

Evaluating Classroom Management Skills of Female English Language Teachers at Elementary Stage in the Light of Active Learning Principles

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Abstract

The present study intended to investigate to what extent do the classroom management skills (CMS) of Saudi female English language teachers meet active learning principles.

The study adopted a descriptive methodology, using a observation sheet and a questionnaire which were applied to 25 English language teachers; through them the researcher could determine to what extent do the classroom management skills of Female English language teachers at elementary stage match active learning principles (ALP).

The obtained results showed that despite the importance of active learning as one of the recent trends in education, they were not treated seriously in the field of education; English language teachers need effective training programmes in teaching strategies, especially active learning strategies because they still use traditional methods such as lecturing and grammar translation methods in their teaching.

Key words: Evaluation , classroom management skills, active learning principles

The Problem of the Study

This chapter provides an introduction to the research problem, the purpose of the study, the significance of the study, the research methodology, the limitations of the study, the procedures of the study and the definitions of the study terms.

1.1. Introduction

English language today is the world's most widely spoken language. It is a common means of communication among the people of different nations. A very important reason for regarding English as a world language is that the knowledge is enshrined in English. English is being learnt and used all over the world not out of any imposition but through the realization that it has certain inherent advantages.

The teaching-learning process has been ongoing since the dawn of history. However, in modern times, education has taken new trends, moving rapidly and inspiring its tendency by the modern discoveries proposed by the scientific and experimental research in the field of psychology and education which emphasize the importance of the learner and taking care of his inclinations and interests. The teaching methods in modern education are varied according to the change of perception towards the nature of the education process which has been widened to cover the higher cognitive levels instead of depending on memorization and recitations. These methods require the positivity of the student in learning (Farajallah and AL-arjani, 2012, p.31).

Few aspects of education have generated as much concern as classroom management and organization. They are among the most frequently addressed topics for teachers in service; they head the list of concerns of school administrators and have recently attracted more attention from teacher educators and researchers because a teacher's ability to effectively manage the classroom and to organize instruction are basic components of teaching . Managing student behavior has always been a elementary concern of teachers for student misbehaviors have

interfered with a positive learning environment (Shin &Koh, 2007).

The concept of active learning emerges from constructivist philosophies and theories of learning . Constructivism is a theory of learning- more specifically, a theory of active learning- in which active learning involves engaging in appropriate cognitive processing during learning such as selecting relevant material, mentally organizing the material into a coherent cognitive representation, and integrating the material with relevant prior knowledge.

Therefore, the positive learning environment will be achieved according to the theory shows that all learning is in some sense active, but active learning refers to the level of engagement by the student in the instructional process. An active learning environment requires students and teacher to commit to a dynamic partnership in which both share a vision of and responsibility for instruction. In such an environment, students learn content, develop conceptual knowledge, and acquire language through a discovery-oriented approach to learning in which the learner is not only engaged in the activity but also with the goal of the activity. Essential to this approach is the view of the learner as responsible for discovering, constructing and creating something new and the view of the teacher as a resource and facilitator (Veronica Fern, Kris Anstrom, and Barbara Silcox, 2005).

Learning is an active process. In some way a student must be actively engaged in the class, with the materials, solving problems, processing information, evaluating evidence, and so on. This can be alone or with a peer or in a group. It can be in class or out of class. It might be reflecting on moral dilemmas or considering a specific technical problem. It is the teacher's job to promote active learning by moving away from being content focused to student focused and providing opportunities and motivation to get students actively involved with the materials and each other(Shin &Koh, 2007).

1.2. Background of the Problem:

Decision makers in Saudi Arabia have realized the importance of learning English language and its merits for Saudi students' future life. Therefore, the Ministry of Education has decided teaching English language in the elementary stage.

Educational training programs are very important for Saudi teachers. They keep teachers up to date regarding new teaching and learning theories, methodology and technology which result in developing their professional growth .A key factor in any training program is the evaluation process. It is a continuous process that includes all phases of the training program starting with the trainees' needs, the inputs and ending up with the final outputs which mean the changes that result in the teacher's knowledge, skills and attitudes as a result of attending the training program(Abu Mraheel, 2004).

Clement (2000) believes that student teachers attribute their under preparation to not having required college coursework in this area, or having impractical, theoretical coursework. As teacher educators strive to increase the knowledge base of teaching and teacher education, attention has to be directed to the creation of effective courses in classroom management to assist pre-service teachers in this specific area.

Walker (2012) stated that educators create the culture of success in schools through the effective implementation of classroom management and discipline. Creating a proactive learning environment relies heavily on the training of new teachers in classroom management. Having new teachers find a management style which is consistent with the culture of the school and in which the teacher feels confident can be a process of many missteps much self-evaluation. However, once a new teacher can adequately implement a classroom management plan, they can create an environment in which students can feel safe and more motivated to learn.

The researcher noticed at the school working in that there is a missing link between training programs and teacher's classroom management skills in the light of active learning principles

especially in elementary stage. In other words, there is no such follow-up to make sure that teachers apply any of what they have received in such programs. They might be subjected to a sort of impressionistic evaluation which is concerned with the teacher's commitment or coping with the syllabus. On the other hand, the application of the new trends included in the training programs remains something personal.

1.3. Statement of the Problem:

Classroom management skills of some Saudi English language teachers do not reflect recent educational trends. This implies that their in-service training programs seem not to cope with such trends including active learning principles. The problem of the present study can be re-stated in the following major question.

To what extent do the classroom management skills of female English language teachers at elementary stage meet active learning principles?

The above question will be discussed through answering the following sub-questions:

1. What are the common classroom management skills that are used by female English language teachers at elementary stage?
2. What are the proposed guidelines to improve the classroom management skills (CMS) of Saudi female English language teachers in the light of active learning principles?

1.4. The Purpose of the Study:

This study aimed at:

1. Evaluating the classroom management skills (CMS) of female English Language teachers of the elementary stage in the light of ALP.
2. Developing the criterion used to evaluate the class management skills of Saudi English Language teachers.
3. Determining CMS that elementary stage female English language teachers are implementing.

4. Proposing guidelines to make sure that teachers get benefit from new trends including ALP.

1.5. Definition of Terms:

Evaluation: Evaluation as defined by (Ron P. Jemelka and Gary D., 1979, Borich p.p263-276) is "*a process in which data is obtained, analyzed, and synthesized into relevant information for decision-making*" (Evaluation Review 1979, v 3, n 2, p.263). As defined by the American Evaluation Association "Evaluation" is the systematic collection and analysis of data needed to make decisions".

In the present study, evaluation is defined as the ability to determine the weak and strong points in teachers' performance according to some criteria such as the teachers' ability to deliver information to students, how to use evaluation throughout teaching and so on.

Classroom management skills: is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether (Wikipedia, 2012).

In the present study, classroom management skills are when the teacher is so efficient in managing the learning process with wisdom which will lead to a positive environment for learning.

Active learning: suggests that students are involved in a learning process where they reflect on what they are doing in the classroom (Chickering and Gamson, 1987). Active learning is anything course related that all students in a class session are called upon to do other than simply watching, listening and taking notes. (Richard M.Felder, 2009)

In the present study, active learning is briefly when the body and the mind of the learners are active at the same time such as doing think- pair –share as one of the active learning strategy

Review of Literature and Related Studies

This chapter consists of two sections. Section A is the literature review and section B is the previous studies. The first section discusses two principles: active learning principles and class management principle. Each of these principles is discussed from various aspects; definition of active learning, its characteristics, principles, the teachers and the students' roles in active learning classroom, description of active learning classroom, and active learning management. The second principle is classroom management principle: its definition, factors, skills, importance, and the teachers' role in classroom management.

Section B: discusses the studies related to active learning and ends with the researcher's comments on those studies.

A:Literature Review

2.A.1.Active Learning Principles:

2.A.1.1. Definition of Active learning:

Active Learning is defined by Dewing (2008) as an approach for in depth learning that has numerous learning methods. It is based in and from personal work experience of students.

Active learning is a phrase that captures the teaching technique promoted by learner-centered as opposed to content-centered instruction (Halonen, Brown-Anderson, & McKeachie, 2002).

Also, active Learning in the context of practice development and as described by (Dewing, 2008) is more specific, creative and thus more flexible than this general view.

2.A.1.2. Characteristics of Active learning:

Active learning in the classroom allows students to take responsibility for their own learning. Teachers become facilitators rather than repositories of knowledge. (Smink & Schargel, 2004) stated several characteristics for active learning:

- Allows each learner to be recognized and rewarded for special strengths.

- Provides opportunities for learners to adapt their studies to their interest and learning preferences.
- Reduces the chances of boredom by offering a variety of activities.
- Provides a teaching/learning methodology that works.

.A.1.3. Active learning principles (ALP):

Tiberius & Tipping (1990) stated twelve principles for active learning:

1. Teachers' knowledge of the subject matter is essential to the implementation of important teaching tasks:

Teachers who know their subject matter can be more effective and efficient at organizing the subject matter, connecting the subject with the students' previous knowledge, finding useful analogies and examples, presenting current thinking on the subject, and establishing appropriate emphases.

2.A.1.4. Active Learning Classroom (ALC):

Fiona Strawbridge (2012) said that the term Active Learning Classroom seems to be quite well established in the US and Canada but he had to say that it is not something he had consciously encountered at home. He attended a great workshop on active learning classrooms and specifically on the kinds of activities that can take place in them.

According to Bonwell& Eison (2010) the term active learning classroom was popularized in the 1990s to refer to teaching techniques which seek to actively engage students in the learning process in the classroom. Many educators advocate active learning as contrasted to traditional lecture-based teaching in which the elementary student role in the classroom is passive listening. Ideally, active learning supplements rather than replace lecturing. Examples of active learning include student discussions, student presentations, in-class exercises, student role playing, and game-based learning

2.A.1.5. The teachers and the students' role in active learning classroom:

Llewellyn (2005) pointed to suggested roles for each teachers and students as in the following table:

Table (1): The role of the teachers and the students in active learning classroom

Students	Teachers
Are interested and engaged.	Are interested and engaged.
Are researchers / investigators.	Are also enthusiastic learners.
View themselves as scientists.	Use effective pedagogies for students' engagement and development of understanding.
Engage in investigations that develop from their own questions.	Support students seeking to investigate their own questions, providing encouragement while maintaining safe operating procedure.
Take responsibility for their learning.	Integrate assessment throughout the Teaching and learning processes.
Use evidence to substantiate claims.	Use effective questioning to encourage the development of higher order thinking.
Work cooperatively and collaboratively.	Encourage students to work collaboratively.
Reflect on their learning.	Reflect on their teaching and on the learning taking place in their classrooms.
Communicate effectively.	Communicate effectively.
Use high order thinking skills.	Provide opportunities for meta-cognitive strategies.
connect new knowledge and prior Learning.	Identify prior knowledge of students and use this as a basis for learning. teaching.

2.A.1.6. Active Learning Classroom Management (ALCM):

According to Jenkins, Marline, and Prater (2008) sitting quietly in a chair and staying focused requires effort for all students. It is better that students need breaks from learning and can focus better when provided breaks throughout the day. Incorporating movement into the classroom life can be

accomplished by creating a classroom environment that encourages beneficial movement throughout the school day, during subject transition times and content lessons, as well as structured movement games for recess and gym.

2.A.2. Classroom Management Skills

2.A.2.1. Definition of Classroom Management (CM):

Classroom management is an important element in the classroom, and can be broken down into two parts: behavioral management and instructional management. These two elements form a healthy classroom atmosphere for students and teachers. Behavioral management related to educational situation means how can teachers deal with them. Instructional management includes: interruption of teacher, non interest of teaching material, collective answers, not participating, cheating, slowness in completing work, reading another subject during the lesson, preparing the assignments during the lesson, and not completing the assignments (Coddling & Smyth, 2008).

2.A.2.2. The Importance of Classroom Management:

Classroom management has become increasingly important over the past few decades. The main reason is that without good classroom management, effective teaching and learning cannot and will not take place (Marzano, Marzano & Pickering, 2003).

Teachers have recently been put under extreme pressure for their students to perform. Increased accountability and high stakes testing require students to meet a desired level of academic success, and without a properly managed classroom, this task is near impossible. If one cannot manage a classroom, one cannot be sure that the students are learning the material. Poor classroom management may also lead to increased levels of school violence and bullying Allen (2010), as well as increased teacher stress levels, increased probability of burnout, and higher levels of teacher attrition.

2.B.1. Related studies to Active learning:

Xingcui (2011) in his study "How to Transform Passive Learning into Active Learning in Chinese ESL Classroom" compared the impact of an active teaching approach with a

traditional or passive teaching style and found ways to transform passive learning to active learning. A brief review of literature on the studies of active learning strategies employed by ESL learners is conducted. A second review of literature relating factors include the differences between passive learning and active learning, the disadvantages of passive learning, and the importance of active learning. The findings show that teachers play very important roles in active learning classroom, it is also very essential for teachers to build good relationship with students. Therefore, to change the traditional —filling-duck (One teaching method that teachers standing at the front of the classroom teaching and students sitting in rows listening) teaching approach and transform passive learning into active learning, teachers should bear the teaching model of students-centeredness in their minds, attach more importance to applying various teaching methods and lively activities would increase more cooperation between teacher and students. If teachers persist in an active method of teaching, students will eventually improve their linguistic competence and their communicative competence, and through the coordinated efforts of individual faculty, faculty developers, academic administrators, and educational researchers. The relationship between teachers and students must be good. Teachers not only care about students' performances in the classroom, but also pay attention to student's psychology. Through the efforts between teachers and students, active learning in the true sense and passive learning transforming into active learning will be realized.

A further study was conducted by **Xu (2011)** "*Applying Active Learning to Grammar Teaching for Non-Native English Majors in EFL Class Settings*" who analyzed the advantages of active learning and the possible methods that can be used to promote grammar learning. A brief review of literature relating to active learning strategies and grammar teaching methods are conducted. The findings showed that active learning is considered as an excellent strategy for teachers to teach

grammar for non-native English majors. It covered all the practical learning activities and teaching methods in which students are able to think about their learning and to use their own knowledge to solve problems.

In order to find the strengths and weaknesses of active learning technique, **Isna, R (2010)** described the process of teaching English using this technique in the study entitled "*Teaching English using active learning technique to the third year students in Mi Muhammadiyah Pucang Tulung Klaten In 2009/2010 Academic Year*". The results of the study are intended to be a little contribution to the teaching of English. The writer formulated the problem of this research as follows: —how can we describe the process of teaching English using active learning technique and what are the strengths and weaknesses of using active learning technique. The sample of the study was made of 14 students with third year pharmacy students taking a health literacy course. Based on the data analysis, the strengths of teaching English using active learning technique were: (1) the students were very happy and fun; (2) they were not easy to be bored; (3) the students were motivated to join the class and they were active in the classroom; (4) the students had high interest in the teaching-learning process; (5) the technique created good cooperation and relation among the students; (6) it made the teacher creative. The conclusion was the teaching English using active learning technique can develop the students' knowledge in language skills including listening, speaking, reading, and writing. The students understood, memorized, and pronounced the material given by the teacher easily.

2.B.2. Comment on previous active learning studies:

1-All the above studies emphasize the importance of implementing active learning in the classroom and its effectiveness on students learning.

2-Active learning strategies promote grammar learning for non-native English majors (xu, 2011).

3- The learners were more motivated, their communication skills were improved and academic achievement rated significantly high through active learning. So there is a positive effect of active learning-based teaching method on nonintellectual learning dispositions in student's enrollment age and experience (Samina M., 2011).

4-Teachers play essential roles in active learning environment. By applying various teaching methods and lively activities, teachers will increase the linguistic competence and communicative competence of their students (xingcui, 2011).

5-Active learning is effective in teaching English. It helps students to develop knowledge in language skills including listening, speaking, reading and writing. The students could easily understand, memorize and pronounce the material given by the teacher (Isna, 2010).

Research Methodology

This chapter contains a detailed description of the procedures followed in the current study in terms of the methodology used, the descriptive design, population, and samples and how they were selected. It also includes the tools of the study, their stages of building and their application on the samples. Finally, this chapter displays the statistical styles that were used in the treatment of the study data.

3.1. The Study Design

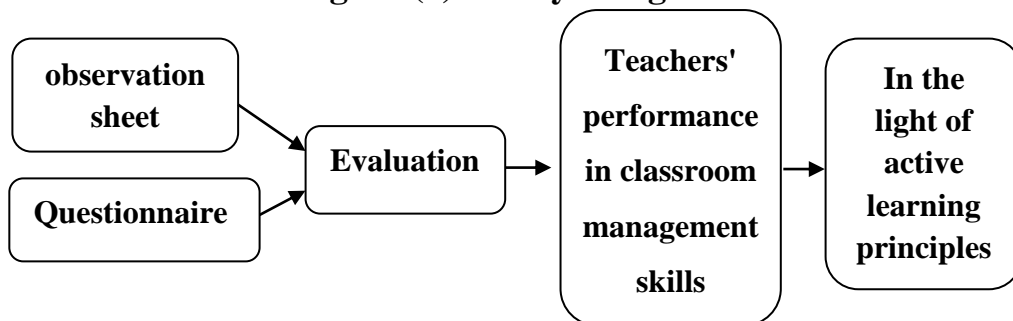
This is a descriptive study which identified a list of management skills of English teachers at the elementary stage in the light of active learning principles after returning to the main sources such as books, essays that are spoken about this field and determine the components which are written in the form of a list and this was confirmed by (Hamdan, 2001) by

saying: " *the design used to measure any teaching phenomenon which embodies the components that are written in the form of statements or a list or a graded scale*"(p. 38)

So, this list had been observed by the researcher to determine the English teacher performance at the elementary stage (sample) in the light of the active learning principles, then analyzed the results and prepared appropriate recommendations in the light of the results of the study.

The study design included the following variables : an independent variable which is classroom management skills and a dependent variable which is active learning principles. The following figure shows the design of this study:

Figure (1): Study Design



3.2. The Population of the Study and Sample

The study population consisted of all English language teachers at elementary schools in Taif totaling (25) teachers, distributed among (14) elementary schools belonging to the Ministry of Education in Taif, in the first semester of the year (1434). The researcher had to choose an intentional sample of English language teacher (study population) numbering 25 teachers.

Table (3): The Numbers of EFL Observed Teachers in Each School

Schools' names	56th	51th	46 th	3 rd	58 Th	39th	20th	18th	5th	22th	23th	25th	71th
Number of teachers	5	1	2	1	2	2	2	2	1	1	1	1	3

The researcher got back to the directorates in Taif to determine the number of English teachers at the elementary stage and then choose intentional sample of English language teacher, according to the followings:

- 1- Education: required to be a teachers (the study sample) holds a bachelor of art in English language.
- 2- All teachers have an educational program.
- 3- Teaching experience: not less than 5 years.

- 1- All the members of sample have tendencies and a desire to gain classroom management skills in light of active learning principles and implement them in the educational process.

Results and Discussion

4.1. The answer of the first question

The first question in this study was as follows:

- 1. What are the common classroom management skills that are used by female English language teachers at elementary stage?**

To answer this question, the researcher did the following:

- 1- The researcher Applied observation sheet on an intentional sample of English language teachers (study population) and their number is (25).
- 2- Estimate the level of performance in accordance with the following criteria:
 - High (3) = Meets Principle: If the mean of performance ranged from 3 to 2.3.
 - Average (2) = Approaches Principle: If the mean of performance ranged from less than 2.3 to 1.6.

- Low (1) = does not meet the Principle: If the mean of performance ranged from less than 1.6 to 1.
 - Very low (0) = Not Observed / Inapplicable: the mean of performance is less than 1.
- 3- The researcher calculated the mean and the Standard deviation of the English teachers' performance (the study sample) in each skill, each principle then the mean and Standard deviation for the overall principles of observation sheet.

4.2.The Answer of the Second Question:

The second question in this study is as follows:

What are the proposed guidelines to improve the classroom management skills (CMS) of Saudi female English language teachers in the light of active learning principles?

To answer this question, the researcher did the following:

- 1- The researcher applied the questionnaire on the same intentional sample of English teachers and their number is (25).
- 2- After the data had been entered into a computer and analyze the results by using a statistical program. (SPSS) and it has been the interpretation of the results and assess the degree of participation according to the following criteria:

If the mean of the responses:

- **(From 5 to less than 4.2)** the degree of item is "Agree" means very high.
- **(From 3.4 to less than 4.2)** the degree of item is "Strongly Agree" means high.
- **(From 2.6 to less than 3.4)** the degree of item is "Neutral" means Average.
- **(From 1.8 to less than 2.6)** the degree of item is "Disagree" means low.
- **(Less than 1.8)** the degree of item is "Strongly Disagree" means very low.

The researcher calculated the mean and the standard deviations for all the items of the questionnaire, which can help in putting proposed guidelines to improve the classroom management skills (CMS) of female English language teachers in the light of active learning principles.

The Table shows the Averages and standard deviations for items which had been arranged in descending order according to the mean.

Table shows the Averages and Standard Deviations for Items of the Questionnaire

SKILLS				
The English language teachers at elementary stage should:	Mean	Standard deviation	Order	Responses
1- Connect the subject with the students' previous knowledge.	4.19	1.18	13	Strongly Agree
2- Have mastery on all the information and knowledge.	4.15	1.30	14	Strongly Agree
3- Practise current thinking on the subject.	3.76	1.95	23	Strongly Agree
4- Interact with students.	4.42	0.50	5	Agree
5- Engage students in some projects and works.	3.00	1.96	25	Neutral
6- Let students move in class	4.07	1.39	18	Strongly Agree
7- Give students opportunity to discuss, ask and answer questions.	4.41	0.48	6	Agree
8 – Allow students playing the role of teacher.	4.34	0.94	9	Agree
9- Allow students research for information themselves.	4.05	1.50	19	Strongly Agree
10- Help students to self-learn	4.03	1.65	20	Strongly Agree
11- Use different teaching and evaluation strategies.	4.74	0.14	1	Agree
12- Vary teaching according to students' language levels	4.13	1.43	16	Strongly Agree
13- Set high expectation level for his/her students	4.00	1.78	21	Strongly Agree
14- Encourage students to do better.	4.43	0.39	4	Agree
15- Allow both group and Individual work.	4.30	0.62	10	Agree

16-Ask the excellent students to help poor ones.	4.36	0.54	8	Agree
17-Use an attractive instructional materials are modern	4.26	0.53	11	Agree
18-Use clear and suitable instructional materials to the lesson.	4.45	0.21	2	Agree
19-Choose instructional materials which are relevant to the students' experince.	4.09	1.64	17	Strongly Agree
20- Use appropriate feedback throughout the lesson	4.14	1.36	15	Strongly Agree
21-Let students contemplate in what they are learning.	4.22	0.80	12	Agree
22- Begin and finish the lesson on time	3.74	1.90	24	Strongly Agree
23- Enrich students with additional information	3.96	1.84	22	Strongly Agree
24 – Let students conduct the relation between the current lesson and their previous experince with doing feedback.	4.44	0.37	3	Agree
25-Implement new knowledge.	4.38	0.52	7	Agree
Total	4.20	1.37		Agree

The results of table help the researcher in putting proposed guidelines to improve the classroom management skills (CMS) of Saudi female English language teachers in the light of active learning priciples . It shows the mean which equals (4.20), and Standard deviation which equals (1.37) and thus was the reality of the application is (Agree), which means the proposed responses of English teachers were used to contribute in improving classroom management skills in the light of active learning principles .Their response were very high where confined between (4.2 - 5).

4.3.Summary of the results

Based on the results of the present study, it can be concluded that:

- 1) Despite the importance of active learning as a recent trend in education, they were not treated seriously in the field of education.
- 2) The lack of Saudi elementary stage teachers for active learning principles in the classroom.

- 3) The English teachers need training program in teaching strategies especially active learning.
- 4) English teachers still use traditional methods in their teaching .
- 5) The previous conclusions imply an urgent need for reform and improvement which can be guided by the Ministry and directors of education discussed in chapter four as an answer for the second research question.

Suggestions and recommendations

5.1.Recommendations:

Based on the results , the researcher recommended the following:

- 1- adopting and supporting active learning principles for all curricula especially the English as a second /foreign language.
- 2- The need to train English teachers at active learning principles so that they can identify what is new in the field of English language teaching.
- 3- Designing training programs on active learning principles for Student-teachers and in-service teachers in order to improve teachers' performance

5.2. Suggestions for Further Research

The researcher suggests the following:

- Conducting evaluative studies similar to this study on both intermediate and secondary stage English language teachers to find out to what extent do the classroom management skills (CMS) of Saudi female English language teachers meet active learning priciples.
- Developing curriculum in the light of active learning principles.

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تقويم مهارات ادارة الصف لدى معلمات اللغة الانجليزية بالمرحلة الابتدائية في ضوء مبادئ التعلم النشط

نسيم سفر الثقفي

مروان رشيد عرفات

أستاذ المناهج وطرق تدريس اللغة الانجليزية

كلية التربية

إن الهدف من الدراسة هو التحقق من مدى ملائمة أداء معلمات اللغة الانجليزية في المرحلة الابتدائية لمبادئ التعلم النشط .
وتعتمد الدراسة على استخدام الأسلوب الوصفي في هذا البحث لمعرفة مدى ملائمة أداء معلمات اللغة الانجليزية في المرحلة الابتدائية لمبادئ التعلم النشط وذلك باستخدام أدوات بطاقة الملاحظة والاستبيان وتطبيقهما على ٢٥ معلمة لغة انجليزية على فترتين مختلفتين، وبذلك تمكنت الباحثة أن تحدد مدى ملائمة أداء معلمات اللغة الانجليزية في المرحلة الابتدائية لمبادئ التعلم النشط .
أظهرت النتائج المتحصل عليها أنه على الرغم من أهمية التعلم النشط باعتباره الاتجاه الحديث في التعليم ، لا يتم التعامل معه بجدية. وأن معلمات اللغة الإنجليزية في حاجة الى برنامج تدريبي في استراتيجيات التدريس وخاصة التعلم النشط لأنهن لم يزلن يستخدمن الطرق التقليدية مثل طريقة المناقشة والترجمة في تدريسهن .

الكلمات الدالة : التقويم، مهارات الادارة الصفية، مبادئ التعلم النشط .