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# EXPLORING IMPLEMENTATIONS OF ACTIVE LEARNING STRATEGIES IN AN ENGLISH PREPARATORY SCHOOL: A QUALITATIVE CASE STUDY AT A TURKISH FOUNDATION UNIVERSITY

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ANKARA, 2024

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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# ABSTRACT

EXPLORING IMPLEMENTATIONS OF ACTIVE LEARNING STRATEGIES IN AN ENGLISH PREPARATORY SCHOOL: A QUALITATIVE CASE STUDY AT A TURKISH FOUNDATION UNIVERSITY

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August, 2024

This research study explored the implementation of active learning strategies in an English preparatory school in Ankara, Turkiye. Conducted in alignment with the qualitative case study design, this study aimed to shed light on the active learning strategies embedded in the preparatory school educational materials such as curriculum guides, coursebooks, and supplementary materials. Furthermore, in the context of the English Language School of this foundation university, the active learning strategies employed by the teachers in EFL classrooms, perceptions of 8 English instructors and one level head towards active learning strategies were investigated. The data collection methods included semi-structured interviews with the English instructors and the level head as well as document analysis of both electronic and printed educational materials. Findings of the study showed that collaborative learning was a prevalent approach practiced in the form of pair work and group work techniques which showed coherence across the educational materials, the English instructors' perspectives and the level head's perspective. The main drawbacks of active learning included time constraints, the loaded curriculum, and concerns about fossilized errors. Finally, the prioritization of certain techniques over others showed alignment with the mission statement of the selected English preparatory school. Pedagogical implications and suggestions for further research were also added at the end of this study.

Keywords: Active Learning Strategies, English as a Foreign Language, Tertiary Level English Education

# ÖZET


İNGİLİZCE HAZIRLIK OKULUNDA AKTİF ÖĞRENME STRATEJİLERİ UYGULAMALARININ İNCELENMESİ: TÜRKİYE'DE BİR VAKIF ÜNİVERSİTESİNDE NİTEL VAKA ÇALIŞMASI

Özkan Akkaya
M.A., İngiliz Dili Eğitimi
Tez Yöneticisi: Doç. Dr. Erdem Aksoy

Ağustos, 2024

Bu çalışma, Ankara, Türkiye'deki bir İngilizce hazırlık okulunda aktif öğrenme stratejileri uygulamalarını incelemektedir. Nitel vaka çalışması yöntemiyle yürütülen bu çalışma, hazırlık okulu eğitim materyallerinde, müfredat kılavuzlarında, ders kitaplarında ve ek materyallerde kullanılan aktif öğrenme stratejilerini incelemeyi amaçlamaktadır. Ayrıca, bu vakıf üniversitesinin İngilizce Hazırlık Okulu'nda görev yapmakta olan 8 İngilizce öğretmeni tarafından sınıflarda uygulanan aktif öğrenme stratejilerini, bu öğretmenlerin ve bir seviye başkanının aktif öğrenme stratejilerine yönelik algıları araştırıldı. Veri toplama yöntemleri arasında İngilizce öğretmenleri ve seviye başkanı ile yapılan yarı yapılandırılmış görüşmeler ve hem elektronik hem de basılı eğitim materyallerinin belge analizi yer almaktadır. Çalışmanın bulguları işbirlikçi öğrenme modelinin bu hazırlık okulunda ikili çalışma ve küme çalışması şeklinde baskın bir yaklaşım olarak benimsendiğini göstermiştir. Bu sonuç İngilizce öğretim görevlilerinin ve seviye sorumlusunun perspektifleri ile eğitim materyallerinde kullanılan aktif öğrenme teknikleri arasında tutarlılık göstermiştir. Aktif öğrenme tekniklerinin uygulanmasında başlıca dezavantajlar arasında zaman kısıtlamaları, yoğun müfredat programı ve kalıcı hatalara yönelik endişeler yer almaktadır. Bazı tekniklerin diğerlerine göre önceliklendirilmesi ile seçilen İngilizce hazırlık okulunun misyonu arasında bir uyum olduğu bulunmuştur. Bu çalışmanın sonuna pedagojik etkiler ve ileride yapılacak araştırmalar için öneriler de eklenmiştir.

**Anahtar Kelimeler**: Aktif Öğrenme Stratejileri, Yabancı Dil Olarak İngilizce Öğretimi, Yükseköğretim Düzeyinde İngilizce Öğretimi

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*To the Light bearers,*

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| | |
|---|---|
| EFL | English as a Foreign Language |
| EMI | English as Medium of Instruction |
| MoNE | The Ministry of National Education |
| ELT | English Language Teaching |
| CEFR | Common European Framework of Reference |
| GSE | Global Scale of English |

# CHAPTER 1
# INTRODUCTION

This chapter presents an overview of the background of the study, statement of the problem, the purpose of the study, the research questions and significance of the study.

## 1.1 Background of the Study

Classroom trends and learning experiences are shaped by the dynamicity of evolving human-beings. Since students and teachers bring in the human factor into education by performing the inevitable role players of educational settings, it is almost impossible not to be able to observe dynamicity and changing trends in education. This dynamicity of evolving human beings within educational contexts needs enough attention because it is discussed that the dynamic nature of education makes it necessary to implement adaptations with new trends to the existing teaching methodologies to engage learners in a better way (Chen et al., 2017). Changing teachers and students' role in the classroom can be given as an example to one of these trends. The picture of teachers actively taking part in teaching and students being mere listeners has fallen out of popularity (Moreno-Guerrero et al., 2020). Models and approaches where students become the active participants in their own learning process are becoming more and more widespread (Çakır et al., 2020). It is utterly important that learners place themselves in the center of learning, lead their own learning experience, and become actively involved for better learning (Blumberg & McCann, 2009).

Active learning surpasses the aforementioned outdated transmission of information that is drawing a one-sided trajectory moving from teachers to students. This pedagogical approach gives importance to students' engagement, active participation, and interaction (Prince, 2004). Traces of active learning can be followed within the existing contemporary theories. John Dewey (1938), who was the father of experiential learning, claimed that hands-on activities and active inquiry in learning enhance learning. He highlighted the importance of real-life experiences which increase retention and better learning. When students take the lead and put themselves at the center of learning experience, they can feel more motivated to construct

knowledge actively. Similarly, Jean Piaget was another influential theorist that inspired many about active learning by laying the foundations of constructivist learning theory. According to "Constructivist Learning Theory", it is quite important to incorporate active learning strategies in classrooms since they enable students to become actively involved and make meaning out of their learning experience, which contributes to the permanence of learning outcomes and better retention. Even though Piaget (1964) mainly focused on children education, his ideas are crucial to mention to understand active learning in a broader context. In constructivist theory, Piaget (1964) puts forward the idea that experiences and interactions help learners to construct meaning and adds that learning is not an acquisition, rather a construction, which necessitates active participation and hands-on activities. When materials, inside and outside classroom activities, and tasks are designed in alignment with active learning strategies, they can construct knowledge for themselves and learning becomes more permanent (Carroll, 2019; Faleye, 2011). In light of these two approaches, it is a must to conclude that active learning leads to active involvement, interaction, better learning, retention and self-reflection while learning takes place (Armbruster et al., 2009; Prince, 2004; Styers et al., 2018). In relation to active learning, a learner's profile is at the perfect state if they are autonomous figures and take ownership of their own learning experience, set solid goals, monitor their own progress and reflect on their learning (Asmari, 2013; Balçıkanlı, 2020; Melania & Savitri, 2022).

### 1.1.1 EFL Education in the Turkish Context

EFL education in the Turkish context should be given enough attention and limitations of it should be understood thoroughly to gain insight into the context of the study and role of active learning strategies at tertiary level. There is a distinctive difference between private and state schools in terms of K-12 education in Türkiye. In private schools, the number of English classes is much higher than the one in state schools; as a result, English language education was given more importance than state schools (Güneş, 2020). While in private schools, the number of English classes may climb up to 20 or more in a week, in state schools, this number may vary between 2 to 4 class hours a week starting from 2nd grade till 12th grade. According to a report published by the British Council and TEPAV in 2014 (The Economic Policy Research Foundation of Turkey), the number of English classes in state schools are extremely

low and should be at least 6 hours in a week so as to achieve success in English learning. In terms of stages decided by the Ministry of National Education (MoNE), there are four different levels: preschool, primary education, secondary education, and higher education. The compulsory education model only includes primary education (1st, 2nd, 3rd, and 4th grades), secondary education (5th, 6th, 7th, and 8th grades), and high school education (9th, 10th, 11th, and 12th grades).

When it comes to university education after high school, since exposure to English language is quite limited in state schools, not every student can make a direct transition to their departments when they are qualified for an English as Medium of Instruction (EMI) university education. Their proficiency level might not be enough to directly start their departmental studies, which obliges them to study at least one semester or maximum 4 semesters at English preparatory programs. Depending on their English level, students are placed in their corresponding level after a proficiency test, they take at the beginning of their enrollment year. Each university has their own curriculum and educational model to be followed for English language teaching. Proficiency tests can consist of multiple-choice questions at some universities, while some universities set universal standards and assess students' performance through four main skills: reading, writing, speaking, and listening. EMI universities - whether they are state, private or foundation universities, aim to improve students' communicative skills, reading and listening comprehension since they are expected to acquire the ability to analyze academic texts, give presentations, write essays or carry out similar challenging tasks in their departmental studies.

English preparatory schools are important for providing tertiary level students with the required language skills prior to their academic lives (Arslan, 2020). The courses offered by English preparatory schools serve as intensive English courses to improve students' overall proficiency in English; thereby enabling them to be exposed to academic material in English (Arslan, 2020). Collier (1987) has asserted that these English programs facilitate students' achieving language proficiency necessary for academic success. In terms of academic preparedness, Alshammari (2022) has put forward the idea that English preparatory programs do not only focus on improving students' language proficiency, but they also aim to serve as a mediator between students' academic experiences and the demands of tertiary studies, highlighting the

importance of additional benefits of English preparatory programs rather than merely language teaching. These schools function as a bridge for students coming from various language backgrounds and getting accustomed to English-medium academic settings (Bridges & Hoff, 2012).

### 1.2 Statement of the Problem

In traditional contexts, students often played a passive role, getting knowledge instructed by teachers through lectures and memorization (Pedersen & Liu, 2003). Especially in language acquisition, passive learning has been asserted not to yield desired results (Magwa & Mohangi, 2022). Especially, limitations of teacher-centered educational models are strongly felt by language learners, which gives rise to hindrances in fostering genuine language acquisition and proficiency (Shadid et al., 2023). To this end, student-centered approaches in English education receive more attention than ever because English Language Teaching (ELT) requires an inevitable shift in students' identity from being passive listeners to active knowledge constructors (Oxford & Nyikos, 1989). Since active participation of students and strategies that promote active learning are gaining importance in language learning, their implementation in EFL should be given enough attention.

Even though students are expected to learn English until young adulthood, the gap and discrepancy in the number of English classes in schools in Türkiye as mentioned before in this study makes it difficult for some with limited hours of exposure to English to attain proficiency before university education. It becomes vital for students to take responsibility and ownership of their own learning in upper secondary, which prepares a new identity that ensures their readiness for studying at tertiary level (Conley & French, 2014). Leading their own learning process is valuable especially in higher education since higher education prioritizes certain values that align with the main values of university education such as personal autonomy, responsibility, and self-growth (Zhoc et al., 2018). To this end, they are required to become active role players and lead their own experience as young adults. Rather than merely sitting and receiving information from their instructors, taking ownership of this learning process is utterly important in their academic lives. At this point, preparatory schools should not only serve as a mediator to enable students to become

proficient users of English, but it also needs to increase students' academic readiness. English preparatory schools' mission has been claimed to prepare autonomous students for academic studies and develop skills that will help them navigate the challenges of academic studies (Al-Rabia et al., 2021). The English Language School of the foundation university selected for this research study aims to promote active learning as specified in its mission and vision declaration (TED University English Language School, n.d.). The main goals regarding active learning can be ranked as:

- To help students become autonomous and independent learners,
- To deliver high quality language education,
- To emphasize independent learning,
- To enable active participation of students,
- To enable students to shape their own learning process,
- To promote collaboration by encouraging students to work together,
- To support a student-centered approach where students learn by doing.

Thus, the role of English preparatory schools becomes especially important since they do not only aim to improve students' English levels and prepare them to be independent learners for their academic lives.

In the context of the selected English Language School, the level heads possess exceptional expertise and qualifications regarding making decisions about curriculum design, teaching pedagogies, and educational policies imposed in the example of this foundation school English preparatory school. They are in charge of organizing and managing sections of English classes and deciding upon the educational materials. English instructors' application of the decided materials and methods is also significant in this context since they turn these decisions into real learning events within classrooms. To this end, both of these groups' perceptions towards active learning strategies matter a lot. The responsibility of deciding on active learning strategies falls on the shoulders of level heads and the application of them in class belongs to English instructors at the context of this study. However, there remains a gap in exploring what kind of active learning strategies are used in tertiary level educational materials and finding out whether they are perceived to help enhance students' language learning and academic preparedness. Therefore, research and in-

depth exploration is necessary to shed light on teachers' and level heads' perceptions on the implementation of active learning strategies in English preparatory schools and explore its impact on students' language learning and academic preparedness through their perspective.

### 1.3 Purpose of the Study and the Research Questions

The aim of this qualitative case study is to explore the implementation of active learning strategies in the educational materials, teachers' and level heads' perceptions on the implementation of active learning strategies in a selected English preparatory school of a foundation university and explore its perceived impact on students' language learning and academic preparedness in English through their perspective. In order to address this purpose, this study was carried out with 8 English instructors and a level head working at the English preparatory school of a foundation university in Türkiye. To accomplish this aim, the following research questions were formulated:

1. Which active learning strategies are embedded in the preparatory school educational materials: curriculum guides, coursebooks and supplementary instructional materials?
2. Which active learning strategies are employed by teachers in EFL classrooms in the English Preparatory School of a foundation university?
3. What are the perceptions of instructors and level heads towards these active learning strategies used in the preparatory program?

### 1.4 Significance of the Study

There seems to be a lack of research exploring which active learning strategies are employed at English preparatory schools in EFL context at tertiary level. Analyzing which active learning strategies are embedded in educational materials will benefit tertiary level EFL instructors, and stakeholders while making decisions regarding the curriculum and planning instructional materials. Vocalizing the voices of educators and educational leaders will provide in-depth research data and reflect the dynamics of active learning in English language education. The ultimate aim of the study is to raise awareness towards active learning strategies and mirror the

perceptions on its implementations to find out possible benefits or limitations at tertiary level preparatory schools in Türkiye as well as many other countries where English is taught as a foreign language at tertiary level.

### 1.5 Limitations of the Study

Even though the researcher's attempts aimed to mitigate the potential shortcomings, the study gave rise to certain limitations that needed to be addressed. First of all, the number of level heads involved in the study was three, yet two of these level heads requested to be exempt from the study during the data collection process. Therefore, only one level head was interviewed to provide data from the level head perspective. This unexpected mortality serves as a limitation for the generalizability of the findings regarding the level head perspective. Secondly, the methodology of the study included the researcher as one of the data collection tools. To this end, the researcher's calculations of the frequencies as well as the numbers of active learning techniques in document analysis section are prone to miscalculations. The occurrences and recurring phrases were manually calculated by the researcher, which was double checked to achieve accuracy in the findings, yet the possibility of slight miscalculations remains for the analysis section. Even though the findings of the study were limited due to the role of the researcher, the active involvement of the researcher was necessary to observe the implicit or explicit occurrences of active learning implementations and categorize them accordingly in a more organic way.

# CHAPTER 2
# LITERATURE REVIEW

This chapter will provide a review of the existing literature related with three major themes of the study which are as follows: (1) active learning in education, (2) theoretical foundations of active learning, and (3) active learning strategies at preparatory schools' English language education.

## 2.1 Active Learning in Education

### 2.1.1 Definition and Conceptualization of Active Learning

Active learning has been defined by many scholars and conceptualized precisely even though the name itself implies and gives away the core of this approach. Even though there is not an agreed definition of active learning, Prince (2004) has defined it as an instructional method actively engaging students in the learning process. Likewise, it has been regarded as a concept that is aimed at enhancing learning outcomes through certain techniques engaging students actively with the material presented (Hartikainen et al., 2019). Active learning can also be defined as an approach that reshapes the classroom dynamics or might appear as a purposive selection of materials that will promote students' involvement (Hartikainen et al., 2019). Similarly, Lee and Wilcox (2022) have conceptualized it as an approach where learners' active participation is necessary and more engaging methods are applied rather than passive methods such as listening and note-taking. Demirci and Akcaalan (2020) have tried to conceptualize it through the role-players in the classroom and stated that learning should become more dynamic and engaging, placing students in the center of learning rather than teachers. They add that it consists of varied in-class activities that make them involved in social interactions.

With the purpose of engaging students and improving their learning experience, active learning can manifest itself in different examples. Solid in-class examples of active learning techniques can be ranked as group discussions, simulations, and problem-solving tasks (Rajan et al., 2019). It can take many other forms when implemented either inside or outside the classroom environment. The flipped classroom approach is another example which initially proposes students' interaction

with outside the class materials like going through lectures or reading texts before the class, and then participate in interactive tasks like problem-solving and discussion in class (Post et al., 2015; Dori & Belcher, 2005; Chen & Looi, 2011). Since human-human interaction is not the mere transmissional context that enables exchanging of information, technology-enabled active learning can be given as another example. This model requires students to use technological devices as tools to familiarize themselves with the provided course content, participate in collaborative activities, and carry out hands-on activities to achieve comprehension of subjects (Hwang et al., 2015; Brooks, 2011; Jin & Peng, 2022). Soderdahl (2011) also draws attention to the layout of active learning classrooms and advises the use of round tables, display screens and marker boards for further collaborative strategies such as group work and class discussions, which highlights the importance of the physical layout of active learning classrooms.

Think-Pair-Share, Peer Instruction, One Minute Paper, Muddies Point Paper, Gallery Walk, Jigsaw, and case study discussions are presented as the most commonly used active learning strategies (Miller & Mertz, 2014). Think-Pair-Share requires a question or a prompt that will trigger students' schemata and allocates a certain amount of individual thinking time. After that, students find a partner in-class and discuss their ideas with a partner first, then share discussion outcomes with a larger group (Khotimah et al., 2023). Another example can be peer teaching which allows students to teach topics or skills to one another and provides them with the opportunity to learn from their peers (Johansson et al., 2018). Inevitably, active learning might surpass physical classrooms and can manifest itself as an outdoor activity in the following forms: exploring natural settings, experiencing real-life contexts and projecting what they have learned previously into classroom settings. The list of active learning strategies can go even longer with the creative minds of educators and revolutionary classroom interventions. With respect to the definitions and conceptualizations above, active learning can be summarized as the intervention of incorporating a wide range of approaches, strategies, activities, and techniques that promote collaboration, student engagement, and interaction. As a result, it might be challenging to categorize these interventions definitively. Terms such as "strategies," "activities," and "methods" are often used interchangeably in the literature due to the fluidity and diversity of implementations. However, it is necessary to mention widely recognized and accepted active learning strategies or techniques. A spectrum of active learning techniques were

shared by some scholars working at Center for Research on Learning and Teaching at the University of Michigan. Prepared by Chris O'Neal and Tershia Pinder-Grover, the spectrum for the classification of active learning techniques in terms of complexity and classroom time commitment can be seen in Figure 1:

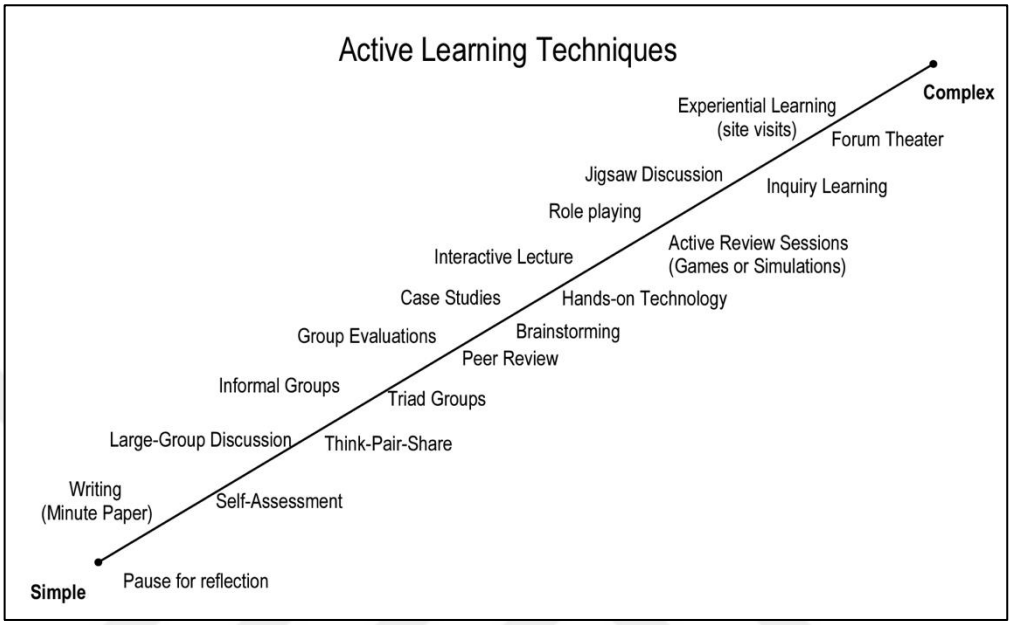


Figure 1. A Spectrum for Active Learning Techniques by Complexity and Classroom Time Commitment (Chris O'Neal & Tershia Pinder-Gover, n.d.). Prepared by Chris O'Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan.

As it is moved upward in the spectrum, techniques become more complex and require the allocation of a larger amount of time. In addition, this spectrum illustrates the most common practices; that is, active learning strategies can appear in various forms and manifest itself in different variations, surpassing the given techniques.

### 2.1.2 Importance and Benefits of Active Learning Strategies

The shift in educational trends have led to inspirational and innovative interventions that try to resolve the limitations of traditional teaching methods and classrooms (Freeman et al., 2014). In active learning, traditional lecture-based learning is challenged and replaced with a student-centered approach (Michael, 2006). The concept of active learning might manifest itself as teaching strategies and these

strategies can be observed through various teaching models and approaches across many disciplines (Mishra et al., 2020). Importance and benefits of active learning in EFL context will be addressed later in this study, but firstly a more holistic perspective towards the importance and benefits of active learning should be adopted irrespective of whichever discipline it has been applied to.

The broad nature of active learning and the dynamic spectrum of strategies implemented in light of active learning can pose a large number of benefits, which should be evaluated under certain themes and categorized properly to provide a clear picture for decision-makers in education. Initially, cognitive benefits of active learning are to be made clear. Prince (2004) has claimed that if active learning is effectively implemented, the major benefits might reveal themselves as fostering critical thinking, developing problem-solving skills, and most importantly achieving a deeper understanding of the subject matter. He draws attention to the cognitive benefit of active learning, which requires learners' active engagement in the learning process. According to Prince (2004), student engagement leads to exceptional desired outcomes such as enhanced retention, affecting students' study habits positively, improved critical thinking and problem-solving skills. Likewise, Carew et al. (2020) has noted that specific active learning strategies such as hands-on activities and fieldwork deepen students' understanding of a topic and improve their cognition. More comprehensive grasp of the subject matter seems to be achieved through students' cognitive involvement. More precisely, active learning has been claimed to bring about positive effects on students' cognitive abilities (Rahman et al., 2022). Trying to comprehend the subject through active learning enables brain stimulation and enhanced cognition among students. Klizienė et al. (2020) also states that physical activities that trigger cognitive stimulation can achieve active participation and better learning, especially in physical education programs.

Increased student motivation has been regarded as another major benefit of active learning practices in education. Muxtorjonovna (2020) has found out that blended learning activities in alignment with active learning have led to an increase in students' motivation. Also, Kang et al. (2009) claim that resources used in active learning make students curious and try to find out the answers, which indicates a direct increase in students' motivation. Similarly, Gruber et al. (2014) and Adcock et al.

(2006) mentioned a link between curiosity and increased motivation in active learning empowered classrooms. They state that enhanced brain activity which is achieved through student-centered approaches can result in a positive impact on students' motivation. The scientific explanation given by these scholars is that reward-motivated learning increases' dopamine release in the hippocampus. When students are provided with curiosity-provoking tasks, their brain activity is stimulated. After finding out the answer themselves or in groups, there has been observed an increase in motivation levels. In another study conducted by Rini et al. (2022), a cooperative learning model - the STAD (Student Team Achievement Divisions) has been implemented. The STAD Cooperative learning method is an approach that aims to motivate students in group-work activities with the aim of creating meaningful and fun learning experiences. In this study (2022), learners' motivation has increased intrinsically after this cooperative model. Since cooperative activities and group work tasks have also been classified under active learning, it can be also said that active learning strategies can play a crucial role in an increased student motivation (Ismail & Allaq, 2019). In light of these perspectives and research studies, despite being presented and implemented in various forms, it can be asserted that active learning can lead to increased motivation among students.

Another benefit that active learning promises to learning experiences is better retention. Educational materials used in teaching can be loaded, difficult or even too long sometimes to be remembered by students. When materials are presented with active learning strategies, students' retention can be achieved more successfully than traditional materials promoting lecture-based models (McFee et al., 2018). There is sufficient amount of research proving that active learning strategies can bring about exceptionally positive results in terms of better retention; that is to say that students become able learners by grasping the subject matter much better and remember the concepts learned very well (Ott et al., 2018; LaDage et al., 2018; Bavishi et al., 2022). Students can remember the content better, but one of the few studies has claimed a longer term of retention and added that students could build bridges between the current knowledge and previously learned one much better through active learning (Stillesjö et al., 2021). In the same study, it has been stated that building brain networks that are crucial for learning might have been achieved as a result of incorporating active learning strategies in classes. Likewise, Kottke et al. (2013) state that active

participation of students results in increased retention and learning outcomes are achieved more effectively. Soderstrom and Bjork (2015) states that the main goal of education is to achieve long-term learning; thereby drawing attention to better retention as a fundamental outcome. Therefore, in light of the perspectives above, active learning strategies that promote better retention should attract attention.

Active learning can reinforce communicative and interactional skills as well. As long as students are actively involved in the learning process, they are able to improve their communication skills (Ezihaslinde & Stapa, 2019; Saputro et al., 2022). Payán (2021) narrows it down to applied skills, stating that when students are performing collaborative activities, they can be successful in becoming competent learners in communication and interaction. Since student role changes in active learning and shifts away from merely being passive learners receiving information from their teachers, they can have the chance to collaborate with their peers and improve interactional skills (Payán, 2021).. This collaboration might manifest itself as group work, pair-work or in other forms, yet the mutual conversation and the opportunity to learn together poses significant benefits in achieving improvement in interaction and communication. To exemplify this, Saputro et al. (2022) specifically mention the use of oral communication activities, discussions, and turn-taking tasks leading to improved communication skills. Another specific example that enhances students' interpersonal skills is service learning which can be defined as any activity that encourages students to serve the community by helping the ones in need (Simons & Cleary, 2005). What draws attention in this activity is that students can learn and practice empathy which is an important value for any human being. Furthermore, Nor et al. (2022) indicated that theater-based activities can lead to an improvement in students' interpersonal skills. Since they need to memorize certain scripts and perform it orally in front of an audience on a stage, performing such a task can surely benefit students' interpersonal skills. Overall, even though active learning can appear in different forms when it is implemented, it keeps bringing about positive impacts on interpersonal communication and interaction skills.

Active learning has also been associated with increased confidence and creativity level among students. Self-confidence in learning is a crucial trait that every learner should desirably have while learning. It is not only beneficial for a healthy

mindset, but it is also necessary for readiness for real life. Pane et al. (2018) supports this claim by mentioning that active learning approaches create more self-confident students when compared to traditional teaching methods. In pharmacy practice training, Ruehter et al. (2012) highlighted the exceptional increase in students' self-confidence levels when they were given a pharmacy practice experience to further their knowledge and apply their skills. Moreover, Deslauriers et al. (2019) asserts that students realize their ability to become successful when they achieve a deeper understanding through active learning. This realization plays a vital role in cultivating confident learners, which; otherwise, might be challenging to achieve through external factors. This intrinsic awareness towards success, the positive mindset towards sense of accomplishment and confidence are important for students throughout their lives. Creativity is another life-long trait that can be enhanced through active learning. To exemplify its benefit on creativity in physics education, Usmeldi et al. (2020) states that active learning in the form of problem-based learning can boost students' creativity since they are expected to perform creative thinking skills on a given task. In the study, it has been put forward that specifically problem-solving has a significant impact on stimulating students' creativity. In biology learning, İllahi and Arsih (2022) adopted a project-based learning model which has proved to be an effective active learning strategy in fostering creativity through hands-on activities. As another active learning model, project-based learning has been embedded in a study and it has been found out that hands-on projects improve students' creativity and lead to originality in students' artifacts (Ummah et al., 2019). In light of these research studies, increased self-confidence and enhanced creativity have been the major benefits of active learning practices.

Active learning is also beneficial for developing real-life skills that can guide students in their professional lives and turn them into a capable workforce. Project-based learning, which is also a form of active learning, provides students with real-life situations and challenges; as a result, they are expected to perform certain skills that are necessary to navigate real-life scenarios with ease. Giving students with authentic learning environments has been found to be beneficial for improving students' readiness for professional roles (Olufunke et al., 2022). The researchers in this study have focused on the allegation that students have managed to apply the desired skills in real-life situations (Olufunke et al., 2022). When students need to take on the

responsibility to carry out a certain task, they naturally develop these skills or even master them after sufficient time is allocated (Olufunke et al., 2022). Furthermore, with the recent advances in technology such as virtual reality as another differentiated form of active learning, students can be challenged with virtual scenarios (Stavroulia et al., 2019). These scenarios enable students to transfer what they have acquired in classes into virtual scenarios mimicking real-life situations. Since they have the chance to become active participants in their skill development, students turn into capable professionals equipped with necessary skills and competencies (Stavroulia et al., 2019). There are many more benefits of active learning regarding professional life and a large volume of research focusing on tertiary level practices and real-life skills, which will be addressed later in this chapter.

## 2.2 Theoretical Foundations of Active Learning

### 2.2.1 Constructivist Learning Theory and Active Learning

Roots of active learning as an educational approach can be found in constructivist learning theory pioneered by Piaget (1964). Theoretical implications of constructivism sheds light on understanding how active learning works. Focusing on developmental psychology, Jean Piaget's (1964) constructivist theory suggests that knowledge is actively constructed by children via a series of stages and every stage has its own cognitive abilities (Hammond, 2014). In the center of Piaget's (1964) constructivist learning theory, the idea of students as passive recipients of knowledge is strongly defied. Piaget (1964) describes learners as individuals who are engaged in exploration, assimilation, and accommodation, which enables them to construct their mental representations of reality (Kaufman, 2004). Piaget's research findings were formed by observing children in natural contexts and carrying out experiments that aimed at finding how knowledge is constructed by students (Kaufman, 2004). Schrader (2015) describes the structure of Piaget's theory as four stages which are sensorimotor, preoperational, concrete operational, and formal operational. Each stage has its own distinctive cognitive capacities. Piaget claims that there is a sequential progress that children make and each stage is built upon existing knowledge (Schrader, 2015). The concept of schema is introduced as a fundamental principle within this theory. Schema is, in its core, a collection of mental frameworks used to organize and evaluate information (Ifenthaler et al., 2009). Piaget (1964) puts forward the idea that learners

assimilate new information over pre-existing schemata and embed new information. Through this cognitive development, learners become capable of adapting their mental frameworks and understanding the world better (Schrader, 2015). Piaget's (1964) constructivist theory greatly aligns with active learning especially with the help of its educational practices via hands-on experiences and exploration. Specifically, this alignment can be exemplified with the allegation that knowledge is not received, rather constructed. Active learning can be grounded with the constructivist theory especially in terms of challenging children's critical thinking, promoting problem-solving skills, and reshaping students' roles as independent explorers of knowledge.

### 2.2.2 Sociocultural Theory of Cognitive Development and Active Learning

Lev Vygotsky gained popularity with his sociocultural theory of cognitive theory and is an influential Soviet psychologist, echoes of whose ideas can still be heard well in active learning approach (Joseph & Joy, 2019). Impacting educational psychology and pedagogy, Vygotsky points out to the importance of social interactions, cultural context, and language, claiming that they play a vital role in shaping individuals' cognitive processes and learning experiences (Imai, 2010). Zone of Proximal Development (ZPD) is placed in the center of this theory, which marks the disparity between a current state of a learner's level and a desired state of their level (Imai, 2010). He describes learning as a collaborative process that emerges as a result of social interactions, especially with the presence of a more knowledgeable company either in the role of adults or peers. Vygotsky's theory focuses on the dynamic interaction between the individual and social environment and regards this interaction as necessary to attain cognitive improvement and intellectual advancement (Imai, 2010). This approach is associated with certain active learning strategies such as exploring natural settings and experiencing real-life contexts. These activities in active learning similarly promote cognitive progress and center students at the core of the learning process. Vygotsky also introduces scaffolding in his theory, stating that it provides the necessary instructional support to enable independent learners. It is a guiding teaching technique that liberates teachers from the traditional roles and suggests providing support during learning to create more self-sufficient and independent learners (Imai, 2010). It explicitly aligns with the goals of active learning in this sense, that is to say, active learning and Vygotsky's sociocultural theory can go hand in hand in terms of

cultivating self-sufficient and autonomous learners (Morris, 2019). In short, active learning can be rooted in Vygotsky's sociocultural theory of cognitive development since it promotes collaboration, dynamic interaction, guided teaching principles and students as independent role players of their own learning process.

### 2.2.3 Experiential Learning Model and Active Learning

Traces of active learning can be followed into experiential learning which is a pedagogical approach that highlights the importance of direct experience and reflection on those experiences (Kolb, 1984; Davidovitch et al., 2014; Demirbaş & Demirkan, 2007). David Kolb, who coined the term and proposed the fundamentals of experiential learning model, bases this model on the idea that "learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 38). He describes learning as a cycle that includes four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Demirbaş & Demirkan, 2007). The concept of active experimentation enables learners to take the lead in their own learning process. The purpose of the experiential learning model is to create independent learners with the help of real-world tasks fostering their decision-making skills and reflect on the outcomes (Davidovitch et al., 2014). In this theory, learners take part in hands-on activities, simulations, projects, and real-world experiences that enable them to have the chance to apply theoretical knowledge in practice. To this end, it is aligned with active learning strategies which support the same learning experiences. Yap (2022) asserts that experiential learning is structured on an organized framework that motivates students to experience the target task as engaged as possible. Through active participation, students become able learners, develop critical thinking and problem-solving skills, and acquire decision-making competencies. To this end, elements of active learning can be closely observed in the experiential learning model which has been a robust framework with its learner-centered tendency.

## 2.3 Active Learning Strategies at Preparatory Schools English Language Education

When literature regarding the implementation of active learning at tertiary level English language education is reviewed, it becomes evident that active learning can appear in various forms. This considerable body of literature about active learning concepts at tertiary level English language education has been observed to give rise to the emergence of certain major concepts such as active participation, collaboration, social skills, self-regulation, self-monitoring, problem-solving skills, and critical thinking as discussed in the subtitles below. In the following subtitles, these emerging concepts will be presented with specific details and references to provide a clearer picture of active learning at tertiary level English language education.

### 2.3.1 Student-centered Practices: Active Participation

Active participation is one of the major aims of active learning strategies, which poses a significant importance to English language learning (Abrakov et al., 2018; Ampa & Nurqalbi, 2021; Lin & Li, 2017). A research study at Makassar Muhammadiyah University sheds light on the implementation of innovative teaching strategies promoting active participation and revealing commonly used active learning examples in the English Education Program (Ampa & Nurqalbi, 2021). It places focus on identifying what types of innovative teaching strategies are used by lecturers and analyzing how far these strategies can promote active participation and the quality of teaching and learning. In alignment with this purpose, a descriptive research design with a mixed-method approach has been used in the study and the participants have been chosen from the lecturers at this university. After survey data acquired through a Likert scale, it has been quantitatively analyzed by using descriptive statistics. The common practices related with active learning at this tertiary level English Education Program can be ranked as teaching through flipped classrooms, collaboration, project-based learning and problem-based learning (Ampa & Nurqalbi, 2021). As a result of data analysis, it has been found out that even though these strategies are employed by lecturers, it is not at a maximal level. The final conclusion of the study was towards the idea that lecturers should diversify the utilization of innovative teaching strategies. The study is a crucial one because of providing quantitative data that highlights the

importance of embedding diverse teaching strategies that enables active participation of students and increased interest. Similarly, Lin and Li's study (2017) aimed to examine the determinants of university students' active participation in English language learning with blended e-learning in light of social cognitive theory. In total, 298 participants took part in a survey proposed by the researchers to find out whether students' active participation occurs in blended English proficiency development. As well as shedding light on the importance of students' e-learning self-efficacy, the findings suggest that active participation of students at tertiary level is crucial in English language learning. Lin and Li (2017) also claim that the heterogeneous demographics across university students bring in their own challenges especially in language learning in terms of students' educational backgrounds. They also suggest the implementation of blended learning within traditional teaching, stating that they should complement one another. This study asserts that providing blended learning opportunities in English language education in diverse settings like English language courses at tertiary level might enable better language learning through active participation of students. Last but not least, another study carried out in an English as a Foreign Language (EFL) context of National Kazakh University aimed to investigate students' attitudes towards blended learning intervention. 162 students with different English proficiency levels and the mean age of 18.80 years were involved in the study (Akbarov et al., 2018). Students' preferences for blended learning over traditional methods were analyzed through a cross-sectional correlational design where questionnaires with Likert scales were presented. Descriptive statistics, paired-samples t-tests and chi-square tests were utilized for data analysis. It was found out that students had a huge tendency to prefer blended learning to traditional learning (Akbarov et al., 2018). Specifically, technology-assisted learning was favored by students since it promoted a shift for learners from becoming passive listeners to active role players of English language learning. Students who favored blended learning had a higher level of English proficiency, exposing themselves to technology-integrated materials and achieving desired active participation. Finally, the study highlights the importance of blended learning, digital learning, and paperless classrooms for English language learning at tertiary level; however, traditional methods are not abandoned completely for better language learning (2018). To increase the quality and effectiveness of English language learning experiences at tertiary level and address

various learners' profiles, a balanced approach mixing blended learning and traditional methods have been advised.

### 2.3.2 Collaborative and Interactive Practices: Collaborative Learning and Social Skills

Collaboration or collaborative learning may manifest itself as an effective active learning strategy and serve as a useful tool for institutions to enable English language learners to develop social skills (Ning, 2013; Shyr et al., 2017). A study carried out among fifty freshmen Taiwanese engineering students taking English as a Foreign Language class and studying at a technology university aimed to examine the relationship between language learning strategies and achievement goal orientations (Shyr et al., 2017). The quantitative data were collected through two sets of questionnaires which are the Strategy Inventory for Language Learning (SILL) and the Achievement Goal Orientation Scale (AGOS). SPSS software (Statistical Package for the Social Sciences) has been used to complete the data analysis and the Pearson product-moment correlation analysis was implemented to investigate the relationship between language learning strategies and achievement goal orientations. The findings of the study have revealed that social strategies such as helping each other while learning a foreign language were favored by students (2017). Collaboration serves as a tool that facilitates the process of completing the gaps in understanding the subject thoroughly (2017). An example of this is guessing the meaning of a vocabulary item from a context. When students have difficulty in comprehending the meaning of a word, they can collaboratively discover the meaning with their peers (2017). In light of quantitative data provided in this study, employing active learning strategies especially the ones that promote collaboration can be asserted to improve the quality of language learning experiences at tertiary level. Likewise, the purpose of Ning's study (2013) was to inspect the effect of cooperative learning on the development of students' social skills in the context of EFL in a northern Chinese university. Participants of the study were randomly selected as 100 first-year college students. Through quasi experimental design and pretest-posttest control group, a comparison between traditional instruction and cooperative learning has been portrayed to provide insight into certain aspects of social skills in English language learning related with active learning such as self-confidence and socialization. The Social Skills Scale for

Chinese College English Learners (SSS-CCEL) with a Likert scale as pretest and posttest has been created for the study. There were two groups; one instructed with cooperative learning techniques and the other instructed with traditional instruction. A variety of statistical tests such as paired samples t-tests, ANOVA, and ANCOVA were included for data analysis. These tests revealed that cooperative learning greatly reinforces the development of students' social skills when compared to traditional instruction (Shyr et al., 2013). The intervention group instructed with cooperative learning recorded improvements in equal participation and accountability. However, there was no statistically significant difference between the intervention group and the comparison group in terms of socialization (2013). It was ultimately concluded that cooperative learning was more effective than traditional instruction in terms of improving social skills.

### 2.3.3 Reflective Practices: Self-regulation and Self-monitoring

Self-regulation and self-monitoring are other forms of active learning that facilitate better language learning and should be ranked among desired qualities of tertiary level English learners (Gan et al., 2004; Tseng et al., 2006; Wang & Zhan, 2020). In relation to this, a qualitative study conducted in China explored the variability in English language learning outcomes, involving successful and unsuccessful university students as the participants. Interviews, diaries, and follow-up correspondence were utilized to collect research data. Purposive sampling was employed among students' depending on their performance in the College English Course (CEC) and the College English Test (CET). There were certain contrasting attitudes and strategies between successful and unsuccessful students. It was revealed that the former group of students had prioritized opportunities for self-improvement, monitored their own progress, and performed a great deal of perseverance and self-management (Gan et al., 2004). Successful students have exhibited the common strategies of active learning through intrinsic motivation. Even though the main purpose of the study was to unearth attitudes towards English language learning among tertiary level Chinese students, it has also revealed the traces of active learning about self-regulation and self-monitoring (2004). Becoming active role players of their own language learning process has been associated with the desired profile of successful students, while performing a passive role in language learning has been linked with

the profile of unsuccessful students given the findings of the qualitative data. Furthermore, a study was carried out by Wang and Zhan (2020) with a sample size of 475 undergraduate freshmen computer science and software technology students at a Chinese university. Surveys with a Likert scale were utilized in the data collection process to assess self-regulated learning as well as learning anxiety and motivation. The relationship between these variables were analyzed through structural equation modeling (SEM) within the context of online English learning. Through statistical analysis, it was revealed that self-regulation was an important trait that was found among students who believed in their abilities, were self-confident and appreciated the value of learning English (Wang & Zhan, 2020). It was also stated that when students give importance to language learning, they develop better proactive behavior such as asking for help and monitoring themselves. English learning can become more effective when students develop self-regulation and perform it (Tseng et al., 2006). Therefore, it was suggested for educators and stakeholders to prioritize self-regulation and ensure its acquisition among tertiary level English language learners to make their academic life more student-centered and achieve academic success.

### 2.3.4 Metacognitive Practices: Problem Solving and Critical Thinking

Active learning strategies might promote necessary skills for university students such as problem-solving and critical thinking in the context of tertiary level English language learning (Mahmoud, 2021; Putri et al., 2021; Wang, 2016). Several studies focused on the effects of active learning strategies on problem-solving and critical thinking. A study carried out in an Egyptian university English preparatory school included 30 female students to investigate the overall effectiveness of a situated learning-based strategy through certain tools like critical thinking sub-skills test, questionnaires, and checklists (Mahmoud, 2021). This strategy suggests learning from past experiences and developing dynamic decision-making mechanisms in learning new subjects by providing students with real-life scenarios. Quantitative data that was collected through paired samples t-tests demonstrated that students were able to improve their critical thinking ability through this strategy, which resulted in increased interest in English language learning (2021). Mahmoud's study presents the impacts of the situated learning-based strategy as an active learning concept at tertiary level English Language Education, revealing developed skills of problem-solving and

critical thinking. Other studies in the literature touch upon the same outcomes, yet through different strategies of active learning. For example, another research study conducted by Wang (2016) about college English education in China places emphasis on a training mode that aims to develop students' critical thinking ability in English language learning. Based on the qualitative data gathered through a multifaceted approach, it was recommended that teaching at tertiary level English education must be designed in such a way that it should succeed in integrating the internet and promoting active participation of students (2016). Moreover, the study underscores the significance of independent learning, advises the use of debates and oral examinations to boost students' critical thinking skills, and supports the idea of a shift away from fully traditional teaching models and examination methods (2016). Similarly, another study with a qualitative approach conducted at a Pakuan University in Pakistan among 37 students studying English language aimed at uncovering the challenges while improving reading comprehension and writing skills (Putri et al., 2021). It is revealed that the frequent use of problem-solving strategies while practicing reading and writing has greatly contributed to better comprehension of English language complexities. As an active learning example, metacognitive strategy promoting self-monitoring and problem-solving abilities has been mentioned in the study to enhance reading comprehension (2021). Inclusion of aforementioned skills and strategies in curricula across tertiary level English language teaching; therefore, might pose a unique contribution to better language learning.

The literature on active learning at tertiary level English language education overall reveals key concepts such as active participation, metacognition, collaboration, self-regulation or self-directed learning, and technology-integration. Active learning might appear in a variety of forms ranging from strategies to activities. Despite the absence of a framework for active learning implementations in English language learning, these key concepts serve as valuable indicators to illuminate how active learning can appear in language education at tertiary level. This suggests the need for a closer examination of how active learning manifests itself in the educational materials of an English preparatory school. However, the implementation of this learning approach cannot be limited to the educational materials. EFL teachers or English instructors as the actual practitioners of many techniques as well as active learning in EFL classrooms should be consulted as well. Their implementation might

vary and go beyond the mere implementations imposed in the educational materials. The perceptions of the level heads as the decision-makers of curricula, learning approaches, syllabi, and many other organizational initiatives should also be vocalized since active learning might be promoted by these parties as well. To this end, a comprehensive and in-depth exploration becomes necessary to reveal how active learning manifests itself in the case of this selected English preparatory school and whether its perceived impact on language learning and academic preparedness align with the literature.

# CHAPTER 3
# METHODOLOGY

This chapter includes the research design utilized in conducting the study, the context of the study, the participants, and the data collection instruments. It also presents the procedures used in data analysis to provide clarity for the subsequent chapters.

## 3.1 The Research Design

Among the prominent qualitative research designs, case study stands out as a fruitful one to shed light on a contemporary phenomenon within a real-life context (Yin, 2003). With the shift towards more student-centered approaches at tertiary level English language education, the implementation of active learning techniques serves as a plausible phenomenon that requires in-depth exploration (Freeman et al., 2014). Case studies enable researchers to achieve empirical intimacy with the subjects of a research study, which provides an in-depth examination of processes and perspectives (Sandelowski, 2010). The necessity for "in-depth" exploration within a "real-life" context is one of the fundamental motives for employing a case study design (Yin, 2018, p. 4). Creswell (2003) similarly draws attention to the very nature of case study and asserts that irrespective of what case is studied, an in-depth analysis is necessary. The semi-structured interviews with teachers' and level heads' perspectives towards the implementation of active learning techniques at their preparatory school might address this necessity because in-depth exploration of the English instructors and the level head might help capturing the contextual variables that quantitative methods might overlook. The implementation of active learning techniques at the context of the selected English preparatory school can be nuanced, thereby necessitating an in-depth exploration. Specifically, case study was implemented as the first research strategy in this study due to the necessity of in-depth exploration of a phenomenon which is the implementation of active learning techniques at the real-life context of the English preparatory school.

Along with the interviews, document analysis of the current educational materials will portray a broad picture and add more detail to the necessity of an in-

depth analysis. Document analysis was utilized in this study to unearth the implementation of active learning techniques in coursebooks, course maps (presented as curriculum guides), and supplementary materials. Berg (2001) asserts that recognition of document analysis is increasing as an innovative strategy for data collection. In its general framework, this qualitative methodological approach enables researchers to elicit meaning, provide empirical data, and portray a comprehensive understanding of what is being researched (Corbin & Strauss, 2008; Krippendorff, 2018). However, it becomes a necessity to mention the conceptualization of document analysis proposed by various scholars. In terms of the scope of research studies, it has been regarded as an appropriate strategy for qualitative case studies since the purpose of researchers aligns with the idea of providing detailed and enriched descriptions of a specific phenomenon (Stake, 1995; Yin, 2009). After synthesizing data and evaluating documents, researchers can come up with themes, categories, and trends which might be helpful for triangulation in the case of study designs embedding a variety of methodologies (Emmanuel & Isaac, 2021). Document analysis poses significant advantages to research studies such as being unobtrusive, efficient, and exactness (Berg, 2001; Bowen, 2009; Yin, 2009). Also, Patton (2002) proposes the idea that document analysis has a major impact on increasing the validity of a study. There are two main reasons for the choice of document analysis as the secondary research strategy. Firstly, the interview data gathered from the English instructors and the level head will be accompanied by document analysis which can showcase the implementation of active learning techniques in the educational materials. It might also add detail to the study to explore whether the English instructors' practices and the level head's expectations regarding active learning are related and coherent with the educational materials. Secondly, it will provide a comprehensive understanding of the implementation of active learning techniques as well as incorporating enriched descriptions of the phenomenon which is the implementation of active learning techniques at the English Language School of this foundation university. Document analysis will reveal whether the goals stated in the mission statement of the selected English preparatory school related with active learning are in alignment with the selection of the educational materials. Due to the aforementioned reasons and advantages, document analysis is appropriate for the nature of this research study.

### 3.2 The Context of the Study

This single case study was conducted at a foundation university English language school, Türkiye in 2023-2024 academic year. This English preparatory school is located in Ankara, offering foundational English courses to over 800 students each academic year. In the Spring semester, the number of enrolled students was 713, which was the semester when the study was conducted. In terms of the physical layout, classrooms are designed with necessary audio-visual equipment such as full wireless internet, a projector and speakers to promote authenticity. Every English instructor is provided with a laptop that they can use in classes. The preparatory school has designed its objectives in alignment with the Global Scale of English (GSE), providing a clear roadmap. GSE is a language measurement tool that defines English learning skills, offering a 10-90 scale for educators and students (Dewaele et al., 2017). It includes detailed objectives to clearly identify skills in reading, listening, writing, and speaking and has been designed to enable learners of foreign languages to track their progress and reshape their learning journey (Dewaele et al., 2017). As defined by Pearson (n.d.), GSE measures proficiency from levels 10 to 90 across speaking, listening, reading, writing, grammar, and vocabulary skills. It enables students to monitor their own progress through self-assessment checklists and provide English instructors with guides that might be useful for teaching and testing (Carlstedt et al., 2015). As of the framework of English language education, a variety of content ranging from textbooks, videos, oral presentations, articles to discussions and dialogues is embedded. Students are grouped into their corresponding level after the English Placement Test (EPT) which is organized at the beginning of every academic year. If they achieve a satisfactory score in this exam, they take the English Proficiency Exam (EPE). Attaining a satisfactory score in EPE bridges students directly into their departments. If they are unable to pass the EPE exam, they are subjected to a sixteen-week upper-success module. The preparatory school uses a modular system in which preparatory school students are subjected to approximately eight-week English courses in each module. It offers English courses in four levels which are elementary, pre-intermediate, intermediate, and upper-intermediate and each section includes from 20 to 21 number of students. However, upper-intermediate is divided into two sub-levels which are named as Upper and Upper Success. The former lasts 8 weeks like the other levels, whereas the latter lasts 16 weeks and is specifically designed for students who

have completed all levels or passed EPT but failed to attain a satisfactory score in EPE. The mission of English language school is to provide high-quality language education, equip students with the necessary critical and reflective thinking skills to navigate their undergraduate academic studies, and enable independent learning by creating autonomous students. Also, in order to promote extracurricular activities and facilitate students' transition into English as Medium of Instruction (EMI), writing and speaking centers are offered to students from all the levels and even students pursuing departmental studies. This research study was conducted with 8 English instructors teaching about 16 to 24 hours a week and a level head who is in charge of coordinating the organizational flow of this language school.

### 3.3 The Participants of the Study

The participants of this study are 8 EFL instructors and a level head. Two instructors from each level (elementary, pre-intermediate, intermediate, and upper-intermediate) with a total of 8 and a level head voluntarily decided to take part in this study. All of the participants are actively working at this selected English Language School of a foundation university in Ankara, Turkey. Two participants from each level were sent email invitations to take part in the study among 77 instructors. Based on voluntary participation, 14 participants expressed their willingness to be involved in the study. Purposive sampling was implemented to involve two instructors from each level and obtain equal numbers of instructors from each level, yet there was no other criterion involved in the selection of the participants. When the only criterion of two participants from each level was achieved, the remaining participants were kindly excluded from the participants group. While the number of participants is important, prioritizing the point of saturation is crucial in qualitative research to ensure data richness and depth (Saunders et al., 2017). The selection of 8 participants in a qualitative study is justified based on the principle of saturation, which ensures that data redundancy is avoided, and comprehensive understanding of the research topic is achieved. Since there were two sub-levels within upper-level sections, one instructor from each sub-level was involved in the study; that is, one from regular 8-week upper level and the other from 16-week upper-success level. As for the level head, upper and upper-success levels are coordinated and guided by a single level head since similar objectives are aimed to be achieved in these levels. Intermediate level is coordinated

by a single level head, as well. As for elementary and pre-intermediate levels, there was a reduction in the number of level heads; as a consequence, the level head that is in charge of pre-intermediate level is no longer working in that position. The level head who is responsible for elementary level has also been assigned to be in charge of pre-intermediate level. However, the level heads of pre-intermediate and intermediate have not volunteered to be involved in the study. As the only participants from the level head team, the level head of upper and upper success has voluntarily decided to take part in the study.

The English instructors who took part in the research were given pseudonyms as follows P1, P2, P3, P4, P5, P6, P7, and P8. The level head was given the pseudonym P9. In Table 1, participants' gender, pseudonyms, and experiences can be observed. Their EFL experiences at universities' preparatory schools or tertiary level education were solely embedded in the table below due to the focus of the research study.

Table 1. Demographic Data of the Research Study Participants

| **Participants** | **Gender** | **Tertiary Level Working Years as an English Instructor** |
|---|---|---|
| P1 | Female | 7 |
| P2 | Male | 4 |
| P3 | Female | 12 |
| P4 | Female | 11 |
| P5 | Female | 8 |
| P6 | Female | 10 |
| P7 | Female | 15+ |
| P8 | Female | 6 |
| P9 | Female | 25+ |

P1 holds two master's degrees in education. She has 7 years of experience in teaching EFL at tertiary level. She was teaching at the intermediate level when this study was conducted. P2 has 4 years of experience in teaching EFL at tertiary level and holds a master's degree in ELT. He was teaching at the intermediate level at the time of this study. P3 has 12 years of experience in teaching EFL at tertiary level and holds DELTA Module 2 certificate. She was teaching at the upper intermediate at the time of this study. P4 has 11 years of experience in teaching EFL at tertiary level and holds a master's degree in Curriculum and Instruction. She is currently pursuing her

doctorate in the same program. She was teaching at the elementary level when the study was conducted. P5 has 8 years of experience in teaching EFL at tertiary level and is a recent graduate of a master's degree in ELT. She was working at the elementary level at the time of this study. P6 has 10 years of experience in teaching EFL at tertiary level and holds a master's degree in ELT. She was teaching at the pre-intermediate level at the time of the study. P7 has over 15 years of experience in teaching EFL at tertiary level and holds a master's degree in ELT. She was teaching at the pre-intermediate level at the time of this study. P8 has 6 years of experience in teaching EFL at tertiary level and holds a master's degree in ELT. P9 has over 25 years of experience in teaching EFL at tertiary level and is currently working as a level head of the upper and upper success levels.

### 3.4 Educational Materials Used in This Study

One of the main aims of this study is to explore the implementation of active learning techniques employed within English preparatory school educational materials. The educational materials included in this research study are coursebooks, course maps as curriculum guides, and supplementary materials utilized in the Spring semester of 2023/2024 academic year.

#### 3.4.1 Coursebooks

English coursebooks used at the context of this English preparatory school have been chosen from varied prestigious and globally recognized publishing companies like Macmillan Education, Pearson Education, Cambridge University Press, and Cengage Learning. Since a modular system is applied in the preparatory school, each semester two modules are planned for each proficiency level depending on the number of students. Each module lasts for 8 weeks except for the upper extended which lasts approximately 16 weeks. Since the data collected for this study focuses on the spring semester, only 3rd and 4th modules within spring semester modules were taken into consideration. Course maps and supplementary materials are all designed in alignment with Pearson Global Scale of English (GSE). The objectives specified in Pearson's GSE were also used in course maps and supplementary materials. To achieve coherence, these coursebooks were covered as the main coursebooks in the

classrooms. Therefore, only the coursebooks published by the Pearson Education were involved in this study to achieve coherence across educational materials in terms of the objectives in Global Scale of English. To this regard, the coursebooks, modules, and publications chosen for 2023/2024 spring semester modules can be seen in Table 2:

Table 2. Coursebook Distribution Chart

| Level | Module | Publication - Coursebook |
|---|---|---|
| Elementary | 3rd | Pearson Education - Roadmap A2 |
| Pre-Intermediate | 4th | Pearson Education - Roadmap A2+ |
| Intermediate | 4th | Pearson Education - Roadmap B1 |
| Upper-Intermediate | 4th | Pearson Education - North Star 4 |

### 3.4.2 Course Maps

Tailored course maps are another material implemented by the English Preparatory school and are designed to serve as a curriculum guide to facilitate EFL instructors to follow desired objectives and planned activities. These course maps are mainly prepared to guide English instructors and facilitate their follow-up of equipping students with the necessary skills of each corresponding level and is a pivotal resource in aligning what is covered in class with the assessment practices of the testing unit at the preparatory school. These maps guide EFL instructors to take certain actions like omitting an objective or a specific exercise, deciding on which activities to emphasize, and referring to instructions that aim to standardize the delivery of English classes.

### 3.4.3 Supplementary Materials

As well as the main coursebooks introduced above, two supplementary materials packs were used in each level: a supplementary materials pack and a writing pack. The supplementary materials packs consist of activities that promote reading, listening, grammar and writing. These packs focus on providing extra practice opportunities for English preparatory school students and authentic materials. At the end of each activity set, GSE objectives are placed for students to check their learning. As for the second

supplementary pack, the English preparatory school has implemented a writing pack for each level, and it includes mostly writing and grammar objectives.

## 3.5 Data Collection Tools

In this section, semi-structured interviews and the researcher-made coding checklist are introduced as the main data collection tools of the research study. As the first data collection tool, a coding checklist was formed with the help of the scholarly provided definitions of active learning techniques. As the second data collection tool, semi-structured interviews were incorporated into the study to explore the English instructors' and the level head's perceptions towards active learning techniques.

### 3.5.1 Researcher as Instrument: Coding Checklist for Active Learning Techniques

To conduct data collection through the educational materials, the researcher served as the instrument in this study and prepared a coding checklist. Due to the absence of a schematic coding framework on the implementation of active learning in EFL educational materials, a coding checklist to collect the data in the educational materials were manually created in light of the existing definitions of active learning techniques in the EFL literature. Richards and Schmidt's (2002) definitions of commonly used active learning techniques were used as a reference source to decide upon which active learning techniques are utilized. Table 3 illustrates the definitions of commonly used active learning techniques in EFL educational materials:

Table 3. Definitions of Active Learning Techniques

| Technique | Definition |
|---|---|
| **Group Work** | "(in language teaching) a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group." (Richards & Schmidt, 2002, p. 256) |
| **Pair Work** | "(in language teaching) a learning activity which involves learners working together in pairs." (Richards & Schmidt, 2002, p. 417) |
| **Self-evaluation** | "checking one's own performance on a language learning task after it has been completed or checking one's own success in using a language." (Richards & Schmidt, 2002, p. 517) |
| **Project Work** | "(in teaching) an activity which centers around the completion of a task, and which usually requires an extended amount of independent work either by an individual student or by a group of students." (Richards & Schmidt, 2002, pp. 467-468) |
| **Blended Learning** | "the provision of learning opportunities through a combination of several different forms of learning, typically through a combination of technology-based resources and conventional teacher or book-based learning. Parts of a foreign language course might be provided through a textbook, for example, and the rest delivered online." (Richards & Schmidt, 2002, p. 58) |

These definitions were used to create a coding checklist while collecting data (See Appendix C). The checklist criteria included the names of the techniques, the definitions, keywords or key phrases to be searched in the recurring phrases of the educational materials, and the questions regarding whether they imply the main outcomes of active learning such as active participation, collaboration, metacognition, self-directed learning, and technology-integration. On the condition that the techniques in the educational materials match with the key words or key phrases and try to achieve one of the outcomes of active learning, and match the corresponding definition, they are categorized as active learning techniques specified in Table 3.

The researcher as instrument emphasizes the active role of the researcher and his/her subjective involvement in the data collection, analysis, and interpretation (Prinsen et al., 2018). This approach regards researchers as integral components that can influence the outcomes of a study. In the case of researcher-as-instrument, their characteristics, biases, and perspectives become essential factors; therefore, this data

collection method necessitates reflexivity, self-awareness, and transparency to mitigate the impact of subjectivity (Yulita et al., 2023). To ensure validity and reliability, the selection of an appropriate research instrument is important (Mokkink et al., 2016). Therefore, the scholarly given definitions of active learning techniques were integrated into the study as a data collection tool in the form of a coding checklist to strengthen the validity and quality of this research (See Appendix C). To strengthen the quality of the coding checklist and to ensure inclusiveness for the techniques that might fall outside the given definitions, yet still promote active learning, certain concepts that promote active learning were incorporated into the checklist. Active participation and self-directed learning are among the prominent concepts in active learning (Abrakov et al., 2018; Ampa & Nurqalbi, 2021; Lin & Li, 2017). Collaboration is another concept that is highly emphasized in active learning (Ning, 2013; Shyr et al., 2017). Self-regulation and self-monitoring which are discussed under metacognitive practices are also highlighted in active learning (Gan et al., 2004; Tseng et al., 2006; Wang & Zhan, 2020). Technology-integration was finally included in the checklist since hands-on technology requires students' active involvement and mentioned in the spectrum of active learning techniques (Chris O'Neal & Tershia Pinder-Gover, n.d.). All these concepts were included in the checklist except for critical thinking and problem-solving since these two pose challenges regarding recurring phrases and remain rather implicit in English language learning educational materials.

### 3.5.2 Semi-Structured Interviews

Semi-structured interviews were conducted with two groups of participants: 8 EFL instructors and a level head to explore their perceptions towards the implementation of active learning techniques. The reasons for embedding this data collection tool might vary depending on the nature and focus of a research study; thus, the reasons for employing semi-structured interviews to reveal the implementation of active learning at the context of a foundation university English preparatory school need to be mentioned specifically. First of all, it allows data to be collected in a versatile and flexible way (Kallio, et al., 2016). This enables a researcher to unearth findings that result in the emergence of major themes in a broader spectrum and natural way. Similarly, Berg (2007) draws attention to the liberation that interviewees gain

through expressing their own thoughts as well as the importance of using their own words while doing so. This research study includes 9 participants in total, which might be regarded as a small-scale study. To this end, Drever (1995) suggests that utilizing semi-structured interviews is convenient with a relatively small-scale research study since it promotes flexibility in terms of data collection. Secondly, semi-structured interviews enable researchers to collect in-depth data (Creswell, 2007; Denzin & Lincoln, 1994). Kendall (2008) also states that the data collected through semi-structured interviews provide a detailed and in-depth layout of participants' thoughts. Smith and Osborn (2007) also highlight the importance of semi-structured interviews, stating that it enables participants to delve into unique areas of a subject and contribute to the emergence of enriched data in that regard. The flexible nature of semi-structured interviews creates an encouraging atmosphere for participants to convey their ideas without any limitation; thereby facilitating in-depth data to emerge.

The interview questions were checked by different researchers to see whether they were unclear or required adaptations. The suggestions regarding were centered around accurate word choice and better clarity, which were taken into consideration and necessary adaptations were made both in the interview questions for the English instructors and the level head. This gave rise to the final version of the semi-structured interview questions (See Appendix A and B).

The interview data collected from the English instructors and the level head through semi-structured interviews produced approximately 195 minutes of recorded data in total. Each interview lasted approximately from 25 to 30 minutes. The interviews were held online with the help of Zoom application. The interviewees were given options to choose the time slots that were convenient for them. The zoom links were shared with the participants through email. Before starting with the questions, the participants' consent was also verbally acquired. After giving a brief summary of what active learning is, the participants were directed the semi-structured interview questions.

With regards to the second research question, to elicit the most and least utilized strategies, the English instructors were first asked "What active learning strategies do you think you often use? Why do you prefer these strategies more than others?" and

“What active learning strategies do you think you rarely use? Why do you prefer using them less than others?”. To delve deeper into actual practices of active learning strategies within EFL classrooms of this foundation university, the participants were then asked “Could you describe a class in which you utilize active learning strategies embedded in learning materials either printed or electronic resources? Please describe your experiences”. The rationale behind this question is not only to understand how these techniques are employed in classrooms but also provide examples that might be inspirational for English instructors teaching at tertiary level.

With respect to the third research question, the following questions were directed at the English instructors’ 1) “Could you describe any potential drawbacks of the implementation of active learning strategies at tertiary level?” 2) “Do you think that active learning strategies increase students’ success level in English? How?”, and 3) “Do you think that active learning strategies increase students’ motivation level in English? How?”. In terms of the level head perspective, the questions regarding motivation and academic success were asked in the same word choice applied for the instructors. The level head’s perceptions towards the effect of active learning techniques on motivation and academic success were collected with the questions above. However, the rest of the questions in the level head interview were formulated in a way to address the level head. To this end, to unearth responses regarding the most emphasized techniques in the educational materials and the preparatory school classroom practices in general, to explore the level head’s expectations while deciding on the active learning techniques, the level head was directed the following questions 1) “While deciding on curriculum guides, syllabi, and English language school programs, which active learning strategies were emphasized a lot? Why?” And 2) “Which active learning strategies did you expect to be implemented in classrooms? Why?”. The level head’s perspective was crucial at this stage since P9 was the only participant as the level head to provide insight from the administrative perspective. To this end, to explore the perceived benefits and drawbacks of the implementation of active learning techniques, the following questions were asked 1) “What do you think are the possible benefits of the implementation of active learning strategies at tertiary level?” and 2) “What do you think are the potential drawbacks of the implementation of active learning strategies at tertiary level?”.

### 3.6 Trustworthiness

Trustworthiness is a fundamental element in qualitative research studies and ensures the credibility and reliability of the findings (Singh et al., 2013). Trustworthiness also becomes crucial when the role of the researcher is involved in data analysis since it showcases the researcher's understanding of the context and data and enables the researcher to analyze data by maintaining consistency and avoiding bias (O'Kane et al., 2019). The four criteria proposed by Lincoln and Guba (1985) were applied in this study, which are confirmability, dependability, credibility, and transferability.

Confirmability and credibility were ensured through member-checking. Confirmability in qualitative research refers to the extent to which the findings are reflecting the authentic data and free from the researcher's bias or perspectives (Cao, 2007). More specifically, it ensures that the data collected are not influenced by the researcher and are shaped by the intended messages of the participants (Cao, 2007). Confirmability can be achieved through member checking, where participants review the findings to confirm their accuracy and to see whether these findings align with their experiences (Sepahi et al., 2022). In qualitative research, ensuring credibility involves establishing the authenticity of the data collected. This can be achieved through methods such as member checking or prolonged engagement to provide a clear portrayal of their actual experiences (Moradi et al., 2020). Therefore, to ensure credibility and confirmability in this research study, member checking with two of the English instructors and the level head was implemented after the transcription and coding of the interview data. The researcher requested feedback from the participants and the level head on the interpretations made. The necessary changes and adjustments proposed by the participants were applied to the coded data to avoid any bias.

Dependability refers to the stability and consistency of the research findings over time and under different conditions (Morse et al., 2002). Employing multiple researchers to analyze the data independently and then comparing their findings can help establish the consistency and reliability of the results (Mohammadi, 2024). To ensure dependability in this study, two independent researchers from a state and a private university who hold a master's degree in ELT were consulted on the codes

created by the researcher. The adjustments and suggestions were taken into consideration while the codes were recreated. Incorporating the four criteria into this research study has contributed to the overall validity and reliability of the findings.

Transferability, as conceptualized by Lincoln and Guba, refers to the extent to which findings from a study can be applied or transferred to different contexts or settings (Polit & Beck, 2010). This concept is crucial in qualitative research since it enables researchers to assess the relevance and applicability of their findings beyond the specific study participants or conditions. To ensure this criterion, participants' thick descriptions gathered through the responses given to the interview questions were presented in the study. Thick descriptions, thus, can provide a familiar picture and a more solidified portrayal of active learning practices in English language learning at the tertiary level, which can ensure the applicability and transferability of the findings to different contexts and settings.

To ensure reliability in the document analysis of the educational materials, proposed factors for selecting documents developed by Kridel (2015) were utilized, which is illustrated in Table 4.

Table 4. Kridel's Proposed Factors for Selecting Documents (2015)

| Factor | Purpose |
|---|---|
| Authenticity | The documents should be genuine |
| Credibility | The documents should be free from errors |
| Representativeness | The documents should represent the actual ones and be typical |
| Meaning | The significance of a document's content |

Documents selected for a research study should achieve authenticity (Mogalakwe, 2009). In order to provide reliable evidence for document analysis, a researcher should ensure authenticity; that is, the documents selected should be original and genuine from the context of the study (Mogalakwe, 2009; Kridel, 2015). In relation to this statement and to achieve authenticity in the selected documents, the educational materials are sampled as the original and genuine documents that have

actually been utilized in the 2023/2024 spring semester of the English preparatory school.

In terms of credibility, documents sampled for a study should be free from distortion and reflect credibility (Dunne et al., 2016). To this end, Kridel (2015) draws attention to the fact that formal documents in organizations might favor positive impressions over reflecting the reality; therefore, it might cause partial representations or explanations while investigating a case. However, the integration of active learning techniques into educational materials especially supplementary materials and course maps at the context of this English preparatory school had already been completed when this study was conducted, and the material development unit was not informed about the study to ensure credibility factor and to avoid potential bias.

As for representativeness, it refers to the factor of how typical a document is (Kridel, 2015). Payne and Payne (2004) have highlighted that representativeness of a document is a challenging factor to achieve for researchers since managers of an institution might prevent a researcher from accessing all the documents. Nevertheless, the executives of this English preparatory school were willing to allow all the educational documents to be analyzed in terms of active learning techniques, which helped to ensure the factor of representativeness in this study. As for meaning, researchers might draw either literal or implicit conclusions depending on the understandability of the evidence provided by the document (Kridel, 2015). It is pertinent to whether the evidence is understandable and clear. To achieve understandability and credibility, the phrases taken from the documents in the form of educational materials are incorporated into analysis through tables illustrating key phrases. To this end, redundant parts of the phrases were eliminated to provide clear and understandable evidence.

### 3.7 Ethical Considerations

The interviews were conducted after seeking approval from the Human Research Ethics Committee of the same foundation university in Ankara to ensure ethical standards. The approval of the Human Research Ethics Committee was obtained with the number 2024-27 on April 3rd, 2024 (See Appendix E). The study was approved

by the Human Research Ethics Committee of the same university where the study was carried out. All the participants were requested to sign the informed consent forms to make them aware of their rights and introduce the fundamental elements of the study (See Appendix D). The participants' names were kept confidential, and pseudonyms were given to each one of them. The recorded zoom sessions were stored in an encrypted portable data storage device which was kept in a locked drawer.

### 3.8 Data Collection Procedures

The interviews were conducted after seeking approval from the Human Research Ethics Committee of the same foundation university in Ankara to ensure ethical standards. Invitation emails were then sent to 77 English instructors and 3 level heads, and their voluntary participation was requested. They were also informed about the duration of the interviews, study objectives, procedures and the nature of interviews beforehand. Invitations were available to any instructor teaching at any level within the English preparatory school and any level head currently working in the level head unit. The invitation emails included contact information through both phone and email. The participants were invited to express whether they expressed their willingness to take part in the study. The first 8 participants from the English instructors were involved in the study, while only one level head was willing to participate in the study. Their consent was received through the consent forms that were signed by them between April 5 and April 12. The interviews were held on Zoom and each one lasted approximately 30 minutes, taking place between April 12 and April 25. They were all recorded and stored in an encrypted portable data storage device. To ensure confidentiality and anonymity, pseudonyms of were given to the participants and the Zoom recordings were kept in a locked drawer after the analysis. The pseudonyms P1, P2, P3, P4, P5, P6, P7, P8 were given to the English Instructors, where P9 was given to the level head. In addition to the interview sessions, the educational materials were kindly requested by the administrative unit via email. Between April 5 and April 12, the educational materials were acquired in two forms. The digital copies of the supplementary materials and course maps were received via email. The digital copies of the Pearson Education coursebooks were given access by the materials unit.

### 3.9. Data Analysis

The data analysis consisted of two sections: the analysis of the educational materials which incorporated content analysis one of the epistemological research theories under document analysis and the analysis of the semi-structured interview data.

#### 3.9.1. Document Analysis

Document analysis is defined as a systematic approach that aims to uncover meaning, provide a clear picture for understanding, and produce empirical data (Bowen, 2009; Fischer, 2006). It can be conducted on both electronic and printed materials through scrutinizing, reviewing, and evaluating (Bowen, 2009). Documents in this method may be advertisements, letters, public records and many more (Bowen, 2009). In the context of this study, the educational materials consist of English coursebooks, course maps as curriculum guides, and supplementary materials. All these materials were shared digitally by the English preparatory school material unit, and they varied from one another. To this end, Bowen's liberating conceptualization of document analysis paved the way to select document analysis. In order to analyze the data through document analysis, content analysis as one of the research theories under document analysis was used to explore the active learning techniques embedded in the educational materials used in the context of this English preparatory school.

Even though there might be limitations of using this method for data collection such as having inadequate detail or biased selection of documents, it serves as a plausible method for validity and credibility (Bowen, 2009). Therefore, document analysis has been embedded in this study to provide empirical data that will supplement the qualitative data acquired through semi-structured interviews.

Content analysis was the main strategy employed to conduct a document analysis on the educational materials. To this end, Philip Mayring's method of qualitative content analysis was chosen for the document analysis because it has been applied in a variety of fields such as medicine, education, and social sciences (Aspastur & Sulistyaningrum, 2021; Pechmann et al., 2022). It is a robust approach to

systematically analyze textual data in a controlled and methodological manner (Zannoni et al., 2021). It is regarded as an effective analysis method that provides a structured framework for categorizing and analyzing textual data based on predefined criteria, allowing the researcher to either apply deductive or inductive category application (Zannoni et al., 2021). In summary, the steps involved in Mayring's qualitative content analysis typically include formulating the research question, selecting relevant textual data sources, creating a coding checklist, systematically categorizing the data, and deriving conclusions based on the content analysis (Zannoni et al., 2021). In Figure 2, Philip Mayring (2000) presents a step model of his content analysis strategy deductive category categorization:

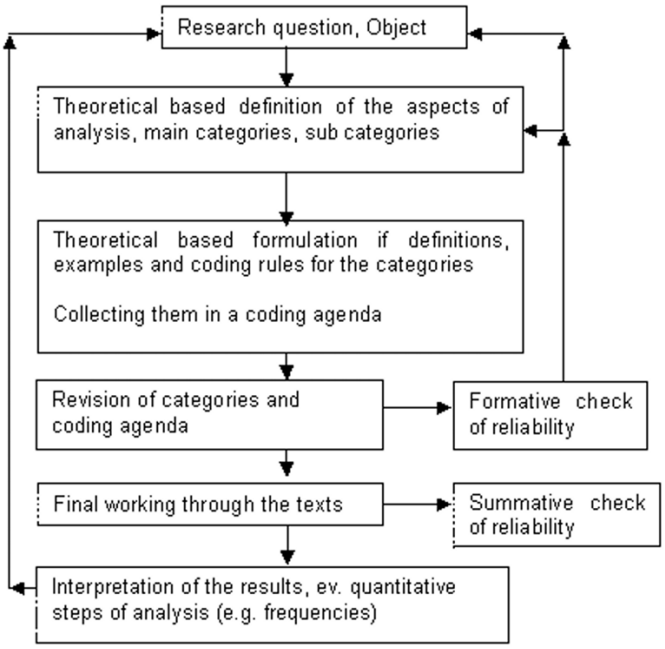


Figure 2. Qualitative Content Analysis – Step Model of Deductive Category Application. Adapted from Mayring, *Qualitative Content Analysis*, Forum Qualitative Sozialforschung, 2000, p. 5.

This content analysis serves as a systematic analysis of the educational materials. All the materials being the focus of the study were analyzed following the same scholarly provided definitions. Given the definitions in the data collection sections, the implementation of active learning techniques was explored in the educational materials. Workbooks were excluded from the analysis since it is covered as an optional activity book outside the class by the students and are not covered in classes.

Initially, deductive category application was used to extract phrases out of the digital documents. Predefined active learning techniques served as a data collection tool to methodically search for active learning techniques in the relevant documents. To deduce active learning techniques from a documented source, a coding checklist including explicit definitions and coding rules for each category was formulated. These categories and their corresponding rules were constantly viewed throughout the analysis. The documents were carefully read to identify the instances of active learning techniques implemented in the supplementary materials, the Pearson Education coursebooks, and the course maps. Relevant phrases were coded according to their corresponding active learning techniques.

Afterwards, the occurrences of all the active learning techniques were quantified; that is, the total number of techniques was calculated manually. After this step, the number of a single technique was calculated and proportioned with the total number of active learning techniques in the related educational material, leading to the frequencies of active learning techniques. The aim was to provide numerical values to supplement the overall study data and find out whether certain techniques were more prominent than others.

Finally, the coded data were arranged and presented in tables for better visualization. The coding checklist was used not only to identify active learning techniques, but also categorize them into the corresponding active learning technique. After these techniques were determined, meaningful and broader conclusions were derived.

### 3.9.2 Thematic Analysis

To address the second and third research questions of this study and to find out the perceptions of EFL instructors and the level head towards active learning techniques, thematic analysis was adopted; that is, the transcribed data gathered from the semi-structured interviews were analyzed with thematic analysis. It has been regarded as a more flexible method for data analysis since it is not limited to a particular epistemological or theoretical perspective (Maguire & Delahunt, 2017). This flexibility of thematic analysis can help a researcher to identify diverse patterns and

themes, which was the main motive why this analysis technique was implemented to explore the perspectives giving rise to a variety of different ideas and concepts about the implementation of active learning.

Braun and Clarke's (2006) 6-step framework for thematic analysis has been implemented to analyze the transcribed semi-structured interview data as shown below:

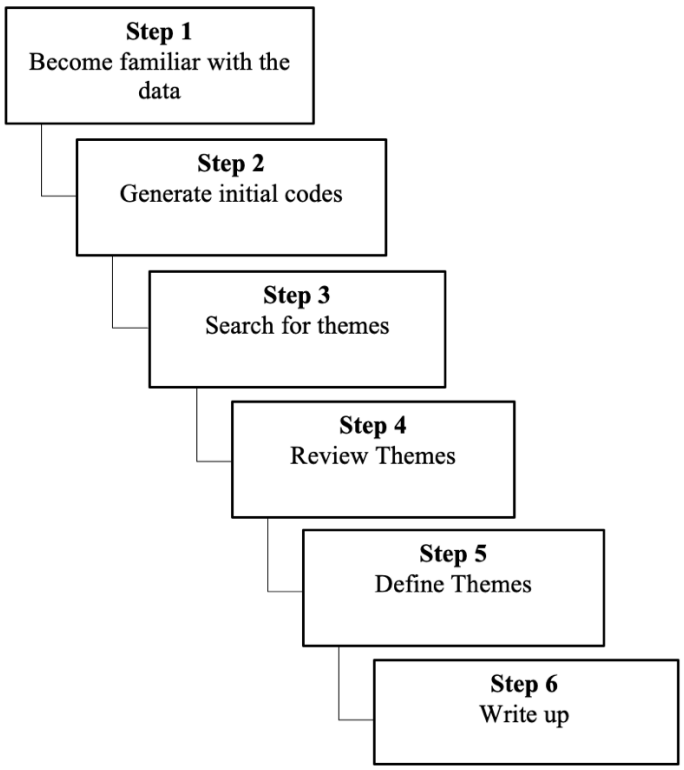


Figure 3. Steps for Thematic Analysis - (Braun & Clarke, 2006)

The interview data collected from the English instructors and the level head was transcribed through an app powered by AI called Transkriptor. Transkriptor has been used in various areas and business contexts and is an audio transcription software that transforms speech into text, developed by TEZTINTEL FZE in Middletown, Delaware and based in Dubai, UAE to facilitate the transcription of recorded data. It is subjected to the General Data Protection Regulation (EU) 2016/679. The recordings were uploaded to the app Transkriptor and documented transcription of recordings were created. After the bulk data was transcribed, the researcher checked the accuracy of the transcriptions and the audio content to find out whether the transcribed text aligned

with the recorded audio. After obtaining the bulk transcribed and proofread data, it was read thoroughly and multiple times to gain the familiarity proposed by Braun and Clarke. During the reading sessions, notes were created, and early impressions were jotted down. Secondly, the initial codes were generated to organize this large amount of data into small pieces of meaning. In order to incorporate relevant and coherent data into this research study, each transcript of an interview was studied and the expressions that didn't address the given research questions in this study were excluded. Thirdly, the initial codes were grouped and categorized to come up with preliminary themes. To this end, the initial codes that clearly revealed a theme were grouped and categorized. This categorization gave rise to the emergence of certain themes, which facilitated the process of coming up with broader themes that addressed the research questions. As for the fourth step, the emerging themes were reviewed and evaluated whether it was necessary to develop or apply a modification. This review process was incorporated into the study to check whether the initial codes logically aligned with the major themes, and whether the data was accurately associated with each theme. Further, the data was examined to find out whether certain themes were overlapping each other, or whether there was too much data fitted into a single theme. Braun and Clarke (2006) suggest that the major themes should be refined if necessary and state "(…) identify the essence of what each theme is about" (p. 92). With respect to this statement, the overarching themes were separated into subthemes after the core of each theme was analyzed, defined and refined if needed.

### 3.10 Role of the Researcher

Due to the nature of the qualitative research, the researcher is not a mere, neutral observer but an integral component of the research process, directly influencing the data collection, analysis, and presentation of findings. To this end, certain factors such as researcher's bias, researcher's competence, and the challenges encountered during the analysis part should be addressed. In terms of managing bias, the researcher adopted a receptive stance during the interviews and avoided interrupting the interviewees. Phrases regarding the codes were explicitly shared in the findings section of the study to prevent the likelihood of bias. Furthermore, member checking and consultations from two independent researchers were incorporated to prevent potential researcher's bias. In terms of competence, the researcher sought guidance from a

mentor who was also the advisor of the research study. In the creation of the coding checklist, the advisor was consulted, and further recommendations were received. As of the challenges encountered during the analysis part, the researcher had to deal with overwhelming amounts of data. To navigate this challenge, potential redundant data were discussed with the advisor, and they were extracted from the coding and analysis.

To conclude, the coding checklist for the data collection of educational materials and semi-structured interviews were the main tools. Educational materials served as a complementary data source to form connections between the practices of EFL teachers and the expectations of the level head. Qualitative content analysis and thematic analysis were used to strengthen the analysis of the study. The former was applied as a top-down strategy, while the latter was applied as a bottom-up strategy to provide a comprehensive and in-depth exploration. To this end, enriched and elaborate analysis was aimed to be able to conduct a proper case study design. Trustworthiness was ensured with the help of several factors ranging from member checking to Kridel's criteria for selecting documents to provide a reliable data for a real-life context regarding the implementation of active learning strategies. As a result of this, the findings section provided rich data that could mirror the phenomenon in the context of this selected English preparatory school.

# CHAPTER 4
# FINDINGS

This chapter presents the findings of the study. The aim of this qualitative case study was to explore the implementation of active learning strategies in the educational materials, teachers' and level heads' perceptions on the implementation of active learning in a selected English preparatory school of a foundation university and explore its perceived impact on students' academic success and motivation in English through their perspective at an English preparatory school of a foundation university. In this chapter, the data collected from the educational materials used in this preparatory school, the English instructors and the level head will be analyzed with respect to the order of the research questions. The first section of the findings of the study are based on the document analysis of the educational materials which are supplementary materials, main coursebooks, and course maps. The second section of the findings are based on the qualitative data obtained through the interviews with the English instructors and the level head.

## 4.1 Supplementary Materials Analysis Results

With regards to Mayring's (2000) qualitative content analysis, document analysis was in the supplementary materials of elementary, pre-intermediate, intermediate, and upper-intermediate levels. Both main supplementary materials and writing packs were scrutinized to reveal which active learning techniques were embedded into these two supplementary packs; as a result, pair-work, group work, blended-learning, project work and self-evaluation have emerged as the main active learning techniques implemented in these materials. Richards and Schmidt's (2002) definitions given in the previous chapter was used to formulate a coding checklist to draw conclusions about which active learning technique could be linked with which codes deductive category application.

Recurring phrases and codes shown in Table 5 reveal that pair-work were implemented as one of the major active learning techniques at the context of this English preparatory school. Richards and Schmidt (2002) define pair-work as an activity in which learners work in pairs. Therefore, the recurring phrases extracted

from the data that either explicitly or implicitly align with this definition revealed the use of pair-work as an active learning technique. The examples of recurring phrases and related codes regarding one of the main themes which is pair-work can be observed below:

Table 5. Recurring Phrases across Levels about Pair-work in Supplementary Materials

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Pair-Work | Partners | Talk with your partners (...)<br>Share your text with your partners (...)<br>Share your descriptions with your partners (...)<br>Share your sentences with your partner (...)<br>Work with your partner (...)<br>Ask your partner (...)<br>Ask the question on your card to your partner (...)<br>Ask and answer them with your partner (...)<br>Exchange your essay with a partner (…)<br>Swap it with your partner to get feedback (...)<br>Describe each person to your partner (...)<br>Give peer feedback to your partner (...)<br>Study with your partner (...)<br>Work with a partner (...) |
| | Pairs | Discuss the questions below in pairs (...)<br>Discuss with your partner (...)<br>Discuss your answers in pairs (...)<br>Discuss your reasons in pairs (...)<br>Discuss these questions in pairs (...)<br>Discuss the quote below in pairs (...)<br>Turn to your pair to discuss your ideas with them (...)<br>Think about the following questions in pairs (...)<br>Work in pairs and ask each other (...)<br>Work in pairs and share your answers with your partners (...)<br>Work in pairs and discuss the questions (...)<br>Work in pairs and check your answers (...)<br>Work in pairs and find out the key phrases (...)<br>Turn to your pair to discuss your ideas with them (...) |
| | Classmate | Discuss the questions with a classmate (...)<br>Exchange with a classmate (...) |
| | Another Student | Exchange your text with another student in class to check (...) |

After these recurring phrases are noted down and coded, these phrases and codes were placed under pair-work techniques. Table 6 illustrates the number of pair-work techniques implemented in the supplementary materials for each level:

Table 6. The Frequency of Pair-work Techniques across Levels in Supplementary Materials

| Level | The Number of Pair-Work Techniques | Total Number of Active Learning Techniques | The Percentage in Total Number of Active Learning Techniques |
|---|---|---|---|
| Elementary | 13 | 31 | 41.94% |
| Pre-intermediate | 15 | 33 | 45.45% |
| Intermediate | 25 | 49 | 54.35% |
| Upper-intermediate | 10 | 22 | 45.45% |

All the supplementary materials analyzed for this distribution table belong to the modules lasting 8 weeks; that is, the 16-week upper-extended has not been calculated in this chart in order to achieve accuracy in identifying the frequency of pair-work techniques. As shown in Table 6, the intermediate level has implemented the highest number of pair-work techniques, with 25 pair-work techniques out of 49 active learning techniques. The pre-intermediate level has ranked as the module with the second-highest number of pair-work techniques, with 15 pair-work techniques out of 33 active learning techniques. The upper-intermediate level with the 8-week module included 10 pair-work techniques out of 22, which is the total number of active learning techniques implemented in this level. Finally, the elementary level has the least frequency of pair-work techniques in the supplementary materials, with 13 pair-work techniques out of 31 active learning techniques.

Another major technique that emerged after coding the recurring phrases is group work as an active learning technique used in the supplementary materials. The definition of group work has been proposed by Richards and Schmidt (2002) as a type of activity in which small groups of learners work together. Therefore, the recurring phrases taken from the data were matched with group work as an active learning technique in these materials. Getting involved in a task that requires three or more students was analyzed as a group work technique. It is observed that group work might manifest itself as working in groups either in various forms such as writing a task together, sharing ideas with the whole class, or speaking in groups. The examples of recurring phrases that promote group work can be seen in Table 7:

Table 7. Recurring Phrases across Levels about Group Work in Supplementary Materials

| Technique | Codes | Phrases |
|---|---|---|
| Group Work | Class | Share with the whole class (...)<br>Share your answers with the class (...)<br>Share your sentences with your class (...)<br>Share your sentence with the class and discuss (...)<br>Discuss the question with the whole class (...)<br>Discuss your ideas with the class (...) |
| | Classmates | Present the results of your search with your classmates (...)<br>Share your answers with your classmates (...)<br>Asking questions to your classmates (...)<br>Ask your classmates (...) |
| | Groups | Work in groups of 3 (...)<br>Work in groups of 4 (...)<br>Work in groups (...)<br>Work in groups of 3 or 4 (...)<br>Work in small groups (...)<br>Form groups of four (...)<br>Share your results with your group members (...)<br>Discuss the following questions in small groups (...)<br>Discuss the questions below in small groups (...)<br>Discuss the following questions in groups (...)<br>Have a conversation in groups (...) |
| | Friends | Discuss with your friends (...) |

After these recurring phrases were noted down and coded, the number and the frequency of group work techniques were calculated. Table 8 illustrates the number of group work techniques implemented in the supplementary materials for each level:

Table 8. The Frequency of Group Work Techniques across Levels in the Supplementary Materials

| Level | The Number of Group Work Techniques | Total Number of Active Learning Techniques | The Percentage in Total Number of Active Learning Techniques |
|---|---|---|---|
| Elementary | 5 | 31 | 16.13% |
| Pre-intermediate | 9 | 33 | 27.27% |
| Intermediate | 15 | 49 | 30.61% |
| Upper-intermediate | 2 | 22 | 9.09% |

Both of the supplementary materials, supplementary packs and writing packs, were similarly involved in the making of this distribution table that belongs to the modules lasting 8 weeks, omitting the 16-week upper-extended to ensure the accurate frequency distribution. As illustrated in Table 8, the highest number of group work techniques was embedded in the intermediate level, with 15 group work techniques out of 49 active learning techniques. As for the pre-intermediate level, it includes the second-highest number of group work embedded in the supplementary materials, with 9 group work techniques out of 33 active learning techniques. The elementary level included 5 group work techniques out of 31 active learning techniques, which equals to 16.13% in terms of percentage. Finally, the least number of group work techniques was implemented in the upper-intermediate level with the 8-week module, with 2 group work techniques only out of 22 active learning techniques.

Blended learning in the form of technology-integration was employed as another active learning technique in the supplementary materials across levels, which was applied as two different forms such as watching a video and playing an online game. Richards and Schmidt's definition of "typically through a combination of technology-based resources" has laid the foundation of the identification of blended learning techniques (2002, p. 58). In the supplementary materials, blended learning manifested itself either in the form of online videos and interactive games; that is, students were instructed to expose themselves to these specified forms of media through the links provided in these materials. The examples of recurring phrases that give away technology integration for English learning under the techniques of blended learning can be seen in Table 9:

Table 9. Recurring Phrases across Levels about Blended Learning in Supplementary Materials

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Blended Learning | Video | Watch the video (…)<br>You may refer to the video below (…)<br>Visit the link and watch the video (…)<br>Visit the link to watch the video (…)<br>Check your answers by watching the video (…) |
| | Link/Kahoot | Let's play Kahoot (…)<br>Play a game and visit the link (…)<br>Please visit the link and join the game (…) |

These phrases were used as instructions for students to engage themselves in technology-integrated materials either in the form of games and videos. They were implemented as listening, pre-listening, post-grammar, pre-reading, pre-writing and pre-speaking both to integrate technology into learning and involve the students in their own learning process. After these phrases were noted down and coded as seen in Table 9, the frequency of blended learning techniques was calculated. Table 10 illustrates the number of blended learning techniques implemented in the supplementary materials for each level:

Table 10. - The Frequency of Blended Learning Techniques across Levels in the Supplementary Materials

| **Level** | **The Number of Blended Learning Techniques** | **Total Number of Active Learning Techniques** | **The Percentage in Total Number of Active Learning Techniques** |
|---|---|---|---|
| Elementary | 2 | 31 | 6.45% |
| Pre-intermediate | 4 | 33 | 12.12% |
| Intermediate | 0 | 49 | 0% |
| Upper-intermediate | 2 | 22 | 9.09% |

All the supplementary materials as the supplementary pack and writing pack were involved to reveal the findings illustrated in the table above. Blended learning techniques can appear as video-links and games in the form of technology integration. Given the data above, pre-intermediate level embedded the highest number of blended learning techniques with 4 out of 33, while it ranked as the level having the second-highest percentage in the total number of active learning techniques. Upper-intermediate level embedded only two blended learning techniques out of 22 active learning techniques, while it is ranked as the level having the highest percentage of blended learning techniques in the total number of active learning techniques. Elementary level implemented only two blended learning techniques out of 31 active learning techniques, holding the highest-third ranking in terms of the percentage of blended learning techniques within the total number of active learning techniques. Finally, there was found no trace of blended learning techniques in the intermediate

level; neither in the form of videos, nor in the form of online games; therefore, the percentage of blended learning as technology integration is shown as 0%.

Project work is another active learning technique exploited in the supplementary materials. Richard and Schmidt's definition of project work "an activity which centers around the completion of a task, and which usually requires an extended amount of independent work" has formed the basis of the identification of project work techniques (2002, p. 467-468). After supplementary pack and writing pack were scrutinized for all the levels, the recurring phrases that met the condition of task completion and allocating an extended amount work were coded into this technique. In the supplementary materials, project work as an active learning technique was only used in the form of completing a writing task. It was implemented either as an essay writing task and blog writing for upper-intermediate and intermediate levels, or a paragraph writing task for pre-intermediate and elementary levels. The examples of recurring phrases that promote project work can be seen in Table 11:

Table 11. Recurring Phrases across Levels about Project Work in Supplementary Materials

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Project Work | Essay Writing | (...) write an essay of 180-200 words (...)<br>(...) write a full essay of 200-220 words (...)<br>(...) write an essay of 220–250 words (...)<br>(...) write an essay of 250-270 words (...)<br>(...) write an essay of 270–300 words (...) |
| | Blog Writing | (...) write a blog post (...) |
| | Paragraph Writing | (...) Write a paragraph of 30-40 words (...)<br>(...) Write a text of 50-60 words (...)<br>(...) Write a text of 60-70 words (...)<br>(...) Write a text of 70-80 words (...)<br>(...) Write a paragraph of 80-90 words (...)<br>(...) Write a paragraph of 90-100 words (...)<br>(...) Write a paragraph of minimum 100 words (...)<br>(...) Write a paragraph of minimum 150 words (...) |

Depending on varying proficiency levels of the students at different levels, project work might appear in various forms such as essay writing, blog writing, and paragraph writing. When the amount of independent work for these writing tasks is taken into consideration based on students' varying proficiency of English across levels, it becomes evident that no matter what level students are studying at, they are

expected to complete these writing tasks as a result of an extended amount of independent work. Therefore, while project work might appear as essay writing or blog writing tasks in higher levels such as upper-intermediate and intermediate, it may manifest itself as paragraph writing in lower levels such as pre-intermediate and elementary. After the recurring phrases above were noted down and coded accordingly, these techniques fell fallen under project work due to their very nature. Based on the data gathered, Table 12 below illustrates the number and the frequency of project work techniques in the supplementary materials for each level:

Table 12. - The Frequency of Project Work Techniques across Levels in the Supplementary Materials

| **Level** | **The Number of Project Work Techniques** | **Total Number of Active Learning Techniques** | **The Percentage in Total Number of Active Learning Techniques** |
|---|---|---|---|
| Elementary | 11 | 31 | 35.48% |
| Pre-intermediate | 6 | 33 | 18.18% |
| Intermediate | 7 | 49 | 14.29% |
| Upper-intermediate | 6 | 22 | 27.27% |

In the making of this distribution table, the supplementary materials of the modules lasting 8 weeks were analyzed, and the 16-week upper-extended supplementary materials were omitted to ensure the accuracy of frequency. As shown in Table 13, the highest number of project work was embedded in the elementary level, with 11 project work techniques out of 31 active learning techniques. Even though the intermediate level holds the second highest number of project work techniques with 7 out of 49 active learning techniques, the percentage of project work techniques within the total number of active learning techniques implemented in this level is the lowest when compared to the other levels. The upper intermediate has the second-highest frequency of project work techniques, with 7 out of 22 active learning techniques. Finally, the pre-intermediate level has ranked as the third one in terms of the frequency of project work techniques, with 6 out of 33 active learning techniques.

Self-evaluation is another active learning technique that was implemented in the supplementary materials. This technique has been also referred as self-assessment and defined as "checking one's own performance on a language learning task after it has been completed" (Richards & Schmidt, 2002, p. 517). It only manifested itself as a checklist that was placed at the end of a learning material to have students check whether they acquired various targeted skills. Once all the supplementary materials were skimmed, the codes related to the provided definition above were created. The examples of recurring phrases that reveal self-evaluation can be observed in Table 13:

Table 13. Recurring Phrases across Levels about Self-evaluation in Supplementary Materials

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Self-evaluation | Check | Check what you have learned (...) |
| | Tick | Look at the objectives below and put a tick if you think you are able to do them (...) |

Self-evaluation checklist was used in these supplementary materials following various learning materials that aim to achieve either a single objective or a set of objectives. Through these checklists, students are given an opportunity to check whether they feel they are capable of performing them once these materials are completed. It manifested itself as a short checklist for all the levels at the bottom of each learning material, so it was designed in the same way for elementary, pre-intermediate, intermediate, and upper-intermediate. Therefore, the frequency was not calculated since it exists after each document covered in class. After the recurring phrases above were noted down and coded accordingly, these checklists that allow students to evaluate their learning fell under self-evaluation techniques. To this end, Table 14 demonstrates the number of self-evaluation techniques in the supplementary materials for each level:

Table 14. - The Number of Self-evaluation Checklists across Levels in the Supplementary Materials

| Level | The Number of Self-evaluation Checklists |
|---|---|
| Elementary | 18 |
| Pre-intermediate | 17 |
| Intermediate | 29 |
| Upper-intermediate | 21 |

These checklists include objectives taken from GSE and allow students to refer to them whenever needed through the Pearson website. Depending on the number of learning materials and objectives embedded into them, there might be higher number of self-evaluation checklists in certain levels and lower number in others. The length of the learning materials and how many objectives are fit into these materials might play a role in the number of self-evaluation checklists. In the case of intermediate level supplementary materials, the reason for holding the highest number of self-evaluation checklists is about the number of objectives that are supposed to be met during 8 weeks of intermediate classes, which was determined by the level heads and the testing unit.

### 4.2 Coursebooks Analysis Results

The second step of document analysis involved familiarization with the keywords and finding out recurring phrases related with active learning techniques in the main coursebooks used in the following modules: elementary, pre-intermediate, intermediate, and upper-intermediate levels. Only main coursebooks with GSE objectives by Pearson Education were analyzed to reveal which active learning techniques were utilized in the spring modules of the English preparatory school (see Table 1). Subsequently, pair-work, group work, blended-learning, project work and self-evaluation emerged as the main active learning techniques in these coursebooks. The rationale behind incorporating the main coursebooks with GSE objectives into the analysis is to present a coherent portrayal of document analysis since supplementary materials and course maps are also designed with GSE objectives. Another reason why the coursebooks with Common European Framework of Reference (CEFR)

framework were excluded from in this study is that they are not used as the main coursebooks in classes. The excerpts taken from the coursebooks constitute the recurring phrases used in the instructions scattered throughout the units.

Recurring phrases and codes shown in Table 15 reveal that pair-work was implemented as one of the main active learning techniques in the coursebooks at the context of this English preparatory school. Richards and Schmidt (2002) define pair-work as a type of activity where learners work in pairs. Therefore, the recurring phrases extracted from the data that either explicitly or implicitly align with this definition revealed the use of pair-work as an active learning technique. The examples of recurring phrases and related codes regarding pair-work can be observed in Table 15:

Table 15. - Recurring Phrases across Levels about Pair-work in the Pearson Education Coursebooks

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Pair-work | Partner | Share your completed chart with a partner (...)<br>Work with a partner (...)<br>Discuss the following questions with a partner (...)<br>Discuss your answers with a partner (...)<br>Answer the questions with a partner (...)<br>Work with a partner to answer the questions (...)<br>Compare answers with a partner (...)<br>Compare your answers with a partner's (...)<br>Exchange papers with a partner and answer the questions (...)<br>Share your questions with a partner and answer them (...)<br>Check your answers with a partner's (...)<br>Share your answers with a partner (...)<br>With a partner, find the (...)<br>Discuss the questions with a partner (...)<br>Discuss with a partner (...)<br>Share your outline with a partner (...)<br>Write some questions to ask your partner (...)<br>Tell your partner about (...)<br>Ask your partner the questions (...)<br>Compare lifestyles with a partner (...)<br>Work with a different partner (...)<br>Work with a new partner (...)<br>Work with another partner (...) |
| | Pair | Share your memories with another pair (...)<br>Work in pairs (...)<br>Work with another pair (...) |
| | Another Student | Compare your answers with another student's (...) |

After these recurring phrases were noted down and coded, these were placed under pair-work techniques. Table 16 illustrates the number of pair-work techniques implemented in the coursebooks for each level:

Table 16. The Frequency of Pair-work Techniques across Levels in the Pearson Education Coursebooks

| **Coursebooks** | **The Number of Pair-Work Techniques** | **Total Number of Active Learning Techniques** | **The Percentage in Total Number of Active Learning Techniques** |
|---|---|---|---|
| Roadmap A2 | 252 | 391 | 64.47% |
| Roadmap A2+ | 267 | 411 | 64.84% |
| Roadmap B1 | 214 | 346 | 61.79% |
| North Star 4 | 61 | 167 | 36.52% |

The coursebooks analyzed to find out the number and frequency of pair-work techniques across levels were covered only in the modules lasting 8 weeks; that is the upper extended was not included in this table with the aim of achieving accurate frequency of pair-work techniques. As demonstrated in Table 16, Roadmap A2+, which is covered in the pre-intermediate level, possesses the highest number and frequency of pair-work techniques, with 267 pair-work techniques out of 411 active learning techniques. The second highest number of pair-work techniques is embedded in the elementary level coursebook, Roadmap A2, with 252 pair-work techniques out of 391 active learning techniques in total. The intermediate level coursebook Roadmap B1 contains the third highest number of pair-work techniques, with 214 pair-work techniques out of 346 active learning techniques. Finally, North Star 4, which is covered in the upper intermediate level, includes the least number of pair-work techniques, with 61 pair-work techniques out of 167 active learning techniques. The reason behind this relatively low number of pair-work techniques and active learning techniques in the upper intermediate level is related with the nature of the coursebook; that is, the design of the coursebook differs from the Roadmap series in terms of being a skill-based coursebook.

Another active learning technique covered in these coursebooks that revealed itself after coding the recurring phrases is group work. Richards and Schmidt's (2002) definition of group work as a type of activity where small groups of learners work together has laid the foundation of this coding. Group work manifested itself in various forms in these coursebooks such as writing a task together, discussing questions, reporting and researching as a group. The examples of recurring phrases that show the utilization of group work can be seen in Table 17:

Table 17. Recurring Phrases across Levels about Group Work in the Pearson Education Coursebooks

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Group Work | Class | Discuss the questions with the class (...) |
| | Group | Work in groups of three (...)<br>Work with a small group (...)<br>In small groups, report on (...)<br>Work in your small group (...)<br>Discuss the questions with a small group (...)<br>Discuss the questions in a small group (...)<br>Share your research with your group (...)<br>Work in groups (...)<br>Work in small groups (...) |
| | Three People | Talk to at least three people in the class (...) |

After these recurring phrases were noted down and coded as illustrated in Table 17, these were categorized as group work techniques. Table 18 illustrates the number of group work techniques implemented in the coursebooks for each level:

Table 18. The Frequency of Group Work Techniques across Levels in the Pearson Education Coursebooks

| **Coursebooks** | **The Number of Group Work Techniques** | **Total Number of Active Learning Techniques** | **The Percentage in Total Number of Active Learning Techniques** |
|---|---|---|---|
| Roadmap A2 | 23 | 391 | 5.88% |
| Roadmap A2+ | 30 | 411 | 7.30% |
| Roadmap B1 | 13 | 346 | 3.76% |
| North Star 4 | 13 | 167 | 7.78% |

All the coursebooks were analyzed in order to reveal the number and frequency of group work techniques. As shown in Table 18, the highest number of group work techniques is embedded in the pre-intermediate coursebook Roadmap A2+, with 30 group work techniques out of 411 active learning techniques. However, this coursebook ranked as the one having the second highest frequency of group work, which can be explained with the differing total number of active learning techniques in each coursebook. The second highest number of group work techniques is included in the elementary level coursebook Roadmap A2, with 23 group work techniques out of 391 active learning techniques, yet this coursebook ranks as the second in terms of frequency of group work techniques. There are 13 group work techniques both in the intermediate level coursebook Roadmap B1 and the upper-intermediate coursebook North Star 4, yet North Star 4 includes the highest frequency of group work techniques, with 13 group work techniques out of 167 active learning techniques. The least frequency of group work techniques was observed in Roadmap B1, with 13 group work techniques out of 346 active learning techniques.

Among the active learning techniques embedded in the Pearson Education coursebooks, project work also emerged. Richard and Schmidt's definition of project work "an activity which centers around the completion of a task, and which usually requires an extended amount of independent work" facilitated the identification of project work techniques (2002, p. 467-468). The recurring phrases were coded as speaking and writing tasks which can be seen in Table 19 and fell under project work techniques since they require independent work, a certain amount of planning time and the completion of a task. In higher proficiency levels such as intermediate and upper-intermediate, project work manifested itself as essay writing and presentation, whereas in lower proficiency levels such as pre-intermediate and elementary, it can be observed as relatively shorter writing tasks such as review writing, blog writing and many more miscellaneous genres coded as free writing. The examples of recurring phrases that disclose project work covered in these course books as an active learning technique can be seen in Table 19:

Table 19. Recurring Phrases across Levels about Project Work in the Pearson Education Coursebooks

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Project Work | Essay Writing | Write a biographical essay about (...)<br>Write a four-paragraph opinion essay (...)<br>Write an essay about one of the topics (...)<br>Write a descriptive essay (...)<br>Write a persuasive essay (...)<br>Write a comparison-and-contrast essay (...)<br>Write a cause-and-effect essay (...)<br>Write an essay (...)<br>Write your own essay (...) |
| | Email Writing | Write an email to a friend (...)<br>Write your email asking for information (...)<br>Write an email invitation (...)<br>Write your email (...)<br>Write your email application (...)<br>Write a reply to an e-mail (...) |
| | Presentation | Prepare a presentation for the class (...)<br>Prepare a short presentation (...) |
| | Guide Writing | Write a guide to your town/city (...)<br>Write a guide to shopping<br>Write your guide (...) |
| | Story Writing | Write a short story (...)<br>Write a story (...) |
| | Review Writing | Write your review<br>Write a review |
| | Blog Writing | Write a blogpost (...)<br>Write your blogpost (...) |
| | Descriptive Writing | Write a description of your favorite city(...)<br>Write a description of a person (...) |
| | Free Writing | Write a summary of (...)<br>Write a letter (...)<br>Write your own information leaflet (...)<br>Write a biography of someone<br>Write a job application (...)<br>Write your invitation (...)<br>Write a lost item report (...)<br>Write an online message (...)<br>Write an online profile (...) |

After these recurring phrases were down and coded accordingly, these fell under project work since they require an extended amount of individual work including

planning, organization, styling and formatting. Based on the data gathered, Table 20 illustrates the number and the frequency of project work techniques in the main coursebooks for each level:

Table 20. - The Frequency of Project Work Techniques across Levels in the Pearson Education Coursebooks

| Level | The Number of Project Work Techniques | Total Number of Active Learning Techniques | The Percentage in Total Number of Active Learning Techniques |
|---|---|---|---|
| Roadmap A2 | 10 | 391 | 2.56% |
| Roadmap A2+ | 9 | 411 | 2.19% |
| Roadmap B1 | 11 | 346 | 3.18% |
| North Star 4 | 15 | 167 | 8.98% |

It is vital to note that only the coursebooks of the modules lasting 8 weeks were incorporated into this table. As stated above, the highest number of project work techniques was implemented in the upper-intermediate coursebooks, with 15 out of 167 active learning techniques in this book. Students' self-directed production through project work is expected much more than the lower levels and this might be related with the high proficiency the learners in the upper-intermediate level. The second highest number of project work techniques was embedded in the intermediate coursebook, with 11 out of 346 active learning techniques. The remaining lower levels pre-intermediate and elementary had a rather slight difference in the frequency of project work. The lowest number of project work techniques was incorporated into the pre-intermediate coursebook, with 9 out of 411 active learning techniques. Finally, the second-lowest number of project work techniques appeared in the elementary coursebook, with 10 out of 391 active learning techniques.

Blended learning in the form of technology-integrated techniques is a significant active learning technique that was incorporated into the Pearson Education coursebooks in the form of technology-integrated active learning techniques. Richards and Schmidt's definition of "typically through a combination of technology-based

resources" formed the basis that helped identify blended learning techniques (2002, p. 58). Students are directed to various forms of media within the theme of blended learning. It manifested itself as watching a video, doing exercises on a learning application and an online exercise platform called MyEnglishLab. The coursebooks encourage students to take leadership of their learning process and expose themselves to various forms of technology-integrated language learning experiences. They are instructed to download an application, go to an online workbook platform through which they can access countless activities, exercises and videos. The examples of recurring phrases that reveal technology integration for English learning as blended learning techniques can be seen in Table 21:

Table 21. Recurring Phrases across Levels about Blended Learning in the Pearson Education Coursebooks

| **Technique** | **Codes** | **Phrases** |
|---|---|---|
| Blended Learning | Video | Go online for the Roadmap video (…)<br>Watch the video (…)<br>Watch a video about (…) |
| | App | Go to your app for (…)<br>Go to your app for (…)<br>Go to your app for (…)<br>Go to your app (…) |
| | MyEnglishLab | Go to MyEnglishLab to give your opinion about (…)<br>Go to MyEnglishLab to check (…)<br>Go to MyEnglishLab to write about (…)<br>Go to MyEnglishLab for (…) |

Students are directed to these multimedia sources offering exercises full of vocabulary practice, grammar practice as well as exercises promoting skills practice such as reading, writing and listening. After these recurring phrases are noted down and coded as seen in Table 21, the frequency of blended learning techniques were calculated. Table 22 illustrates the number of blended learning techniques implemented in the main coursebooks for each level:

Table 22. - The Frequency of Blended Learning Techniques across Levels in the Pearson Education Coursebooks

| Level | The Number of Blended Learning Techniques | Total Number of Active Learning Techniques | The Percentage in Total Number of Active Learning Techniques |
|---|---|---|---|
| Roadmap A2 | 96 | 391 | 24.55% |
| Roadmap A2+ | 95 | 411 | 23.11% |
| Roadmap B1 | 98 | 346 | 28.32% |
| North Star 4 | 78 | 167 | 46.71% |

Blended learning stands out as one of the most commonly used active learning techniques in the form of watching a video, using an application, and using an online self-study laboratory called MyEnglishLab as active learning techniques in the Pearson Education coursebooks. The figures for the Roadmap series are close to one another because of the number of units having the equal number. In terms of the frequency of blended learning techniques, the upper-intermediate level coursebook North Star 4 includes the highest frequency, with 78 blended learning techniques out of 167 active learning techniques. Of all the active learning techniques, blended learning has manifested itself with the frequency of 46.71% in the upper-intermediate coursebook, which displays that technology integration under the theme of blended learning appears quite often in this coursebook. It is important to evaluate the Roadmap series separately since they have the same design and number of units embedded. The intermediate coursebook Roadmap B1 includes 98 blended learning techniques out of 346 active learning techniques, which ranked as the second highest frequency of blended learning techniques. In the elementary coursebook, 96 blended learning techniques out of 391 active learning techniques were included, which holds the third-highest frequency. Finally, the pre-intermediate coursebook contains 95 blended learning techniques out of 411 active learning strategies and becomes the coursebook having the least frequency of blended learning technique. Nevertheless, it is vital to acknowledge that there is very little difference in the numbers of blended learning techniques in the Roadmap series because of the similarity in their design since technology integration items appear in the same layout in all three of these

coursebooks. Therefore, it is understandable to see more or less the same numbers of blended learning techniques in this series.

Self-evaluation is the final active learning technique that was embedded in the Pearson Education coursebooks. This technique manifested itself as a reflective practice at the end of the units. It has been addressed as self-assessment and defined as "checking one's own performance on a language learning task after it has been completed" (Richards & Schmidt, 2002, p. 517). After the objectives of the units are covered, students are directed a series of questions worded in alignment with the skills that have to be acquired specifically for the corresponding unit. A single phrase was observed and coded accordingly after skimming all the coursebooks. The examples of recurring phrases that show the use of self-evaluation can be observed in Table 23:

Table 23. Recurring Phrases across Levels about Self-evaluation in the Pearson Education Coursebooks

| **Technique** | **Code** | **Phrases** |
|---|---|---|
| Self-evaluation | Reflect | Reflect - How confident do you feel about the statements (…) |

This student-directed technique appears on the final page of each unit; thus, it was designed in the same way for elementary, pre-intermediate, intermediate levels within the Roadmap series. Therefore, the frequency was not calculated for this active learning technique since it exists after each unit is covered in class. After the recurring phrase above was down and coded accordingly, these self-evaluation questionnaires that allow students to evaluate their learning fell under self-evaluation technique. To this end, Table 24 demonstrates the number of self-evaluation techniques in the coursebooks for each level:

Table 24. - The Number of Self-evaluation Questionnaires across Levels in the Pearson Education Coursebooks

| **Level** | **The Number of Self-evaluation Questionnaires** |
|---|---|
| Roadmap A2 | 10 |
| Roadmap A2+ | 10 |
| Roadmap B1 | 10 |
| North Star 4 | 0 |

The number of self-evaluation questionnaires are the same for the elementary, pre-intermediate, and intermediate coursebooks since they are all designed as the Roadmap series and the equal number of self-evaluation techniques was embedded while designing the coursebooks. Since each coursebook in this series has the same number of units and self-evaluation appears at the end of each unit, the same number of questionnaires was found out in this series. However, North Star 4, which is covered in the 8-week lasting upper-intermediate module, was scrutinized in alignment with Richards and Schmidt's definition, yet no trace of self-evaluation was found this coursebook. It becomes significant to highlight that it does not necessarily mean there is no self-evaluation technique implemented in this module because self-evaluation techniques were analyzed in the supplementary materials of the upper-intermediate level as discussed in the previous section of this chapter.

### 4.3 Course Maps as Curriculum Guides Analysis Results

The course maps for each level were scrutinized to find out which active learning strategies were embedded. However, there was found no additional active learning technique embedded in these course maps except for the ones analyzed in the supplementary materials and the coursebooks. Instructors are directed towards these active learning strategies without further explanations or instructions. This is because the course maps were designed as a curriculum guide to enable English instructors to be able to better follow what to cover throughout the modules. However, it was revealed that the course maps consist of instructions on which materials to cover every week and provide a list of reading, writing, listening, speaking, and grammar objectives. Links for some extra practice and optional materials were provided with the instructors if they experience a fast-paced classroom within the module. Furthermore, instructors were referred to the coursebooks, online platforms of the coursebooks, and supplementary materials. Short instructions about how to exploit the materials or activities were also embedded, yet no instructions regarding active learning were traced here. Also, there are a small number of corrections or additions to the objectives specifically worded by the Curriculum Unit due to assessment purposes. Redundant activities within the coursebooks and supplementary materials are sometimes omitted; besides, specific sections of these materials are prioritized or highlighted in these course maps. Ultimately, instructors are guided to move backward

or forward through the coursebooks and supplementary materials to achieve the desired sequence for delivering specific objectives.

### 4.4 Usage of Active Learning Strategies Among English Instructors

In this section of the findings regarding the second research question of the study, a series of active learning techniques employed by teachers in EFL classrooms in the English Preparatory School of this foundation university are analyzed. The interview data revealed the most and least utilized active learning techniques by the English instructors.

#### 4.4.1 Most and Least Utilized Techniques

In exploration of what active learning techniques are employed by teachers in EFL classrooms in the English Preparatory School, the emerging techniques were revealed as follows: pair work, group work, presentations, games, discussion, debate, roleplay, and peer teaching. The techniques that are often used by the English instructors have fallen under the theme of most utilized active learning strategies, while the ones that are rarely used have fallen under the theme of least utilized active learning strategies. To this end, the two emerging themes, techniques, and frequencies were specified in Table 25:

Table 25. Usage of Active Learning Techniques Among English Instructors

| Theme | Techniques | Frequency |
|---|---|---|
| Most Utilized Active Learning Techniques | Pair Work | 8 |
| | Group Work | 8 |
| | Presentations | 1 |
| | Games | 5 |
| | Discussion | 4 |
| | Debate | 2 |
| Least Utilized Active Learning Techniques | Games | 1 |
| | Debate | 4 |
| | Discussion | 1 |
| | Roleplay | 5 |
| | Peer Teaching | 2 |

Pair work and group work are one of the most utilized active learning techniques and are employed by all the participants. Five participants noted that they utilized games or gamification often in their classes. Four participants stated that they used discussion a lot in their classes. Two participants shared that they utilized debates, while only one participant stated that he used presentations referring to oral presentations in his classes. As for the least utilized active learning techniques, roleplay was regarded as a rarely implemented technique by five participants. Four participants stated their rare use of debates in their classes. Among the other least utilized active learning techniques, peer teaching has seldom been employed by two participants. Finally, discussion and games were described as a rarely used technique by one participant for each.

The interview data also provided details on classroom practices of most utilized active learning techniques. With regards to discussion, P8 stated: “We have used a speaking material this week. It was about the Earth coming to an end and a group of 6 people are going to be chosen out of 12 people to carry out an expedition on a new planet. There was a long critical thinking process because every character having a specific job had good sides and bad sides. One of them was an alcoholic, while another one was racist. It was a well-functioning speaking activity. We have done it as a whole class discussion activity”. Furthermore, P3 highlighted the importance of incorporating varios forms of active learning techniques within a single class, shared

one of her experiences, and noted: “We generally study note-taking this semester. In the vocabulary section, I certainly implement pair work or group work. After the note-taking exercise, they give each other feedback. Later on, while answering the questions, we have a discussion all together, as a whole class. Therefore, I personally do not think a lesson can last with a single active learning strategy from the beginning to the end”. In regard to pair work, P7 shared one of her experiences in which she implemented peer learning as a pair work technique and stated: “We have covered Present Perfect Tense in class recently. I asked them about what they understood of Present Perfect Tense in terms of meaning. I provided them with 3 or 4 options. They extracted the rules themselves. After they did the exercises, I asked them to compare their answers to enable interaction between one another. I generally prefer this style because I think learning happens under %50 percent when there is passive listening. I think peer learning is very important. There are certain things that they can learn from each other”. Furthermore, P5 shared her experience regarding pair work and peer teaching in one of her writing classes and stated: “I can give you an example from one of my writing classes. I would like to mention a class where students made a pair work or group work activity. Our students practiced writing a body paragraph. We gave them a question and requested them to write two body paragraphs. We also provided them with a checklist. They worked with their partners. They read each other’s body paragraphs. We requested them to check whether their partners’ writings included the important points and give their partners feedback”.

In terms of actual practices of group work techniques, P4 shared one of her practices regarding discussion as an active learning technique and noted: “I wrote some jobs on the board and told the students that it was the end of the world. I am writing 30 jobs for you. I tell them that you are going to choose 8 people, and we are going to rebuild the world with those 8 people. The world is just an empty area where only animals and planets exist. What I actually wanted to make students work here was unreal, Type 2. It gives me a very good time to observe. It works very well almost in all classes and students lead a very enjoyable class”. Moreover, sharing the details of a class in which P1 employed group work as well as technology integration stated: We were covering the topic of friendship. I collected some ideas through Mentimeter. They like writing on Mentimeter since it is anonymous. They can easily generate ideas there even if they couldn’t write. They can build upon from what their friends produced. At

the end, I implemented a mingling activity. While grouping the students, I give them some codes like black, purple, blue, green, yellow since it enables a social interaction among themselves. Then, students with the blue or the green come together". This indicates that a variety of techniques are used in a single task to promote social interaction in the classes.

The examples shared by the English instructors towards the actual practices of most utilized active learning techniques provide insight into how they are employed and serve as model practices taken from the real context of EFL at tertiary level. Furthermore, active learning experiences of the English instructors presented above do not only provide insight into best practices, but also elaborates on the flow of the techniques, furthering our perspectives towards active learning in EFL at tertiary level and broadening our understanding.

## 4.5 Perceptions of English Instructors and the Level Head Towards Active Learning at Tertiary Level

In relation to the third research question, the final section of the findings explored through the interview data revealed the perceptions of English instructors and the level head regarding the use of active learning techniques at the English preparatory school. The findings regarding the English instructors were categorized under three main headings which are the drawbacks of utilizing active learning techniques at the English preparatory school, academic success, and motivation. Moreover, the findings regarding the level head's perceptions were analyzed. The data was categorized among four main headings which are most emphasized active learning techniques at the English language school, benefits and drawbacks of active learning techniques, academic success, and motivation through level head perspective.

### 4.5.1 Perceptions of English Instructors towards Active Learning

Upon manual coding of the interview data, perceptions of the English instructors towards the drawbacks of utilizing active learning techniques at tertiary level, the impact of active learning on academic success, and the impact of active learning on students' motivation were analyzed in this section.

#### 4.5.1.1 Active Learning Strategies: English Instructors' Perceptions towards the Drawbacks

In exploration of the potential drawbacks of the implementation of active learning techniques at tertiary level, the English instructors' responses were categorized under three main themes which are learners' characteristics, strategic educational leadership, and dependency on teachers. In Table 26, the themes, codes, phrases, and frequencies regarding the drawbacks were illustrated.

Table 26. Drawbacks of the Implementation of Active Learning Techniques at Tertiary Level – English Instructors' Perspectives

| Theme | Codes | Phrases | Frequency |
|---|---|---|---|
| Learners' Characteristics | Students' Psychology | Young Adult Psychology | 1 |
| | Students' Learning Background | Not Used to Active Learning | 2 |
| | Students' Attitudes | Emotional Problems | 1 |
| Strategic Educational Leadership | Curriculum Design | Loaded Curriculum | 2 |
| | Need for Professional Development | Lack of Standardization | 1 |
| Dependency on Teachers | Need for feedback | Too many mistakes | 1 |
| | | Not a meaningful method without feedback | 1 |
| | | Encountering fossilized errors | 2 |

First of all, the English instructors claim that learners' characteristics might pose several drawbacks while implementing active learning techniques at the English preparatory school. Specifically, students' psychology, learning background, and attitudes were claimed to be the main reasons behind these drawbacks. In terms of utilizing roleplay and its drawback on students' psychology, P1 stated: "One

disadvantage of roleplay is that our students, who have just grown out of adolescence and are now young adults, often struggle with body image issues. They do not have a strong psychological resilience like adults and can get offended too quickly". This suggests that this new young adult identity that preparatory school students have brings its own challenges such as being sensitive to what their classmates think of them. Similarly, P5, drawing attention to attitudes of the preparatory school students, noted: "If they treat one another harshly or do not use a kind language in debates, pair work, or group work activities, unfortunately there might emerge some emotional problems. This might deteriorate the learning atmosphere in classes and cause a tense classroom atmosphere". This implies that students' attitudes during pair work, group work, and debate interactions might cause some negative emotional reactions. The final drawback mentioned by two participants regarding students' learning background centered around them not being used to active learning. Specifically, P4 stated: "Students might feel like they are not doing lessons. Even though it is okay to use active learning strategies at tertiary level, unfortunately our students are used to listening passively until higher education. Students might feel like they are not learning anything because their teacher speaks too little or does not lecture". Moreover, P8 noted: "Before students start the preparatory school, they do not have many experiences regarding active learning. I think this is a new concept for them such as talking about a topic, getting to know each other more than they did in high school, constantly being asked about their ideas, and expressing them. This is something new for them. They are not used to this that much. For them, it is like they are stepping into an unsafe area". These two perspectives align on the argument that students' educational backgrounds, which are affected by passive listening habits, might pose a drawback in the implementation of active learning techniques at the tertiary level. As discussed above, half of the participants uphold the idea that learners' characteristics might pose certain challenges while utilizing active learning.

The second theme emerging in the analysis of the drawbacks shared by the English instructors is strategic educational leadership. Two participants criticized the loaded curriculum for not providing enough time to practice active learning techniques, while one participant supported the idea that there is lack of standardization in terms of active learning, necessitating guidance that should be given by the professional development unit. To begin with drawbacks regarding curriculum

design, P2 stated: “We might experience difficulties with catching up with the curriculum. Universities have a loaded curriculum. Students are expected to reach B1 level in 16 weeks and finish the preparatory school”. This extract implies that the large number of curricular requirements might pose certain challenges in terms of time limitations. Furthermore, P8 added to this perspective and noted: “We might have to spend a lot of time on production when we ask students to be more active, or produce something in classes, we can cover a topic much faster. Our program is very loaded”. This extract portrays the participant’s concerns regarding time limitations, which shows that active learning is perceived as a concept that requires more time. Another drawback under the theme of strategic educational leadership is need for professional development. P7 stated: “Teachers should organize the flow logically. We experience some problems regarding professional development. These strategies might not function in a standardized way in classes. The class should be well designed or formed in terms of syllabus and lesson plan. I think this might be a drawback”. This extract shows that there is not a formal training or a professional development intervention that can promote standardization in the implementation of active learning techniques. To this end, the drawbacks regarding the need for professional development and curriculum design update are covered under the theme of strategic educational leadership because the administrative units like management, the curriculum unit, or material development are the decision makers to resolve these drawbacks and make necessary adaptations.

The final theme regarding the drawbacks of utilizing active learning techniques at tertiary level from English instructors’ perspectives is dependency on teacher. Four participants shared their responses which revealed the necessity for teachers’ feedback. Specifically, P3 noted: “Every activity should be followed by feedback. For example, I employ group work where they discuss among themselves, and I finish the activity. Unless I receive a kind of report or summary from them and give them feedback, I do not think it becomes a meaningful learning method”. This implies that even though students are leading their own learning process and become active participants in construction knowledge, meaningful learning necessitates teachers’ feedback. Similarly, drawing attention to fossilized errors, P4 stated: “Unless students receive immediate and accurate feedback and we fail to perform the role of a facilitator as teachers, students might learn incorrectly, which might become permanent in learning.

I think it is a serious risk in active learning, so it requires attention. It might be too late if students learn something incorrect without the teacher's correction. We might encounter fossilized errors". In addition, P5 also mentioned: "Even though peer teaching is an activity of utmost importance, it is also like a slippery area. It might result in incorrect learning as well. If this issue persists and becomes permanent, it might cause fossilized errors". This implies that unless a sort of error correction or teacher's involvement is embedded, students' mistakes will go unrecognized, which will finally culminate in incorrect learning. As for the final comment analyzed under the theme of dependency on teachers, P6, drawing attention the large number of mistakes emerging during peer feedback sessions, noted: "One disadvantage might be that students are not aware of their own mistakes, so they are not even able to correct their partners' mistakes. In terms of peer feedback in writing activities, when I tell them to find their partners' mistakes, they might say that they cannot find any mistakes, or their partners have written an excellent text. When you look it at the same text as a teacher, you get to recognize too many mistakes regarding grammar, content, or organization". The responses regarding dependency on teachers are quite close to one another, which shows that these four English instructors share similar experiences regarding the necessity of teachers' feedback, which might be a significant drawback to be addressed due to dependency on teachers.

#### 4.5.1.2 Active Learning Strategies: English Instructors' Perceptions of Academic Success

In exploration of whether active learning techniques increase students' success in English, three codes emerged when the interview data of the English instructors was analyzed, which are positive perception, conditional positive perception, and negative perception. To this end, Table 27 illustrates the main theme, codes, phrases, and the frequency of responses.

Table 27. Active Learning Techniques: English Instructors' Perceptions of Academic Success

| Theme | Codes | Phrases | Frequency |
|---|---|---|---|
| Perception of Academic Success | Positive Perception | Positively affect academic success | 4 |
| | Conditional Positive Perception | If employed fully | 1 |
| | | If implemented properly | 1 |
| | | If certain standards are achieved | 1 |
| | Negative Perception | Not a meaningful difference | 1 |

Most of the participants think that active learning techniques do increase students' academic success. Four participants had positive perceptions, while three participants had conditional positive perception; that is, they emphasized the condition of proper implementation for active learning techniques to be able to increase academic success. One participant claimed that there would not be a meaningful difference, which was coded as negative perception. Positive perception was the most frequent code when the responses were analyzed. P2 mentioned: "They definitely increase students' academic success. They internalize topics through active learning easily. Since these strategies are quite beneficial in terms of enjoyment in English learning, I think they positively affect students' academic success". This extract draws attention to the allegation that the factors behind the active learning techniques' effect in academic success are internalization and enjoyment. Furthermore, P8, also giving credit to internalization as well as assessment content, stated: "They definitely do. A large percentage of our assessment content comes from production. When students are actively involved in class and produce cognitively by themselves, they internalize it a lot". On the other hand, P4, highlighting the doer role in active learning, stated: "I am one hundred percent sure that they increase students' achievement. If students become active, they will move on to the phase of doing something". This implies the importance of active participation and becoming an active participant as a doer for academic success. As the last perspective towards the positive perception, P6 stated: "I think they do. In these strategies, the actual purpose is using language with their friends. When they do them with friends, they can understand each other's corrections better. Rather than a teacher, their friends' corrections feel relaxing. It promotes a more relaxing atmosphere than speaking with a teacher. It might have an effect on academic

success, but I cannot say whether it improves with a serious percentage like %50 or %70". This perspective provided by P6 showcases a relaxing atmosphere in peer feedback and improvement in academic success, yet it also implies that these might only affect academic success to a certain degree. The second group of participants' perceptions towards active learning techniques' effect on academic success were positive, but they set a condition in their responses, which needed to be analyzed in a different code. For example, when asked about whether active learning techniques improve students' academic success, P3 stated: "They definitely do. If I clearly set my goals, employ active learning strategies fully, and give students feedback, these methods definitely increase students' academic success. There have been many instances where I have witnessed improvement with my own eyes". The conditions put forward in this excerpt are related with three factors which are setting goals, employing them fully, and providing feedback. Similarly, P5, drawing attention to the accurate implementation, mentioned: "If they are done properly, I certainly think that it contributes to students' academic performance or success. In spoken or written form, students will be able to generate better ideas easily and express themselves better". Moreover, touching upon the condition of the proper implementation and meeting the necessary standards, P7 stated: "If these strategies are implemented properly and achieve certain standards, they will surely be successful. It improves academic success. It enhances permanent learning". In terms of negative perception, only one participant, P1, expressed her doubts and stated: "I predict that there will not be a meaningful difference. I am not sure whether they are beneficial for academic success".

#### 4.5.1.3 Active Learning Techniques: English Instructors' Perceptions of Motivation

After the analysis of the interview data, the phrases were coded as positive perception because all of the participants asserted that active learning techniques increased students' motivation level in English and explained how this increase emerged. To this end, Table 28 illustrates the main theme, codes, phrases, and the frequency of responses.

Table 28. Active Learning Techniques: English Instructors' Perceptions of Motivation

| Theme | Codes | Phrases | Frequency |
|---|---|---|---|
| Perception of Motivation | Positive Perception | Giving a sense of belonging | 1 |
| | | Increasing desire and motivation | 1 |
| | | Changing learning methods | 1 |
| | | Satisfying the need for competence | 1 |
| | | Willingness to learn | 1 |
| | | Using the language several times | 1 |
| | | Confidence and intrinsic motivation | 1 |
| | | Adding meaning to learning | 1 |

Even though all the participants' perceptions were positive towards motivation, their responses provided in-depth exemplifications towards how these techniques increase students' motivation. Firstly, P1, associating this increase in motivation with a sense of belonging, stated: "It motivates students, involves them in class, and gives them a sense of belonging. Rather than being in the receiver position, producing something in class whether it is accurate or inaccurate, a lot or a little, creates a meaningful feeling of doing something". This perspective implies that students' active participation transforms learning into a meaningful event. Similarly, P8, highlighting the meaningful learning, noted: "The things they produce, ponder, and receive feedback on from their teachers add meaning to their learning. They insist a lot on playing games or doing activities they have done before, and I receive such requests frequently. When you mention that we are going to play a game afterward, their participation in class increases. Especially after they adapt to the preparatory school and understand how the classes are conducted, their motivation improves". Both of these participants asserted that learning becomes meaningful when students are involved in producing something, thereby increasing their motivation. From another perspective, P2, drawing attention to the competitive nature of games and debates, mentioned: "These competitive games and debates increase students' desire and motivation. In debates, one of the students utters his/her argument, and another student has to understand that argument and respond to it so that he/she can win the argument. They are trying really hard to do this, and it creates motivation". This excerpt shows that desire to win a game or an argument and the feeling of competition triggered by active learning techniques are the main reasons for the increase in motivation. Furthermore, in terms of willingness to learn, P5 shared her perspective towards gamification and stated: "When we gamify the topic, students feel more willing to learn and be involved in class. There is surely a difference in their motivation when

we implement games rather than explaining a simple activity directly, whether we are working on vocabulary or focusing on target words". This implies that there is a significant difference in students' motivation level in English between lecturing students or involving them through games. P3 emphasized the importance of diversifying learning methods practices and noted: "If I put myself in students' shoes, I would get bored of a class where we only look at the books and answer the questions. For this reason, changing learning methods increases their curiosity, provides a new perspective, and enhances students' motivation". This implies that active learning strategies promote an increase in students' motivation because they disrupt the monotonous or boring atmosphere of a book-driven class, and changing learning methods adds dynamism to classroom atmosphere. Touching upon confidence, P4, P6, and P7 shared somewhat similar perspectives. For example, P4 pointed out the need for competence and stated: "Among theories of motivation, the one I love the most is self-determination theory. This theory suggests that a learner needs competence, and when they satisfy this need for competence, they feel motivated. This makes students feel like 'I can do it.' It surely enhances a large amount of motivation". In addition, P7 noted: When a student's confidence increases, his/her motivation becomes higher. There are two types of motivation: intrinsic and extrinsic motivation. To me, the most important one is intrinsic motivation. Even in a little challenging material, when students actively learn, understand, and become successful, they can feel more motivated". P6 emphasized the importance of gaining confidence through practice and shared her perspective towards becoming partners with other students in pair work, stated: "During pair work, they change their partners. Until they come to me, they form sentences with three or four friends already. I am the fourth or fifth person they are sharing their sentences with. When they get little corrections and tell me about their sentences in the end, their motivation increases. Until they come to the teacher, they get to use the language several times and their motivation increases". The responses from the participants all centered around positive perceptions of the impacts of active learning techniques on motivation. Further elaborations and examples of how these techniques increase students' motivation provided valuable insights that could be significant for the literature on active learning.

### 4.5.2 Perceptions of the Level Head towards Active Learning

In relation to the last research question, there were two sections which were perceptions of the English instructors and the level head. In this section of the findings, the level head perspective towards active learning techniques was presented. The data was categorized among four main headings which are most emphasized active learning techniques at the English language school, benefits and drawbacks of active learning, its perceived effect on academic success, and motivation.

#### 4.5.2.1 Most Emphasized Active Learning Techniques at the English Language School

In exploration of which active learning techniques are emphasized a lot at the English Language School and the reasons behind the implementation of them, two questions were directed at the level head. The data also reveals in what forms and at what stages they are used. The interview data provided valuable insight from the level head perspective and gave rise to emerging techniques such as blended learning, pair work, group work, and peer feedback as the most emphasized active learning techniques at the English Language School. Table 29 illustrates the most emphasized techniques, codes, and the frequencies.

Table 29. Most Emphasized Techniques: Level Head Perspective

| Theme | Codes | Frequency |
|---|---|---|
| Blended Learning | Online educational platforms | 1 |
| | Applications | 1 |
| | Online Dictionaries | 1 |
| Pair Work | Practice and production stages | 1 |
| Group Work | Practice and production stages | 1 |
| Peer Feedback | Appearing in skills development | 1 |

The most emphasized active learning techniques through the level head perspective were blended learning, pair work, group work, and peer feedback. 9 claimed that blended learning manifested itself in through the utilization of online

educational platforms, applications, and online dictionaries. It was revealed that pair work and group work techniques were expected to be implemented at production stages. Peer feedback was expected to be employed in skills development. First of all, P9 claimed that technology integration and the arrival of the Internet revolutionized the way of teaching dramatically. The examples provided regarding this change were online educational platforms, applications, and online dictionaries, which falls under the theme of blended learning in alignment with Richards and Schmidt's definition of "typically through a combination of technology-based resources" (2002, p. 58). She noted: "In the past, we used ancient overhead projectors. Today, with the internet and technology integration, we use overhead projection devices and incorporate online educational platforms". Regarding the theme of blended learning in the form of technology integration and the Internet, she also added: "By using smartphones, we try to make them participate in class through applications for practice or production". Merging games with online tools, she mentioned: "We include online dictionaries for word formation games". Secondly, she shared her perspectives towards pair work and group work, highlighted the stages where they appeared and noted: "If we are doing a skill-based learning and aim to develop students' skills, we use pair work and group work at practice and production stages rather than the presentation stage". This excerpt provides a deeper insight into where and why pair work and group work are emphasized at the preparatory program. It is implied that these two techniques are actually implemented at the production stage where students get to develop their skills through hands-on activities and practice. The final active learning technique emphasized by the level head was peer feedback. She stated: "We suggest peer feedback also for self-correction. It mostly appears in skills. Students prefer receiving feedback from their peers. We call them teenage group or adult learners. Rather than receiving direct feedback from teachers, they give importance to the feedback they get from peers or group members. They are at the same age group, so there is no generation gap, which I think is an advantage". This extract shows peer feedback is used in areas of teaching where skill-based learning prevails. Also, it is necessary to mention that the reason behind peer feedback being one of the most emphasized techniques is associated with eliminating the generation gap. As specified above, the interview data regarding the level head's perception of the most emphasized active learning techniques reveal not only which techniques are used at the preparatory program, but also in what forms and at what stages these are employed.

#### 4.5.2.2 Benefits & Drawbacks of Active Learning Strategies

In this section of the findings, to investigate the perceptions of the level head towards benefits and drawbacks of active learning implementation at tertiary level, the level head, P9 was asked about the possible benefits and the potential drawbacks of the implementation of active learning strategies at tertiary level. Growth, collaborative learning, and autonomy were revealed as the benefits of active learning techniques, while fossilization, unidirectional learning, and demotivation were revealed as the drawbacks of active learning techniques from level head perspective. Table 30 presents the themes, codes, phrases, and the frequencies:

Table 30. Benefits and Drawbacks of Active Learning Techniques: Level Head Perspective

| Theme | Codes | Phrases | Freq. |
|---|---|---|---|
| Benefits | Growth | Progress in students' improvement | 1 |
| | Collaborative Learning | Learning from their friends | 1 |
| | Autonomy | Taking ownership | 1 |
| Drawbacks | Fossilization | Difficult to break incorrect learning | 1 |
| | Unidirectional learning | Not being a win-win situation | 1 |
| | Demotivation | Complaints about low grades | 1 |

P9 perceived growth, collaborative learning, and autonomy as the major benefits that the implementation of active learning techniques poses at tertiary level. Initially, she asserted students' growth as a benefit and noted: "We incorporate active learning for participation in class, expressing themselves in a new environment, awareness, and taking the responsibility. These result in a great progress in students' improvement". Secondly, she drew attention to the acquisition of self-directed learning skills through collaboration and noted: "They also learn how to learn on their own. Students tend to memorize unknown words in a list without any thematic grouping or categorization. During a vocabulary exercise later in a class, they learn how to look up the dictionary or how to categorize from their friends". This implies that working collaboratively serves as a model for self-directed learning; that is, partners and group members inspire and educate each other on how to learn English and apply these into their own learning journey. Finally, P9 asserted that these strategies promoted student autonomy and stated: "They take ownership of their learning and develop awareness like following homework or exams".

As for the drawbacks of active learning techniques in the context of EFL at tertiary level, P9 discussed them under three major points which were coded fossilization, unidirectional learning, and demotivation. To begin with, P9 emphasized fossilization as a challenge of collaborative learning, and noted: "Sometimes, incorrect learning might happen. It is very difficult to break incorrect learning that we call fossilization. It might be challenging to be able to monitor, identify, and follow them directly". Secondly, in terms of learning dynamics in pair work and group work techniques, P9 drew attention to the drawback of unidirectional learning and stated: "In group work and pair work activities, we prefer to match weaker students with the students stronger in performance or introverts with extroverts. Even though this might be advantageous for the students with little engagement, the other student might not feel satisfied or wants to work another pair that can challenge him/her. There might not be a learning environment where there is a win-win situation for both students". Unidirectional learning refers to the absence of reciprocal learning or mutual learning in pair work and group work techniques, especially while matching two opposite student profiles. Matching lower and higher-level students or introverts with extroverts might be beneficial for the lower-level or introverts, yet it might not benefit or challenge the other agents of the interaction, which implies that learning happens in a single direction rather than promoting reciprocal or mutual learning. Demotivation is perceived as the final drawback of active learning techniques by the level head, P9. She mentioned the presence of graded tasks at the preparatory school and noted: "In group work activities, two students take on the responsibility, while the other one does not. When it is a graded task, it might be problematic. They might be complaining about a low grade they got because of their group member". This demonstrates that the unequal weighting of workload in graded group tasks might demotivate students who take on more responsibility and work harder. This is because the total grade given to the group as a whole may be lower due to less committed group members.

#### 4.5.2.3 Academic Success

In this section, whether active learning techniques increase students' success level in English was explored through the level head perspective. After analyzing the transcribed data, a positive perception towards academic success was revealed. P9 provided a significant point regarding how this success was achieved and portrayed

the approach the English Language School adopted. When asked the related question, she stated: “I think it increases students’ academic success. It is all about being interactive. We pay attention to TTT. I mean we have an approach towards taking teacher talking time under control. We intend to make students live different experiences in interaction, not only teacher to student but also student to teacher or student to student”. It is necessary to highlight that she did not only have a positive perception, but also associated academic success with the condition of being interactive. To incorporate various interactions in learning and promote academic success in students’ English level, she claimed that they intended to decrease teacher talking time. It is implied that the rationale behind such approach was enhancing multidirectional interaction in EFL classes at tertiary level.

#### 4.5.2.4 Motivation

In the final section of the findings regarding level head perspective, whether active learning techniques increase students’ motivation level in English was explored through the level head perspective. She held a neutral stance towards whether active learning techniques increase students’ motivation in English or not. Even though she claimed that the implementation of various techniques breaks the monotony in classes, her perspective towards motivation was neither positive nor negative. To this end, P9 noted: “It is not a measurable thing. This is a fluctuating process. Sometimes there are days or hours when teaching is more dominant. Sometimes the need to increase motivation rises in percentage. There is no standard for this in that sense, but when we look at it from the perspective of adding variety, active learning, learning from each other, peer learning, integrating technology, project-based learning, doing some research, gaining some knowledge, and then producing something verbally or in writing, I think we need to evaluate the outcomes of learning in this way. It adds variety and eliminates monotony”. This excerpt suggests that there might be fluctuations in motivation level, which is not a serious concern through the level head perspective. It is implied that student motivation might be increasing with the variety that active learning brings into the EFL classes, yet sometimes it might decrease because teaching or lecturing becomes more dominant. However, P9 upheld that idea that it was not a measurable aspect regarding active learning and added that there was no standard

outcome regarding possible increase or decrease in motivation during or as a result of the implementation of active learning techniques.

# CHAPTER 5
# DISCUSSION AND CONCLUSION

The purpose of this study was to explore the implementation of active learning strategies in the educational materials, the English instructors' and the level head's perceptions on the implementation of active learning techniques in English preparatory schools and explore its perceived impact on students' language learning and academic preparedness through their perspective at an English preparatory school of a foundation university.

## 5.1 Implementation of Active Learning Strategies in the Preparatory School Educational Materials

The preparatory school educational materials included supplementary materials, coursebooks, and course maps which served as curriculum guides. Through qualitative content analysis under document analysis, the findings of the study revealed that pair work, group work, blended learning, self-evaluation, and project work were the main active learning techniques embedded in the supplementary materials and coursebooks. In terms of course maps as curriculum guides, there was no additional active learning techniques except for the ones analyzed in the supplementary materials and coursebooks.

As the first category of active learning techniques, collaborative learning was widely practiced in the form of pair work and group work. In the supplementary materials, the frequency of pair work was found to be over 40% in all the levels' supplementary materials and over 60% in the elementary, pre-intermediate, and intermediate coursebooks. It ranks as the most common active learning technique implemented under collaborative learning in the educational materials. Various forms of peer work techniques ranging from peer feedback to peer learning were observed, which implies that collaborative learning is a frequently adopted and dominant approach in the case of this English preparatory school. These results show consistency with previous studies showing that collaborative learning is a widely recognized and promoted active learning strategy in English language education (Bell & Baecher,

2012; Jie, 2023). Showing similar results, the selected preparatory school serves as a plausible case in terms of prioritizing collaborative learning.

As the second category of active learning techniques, technology-enhanced learning was practiced in the form of blended learning in the educational materials. The findings revealed that blended learning included certain forms such as watching a video, using an app, using an online platform called MyEnglishLab, and playing online games. The frequency of blended learning techniques in the coursebooks was observed to be much higher than the supplementary materials, which shows that they were mainly practiced with the help of the coursebooks. To this end, incorporating blended learning in the educational materials aligns with the mission statement of the English preparatory school that aims to create autonomous, independent learners and support a student-centered approach. This aligns with earlier research indicating that the implementation of blended learning has shown significant improvements in rendering a more student-centered learning environment (Akbarov et al., 2018; Zheng, 2023). Similarly, the studies by Rabbi (2024) and Šafranj (2013) further support the notion that blended approaches significantly enhance students' results and experiences in learning English, emphasizing the inevitable shift towards more student-centered learning environments in higher education settings. Therefore, implementing blended learning techniques under technology-enhanced Learning might be associated with fostering student-centeredness through technology-integration.

As the third category of active learning techniques, metacognitive learning was practiced in the form of self-evaluation or self-evaluation checklists in the educational materials of the English preparatory school. The same number of self-evaluation checklists were embedded in the Pearson Education coursebooks for the elementary, pre-intermediate, intermediate levels and 0 in the upper-intermediate level coursebook North Star 4, which did not pose an important meaning to the findings of the study. Nevertheless, in the supplementary materials, the number of self-evaluation checklists was revealed to be 18 in the elementary level, 17 in the pre-intermediate level, 29 in the intermediate level, and 21 in the upper-intermediate level, which shows that self-evaluation checklists were also given more importance by the material development unit when compared to other active learning techniques. This clearly indicates that metacognitive learning in the form of self-evaluation was highly practiced especially

in the supplementary materials. This finding aligns with the English preparatory school's mission of creating autonomous learners through metacognitive learning. Similar conclusions in alignment with the goals of the English preparatory school have been observed in previous research, showing that metacognitive knowledge in language learning enables learners to monitor, regulate, and optimize their learning strategies through self-assessment and understanding of their learning preferences (Ahmad 2024; Madani et al., 2024). There is a clear agreement with existing literature, which has demonstrated that metacognitive strategies such as reflection, monitoring, and evaluation in English language learning contributes to effective learning outcomes (Lee & Heinz, 2016; Rogti, 2020). Metacognitive learning, as a concept in active learning, manifested itself as self-evaluation checklists which enable students to monitor and evaluate their own learning process. It is further supported in another research study that making students lead their own learning process is valuable especially in higher education since higher education prioritizes certain values that align with the main values of university education such as personal autonomy, responsibility, and self-growth (Zhoc et al., 2018). Therefore, incorporating self-evaluation checklists in the supplementary materials might be related with the purpose of achieving student autonomy through EFL at tertiary level education and foster metacognitive learning.

Findings revealed that self-directed learning was practiced in the form of project work in the educational materials. In the supplementary materials, the frequency of project work was found to be 35.48% in the elementary level, 18.18% in the pre-intermediate level, 14.29% in the intermediate level, and 27.27% in the upper-intermediate level when proportioned with the total number of active learning techniques. The implementation of project work aligns with the goals specified by the English preparatory school: to emphasize independent learning, enable active participation, and enable students to shape their learning own learning process. Through hands-on activities like project work, students might have the chance to become independent learners by allocating an extended amount of time and become the main actors in learning. Therefore, self-directed learning, in the form of project work might be prioritized in the supplementary materials of the English preparatory school to achieve its goals of promoting independent learning, active participation, and making students take ownership of their learning process.

The findings indicated that the frequency of blended learning techniques fell below 15% in the supplementary materials across levels. In terms of practice, blended learning techniques and hands-on technology show similarities since both promote technology integration. The proposed spectrum lists incorporating technology as a rather complex technique that requires more commitment in classroom time. The frequency regarding the implementation of blended learning can be relatively lower, which can be linked with the complex nature of technology integration. There might be various reasons behind this complexity. In light of literature, it is asserted that institutional barriers, faculty adoption, and students' attitudes towards blended learning might cause such complexity (Porter & Graham, 2015; Yu et al., 2022; Aladwan et al., 2018). To this end, the rarity of blended learning techniques in the supplementary materials can be explained with the complexity and challenges they are likely to pose despite many advantages.

The findings revealed that the frequency of project work was relatively lower in the coursebooks when compared to the supplementary materials. Falling below 9% in the coursebooks, project work did not receive as much prioritization as other techniques such as pair work and blended learning. Given the spectrum of active learning techniques, inquiry learning share common characteristics with project work since both require students to prepare a project in a rather extended period of time. In the given spectrum, inquiry learning is also illustrated as one of the most complex techniques, which can be explained with time constraints. Power (2012) supports the time-intensive nature of inquiry learning and emphasizes the need for sufficient time for students to explore topics. To this end, the reason why project work is presented in the coursebooks in a simpler way might be the necessity of an extended amount of time. Similarly, inquiry learning requires sufficient allocation of time as well as various steps to follow in light of self-directed learning, which is a serious challenge to be addressed. It is also understandable to observe the implementation of project work in the form of relative simpler tasks such as individual writing task in the supplementary materials. Therefore, the low number of project work techniques might be associated with the time limitations, implying a complexity in its nature.

## 5.2 Active Learning Strategies Employed by Teachers in EFL classrooms at Tertiary Level

The thematic analysis of the interview data held with the English instructors has revealed that pair work, group work, presentations, games, discussions, and debates were the most utilized active learning techniques. Collaborative learning was employed through pair work, group work, discussion and debates techniques, while technology-enhanced learning was employed through games and presentation techniques. It was revealed in the findings that pair work and group work were the most frequently utilized active learning techniques by all the English instructors involved in the study. This displays that the English instructors had a strong preference for collaborative learning in EFL. This view is supported by Storch (2007) who writes that pair work and group work are prevalent in English language classrooms as they promote collaboration and interaction among students. In the case of this preparatory school, pair work and group work were emphasized a lot in the educational materials, so this might be an underlying reason behind the teachers' strong preference. On the other hand, the implementation of pair work and group work reflects the pathways leading to several active learning techniques in the given spectrum: Think-Pair-Share, peer review, group evaluations, and informal groups. These techniques are listed to be simpler when compared to more complex active learning techniques. This is further supported that the straightforward nature of group work and pair work is suitable for direct or immediate implementation in classrooms since they require a small amount of setup time and can be quickly initiated (Scogin et al., 2017). Therefore, it is necessary to note that the simple nature of group work and pair work might play a role in its frequent use by EFL teachers.

Even though not utilized by all the participants as in the case of pair work and group work, games and discussions were also revealed to be practiced in their teaching, with five participants frequently incorporating games or gamification as active learning techniques, and four participants utilizing discussion techniques to engage students in their classes on a regular basis. Games are presented as a rather complex technique in the spectrum of active learning techniques, yet the implementation of games might not be that complex by the English instructors at the context of the study. Active participation of students might be one of the reasons for implementing games

in EFL classes. Masadeh (2022) similarly stated that the use of games in EFL classrooms is beneficial because they promote learner-centered approaches and shift more responsibility to learners. Similarly, Reinders and Wattana (2014) concluded that games are beneficial in motivating students, lowering affective barriers in learning, encouraging L2 interaction, thereby supporting learner-centered approaches in language learning. Therefore, the learner-centered nature of games might provide explanations for its frequent, yet simpler implementation as an active learning technique.

It was also revealed that role play, and debates were the least utilized active learning techniques. Roleplay was mentioned as the least utilized active learning technique by five participants who claimed that they rarely or never used roleplaying in their classes. A similar study confirms this finding by stating that English instructors underutilize role-play techniques in their classrooms, despite it being recognized as an effective activity (Hamid, Mulyada, & Pambudi, 2003). Since role play is described as a more complex active learning technique in the spectrum, it is necessary to explore where this complexity lies and to understand the implications of the rare use of role play. To this end, Tore and D'Arienzo (2014) put forward the assertion that designing role play scenarios might pose certain challenges such as being time-consuming. On the other hand, Koppe (2018) asserted that there might be potential student resistance mainly due to embarrassment or humiliation. Therefore, teachers' reluctance to use role play as an active learning technique might be related with the complexities such as students' emotional state or time constraints.

Similarly, debates were mentioned as the least utilized active learning technique by half of the participants. In the same vein, despite the benefits associated with using debate techniques in language teaching, there is evidence to suggest that debates are not extensively utilized by English teachers (Hamad, 2013; Hamad & Alnuzaili, 2022). In the spectrum of active learning techniques, debate has not been included explicitly, yet its characteristics can be traced in jigsaw discussions and brainstorming techniques. Given that these techniques are labeled as requiring far more classroom time commitment, it is normal to observe them being less frequently used by EFL teachers. In light of this, one reason behind less frequent implementation of debates might be time limitations. In alignment with this argument, Omelicheva (2006) concluded that

debates could bring about various challenges regarding time management and resource allocation. It is also asserted in another study that it is important to prepare students to give adequate feedback and design a comprehensive preparation to navigate the challenges in debate sessions (Koch et al., 2021). Therefore, it becomes necessary to mention the complexities in terms of time limitations, preparation, or resource allocation to understand the less frequent implementation of debates in educational settings.

### 5.3 Perceptions of Instructors and the Level Head towards Active Learning Strategies

The last section of the findings regarding the third research question focused on exploring the perceptions of the English instructors and the level head towards active learning. It was discussed under three main headings: the drawbacks, language learning, academic preparedness and the level head's perspective in terms of emphasized active learning techniques.

In terms of the drawbacks shared by the English instructors, the findings revealed a major drawback related with learners' characteristics, two participants shared that students at the English preparatory school are not used to active learning; that is, their learning background has shaped their learner identity as passive listeners. Along the same lines, it was argued that the educational backgrounds of students before university might influence their learner identity, potentially leading to passive listening behaviors (Ghilay & Ghilay, 2015; Ameen & Saeed, 2022). This drawback was also addressed in another study that in traditional contexts, students often played a passive role, getting knowledge instructed by teachers through lectures and memorization (Pedersen & Liu, 2003). In terms of academic preparedness, the challenges addressed by the teachers regarding active learning at tertiary level are quite righteous. Evaluating the trainings provided in the secondary school English curriculum of Türkiye, it is asserted that teacher-centered approach was generally adopted and students weren't equipped with communicative skills (Aksoy, 2020). This situation might result in students being used to teacher-centered approaches and stay as passive listeners when they get into university. Their educational background; therefore, can

lay the foundation of passive listening habits in students even when they get to receive university education, which poses a significant challenge for academic preparedness.

With regards to strategic educational leadership as another drawback, two participants agreed on the argument that the loaded curriculum and its time constraints restrict them from employing active learning techniques in their classes. This finding is further supported by Tineh (2023) who highlighted the challenge faced by the English teachers in implementing active learning techniques due to the constraints imposed by a packed curriculum. In a similar study conducted at a Turkish state university's preparatory curriculum, it was reported that there was too much dependence on textbooks and the program was overloaded, which made it difficult for EFL teachers to practice extra-curricular activities (Özdoruk, 2016). As a result, it is expected to observe time limitations regarding intensive curricula adopted in the preparatory schools, which is righteously reported to be a major drawback in the implementation of active learning.

With regards to dependency on teachers, four participants agreed that active learning techniques can be implemented but they necessitate teachers' feedback. More specifically, two participants emphasized the drawback of fossilized errors analyzed under this theme and shared the same idea that without teachers' feedback, students might end up developing fossilized errors. This implies that unless a sort of error correction or teacher's involvement is achieved, students' mistakes will go unrecognized, which will finally culminate in incorrect learning and fossilized errors, thereby necessitating teachers' feedback as a crucial prerequisite for collaborative learning. This is further supported by Jie (2023) that teachers' feedback is important because it prevents fossilized errors in collaborative learning. Teachers' concerns regarding fossilization are aligned with the level head, which proves an agreed and coherent perspective between the EFL teachers and the level head regarding fossilization as a major drawback. This implies that no matter how student-centered a learning environment is with the enrichment of active learning techniques, it still necessitates teachers' involvement in the form of providing feedback or preventing incorrect learning and fossilization.

In terms of language learning, the findings showed that all the participants except for one held positive perceptions towards the effect of active learning techniques on students' academic success in English. Half of the participants believed that active learning positively affects students' academic success. The level head also held a positive perception regarding language learning. It is essential to state that the majority of the instructors' and the level head's responses demonstrated a commonality in terms of improved language learning. This agreed perception is in alignment with the study conducted by Ali and Saif (2023) and supporting the assertion that active learning strategies increase students' academic success in English language learning. However, three of the participants held conditional positive perceptions towards the effect of active learning techniques on academic success, pointing out that active learning techniques can have a positive impact on academic success if implemented fully and properly. This implies that the proper implementation of active learning requires attention to achieve desired results on students' better language learning.

In terms of academic preparedness, motivation as a self-directed learning essential is a key factor that was analyzed in the study. The level head's perception towards motivation was neutral and motivation was not the main concern for the level head claiming that motivation levels of students are likely to increase or decrease depending on the delivery, which differed greatly from the instructors' perception. Specifically, the findings illustrated that all the English instructors had a positive perception towards the effect of active learning on students' motivation in English. The interview data also gave rise to certain concepts regarding how active learning might increase students' motivation in English, the most significant ones of which are giving a sense of belonging, willingness to learn, intrinsic motivation, adding meaning to learning, satisfying the need for competence, and increasing desire. This can be explained with various active learning implementations studied in the literature of English language learning. This was further backed by a study conducted by Yanti, Nurmertayasa and Pradnyana (2024) that interactive games could increase students' motivation in learning English and engaging activities yield positive results on students' motivation levels. Furthermore, in terms of blended learning, Putra (2021) found out that the implementation of online learning platforms showed a significant increase in students' motivation, emphasizing the role of innovative learning methods in boosting motivation in English language learning. It is understandable that most

research studies in literature support the idea that active learning increases students' motivation. There might be studies focusing on different findings regarding academic success, yet the findings related to motivation generally focus on positive perceptions or impacts (Li & Huang, 2011; Liu, 2015). This conclusion functions as a crucial one since motivation can be regarded as a prerequisite for students to take ownership of their learning in academic settings, thereby fostering academic preparedness.

Through the perspective of the level head, the findings displayed that the most emphasized active learning techniques are blended learning, pair work, group work, and peer feedback. It stands as a significant finding because the level head's perspective draws a coherent trajectory between the main active learning techniques exploited in the educational materials. The active learning techniques implemented with a higher frequency in the educational materials such as pair work, group work, and blended learning are the same techniques emphasized techniques reported by the level head. This coherence implies that the level head or the level heads' board might be the role players in the prioritization of certain active learning techniques. The prioritization of these techniques especially collaborative learning occurs in English preparatory schools, which is further concluded in another study that in English preparatory schools, collaborative instructional models are often used to integrate English language development and foster language learning and proficiency (Kibler et al., 2021). Especially, in terms of collaborative learning techniques such as pair work and group work, there is a coherent picture of which active learning techniques are implemented among the educational materials, by the English instructors, and the level head perspective. Despite the variations in the findings of this research study, the prevalence of collaborative learning in the form of pair work and group work might indicate a shared and common implementation across the educational materials, the English instructors' practices and the level head's expectations.

### 5.4 Pedagogical Implications

The purpose of this study was to explore teachers' and the level head's perceptions on the implementation of active learning strategies in English preparatory schools and explore its perceived impact on students' language learning in English and academic preparedness through their perspective at an English preparatory school of a

foundation university. In light of the findings, a series of significant implications have emerged.

It was revealed that some English instructors had a positive perception towards the effect of active learning on students' academic success, but they highlighted the condition that active learning techniques should be properly and fully implemented to yield academic success. This might imply that a standardization or clear steps regarding the proper use of active learning techniques in classrooms should be shared with the English instructors by the professional development unit. In the absence of professional development unit in universities' preparatory school, it is recommended to prepare a list of guidelines that might enable teachers to achieve a standard in the proper implementation of active learning techniques. Similarly, if there is not a professional development unit, it might be beneficial to provide a set of guidelines and going through them in the level meetings, which can contribute a lot to achieve standardization and homogeneity in classroom practices of active learning techniques.

The findings also illuminated that some English instructors have difficulty implementing certain active learning techniques mainly because of the loaded curriculum and time constraints within the modular system. It is understandable that the English preparatory school aims to make students proficient users in a relatively shorter period of two or four semesters, yet it might be effective to guide teachers on navigating the desired outcomes within the curriculum successfully and allocate sufficient amount of time for active learning techniques. Another suggestion regarding this drawback would be to endorse a self-access center for students to be able to perform active learning techniques requiring a longer time such as debates and discussions, which might lessen the responsibility of the English instructors and encourage students to lead their own learning process outside the class. Some studies revealed that the implementation of loaded curricula might not render desired results in students' success (Karimi et al., 2012; Dewi, 2021). In the example of Türkiye, it imposes loaded curricula, yet Turkish students score far below the average the PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) examinations (Kıray et al., 2015). Therefore, it is not how packed the curriculum is that matters, but rather how meaningful the teaching and learning activities are.

The findings further revealed that some instructors and the level head reported some concerns regarding fossilized mistakes or incorrect learning in collaborative learning and the necessity for teachers' feedback. To this end, students at the preparatory school can be informed on the importance of receiving feedback and the risk of fossilization. It might be beneficial to introduce students some techniques for efficient feedback in the form of online or AI powered tools, which can foster self-directed learning as a necessary skill for students. Furthermore, the importance of teachers' role in providing constructive feedback should be highlighted to mitigate the effects of fossilization or incorrect learning. Since students generally get into university as young adults and they are expected to manage their own learning, they can be encouraged to be more open about asking for feedback, receiving feedback, and providing feedback. To resolve fossilization, it is recommended for preparatory schools to incorporate mini assessments to raise awareness towards incorrect learning from the very beginning of the preparatory school education.

### 5.5 Recommendation for Further Studies

This section includes possible recommendations for further studies. First of all, this case study was carried out with eight English instructors and a level head working at the English preparatory school. It can be limited in terms of generalizability. Therefore, further research studies may be conducted with a larger number of participants across EMI universities across Türkiye. This might generate more general results regarding the implementation of active learning techniques in EFL at tertiary level. Secondly, more comprehensive research studies can be conducted with quantitative data to explore the effects of active learning techniques on students' language learning, academic preparedness or various factors in order to generalize the findings of the study. To this end, similar studies that may be conducted in future might incorporate quantitative data to supplement the qualitative data used for analysis in this study. Last but not least, future studies might also involve students' perspectives to make the research study more complementary. Since students at tertiary level are regarded as young adults, it might be necessary to vocalize their perceptions on active learning implementations to present a broader portrayal.

## 5.6 Conclusion

This qualitative case study explored the implementation of active learning strategies in the educational materials, teachers' and the level head's perceptions on the implementation of active learning strategies and its perceived impact on students' language learning in English and academic preparedness through their perspective at an English preparatory school of a foundation university. In the literature, active learning is mostly practiced in the form of strategies or techniques ranging from minute papers to forum theaters as well as many more widely accepted ones, requiring a strategic planning. The educational materials revealed that in the context of this English preparatory school, active learning manifested itself in simpler forms, which indicates the traces of common active learning techniques, yet the implementation did not include strategical steps. These techniques were discussed to foster the main concepts in active learning such as active participation, collaboration, metacognition, self-directed learning, or technology-integration, thereby having a strong emphasis of active learning despite not practiced at the strategy-level. In addition, pair work and group work were revealed to be the most frequently used active learning techniques by all the EFL teachers in this study, showing a strong preference for collaborative learning. The level head's perspective highlighted the emphasis on collaborative learning, drawing a coherent picture across the educational materials and the English instructors' preferences of active learning techniques. Active learning was also regarded as an effective concept in terms of language learning by the level head and the English instructors. Nevertheless, despite their recognized benefits, roleplay, debates, and peer teaching were ranked as the least utilized techniques by some EFL teachers. The main drawbacks of active learning included time constraints, the loaded curriculum, lack of standardization, and concerns about fossilized errors in the absence of teachers' feedback. Finally, the prioritization of certain techniques over others showed alignment with the mission statement of the selected English preparatory school.

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# APPENDICES

## Appendix A

## Sample Interview Questions for EFL Instructors at the English Preparatory School

1. What active learning strategies do you think you often use? Why do you prefer these strategies more than others?

Hangi aktif öğrenme stratejilerini sıklıkla kullanıyorsunuz? Neden bu stratejileri diğerlerine göre daha fazla tercih ediyorsunuz?

2. What active learning strategies do you think you rarely use? Why do you prefer using them less than others?

Hangi aktif öğrenme stratejilerini nadiren kullanıyorsunuz? Neden bu stratejileri diğerlerine göre daha az tercih ediyorsunuz?

3. Could you describe a class in which you utilize active learning strategies embedded in learning materials either printed or electronic resources? Please describe your experiences.

Basılı veya elektronik olarak ders materyallerinizde aktif öğrenme stratejilerini kullandığınız bir dersi anlatabilir misiniz? Bu derse yönelik deneyimlerinizi tasvir edebilir misiniz?

4. Could you describe any potential drawbacks of the implementation of active learning strategies at tertiary level?

Eğer var ise, aktif öğrenme stratejilerinin üniversite düzeyindeki uygulamasının potansiyel dezavantajlarını açıklayabilir misiniz?

5. Do you think that active learning strategies increase students' success level in English? How?

Sizce aktif öğrenme stratejileri öğrencilerin İngilizce'deki başarılarında bir artış sağlıyor mu? Nasıl?

6. Do you think that active learning strategies increase students' motivation level in English? How?

Sizce aktif öğrenme stratejileri öğrencilerin İngilizce'deki motivasyonlarında bir artış sağlıyor mu? Nasıl?

7. Is there anything that you would like to add?

Eklemek istediğiniz herhangi bir husus var mıdır?

## Appendix B

## Sample Interview Questions for the Level Head at the English Preparatory School

1. While deciding on curriculum guides, syllabi, and English language school programs, which active learning strategies were emphasized a lot? Why?

Müfredat kılavuzları, ders izlenceleri ve İngilizce Dil Okulu programlarında sizce en çok hangi aktif öğrenme stratejileri vurgulanmaktadır? Neden?

2. Which active learning strategies did you expect to be implemented in classrooms? Why?

Sınıflarda hangi aktif öğrenme stratejilerinin uygulanmasına yönelik beklentileriniz var? Neden?

3. What do you think are the possible benefits of the implementation of active learning strategies at tertiary level?

Sizce üniversite düzeyinde aktif öğrenme stratejilerinin uygulanmasının olası faydaları nelerdir?

4. What do you think are the potential drawbacks of the implementation of active learning strategies at tertiary level?

Sizce üniversite düzeyinde aktif öğrenme stratejilerinin uygulanmasının potansiyel dezavantajları nelerdir?

5. Do you think that active learning strategies increase students' success level in English? How?

Sizce aktif öğrenme stratejileri öğrencilerin İngilizce'deki başarısını artırıyor mu? Nasıl?

6. Do you think that active learning strategies increase students' motivation level in English? How?

Sizce aktif öğrenme stratejileri öğrencilerin İngilizce'deki motivasyonunu artırıyor mu? Nasıl?

7. Is there anything that you would like to add?

Eklemek istediğiniz herhangi bir husus var mıdır?

## Appendix C

## Coding Checklist for Active Learning Techniques in EFL educational materials

Note: Active learning strategies/techniques are as follows: site visits, forum theater, jigsaw discussion, role playing, interactive lecture, inquiry learning, active review sessions (games or simulations), case studies, group evaluations, hands-on technology, brainstorming, peer review, informal groups, large-group discussion, triad groups, think-pair-share, writing (minute paper), self-assessment, and pause for reflection as shown in Figure 1 in the research. **If these strategies/techniques are explicitly mentioned with the same words in the educational materials, collect them for data analysis and name them as active learning techniques. If not, follow the coding checklist below to explore the activity-level implementation of active learning.**

| | | |
|---|---|---|
| **CONCEPTS IN ACTIVE LEARNING** | | |
| 1. Does the nature of technique promote one of the following outcomes in active learning: **active participation, collaboration, metacognition, self-directed learning**, or **technology-integration**? | YES | NO |
| If yes, follow the checklist / If no, exclude the technique. | | |
| **KEYWORDS/PHRASES** | | |
| 2. Which key words or phrases does the technique include? | | |
| a. Partners, Pairs, Classmate (in the singular form), Another Student | YES | NO |
| b. Class, Classmates, Groups, Friends, Three People | YES | NO |
| c. Video, Game (Online or App Games), Play (Online or Through Apps), Online Labs | YES | NO |
| d. Email Writing, Presentation, Guide Writing, Story Writing, Review Writing, Descriptive Writing, Essay Writing, Blog Writing, Paragraph Writing, Free Writing | YES | NO |
| e. Check, Tick, Reflect (Students - Assessing or Evaluating Their Own Performance) | YES | NO |
| If yes to one of the above, follow the checklist / If no, exclude the technique. | | |
| **THE DEFINITIONS OF ACTIVE LEARNING TECHNIQUES** | | |
| 3. Which definitions can the technique fall under in Table 3? | | |
| If yes to 2.a., can the technique fall under the definition of pair work? | YES | NO |
| If yes to 2.b., can the technique fall under the definition of group work? | YES | NO |

| | | |
|---|---|---|
| If yes to 2.c., can the technique fall under the definition of blended learning? | YES | NO |
| If yes to 2.d., can the technique fall under the definition of project work? | YES | NO |
| If yes to 2.e., can the technique fall under the definition of self-evaluation? | YES | NO |

**Table 3.** Definitions of Active Learning Techniques

| Technique | Definition |
|---|---|
| **Group Work** | "(in language teaching) a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group." (Richards & Schmidt, 2002, p. 256) |
| **Pair Work** | "(in language teaching) a learning activity which involves learners working together in pairs." (Richards & Schmidt, 2002, p. 417) |
| **Self-evaluation** | "checking one's own performance on a language learning task after it has been completed or checking one's own success in using a language." (Richards & Schmidt, 2002, p. 517) |
| **Project Work** | "(in teaching) an activity which centers around the completion of a task, and which usually requires an extended amount of independent work either by an individual student or by a group of students." (Richards & Schmidt, 2002, pp. 467-468) |
| **Blended Learning** | "the provision of learning opportunities through a combination of several different forms of learning, typically through a combination of technology-based resources and conventional teacher or book-based learning. Parts of a foreign language course might be provided through a textbook, for example, and the rest delivered online." (Richards & Schmidt, 2002, p. 58) |

## Appendix D

## Informed Consent Form

**Sayın Katılımcı,**

"İngilizce Öğretiminde Aktif Öğrenme Stratejileri Uygulamalarının İncelenmesi: Ankara İlinde Bir Hazırlık Okulu Örneği" isimli bu çalışma, TED Üniversitesi, İngiliz Dili Eğitimi Bölümü'nde yüksek lisans öğrencisi olan Özkan Akkaya tarafından yürütülmektedir. Araştırmanın amacı TED Üniversitesi İngilizce Dil Okulu bünyesinde uygulanan aktif öğrenme stratejilerini incelemek, hazırlık İngilizce öğretim görevlilerinin ve seviye sorumlularının aktif öğrenme stratejilerine yönelik algılarını araştırmaktır. Bu çalışmanın katılımcılarını İngilizce öğretim görevlileri ve seviye sorumluları oluşturmaktadır.

Bu çalışmaya katılımınızı onayladığınız taktirde, 12 – 25 Nisan, 2024 tarihleri arasında çalışmanın katılımcısı olacaksınız. Çalışma araştırma ekibince size bilgisi iletilecek olan Zoom görüşmesine belirlenen takvim doğrultusunda katılmanız istenecektir. Çalışma içeriğindeki görüşme karşılığında herhangi bir ücret, hediye veya teşvik bulunmamaktadır. Çalışma süresince ve sonrasında kimlik bilgileriniz çalışma kapsamı haricinde hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel veriler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi ortamlarda paylaşılacaktır. Toplanan verilerden isminiz silinerek, bu bilgiler şifreli bir veri depolama aygıtında ve kilitli bir çekmecede muhafaza edilecektir.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu çalışmaya katılımınız aktif öğrenme stratejileri konusunda farkındalık sağlamasının yanı sıra ve İngilizce öğretimi kariyerinizde sizi destekleyebilir. Yaklaşık 30 dakika sürecek bu görüşmelerde yer alan hiçbir aşama, kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Özkan Akkaya'yla (E-posta: , telefon ) iletişim kurabilirsiniz.

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Bu çalışma kapsamında gereken online görüşme uygulamalarında yer alacağımı biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. Görüşme süresince ses kaydı alınacağını biliyorum. Ses kaydının bilimsel makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacağını biliyorum.***

Çalışmaya katılmak istiyorum

Evet / Hayır

Görüşmelerin kaydedilmesine ve araştırma amaçlı kullanımına izin veriyorum

Evet / Hayır

Ad Soyad:.....

Katılımcının İmzası: .....

Tarih .....

Teşekkürler,

Araştırmacının adı, soyadı ve imzası
Özkan AKKAYA
Ziya Gökalp Cad. No:48 Kolej, Çankaya/ANKARA

*Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağına inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na ( ) telefon numarasından veya eposta adresinden ulaşabilirsiniz.*

# Appendix E

## Human Research Ethics Committee Approval

**TED ÜNİVERSİTESİ**
**İNSAN ARAŞTIRMALARI ETİK KURULU**
**ETİK KURUL KARARLARI**
**Sayı: 2024-27 Tarih: 03.04.2024**

**Toplantı Sayısı :** 2024-27

**Toplantı Tarihi :** 03 Nisan 2024

**Toplantı Saati :** 14.00

**Toplantı Yeri :** Zoom üzerinden yapılmıştır.

**Katılanlar :** Dr. Öğr. Üyesi Kıymet Duygu ERDAŞ - Başkan
Dr. Öğr. Üyesi Duygu Onay Çoker - Raportör
Dr. Öğr. Üyesi Çağla Öneren ŞENDİL - Üye
Doç. Dr. Melike Ünal GEZER - Üye
Doç. Dr. Beril Türkoğlu DEMİREL - Üye
Dr. Öğr. Üyesi Elçin Emre AKDOĞAN – Üye

**Raportör:** Dr. Öğr. Üyesi Duygu Onay Çoker - Raportör

**GÖRÜŞME MADDELERİ**

**G.07 :** TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Öğretim Üyesi Doç. Dr. Erdem Aksoy' un "Aktif Öğrenme Stratejileri Uygulamalarının İncelenmesi: Ankara İlinde Bir Hazırlık Okulu Örneği" başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

**Karar 2024-27/07**: TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Öğretim Üyesi Doç. Dr. Erdem Aksoy' un "Aktif Öğrenme Stratejileri Uygulamalarının İncelenmesi: Ankara İlinde Bir Hazırlık Okulu Örneği " başlıklı çalışmasına,

**ONAY KARARI VERİLDİ.**