

- **Allow immediate application of knowledge.**

Learning involves understanding and then application by the learners. Give your students the opportunities to apply their new knowledge and skills. This reinforces learning and builds confidence in them.

- **Have a fair system for assessing and grading students.**

Even when students feel they are progressing, they will be unhappy if their grades don't reflect this. Your grading system should be objective, based on learning, and flexible.

Conclusion

The end of any educational activity is to make changes in the learners, changes which happen as the result of learning. So, teaching may best be defined as the organization of learning. Teaching may be thought of as the establishment of a situation in which it is hoped effective learning will take place. And effective learning will not take place unless learners are involved in the learning process (Fink, 1999). Learners are more likely to enjoy the subject, and to succeed at it if they are engaged in the learning process, and as far as possible, have a chance to influence what happens, and how it happens (Leblanc, 1998).

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so that they can see the use of information in their lives. *Meaningful learning "subsumes" new information into existing structures and memory systems, and the resulting associative links create stronger retention.*" (Brown, 2001, PP. 56-57).

● **Encourage students to see patterns.**

Whenever the teacher can guide the students to the perception of a pattern, learning will be promoted. If we arrange irregular verbs alphabetically, it will reveal no pattern:

feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten

But there are *phonological* patterns which make learning easier:

freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
weave	wove	woven

As another example consider the pattern common in the following words and their meanings:

- Polish = related to a country named Poland
polish = make something smooth and shiny by rubbing
- Turkey = the name of a country
turkey = a kind of bird
- Hungary = the name of a country
hungry = in need of food

● **Give immediate and frequent feedback.**

Active learning requires frequent and immediate feedback to students to know whether they are doing well or not. And don't forget to build on strengths rather than emphasizing weaknesses. Everyone is surely capable of some achievement and some contribution.

● **Use fun in your teaching.**

Students will be more successful at learning something when they enjoy the process. Instead of a vocabulary test, why not a vocabulary game? Instead of a written grammar exercise, why not a grammar puzzle?

● **Structure your teaching.**

A good lesson has *a beginning, a middle, and an end*. Begin your class with a short introduction, reminding students of what happened last time and saying what you are going to work on this time. Then start your teaching. At the end of the class, provide your students with a brief summary of that session's points, and tell them what will happen next time. Give clear instructions and set clear objectives for learning so that students know what to do. When students have a clear idea of class activities, they learn better.

● **Review the taught points from time to time.**

Language learning is *cyclical*. This means that language points taught before should recur throughout the course and that you should remind your students of the previous lessons. It is better to do this by questioning not telling. This will deepen their understanding and learning.





own ideas and responding to others' reactions also sharpen thinking and deepen understanding.

● ***Use pre-activities to focus students' attention.***

All language use in real life occurs in situations which allow the language users to rely on anticipation and context. So, before you teach anything, it is better to prepare the students by doing some pre-activities. Before teaching reading, work on the new words and the topic. Before teaching the listening part, start a chat with your students about their ideas or experiences with the issue.

● ***Begin with what students know.***

Learning moves faster when you start with what students already know. Teaching that begins by comparing the old or known information with the new and unknown information allows the students to grasp new information more quickly. When teaching "present perfect progressive", review "present perfect" first. When teaching "reported speech", review the "tenses".

● ***Move from simple to complex.***

Students will find learning more rewarding if they have the chance to master simple concepts first and then apply these concepts to learning more complex ones.

● ***Foster curiosity among students.***

Create an atmosphere that encourages and rewards curiosity. This can be done by posing questions, riddles, and problems to be solved by the students. Also, answer all the students' relevant questions immediately and kindly to encourage the habit of questioning in them.

● ***Make material meaningful.***

Another way to facilitate learning is to relate material to the students' environment and real life

- Set an appropriate level of difficulty; the degree of difficulty should be high enough to challenge the learners and low enough so as not to scare them away.

- Set some norms for learning and some rewards for those who reach the norms. These norms should be objective and attainable.

● ***Expand the kind of learning experiences you create.***

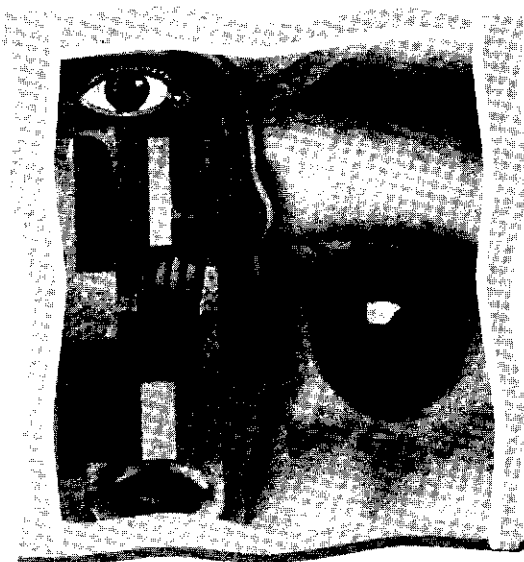
Most traditional teaching consists of little more than having students read a text and listen to a lecture, and a limited form of dialogue with others. Incorporate more dynamic forms of activities in your class procedures. These are some suggestions:

- Divide the class into small groups and ask them to make a decision or answer a question.

- Engage the students in authentic dialogue with people other than their classmates (on the web, by mail, or live).

- Ask your students to keep a journal or a diary about their own thoughts, feelings, learning, etc.

- Divide the students into two groups of "for" and "against" on a topic and promote a discussion among them. Involving students in discussion fosters retention of information, application of knowledge to new situations, and development of higher-order thinking skills. Sharing one's



Good teachers take the above issues into account and design strategies and practices that embody them. The following are some suggested strategies.

● **Strategies for the Encouragement of Active Learning**

Let your students tell you what they know.

There are many opportunities for teachers in class to elicit knowledge and information from the students rather than simply convey information to them. Keep in mind that the primary objective of any course is to improve the students' language, and to provide them with opportunities for productive practice. Even when correcting mistakes, self-correction by the student is to be preferred to peer or teacher correction, and peer correction to teacher correction.

● **Bring variety to the classroom.**

Vary what you do and how you do it. *Every teacher knows that what works one day with one class, does not necessarily work with a different class.* (Lewis & Hill, 1985, p. 15). Having variety in the class encourages learning. Here are some suggestions:

- Teach the unit in a different order.

- Vary *who* performs the task: you, your students, individually, in pairs, or chorally.
- Introduce alternative activities like games, problem solving, role playing, puzzles, lectures, film reviews, discussions, project work, etc.
- Change the seating plan for different activities.
- Use a variety of exercises and tests, from objective samples to subjective ones, from oral samples to written ones, etc.

● **Involve the students in planning.**

Learners should be involved in identifying their learning needs and outcomes. Help them develop attainable objectives. Giving the students the chance to test their ideas, to take risks, and to be creative will promote learning. Also take their interests, current skills, and aims into account when selecting methods and materials.

● **Accommodate the students' preferred learning styles.**

The rate of learning depends not only on the students' intelligence and prior education, but also on the students' preferred learning style. *Visual* learners learn best by seeing or reading, *auditory* learners by listening, and *tactile or psychomotor* learners by doing. Plan teaching and learning activities appropriate to different styles. A good teacher respects diverse talents and ways of learning (Chickering & Gamson, 2004).

● **Establish rapport with participants.**

Prepare your students for learning by creating a human atmosphere. The following are some suggestions:

- Set a friendly feeling or tone and an open atmosphere.
- Set an appropriate level of concern, i. e., the level of tension must be adjusted to meet the level of importance of the objective. People learn best under low to moderate stress.

(Lewis & Hill, 1985). The key to the success of a teacher is to make the students motivated and lead them to active learning by engaging them in the learning process. In this article, the concept of “active learning” is explained and some strategies are suggested to encourage active learning in the learners.

Key Words: active learning, motivation, learner-involvement strategies

1. Introduction

Many teachers today want to change passive learning to active learning, and to find better ways of engaging students in the learning process. The relationship between students' active involvement and effective learning is so strong that the effectiveness of any educational policy or practice is directly related to the capacity of that policy to increase involvement in learning. So, when selecting among several teaching methods or techniques, it is best to choose the ones that allow the learners to become more involved (Gardiner, 1998; Fink, 1999).

Part of being an effective instructor involves understanding how learning takes place and how learners learn best. Learning a subject seems to involve three almost simultaneous processes. First, there is *acquisition* of new information, then *transformation*, i. e., manipulating knowledge to make it fit new tasks, then *evaluation*, that is, checking whether the way we have manipulated information is adequate to the task. Good teaching involves the organization of learning and the establishment of a situation in which effective learning will take place (Fink, 1999).

Active learning derives from two basic assumptions: (1) that learning is by nature an active endeavor, and (2) that different learners learn in different ways. So, teachers should make their students aware of learning strategies and work out strategies that ensure learning. Learning strategies help learners become more autonomous, and enhance their perception that they can successfully complete their tasks (Oxford, 2001; Fink, 1999).

2. What is active learning?

Active learning involves the use of a variety of strategies or pedagogical projects designed to put the responsibility for creating and/or applying knowledge on the shoulders of students to enhance learning. For some teachers, active learning means changing from traditional classroom procedures to problem-solving or collaborative projects. Others define it in the context of community language learning activities. Some others define it as instructional activities involving students in doing things and thinking about what they are doing (Lieb, 1991; Fink, 1999).

There are four elements of learning that must be addressed to ensure participants learn actively: 1) *motivation*: If students don't recognize the need for the information, they will not learn well and teachers' efforts will be in vain, 2) *reinforcement*: Positive reinforcement strengthens good behavior and negative reinforcement extinguishes bad behavior; reinforcement ensures correct behavior, 3) *transference*: Transfer of learning is the result of training; it is the ability to use the information learned before in new settings. Transference occurs when participants can associate the new information with something they already know, especially when it is similar to their previous learning, and 4) *retention*: Learners must retain information in order to benefit from learning. To do so, they must see a meaning or purpose for that information. They must understand and be able to interpret and apply the information. Retention is influenced by the degree of original learning and the amount of practice during learning (Lieb, 1991).



How to Involve Learners in Active Learning

چکیده

معلمان متفاوت، از روش‌های متفاوتی برای تدریس، استفاده می‌کنند. بعضی تمام وقت خود را وقف توضیح دادن، مثال آوردن و حل تمرین‌های زیاد می‌کنند. اما گاهی در این میان یک نکته‌ی ساده ولی مهم به فراموشی سپرده می‌شود: این که اگر فراگیران در فرایند یادگیری درگیر نشوند، بهترین معلمان و بهترین روش‌ها هم نمی‌توانند کار زیادی از پیش ببرند. تدریس، هدف نهایی اتفاقات کلاس نیست، بلکه این تغییر رفتار فراگیر است که نشان می‌دهد، کلاس ما موفق بوده است یا نه. ملاک غایی تدریس خوب، نحوه‌ی عملکرد معلم نیست، بلکه این است که: آیا فراگیر چیزی آموخته است یا نه؟ مهم‌ترین نقش معلم نقش یک کاتالیزور است که به رخ دادن مسائل کمک می‌کند. اما هدف اصلی، فعال کردن دانش‌آموزان است (لویس و هیل، ۱۹۸۵). رمز موفقیت معلم در این است که فراگیر را مشتاق یادگیری کند و با دخالت دادن او در فرایند آموزش، وی را به سوی یادگیری فعال سوق دهد. در این مقاله، مفهوم «یادگیری فعال» توضیح داده شده و راهکارهایی برای تشویق یادگیری فعال در فراگیران آمده است.

کلید واژه‌ها: یادگیری فعال، انگیزش، راهکارهای درگیر کردن فراگیر.

Abstract

Different teachers use different methods for teaching. Some give themselves fully to explaining the points, exemplifying, and doing lots of exercises. But sometimes an important point is ignored: that if learners are not involved in the learning process, even best teachers and methods can't help them learn well. *Teaching* is not the terminal objective of what happens in the classroom. In the end, it is the changes in students' behavior upon which success and failure depend. The ultimate test of good teaching is not how the teacher performed but whether the students learned. The most important role of a teacher is that of a catalyst _ he helps to make things happen, but the purpose is activating the learners