

# The Impact of Active Learning Strategies on Enhancing University Students' Written Expression Skills

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**Abstract**—The paper revealed the impact of active learning strategies in enhancing the written expression skills of university students from the faculty members' perspective. The methodology involves using the descriptive survey approach. An item-based questionnaire is utilized as a research instrument. The results demonstrated a moderate effect of active learning strategies in enhancing the written expression skills of university students from the faculty members' perspective. The paper opens new venues articulated in calling on faculty members to diversify active learning strategies when teaching the different stages of written expression, especially while students are writing, as group work can significantly benefit from this stage.

**Index Terms**—active, expression, learning, strategies, writing

## I. INTRODUCTION

Language education has witnessed a remarkable development due to the great importance that the Arabic language holds in the lives of individuals and societies, as it is the language of the Holy Qur'an and the Islamic religion. Teaching and learning Arabic has received wide attention, as those concerned with it have made many attempts to facilitate the teaching of its curricula to students in the pre-university education stage. Interest in the Arabic language has increased at the university level because it is the individual's means of expression and communication. Language skills have been divided into four main skills: listening, speaking, reading, and writing, with care taken to maintain their cohesion and coherence (Al-Ghammaz, 2023; Tahir et al., 2025).

Written expressions are of great importance among language skills, as they are the fruit of linguistic literary culture (Al-Ghammaz et al., 2024). It is the individual's means of expressing his thoughts and feelings and conveying and receiving different linguistic experiences. Therefore, one of the most important goals of written expression in universities is to enable the university student to express himself, create meaning, and practice the correct use of language in terms of linguistic and grammatical integrity (Carter et al., 2022). According to Al-Wajeeh (2024), writing is a basic skill of the four language skills, as its importance lies in preserving and recording human heritage, documenting knowledge, and spreading sciences and ideas in different stages of life from ancient times to the present, due to its effectiveness in perpetuity and continuity. Without writing, societies cannot build their culture, and instructors and students cannot interact with each other in different learning contexts (Al-Ghammaz, 2025).

Of note, Al-Sayed and Ezz Al-Arab (2024) indicate that interest in written expression and the use of effective teaching strategies stimulate the student's motivation to learn and increase interest in all linguistic arts because written expression includes all other skills, and the effects of its development appear in all of them. Written expression is a mental exercise for the university student, alongside being useful for the student in studying other university courses. In the context of developing written expression among university learners of different specializations, Arab and foreign studies (see Al-Sharhan, 2016; Abdul Latif, 2022; Kozanitis & Nenciovici, 2022; Ozer, 2023) have demonstrated the importance of active learning strategies and their effective role as a method that focuses not only on what learners learn but also on how they learn, in addition to the fact that transferring understanding cannot be achieved by simply telling students what they need to know.

Further, in an active learning environment, instead of passively receiving information, learners are enabled to build a deeper understanding and knowledge of the Written Expression Course, express their thoughts and feelings through active participation, collaborate and reflect on what they present, and work on solving problems and transferring new ideas and information. Active learning is defined as "a teaching style based on self-activities that include positive participation used by the student to research the use of a set of scientific activities and processes under the supervision and guidance of the teacher (Hilmi & Summiyani, 2023, p. 24). It is also based on cooperation between students for achieving various learning goals, especially when learning language skills.

Of note, active learning is based primarily on the constructivist theory, supposing that all knowledge acquired by the learner is self-constructed, as the student's cognitive structures are activated during the construction process and are in a state of continuous growth. Therefore, using written expression in developing the university student's writing skills increases his ability to interact with the writing content and create meaning, and increases the teacher's ability to provide him with various writing tools (Junejo et al., 2022), support exploration and mutual interaction, and encourage high-level thinking (Al-Momani, 2019).

Written expressions are a mental process and productive skill related to the student's expression of their thoughts and feelings through written words. Written expression at the university stage is also an important activity as it enables the learner to convey meaning through specific words and phrases, in addition to being a means for the learner to master various academic courses (Garcia, 2023). However, it requires teaching strategies that motivate the student, arouse his motivation to learn, and transform him from passive participation to active positive participation in learning (Alkam, 2023). Active learning strategies develop the student's writing skills as they enable the learner to build knowledge, understand through social interactions, and link new knowledge to previous experiences to reach knowledge (Taher & Yahya, 2023).

In addition, they increase the learner's motivation and stimulate memory and creative abilities in conveying ideas and feelings (Nour Al-Huda & Bou Al-Qamh, 2023). Given the researcher's experience in university teaching, especially teaching the Arabic language, it was noticed that there is a need to use strategies that motivate the student to write and cooperate with his peers to convey feelings and ideas in a sound manner in form and content. As the studies addressing the faculty members' opinion on the role of these strategies in written expression in the university context are still few, this creates a dire need for future research to address the role of these strategies in written expression. Thus, the research problem is articulated in investigating these questions:

- “What is the impact of active learning strategies in enhancing the written expression skills among ZUJ students from the faculty members' perspective?”
- “Are there statistically significant differences at the  $\alpha = 0.05$  level in the perceptions of the sample participants of the impact of active learning strategies in enhancing the written expression skills of ZUJ students attributed to the variables of gender, academic rank, and number of years of experience?”

The significance is drawn from the fact that developing written expression through effective strategies is justified, considering the importance of language in the life of the university student. Also, this study is in line with the aspirations of higher education in Jordan to furnish an educated and aware generation capable of expressing itself and its opinions creatively. Moreover, the study may represent a qualitative addition to theoretical literature by providing a foundation that equips researchers and those interested with sufficient knowledge about active learning strategies in the university context. Notably, the study results may provide an opportunity for further research and studies to shed light on the impact of active learning strategies on developing learners' Arabic language skills.

Practically, the research results may be useful for the university to develop course plans that adopt these strategies to develop the written expression skills of its students. The study may also contribute to providing a tool that researchers and graduate students at Jordanian universities can benefit from when studying the impact of active learning strategies on developing language skills among university students. In addition, it may contribute to directing the attention of those responsible for teaching the Arabic language in Jordan to incorporate active learning strategies in teaching Arabic language skills to Jordanian students from early educational stages preceding the university stage.

Active learning strategies are defined as “education-based methods that allow all students to participate in learning through a set of purposeful activities while practising thinking and exploration within the learner's active participation in the learning process” (Palacios, 2024, p. 7). On the other hand, Al-Wajeih (2024) indicates that active learning strategies mean teaching methods that include student participation in educational material activities, including flipped classrooms, small cooperative group activities, practicing thinking, solving problems, generating meaning, and interacting with the teacher and peers at all stages of the learning process.

Moreover, active learning strategies are a “set of principles, procedures and processes desired to bring about learning in the learner so that he is an active participant in the learning situation based on the learner's level and mental and cognitive characteristics” (Gosavi & Arira, 2022, p. 4). Active learning strategies are also procedurally defined in this study as language instructional procedures to increase student participation in the learning situation that are prepared in advance according to selected strategies such as cooperative learning, brainstorming, lower your hand, KWL chart, think-pair-share, etc. However, there are those who believe that “active learning strategies are nothing but methods in which students do more than just listen to lectures, as they explore, process and apply information, and interact with cooperative groups” (Khairi, 2018, p. 21).

Constructivism emphasizes active engagement, where learners construct their understanding and knowledge of the world through experiences and reflection (Frieht et al., 2024, p. 11). Within active learning, constructivism provides a learner-centered approach, where students play an active role in their learning rather than just receiving information and the teacher's role shifts to that of a facilitator who guides students in their exploration and understanding. In addition, constructivism sees knowledge as being built through practical activities, experimentation, and real-world problem solving (Frieht et al., 2024).

Constructivist learning also emphasizes social interaction, collaboration, and peer discussions and collaboration. Vygotsky argues that learning is enhanced when students work within their zone of proximal development with guidance from a teacher or peers. In addition, learners build on their existing cognitive structures, “schemas”, as effective teaching links new information to prior experiences, making learning meaningful (Abu Keshk & Farman, 2022). Alqam et al. (2023) indicate that active learning, considering the constructivist theory, includes reflection and awareness, as students reflect on their learning process, which deepens understanding and encourages self-assessment for learners to organize their learning. Active learning also includes real-life situations, where activities must have a goal that is beloved by the student.

In addition, constructivism encourages exploration and discovery instead of memorization and encourages students to ask questions and search for answers that enhance deep understanding. Dzaiy and Abdullah (2024, p. 329) define active learning as learning that motivates the learner to participate effectively in linguistic educational situations through reading and writing within different skills supervised and directed by the teacher as a facilitator of education. Active learning is defined procedurally as a series of educational procedures that motivate the student to participate in the educational situation, practice learning on his own, and cooperate with his peers. Importantly, constructivism provides a strong foundation for active learning by promoting engagement, exploration, and deep understanding through meaningful interactions with content and peers. Applications for active learning in this regard include problem-based learning, case studies, and others.

Related previous literatures and studies (see Asad, 2018; Ozer, 2023) indicate that the goals of active learning are to encourage students to acquire different thinking skills and critical reading, diversify educational activities appropriate for them, and support their self-confidence to practice exploration and move towards various fields of knowledge. Active learning also aims to enable students to ask different questions, practice problem-solving, and learn in groups. According to Saada et al. (2022), learning is effective and of higher quality when the student becomes the focus of the learning process and considers the student's abilities and growth, and is linked to the learner's life, reality, needs, and interests.

In terms of the advantages of active learning, Munna and Kalam (2021) showed that active learning has many positive outcomes and benefits, such as the persistence of learning effects and increasing levels of classroom interaction through cooperative learning. Al-Sharhan (2016) adds that active learning develops students' positive attitudes towards the educational material, works to develop students' higher-order thinking skills, increases their interest and focus in achieving learning objectives, and enables the university student to master the rest of the language skills and learn them in an integrated and interconnected manner. The most important benefits of active learning are reflected in increasing achievement in all language skills, developing language skills in an integrated manner among students through writing, reading, dialogue, and accepting other opinions through active listening, practicing speaking more.

Other key benefits of active learning lie in pushing the university student to learn free and directed written expression and applying it to all academic courses and conveying his feelings and ideas on paper or summarizing the information and various ideas he reads. Studies and literature (see Bellamy, 2017; Deani & Widodo, 2020; Nazzal, 2014) validated that active learning strategies in writing classes in the university context can be summarized in peer collaboration strategy, writing workshops, interactive writing exercises, Socratic dialogue, reflective writing, collaborative learning, brainstorming, lower hand, KWL chart, and think-pair-share.

The role of active learning in improving written expression is of high importance, as written expression refers to the ability to communicate ideas, information, or feelings effectively through written language, i.e. it is a mental process that includes various higher-order thinking skills. Written expressions are the ability of an individual to convey their thoughts, feelings, and various information in a written manner that is influential, organized, and understandable in form and content. It is also considered one of the most important communication skills, as it depends on the effective use of language to convey the message to the reader in an accurate and understandable manner (Al-Sayed & Ezz Al-Arab, 2024).

As put by Jad and Mahmoud (2022), written expression is a tool for expressing, translating and conveying ideas, working in the human mind to convey their thoughts and feelings to others. It is one of the important tools for communication between individuals, whether in society, schools or universities. Procedurally, written expression is defined as a written linguistic performance practiced by Arabic language learners to express their thoughts and feelings towards a topic, considering form and content, and creative self-expression. Also, it is confirmed that written expression has many advantages, as it helps develop the student's linguistic abilities, raises his literary skills in creating sentences correctly, helps eliminate linguistic and stylistic errors, increases the student's investment in his linguistic balance, and motivates him to study the language.

Farhan's (2023) study indicates that the importance of written expression is highlighted by its disclosure of the thoughts, feelings and emotions that go through an individual's mind in a correct language. It is an effective means of developing the student's linguistic wealth, increasing their ability to think, organize ideas, and master the rest of the language skills. Active learning strategies play a very important role in developing university students' written expression, as they greatly enhance writing skills by engaging students in the learning process, promoting critical thinking, and enhancing a deeper understanding of writing concepts. Active learning strategies also increase engagement and motivation when engaging in interactive activities, as activities such as peer reviews, group discussions,

and collaborative writing projects make learning more engaging and motivating for students to actively participate (Ismail & Abedmajid, 2023).

Khaled and Jehad (2022) believe that active learning strategies link student learning while writing to the real world, such as linking writing tasks to the real world or personal experiences, can make the process more relevant and interesting. They also increase the students' critical thinking abilities, as problem-based learning presents challenges or writing problems for students to solve, encouraging them to think critically and develop logical arguments. In addition, the Socratic dialogue strategy increases participation in guided discussions on writing topics, helps students analyze and critique different points of view, improve their analytical skills, develop their linguistic wealth, and use vocabulary correctly.

Active learning strategies also improve students' ability to understand the mechanisms and processes of writing. For example, writing workshops and labs develop students' writing skills, where students practice writing and receive immediate feedback that helps them understand and apply writing mechanisms more effectively and provide short lessons focused on specific writing skills such as grammar, punctuation, and vocabulary, which in turn increases the student's writing abilities in form and content (Seemanath & Watanapokakul, 2024). Active learning strategies also transform writing classes into a dynamic and interactive environment where students are not just passive recipients of information, but active participants in their learning by engaging in a variety of strategies such as problem solving, dialogue, collaborative groups, thinking strategies, summarizing, and more. Accordingly, students can develop a deeper understanding of writing, improve their skills, and gain confidence in their various language abilities.

## II. LITERATURE REVIEW

Research has documented the significance of active learning strategies in enhancing the various language skills of school and university students. In their paper, Asha et al. (2012, p. 1) investigated "the impact of active learning strategies on developing self-efficacy and academic achievement among Jordanian students". A scale of self-efficacy and an achievement test in the educational guidance course were used as study tools to achieve the study objectives. The validity and reliability of the scale were checked and ensured using appropriate methods. The results revealed key differences between the students' scores in the two study groups in self-efficacy and academic achievement in favor of the experimental group (Asha et al., 2012).

Conducting a related Kuwaiti research, Al-Sharhan (2016) measured the effect of using the active learning strategy in improving students' writing and reading skills from the Kuwaiti Arabic language supervisors' perspective. The descriptive-analytical approach was utilized to achieve the study objectives. The questionnaire is also used as a study tool. The results showed an effect of using the active learning strategy in improving students' writing and reading skills from the Kuwaiti Arabic language supervisors' perspective (Al-Sharhan, 2016).

In a related research work, Bellamy (2017) identified the views of faculty members at New York University on the role of active learning in improving students' reading comprehension. The methodology included conducting individual interviews with fourteen faculty members. The results pointed out that most students lack basic writing skills and often do not take sufficient initiative to learn them. However, the use of active learning can compensate for this weakness and help students to participate actively and effectively in all stages of the writing process. It is also found that active learning strategies increase students' sense of responsibility for their learning and the use of the resources available to them for writing.

In contrast, Al-Momani (2019) examined the lecturers' perspectives regarding the use of active learning methods during university teaching and active learning techniques activated in the classroom in the Kingdom of Saudi Arabia. The researcher used quantitative, descriptive, and qualitative interactive methods alongside conducting open interviews with 63 faculty members to collect qualitative data. According to Al-Momani's 2019 study, the percentage of faculty members' use of the active learning approach is low and unsatisfactory. The results also showed the challenges facing faculty members that hinder their use of active learning, which are personal challenges, professional challenges, student challenges, and financial challenges.

Additionally, Taher and Yahya (2023) analyzed the reality of the use of active learning strategies by faculty members in teaching the Arabic language at the School of Education, Zinjibar, Abyan University. Along with the descriptive-analytical approach, the questionnaire, as a study tool, was used in the data collection process. The study included several strategies such as discussion, questions, problem solving, cooperative learning, concept maps, project summary, brainstorming, think-pair-share, and stimulation. The study concluded that faculty members use active learning strategies in teaching Arabic to a moderate degree. The most common strategies used by faculty members are discussion and questions, and the least used strategies are the project summary and the think-pair-share strategies.

Moreover, Mohammed and Al-Hassan (2023) examined the effect of applying active learning strategies in enhancing the motivation, attitudes, abilities, and skills of learners of English as a foreign language in Saudi Arabia. To achieve the study objectives, the quasi-experimental approach was used through two tools for data collection: a questionnaire and a pre- and post-test. As put by Mohammed and Al-Hassan's 2023 study, the use of active learning strategies has a positive role and impact on the motivation, attitudes, readiness, and skills of English language learners as a foreign language to learn language skills.

In an American study, Salter (2023) revealed the perceptions of faculty members in universities in the southeastern region about the role of active learning strategies in teaching undergraduate students. The questionnaire-based survey method applied to a sample of 210 faculty members in American federal universities in the southeastern region was also used. The results showed that faculty members agree that active learning strategies enhance students' learning and achievement at a high level. The findings indicated no statistically significant differences in the perceptions of the study sample about the role of active learning strategies attributed to the variables of faculty, number of years of experience, and gender.

Reviewing the previous relevant studies demonstrated that researchers and scholars recommended conducting further studies on active learning strategies when learning a language and verifying the impact of these strategies on improving students' language learning in general. It was also noted that the studies addressing the faculty members' opinion on the role of these strategies in written expression in the university context are still in their beginnings and need further research and in-depth study. Importantly, this amount of previous Arab and foreign studies was used to deepen awareness of active learning strategies on the one hand and to develop the current study tool on the other hand.

More importantly, the current study shares with most previous studies the interest in searching for effective teaching methods to develop written expression among university students by revealing the opinions of faculty members. What distinguishes this study from other previous studies is its use in the Jordanian context considering the absence of studies that covering both active learning strategies and written expression in universities. This study fills the gap in this field, hoping that it will contribute to developing this strategy and its importance for those responsible for teaching Arabic language courses in universities, especially Al-Zaytoonah University of Jordan, which will contribute to improving the quality of education and achievement in written expression.

### III. METHODOLOGY

#### A. Research Approach

The descriptive survey approach is utilized, as is suitable for the study objectives.

#### B. Research Population & Sample

The population consists of all the 66 faculty members at the Faculty of Arts at Al-Zaytoonah University of Jordan, according to the university records for the academic year 2024/2025. For the purposes of the research problem and objectives, all participants of the population were selected as a sample using a purposeful method. Given this, 66 questionnaires were distributed to faculty members, and 58 were returned as valid for analysis and were considered a sample for the current study, as confirmed in Table 1.

TABLE 1  
FREQUENCIES AND PERCENTAGES OF THE DISTRIBUTION OF SAMPLE PARTICIPANTS ACCORDING TO STUDY VARIABLES

Domain	Category	Frequency	Percentage
Gender	Male	26	44.8
	Female	32	55.2
Academic Rank	Assistant Professor	22	37.9
	Associate Professor	20	34.5
	Professor	16	27.6
Number of Years Experience	Less Than Five Years	20	34.5
	From Five To Ten	22	37.9
	Above Ten Years	16	27.6
	Total	58	100.0

#### C. Research Instrument

To achieve the research objectives articulated in identifying the impact of active learning strategies in enhancing the written expression skills of university students from the faculty members' perspective, the theoretical literature and previous studies related to the current research study and objectives were thoroughly reviewed (Al-Sayed & Ezz Al-Arab, 2024; Al-Sharhan, 2016; Nour Al-Huda & Bou Al-Qamh, 2023). Accordingly, an item-based questionnaire consisting in its initial form of 22 items distributed over 4 domains was used as a research instrument to measure the impact of active learning strategies in enhancing the written expression skills of students of the Faculty of Arts at Al-Zaytoonah University of Jordan from the point of view of faculty members.

#### D. Instrument Validity

The instrument's content validity is ensured by evaluating the questionnaire in its initial form with 10 qualified members in curricula and teaching methods, measurement, and evaluation in Jordanian universities. 80% of all the validators' comments and modifications were taken into consideration, which included amending the linguistic wording of items numbered 26, 11, 13, and 15 as in the final form and deleting two items due to repetition. Thus, the instrument in its final form after amendment and renumbering consisted of 20 within the same domains. As explained by Abdul Latif (2022), the construct validity indicators were determined by calculating the correlation coefficients of each item

and the total score, between each item and its correlation with the related domain, and between the domains and each other and the total score, in an exploratory sample from outside the study sample consisting of 30. The correlation coefficients of the items with the overall instrument ranged between 0.39 and 0.79, and with the domain between 0.41 and 0.93, as illustrated in Table 2.

TABLE 2  
CORRELATION COEFFICIENTS BETWEEN THE ITEM, THE TOTAL SCORE AND THE RELATED DOMAIN

Item No.	Correlation Coefficient with Domain	Correlation Coefficient with Instrument	Item No.	Correlation Coefficient with Domain	Correlation Coefficient with Instrument	Item No.	Correlation Coefficient with Domain	Correlation Coefficient with Instrument
1	0.62**	0.47**	8	0.72**	0.44*	15	0.87**	0.56**
2	0.70**	0.39*	9	0.72**	0.50**	16	0.87**	0.67**
3	0.68**	0.51**	10	0.41*	0.39*	17	0.42*	0.39*
4	0.92**	0.69**	11	0.83**	0.55**	18	0.80**	0.53**
5	0.93**	0.66**	12	0.84**	0.52**	19	0.90**	0.79**
6	0.64**	0.73**	13	0.87**	0.57**	20	0.57**	0.73**
7	0.51**	0.59**	14	0.76**	0.59**			

\*Statistically significant at the 0.05 level.

\*\*Statistically significant at the 0.01 level.

It is notable that all correlation coefficients were of acceptable degrees and statistically significant; therefore, none of these items were deleted. Table 3 illustrates that correlation coefficient of the domain with the total score, and the correlation coefficients between the domains were calculated, as well.

TABLE 3  
CORRELATION COEFFICIENTS BETWEEN DOMAINS AND THE TOTAL SCORE

Item No.	Pre-Writing	Rewriting	Writing	Post-Writing	Total Score
Pre-Writing	1				
Rewriting	0.487**	1			
Writing	0.506**	0.550**	1		
Post-Writing	0.544**	0.742**	0.554**	1	
Total Score	0.704**	0.728**	0.671**	0.865**	1

Table 3 illustrates that all correlation coefficients were of acceptable degrees and statistically significant, demonstrating an appropriate degree of construct validity.

#### E. Instrument Reliability

The instrument reliability was established using the test-retest method over two weeks on a sample consisting of 30 faculty members. As put by Abdul Latif (2022), Pearson's correlation coefficient was calculated between their responses at both times, alongside calculating the reliability coefficient using the internal consistency method according to Cronbach's alpha formula. Based on the calculations, the values were considered appropriate for the study, as shown in Table 4.

TABLE 4  
CRONBACH'S ALPHA INTERNAL CONSISTENCY COEFFICIENT AND TEST-RETEST RELIABILITY OF DOMAINS AND TOTAL SCORE

Domain	Test-Retest Reliability	Internal Consistency
Pre-Writing	0.86	0.82
Rewriting	0.84	0.70
Writing	0.82	0.77
Post-Writing	0.83	0.80
Total Score	0.90	0.84

As advised by Abdul Latif (2022), evaluating the means of the instrument and its items requires using a 5-point scale to correct the instrument. The 5-point Likert scale was adopted to correct the study instruments by giving each item one degree out of its five degrees "strongly agree, agree, neutral, disagree, strongly disagree" which are represented numerically 5, 4, 3, 2, 1, respectively (Abdul Latif, 2022). The following scale was adopted for analyzing the results: from 1.00 to 2.33 is low, from 2.34 to 3.67 is medium, and from 3.68 to 5.00 is high. Moreover, the scale was calculated using the following equation: Upper Limit of the Scale (5) - Lower Limit of the Scale (1)/Number of required categories (3) = (5-1)/3 = 1.33 and then adding the answer 1.33 to the end of each category. Importantly, means, standard deviations, ranks, and degrees were used to answer the first question, while three-way analysis of variance and Scheffé post-comparisons were used to answer the second question.

## IV. RESULTS AND DISCUSSION

### A. 1<sup>st</sup> Question Results

"What is the impact of active learning strategies in enhancing the written expression skills among ZUJ students from the faculty members' perspective?"

TABLE 5  
MEANS, STANDARD DEVIATIONS, RANKS, DEGREES, AND LEVELS OF IMPACT OF ACTIVE LEARNING STRATEGIES IN ENHANCING THE WRITTEN EXPRESSION SKILLS OF ZUJ STUDENTS FROM THE FACULTY MEMBERS' PERSPECTIVE ARRANGED IN DESCENDING ORDER ACCORDING TO THE MEANS

Rank	No.	Domain	Mean	SD	Level
1	1	Pre-Writing	3.80	0.64	High
2	2	Rewriting	3.62	0.61	Medium
3	4	Writing	3.43	0.75	Medium
4	3	Post-Writing	2.78	0.91	Medium
Overall Mean			3.41	0.50	Medium

As gleaned from Table 5, the means ranged between 2.78 and 3.80 with a medium-to-high level. The pre-writing domain is ranked first with the highest mean of 3.80 with a high level, while the writing domain is ranked last with a mean of 2.78 with a medium level. The overall mean of the level of impact of active learning strategies in enhancing the written expression skills of ZUJ students from the faculty members' perspective was 3.41 with a medium level. The means and standard deviations of the sample participants' responses were calculated for the items of each domain separately, as follows:

(a). *Pre-Writing*

TABLE 6  
MEANS, STANDARD DEVIATIONS, RANKS, DEGREES, AND LEVELS RELATED TO PRE-WRITING ARRANGED IN DESCENDING ORDER ACCORDING TO THE MEANS

Rank	No.	Text of Item	Mean	SD	Level
1	5	Active learning strategies create the right environment to start writing.	3.90	0.81	High
2	3	Group brainstorming is widely used to determine the writing topic.	3.88	0.80	High
3	4	A concept map is drawn of the basic ideas of the writing topic.	3.78	0.94	High
4	1	Dialogue is employed to recall ideas specific to writing.	3.74	0.83	High
5	2	Collaborative work is invested to determine the key words for written expression.	3.72	0.74	High
Pre-Writing			3.80	0.64	High

As shown in Table 6, the means ranged between 3.72 and 3.90 with a high level. Item (5) stipulating "Active learning strategies create the right environment to start writing" is ranked first with a mean of 3.90 with a high level. However, item (2), which states "Collaborative work is invested to determine the key words for written expression" is ranked last with a mean of 3.72 with a high level, as the overall mean for the pre-writing domain was 3.80 with a high level.

(b). *Re-Writing*

TABLE 7  
MEANS, STANDARD DEVIATIONS, RANKS, DEGREES, AND LEVELS RELATED TO RE-WRITING ARRANGED IN DESCENDING ORDER ACCORDING TO THE MEANS

Rank	No.	Text of Item	Mean	SD	Level
1	10	Thinking strategies are used to review ideas to ensure comprehensiveness and relevance to the topic of the written expression.	3.67	0.80	Medium
2	8	Active learning strategies are excellent at reducing repetition when rewriting the written expression.	3.66	0.97	Medium
3	7	The pause procedure can be useful in correcting writing errors.	3.64	0.95	Medium
4	6	Critical reading is used to develop the initial image of the written expression.	3.57	1.08	Medium
5	9	Interactive learning increases the student's accuracy in using different punctuation marks.	3.55	1.03	Medium
Re-Writing			3.62	0.61	Medium

As indicated in Table 7, the means ranged between 3.55 and 3.67 with a medium level. Item (10) stipulating "Thinking strategies are used to review ideas to ensure comprehensiveness and relevance to the topic of the written expression" is ranked first with a mean of 3.67 with a medium level. However, item (9), which states "Interactive learning increases the student's accuracy in using different punctuation marks" is ranked last with a mean of 3.55 with a medium level, as the overall mean for the re-writing domain was 3.62 with a high level.

(c). *Writing*

TABLE 8  
MEANS, STANDARD DEVIATIONS, RANKS, DEGREES, AND LEVELS RELATED TO WRITING ARRANGED IN DESCENDING ORDER ACCORDING TO THE MEANS

Rank	No.	Text of Item	Mean	SD	Level
1	11	Traditional notes are used to record as many ideas as possible.	3.02	1.22	Medium
2	15	The think-pair-share strategy helps to include more rhetorical images while writing.	3.00	1.12	Medium
3	12	The Jesco strategy helps to gather evidence and proof.	2.67	1.05	Medium
4	13	Dialogue can help to include a new idea in each paragraph of writing.	2.64	1.02	Medium
5	14	Group creative thinking increases the quality of written expression.	2.55	1.22	Medium
Writing			2.78	0.91	Medium

As revealed in Table 8, the means ranged between 2.55 and 3.02 with a medium level. Item (11) stipulating “Traditional notes are used to record as many ideas as possible” is ranked first with a mean of 3.02 with a medium level. However, item (14) which states “Group creative thinking increases the quality of written expression” is ranked last with a mean of 2.55 with a medium level, as the overall mean for the writing domain was 2.78 with a high level.

(d). *Post-Writing*

TABLE 9  
MEANS, STANDARD DEVIATIONS, RANKS, DEGREES, AND LEVELS RELATED TO POST-WRITING ARRANGED IN DESCENDING ORDER ACCORDING TO THE MEANS

Rank	No.	Text of Item	Mean	SD	Level
1	20	Role-playing and intellectual competition strategies are useful in correcting errors and improving writing.	3.50	0.92	Medium
2	18	The writing activities strategy trains the student in more creative writing skills.	3.48	1.16	Medium
3	16	Cooperative learning is useful in exchanging feedback between students.	3.47	1.20	Medium
4	17	The group assessment strategy can provide the student with objective writing criticism skills.	3.40	0.99	Medium
5	19	The problem-solving strategy can be used in correcting students' writing.	3.29	1.16	Medium
Post-Writing			3.43	0.75	Medium

As explained in Table 9, the means ranged between 3.29 and 3.50 at a medium level. Item (20) stipulating “Role-playing and intellectual competition strategies are useful in correcting errors and improving writing” is ranked first with a mean of 3.50 with a medium level. However, item (19) which states “The problem-solving strategy can be used in correcting students' writing” is ranked last with a mean of 3.29 with a medium level, as the overall mean for the writing domain was 3.43 with a medium level. The result seems justified, as faculty members realize the importance of active learning in developing written expression skills. Active learning through various strategies allows the student to participate effectively, going beyond the traditional role of the student who takes notes, to the role of taking the initiative in activities that prepare him for writing and interacting inside the classroom, whether with the teacher or with colleagues.

Also, the result shows that faculty members seek to use active learning strategies in all other stages of writing because of their effective impact on developing students' writing expression skills. Abdul Latif's (2022) study confirms this by indicating that active learning includes a wide range of teaching strategies and techniques that encourage students to participate in their learning and push them to move from one stage to another easily and smoothly through interaction within classrooms within group work or individual work. The result of the first question is in line with the study results of Asha et al. (2012), which indicated the effectiveness of active learning in linguistic achievement among university students.

Notably, the result is consistent with the results of Bellamy (2017), which presented that the use of active learning can compensate for students' weakness, help them participate actively and effectively in all stages of the writing process, and increase students' sense of responsibility for their learning and use of the resources available to them for writing. However, the result of the first question differed from the results of Al-Momani (2019), demonstrating that the percentage of faculty members using the active learning approach is low and unsatisfactory, as the reason for the difference is due to the difference in the environments of the two studies, and the nature of the methodology and instruments used.

B. *2<sup>nd</sup> Question Results*

“Are there statistically significant differences at the  $\alpha = 0.05$  level in the perceptions of the sample participants of the impact of active learning strategies in enhancing the written expression skills of ZUJ students attributed to the variables of gender, academic rank, and number of years of experience?”

TABLE 10

MEANS, STANDARD DEVIATIONS, AND NUMBERS OF IMPACT OF ACTIVE LEARNING STRATEGIES IN ENHANCING THE WRITTEN EXPRESSION SKILLS OF ZUJ STUDENTS FROM THE FACULTY MEMBERS' PERSPECTIVE ATTRIBUTED TO THE VARIABLES OF GENDER, ACADEMIC RANK, AND NUMBER OF YEARS OF EXPERIENCE

Variable		Mean	SD	Number
Gender	Male	3.41	.5110	26
	Female	3.40	.5050	32
Academic Rank	Assistant Professor	3.28	.3120	22
	Associate Professor	3.16	.4510	20
	Professor	3.90	.4500	16
Number of Years of Experience	Less Than Five Years	3.38	.5170	20
	From Five To Ten	3.48	.5080	22
	Above Ten Years	3.34	.4990	16

Table 10 demonstrated an apparent variation in the means and standard deviations of the level of impact of active learning strategies in enhancing the written expression skills of students of the Faculty of Arts at Al-Zaytoonah University of Jordan due to the different categories of variables of gender, academic rank, and number of years of experience. Table 11 shows the use of the three-way analysis of variance to find out the significance of the statistical differences.

TABLE 11

THREE-WAY ANALYSIS OF VARIANCE FOR THE IMPACT OF VARIABLES OF GENDER, ACADEMIC RANK, AND NUMBER OF YEARS OF EXPERIENCE ON THE LEVEL OF IMPACT OF ACTIVE LEARNING STRATEGIES IN ENHANCING THE WRITTEN EXPRESSION SKILLS OF STUDENTS OF THE FACULTY OF ARTS AT AL-ZAYTOONAH UNIVERSITY OF JORDAN FROM THE FACULTY MEMBERS' PERSPECTIVE

Source of Variation	Sum of Squares	DF	Mean of Squares	F-Value	Sig. Level
Gender	.121	1	.121	.724	.399
Academic Rank	5.481	2	2.741	16.348	.000
Number of Years of Experience	.244	2	.122	.729	.487
Error	8.718	52	.168		
Total	14.430	57			

As illustrated in Table 11, there are no statistically significant differences at  $\alpha = 0.05$  level attributed to the impact of gender, where the F-value was 0.724 and the statistical significance was 0.399. Moreover, no statistically significant differences were found at  $\alpha = 0.05$  level attributed to the effect of academic rank, where the F-value was 16.348 and the statistical significance was 0.000. Further, there were no statistically significant differences at the significance level ( $\alpha = 0.05$ ) attributed to the impact of number of years of experience, where the F-value was 0.729 and the statistical significance was 0.487. To find out the statistically significant pairwise differences between the means, the Scheffé method of post-comparisons was used, as shown in Table 12.

TABLE 12

RESULTS OF POST-COMPARISONS USING THE SCHEFFÉ METHOD

Academic Rank	Mean	Assistant Professor	Associate Professor	Professor
Assistant Professor	3.28			
Associate Professor	3.16	0.12		
Professor	3.90	*0.62	*0.74	

\* Significant at the significance level ( $\alpha = 0.05$ ).

As indicated in Table 12, post-comparisons using the Scheffé method indicate statistically significant differences between academic ranks in terms of the impact of active learning strategies on enhancing the written expression skills of students of the Faculty of Arts at Al-Zaytoonah University of Jordan. The mean of the academic rank of "Assistant" was 3.28, while the academic rank of "Associate" recorded a simple lower mean of 3.16, indicating a slight difference (0.12) that is not statistically significant between them. In contrast, the mean for the academic rank of "Professor" increased to 3.90. Moreover, comparisons showed differences of 0.62 with the academic rank of "Assistant" and 0.74 with the academic rank of "Associate", as these two differences are statistically significant at the significance level ( $\alpha = 0.05$ ).

In other words, this means that faculty members with the academic rank of "Professor" perceive a greater impact of active learning strategies in enhancing the written expression skills of students of the Faculty of Arts at Al-Zaytoonah University of Jordan compared to the two lower ranks. The results of the second question showed no statistically significant differences in the perceptions of the study sample participants regarding the impact of active learning strategies in improving the written expression skills of students of the Faculty of Arts at Al-Zaytoonah University of Jordan, attributed to the impact of gender and number of years of experience. However, the results of the second question showed statistically significant differences attributed to the impact of academic rank in favor of the rank of "Professor" versus "Assistant Professor and Associate Professor" for the impact of active learning strategies in enhancing the written expression skills of the students of the Faculty of Arts.

Moreover, this result can be attributed to the awareness of faculty members in the Faculty of Arts of the importance of active learning and its various strategies in teaching the Arabic language in general and written expression in particular. They also work within a similar scope, whether in terms of courses or teaching methods, and therefore their opinions are close in many cases. Largely, the idea remains that faculty members of the rank of “Professor” are more aware than others of the importance of active learning strategies in developing written expression skills, as they are more qualified than others to apply it because of their long work in the faculty, and. Therefore, they are more able to express its importance and role in language classes. The results of the second question agreed with the result of Salter’s (2023) study, indicating no statistically significant differences in the perceptions of the study sample about the role of active learning strategies attributed to the variables of faculty, number of years of experience, and gender.

## V. CONCLUSION

In a nutshell, the current paper revealed the impact of active learning strategies in enhancing the written expression skills of university students from the faculty members’ perspective. The results demonstrated a moderate effect of active learning strategies in enhancing the written expression skills of university students from the faculty members’ perspective. The results also indicated no statistically significant differences in the responses of the research sample participants attributed to the effect of gender and number of years of experience. However, statistically significant differences attributed to the impact of academic rank in favor of the rank of “Professor” are also found.

Given the results and related discussion conducted in this article, key recommendations are suggested and articulated in urging faculty members at the Faculty of Arts at Al-Zaytoonah University of Jordan to diversify active learning strategies when teaching different stages of written expression, especially while students are writing. The article also recommends encouraging specialists in courses and methods of teaching Arabic language students in universities in general and at Al-Zaytoonah University of Jordan in particular to pay attention to preparing practical, applied lessons that benefit from active learning strategies in writing lectures and other language skills.

Other key recommendations are reflected in inviting faculty members to benefit from the Internet to learn about active learning strategies and their various applications when preparing written expression lectures. Regarding future research work and studies, the study recommends conducting an experimental study on the impact of active learning on the language skills of university students and introducing the gender variable into the study to compare its effect on male and female students.

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