



## **The Effect of Using Active Learning Strategies on Iraqi Third Year College Students' Achievement in the Course of Methods of Teaching EFL**

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### **Abstract**

Active Learning Strategies (ALS) can be used to engage students in individual or small group activities to ensure the participation of all. This study is an attempt to investigate the effect of using active learning strategies on third year college students' achievement in the course of methods of teaching EFL in comparison with the presentation-practice production (PPP) approach or the method.

To fulfill the aim of the study, the researchers adopted two null hypotheses which indicates that there is no significant difference between students' achievement who practice by active learning strategies and that of students who do not practice it. There is no significant difference between the experimental group students' achievement in the pre posttests in the methods of teaching EFL course. To achieve the aim of the study, an eight-week experiment was conducted using a pre-posttest non-equivalent groups design. Using the t-test for two independent samples, it is found that the calculated t-value is 4.808 which is greater than the tabulated value 2.000 at 0.05, which means a statistically significant difference in favour of the experimental group. This indicates that active learning strategies is more effective than the presentation practice production teaching (PPP) or the Lecture Method teaching as it leads to the rising of the awareness of the students towards their subject- matter. At the end of the research paper, conclusions, recommendations, and suggestions for further studies are put forward.

## **Chapter One: Introduction**

### **1.1 The Problem and Its Significance**

The traditional teaching method, in which the teacher has the dominant role in the learning process, does not allow the students to participate actively in the learning process and to communicate with each other and they will passively receive knowledge from the instructor and internalize it through memorization (Soltanzadeh & etal:2013:127). Acikgoz ( cited in Guneyli ,2008) thinks that " the biggest mistake of the traditional education is to assume that all the students need the same information at the same place and moment". Traditional methods turn to be insufficient to supply students with learning opportunities. Educational research has proved that the students achievement is positively influenced by the students' active participation in learning process(Mustafa & etal ,2012:45).

Bonwell and Esion (1991) regard AL as any instructional method which enable the students to involve directly in meaningful class activities. Guneyli (2008) writes that "the most important thing that a teacher must think about is to elicit learning. It is more suitable for the teacher to ask himself the question (How can my students learn in the best way?) before the question(How can I teach) ".He adds that AL results in permanent learning, active engagement from the beginning , and acquiring knowledge ,attitudes ,and skills.

Delong(2008:1-4) states that some teaching methods are superior to others in terms of enhancing students' retention of course information and that the research has shown that AL is more effective than traditional methods like lecturing in improving performance. Moreover , AL involves the students in the class through any number of means, which let them enroll in the learning process more than just listening passively to the instructor.

Malik(2011:214) adds that the use of AL is very important to have a positive impact on the learning quality and many students show their preference to the manipulation of ALS in the class than the traditional lectures. Phelps & etal(2004:298) believe that "active learning processes are superior to passive modalities...active learning involves the extensive user-centered control and manipulation of virtual subjects." Naderi & Ashraf (2013:91) declare that ALS have proven to be useful and successful in improving learning with a long history supported by an extensive body of literature .

As instructors, the researchers, recognize that in the traditional methods of teaching the students required just listening and transferring knowledge which is not enough to enhance deep understanding of the material. Students have to analyze, synthesize, evaluate, and discuss with each other the presented material.AL is students centered approach in which the learners bear responsibility,

make decisions, maintaining attention and interaction, and being inserted mentally and physically in the learning process. So, the researchers propose that AL may make a positive effect on the students' achievement as it was approved by many studies.

AL includes many techniques like "short stories, brainstorming, quick survey, think-pair-share, formative quizzes, debate, role playing, cooperative learning, collaborative learning" and many others (Soltanzadeh & etal,2013:127) .

### **1.2 Aim**

The present study aims at investigating the effect of using ALS on Iraqi third year college students' achievement in the course of methods of teaching EFL.

### **1.3 Hypotheses**

The following null hypotheses are proposed:

1. There is no statistically significant difference between students' achievement who practice by ALS and that of students who do not practice it.
2. There is no significant difference between the experimental group students' achievement in the pre posttests in the methods of teaching EFL course.

### **1.4 Limits**

This study is limited to Iraqi third year female students/morning classes at the Department of English/ College of Education for Women during the academic year (2013-2014).

### **1.5 Definitions of Basic Terms**

#### **1.5.1 Active Learning (AL)**

AL is considered as "anything that involves students in doing thing and thinking about things they are doing"(Bonwell & Eison:1991).

AL can be defined as" any instructional method that engages student in the learning process...active learning requires students to do meaningful learning activities and think about what they are doing."(Prince,2004)

#### **1.5.2 Strategies:**

Nunan(2000:171) defines strategies as procedures used by learners to learn and use language and definitely underlying every task introduced in the classroom there is a learning strategy.

Oxford (cited in Celce- Murcia,2001:395) regards learning strategies as specific actions, operation, steps, behaviors, plans, techniques, used to enhance learning .

#### **1.5.3 Achievement:**

Mowla & etal (2010) regard achievement as " one's knowledge , understanding or skills in a specified subject or a group of subjects".

Achievement is what language learners have successfully learn with specific reference to a particular course, textbook, or program of instruction ( Richard and Schmidt. 2002:7).

The operational definition of achievement is that it refers to the enhanced learning in a restricted course.

#### **1.5.4 Methods of Teaching**

It refers to the general principles, techniques, and strategies that are used by the teacher for classroom instructions. It comprises syllabus, textbook and the teaching materials.

### **Chapter Two**

#### **2.1 Active Learning(AL)**

AL has gained a significant attentions over the past several years. It has attracted wide adoptions by faculties who search for alternatives to traditional methods in teaching and it was a fertile area of research by many educators. AL is considered as a compound word which means "being in physical motion" while learning(Delong ,2008:4).AL is based on constructivism theory which indicates that people can learn building on what they know to construct new knowledge i.e., learning requires transferring the previous experience and knowledge .So, teachers have to understand students' previous knowledge and build on his foundation Rusbult,2007). He affirms that constructivism which is an offshoot of cognitive theory supposes that " learning will occur as a person actively processes information to construct solutions to problems."

Meyers & Jones( 1993:6) state that AL derives from two basic assumptions: "(1) that learning is by nature an active endeavor and (2) that different people learn in different ways" and they add that "Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject"

Prince (2004)states that AL is any instructional method which required students' active participation and engagement in the learning process. Yoder & Hochevar (2005:91) believe that "what makes AL fundamentally active is the cognitive processing demanded to find patterns in materials provided, organize these patterns into meaningful cluster, understand under what conditions this knowledge is useful, and retrieve it fluently"

AL is a student centered approach of learning and in order to enhance AL in classes , students have to be self regulated and have an active participations through creating meaning rather than memorizing information. So, to promote AL there should be a use of student centered instructional strategies(Ibid). Hoef(2012) believes that AL is often coupled with collaborative learning because in both of them students work cooperatively. He adds that "A relatively recent movement in active and collaborative learning is the flipped or inverted classroom in which most of the content delivery happens outside of class—via readings, video lectures,

simulations, and other instructional material—and class time focuses on applying and understanding the material".

## **2.2 Characteristics of AL**

There are many characteristics of AL like:

- 1- The learners engagements in active class activities rather than just listening(Naderi & Ashraf,2013:95)
- 2- AL satisfies the different needs and styles of the learners, it helps in the information retention ,and it improves the learners' responsibilities( Ibid)
- 3- Emphasis is placed on improving learning skills rather than just the transmission of knowledge( Malik, 2011) .
- 4- Students are enrolled in higher order thinking analyzing, synthesizing, and evaluation the materials(ibid)
- 5- Students explore their own attitudes ,value, and prior experience (Bonwell and Eison,1991) .

## **2.3 The principles of AL**

- 1- Active participation from the beginning like forming the team spirit(Guneyli,2008).
- 2-Acquiring information and skills in an active class using discussions, cooperative learning, questions, problem solving, and etc.(ibid)
- 3-Learning should be permanent ,i.e., there should be future planning(ibid).
- 4-Shifiting the responsibility of learning from the instructor to the students (Wilke,2003:208).
- 5-Meaning should be actively constructed by the learner (Michael,2006:163) .
- 6-Learning to do something not learning facts( ibid).
- 7-Learners like to learn with other more than learning alone (Weimer2012).
- 8-Speaking and saying explanation facilitate meaningful learning ,i.e., whether the learners speak with the teacher, peers, or one's self(Ibid).
- 9-Learning material could be transferred to other domains (Prince,2004).

## **2.4 Benefits of AL:**

- 1-It helps learners to be acquainted with each other and to shift passive learners into active ones(Naderi & Ashraf,2013:94).
- 2-It results in better grades , positive attitudes toward autonomous learning and acquiring social skills( ibid:93).
- 2- It results in deep learning,i.e.it helps students to retain, apply, and transfer knowledge(Hoeft, 2012).
- 3- It increases interest , motivation, attendance and the mastery and retention of the material(ibid).
- 4-It lets students to take responsibility on their learning and to monitor it (ibid).
- 5-It builds competence and improves the higher order thinking skills(ibid).

## **Chapter Three: The procedures**

### **3.1 The Experimental Design**

To achieve the aims of the study and to examine the effect of using active learning strategies on third year college students' achievement in the course of method of teaching EFL, the researchers have chosen a pre-posttest non-equivalent groups design (see Table 1).

**Table 1 The Experimental Design**

Groups	Pretest	Treatment	Posttest
Experimental Group	T1	Active learning strategies	T2
Control Group	T1	The conventional way (PPP approach)	T2

(Isaac and Michael, 1977: 44)

The experimental design requires the selection of the two groups randomly and they were submitted to pre-posttests. The experimental group was taught the course of methods of teaching EFL through using active learning strategies, while the control group was taught this subject through the conventional way (PPP approach).

### **3.2 Population and Sample Selection**

The population of the study is third-year female students/morning classes at the Department of English/ College of Education for Women during the academic year (2013-2014). The sample has been chosen randomly and it consisted of 107 students distributed alphabetically into four sections. One group was selected as the experimental group (namely section D) and other group as the control group (namely section A). The number of students in section (A) is 27 and in section (D) is 26. The ex-primary school teachers and those who failed to attend the test are excluded. The final number of the sample was (40), twenty students in each group.

And since the goal of the College of Education for Women is to graduate skillfully and highly qualified future teachers, the course of methods of teaching EFL gains lots of significance in preparing them. So, it was chosen to be the stuff of this study.

#### **3.2.1 Equivalence of the Sample**

Some important variables that may affect the experiment were controlled. These variables are: age, and parents' education. The researchers used the t-test formula for two independent samples and chi-square formula. It is discovered that there are no statistically significant differences between the two groups at (0.05) level of significance, i.e., the subjects of the two groups are matched in these variables. Table 2 and 3 show the results of the equivalence statistics of the sample.

**Table 2 t-Test Statistics for the Study Subjects' Ages and Scores in the Pretest**

Variables	Group	N	$\bar{x}$	SD	Df	t-Value		Level of Significance
						Calculated	Table	
Pretest scores	E	20	15.4000	8.51871	38	0.738	2.021	0.05
	C	20	13.5500	7.29437				
Ages in Years	E	20	21.3000	0.57124	38	0.44	2.021	0.05
	C	20	21.2000	0.83350				

**Table 3 Chi-Square Statistics for the Fathers' and Mother's Level of Education Variables**

Variable	Group	N	Primary	Intermediate	Secondary	Diploma	B.A	M. A.	df	Computed Chi-Square	Tabulated Value
Value Fathers' Education	E	20	1	1	5	5	7	1	5	1.16	11.7
	C	20	2	2	3	5	7	1			
	Total	40	3	3	8	10	14	2			
Mother's Education	E	20	1	10	3	4	2	0	5	9.35	11.7
	C	20	2	2	3	6	5	2			
	Total	40	3	12	6	10	7	2			

### 3.3 Instructional Programme

#### 3.3.1 Instruction

The experiment began on the 18<sup>th</sup> of November 2013 and continue for 8 weeks and it ended on the 11<sup>th</sup> of March 2014. Both groups were taught by one of the researchers. The experimental group was taught by active learning strategies, while the control group was taught by using the lecture method. Six lectures per week were assigned for each group. The lecture was lasted for 45 minutes .

#### 3.3.2 Instructional Material and Lesson Plan

The instructional material assigned for this study is (Chapter Two: Foreign Language Teaching Methods and Approaches, Chapter Twelve: Lesson Plan, and Chapter Fourteen: Teaching Aids) from the textbook "Methods of Teaching English to Arab Students" by Najat Al-Mutawa and Taiseer Kailani pp. 14-27, and 140-154.

#### **Behavioral Objectives:**

1. To motivate most learners to be active, self-confident and self-reliant.
2. To enable learners talk about what they are learning, write about it, relate it to experiences, and apply it to their daily lives.
3. To find personally meaningful problem solutions or interpretations.
4. To work, learn and receive more frequent and immediate feedback

- According to the experimental group, ALS procedures are followed, three or four active learning strategies (see Appendix1) are used in teaching each lesson of each chapter is presented as follows:
  - **Chapter Two (lesson1 Grammar Translation Method, Direct Method and Reading Method):**
    - The researcher starts the lesson by *asking a point of view, note-taking* about the following material:
      - A. The Background of each method.
      - B. The Aims and Principles of each method.
      - C. How each method deals with other skills (reading, listening, pronunciation, writing...etc.)?
      - D. Advantages and Disadvantages of each method.
    - Discussion is made between students and the teacher (*class discussion*) about the presented material.
    - At the end of each lesson, students should make *lecture summary*.
  - **Chapter Two (lesson2 Audio-Lingual Method):**
    - The researcher asks students about their goals, fears and expectations (*ice breakers*), *focused listing* (listing the ideas or terms), and to make a *summary* about
      - A. The Background of the method.
      - B. The Aims and Principles of each method.
      - C. How each method deals with other skills (reading, listening, pronunciation, writing...etc.)?
      - D. Advantages and Disadvantages of each method.
    - Discussion is made between students and the teacher (*class discussion*) about the presented material.
    - At the end of each lesson, students should make *lecture summary*.
  - **Chapter Two (lesson3 Communicative Approach, and Eclectic Approach).**

The researcher asks students *a point of view* and work as *partners* (pairs) to share their products or understanding with each other. Then, students make a *comparison* filling the gaps at their *notes* about:

    - A. The Background of each method.
    - B. The Aims and Principles of each method.
    - C. How each method deals with other skills (reading, listening, pronunciation, writing...etc.)?
    - D. Advantages and Disadvantages of each method.
    - Discussion is made between students and the teacher (*class discussion*) about the presented material.
    - Finally, students make a revision (*three minutes review*) about each lesson.
- **In teaching Chapter Twelve:**



- The researcher asks students about their goals, fears and expectations (*ice breakers*), *focused listing* (listing the ideas or terms), and to make a *summary* about the definition of lesson plan, its importance, the three stages of lesson plan, and finally the procedures of writing the lesson plan.
  - Discussion is made between students and the teacher (*class discussion*) about the presented material.
  - At the end of each lesson, students should make *lecture summary*.
  - **In teaching Chapter Fourteen:**
  - The researcher asks students *a point of view* and work as *partners* (pairs) to share their products or understanding with each other.
  - Then, students make a *comparison* filling the gaps at their *notes* about the definition of each aid like blackboard, charts, pictures...etc. and the importance of each aid inside the class.
  - Finally, students make a *summary* about the lesson
- Concerning the control group, the same material are exposed to the subjects using presentation, practice and production approach .

### 3.4 The Test

#### 3.4.1 Test Construction

A test consists of thirty items has been constructed and it is distributed among six questions; each question consists of five items. The first two questions are scored out of ten, (2 marks) are assigned for each item, whereas the last four questions are scored out of five, (1 mark) is assigned for each item according to the right-wrong bases. The whole test items are 30 and the total mark is 40 (See Appendix 2).

#### 3.4.2 Test Validity

Validity means "the extent to which measurement is well-founded and corresponds to the real world" (Wikipedia,2017) .Moreover, face validity is "a judgment by the scientific community that the indicator really measures the construct(Riazi,1999:96) .Thus, to ensure the face validity the test items were exposed to a jury<sup>1</sup> of experts in language and linguistics who are asked to read, add, modify and change the test items. The jurors have agreed upon its validity and suitability. Some items modifications are suggested by the experts are taken into consideration by the researchers.

#### 3.4.3 Pilot Administration of the Test and Item Analysis

A pilot administration of the test was held on the 4<sup>th</sup>.of November 2013 . The test was exposed to a sample of 20 students were selected randomly from third year students sections (B and C) from the Department of English /College of Education for Women. The aim of this pilot study was to know the:

1. the required time to answer the test;

2. information about the ease of administrating the test;
3. the clarity of instruction;
4. the difficulty level and discrimination power; and
5. the reliability coefficient of the test.

The pilot study showed that the required time to complete the test was one and half an hour. According to the clarity of the instructions, they were clear enough to be answered. By adapting the item discrimination formula, it showed that the discrimination power of the test items ranged between 0.066-0.7333, and by adopting the item difficulty power formula, it showed that test ranged between 0.1333-0.866. This proves that some of the test items need to be replaced or deleted, but they were still existed because they were important to discriminate between the good and the weak students. This is supported by Ebel (1965:359) who clarifies that researchers need to include items regardless of their low discrimination as long as there is no technical weakness in the items or there is not inappropriate difficulty and they should state the reasons for including them.

#### 3.4.4 Test Reliability

The concept of reliability refers to "the degree to which an assessment tool procedures stable and consistent results" (Phelan &Wern,2005).One of the methods that can be used to find out test reliability is the split-half method, in which the test is split into two halves(odd and even) and a coefficient of reliability between them is obtained(Raizi,1999:234). By using the Pearson correlation formula, it is found out that test reliability is 0.76. Then, the Spearman Brown formula, is curried out it was found out that test reliability is 0.863. This indicates that the test has gain good reliability.

#### 3.4.5 Final Administration

Students of both groups were pretested on the 11<sup>th</sup>.of November 2013. This pretest aims at ascertaining the amount of learning achieved and equating the two groups. The posttest was administered on the 18<sup>th</sup>. of March 2014. The test was described and scored as the following:

**Table 5 Description of the Test**

Types of the Test	Description	Items	Scores
<b>Objective</b>	Q4 Choose the correct answer	5	5
	Q5 Matching	5	5
	Q3 True False	5	5
<b>Semi-objective</b>	Q1 Fill in the blanks	5	10
<b>Subjective</b>	Q2 Comparison	5	10
	Q6 Definition	5	5
	Total	30	40

The whole 30 test items were scored out of 40. If any item was left by the testee, it was considered wrong and got zero score. The highest mark was 37 (see appendix2)

## **Chapter Four: Results, Conclusions, Recommendations and Suggestions**

### **4.1 Results**

#### **4.1.1 Comparison of the Experimental and Control Groups in the Posttest Scores**

To examine whether there is any significant difference between the two mean scores of the experimental and control groups in the total score of the post test, the t-test formula for two independent samples is carried out. The mean score of the experimental group is 27.7500 and that of the control group is 17.4000. It is found that the calculated t-value is 4.808 which is greater than the tabulated value 2.000 at 0.05, which means that there is a statistically significant difference in favour of the experimental group. This indicates that ALS appear more effective than teaching by PPP. So, the first null hypothesis that is presented earlier is rejected (see table 4 and appendix 3).

**Table 4 T-Test Statistics for the Study Subjects' Scores in the Posttest**

Group	N	$\bar{x}$	SD	Computed t-value	Df	Tabulated t-value	Level Of Significance
E	20	27.75	7.354	4.808	38	2.00	0.05
C	20	17.40	6.210				

#### **4.1.2 Comparison of the Pre-Posttests Scores of the Experimental Group**

The mean score of the experimental group in the pre test is found to be 15.4000, whereas in the post test is found to be 27.7500. The t-test is also used to show if there is any significant difference between the scores of the experimental in the pre-post tests scores. The t-test value is found to be 8.847 which is more than the tabulated value 2.093 at level of significance 0.05, which indicates that there is a significant difference between the two scores because of the influence of ALS. Thus, the second null hypothesis that is presented earlier is rejected (see table 5 and Appendix 4).

**Table 5 T-Test Statistics for the Pre-Posttests Scores of the Experimental Group**

Group	N	$\bar{x}$	SD	Computed t-value	df	Tabulated t-value	Level Of Significance
posttest	20	27.75	8.518	8.847	19	2.093	0.05
pretest		15.40	7.354				

### 4.1.3 Interpretations of the Results

The results show the following:

A. According to the post-test analysis there is a clear evidence that students' achievement of the experimental group is significantly higher than that of the control group and that using ALS in teaching the course of methods of teaching EFL is more fruitful than teaching it through the conventional way. This is due to the following reasons:

1. ALS have inserted students in the learning process.
2. ALS made the course more interesting and improved students' achievement.
3. ALS enabled students find personally meaningful problem solutions or interpretations, i.e., retrieve information from memory rather than simply recognizing a correct statement.
4. Students who work together on AL tasks learn to work with other people of different backgrounds and attitudes and learn strategies for learning itself by observing others.

B. By comparing the pre and post tests mean scores of the experimental group, it is found that there is a significant difference between the two mean scores because of the influence of ALS. This is a significant indicator that the experiment had its influence on improving third year students' achievement in the methods of teaching EFL course.

### 4.2 Conclusions

The researchers' conclusions can be summed up as the following:

1. ALS are proved to be an excellent strategy for improving students' EFL skills (i.e. in methods of teaching EFL course) as shown in (4.1.1).
2. From the results analysis, it is noticed students' active engagement lead to greater learning, through working with the information, responding to a question, summarizing important concepts in writing, or comparing notes with a partner. This is clearly presented in (4.1.2).

### 4.3 Recommendations

The researcher has recommended the following:

1. Instructors are recommended to adopt ALS at their classes in order to increase student learning because using such strategies may reflect in their tests, exams, and assignments.
2. It is recommended to use ALS in schools and colleges because it has positive effects on students' achievements as they are so favorable by them.

#### 4.4 Suggestions

The researcher suggests the following studies:

- 1-Experimental studies of using ALS could be done for other levels and different subjects.
- 2-The use of ALS (like three minutes review, case study, peer teaching, problem solving) in teaching various subjects.
- 3-A similar study maybe conducted in other colleges of both sexes (males and females).
- 4-A similar study to evaluate students' attitudes towards learning.
- 5-Further investigations on the effect of ALS on skills like reading and writing are needed.

#### Appendix (1)

##### Active learning strategies that are used in the presented study:

<b>1. Ice Breakers</b>	Those that get people talking quickly about their goals, fears and expectations for the session before them. Students may be asked to consider what one thing each hopes to gain from the work shop.
<b>2. Focused Listing</b>	The students take out a sheet of paper and list what they know about a subject by creating a list of terms or ideas related to it.
<b>3. Summary</b>	Students summarize of another student's answer: To promote active listening after one student has volunteered an answer to your question, another student can summarize the first student's response.
<b>4. Lecture Summary</b>	Students summarize a lecture.
<b>5. Note-Taking</b>	Students take notes during the class period, and then use their notes on a mini-quiz that assesses the material
<b>6. Note-Comparison</b>	Having students' model good note-taking to have them occasionally compare notes. The instructor might stop lecturing immediately after covering crucial concept and have students read each others' notes, filling in the gaps in their own note-

	taking.
<b>7. Three Minutes Review</b>	Instructor stops any time during a lecture or discussion and gives teams three minutes to review what has been said, clarify questions or answer questions.
<b>8. A Class Discussion</b>	Learners should be prepared to discuss materials in class and this would be a good follow up activity given the unit has been sufficiently covered already.
<b>9. Partners</b>	Team students work in pairs to master content. They consult with partners from other teams. They then share their products or understanding with the other partner pair in their team
<b>10. Ask a Point of View</b>	After presenting an idea or the topic, students are asked to explain their points of view.

**Appendix (2)****The Test****Q1. Fill in the blanks: (10 M)**

- Grammar Translation Method aims at (1)-----and (2)-----
- In the Direct Method , new material is-----
- In the Reading Method, reading and writing are-----
- In the Communicative Approach, the teacher role is-----and the learner role is-----
- Situational teaching requires -----

**Q2. Make a Comparison between the following methods: (10 M)****A. The Direct Method and the Audio-Lingual Method in these areas of language teaching:**

- (1) Reading (2) Pronunciation (3) Grammatical Rules

**B. The Audio-Lingual Method and the Communicative Approach in these areas of language teaching:**

- (1) Vocabulary (2) Grammatical Rules

**Q3. State whether the following sentences are true (T) or false (F):(5 M)** Grammar Translation Method was gradually generalized to teach living or modern languages such as English and French...etc.

- In the Direct Method, the mother tongue language is never used.
- In the Reading Method, minimal attention is paid to translation, whereas pronunciation receives due care.
- Communicative competence implies the usage of the language only.

4. A well constructed plan should include provisions for the beginning part of the lesson only.

**Q4. Choose the correct answer from the following:(5 M)**

1. In the communicative approach, language skills-both written and spoken are----- (equally emphasized, not equally emphasized , emphasized, equally neglected, not equally neglected).
2. Reading method aims at-----where learners read on their own special readers which are graded in order gradually to develop their reading abilities (oral reading, intensive reading, silent reading, extensive reading).
3. The eclectic approach is a framework involving procedures and techniques drawn from various----- (processes, theories, methods, approaches).
4. In the communicative approach, using the-----language is permitted to save time, and efforts when explaining different items (mother-tongue language, written language, spoken language, target language).
5. Language laboratory is an effective means of practicing----- (reading comprehension, listening comprehension, comprehension, reading and listening comprehension).

**Q5. Write the number of the item from list (A) and the letter of the suitable completion from list (B): (5m)**

A	B
1. In the Communicative approach, learning activities are important in order to	a. teaching process should serve the pupils, not a particular method. Hence, teachers should feel free to choose the techniques or procedures that best fit the pupils' needs and the teaching, learning situation.
2. The lesson plan ought to be comprehensive and motivating, it must	b. lack of selection, gradation and controlled presentation of contents. Consequently, pupils are never clear about what they are studying.
3. Language games should be	c. additional practice in developing their language competence.
4. A major premise of eclecticism is that the	d. contextualize the teaching points, situations, dialogues, games ...etc. and the like are necessary to give the pupils a chance to practice the language
5. Direct method suffers from	e. simple to manipulate, brisk so that young learners will not become bored and retain the interest of all pupils to avoid boredom...etc.
	f. cater for the needs of the pupils, their interests, age, background and abilities.

**Q6. Define the following : (5 M)**

Homework, Communicative Approach, Wall Charts, Teaching Aids, Computer.

**Appendix (3)**

**Control Experimental Groups (Post-Post) Tests Scores**

Sts	Post-Test C	Post-Test E
1.	19	30
2.	16	22
3.	10	18
4.	27	33
5.	12	12
6.	14	20
7.	17	35
8.	9	27
9.	12	18
10.	22	32



11.	21	26
12.	24	31
13.	5	19
14.	16	34
15.	22	37
16.	30	37
17.	14	30
18.	18	29
19.	19	37
20.	21	28

**Appendix (4)**

**Experimental Group (Pre-Post) Tests Scores**

Sts	Pre-Test	Post-Test
1.	20	30
2.	12	22
3.	7	18
4.	11	33
5.	5	12
6.	10	20
7.	13	35
8.	9	27
9.	8	18
10.	18	32
11.	6	26
12.	20	31
13.	5	19
14.	22	34
15.	19	37
16.	37	37
17.	24	30
18.	13	29
19.	21	37
20.	28	28

**الملخص**

اثر استخدام إستراتيجيات التعلم الفعالة على تحصيل طالبات الكلية للمرحلة الثالثة في كورس طرائق تدريس اللغة الانكليزية  
 منتهى صبار جبر  
 ميساء رشيد عبدالمجيد

يتم استخدام إستراتيجيات التعلم الفعالة من اجل ضمان مشاركة جميع الطالبات بشكل فردي أو بشكل مجاميع صغيرة في الفعاليات . يهدف هذا البحث إلى التحقق من اثر استخدام إستراتيجيات التعلم الفعالة على تحصيل طالبات الكلية للمرحلة الثالثة في كورس طرائق تدريس اللغة الانكليزية بالمقارنة مع الطريقة القديمة أو (طريقة المحاضرة). من اجل ذلك صيغت فرضيتين صفريتين: تشير بأنه ليس هناك فرق ذو دلالة إحصائية بين تحصيل الطالبات اللواتي درسن كورس طرائق تدريس اللغة الانكليزية باستخدام إستراتيجيات التعلم الفعالة وأولئك اللواتي درسن نفس الكورس بطريقة المحاضرة. ليس هناك فرق ذو دلالة إحصائية في الاختبار القبلي والبعدي للمجموعة التجريبية في كورس طرائق تدريس اللغة الانكليزية.ومن اجل تحقيق هدف الدراسة أجريت تجربة لمدة 8 أسابيع باستخدام التصميم التجريبي ذو الاختبار القبلي البعدي غير متساو المجاميع. باستخدام الاختبار التائي لعينتين مستقلتين وجد بان قيمة التائية المحسوبة هي 4.808 والتي هي اكبر من الجدولية 2.000 عند مستوى دلالة 0.05. هذا يدل بان هنالك فرق ذو دلالة إحصائية لصالح المجموعة التجريبية، في ضوء النتائج ينصح باستخدام إستراتيجيات التعلم الفعالة في تدريس كورس طرائق تدريس اللغة الانكليزية/للمرحلة الثالثة. في نهاية البحث، تم وضع الخاتمة، التوصيات والاستنتاجات.

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