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## PROMOTING ACQUISITION OF ENGLISH LANGUAGE AMONG PUPILS THROUGH THE LENS OF ACTIVE LEARNING

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### ABSTRACT

*The study focused on promoting acquisition of English language among pupils through the lens of active participation. The study was guided by three objectives: i) To determine the extent to which the use of group discussions influence pupils' acquisition of the English Language, ii) To establish whether the use of peer tutoring strategy influence pupils' acquisition of the English Language and iii) To establish whether the use of dramatization strategy influence pupils' acquisition of the English language. The study was based on Visible Learning Theory by Hattie. The study used cross sectional design and Purposive sampling was used to select a total of 341 respondents from a target population of 1038. This translated into sample size of 23 directors, 54 teachers and 264 pupils who participated in the study. Data collection was by means of questionnaires and focus group discussions and data was analyzed using SPSS program. The study established that Group discussions, group assignments, and composition reading improved pupils' acquisition of the English language while dramatization and peer tutoring negatively influenced the acquisition of the English*

*language. The study concluded that a variety of active learning strategies promoted acquisition of English language among learners and teachers were encouraged to use different modes in teaching English language. The study recommended professional development courses for teachers, such as in-service courses, workshops and seminars and Library services to be enhanced in schools.*

**Key words:** Active, Acquisition, Lens, English language, learning

### INTRODUCTION

Active learning involves consistent and simultaneous mental engagement of learners with the specific content of the lesson. It is the strategy for instruction that requires pupils to have course materials to help them acquire English language, which is effective to their future learning. Active learning strategy improves the rate and quality of learning which leads to successful acquisition of English language among pupils (Gardner, 2011).

In these strategies, teachers are expected to choose instructional strategies that entail general components of sets of instructional materials, classroom activities and the procedures that are used to bring about specific learning outcomes within a carefully chosen plan of action to achieve a goal (Nilson, Linda and Burzotta, 2010). Active learning encompasses several techniques and methods to facilitate the acquisition of knowledge, skills, attitude and values among learners. The learning strategies are means or procedures for systematically facilitating learning. It is a way of transmitting knowledge, skills, attitude, and values according to plan (De Florio, 2016). Active learning is often used in relation to other terms such as approach, instructional strategy and techniques. It is from these strategies that methods are derived. Active learning strategies include learner participation that involve group discussions, group assignments, composition reading, peer tutoring and dramatization among others (McLeod, 2019).

In language teaching, four strategies have held a lot of importance for instance, communicative approach, interactive approach, situational approach and natural approach. The term approach in other words represents teaching philosophies that can be integrated and be used in many different ways in a classroom (Gardner, 2011).

Strategies offer philosophical understanding of how instruction should be conducted. They are informed by theories of learning plus linguistic theories. (McLeod, 2019) asserts that instructional strategies are categorized according to the level of involvement by the teacher and learner as highlighted in the Visible Learning Theory by Hattie (2012), who established that students actively construct their own knowledge and reality as determined by experiences of the learner. In active learning strategies, the role of a teacher is to facilitate the instructional process allowing learners the opportunity to construct and experiment with knowledge, both old and new in the learning situation. In these strategies, the learner is the most active participant seeking only guidance and direction from the teacher who acts as a catalyst (Tebabal and Khssay, 2011).

#### **DISCUSSION STRATEGY**

Discussion strategy is a verbal interaction among learners with the teacher as the facilitator. It encompasses exchange and sharing of ideas, experiences, facts and opinions on a given topic to facilitate the acquisition of English language among pupils (Bjorklund and David, 2018). Discussion strategy may involve a full class or small groups of learners which may be formal or informal. There are several aspects of discussions that incorporate group assignments, group discussions, composition reading among others.

Teachers use these strategies to encourage and develop in learners the skills of pooling ideas and analyzing them to come up with certain conclusions, they also build on the pre-existing knowledge of learners (Nilson and Linda, 2010). This strategy is more productive if well organized and conducted; and its flexibility to allow all learners to actively participate in the lesson and thus help learners to develop interpersonal skills hence promote acquisition of English language among pupils

Discussion strategy is more effective after presentation or experience that needs to be analyzed as it allows everyone to participate in the learning process (Bjorklund and David, 2018). The evidence from previous studies established that the discussion strategy was suitable for clarifying concepts and ideas, building consensus, gathering opinions and ideas from other students and clarifying attitudes and values (Kimamo, 2012). Discussion method is most effective when there are sufficient preparations by both teachers and learners. Teacher's role in discussion strategy is to identify the topic of discussion, form the desired groups and provide adequate information on the topic and assign specific tasks to learners. During discussions, teacher's activity is to guide the discussion by asking leading questions, direct the discussions by clarifying any misconceptions and verifying facts, encouraging active learner participation while maintaining order among learners and

take a facilitative role in the discussion (McDowell, 2011). Previous studies indicate that when using this strategy, a teacher should be aware of its disadvantages, for instance, the strategy is not practical with more than twenty students, nor with few students who may dominate the class, some students may not participate, the strategy requires a lot of time and learners can easily get off-track if not carefully controlled (Gachai, 2013).

#### **PEER TUTORING STRATEGY**

Peer tutoring is a strategy which by design students are fully involved. Peer tutoring involves one or more students teaching other students in a particular subject while developing on the idea that 'to teach is to learn twice' (Gachai, 2013). This may involve learners and teachers of the same age groups or of different levels of intelligence to help learners to enhance their teaching skills and a platform to undertake what they know will help them overcome the stage fear within themselves. High cadres of learners teach slow learners with the aim of helping them improve (Hammam, 2010). Studies by (Muraya and Kimamo, 2011) established that, peer tutoring is extremely effective for achieving various goals, content and learning of different levels and personalities. Peer tutoring motivates learners to take up responsibility for organizing, reviewing and consolidating the existing knowledge, material and understanding the basic structure of learning.

It helps in reforming knowledge in new conceptual framework, filling gaps and finding extra meaning (McLeod, 2019). These enable learners to obtain new knowledge from peers and increase learning for both students' teachers and learners, that is, for those being helped and for those giving help. Those getting help are empowered to be independent and get more opportunities to enhance their acquisition of English language (Steffe and Jerry, 2012). On the other hand there is cooperative learning among students and groups as they use this opportunities to improve their own learning. Studies have established that when learners participate in peer teaching they both serve as instructors as well as learners. The strategy has a variety of positive impacts on academic achievement in regard to reading, writing and language development and enhances positive attitudes towards school and improved behavior (Chang, 2010).

Kibui, (2010) asserts that peer tutoring is one of the best strategies to help students' master particular subject content and enable them learn without depending on teachers. Through direct interactions peer tutoring enhances active learning as well as participation among learners. In this strategy, emphasis is on the learning process that includes the emotional support that learners offer each other in acquiring English language. In peer tutoring, the roles of learners and teachers are fixed, that is, the

learners may change during the course of learning experience, as teachers may actively be involved in group facilitation or initiate student directed activities such as workshops or learning partners (Rao, 2011).

The use of peer tutoring in a language classroom, enable learners to participate fully in the learning process. A study by McDowell (2011) reported that peer taught lessons highlight several benefits such as improved motivation, enhanced learning and authentic communication. The strategy enables the mastery and acquisition of English language skills. Through interactions between students and peer teaching the strategy enhances active learning and participation among learners hence acquisition of English language. On the other hand, the pupil teacher enhances his or her own depth of knowledge in the topic by instructing others (Wasiche,2010).The peer tutoring strategy according to James and Pollard (2011) has several advantages for learners for instance, promotes the learners level of creativity in expressing ideas and acquiring new concepts as well as uplifting their knowledge and thus allowing a greater tutor level of understanding. The critiques of this strategy assert that despite the fact that the teacher shares the tips and guidelines with the students the strategy does not build an expert teacher (the student). Finally, peer tutoring helps pupils learn to work in teams.

However, with proper coordination and with the support of the teacher, students can carry out a joint project involving everybody.

#### **DRAMATIZATION STRATEGY**

Dramatization is an active strategy to learning whereby participants identify with roles and conditions to be able to engage themselves with an intention of understanding and exploring the environment they live in (Greitzer, 2007). Learners enhance the use of speaking English in less stressful environment by trying out vocabulary and sentence construction (Akinson,2011). However, dramatization liberates learners from the confines of the conventional classroom situation and allows students the opportunity to acquire their own experiences and imaginations in creating the material on which part of language class is based.

Dramatization is a cooperative teaching and learning strategy, it involves interpretation, simulation of problem in general field of human relations or particularly in selected topics for the purposes of acquiring English. The strategy involves small heterogeneous groups of learners who have been brought together to solve a problem or complete a task (Adunola,2011). It is a strategy that creates informal flexibility and permissive that facilitates experimentation, bringing about a common experience that can be used as a basis for discussion.

In this strategy learners dramatize stories, written texts and oral among others. The strategy allows for the development of responsibility, accountability, co-operation, social and independent skills among learners because they have to learn how to actively work together by each member to provide useful input (Gathumbi and Musembe, 2012). Dramatization learning improves mutual responsibility among learners as they learn to be patient, less critical and compassionate (Thompson, 2010). The strategy has several advantages for learners in acquiring English language for instance, it develops learners social skills, behavior and provide them with psychological and balanced support in regard to their interpersonal relationships, it also improves their self esteem and builds on consideration, appreciation or assessment of their own personal and acceptance of what one is, despite the limitations of skills one has, as compared to others. It increases the learners self confidence, and make them become aware of their own potential and strength in order to overcome difficult situations. According to (Steffe, Lesue, Gace and Jerry, 2012 ),the strategy develops ones' imagination, promotes among participants the concepts like wit, originality, invention, intuition and discovery hence good acquisition of English language through active participation.

Dramatization as an activity that incorporates learners in a specific social context and proper communication involves the use of gestures, body posture, intonation among others (Kimamo, 2012). Greitzer (2007) established that dramatization in a classroom assists learners to develop academically, socially and developmentally. Dramatization in a language course provides stimulating fun, makes learners active, and enhances creative environment in which learners develop language skills, learning potential, and encourages the learning of English through language and other forms of communications that may include, action, movement, dance and role play (Enever, 2011). These activities enhance the development of learners' motivation, confidence, trust and participation; written and oral communication skills; awareness of interpersonal and socio-cultural communication skills; fluency and accuracy of expression; linguistic intelligence and social interactive skills hence good acquisition of English language (Hill and Hill, 2012).

Precisely a teacher is the manager of the class and chooses the suitable method of instruction to be used. The influence of teaching methods is hypothesized by the current study to determine the acquisition of English language. This is supported by Wahyuni (2018) who asserted that teachers' style of teaching is determined by the level

of learners understanding of concepts during the teaching process. This study is intended to promote acquisition of English language among pupils through the lens of active learning. Velez and Cano (2012), carried out a study on the Relationship between students performance in Agriculture revealed that 4% variance in performance was through inactive participation, while the study established a positive relationship ( $r = .209$ ) between student's performance and teacher's mode of delivery. One research gap identified from the study was how acquisition of English by students' activities was measured? The current study attempts to improve this study by establishing the effect of group discussions, peer tutoring and dramatization improved the acquisition of English language. Velez and Cano (2012) findings revealed the need for further studies to explore the extent to which instructional modes influence learners' acquisition of English which formed the basis of the current study. Further, Velez and Cano focused on Agriculture tutors while the current study focuses on teaching and learning of English language.

#### **OBJECTIVES OF THE STUDY**

- i. To determine the extent to which the use of group discussions influence pupils' acquisition of the English Language.
- ii. To establish whether the use of peer tutoring strategy influence

pupils' acquisition of the English Language.

- iii. To establish whether the use of dramatization strategy influence pupils' acquisition of the English language.

#### **THEORETICAL FRAMEWORK**

The study is underpinned on Visible Learning Theory by John Hattie (2012). The theory stipulates that visible learning takes place when teachers observe learning through the eyes of the pupils and enable learners become their own teachers as reflected in peer tutoring, group learning and dramatization strategies. He further, established that, there are many aspects that influence learning outcomes in schools and every intervention has an effect size above zero which is interpreted to mean that every intervention has some positive effect on achievement. This also implies that every strategy used in teaching and learning has positive results. He further states that in education many instructional strategies have positive effects on achievement and promotion of English language. Teachers should aim to implement those interventions of 0.40 and above because they will enable pupils to improve in achievement in English language. Therefore it is important to identify which strategy and innovations work well and where teachers should concentrate efforts in order to improve the acquisition of English language (Gardner, 2011)

Hattie came up with ten effective influences that relate to pupils achievement; students self reporting grades, formative evaluation is key to achievement of goals, teachers' clarity of facts are paramount to learners, reciprocal teaching and feedback are important, teacher student relationships is required to motivate learners, self verbalization and question are required for personal reflections and evaluations, teacher professional development gives confidence to the teacher and problem solving teaching is important.

#### **RESEARCH METHODOLOGY**

This study used cross sectional design. Creswell (2008); Kothari (2008) assert that, the design collects data at one point in time from a sample selected to represent a larger population. The design deemed suitable for this study as it is descriptive in nature. Descriptive research is designed to obtain information concerning the current situation and other phenomena concerned with the findings. Korogocho Non-formal settlement was the study area and had a total of seventy-eight schools, seventy -eight Directors, one hundred and eighty teachers and seven hundred and fifty students according to Nairobi City County report. This translated into sample size of 23 Directors selected by census; fifty four teachers (54) purposively selected, two hundred and sixty four(264) pupils.

Twelve pupils were selected from classes seven and eight; six per class were picked to participate in FGD using stratified random sampling.

Two instruments were developed to collect quantitative and qualitative data in line with the objectives of the study. These instruments were: questionnaires for both Directors and teachers of English and Focus group discussion guide for pupils. The instrument was validated through a pilot study and also relied on experts' opinion from the Department of Educational Administration and Planning. Quantitative data from the questionnaires were checked for Completeness, edited for accuracy, uniformity, consistency, coded and entered into statistical package for social sciences (SPSS). Descriptive statistical data analysis; percentages and frequencies were used to present data in form of tables, responses from open ended, close ended questions and focus group discussions were transcribed and organized into themes and reported in narratives. In analyzing responses from Directors' teachers and pupils, Pearson's Correlation Coefficient Moment was used.

### RESULTS AND DISCUSSIONS

Strategies used to promote the acquisition of English Language among pupils include; group discussions, group assignments, composition reading, Peer tutoring and dramatization among others.

### GROUP DISCUSSIONS

Discussion strategy is a verbal interaction among learners with the teacher as the facilitator. It encompasses exchange and sharing of ideas, experiences, facts and opinions on a given topic to facilitate the acquisition of English language among pupils (Bjorklund and David, 2018). Directors and Teachers were asked to rate the extent to which group discussions were used during English lesson. The responses are shown in Table 1

*Table 1*  
*Directors and Teachers' responses on the use of group discussion during English lessons*

	VGE F %	GE F %	SE F %	E F %	VLE F %
Teachers'	24	44	16	30	0
Directors'	12	52	5	22	0

Key. VGE= Very Great Extent, GE= Great Extent, SM= Some Extent, LE= Little Extent, VLE= Very Little Extent

A total of 70 % teachers' responses rated group discussions as 'Very Great Extent' and 'Great Extent' while 11% rated group discussion strategy as 'Little Extent and 7% as Very little extent'. On the other hand 52% Directors' responses rated Group discussions 'Very great extent' and 22% responses rated Great extent' as 13% Directors responses rated Little Extent' and 'Very little extent'. This strategy is an active learning that relaxes learners' minds and many ideas are brought on board. These views were in agreement with those of Fuller (2013) who



asserted that group discussions encouraged critical thinking and an excellent preparation for speaking tests, suitable for clarifying concepts, and ideas, building consensus, gathering opinions and ideas from others and clarifying attitudes and values. Although the target population supported the application of discussion method as effective in the dissemination of knowledge, in my view, this method is limited to only active students in the classroom situation; it does not take care of slow learners.

**GROUP ASSIGNMENTS**

Group Assignments keep learners active and develop the skill of critical thinking. The strategy is used to certain whether the pupils had understood the topic question. Teachers were asked to rate the extent to which Group assignments was given to learners. The responses are shown in Table 2

*Table 2  
Teachers responses on whether Assignments was given to pupils*

	VGE	GE	SE	LE	VLE
	Freq	%	Freq	%	Freq
Teachers'	34	63	10	19	2
	4	7	4	7	4

Key. VGE= Very Great Extent, GE= Great Extent, SM= Some Extent, LE= Little Extent, VLE= Very Little Extent

On the frequency of giving group assignments a high proportion of 63% teachers rated 'Very great extent', 19% Great extent' as 7% responded 'Little extent' and Very little extent', only 4% rated 'Some extent'.

Assignments help train learners to be independent and encourage them to develop critical thinking; therefore assignments motivate learners and help teachers cover the syllabus on time (Enever, 2010).However, this strategy requires closer supervision by the teacher in order to ensure all learners are brought on board.

**COMPOSITION READING**

Composition reading is an active learning strategy that involves learners and helps them in practicing to speak English. Teachers were asked to rate the extent to which composition reading was used during English lessons. Teachers' responses are shown in Table 3

*Table 3  
Teachers' responses on rate to which composition reading was used during English lessons*

	VGE	GE	E	LE	VLE
	F %	F %	F %	F %	F %
Teachers'	16	30	8	15	5
	9	10	19	15	28

Key. VGE= Very Great Extent, GE= Great Extent, SM= Some Extent, LE= Little Extent, VLE= Very Little Extent

A total of 45% teachers' responses rated composition reading in class as 'Very Great Extent and 'Great Extent'. 28% teachers rated 'Very Little Extent' this means teachers need in-service training and professional development courses to help them guide the learners on the acquisition of English language. As composition reading helps the weak students, develop confidence and perfect the skill of reading and correcting spelling mistakes in class.

**DRAMATIZATION STRATEGY**

Dramatization is an active strategy to learning whereby participants identify with roles and conditions to be able to engage themselves with an intention of understanding and exploring the environment they live in. The Directors and teachers were asked to rate the extent to which dramatization was used during English lesson are shown in Table 4.

*Table 4.*

*Directors and teachers responses on the extent to which dramatization was used during English Lesson*

	VGE		GE		SM		LE		VLE	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers	15	28	13	24	7	13	6	11	13	34

Directors	12	52	4	17	0	00	5	22	2	9
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**Key.** VGE= Very Great Extent, GE= Great Extent, SM= Some Extent, LE= Little Extent, VLE= Very Little Extent

About 52% of directors rated the use of dramatization during English lessons as “Very Great Extent” and 17% Great Extent. The 22% with ‘Little Extent’ is a big group that needs intervention from the government to provide teaching and learning materials to improve on the acquisition of English. On the other hand 34% teachers’ rated ‘Very Little Extent’ this shows that Dramatization was barely used during English lesson and 28% teachers’ rated ‘Very Great Extent’, they taught English using dramatization strategy. Dramatization is an active learning that involves pupils in a specific social context and effective communication in such social situations it involves other forms of

communication that goes beyond language competence and involves the use of gestures, body posture, intention and other prosodic features (Kimamo, 2012). This is in agreement with Fuller (2013) who established that dramatization arouses the learners interests by drawing on the unpredictable emotional power generated when emotional memory was triggered by a stimulus hence the good learning. However, this strategy requires close supervision as it can easily be taken as a form of entertainment

**LEARNING IN GROUPS BY PUPILS**

Pupils were asked to state whether they learned in groups during English Lessons. The results of pupils’ responses are shown in Table 5

*Table 5*

*Students’ responses in learning in groups during English lessons*

	Frequency	Percentage
Yes	6	23
No	17	73

Table 5. Reveals that majority (73%) of pupils’ responses reported that learning in groups was not used in English lesson while 23% acknowledged that they learned in groups during English lessons. This implies that some teachers used learning groups’ as strategy to promote the acquisition of English language. Although majority of respondents supported the use of group method of teaching, there is need to sensitize teachers on the merits of using this method in the instructional process.

**DRAMATIZATION STRATEGY BY PUPILS**

Pupils were asked to state whether teachers used dramatization strategy during English lessons. The item relating to the use of dramatization in teaching English is as shown on Table 6.

*Table 6*  
*Students' responses on the use of Dramatization in English lesson*

	Frequency	Percentage
Yes	18	78
No	5	22

Table 6 Indicates that majority 78% pupils' reported that dramatization was used during English lessons; while 22% reported that dramatization was not used during English lesson. Some teachers engaged learners in active activities like role play, in order to promote acquisition of English while others did not. However, there is need to organize workshops, seminars in-service courses to enlighten teachers on the benefits of using dramatization in teaching

**GROUP ASSIGNMENTS**

Pupils were asked to state whether teachers gave group assignments. Their responses are shown in Table 7

*Table 7*  
*Students' responses on group assignments during English lesson*

	Frequency	Percentage
Yes	15	65
No	8	35

Table 7 reveals that majority 65% of students responses reported that group assignments was given during English lesson as 35 % acknowledged that they did not receive group assignments from teachers. Group assignments keeps learners active and help them develop the skills of critical thinking and reminded them of what they had learnt in the lesson ( Petty, 2010). There is need to induct teachers on how to use group assignment in the teaching and learning process.

**PEER TUTORING**

Pupils' were asked whether peer tutoring was used in teaching English. This is a process of involving one learner who is conversant with the topic to teach other students. The findings are shown in Table 8

*Table 8*  
*Pupils' responses on Peer tutoring in teaching English*

Peer tutoring	Frequency	Percentage
Yes	8	35
No	15	65

Table 8 reveals that majority 65% of students responses reported that peer tutoring was not used in teaching English lesson while 35% acknowledged that peer tutoring was used in teaching English. Peer tutoring enhances pupils' confidence in learners and boosts performance (Mujundar, 2010). Although majority of respondents supported peer teaching method in the instructional process, there is need to encourage teachers to make use of this method as it is more effective in learning and helps learners acquire spoken English.

### Correlation Analysis on Active learning that promotes Acquisition of English language among pupils.

Five questions on use of teaching strategies were asked and results of Pearson 'r' correlation co efficiency are presented in Table 9

*Table 9  
Correlation Analysis, on promoting acquisition of English language among pupils through lens of active learning*

Teaching Strategies	Performance in English 'r'	
Group discussions	Pearson Correlation	0.124
	Sig (2-tailed)	0.4229
	N	23
Discussion Strategy	Pearson Correlation	0.14
	Sig (2-tailed)	0.3463
Group assignments	Pearson Correlation	.082
	Sig	.705
	N	23
Peer tutoring during	Pearson correlation	-0.395
	Sig	0.429
	N	23
Composition reading	Pearson Correlation	.147
	Sig	.492
Dramatization	Pearson Correlation	-.030
	Sig	.889
	N	23

Group discussions correlated positively at 0.124 at a significant level 0.4229. The use of group discussions increased pupils' acquisition of English language. Frequent use of group discussions benefited learners in acquisition of English language. Teachers' responses also correlated positively at 0.14 at a significance level of 0.3463. This implies that discussion method helped pupils to acquire good English

Group Assignments correlated positively at .082 at a significant level of .705. Therefore,

the use of Group assignments promoted pupils' acquisition of English language. Teachers are encouraged to use this strategy frequently so that the pupils become perfect in acquiring English skills.

Composition reading correlated positively at 0.147 at a significant level 0.429. This implies that frequent use of composition reading during English lessons had positive effect on learners

Peer tutoring correlated negatively to acquisition of English at -0.395 at a significance level of 0.492. This could have been that teachers did not guide students well in peer tutoring

Dramatization correlated negatively at -.030 at significant level of -.889. As most teachers did not use the strategy while teaching English. Dramatization is an active learning which should be enhanced in teaching strategy.

### DISCUSSION AND CONCLUSION

The studies established that different active learning strategies promoted the acquisition of English language and improved performance in both formative and summative examinations. For instance, discussion strategy correlated positively in acquisition of English language as it involved learners' directly. At the same time teachers had effective and sufficient preparations and supervised the groups effectively. These results show that teachers guided the discussions by asking leading

questions, clarifying any misconceptions, verifying facts, and encouraged active learner participation while maintaining order among learners and took a facilitative role in the discussion (James and Poland, 2011). Peer tutoring posited negative results most likely due to lack of motivation to enhance active learning and authentic communication among learners resulting in learners' poor mastery of English skills. The technique could have also been ineffective in the building of an expert teacher (the student). Despite the strategy being unpopular, students benefited from it as they gained courage to stand on the stage to teach. Composition reading was effective on pupils' acquisition of English language due to the teachers' strict supervision.

Dramatization had negative results on pupils' acquisition of English language as few teachers used the strategy. Therefore, it is possible that teachers were not exposed to this method during their training. The strategy involves active learning which should post positive results but in this case it failed. There is more need for further research in this strategy. These findings align with Hattie's (2012) Visible Learning Theory which calls on teachers to use a variety of teaching modes to achieve the desired goals. He further states that in education, active learning strategies have positive effects on the achievement and promotion of English language. Therefore teachers should aim at implementing the interventions of the

conceptual framework in 0.40 because they will enable students to improve in the acquisition of English language. It is important to identify which active learning strategies and innovations work well for students to enable them concentrate their efforts in order to improve the acquisition of the English language and its achievement (Gardner, 2011). The Visible Learning Theory stipulates that visible learning takes place when teachers observe learning through the eyes of the pupils and enable learners become their own teachers. It is also important that both the student and teacher work together to attain the learning goal which is the acquisition of English language.

The study concludes that the use of a variety of active learning modes help learners acquire English language. Teachers need to be competent in the use of active learning strategies to realize their goals. Teachers should empower learners to be independent and be allowed to consult where necessary. Studies have shown that teachers are facilitators of the instructional process allowing the students to construct their own knowledge both new and old in the learning situation. The learner is expected to be the most active participant only seeking guidance and direction from the teacher where need be ( De Florio, 2016).

### RECOMMENDATIONS

1. The study recommends the Kenya Institute of Curriculum development to provide enough teaching and learning resources to enhance engagement of learners.
2. The Ministry of education should provide library services in schools to help learners develop the culture of working on their own with minimal supervisions
3. Professional development courses for teachers be organized to enable them use a variety of teaching modes with ease

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