

APPLYING ACTIVE LEARNING TO GRAMMAR TEACHING FOR NON-NATIVE  
ENGLISH MAJORS IN EFL CLASS SETTINGS

Approved by Raymond Spoto      Date: May 4, 2011

APPLYING ACTIVE LEARNING TO GRAMMAR TEACHING  
FOR NON-NATIVE ENGLISH MAJORS IN EFL CLASS SETTINGS

---

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

---

In Partial Fulfillment of the

Requirement for the Degree

Master of Science in Education

English Education

---

By

Jing Xu (Serena)

2011

## **ACKNOWLEDGEMENTS**

My deepest gratitude goes first and foremost to Professor Raymond Spoto, my supervisor, for his constant encouragement and guidance. He has helped me through all the stages of the writing of this seminar paper. Without his consistent instruction, this thesis could not have reached its present form.

Second, I would like to express my sincere gratitude to all the professors in our MSE program, who have instructed and helped me a lot in the past two years.

Last, my thanks would go to my friends and my fellow classmates who gave me their help and time in listening to me and helping me work out my problems during the difficult course of the thesis.

## **ABSTRACT**

Grammar is the essence of the English language. For non-native English majors, grammar is always the cornerstone for them to master the language.

For many years, teaching grammar has been considered the most difficult task in English teaching, especially for non-native English majors. Although the students have learned English for more than six years, most of them are still poor in grammar. Since the old grammar translation method has many disadvantages, teachers and researchers are trying to explore better approaches to teach grammar. As a result, active learning methods are discovered and gradually introduced to grammar classes.

Active learning, as a kind of student-centered teaching, includes many specific techniques. All the approaches used in class help the instructors better involve the learners in the teaching process, and they also help teachers to create a lively atmosphere in grammar classes.

This paper takes a general approach to analyzing the advantages of active learning and the possible methods that can be used to promote grammar learning. In addition, some suggestions are offered to better help English teachers apply those techniques to their grammar teaching for non-native English majors.

## TABLE OF CONTENTS

|   | PAGE |
|---|------|
| APPROVAL PAGE.....                                    | i    |
| TITLE PAGE.....                                       | ii   |
| ACKNOWLEDGEMENTS.....                                 | v    |
| ABSTRACT.....   | iv   |
| TABLE OF CONTENTS.....                                | v    |
| <br>  |      |
| CHAPTER I. INTRODUCTION.....                          | 1    |
| Introduction  |      |
| Statement of the Problem                              |      |
| Definition of Terms                                   |      |
| Delimitations of Research                             |      |
| Method of Approach                                    |      |
| <br>  |      |
| CHAPTER II. REVIEW OF LITERATURE.....                 | 3    |
| <br>  |      |
| The importance of grammar instruction                 |      |
| What is active learning                               |      |
| The advantages of active learning                     |      |
| What techniques can be used to teach                  |      |
| Tips for promoting active learning in grammar classes |      |
| <br>  |      |
| CHAPTER III. CONCLUSIONS AND RECOMMENDATIONS.....     | 15   |
| <br>  |      |
| REFERENCES.....                                       | 16   |

## **CHAPTER I**

### **INTRODUCTION**

Over the past few years, active learning has been regarded as an effective teaching approach and it is widely accepted by many scholars and English teachers. Involving students in active learning not only helps them gradually improve retention and reasoning ability, but it also helps them to understand the new knowledge better (Hernández-Gantes & Blank, 2008). The use of active learning is significant for teachers to teach grammar in the classroom. As Dykes (2007) has argued, grammar reveals to learners a complicated system referring to the formation and transmission of the language. To better help those who are struggling with grammar learning, teachers are to master the new teaching method so that they can pass on the knowledge precisely and efficiently.

Researchers have done much work on this topic. They have explained active learning in detail and they have figured out a variety of possible teaching approaches for teachers to use. For those instructors who have trouble practicing active learning, scholars also have shared some practical suggestions to help them out.

#### **Statement of the Problem**

The problems to be addressed here are: “What is active learning? What are the advantages of active learning? What are the differences between active learning and traditional teaching methods? How to apply active learning methods to grammar instruction? What are the effective methods or activities that can be used in grammar teaching?”

### **Definition of Terms**

Active learning. Active learning was commonly defined as all instructional methods that involved students in the learning and teaching process during which the learners are asked to do meaningful activities and think about what they are doing (Prince, 2004).

### **Delimitations of Research**

This research will be conducted in and through the Karrmann Library of the University of Wisconsin-Platteville. Primary searches will be conducted via the Internet through EBSCO host with ERIC, Google/Google Books/ Google Scholar. The key words used for searching include “active learning”, “grammar”, “grammar teaching” and “teaching methods”.

### **Method of Approach**

A brief review of literature relating to active learning strategies and grammar teaching methods are conducted. Another review of literature on applying active learning to grammar instructions in EFL settings has also been done. The findings will be summarized and possible recommendations will also be made.

## CHAPTER II

### REVIEW OF LITERATURE

#### The Importance of Grammar Instruction

For many years, grammar instruction has long been a major concern for English teachers and researchers. We all know that "Grammar is an essential tool for success in school, work and life. Our spoken and written words reflect our background, education and ability to communicate" (Pennington, 2003, p.1).

Currently in many EFL classes, teachers always spend a lot of time on grammar teaching, since "accuracy in grammar is essential for effective communication" (Dhanavel, 2009, p. 96). Grammar instruction not only helps learners improve communication skills and second language fluency, but it also enables them to communicate meaningfully and correctly. During the learning process, learners begin to notice the grammar rules (Hinkel & Fotos, 2001). Another reason that teachers should insist on grammar instruction is that it will help them improve the quality of second and foreign language teaching. Without grammar teaching and learning, learners will frequently fail to achieve advanced levels of grammatical competence (Ellis, 2001).

In a word, only when students deeply understand grammar can they recognize the language features that they have learned are quite different from their mother language. Then they are able to develop their English communicative sufficiency and make progress in English accuracy (NoonanIII, 2004).

## **What Is Active Learning?**

Active learning is commonly defined as all instructional methods that involved students in the learning and teaching process. During this learning process, students are asked to do meaningful activities and think about what they are doing (Prince, 2004). Bonwell and Eison (1991) have emphasized that during the process of active teaching, students should be involved in higher-ordered thinking tasks such as analysis, synthesis, reflection and evaluation.

Active learning is a kind of active, multisensory and participatory learning. Students are encouraged to join in the class. It requires learners to do more things rather than mechanically follow their teachers' instructions. Meanwhile, teachers are required to do more than simply pass on the knowledge (Campbell & Campbell, 2008).

"Active learning encourages the students to work together, and to alter the role of the teacher from presenter of information to diagnoser and prescriber" (Squire, 1977, p. 210).

## **The Advantages of Active Learning**

Much research has been done to show the advantages of active learning. "The tradition of active learning envisions a necessary dialogue between individual experience and cultural symbols, between self-expression and teaching the basics" (Bickman, 2003, p.2).

Active learning strategies have many advantages. The most distinguished feature is that the students can get immediate feedback from their teachers; in the meantime, their

motivation can be greatly increased (Bonwell & Eison, 1991).

Involving students in active learning would not only help learners gradually improve retention and reasoning ability, but it also would help them better understand the new knowledge. When they are engaged in active learning, they learn to apply and transfer the new ideas to different situations. If the students are involved in activities which require them to reason and solve problems, they would probably analyze what they know and are about to know, and what works and does not work in the process of learning. In a word, teaching and learning could be more effective only when students are actively involved in active learning (Hernández-Gantes & Blank, 2008). Smith and Cardaciotto (2011) have showed their approval in previous thoughts and they have emphasized that students who are indulged in active learning show better retention and engagement with the course materials.

"So long as the active classes are purposeful and well organized, they are often the ones in which students learn the material most fully and usefully" (Crawford, Saul, Mathews, & Makinster, 2005, p. 1).

Some scholars also compared passive learning methods with active learning strategies. Moeller and Moeller (2000) have revealed that more and more people find that passive learning often results in nothing. By using the traditional dump truck method, teachers always pour down too much information for students to understand and digest during the class. Therefore, students lose their opportunities to personalize the knowledge they are attempting to learn in class (Gremmels, 1995). Later, Michael and Modell (2003) have compared the two kinds of learning. They've argued that the difference between the two approaches to learn is that teachers directly tell their students what the materials say by using passive approach

while the instructors ask the students to say what the materials by using an active learning method.

An active learning method is more preferable since other drill and practice approaches more or less have some disadvantages. Through those drill and practice activities, students are trained to be good test-takers. However, with low language competence, they can't write or speak fluently. It's easy to find out those methods do not enable the learners to command the language in the long run (Hussin, Maarof, & D'cruz, 2001).

Active learning methods are superior to those drill methods in motivating low-performing students. It not only requires learners to listen, but also to write, speak, construct and reflect when they solve problems, discuss in groups, learn new skills and demonstrate procedures. In this way, the participants become more responsible for their study during the learning process (Smink & Schargel, 2004).

It benefits instructors a lot to use active learning approaches to teach grammar for non-native English majors in EFL settings. For one reason, since students find grammar teaching is somewhat boring and dull, active learning could better help teachers maintain the attention and engagement of their students for the whole class period. Moreover, it would be more effective in the long term to use such teaching methods that could actively involve students with course materials. Perhaps in active learning classes, the learners will grasp fewer topics, but they will fully understand what they have learned (Bruff, 2009).

Active learning has many advantages. It asks students to retell the information in their own words and to explain thoughts with their own experiences. In addition, it trains learners to find out the connections between old and new knowledge, and to use the knowledge they

have learned to solve problems (Moeller & Moeller, 2000). Active learning, as a student-centered learning, can better help learners develop intentional learning and life-long learning skills (Grabinger & Dunlap, 1995).

In a word, by using active learning strategies, "teaching has no longer to be boring, dead or dull" ( Yarrow, 2007).

### **What Techniques Can Be Used to Teach Grammar**

Effective grammar teaching requires instructors to notice the different needs of students for grammar learning, and then teachers need to try their best to arrange all the existing resources to satisfy student needs. Therefore, a large variety of teaching strategies and methods are needed (Batstone, 1994).

All kinds of active learning teaching methods can be used to teach grammar in a short class time or a whole course, such as group discussions, questioning, reflective activities, brainstorming, case studies, role play, journal writing and cooperative learning strategies etc. All these techniques can be easily applied to the grammar class for non-native English speakers in EFL class (Hernández-Gantes & Blank 2008).

Harmin and Toth (2006) have preferred to use very small groups especially pairs to involve students in the class so that nobody will be kept out in the group activity. They've recommended that teachers should use learning pairs in their class, since the learning pairs will also help in producing learning. Students can work together to explain the problems they have come across or to help their partners to understand an issue. Usually, teachers may give

the freedom for students to choose their learning partner. In certain cases, assistance should also be provided.

One of the simple but effective approaches to check the outcome of grammar instruction is to insert a short and ungraded writing assignment after the class discussion (Bonwell & Eison, 1991). Poem writing could also be used to teach grammar in active learning classes. It helps learners go over and practice the grammar knowledge that they have learned. Moreover, teachers can use this approach to check the teaching outcomes (Hussein, 2004).

Public speaking is another method that can be used to teach grammar for non-native English majors. Through this activity, students can share their thoughts on grammar freely. Teachers can also get feedback from the discussion so that they can adjust their teaching procedures immediately in order to meet the needs of learners (Blaz, 1999). Hernández-Gantes and Blank (2008) have insisted that, in order to make the oral presentation more interesting and interactive, teachers should involve students in some kind of reflective activities. To avoid boredom, English instructors should ask the learners to reflect on questions, analyze the materials or work on some problems alone or in certain groups.

An active learning environment can be extended by using the Internet. For non-native English major students, the lecture time is extremely limited. They can't master all of the information in class. However, the web can offer both teachers and learners various kinds of information. Students could use the Internet to communicate with their teachers after class. In addition, teachers could use the Internet to offer notes or new information, get feedback and give assignments or answer questions that are related to the grammar course for their students. It would also provide more chances for teachers to know what their students are interested in,

so that they could better engage the students in the activities during the class time (Michael & Modell, 2003).

As for teaching grammar for non-native English majors, it is necessary to use stories, role-playings, debates and imitations of key concepts to draw the learner's attention in active learning classrooms. When students are watching or joining in a role-playing performance, their memories and understandings of grammar rules would evidently increase (Campbell & Campbell, 2008).

Teachers can only teach students the basic rules of grammar, but they can't ensure whether the students have mastered the knowledge. To solve this problem, many teachers now prefer awareness raising, which means that students should reorganize the knowledge they have learned and react to new discoveries. Awareness raising emphasizes that students should be the center during the process of practice rather than passively follow the instructions of their teachers. Teachers can provide optional conditions for awareness raising, but only the learners themselves can discover the rules of grammar (Gerngross, Puchta, & Thornbury, 2006).

Brain drain is another strategy suggested by Harmin and Toth (2006). When teachers find out their students are bored or exhausted regarding grammar instruction, they are encouraged to ask students to write down what comes to their mind (grammar rules, structures etc.) or what they've learned during the previous time in a limited time. This brain drain activity will help students take a break from the previous learning and clear their minds for the new learning.

Another approach supported by Saricoban and Metin (2000) is to use English songs to

teach grammar for non-native English majors. They've pointed out that learning context is a very important part for grammar teaching. To better help students understand the grammar points, instructors should provide a context for their explanation. Songs are one of the most suitable and culturally rich resources.

### **Tips for Promoting Active Learning in Grammar Classes**

Grammar shows a complicated system referring to the formation and transmission of the language. To teach this knowledge well, teachers need to involve students in the class and maintain their attention. However, it is still hard for most English teachers in EFL class (Dykes, 2007). As for non-native English majors, they have learned English grammar for more than six years. When they enter college, they find that nothing has been changed. The teaching methods are nearly the same. They still serve as a passive role during the lecture time. Nothing attracts them, so they soon get bored and they are unwilling to listen to the grammar instructions or join in any grammar activities (Lin, 2002). In a word, "getting students to participate in classroom activities could be quite a challenge" (Michael & Modell, 2003, p.63). Since non-native English majors are all adults, it is even more difficult for teachers to maintain their attention.

Nevertheless, how can teachers involve non-native English majors in the activities while having a grammar class? Many researchers have shared their thoughts on this topic. To best use active learning to teach grammar for non-native English majors, teachers should pay attention to the following details:

First, Hussin, Maarof and D'cruz (2001) believed that teachers could motivate their students to learn grammar and maintain their attention if they could offer activities that were:

- interrelated between in-class and out-class language activities
- communicative and integrative
- pleasant, safe and non-threatening
- enthusiastic
- group-based
- meaningful or relevant
- challenging

Second, a good public speaking activity should be well arranged. It should encourage all the students to join in at any time. Meanwhile, teachers should create a comfortable environment for some shy students to present their speeches so that they would not be frightened to present alone. In addition, the instructors could make oral presentations more interesting both by changing the settings and by adding the participation of the audience members (Blaz, 1999).

Third, since active learning is supposed to help students learn new grammar knowledge through textbooks and to motivate them to express what they have learned through studying the texts, it should certainly offer chances for students to find out what grammar structure is about. Moreover, the designed tasks of active learning should be connected with a student's real life, so that teachers could make sure students are interested in activities and are more willing to participate in them (Hernández-Gantes & Blank, 2008).

Brophy (2004) have emphasized that in order to keep the students actively engaged in

learning activities and maintain their interest, instructors should show the coherence of each grammar point and proceed every lecture in small steps. Thus the students could easily discover those connections between the former and present knowledge.

Fourth, teachers should always remember that, "the active learning environment will not flourish if students do not accept responsibility for their own learning and participate in the learning environment in an appropriate way" (Michael & Modell, 2003, p. 63). So it is very important for the instructors to take charge of their students' understanding of the lessons and help them realize that they are responsible for what they are learning (Brophy, 2004).

Fifth, students like activities that allow them to respond freely and have more chances to talk to their classmates and express their thoughts. Therefore, teachers could create more opportunities to encourage students to discuss a topic, share ideas about certain relationships, or offer some tips to help them solve problems (Brophy, 2004). However, teachers who use active learning in their classes should always bear in mind that all those activities should connect with concrete materials, role playing, games and imitations, discussions and debates (Squire, 1977). Thus, to create successful activities, English teachers must think carefully and decide which topics could arouse a student's learning interest when he or she is preparing the lessons. Then they have to ensure that all that knowledge that the students are supposed to master has been put into the activities (Crawford et al., 2005).

Michael and Modell (2003) have showed their approval in the above theories and they have pointed out that to create such a successful active learning environment, it will be necessary for teachers to use different methods or activities to present the knowledge in their classes. However, this would be a great challenge for students. Therefore, it will be the

instructors' jobs to help their students recognize the challenges and help them. In addition, teachers should always remember that all the answers that students make are from their personal experiences. So never ask them to give the same answers. "An open-ended question will provoke more critical thinking and active learning than a closed-ended question" (Crawford et al., 2005, p. 33).

The role of teachers has been changed to emphasize active learning as students are the center of the class. Teachers are no longer the main center of their classes. Since students probably produce many unexpected learning results while they are participating in learning activities, teachers should never just count on the prepared teaching schedules when they are teaching. To create a successful active learning class, teachers should well prepare the lessons and should always get ready for the unexpected outcomes to occur beforehand. In addition, Snavely (1998) has found that the success of an active learning class should rely more on teachers' ability to control the class, rather than purely rely on the importance of students' responses. Teachers should always remember that a successful active learning class could be achieved by carefully structuring each session of the course contents.

Gerngross, Puchta, and Thornbury (2006) have contended that, language can be remembered only when it has been owned. They suggest that teachers should help the students to personalize the new grammar knowledge they have learned. But what method can be used to help learners make the knowledge their own? Schneider (2005) has recommended "community-focused teaching" (p. 304). Although it is a great challenge for teachers to combine "community-focused teaching" (p. 304) with clear grammar explanations, they can pick up topics that are suitable for the proper level of students and prepare the lessons

according to the needs of learners. In this way, students are able to form their own perception toward English grammar.

To offer learners the opportunities to practice grammar knowledge and to make that knowledge their own, instructors are encouraged to integrate grammar teaching into meaningful activities or assignments (Mitchell, 2000). For teachers, it is essential to apply activities that are designed for students to practice perceived knowledge. Through these activities, the short-term memory of the perceived knowledge will change into long-term memory and learners can gradually understand grammar knowledge and make examples without the help of their instructors (Ur, 1989).

Teachers should teach grammar for both oral and written use. Also, they need to teach the students that the use of language varies when the context and purpose changes (Dean, 2007).

## **CHAPTER III**

### **CONCLUSIONS AND RECOMMENDATIONS**

As we have already discussed in the previous pages, active learning is considered as an excellent strategy for teachers to teach grammar for non-native English majors. It covered all the practical learning activities and teaching methods in which students are able to think about their learning and to use their own knowledge to solve problems.

As Snavelly (1998) has argued, students would probably react differently when the course content changes. This requires that teachers have a higher level of control ability to ensure a successful active learning class.

Since many teachers lack the ability to control their class, some of them are probably not aware of the importance of the need to control the learning process in an active learning classroom. Therefore, many instructors find it is hard for them to conduct an active learning class. Perhaps more studies could be done and more ideas could be shared regarding this aspect.

## REFERENCES

- Batstone, R. (1994). *Grammar*. Oxford: Oxford University Press.
- Bickman, M. (2003). *Minding American education: Reclaiming the tradition of active learning*. New York, USA: Teachers College Press.
- Blaz, D. (1999). *Foreign language teacher's guide to active learning*. Larchmont, New York: Eye on Education.
- Bonwell, C.C., & Eison, J.A. (1991). Active learning: Creating excitement in the classroom. ERIC Digest. *ASHE-ERIC Higher Education Reports*. Retrieved from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/23/6e/bd.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/23/6e/bd.pdf)
- Brophy, J. E. (2004). *Motivating students to learn*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Bruff, D. (2009). *Teaching with classroom response systems: Creating active learning environments*. San Francisco, USA: Jossey-Bass.
- Campbell, L., & Campbell, B. (2008). *Mindful learning: 101 proven strategies for student and teacher success*. California, USA: Corwin Press.
- Crawford, A., Saul, E. W., Mathews, S., & Makinster, J. (2005). *Teaching and learning strategies for the thinking classroom*. New York, USA: The International Debate Education Association.
- Dean, D. (2007). *Bringing grammar to life*. Newark, USA: International Reading Association.
- Dhanavel, S.P. (2009). The delta approach to English language teaching. *IUP Journal of*

- English Studies*, Vol. 4, 3/4, 96-99.
- Dykes, B. (2007). *Grammar for everyone: Practical tools for learning and teaching grammar*. Camberwell, Victoria: ACER press.
- Ellis, R. (2001). The place of grammar instruction in the second/foreign language curriculum. In Hinkel, E., & Fotos, F. (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 17–34). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Gerngross, G., Puchta, H., & Thornbury, S. (2006). *Teaching grammar creatively*. Cambridge: Cambridge University Press.
- Grabinger, R. S. & Dunlap, J. C. (1995). Rich environments for active learning: A definition. *Association for Learning Technology Journal*, 3(2), 5-34. Retrieved from <http://repository.alt.ac.uk/11/>
- Gremmels, G. S. (1995). *Active and cooperative learning in the one-shot BI session*. The National LOEX Library Instruction Conference, Ann Arbor, Michigan.
- Harmin, M., & Toth, M. (2006). *Inspiring Active learning: A complete handbook for today's teachers*. Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.
- Hernández-Gantes, V. M., & Blank, W. (2008). *Teaching English language learners in career and technical education programs*. New York, NY: Routledge.
- Hinkel, E., & Fotos, F. (Eds.). (2001). *New perspectives on grammar teaching in second language classrooms*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Hussein, H. (2004). Using simple poems to teach grammar. *The Internet TESL Journal*, 10(5).

Retrieved from <http://iteslj.org/Techniques/Hussein-Poems.html>

Hussin, S., Maarof, N., & D'cruz, J. V. (2001). Sustaining an interest in learning English and increasing the motivation to learn English: An enrichment program. *The Internet TESL Journal*, 7(5). Retrieved from <http://iteslj.org/Techniques/Hussin-Motivation/>

Lin, C. C. (2002). Personalizing language learning in large classes. *The Internet TESL Journal*, 8(5). Retrieved from <http://iteslj.org/Articles/Lin-Personalizing.html>

Michael, J. A., & Modell, H. I. (2003). *Active learning in secondary and college science classrooms: a working model for helping the learner to learn*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Mitchell, R. (2000). Applied linguistics and evidence-based classroom practice: the case of foreign language grammar pedagogy. *Applied Linguistics*, 21(3), 281-303.

Moeller, M. V., & Moeller, V. J. (2000). *High school English teacher's guide to active learning*. Larchmont, NY: Eye On Education.

Noonan III, F. J. (2004). Teaching ESL students to notice grammar. *The Internet TESL Journal*, 10(7). Retrieved from <http://iteslj.org/Techniques/Noonan-Noticing.html>

Pennington, M. (2003). *Teaching grammar and mechanics*. NJ, USA: Pennington Publishing.

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231. Retrieved from [http://www.barnard.columbia.edu/achieve/resources/files/Does\\_Active\\_Learning\\_Work\\_A\\_Review\\_of\\_the\\_Research.pdf](http://www.barnard.columbia.edu/achieve/resources/files/Does_Active_Learning_Work_A_Review_of_the_Research.pdf)

Saricoban, A., & Metin, E. (2000). Songs, verse and games for teaching grammar. *The Internet TESL Journal*, 6(10). Retrieved from

<http://iteslj.org/Techniques/Saricoban-Songs.html>

Schneider, J. (2005). Teaching grammar through community issues. *ELT Journal*, 59(4), 298-305. DOI: 10.1093/elt/cci058

Smink, J., & Schargel, F. P. (2004). *Helping students graduate: A strategic approach to dropout prevention*. Larchmont, NY: Eye on Education.

Smith, C.V., & Cardaciotto, L. A. (2011). Is active learning like broccoli? Student perceptions of active learning in large lecture classes. *Journal of the Scholarship of Teaching and Learning*, 11(1), 53-61.

Snavey, L. (1998). Active learning in the library instruction classroom. In Gradowski, G, Snavey, L, & Dempsey, P (Eds.), *Designs for active learning: a sourcebook of classroom strategies for information education* (pp. 7-8). Chicago, Illinois: Association of College and Research Libraries.

Squire, J. R. (1977). *The teaching of English*. Chicago, Illinois: The National Society For The Study Of Education.

Ur, P. (1989). *Grammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press.

Yarrow, R. (2007). How do students feel about grammar? The framework and its implications for teaching and learning. *Changing English*, 14(2), 175-186. Retrieved from <http://web.ebscohost.com.ezproxy.uwplatt.edu/ehost/pdf>