

## SAUDI TEACHERS' ATTITUDES TOWARD ACTIVE LEARNING STRATEGIES

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### ABSTRACT

*It is quite evident that learners acquire language better when they actively engage in the course's material during the learning experience. The aim of this study is to explore the views of teachers in Saudi universities and schools towards using Active Learning Strategies (ALS) to determine the strategies that they prefer to use and to identify the difficulties that teachers face through the processes of implementing ALS in English classrooms. The SurveyMonkey website was used to collect and analyze the data. One hundred and thirty-three teachers volunteered to participate in the study. The results showed that the majority of English teachers in Saudi Arabia have a positive attitude toward using Active Learning Strategies. Eighty-one percent of the participants agreed that using ALS helps to improve students' speaking skill. On the other hand, large class size, time, and groups dominated by specific students are the most common barriers that discourage teachers.*

*Keywords:* Active Learning Strategy, Second Language Learner, Language Acquisition, English Language

Teaching methods are a cornerstone of the education system since using appropriate methods can result in successful teaching. A good teaching method can help to capture students' attention and motivate learners to master various skills. Therefore, most educators say that a

good teacher uses good methods. The statement seems realistic when it is applied to a real classroom. In a teaching career, the technical know-how of the teacher may not matter. The most critical issue, however, is what the teacher teaches students by using an efficient teaching approach. Educators are always working to develop and improve teaching strategies because teaching deals with human beings whose behavior is influenced by the environment around them. Because the nature of students has changed in recent years—they have exposure to enormous distractions through different media channels—the materials that they need to learn and the way these materials are presented should also be dynamic to grab students' attention and engage them in language classrooms.

The study of various learning strategies that can be applied in the process of teaching a second language skill is critical to compare different techniques and identify the most suitable one that can be used. The chosen method should then be applied in various settings with students so as to see how well it works out in helping the students gain a better understanding and acquire the second language quickly. In order to choose the appropriate teaching method, teachers need to know how learning occurs. Sigette (2009) identified three types of learning: intuitive learning, passive learning, and active learning. He considered active learning to be the highest form of learning because students intentionally make decisions in the learning environment while in the other types, students are either unaware of their choices like in the case of infants or don't care because learners think what they are learning is not relevant to them.

Over the last decade, many educators have elucidated the success of an active learning approach as compared to passive learning. For instance, active learning has been used successfully in colleges and schools (Hohmann, Weikart, & Epstein, 2002). "Tell me and I will

end up forgetting, show me, and I will always remember, involve me, and I will fully understand.” This Chinese proverb could most suitably be applied in the active learning field. However, combining all senses, listening, seeing, feeling, touching, speaking, and searching, for any activity or task might help to get better results and in-depth understanding, especially in acquiring languages.

The review of relevant research below will present the theory of the active learning approach, the positive influence of active learning, and the impact of using active learning in ESL and EFL language classrooms.

## **THEORY**

Simons (1993) described constructivism as a movement that rejects the traditional classroom. It focuses on the student's role in acquiring knowledge through processes to achieve meaningful learning. Constructivist theory of learning focuses on meaningful learning. Duffy, Lowyck, and Jonassen (1993) indicated that constructivism rejects acquiring knowledge abstractly as a group, but it emphasizes the role of environment and learning context because learners extract knowledge and understand through processes of collaboration, sharing, and discussion.

### **Advantages of active learning**

Active learning is fundamental in promoting students' skills and building a personalized learner. However, a teacher has to consider that each student is unique and has special abilities and personality. In consideration of this, teachers are responsible for providing appropriate opportunities through socially interactive contexts. Active learning requires students to listen, read, feel, search, create, and design (Scager et al., 2016). Recently, educators have been called

to increase the use of active learning in technology, engineering, science, and math classrooms to improve students' learning abilities. Researchers have investigated the effectiveness of active learning strategies and the difficulties faculty face when applying these techniques. In order to determine how students and teachers at Louisiana University feel about active learning, in 2014 Lorelei et al. (2016) surveyed a large sample of students and faculty in five science departments: biology, chemistry, geology, mathematics, physics, and astronomy. Two hundred fifty-five students participated in the survey as well as seventy-one faculty members. The results show that students and faculty agree that active learning is useful and beneficial in developing different learning skills like long-term retention, and it also increases students' test scores and motivation. Therefore, they suggested it be used widely. On the other hand, the students and the teachers disagreed on the class time devoted to active learning and the kinds of barriers that face each department. Teachers who have not used active learning referred to time as the key difficulty prevent using it while faculty who have used active learning already suggested additional barriers such as lack of ready-made active teaching modules, classrooms' auditorium-style, technology cost, students' rejection of active learning technique, and faculty who have no desire to be good teachers (Wischusen et al., 2018).

Tandogan & Orhan (2007) reported that active learning helps to motivate and encourage students and teachers as well. It supports students' sociability, interaction skills, and self-control. Additionally, it develops students' critical thinking skills and skills necessary to foster life-long learning in the future.

Cicuto & Torres (2016) investigated the active learning approach with the aim of promoting meaningful learning through an active learning environment in the biochemistry field.

The researchers studied the correlation between active learning and students' performance motivation in biochemistry courses. Data was collected at the end of a metabolism course which was 15 weeks long through a questionnaire that included 29 items divided into five categories: self-efficiency, active learning strategies, scientific learning values, performance goals, and achievement goals. The result showed that students' motivation in an active learning environment was high. In addition, the study found that group discussion encouraged students to engage in learning processes and helped them to overcome challenges presented by the current biochemistry education landscape. The active learning environment, therefore, has been shown to have a positive influence on the students' attitude.

Edward (2015) also conducted a study on active learning approaches. He found out that students play an essential role in the learning process, and they do not rely on the instructor. Active learning demands that students must be mentally and physically active in collecting information, thinking, and solving problems instead of passively receiving information. The authority in active learning lies with the students and not with the teacher or the textbooks. Active learning requires students to engage themselves with the content by using high-level thinking skills rather than just memorization. It also requires students to be independent.

Waldeop et al. (2015) examined five courses that use active collaborative learning that involved students in creating new things and having a sense of responsibility. They found that students who participated in this kind of learning appreciated their achievements during the learning processes more than their grades. They recommend that courses in higher education be designed to help students build shared ownership with other students.

### **Using active learning in the English language classroom**

Using active learning strategies in teaching language is important. Even though a foreign language may seem comparatively simple to learn, the vast majority of second language learners will not be able to master the foreign language in one semester or even a year. Using active learning strategies in the second language classroom enables students to pursue their learning goals relying on what they learned previously. As a result, the role of the teacher in active learning is to guide learners on how they can learn the language in an effective and efficient way and to facilitate the learning mission of students. Active learning is beneficial in language classes because it focuses on giving a chance to the learners to participate and interact using language. To get satisfactory results, teachers have to invest in students' abilities and potential through a long-term teaching journey to help them develop confidence and independence.

Active learning also develops different aspects of students' communicative skills in addition to the linguistics skills. McGroarty (1989) has listed six benefits of using cooperative learning in second language and bilingual classrooms. First, it allows the learners to try different kinds of interaction. Second, it gives the learners a chance to enhance their cognitive development. Third, it combines language and instruction at the same time. Fourth, active learning's inclusion of different activities encourages students to use language. Fifth, it helps the teacher to master advanced professional skills, especially in the connection aspect. Last, it gives students a chance to work as a group to help each other and be more active in the language classroom.

Nguyen (2014) documented that the use of interactive teaching approaches in second/foreign language settings was supported by both learning theory and empirical evidence. He implemented project assignments that required students to implement an interactive approach

based on a combination of reader response and social constructivist theory. The results showed that the assignment helped the students to become more active in conversation and reflective in constructing the clarification of the context they studied. Also, Neville et al. (2009) investigated the influence brought by using an interactive fiction game on the teaching of reading, vocabulary, and culture in a university language classroom. The study also evaluated the attitude of students towards their learning experiences. They found that roleplay helped students to develop better attitudes or perspectives to their learning experience.

Speaking is a crucial and an important skill for second language learners (Kayi, 2012). For several years, teaching the art of speaking has been undervalued, and English language instructors simply made use of repetitive methodologies and drill techniques in the process of educating their students in the speaking skills. The current approach to teach speaking has changed recently, and now more emphasis is being directed towards the use of communication skills to help students express themselves. These skills also teach the students how to follow the social and cultural rules appropriately in each circumstance by using different techniques which allow students to interact and communicate with each other, such as information gap, role play, story completion, and reporting.

Because developing communicative skill in the English language has become a crucial requirement in Saudi Arabia, Daif-Allah & Khan (2016) examined the influence of using open discussion sessions as an extracurricular speaking exercise in enhancing students' speaking skills. To collect data, the researchers used questionnaires, semi-structured interviews, and a pre-/post-speaking test. The results of the study showed an increase in the students' communicative ability, which the researchers attributed to the use of open discussion that

promotes a relaxed and stimulating learning environment. Open discussion enhances students' confidence through active participation in real contexts. The study suggested that teachers have to use integrated social networks and visual cues to support students' interactions and involvement even outside the classroom.

Two studies were conducted within different cultures, Egypt and Japan respectively, by Dadour and Robbins (1996) to examine the influence of using teaching approach instructions in developing students' oral ability. The research took 15 weeks with three-hour sessions each day. For each activity, students were provided with instructions to sit in groups and apply different strategies, such as problem-solving, role playing, and drama to enhance students' communication skills. All activities gave students responsibility to direct and control their learning. The course adopted direct and indirect methods of teaching the skill of speaking. It appears that the majority of the teachers had a positive attitude toward active learning strategies and the majority of them use it in the English classroom.

Lightbown & Spada (1999) stated that Krashen created a model influenced by Chomsky's theory to explain second language acquisition. Krashen explained his model in five hypotheses: language is acquired, not learned; that language is learned in a natural order; the importance of comprehensible input; the monitor hypothesis, which means language is acquired when learners engage actively in spontaneous communication; and the affective filter hypothesis, which refers to the negative influence of negative attitudes on acquiring language. Based on Krashen's Monitor Model, especially the comprehensible input and the efficient filter hypotheses, Gudu (2015) investigated the classroom activities used by teachers to promote learners' active participation because there was a public concern in Kenya that the majority of students lacked



communicative and linguistic competence in English language. Gudu's study investigated diverse methods in schools selected randomly such as picture narrating, picture description, discussion, and brainstorming. The study collected data through questionnaires administered to teachers and students. The study also used direct observation to collect data. The results showed that there was variation in the use of class activities. For example, discussion was the most used activity while oral repetition was least used. During discussion activities, students used their mother tongue due to their limited speaking skills. The study referred to different reasons that cause limited speaking skills like lack of native models, passive learners, teacher centered methods, and lack of motivation. The researcher recommended that teachers should give students opportunities to practice using the target language to enhance their speaking proficiency. Also, curriculum design and teaching approach must make room for the fact that students belong to different cultures and prefer different learning styles.

The Bulgarian Comparative Education Society presented a paper aimed at promoting a vibrant and active environment in class so that meaningful communication can occur. Their paper argues that different oral activities such as discussion, situation, storytelling, and picture narrating can contribute a great deal to learners, as these activities facilitate the development of students' interactive skills. Their results showed that these activities encouraged students to be actively engaged through authentic material similar to real life situations in order to improve communicative skills and made the learning process meaningful and enjoyable (Astryan, 2016). Hwang et al. (2014) applied one of the active learning methods, specifically producing individual and interactive stories, in an English as a foreign language classroom to enhance learners' speaking capacity. They integrated a Web-based multimedia system in this method to facilitate

language learning. Their results suggested that a storytelling activity with the support of the multimedia system was beneficial in improving students' speaking skills. Febriyanti (2011) reported that teaching oral skills is not easy in an EFL setting because English is not spoken in the community; therefore, teachers need to expose the students to the language as much as possible. The teacher needs to involve students in different enjoyable activities that require them to participate in discussions and introduce games that promote students' speaking ability. Speaking is an essential skill that has to be practiced through oral communication by sending and receiving messages. Speaking is the most difficult skill to develop in EFL because the environment outside the language classroom provides little support or exposure for learners. Many language learning theorists and EFL teachers agree that interaction is the most effective way to teach oral skills. Communicative and cooperative language learning techniques are best suited to achieve this aim. Indeed, communicative language teaching is based on real life circumstances which require students to communicate. Students need to learn the meaning, understand the form, and practice.

Sert (2005) has conducted an experimental study where comparisons were made between complete assignments of international students who were studying English to reveal the advantages of group and pair work. The study compared between assignments that were developed by individual learners and assignments that were developed in groups or pair work. The assignments that were made in cooperative pair and group work indicated a higher level of morphological awareness, included fewer spelling mistakes, and promoted confidence.

The influence of using active learning strategies in the language classroom has been thoroughly studied. Investigation of the challenges and difficulties that often discourage teachers

from using active learning strategies in English language classrooms in Saudi universities and schools may lead to the provision of solutions or practical suggestions. The aims of this study were to investigate Saudi university English teachers' attitudes towards using active learning strategies and to identify the difficulties that discourage these teachers from using active learning strategies in their English language classrooms.

## METHODOLOGY

The predetermined goals of the current study were to examine English teachers' attitudes toward active learning strategies to determine barriers preventing using them. Also, the research intended to uncover if any problems frequently occur during the process of teaching. The research tool used in this case was the experience of teachers in applying effective strategies in English classrooms. The target group was school and university English teachers. One hundred thirty-three teachers participated in this study. Seventy-eight percent of the participants were female, and 21.54% of them were male. 8.59% of participants taught in colleges and universities while 91.41% were teaching different grades in high schools: first, second, and third grade (see Table 1). The majority of the participants were between 25-35 years old. The majority of the university teachers have been teaching for less than five years while most of the high school teachers have been teaching for 5-10 years (See Table 2).

**Table 1**

*Participants*

Responses	Responses	Responses	Responses
Females	102	School teachers	119
	<b>78.46%</b>		<b>91.41%</b>

Males	28 <b>21.54%</b>	University teachers	11 <b>8.59%</b>
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**Table 2***How Long Teachers have been Teaching*

Years	less than 5 years	5-10y	10-20y	20-30y	30-40
Colleges & Universities	45.45% 5	18.18% 2	27.27% 3	9.09% 1	0.00% 0
Schools	26.50% 31	41.03% 48	29.06% 34	3.42% 4	0.00% 0

**Instrument**

The research questions were sent to different English teachers, and their answers were used to develop the survey items. The survey questions included 23 items to cover three aspects: teachers' personal information and teaching experience, such as their age, how many years they have they been teaching, and if they are teaching in colleges or schools. The second aspect was to identify teachers' attitudes toward active learning strategies, with questions such as, did they get training in using ALS, do their students show progress when they use Active Learning, how well does it help to develop students' speaking skills, and if they use any particular tools or activity. The third aspect was to identify the most significant challenges that teachers face in using active learning, such as class size, class environment, curriculum content, and culture readiness. SurveyMonkey was used to create the survey and analyze the data. In order to

administer the survey to teachers, the researcher asked for help from people who are in charge of English departments in different colleges and schools in various cities of Saudi Arabia, including Jazan, Abha, Daharan Aljanop, and Almadinah. The survey was introduced to teachers by using WhatsApp with a short definition for active learning approach to avoid any misconceptions. This application was used to guarantee that the survey would easily distributed to the target group and to ensure that responses were randomly obtained from different schools and universities. The link to the survey was opened for two weeks.

## RESULTS & DISCUSSION

The data analysis in this paper was used to explore two aspects: teachers' views while using ALS and difficulties that they encountered.

### Teachers' attitudes

Table 3 indicates that 127 of participants knew what active learning meant, and just 3.79% of the participants answered that they did not know. 74.81% of teachers received training in active learning strategies, which was considered a high percentage. Table 4 shows that the average number of participants was 42 who tended to use active learning in their classes.

**Table 3**  
*Active Learning Concept & Training*

I know what active learning means	Responses	I received training in active learning	Responses
Yes	<b>96.21%</b> 127	Yes	<b>74.81%</b> 98
No	<b>3.79%</b> 5	No	<b>25.19%</b> 33

**Table 4***Using Active Learning in English Classrooms*

Average number	Total number	Responses
42	5,447	127

Table 5 shows the tools and activities that teachers applied in their classroom: 102 of participants used group work in their English class, 70.45% used games, 14.39% use cell phones, and 35.61% used songs.

**Table 5***Activities & Tools Teachers Use in AL*

Choices	Responses	
	Percentage	Number
Books	70.45%	93
Videos	62.88%	83
Songs	35.61%	47
Short Movies	34.85%	46
Games	70.45%	93
Cellphones	14.39%	19
Open Discussions	61.36%	81
Group Work	77.27%	102
Pair Work	71.97%	95
None of Them	2.27%	3

Table 6 indicates that an average of 39 teachers out of the 133 believed that students show more interest and motivation when teachers use active learning strategies. An average of 43 participants believed that their students show better performance in assessment when they use active learning strategies in the class.

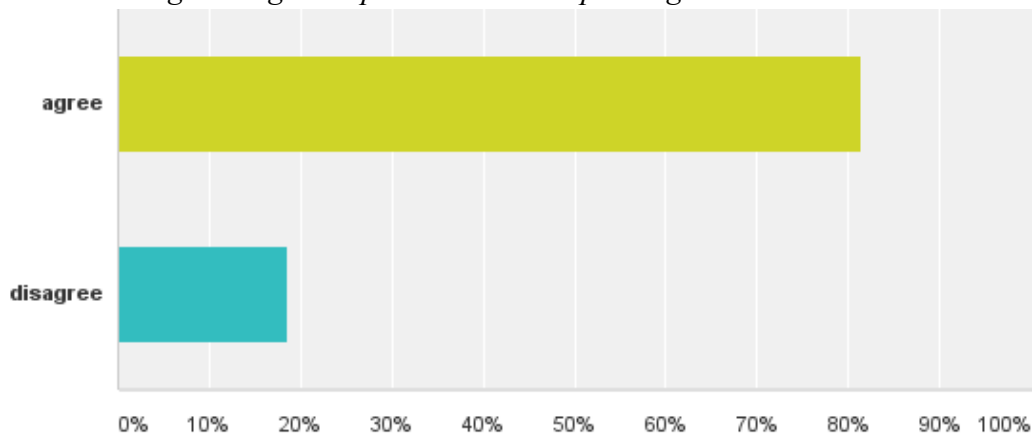
**Table 6***Motivation, Interest, & Better Performance*

Item	Average number	Total number
Students show more interest & motivation when teachers use active learning.	39	5,133

Students show better performance when teachers use active learning.	43	5,514
Students show progress in participation after teachers use active learning for a while.	53	6,817

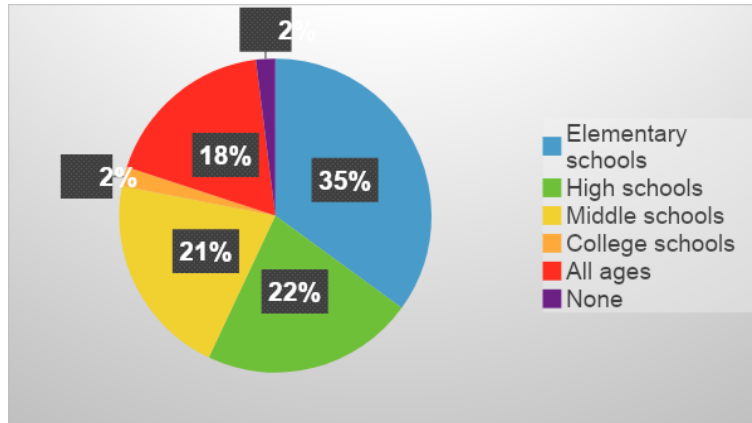
81.82% believed that using active learning strategies improved students' speaking skills which is a very high percentage, and it is consistent with earlier experimental research on teaching strategies (See Chart 1).

**Chart 1**  
*Using Active Learning Strategies Improve Students' Speaking Skill*



As Chart 2 illustrates, 35% of participants stated that they use active learning in elementary schools and just three of them use it with college students, and this may be because most of the college classes have at least 60 students. 22% of the participants tended to use ALS with high school students and 21 percent tended to use them with middle school students (See chart 2).

**Chart 2**  
*Education Levels that Teachers Use ALS with*



**Difficulties:**

**Table 7**

*Difficulties of Applying ALS*

Difficulty	Strongly agree	agree	disagree	strongly disagree
I do not use active learning because I have a large number of students	24.43% 32	35.11% 46	35.11% 46	5.34% 7
I do not use active learning because my students do not like to be the center of the learning experience	8.40% 11	19.85% 26	54.20% 71	17.56% 23
I do not use active learning because class time is not enough	20.61% 27	37.40% 49	34.35% 45	7.63% 10
I do not use active learning because it causes distractions to students	11.45% 15	24.43% 32	57.25% 75	6.87% 9
I do not use active learning because the class environment is not suitable	20.61% 27	38.17% 50	31.30% 41	9.92% 13
I do not use active learning because shy students do not participate in groups and pair work	9.92% 13	29.01% 38	52.67% 69	8.40% 11
I do not use active learning because group work is controlled by particular students and other students are passive	16.03% 21	41.98% 55	37.40% 49	4.58% 6
I do not use active learning because the content of the curriculum is not suitable to cover using active learning	18.46% 24	27.69% 36	50.00% 65	3.85% 5

Are there any barriers or challenge to use ALS?



Table 7 shows that 35.11 percent of participants believed that having a large number of students in the class was considered to be the biggest barrier, and 24.43% strongly agree on the same point. When these two answers are combined, the total would be over 59% percent, which is a high percentage, likely because large classrooms promote challenges both in and out of the class. The problems revolve around teachers or students' frustration: students feeling discouraged to participate since they find the process too difficult, and teachers facing challenges in monitoring students and giving feedback (Alber, 2012). Also, large classrooms require tremendous effort from teachers in the process of planning. It is not easy to engage students actively in the learning processes within a full class, and measuring the effectiveness of the teaching method becomes a challenge as well. Also, a large class of students provides reluctant students with a place to hide. On the other hand, other research suggests that using ALS would be a useful and alternative technique for a huge class size. Group work, problem-solving, and debate requires a wide variety of viewpoints which encourage each member of the group to analyze and apply theories. It, therefore, becomes easier to evaluate each student individually in such a case.

24.43% of the participants agreed that students do not prefer to be the center of the learning experience and, additionally, 35.11% strongly supported this point. 41.98% of participants believed that pair and group work was dominated by particular students while others remained passive in the activity of learning. The results are consistent with the results of other studies. For groups constituted with shy students who do not participate well in group work or pairs, Thering (2017) suggested that teachers have to include group or pair members' evaluation at the end of each activity. In this case, teachers have to make sure that they inform students

ahead of time that they will need to evaluate their groups. It is a powerful technique for keeping students on track and also ensuring that they are behaving correctly.

57.25% of teachers did not agree that active learning causes a distraction to students, and this is also a high percentage. 50.00% disagreed that the content of the curriculum is not suitable to cover by using active learning activities. 52.67% did not agree that shy students do not participate in active learning activities. Comparisons were also made between the comments of the participants.

### **Members comments**

The last survey item was intended to give the participants a chance to share their opinions and comments about the issues that they face as teachers in the process of implementing active learning strategies in the English language classroom. One of the comments stated that using active learning strategies successfully in the English classroom depends on many factors, but importantly, the success of the process is determined by the teacher who plans and implements everything. The teacher's role is crucial in designing and developing active learning strategies. Teachers have to consider students' weaknesses and learning styles and adjust instruction accordingly. Teachers have to direct students individually so that they can use active learning effectively and avoid the pitfall of learning new but faulty habits based on incorrect assumptions.

Most participants believed that active learning is great, but it needs tools, time, efforts, and a supportive environment. One participant commented that it is a waste of time and effort when teachers deal with students who live in small rural cities since they have no chance of getting further exposure to people who speak English and it is, therefore, better to deal with students who get the proper underlying exposure of the language. One of the participants stated

that using active learning in elementary classrooms is a waste of time for the students who are absolute beginners. They are at a crucial stage, so they barely produce words and therefore, how could they discuss, search, and participate effectively when English is not a commonly spoken language in their environment? Another person commented that while there are a lot of straightforward and attractive strategies that could be used with kids, they are not suitable to use with adults. One of the participants commented that active learning strategies can distract students as pupils focus on the tools that teachers use instead of the lesson content. Also, students do not know how to interact with a class when the teacher uses active learning strategies. Some comments provided stated that a burdensome curriculum prevents teachers from using active learning strategies, which causes teachers to reduce the use of active learning strategies and gives students few opportunities to interact and communicate to cover the curriculum. In other words, the curriculum focuses on quantity instead of quality. One of the participants indicated that using active learning is beneficial when it is a continuous process. This implies that students could benefit more from the process when students move from one stage to another and all teachers involved use active learning strategies because the students would get used to them and continue to make progress over time.

## **CONCLUSION**

This study attempted to determine teachers' attitudes and views toward active learning, their preferred activities, and the difficulties that they face as they implement ALS in their classrooms. The results showed that the majority of participants have a positive attitude towards active learning. 96.21% of participants know the concept of active learning, and 74.81 received training to be able to use it. 81.82% agreed that using ALS improves students' speaking skill. 39

out of the 133 thought that students show more interest and motivation when teachers use ALS. In addition, 43 of the participants believed that their students show better performance in assessment when they use ALS in the class. Large class size, hostile class environment, lengthy periods of class time, and an unresponsive group of students are the biggest barriers that prevent teachers from using active learning.

## **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Further study has to be undertaken to examine different applications to help teachers overcome class size and class environment factors by considering what students could do outside the classrooms.
2. Further research needs to be done on creating individual activities for students who are passive in a group, and the tasks should be designed in such a manner that participation will be encouraged to participate. This could involve the use of technology within and without of the classroom.
3. The research suggests that teachers need to be more aware of strategies they want to implement and be aware of students' learning styles. Teachers would benefit from additional training to help them match the best active learning strategies to the learning styles of their students.
4. Based on the research, teachers should help students participate in different activities by reviewing studies that examine the factors that prevent students from engaging in tasks so as to understand the best methods to follow.
5. Teachers should implement active learning to overcome difficulties they face while they teach large groups. AL gives students the opportunity to learn from each other and help each other in order to understand course materials by asking questions or clarification on a certain matter or guiding each other to complete specific assignments.

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## APPENDIX

### SURVEY USING ALS IN ENGLISH CLASSROOMS

#### 1. First Name (optional)

#### 2. Age

- less than 25 years
- 25-35
- 35-45

#### 3. gender

- Female
- Male

#### 4. I am teaching in

- College-University
- School

#### 5. I have been teaching English for

- less than 5 years
- 5-10y
- 10-20y
- 20-30y
- 30-40y

#### 6. I know what active learning strategies mean.

- Yes

- No

**7. I do you use active learning strategies in my English language classroom**

- Often
- Rarely
- Never

**8. I get training in using active learning strategies**

- Yes
- No

**9. My students show more interest and motivation when I use active learning strategies**

- strongly agree
- agree
- disagree
- strongly disagree

**10. My students show better performance in the assessment part when I use active learning strategies in the class.**

- strongly agree
- agree
- disagree
- strongly disagree

**11. I do not prefer to use active learning strategies because of the large number of students.**

- strongly agree
- agree
- disagree

- strongly disagree

**12. I do not prefer to use active learning strategies because my students do not prefer to be the center of the learning experience.**

- strongly agree
- agree
- disagree
- strongly disagree

**13. I do not prefer to use active learning strategies because the class time is not enough.**

- strongly agree
- agree
- disagree
- strongly disagree

**14. I do not prefer to use active learning strategies because it cause distraction to my students**

- strongly agree
- agree
- disagree
- strongly disagree

**15. I do not prefer to use active learning because the environment of the class is not suitable**

- strongly agree
- agree
- disagree
- strongly disagree

**16. I do not use active learning strategies because of not fair for shy students. Shy students usually do not participate in the group and pair work**

- strongly agree
- agree
- disagree
- strongly disagree

**17. I do not use active learning strategies because group and pair works control by particular students while other students being passive in the activities**

- strongly agree
- agree
- disagree
- strongly disagree

**18. I do not use active learning strategies because the contents of the curriculum do not appropriate to cover by using active learning strategies**

- strongly agree
- agree
- disagree
- strongly disagree

<https://www.surveymonkey.com>