

# The Impact of Active Learning as a Teaching Strategy from the Perspective of Overseas Filipino Teachers across the United Arab Emirates

John Rey L. Torres

**Abstract**— This study investigated the impact of active learning as a teaching strategy from the perspective of 20 overseas Filipino teachers across the United Arab Emirates. It delved into the perceptions of the teachers from the different schools across the UAE using the five whole child tenets, as well as in different international schools offering different curricula. The study employed the IPO model to show, analyze, and document the process of the research and how its output yields benefit to school administrators, curriculum and instruction developers, section heads, teachers, students, and researchers. The study used a quantitative research design to examine the impact of active learning approaches on teaching. An adapted questionnaire was utilized to gather the data for this study. The research items were answered using the 5-Likert scale and analyzed using frequency and mean. The study found that most Filipino teachers use an active learning approach in schools. Respondents underscored a positive attitude towards the use of active learning strategies. They were of the opinion that utilizing active learning methods is crucial, as it makes students participate in discussions, integrate their learning experiences, and raise their interest in learning. Besides, teachers underlined the paramount significance of active learning as it helps them improve their teaching methods. Though teachers showed a positive attitude towards the utilization of active learning strategies, there were a number of factors hindering them from utilizing the approach properly. These included a lack of enough training and experience, an inadequate budget meant for the purchase of instructional materials, and a shortage of enough seats for the students. Based on the findings of this study, this study recommended professional training for teachers, revised department plans favouring the implementation of ALS in schools, and conducted similar studies from the perspective of students.

**Index Terms**— active learning, Filipino teachers, impact of ALS, teaching strategy.

## I. INTRODUCTION

The rapid changes and increased complexity of today's world present new challenges and put new demands on the education system. There has generally been a growing awareness of the necessity to change and improve the preparation of students for productive functioning in this continually changing and highly demanding environment. In confronting this challenge, it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, uniform approach can be applied with the expectation that significant improvements to the system will occur.

Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action.

The term "active learning" is certainly not a new one. It has become increasingly common in college classrooms in recent years. The result has been a tremendous amount of research on the topic. Numerous studies have supported the benefits of active learning with regard to its impact on teaching and student learning. However, researchers have interpreted it in various ways. Michael Prince (2004) defined active learning as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Prince, 2004). Prince's definition is drawn from foundational work done by Bonwell (2000) and Eison (2010), which has been widely accepted by academic institutions.

### Active Learning

Active learning is an instructional method that differs significantly from traditional teaching methods. While traditional teaching methods involve the passive intake of information, active learning prioritizes student-centred learning over passive listening and memorization. Active learning encompasses various teaching strategies such as role-playing, problem-solving, polling, debates, group work, case studies and simulations. These practices allow students to work with concepts repeatedly in various ways with immediate feedback. Rather than just sitting and listening, active learning involves student participation and interaction with the learning process. Active learning promotes student engagement and understanding and leads to a deeper understanding and connection with the material. It involves doing and thinking about the things being learned. One of the most significant benefits of active learning is that it drives deeper learning outcomes. Studies have supported the benefits of active learning in regard to its impact on teaching and student learning. Active learning involves hands-on activities, quizzes, and assessments, enabling instructors to evaluate learners' understanding of the training topics immediately. Active learning allows for identifying whether

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the training method is working or not, empowering learners to speak up in class and provide feedback about their learning process. Additionally, active learning techniques aim to promote critical thinking, problem-solving, and collaboration among students. It is a pedagogical technique coined by professors Charles Bonwell and James Eison, which involves engaging students in higher-order thinking, whether by reading or writing about the task at hand or by discussing it. Active learning approaches are being increasingly used by instructors in teaching, as it involves teaching that is less about imparting information to students via lecture-based learning and more about developing skills.

### Importance of Active Learning in the current educational landscape

Active learning is an essential component of the current educational landscape, as evidenced by a growing body of research. Listening to formal presentations in the classroom is not enough for students to learn effectively, and students must engage in reading, writing, discussing, or problem-solving to be actively involved in learning (Nguyen et al., 2021). Active learning helps students process ideas and forge deeper understanding, nurturing the brain and helping to connect new and old information (Joubert, 2023; Nguyen et al., 2021). Additionally, active learning corrects previous misconceptions and helps reconsider existing thoughts or opinions, which can lead to better student learning outcomes and reduce the likelihood of failure (Nguyen et al., 2021; Zhao, 2022). Studies have shown that active learning strategies can bring benefits across instructional settings and disciplines and can be effectively incorporated into existing courses and materials without the need for a dramatic overhauling of the course (Zhao, 2022). Active learning technologies such as discussion boards and interactive learning tools are more commonly employed than passive learning options, with the majority of university educators in Australia currently using some type of active learning technology (Nguyen et al., 2021). Professors who are changing things up are reporting strong results, with students in active learning classes showing an average improvement of around 6% in exam scores compared to those in traditional lecture classes, who were found to be 1.5 times more likely to fail (Joubert, 2023; Zhao, 2022). Active learning is also important because it helps students gain confidence and self-possession, creates an environment where risk taking is encouraged, and pulls students out of their comfort zone (Joubert, 2023). In conclusion, active learning is an important strategy in the current educational landscape that leads to better student learning outcomes and helps prepare students for lifelong learning.

### Benefits of Active Learning for students and teachers

Active learning is a pedagogical approach that involves engaging students in the learning process through discussions, problem-solving, and other interactive tasks. The benefits of active learning are numerous, including the development of critical thinking skills, increased retention and transfer of new information, and improved student engagement with course material (Nguyen et al., 2021; Joubert, 2023). Moreover, active learning is not just about completing tasks but rather encouraging students to actively engage with their studies and

understand the learning objectives (Zhao, 2022). There are different ways to incorporate active learning in courses, such as group discussions, hands-on activities, and problem-based learning, among others (Gifkins, 2020). Active learning encourages the brain to activate cognitive and sensory networks, allowing for better processing and storage of information (Nguyen et al., 2021). Michael Prince defines active learning as any instructional approach that engages students in the learning process, making it one of the most effective ways to improve student learning outcomes (Zhao, 2022). Active learning practices provide students with multiple opportunities to work with concepts in various ways, promoting deeper understanding and long-term retention of information (Masterclass, 2022). By incorporating active learning techniques into teaching practices, both teachers and students benefit from an engaging and effective learning experience.

### Active Learning Strategies and their Impact on Student Learning

Active learning strategies have been developed to engage students more effectively in the classroom and enhance their learning experience. These strategies include interactive lecture, discussion, experiential learning, question-and-answer sessions, quick writing assignments, and short activities such as journal writing, problem solving, and paired discussions. Active learning strategies refer to a broad range of teaching strategies that engage students in the learning process and involve some amount of students working together during class. Longer, involved activities or pedagogical frameworks like case studies, role plays, and structured team-based learning are also active learning strategies that can be added to the lecture format to enhance student learning (Atwood, n.d.). Active learning strategies may include individual work and/or reflection, and can take many forms and be executed in any discipline (Atwood, n.d.). Teachers can mix and match a variety of tactics to ensure that students learn more, better, and faster (Gifkins, 2020). Active learning strategies are used to teach mindful learners who actively pursue knowledge (Gifkins, 2020). However, while the text mentions "active learning strategies" that can be used in classrooms, it does not provide specific examples of different active learning strategies (Atwood, n.d.; Gifkins, 2020). Nonetheless, small active learning strategies can be used to check student understanding, practice skills, and highlight gaps in knowledge. For example, students can engage in small or large activities centered around writing, talking, problem solving, or reflecting (Atwood, n.d.).

### Effectiveness of Active Learning as a strategy in promoting student engagement and learning

The effectiveness of strategies in promoting student engagement and learning should be assessed based on whether they encourage deep and critical thinking or just comprehension, and whether they improve academic performance (Gifkins, 2020). Courses without active learning have been shown to be less effective in promoting student engagement and learning, while active learning strategies have been found to be effective in achieving these goals (Joubert, 2023). One such active learning strategy is the three-step interview, a cooperative learning approach that

encourages students to develop active listening skills by quizzing one another, sharing thoughts and taking notes (Gifkins, 2020). Implementing these strategies, such as challenging students with tough questions, providing multiple perspectives, and promoting accountability can enrich students' critical thinking and writing skills, leading to increased student engagement and learning (Gifkins, 2020). Collaborative tasks are also effective in promoting student engagement and learning, as they encourage students to work together to complete a task and grasp the lesson more effectively (Gifkins, 2020). Overall, active learning strategies have been demonstrated to be effective in promoting student engagement and learning while improving academic outcomes.

Successful Active Learning implementation in different educational settings

Active learning has proven to be a successful approach to education, particularly in small class sizes of 50 students or fewer (Joubert, 2023). In fact, courses that incorporate active learning have been shown to significantly increase course grades over didactic methods. Students in courses without active learning were found to be 1.5 times more likely to fail the course than students in courses with active learning (Joubert, 2023). There are many examples of successful active learning implementation across various educational settings. One such example is the use of problem-based learning (PBL) in medical education. PBL is a student-centered approach that emphasizes the development of critical thinking skills through the exploration of real-world problems. Studies have shown that incorporating PBL into medical education improves student performance on exams and enhances long-term retention of knowledge. Another example is the use of collaborative learning in engineering education. Collaborative learning involves small groups of students working together to solve problems and complete projects. This approach has been shown to improve student engagement, motivation, and achievement in engineering courses. In summary, active learning has been successfully implemented in various educational settings and has proven to be an effective approach to improving student outcomes.

Challenges in Implementing Active Learning and Potential Solutions

Active Learning strategies have been shown to be highly beneficial for both teachers and students, but implementing them can be challenging (MasterClass, 2022). Unfortunately, the text does not provide any specific information regarding the common challenges faced by teachers in implementing Active Learning strategies (Masterclass, 2022). However, Active Learning can help overcome teaching and learning barriers by centering classes around solving problems in real-world situations (Masterclass, 2022; Dogani, 2023). While such hands-on strategies may be effective, the struggle can be frustrating (Dogani, 2023). This is because the solution may not be obvious, and the teacher must be patient in guiding students towards it (Dogani, 2023). Educational technology can help overcome some of the difficulties of implementing active learning strategies (Masterclass, 2022). Additionally, maintaining a good student-teacher ratio is

important for successful implementation of Active Learning strategies, as both class size and room size can be common challenges for teachers (Aga, 2023).

Overcoming challenges of Active Learning

There are several strategies that can be implemented to address the challenges faced by students in active learning environments. One of the most prominent challenges is that students may struggle with organizing their workload and maintaining motivation in a technology-based learning environment. To address this, teaching staff can enhance the self-organizing skills of students by providing them with relevant training and guidance, including time management and study skills training (Atwood, n.d.).

Additionally, survey analysis can be used to address the problem of misinterpretation of answers to open-ended questions. Methodology for survey analysis can be followed, or supplementing the questionnaire with follow-up interviews with each respondent can be a better solution in some cases. However, it may not be practically feasible in some instances. Focus group discussions can also be conducted to clarify the answers provided by a significant number of students (Atwood, n.d.). Furthermore, the workload from all courses in the semester needs to be balanced to avoid overwhelming students, and unfinished tasks from the previous semester should be addressed and completed before the next semester starts. The workload on the course needs to be reduced to make it manageable, and strategies can be developed to encourage students to offer solutions for non-coding and design challenges, while also addressing the dominance of coding and design challenges in task sets (Atwood, n.d.). Mind mapping and brainstorming apps can also help learners overcome challenges by generating possible solutions or working together to solve the problem (Dogani, 2023). Finally, it is crucial to hold students accountable using various low-stakes quizzes or discussion forums. Teachers should avoid assigning additional assignments to students and not assume that students have a lot of free time. By using the information gathered from these strategies, teachers can adjust class time and address potential misconceptions (Atwood, n.d.; Masterclass, 2022).

Best practices for successful Active Learning implementation

Successful implementation of active learning requires careful planning and execution. Understanding the best practices is crucial for a successful active learning program. One such practice is to have a structured syllabus that aligns with the learning objectives and goals of the course, and provides a clear roadmap for students to follow (Aga, 2023). Giving feedback on grades is another important practice that should be implemented to keep students motivated and engaged in the learning process (Aga, 2023). Active learning involves learning by doing, which can be an interesting concept if executed properly (Aga, 2023; Dogani, 2023). Active learning strategies can make classes more exciting and engaging, as well as promote better retention of information than traditional lecture approach (Dogani, 2023). It is also important to develop pre- and in-class exercises that match course content, which is a best practice for successful active learning implementation (Aga, 2023). The type of classroom

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and class size are also important factors to consider when implementing active learning techniques (Aga, 2023). The super-charged model of active learning maximizes in-class time and is particularly beneficial for part-time adult learners, making it a valuable tool for individuals juggling careers, families, and school (Dogani, 2023).

Year two of the program provided evidence of success in using active learning techniques, which can be considered a best practice for successful active learning implementation (Aga, 2023). The Active Learning Fellowship program at Case Western Reserve University supports the use of active learning techniques in active learning classrooms, including online courses, which can provide collaborative and real-world skill-building opportunities (Aga, 2023; Dogani, 2023). Educators can be inspired and guided by the organization's approach to creating an engaging and effective e-learning course, which featured an entirely online active learning classroom and a detailed catalog of digital elements used in their transformed active learning classroom (Atwood, n.d.). In summary, successful active learning implementation can lead to more effective student learning, and requires significant instructor experience, careful planning, and the use of best practices.

### Future Directions and Areas of Further Research

Active Learning research has gained significant momentum in the last decade. However, despite the growing body of knowledge, there are still many unanswered questions that require further investigation. Future research can be conducted to address these unanswered aspects of Active Learning research, such as exploring different methods of implementing Active Learning in diverse contexts (Ribeiro-Silva et al., 2022). The findings of Active Learning research may lead to suggestions for future research, such as investigating the potential use and effect of computer technology on foreign language learning (Ribeiro-Silva et al., 2022; Daly-Smith et al., 2020). The integration of technology allows students to manipulate learning materials and language at their own pace and according to individual needs, while also introducing a new dimension to the teaching and learning process (Daly-Smith et al., 2020). As a result, the teacher assumes greater responsibilities in designing and supporting individual and personalized learning tasks (Daly-Smith et al., 2020). Furthermore, technology enables students to collaborate electronically with youth from around the world, examine reports, authentic documents, and web pages to find information that can be synthesized and discussed later (Daly-Smith et al., 2020). This has tremendous implications for teacher educators and teacher trainers to act as agents of change, as the role of the teacher changes from one of authority figure/expert to one who facilitates, guides, and supports student learning (Daly-Smith et al., 2020). In light of these findings, future studies in Active Learning research could propose 4-5 suggestions for different potential directions for research in Active Learning (Ribeiro-Silva et al., 2022).

### Areas of Active Learning for further investigation

Unfortunately, while active learning is widely touted as an effective teaching method, there is still much to be learned

regarding its implementation and effectiveness. As such, future research can explore different areas in this field. For example, investigations can focus on the influence of particular events or emerging theories on the practice of active learning (Ribeiro-Silva et al., 2022). Additionally, it may be beneficial to examine how research on teams and organizations can be applied to micro-systems as active learning continues to expand (Daly-Smith et al., 2020b). Furthermore, researchers may be interested in exploring the effectiveness of different active learning methods, such as Service Design Process (SDP), Double Diamond Process (DDP), and Multicriteria Analysis (MCA) (Daly-Smith et al., 2020). Box 3.1 provides a summary of potential future directions for active learning research, including the exploration of factors that impact its effectiveness, such as the role of motivation and engagement, as well as the assessment of its impact on long-term retention and transfer of knowledge (İlhan, 2022). While active learning has become a popular teaching method, there is still a need for further research to fully understand its effects and potential areas for improvement.

### Integrating Active Learning into different educational systems and contexts

Active learning can be integrated into various educational systems and contexts to promote higher-order thinking skills. According to research, higher-order thinking tasks such as analysis, synthesis, and evaluation are crucial for active learning (Takezoe et al., 2023). Incorporating active learning into existing courses and materials can be done without the need for a significant overhaul of the course (Ribeiro-Silva et al., 2022). Future studies can address the effects of specific events or new theories on the integration of active learning into different educational systems and contexts (Ribeiro-Silva et al., 2022). The committee's conclusions regarding future research directions in this field have been summarized in Box 3.1, while the remainder of the chapter provides a more in-depth analysis. As research on micro-systems progresses, it will be essential to transfer knowledge gained from research on teams and organizations to new research on active learning in different contexts (Daly-Smith et al., 2020b). Additionally, studies have shown that active learning can lead to increased student engagement and improved learning outcomes in various educational settings, including higher education and K-12 classrooms (Takezoe et al., 2023).

It is important to continue exploring ways to effectively incorporate active learning into different educational systems and contexts to promote the development of critical thinking skills in students (Takezoe et al., 2023; İlhan, 2022). One potential future research direction is to conduct a direct comparison of different active learning methods such as SDP, DDP, and MCA in solving the same problem to determine their effectiveness (Daly-Smith et al., 2020).

This paper aimed to determine the impact of active learning as a teaching strategy from the perspective of overseas Filipino teachers across the United Arab Emirates. Specifically, it answered the following questions: What is the impact of using active learning strategies on teaching? What are the teachers' views on using active learning strategies?

And how effective is using active learning strategies in developing students' performance? It delved into the perceptions of the teachers from the different schools across the United Arab Emirates using the five whole child tenets, as well as the different international schools offering different curricula.

The design, findings, and interpretation of the results of this study were influenced by the following limitations:

1. Population of the study. Respondents to the study are selected randomly.
2. The short span of time spent conducting the study will affect the amount of data to be gathered.
3. The target of the study is limited only to overseas Filipino teachers across the United Arab Emirates.
4. Cooperation of the target participants in the survey using emails and the different social media platforms, including Facebook Messenger and WhatsApp.
5. The retrieval of survey results will be limited since it was conducted with random respondents.
6. Accessibility of contact teachers from other Emirates

The IPO model was created to show, analyze, and document the process of research. Input in this research refers to Filipino teachers across the United Arab Emirates. Respondents have identified their perceptions of active learning approaches and their effectiveness. In the process, the researcher used questionnaires through Google Forms, which were shared through different online sites, including Facebook Messenger, emails, and WhatsApp, to generate data from respondents. The results have been analyzed and interpreted, respectively. The output shows the clear result of the study on the perception of teachers on the impact of active learning in their teaching. This highlights the impact of their teaching and leads to the identification of notable recommendations for the successful implementation of the strategy.

Figure 1 Input, Process, Output

The essential results of this study could be highly significant and beneficial to the following:

**Curriculum and Instruction Developer.** The output of this study will facilitate the school across the United Arab Emirates to ensure that students receive quality education through different active learning instructional approaches and consider remapping and re-aligning the curriculum as needed based on results.

**Students.** The findings of this study will benefit the children by providing an appropriate instructional approach to learning so they are happy, engaged, and challenged more in the learning activities, and they feel safe and supported by the school.

**Teachers.** The result of this study will benefit the teachers in delivering and planning the lessons with a more engaging approach, considering different learning approaches to

impact learning, and implementing curriculum and instruction in a whole-child approach to education. This will help the teachers have a deeper understanding of the active learning approach and be able to use the full potential of this approach in their teaching.

**Section Heads.** The result of this study will benefit the section heads and the subject coordinators in planning and devising strategic approaches to promoting active learning to ensure that children develop communication skills while in class. Through the result of this research, the section and department heads may purposely show how the active learning whole child approach helps develop students' communication skills.

**School Administrators.** They will gain a deeper understanding of what measures to take to provide the appropriate support needed by the curriculum and instruction developer. The results will lead them to provide and organize professional development programs for teachers that will be useful in their teaching. A supportive school administrator will have a positive impact on reaching the full potential of every program.

**Researchers.** The outcome of the study is valuable to either present researchers or future researchers. They can utilize the instruments and data for use in their own research involving variables similar to the study and likewise customize the instruments according to their respective research topics. The ideas presented may be used as guides and reference data in conducting new research or further studies. This study may be the basis for a new concept to cope with the demands of the new trends of teaching here in the United Arab Emirates and in the Philippines and a whole-child approach to education to fully prepare students for college, careers, and citizenship.

## II. METHODOLOGY

### Research Design

Having recognized the importance of qualified and competent teachers in schools and what constitutes it, this study used a quantitative research design to examine the impact of an active learning approach to teaching amongst overseas Filipino teachers in the United Arab Emirates.

### Population and Sampling Procedure

This study was conducted in the United Arab Emirates, namely: Abu Dhabi, Sharjah, and Ras Al Khaimah. The participants of the study are overseas Filipino teachers in the United Arab Emirates who either work in Filipino or international schools. The participants of the study include 20 primary and secondary teachers, respectively.

### Research Instruments

The instrument of this study was adapted and modified from the questionnaires used by Dr. Mowafaq Momani, Majed Ahmad Asiri, and Salem Mutlaq Alataw. The research

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items are answered by analyzing the teacher's responses to Likert scales (SA for strongly agree, S for agree, N for neutral, D for disagree, and SD for strongly disagree). To ensure the validity and reliability of the questionnaire, the inter-rater approach was followed. The 5-point Likert scale was used to score the survey questions. The ratings were as follows: Strongly Agree, Agree Neutral Disagree Strongly Disagree

Data for this study were gathered through the administration of Google Form online survey questionnaires to the respondents to the study. The following procedures were undertaken:

1. Letters were sent to random overseas Filipino teachers across the United Arab Emirates who teach both in international and Filipino schools through email, Facebook Messenger, and WhatsApp.

2. The research instruments were shared in English with the respondents. Respondents were assured of the confidentiality of the information provided in the questionnaires.

3. The researcher retrieved the questionnaires as soon as they were completed. Answers were tabulated, examined, and interpreted using specified data analysis instruments.

The questionnaires were made up of thirty (30) items and rated using a five-point Likert scale. The questionnaire has two sections, namely: Section A, the impact of using active learning strategies on teaching, and Section B, teachers' views on using active learning strategies.

### III. RESULTS AND DISCUSSIONS

#### Profile of Respondents

Table 1 shows the respondents' profiles. 55% of the respondents are from Ras Al Khaimah, 40% from Sharjah, and 5% from Abu Dhabi. It shows that most of the

respondents are working in the most renowned cities in the Emirates. Most of the respondents teach at the primary level.

#### Demographic Profile of the Respondents

Emirates in the UAE Total of respondents

20 Percentage (100%)

Abu Dhabi 1 5%

Sharjah 8 40%

Ras Al Khaimah 11 55%

Teachers' responses towards the impact of using active learning strategies on teaching.

It is evident from Table 2 that 40% of the teachers strongly agree that using active learning strategies allows students to listen to them, 50% agree, 5 of them are undecided or neutral, and 5% do not agree 40% of teachers indicated that they strongly agree that active learning strategies improve students' communication with their teachers, 55% agree, and 5% disagree. 65% of the teachers strongly agree that active learning strategies can enhance students' motivation, and 35% agree with the idea. I 100% agree that active learning strategies give students access to authentic materials. The data reveals that 50% of the teachers were in favour of the idea that active learning strategies can give students a sense of participation, while the other 50% agreed. With regard to the idea that active learning strategies can integrate students' experiences, 85% strongly agree and 15% agree, respectively. Moreover, in the item "Students are engaged in reading, writing, listening, and speaking activities," 50% strongly agree and 50% agree. 50% of the teachers agreed that students' active learning strategies enhance retention and recall, while 50% agreed with the idea. 45% strongly agree that using active learning strategies in class creates a collaborative and supportive environment, and 55% agree. 60% of the teachers agreed that students can express their opinions when active learning strategies are applied while 40% agreed.

**Table 2 explores the impact of using active learning strategies on teaching and shows the responses of the Overseas Filipino Teachers across the 3 Emirates of the United Arab Emirates; Ras Al Khaimah, Sharjah and Abu Dhabi**

No.	Items	Responses										Total %
		Strongly Agree		Agee		Neutral		Disagree		Strongly Disagree		
		Sum	%	Sum	%	Sum	%	Sum	%	Sum	%	
1	Using Active Learning Strategies allows students to listen to their teachers.	8	40	10	50	1	5	1	5		0	100%
2	Active Learning Strategies improve students' communication with their teachers.	8	40	11	55		0	1	5		0	100%
3	Using Active Learning Strategies can enhance students' motivation.	13	65	7	35		0		0		0	100%
4	Active Learning Strategies give students access to authentic materials.	10	50	10	50		0		0		0	100%
5	Active Learning Strategies can give students a sense of participation.	17	85	3	15		0		0		0	100%
6	Active Learning Strategies can integrate the learners' experience.	10	50	10	50		0		0		0	100%
7	In activity-based learning class, students are engaged in listening, reading, speaking and writing activities in teaching.	10	50	10	50		0		0		0	100%
8	Active Learning Strategies enhance the retention and recall of the students.	9	45	11	55		0		0		0	100%
9	Using Active Learning Strategies in class creates a collaborative and supportive environment.	13	65	7	35		0		0		0	100%
10	Active Learning Strategies help students express their opinions.	12	60	8	40		0		0		0	100%
11	Active Learning Strategies allow students to practice different skills.	12	60	7	35	1	5		0		0	100%
12	Students participate to learn sufficient content through active learning Strategies.	8	40	12	60		0		0		0	100%
13	Active Learning Strategies make students more interested in learning.	11	55	9	45		0		0		0	100%
14	Students are reluctant to participate in activity-based learning activities.	5	25	4	20	5	25	5	25	1	5	100%
15	Active Learning Strategies create a desirable attitude towards interactive teaching.	5	25	14	70		0	1	5		0	100%

By applying active learning strategies, students can practice their skills; this is indicated by the fact that 60% of the teachers' responses strongly agree, 35% agree, and 5% are undecided. 40% strongly agreed that students participate to learn sufficient content through active learning strategies, and 60% agreed. Active learning strategies make students more interested in learning; 55% of teachers strongly agree with that, and 45% agree. Meanwhile, only 55% strongly agreed that students are reluctant to participate in active-based learning lessons; 25% agreed, 25% were undecided, 25%

disagreed, and 5% strongly disagreed. Lastly, 25% of the teachers strongly agreed that active-based learning lessons can create a desirable attitude towards interactive teaching; 70% agreed, while 5% disagreed.

Teachers' responses towards using active learning strategies

Table 3 deals with teachers' responses to employing active learning as a teaching strategy. 15% of the teachers strongly agreed that there are not enough materials and equipment for ALS; 30% agreed; 5% are undecided that it is only enough; and 50% also disagreed that there is not enough material and

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equipment allocated to carry out ALS in their classes. Moreover, 15% of the teachers strongly see that using active learning strategies is not enough for activity-based learning, while 20% said that it is not enough, 50% disagreed, and 15% strongly disagreed. 5% of the respondents strongly agreed that using active learning strategies can lead to boredom to the students while 75% disagreed and 40% strongly disagreed. 65% of the teachers see that active learning encourages them to interact with their students, 30% agree while 5% see it neutrally. 10% of the teachers strongly agreed that they would not be able to cover the year's curriculum if they used ALS; 10% agreed, 25% were undecided, and 55% strongly disagreed. In addition, 15% of the teachers strongly agreed that class size affects the classes, 20% agreed, 40% are undecided, 20% disagreed, and 5% of the teachers strongly disagreed that class size affects ALS. This means that more than half of the teachers disagreed that class size affects ALS. Teachers' capacity to use ALS in the classroom is affected by their workload or the number of periods they teach each week, according to 25% of them highly agreed with this statement; 20% agreed, 40% disagreed, 20% disagreed, and 5% severely disagreed. Thus, fewer than half of the educators concur that their workload or the number of

sessions they teach each week has an impact on how often they utilize ALS.

About 10% strongly agreed that it takes time to prepare ALS in lessons, 50% agreed while 5% of teachers are undecided and 25% disagreed that it takes time to prepare lessons with ALS. This means that more than half of the teachers agree that it takes time to prepare the lesson with an ALS approach. Meanwhile, 5% of the teachers strongly agreed that they are not trained for ALS, 20% agreed, 35% are undecided, and only 30% disagreed and 10% strongly disagreed that they were trained for ALS during their training to become teachers. Therefore, to the teachers, the most important problems of ALS in schools are lack of materials and sufficient time, while other problems are inability to cover the curriculum, large class size, long time to prepare lessons, reluctance of students to participate in activities, and lack of training for the teachers.

**Table 3: Teachers' responses towards using active learning strategies**

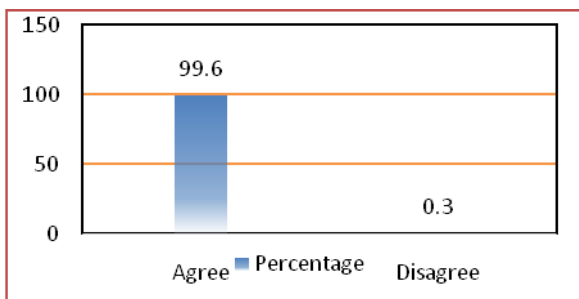
No.	Items	Responses										Total %
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
		Sum	%	Sum	%	Sum	%	Sum	%	Sum	%	
16	There are not enough materials and equipment for Active Learning Strategies in my school.	3	15	6	30	1	5	10	50		0	100%
17	The time allocated for every subject is not enough for activity-based learning in my school.	3	15	4	20	10	50	3	15		0	100%
18	Using Active Learning Strategies can be boring to my students.	1	5		0		0	15	75	4	20	100%
19	Active Learning Strategies encourage me to interact with my students.	13	65	6	30	1	5		0		0	100%
20	If I used activity-based learning, I would not cover the year's curriculum.	2	10	2	10	5	25	11	55		0	100%
21	The class size of students in my school affects my ability to use Active Learning Strategies.	3	15	4	20	8	40	4	20	1	5	100%
22	My workload/ periods per week affect my ability to use Active Learning Strategies.	5	25	4	20	6	30	5	25		0	100%
23	It takes a long time to prepare an activity-based learning lesson.	2	10	12	60	1	5	5	25		0	100%
24	I was not trained on activity based learning during my training.	1	5	4	20	7	35	6	30	2	10	100%
25	Active Learning Strategies would be a waste of time.		0		0		0	12	60	8	40	100%
26	I am in favor of applying Active Learning Strategies to my subject.	10	50	10	50		0		0		0	100%
27	I have found my subject easier to teach using Active Learning Strategies.	5	25	13	65	2	10		0		0	100%
28	Applying Active Learning Strategies will be more interesting and relaxing than using traditional methods.	3	15	11	55	5	25	1	5		0	100%
29	Active Learning Strategies motivate me to teach better	4	20	16	80		0		0		0	100%
30	Active Learning Strategies must be applied in all schools.	6	30	14	70		0		0		0	100%



More than half of the respondents disagreed (and 40% strongly disagreed) that using active learning methodologies would be a waste of time. However, 25% of teachers favor easier teaching when they use ALS in lessons; 65% agreed; 10% are doubtful; and 50% support employing active learning methods in many disciplines and finding it easier to teach when implementing them.

In comparison to traditional approaches, 15% of respondents strongly believe that implementing active learning tactics in the classroom will be more engaging and stress-relieving; 55% agreed, 25% were unsure, and 5% disagreed. 80% of respondents agreed, with 20% strongly stating that active learning tactics inspire them to teach more effectively. Finally, 70% of respondents agree and 30% strongly believe that active learning techniques should be used in all schools.

**Effectiveness of Active Learning as a teaching strategy.**



Regarding the efficacy of implementing active learning strategies in enhancing students' performance, 99.6% of educators concur that these tactics improve teachers' ability to instruct. There will be interaction and integration between the teacher and students if the students participate effectively in the class. Teaching and learning then take on a purposeful and engaging quality. Additionally, it was discovered that when ALS is used, pupils are more driven to study and explore new things. ALS improves students' learning experiences by offering a cooperative and encouraging environment, empowering them to use prior knowledge to solve problems, enhancing their motivation, facilitating the acquisition of sufficient material, and fostering better classroom interactions. This conclusion is not unexpected given that students in ALS are permitted to work in a cooperative and encouraging setting.

In ALS, learners participate in the process of discovering all of the concepts' formulas rather than being spoon-fed information. The study found that listening to native speakers while using ALS helps students become more proficient communicators. Additionally, the use of ALS can increase their motivation, sense of engagement, memory, recollection, and ability to communicate their thoughts. It can also let them to integrate their experience. Moreover, the study revealed that in an activity-based learning class, students are engaged in listening, reading, speaking, and writing activities, which creates a collaborative and supportive environment and a desirable attitude towards interactive learning.

**III. CONCLUSION AND RECOMMENDATIONS**

This study examined the effects of active learning techniques from the viewpoint of Filipino foreign teachers working in the United Arab Emirates. The innovative teaching method known as "activity-based learning" is popular everywhere in the world and in all subject areas. According to the report, a large number of educators in the United Arab Emirates are aware that the majority of schools employ an active learning strategy. In actuality, a large number favor ALS or ALA over the traditional teaching approach. However, some continue to struggle with the efficient application of ALS in educational settings. Therefore, in order to support the use of ALS in schools, it is necessary to provide educational materials to schools and to provide ongoing retraining for teachers. The results of the study showed that teachers at the various schools had not acquired the appropriate level of training to effectively implement the mentioned plan. Additionally, the majority of educators stated that they need enough resources to use ALS to support their lessons. Further, it was determined that a lack of time is an obstacle to the effective execution of the strategy. Respondents established that the quantity of work they accomplish each week or their workload has an adverse effect on how well ALS is used in their lessons. Nonetheless, teachers had a very favorable attitude toward the application of active learning techniques. They concluded that using active learning techniques is essential since it encourages students to engage in discussion, integrates their prior knowledge, and increases their enthusiasm for learning.

The study's conclusions led to the formulation of the following recommendations, which would help teachers execute active learning more successfully:

- to completely apply ALS, every school should be equipped with all the materials and tools required for using ALS in the various subject areas.
- to train and retrain teachers in the use of ALS in their area of expertise through workshops and seminars.
- to align departmental strategies to fully employ ALS in the school.
- to ascertain that the instructional plans incorporate ALS.
- to carry out additional research on the effects of ALS on particular school populations.
- to validate the findings of this study from the viewpoint of the students.
- to assess both their departmental and school improvement plans in order to determine the necessary modifications to the way teachers instruct their classes.

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