تطبيق استراتيجيات التعلم النشط في تدريس الرياضيات واللغة الإنجليزية لطلاب المستوى الأول

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Implementing Active Learning Strategies in Teaching Math and English for Cycle 1 Learners

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الملخص:

يرتكز التعليم على وجود المعلم والمتعلم، والاستراتيجيات والمنهج. يعتبر وجود المتعلم الغير متفاعل هو مشكلة في التدريس. وبالتالي، تهدف هذه الورقة البحثية إلى التحقيق في تأثير دمج التعلم النشط لزيادة إنتاجية الدارسين وفعاليتهم وحافزهم في تدريس الرياضيات واللغة الإنجليزية.

تم إجراء بحث شبه تجريبي. استخدمت ما قبل/بعد الفحوصات للاختبارمستوى الطلاب والمراقبة المباشرة أثناء التدخل واستبيان المعلمين لاختبار فاعلية استراتيجيات التعلم النشطة. اوقد ابدت لنتائج الكمية والنوعية الأثر الإيجابي لاستراتيجيات التعلم النشطة في زيادة إنتاجية الطلاب، الدافع والفعالية. لذلك، يوصى بتدريب المعلمين على الاندماج النشط في تدريس الرياضيات واللغة الانكليزية.

كلمات مفتاحية: التعلم النشط، استراتيجيات التدريس، تدريس الرياضيات واللغة الإنجليزية.

Abstract:

Teaching is based on active teacher, learner, curriculum and strategy. Being a passive learner is a common problem to students as a result of using traditional methods in teaching. Thus, this research paper aims to investigate the effect of integrating active learning strategy to increase cycle 1 learners' productivity, effectivity and motivation in teaching math and English.

Hence, quasi-experiment research was conducted. It utilized pre/posttests to test students' level, direct observation during intervention, and teachers' questionnaire to test their opinion towards implementing active learning strategies. The quantitative and qualitative results
affirmed the positive effect of active learning strategies in increasing students' productivity, motivation and effectivity. Therefore, it is recommended to train teachers t integrate active
learning strategies in teaching math and English.
Keywords: active learning, strategies, math, English.

Chapter I: Introduction

Teaching cycle 1 students could be an interesting experience. Learners at this stage are equipped with active memory and it is the best stage to support them with the basic items they need to progress. One of the essential elements that students need is teaching them literacy and numeracy. These skills enable them to read, write and do simple calculation that they need in their real life. However, it was observable that most of cycle 1 students centers in Beqaa were not able to accomplish these skills. (see pretest results for Eng and math).

Actually, Berk (2015) mentioned that cycle 1 learners whose age is from 7 to 10 years exhibit distinct characteristics across cognitive, social, emotional, and physical development. Cognitively, they prefer hands on activities and concrete examples, with improving memory and problem-solving skills. Their reading and writing abilities advance from learning to read to reading to learn, and their attention spans lengthen with a need for varied activities. Socially, they form stronger, more selective friendships, engage in cooperative play, and better understand social norms. Emotionally, their self-esteem is shaped by successes and social interactions, their ability to empathize grows, and they seek more independence. Physically, their fine and gross motor skills improve, they have high energy levels requiring regular physical activity, and they experience steady growth with increased body awareness. They are curious and enjoy exploring new ideas, benefit from hands-on and experiential learning, and respond well to visual and interactive lessons. Effective classroom strategies for this age group include providing structured environment with clear expectations, engaging interactive lessons, and positive reinforcement to build confidence and motivation.

On the other hand, cycle 1 teachers always complain about passive learners. In this way, Bonwell and Eison (1991) defined passive learners as learners who rely heavily on teachers for knowledge and lack active engagement, face several significant challenges in modern education such as lack of critical thinking, decreased motivation, poor retention: passive learning results in shallow understanding and poor retention of material,

ineffective communication: they miss out on opportunities to develop essential communication skills, increased dependency: heavy reliance on teachers hinders the development of self-directed learning skills, and limited creativity: passive learners rarely explore beyond the curriculum, stifling creativity and innovation. While, in fact, psychological research proved that learners at this stage are equipped with many skills and fresh memory that help them to learn quickly (Piaget, 1964). The question here is whether the problem is in the students' cognitive skills or in the strategies of teaching. This research paper attributed the problem of being passive to the use of traditional strategies that make students passive. This necessitates the use of more active learning strategies that facilities learning and make it more motivational for learners.

Active learning is an instructional approach that engages students in the learning process by encouraging them to actively participate in their own learning. This method contrasts with traditional passive learning, where students primarily listen to lectures. Active learning involves activities such as discussions, problem-solving, case studies, group work, and hands-on projects. The goal is to enhance students' understanding and retention of the material by involving them directly in the learning process, promoting critical thinking, and fostering collaboration and communication skills. (Bonwell and Eison, 2013)

Hence, this research paper aims to investigate the effectivity of implementing active learning strategies for cycle 1 learners to test their effectivity, productivity, motivation and its effect on teachers' performance. By this way, this research paper could be a great help for Math and English students, teachers and for parents to involve passive learners in the educational process. Referring to Bonwell and Eison (2013), active learning strategies benefit a diverse array of stakeholders in education. For students, these strategies enhance engagement and understanding through interactive activities that promote critical thinking and collaboration skills. Educators find active learning beneficial as it allows for dynamic teaching approaches, Immediate feedback, and personalized instruction tailored to diverse student needs. School administrators benefit from potential improvements in academic outcomes and a positive school culture. Parents appreciate the deeper learning and increased motivation active learning instills in their children, fostering stronger home-school connections. Ultimately, active learning contributes to producing well-rounded individuals ready to contribute positively to society. For further insights into effective implementation and benefits of active learning.

Based on the above, this research paper investigates the following questions:

1. To what extent implementing active learning strategies in teaching Math and English could help cycle 1 learner to increase their efficiency, productivity and motivation?
2. To what extent implementing active learning strategies could affect teachers' performance?

Chapter II : Literature Review

Active learning has evolved significantly over history, drawing inspiration from ancient educational practices of dialogue and questioning, particularly championed by figures like Socrates. In the modern era, educators such as John Dewey (1983) emphasized experiential learning and student engagement, shifting focus from passive reception of information to active participation in learning processes. This approach aligns with cognitive psychology theories that highlight the importance of learners' mental processes and interactions with the environment in knowledge construction. Research consistently supports active learning benefits in enhancing student engagement, retention of information, and development of critical thinking skills compared to traditional methods. Furthermore, technological advancements have expanded the scope of active learning, introducing innovative tools and platforms that facilitate dynamic and interactive educational experiences. Active learning strategies are supported by several theories and frameworks that emphasize the importance of learner engagement, interaction, and reflection. Here are some key theories that underpin active learning strategies referring to National Research Council (2000).

Piaget and Vygotsky were the pioneers of this theory in the 19 th century. Constructivist theory suggested that learners actively construct their understanding and knowledge of the world through experiences and thinking. In active learning, students engage in activities that allow them to build upon their existing knowledge and connect new information to prior experiences. This theory highlights the role of learners as active participants in their own learning process. (DeVires,2000). Developed by David Kolb in 1984, experiential learning theory suggests that learning is a continuous process grounded in experience. Kolb learning cycle involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Active Learning strategies often incorporate elements of experiential learning by providing opportunities for students to engage in real-world tasks, reflect on their experiences, and apply their learning in practical contexts.

Building on constructivist principles, social constructivism emphasizes the social and collaborative nature of learning. According to this theory, Vygotsky (1978) said that knowledge is co-constructed through social interactions with others. Active learning strategies that promote collaborative activities, such as group discussions, cooperative learning, and peer teaching, align with social constructivist principles by encouraging students to learn from and with their peers and moving them from ZPD (zone of proximal development). Various motivation theories, such as Self-Determination Theory (SDT) and Expectancy-value Theory,

underscore the importance of intrinsic motivation and personal relevance in learning. Active learning strategies that allow students to make choices, set goals, and see the relevance of their learning to real-world contexts can enhance motivation and engagement.

While controversial in some academic circles, theories such as Learning Styles (e.g., visual, auditory, kinesthetic) and Multiple Intelligences (e.g., linguistic, logical-mathematical, interpersonal) by Gardner (1984). Gardner suggested that individuals have diverse ways of learning and processing information. Active learning strategies that incorporate a variety of activities and modes of presentation can cater to different learning preferences and strengths Active learning strategies go hand in hand with learning and thinking theories and programs them in one tunnel. Hence, it includes a variety of strategies. Active learning strategies encompass a diverse array of approaches that actively engage students in the learning process, promoting deeper understanding and retention of knowledge. Think-Pair-Share encourages active participation by prompting students to individually reflect on a question or topic, discuss their thoughts with a partner, and share their ideas with the whole class. Problem-Based Learning (PBL) immerses students in real-world scenarios where they collaboratively solve complex problems, fostering critical thinking and practical application of knowledge. Case studies provide students with opportunities to analyze and debate real or hypothetical situations, encouraging them to apply theoretical concepts to practical contexts. Group discussions promote collaboration and the exchange of diverse perspectives, enhancing communication skills and critical analysis.

Peer teaching involves students in explaining concepts to their peers, reinforcing understanding and promoting collaborative learning. Role-playing or simulations immerse students in interactive scenarios, fostering empathy, decision-making skills, and contextual understanding. Interactive lectures intersperse traditional lectures with engaging elements like polls or quizzes, providing immediate feedback and maintaining student engagement. Hands-on activities require students to manipulate materials or conduct experiments, facilitating experiential learning and deeper conceptual understanding. The Jigsaw technique encourages cooperative learning by having students become experts on specific topics and teach their peers, fostering responsibility and comprehensive understanding across the group. The flipped classroom model flips traditional learning by having students review lectures or readings at home, freeing up class time for interactive activities and discussions. (Bonwell and Eison ,1991)

Advantages of Active learning Strategies

Interactive learning strategies offer numerous benefits that directly contribute to enhancing students; motivation, productivity, and efficiency in their academic pursuits. Prince
(2004) highlighted the following advantages:

Increase Motivation: Interactive learning strategies actively engage students in the learning process by fostering curiosity, autonomy, and a sense of ownership over their education. Activities such as collaborative projects, problem-solving tasks, and interactive simulations capture students' interest and motivation by making learning relevant and interactive. When students feel motivated to participate and explore topics actively, they are more likely to invest time and effort into their studies, leading to improved academic outcomes.

Enhance Productivity: By promoting active engagement and deep learning, interactive strategies contribute to improved productivity among students. For instance, activities like group discussions and peer teaching require students to articulate their understanding of concepts, which reinforces learning and retention. Hands-on experiments and simulations provide opportunities for practical application of knowledge, encouraging students to experiment, analyze data, and draw conclusions. These experiences not only enhance understanding but also equip students with the skills necessary to complete assignments efficiently and effectively.

Improve Efficiency: Interactive learning strategies emphasize effective time management and task prioritization. Students engaged in activities with clear objectives and deadlines learn to manage their time wisely to meet project milestones or prepare for discussions. For example, collaborative group work encourages division of tasks and collective problem-solving, optimizing efficiency in completing assignments and achieving learning goals within specified timelines.

Develop Critical Skills: Interactive learning fosters the development of critical thinking, communication, and collaboration skills essential for academic success and beyond. Students engaged in discussions and debates learn to analyze information critically, evaluate evidence, and construct persuasive arguments. Collaboration on projects enhances teamwork and communication skills as students negotiate roles, share responsibilities, and achieve common objectives. These skills are transferable to various academic tasks and future professional endeavors, enhancing overall efficiency and productivity.

Personalize Learning Experiences: Interactive learning accommodates diverse learning styles and preferences, providing opportunities for personalized learning experiences. Students can engage with content

through activities that align with their strengths and interests, fostering a deeper connection to the material and enhancing intrinsic motivation. Personalization in learning encourages students to take ownership of their educational journey, leading to increased efficiency in mastering complex concepts and applying knowledge in different contexts.

In summary, interactive learning strategies not only increase motivation and engagement but also enhance productivity and efficiency by promoting active learning, developing critical skills, encouraging effective time management, and offering personalized learning experiences. These benefits collectively contribute to fostering a positive learning environment where students are empowered to achieve academic success and thrive in their educational pursuits.

Disadvantages of Active learning strategies:

While active learning strategies offer many benefits, they may also present certain challenges and disadvantages that educators should consider. Bonwell and Eison (1994) reported the following disadvantages.

Time-Intensive Preparation: Designing and implementing active learning activities can be more time-consuming for educators compared to traditional lecture-based instruction. Activities such as group work, simulations, and hands-on experiments require careful planning, resource preparation, and coordination to ensure they align with learning objectives and engage students effectively.

Logistical Challenges: Managing logistics in large classrooms or with diverse student groups can be challenging. Activities that involve group work or collaborative projects may require effective classroom management strategies to ensure equitable participation, address conflicts, and monitor progress.

Coverage of Content: Active learning strategies may prioritize depth over breadth, potentially limiting the amount of content that can be covered within a given timeframe. Educators may need to carefully balance the depth of learning with the need to cover essential curriculum topics and meet course requirements.

Student Resistance or Unequal Participation: Some students may resist active learning approaches if they are accustomed to more passive learning environments. Additionally, ensuring equitable participation among all students in group activities can be challenging, as some may dominate discussions while others may be less engaged.

Assessment Challenges: Assessing student learning in active learning environments can be more complex than in traditional settings. Educators may need to develop alternative assessment methods that effectively measure students' understanding, critical thinking skills, and application of knowledge gained through

active learning activities.

Resource Constraints: Limited access to resources, such as technology, materials for hands-on experiments, or adequate space for group activities, can pose barriers to implementing certain types of active learning strategies effectively.

Faculty Resistance or Training Needs: Educators who are unfamiliar with or resistant to active learning approaches may require professional development and training to effectively implement these strategies. Faculty development programs and support resources may be needed to build confidence and proficiency in using active learning methods.

Potential for Noise and Distractions: Active learning activities can create a dynamic and energetic classroom environment, but they may also lead to increased noise levels and distractions. Educators may need strategies to manage noise levels and maintain a focused learning atmosphere during collaborative and interactive activities.

Despite these challenges, many educators find that the benefits of active learning outweigh the disadvantages, as these strategies promote deeper learning, critical thinking skills, and student engagement. A

Addressing these challenges through thoughtful planning, effective classroom management, and ongoing professional development can help maximize the effectiveness of active learning strategies in diverse educational settings.

Chapter III: Methodology of the research

This research paper aims to investigate the efficacy of implementing active learning strategies for teaching English and Math for cycle 1 learners. It used quasi experimental research. A Quasi-experimental research is similar to experimental research in that there is manipulation of an independent variable. It differs from experimental research because either there is no control group, no random selection, no random assignment, and/or no active manipulation (Kothari, 2004). This research paper doesn't use control group since our aim in the project is to benefit all the students by intervening active learning strategies in the curriculum and testing its efficacy quantitatively (pre/posttests, teachers' survey) and qualitatively by (direct observation, survey and students focus group).

Sample

This research paper aims to test the efficacy of active learning strategies, so its main **t**arget is teachers and students. The population is 30 teachers and 480 students. The whole population was our target sample.

First, 30 teachers who teach Math and English for Syrian refugees at six learning centers at Makani centers at Beqaa. All of them have BA either in English or math and have experience at least 3 years in public and private schools. They were trained on the use of active learning strategies. Then, we provided them with printed kits to facilitate their use. As education officer, I observed the use of the materials inside the classrooms and always urged teachers to use them. After that, a questionnaire was distributed to them to test their opinion towards the intervention **m**ethod used.

Second, the learners are Syrian refugees, cycle 1 students at six centers in Beqaa, Makani project. Their number is 480 students distributed on 6 centers, 19 section. Their age is from 7 to 10 years. Their literacy rate was low which is verified by a pretest. They started based learning literacy program from September 2024 to July 2024. Then, a post test was conducted to check their development.

Data collection

To collect data, the researcher used triangulation methods. Helen Noble and Roberta Heal (2019) asserted that a research could use triangulation which is more than one method to check up more credibility and validity.

Pre/post test results:

At the beginning of the cycle 1(Sep 2023), we did pretest to check students' proficiency in math and English. Then, by the end of cycle 1 we did midterm exam (December, 2024). We started cycle 2 on December and we did posttest (July 2024). We took the percentage of success at pre / mid and posttests in both cycles. Then, we compared students mean difference between both cycles by using descriptive statistics techniques.

Questionnaire:

Questionnaires play a crucial role in research and data collection by providing a structured and systematic method to gather information from respondents. One of the primary advantages of questionnaires is their efficiency in collecting data from a large number of individuals or organizations (Fowler ,2013). This research used a questionnaire that was distributed to 30 teachers who shared in the intervention plan. It aims

to investigate their attitudes towards active learning strategies used. It has three sections: general information, effect of active strategies on students' performance (effectivity, productivity, and motivation) and on teachers' performance and it was analyzed quantitatively and qualitatively.

Direct observation checklist:

Direct observation is a valuable research technique that provides firsthand, real-time data about behaviors and interactions as they naturally occur. Researchers can use direct observation to validate or complement findings obtained through other research methods, enhancing the reliability and validity of their research outcomes (Emerson et al. 2013). In this paper, as education officer, I attended several classes where active learning strategies were used and took notes on the teachers and students' performance. I also put a list were teachers record each time they used interactive strategies. Then, I took the frequency rate for each teacher.

Data Analysis

To achieve the reliability of the research, the data was analyzed quantitatively and qualitatively.

Quantitative analysis

Pre/posttests results

Table 1 shows the pre/post tests results. It shows that the pre test results were low in English (3.6) and Math (5.7) over 30 . After implementing the active learning strategies, the post test results were increased to 15 in English and 17 over 30 in Math which indicates that we 38% progress.

Table 1:prepost results

	Pretest cycle 1 Average /30	**Midterm /30 Post cycle 1 /precycle 2**	**Post test cycle 2 Average /30 (with students who dropped out)**	**Progress percentage (pre_post)**
English	3.6	22.5	15	38%
Math	5.7	17.1	17	38%

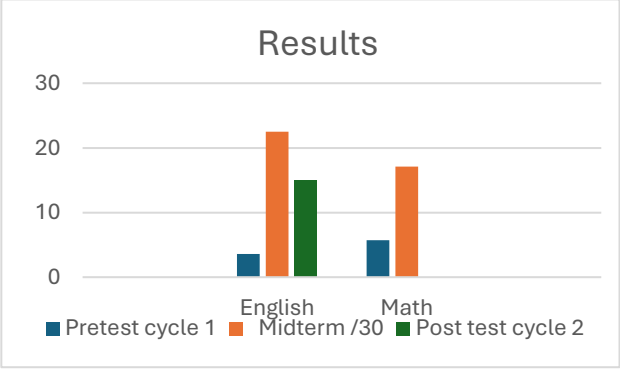


Figure 1:pre/post test results

To achieve the reliability of the results, a t test was done, it shows that value (7.8) is between the mean difference (4.6& 16) and the p value is 0.07&; 0.05. Therefore, the results are significant and we confirm the alternative hypothesis which asserted that interactive learning strategies increase learners' productivity.

Table 2: t test pre/post

Mean difference 1	T value	Mean difference 2	P value
4.6	7.8	16	0.07

Questionnaire Results:

The questionnaire aim was to check the teachers attitudes towards active learning strategies application. It has three parts. The first two parts were analyzed quantitively while the third pat was analyzed qualitatively. The first part shows the demography analysis of the teachers. It shows that 15 Math teacher,10 English teachers and two teachers teach both. They implemented active learning strategies at 6 centers as shown in the following figures.

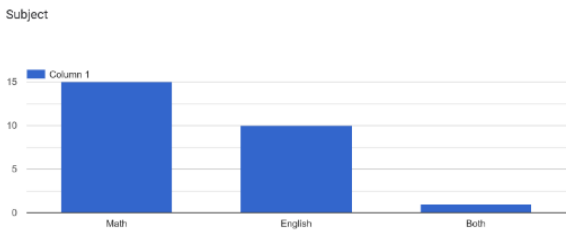


Figure 2: Subjects

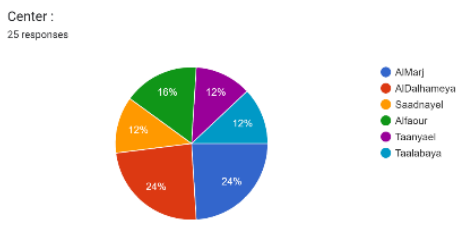


Figure 3: Centers

The second part shows the effect of active learning strategies on students' effectivity, productivity and motivation. It shows that students use many strategies. the most used one is thepopcorn (84%), the hen (55%), and the magician (55%) strategies. According to effectivity, the majority of the teachers agree that active learning strategies are measurable, and they can be resourced (80%), while 50% only agree that they are related to the objectives. They strongly agree that the students respond to them. According to productivity, students affirmed that student's performance, tasks number are increased and they can gather more data about student English Math performance (80% agree & strongly agree). While only 50% complain that they are time

consuming. Regarding motivation, nearly 90% agree that students are attracted and feel happywhile applying interactive strategies, while 50 % affirmed that these activities develop orientation during learning.

Part three of the questionnaire shows the effect of these strategies on teachers' performance. This section was evaluated quantitativly and qualitatively. quantitative analysis the bar diagram shows that 70% agree that these strategies were motivational, facilitate their work, and they recommend it to others. They also disagree that they used them just because they were ordered to do and they are time consuming.

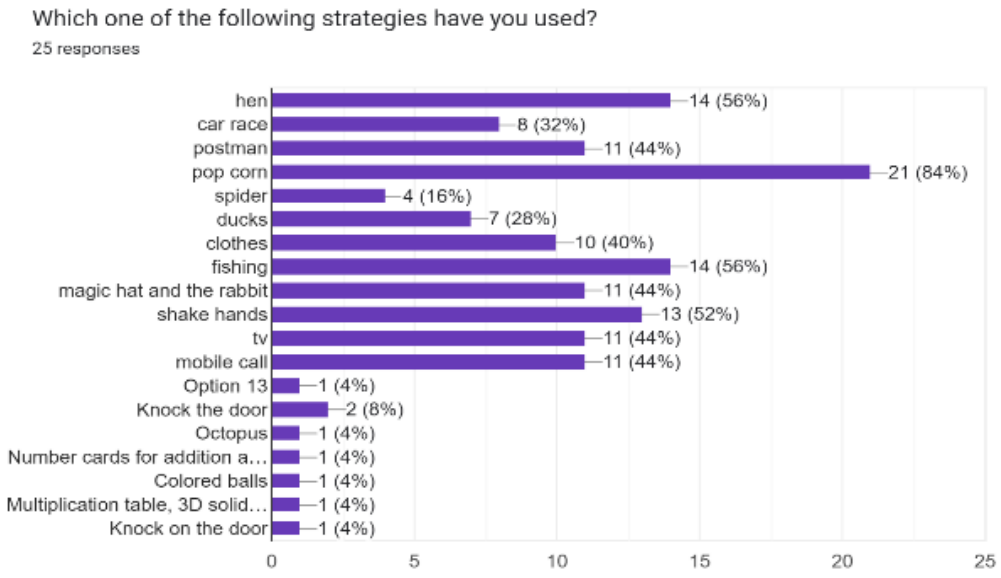


Figure 3: favorite strategy

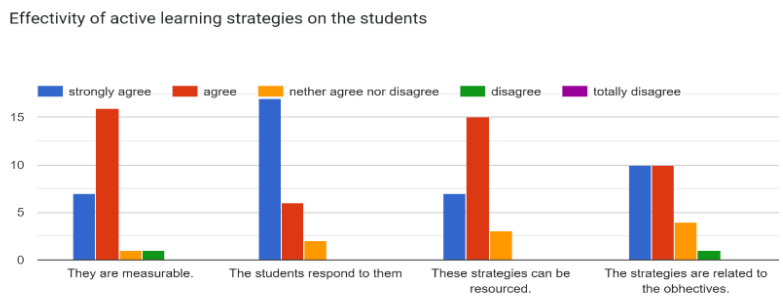


Figure 3: Effectivity

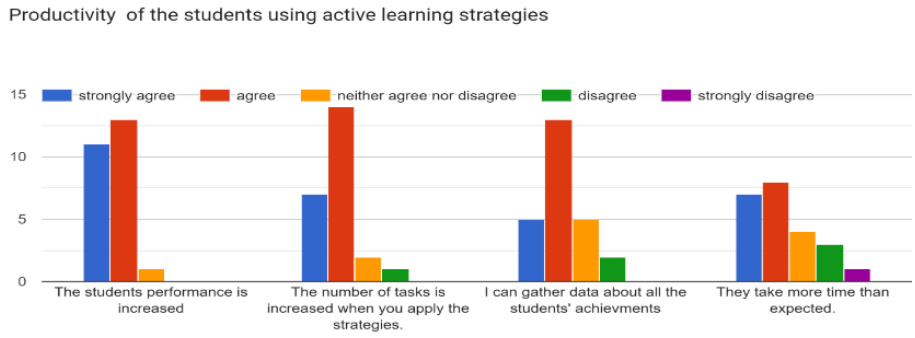
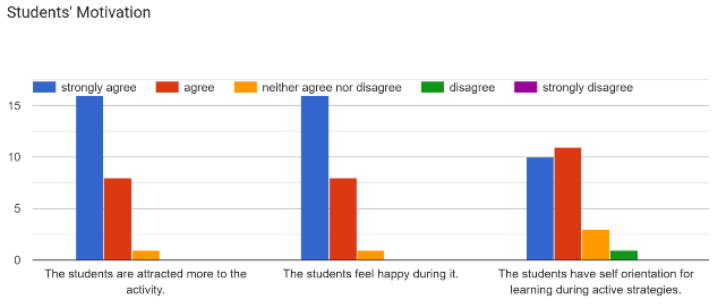


Figure 4: Productivity



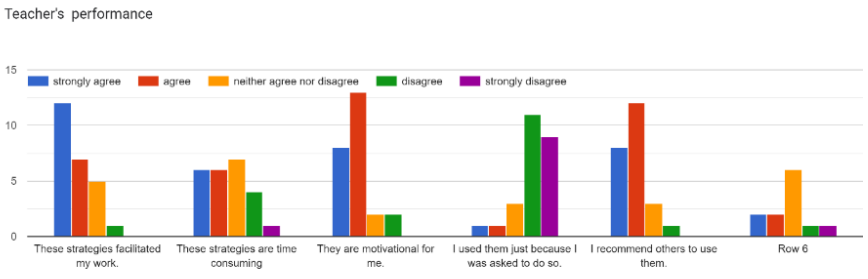


Figure 5: teacher's performance

Qualitative analysis

For qualitative analysis, teachers in part three of the questionnaire were asked open questions to express freely their attitudes. Based on the responses provided regarding the effectiveness and preferences for different teaching strategies. Teachers gave positive feedback on their effectiveness. Many educators highlight specific strategies such as ;Popcorn, ;Fishing,;;Phone,; and; Knock the Door; as effective in engaging students and enhancing learning outcomes. These strategies are noted for their ability to motivate students, foster active participation, and facilitate deeper understanding of the material. Strategies like; Popcorn; are praised for their ease of use and applicability across various subjects, including math and vocabulary. Second, teachers affirmed Engagement and Motivation of these strategies. Several strategies, such as ;Shake Hands,; ;TV Strategy,; and ;Phone,; are mentioned for their ability to attract student interest and create a positive learning environment. The use of technology (e.g., phone) and interactive activities (e.g., shaking hands)are seen as effective in generating a variety of responses and opinions from students. Third, the teachers affirmed Customization and Adaptability of the strategies. Educators appreciate the versatility of these strategies, noting that each can be tailored to fit specific lessons and learning objectives. This adaptability promotes collaborative learning, encourages competition, and challenges student skills, which contributes to their enjoyment and engagement with the activities. Forth, according to Personal Preferences, while all strategies are acknowledged as beneficial, educators' express preferences based on their experience and the perceived impact on student learning. Strategies that surprise students (e.g., ;Knock the Door;) or involve physical and mental engagement (e.g., ;Fishing;) are particularly favored for their novelty and effectiveness in different instructional contexts.

Based on the provided responses detailing how educators explain, practice, and use active learning strategies in their teaching. First, educators employ a diverse range of active learning strategies such as sorting cards, competitions, interactive games, and collaborative group work.

This variety indicates an effort to engage students through different approaches tailored to lesson objectives and student preferences. Second, many educators follow a structured approach in implementing active learning strategies. Third, strategies are introduced and explained clearly to students, ensuring they understand the purpose and process involved. forth, Educators often model the strategy or provide guided practice sessions where students learn by example before attempting independently. Students then apply the strategy independently or in groups, fostering autonomy and critical thinking. Forth, Throughout the process, educators monitor student progress and provide feedback to support learning and address challenges. Fifth, strategies are integrated into lesson plans as warm-ups, applications during lessons, or as part of lesson

closures. This integration helps reinforce lesson content, promote active participation, and provide opportunities for students to apply knowledge in practical contexts. Six, strategies are adapted based on lesson content and student needs, demonstrating flexibility to align with varying levels of complexity or learning styles. Some educators use active learning strategies for evaluation purposes, allowing students to demonstrate understanding through practical exercises or group activities. This approach encourages active engagement and facilitates deeper learning.

Based on the responses provided, here is an analysis of the challenges faced while using active learning strategies: First, several respondents mentioned time-related challenges, such as the strategies being time-consuming or having constraints in managing time effectively during class activities. Second, there are issues related to managing a large number of students or handling classroom dynamics, including emotional responses and behavior management, were highlighted as challenges. Third, some respondents noted that not all strategies were suitable for certain levels or required adaptation for different student abilities, particularly higher-level or slower-paced students. Moreover, teachers complain about difficulties in ensuring equal participation among all students, dealing with students who are slow to apply strategies, or managing student behavior when not all adhere to rules were common challenges. Challenges included the complexity of strategies that required individual explanations, as well as the need for more attention to certain students who required additional explanations or support.

To overcome these problems, educators suggested some strategies. Educators emphasize the importance of thorough planning and preparation before implementing active learning strategies. This includes: Planning activities in advance to avoid time wastage and ensure smooth execution. Clarifying student responsibilities and expectations clearly to enhance understanding and participation. Repeating strategies with different skills to reinforce learning and ensure comprehension of each step. Strategies are strategically integrated into the latter part of lesson plans, indicating a deliberate approach to using them as a culmination or reinforcement of lesson content. While some educators report no challenges, others address issues such as time management, student behavior management, and ensuring participation. Time management involves allocating specific time slots for interactive activities within the lesson plan framework.

Managing student behavior includes giving warnings, providing incentives for positive behavior(e.g., trophies), and using strategies like calming students down or giving them turns to maintainorder and engagement. Strategies are designed to enhance student engagement and motivation: Recognition and incentives such as giving titles (e.g. Queen of Math,; &King,&;) and documenting student progress through

photos or awards are used to motivate and acknowledge student achievements. Group activities and competitions are employed to foster collaboration and peer learning, such as dividing balls among groups and checking each other solutions. Educators sometimes modify strategies based on preparation or classroom dynamics, ensuring flexibility in implementation while maintaining effectiveness.

Direct observation: As education officer, the researcher conducted classroom visits and took notes on active learning application. Teachers filled in a list and record videos whenever the used these strategies. Analyzing these videos and list revealed that most of the teachers were motivated to use them and the students' motivation and productive were increased as they learn and play. This will facilitate retention of the information.

Conclusion

The issue of passive learners among Cycle 1 students (aged 7-10) seems to stem largely from traditional teaching methods that encourage dependency on teachers for knowledge.

Passive learners exhibit challenges such as shallow understanding, poor retention, ineffective communication skills, increased dependency, and limited creativity. This raises a critical question: Is the problem rooted in students themselves or in the teaching strategies employed?

The qualitative and quantitative results revealed that implementing active learning strategies not only benefits students but also supports teachers in delivering dynamic lessons, providing immediate feedback, and catering to diverse learning needs. Thus, addressing the issue of passive learners in Cycle 1 involves shifting from traditional teaching approaches to more active learning strategies. This shift has the potential to transform educational experiences, making learning more engaging, effective, and meaningful for both students and educators alike.

According to the first research question, to what extent implementing active learning strategies in teaching Math and English could help cycle 1 learner to increase their efficiency, productivity and motivation?

Active learning strategies enhance student engagement, encourage participation, and support deeper comprehension of educational content. Educators value strategies that are versatile, motivating, and adaptable to various subjects and classroom dynamics, ultimately fostering a dynamic and effective learning environment.

According to the second research question, to what extent implementing active learning strategies could affect teachers' performance? Active learning presented a thoughtful approach to using active learning

strategies to enhance student engagement, facilitate learning through interactive experiences, and promote a deeper understanding of lesson concepts. Educators' structured approach and adaptability highlight their commitment to creating dynamic and effective learning environments tailored to the needs of their students. While some respondents reported no challenges or minimal issues with active learning strategies, others highlighted significant hurdles related to time management, classroom dynamics, resource availability, and student engagement. Addressing these challenges may require strategic planning, adaptation of strategies to suit diverse student needs, and effective classroom management techniques to maximize the benefits of active learning approaches

In summary, the analysis reveals a systematic approach to implementing active learning strategies, emphasizing careful planning, effective integration into lesson plans, management of challenges, and strategies to enhance student engagement and recognition. Educators proactive measures contribute to creating a conducive learning environment that promotes antiparticipation, reinforces learning outcomes, and supports student development

The evolution of active learning traces back to ancient educational practices, notably championed by figures like Socrates, and continues with modern educators such as John Dewey emphasizing experiential learning and engagement. Active learning aligns with cognitive psychology theories emphasizing learners; mental processes and interactions in knowledge construction. Research consistently supports active learning for enhancing engagement, retention, and critical thinking skills over traditional methods. Technological advancements further enhance active learning through innovative tools and platforms.

Active learning strategies are supported by key theories: Constructivism (Piaget, Vygotsky), Experiential Learning (Kolb), and Social Constructivism (Vygotsky), emphasizing learners active roles, experience-based learning, and collaborative knowledge construction. Motivation theories (e.g., SDT) and learning styles theories (e.g., Multiple Intelligences) also inform effective active learning practices by enhancing intrinsic motivation and accommodating diverse learning preferences.

Active learning strategies include various activities such as Think-Pair-Share, Problem- Based Learning (PBL), case studies, group discussions, peer teaching, simulations, and interactive lectures, all promoting deeper understanding and practical application of knowledge.

Hence, it is recommended to provide comprehensive training and ongoing professional development for teachers to effectively implement active learning strategies. This should include workshops, seminars, and mentoring to enhance confidence and proficiency in using these methods. Moreover, it advisable to integrate

active learning strategies into the curriculum design and lesson planning process. Ensure alignment with learning objectives and standards to maximize relevance and effectiveness. Provide teachers with necessary resources and materials to facilitate active learning activities, such as technology tools, manipulatives, and structured lesson plans. This support can streamline implementation and enhance engagement. In addition to that, we have to develop strategies for effective classroom management during active learning sessions. Focus on techniques to promote equitable participation, manage group dynamics, and maintain a positive learning environment. Align assessment methods with active learning strategies to accurately measure student understanding, critical thinking skills, and application of knowledge. Incorporate formative assessments and feedback loops to monitor progress effectively. Finally, researchers has to conduct ongoing research and evaluation to assess the impact of active learning strategies on student outcomes, teacher performance, and overall educational effectiveness. Use data-driven insights to refine approaches and inform decision- making Implementing these recommendations can enhance the effectiveness of active learning strategies in fostering engagement, critical thinking, and academic success among Cycle 1 learners, thereby creating a more enriching educational experience for all stakeholders involved.

Further research is needed to investigate the development of 21st century skills (e.g., collaboration, communication, critical thinking, creativity) through active learning strategies. Assess how these skills are fostered and their transferability to real-world contexts.

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