, there are statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to gender in favor of females. Thus, the null hypothesis is rejected.

4.3.2 Results of the second null hypothesis

There are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification.

To examine the second null hypothesis, mean scores are calculated of the responses of the study sample on the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification as in table (4.3).

Table (4.3): Results of mean scores on the degree of employing active learning strategies due to academic qualification.

Academic level	Number	Mean
Diploma	11	2.09
Bachelor	134	2.14
Master's	27	2.33
Total	172	2.17

Table (4.3) shows there are no difference in the degree of employing active learning strategies due to academic qualification. In order to find out the significant of the differences, One Way ANOVA test is used as in table (4.4).

Table (4.4): Results of the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification.

Source of variance	Sum of Squares	DF	Mean Squares	F-value	Sig.
Between Groups	0.85	2	0.42	0.60	0.55
Within Groups	118.40	169	0.70		
Total	119.25	171			

Table (4.4) shows that (F) value is (0.60) and the significant level is (0.55) so, there are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification. Therefore, the null hypothesis is accepted.

4.3.3 Results of the third null hypothesis

There are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience.

To examine the third null hypothesis, mean scores are calculated of the responses of the study sample on the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience as in table (4.5).

Table (4.5): Results of mean scores on the degree of employing active learning strategies due to work experience.

Experience of participants	Number	Mean
less than 5 years	41	2.19
5-10 years	56	2.06
more than 10 years	75	2.24
Total	172	2.17

Table (4.5) shows there are no difference in the degree of employing active learning strategies due to work experience. In order to find out the significant of the differences, One Way ANOVA test is used as in table (4.6).

Table (4.6): One Way ANOVA results of the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience.

Source of variance	Sum of Squares	DF	Mean Squares	F-value	Sig.
Between Groups	1.09	2	0.54		
Within Groups	118.16	169	0.70	0.78	0.46
Total	119.25	171			

Table (4.6) shows that (F) value is (0.78) and the significant level is (0.46) so, there are no statistically significant differences at (α=0.05) between the arithmetic means of the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience. So, the null hypothesis is accepted.

4.4 Results of the Interview

The interview has been conducted to investigate the degree of employing active learning strategies among English language teachers in Bethlehem District in terms of answering the questions of the interview and to the participants to express their thoughts freely. (20) English teachers have been chosen randomly from the sample of the study to be interviewed at their schools in order to increase the accuracy of the study results. They have answered:

What kind of active learning strategies do you employ in teaching writing, reading, listening and speaking?

All the interviewees have answered that they do not employ any kind of active learning strategies in teaching the four English Language skills, they have many justifications for avoiding applying them. They prefer employing traditional common strategies instead.

4.5. Teachers' Comments

Fourteen male and female teachers have written their comments as in table (4.5).
Table (4.7): Frequencies of Participants' comments.

No.	Participants' comments	Frequencies	Total
1	I do not employ active learning strategies in teaching English skills because I have never heard of them.	// // // // // /	11
2	I do not employ active learning strategies in teaching English skills because I do not have enough time in class to use them.	// // // // // /	11
3	I do not employ active learning strategies in teaching English skills because the bulk of the curriculum does not allow me to use them.	// // // // /	9
4	I do not employ active learning strategies in teaching English skills because the bulk of the curriculum does not allow me to use them.	// // // // /	9
5	I do not employ active learning strategies in teaching English skills because students' numbers in classes do not allow me to use them.	// // // /	7
6	I do not employ active learning strategies in teaching English skills because the supervisor stresses on finishing the curriculum by the end of the scholastic year instead of employing them.	// // // /	7
7	I do not employ active learning strategies in teaching English skills because the supervisor does not motivate me to do so.	// // /	5
8	I do not employ active learning strategies in teaching English skills because I do not benefit from those training sessions that are held by supervisors.	// // /	5
9	I do not employ active learning strategies in teaching English skills because my weekly amount of classes does not allow me to use them.	// //	4

Table (4.7) indicates that two items have the highest total of participants' comments frequencies, which are item (1) "I do not employ active learning strategies in teaching English skills because I have never heard of them" with total frequency (11) and item (2) "I do not employ active learning strategies in teaching English skills because I do not have enough time in class to use them" with total frequency (11). Items (3) and (4) come next, "I do not employ active learning strategies in teaching English skills because the bulk of the curriculum does not allow me to use them" with total frequency (9) and "I do not employ active learning strategies in teaching English skills because the bulk of the curriculum does not allow me to use them" with total frequency (9). Then, item (5) and (6) follow "I do not employ active learning strategies in teaching English skills because students' numbers in classes do not allow me to use them" with total frequency (7) and "I do not employ active learning strategies in teaching English skills because the supervisor stresses on finishing the curriculum by the end of the scholastic year instead of employing them" with total frequency (7). Items (7) and (8) come next "I do not employ active learning strategies in teaching English skills because the supervisor does not motivate me to do so." with total frequency (5) and "I do not employ

active learning strategies in teaching English skills because I do not benefit from those training sessions that held by supervisors" with total frequency (5). The lowest is item (9) "I do not employ active learning strategies in teaching English skills because my weekly amount of classes does not allow me to use them" with total frequency (4).

Shortly, the results of the questionnaire and the interview are closely similar in investigating the degree of employing active learning strategies among English language teachers in Bethlehem District, which is low. Participants' comments support that result.

Chapter Five

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Discussion, Conclusion and Recommendations

5.1 Introduction

This chapter focuses on discussing the study results in a chronological order; questions of the study, the researcher's comments, and the related studies whether they are consistent with the results of the study and the recommendations of the study.

5.2. Discussion of the Results of the First Question

What is the degree of employing active learning strategies among English language teachers in Bethlehem District?

The results show that the degree of employing active learning strategies among English language teachers in Bethlehem District is low. The researcher attributes this result to various reasons. He reveals them out of his long experience in the field of teaching English at different schools in Bethlehem District. He has noticed that many English teachers have not heard about active learning strategies, so they do not employ them in teaching English skills, instead of them, they focus on applying traditional methods.

Participants' comments support this result. Table (4.5) indicates that item (1) "I do not employ active learning strategies in teaching English skills because I have never heard of them" has the highest total of frequencies, with total frequency (11).

In addition, fatty bulk of curriculum prevents them to apply new strategies. They rush and give extra classes before and after school to finish textbooks. Supervisors focus on how many pages teachers have covered. Therefore, most teachers prefer to be on time in finishing the material.

Moreover, that exam which is called "united exam" for all schools in Bethlehem District to discover who are late in finishing the drawn pages, prevents teachers to apply active learning strategies. If learners do not do well on exams, the learners, their parents, and supervisors will blame teachers because they have not finished the material. This makes most teachers focus on finishing the material instead of applying them.

Furthermore, teachers do not help learners in connecting their prior knowledge with the new one. That thing is clear from the large numbers of weak learners in classrooms. Teachers do not have enough time to deal with all their learners' repeated errors, their heavy duty of daily work and many weak learners in each class prevent teachers to accept their learners' errors.

In addition, large numbers of learners in classrooms prevent working in groups, some learners find that a kind of making mess and noise in the class. Dividing learners in groups takes much time with these numbers of learners so, teamwork is rarely seen in classrooms. Sometimes, some teachers use methods that give learners a chance to work as a team.

Besides, teachers do not initiate dialogue among learners. Most of them prefer to talk instead of learners. That is the way they save time to finish their textbooks on time. Teachers think that using one way or different ways of teaching does not matter, since the most important thing is covering textbooks on time and the best way to do that is applying "chalk and talk" method.

Additionally, teachers start their classes by solving misbehaved learners' problems at the beginning of classes that wastes time, so they avoid writing and explaining the objectives of lessons. Most of them start teaching directly. Writing the objectives prevents them from finishing the material on time.

Also, teachers do not allow learners to present new ideas and arguments independently; they depend on themselves instead of depending on learners in doing everything in order to save time. They follow drawn regulations in teaching textbooks, so they are not allowed to receive questions from learners about their societies. They must follow the scheduled plans to finish pages of textbooks. In addition, they are not allowed to talk about society matters especially political issues. They prefer keeping themselves under the umbrella of textbooks to be safe in finishing textbooks.

Moreover, teachers need much time in writing the required preparation for supervisors and headmasters. They need to correct their learners' exams after school. They suffer from lack of time. They do not have enough time to prepare new strategies like active learning strategies, and if they succeed in doing that, they do not have enough time to apply them.

Furthermore, teachers do not help learners to construct their new learning depending on their prior knowledge. They do not pre-test learners to evaluate their knowledge at the beginning of the scholastic year. They start teaching ignoring learners' prior knowledge.

Most learners do not know about problems of everyday life from teachers or schools; they learn that just from social media. Textbooks bind teachers' hands; they cannot go far away from the textbook pages, all pages inside textbooks are compulsory, teachers must cover them.

Learners have various academic problems while overcrowded classrooms prevent teachers to help them in solving these problems. Moreover, teachers have many tasks daily to be finished, which increase teachers' burdens to help learners in solving their problems or to train them on solving them independently in the future. So, these unsolved problems become greater and difficult to deal with them. Consequently, learners are not skillful in solving their real life problems at all.

About active learning strategies, many teachers have never heard about Numbered Heads Together, Listening Triangle, the Fishbone, the Fishbone, Mind Mapping, the V-shape, Six Thinking Hats and the Flipped Learning strategies in teaching English skills. They do not know what they are or how they can apply them in teaching! For examples:

 Teachers do not employ the Concept Mapping strategy in teaching English skills as a strategy; they use it just as a diagram, they mix between Concept Mapping as an active learning strategy and a diagram. They do not recognize the differences between Project Based learning strategy and the printed papers that learners bring as homework tasks; they bring printed papers about different subjects with their names on them to have marks and those are "the projects"! They think that Web-Quest strategy is school picnics.

The results of this question are consistent with Mufreh's study (2019) findings of the interview and observation model revealed that the degree of using English language teachers the active learning strategy the (K.W.L) in the high Basic Stage in Bethlehem District was low.

Also, the results are consistent with Asrat's study (2014) indicated that the findings of the study showed that employing of active learning was low. Among the factors that affected the low employing active learning; teachers training, classroom conditions, class size, beliefs and interests of teachers in their profession.

Moreover, the results are consistent with Abu Younes's study (2015) findings showed that English textbooks were the main and basic references that English teachers had to follow in almost all aspects of the teaching process. Pressures on teachers to follow the textbooks resulted mainly from learners' achievement exams and from supervisors who required teachers to cover all pages of English textbooks. As a result, teachers complained of huge amount of written works, of having no time to cooperate with colleagues, of worries to finish the material, of teaching for the tests, and of feelings that they are burning out. Teachers also announced that they are losing their creativity and skills and that they are not upgrading or developing

themselves. Many of these teachers expressed their hope of leaving schools and changing their careers. This is because they admitted that they could not fight against these imposed textbooks since the whole system of assessment depends on them.

Whereas the results are not consistent with Haddad's study (2018) findings, which revealed that the degree of employing active learning is high.

5.3 Discussion of the Results of the Second Question

Are there in the degree of employing active learning strategies among English language teachers in Bethlehem District due to gender?

The results show that there are differences in degree of employing active learning strategies among English language teachers in Bethlehem District due to gender in favor of females.

The researcher believes that the degree of employing active learning strategies among English teachers in Bethlehem District is low for both female and male teachers but females are a little bit higher in employing them than males. The difference is not big; it is extremely small but the reason behind this difference is that all visitors to female teachers' classrooms at girl schools can notice that their classes are full of wall pictures, paintings, etc. They take care of being special in this part and try hard to employ some methods without knowing their names. However, they have the same concern as well as male teachers, they are afraid of being late in finishing the material of textbooks. It is not important whether learners master the material or not, whether teachers apply active learning strategies or not. The most important thing is to show that you are a skillful teacher in ending textbooks material on time.

The researcher has noticed that some female teachers bring their learners on holidays to give their learners extra classes to finish the material and narrow the gap between their monthly educational plan and the amount of covered-pages of textbooks. They do not give extra classes to apply active learning strategies but they give these classes to finish the material. Sometimes, they give these classes as a kind of remedy for weak learners. This is a kind of voluntary work; they work free. Some supervisors consider this kind of extra classes as a negative point. They claim that most of English teachers do not give these extra classes and they follow their educational plans on time! They add that these extra classes spoil learners' holidays! Learners have the right to enjoy their holidays! They go further of that to say those teachers who give extra classes are not as skillful as their colleagues, and they do not master their subjects!

The results of this question are consistent with Al-Rasheede's study (2015) findings revealed that there were significant differences in the degree of employing active learning strategies due to gender in favor of female teachers. In addition, the degree of employing active learning

was moderate.

Whereas the results are not consistent with Al Ja'abari's study (2018) aimed at investigating the degree of practicing active learning strategies from the point of view of teachers and supervisors. To collect the data of his study he used a questionnaire. He applied the comprehensive inventory approach. The sample consisted of four hundred and fifty teachers and twenty-four supervisors. The findings showed that teachers employed discussion and narrative strategies. The findings showed that they did employ Six Thinking Hats. Supervisors proved that teachers employ the narrative strategy but they did not employ the numbered heads. Moreover, the findings showed that there were no differences in the views of supervisors and teachers on the level of employing active learning strategies. Also, there were no significant differences between the means of employing active learning strategies due to gender. In addition, there were significant differences between the means of employing active learning strategies due to work experience in favor of those who had more than 10 years' experience. Lastly, there were significant differences between the means of employing active learning strategies due to training courses for (1-3) and more than (3) compared to those who did not receive any course.

5.4 Discussion of the Results of the Third Question

Are there in the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification?

The results show that there are no differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification.

The researcher believes that the reasons behind that most of English teachers have not studied active learning strategies at universities. Even those female and male teachers who have master's, they have not heard about these strategies. They indicate that they have not studied these strategies at universities. Most of them have Bachelor degrees; they have not studied them at universities. They have not read about them. They are not motivated to read about them. They do not have training meetings on them. Supervisors do not provide them with brochures about active learning strategies. They have never heard about these strategies. If they know them, they will not be able to apply them because of the bulk of textbooks. They do not have time to employ them. They agree on that supervisors focus on quantity not on quality. So, teachers do not think in getting information about these strategies. They are interested in finding ways and methods of finishing textbooks on time. The researcher meets teachers who have graduated recently with master degrees from some universities and they have not heard of most of these strategies.

The results of this question are consistent with the findings of Mufreh's study (2019) revealed that there were no significant differences between the average of the degree of using English language teachers the (K.W.L) strategy in the high Basic Stage (7-9) in Bethlehem District due to qualification.

Also, the results are consistent with the findings of Al-Rasheede's study (2015) that revealed there were no significant differences in the degree of employing active learning strategies due to qualification.

5.5 Discussion of the Results of the Fourth Question

Are there differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience?

The results show that there are no differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience.

The researcher believes that newcomer teachers and experienced ones are same in the degree of applying active learning strategies, which is low. Most teachers have not heard about these strategies. The new ones have not been prepared well to apply these strategies. The experienced ones have not been trained on employing them. New teachers ask experienced ones about ways of teaching English, experienced ones advise them to focus on covering the material on time. They advise them to focus on the things that supervisors, headmasters ask instead of applying active learning strategies to avoid blaming. Experienced teachers have kept textbooks in their minds, for them it becomes routines to teach textbooks. Experienced teachers do not need to apply any new strategies in teaching English skills. They feel no one takes care of their experience and that is the truth. Many retired skillful teachers are not asked about their wide experience. They are isolated in society. This does not motivate working teachers to change what they apply in teaching. They try to avoid delaying finishing the material; they are sure of that, they will be blamed regardless of their experience. They are aware of the problem and the key to solve it but no one listens to them, and this makes them feel that they are ignored. Educators do not take the experienced teachers in preparing new curriculum based on active learning activities. They feel that educators deal with them just as machines. They look for retiring fast.

The results of this question are consistent with Al-Jaafra's study (2015) findings revealed that the results showed that there were no significant differences due to experience. In addition, the level of employing active learning strategies in teaching was moderate.

Also, the results are consistent with the results of Al-Rasheede's study (2015) findings, which revealed that there were no significant differences in the degree of employing active learning strategies due to experience.

Moreover, the results are consistent with Rawashdeh and Nawafla (2015) showed that there were no significant differences due to experience.

Whereas the results are not consistent with the findings of Mufreh's study (2019) revealed that there were significant differences between the average of the degree of using English language teachers the (K.W.L) strategy in the high Basic Stage in Bethlehem District due to experience.

In addition, the results are not consistent with Al Ja'abari's study (2018) showed that there were significant differences between the means of employing active learning strategies due to work experience in favor of those who had more than 10 years' experience.

5.6 Discussion of the Results of the Interview

The interview has been conducted to investigate the degree of employing active learning strategies among English language teachers in Bethlehem District in terms of answering the questions of the interview:

What kind of active learning strategies do you employ in teaching writing, reading, listening and speaking?

Employing active learning strategies in teaching writing, reading, listening and speaking is low for many reasons; teachers have just one period for writing, reading, listening and speaking. Teachers race to finish the required tasks on time. They work hard to finish them. They do not have enough time to let learners write. Therefore, many learners are weak in writing, reading, listening and speaking. They believe that if they apply active learning strategies in teaching those skills, they will not finish textbooks on time. Even some teachers do not take the CD players to classes with them to let learners listen to the tasks. Therefore, many learners are weak in listening. The thing that supports this result is what people have noticed; learners learn 12 years English at schools while few of them can speak English fluently. This is a great proof that teachers do not apply active learning strategies in teaching English skills. Speaking is a mirror, which reflects the amount of active learning learners have got at schools. If they are not able to speak then, learning is inactive. Learners suffer from self-confidence in applying English so they have not trained by using active strategies. Active speakers mean active learning strategies, while weak speakers mean inactive learning. The most horrible thing is that, teachers do not have time next classes to go back to check the previous tasks at all. They

are sure of that, the fatty textbooks do not allow them to improve their learners' writing, reading, listening and speaking skills at all and they do not allow them to apply active learning strategies in teaching writing, reading, listening and speaking in English. They keep jumping from period to period without finding enough time for all learners to write. Now, just two or three learners are able to write, read, listen and speak, the rest of learners just keep copying passively. Learners do not write, read, listen and speak to express their thoughts, they do not practice writing in classes or at home and they are completely passive learners.

Results of the interview are consistent with these studies:

Mufreh's study (2019) interview findings revealed that the degree of using English language teachers the (K.W.L) strategy in the high Basic Stage in Bethlehem District was low.

Ghuson's study (2018) findings showed that there were lack authenticity English language classrooms at governmental schools in Palestine. The used textbooks were not genuine as they used unnatural language. Moreover, there were not clear authentic interactions in English language classrooms. Instead of that, English teachers employed traditional teaching methods.

Abu Younes's study (2015) findings showed that English textbooks were the main and basic references that English teachers had to follow in almost all aspects of the teaching process. Pressures on teachers to follow the textbooks resulted mainly from learners' achievement exams and from supervisors who required teachers to cover all pages of English textbooks. As a result, teachers complained of huge amount of written works, of having no time to cooperate with colleagues, of worries to finish the material, of teaching for the tests, and of feelings that they are burning out. Teachers also announced that they are losing their creativity and skills and that they are not upgrading or developing themselves. Many of these teachers expressed their hope of leaving schools and changing their careers. This is because they admitted that they could not fight against these imposed textbooks since the whole system of assessment depends on them.

Jawabreh's study (2015) findings showed that the teachers are kept employing traditional methods in teaching. In addition, the findings of the study showed that the learners did not practice language communicatively.

Asrat (2014) indicated that the findings of the study showed that employing of active learning was low. Among the factors that affected the low employing active learning; teachers training, classroom conditions, class size, beliefs and interests of teachers in their profession.

El Salhi's study (2013) findings indicated that there were significant differences in the fourth graders' performance in English language in the four skills: listening, reading, writing, and

speaking due to the method of teaching in favor of active learning program. Moreover, the findings of the study showed that the students' weak performance in English language skills, lack of motivation and weak participation in class was documented through the researcher's teaching and exam-marking experiences and consultation with other colleague teachers as well. Students' weak performance in the four skills: listening, speaking, reading and writing was attributed to not employing active learning strategies that take into consideration learners' participation in the process of their learning.

Al-Ghoul, 2009 indicated that it was revealed by the results of the national test in Jordan for the year 2007/2008, some students attributed this weakness to several reasons including the traditional teaching methods used in the learning process

Whereas, the results of the interview are not consistent with Haddad's study (2018) findings, which revealed that degree of, employing active learning is high.

5.7 Conclusion

On the basis of the findings of the study, the researcher concluded that; The results of the study show that the degree of employing active learning strategies among English language teachers in Bethlehem District is low. There are differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to gender in favour of female teachers. There are no differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to academic qualification. There are no differences in the degree of employing active learning strategies among English language teachers in Bethlehem District due to work experience. The results of teachers' interview reveals that the degree of employing active learning strategies among English language teachers in Bethlehem District is low too. English teachers in Bethlehem employ traditional methods in teaching English skills instead of active learning strategies. The results of the questionnaire and the interview are closely similar in investigating the degree of employing active learning strategies among English language teachers in Bethlehem District in teaching writing, reading, listening and speaking, which is low. The teachers' written comments on the answered questionnaires support the results of the questionnaire and the interview. Shortly, there are no contradictions between both study instruments results. English teachers do not know what active learning strategies are or how they apply them in teaching! Many factors that prevent English teachers in Bethlehem District to employ active learning strategies in teaching English skills. such as; the bulk of the curriculum, teachers' weekly amount of classes, their plenty of tasks, supervisors do not provide teachers with educational brochures about active learning strategies, they inspect instead of supervising and teachers do not benefit from training sessions that held by supervisors. Teachers' Comments support the result of the study.

5.8 Recommendations

In the light of the findings, the researcher recommends the following:

1.Teachers are recommended to employ active learning strategies in teaching the four English language skills to increase learners' motivation and interacting.

2.Supervisors are recommended to give teachers more information about employing active learning strategies, to supervise instead of inspecting and to focus on quality.

3.Curriculum designers and decision maker are recommended to benefit from teachers' feedback about size and quality of textbooks which motivate employing active learning strategies.

5.9 Suggestions

The researcher suggests to conduct additional research on the same subject, using different variables.

The researcher advises other researchers to pass their work to English teachers. Many experimental studies have been done on active learning strategies, while many teachers have never seen or heard about them.

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Appendices

Appendix (1): Names of Arbitrators

Prof. Afif Zaidan	Al-Quds University
Dr. Muhsin Adas	Al-Quds University
Dr. Muhammad Thawabtah	Al-Quds University
Dr. Omar Abu Al-Humos	Al-Quds University
Dr. Hazim Badr	Hebron University
Dr. Suad Al Abd	Al-Quds Open University
Dr. Muhammad Banat	Al-Quds University
Mr. Ziyad Lafi	Al-Quds University
Mr. Alejandro Gonzalez	Bethlehem University
Mr. Umar Bello	Ministry of Education
Mr. Zakariya Halayqah	Ministry of Education
Mr. Ahmad thawabtah	Ministry of Education
Mr. Imad Talhami	Ministry of Education
Mr. Sad Hajjaj	Ministry of Education

Appendix 2: Teachers' Questionnaire

Al-Quds University

Teaching Methods Department

Faculty of Educational Sciences

Dear teacher,
The following questionnaire has been developed to collect information for the M.Sc. thesis entitled: **The Degree of Employing Active Learning Strategies among English Language Teachers in Bethlehem District**

The thesis will be submitted in partial fulfillment of the requirements of Master's Degree from the Faculty of Graduate Studies / Al-Quds University. Please fill in the appropriate space.

The researcher assures you that the information will be confidential and will only be used for the purpose of the study.

Researcher: Ra'id Bello

Part (I): Personal Information

Please put (X) in the place that suits your case:

Gender: a- Male ( )   b- Female   ( )

Qualification: a- Diploma ( )   b- Bachelor ( )   c- Master's ( )

Experience: a- less than 5 years ( ) b- 5-10 years ( ) c- more than 10 years ( )

Part (II): Please answer the following items by putting (X) in the box that describes your teaching practice:

Item No.	Statements	Greatly كثيراً جداً	A lot كثيراً	Neutral محايد	A little قليلاً	Very little
1.	I encourage dialogue among my students. أشجع طلبتي على الحوار.					
2.	I allow errors as a natural part of the learning process. أتقبل أخطاء طلبتي وأعتبرها جزءًا من عملية التعلم.					
3.	I encourage my students to ask questions about the nature of their society. أشجع طلبتي على طرح أسئلة حول مجتمعهم.					
4.	I prepare active learning strategies that encourage each student to be independent. أعدُّ استراتيجيات تعلم نشط بحيث تساعد طلبتي على الاستقلالية.					
5.	I allow my students to identify their own problems that need to be solved. أجعل طلبتي قادرين على تحديد مشاكلهم الخاصة التي تحتاج إلى حل.					
6.	I help students relate new learning to their prior experiences. أساعد الطلبة على ربط ما تعلموه بخبراتهم السابقة.					
7.	I teach units about problems of everyday life. أعلم وحدات مرتبطة بالمشاكل الحياتية.					
8.	I allow students to present new ideas and arguments independently. أسمح للطلبة بتقديم أفكار جديدة والتحاور باستقلالية.					
9.	I allow collaborative work in groups. أسمح للطلبة العمل في مجموعات					
10.	I apply variety of ways to teach English language skills. أستخدم طرقًا منوَّعة لتعلم مهارات اللغة الإنجليزية.					
11.	I clearly explain the objectives of lessons to my students. أشرح أهداف الدرس لطلبتي بشكل واضح.					
12.	I employ student-centered strategies in teaching English language skills. أوظف الاستراتيجيات المتمركزة حول الطالب في تدريس مهارات اللغة الإنجليزية.					
13.	I use strategies that give the chance to my students to work as a team. أستخدم استراتيجيات تعطي طلبتي الفرصة للعمل كفريق واحد.					

14.	I employ active learning strategies in teaching writing. أوظف استراتيجيات التعلم النشط في تعليم الكتابة.					
15.	I employ active learning strategies in teaching reading. أوظف استراتيجيات التعلم النشط في تعليم القراءة.					
16.	I employ active learning strategies in teaching listening. أوظف استراتيجيات التعلم النشط في تعليم الاستماع.					
17.	I employ active learning strategies in teaching speaking. أوظف استراتيجيات التعلم النشط في تعليم المحادثة.					
18.	I employ Concept Mapping strategy in teaching English language skills. أوظف استراتيجية خرائط المفاهيم في تدريس مهارات اللغة الإنجليزية.					
19.	I employ Fishbone strategy in teaching English language skills. أوظف استراتيجية عظم السمكة في تدريس مهارات اللغة الإنجليزية.					
20.	I employ Fishbowl strategy in teaching English language skills. أوظف إستراتيجية حوض السمك في تدريس مهارات اللغة الإنجليزية.					
21.	I employ Flipped Learning strategy in teaching English language skills. أوظف إستراتيجية التعلم المقلوب في تدريس مهارات اللغة الإنجليزية.					
22.	I employ Hot Seating strategy in teaching English language skills. أوظف استراتيجية الكرسي الساخن في تدريس مهارات اللغة الإنجليزية.					
23.	I employ the K.W.L. strategy in teaching English language skills. **أوظف استراتيجية ماذا أعرف؟ ماذا أريد أن أعرف؟ ماذا تعلمت؟ في تدريس مهارات اللغة الإنجليزية.**					
24.	I employ Listening Triangle strategy in teaching English language skills. أوظف استراتيجية مثلث الاستماع في تدريس مهارات اللغة الإنجليزية.					
25.	I employ Mind Mapping strategy in teaching English language skills. أوظف استراتيجية الخريطة الذهنية في تدريس مهارات اللغة الإنجليزية.					
26.	I employ Numbered Heads Together strategy in teaching English language skills. أوظف إستراتيجية الرؤوس المرقمة في تدريس مهارات اللغة الإنجليزية.					
27.	I employ Project Based learning strategy in teaching English language skills. أوظف استراتيجية التعلم القائم على المشروع في تدريس مهارات اللغة					

	الإنجليزية.					
28.	I employ Six Thinking Hats strategy in teaching English language skills. أوظف استراتيجية القبعات الست في تدريس مهارات اللغة الإنجليزية.					
29.	I employ Snowball strategy in teaching English language skills. أوظف استراتيجية كرة الثلج في تدريس مهارات اللغة الإنجليزية.					
30.	I employ the V-shape strategy in teaching English language skills. أوظف استراتيجية الشكل (.V) في تدريس مهارات اللغة الإنجليزية.					
31.	I employ Web-Quest strategy in teaching English language skills. أوظف استراتيجية الرحلات المعرفية في تدريس مهارات اللغة الإنجليزية.					

Other comments: ملاحظات أخرى

………
………
………
………
………
………

Thank you

Appendix (3): Questions of the Interview

1-What kind of active learning strategies do you employ in teaching writing?
……………………………………………………………………………………..

2-What kind of active learning strategies do you employ in teaching reading?
……………………………………………………………………………………..

3-What kind of active learning strategies do you employ in teaching listening?
……………………………………………………………………………………

4-What kind of active learning strategies do you employ in teaching speaking?
……………………………………………………………………………………

State of Palestine

Ministry of Education

Directorate of Education \ Bethlehem

دولة فلسطين

وزارة التربية والتعليم

مديرية التربية والتعليم/بيت لحم

بسم الله الرحمن الرحيم

القدس
al QUDS

الرقم: شب/١/٣/ ٢٠٣٣
التاريخ: 2019/09/26م
الموافق: 27 محرم 1441هـ

حضرات مديري ومديرات المدارس الحكومية المحترمين

تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

نهديكم أطيب التحيات، ونرجو العمل على تسهيل مهمة الطالب: رائد خضر بلو، من جامعة القدس،

والسماح له بتوزيع استبانة بعنوان: (The degree of Employing Active Learning

Strategies among English Language Teachers in Bethlehem District)،

خلال الفصل الدراسي الأول للعام الدراسي الحالي 2019/2020م، على ألا يؤثر ذلك على سير العملية

التعليمية.

مع الاحترام

أ. بسام مدحت طهبوب

/مدير التربية والتعليم

١ التعليم العام
ر.أ

Appendix (5): Judging Form

بسم االله الرحمن الرحيم

طلب تحكيم الاستبانة

السيد / .... المحترم

الموضوع / تحكيم الاستبانة

السلام عليكم ورحمة االله وبركاته ... وبعد ،

يشرفني أن أضع بين أيديكم هذا الاستبيان الذي يشكل أداة الدراسة الميدانية في صورتها الأولية، بهدف تحكيمها وتطويرها قبل تطبيقها ميدانيا ، بعنوان:

The Degree of Employing Active Learning Strategies among English Language Teachers in Bethlehem District

وقد اقتضت الدراسة استخدام استبانة مكونة من (31) فقرة . وحيث أنكم من المختصين في هذا المجال ، ومن المهتمين بالبحث العلمي ، أرجو منكم إبداء رأيكم في فقراته للتأكد من دقة صياغتها و وضوحها وسهولة الإجابة عليها ، ولمعرفة مدى ترابطها وملاءمتها لموضوع البحث.

شاكراً لكم حسن تعاونكم...

درجة توظيف استراتيجيات التعلم النشط لدى معلمي اللغة الانجليزية في محافظة بيت لحم

إعداد: الطالب: رائد خضر عبيد الله بلو

إشراف الدكتور: جمال نافع

الملخص

هدفت الدراسة التعرف إلى درجة توظيف استراتيجيات التعلم النشط لدى معلمي اللغة الانجليزية في محافظة بيت لحم. استخدم الباحث المنهج الوصفي. تكون مجتمع الدراسة من جميع معلمي اللغة الإنجليزية في المدارس الحكومية الأساسية والثانوية في محافظة بيت لحم، خلال الفصل الدراسي الأول للعام (2019/2020). اختار الباحث عينة عنقودية ممثلة لمجتمع الدراسة، حيث كانت نسبتها (65%) من مجتمع الدراسة الأصلي، وكان الاختيار فيها للعناقيد بعد تحقيق التجانس بينها بطريقة عشوائية بسيطة، وتكونت العينة من (77) معلم و(95) معلمة. استخدم الباحث أداتين لجمع بيانات الدراسة ممثلة في استبانة ومقابلة. وقام بتحليل البيانات باستخدام برنامج التحليل الإحصائي (الحزم الإحصائية للعلوم الاجتماعية). توصلت الدراسة للنتائج الآتية: أن درجة توظيف استراتيجيات التعلم النشط لدى معلمي اللغة الانجليزية في محافظة بيت لحم كانت متدنية. توجد فروق ذات دلالة احصائية بين المتوسطات الحسابية لدرجة توظيف استراتيجيات التعلم النشط لدى معلمي اللغة الانجليزية في محافظة بيت لحم تعزى لمتغير الجنس ولصالح المعلمات. لا توجد فروق ذات دلالة احصائية بين المتوسطات الحسابية لدرجة توظيف استراتيجيات التعلم النشط لدى معلمي اللغة الانجليزية في محافظة بيت لحم تعزى للمؤهل العلمي والخبرة. في ضوء هذه النتائج، أوصى الباحث معلمي اللغة الإنجليزية في محافظة بيت لحم بضرورة توظيف استراتيجيات التعلم النشط في تدريسهم لمهارات اللغة الانجليزية ومساندة المشرفين ومصممي المناهج لهم في ذلك، وأقترح على الباحثين اجراء دراسات مشابهة لهذه الدراسة، باستخدام متغيرات مختلفة، وفي باقي المحافظات في فلسطين.