

The Degree of Practicing the Principles of Active Learning in Teaching of English Language from the Perspective of Its Teachers in the Schools of Education Directorate of 'Bani Obaid' District in Jordan

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Abstract

The present study aimed at identifying 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. To achieve the objectives of the study, the researcher developed a questionnaire consisting of (40) paragraphs. The study sample consisted of (130) (males and females) teachers teaching the English language in the public schools of the Education Directorate of 'Bani Obaid' District in Jordan. The results of the study showed that the degree of practicing the principles of active learning in teaching of English language from the point of view of its teachers in the schools of the Education Directorate of 'Bani Obaid' District in Jordan was large and with arithmetic mean of (3.79). The results also showed statistically significant differences due to the gender variable, as well as the variable of the experience years. The study recommended the necessity of working on training teachers of English language during service in a manner that ensures the effective exercise of their roles in active learning, as mentors.

Keywords: Degree of Practice, Principles of Active Learning, English Language.

1.Introduction

Active learning is one of the most widely used methods of learning. It has emerged in the last decade of the 20th century. The term began to spread among educators and those interested in education, and the interest in it has greatly increased with the beginning of the twenty-first century as one of the contemporary educational and psychological trends in teaching, learning and quality of its products. (Rifai, 2012).

Active learning is defined as a way of learning and teaching at the same time, where students engage in a variety of activities that allow them to listen positively, consciously thinking and correctly analyze the subject; students share their views with the facilitator facilitating the learning process, thus driving them towards learning goals, Saada, et al 2006, 33).

Active learning is also defined as a pattern of teaching based on self-activity and positive student participation, through which it may search using a range of activities and processes such as observation, assignment, measurement, data reading, and conclusion to arrive at the information itself, under the supervision, guidance and evaluation of the teacher (Badir, 2014).

Active learning in its philosophy depends on the Constructivism in its simplest description is that the student builds his knowledge through his direct interaction with the learning material and linking it with previous concepts and making changes on the basis of the new meanings, which turns into a process of generation of renewed knowledge (Kandil, 2000, 44)). Al Meqbel (2007) indicates that Constructivism focuses on the student being the active component of the learning process. The active learning style that is based on Constructivism is one of the learning patterns that emphasizes learning based on understanding through the active role of the student in the learning process and employ what he learned.

Sa'ada et al. (2006) points out that active learning aims to support students' self-confidence towards diverse fields of knowledge, enable students to acquire skills of collaboration, interaction and communication with others, encourage and train students to teach themselves and encourage students to experience real learning and life experiences, and encourage students to acquire higher thinking skills such as composition, analysis and evaluation.

Silberman (2006) believes that students in active learning use their skills effectively, study ideas well and solve problems, and apply them in the light of being absorbed in an enjoyable learning environment because they actively engage in activities that address various vital issues related to the events around them that motivating them to take responsibility for their intellectual choices in discussions, dialogues or responsibilities.

Jones (2006) presented the Active Learning Environment specification as encouraging students to speak and meditate deeply using multiple techniques and encourage them to participate in building their learning models. As for the role of the teacher in active learning, he is an active and engaged learner, a mentor for students and their work, a facilitator of active learning, a teacher of learning and reflecting on it. (Awad and Zamil, 2014). Through the review of educational literature related to the subject of active learning, the researcher reached a set of principles on which active learning is based. These principles are summarized in the following: (Abu Al

Haj and Masalha, 2016; Badir, 2012; Abdelqader, 2006; Bloom & Burrbl, 1999):

1. Active learning is a constructive process that focuses on building knowledge rather than conveying it.
2. Active learning is an active, continuous, purposeful and meaningful process.
3. Active learning encourages interaction between teacher and students, making them think about their future ratings and plans.
4. Active learning encourages collaboration among students, as learning is further enhanced when it is in a collective form.
5. Active learning encourages activity, as students learn by speaking and writing about what they learn, linking them to past experiences, and even applying them in their daily lives.
6. Active learning provides quick feedback. Students need to reflect on what they have learned and what they should learn, evaluate what they have learned and identify what they do not know.
7. Previous knowledge is a prerequisite for building meaningful learning for students.

In light of the interest in active learning and its introduction into the educational system as a modern teaching strategy that makes learning meaningful, the Ministry of Education in Jordan has for thirty years endeavored to equip students with the mechanisms of knowledge acquisition and generation. The Ministry has also adopted a number of different development processes that will improve the quality of the educational process. These processes are represented in the Education Reform for Knowledge Economy (ERFKE) and Blended Learning. The characteristics of active learning in the learning and learning environments in Jordanian schools are determined in light of these two trends of development (cognitive economy, and blending education) in terms of the role of student and teacher, interaction and learning resources, as well as: critical thinking skills, creative thinking skills, employment of technology in the search for knowledge. The student is responsible for learning about projects, scientific experiments, questioning, research and scientific research, and uses the means and sources of a technological and ordinary nature from audiovisual materials, references and books, and uses materials of an electronic nature. Learning in these learning and educational environments is cooperative, interactive, active, and responds to students' needs and desires, and integrates structural, behavioral and cognitive ideas (Rawashdeh and Nawafra, 2015, 40).

Accordingly, this study was used to determine the degree of the principles of active learning in the teaching of English language from the perspective of its teachers in the schools of the Education Directorate of 'BaniObaid' District in Jordan.

2.The problem of the study and its questions

The problem of the current study lies in its attempt to answer the following questions

***The First Question:** What is the degree of practicing the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Education Directorate of 'Bani Obaid' in Jordan?

***The Second Question:** Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the estimates of the degree of practicing of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan due to gender variable?

***The Third Question:** Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the estimates of the degree of practicing the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education and Education of 'Bani Obaid' District in Jordan due to the variable of the experience years?

3.Objectives of the Study

The present study aims at identifying the degree of practicing the principles of active learning in the teaching of English language from the perspective of its teachers in the schools of the Directorate of Education of 'BaniObaid' District in Jordan, and the detection of statistically significant differences between the responses of the sample of the study according to gender variables and years of experience.

4.The Limits of the Study

- Objective Limits: Identifying the degree of practice of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of Education Directorate of 'BaniObaid' in Jordan in the light of the study tool used for this purpose.
- Time Limits of the Study: This study was applied during the first semester of the academic year 2019/2018.
- Spatial Limits: Public schools belonging to the Directorate of Education of 'BaniObaid' District in Irbid Governorate, Jordan.
- Sample Limits: A sample of teachers who teach English in the schools of the Directorate of Education of

'BaniObaid' District in Jordan.

5. Terminology of study

- **The degree of practice:** The degree by which the males and females teachers of the English language in the schools of the Directorate of Education of 'BaniObaid' District to practice and apply the principles of active learning, measured by the total score obtained through the answers of English teachers for each paragraph of the questionnaire prepared for this purpose.

- **Active Learning:** A dynamic containment process for students in educational situations, which requires them to actively engage in all educational activities under the guidance and supervision of the teacher (Sharon & Martha, 2001)

6. Literature Review

The previous studies related to the subject of the present study were reviewed in order to identify the most important general results and indicators resulting from these studies. The following is a review of the most important of these studies in chronological order from the latest to the oldest.

Stanberry (2018) conducted a study aimed at identifying the effectiveness of using an active learning strategy in developing students' collaborative skills in science, technology, engineering and mathematics. To achieve the objectives of the study, the researcher used many types of active learning strategies to enhance the skills of cooperation between students. The results of the study indicated that there is an effective use of active learning in developing the skills of cooperation among students in the classroom.

Niemi, Nevgi, and Aksit (2016) conducted a study aimed at identifying the impact of active learning in enhancing the professional competence of teachers and students in Finland and Turkey. The study sample consisted of 728 teachers. A questionnaire was used to achieve the objectives of the study. The results of the study showed that active learning has a positive effect in enhancing the professional efficiency of teachers.

Al-Rashidi (2015) conducted a study aimed at identifying the role of the teacher in active learning in the light of some variables from the point of view of secondary school teachers in the State of Kuwait. A sample of secondary school teachers was selected in the Kuwait Educational Zone, with a sample of (95) teachers, and to achieve the objectives of the study, the researcher designed a questionnaire that included (55) Paragraphs. The results of the study showed that the degree of practicing the role of the teacher in active learning from the point of view of secondary school teachers was moderate. The results also showed no statistically significant differences due to gender variable and years of experience.

Al-Jaafra (2015) studied the aim of recognizing the degree to which the principles of active learning in the teaching of the Arabic language for students of the higher elementary stage in the Directorates of Education of Rusayfah and Al-Karak Precincts have been studied from the perspective of its teachers. The study sample consisted of (228) males and females teachers. To achieve the objectives of the study, a questionnaire was designed which included (33) paragraphs. The results of the study showed that the degree of practicing Arabic language teachers for the principles of active learning was moderate. The results also showed statistically significant differences due to the gender variable, while the results showed that there were no statistically significant differences due to variable years of experience.

Rawashdeh and Nawafla (2015) studied the goal of learning how to practice active learning in science teaching in the north-eastern desert of Jordan. The study sample consisted of (30) males and females teachers. To achieve the objectives of the study, a questionnaire was used. The results of the study showed that the degree of active learning was moderate. The results also showed no statistically significant differences due to variable years of experience.

The study by Detlor et al (2012) aimed to identify the impact of the use of active learning strategies in the teaching process of International Institute of English Language (ILI) students and the importance of these strategies compared to traditional teaching strategies. The study sample consisted of (372) males and females students. The results of the study showed that active learning strategies have a positive and effective effect on students' learning outcomes, unlike traditional teaching strategies that make learning negative.

The study, conducted by Abu Sneineh, Aisha and Qatawi (2009), aimed to identify 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 study sample consisted of (70) males and females teachers. In order to achieve the objectives of the study, the researchers designed a questionnaire that included (36) paragraphs. The results 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 statistically significant differences due to the gender variable, while the results showed that there were no statistically significant differences due to variable years of experience.

7. Methodology of the Study

7.1 Method

The study followed the descriptive approach because of its relevance to the nature and objectives of the current study.

7.2 The Population of the Study and its Sample

The study population consists of all males and females teachers who teach English in the schools of the Directorate of Education of Bani Ubaid District in Irbid Governorate, Jordan, which are (177) males and females teachers. Because of the small size of the study population, the study sample consisted of all (177) males and females teachers of the original study population. The consistency sample was excluded from the total number of the population, as well as the questionnaires that did not meet the requirements of the statistical analysis. Thus, the sample of the final study consisted of (130) males and females teachers. Table (1) shows the distribution of the sample according to their variables.

Table (1): Distribution of the sample of the study by its variables

Variable	Category	Number	Percentage%
Gender	Male	55	%42
	Female	75	% 58
Years of Experience -	3 - 5 Years	40	%31
	10 - 6 years	50	%38
	11 years and over	40	%31
Total		130	%100

7.3 Study Tool

To achieve the objectives of the study, the researcher developed a questionnaire by reference to previous studies such as Al-Rashidi (2015); Jaafara (2015); Rawashdeh and Nawafila (2015). The questionnaire may be in its initial form of (46) paragraphs on the scale of the Likert five-scale (5 very large, 4 large, 3 moderate, 2 few, 1 very few).

7.4 Validity of the Tool

In order to verify the validity of the questionnaire, it was presented in its preliminary form to a group of Arbitrators from the faculty members of Jordanian universities and specialists in the field of curricula and general teaching methods. The researcher asked them to study the study tool and read its paragraphs, and to express their opinions in terms of: the appropriateness of the paragraphs for the purposes of the study, the linguistic formulation of the paragraphs, and any other observations that the arbitrators consider an amendment, addition or deletion. In the light of these proposals, 83% of the arbitrators agreed on the requested amendment has been taken into consideration and (6) paragraphs of the questionnaire were deleted. Accordingly, the questionnaire is in its final form of (40) paragraphs.

7.5 Reliability of the Tool

To verify the reliability of the questionnaire, the questionnaire was applied to a survey sample from the original study sample of (30) males and females teachers. The questionnaire was re-applied after two weeks on the same sample, after which the Pearson coefficient was calculated between the two applications and the ratings of the tool was 0.87. The coefficient of reliability of internal consistency was calculated according to the equation Kronbach Alpha, and the ratings of the tool were (0.96). These ratings considered the tool to be highly consistent and reliable and therefore suitable for the purposes of the study.

7.6 Statistical Analysis

The study data were entered into the computer and processed using the Statistical Package for Social Sciences (SPSS). The following statistical analyses were used for the purposes of this study:

- The means and standard deviations to answer the first and second questions and (Independent Sample T – Test)
- Analysis of mono - variance (One WAY ANOVA), and (Tamhane) test for Post Hoc to answer the second question.

In order to judge the degree of practice of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education ‘Bani Obaid’ District in Jordan, the following statistical standard was adopted as follows: (1.00 - 1.80 very few, 1.81 - 2.60 Low, 2.61 - 3.20 moderate, 3.21 - 3.40 large, 3.41 - 5.00 very large).

8. Results and Discussion

8.1: Results and Discussion of the First Question: "What is the degree of practicing the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Education Directorate of 'BaniObaid' District in Jordan?". To answer this question, the means and standard deviations were extracted to estimate the degree to which the principles of active learning in the teaching of English were taught from the perspective of their teachers in the schools of the Directorate of Education of the 'BaniObaid' District in Jordan. Table (2) shows this.

Table (2): Themeansand standard deviations to estimate the degree of practice of the principles of active learning in the teaching of English language from the perspective of its teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan.

Rank	No.	Paragraph	Mean	Standard Deviation	Degree
1	31	Invest the time of the lesson in achieving educational goals and outcomes.	4.90	0.30	Very large
2	4	Raise students' motivation by asking various questions.	4.85	0.36	Very large
3	2	Link previous experiences of students with new educational attitudes.	4.80	0.40	Very large
4	29	Consider logical sequence in teaching.	4.74	0.44	Very large
5	28	Consider the psychological sequence in teaching.	4.73	0.45	Very large
6	33	Provide immediate feedback to students about their work.	4.69	0.46	Very large
7	13	Employ reward and punishment in a correct and educational practice.	4.63	0.49	Very large
8	15	Observe individual differences among students.	4.20	0.65	Large
9	16	Consider students' learning patterns and their multiple intelligence.	4.18	0.65	Large
10	17	I am seeking to develop students' higher thinking skills.	4.15	0.68	Large
11	24	Students are assigned with writing reports and research related to current events.	4.11	0.61	Large
12	30	Current events in the local environment are used as an input to the lessons associated with them.	4.09	0.59	Large
13	27	Give students to assignments that enhance scientific research skills.	4.07	0.57	Large
14	34	I encourage students to search for information from their various sources.	4.04	0.55	Large
15	26	I help develop a positive understanding of the students' personality.	4.03	0.54	Large
16	20	Listen carefully to the students in order to absorb their ideas and suggestions.	4.02	0.54	Large
17	14	I encourage students to exchange questions and opinions among themselves.	4.00	0.51	Large
18	5	Improve students' cooperation skills.	3.98	0.50	Large
19	25	Make the learning environment democratic during the teaching process.	3.95	0.46	Large
20	6	Develop communication skills among students.	3.93	0.44	Large
21	36	I help students build social relationships.	3.91	0.40	Large
22	35	I encourage students to take responsibility.	3.88	0.44	Large
23	37	Provide a friendly and supportive environment for self-confidence.	3.85	0.48	Large
24	32	Give students an opportunity to express what they think about what they have learned.	3.83	0.54	Large
25	22	Students are asked to apply their experiences to other new situations related to what they have learned.	3.80	0.60	Large
26	38	I always put students in situations where they feel challenged.	3.40	0.48	Moderate
27	7	I design a variety of activities and training in teaching.	3.37	0.52	Moderate

Rank	No.	Paragraph	Mean	Standard Deviation	Degree
28	10	I pay more attention to practical applications than theoretical aspects.	3.35	0.51	Moderate
29	8	Involve students in selecting the appropriate educational activities.	3.32	0.53	Moderate
30	9	I use various types of teaching aids - learning - and sources of learning.	3.30	0.52	Moderate
31	19	I use various types of different evaluation strategies and tools.	3.26	0.51	Moderate
32	21	I use education technology in many lessons.	3.24	0.50	Moderate
33	23	I use various types of non-classroom activities that benefit students.	3.20	0.47	Moderate
34	18	I am trying to make the lessons enjoyable by giving a sense of humor and aesthetic taste to the content.	3.15	0.38	Moderate
35	11	I use various types of strategies and teaching methods.	3.11	0.34	Moderate
36	3	Involve students in choosing the work system and rules.	3.08	0.31	Moderate
37	40	I am trying to be a mentor for students.	3.05	0.26	Moderate
38	39	I am seeking to be a true supporter of student learning.	3.04	0.23	Moderate
39	1	Engage as many students as possible in determining learning outcomes for lessons.	3.00	0.00	Moderate
40	12	Organize field visits related to the teaching of English subjects.	1.50	0.79	Very Few
The total mean of the tool			3.79	0.28	Large

Table (2) shows that the means of the degree of practice of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan ranged between a very large rating category and an average between (4.63 - 4.90) (3.80 - 4.20), a medium rating category with an average between (3.00 - 3.40), and a very low rating category with only one paragraph and its number (12) with an average of 1.50. Total arithmetic average ratings of the degree of exercise principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan was (3.79) and to a large (degree), due to the Jordanian Ministry of Education's interest in the qualification and development of teachers as a teaching competency in the practice of active learning principles, as well as the desire of teachers themselves to change, and the experience of teachers in how to practice and apply the principles of active learning.

This result is consistent with the results of the Abu Sneineh, Asha and Qatawi (2009) study, which showed that the degree of exercise of active learning principles was significant, while this result is different from the results of the study of Rashaidi (2015), Jaafra (2015) and Rawashdeh and Nawafleh (2015) which showed that the degree of practice of active learning principles was moderate.

8.2: Results and Discussion of the Second Question: " Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the average ratings of the exercise of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education of the District of 'Bani Obaid' in Jordan due to gender variable?". In order to answer this question and to reveal the significance of statistical differences between the averages of the assessment of the degree of practice of the principles of active learning in the teaching of English language from the point of view of teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan due to the gender variable. The means and standard deviations were extracted and (Independent Samples T - Test) for independent samples. Table (3) shows this.

Table (3) Results of the (T – Test) to indicate the differences between the averages of the ratings of the degree of practice of the principles of active learning in the teaching of English language from the perspective of its teachers in the schools of the Directorate of Education of 'BaniObaid' District in Jordan due to gender variable

Gender	Number	The Mean	The standard deviation	T	Degrees of Freedom	Level of Significance
Male	55	3.71	0.89	-3.606	128	* 0.001
Female	75	3.86	0.36			

(*0.001) Statistical Significance

Table (3) shows statistically significant differences between the averages of ratings of the exercise of the

principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan on the tool as a whole due to gender variable were (3.86), meaning that the female teachers practice the principles of active learning in the teaching of English language to a degree more than the practice of males of those principles. This may be due to the fact that females are trying to prove themselves, by achieving the goals they are working to achieve from the educational institution, and the factor of motivation and success has been instrumental in motivating the females teachers to do work with greater degree of mastery than males.

This result is consistent with the results of the study of Jaafara (2015); Abu Senina, Asha and Qatawi (2009), which showed statistically significant differences due to gender variable, while this result differs from the results of Al-Rashidi study (2015), which showed no statistically significant differences attributed to the gender variable.

8.3 : Results and Discussion of the Third Question: " Are there statistically significant differences at the level of significance between the average of the ratings of the exercise of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education 'Bani Obaid' District in Jordan due to the variable years of experience ?". In order to answer this question and to reveal the significance of the statistical differences between the averages of the ratings of the degree of practice of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education 'BaniObaid' in Jordan due to the variable years of experience, Table (4) shows this.

Table (4): The means and Standard Deviations to the Differences Significance Between the averages of ratings of the Degree of Practice of the Principles of Active Learning in the Teaching of English Language from the Point of View of its Teachers in the Schools of the Directorate of Education of 'BaniObaid' District in Jordan.

Years of Experience	Number	Mean	Standard Deviation
5 – 3 years	40	3.62	0.23
10 – 6 years	50	3.89	0.34
11 years and over	40	3.85	0.14
The Tool as a whole	130	3.79	0.85

Table (4) shows that there is an apparent discrepancy between the averages of ratings of the degree of practice of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education of 'BaniObaid' District in Jordan on the tool as a whole due to the variable of years of experience. To determine the statistical significance of these differences, Analysis of mono - variance (ONE-WAY ANOVA) was performed. Table (5) shows this.

Table (5): Results of the mono – variance analysis test (ONE WAY ANOVA) to indicate the differences between the average ratings of the degree of practice of the principles of active learning in the teaching of English language from the perspective of its teachers in the schools of the Directorate of Education of 'BaniObaid' District in Jordan due to the variable of years of experience

Source of Contrast	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	1.780	2	0.89	12.914	* 0.00
Within Groups	8.755	127	0.069		
Total	10.353	129			

(*0.00) Statistical Significance

Table (5) shows that there are statistically significant differences between the averages of ratings of the practice of the principles of active learning in the teaching of English language from the point of view of its teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan due to the variable of years of experience. To illustrate the sources of these differences, (Tamhane) test was applied to the post- Hoc and table (6) shows this.

Table (6): (Tamhane) Test results for post-Hoc to show the statistically significant sources of differences due to variable of years of experience.

11 years and over	6-10 years	3-5 years	Mean	Years of Experience
- 0.224 *	- 0.271 *	—————	3.62	3-5 years
0.046 *	—————	0.271 *	3.89	6-10 years
—————	- 0.046	0.224 *	3.85	11 years and over

(*) Statistically Significant

Table (6) shows the following:

- There were statistically significant differences among the years of experience of (3 - 5 years) and (6 - 10 years) on the one hand and the differences are in favor of (6 - 10 years), among the category of (3 - 5 years)

and (11 years and over) on the other hand. The differences came in favor of (11 years and over).

- There were statistically significant differences among the years of experience of (6 - 10 years) and (3 - 5 years) on the one hand and the differences are in favor of (6 - 10 years), among the category of (6 - 10 years) and (11 years and over) on the other hand. The differences came in favor of (11 years and over).

- There were statistically significant differences among the years of experience of (11 years and over) and (3 - 5 years) on the one hand and the differences are in favor of (11 years and over).

In the light of the previous results, there are statistically significant differences between the averages of ratings of the practice of active learning principles in the teaching of English language from the point of view of teachers in the schools of the Directorate of Education of 'Bani Obaid' District in Jordan due to the variable of years of experience. When reviewing the means, the differences are in favor of the two categories of the years of experience (6-10 years) and (more than 11 years), which may be attributed to the fact that teachers with long experience are most able to practice modern teaching methods, including active learning principles, by virtue of their desire for development and modernization and their long teaching experience, which has sharpened knowledge and skills in the use of teaching methods, as well as the training courses held by the Ministry of Education for qualifying the teachers in order to effectively exercise the principles of active learning.

The results are different from those of Rashidi (2015); Jaafara (2015); Rawashdah and Nawafila (2015); Abu Sinina, Asha and Qatawi (2009), which showed no statistically significant differences due to variable of years of experience.

9. Recommendations

In the light of the findings of the study, it is recommended that:

- 1 - The need to work on the training of male and female teachers of English language during service in a manner that ensures the effective exercise of their roles in active learning; as mentors and guides.
- 2 - Review the design of some of the lessons and educational activities in the curricula of the English language, so as to include sufficient and varied activities that allow students to practice learning activity.
- 3 -Review the design of some of the extracurricular lessons and activities in the curricula of the English language, to include sufficient and diverse activities that allow students to practice active learning.
- 4- Provide the necessary educational and technological means in all schools; to allow the practice of active learning in front of both teacher and student.
- 5 - Provide teachers with sufficient opportunity in front of their students to exercise their roles in active learning, which focuses on features related to students' thinking, and features related to the behavior and procedures of students in the classroom.
- 6-Conducting similar studies and using other independent variables to reveal the degree of active learning practice in classrooms in Jordanian educational districts.

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