Graduation Project

The Effectiveness of Active Learning Strategies in Developing English Language for Eighth Elementary School Students in Dammam

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I certify that all material in this proposal is my own work.

Signature:

Alia, April 20, 2015

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Abstract:

This study focuses on the relationship between active learning and development English language for Eighth Elementary school students in Dammam, and whether that relationship is active to help demonstrate the advantages of using active learning.

This project will be conducted on 20 students. Students will be divided into two groups of 10. Each group will have the same texts to learn. The difference is that the students from the first group will be taught using active learning strategies. Each group will have the same amount of teaching time for the subject to better know and understand the relationship between active learning and the development of English language skill.

To achieve the intention of the study, was used the English test and was verified reliability and validity in appropriate ways the results of the research.

There is an existence of differences between the results of students in the two study groups in the improvement of the English language and academic achievement, for the experimental group.

Introduction:

Learning English is essential these days, and to learn from an early age is critical as it is like making an inscription on the stone within a child's mind. There are several learning methods such as active learning.

What exactly is active learning?

An educational process where students become actively engaged in assimilating the material being taught rather than absorbing it passively in a lecture format

Active learning is not only listening, but it also involves discovering and processing in various forms.

Active learning can play a valuable role for English language beginners in improving their English language skills. It helps extend one's vocabulary, and it allows one to learn words and phrases in a fun and easy way.

According to (Paulson, 1999) Active Learning" is anything that students do in a classroom this includes, listening, practices, and writing exercises"[1]

Many have wondered why active learning is necessary for school students this day!

The students of now are different from their predecessors of students they have directed more at the technology in light of the vast amount of information and the accelerated pace of scientific progress.

All these challenges required to a review of the method of education and Find entrances to development a learning style from traditional to Active learning

The development of a way of learning that encourages students to take more responsibility in dealing with this quantum unlimited knowledge. Active learning focuses on the principle of learning through active work that promotes a deeper level of learning that helps students understand the educational materials better.

An aphorism of the Chinese philosopher Confucius (551 BC / 479 BC) contains a key to overcoming the barrier to merging active learning techniques into the classroom

"I hear, and I forget. I see, and I remember. I do, and I understand" [2]

When students understand the subject content deeply, they recognize main concepts and understand the relationships among ideas.

Active learning techniques can help smooth the limitations of most classroom situations.

Literature Review:

English is the primary language over the world, and it is crucial to selecting Technique for learning it, In fact, there are as much active learning methods techniques available as there are definitions of active learning.

The following are some of the definitions presented by experts in the field of active learning:

- "All learning is in some sense active, but active learning refers to the level of engagement by the student in the instructional process" (Fern et al. 1993).
- "Active learning is an effort to make learning authentic" (Carson 1995). [3]

- "Active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves and ideally lends itself to a more diverse range of learning styles" (Dodge 1996).
- "Active learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing, and applying information" (McKinney, 2007).
- "Active learning is comprised of student-centered environment that raises student's motivational level to stimulate thinking and go beyond facts and details" (Brody, 2009). [4]

What are some strategies for transforming the traditional study into the interactive study?

Active learning can be realized through a variety of instructional strategies, some of which as follows:

1) Brainstorm:

Brainstorming is a way of active learning, whereby students are required to mention what they know about the subject by generating ideas related to it. In brainstorming, however, students are encouraged to think thoroughly about what they know by forming creative connections between prior knowledge and new possibilities.

2) Think / Pair / Share:

Think/Pair/Share is another widely used and highly effective way of promoting brief structured group interaction within traditional lecture sessions. It involves a pair of students attempting to solve a particular problem together by asking one another questions about it and sharing their ideas as to the best way to solve the problem. It can also be used to complete assignments. This activity works well with pre-planned questions and with ideas that emerged during a workshop from a larger group discussion. The objectives of this type of activity engage the students with the material on an individual level, in pairs, and finally as a large group. The exercise can also help organize prior knowledge a student possesses regarding a particular subject. [5]

3) hot seat:

In this activity, one student is chosen to come to the front of the class and take the "hot-seat." and students Questions him.

4) One Minute Paper:

One-Minute Papers are learning and teaching strategy where the learners are asked one or two quick, but deep questions on the material covered. (Angelo and Cross-1993) recommend asking questions designed to make a student think critically and fast. [6]

5) Discussion groups:

A teacher can hold discussions with any class size although it is usually more effective, in controlling smaller groups of students. A more focused environment allows the guidance of a teacher to be more effective, and it encourages learners to have a discussion using their critical thinking skills on the subject.

6) Learning cells:

Marcel Goldschmidt of the Swiss Federal Institute of Technology in Lausanne (Goldschmidt, 1971) developed the learning cell.

A learning cell is a process of active learning where a pair of students alternate asking and answering questions about commonly read materials. To prepare for the task, the students will read and write down questions that they have about the reading. [7]

As for language learning, it helps a student to learn English more quickly by being more engaged with the material taught in the previous class, thereby reinforcing it.

7) Ice Breakers:

Icebreaker activities are meant to initiate a thought or a discussion on a particular topic.

8) Collaborative learning groups:

A cooperative learning group is an advantageous way to learn English with different materials for different classes. It is where assign students in groups 4 to 6 persons, and they are given an assignment or task to work on together.

**Benefits of Active Learning in Developing English Language Skills**

There are many positive effects of active learning on students' learning outcomes:

1- Speed the access of students to the knowledge, which is learning key.
2- Increase students' self-reliance and self-confidence.
3- Active learning is more motivating than passive for most learners.
4- Students learn strategies for learning by observing others.
5- Students learn English faster through other while learning.
6- The student returns to follow work rules and learn the discipline.
7- Develop regular relations between the students and each other.
8- Develop a desire to learn and proficiency.

Significance of Research:

❖ English has become an essential for each learner all over the world. This study is considerably important because it indicates the positive aspects of active learning, as well as demonstrating how much of an impact it has on the development English language skills over traditional learning methods.

❖ The teaching method is the base upon which the success of the educational process is built, and active learning be useful in solving problems related to the implementation of the curriculum while remedying student achievement.

❖ The most recent trends in education affirm the success of learning through taking on the role of an active learner in the learning method, as opposed to the passive student.

The diagram below indicates the difference between the effectiveness of passive and active learning.

Dale's Cone of Experience
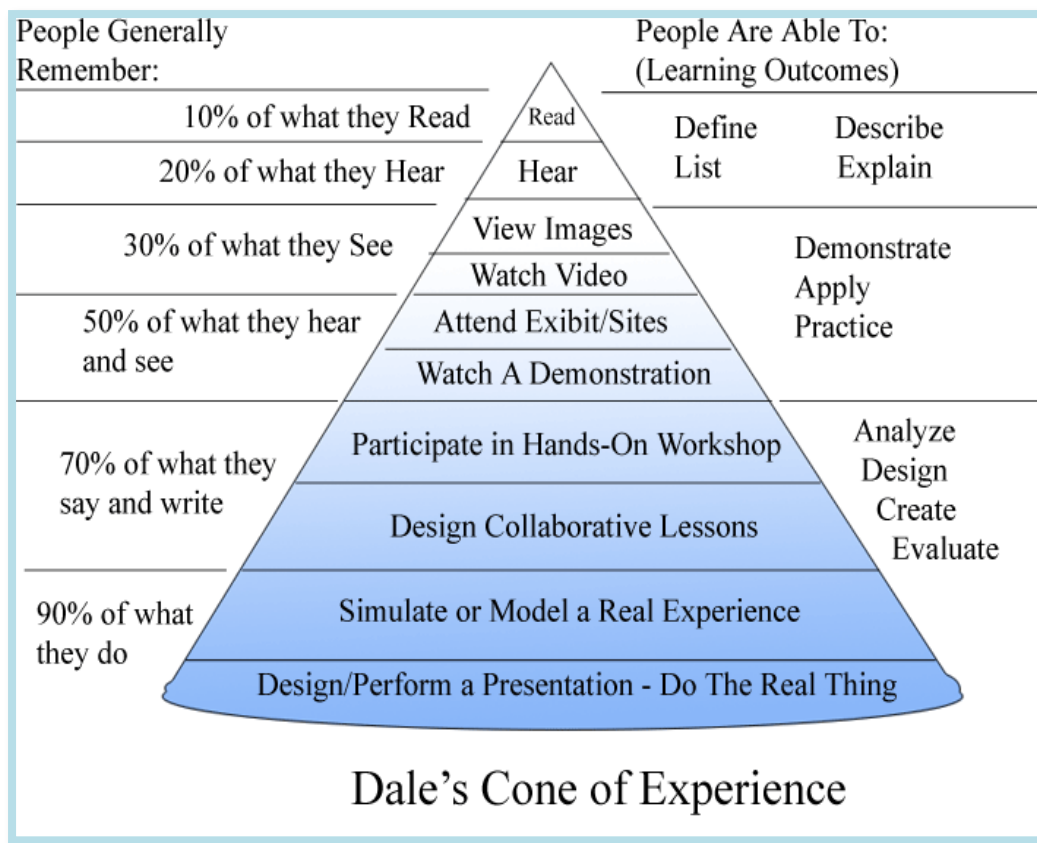
"Cone of Learning adapted from Edgar Dale (1946)" [8]

Research Questions:

The present study attempted to answer the following questions:

- What is the influence of using active learning strategies on English language development in school?
- To what extent can active learning strategies be efficient in improving student motivation for the students of the Eighth Elementary School in Dammam?

Research Methodology:

In order to demonstrate the benefits of using active learning on developing English language skills for students, this research was applied to 20 students. Students were divided into two groups of 10 each group was given the same texts to learn. The difference between the two groups was that the first group was taught English language skills through various strategies of active learning while the second group

was taught through conventional teaching methods. Each group had the same amount of instruction time.

At the end of the semester, a standardized test was given to both groups, and the test results determined the level of academic achievement for the two groups. Was done in order to know the relationship between active learning strategies and the development of English language skills while at the same time indicating the effectiveness of active learning in conventional (passive) learning.

At the same time, a questionnaire was distributed to a sample of teachers, and a set of interviews was conducted with them. All meetings took place in the school. The responses of the teachers gathered through the questionnaire and interviews were then analyzed and compared with the control group where active learning techniques were not used. Those who participated in the study were compensated with a small gift as a token of appreciation.

Ethical Consideration:

There are interviews after obtaining formal consent from the school administration, and participants to complete the research. It will be not compulsory to answer any question or to disclose names of any personal information they do not want to choose relevant and appropriate texts that supported the learning of various English language skills. It was imperative to create a very safe and comfortable learning environment so all participants would partake in this research in a fun and convenient atmosphere.

Limitations of Research:

The study follows the scientific search methodology and, done in the Eighth Elementary School in Dammam for girls.

Moreover, a meeting with some teachers of the students who used the active learning strategies in their learning, and they indicated that it had a positive effect on their children in terms of English language acquisition.

Expected Results:

According to expectations, there will be a clear and significant improvement in the English language for students who have used active learning and the students will get excited to join others and perform activities in the classroom environment. The student's interaction during the play will inevitably be beneficial in terms of improving their language skills, improve their communication and comprehension, and break their shyness to use the language. The students will also acquire more vocabulary and terms and get the better pronunciation. Most of the teachers will approve and recommend this delightful and effective method more often to be used in teaching their classes after the evaluation results.

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<u>Appendix:</u>

Interview/Feedback Questions:

1) What kind(s) of strategies do you currently use in class?

2) Did you find that active learning helped in developing English language skills?
   Yes   No

3) Did you support your students to learn English through active learning strategies?
   Yes   No

4) Did you feel more comfortable with using active learning strategies?

5) Have you found more efficient means for teaching English ?

6) Did you have any problems with using it?

7) What kind of impact has it had on your students?

   Positive   Negative

8) Would you recommend using active learning?

https://www.surveymonkey.com/s/MZ5YHSV

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