

**Difficulties Facing English Language Teachers in UNRWA
Schools in Implementing Active Learning Strategies in
Gaza Governorate From Their Perspective**

**الصعوبات التي تواجه معلمي اللغة الانجليزية في مدارس الأونروا في
تطبيق استراتيجيات التعلم النشط في محافظة غزة من وجهة نظرهم.**

Researchers:

Mazen Khalil Abu Nada

Ahmad Iseifan El Sourani

Abstract

The study aimed to investigate the difficulties facing Palestinian English Language Teachers in Implementing Active Learning Strategies in UNRWA Schools in Gaza Governorate from Teachers' Perspective .

The researchers adopted the descriptive approach, and designed a questioner which include two domains and 30 indicators . This questionnaire was distributed to (140) teachers who were selected from preparatory schools in the three educational areas in Gaza governorate The results revealed that there were significant statistically differences in using active learning strategies with students to listen to native speakers and they will be engaged in the four skills activities in English language teaching, and the strategies of active learning will help them to create collaborative and supportive environment ,at the same time students will be able to participate sufficiently in content throw active learning strategies, while some teachers think that implementing the strategies will not help them to complete the content, and the lack of the material and tools is the serious challenge facing teachers in implementing the strategies.

Study Tools: As a main tool, the researchers used a questioner which designed and validated, the tool consists of two major domains and 30 indicators.

Study Recommendations : Based on the previous findings, the study recommended the use of active learning strategies in the classrooms to facilitate learning and engage students to the four skills of English language activities.

ملخص :

هدفت هذه الدراسة التعرف الى الصعوبات التي تواجه معلمي اللغة الإنجليزية في مدارس الانروا في تطبيق استراتيجيات التعلم النشط في محافظة غزة من وجهة نظرهم.

من أجل تحقيق هذه الدراسة استخدم الباحثان المنهج الوصفي، و قد صمم الباحثان استبياناً يتكون من مجالين و ثلاثون مؤشراً ، وتكونت عينة الدراسة من 140 معلماً و معلمة يعملون في الثلاث مناطق التعليمية في مدينة غزة .و خلصت نتائج الدراسة الى وجود فروق ذات دلالة احصائية عند استخدام استراتيجيات التعلم النشط مع الطلاب عند الاستماع الى الناطقين باللغة الإنجليزية، وكذلك سيحصلون على مشاركة أكبر في الأنشطة المرتبطة بالمهارات الأربعة " القراءة ، الكتابة ، الاستماع و المحادثة " في تعليم اللغة الانجليزية وكذلك سنساعدهم في خلق بيئة تعاونية داعمة وسيكون الطلاب أكثر قدرة على المشاركة بفعالية في المحتوى من خلال استراتيجيات التعلم النشط. بينما بعض المعلمين يعتقد أن تطبيق هذه الاستراتيجيات لن يساعدهم في تغطية المحتوى الدراسي كما ان قلة المواد والأدوات تعتبر تحدٍ حقيقي يواجه المعلمين في تطبيق الاستراتيجية.

أدوات الدراسة : ومن أجل جمع البيانات صمم الباحثان الاستبانة وهي مكونة من مجالين و تحتوي على (30) مؤشر ومن ثم قاما بالتحقق من صدق الاستبانة وثباتها.

اهم توصيات الدراسة : في ضوء النتائج أوصت الدراسة بضرورة استخدام استراتيجيات التعلم النشط في الفصل لتسهيل التعلم للتلاميذ في أنشطة المهارات الأربع الخاصة باللغة الانجليزية.

I-INTRODUCTION

1.1 Context of The Problem

Language is one of the main features that human being is characterized with , so it is a social as well as an individual phenomenon that enables people to express feelings, thoughts and culture. In the age of globalization where the world has become a small village, people tend to learn each others languages. The demand for learning English language increased. However; the history of teaching and learning foreign languages often appears to have been a history of failure (Kara,1992:9-21).Though many theories, studies and researches tackled this issue, each tried to provide teachers and learners with better a way of learning foreign languages (Lewis and Hill,1995:22)

English is being the most wide spread language which becomes an issue of interest that increases rapidly . In Palestine people can find different teaching centers for teaching English language , some of them are foreign and they provide programs for English language in almost every center,to increase its possibility of dissemination . Also the governments in the Middle East including the Palestinian Authority provide programs for English language in different educational places (Keshta,2000:4).Recognizing the importance of English language, the Palestinian Authority began its project of teaching English language from the first elementary class, but in fact we can notice the low level of learners' achievement in English language (Hamad, 2005: 3).One of the researchers ,being a school principle and an English specialist, and the second is a university lecturer, they noticed the problem ,and think that such problem may relate to curriculum, materialistic resources ,evaluation, instruments and strategies used in the teaching-learning process. Active learning strategies as anew and authentic strategies may contribute in solving this problem .

The rapid changes affecting both individuals and organizations. In this new era educators and educational institutions are faced by the challenge of meeting the new rapid changing demands of their communities and fulfilling the needs of learners. Traditional classes which have been the form of learning and teaching for decades turned out to be insufficient in providing learning opportunities to the students and teachers. Therefore educational institutions aiming at graduating students who are learning constantly instead of memorizing academic or abandoned encyclopedic information the traditional methods in learning environment (Aksit , et al : 2016)

Traditional form of teaching is a reflection of behaviorism which shaped educational practices for nearly 50 years from the 1920s until the1970s. Focusing

on the observable and measurable human behavior, behaviorists concerned with the behavior of organisms and committed to the thesis that behavior can be explained without reference to non-behavioral mental (cognitive, representational, or interpretative) activity. Throughout the behaviorist reign, mental processes are all ignored and process of teaching is regarded as a black box that cannot be explored. So, behaviorists focused on the process-product paradigm (Romizowski, 1981).

Cognitive psychology has emerged as a reaction to behaviorism since the early 1970s. Based on the major premises of cognitive psychology, constructivists, unlike behaviorists, think that learners construct their own knowledge. Regarding the human as the “meaning maker” and “knower”, constructivists claimed that knowledge is not independent of people and constructing knowledge means that students are active participants in a learning process by seeking to find meaning in their experiences (Sener, 1997).

Statement of the Problem :

Analyzing the record of UNRWA school students' English achievement tests in Gaza schools shows that a vast number of Palestinian English learners suffer weak level of English language proficiency and a lot of linguists have attributed this phenomenon to the traditional method of teaching which is still adopted by Palestinian teachers. The present study investigates the difficulties that face Palestinian English language teachers in implementing active learning strategies in UNRWA schools from teachers' perspectives. This raises the following questions

The Minor Questions

1. Are there statistically significant differences at ($\alpha \leq 0.05$) in the difficulties which face Palestinian English language teachers in implementing active learning due to teachers' sex?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) between teaching English language by using active learning strategies due to teachers' qualifications?
3. Are there any statistically significant differences at ($\alpha \leq 0.05$) between teaching English language by using active learning strategies due to teachers' experience?

Purpose of The Study

The study aims to :

- 1- Investigate the difficulties facing English Palestinians teachers in implementing active learning strategies.
- 2- Increase teachers' heritage of different strategies of active learning.
- 3- Identify the difficulties facing English language preparatory teachers in implementing active learning strategies.

4-Help teachers to overcome the difficulties while implementing active learning strategies in teaching English language.

Significance of the Study:

The study may benefit

-The Teachers

The study may help English language teachers to organize effective teaching-learning environment in the light of implementing active learning.

-The Educational Supervisors

The study stimulates specialists' and supervisors' interests in conducting training courses for their teachers, to enhance the use of active learning strategies inside and outside classrooms.

-Syllabus Designers

They may benefit from this study to modify, organize and enrich English language curricula with activities based on active learning strategies.

Limitations of the Study

- 1- Population of the Study: this study was limited to preparatory schools' teachers of English language in Gaza governorate who are working in UNRWA schools.
- 2- This study is confined to Gaza governorate city.
- 3- The study is conducted during the first term of the scholastic year 2018-2019.

Definition of Procedural terms

Active Learning: The strategies of teaching, that teachers use inside the classroom, where the student is the center of the teaching and learning process.

Traditional Learning : The strategies which consider the student as a passive recipient and the teacher is the most important element in the teaching and learning process.

Crowded Classes: A big number of the students inside the classroom.

School Environment : The physical environment of school such as buildings , school grounds , playground and classrooms

II. LITRETURE REVIEW

2.1 Active Learning

Language is one of the most important things that we can give to our children. Some people feel that there is a strong relation between learning and acquisition (Stevick ,1982 :21), but others find it difficult to differentiate between acquisition and learning. The term learning is related to the conscious process of accumulating knowledge of vocabulary and grammar of language (Yule,1996 :191).

Wikipedia(2008) sees that learning is the acquisition and development of memories and behaviours, including skills, knowledge, understanding, values and wisdom, and it is the product of experience and the goal of education .Smith (1994 :11) believes that acquisition is associated with the informal models of learning .

Learning was used in two ways; first to describe the mental activities that are involved when we acquire new meanings for stimuli, and the second use refers to situations in which we developed (Gordon,1989 :5) . AL- Aza(2002 : 12) stated that learning is a dynamic continuous process . It may happen inside or outside the classroom (Knight and Lindsay,2006 :3).

2.2 Active and Traditional Learning

Education is vital to the pace of the social, political and economic development of any nation, so effective teaching is very essential. Effective teaching is important because teaching is based on helping children progress from one level to another in a more sociable interactive environment and to get the approach right to get students to be independent learners (Muijus and Reynolds:2005).

Kinta (2017),states that changing the human behaviour is one of the biggest challenge aspects in our life, and one of the important weapon to achieve this goal is education. It'sknown that we use education for discovering phenomena, and without education nothing can happen. In order to develop skills, knowledge and appropriate behaviour, the magic solution is education. Specialists put different methods and strategies to develop the skills of learners.

There are different methods of learning which constructed with reference to different philosophies and theories, one of these methods which used for a long time is the traditional approach which led by teachers, they are playing the main role in the process of teaching and learning, they were considered as the core of the processes of teaching and learning, the teachers are responsible for everything happening inside the classroom. According to this approach the teacher is the centre of the process of teaching and learning, he is the sender of the information while the students are passive recipient, learners have to memorize the information, sort it in their minds and use it later whenever it's needed ; so they haven't any

right to choose the material, the subject they want to learn or to express their needs or intrusts (Sadoon : 2014).

Due to the weakness of the traditional approach, active learning strategy was shown as a reaction against teacher cantered approach(Tuia:2009).Simon and Biehler (2000:53) see that according to cognitivist learning theory active learning is known by name "discovery learning" where the students work together to discover their needs from the process itself.Learning begins with experience of the students . Social constructivists think that the activity leads to the concept. Moreover, the constructivist way of learning according to their theory of learning, is to involve students to different activities in order to discover their way of learning. Constructivism is based on the idea that meaningful learning occurs when people actively try to make sense of the world.

Stanford University (2018) stated that active learning includes engaging students with the material, participate in the class, and collaborate with each other. Teachers shouldn't expect their students simply to listen and memorize; instead and ,ask them help demonstrate a process, analyze an argument, or apply a concept to a real-world situation.

Momani et al (2016) active learning strategies shift the focus from teachers to students and their active engagement with the material. Through active learning strategies used by teachers, students shed the traditional role as passive receptors and learn and practice how to apprehend knowledge and skills and use them meaningfully. Active learning strategies involve providing opportunities for students to meaningful learning activities, to talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.Active learning is a student centered approach to learning and it assigns the responsibility of learning to the

student. In order to ensure active learning in classroom students should be self regulated and have an active role in decision making process while engaged in cognitively challenging academic tasks (Mustafa et al :2012).

2.3 The Importance of Active Learning

A growing body of research has shed the lights on active learning. It increases drilling various types of effective activities inside the classroom, gives the chance for learners to be the core of the process of learning and teaching programme, emphasizes cooperation among students, and helps both learners and teachers to share and discuss their opinions and thoughts. In other words, it spreads a democratic atmosphere in the class. Sparks (2013) summarized the importance of active learning in the following points (P.5):

- 1.Students are involved in active learning strategies more than passive listening.
2. Students are engaged in active learning activities rather than traditional activities.
3. There is less emphasis placed on information transmission and greater emphasis placed on developing students skills.
4. There is greater emphasis placed on the exploration of attitudes and values.
5. Student motivation is increased (especially for adult learners).
6. Students can receive immediate feedback from their teachers.
7. Students are involved in higher order thinking (analysis, synthesis,evaluation)

2.4 Difficulties in Implementing Active Learning

Many obstacles may face teachers in implementing active learning strategies; some of them refer to the teacher understanding for the importance of using active learning strategies and others refer to the crowded classes. Bonwell(2000) describes some of the reasons why teachers may find the transition difficult. The reasons are:

- 1.More time is needed to cover course content.
- 2.Additional pre-class preparation is required.
- 3.It is not easy to use Active Learning strategies in large classes.
- 4.Teachers tend to think of themselves as good lecturers.
- 5.There are insufficient sample lessons and materials available.
- 6.Students may resist changing from traditional learning methods.

In addition, teachers often fear losing control of the class in the seemingly chaotic activities of groups of Active Learners.

Muhammad (2016:14) suggested some solutions to overcome the problem of implementing active learning strategies, some of these solutions are related to :

A-Course Content

- 1.What can students do outside of class to more effectively prepare for in-class activities .
- 2.Pre-class reading assignments.
3. Interactive videos.
- 4.Pre-class quizzes (to ensure that students have read the material)

B-Classroom Environment

- 1-Make the classroom sitting dynamic.
- 2-Ask student to practice learning rather than listening .
- 3- Involve students to learn actively and think critically.
- 4-Let students share responsibility for the classroom climate

5-Teachers' model thinking for students and support students as they share their thinking strategies.

6-Students are given support, but just the right amount of it.

7-The arrangement of the space.

2.5 Types of Active Learning:

According to the empirical and the descriptive studies, there are more than one hundred strategies related to active learning such as : role play, games, groups either large or small, debates, cooperative and collaborative learning, problem solving , songs ... etc. are examples of Active Learning Strategies, the following is illustrating to cooperative and collaborative strategy.

1.Cooperative and Collaborative Learning

It is important to differentiate between the two terms "cooperation" and "collaboration" Slivan (2011) differentiated between the two terms. He sees that "collaborative when student from different schools work together in groups to solve a problem or to discuss an issue with each other over the internet and shared assignment learning". while Collaborative Learning is: "an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. In the Collaborative Learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas"Laal (2012); while cooperative groups work "face-to-face "and learn to work as one team. Learners work together to achieve shared goals. Students, in cooperative activities, seek outcomes that are useful to themselves and advantageous to all other group members. Cooperative learning can be defined as "a teaching method that involves students in learning process in order to understand and learn content of the subject together in order to achieve the goals".

The Benefits of Cooperative Learning as following :

Most studies which tackled the effect of cooperative learning on students achieving and learning showed that there is positive effect of cooperative learning on achieving or learning any skill of English language. Al-skekaily(2005:48) cooperative learning strategy allows students to work together to achieve group of goals that cannot be reached alone. In cooperative classroom students work , discuss and help each other and provide encouragement for the members in the group .But Ismail (2013) mentioned the benefits of cooperative learning: as the following

1-Enhancing Student's Social skills .

2-Increasing Students Participation .

- 3-Appreciating differences .
- 4-Individualization of Instruction .
- 5-Strengthening Motivation .
- 6-Increasing Self-Esteem .

III .REVIEW RELEATED LITERATURE

(Previous Studies)

English language is a world language, and it is one of the six languages, which are used in the United Nations. Therefore, English language has become a necessary need for human beings to communicate with others all over the world especially in the age of globalization where the world became a small village and the demand of English increased.

Sahar (2014)

The study aimed to explore some teachers' perspectives and practices in relation to active learning and identify some of the main challenges of this approach in Afghan schools. This study has been based on quantitative approaches with 100 male and female teachers in Kabul schools which included a questionnaire from 100 teachers and structure observation of 10 different subject teachers. The findings showed that although the National Education Strategy Plan (NESP) and Curriculum Framework (CF) of Afghanistan suggest the active learning/student-centered approach but teachers mostly use the traditional lecture methods. It means that the implementation of active learning in various stages of teaching process at Kabul schools is low.

Momani et al (2016)

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

Al-Faleet(2013)

The study aimed to investigate the effectiveness of using puzzles in developing tenth graders vocabulary achievement. It also examined the long-term effect of the

puzzles on the retention of the vocabulary. Furthermore, it measured the effect of the puzzles on the students' attitudes towards English language. The researcher purposively chose 80 tenth graders from Abdul Kareem Al-Aklook secondary School for boys in Dair Al Balah, he used a pre and post test to examine the students' achievement after and before the experiment. They were equally divided into two groups, experimental and control. Both groups were pre-tested to assure that they both were equivalent. The results of the study revealed that there were differences between the two groups in favor to the strategy used with the experimental group .

Trivedi (2013)

The study aims to compare active learning approach and traditional method of teaching. 200 students of English medium school were the sample of the study. Two equivalent group pre test and post test, experimental design was used. It was found that Active Learning Approach had been more effective than Conventional Approach.

Peko and Varga(2013)

The aim of the research was to find out whether contemporary classrooms serve as a context for active learning intended to develop students' competences. A study was conducted with the students in grade 4 and 8. The study included 306 students from two types of school. The first type of school refers to the schools where students of the Faculty of Teacher Education (Josip Juraj Strossmayer University of Osijek, Croatia) , and a questioner was used to collect information from the sample .The intention was to explore the presence of active learning strategies and their frequency in the subject Croatian language. The differences in active learning strategies based on school type and students' age were also looked into. The results suggest that the Croatian language lessons are characterized by pleasant emotions.

Kenta (2017)

The main objective of this study was to explore teachers' practices and challenges in implementing active learning in teaching English in Grade Nine. In conducting the study, the researcher employed qualitative approach. To collect the data for the study, two main research instruments were employed. They are: class-room observation and un-structured interviews conducted with Grade Nine English teachers and students learning at the same grade level. The number of Grade Nine English teachers included in the interview was three. Accordingly, the findings from classroom observation indicated that the classroom practices in implementing active learning strategies were not satisfactory. Even in their limited attempt to implement the strategy.

Commentary on the Previous Studies:

Having studied the literature , the researchers could extract that implementation of active learning brings about good results in different dimension . This is clear not only in the students' achievement and understanding in different school subjects , but also positive effects on learning and teaching processes.It can be noticed that the researchers used either quantitative or qualitative approaches to investigate either the impact of the active learning strategies on learning and achieving the language or to find out the difficulties facing teachers in implementing the strategy (Sahar 2014,and Momani et al 2016 used a questionnaire as a tool to collect data and information while AL –Faleet 2014, and Trivedi 2013 used a pre and post-test . Peko and Varga 2013 made an interview to collect information).Sahar (2014),and Momani et al (2016) meet with the recent study in that both studies used a questionnaire to collect data and information , and at the same time this study meet the finding of the previous studies in the effectiveness of using active learning strategies on teaching English language. Most researches agreed on the effectiveness of using active learning strategies, and its impact on learning the language , but at the same time they warned the teachers about the obstacles which may face them during teaching ,at the end they give teachers solutions to overcome them .

IV - Methodology

Research Design

The study aims to find out the difficulties facing English language teachers for preparatory stage in implementing active learning strategies and to give teachers alternatives to overcome these difficulties. In order to answer the research questions, quantitative data was collected using a questionnaire tool.

The Sample of The Study:

The sample of the study includes the whole English language teachers at UNRWA preparatory schools. They include (140) teachers; (68) male and (72) female teachers. The following table presents the distribution of the sample of the study according to areas of work, years of experience, sex and qualification variables.

Table (1): Distribution of English language teachers for preparatory stag**Table (1)****The Distribution of the Sample According to Gender**

No	Gender	No.	%
1	Male	68	48.6
2	Female	72	51.4
3	Total	140	100.0

Table (2)**The Distribution of the Sample According to Qualification**

No	Type of school	No.	%
1	Bachelor	115	82.1
2	Master	21	15.0
3	Doctorate	4	2.9
4	Total	140	100.0

Table (3)**The Distribution of the Sample According to Experience**

No	Experience	No.	%
1	1-5 years	30	21.4
2	5-10 years	45	32.1
3	more than ten years	65	46.4
4	Total	140	100.0

4.3The Tools of the study

The questionnaire was used and considered as the main tool in this study, it consists of thirty indicators distributed among two main domains, in order to collect data from the sample, so the researchers designed and validated its reliability through:

The Validity of the Questionnaire:

The valid questionnaire is that measures what it is designed to measure. The study used the referee validity and the internal consistency validity

(A) The Referee Validity

The questionnaire was introduced to a jury of specialists in English language and teaching method in Gaza universities, and experienced educational supervisors and teachers in UNRWA schools. The items of the questionnaire were modified according to their recommendations.

(B) The Internal Consistency Validity

Refers that the internal consistency validity indicates the correlation of the degree of each item with the total average of the questionnaire. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using person formula.

According to the tables (4) - (5) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

Table (6) shows the correlation coefficient of each scope with the whole questionnaire. According to the following tables, it can be concluded that the questionnaire is highly consistent and valid as a tool for the study.

Table (4)

Correlation Coefficient of Use of The Impact of Using Active Learning Strategies on Teaching English language

Items	Pearson correlation	Sig.
1)Using active learning strategies allows students to listen to native speakers	0.706	sig. at 0.01
2)Active Learning Strategies develop students' communication with their teachers.	0.731	sig. at 0.01
3)Using Active Learning Strategies can enhance students' motivation	0.645	sig. at 0.01
4)Active Learning Strategies give students access to authentic English language materials.	0.587	sig. at 0.01
5)Active Learning Strategies can give students a sense of participation	0.927	sig. at 0.01
6)Active Learning Strategies can integrate the learners' experience	0.858	sig. at 0.01
7)In activity-based learning class, students are engaged in the four skills activities in English teaching	0.766	sig. at 0.01
8)Active Learning Strategies enhance the retention and recall of	0.884	sig. at 0.01

Items	Pearson correlation	Sig.
English grammar rules by students		
9)Using Active Learning Strategies in class creates collaborative and supportive environment	0.820	sig. at 0.01
10)Active Learning Strategies help students express their opinions	0.910	sig. at 0.01
11)Active Learning Strategies allow students practice the four skills	0.815	sig. at 0.01
12)Students participate to learn sufficient content through active learning Strategies	0.600	sig. at 0.01
13)Active Learning Strategies make students more interested in learning	0.544	sig. at 0.01
14)Students are reluctant to participate in activity-based learning activities	0.455	sig. at 0.05
15)Active Learning Strategies create desirable attitude towards interactive English language teaching	0.398	sig. at 0.05

*“r ” table value at (23) d f. at (0.05) sig. level equal 0.396

**“r ” table value at (23) d f. at (0.01) sig. level equal 0.505

Table (5)

Correlation coefficient of Teachers' Views toward Using Active Learning Strategies

Items	Pearson correlation	Sig.
1)There are not enough materials and tools for Active Learning Strategies in the school	0.630	sig. at 0.01
2)The time allocated for English is not enough for activity based learning in any school	0.632	sig. at 0.01
3)Using Active Learning Strategies can be boring	0.569	sig. at 0.01
4)Active Learning Strategies encourage teachers to interact with students	0.710	sig. at 0.01
5)If teachers used activity-based learning, They would not cover the year's Curriculum	0.632	sig. at 0.01
6)The class size of students in UNRWA school affects teachers' ability to use Active Learning Strategies	0.725	sig. at 0.01
7)The workload/ periods per week affect my ability to use Active Learning Strategies	0.853	sig. at 0.01
8)It takes a long time to prepare activity-based learning lesson	0.712	sig. at 0.01
9)Teachers didn't have enough training on activity based learning	0.557	sig. at 0.01

Items	Pearson correlation	Sig.
during my training		
10)Active Learning Strategies would be a waste of time	0.771	sig. at 0.01
11)Teachers are in favor of applying Active Learning Strategies to English courses.	0.494	sig. at 0.05
12)teachers find that English courses are easier to teach by Active Learning Strategies	0.504	sig. at 0.05
13)Applying Active Learning Strategies to English classes will be more interesting and relaxing than using traditional methods.	0.635	sig. at 0.01
14)Active Learning Strategies motivate me to teach better	0.562	sig. at 0.01
15)Active Learning Strategies must be applied in all schools	0.459	sig. at 0.05

*“r ” table value at (23) d f. at (0.05) sig. level equal 0.396

**“r ” table value at (23) d f. at (0.01) sig. level equal 0.505

Table (6)

Matrix of Relation Correlatin Coofecient for The Field With the Total Degree and Fields With Others

No	SCOPE	Total	The Impact of Using Active Learning Strategies on Teaching English.	Teachers' Views toward Using Active Learning Strategies
1	The Impact of Using Active Learning Strategies on Teaching English.	**0.925	1	
2	Teachers' Views toward Using Active Learning Strategies	**0.828	**0.553	1

*“r ” table value at (23) d f. at (0.05) sig. level equal 0.396

**“r ” table value at (23) d f. at (0.01) sig. level equal 0.505

As shown in the table (6), there is a correlation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01,0.05) that shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

Reliability of The Questioner

The questionnaire is reliable when it gives the same results if it is reapplied in the same conditions The reliability of the questionnaire was measured by Alpha Cronbachcoefficient and the Spilt- half techniques.

Table (7) Reliability coefficient

No	Alpha Cronbach Technique		
	Scope	Total	Correlation
1	The Impact of Using Active Learning Strategies on Teaching English language.	15	0.931
2	Teachers' Views toward Using Active Learning Strategies	15	0.902
3	Total	30	0.939

From table (7) we can insure that the questionnaire have a good reliability.

1- By using Split half:

Correlation between two parts (even X odd) and modify by **Spearman brown**Correlation:

Table (8)

	SPILT –HALF TECHNIQUE			
NO	SCOPE	TOTAL	BEFORE	AFTER
1	The Impact of Using Active Learning Strategies on Teaching English.	15	0.879	0.929
2	Teachers' Views toward Using Active Learning Strategies	15	0.089	0.889
3	Total	30	0.901	0.948

From table (7) we can sure the questionnaire have a good reliability.

during tables (7) and (8) , the questioner is proved to be reliable . Alpha Cronbach coefficient is (0.939) and the Spilt- half coefficient is (0.948) that's indicate the questioner is pass to applied for the study.

2- Statistical model:

- 1- Frequencies and Bercent.
- 2- T.test.
- 3- One Way ANOVA.

Results and Data analysis

Answer of the first Question:

The first question is: **Are there statistically significant differences at ($\alpha \leq 0.05$) in the difficulties which face Palestinian English language teachers in implementing active learning due to teachers' sex?**

To answer this question the researcher used the frequencies, the sum of responses, means, std. deviation . And the % weight and rank of each item from the questionnaire :

First : field one:- The Impact of Using Active Learning Strategies on Teaching English language

Table (9)
Frequencies, The Sum of Responses, Means, Std. Deviation . And the % Weight and Rank of Each Items

No	Item	Sum	Mean	Std. Deviation	% weight	Rank
1	Using active learning strategies allows students to listen to native speakers	615	4.393	1.071	87.86	1
2	active learning strategies develop students' communication with their teachers.	545	3.893	1.239	77.86	4
3	Using active learning strategies can enhance students' motivation	517	3.693	1.038	73.86	11
4	Active learning strategies give students access to authentic English materials.	545	3.893	1.307	77.86	6
5	Active learning strategies can give students a sense of participation	556	3.971	1.106	79.43	3
6	Active learning strategies can integrate the learners' experience	529	3.779	1.060	75.57	9
7	In activity-based learning class, students are engaged in the four skills activities in English language teaching	598	4.271	1.058	85.43	2
8	Active learning strategies enhance the retention and recall of English grammar rules by students	495	3.536	1.208	70.71	13
9	Using active learning strategies in class creates collaborative and supportive	493	3.521	1.520	70.43	14

No	Item	Sum	Mean	Std. Devia tion	% weight	Rank
	environment					
10	Active Learning Strategies help students express their opinions	545	3.893	1.097	77.86	5
11	Active learning strategies allow students practice the four skills	524	3.743	1.055	74.86	10
12	Students participate to learn sufficient content through active learning Strategies	482	3.443	1.528	68.86	15
13	Active learning strategies make students more interested in learning	537	3.836	1.203	76.71	8
14	Students are reluctant to participate in activity-based learning activities	517	3.693	1.118	73.86	12
15	Active learning strategies create desirable attitude towards interactive English teaching	543	3.879	1.510	77.57	7

From table (9) we can see that the most to the least arranged in order according to the percentage weight and rank as the following :

The most are

- 1-No (1) " Using active learning strategies allows students to listen to native speakers "occupied the first rank with percent weight (87.86%).
- 2-No(7)" In activity-based learning class, students are engaged in the four skills activities in English language teaching " got the second rank with percent weight (85.43%).

The least are:

- 1-No (9) " Using Active Learning Strategies in class creates collaborative and supportive environment " got the fourteen rank with percent weight (70.43%).
- 2-No (12) " Students participate to learn sufficient content through active learning Strategies " got the last rank with percent weight (68.86%).

Second: filed two:- Teachers' Views Toward Using Active Learning Strategies

Table (10) Frequencies, the sum of responses, means, std. deviation . And the % weight and rank of each items

No	Item	Sum	Mean	Std. Deviation	% weight	rank
1	There are not enough materials and equipment for Active Learning Strategies in my school.	594	4.243	0.748	84.86	2
2	The time allocated for English language is not enough for activity based learning in my school.	477	3.407	1.286	68.14	9
3	Using Active learning strategies can be boring.	404	2.886	1.450	57.71	15
4	Active learning strategies encourage me to interact with my students	446	3.186	0.993	63.71	12
5	If I used activity-based learning, I would not complete the year's Curriculum.	595	4.250	1.151	85.00	1
6	The class size of students in my school affects the ability to use Active learning strategies.	483	3.450	1.332	69.00	7
7	The workload/ periods per week affect my ability to use Active learning strategies	546	3.900	1.271	78.00	3
8	It takes a long time to prepare activity-based learning lesson.	521	3.721	1.518	74.43	6
9	I was not trained on activity based learning during my training.	458	3.271	1.497	65.43	10
10	Active Learning Strategies would be a waste of time.	455	3.250	1.641	65.00	11
11	I am in favor of applying Active learning strategies to English language curriculum.	480	3.429	1.470	68.57	8
12	I have found that English curriculum is easier to teach by active learning strategies.	435	3.107	1.221	62.14	13
13	Applying active learning strategies to English classes will be more interesting and relaxing than using traditional methods.	406	2.900	1.706	58.00	14
14	Active learning strategies motivate me to teach better	521	3.721	1.176	74.43	5
15	Active learning strategies must be applied in all schools.	536	3.829	1.131	76.57	4

From table (10) we can see that the most to the least arranged in order according to the percentage weight and rank:

the most are

- 1-No (5) " If I used activity-based learning, I would not cover the year's Curriculum " got the first rank with percent weight (85.00%).
- 2-No(1)" There are not enough materials and equipment for Active Learning Strategies in my school " got the second rank with percent weight (84.86%).

The least are:

- 1-No (13) " Applying Active Learning Strategies to English classes will be more interesting and relaxing than using traditional methods " got the fourteenrank with percent weight (58.00%).
- 2-No (3) " Using Active Learning Strategies can be boring " got the last rank with percent weight (57.71%).

To conclude the results, the researchers used, the sum of responses, means, std. deviation .And the % weight and rank of each field from the questionnaire and table (11) shows this:

Table (11) Sum of responses, means, std. deviation . And the % weight and rank of each field from the questionnaire

No	Field	Sum	Mean	Std. Deviation	% weight	Rank
1	The Impact of Using Active learning Strategies on Teaching English.	8041	57.436	5.488	76.58	1
2	Teachers' Views toward Using Active Learning Strategies	7357	52.550	5.727	70.07	2
3	Total	15398	109.986	8.289	73.32	

From table (12) we can see that the second field got the first rank with weight (76.58%), the third field occupied the second rank with weight (70.07%), and we can see the total degree weight (73.32%).

Answer the second Question:

The second question is: **Are there any statistically significant differences at ($\alpha \leq 0.05$) between teaching English language by using active learning strategies due to teachers' qualifications?** To answer this question the researcher used T.test table (12) shows this:

Table (12) Means, std. deviation t. value , and sig. level to know the difference between male and female

No	Field	Gender	N	Mean	Std. Deviation	T Value	Sig. Level
1	The Impact of Using Active Learning Strategies on Teaching English.	male	68	57.632	5.180	0.411	Not sig.
		female	72	57.250	5.794		
2	teachers' Views toward Using Active Learning Strategies	male	68	52.485	6.122	0.129	Not sig.
		female	72	52.611	5.370		
3	Totaldegree	male	68	110.118	8.534	0.182	Not sig.
		female	72	109.861	8.109		

Since our computed value T, we find it is less than the critical ($\alpha \leq 0.05$), in the all field and the total degree, this means that there is no statistically significant differences due to **gender variable**.

Answer the third Question:

The **third** question is: **Are there any statistically significant differences at ($\alpha \leq 0.05$) between teaching English language by using active learning strategies due to teachers' experience?** To answer this question the researcher used One Way ANOVA Table that (13) shows this:

Table (13)Source of variance, Sum of Squares, df, Mean Square, f, and sig. level to know the Difference Between Qualifications

No	Field	Source of variance	Sum of Squares	df	Mean Square	F	Sig. level
1	The Impact of Using Active Learning Strategies on Teaching English.	Between Groups	84.257	2	42.128	1.407	Not sig.
		Within Groups	4102.164	137	29.943		
		Total	4186.421	139			
2	teachers' Views toward Using Active Learning Strategies	Between Groups	47.286	2	23.643	0.718	Not sig.
		Within Groups	4511.364	137	32.930		
		Total	4558.650	139			

No	Field	Source of variance	Sum of Squares	df	Mean Square	F	Sig. level
3	Total	Between Groups	43.313	2	21.657	0.312	Not sig.
		Within Groups	9506.658	137	69.392		
		Total	9549.971	139			

Since our computed value F, we find it less than the critical (0.05), in the all field and the total degree. this means that there is no statistically significant differences due to **Qualifications variable**.

Answer of the fourth Question:

The fourth question is: **Are There Statistically Significant Differences at ($\alpha \leq 0.05$) between Teaching English Language by Using Active Learning Strategies due to experience?**

To answer this question the researcher used One Way ANOVA table (14) shows this:

Table (14)Source of Variance, Sum of Squares, df, Mean Square, f, and sig. Level to Know the Difference between Years of Experience

No	Field	Source of variance	Sum of Squares	df	Mean Square	f	Sig. level
1	The Impact of Using Active Learning Strategies on Teaching English.	Between Groups	23.390	2	11.695	0.385	Not sig.
		Within Groups	4163.032	137	30.387		
		Total	4186.421	139			
2	teachers' Views toward Using Active Learning Strategies	Between Groups	178.596	2	89.298	2.793	Not sig.
		Within Groups	4380.054	137	31.971		
		Total	4558.650	139			
3	Total	Between Groups	78.460	2	39.230	0.567	Not sig.
		Within Groups	9471.511	137	69.135		
		Total	9549.971	139			

Since our computed value f , we find it is less than the critical (0.05), in the all field and the total degree, this means that there is no statistically significant differences due to **Experience variable**.

Conclusions:

Based on the current study findings , the following conclusions were derived:

- 1.Active learning strategy gave the students the opportunity to play many roles in the process of teaching and learning.
- 2.Active learning strategy strengthened the relationship between the teacher and the students and made the teacher as a close friend, which facilitated the process of teaching and learning.
- 3.The strategy gave the chance for the students to work in a cooperative environment.
- 4.Active learning strategy was more effective and at performed the traditional way in teaching and learning.
- 5.Active learning strategy provided students with a clear teaching and learning environment.
- 6.The strategy makes the process of learning more active and students will feel that they are the core of the process of learning.

Recommendations for further studies

The researchers suggest the following titles for further studies.

- 1-The impact of using active learning strategies to improve reading comprehension.
- 2-The effect of using cooperative and collaborative learning strategies to enhance fluent speaking .
- 3-A suggested programme based on active learning strategies to encourage inter-relations between learners and teachers.

References

-References

1. Al-Faleet, F. (2013). The effectiveness of Using Puzzles in Developing Palestinian tenth graders' vocabulary achievement and Retention. Humanities and Social Sciences. 1(1): 46-57, Islamic University-Gaza, Palestine.
2. Al-khawaldeh, Nisreen & Jaradat, Abdullah & Al-momani, Husam & Bani-Khair, Baker. (2016). Figurative Idiomatic Language: Strategies and Difficulties of Understanding English Idioms. International Journal of Applied Linguistics and English Literature. 5.119-133. 10.7575/aiac.ijalel.v.5n.6p.119. Retrieved: 27 oct. 2018, from: <https://www.researchgate.net/publication>.
3. Biehler, R. F., & Snowman, J. (2000). Psychology applied to teaching. Boston: Houghton Mifflin, USA.
4. Er, M. ALTUNAY, U., & Yurdabakan, I. (2012). THE EFFECTS OF ACTIVE LEARNING ON FOREIGN LANGUAGE SELF-CONCEPT AND READING COMPREHENSION ACHIEVEMENT. International Journal on New Trends in Education & their Implications (IJONTE), 3(4).
5. Hamad, I. (2005) : The Effect Of Using Role Play Strategy On The Eighth Graders' Achievement In English Language . (Unpublished M.A Thesis) AL-Azhar University, Gaza, Palestine.
6. Gordon, W. C. (1989) : Learning and Memory , Books/Cole Publishing Company . California, USA.
7. Ismail, D. (2013). The Importance of Using Cooperative Learning Technique in Enhancing EFL Learners' Writing Achievement. (Unpublished Master Thesis). Mohamed Kheider University of Biskra, Sener, J. (1997). ALN's Relations: Current Educational Trends and Concepts and their Relation to ALN. ALN Magazine, 1(1).
8. Kara, R. (1992) : Language Learning And Teaching , Basic Premises , Al Fateh University Publishing , Tripoli , Libya.
9. Kenta, A. (2017). An Exploration of Teachers' Challenges and Practices in Implementing Active Learning Strategies. American Journal of Art and Design 2017; 2(2): 42-51. Retrieved: 10 oct. 2018, from: <http://article.sciencepublishinggroup.com/pdf/10.11648.j.ajad.20170202.12.pdf>.
10. Keshta, A. S. (2000) : Alternative Approaches For Teaching English Literature To Undergraduate Students In Gaza Strip , Houston , University Of Houston , Texas , USA.
11. Khevna T. (2013). "Effectiveness of Active Learning Approach in Teaching English Language of Standard IX Students," Working papers 2013-6-8, Voice of Research. Retrieved: 25 oct. 2018, from: (<http://www.voiceofresearch.org>).
12. Knight, P. and Lindsay, C. (2006) : Learning And Teaching English , Oxford University Press . UK .

- 13.laalMarjan and et al (2012): Teaching and education; collaborative style, Procedia - Social and Behavioral Sciences 116 (2014) 4057 – 4061, tahrn , iran . Retrieved: 10 oct. 2018, from: <https://ac.els-cdn.com>
- 14.Lewis , M. And Hill ,J (1995) : Practical Techniques For Language Teaching , Commercial Colour Press , London UK.
- 15.Muhammad, Himdad. (2016). Active Learning and Teaching : Challenges & Tips for Teachers.
- 16.Muijs, D., & Reynolds, D. (2005). Effective teaching: Evidence and practice. Sage. (<https://journals.sagepub.com/>)
- 17.Peko, A & Varga, P. (2013). Active Learning In Classrooms. Život I Škola, br. 31 (1) god. 60, Str. 59. - 75.
- 18.Romiszowski, A.J. (1981) Designing Instructional Systems. Kogan Page Ltd., London,UK.
- 19.Stanford University (2018). Over all. Retrieved: 18 oct. 2018, from: <https://www.stanford.edu/>
- 20.Sadoon, Manal, Adnan.(2014) The Role of The Stylistics Analysis in Poetry Interpretation in The Process of Learning English as a Foreign: Fourth Preparatory Stage of Iraqi Opportunities Syllabus/Book 8.Eucational Journal ,Vol(25),Iraq.
- 21.Sahar.H. (2014) Active Learning in Kabul Schools. Afghan Teachers' Views and Practices, Afghanistan.Smith , M. Sh. (1994) : Second Language Learning : Theoretical Part, Longman Group , UK .
- 22.Slavin, R. E. (2011). Instruction based on cooperative learning. Retrieved:10.oct.2018,from:https://www.researchgate.net/publication/267247317_Instruction_Based_on_Cooperative_Learning.
- 23.Sparks, J. (2013). Active learning: designing authentic active learning activities.
- 24.Stevick .W . E. (1982) : Teaching And Learning Language , Cambridge University Press , United Kingdom .
- 25.Yildiz, M. and E. Sener, 1997. Effect of dietary supplementation with soybean oil, sunflower oil or fish oil on the growth of seabass (Dicentrarchus labrax L. 1758),Istanbul,Turki .
- 26.Yule , G. (1996) : The Study Of The Language ,Second Edition , Cambridge University Press , UK .

المراجع العربية

27. العزة ، سعيد حسنى (2002) : صعوبات التعلم (المفهوم ، التشخيص ، الأسباب) أساليب التدريس واستراتيجيات العلاج ، الدار العلمية الدولية و دار الثقافة ، عمان .