

ACTIVE LEARNING IN EFL CLASSROOM: TIPS AND TECHNIQUES FOR EFL PRE-SERVICE AND IN-SERVICE TEACHERS

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*"Tell me and I forget,
teach me and I may remember,
involve me and I learn"*

Chinese Proverb.

1. Introduction

In today's globalizing and perpetually changing world, education needs to cover efficient outcomes to meet the increasing educational expectations (Kuhl, 2000). Knowledge and technology rapidly changes and there emerges a need to alter traditional teaching drawbacks to creative contemporary teaching and to meet twenty first century abilities and knowledge. In globalizing world today, the skills needed to cope with difficulties of educational needs and to develop knowledge economy via English language differ from the previous generation skills. In this sense, the emphasis of traditional teaching on memorization, passive listening and obtaining basic skills falls behind the contemporary and creative twenty first century skills and learning objectives (Trilling & Fadel, 2009). Active Learning Techniques (ALT) varying from kindergarten to adult learners can be utilized to meet the new era's teaching and learning criteria, skills and knowledge.

The 21st century has a different centric from behavioristic perspective thus puts emphasis on student centered learning, highlighted as "To teach is to engage students in learning" (Christensen et al., 1991, p. xiii). Paulson and Faust (1998) state that:

Active learning is anything that students do in the classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course materials to real life situations or to new problems (p.4).

In similar veins, Active Learning (AL) is any instrument of techniques that lead learners to participate actively and contemplate about what they are performing (Bonwell & Eison, 1991). With emphasis of learner skills rather than merely transmitting knowledge on learners as passive receivers in old fashioned traditional teaching approaches, AL urges learners to activate self-regulation, metacognition, self-evaluation, cooperation and their higher order thinking skills like speaking, reading and writing (Keyser, 2000; Ün-Açıkgöz, 2014). In parallel, another definition indicates the role of learner in AL as mentally, socially and physically active and puts responsibility of learning on individual rather than the teacher or instructors (Edwards, 2015; Petress, 2008). In summary, despite different aforementioned definitions and explanations of AL, the centralized common emphasis is on the active and self-regulative role of learner and teacher as facilitator not as director or only authority responsible for learner's learning and retention of knowledge.

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In order to elaborate the role of learner and teacher highlighted in AL definitions, this paragraph will center on what characteristics make a learner or teacher really active. Learning is “something an individual does when he studies and it is an active, personally conducted affair” (Dewey 1924, p. 390). It is clear that the rationale behind learners’ being active in learning settings is not special and limited to active learning that takes place in experiential learning (Kolb, 1984). What makes active learning different from purely ‘learn by doing’ is that its systemized organization is based on formal training diversities. It aims to utilize formal training components to systematically shape and prompt learning processes and self-regulated learning (Wood & Bandura, 2001). By the same token, Dewey (1959) indicates the responsibility and active role of learner in learning. Furthermore, Lowman (1995) asserts that although AL is risky and requires active participation, it has facilities for learners as active receivers of knowledge rather than passive receivers to better their own learning and evaluate their own responsibility in learning. This view is similar to that emphasized in Brown (2007). AL is a variety of learning in which learners resolve which mental elements to assign in her learning process by stimulating high order thinking skills. On logical grounds, we can say that the role of learner in AL differs from traditional teaching philosophy in which the responsibility of learning is on the instructor who merely transmits knowledge. The comparison of traditional teaching and AL will be discussed in theoretical framework part.

Returning to the issue of roles in AL, the role of instructor differs from the role of instructor in traditional teaching philosophies. Contrary to traditional type of lectures that put emphasis on improving learner on merely knowledge, the instructors provide facilities on “listening, reading, writing and reflecting their approaches in lesson” (Beck, 1997, p.35); thus aims to improve abilities and skills of learners that they obtain knowledge via real experiences. To actualize AL, the instructor as a facilitator motivates learners to struggle more for self-regulation and creates opportunities and techniques to learn by doing, free them in a democratic learning environment to determine how to learn best autonomously and provide constructive feedback to improve themselves. The instructor also motivates learners to share their real life experiences, creates opportunities for individual, pair and group work, extracurricular activities and feedback (Harmin, 1994; Harrison, 1992; Niemi, 2002; Ün- Açıkgöz, 2014). In brief, it is crystal clear that the authoritative role of traditional instructor alters in classes pursuing ALTs.

Traditional teacher-centric instruction assigns instructors as the only authority in the class and learners as passive receivers of transmitted knowledge. Returning briefly to the problem of inadequate and displeasing nature of traditional teaching techniques to fulfill the charge of rapidly growing body of knowledge, there has been a shift from behavioristic traditional teaching philosophy to contemporary constructivist philosophy to embrace twenty first century educational skills and needs. ALTs in that sense have been investigated as an interdisciplinary field (Aydede & Matyar, 2009; Aytan, 2011; Koç, 2011). There has been much and divergent types of AL and English Language Teaching (ELT) research such as dissertations, theses, articles, full texts, books and book chapters. However, few writers have been able to specify

briefly ALTs to help learners, instructors and pre-service teachers to use. Thus, this study aims to provide ALTs that can be adapted to ELT to tailor the specific needs of the readers in educational settings. The main advantage of the study will be providing ALT tips and techniques briefly to meet the expectations of the readers easily.

So far, this part has focused on twenty first century skills and the educational need to techniques to alleviate problems against growing body of rapidly changing knowledge. In this sense, the chapter puts emphasis on ALTs, the definition of AL, the role of learner and teacher in AL, the need, study motivation and aim to write this chapter. The following part will address the theoretical bases of AL.

2. Theoretical Bases of Active Learning

To indicate theoretical foundation and history of the AL, the researchers attach credence to Dewey (1959) as an educational philosopher, based on ‘learning by doing’ philosophy, and Piaget (Huit & Hummel, 2003), with his ‘active’ approach to learning. This theoretical background indicates Constructivism and Cognitivism for the foundation of active learning approach. Constructivism asserts that knowledge is not something taken passively or transmitted from external world; rather knowledge is actively constructed by the learner; thus the knowledge is unique to the learner. As the learners confront problems in their environment, they have to reconstruct knowledge to cope with the lifelong problems based on their previous experiences, knowledge, and schemata that sociocultural contexts can have an effect on. As was highlighted, learner is not passive receiver but active creator in his/her learning process (Ün-Açıkgöz, 2014).

Dewey (1972) believes that human brain is not sponge that may be filled with. He, in this concept, criticized the traditional teaching methods for being memorization and repetition based and urging learners being passive receivers. He highlights autonomous learning with a student centered learning approach and teachers should act as facilitator. Besides, teachers should promote self-regulation of learners. For Dewey (ibid), it is highly crucial for learners to interact with their environment, discovering knowledge not directly learning and having real life experiences afterwards.

Ausubel (1968) also has a significant place in constructivism. For Ausubel, most of the learning can occur only introduced as a meaningful learning. Meaningful learning can be defined as “the formation of viable relationships among ideas, concepts, and information” (Williams & Cavallo, 1995, p. 313). Model of meaningful learning involves advance organizers, presentation of learning material and strengthening cognitive organization. To accomplish learning meaningfully, the learners should relate their existing knowledge meaningfully to the recent knowledge.

Piaget's unique ideas (assimilation, accommodation, and equilibration) are important in cognitivism; however, they differ from Ausubel's theory. Ausubel's theory deals with cognitive learning and meaningful learning; how learners take new knowledge into their cognitive capacity. Piaget's developmental theory deals with alterations in stages of thinking related to generic cognitive capacities as sensory motor (0-2 years), pre-operational (2-7 years), concrete operational (7-14 years), and formal operational (14+ years). Assimilation of new information places itself in schemata, in brief assimilating new knowledge to old knowledge. Accommodation is making some alterations on existing schemata or creating new schema. Equilibration of the schema refers to balance between accommodation and assimilation (Novak, 1993; Piaget, 1954).

Vygotsky (1978) also has a leading place on Constructivism. Vygotsky perceives social interaction as an indispensable part of development that interaction can be achieved via language. He focused on the notion of Zone of Proximal development (ZPD) and defined as "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable others" (p.85). He indicates the more knowledgeable other such as peers or teachers to scaffold and bridge the gap between learners' current development level and endpoint developmental level. His concepts are related to active learning in that active learning also takes into consideration of actual and potential development of learners.

There are some active learning related approaches to reinforce theoretical bases of active learning as constructivism and cognitivism. Firstly, Cooperative Learning Approach highlights the key concept on cooperation not competition to promote learning. The theories regarding to cooperative learning can be divided into motivational and cognitive categories (Slavin, 1995). Motivational base can be related to increase intrinsic motivation and intrapersonal relations. From a cognitive perspective, higher thinking skills and higher comprehension will occur.

Active Learning Approach embraces Multiple Intelligences Theory by Gardner (1983). The plethora of techniques works for different intelligences and this indicates Active Learning's priority on different intelligences and learning styles (Lash, 2004). Brain based Learning Approach highlights that none of the learners' brain commutes the same way as the other learner; that is why we understand quite differently from each other. This approach emphasizes brain lateralization, semantic memory and procedural memory. As active learning highlights each learner is unique, brain based learning, and Active learning put emphasis on individual differences and are against behaviorism. Finally, problem-solving approach urges learners to think beyond their level and become active in the process, create new solutions (Ün-Açıkgöz, 2014). In sum, active learning embraces many methodologies, approaches and techniques of CLT, its strategies complies with all ages and it best suits the aims of raising learner in the 21st century.

3. Significance of Active Learning Studies in Turkish EFL Context

In this part, the paper will elaborate on significance of Active Learning Studies in Turkish EFL Context. Although a plethora of theses, dissertations and articles conducted on active learning in Turkish context as a multidisciplinary subject, Active Learning studies within the scope of Foreign Language Learning is quite limited. To begin with, among dissertations or theses on ALT and primary school students, Düztepelı (2006) aimed to explore application of active learning strategies of elementary English teachers in beginning lessons and studied with 139 elementary school teachers. The result revealed that teachers sometimes apply AL techniques and male teachers used them more than females. Kılıç (2006) studied the impact of active learning on the skills of using English Grammar rules. The participants were 64 primary school students from the 4th grade. The results were in favor of AL group with no gender difference. Saday (2007) conducted an experimental research on 8th graders to improve speaking skills via AL techniques. AL methods and techniques were found to be more effective in improving speaking skill than traditional methods. Er (2007) studied the effects of Active Learning on foreign language self-concept and reading comprehension achievement on 182 male students attending military vocational school. The results yielded better in favor of experimental group; however, the effect of AL on foreign language self-concept was found to be insignificant. Finally, Güleç (2014) studied on the effect of active learning model based learning on middle school students' academic success and attitudes towards English lesson with 40 students from 8th graders. AL was found to have no meaningful effect on students' academic success and attitude for English. In brief, the studies displayed the significance of AL over traditional methods and next paragraph will inform us about the effect of AL on undergraduates in EFL context. For research article, Demirci & Akcaalan (2020) in their case study investigated opinions of 11th grade high school students towards "write, share, learn strategy" of active learning pedagogy in English language lesson. The findings yielded that students had positive emotions towards active learning and lesson satisfaction were strongly positive.

This paragraph will shed light to thesis conducted with tertiary level students and articles on EFL and AL. An example of this is the study carried out by Bahçe (2008) on developing oral communication skills of intermediate level students through Active Learning approach at TOBB ETU as an experimental study with 40 prep students. The results illustrated that AL had a significant effect on the improvement of oral communication skills. In similar veins, Özer (2020) in her research article aimed to test "The Effect of Active Learning on Achievement and Attitude in Vocational English Course". In her quasi-experimental study with 29 Tourism Management Vocational School Students, experimental group received active learning techniques while the control group received conventional lecture to gain objectives of Vocational English Course. The results were in favor of the effect of active learning techniques with a large effect size. Finally, Maghenddam (2018) carried out an AL based action research with 25 preparatory class to increase the students' level of participation in speaking lessons.

The results revealed that especially AL based speaking group activities increased confidence and participation during speaking classes and prompted feeling of security and lowered shyness.

In brief, the scarcity of AL based EFL studies fails to provide deeper understanding and lack AL practical tips and techniques to be carried out in EFL settings.

4. Active Learning Tips and Techniques

In this part, among growing body of techniques for active learning in education, the author will elicit some techniques based on Silberman's (2005) active tips, strategies and techniques that will serve first on tips how to actively organize and conduct active lessons, then will unearth warm up, main activity and follow up activities. Those versatile activities can lead learners as active participators and helps teachers and instructors as facilitators. These techniques can be adapted to different learning levels from kindergarten to adult learning with individual, pair and group works. The techniques will be classified into main three parts as active beginning on the course, teaching skills actively and ending the course with retention activities based on Silberman's (2005) Active Learning Techniques and Ün-Açıkgöz's (2014) book on Active Learning.

Before proceeding to disclose Start-up Active Learning Techniques for learners, teachers and instructors, it is necessary to put emphasis on some useful Silberman's (2005) Active Learning Tips to conduct, organize and manage the lesson.

4.1. Active learning tips on classroom organization, conducting lesson and management

Learners who take part in active learning lessons learn more than those who learn from conventional lectures (Kılıç, 2006; Saday, 2007; Ün-Açıkgöz, 2014). However, getting learners to engage in lessons actively is not an easy management. This part presents some practical AL tips from beginning, during and ends of the lesson to activate learners' participation.

4.1.1. Tips on physical environment

Physical Environment holds a crucial place on whether active learning in class will work or fail. Hopefully, despite the size, shape and some other environmental factors in classes, there are still problem solution tips to rearrange the class or the pairs. First of all, it is absolutely hard to have an ideally shaped, furniture and best in size classrooms. In this sense, it is best to look for how to best utilize the classes we teach in. If you have chairs in classes or even desks and the classroom size is adequate, the best tip is arranging U shape. If the class number exceeds 20 or more, you can arrange circular-bridge tables, conference tables in square, V shape with oblong desks, group on group circles consisting two circles one inner and one outer circle.

What about traditional classrooms and larger classes like hall or auditorium? That is a big deal to cope with to manage active learning classes but still there are some cues. For traditional classes with fix rows of desks, tables and chairs, we still can group chairs and desks with

learners having even and odd number learners can form quartet with learners behind them. When it comes to auditorium where most of them have fix seats or desks, it can be more plausible to group learners at the center rather than let them sit scattered around to form pair and group work.

4.1.2. Tips on name learning

To meet learners, get more acquainted and add some fun and humor to the class, *name chain* and *name toss* can be practical. Name Chain urges learners to listen and participate actively since it requires learners to introduce themselves first and then the second person has to repeat the previous friend's names. As the activity gets longer, it becomes harder but funnier. To add some humor and make it challenging, the teacher can ask learners to add an adjective before their names and the same aforementioned name chain lasts until the final learner achieves her task. Another activity Name Toss begins with grouping learners in a circle. Then, choose an object that is soft and easy to hold, most preferably ball. A learner introduces her name and tosses the object in any of her friend. The person holding the ball continues by saying her name and tosses the object to another group member. The last learner holds the ball and tosses it through the person by saying her name. Then the person grabbing the ball in her hand says aloud to the previous person and the next person that she aims to toss the object. In summary, these activities can help learners to get acquainted in a friendly atmosphere, with games and fun also alleviates passive participation.

4.1.3. Tips on obtaining learner needs, wants and expectations

To tailor the course based on learners' needs, expectations and wants, some basic questions to all level of learners at the very beginning of the lesson can work a lot! These basic questions can entail what the rationale behind participating in the course, which skills or knowledge they want or do not want to get from the class. Furthermore, questions can cover what their hopes, concerns, lacks, wants and needs for this course, whether their needs match with course objectives. Finally teacher also can add versatile questions on what they really need to have and what they optionally can have as skills or knowledge.

4.1.4. Tips on obtaining active participation

It is an undeniable fact that the more active the participation is, the more active the teaching and the better motivation and outcomes are. Hence, to lead discussion and attention and coax the participation, *Fishbowl* and *Calling on the next speaker* activities among many can boost up participation. In Fishbowl activity, there are two circles namely inner and outer circle. In that large group activity one group discusses the topic (inner group) and outer group listens actively. Then, the group changes their places and moves further the discussion and the other group listens. This *fishbowl* activity can work best if we have enough time and larger group of learners. Another activity named as *Calling on the next speaker* can work best if the topic covered is really attention drawing and you want to perpetuate active participation. One of the learners begins with talking about her point of view and she is required to select one of her

friends by calling friend's name to further discussion. In this way, the learners stay attentive in order not to miss any point and be prepared for upcoming chance of being selected by her friend.

4.1.5. Tips on assigning learning partners

It is an inevitable fact that we learn best by doing! In that sense, to prompt peer learning and collegiality, instructors and teachers can assign learning partners. Read and respond are one of those pair work tasks. In them, the learners can read each other's written work and discuss what is missing, different or mind-blowing! Then they can respond to the question together to answer, find a solution or compare their responses. It can be a better idea to change the partners to make of the learning. *Discuss* and *Practice* can urge learners both develop their oral and written skills and creativity in the class.

4.1.6. Tips on using response cards

The small blank cards can be used for many purposes to prompt individual and group learning. The instructors can ask the learners a question, a definition, solution, needs, wants, expectations, lacks and belief. The learners can write down their responses on the blank paper without naming themselves. Then the instructor can hand out the paper and the learner receiving reads it and reacts based on the activity or task. Next the instructor manages the activity based on level, time and length of the discussion. This type of activity can work well with speaking and listening activities.

4.1.7. Tips on prompting learning visually

Retaining to memory, it is scientifically proved that visuals make learning meaningful and more probable to remember. In Clark and Mayer's (2008) study, they found that integrating visuals into lessons boosted learning via dual encoding. As a deduction, rather than merely hearing the lecture or lesson, the instructor can enrich the content by adding visuals as in documents, vivid stories and dramatization activity. In documents, we embellish lessons with graphics, maps, data or pictures. Vivid stories can attract learners' attention if visuals are incorporated when significant points are emphasized. For dramatization, we can present learners real life events via videos or want our learners to dramatize real life problems and work out how they can solve them. These aforementioned examples can be multiplied based on the levels, ages, time duration and number of learners in the class.

4.1.8. Tips on active lecturing

Lecturing, by the word itself, can remind us really time-saving yet ineffective and uninteresting lessons. However, as the teacher abides by some active steps in organizing her lecture, the course can be both active and permanent in learners' minds! Firstly, the instructor should build an interest in the lesson or topic to be covered by demonstrating an interesting cartoon, picture or data that is relevant to the current topic and then ask a question about it. Then, for maximum understanding and learning retention, rather than information bombarding, using headlines and illustration that learners can compare with their good or bad experiences is another step to be

followed. Next, for active participant involvement, intermit the lecture from time to time and dare them to answer questions one level beyond their capacity. Finally, to reinforce the information obtained, the instructor can pose a question to activate problem solving skills of the learners by using information gained.

4.1.9. Tips to dramatize learning

The effect of visuals on learning, remembering and retention of knowledge, as mentioned above, holds a noteworthy place in learning. Henceforth, using visuals as objects like pictures, dress, balls or hats to trigger imagination and furnish the course content can help both the learner and the instructor. One common tip to achieve your aim is to take advantage of *Personification*. It is an inevitable fact that we can come across learners with special needs. As instructor you can select and ask learners to dress up or take the role of disabled. Then ask on lesson objectives and aims, how to react, what to do and the precautions they could take for their peers. The imagination is based on your content and can be widened to teach skills. *Post it* activity can work best as the warm up activity to prompt self-questioning. The instructors beforehand can design posters with famous scientists, singers, athletes and put their famous quotes in it. Then ask learners to choose their favorite quotes and relate it to the content of the lesson verbally or written. These types of activities boost up curiosity, energy and attention and via visuals, they can aid learning retention.

4.1.10. Tips on online active learning

Technology has become an inseparable part of our lives. Covid-19 outbreak has highlighted and reminded us the significance of distance and online learning. Until now, the tips on using AL in physical classrooms rather than virtual or online classes are given; however, we can utilize ALTs for online learning as well. Getting learners involved can be achieved via online groups, breakout rooms and interesting discussion topics. One of the benefits of online courses is to equip learners with recorded documentation that can help learners to self-evaluate, regulate and question their own learning and will have chances to review and reflect free from time limit. No matter how much benefit online learning provides, both the instructor and learners should be prepared to electricity and web power cut and be prepared in advanced with Plan B.

This part informed us about the tips that we can benefit from before, while and after the class AL tips. These tips can be used in any disciplines including EFL. Especially for speaking and writing courses based on the aim of the instructor, we can integrate skills to promote learning retention. These aforementioned tips boost ups energy, curiosity, team collaboration, self-directed learning and self-regulation. Now, in the following part, among numerous techniques, some AL techniques will be highlighted.

4.2. Active learning techniques on classroom organization, conducting lesson and management

English Language Teaching has always been at the crux of intense debates from primary school to tertiary level and in Turkey. English Language serves as “the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish” (Doğançay-Aktuna, 1998, p.37). To keep up with the demands of twenty first century skills and quickly changing amount of knowledge, teaching English as a global, lingua franca and international language holds a noticeable place in nation-wide education. As was highlighted in the previous parts, AL embraces many disciplines and these techniques are also valid for foreign language. Ün-Açıkgöz (2014) puts emphasis on the prolific nature of AL that can be adapted to many disciplines from kindergarten to adult learner levels. On these logical grounds, the EFL teachers and instructors can adapt these AL tips and techniques to make English language learning joyful, meaningful and perennial. To add more, learners can benefit from to self-regulate, evaluate, make learning retention and meaningful.

To begin with, it is of great importance to activate learner interest on the course from the beginning. Thus, the learner can lead attention and take active role from the very beginning with joyful and thought-provoking icebreakers and start-up activities. In the previous part of this chapter, the author shed light into the face to face and technological AL tips that can be employed in any settings including EFL. In similar veins, Mantyla (1999) predicates that no matter what type of AL selected whether in conventional or technology based learning environments, qualified AL techniques have the same characteristics with a certain beginning and ending, explicit aim and goal, understandable directions, constructive feedback and tool description to be employed. The next part will exemplify many AL Techniques that can be exploited and adapted for EFL settings.

4.2.1. Active learning techniques for beginning lessons

There is no one-size-fits-all suggestion for providing active learning into lessons. Nevertheless, these techniques below can be useful and practical to get learners acquainted and energetic at the beginning.

4.2.1.1. Me too

Aim:

This activity aims to form groups of learners with similar characteristics, add fun and energy via physical activity at the very beginning and get learners acquainted.

Procedure:

1. List possible categories suitable in a getting acquainted activity such as similar favorite color, being right/left handed, football team, music etc.

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2. Locate groups based on similarities quickly to a place that you created space beforehand. Develop as much group as you can.
3. The time participants organize the appropriate “Me Too” clusters, they shake hands.
4. Encourage learners to move from one group to another.
5. Finally discuss the diversity of learners in the groups.
6. As a suggestion, one can form groups based on differences or ask learners to name categories to design a group (Silberman, 2005, p.65).

4.2.1.2. *Class concerns*

Aim:

This activity aims to make learners reveal and discuss concerns honestly about the lesson.

Procedure:

1. Talk with learners about your expectations on learner concerns.
2. Make list of concerns from the groups.
3. Request the group select the most highlighted concerns.
4. Ask the learners summarize their concerns to group members (Silberman, 2005, p. 87).

4.2.1.3. *True or false?*

Aim:

This activity aims to promote immediate learning, collaborative learning and team building.

Procedure:

1. Prepare list of sentences some of which are true some false. Write your statements to different cards.
2. Hand out cards one by one and make group and discuss which statements are true or false.
3. When the group finishes the task, obtain and decide whether their judgments are true or false.
4. Evaluate by giving constructive feedback to each card and finally put emphasis on the significance of team building and learning skills (Silberman, 2005, p. 100).

4.2.2. *Active learning techniques on teaching information, knowledge and skills*

Active Learning techniques support effective comprehension and evaluate learner on their understanding. Not only physically the learners are engaged but also mentally active by activating higher order thinking skills. These techniques below can be practical on teaching information, knowledge and skills.

4.2.2.1. *Fish bowl*

Aim:

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This activity aims to promote peer learning and make learners provide feedback on English reading and discussion activities. Through anonymity, it creates a comfortable learning atmosphere and provides constructive feedback for large number of learners.

Procedure:

1. Request learners to take note on given index cards one question on to clarify what they missed or not fully comprehended.
2. As through the end of the lesson, the learners posit their questions in a fish bowl.
3. Pick diverse questions out of the bowl and reply or wait the class to answer them (Paulson & Faust, 2006, p. 9).

4.2.2.2. Question cards

Aim: This activity aims to hearten learners to ask questions in secure and dependable ways. One of the benefits of this techniques is that it can be employed on a definitive topic at the beginning, during or end of the lesson.

Procedure:

1. Ask learners to write any questions they wonder on the blank index card handed out by the teacher. The learners will not write their names on it.
2. Form the groups and make the index card passed from person to person in a clockwise direction. As the card moves on to the next person, learners are required to put a check mark if they have question as readers.
3. When the learners finally have their question cards once again in their hands, make sure that each learner in the group reviewed all the group members' questions.
4. Then, spot questions with most checks. By classifying the questions, teacher can give immediate answer, delay the answer to the next lesson or highlight the time constraint not to answer the question
5. Then, invite volunteer learners to share questions and finally gather again the cards for future reference (Silberman, 2005, p.122)

4.2.2.3. Show but not tell

Aim: This activity aims to teach skill apart from traditional teacher-centric way of 'show and tell' demonstration. To enliven learners be mentally alert, in AL teacher does not tell directly, rather charge them observe attentively and report what the teacher did. By being silent and demonstrating with little or no explanation, learners direct their attention to come up with an answer.

Procedure:

1. Decide a skill that has procedures that you aim to teach learners (choosing one out of six different feedback styles in a qualified communication).

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2. Ask beforehand the learners to monitor all the process without explaining the rationale to make them attentive. Teacher's aim here can be getting learners ready for the activity.
3. Make pairs of learners, perform again and want them to tell about what you did to one another.
4. Then request pairs to perform what they observed until each pair succeeds. Finally, continue with the rest of the demonstration in the same way.
5. The teacher can also (optional) ask learners before herself to demonstrate the skill then through the end of the lesson, the learners can self-question themselves whether their expectations matched with the skill taught (Silberman, 2005, p.222)

4.2.2.4. *Four corners*

Aim: This cooperative activity aims to promote peer interaction and learning, being physically active, broadening understandings via exploring, pair work and discussion.

Procedure:

1. Place the options that learners will pick in four corners of the classroom ranging from strongly agree to strongly disagree.
2. Ask a question loudly to the class and requests learners stand up, select an option and move in front of the reasonable corner.
3. Those learners standing in front of the same corner can make pairs to discuss their rationale to choose this option.
4. At this point, learners need to have active listening to share their partner's explanation.
5. Finalize this activity by incidentally selecting pairs to share their views (Kagan, 1994).

4.2.2.5. *Gossip*

Aim: This activity aims to make learners comprehend the topic fully, think on the topic and learn different perspectives and evaluate them.

Procedure:

1. Learners should form pairs and tell each other the views they have on the topic given.
2. The pairs leave to match with new partners.
3. The pairs talk about their views and their previous partner's views. If possible, tries to elaborate on the changes on their own views and agreements and disagreements with the partners.
4. To maintain interaction among pairs and peers, item 3 should be repeated as much as possible.

5. For the final step, the class should discuss the thoughts that emerged at the end of the learning process (Ün- Açıkgöz, 2014, p. 162).

4.2.3. Active learning techniques on retention of learning

The effectiveness of AL Techniques on learner performance and retention of knowledge has been investigated in recent research. Yahyazade et al. (2017) found that ALTs make lessons more joyful and learners could retain information. Below some techniques are presented to help learners self-evaluate and retaining to memory.

4.2.3.1. Return on your investment

Aim: This activity aims to have learners self-evaluate themselves whether they have benefited from the lesson.

Procedure:

1. At the beginning of the lesson, lead learners self-question then take note on to which degree they hope to gain ability to perform in their lives and jobs. Regarding, ask learners to list their goals for the lesson, recent failures and successes and ongoing issues or problems.
2. During the training, allocate learners enough time to re-read their initial comments and think on to what extent the training added value on their knowledge and skills.
3. At the end of the training, ask learners to use self-assessment whether their time and effort put on the training was worth it.
4. Finally, to improve yourself, get feedback from the learners about your training (Silberman, 2005, p.266).

4.2.3.2. What we are taking away

Aim: This activity aims to assess what learners have learned from the lesson.

Procedure:

1. Divide learners into subgroups between two to four people based on the number of the class. If the number of the learners is low, it can be employed individually.
2. Request each subgroup discuss in personal and professional sense what they are taking away from the training. Each subgroup should list learnings on A3 size paper with title 'What We Are Taking Away' and the lists will paper the walls.
3. To place and add check to their lists, learners should walk by each different list.
4. At the end, analyze the results with popular, unexpected and unusual learnings.

This part has attempted to provide a brief summary of the literature relating to AL tips and techniques those EFL pre-service, in-service teachers, learners and faculty can employ to better teaching and learning. In summary, it has been shown from the AL techniques and tips examples that they can be adapted to teach language skills and in spite of traditional classes or

even lectures, there is still room for teachers to make their learning environment active. The following part moves on to conclude the study in brief.

5. Conclusion

Having mentioned the many AL tips and techniques briefly, this chapter informed readers about what AL is and its theoretical framework, the significance of AL in EFL context, suggests some practical tips and techniques for EFL learners and teachers. The aim was to aid EFL learners and teachers via presenting practical AL ideas to fit into their classroom settings. The techniques, the frequency rate of use and the learners' level, and teacher's personality can affect the frequency of AL techniques in EFL class. Eison (2010) highlights that through AL, teachers can develop learner's critical thinking, speaking, reading and writing, can receive or give constructive feedback, both teachers and learners can self-evaluate themselves. Its versatile nature allows for using it in learning environments like class, to connect prior and present knowledge, extracurricular activities and ongoing formative assessment. As was emphasized in tips and techniques, they can be used for individuals, pairs, small and larger group activities based on time duration. Based on the studies covered here, the present study highlighted the greater need to conduct AL studies in Turkish EFL context. One implication for EFL researchers and teachers is to integrate AL tips and techniques into their courses to maximize learning. The teachers and researchers can also conduct AL based action research to test the benefits in EFL context. Finally, there is a greater need for learners and preservice teachers on AL books and book chapters nationwide.

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