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

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ABSTRACT

This study examined the perceived impact of active learning as a teaching strategy among 20 overseas Filipino teachers working in schools across the United Arab Emirates. Guided by the five Whole Child tenets and an Input-Process-Output framework, the study explored teachers' experiences with active learning, their views on its classroom application, and its perceived contribution to student learning. A quantitative research design was employed using an adapted questionnaire with a five-point Likert scale. Responses were analyzed through frequency counts and mean scores to describe participants' perceptions and reported practices. Findings indicated that most respondents regularly incorporated active learning strategies into their teaching and expressed favorable attitudes toward their implementation. Teachers perceived these approaches as encouraging student participation, strengthening the integration of learning, promoting classroom engagement, and supporting improvements in instructional practice. However, respondents also identified practical challenges that constrained implementation, including limited training and experience with active learning methodologies, inadequate funding for instructional materials, and classroom seating arrangements that were not conducive to interactive activities. The findings underscore the importance of institutional support in helping teachers translate favorable perceptions into effective classroom practices. The study recommends targeted professional development to strengthen teachers' competence in active learning, revisions to departmental plans to facilitate the integration of these strategies, and improved consideration of classroom resources and learning environments. Further investigation from students' perspectives is recommended to provide additional insight into how active learning is experienced and how it may contribute to learning outcomes in international school settings across the United Arab Emirates.

Keywords: *Active Learning Strategies, Overseas Filipino Teachers, United Arab Emirates, Student Engagement, Teaching Practices, Teacher Perceptions, Professional Development, Instructional Challenges, Whole Child Approach*

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

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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.

Literature Review

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 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

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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.).

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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

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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 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

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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).

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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:

1. What is the impact of using active learning strategies on teaching?
2. What are the teachers' views on using active learning strategies?
3. 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 were selected randomly.
2. The short span of time spent conducting the study affected the amount of data to be gathered.
3. The target of the study was limited only to overseas Filipino teachers across the United Arab Emirates.
4. Cooperation of the target participants in the survey used emails and the different social media platforms, including Facebook Messenger and WhatsApp.
5. The retrieval of survey results was 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 referred to Filipino teachers across the United Arab Emirates. Respondents 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 had been analyzed and interpreted, respectively.

The output showed the clear result of the study on the perception of teachers on the impact of active learning in their teaching. This highlighted the impact of their teaching and led to the identification of notable recommendations for the successful implementation of the strategy.

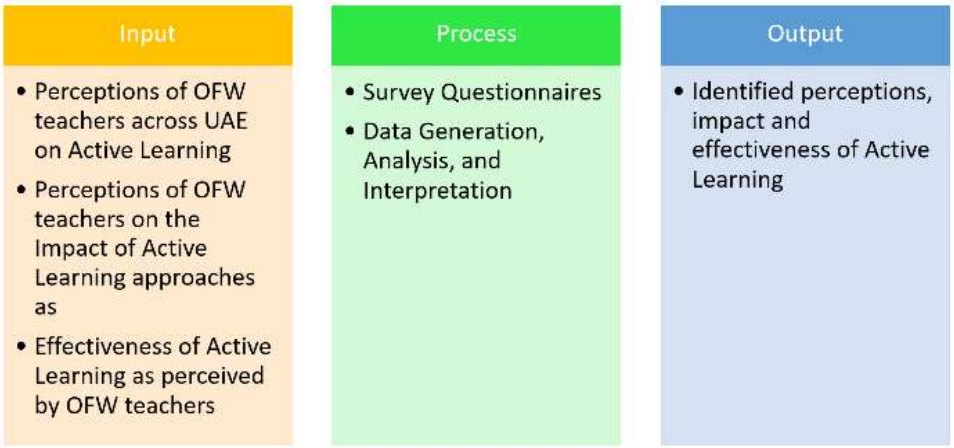


Figure 1. *Input, Process, Output*

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METHODS

Research Design

Having recognized the importance of qualified and competent teachers in schools and what constitutes it, this study used quantitative research design to examine the impact of 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 in the Emirates namely: Dubai and Ajman.. The participants of the study were the Overseas Filipino Teachers in the United Arab Emirates who work in Filipino and international schools. The participants of the study included teachers from the Primary to Secondary of 20 teachers, respectively.

Research Instruments

The instrument of this study was adapted and modified from the questionnaires made from a journal research conducted in Saudi Arabia by Dr. Mowafaq Momani, Majed Ahmad Asiri & Salem Mutlaq Alataw, Saudi Arabia.

The research items were 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 Gathering Procedure

Data for this study were gathered through the administration of Google Form online survey questionnaires to the respondents of 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 to 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.

Treatment and Analysis of Data

This section describes the data analysis procedures that were performed on the collected data in order to answer the research questions. All qualitative data were coded by the researchers. The study adopted a descriptive survey design.

The instrument used for data collection was a questionnaire adapted from the study of Dr. Mowafaq Momani, Majed Ahmad Asiri & Salem Mutlaq Alataw, Saudi Arabia entitled: *The Impact of Implementing Active Learning Strategies in Teaching English from the Perspective of Tabuk Educational Region Intermediate School Teachers.* The researcher modified the questionnaire to fit the purpose of the study.

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

Profile of Respondents

Table 1 shows the respondents' profiles. 80% of the respondents are from Dubai and 20% from Ajman. 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.

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Table 1. *Demographic Profile of the Respondents*

Emirates in the UAE	Total of respondents 20	Percentage (100%)
Dubai	16	80%
Ajman	4	20%

RESULTS AND DISCUSSION

SOP 1: What is the impact of Active Learning Strategies on teaching?

Table 2 Explores the impact of using active learning strategies on teaching and shows the responses of the Overseas Filipino Teachers across the 2 Emirates of the United Arab Emirates; Dubai and Ajman.

Table 2. *The impact of using active learning strategies on teaching*

no	items	Responses										Total
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
		Sum	%	Sum	%	Sum	%	Sum	%	Sum	%	
1	Using Active Learning Strategies allows students to listen to subject teachers.	11	55	8	40	1	5		0		0	100
2	Active Learning Strategies improve students' communication with their teachers.	14	70	5	25	1	5		0		0	100
3	Using Active Learning Strategies can enhance students' motivation.	12	60	7	35	1	5		0		0	100
4	Active Learning Strategies give students access to authentic materials.	9	45	10	50	1	5		0		0	100
5	Active Learning Strategies can give students a sense of participation.	12	60	7	35	1	5		0		0	100
6	Active Learning Strategies can integrate the learners' experience.	7	35	12	60	1	5		0		0	100
7	In activity based learning class, students are engaged in listening, reading, speaking and writing activities in teaching.	10	50	9	45	1	5		0		0	100
8	Active Learning Strategies enhance the retention and recall of the students.	9	45	8	40	3	15		0		0	100
9	Using Active Learning Strategies in class creates a collaborative and supportive environment.	10	50	7	35	3	15		0		0	100
10	Active Learning Strategies help students express their opinions.	8	40	11	55	1	5		0		0	100
11	Active Learning Strategies allow students to practice different skills.	9	45	10	50	1	5		0		0	100
12	Students participate to learn sufficient content through active learning Strategies.	5	25	12	60	3	15		0		0	100
13	Active Learning Strategies make students more interested in learning.	9	45	11	55		0		0		0	100
14	Students are reluctant to participate in activity-based learning activities.	2	10	2	10	6	30	9	45	1	5	100
15	Active Learning Strategies create a desirable attitude towards interactive teaching.	6	30	12	60	2	10		0		0	100

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It is evident from Table 1 that 55% of the teachers strongly agreed that using activelearning strategies allows students to listen to them, while 40% agreed and 5% of them areundecided or neutral. Also, 70% of the teachers indicated that they strongly agreed that active learning strategies improve students' communication with their teachers, 5% Agreed and 5% of them are undecided or neutral. 60 % of the teachers strongly agreed that active learning strategies can enhance students' motivation, 35% Agreed and 5% are undecided. 45% strongly agreed that active learning strategies give students access to authentic materials, 50 % agreed and 5% are undecided.

The data gathered highlighted that 60% of the teachers strongly agreed and favoredthe idea that active learning strategies can give students a sense of participation, 35% agreed and 5 % is undecided. With regard to the idea that active learning strategies can integrate students' experiences, only 35% answered strongly agree, while on the other hand60% agreed and 5% is undecided or neutral.

Furthermore, to the item that students are engaged in reading, writing, listening, andspeaking activities 50% is strongly agreed, which is close to 45% agreed and 5% neutral. 45% of the teachers agreed that students' active learning strategies enhance retention and recall, 40% agreed and 15% are neutral. 50% strongly agreed that using active learning strategies in class creates a collaborative and supportive environment, 35% agreed and 5%is undecided.

Moreover, 40% of the teachers strongly agreed that students can express their opinions when active learning strategies are applied, however 50% agreed and only 5% isundecided. By applying active learning strategies, students can practice the four skills; thisis indicated by 45% of the teachers' responses strongly agreeing with it, 50% agreed and 5% is undecided.

Meanwhile, only 25% strongly agreed that students participate to learn sufficient content through active learning strategies, 60% agreed and 15% is undecided. Active learning strategies make students more interested in learning; 45% of teachers strongly agreed with it and 55% agreed. Then, in this item where students are reluctant to participate in activity-based learning activities, teachers are having different thoughts about it, which is reflected in the data wherein only 10% strongly agreed, 10% agreed, 30% neutral or undecided, 45% disagreed and 5% strongly disagreed. Lastly, 30% of the teachers strongly agreed that active-based learning lessons can create a desirable attitude towards interactiveEnglish teaching, while 60% of them agreed and 10% are undecided.

SOP 2: What are the teacher's views on using active learning Strategies?

Table 3. *The teacher's views and Responses towards using active learning strategies across the 2 Emirates of Dubai and Ajman*

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	5	25	4	20	8	40		0	100
17	The time allocated for every subject is not enough for activity- based learning in my school.	1	5	6	30	7	35	2	10	4	20	100
18	Using Active Learning Strategies can be boring to my students.	3	15	1	5	3	15	13	65		0	100
19	Active Learning Strategies encourage me to interact with my students.	9	45	10	50	1	5		0		0	100
20	If I used activity-based learning, I would not cover the year's curriculum.	3	15	1	5	10	50	6	30		0	100
21	The class size of students in my school affects my ability to use Active Learning Strategies.	1	5	8	40	4	20	4	20	3	15	100

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22	My workload/ periods per week affect my ability to use Active Learning Strategies.	2	10	8	40	8	40	1	5	1	5	100
23	It takes a long time to prepare an activity-based learning lesson.	1	5	6	30	11	55	1	5	1	5	100
24	I was not trained on activity-based learning during my training.	3	15	4	20	4	20	9	45		0	100
25	Active Learning Strategies would be a waste of time.	8	40	2	10	2	10	8	40		0	100
26	I am in favor of applying Active Learning Strategies to my subject.	10	50	8	40	2	10		0		0	100
27	I have found my subject easier to teach using Active Learning Strategies.	9	45	8	40	3	15		0		0	100
28	Applying Active Learning Strategies will be more interesting and relaxing than using traditional methods.	8	40	10	50	2	10		0		0	100
29	Active Learning Strategies motivate me to each better.	7	35	12	60	1	5		0		0	100
30	Active Learning Strategies must be applied in all schools.	6	30	11	55	3	15		0		0	100

Table 3 deals with teachers' responses to employing active learning as a teaching Strategy. Only 15% of the teachers strongly agreed that there are not enoughmaterials and equipment for ALS, 25% agreed, 20% is undecided and 40% disagreed that there is not enough material and equipment allocated to carry out ALS in their classes. Meanwhile, only 5% answered strongly agreed the time allotted for every subject is not enough for activity-based learning in their respective schools, 30% agreed, 35 % is undecided, 10 % disagreed and 20% strongly disagreed. 15% strongly agreed that using active learning strategies can lead to boredom to the students, 5% agreed, 15% undecided and 65% disagreed.

Moreover, 45% of the teachers see that active learning encourages them to interactwith their students, 50% agreed while 5% see it neutrally. Then, 15% of the teachers strongly agreed that they would not be able to cover the years' curriculum if they use ALS,5% agreed, 50% undecided and 30% disagreed. In addition, 5% of the teachers strongly agreed that class size affects the classes, while 40% agreed and 20% of the teachers are undecided, 20% disagreed and 15% strongly disagreed that class size affects ALS. This means that almost half of the teachers agreed that class size affects ALS. Also, 10% of theteachers strongly agreed that the workload/number of periods per week affects their abilityto use ALS in classes, while 40% agreed and 40% undecided, 5% disagreed and 5% strongly disagreed that workload/number of periods per week affect their ability to use ALS. This means that more than 50% of the teachers agreed that their workload/number ofperiods per week affects their use of ALS. About 5% strongly agreed that it takes time to prepare ALS in lessons, while 30% of teachers agreed, 55% are undecided and 5% disagreed and strongly disagreed that it takes time to prepare lessons with ALS. This meansthat below half of the teachers agreed that it takes time to prepare the lesson with an ALS approach.

Furthermore, 15 % of the teachers strongly agreed that they are not trained for ALS,20% agreed, 20% are undecided while a big number which is 40% disagreed that they arenot trained on ALS. 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 coverthe curriculum, large class size, long time to prepare lessons, reluctance of students to participate in activities and lack of training for some teachers. In addition, 40% of the total number strongly agreed that active learning strategies would be a waste of time, 10% greed, 10% were

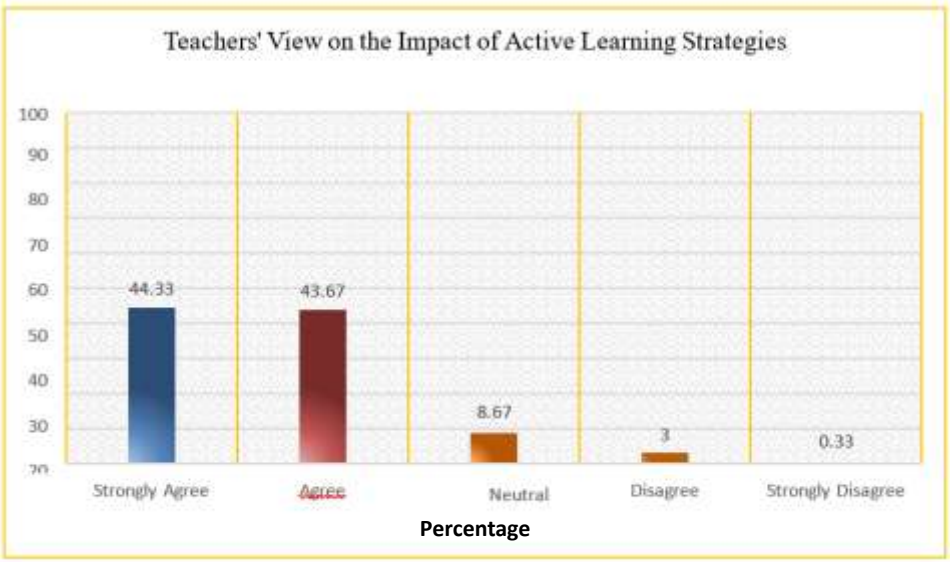
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undecided and 40% disagreed. Based on this data, the total population of the teachers is divided into their thoughts on whether ALS is a waste of time.

Meanwhile, 50% of teachers strongly agree and are in favor of applying active learningstrategies in different subjects. Different subjects are easier to teach when active learning strategies are applied; 40% agreed, while 10% are undecided. 45% of the teachers strongly agreed that they found their subject easier to teach using ALS, 40% agreed while the rest, which is 15 percent is undecided. Also, 40% see that applying active learning strategies in classes will be more interesting and relaxing than using traditional, 50% agreed and only 10% is undecided. 35% of the teachers strongly agreed that active learning strategies motivate them to teach better, 60% agreed and 5% are undecided. Lastly, 30% strongly agreed that active learning strategies must be applied in all schools, 55% agreed and only 15% are undecided.

SOP 3: How Effective is Using Active Learning Strategies in Developing Students' Performance?

Table 4. *Effectiveness of Active Learning as a Teaching Strategy*



On the effectiveness of the use of active learning strategies in developing students'performance, 88% of the teachers viewed that Active Learning Strategies have a positive impact on teacher's teaching performance. Highlighting, 44.33% of the teachers strongly agreed and 43.67% agreed. It comprises that big number of the teachers against the total number of the respondents, who believed that active learning has a big influence in the success of their teaching and its effect on the student's performance.

They agreed that using active learning allows students to listen to their teachers. Whereas here, students participate well in the class and improve their communication skillsnot just teacher-students but also students with their peers. Having said that, there will be teacher – students' interaction and integration. At that point, teaching-learning becomes interesting and meaningful to the learners. In addition, the study also supports the claim that students are motivated to learn and discover new things with the use of ALS.

ALS enhances student's motivation because they are more exposed and have access to authentic materials which give them more understanding of what they are learning. They become more engaged and increase their participation. Furthermore, the study revealed that ALS enhances students' learning experiences by providing a collaborative and supportive environment, enables students to resolve problems using knowledge from previous experiences, enhances motivation, enables students to learn sufficient

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content and improves interaction in the classroom. This finding is not surprising because in ALS, students are allowed to work in a collaborative and supportive environment. The students learn best when they interact with others, sharing their thoughts and ideas and discoveringnew things with their peers. In ALS, the teacher's role is more on being a facilitator of learning and on the other hand students become more responsible for their own learning.

Moreover, the study revealed that ALS integrates the learner's experience. Since in ALS they have access to authentic materials, students apply what they have learned in the classroom to the real world, real-life connection. It enhances students' recall and retention. ALS allows students to practice different skills and not limited only to one skillor knowledge. Hence, students through ALS learn sufficient content that makes students
more interested to learn. Likewise, the study shows that in activity-based learning classes, students are engaged in listening, reading, speaking and writing activities which creates a collaborative and supportive environment and desirable attitude towards interaction.

Meanwhile, the study also shows that 8.67% of the teachers against the total number of the respondents were not sure or undecided if ALS is effective in developing students' performance. Lastly, the study revealed that 3.33% of the teachers against the total numberof respondents answered that active learning doesn't have an impact on their teaching anddoes not affect students' performance.

Summary of Findings

On the impact of using active learning strategies on teaching, it was found that 95%strongly agreed and agreed that ALS allows students to listen to their teachers. This impliesa positive result since the data tells that ALS helps to improve the teaching and learning inmost schools and only 5% of the teachers do not agree to this claim, which is just a very small percentage. This shows that many Filipino teachers across the United Arab Emirates,particularly in the emirates of Dubai and Ajman use ALS methods in classes. About 95% of the teachers indicated that active learning strategies improve students' communication and enhance their motivation and only 5% of the teachers disagreed.

Moreover, the results revealed that about 95% of the teachers chosen strongly agreed and agreed, and were in favor of the idea that active learning strategies enhance student's motivation, give students access to authentic materials, give students a sense of participation, integrate the learners experience and students are engage in listening, reading, speaking and writing activities in an activity-based learning class. Having said that, only 5% of the teachers are still undecided about this claim. These results definitely tell us that ALS is of big help on the effectiveness of the teaching-learning process. Meanwhile, 85% of the teachers support the claim that ALS enhances students' recall andretention and it creates a collaborative and supportive environment against 5% of the
teachers who were undecided. The study also found out that 95% of the teachers strongly agreed and agreed that active learning strategies help students express their opinions and allows students to practice different skills. Only 5% of the teachers were still undecided.

Furthermore, 100% of the teachers strongly agreed and agreed that ALS makes students more interested in learning. This data definitely tells us that ALS has a big impacton teaching and learning. Meanwhile, 20% of the teachers do not support the claim that students are reluctant to participate in activity-based learning, 30% were undecided and 50% of the teachers disagreed with this claim. It just simply shows that half of the teachers against the total number of respondents do not agree that students are reluctant to participate on activity-based learning, which supports the idea of ALS that students are more engaged in doing activity-based learning. Lastly, 90% of the teachers strongly agreed and agreed that active learning strategies create a desirable attitudetowards interactive teaching, and data shows only 10% of the teachers were undecided.

With regard to the teachers' view towards using active learning strategies, teacher's views were divided on whether there are not enough materials and equipment foractive learning strategies in their school. 40% of the teachers strongly agreed and agreed to it, 20% were undecided and a big percentage of

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40% disagreed and strongly disagreed withhis claim. It is good to know that more than half of the teachers across their school have enough resources and supplies to fully implement ALS in their school. Likewise, teachershave different views on whether the time allotted for every subject is not enough for activitybased-learning. 35% of the teachers strongly agreed and agreed to this claim, 35% were undecided and 30% disagreed and strongly disagreed. This data simply implies that school learning, 40% were undecided and only 10% disagreed and strongly disagreed. Having saidthat, this matter should be looked into in detail in the further research or study.

In addition, 40% of the teachers strongly agreed and agreed that it takes a long timeto prepare an activity-based learning, 55% were undecided and only 10% disagreed andstrongly disagreed. This data shows that almost half of the teachers against the total numberof the respondents support this claim. 35% of the teachers strongly agreed and agreed thatthey were not trained on activity-based learning during their training, 20% were undecidedand 45% of the teachers disagreed. This data shows that most of the teachers were trainedto use ALS however there are still teachers that need support and training. Meanwhile teachers were divided on the claim that ALS would be a waste of time. 50% of the teachersstrongly agreed and agreed to this claim, 10% neutral and 40% disagreed. Based on thedata, further research should be conducted to know why most of the teachers support thisclaim.

Likewise, this result contradicts data that 90% of the teachers strongly agreed andagreed that they are in favour of applying ALS in their subject; only 10% were undecided.85% of the teachers strongly agreed and agreed that they found their subject easier to teach using ALS and 15% were undecided. 90% strongly agreed and agreed and 10% were undecided about the claim that applying ALS will be more interesting and relaxing than using traditional methods. 95% of the teachers strongly agreed and agreed that activelearning strategies motivate them to teach and 5% were undecided. This data shows that many teachers believed that ALS is strongly needed in their teaching.

And lastly, management should look into this matter to fully utilize the benefit of using ALS in their respective schools. 20% of the teachers strongly agreed and agreed to the claim that using active learning can be boring to the students, 15% were undecided and 65% did not support this claim. This reflects that many teachers believed that ALS was not boring to their students.This is supported by the 95% of the teachers strongly agreed and agreed that ALS encourage them to interact with their students which will lead to teacher-student's good relationship, as well as transfer of learning; only 5% were undecided. 20% of the teachers strongly agreed and agreed that if they used activity-based learning they would not cover the year's curriculum, 50% were undecided and 30% disagreed. Then, 45% of the teachers strongly agreed and agreed that the class size of the students in their school affects their ability to use ALS, 20% were undecided and 35% disagreed and strongly disagreed. Based on the data, the school management should look into this part and how they can support their teachers. 50% of the teachers strongly agreedand agreed to the claim that their workload/periods per week affect their ability to use active 85% of the teachers strongly agreed and agreed that ALS must be applied in all the schools.This data shows that teachers believed on the importance of using Active learning strategiesin the teaching-learning process against the 15% of the teachers who were still undecided.

Based on the data gathered, it implies that Overseas Filipino Teachers working in the different Filipino and international schools in the Emirates of Dubai and Ajman believed in the importance of using active learning strategies in their respective schools. However, there are some issues and problems that should be addressed in order to fully implement ALS in their respective schools.

CONCLUSION

This study highlighted the impact of using active learning strategies from the perspectiveof Overseas Filipino Teachers in the United Arab Emirates. Active learning strategies is a well-known teaching strategy adopted by many schools around the globe.

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The study revealed that many Filipino teachers teaching in the different Filipino and international schools in the United Arab Emirates recognized the importance of ActiveLearning Approach in the teaching-learning process. Many of them prefer active learning strategies than the conventional method of teaching. However, the study also revealed thatthere are some teachers who are still facing the problems of effective use of ALS in schools due to some reasons. There is a need for a continuous retraining of teachers especially if they are new to the school system and also professional development training for existing teachers.

In addition, provision of instructional materials to schools to facilitate theutilization of ALS in schools should be given importance. The study revealed that there aresome teachers who are not receiving the right amount of instructional materials needed forthe full implementation of ALS and this should be given a priority. However, there are alsoteachers in some schools who were receiving good support from their school.

Furthermore, some teachers find that time is a problem for the successful implementation of the strategy. The data shows that a large number of the teachers answered that their workload or the amount of work they do for a week negatively impactsthe effectiveness of using ALS in their classes. On the other hand, the study also shows that some teachers have a positive attitude towards the use of active learning strategies. They believed that an active learning method makes students reach their potential becausethey participate in discussion actively, integrate their learning experiences, and raise their interest in learning. Teachers emphasize the importance of active learning strategies and ithelps them to improve their teaching methods. However, on the contrary, there are few teachers who were not in favor of adopting an active learning strategy and they consideredit a waste of time. Some of the reasons for these are, lack of enough training and experience,inadequate budget meant for the purchase of instructional materials and size of the classes.

To address the issues and the problems revealed in the study, recommendations willbe highlighted.

Recommendation

The study revealed that Active Learning Strategies/Approaches are impactful to the teachers teaching practice as well as to students' performance. The result shows that Filipino teachers across the region of the United Arab Emirates perceived Active Learningas a useful strategy in teaching. To support the teachers to fully implement Active Learning, and based on the findings of this study, the following recommendations are made:

- every school should have a proper implementation on the number of workloads/periods of each teacher as well as the size of the classes;
- every school should provide the necessary materials and equipment in the different learning areas to fully utilize the use of ALS;
- workshops and seminars should be organized on how to use ALS in every subject of specialization;
- schools should evaluate their Department Improvement Plan and School Improvement Plan to identify necessary changes to fully utilize ALS in the school;
- senior Leadership Team and Departments Heads should ensure that lesson strategies embed ALS through lesson observations and walkthrough; and
- to conduct further studies about the impact of ALS to specific groups of schools.

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