

The Need for Active Learning is a Concern for Students' Performance in ELT Context: A Case in Libya Educational School in North Cyprus

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Abstract

The need to enhance language competence of students has become a contemporary issue to tackle in the domain of English Language Teaching (ELT). The fact remains persuasive as teaching and learning approaches must be significant and student-centred in order to enhance students' language competence in teaching industries. Active learning involves evidence-based teaching tasks to make students take part massively and directly in classroom activities. The purpose of the study is to explore the perception of both the teaching staff and the school managers on the dynamics of active learning. The participants of the study are 10 teachers (6 Females and 4 Males) and 3 Managers in Secondary School Section of Libyan Educational School in North Cyprus. The investigation entails a qualitative method by using interview guide questions for both the EFL teaching staff and school managers. The study's findings indicate that, though the teachers and their managers are aware of active learning, they however lack logistics to implement and sustain its policies. The pedagogical implication stresses on the following strategical issues such as Fundamental strategy; Emphasis on positive learning styles; Reassurance for student-student's interactive communication and Making students innovators and self-sufficient in learning. Furthermore, these strategic tasks serve as a take-home knowledge to engross our students in active learning for the enhancement of the four language skills in English as a foreign language (EFL) context.

Keywords: Enhance language competence, Contemporary issue, Active learning, English language teaching (ELT), Mobile applications.

1. Introduction

The circumstance nowadays in educational reforms remains persuasive as teaching and learning activities must be absolutely centred on students in order to achieve significant goals of students' language skills, especially in EFL context. (Harms & Myers, 2013). Moreover, the concept of active learning is defined as teaching approaches, schemes, plans and tactics used to stimulate learners' effective participation for educational improvement. Active learning involves teaching tasks to make students take part massively and directly in classroom activities. These classroom activities comprise discussion, role-play, problem-solving tasks, writing models, analysis, debate, dialogue, drama, discourse analysis comprising, speech, conversation debate, dialogue, situational presentation, explanation, evidence-based matters and realities in order to boost learning experience (Freeman et al., 2014; Theobald et al., 2020). The traditional face to face teaching has been the method of teaching in secondary school section of Libyan Educational School in North Cyprus. The traditional teaching approaches comprise the behavioural theory where students are made to follow to the same pattern of substitution or stimulus-response drill exercises for habit formation and the grammar-translation approach where students depend solely on the teacher's instructions to repeatedly recite, memorize and translate words and expressions in the mother language. However, it has become important to actively engage students for knowledge upgrading in English language competence, especially in active hearing, speaking, reading and writing skills (Ito, 2016). Practically, active learning objectives to improve students' performance must include problem-based learning, inquiry-based learning, cognitive apprenticeship for students. Consequently, the circumstances in Libyan Educational School in North Cyprus need an advocacy for active learning methods that must be sustainable for the enhancement of students' language competence in the multilingual perceptive. Subsequently, the Libyan secondary school students in North Cyprus are found struggling with two different foreign languages

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(English and Turkish) apart from Arabic as their mother tongue. Learning is “active” when students are obliged to critically think in order to complete tasks and taking responsibility for their own learning, engaging personally in their work, and maintaining accountability for their participation in class. Active learning is often contrasted with “traditional” classroom teaching, in which teachers teach and students typically play a passive role.

Conversely, the concept of the traditional teaching concept does not order well for students to take communicative initiatives because it is teacher-centred (Thorndike, 1921; Watson, 1925; Skinner, 1957 and Sunal et al., 2021). Besides, managing teachers for active learning, is a continuous task that should concern both the school managers and the teaching staff in order to resolve issues concerning old tradition method of teachings that is teacher centred. Also, in order to create active and sustainable settings for enhancing student’s competence, both the school supervisors and the teachers must upgrade their leadership styles and skills to achieve a better result (Makaye & Ndofirepi, 2012). The teaching and learning methods include sporting activities, information and technology that must be identified and given attention as a modern-day issue to tackle in the field of education for students’ socio- cultural interactions in regards to globalisation. For that reason, active learning is one of the advanced educational strategies for secondary school students, as professional teachers need to grip students’ attention and to inspire their interest in language learning..

2. Literature Review

2.1. *The literature review in this study reflects on the perception of “Active Learning”.*

Active learning theory according to the linguists, is an instructional approach known as a constructivist learning theory. The concept speculates that students construct and generate knowledge by linking innovative ideas and experiences to what they already know (Bransford et al., 1999, Elliott et al., 2000). Typically, active learning strategies consist of a combination of personal and collective tasks of giving students the opportunity to reflect or forecast the outcomes in the course of their studies. Virtually, students need to communicate and debate their concepts with their fellow students which we call critical thinking. Moreover, the theory of active learning makes the understanding of the lesson very explicit, and then create opportunities for learners to integrate new knowledge to their already existing one (Smith et al. 2013). Basically, the theory of active learning is simply to activate learners’ intellectual or cognitive processes while they are participating effectively in the class lessons (Harmer, 2001).

Subsequently, in Libyan higher education institutions, the research of Debbek, Sarah (2015) indicates that active learning at the tertiary level must start with free supply of textbooks campaigns and the implementation can be complete depending on two key factors. The first factor comprises a quest for State-Supported of Open Education Resource Funding to sustain educational training centres and programmes. The second key factor involves the motivational incentives for expert educators of all disciplines to innovate educational practices and financial benefits of students. The main objective of these factors is to give a new look to the teaching approaches and to change from the old traditional method of learning that is teacher-centred to student-centred. In this perspective, the research of Bakoush, and Benamer Hts (2008) in *Libyan Journal of Medicine* emphasized on active learning as the approach to promote medical education in building an effective health care system. The suggestion has been based on a maximum of 8 to 10 students in a class which however seems expensive to achieve. As a result, the majority of medical schools in Western countries embraced the active learning concept to enhance the competence of their students. Hereafter, active learning in EFL context, is described as a Problem Based Learning (PBL) to stimulate EFL students in the industries of teaching and learning for enhancing the maximum communicative skills. Similar to that at the international level, Dunn, Joe (2019) draws our attention on the importance of active learning with regards to international model of NATO (North Atlantic Treaty Organization.). In this manner, the active learning concept projects a reflection on international virtual reality to create sustainable learning environments for producing active students for dynamic leadership skills. Thus, active learning theory has been also realised in many educational sectors in some countries. For example, between the years 2014-2016, the Ministry of Education in Japan, has raised concern to improve teaching and learning standard in both secondary and university levels in classroom situations by laying emphasis on active learning. For the linguists, Bardis et al., the teaching method in EFL context must basically involve Communicative Language Teaching (CLT) principle that is student-centred for free flow communication (Bardis et al., 2021).

2.2. Aim of the study

The study aims

1. To explore the perception of Libyan EFL teachers on active learning
2. To examine the role of the Libyan School Managers on active learning.

2.3. Research Questions

They comprise of the following:

1. What is the perception of Libyan EFL Teachers on active learning?
2. What attempts have Libyan School Managers or Heads made to promote active learning for enhancing EFL students' language competence?

2.4. Problem Statement

The study sets to raise concern about the predicaments confronting Libyan EFL teaching approach regarding students' language competence. Hence, the old traditional teaching method which is teacher centered has become the norm in nowadays classroom situations since EFL teachers are not bestowed with in-service training, modern tools and new teaching approaches for the betterment of EFL students' performance. The EFL teachers are challenged with unfavourable working environment, inadequate basic amenities, insufficient distribution of resources, scanty supply of teaching materials, reference books and above all substandard salary structures and annual increment. However, in this problematic state of teaching and learning, the paper advocates for the need to provide with the schools, sustainable environments for active teaching and learning in order to produce knowledgeable and competent scholars in Libyan EFL context.

3. Research Methods

3.1. Data collection Procedure

The methodology of this study involves a qualitative case study intends to explore the perception of teachers and school managers of Libyan education school, especially at the secondary school level in North Cyprus. In terms of ethics regarding data collection procedure, predetermination permission has been obtained from the school in order to establish comprehensive schedules for interaction with the school managers and teachers. Along with that, an interview has been administered to 10 EFL teachers and 3 school managers in Secondary School Section of Libyan Educational School in North Cyprus. Moreover, the time allocated to each participant was between 40 to 45 minutes in order to obtain dependable and authentic information in this case study.

3.2. Instrument

The main tool used for the data collection of this study, has been interview guide questions. The pattern of the interview guide questions has been adopted from the research conducted by Sri Rachmajanti al. (2020), who explored the perception of EFL Teachers on Professional Development. Also, the instrument has been tested for validity and reliability as a result of obtaining dependable results. Likewise, the interview guide questions have been categorized into 3 major components. Section 1 comprises the educational levels and years of teaching experience of the EFL teacher and the school managers. Section 2 includes the perception of EFL teachers on active teaching, while section 3 seeks the attempt made by school managers or heads to promote active learning for enhancing EFL language competence. Additionally, the interview guide questions for this study involve open ended questions that allow the respondents to freely give their opinions on the perception of active learning. After collection, the data has been coded for qualitative analysis.

3.3. Participants

The respondents of this study involve ten (10) EFL teachers that include four (4) male teachers and six (6) female teachers as parts of the teaching staff. Also, the participants in the study include one (1) main school manager and two

(2) assistant school managers. All these participants are teaching staff of Libyan Private Educational School of secondary section in North Cyprus.

3.4. Data Analysis

This research anticipates using qualitative method analysis. Successively, the data collected is grouped and coded for descriptive analysis. The analysis is done in reference to the items regarding the interview guide questions. In this manner, Creswell (2012 & 2013) proclaim that, the qualitative theory consists of data coding, data organization, data editing, and prototypes of the respondents. Thus, the first section of the analysis focuses on the description concerning the educational backgrounds and the years of the teaching experience of the EFL teachers and the school manager forming the participants of this study. It takes the procedure of descriptive statistical analysis using a frequency interpretation of the participants. Also, the second section of the descriptive analysis lays emphasis on the perception of EFL teachers regarding active teaching and learning. Thus, the 10 EFL teachers are represented by the following acronyms. For example, the four (4) EFL male teachers represent the following acronyms (MT1, MT2, MT3, MT4) and the six (6) EFL female teachers also represent the acronyms(FT1, FT2, FT3, FT4, FT5 and FT6). Additionally, the main school manager represents the acronym (M) and the two school assistant managers represent (AM1, AM2)

However, the answers from the interview questions are categorized into 6 themes for analytic description in reference to the research questions of the study. For example, the research question1 “**What is the perception of Libyan EFL Teachers on active learning?**” is related to the 3 interview questions regarding EFL school teachers; and the findings are coded into (Theme 1, Theme 2, Theme 3). Also, the research question 2 “**What attempts have Libyan school managers or heads made to promote active learning for enhancing EFL students’ language competence?**” is related to the 3 interview questions regarding the main manager and the two assistant managers. Thus, this part of finding is coded into (Theme 4, Theme 5, and Theme 6). Therefore, the findings are grouped into 6 themes for analytic description.

4. Results and Discussion

4.1. Result

The finding of the study is developed into three different categories as stated above in the analysis segment. The category 1 describes the finding of the educational backgrounds and years of teaching experience of the EFL teacher respondents and school managers. The category 2 presents finding on the EFL teachers’ perception on active learning. Category 3 presents finding on the attempts the Libyan School Managers have made to promote active learning for enhancing EFL students’ language competence.

The finding category 1. It comprises the description on the educational backgrounds and the years of the teaching experience of the EFL teacher participants and the school manager participants. Hence, the result indicates that, out of the 10 EFL teachers who participated in the interview, all the 10 have bachelor's degree and pursuing master's degree in North Cyprus. The result implies that the majority of the EFL teachers in Libyan educational school in North Cyprus have bachelor's degree. The result about the academic backgrounds of the school managers discloses that, the main school manager has master's degree and the two assistant managers also have bachelor's degree and pursuing their master's degree. Corresponding to the data obtained during the interview on teachers' years of teaching experience, six (6) out of the 10 EFL teachers have (1-3) years of teaching experience while 4 EFL teachers have between (4-6) years teaching experience. Also, the finding on the working experience of the school managers reveals that it is the main school manager that has between 7-9 years working experience and the two (2) assistant managers privilege to have between 4-6 years working experience. This finding shows that both classroom teachers and school managers in average, happen to have attained a high level of education and worked in EFL context for more than 2 years.

Finding category 2. It involves the result describing the responses given by the 10 EFL teachers that are categorized into the following themes: (Theme 1, Theme 2, Theme 3 and Theme 4) which are related to the **Research Question 1** of the study, “**What is the perception of Libyan EFL Teachers’ on active learning?**”

The respondents are represented by the acronyms (MT1, MT2, MT3, MT4 FT1, FT2, FT3, FT4, FT5 and FT6).

Theme 1 refers to the result on “**Libyan EFL teachers’ perception on active learning in classroom situations** “. All the 10 EFL teachers give their opinions on active learning. For example, MT1 states that active learning is a teaching method that is supposed to be adapted by bringing more innovative classroom activities. He explains further that he is familiar with the traditional method of teaching that has insufficient activities for students. FT2 however elaborates that, the implementation on active learning has not been realised due to inadequate supply of modern teaching materials such as modern textbooks, audio-visual learning equipment, language laboratory and computer laboratory. Also, FT3 ascertains that, on average, active learning must be a blend of two. Thus, the teacher and the students ought to show a reciprocal interest as a give and take affair to motivate the learning environment. MT3 indicates that because they are not however endowed with teachers’ workshop programs, conferences and seminars, they are still accustomed to the old traditional concept of teaching that is teacher-entered. FT6 adds her voice and says that the practice of active teaching is known to integrate vivacious activities such as pro-active or practical events of problem-solving tasks for effective learning but the large classroom size does not permit all the students to partake in such experiment and rather get them bored. The opinion of MT4 and FT5 emphasize on effective learning for upgrading students’ however, they lack an expertise for enhancing students’ oral and in writing skills. In the contrary, FT4 states the schemes of teaching approaches are not clearly defined to include logistics for active learning in the school curriculum. Moreover, MT1 and FT1 proclaim ICT education also contributes to effective active learning but this cannot materialise because, ICT education has not fully gained grounds in the school to effectively promote active learning.

Theme2 entails teachers’ responses on “**the extent to which active learning can enhance students’ language competence**”. The 10 EFL teachers present their views. For example, FT3 stipulates that the key goals in active learning in language classroom, is to foster the excitement of discovery to enable students develop their language skills and cross-cultural communication. Thus, MT2 also speaks about conducive environment. He elaborates on the lack of fully equipped environment for students’ active participation. For FT1, creating such a productive environment in classroom, will enable if not all the students, the majority develop confidence in creativity for language development. This will enable interactive communication among colleague students. Similarly, FT5 virtually assumes that active participation depends on the establishment of a complex learning environment for students and all depends on fund. Nevertheless, FT 2 and MT4 specify on the introduction of mock speech and conversation debate activities as part of active learning. To them, the teaching time allotted is too limited to implement such activities that must involve the participation of all the students. For that matter they explain, only a few students have been able to improve upon their oral and writing skills. According to FT 2, students lack motivational materials for reading and writing models. She further elaborates that student ought to rely on the sole text explanation of the teachers which is teacher centred. MT4 adds that the problem is related to the traditional method of teaching where students fully depend on the teachers to produce knowledge on the whiteboard for copying. The point of view of FT6 focuses on learning materials and equipment. She claims this logistics must be provided to supplement the old traditional method of teaching. For MT3, eLearning which is electronic learning is also a contributing factor to sustain active learning, however the electronic devices or resources such as computers and smart phones are not adequately made available for performance support content.

Theme 3 presents teachers’ responses on the ‘**attempt made to promote students’ performance in regard to active learning approach**’. The respondents give their opinion on in different dimensions. For example, FT6 states she usually offers students more role and allows them time into co-designing by working in group. FT2 asserts of allowing her students to select their own words related to the subject matter for a debate or dialogue E.g. persuasive topic like: “**Between a teacher and a doctor, who is more important?**” Similarly, MT4 and FT2 assert of motivating students by introducing topics of interest relating to daily live preferences E.g. “**What is your view on polygamy?**” The two teacher respondents claim that such attractive topics for discussion may excite students to massively participate in language exercises. For MT3, language exercises such debate on “**Domestic violence against women**” could inspire students to feel like having more interest over how the class proceeds for massive participation.

Finding Category 3 presents the results on the attempts the Libyan School Managers or Headmasters have made to promote active learning for enhancing EFL students’ language competence. It involves the result describing the responses given by the 3 Libyan School Managers comprising the main manager representing the acronym(M) and the two assistant managers (AM1, AM2). The results are categorized into the following themes: (**Theme 4, Theme 5, Theme 6**) which are related to the **Research Question 2** of the study, “**What attempts have Libyan School Managers or Heads made to promote active learning for enhancing EFL students’ language competence**”

Theme 4 indicates the finding concerning “**the perception of the main manager (M) and the two assistant managers (AM1 and aM2) on active learning**”. For example, the main Manager (M) establishes that issues on active learning in classroom situations is a paramount concern of the school management. He however elaborates that active learning in classroom situations depends on teachers’ experience based on many factors. For him, such active learning experience might be a positive gain from orientation programs that must be championed by the school managers. In this sense, assistant manager 1(AM1) claims that the failure to sponsor teachers to take part in professional seminar, may have a negative effect on teachers’ professional development as well as teaching experience. Moreover, the assistant manager 2 (AM2) explains that classroom active learning could be made effective by organizing frequent workshops for upgrading classroom teachers’ knowledge. For the assistant manager2(AM2), failure to sustain teacher’ professional development, could be a cause to negatively affect students’ performance in classroom situations.

Theme 5 shows finding on issue related to “**the extent at which School managers help teachers to improve upon students’ language performance**”?” The three managers have made their points on issues concerning students’ language performance. For example, the main manager (M) conceives that one step to promote students’ language skills is to recruit qualified teachers and by their experiences can enhance student’ language competence. For him, recruiting unqualified teachers may lead to a classroom disaster. To the manager1 (AM1), it is important to work with qualified and experience teachers because unqualified teachers handle learners and classroom situations unprofessionally. The response of assistant manager2 (AM2), lays emphasis on unprofessional methods of teaching and learning that can generate failure and incompetency in the lives of the school children. He further submits that it is important the school management insists on appropriate teaching methods that order well to enhance students’ language competence. In another development, the main manager(M) stresses that it is also significant for the school management to organise in-service training such as workshop, seminars or conferences for the teachers on active learning?

Theme 6 presents finding on “**the mechanism school managers put in place to promote active learning in schools**” The three managers have given their points of views on active learning mechanism. The manager (M) touches on adequate supply of teaching and learning materials to make teaching and learning effective. He maintains that, lack of teaching materials and ICT resources in classroom situation may have a negative effect on students’ language performance. For assistant manager 2 (AM2), it has been obvious students are fed up with the existing traditional abstract learning and must be ushered into situations of concrete learning. He transmits that some teaching topics need concrete or physical appearance as a motivation for attracting students ‘attention and for improving their language proficiency. Hence, the assistant manager 1 (AM1) proclaims students must always be engaged by the teachers during instruction hours with attractive and inspiring activities. He also stresses, textbooks and writing materials must be provided to occupy students for creativity and logistics. To him, it is one of the strategies to help apparently develop students’ four language skills (hearing, speaking, reading and writing). Additionally, the assistant manager 2 (AM2) raises a concern about school facilities apart from teaching and learning materials. He admits the learning centres such as library, language laboratory, science laboratory, computer laboratory and play grounds must be established by school management to sustain active learning. He upholds that such facilities are imperative to break the boredom of theory teaching and to embrace the concrete-based teaching.

4.2. Discussion

According to the version of the finding, the tenacity of classroom active learning must be harmoniously handled by the cooperation of both the school managers and the teaching staff. Hence, a forum must be established for classroom policymaking in order to enrich students’ language competence by introducing news activities. For example, the activity of engaging students in comprehension question stems requests students to find their own appropriate words to describe a contemporary circumstance and to come out with few questions for critical thinking. Another example is to motivate students on connector question stems. This aspect of acting learning helps to provide with students a skilful training in finding similarity and differences on matters, academic topics or articles of authors and contextual situations as well as opinions on norms and values of cultural ethics. Most of the responses from the teaching staff and school managers make references to lack of technical-know-how on ICT. The challenges regarding active learning are intensified by insufficient levels of ICT knowledge among higher education learners. The situation is due to the slow pace of incorporating ICT into the learning process of some educational institutions and making it mandatory. For Ng’ambi the researcher, the implementation of ICT education helps to endow students with smart activities such critical thinking skills. Nevertheless, the educational sector in Libya needs a drastic attention on active learning since it is still at the initial stages of building confidence in foreign language learners (Ng’ambi et al. 2016).

However, the ICT implementation has been unfortunately restricted to a few computers' technology institutes and other private institutions and universities. In this perspective, teachers are required to impart ICT knowledge to their students but are unfortunately unqualified to implement this vision of active learning. Relatively, some authors proclaim certain institutions are confronted with some challenges of active learning that include unqualified ICT teachers, inadequate teaching and learning resources or centres and insufficient time allotted to ICT lessons (Bajarukayo and Kalima ,2015, Meyer, 2016).

Hanging on the finding, it is realised that the provision of textbooks and other learning materials including equipment and school facilities such as library, language laboratory, science laboratory, computers and computer laboratory and playgrounds are inadequately supplied to meet the standard of active learning. Objectively, the finding underlines that active learning depends on the professional experience of the EFL teachers and adequate supply of teaching materials and facilities. Also, the finding indicates school managers do not hold professional programs to assist teachers in their professional development for improving in their methods of teaching (Outsell,2016).

Consequently, the finding draws our attention on the resolution of sustaining active learning at the schoolroom level. Hence, this ideal resolution needs significant policies and dynamic approaches from all related stakeholders including the school teachers, students' parents, supervisors, school directors, executives board and school managers (Mapolisa & Tshabala, 2013). Subsequently, it is essential to take into consideration the professional development of teachers in classroom situations to maintain a professional conduct. Equally, the writers propound that it is important to give the opportunity for new programs and motivational incentives including rewards for teacher's professional development. These policies help to promote teacher's teaching skills and to enhance students' language skills (Darling-Hammond et al., 2017). Also, the finding reveals, there is the need to update the EFL teaching theories and approaches by organising in-service training, workshop, seminars or conferences for the teachers on active learning. It is important to exchange experience with co-workers to advocate the professional ethics and avoid resentment among EFL teachers and school heads (Kipruto and Kipkemboi, 2013). Another factor to acknowledge is on teachers' regularity, punctuality and consistency in carrying out their daily duties in school settings. Thus, intangible and unjustified absenteeism and inconsistent attendance can result to students' poor performances and instability in teaching and learning. In this problematic concept, it is laudable to resolve teachers' differences via forums and classroom queries in order to ensure teaching and learning become effective. Thus, school syllabus and school curriculum must be implemented by both the teaching staff and the managerial board.

5. Conclusion

Considering the finding and the facts on teaching and learning in EFL context, it is vibrant to indicate that EFL teachers are subconsciously mindful of the effectiveness of classroom active learning. As it is bound to notice, active learning is a strategic approach to arouse the interest of the learners and foster their language ability and communicative proficiency. The investigation shows that both the teaching staff and school managers are to some extent aware of improving teaching and learning methods for sustainable learning environment. Thus, the updating of classroom teachers' professional development and students' performance in the four language skills must be given a priority in EFL context (Ramani and Zhimin, 2010). There is a possibility of challenges such as disputes, cultural conflicts and other factors of disagreements that are bound to occur and which are certainly inevitable in educational surroundings. However, indispensable teaching strategies including solid grounds for active learning must be considerably established as an important innovation to improve upon teachers' professionalism in teaching and student's language competence in EFL context. Thus, the school managerial board ought to make conscientious or painstaking efforts in order to establish a mechanism for promoting the concept of active learning. For the author, there should be a memorandum of understanding between the teaching staff and the school manager to implement the policy of active learning (Galaczi, 2015). Therefore, apart from the active learning policies, there must be a forum for teachers in order to develop and sustain teachers' ethics of professionalism in language teaching and learning.

5.1. Pedagogical Implication

The pedagogical implication of this study is significant as it indicates that the need for active learning is crucial for students' performance in language learning. Consequently, the pedagogical inference of the study highlights on the important issues raised in the finding that must be addressed by teaching strategies. They include Fundamental strategy; Emphasis on positive learning styles; Reassurance for student-student's interactive communication and Making students innovators and self-sufficient in learning.

The **fundamental strategy in active learning** involves brainstorming activities, such as topic orientations for self-sufficiency and critical thinking. It also includes the use of modern devices and mobile applications such as computer-assisted appliances, language laboratory, usage and practice of mobile technology and e-learning components (internet and computers). In addition, teachers are tasked to engage students in attractive activities such as Roleplay, Debates, Dialogues, Dramatization or sketch, Presentation, Poetry recital and Essay writing competitions. In addition, social platform must be created to engage English native and non-native speakers in communication to consciously raise EFL learners' awareness of cultural differences and pragmatic comprehension. Above all, praises and rewards must be bestowed on the deserving students. Also, teachers' plights must be addressed. The plights include poor working conditions, lack of motivational incentives, inadequate pay and lack of innovative opportunities, unequal distribution of basic amenities, a lack of teaching aids and reference materials (Borg, 2015; Kerry Pusey, 2016). **Emphasis on positive learning styles** In this perspective, teachers are tasked to arouse the interest of the students and intensify their preparedness to actively partake in the class lesson. Thus, teachers must bring on board interactive communication and variety of new teaching and learning approaches in relation to students' academic needs, emotional state of mind, their characters (gender, age and behaviour) and dos and don'ts. For example, teachers should take a survey or make investigation and get feedback from the students concerning the teaching process. General class forum for discussion including a section of filling questionnaire must be conducted to ascertain both the short and long term needs of the learners. The emphasis on positive learning styles is significant because it regulates the teaching concept regarding traumatic, burdensome and oppressive activities that are problematic to students (Bano et al., 2013; Kerry Pusey, 2016). **Reassurance for Student-Student's Interactive Communication** Teachers are tasked to create circumstances for student-student to interrelate or cooperate or collaborate with other colleague students for voluntary communication. The objective is to engage students in passing their messages across without, fear, panic, intimidation and humiliation, shyness and inferiority complex. Moreover, the use of **"Why; What; When; Where; How"** as question words must be appropriately used in the communicative task. Thus, students must be empowered through speaking round tables for interactive communication and making suggestions on interactive communication as approach learning models (Doman et al., 2014). Hence, exciting, interesting and friendly topics must be introduced for discussion and debate. For example: "Tell me about your preferable future career and why?" "Tell me about your preferable soul mate and why?" "A teacher and a doctor, who is more important?" "A banker and a lawyer, who is more important?" The interactive communication concept is significant because, students' experience in interactive communication will continue to improve as they become more confident to initiate conversation in English language without fear of mistake or mockery. Also, teachers must act as referees but should not at that moment shout down the communication flow for immediate correction but to jot down points for correction afterwards (Makaye and Ndofirepi, 2012). **Making students innovators and self-sufficient in learning**. Apart from students' active participation in class lesson, teachers are tasked to inspire students' self-sufficiency in thinking for self-development. Students 'upgrading activities must also involve experiences outside the classroom hours in order to study without too much depending on the teachers' presence and instructions. Deslauriers et al. (2019). For example, film or audio-visual activities and strategic activities for developing the four language skills as follows: Listening strategies, speaking strategies, reading strategies, and Writing strategies, Project-based language learning with technology. For example, Tasks on types of essays both in oral and writing such as argumentative essays, expository essays, narrative essays, descriptive essays, informative essays and itinerary essays (Thomas, 2017). The teacher's role is to provide a stimulus, let the students respond, and engage them actively in the learning process rather than to spoon-feed them with information and instructions. For the author, the 'journey of self-discovery' through imaginative writing and speaking, according to Ur (2012) has a favourable effect on language acquisition. Hence, school activities and diaries on active learning must be clearly specified and designed in order to reinforce the professional development and upgrade students' learning faculties.

In the nutshell, Fundamental strategy; Emphasis on positive learning styles; Reassurance for student-student's interactive communication and Making students innovators and self-sufficient in learning are so essential in active learning. The tasks discussed above help to improve students' performance. Therefore, the school administration and the school policies must aid teachers in acquiring the needed teaching skills and appropriate teaching methods to enhance the students' language competence (Egeberg, et al.; 2016, Outsell 2016).

5.2. Suggestion for Further Study

Researchers can conduct studies on the following: (1) Motivational factors relating to active learning in EFL context; (2) Assessing classroom activities for the enhancement of communicative competence in ELT Context.

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