

## **The Effect of the Big Steps Strategy on the Achievement of Sociology for Fourth-Grade Literary Female Students**

**A.P. Dr. Nidhal Issa Abd Al Mudhafar**

**University of Basrah /College of Education for Human Sciences**

[Nidhal.Abd@uobasrah.edu.iq](mailto:Nidhal.Abd@uobasrah.edu.iq)

### **Abstract:**

The purpose of the current study was to determine (the influence of the main steps method in the attainment of sociology for literary fourth grade students), and to accomplish this goal, the following null hypothesis was developed: "At the level of significance (0.05), there is no statistically significant difference in the average scores of the experimental group pupils." Those who study using the main stages technique and the average scores of students in the control group who study using the traditional way in the academic accomplishment of the Sociology subject.

The experimental design of uneven numbers with partial control (experimental group and control group) and a dimension test in accomplishment was adopted.

The number of the sample members was (51) female students in Al-Aqeedah Preparatory School for Girls, which were chosen intentionally. The experimental group represented (26) female students who studied according to the big steps strategy, and (25) female students in the control group who studied according to the usual method.

The experimental and control groups were equalized in the variables: (age in months, intelligence, previous information test).

(19) daily teaching plans were prepared for the experimental group and the same for the control group, as the teaching plans of the experimental group were organized according to the strategy of major steps, and the teaching plans of the control group according to the usual method.

The experiment was applied in the second course of the academic year (2018-2019), and the experiment lasted (3) months, and a tool was prepared for the research, which is the achievement test, and the test consisted of (40) multiple-choice items, then the psychometric properties and stability were calculated.

The data were statistically processed using the t-test for two independent samples of unequal number, and the results showed that the experimental group that was studied according to the strategy of big steps was superior to their peers in the control group that studied in the usual way in the achievement test for the subject of sociology.

Thus, the current study recommends using the strategy of major steps in the teaching of sociology and suggests conducting other studies for different stages and subjects of study to know its impact on different variables.

First: the research problem:

The educational side faces many obstacles related to traditional teaching, which is often presented in dry and boring methods without taking into account the learners' environment and their needs. In addition, it does not pay attention to their different tendencies and mental ability, and the diversity of teaching methods required to simulate each category, in accordance with their method of learning. , and this is what made most of the learners learn with the school subjects without emotional influence or emotion, which generated them with repulsion and boredom from the school, and the formation of negative attitudes towards its teachers.

The educational institution represented by the school works to achieve and preserve the goals of society, and it is seen as a social and educational institution that takes education as a means to achieve scientific and technical preparation for life, and prepare students for the correct interaction with society and compatibility with it through its responsibilities related to the education and preparation of students, and providing them with information and directions. and the necessary values in life through the school curricula.

Whoever implements the school curriculum is an important element of the educational process that affects the rest of the other elements, and has a leading and guiding role in the educational field. The success of a sociology teacher in his work depends on the extent of his interaction with his students, and this interaction is the main focus of the educational process and this educational success. The final outcome that represents the extent to which the educational goals of the students are achieved, will appear. In order to implement the curriculum and properly communicate it to the students, the sociology teacher must keep pace with the development in the fields of education, from teaching methods, methods, strategies, teaching technology, and teaching technology that helps students acquire skills and knowledge, including And the concepts contained therein, as one of the requirements of the teaching profession is for the teacher to stand on modern knowledge and successful teaching strategies, and one of the tasks of the future teacher is to be a change-maker in teaching methods, and to invent modern methods of teaching.

A sociology teacher can only contribute to achieving this by developing teaching methods and strategies, and taking them as a cornerstone of building the educational process, and an effective means for the success of the educational process, so that the sociology subject becomes meaningful, enabling the individual to assimilate culture and its requirements.

In light of the foregoing, the research problem can be formulated in the question

(What is the effect of the strategic steps strategy on the achievement of sociology for the fourth literary grade female students)

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research importance:

Given the cognitive development and scientific and technological progress that occurs and imposes itself on society, which has greatly affected education, this development and change must be kept pace by using modern teaching methods and methods in educational institutions and moving away from traditional methods and working on the need to advance the educational peace and develop its content in order to achieve the desired goals. (Hijri, 2010: 23)

Education is the important repository and pillar for every society, so education is an integrated process that helps the individual interact with the society in which he lives, and instills the moral values of that society. . (Zayer et al., 2013: 17)

Education faces many challenges and difficulties towards preparing a good quality of learners who are able to meet the requirements of the age and the future, as the current era is called by a number of names, and one of those names is the era of the knowledge explosion and the era of modern technological inventions, as it requires continuous updating and interaction with the educational experiences of the countries of the world to lead change. in the modern educational process. (Sabri, et al. 2012: 1)

Education seeks to build a person's personality in all aspects of his different life in society and plans in light of it the foundations of human relations between members of society. It is incumbent upon it to prepare generations capable of facing developments, bearing responsibility, and trying to advance themselves and advance their society. Education means the growth that an individual obtains in all areas of his life. physical, cognitive, social and emotional, and that this growth occurs during the processes of education and teaching inside and outside educational institutions, and thus it is considered a process aimed at bringing the individual to the highest levels of perfection that he wants to reach, and also includes enabling the individual to adapt to the surrounding environment and this adaptation means to follow according to Desirable social ethics. (Al-Hashimiand others, 2009: 30)

The researcher believes that education is a process of building and developing the learner for himself in all aspects of his scientific and practical life, in addition to being the most important factor in transferring customs and traditions to society and keeping pace with developments that occur on an ongoing basis.

The concept of education has been closely and clearly linked to education, so the process of education is a link. Education provides opportunities for lifelong education to help the learner adapt to the changes taking place and move the educational ladder from the stage of application and memorization to the possession of the faculty of thinking, scientific research and dialogue based on scientific logic. The traditional focus was on providing the student with information only, while modern education paid great attention to all aspects of the learner in order to achieve comprehensive and integrated growth. (Ibrahim, 2016: 3)

The school is the tool that helps create an unclosed society. In the school, the learner must interact with his peers in the study and with the teachers in light of a fixed set of rules, and this experience will prepare him to interact with the members of the study community as a whole in the rules of society.

(Omar, 2005: 56)

Educational institutions in general and schools in particular can achieve the goals of education through curricula that have multiple and interrelated experiences in which interaction occurs between learners with diverse educational situations. (Salama, 2009: 17)

The most important axis in the teaching process is the learner, because the basis of the characteristics of learners is the development of objectives, the selection of the subject and the educational activities, in addition to the teaching aids. The two sides of this process, therefore, teaching is a comprehensive process in which events are organized without allowing domination over the other party. Therefore, the teaching process is called an active cooperative process in which both the teacher and his students contribute, each according to his abilities and responsibilities. (Sabri, Al-Sindi, 2012: 156).

It has been found that it is not possible to identify teaching methods as being the best at all, because the method and strategy that may suit a particular subject and may not suit another subject, and may not suit the level of all students, and the teacher may master the method or strategy but another teacher does not master it, and it may suit a particular environment and not suit another environment. . (Atiya, 2009: 351)

The method is all the procedures followed by the teacher in order to help his students to achieve the desired educational goals. These procedures may be discussions, asking questions, raising a specific problem, and the word method may be used in education to express the set of activities and procedures carried out by the teacher, which may appear to have effects on the learners. The method usually includes many procedures, including reading, recitation, clarification, interpretation, discussion, as well as the use of various teaching aids.

(Al-Afoon, 2012: 22)

The method is presented in different ways that differ from one teacher to another. Thus, the method is an element of the strategy in teaching. In order to achieve the educational goals, strategies and methods must be adopted that fit the nature of the educational material in achieving learning outcomes, as well as be appropriate to the students' intellectual and age levels, attitudes, intelligence and tendencies, and also be appropriate With time and the use of means and activities that contribute significantly to achieving the desired goals. (Allam, 2000: 107)

The strategy is defined as an organized plan in order to achieve the educational goals, and that the strategy is broader and more comprehensive than the method because it includes one or more teaching methods for teaching and includes the means, activities and techniques that the teacher takes to achieve the goals in light of the provision of capabilities.

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(Atia, 2008: 65)

There must be some characteristics in the strategy in order to be effective (such as movement within the classroom, signals, vitality and activity, changing the layers of voice during speaking and acting). All learners (that is, they represent the real reality that happens in the classroom and the exploitation of all available possibilities to obtain desirable learning outcomes.

(Hamadna et al., 2012: 4)

This means that the strategy is nothing but a set of actions and practices that the teacher takes and the practices that the teacher takes to achieve the outputs he set, in other words, is to use the available capabilities and means in the right way in order to achieve the desired goals.

(Zayer et al., 2015:8)

Education specialists also emphasized that teaching strategies and methods are important and depend on the success and performance of the teacher. They mentioned that the methods and strategies vary according to the multiplicity of theories, principles and philosophies of education, and with all this diversity, a good teacher must follow the appropriate strategy that achieves and meets the requirements and needs of the educational situation. (Al-Subhi others, 2012: 24)

Therefore, many educators have mocked the bulk of their research on the topic of modern strategies and different teaching methods and their benefits in achieving desirable educational outcomes for learners at all different academic levels. (Qatawi, 2007: 16)

A number of studies have indicated that each strategy has goals and steps that differ from other strategies that help raise the level of student achievement and simplify knowledge and provide an opportunity for them to develop their emotional, mental and cognitive aspects. It thinks rationally, logically, and coherently, and analyzes the problems and the relationships that link them with the learning outcomes, and makes learning more effective and stable, and its contribution to building sequential and coherent school curricula.

(Al-Saadi, 2014: 8)

Hence, the researcher believes that the strategy is of great importance because it is considered one of the most effective means, which contributes significantly to obtaining desirable results in education and helps the learner to develop his thinking and increase their ability to search, discovery and investigation and because it helps to acquire logical methods for solving and interpreting problems and finding appropriate solutions and does not focus information and preservation.

The Big Steps strategy is one of the modern strategies, and it is one of the strategies of the modern constructivist theory that emerges from active learning strategies because it supports everything that is modern in teaching and increases the effectiveness of the teacher in the

classroom, by moving from the role of the tutor to the role of the guide and assistant and contributes to encouraging students to Relying on themselves and trying to reach self-learning, the students will have an active and positive role in the educational process.

The Great Steps strategy derives its importance as one of the strategies of teaching and educating students, as learning according to it leads to students' progress and improvement in their performance during the educational situation.

The researcher believes that the Big Steps strategy is useful in getting to know the students' different points of view, and the role and importance of the Big Steps strategy is not different from the strategies that are concerned with information, storing and employing it, which are in line with modern educational trends, where the emphasis is on developing aspects and mental skills and their higher levels in line with The rapid developments in the world of educational aspects of education.

The Big Steps strategy contributes to helping the teacher improve the training of students on the skills of thinking and decision-making, and it can be considered as an input to the educational process. (Saeediand Al-Hosania, 2016, 84)

Sociology is an important field of the basic educational curricula, and its importance is translated with the interest of specialists in the field of teaching methods by searching for new, to be able to increase the effectiveness of these subjects and thus achieve their goals. Which helps him to realize what is around him and the reality of society and what is happening in it from the political, economic, social and cultural aspects, as well as its contribution to increasing the student's abilities to solve the problems he faces within his society or other societies. (Al-ZayyatandKattawi, 19, 2010)

The importance of the subject of Sociology comes due to the rapid developments that the world is witnessing during the succession of generations and the advancement of their ideas. Therefore, it is necessary to make developments in the aspect of its teaching methods, because it develops the cognitive side of the student through attention to and study of human relations, and because the problems and challenges are great in our world today, they are the most subjects Sensitivity to having the greatest weight fall on it in transferring facts and information to a coherent matrix of knowledge and providing it to the student (Al-Titi, 2006, 24)

The researcher believes that the preparatory stage has an important place in education in our country, as it is a transitional stage to university life, as it focuses on the upbringing of the learner not only for study, but to prepare him for productive work. This stage is the middle link between two stages. Cognitive, emotional and skill.

Third: Research Objective:

This research aims to identify:

The effect of the Big Steps strategy on the achievement of sociology for fourth-grade literary female students.

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### Fourth: Research hypothesis:

In the achievement test, there is no statistically significant difference between the average scores of the experimental group students who study using the major steps strategy and the average scores of the control group students who study using the traditional method at the level of significance (0.05)..

### Fifth: Limitations of Research:

This search is limited to:

1- Students of the fourth literary grade at Al-Aqeedah Preparatory School for Girls affiliated to the Directorate of Education in Basra Governorate.

2- Academic year 2018-2019 AD

3- Chapters (sixth, seventh, and eighth) of the book of sociology, the tenth edition of the year 2018.

### Sixth: Defining Terms:

#### 1- Trace:

It was defined by (Sabri, 2002) as:

A term used in the educational field when using teaching strategies and models to achieve intended goals and obtain desired results. (Sabri.2002, 410)

The researcher defines it procedurally as:

Changes that occur in the achievement of sociology subject among the students of the experimental group of the research sample, after exposing them to trying a new strategy on them.

#### 2- The Big Steps Strategy:

He defined it (Saidiand Al-Hosania, 2016) as:

"It is a strategy based on recognizing students' different points of view on a topic. It works on getting students to participate in one way or another in the topic of the lesson." (Saeediand Al-Hosania, 2016, 84)

The researcher defines it procedurally as:

A strategy that the students of the experimental group study from the research sample, and it aims to train students on the skills of thinking and decision-making.

#### 3- Collection:

He defined it (Allam, 2000) as:

“It is a measure of the extent to which students have assimilated some knowledge, concepts and skills related to the subject at a certain time or at the end of a certain educational period.” (Allam, 2000, 306)

The researcher defines it procedurally as:

The grades obtained by the students of the research sample from their answers to the paragraphs of the achievement test prepared by the researcher, and applied at the end of the experiment.

Theoretical framework

Big Step Strategy:

It is one of the active learning strategies and is based on the idea of recognizing the different views of students about a topic. It works on having students participate in one way or another in the topic of the lesson and this is done by standing in one line according to a specific format or characteristic. It aims to train students on my skills Thinking and making a decision and it is implemented at any time in the class the teacher deems appropriate. You need a place with ample space to facilitate movement and interaction. (Saeediand Al-Hosania, 2016, 84)

Steps to implement the strategy:

- 1- The teacher asks the students to stand in a straight line in a certain order (such as the shortest to the longest, the youngest to the oldest.
- 2- After the students stand in the line, the teacher presents the idea in the topic, then asks the students to determine the degree of approval and confidence for the proposed idea. Back, but if it is not sure, it remains in its place without moving the legs, and the movement of the legs forward or backward can be based on the degree of confidence in knowing the answer only to the questions asked, not the answer itself.
- 3- The teacher should discuss with the students the steps of the legs that they took forward, backward or staying in place.
- 4- The teacher then summarizes the ideas discussed in the activity.

(Saeediand Al-Hosania, 2016, 84)

previous studies :

There are no previous local or global studies that dealt with the strategy of the major steps.

Search procedures:

First, the experimental design

The partial control (experimental group and control group) experimental design was used and may be stated as follows:

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dependent variable	independent variable	parity	the group
achievement test	Big step strategy	chronological age - Otis-Lennon IQ test Previous information -	Experimental Exact

Second: the research community:

The population of this research is represented by the students of the fourth literary grade in the General Directorate of Education in Basra Governorate, for the academic year (2018-2019).

Third: The research sample:

The management of Al-Aqeedah Preparatory Institution for Girls and Boys was consulted, since the school has (118) pupils in the fourth literary grade divided into four classes. Division (A) was chosen at random to be the experimental group, which is taught using (the main steps approach), and Division (C) was chosen to be the control group, which is taught using (the conventional technique), resulting in a sample of 51 pupils.

Fourth: Equality of the two research groups:

Despite the fact that all members of the research sample are somewhat similar and their distribution to the people was random by the school administration, equivalence means making the experimental and control groups completely equal, that is, similar in all variables except the independent variable whose impact is to be studied, and despite the fact that all members of the research sample are somewhat similar in one geographical area and from a social and economic environment, equivalence means making the experimental and control groups completely equal, that is, similar in all variables except the However, the researcher opted to use the following factors to equalize the groups, as indicated in the table below:

Statistical significance	Value t		Free degree	variance	SMA	No.	group	Variables
	tabular	calculated						
Not sign	2,021	0.718		27.48	189.91	26	Experimental	Chronologic

			49	37.51	191.12	25	the exact	al age
Not sign	2,021	1.301	49	196.03	50.91	26	Experim ental	Previous information
				138.05	46.17	25	the exact	
Not sign	2,021	0.872	49	43.01	27.35	26	Experim ental	intelligence
				47.88	47.88	25	the exact	

Fifth: Research Requirements:

After reviewing the methodological book and its contents (for the fourth literary grade) and analyzing the chapter, sixth, seventh and eighth, the researcher formulated (90) behavioral objectives based on Bloom's classification in the cognitive domain for the first four levels only, all of which are:

- Remembering (knowledge).

Comprehension.

- The application.

Analysis.

In addition to the experimental group's (19) plans and the control group's (19) plans, Sixth: The search tool:

The researcher created a 40-item achievement test, all of which were multiple-choice, and the apparent sincerity was determined using the Cooper equation, which revealed 80 percent of the arbitrators' opinions on education and general teaching methods, as well as a preliminary application of the exploratory experiment. In order to establish the ambiguity points and the amount of time necessary for the accomplishment test,, It took (46) minutes. The effectiveness of the wrong alternatives was detected, and the results were of a negative value, as the values ranged between (0.03 - 0.28), and thus the alternatives are effective, as well as the stability of the extracted data (0.23 - 0.75) is considered good and acceptable and within the specified range, as well as the effectiveness of the wrong alternatives was detected, and the results were of a negative value, as the values ranged between (0.03 - 0.28), and thus the alternatives are effective, and also The test was conducted using the Kewder-Richardson 20 technique, which yielded a coefficient of stability of (0.74), which is regarded high.

Seventh: Statistical means:

The T-test for two independent samples, the equation of the difficulty coefficient for the objective items, the equation for the power of discrimination, and the equation for the effectiveness of alternatives (for the purpose of knowing the psychometric properties of the

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research tool), Cooper's equation, variance, and Keuder-equation Richardson's - 20 were used as statistical means to add the variables. Presentation and interpretation of results

This chapter covers the following: a presentation of the study findings in accordance with the research purpose and hypotheses, followed by a discussion and interpretation of the findings in light of treatments, and finally a statement of the conclusions, recommendations, and suggestions:

First: Display the results

To test the null hypothesis, which states: "There is no statistically significant difference in the academic achievement of the subject of sociology between the average scores of female students who study using the Big Steps strategy and the average scores of female students who study using the traditional method at the level of significance (0.05) between the average scores of female students who study using the traditional method." "...".

The following table illustrates this.

Statistical significance at the 0.05 . significance level	Tabular t	Calculated t	freedegree	variance	SMA	No.	the group
<b>Sign</b>	2,021	2.45	49	45.25	25.39	26	Experimental
				18.63	29.34	25	exact

This means that the difference in the mean of the differences is statistically significant in favor of the experimental group, which was analyzed using the main steps technique, and so the null hypothesis is rejected.

Second: Interpretation of results

The current study considers that the experimental group outperforms the control group students in the achievement test due to the following:

- 1- Teaching with the Big Steps technique enhanced learners' willingness to search for facts and analyze pending material through greater thinking, linking linkages between things, and a high number of questions and inquiries, resulting in an increase in motivation to learn.

2- The multimedia program includes a variety of activities that aid in the effective absorption and application of information, emphasizes the interaction between learners in the educational process, facilitates the impact of learning transfer, and leads them to success and the pursuit of new experiences, and these programs then increase positive enthusiasm. For literary pupils in fourth grade.

#### Third: Conclusions

In light of the results of the current research, the following can be concluded:

The use of the Big Steps strategy has a positive effect in raising the level of achievement of fourth-grade literary female students.

#### Fourth: Recommendations

The current study suggests the following in light of the research findings:

- 1- Fourth-grade teachers rely on the main steps technique in teaching sociology since it has a good influence on student progress.
- 2- Students in the preliminary stage require a Kerry steps method that forces them to think rather than memorize the prompt.

#### Fifth: Propositions

As a continuation of the current research, the current study proposes the following:

- 1- Conducting a study on the Kerry Steps strategy in modifying the misunderstanding of social concepts for fourth-grade literary students and developing their logical thinking.
- 2- Conducting similar studies on other chapters of sociology, or of other study subjects, for different stages and subjects.
- 3- Conducting a study similar to the current study in revealing the impact of the big steps strategy on other variables not approved in the current study such as attitudes, motivation, critical thinking, ability to solve problems, scientific curiosity, ...etc.

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