

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Khoa Thanh Tâm

Giảng viên hướng dẫn: Th.S Bùi Thị Mai Anh

HẢI PHÒNG 07- 2020

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**APPLICATION OF ACTIVE LEARNING
STRATEGIES TO ENGLISH CLASSES IN PRIMARY
SCHOOL**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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Tên đề tài: Application of active learning strategies to English classes in primary school

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Bùi Thị Mai Anh

Học hàm, học vị : Thạc sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

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Giảng viên hướng dẫn

Th.S Bùi Thị Mai Anh

Hải Phòng, ngày 01 tháng 07 năm 2020

HIỆU TRƯỞNG

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Bùi Thị Mai Anh
Đơn vị công tác: Trường Đại học Quản Lý và Công Nghệ Hải Phòng
Họ và tên sinh viên: Khoa Thanh Tâm Chuyên ngành: Ngôn Ngữ Anh
Nội dung hướng dẫn: Áp dụng những chiến lược học chủ động vào các lớp học tiếng Anh ở trường tiểu học

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/ khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

QC20-B18

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ họ tên)

QC20-B19

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ABSTRACT

Quality of teaching and learning, particularly in Primary school, is a subject of increasing importance and attention by public opinion in general. It is because primary schools deal with young learners aged 6-12 years and this period is believed as the best moment to gain knowledge. It is in line with the basic principle stating that young learners can learn English better. Teaching and learning English in primary schools provides both benefits and challenges. If the schools have the sufficiency of English teachers, media, and textbooks, will they be ready to teach English? And if school is ready, what about the students' proficiency level?

Understanding these problems, this study has been developed to introduce the whole new strategies: Active learning strategies. The aim of the research presented in this paper is to observe outcomes of utilizing from active learning strategies in Primary school and help people understand the application of Active learning strategies in teaching and learning process. Various methods, ideas and researches are discussed in order to acquire information about how to use active learning activities, technology tools and multimedia to help enhance the atmosphere of the classroom and engage students in two aspects – doing things and thinking about the things they are doing.

This study analyses the effects that some Active learning strategies and instruments have had in changing the classroom environment. Through active learning activities and modeling by the teacher, students changed the traditional role as passive receptors and learn and practice how to apprehend knowledge and skills and use them meaningfully. A variety of strategies, namely conceptual questions, group projects, reading tasks, assignments with tutorial review, problem solving and a platform of e-learning is used. These strategies have been used in English classes of Primary school in Haiphong city. After completing the course, which is lasted for 3 months, students were asked to compare the course and the process with previous ordinary courses and evaluate it. Although the study is in its early stages the results are promising. It appears that students

are more engaged in the classroom, more interested in the subjects that are taught. However some strategies had not been well understood by the students and so it will be necessary to reformulate them. But, in general, the results indicate that the reactions of the students about those innovative strategies are quite positive.

In line with this purpose, the present study was carried out with 40 students in English class studying at Primary school. Activities based on active learning were used in the treatment group, while teacher-centered instructional methods were used in the control group. The data in the study were collected using the ‘attainment test’ and ‘attitude scale’ for English lesson. The purpose of the study is to investigate the impacts of active learning and teacher-centered instruction on learners’ academic attainment, attitudes and retention of what is learned.

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Foremost, I would like to send my special thanks to Ms. Bui Thi Mai Anh, M.A. my enthusiastic thesis advisor, for her encouragement and direction. Her care and spirit of open-minded thought have been a great inspiration and guidance for me. Without her help it would have been difficult to finish my graduation paper.

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Last but not least, I cannot express enough my gratitude to my family and friends. I have received a lot of assistance, guidance, and encouragement from them in the process of doing the graduation paper.

LIST OF ABBREVIATIONS

No.	Abbreviation	English full name	Vietnamese Meaning
1	Eg	For example	Ví dụ
2	P	Page	Trang
3	etc	et cetera	vân vân

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PART I: INTRODUCTION

1. Rationale

Children between three and fourteen years of age are at the optimal age for learning foreign languages. Children have brains, which are more active, connected, and flexible than adults. If it is acquired after the optimal period, it will become more challenging to learn the language. There have been many common controversy rages by parents is over which of the many different ways of transferring knowledge from teacher to student helps the student at the optimal age learn English effectively, get better pronunciation and fluency.

Teaching English in primary schools will give more advantages rather than the disadvantages. The benefits are in terms of awareness, language aptitude, time, and confidence: Learning in their age is going natural, exciting and enjoyable; they are self-confidence; in primary schools, the students have more time to learn the foreign language instruction...

Teaching English in primary schools is not easy. Students may come with excellent English; the others may know nothing about English at all. There are some challenges: several characteristics of young learners are active, self-centered, get bored easily, and find difficulties to differentiate the concrete and abstract things; teaching materials are not attractive, there is a pedagogy competence dealing with the proper use of teaching strategies... Several new learning strategies are applied in language teaching and learning. However, the teachers may find it challenging to introduce those strategies for several reasons. English in Indonesia becomes one of the foreign languages that are taught in the schools besides local and national languages.

From simple techniques that get students involved in lecture to complex assignments that incorporate critical thinking and problem solving, active learning strategies increase student learning and develop instructor flexibility with diverse learning environments.

Active learning includes any activity or approach that makes students engage the material through meaningful activities that promote active learning

as “instructional activities involving students in doing things and thinking about what they are doing” (Bonwell and Eison, 1991). Such activities occur in the classroom during instruction and involve all students.

2. Aims of the study

Within the framework of a minor thesis, the study is aimed at:

- Give an overview of active learning strategies
- Try active learning strategies in class in order to bring some energy and observe the effects of this approach on students. It proves the effectiveness of active learning strategies with all kinds of students
- Give some suggestions with the hope to assure the training quality for students in order to meet the outcome criteria and help students who know their own learning style become better learners.

3. Research questions

Based on the problem statement mentioned before, the following questions are constructed:

1. What are active learning strategies? What are advantages and disadvantages of active learning strategies?
2. How to use active learning strategies in English classes in primary school?

4. Scope of the study

This study focused on the reality of teaching and learning English at primary school and the effectiveness of Active learning strategies as well as offering some techniques to promote active learning in classroom. Additionally, the result of study is limited only to those students participating in primary school and these findings may impact the generalization to the larger population of all students and they can also be the references for anyone who wants to teach or learn English actively.

5. Research methodology

Research methodology plays a very important role to proceed and carry out with the whole all research study. Research design involves the following

steps: Secondary data analysis, Qualitative research, Methods of collecting quantitative data (survey, observation, and experimentation), Definition of the information needed, Measurement and scaling procedures, Questionnaire design, Sampling process and sample size, Plan of data analysis.

Moreover, it is very important to choose the suitable methodology for the study in order to achieve the objectives of the study such as gathering data and information, development and evaluation.

With a hope that readers could have an overview of active learning strategies in Primary school, the following methods are used in the studying process:

- Firstly, the main method is desk research: the Internet, analytical reports and statistical publications
- Secondly, interviews with teachers and students. A survey questionnaire relating active learning strategies was conducted to gather information and evidence for the study.
- Thus, interview items, including final test and midterm test of students. And then get information from Internet because it supplies such a large source of information relating to the subject of my paper graduation.
- In addition, to make the data collected more reliable and authentic, qualitative method was applied with two instruments: an informal interview and observation. All the comments, remarks, recommendations and conclusion provided in the study were based on the data analysis of the study.
- Last but not least, in order to accomplish the thesis, a flexible combination of methods is employed, which embraces collection, categorizing and analyzing of data, and description of result.

6. Structure of the study

The study is divided into three parts:

- Part I: Introduction, this chapter introduces the problem, gives the rationale to the study. It also discusses the aims of the study, research

subjects, the scope of the study. Literature reviewing, and synthesizing intend to delineate the framework of active learning driven classroom where teachers lessen their own profile from lecturers into facilitators.

- Part II divided into three chapters:
 - + Chapter 1: Theoretical background. This chapter defines active learning and active learning strategies. Besides, it is also showed the advantages and disadvantages of active learning strategies.
 - + Chapter 2: Research methodology, this chapter introduces the methodology of this research. It is based on the five general research steps that are proposed by Vaishnavi & Kuechler.
 - + Chapter 3: Finding and discussion.
- Part III, Conclusions: Some limitations and suggestions for further research are stated.

The last are references, the appendixes that include all the documents relating to the study.

PART II: DEVELOPMENT

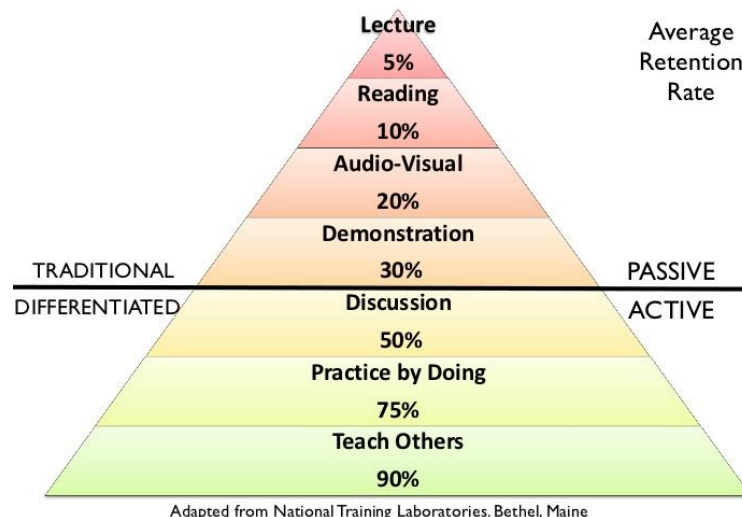
CHAPTER 1: THEORETICAL BACKGROUND

1. An overview of Active learning strategies

1.1. Definition of Active learning and Active learning strategies

1.1.1. Definition of Active learning

ENGAGEMENT PYRAMID



There is no common definition of active learning that is accepted by everybody but active learning refers to the level of engagement of the student in the instructional process. Active learning engages students in learning, using activities such as reading, writing, discussion, or problem solving, which promote analysis, synthesis, and evaluation of class content. What the active learning applications have shown is that there is a particularly powerful lift in performance by moving from Low Levels to High Levels of Student engagement. Surprisingly teachers' use of the term “active learning” is based on intuitive agreement rather than common definition.

Dewey and Maria Montessori who advocated a child-centered approach points out that active learning as Student-centered, or learner-centered learning, where students play an active role in their learning, with the teacher as an activator of learning, rather than an instructor. Students are involved in more than listening and engaged in activities (e.g., reading, discussing, writing). Students learn from direct experience, by addressing and posing questions,

analyzing evidence, connecting such evidence to preexisting knowledge, drawing conclusions and reflecting upon their findings.

Neal (2010) defines active learning as “educational methods in which students are involved in higher-order thinking (analysis, synthesis, evaluation). The term therefore primarily reflects what is going on in a student’s mind, whether or not the body (or the mouth) is physically active.

Learning seems to be in control of the student; however, it is shaped by the teacher’s instructions. The teacher, who is in the role of a moderator in the process of implementing this approach, prepares the infrastructure. To be able to apply active learning techniques, the physical conditions of the class need to be sufficient for learning, the level of readiness of the students to the topic needs to be high, sufficient training should be given for the application and the teacher needs to have the necessary knowledge about the techniques.

1.1.2. Definition of Active learning strategies

Active learning strategies (Passive is out, Active is in) are activities, which aimed at activating the action verbs used in the Active learning class. Active learning strategies include what the teacher does (teaching activities) and what the student does (learning activities). In learner-centered course, selecting teaching and learning activities should not be a random process. The activities chosen should be intentional & meaningful: activities, which align with our active learning aim and will help students to attain the intended learning outcomes. These activities can be teacher-managed, peer-managed or self-managed.

After 10 to 15 minutes of lectures the students attention and assimilation fall rapidly (Stuart, John, & Rutherford, 1978); retention also drops considerably after the first 10 minutes (Hartley & Davies, 1978), however many teachers ignore such. This can be problematic when your class lasts for an hour and fifteen minutes. Utilizing active learning strategies can help. Most people learn better from actively engaging with material than they do from passively listening to a speaker or reading from a textbook. Active

learning strategies have students “doing” things – analyzing, creating, role playing, experiencing, reflecting...

Active Learning Strategies help to initiate learners and teacher into effective ways to help learners engage in activities based on ideas about how they learn. Doing something with information being engaged with the material is necessary for a learner to store new information in long-term memory. Learners must work with the information to make it part of their understanding. One of the most obvious ways to increase your classroom qualities is to increase the amount of active learning in your class

In this context, it is important to promote learning strategies and instruments where students are actively involved in making things and reflecting in what they are doing. The use of these strategies in classroom is vital to have a positive impact on the quality of the students learning process and outcomes.

1.2. The basic elements of active learning strategies:

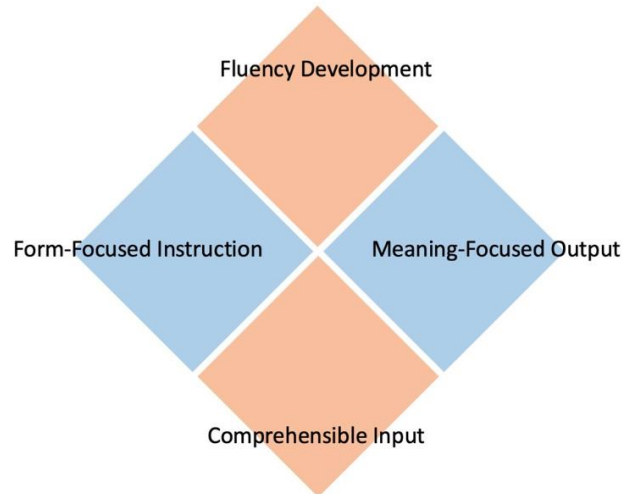
According to the statement of Center for Teaching & Learning at the University of Minnesota, there are four basic Active Learning Activities which are the same elements used in class:

Talking and listening – Students actively process information when they ask or answer questions, comment, present, and explain. When students go beyond passive listening to relate, analyze, and use what they are hearing, they are engaged in active learning. Discussions and Interactive Lectures are useful strategies.

Writing – Students can actively process information by putting it in their own words; this can help students organize their thoughts and reflections and prepare them for discussion.

Reading – Instructors often expect students to learn through reading. It’s easy for students to read passively in order “to get it done.” Providing questions, summary exercises, opportunities for posts or reflection, etc., can transform it into an active process. Students can often benefit from instruction on active reading.

Reflecting – Class periods are often packed with information. Students sometimes need time to process the material and connect it to what they’ve already learned. Reflecting on the applications and implications of new knowledge can help develop higher-order thinking skills and Metacognition.



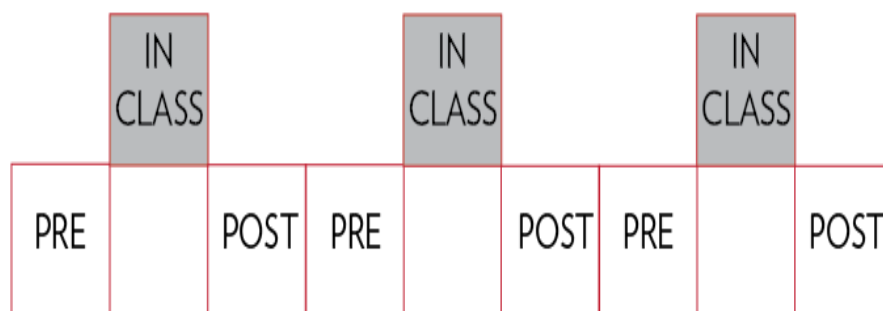
Bases on these four elements, language courses should be designed with a balance of four strands (Paul Nation, 2001):

- a. Meaning-focused input (through listening and reading),
- b. Meaning-focused output (through speaking and writing),
- c. Language development (grammar, vocabulary, pronunciation), and
- d. Fluency development

1.3. Active learning strategies design model

1.3.1. Active learning strategies framework model

CASTLE TOP ACTIVITY DESIGN MODEL



When incorporating active learning activities into your course, it is helpful to use a design framework. This study introduces the Castle Top model (L. Dee Fink, 2003). The model calls for instructors to situate learning activities

in ways that create a smooth pathway from one activity to the next, and that supports the desired learning objectives of your course and unit. Fink identifies the following sequence of activities:

Pre-Class — Present new information and the building of knowledge. Provide students with the knowledge needed to support future active learning activities that facilitate deeper learning. Often, pre-class activities test knowledge or facilitate reflection in ways that guide instruction that follows.

In-Class — Build on foundational knowledge developed in pre-class activities. Active learning activities may address misunderstandings, questions, or reflections that preceded it.

Post-Class — Provide student feedback; facilitate student reflection, application, evaluation, and synthesis of learning that has taken place. Evaluate effectiveness of the activity.

1.3.2. Active learning strategies time model

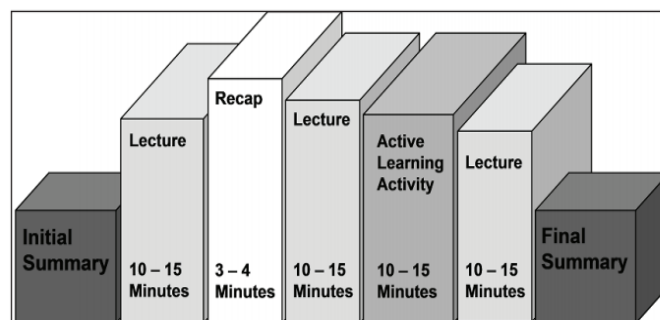


Figure 4. The bookend model for class design: Course content, recaps, and active-learning activities are sandwiched between pre-class and post-class summary bookends.

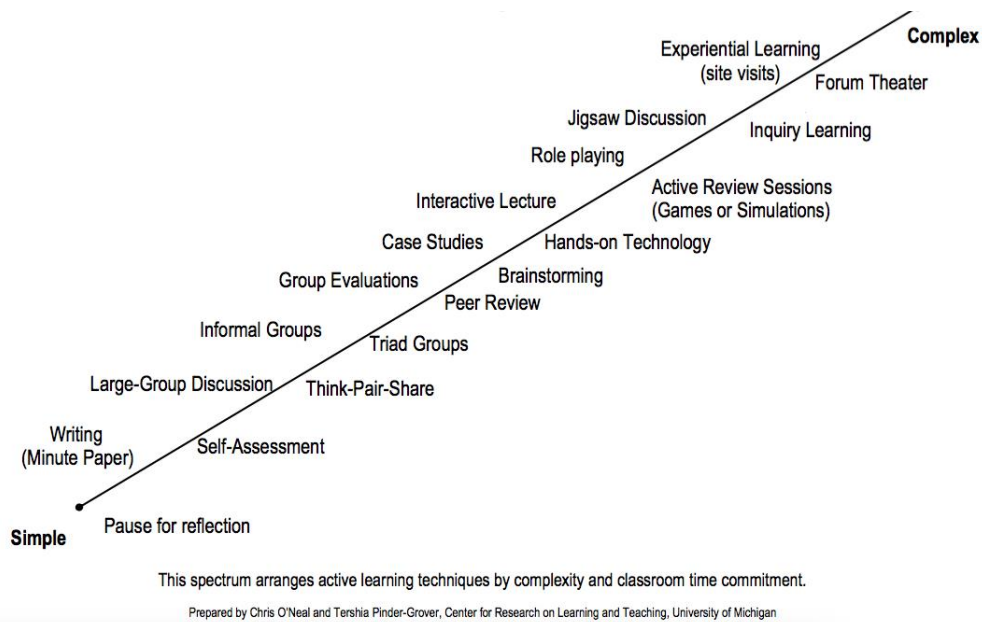
Adapted from *Thinking Together: Collaborative learning in Classroom* (Harvard University, 2003), the Bookend Model to structure lessons is illustrated in Figure 4.

Starts with an activity that will help students connect to the content that day. Then, use lecture regularly for 10-15 minutes augmented with recaps for 3-4 minutes

Teach again for another 10-15 minutes and follow that up with active learning activities to instruct students. You repeat this cycle until the content is fully taught or you start to get close to the end of the class.

Finally, you do a summary activity to synthesize or consolidate all of the lessons and practice.

1.4. Active learning activities



1.4.1 Group activities

Case-based learning:

- **Description:** Case-based learning requires students to apply their knowledge to reach a conclusion about an open-ended, real-world situation. Provide students with a case, asking them to decide what they know that is relevant to the case, what other information they may need, and what impact their decisions may have, considering the broader implications of their decisions. Give small groups of 3-4 students time to consider responses, circulating to ask questions and provide help as needed. Provide opportunities for groups to share responses.
- **Benefits:** This activity helps students apply what they have learned through reading or didactic teaching. The greatest value from case-based learning comes from the complexity and variety of answers that may be generated. The activity can be done in pairs or group.

Fishbow:

- **Description:** Choose a central text. The text can be read independently before class or with the class in the Close and Critical Reading phase.

Begin by selecting four or five students to join the fishbowl group. Only students in the fishbowl are allowed to talk. Instruct the outer circle to remain quiet, observe and take notes on the content and process of the inner circle's discussion.

- + The first few times, play the role of the facilitator yourself. Once the process is familiar, select a student facilitator. The facilitator does not participate in the discussion, but poses questions along the way to prompt deeper discussion and to make sure everyone inside the fishbowl has a chance to talk. Identify the focus of the discussion and provide text-dependent questions for students to answer during the fishbowl discussion. Allow the conversation to progress where students take it. Rotate students in and out of the fishbowl throughout the course of the discussion. Set up a procedure ahead of time so students know to expect this rotation. Allow the fishbowl discussion to continue for at least 15-20 minutes.
- + After all students have rotated through the fishbowl, divide the class into small groups and invite students to debrief. Students can use their observations from the outer circle to highlight strengths of the discussion and make suggestions for ways to engage each other more meaningfully.
- + If there is not enough to discuss, and students are able to come to a conclusion quickly, the discussion will become flat quickly.
- Benefits: Discussing concepts in groups allows students time to talk through their thinking, test their ideas with others, and receive feedback and alternative views from group members. Group discussion helps students clarify their understanding and aids in retention of knowledge.

Group teaching (jigsaw):

- Description: Find 2-3 concepts, or questions around a single topic. Put students in groups of 3-4 to work on their assigned concept/ question.

After groups have some time to work on it, they spend time teaching/ explaining their ideas to the other group(s).

- Benefits: This method is an efficient way to tackle multiple concepts/ questions at once, and gives students an opportunity to teach it to others (known to deepen understanding).

Work at the whiteboard:

- Description: When solving a problem, (e.g., logic or critical thinking) have students work out the problems themselves, by asking them to go to the whiteboard in small groups to solve problems. If there is insufficient whiteboard space, students can still work out problems as a group, using chart paper and markers.
- Benefits: This activity helps students apply what they have learned through reading or didactic teaching. This approach can strengthen students' logical thinking processes and test their mental model of a process or equation. The activity can be done in pairs or groups.

1.4.2. Individual activities

Exit ticket:

- Description: The prompt or question should require only a brief time to respond to, certainly no more than five minutes, but perhaps only 1-2 minutes. The “ticket to leave” is not intended as a major task, rather, a quick summarizer having one of the purposes listed above. The responses should not be part of formal assessment, but it can provide valuable feedback to the teacher.

Some possible prompts or questions to use for the “ticket to leave”:

- + Name one important thing you learned in class today.
- + What did you think was accomplished by the small group activity we did today?
- + Write/ask one question about today's content - something that has left you puzzled.

- + Read this problem, and tell me what your first step would be in solving it.
- + Do you have any suggestions for how today's class could have been improved?
- + I used the white board extensively today. Was its organization and content helpful to you in learning? Why or why not?
- + Which of the readings you did for class today was most helpful in preparing you for the lesson? Why?

Usually, “tickets to leave” are handed to the teacher as the students leave. However, you might want to have some or all, in small classes, the students quickly share their responses

- Benefits: Ticket to leave” (or “exit ticket”) is an ideal way to end a class. It can serve a number of purposes: provide feedback to the teacher about the class; require the student to do some synthesis of the day’s content; challenge the student with a question requiring some application of what was learned in the lesson.

Direct paraphrasing:

- Description: Ask students to paraphrase part of a lesson for a specific audience and purpose, using their own words. (e.g. explaining a diagnosis to a patient)
- Benefits: Paraphrasing helps students practice their future interactions with patients. Students improve conversations skills. By explaining concepts to “patients”, they practice putting difficult concepts into layman’s terms, and teaching to others helps students retain their knowledge as well.

Minute papers:

- Description: Ask students a question that requires them to reflect on their learning or to engage in critical thinking. Have them write for one minute. Ask students to share responses to stimulate discussion.

- Benefit: Like the think- pair-share approach, this approach encourages students to articulate and examine newly formed connections. It also engages everyone in thinking and writing, not just a few students.

Muddiest point:

- Description: A variation of the minute paper, asking for feedback about where students are still confused. Ask a question such as “What questions remain uppermost in your mind as we conclude this class session?”
- Benefits: Allows students to reflect on what they know and don’t know. Illuminates where students may not understand so the facilitator can address them if needed.

1.4.3. Partner activities

Line up:

- Description: The game involves groups of students lining up in order, depending on the criteria teachers choose.
- Benefits: Line-up helps students particularly well with classes that are normally a little shy and reserved, sometimes you need to get quiet students up and out of their desks to get them relaxed and feeling confident enough to use their English language skills.

Role playing:

- Description: Students are asked to “act out” a part. In doing so, they get a better idea of the concepts and theories being discussed. Role-playing exercises can range from the simple (e.g., “How would you introduce yourself to a patient?”) to the complex (after a student details a clinical experience that appears to have some ethical issues for how to treat patients, you ask partners to role play how they would address the situation).
- Benefits: Role-playing helps students practice their future interactions with patients. Students improve conversations skills. By explaining concepts to “patients”, they practice putting difficult concepts into

layman's terms, and teaching to others helps students retain their knowledge as well.

Think-pair-share:

- Description: Ask students a question that requires higher order thinking (e.g., application, analysis, or evaluation levels within Bloom's taxonomy). Ask students to think or write about an answer for one minute, then turn to a peer to discuss their responses for two minutes. Ask groups to share responses and follow up with instructor explanation if needed.
- Benefits: By allowing students time to write first, they are able to initiate their own thinking before hearing someone else. By asking students to explain their answer to a neighbor and to critically consider their neighbor's responses, this approach helps students articulate newly formed mental connections.

Turn-and-talk:

- Description: A quicker version of think-pair-share, ask students a higher-order thinking question and ask them to talk about it with a neighbor for 1-2 minutes before asking pairs to share out their thinking to the whole group.
- Benefits: This is a quick process that can be inserted into a class session multiple times. By asking students to explain their answer to a neighbor and to critically consider their neighbor's responses, this approach helps students articulate newly formed mental connections.

1.4.4. Visual organizing activities

Categorizing grids:

- Description: Present students with a grid made up of several important categories and a list of scrambled terms, images, equations, or other items. Ask students to quickly sort the terms into the correct categories in the grid. Ask volunteers to share their grids and answer questions that arise.

- Benefits: This approach allows students to express and thus interrogate the distinctions they see within a field of related items. It can be particularly effective at helping instructors identify misconceptions

Concept map:

- Description: Concept maps are visual representations of the relationships between concepts. Concepts are placed in nodes (often, circles), and the relationships between indicated by labeled arrows connecting the concepts. To have students create a concept map, identify the key concepts to be mapped in small groups or as a whole class. Ask students to determine the general relationship between the concepts and to arrange them two at a time, drawing arrows between related concepts and labeling with a short phrase to describe the relationship.
- Benefits: This activity helps students understand relationships between concepts, which promotes better understanding and retention. The activity can be done in pairs or groups.

Visual modeling (mini-maps):

- Description: Mini-maps are like concept maps, but students are given a relatively short list of terms (usually 10 or fewer) to incorporate into their map. To use this approach, provide students a list of major concepts or specific terms and ask them to work in groups of two or three to arrange the terms in a logical structure, showing relationships with arrows and words. Ask groups to volunteer to share their mini-maps and clarify any confusing points.
- Benefits: This activity helps students apply what they have learned through reading or didactic teaching. This approach can strengthen students' logical thinking processes and test their mental model of a process. The activity can be done in pairs or groups.

2. Advantages and disadvantages of Active learning strategies

2.1. Advantages of Active learning strategies

Firstly, students are more likely to access their own prior knowledge, which is a key to learning and to find personally meaningful problem solutions or interpretations. Secondly, they will receive more frequent and immediate feedback. The need can make forces learners to retrieve information from memory rather than simply recognizing a correct statement. In addition, children will increase their self-confidence and self-reliance. For most learners, it is more motivating to be active than passive. A task that push they have done themselves or as part of a group is more highly valued. Besides, student conceptions of knowledge change, which in turn has implications for cognitive development. Last but not least, when children work together on active learning tasks learn retrieve to work with other people of different backgrounds and attitudes, they will learn strategies for learning itself by observing others.

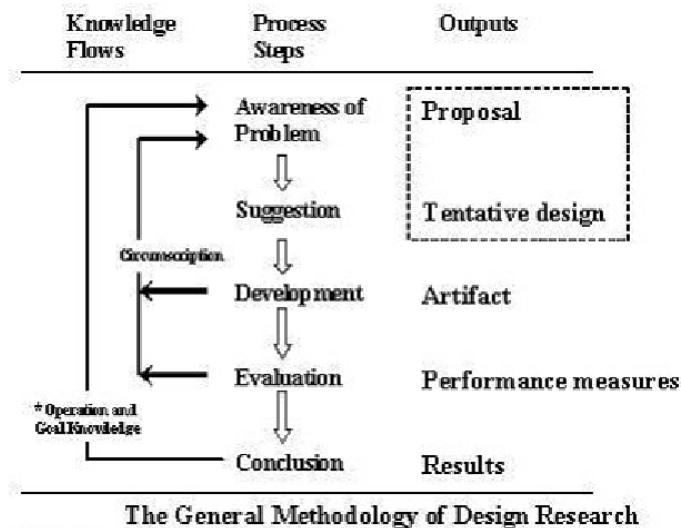
2.2. Disadvantages of Active learning strategies

At first, some students refuse to work in group, or there are some conflicts may appear when students work in group sometimes. At the second, teacher lose in control of the class and create activities that provide more noise than positive results. Besides, for students, it is not easy to master large group. And students may resist changing from traditional methods. Moreover, a lesson design according to Active learning Strategies requires more time for preparation: more time is needed to cover course content, additional pre-class preparation is required.

CHAPTER 2: METHODOLOGY

1. Research methodology

For the methodology of this research, we are going to apply is based on the five general research steps that are proposed by Vaishnavi & Kuechler. These steps include the awareness of problems, suggestions, development, evaluation, and the conclusion of the research.



General methodology of design research (Vaishnavi and Kuechler, 2004/07)

Step 1– Locating and Defining Issues or Problems

This step focuses on uncovering the nature and boundaries of a situation or question related to marketing strategy or implementation. In defining the issues or problems, the researcher should take into account the purpose of the study, the relevant background information, what information is needed, and how it will be used in decision-making.

Step 2 – Designing the Research Project

This step is focused on created a research plan or overall approach on how you are going to solve the issue or problem identified. A research plan or approach is a framework or blueprint for conducting the marketing research project. It details the procedures necessary for obtaining the required information, and its purpose is to design a study that will test the hypotheses of interest, determine possible answers to the research questions, and provide the information needed for decision making.

Step 3 – Collecting Data

This step revolved around obtaining the information that you will need to solve the issue or problem identified. Data collection involves a field force or staff that operates either in the field, as in the case of personal interviewing (in-home, mall intercept, or computer-assisted personal interviewing), from an office by telephone (telephone or computer-assisted telephone interviewing), or through mail (traditional mail and mail panel surveys with pre-recruited households).

Step 4 – Interpreting Research Data

Interpreting research data: This step is focuses on examining the data and coming up with a conclusion that solves the problem.

Step 5 – Report Research Findings

The final step is to report the research findings to those who need the data to make decisions. The findings should be presented in a comprehensible format so that they can be readily used in the decision making process. In addition, an oral presentation should be made to management using tables, figures, and graphs to enhance clarity and impact.

Coming back to step 2 then, designing a research plan. There are four main research methodologies in sociology that we're going to talk about experiments, survey research, secondary sources, and participant observation.

1.1. Experimental method

The first research methodology we're going to talk about is that of the experiment. An experiment is a regimented, highly controlled research method for investigating cause and effect relationships between variables, i.e. Independent variables and dependent variables and a control group. This methodology is used more in psychology. Experiments are actually kind of rare in sociology because we cannot control all the various influences of social life. It's not possible to create an experimental situation in social life, so often sociologists will use what are called natural experiments or experiments that just occur in the process of conducting field work.

Sociologists are interested in the relationship of cause and effect, obviously, but it's often revealed in a different way. It's not often revealed in a regimented controlled fashion. It happens more through conversation, if you're doing qualitative research. So in that way, an experiment is still part of sociology.

1.2. Survey research method

Survey research is a quantitative method for collection of information from a pool of respondents by asking multiple survey questions. This research type includes recruitment of individuals, collection, and analysis of data. There's in-depth interviewing, which is more unstructured and lasts for a longer time and it takes a more conversational tone. There are written questionnaires that respondents can fill out and respond to and there are also focus groups. Focus groups are a group of individuals brought together in one room to engage in a guided discussion of a topic of interest to the research. Thirdly, sociologists when doing research will use secondary sources, which is the use of data collected by other researchers such as we make use of library archives and secondary sources. And you do this to build your bibliography, to show that you know what you're talking about when you position your research. The idea is to pull a bit from a, pull a bit from b, gather some insights from c, combine them to generate unique and new interpretations of social life, social phenomena.

1.3. Observation method

Observation method is generally used in cases where it is important to avoid the sort of errors that can occur in interview methods or 'bias' as a result of evaluation and interpretation processes on the part of the workers, or when, in future workplace design, no workers are yet available for the planned jobs.

Observation method is often seen as a way of getting around the problems inherent in interview methods and obtaining 'more objective' data. It is also a good idea – whenever this is feasible – to combine different methods, e.g., questionnaires, interview, and observation methods. For this reason, many

techniques also include the observational interview as a proven data collection method, based on structured observation of the work processes and related interviews with the workers involved at their workplace.

2. Data collection instruments and procedures

In this study, the participants consisted of students chosen because they have fulfilled the criteria that suited the aim of this case study. Third grade students from English courses taught in Active learning strategies were invited to take a survey administered in class. Most of them came from the city and boys were more than girls. In total, 30 students (20 males and 10 females). Additionally, 5 teachers in Active learning class were also invited to fill out a survey. For the purposes of this article, responses will be looked at separately.

Base on the active learning activities in Chapter 1 the the strategy was implemented as follows:

1) Activities to warm students up:

Questioning:

When lesson starts, one-person thinks of an object about last lesson (person, place, or thing). The questions can be used as a quick check on students' understanding/ remembrance on the topic and prompt for students to focus on the key concepts. Everyone takes turns asking yes/no questions until someone can guess correctly. The activity takes 10 minutes. The difficult part is that you cannot ask "wh" questions! Example: PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner? No. Etc... If someone makes a mistake in forming the question, other club members can help turn it into a proper question.

In this teachers also give a certain number of coins or squares of paper (about 10). Everyone moves around the room starting conversations and asking each other question. The only rule is that you cannot say the words YES or NO. If you accidentally say one of these words, you have to give a coin or square to the person who you said it to. Try to trick each other by asking questions that you would almost always answer with a yes or no. Think of other ways to trick

your friends. Sometimes asking two quick questions in a row works well. (Especially tag questions: Are you new here? This is your first time in America, isn't it?). This game is a great way to practice using small talk and to add variety to your vocabulary. It also makes everyone laugh.

Draw the Picture

In this activity members split up into pairs or small groups. One person looks at a scene from a magazine or book (the leader should cut out enough pictures, or bring in enough magazines for the club). The other person has a pencil and a blank piece of paper. The person with the picture will try to describe everything he sees to the drawer. This is good practice for using prepositions of place. When the describer is finished, compare the drawings to the real thing! Whose is the closest to the original?

Line up

A quick and easy way to put students into temporary groups. This activity is limited only imagination in way to ask students to line up. Some example to get started include the following:

- The beginning letter of your last name
- Your shoe size
- How you feel about something
- How well you understand the last concept
- Your birthday
- The number of people in your family

After students line up, place them in groups of three or four by having them count off or fold the Line over so that students are facing each other, and place them in groups of two with the person they are facing. A variation is to ask students to form two circles facing each other, and then ask the outside circle to move three people to the right and place students in groups with the person they are facing.

For fun teachers can try a round where they're not allowed to communicate verbally at all, limiting them to just hand movements and physical gestures. Add up the final points at the end of the game and see which team wins.

Categories

For this game, one person thinks of a category, such as MOVIES. In a circle, everyone must take a turn thinking of a Movie title (in English of course). If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. For example, if the category is VEGETABLES and someone says “banana” that person is out. The game continues until only one person is left!

2) Activities to engage students during the lesson:

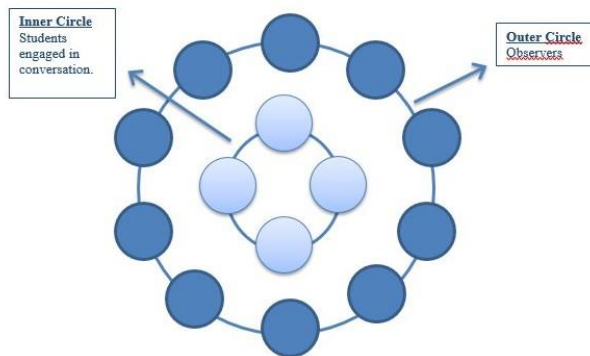
Fishbowl

Fishbowl is appropriate for intermediate English language learners (level three or above).

- Arrange classroom chairs in two concentric circles facing in, with no vacant seats.
- Have students take positions voluntarily if possible.
- The teacher introduces the topic and the students start discussing
- The individuals in the inner circle have the freedom to speak, but those in the outer circle must remain silent.
- If an individual from the outer circle wishes to make any comment, change the topic, or simply be in the inner circle, she/he must stand up, tap an inner circle member, and change seats (a non-negotiable act). Conversely, an individual in the inner circle cannot leave until selected by someone from the outer circle.
- There are no rewards or punitive measures for participation or non-participation. Individuals are free to do as they please as long as they follow the stated rules.

- Depending upon language level, number of participants, time availability, and teacher goals, the activity can last from thirty minutes to over an hour.

Whether or not conversation is occurring, the influences at play create a very dynamic environment. The seemingly passive individuals in the outer ring do influence each other and those in the inner circle as they occupy observer positions. Likewise, the center individuals influence everyone listening since they either speak in English or remain silent. Furthermore, those in the center more directly influence each other because they can speak, and initiate communication with another member, thereby creating a need for responses. Finally, any individual who changes seats influences others by taking the initiative.



Think-pair-share

In this strategy, a question/ problem is posed; students have time to think about it individually for 2-3 minutes before working in pairs to solve the problem and sharing their ideas with the rest of class. Beginning and low-intermediate level English language students may need to learn and practice the communication skills associated with sharing ideas. These may include language associated with expressing opinions (“I think...” “In my opinion...”) and sharing ideas (“What is your opinion?” “What do you think?” or simply “I think... - How about you?”). If pairs report out their ideas, they may need the language needed to speak for a team (“We think ...” or “I think... but my partner... thinks...”). Students may also need to learn the language used to agree or disagree.

Procedure:

- Pose a question (writing it on the board/ typing out in a PPT slide)
- Ask students to think about the question on their own (2 - 3 mins)
- Form groups (3-4 students per group)
- Ask students to discuss the question within the group (5 mins)
- Ask groups to share what they discussed (5 - 10 mins)
- Think-pair-share engages all students in the classroom (even the quieter students will have a chance and confidence to speak in small groups). It also provides a quick snapshot of the class (e.g., students' understanding of a particular concept, general misconceptions and thoughts and feeling etc.), students are encouraged to speak and participate actively in class.

Role playing

Students are divided into two groups and each group is assigned one of two roles, such as:

- Buyers and sellers
- Complainers and listeners
- Policemen and offenders
- Doctors and patients

Or anything else that you've been working on teaching in class. Students in one group pair up with members of the other group, each for a few minutes, and then move on to another at your call. They could have specific guidance from the teacher about what to discuss at each position or they could improvise, depending on their level of ability.

For example, in a buying and selling role-play each Seller could have a list (or pictures) of what they're selling. This could either be devised by the teacher beforehand or created by them during the activity. The Buyers could each have a shopping list (words or pictures) also devised by the teacher or created by students. The Sellers could be seated, and the Buyers could each approach a Shop, ask about something(s) on their shopping list: do they have the item, how

much is it, etc. When the students hear the signal or call from the teacher, each Buyer moves on to another Seller's table.

Concept map

It is important that teachers spend time introducing younger students to charts and diagrams prior to using this strategy. It helps children organize new vocabularies. It helps students to make meaningful connections between the vocabularies. They're easy to construct and can be used within any content area

There are several ways to construct concept maps. Most include the following steps:

- Model how to identify the major ideas or concepts presented in a selection of text as you read.
- Organize the ideas into categories. Remind students that your organization may change as you continue to read and add more information.
- Use lines or arrows on the map to represent how ideas are connected to one another, a particular category, and/or the main concept. Limit the amount of information on the map to avoid frustration.
- After students have finished the map, encourage them to share and reflect on how they each made the connections between concepts.
- Encourage students to use the concept map to summarize what was read.

3) Activities to wrap up the lesson:

Do "Quick Check"

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place you between the door and the students. For each student, check one of the new words they learned in today's lesson (e.g. hold up a color or fruit and ask "What's this?"). For very young kids you can hold up one of the worksheets you did and ask them to touch an object (e.g. "Touch the melon"). When they give you an answer say goodbye and let them leave.

One-minute paper

At the end of the lesson, give a post-it note or small piece of paper with adhesive to each learner. Ask them to draw a picture connected with the lesson's topic or aims, and stick their notes next to your lesson aims template on the wall.

Teachers can also ask the learners to work in small groups and look at their drawings. Can they identify all the things they have learnt today?



Exit tickets



They are the quickest and most effective way I have found to assess your students' understanding of core concepts. I have tried various ways to incorporate exit tickets. I have had students write answers to questions on scratch paper, had them answer questions on index cards, and even had them tell me something as they walked out the door.

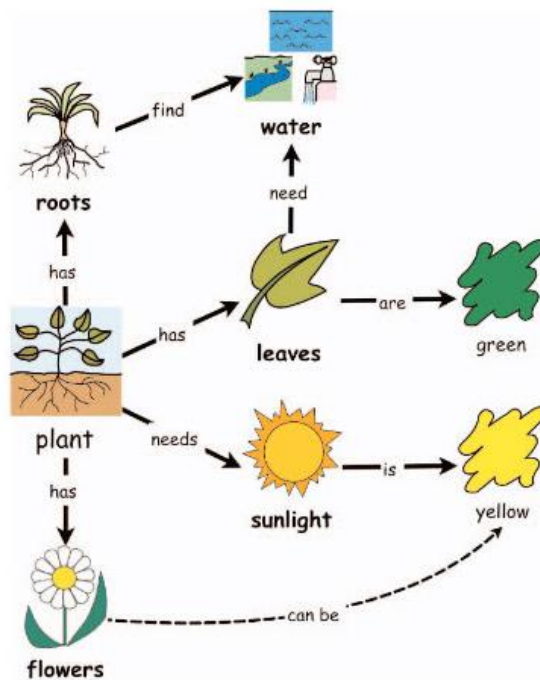
- Design a short (1–3 questions) exit ticket to measure to what degree the students has mastered the learning objective.
- Analyze exit tickets to determine gaps in student understanding.
- Design an intervention for following lesson.

Group students according to need and reteach missed concepts; grouping can be done homogeneously, to target specific needs, or heterogeneously, to allow students who have mastered concepts to reteach others.

Design a warm-up or learning experience for the next consecutive lesson to address widespread misunderstanding.

Schedule time to meet with struggling students outside of class.

Create extensions for students who demonstrate mastery.



Quiz

Teachers can give students a simple quiz before the class ends to test their understanding of the content you covered in class. Even a simple quiz like True or False can provide you some ideas of how well students understood the content, and you may adjust the content in next class with reference to students' performance in the quiz.

3. Data analysis

Data was gathered during December 2019 to January 2020 through questionnaire, informal interviews. The questionnaire consisted of two parts: The first part captured the general information, while the second part comprised of an attitudinal scale. The questionnaire was administered to the sample of 20 primary students in grade 3 in a primary English course. Additionally, 5 teachers from courses taught in Active learning strategies were also invited to fill out a survey. For the purposes of this article, responses will be looked at separately.

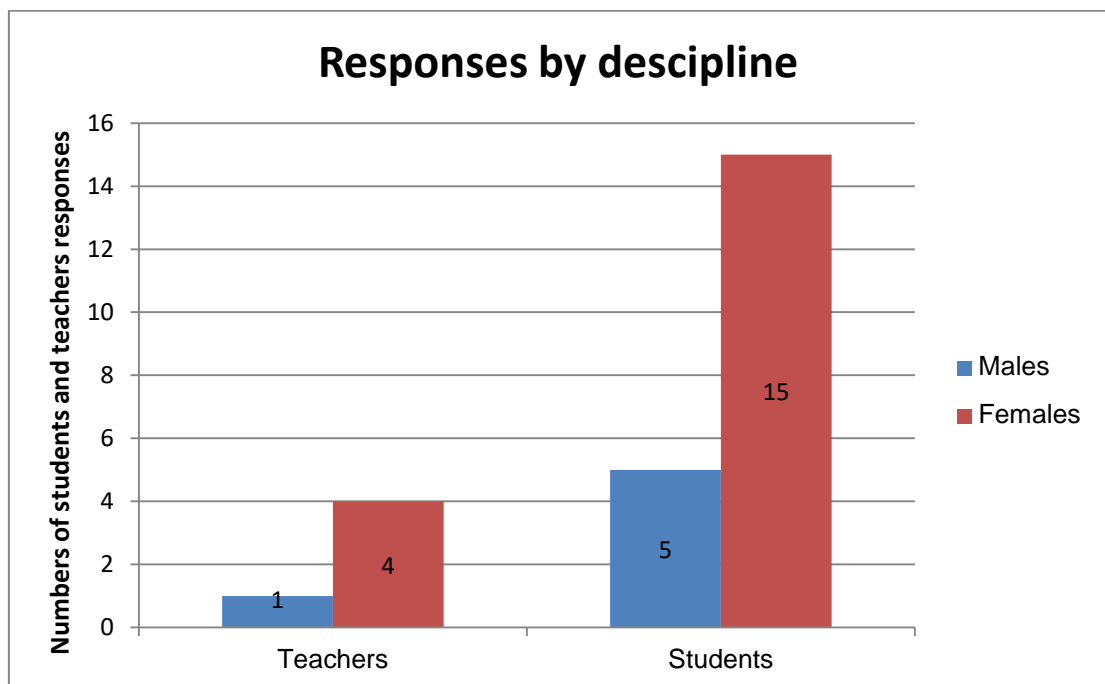


Figure 1 Breakdown of responses based on discipline for English class taught in Active learning Strategies

In order to increase student response rate, student surveys is administered in class and in online after finishing the lessons . Observation Sheet was used to observe and to record the students' activities during the teaching and learning process. During the observation, a tick were put in each of

components. The information was obtained from those checklist than will analyze by the research

In order to have greater insight into how to use active learning strategies effectively these questionnaires also consider the relationship between personality variables — including extraversion, social interaction anxiety, and learning preferences — and enjoyment and success levels in active learning environments.

3.1. Frequency of Active learning strategies usage

Students were asked to list the strategies they use while teaching and studying and to rank-order the strategies. The results, shown in Figure 2, indicate that two most frequent active learning strategies, by far, are think-pare – share and role playing.

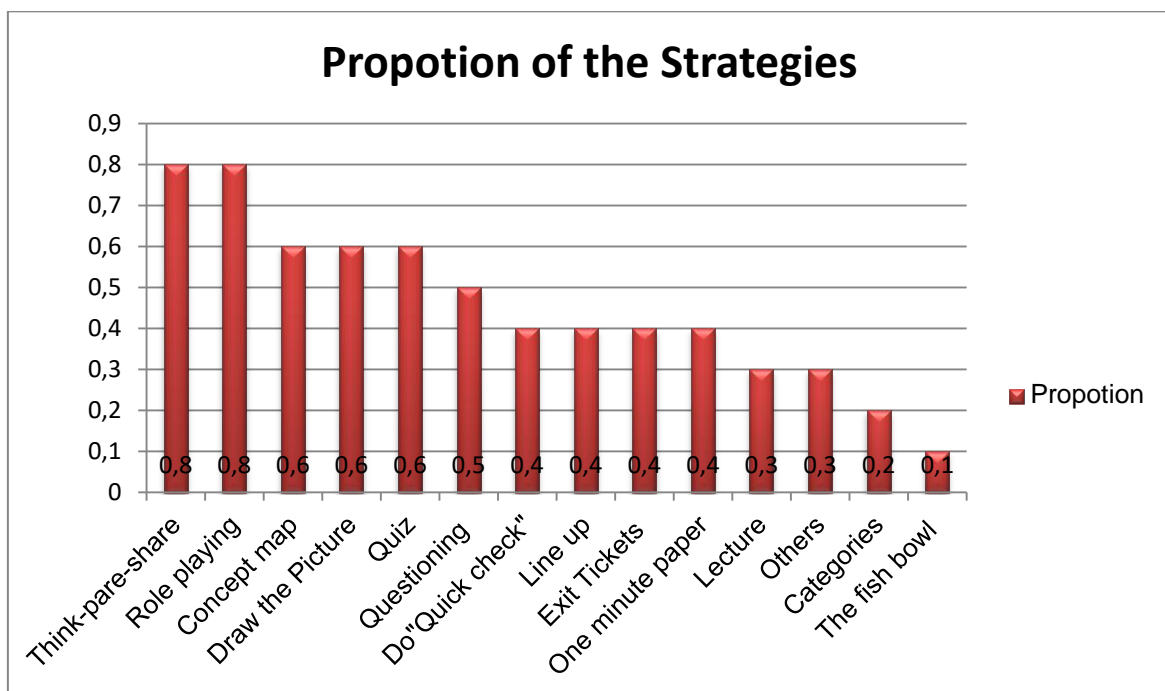


Figure 2 Proportion of Active learning Strategies usage.

The overall pattern indicates that teachers and students used concept map, draw the picture and Quiz 60%, Questioning 50%, Do “Quick check”, Line up, Exit Tickets, One minute paper 40%, Lecture and Others 30%, Categories 20%; for the remaining 10% ...

Of note, although all teachers encouraged their students to use all active learning activities in these lessons, some activities were just not really suitable

for primary school levels students. The active learning strategies that are not often used are categories or the fish bowl. They should be applied to older students who are intellectually more mature and can achieve greater results. The explanation of such situation might be found in teachers, since they are the key factor of teaching quality.

Teachers reported significantly higher frequencies of in-class active group work, group projects, and interactions with peers regarding course-related content in Active learning classes. These results indicate that the teachers successfully designed their courses to involve more active, hands-on techniques.

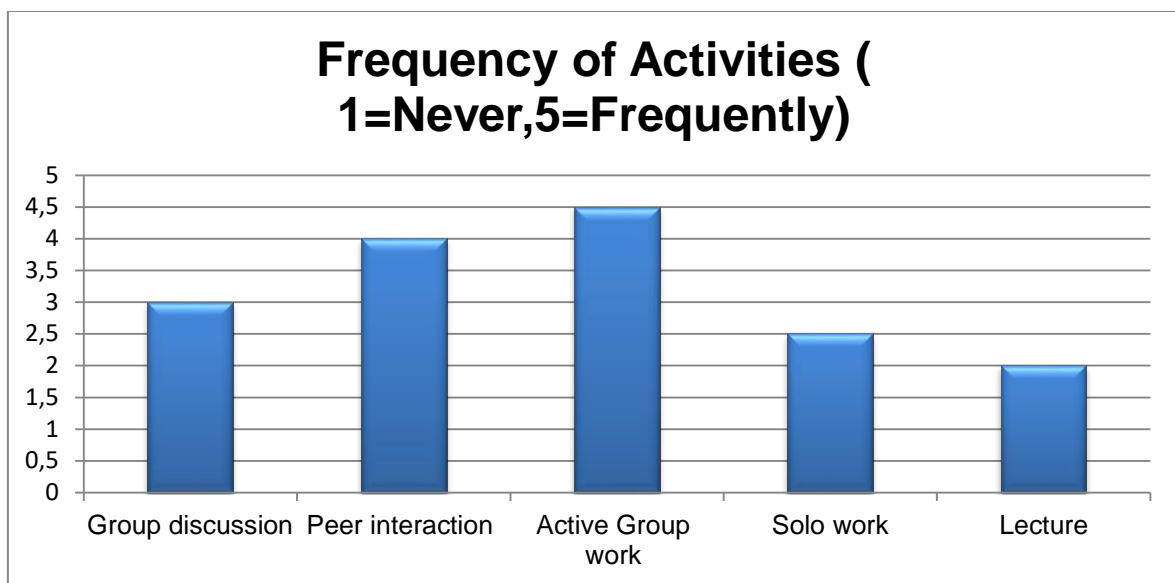


Figure 3 Frequency of Active learning Strategies usage.

The learning environment is more adjusted to their needs as well as the teacher-student relationship but there is stillroom for significant improvements in order to make classroom a more appropriate context for active learning.

3.2. Effectiveness of Active learning Strategies in primary students in English class

In the survey's second part, students indicated relatively high active engagement in the ALF courses. Students rated their level of effectiveness on a 5-point scale, with 1 representing strongly negative and 5 representing strongly positive. Three grade students in Active learning Strategies courses indicated a relatively greater amount of active engagement compared to their other classes. Active learning strategies increased their enthusiasm for the course, and positively affected their learning.

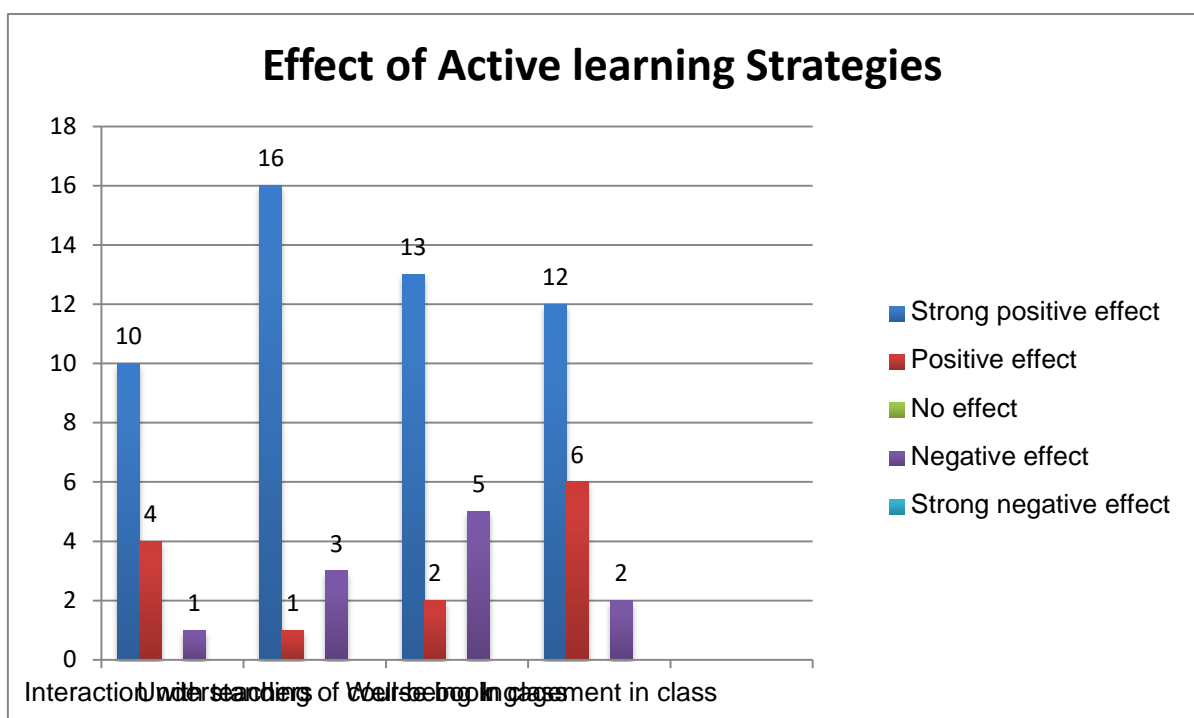


Figure 4.1 Effect of Active learning Strategies

By the very nature of the activities that take place within it, the room becomes noisier and mastery of the technology used becomes an issue. However, with persistence the results of the new teaching regime began to be realized.

Student feedback demonstrated the overwhelmingly positive effect the active learning classroom had had on everything from engagement with the instructor to understanding of course material.

Teachers rated the level of effectiveness on a 3-point scale, with 1 representing no effect and 3 representing strongly positive effect. The benefits

also extended to teacher’s satisfaction in terms of group collaboration and interaction with others, suggesting the benefits of Active Learning Classrooms may also have social benefits such as increasing the sense of inclusion felt by students in the learning environment.

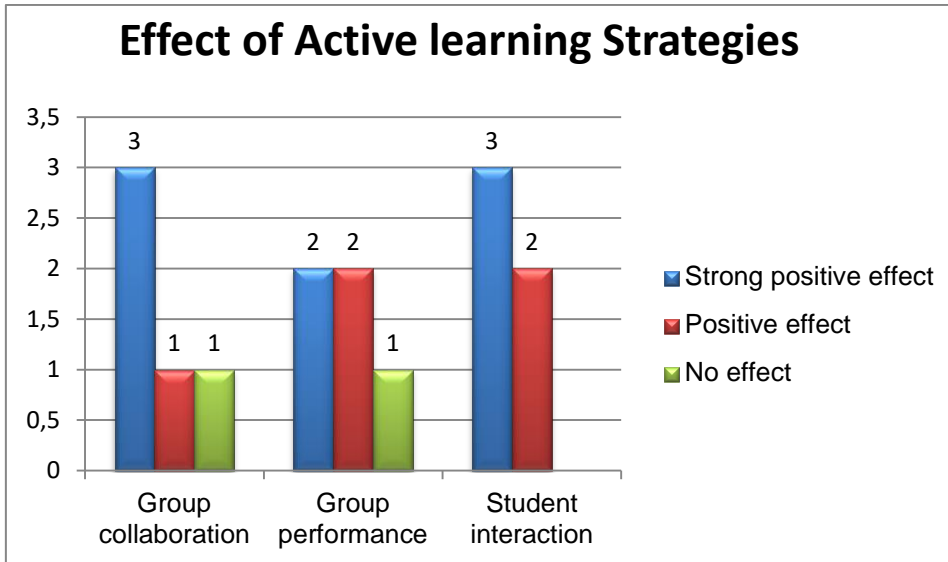


Figure 4.2 Effect of Active learning Strategies

An especially interesting finding was that the majority of students (... percent) said they would prefer the surveyed course be taught in the same way in the future.

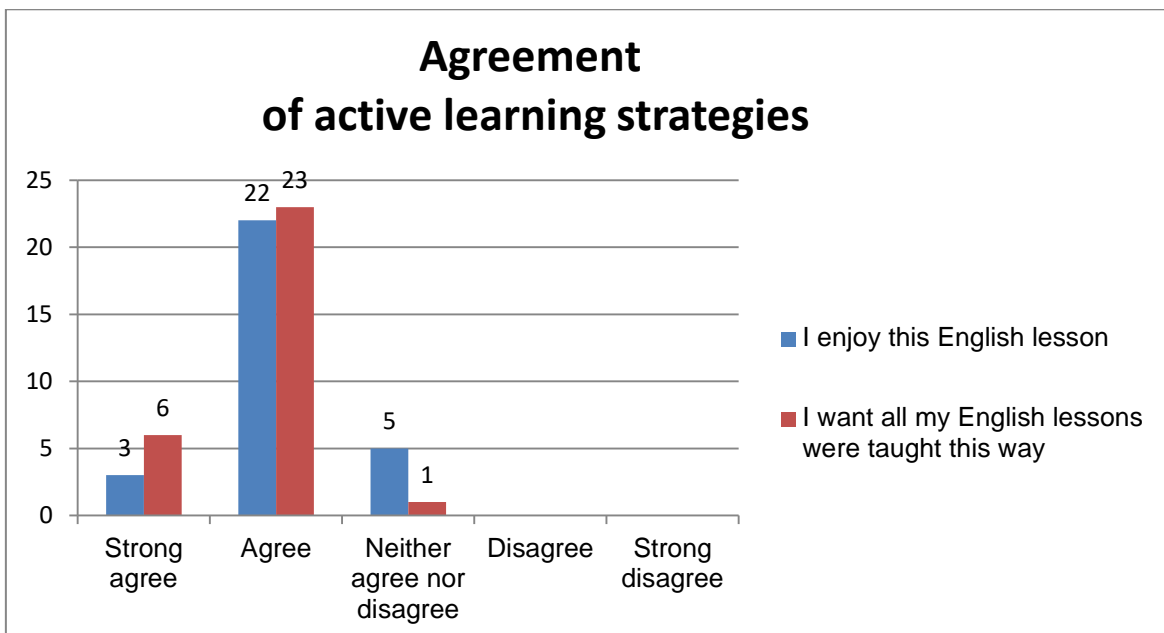


Figure 5 Agreement of active learning strategies

According to the options “I enjoyed this class,” “I wish all my English courses are taught this way”, the bar chart reveals that most children’s strongly

enjoyed the English lesson (22 feedbacks) and want all their English lessons were taught in this way (23 feedbacks).

3.3. Aspects to consider of Active learning Strategies in primary students in English class

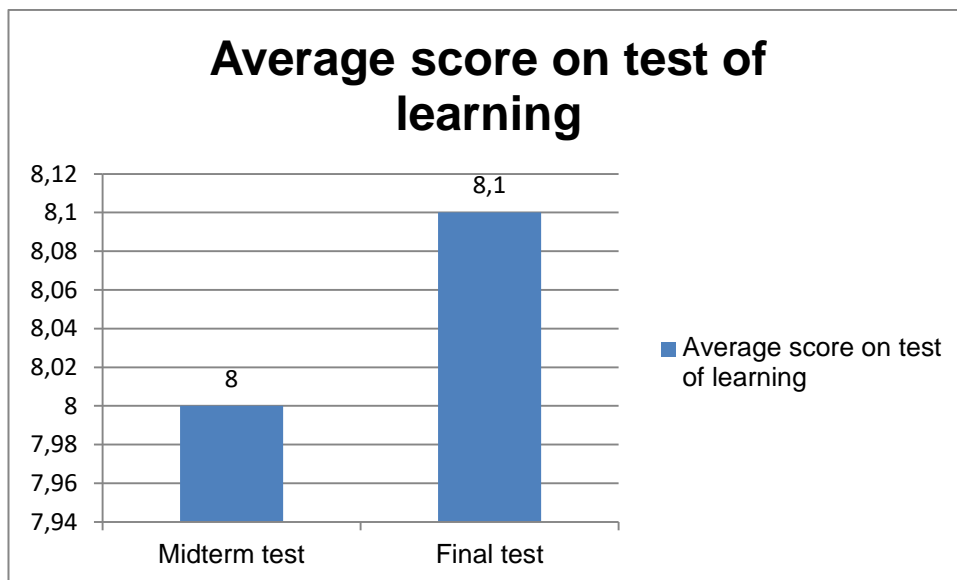


Figure 6 Test results in English active learning class

A comparison of results between midterm test and final test in primary school

The bar graphs shown in Figure 6 highlighted several aspects of results:

- After 3 months in practice, scores of English skills are not significantly higher in midterm test in comparison with final test.
- Students expressed a preference to have “all of English classes taught this way,” even though their scores on independent tests of learning were not much higher than those three months ago. The cause maybe is that students (aged 8) are not good at judging their own learning. Students in active classes perceived that they learned less, while in reality they learned more, so they “enjoyed this course”.
- Previous research had indicated that active learning can improve engagement of students effectively and has a positive impact on student perception; however, it does present more challenges than in classes with primary students. Though we had expected more success with student’s

score by active learning strategies even in all level classes from primary school to higher education school, this did not occur.

CHAPTER 3: FINDINGS AND DISCUSSION

1. Findings

1.1. The categories of teacher and child actions observed during periods when the whole class was gathered together at English classes in Primary school:

Three categories of action dominated when teachers were interacting with the whole class:

- Teacher leads/directs activity – poses closed questions, selects respondents and sets tasks
- Teacher manages transition between activities and parts of the daily programmed (e.g. greetings and departures); assists/records children choosing activities where allowed
- Teacher explains next task or new activities to whole class, gives instructions or information.

When they gathered the whole class together teachers focused on giving information, instructions and managing children's behavior and responses. In some cases it was possible for all the children to respond at the same time (e.g. by chanting the sounds of letters) but they were often required to wait quietly and attentively until invited to make an individual response

The three most frequently recorded categories of child actions during whole group sessions were:

- Child responds one at a time, waits for turn, watches others respond
- Child listens and is not required to respond while teacher gives information, instructions, explains choices available, introduces new concepts
- Child shows signs of inattention, fidgeting, chatting, and sitting with head on hands.

When the class was distributed into small groups they were involved in activities that were either “closed”, with children working towards a correct answer, particular product or copying a model shown by the teacher (e.g. tracing letters in sand; arranging words into a sentence) or open with no “right

answer” and allowing more scope for individual responses (e.g. using small world resources or listening to a story tape).

1.2. The categories of teacher and child actions observed during small group time at English class in Primary school.

Children’s response modes were more varied during the periods when they were placed in small groups to engage with specific activities than they were during “whole class” periods but three categories of response were most frequently recorded:

- Child in-group responds individually by writing, reading, speaking English.
- Child participates individually or with peers in directed/correct answer games or activities e.g. sorting & sequencing.
- Child participates individually or with peers in open-ended activities e.g. using colors, playing in the imaginary play.
- Teachers too behaved somewhat differently during these periods, most notably taking advantage of the opportunity to spend time alongside children engaged in activities. As with the observations during “whole class” periods, we identified the most frequently noted categories of teacher behavior when the children were distributed in clusters. Four forms of action were predominant: Teacher alongside as children completes a task, scaffolding responses, guiding participation.
- Teacher leads the group in activity, poses questions, checks responses, and uses closed questions and answers.
- Teacher oversees the room - reactive supervision.
- Teacher manages the rotation of activities and movement of children to allocated groups.

1.3. Impact of Active learning Strategies in Students’ characteristics

This study explores the consequences of active learning implementation toward students' characteristics. By deploying active learning, students’ multiple skills are activated and practiced. These skills, gradually,

become students' characteristics. Reviewing and synthesizing from the existing literature and research reports indicate students' characteristics as possible outcomes of active learning in 11 traits:

1) Students have a great opportunity to first-hand experience

Students must have more chances to learn by doing other than passive listening to teachers or only reading. These enable students to learn through first-hand experiences from real practice or activities where perception is drawn through five senses, leading to the constructive, knowledge from activities during lectures through speaking, listening, reading, writing, and reflecting. Their learning also corresponds to their own interest, knowledge, presentation, and practice. Students are therefore able to think and do in a meaningful way to apply the knowledge for their daily life.

2) Students create learning process and construct knowledge by themselves

Active learning is the situation-based process that enables reading, speaking, listening, and deep thinking among students. It is required that students themselves search for knowledge, attitudes, values, and experiences. Students must search for the contents to generate the knowledge by talking, writing, reading, and asking questions or the learning process that encourages students' movement. Besides, to reduce the process of content transfer from teachers to students solely whereas it is another way to develop higher order thinking which promotes learning-by-doing rather than passive listening to the lectures and provide feedbacks to students.

3) Students learn and reflect from their experiences

Practical learning enhances self-learning among students to learn by doing and promotes the experience through practices and observations along with talks to themselves and others. In fact, they have more enthusiasm for learning and more activities by exchanging experiences through listening, speaking, reading, writing, and reflecting or responding.

4) Students develop higher order thinking

The development of intellectual abilities such as thinking, problem solving, and knowledge application can promote higher order thinking whereby students must read, write, question, and discuss the subject matters collaboratively in their groups and put it into practice.

5) Students develop their learning skills

Students are then able to express themselves through speaking, listening, reading, writing, and reflecting. Active learning strategies improve learning thinking skills, writing skills, communicative skills as well as skills of knowledge seeking by them. Besides, students can develop their thinking ability, problem-solving skill, and knowledge application while transferring the knowledge to their peers or expressing opinions and doing presentations properly.

6) Students play important roles in learning which are also varied and diverse

Regarding a conversion from the lectures provided by teachers into the roles regulated by students, students are changed from receivers into co-creators.

7) Students highly participate in learning process

In addition to just only listening to teachers. They are conversed from passive students into active ones who engage in learning activities planned by teachers. Students participate in the teaching and learning activities at the highest level while they take roles of speaking, questioning, discussing, and declaring. Students play the main roles in their learning and a variety of learning activities are arranged for self-development among students to promote more creativity for knowledge and skill enhancements.

8) Students reach academic achievements with meaningful learning

Students are then able to express through speaking, listening, reading, writing, and reflecting Students take part in learning activities and solve or adjust their misconceptions immediately from communications made between peers and teachers .It is viewed as learning by understanding with long-lasting

memories and problem-solving skills along with positive attitudes toward the study and motivation. Students eventually establish more understanding and longer memories

9) Students build rapport with teachers and their peers

This makes the lessons more interesting. Students build good relations between teachers and classmates and gain the communicative skills. As students benefit from reactions in class, they can develop their social experience to work with other people. Students learn to have joint responsibilities, work discipline, and different duties.

10) Students develop positive attitudes and self-esteem

Active learning helps students to learn from what they have practiced through interesting and challenging activities in order to bring them pride and enjoyment. It also develops students in terms of feeling, self-confidence, interest, and self-esteem. Furthermore, students are encouraged to search for the knowledge, attitudes, values and experiences by themselves.

11) Students are enthusiastic, active, happy and joyful

Students will have more interest and pay more attention to the study in a joyful way. These active learning strategies stimulate their curiosity. Students have more enthusiasm in doing activities whether it is an exchange of experiences through speaking, writing, and peer discussion.

2. Discussion

2.1. How to apply the teaching techniques based on active learning for good learner characteristics?

- Giving an assignment for preparation before the study.
- + Assigning students to read the contents or subject matters related to their study in advance.
- + Assigning students to study the video and give them the questions so that they can find the answers by themselves.
- + Encouraging students to provide answers to the subject matters of the next lesson.

- Adopting the teaching techniques contributing to active learning in class.
- + Choosing the techniques which are simple and do not require much time for starting the lesson e.g. “one minute paper” and “think-pair-share”.
- + Analyzing the learning targets and a few teaching techniques.
- Main principles of learning arrangement based on active learning.
- + Choosing the activities suitable for the contents and what students should practice.
- + Emphasizing the importance of reactions among students.
- + Describing the activities and their expected benefits.
- + Allowing students to bear the responsibility and determining the amount of time and budget.
- + Summarizing the main points and exchanging them before starting the new contents.
- Applying the technology for effective learning arrangements to promote the activities based on active learning.

2.2. Should we use Active Learning in an Online Class?

As COVID-19 has spread in many countries posing a serious threat to our health, security and lives, education in schools and universities has also faced unprecedented challenges. Online teaching is becoming the new normal for many schools. This is especially true temporarily with schools affected by COVID-19, but it may be a lot more permanent depending on how social distancing guidelines progress.

Activities for Active Learning in an Online Class as the intersection of three components: doing or observing, information and ideas, and reflective dialogue.

The keys to developing effective online learning activities are to make them: include opportunities for active learning, allow for different types of interaction, sequential so each one builds on the preceding one, include useful feedback on the activities, and include opportunities for students to think and

reflect on what they are learning, how they are learning, and the significance of what they are learning

In a traditional distance education class students would receive books and workbooks via e-mail, ifolio, read and work independently, and mail their work back in for a grader to mark. Teachers also use some apps, which recorded student's text responses automatically such as Acrobat Reader DC or Foxit reader.

In Active learning online classes, the focus is on breaking through those individual forms and providing opportunities for students to actively learn, share, and work with their fellow classmates and the teachers. There are many amazing resources teachers can use for online learning such as Google Meet, Zoom...Zoom is highly recommended but it is not a really safe platform. Zoom allows bringing your classroom online easily. Teaching online with Zoom with engaging features such as video, chat, screen sharing, whiteboard, and recording lessons. Zoom offers a full-featured basic plan for free with unlimited meetings. A wide variety of learning activities in which students engage with the course content are applied. Teachers help foster that engagement. When students sit and passively watch or listen to lectures - whether in person or on video - they are not actively engaging with the content. If students are actively involved in working with the content, they will learn more, be more satisfied, and be more successful in the course.

PART III: CONCLUSION

1. Conclusion

The findings of the study helped confirm the expected benefits of incorporating active learning activities in the classroom to achieve instructional goals in primary school. Although the magnitude of improvements resulting from active-engagement methods may come as a surprise: Teachers are unlikely to see improvements in student test scores, but are likely to positively influence student attitudes and study habits. Studies also suggest that students will retain information longer and perhaps develop enhanced critical thinking, provides a natural environment for developing problem-solving and life-long learning skills. Attendance rates were higher, student retention was stronger and students and parents satisfaction met expectations. As a result, the school is continuing — and improving courses based on active learning strategies for the upcoming academic year.

The data collected show that the results to be quite promising. Most students and faculty members indicated an excitement and appreciation for active learning and considered it to be a valuable learning and teaching method; this appreciation was enhanced when classrooms were held according to Active learning strategies.

Active learning means offering opportunities for children to be involved in play and activities which they find engaging and which support and prompt learning. In the primary school active learning is often presented as moving away from passive listening and replacing worksheets with activities such as counting and adding with model animals, actions, songs and art work to rehearse phonics or problem-solving in a construction project. More specifically, the primary curriculum requirements for the classes included in this study describe active learning as ‘learning which engages and challenges children’s thinking using real-life and imaginary situations. The guidance goes on to list spontaneous play, planned and purposeful play, investigating and exploring, events and real life experiences and focused learning and teaching as

all contributing to this process. Furthermore, it calls for a wide range of resources to be available, space for children to learn through ‘social, sensory, creative, constructive and dramatic activities’ and for learning opportunities to be appropriately paced and challenging in order to meet the needs of individuals. Teachers are asked to plan responsively and intervene with sensitivity. However, there remain expectations of and targets for high score.

2. Recommendations

2.1. Barriers and Remedial Measures for Using Active Learning Strategies

- Sometimes conflicts may appear when students work in group. Teacher should discuss with students and establish rules (describing expectations, respecting time limit, respecting other people’s opinions, etc.) . Teacher can offer a separate seat when somebody is rude; use the sign of silence and don’t give new instructions unless students make silence; tell students to report the activity back to class.
- Teacher cannot cover as much course content in the time available. Admittedly, the use of active learning strategies reduces the amount of available lecture time that can be devoted to content coverage. Faculty who regularly use active learning strategies typically find other ways to ensure that students learn assigned course content (e.g., using reading and writing assignments, through their classroom examinations, etc.)
- Devising active learning strategies may take too much pre-class preparation. The amount of pre-class preparation time needed to implement active learning strategies will be greater than that needed to “recycle old lectures;” it will not necessarily take any more time than that needed to create thorough and thoughtful new lectures.
- Large class sizes prevent implementation of active learning strategies. Large class size may restrict the use of certain active learning strategies (e.g., it is difficult to involve all students in discussion in groups larger than 40) but certainly not all. For example, large classes can be divided

into small groups for discussion activities, writing assignments can be read and critiqued by students instead of the instructor, etc.

- Most instructors think of themselves as being good lecturers. Most instructors see themselves as good lecturers and therefore see no reason to change. Though lecturing is potentially a useful means of transmitting information, teaching does not equal learning; this can be seen clearly in the painful disparity between what we think we have effectively taught, and what students indicate they have learned on the examination papers that we grade.
- There is a lack of materials or equipment needed to support active learning approaches. The lack of materials or equipment needed to support active learning can be a barrier to the use of some active learning strategies but certainly not all. For example, asking students to summarize in writing the material they have read or to form pairs to evaluate statements or assertions does not require any equipment.
- Students resist non-lecture approaches. Students resist non-lecturing approaches because active learning alternatives provide a sharp contrast to the very familiar passive listening role to which they have become accustomed. Change student expectations on the first day and in the syllabus, learn about your students and use out-of-class assignments to prepare for active learning in-class. With explicit instruction in how to actively participate and learn in less-traditional modes, students soon come to favor the new approaches.

2.2. Recommendations to teachers in Active learning at Primary school

Successful and effective teaching requires two basic things. The teachers should be competent to teach the subject allotted to them at the same time, they should follow good techniques of teaching to make the learning fruitful.

Firstly, teachers teach young learners are different from the teacher teaching adult learners. Some qualifications of English teachers in primary schools should be fulfilled.

Secondly, to motivate the students in learning English, the teachers need to understand the students' characteristics because they are still young and they need to get a special treatment from the teachers. Teacher concentrate not only on gifted children but also on the slow learners. Therefore, if the teachers understand their students' personalities, they can encourage their students to be interested in learning English

Thirdly, the English teachers are required to be creative in class because they still have to provide fun learning activities. By identifying each group, they can plan their learning strategy accordingly. Several recommended fun learning activities in teaching English to young learners are storytelling, games, songs, mini role play, and so on. There is a tendency among teachers to blame the students for their poor performance in learning. We can successfully overcome each of the major obstacles or barriers to the use of active learning strategies, and reduce the possibility of failure. Open-minded thought, willingness to ask, reading habit, and curiosity to open a dictionary will make them professional in their expertise, especially teaching primary students.

Finally, English teachers are required to design the class as comfortable as possible because the students like to move around and the Physical movements will dominate the activities. Sometimes, teachers also need to design an outdoor activity to introduce the surrounding environment to the students.

2.3. Recommendations to students in Active learning at Primary school

For students, the students who use a variety of ways and activities can promote learning English. The students should believe that they need motivation to help them learning English. Setting up the right self-concept and clear and concrete study goal play an important role. The learning goal is clear that the

goal can encourage people to struggle for it, unremitting, insist on reaching the purpose.

Firstly, students should set right goal in English learning putting forward that the clear goal of study and the stage for students help them to realize goal one by one. The goal is students' striving direction, and the standard appraised and sign improved in study. To make students fully realize the value of English learning. Establishing the goal of learning English, and develop strong interest in learning English.

Students should establish self-confidence. The students cultivate self-confidence and focuses on training themselves to ask questions, find problems, the ability to solve the problem. And the students can think seriously and actively answer questions, guide the students' divergent thinking and innovative consciousness.

Students should also take part in activity groups. In English classroom, the students should pay attention to join group activities. And the students launch the activity; they can have more opportunity to learn English.

Last but not least, students must develop strong interest in learning English. Interest is one of the important conditions of learning English. Only the students who are determined to learn English well can generate strong interest in learning, so they will be happy and efficient to learn English and obtain good effect of learning English.

Students form good learning habits. The correct learning methods and skills in English learning is an important guarantee of the best effect. In addition, a good habit can help students effectively learning. Students in learning English should pay attention to develop spoken English, autonomous learning English and good writing habits.

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Link:

<http://desrist.org/design-research-in-information-systems/>

APPENDIX

Thank you for taking part in this survey. This survey will help the researchers at better understand the impact of active learning in classroom.

We value your help today.

- This is NOT a test. All of your answers are confidential. No one, not even your parents or teachers, will ever know what you answered. Please be honest when you answer the questions.
- Mark only one option per question unless the instructions tell you to do something else.
- If you do not understand a question, or do not wish to answer a question, please continue to the next question.
- Choose the option that is the closest to what you think/feel is true for you.

1. Did you participate in game - show during the lectures? (Response options for each list item: Yes, No)

If yes, how many times?

If no, why not?

2. Have you ever role played during the lectures?

(Response options for each list item: Yes, No)

If yes, how many times?

If no, why not?

3. How strongly do you agree or disagree with each of the following? (Response options for each list item: Strongly disagree, Disagree, Agree, Strongly agree)

a. My teachers like me and care about me.

b. I often share my opinion with people without being asked

c. I feel my teachers think I am not good at teamwork.

d. I feel free to express myself with my friends.

e. I feel I do things well at home.

f. I like to be with my teachers.

g. I feel I have a choice about which activities to do with my friends.

h. I feel I do things well when I am with my friends.

- i. My friends like me and care about me.
 - j. I feel free to express myself at school.
4. If the choice were up to you, would you take part in the fish bowl activity?
(Response options: Yes, No, I don't know)
 5. About how many hours a day do you usually do think-pare-share activity?
(Response options for each list item: None at all, About half an hour a day, About 1 hour a day, About 2 hours a day, About 3 hours a day, About 4 hours a day, About 5 hours a day, About 6 hours a day, About 7 hours a day)
 6. When you participate in concept map, you enjoy English more. (Response options: Strongly agree, Agree, Disagree, Strongly disagree, I don't know)
 7. When you participate in Categories, you are more active. (Response options: Strongly agree, Agree, Disagree, Strongly disagree, I don't know)
 8. How excited would you do role-play activity? (Response options: Extremely excited, Quite excited, Somewhat excited, Slightly excited, Not at all excited, I don't know)
 9. About how many hours a day do you do the fish bowl activity? (Response options for each list item: None at all, About half an hour a day, About 1 hour a day, About 2 hours a day, About 3 hours a day, About 4 hours a day, About 5 hours a day, About 6 hours a day, About 7 hours a day)
 10. Have you had fun with your peers? (Response options: Yes-lots of fun, Yes-a little fun, No-no fun, I don't know, I did not participate in MY AMES)
 11. When you participate in-group activities, you enjoy English more.
(Response options: Strongly agree, Agree, Disagree, Strongly disagree, I don't know)