

# EFL Student-Teachers' Evaluation and Attitude towards Using some Active Teaching Strategies on Developing Effective TEFL Course

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**ABSTRACT**---This study aimed at revealing EFL student-teachers' evaluation and attitude towards using some active teaching strategies on developing effective TEFL course. The sample of this study consisted of (89) fourth-level student-teachers who enrolled in TEFL course in the academic year (2011/ 2012). They were divided into two groups, male (N = 32) and female (N= 57). They completed a questionnaire which consisted of (22) statements to evaluate the use of question-based and oral group presentation strategies on developing effective TEFL course. An attitude measurement included (12) statement was also completed by the same group. Frequencies, means, standard deviation, percentage, T- test and One Way ANOVA were used to analyze the data statistically. The results showed that EFL student-teachers' highly appreciate the effect of active teaching strategies on developing TEFL course and have a positive attitude towards adopting such strategies.

**Keywords**--- EFL student-teachers, evaluation, attitude, active teaching strategies, effective TEFL course.

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## 1. INTRODUCTION

Faculties of education, everywhere pay unlimited and tremendous efforts to create EFL teachers who meet the age requirements and master a high level of performance. For instance, they develop their academic programs and staff continuously. Although, “many critics have asserted teachers do not require formal, professional preparation. They need to know the basics of the subjects they teach, how to keep order in the classroom, how to get along with people, and how to abide by administrative regulations.” (Hansen, 2008, p. 10).

For this case, Zayapragassarazan and Kumar (2012, p.3) pointed out there is an urgent need for adopting active learning, saying that many studies have raised the superiority of active learning forms. It “requires creating a situation where learners have a chance to try out or test their ideas, involves providing opportunities for students to meaningfully talk and listen, read, and reflect on the content, ideas, issues, and concerns of an academic subject, the students talk about what they are learning, write reflectively about it, relate it to past experiences, engage themselves in learning by doing and apply it to their daily lives.”

Furthermore, Orlich et al (2010, p. 40) described the class of active teaching strategies as beehive where the teachers are asked to think of how to make his/her classroom as a pleasant learning environment. The students engage in actual instruction and work together in small active groups. All students are in a learning community where everybody participates. No one can deny that “high quality learning in any context occurs when:

- Students are able to apply knowledge to solve problems
- Students are able to communicate their knowledge to others
- Students are able to perceive relationships between their existing knowledge and the new things they are learning
- Students retain newly acquired knowledge for a long time
- Students are able to discover or create new knowledge for themselves
- Students want to learn more (Killen, 2007, pp. 4-5).

Active learning instructional strategies can be created and used to engage students in (a) thinking critically or creatively, (b) speaking with a partner, in a small group, or with the entire class, (c) expressing ideas through writing, (d) exploring personal attitudes and values, (e) giving and receiving feedback, and (f) reflecting upon the learning process” (Eison, 2010, p.1).

In the same context, to implement active teaching strategies and achieve high quality learning, teachers have to develop their practice in the following three domains:

- Create safe conditions for rigorous learning
  - o Develop democratic relationships
  - o Build a community of learners
  - o Negotiate learning
  - o Support and challenge students to achieve high standards
- Develop expert learners
  - o Teach students how to learn
  - o Foster deep understanding and skilful action
  - o Explore the construction of knowledge
  - o Promote dialogue as a means of learning
- Personalize and connect learning
  - o Build on learners' understandings
  - o Connect learning to students' lives and aspirations
  - o Apply and assess learning in authentic contexts
  - o Communicate learning in multiple modes (South Australian Teaching for Effective Learning Framework Guide, 2010, pp. 7-8).

### **Question based-Learning Strategy**

It is a strategy which aims to increase students' ability to hold the tension of not knowing answers and to develop liberal learning and critical thinking by analytical thinking, multiple framing reflective exploration of meaning, and practical reasoning (Muff, 2013, p. 181). Besides that, it is a strategy for inquiry to stimulate discussion, explore ideas by brainstorming, develop thinking skills for deep understanding, articulate their understanding by exchanging ideas and viewpoints, extended meaning and new applications for learning, and encourage students to search for more details (*Ontario Curriculum Unit Planner*, 2002, p.113).

#### The Teacher and Students' Roles

To activate question-based learning strategy, the teacher has to be familiar with questioning techniques forms and types, encourages students to expand their thinking, generate ideas, ask questions, help students to understand and acquire more information and knowledge, consider practical questions and reflections, take care of constructivism by asking questions that help to connect knowledge and ideas new with prior ones, encourage students to respect each other's opinions and answers (Marai and Al-Hela, 2007, p.35- 40). The EFL student-teachers need to prepare a topic of next lecture and try to find out the answers of questions. Besides, EFL student-teachers can work in pairs/ groups to complete the questions correctly.

#### Procedures of Using Question Based-Learning Strategy in the Current Study

During the semester 16 weeks, 3 hours per a week, by the end of each lecture, the researcher emailed a set of questions related to the next lecture topic. EFL student-teachers have to answer these questions by searching throughout the course's main reference and three other references at least. When the researcher (the teacher of TEFL) discussed the questions with students, they checked their answers and completed the missing gaps.

### **Oral Group Presentation Strategy**

Group work is an independent work carried out simultaneously by groups of three or more students on a task (Al-Kailani, 1996, p. 176). In group work learners work at "various performance levels work together in small group towards a common goal to solve a problem, complete a task, and create a product. The learners are responsible for one another's learning as well as their own" (Badache, 2011, p. 3). The presentation could be formal and informal of material to audience. The presenter can use different techniques to engage audience and keep their interest and attention such as body language, movement, colors, and voice and lets audience participate by asking or answering questions (*Ontario Curriculum Unit Planner*, 2002, p. 13).

## The Teacher and Students' Roles

In oral group presentations both the teacher and learners have different roles to make the work succeed and achieve the goal. Here are some of these roles. The teacher assumes the same roles of active teacher's role as controller, organizer, assessor, promoter, participate, resource, and observer (Harmer, 2001, pp. 57- 62). The teacher also needs to consider that creating effective group work requires careful planning, the ability to formulate groups' size, heterogeneous membership, and membership is determined randomly where students respect the choices made; ability to facilitate group interaction and solve common problems, and how to grade and evaluate work (Barkley, 2010, p. 124). In addition, s/he has to be familiar with the criteria of developing oral presentation to be a model for students and set clear guidelines and criteria of assessment (*Ontario Curriculum Unit Planner*, 2002, p. 14). The students need to prepare a topic of interest related to the course and help each other, collaborate and cooperate in designing the presentation, select and use suitable language and methods of presentation, and divide the roles during preparation or presentation among group members (Merai and Al-Hela, 2007, pp. 84 – 88 and *Ontario Curriculum Unit Planner*, 2002, p.14).

## Procedures of Using Oral Group Presentation in the Current Study

At the beginning of the TEFL course, the researcher asked EFL student-teachers to divide themselves in groups of (4 -5) students. Each group has to choose a topic related to TEFL and write a report about it and presented the collected information to their classmates. At the same time the group has to do a model classroom situation and report the idea in it. All group members have to participate and everyone should have a specific and clear role in the two steps in planning and doing the presentation. After each presentation, the researcher (the teacher of TEFL) and the other classmates (student-teachers) evaluate the presentation and give feedback.

## **2. STATEMENT OF THE PROBLEM**

During the years of teaching TEFL, the researcher found that this course supplies EFL student-teachers with the needed teaching skills. So, teachers of this course have to adopt creative strategies in teaching it and to demonstrate for EFL student-teachers how they can implement these strategies in teaching school students even in crowded classes. Based on this point, the researcher selected two strategies of active teaching/learning strategies to teach TEFL course. As mentioned above, TEFL course provides English majors with the most of the teaching skills needed to enable them for the future job.

## **3. RESEARCH QUESTIONS**

The main research questions of the research are:

1. What is EFL student-teachers' evaluation towards using some active teaching strategies on developing effective TEFL course?
2. What is EFL student-teachers' attitude towards using some active teaching strategies on developing effective TEFL course?

## **4. RESEARCH HYPOTHESES**

The researcher addressed the following hypotheses:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' evaluation due to gender (male and female).
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' attitude due to gender (male and female).
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' evaluation due to accumulative average (60-69.9%,) accepted; (70-79.9%) good; (80-89.9%) very good; and (90-99.9%) excellent (note: the researcher adopted the philosophy of Al-Azhar university in classifying the accumulative average).
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' attitude due to accumulative average (60-69.9%,) accepted; (70-79.9%) good; (80-89.9%) very good; and (90-99.9%) excellent.
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## **5. RESEARCH PURPOSES**

This research aims at achieving the following purposes:

1. To discuss some active teaching strategies used to develop effective TEFL courses.
2. To reveal student-teachers' evaluation and attitude towards using some active teaching strategies on developing effective TEFL course.
3. To explore the presence or absence of statistically significant differences at ( $\alpha \leq 0.05$ ) among student-teachers' evaluation and attitude due to gender and accumulative average.

## **6. RESEARCH SIGNIFICANCE**

This research discusses two active teaching strategies that employed to develop effective TEFL course which can help TEFL professors in creating more effective and active course and can also help student-teachers utilize them in teaching their students.

In addition, the experience in this research may encourage other professors of other subjects to adopt active strategies in teaching university students.

## **7. DELIMITATIONS OF THE STUDY**

This study was conducted under the following delimitations:

- The sample of this study consisted of (89) student-teachers (32) male and (57) female enrolled in TEFL course at Al-Azhar University-Gaza AUG in the academic year (2011/ 2012).
- The active teaching strategies used to develop effective TEFL courses were: question based-learning and oral group presentation.

## **8. PREVIOUS STUDIES**

Kabilan and Khan (2012) revealed the values of using e-portfolio; as an active learning strategy; as a tool for learning and self-assessment. (55) Pre-service TESOL teachers from University Sains Malaysia (USM) are required to create and maintain a personal e-portfolio. Findings indicated that six competencies emerge from the teachers' practices of e-portfolios - (1) developing understanding of an effective teacher's role; (2) developing teaching approaches/activities; (3) improving linguistic abilities; (4) comprehending content knowledge; (5) gaining ICT skills and; (6) the realization of the need to change mindsets.

Reinhardt and Rosen (2012) examined the effect of different forms of organizing group work. Seventy-five students from a premedical school were randomly assigned to an active lecture group, a cooperative group, or a collaborative learning group. Exam results of the active lecture groups were the highest. Results of the cooperative group were significantly lower than the active lecture group and significantly higher than the collaborative group. The presentation quality was significantly higher in the collaborative group compared with the cooperative group.

Badache (2011) tested the effect of group work on first year students of English Language at Batna University and how it influences their oral presentation performance, and how group work positively promotes academic achievement. The results showed that group work can be of paramount importance for students to achieve and obtain better results when working together, creating an friendly atmosphere in which they freely express themselves, especially shy and reticent ones.

Miangah (2011) showed the effect of corpora in TEFL classroom by the integration of data- driven corpus-based methodology in an inductive and learner-centered way in TEFL classes and evaluated a potential strategy of having Iranian EFL students appeal to a large language monolingual corpus researching a certain grammatical pattern. The results revealed the high effectiveness of corpus consultation as a supplement to conventional language learning tools such as grammar textbooks, dictionaries and the like.

Al-Matrafe (2010) designed a training program based on active learning strategies to enhance teaching skills among student-teachers at Om Al-Qora University. The researcher adopted the experimental approach. A small random

sample of (50) student-teachers was divided into control and experimental groups. An observation sheet and a test were completed per and post of the experimental. T-test and ANOVA were used to analyze the data statistically. The result concluded that the program achieved positive effect on student-teachers' knowledge and teaching skills.

Badawi (2009) investigated the effectiveness of using blended TEFL course on developing EFL prospective teachers' pedagogical knowledge and performance. In the first term of the academic year (2008/2009), two fourth year (38) prospective EFL teachers at the Faculty of Education and Arts were presented the sample of the study. The first group studied four TEFL units using the traditional face-to-face model, while the second group studied the same four units using the suggested blended learning model. The results of a pedagogical knowledge test of performance scale showed that blended learning model was more effective than face-to-face learning in developing EFL prospective teachers' pedagogical knowledge. However, both blended learning and face-to-face proved to have almost the same effectiveness in developing EFL prospective teachers' pedagogical performance.

Al-Masri (2005) developed an effective TEFL course for fourth-level students specialized in English by using a questionnaire to explore the participants' interest in using WebCT; to identify the main technical difficulties facing participants using WebCT and to investigate how WebCT can influence effective and pedagogical factors that play a key role in effective learning. The participants' responses to the first aspects were positive and encouraging. Furthermore, the study indicates how useful WebCT can be to supplement on-campus lectures, especially if used with students who are comfortable with using technology and do not encounter serious technical problems.

### **Commentary on the Previous Studies**

There are relationships between studies and the current one. The following conclusions can be driven: Most of the previous studies concerned on developing TEFL courses as well as the current one did. Some of the studies used different effective teaching strategies such as e-portfolio and group work while others used e-learning techniques such as WebCT and blended learning. The current study focused on questioning based learning and oral group presentation as two strategies for developing effective TEFL course. The researcher got benefits of these studies in writing the procedure of the study and selecting the appropriate tools, research design and statistical analysis. Moreover, her background has been expanded. By carrying out such a study, the researcher hopes to enrich the empirical studies in this field of TEFL courses.

## **9. RESEARCH DESIGN AND METHODOLOGY**

### **Research Method**

The researcher has followed the survey design method which “provides a quantitative or numeric description of trends, attitudes, or opinions of population by studying a sample of that population” (Creswell, 2009, p.145). In this research, question-based strategy and oral group presentation were adopted as active teaching strategies in teaching fourth level EFL student-teachers TEFL course. By the end of the semester a questionnaire and attitude measurement tool were used to reveal student-teachers' evaluation and attitude levels towards the use of some active teaching strategies.

### **Research Population and Sample**

The population of this study consisted of (89) student-teachers who enrolled in TEFL course in the academic year (2011/ 2012). They were all fourth-level students specialized in TEFL at Al-Azhar University-Gaza (AUG). All students were presented the sample of the study. They were divided into two separate groups, male (N = 32) and female (N= 57) students according to the system and philosophy of (AUG).

### **Variables of the Study**

The salient variables were question based-learning and oral group presentation strategies. The other variables were gender (male and female) and accumulative average (accepted, good, very good and excellent).

### **Study Tools**

The researcher asked EFL student-teachers to write the most valuable benefits they obtained from using question-based and group oral presentation strategies and their attitude towards such active teaching strategies. The

researcher re-wrote EFL students-teachers’ statements in a questionnaire and attitude measurement and redistributed them to the students to reveal their evaluation and attitude towards the adopted strategies.

**A- Questionnaire**

The main data elicited from the questionnaire were collected from five-point Likert- scale responses (strongly agree; agree; neutral; disagree; strongly disagree). It was made up of two parts. The first part consisted of (11) items to reveal EFL student-teachers’ evaluation on question based-learning strategy; the second part included (11) items about group oral presentation.

**B- Attitude Measurement**

To reveal EFL student-teachers’ attitude, an attitude measurement of (12) and five-point Likert- scale items was prepared by the researcher and completed by the students.

**Validity of the Questionnaire and Attitude Measurement**

The validity of the questionnaire was checked by content validity and internal consistency as follows:

- a- Content validity, “refers to the extent to which a measurement reflects the specific intended domain of content” (Gaur and Gaur, 2009, p.32). Seven TEFL professors reviewed the questionnaire and the attitude measurement. Their invaluable remarks were put into consideration to modify the questionnaire. Some items were blended with others while some items were excluded according to expertise’ recommendations.
- b- Internal consistency, indicates “the correlation of the degree of each item with the total of the questionnaire” Al Agha and Al Ostaz (2004: 110). To verify the internal consistency of the questionnaire and the attitude measurement, a pilot group of (30) individuals out of the population of the study completed the tools. Pearson’s correlation coefficient between the score of each item and the total score of each part. The following table outlines the results:

**Table (1)** Pearson’s Correlation Coefficient between the Score of each Item and the total Score of the Part

Question-based Strategy			Oral Group Presentation Strategy			Measurement Attitude		
No.	Pearson’s Correlation Coefficient	Significant Level	No.	Pearson’s Correlation Coefficient	Significant Level	No.	Pearson’s Correlation Coefficient	Significant Level
1	0.735	0.01	1	0.735	0.01	1	0.596	0.01
2	0.498	0.01	2	0.498	0.01	2	0.427	0.01
3	0.502	0.01	3	0.502	0.01	3	0.557	0.01
4	0.495	0.05	4	0.495	0.05	4	0.581	0.01
5	0.452	0.05	5	0.452	0.05	5	0.467	0.01
6	0.725	0.01	6	0.725	0.01	6	0.523	0.01
7	0.651	0.01	7	0.651	0.01	7	0.658	0.01
8	0.859	0.01	8	0.859	0.01	8	0.636	0.01
9	0.421	0.05	9	0.421	0.05	9	0.488	0.01
10	0.654	0.01	10	0.654	0.01	10	0.526	0.01
11	0.451	0.05	11	0.451	0.05	11	0.465	0.01
						12	0.519	0.01

It is concluded from the table (1) that all items are statistically significant at significant level = (0.01). This means that the tools are highly consistent and valid to be used in this study.

**Reliability of the Questionnaire and the Attitude Measurement**

An estimation of the tools reliability over the pilot sample was predicated by using Cronbach Alpha formula. It “is the degree to which one may expect to find the same result if a measurement is repeated (Gaur and Gaur, 2009, p.32). The reliability for the first questionnaire which was related to question based-learning strategy is (0.94), (0.91) for oral group presentation and (0.76) for the attitude measurement. It is evident that all Cronbach Alpha Coefficient were higher than (0.75) which means that the tools were highly reliable to be applied in this study.

## 10. RESULTS AND DISCUSSION

**The First Question** is “what is EFL student-teachers' evaluation towards using some active teaching strategies on developing effective TEFL course?” To answer this question, the researcher calculated the percentage of student-teachers' responses on each item in the questionnaire. Results are presented in tables (2 &3) below:

**Table (2)** Total responses, Means, Standard Deviation and Percentages of EFL Student-Teachers' Evaluation of Question Based-Learning Strategy

No.	Items	Total of responses	Means of responses	Standard Deviation	Percentages
1	Develops silent reading skill	348	4.405	0.707	88.101
2	Develops language skills	348	4.405	0.793	88.101
3	Encourages cooperative and collaborative learning	341	4.316	0.743	86.329
4	Enhances thinking skills	344	4.354	0.734	87.089
5	Increases students' participation effectively	362	4.582	0.633	91.646
6	Raises the degree of motivation between students and the teacher and among students themselves	346	4.380	0.666	87.595
7	Increases the degree of attention and concentration	345	4.367	0.683	87.342
8	Motivates discussion	362	4.582	0.691	91.646
9	Provides students with extensive information in a brief time	344	4.354	0.769	87.089
10	Provides students with a summary for the lesson	347	4.392	0.724	87.848
11	Increases self-directed learning	346	4.380	0.756	87.595
<b>Total</b>		3833	48.519	6.271	88.216

It is obvious from table (2) that the item (5 & 8) have highest percentage which equals (91.646) while the item (3) has the lowest percentage which equals (86.329).

**Table (3)** Total responses, Means, Standard Deviation and Percentages of EFL Student-Teachers' Evaluation of Oral Group Presentation Strategy

No.	Items	Total of responses	Means of responses	Standard Deviation	Percentages
1	Develops speaking skill	348	4.405	0.707	88.101
2	Develops communication skills	345	4.367	0.819	87.342
3	Enhances pair and group work	356	4.506	0.714	90.127
4	Builds creative teaching skills	345	4.367	0.737	87.342
5	Motivates participation	353	4.468	0.713	89.367
6	Creates an opportunity to apply the theoretical knowledge practically and authenticity	344	4.354	0.752	87.089
7	Reinforces learning skills	347	4.392	0.775	87.848
8	Gives students the chance to learn from others' mistakes	346	4.380	0.756	87.595
9	Provides students with a summary for the session	353	4.468	0.731	89.367
10	Gives opportunities to know different ways of reorganizing the learning materials logically and psychologically	343	4.342	0.783	86.835
11	Encourages discussion and exchanging opinions	341	4.316	0.777	86.329
<b>Total</b>		3821	48.367	6.054	87.940

It is obvious from table (3) that item (3) has highest percentage which equals (90.127) and item (11) has the lowest percentage which equals (86.329).

**The Second Question** is “what is EFL student-teachers' attitude towards using some active teaching strategies on developing effective TEFL course?” To answer this question, percentages of EFL student-teachers' responses on the attitude measurement were calculated as table (4) presents them.

**Table (4)** Total responses, Means, Standard Deviation and Percentages of EFL Student-Teachers' Attitude towards using some Active Teaching Strategies

No.	Items	Total of responses	Means of responses	Standard Deviation	Percentages
1	Helps me to understand the learning material	345	4.367	0.737	87.342
2	Develops my teaching skills	342	4.329	0.780	86.583
3	Helps me to focus on the important points	340	4.304	0.774	86.076
4	Saves my efforts in studying the subject	348	4.405	0.670	88.101
5	Corrects misunderstood points	344	4.354	0.717	87.089
6	Helps me to learn from others' mistakes	354	4.481	0.714	89.620
7	Gives opportunity for exchanging experiences and ideas	354	4.481	0.731	89.620
8	Encourages me to participate in the lecture	339	4.291	0.834	85.823
9	Enriches the content material with more information	353	4.468	0.713	89.367
10	Decreases the feeling of routine, fair, and shyness	329	4.165	0.791	83.291
11	Encourages students to ask and answer questions	339	4.291	0.754	85.823
12	Provides direct feedback (from the lecturer or colloquies)	334	4.228	0.784	84.557
<b>Total</b>		4121	52.165	4.765	86.941

It appears from table (4) that item (6) has the highest percentage which equal (89.620) and item (12) has the lowest percentage which equals (83.291).

**Test of the First and Second Hypotheses**, the first and second hypotheses are:

- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' evaluation due to gender (male and female).
- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' attitude due to gender (male and female).

To test these hypotheses, the researcher used T.Test. Results are presented in table (5) below:

**Table (5)** T-test Value and Significant Level between Male and Female EFL Student-Teachers' Responses

	Gender	No.	Means	Standard Deviation	T-test	Sig
<b>Question Based-Learning Strategy</b>	Male	32	48.531	5.858	0.898	Not significant
	Female	47	48.510	6.599		
<b>Oral Group Presentation</b>	Male	32	74.625	5.906	0.014	Not significant
	Female	47	48.872	6.163		
<b>Attitude Measurement</b>	Male	32	51.78	5.135	0.588	Not significant
	Female	47	52.43	4.534		

The previous table (5) shows that the computed T is lower than the tabulated T. in all the parts and in the total degree of the questionnaire. Hence, it can be stated that there were no statistically significant differences attributed to the gender. In other words, the evaluation of the female EFL student-teachers equals those of the male EFL student-teachers.

**Test of the Third and Fourth Hypothesis**, the third and fourth hypotheses are:

- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' evaluation due to accumulative average (60-69.9%,) accepted; (70-79.9%) good; (80-89.9%) very good; and (90-99.9%) excellent.
- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) among EFL student-teachers' attitude due to accumulative average (60-69.9%,) accept; (70-79.9%) good; (80-89.9%) very good; and (90-99.9%) excellent.

These two hypotheses aimed at exploring if questioning based learning and oral group presentation succeed in affect EFL student-teachers' different academic level or not. To test these hypotheses, One-Way ANOVA was used to analyze the data statistically. Results are presented in table (6) below:

**Table (6)** One-Way ANOVA Value and Significant Level among EFL Student-Teachers' Responses due to Accumulative Average

		Mean Square	df	Sum of Squares	F	Sig.
<b>Question Based-Learning Strategy</b>	Between Groups	364.246	3	121.425	2.369	Not significant
	Within Groups	2703.446	75	36.046		
	Total	3067.722	78			
<b>Oral Group Presentation</b>	Between Groups	23.858	3	7.953	0.210	Not significant
	Within Groups	2834.496	75	37.793		
	Total	2858	78			
<b>Attitude Measurement</b>	Between Groups	202.665	3	67.555	2.231	Not significant
	Within Groups	1568.19	75	20.909		
	Total	1770.861	78			

Table (6) indicates that the value of calculated 'F' is lower than the tabulated 'F' which means that there weren't any statistically significant differences due to accumulative average among student-teachers' evaluation and attitude.

### Discussion

The results of the EFL student-teachers' evaluation of the use of questioning-based learning strategy showed high level of percentages in-between (91.646 - 86.329). The researcher attributed this result to many reasons some of them are as follows. EFL student-teachers can't answer the questions without deep critical reading for the main resource and other EFL resources which develops silent reading skills and self-directed learning. Besides, the EFL student-teachers were working in groups to answer, exchange answers, and discuss opinions which enhances language skills, cooperative and collaborative learning, and motivation. This result resembled the findings of Reinhardt and Rosen's (2012) study which proved the effect of different forms of organizing group work in developing and Badache's (2011) study which showed the effect of group work on first year students of English Language. In addition, there is no doubt that the questions focused on the main idea of the learning material and how to adopt the theoretical information in practical aspect; this side of questioning-based learning strategy provides EFL student-teachers with the summary for the whole learning material and intensive information in a brief time.

In the same context, the results of the EFL student-teachers' evaluation of the use of oral group presentation strategy showed high level of percentages in-between (90.127 - 86.329). This result could be discussed as follows. When EFL student-teachers selected a topic to talk about and discuss in-front of their colleagues, they discussed the topic in groups, thought creatively how they can explain it clearly to others, which techniques and materials they can use to make it lovely and encourage others to focus and get benefits, what are the most important points they need to focus on and explained?. By this discussion and hard work of preparation, this strategy develops communication skills and teaching skills. During of the different oral group presentations, EFL student-teachers noticed different ways of developing and re-organizing the learning material and different teaching techniques. Moreover they noticed other mistakes and avoided to commit the same mistakes. This result resembled the result of Al-Matrafe's (2010) study which showed a positive impact of active learning strategies to enhance teaching skills among student-teachers.

As a result of high level of percentages among EFL student-teachers' evaluation of the two strategies, there was high level of percentages in-between (89.620 - 83.291) of EFL student-teachers' responses on the attitude measurement.

Regarding to the results of hypotheses, there were no statistically significant differences attributed to the gender. In other words, the evaluation of the female EFL student-teachers equals those of the male EFL student-teachers and there weren't any statistically significant differences due to accumulative average among student-teachers' evaluation and attitude. These results could be due to the following reasons:

Question based-learning and oral group presentation are a new trend of learning/teaching for EFL student-teachers. In-fact, these strategies attract students' attention and lead them to spend a lot of time in learning and reading materials related to TEFL. Furthermore, active learning/teaching strategies made the course more interesting and meaningful for EFL student-teachers. Moreover, these strategies met individual differences among EFL student-teachers and interest. Working in inhomogeneous groups encourages all of them help each other to understand and complete the task. Questions helped EFL student-teachers to understand the learning material deeply and focus on the main idea of the lesson. Questions were presented in focused arrangement which enabled EFL student-teachers to organize their ideas, motivated them to learn, and provided them with chances to check their understanding. The teacher herself paid more efforts and time in preparing for each lecture. She outlined the steps in detail, prepared a variety of question types and levels for each chapter, and reviewed EFL student-teachers' oral presentations before their final presentation. Continual and synchronous with chances to check the committed errors in order to avoid repeating them. Dealing with female and male EFL student-teachers who had different accumulative rates was the same. They had the same guidelines, types and levels of questions, roles in both strategies (answering the questions and sharing the group in completing oral presentation), and following up and feedback. Besides that, they worked in heterogeneous groups managed and handled the gender and accumulative level difference among EFL student-teachers' evaluation and attitude towards both strategies.

## **11. RECOMMENDATIONS**

Based on these results, the following recommendations are made for teachers of TEFL courses:

- Adopting active teaching strategies in teaching TEFL courses needs a combination of urgent activities such as: reading more about the strategies, providing sample lessons, laying out specific and clear procedures, defining the roles of the teacher and students clearly, preparing needed activities and questions, explanation of the evaluation criteria, and providing students with immediate evaluation and feedback.
- EFL student-teachers need to focus on ways to adopt active strategies alongside the learning material they can learn know how to use these strategies in their future career.
- Both teachers and EFL student-teachers have to understand the importance of active teaching strategies.
- Further studies should be conducted to investigate the effect of using different active teaching strategies in teaching TEFL and other educational courses in developing EFL student-teachers' teaching skills.

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