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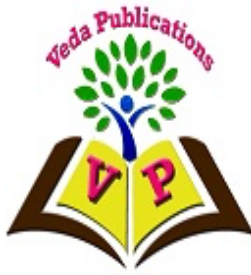
THE BENEFITS AND CHALLENGES OF ACTIVE LEANING ON STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

A strategy known as "active learning" allows students to contribute actively to their education by developing their knowledge and comprehension. This study investigated the benefits and challenges of active learning for improving students' academic performance, specifically focusing on English department students at Samtah Applied College. The study concentrated on the strategies, benefits, and challenges of active learning in enhancing learning outcomes. A mixed-method approach was used to collect data on students' participation in active learning activities and the challenges they faced.

The findings indicate that students who actively engaged in learning activities showed notable improvements in their communication skills, competence, and critical thinking. However, the study also revealed that students encountered challenges such as lack of time, limited access to activities, and insufficient support from instructors and mentors. Therefore, policymakers and educators should encourage both students and teachers to implement active learning by providing diverse learning resources, partnering with community organizations, offering support to students, and creating more flexible and convenient activities.

This study also highlights that the use of active learning can significantly impact students' performance, benefiting them throughout their academic and professional careers. The study presents preliminary findings, recommendations, and suggestions based on the identified solutions.

Keywords: *Active Learning, Benefits, Challenges, A Mixed-Method Approach*

CHAPTER ONE

Introduction

1.1 Background

Today, active learning plays an effective role in enhancing and developing students' academic performance. The proficient use of the English language is very important for personal and academic development. Therefore, the study intends to investigate the benefits and challenges of active learning on students' academic performance in English-language universities. The researchers' interest in active learning barriers stems from both personal and social pressures.

The goal of the study is to identify the benefits, challenges, and strategies of active learning in order to improve and engage students' academic performance in the overall English language at Jazan University. The research problem, objectives, and questions are introduced in the first chapter, which also highlights the importance of the study and describes its parameters. Key concepts and constraints are also defined, laying the groundwork for additional factors and challenges in later chapters.

1.2 Statement of the Problem

The aim of this study is to investigate the benefits and challenges of active learning for students' academic performance (English language university students).

From my experience as a teacher of English, using active learning positively helps students enhance and develop learning outcomes. Therefore, this study will investigate the strategies, benefits, and challenges of active learning that its impact on students' academic performance.

1.3 Objectives of the Study

This study aims to:

- review the available literature related to the methods of active learning.
- find out the best effective strategies of active learning used to improve students' academic performance.
- get out the benefits of active learning that influence students' academic performance.
- investigate the difficulty of active learning that hinders students' academic performance.

1.4 Significance of the Study

This research is important in the field of English language learning because it helps provide remarkable insights into the real benefits and challenges of active learning that influence students' academic performance.

This study also is considered significant for several reasons:

- The research gives useful feedback to students and teachers at Jazan University.
- The study should be valuable to teachers and students in the ministry of higher education.

1.5 Research Questions

The study will attempt to provide answers to the following questions:

1. What are the most effective strategies of active learning used to improve students' academic performance?
2. What are the benefits of active learning for enhancing students' academic performance?
3. What are the challenges of active learning that hinder students' academic performance?

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1.6 Methodology

This research study will employ a mixed methodology of quantitative and qualitative methods, utilising a questionnaire as the primary instrument for data collection and an interview with teachers who have long years of experience with high skills and knowledge. The questionnaire and interview will be designed to collect information about the benefits and challenges of active learning for students' academic performance.

1.6.1 Sample of the Study

The sample of this study consists of 50 graduated students (2024, third batch) from level 12 and teachers of English language, English department, Samtah University College. This sample was collected randomly for the questionnaire and nonrandomly for the interview.

1.7 Hypotheses of the Study

The hypothesis of the research is that the most effective strategies, benefits, and challenges of active learning affect students' academic performance.

1.8 Limitations of the Study

This study will be limited to the following aspects:

The limitations of the study will focus on some representation of English language university students and teachers (English department, Samtah College, Jazan University).

Finally, the limited duration of the study from June to August (2024) will restrict the depth and breadth of the data collection and analysis, potentially affecting the benefits besides the challenges of active learning and the comprehensiveness of the of the findings.

1.9 Validity and Reliability

To ensure the validity of the study, the questionnaire used in this study will be carefully designed to measure the intended construct related to the benefits and challenges of active learning on students' academic performance.

Additionally, the questionnaire will be reviewed by the supervisor to confirm that it accurately captures the variables of interest. This process helps to ensure that the data collected through the questionnaire is valid and measures what it is intended to measure. Furthermore, the co-researchers will analyse the quantitative data collected through the survey questionnaire using descriptive analysis. It is an appropriate tool to accurately analyse and investigate the effect.

1.10 Definition of the Terms

Active Learning:

Active learning is any learning activity in which the student participates in or interacts with the learning process, as opposed to passively taking in the information. When given the opportunity to actively engage with the information they're learning, students perform better.

Academic performance

Academic performance is the measurement of student achievement across various academic subjects. Teachers typically measure achievement using classroom performance, graduation rates, and results from standardised tests.

Students Achievement

Students are successful when they acquire the knowledge, skills, and attitudes that will prepare them to lead happy and successful lives. Basic skills in language arts and math are critically important, especially for elementary students, but are not sufficient.

Challenges

A challenge is something new and difficult that requires great effort and determination.

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Benefits

A benefit is something that produces good or helpful results or effects or that promotes well-being.

CTI is the abbreviation for the technical term Computer Telephony Integration. It refers to a communications solution that, with the assistance of computer software, allows functions of the phone system to be used in conjunction with information stored in the computer system, such as phone numbers.

AUSSE

The AUSSE *records whether students were from a language background other than English.*

1.11 Conclusion

The above chapter serves as an introduction, laying the foundation for the study. It highlights the importance of active learning methods to students and acknowledges the most effective strategies, benefits, and challenges of active learning used to enhance students' academic performance. The problem statement emphasises the significance of investigating the challenges that influence students' academic performance in practicing active learning, while the objectives and research questions outline the specific goals and enquiries of the study. To sum up, chapter one sets the stage for the subsequent chapters, providing an overview of the study and its aim to use active learning to enhance students' performance.

Chapter Two

Literature Review

2.1 Introduction

This chapter reviews the literature to demonstrate how the various benefits and challenges of active learning can enhance student engagement and participation, as well as contribute to the development of robust knowledge and structure.

The purpose of this study is to explore the current body of research that encompasses research areas, theoretical reviews, previous studies, and prior investigations, providing a comprehensive analysis of the findings, and ultimately drawing a well-rounded conclusion.

2.2 Theoretical Review

This literature review examines the strategies, benefits, and challenges of active learning. It aims to provide a comprehensive understanding of how active learning influences educational outcomes and the obstacles to its successful implementation by exploring empirical studies and theoretical analyses. [1]

Definition:

Active learning can be understood through a multitude of definitions, each offering unique perspectives and insights into the dynamic process of engaging learners in activities that promote their participation, critical thinking, and application of knowledge.

1- According to Brame (2016), active learning generally refers to any instructional method that engages students in the learning process beyond listening and passive note-taking. Active learning approaches promote skill dev elopment and higher-order thinking through activities that might include reading, writing, and/or discussion. Metacognition—thinking about one's thinking—can also be an important element, helping students connect course activities to their learning.

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[1] *Reference: (PDF) Literature review on the benefits and challenges of active learning on students' achievement. Retrieved from: [ResearchGate link] (Accessed on June 12, 2024).*

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2- In their seminal work, Active Learning: Creating Excitement in the Classroom, compiled in 1991 for the Association for the Study of Higher Education and the ERIC Clearing House on Higher Education, they 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. While this definition could include traditional activities such as homework, in practice, active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture, where students passively receive information from the instructor.

3- The National Survey of Student Engagement (NSSE) and the Australasian Survey of Student Engagement (AUSSE) provides a very simple definition: active learning involves "students' efforts to actively construct their knowledge."

4- AUSSE measures active learning: working with other students on projects during class; making a presentation; asking questions or contributing to discussions; participating in a community-based project as part of a course; working with other students outside of class on assignments; discussing ideas from a course with others class: tutoring peers (reported in Carr et al., 2015).

5. Active learning is an approach where learners participate in the learning process by building knowledge and understanding. In schools, they will usually do this in response to learning opportunities designed by their teacher. (Cambridge Assessment of International Education)

6. Learning, which encourages the pupil or student to engage actively with what is being learnt through activities such as group discussion, role play, or experimentation, rather than passively receiving and memorising knowledge or instruction from the teacher in order to be able to repeat it accurately, was the practice in many 19th- and early 20th-century schools. Active learning (Oxford Reference) [2]

7. Journals

"Active Learning in Higher Education" is a peer-reviewed international publication catering to educators and learning support professionals in higher education. It serves as a platform for disseminating research on effective learning, teaching, and assessment practices in universities and colleges. The journal aims to elevate the recognition of teaching and learning support as professional endeavours and encompasses academic practices across various curriculum areas within higher education. [3]

Relationship between learning theory and active learning theory

When comparing learning theories, educators and students often explore various approaches to understand how people learn and facilitate compelling learning experiences.

Learning Theory

A taxonomy outlines and categorises learning activities according to Bloom's Taxonomy (1956), offering valuable guidance for teaching and assessment. Its purpose is to assist educators in effectively planning and preparing lessons and assessments aligned with specific learning objectives.[4]

Different learning theories, such as behaviourism, constructivism, cognitivism, connectivism, and andragogy, provide frameworks for this understanding.

Behaviourism: focusses on observable behaviours and the idea that learning is a result of stimulus-response associations. Techniques include reinforcement and conditioning, with key figures like Ivan Pavlov and B.F. Skinner.

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[2] www.oxfordreference.com

[3] Active Learning in Higher Education, Sage Publishing

[4] Anderson, L. W. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives Complete ed. New York: Longman.

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Constructivism emphasises that learners actively construct knowledge based on their experiences, promoting problem-solving and critical thinking. Jean Piaget is a notable figure in this theory.

Cognitivism highlights internal processes such as memory and thought. It involves understanding how information is processed and stored in the mind, with cognitive load theory being a central concept.

Connectivism emphasises the importance of social and technological networks in learning, advocating for knowledge construction through connections and interactions. George Siemens and Stephen Downes are key contributors.

Andragogy is focused on adult learning, emphasising self-direction and drawing upon prior experiences to solve real-world problems. Malcolm Knowles is a significant figure in this theory.

Active learning theory requires students to engage in critical thinking, practice using new knowledge, and participate in problem-solving. This contrasts with more passive learning approaches, where students primarily listen to instructors.[5]

Design Process

"Student Engagement Techniques" is a widely utilised resource in numerous educational institutions, frequently cited in literature and referenced at conferences. This book offers a plethora of practical activities designed to promote active learning and engage students effectively. Additionally, it presents a conceptual framework that aids in comprehending the dynamics of student engagement.[6]

Measurement of Active Learning

Methods for Measuring Student Learning

Approaches to assessing student learning can generally be categorised into summative and formative assessments.

Summative assessments involve tests, quizzes, and other graded activities that evaluate student performance. These assessments are cumulative and typically administered at the end of a unit or course to determine what students have learned. In the context of a course, summative assessments include systems for calculating individual student grades.

Formative assessments provide students with feedback and guidance on their performance to help them improve. These can be delivered through face-to-face interactions during office hours, written comments on assignments, rubrics, or emails. Formative assessments are used to measure student learning on a daily, ongoing basis, offering insights into student learning progress throughout the course. Instead of simply asking students if they understand the material, educators can employ systematic methods like having students write down the most important points or the most confusing aspects of a lecture on index cards at the end of class. Reviewing these responses can reveal student retention and inform future teaching steps, while providing feedback helps students understand their learning progress.

Reflection and self-assessment can also be powerful tools. For example, asking students to rate their knowledge about a topic before and after a course can provide valuable insights.

Considerations for Measuring Student Learning

When developing assessment methods, consider the following:

Incorporate a mix of indirect and direct assessments, including both formative and summative types.

Ensure alignment between the assessment and the intended learning outcomes.

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[5] Griffl.org
https://griffl.org/comparing-learning-theories
[6] Barkley, E. F. (2010). Student engagement techniques: a handbook for college faculty. San Francisco: Jossey-Bass.

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Make sure the assessment is sustainable and reasonable in terms of time and resources for both students and instructors (considering grading, response times, and methods). The Rice University workload calculator can help estimate the time required for different assignments.

Use mid-semester student surveys, like the CTI's Mid-Semester Feedback Program, to gather feedback on student learning and teaching effectiveness.

Utilise assessment results to improve the course, such as by revising course content, realigning goals and teaching methods, employing more appropriate assessment techniques, or effectively incorporating learning technologies.

Strategies for Active Learning[7]

Active learning encompasses a variety of techniques tailored to different educational environments to boost student engagement and learning outcomes. Here are some effective strategies:

1. **Think-Pair-Share**

Overview: Students contemplate a question individually, discuss their thoughts with a partner, and then share their conclusions with the class.

Advantages: Promotes individual reflection, peer collaboration, and clear communication of ideas.

1. **B**. **Problem-Based Learning (PBL)**

Overview: Students tackle complex, real-world problems, typically in groups.

Advantages: Enhances critical thinking, problem-solving abilities, and the application of knowledge to real-life situations.

1. **Case Studies**

Overview: Students analyse and discuss real-life cases relevant to their course.

Advantages: Improves analytical skills, allows practical application of theory, and stimulates discussion.

1. **D**. **Flipped Classroom**

Overview: Students review lecture material at home and engage in interactive activities, such as discussions and problem-solving, during class.

Advantages: It optimises in-class time for active engagement, supports self-paced learning, and fosters deeper comprehension.

1. **Interactive Lectures**

Overview: Lectures are broken up with short activities like quick polls, think-pair-share, or small group discussions.

Advantages: It keeps students attentive, reinforces learning, and offers immediate feedback.

1. **Group Projects**

Overview: Students work in groups on a project over an extended period.

Advantages: Promotes teamwork, enhances project management skills, and allows for in-depth exploration of topics.

1. **Peer Teaching**

Overview: Students teach each other through formal presentations or informal study groups.

Advantages: Strengthens the teacher's understanding, builds confidence, and provides multiple perspectives on the material.

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[7] Centre for Teaching Innovation (cornell.edu)

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1. **Role-Playing and Simulations**

Overview: Students act out roles or participate in simulations relevant to the course.

Advantages: Makes learning interactive and immersive, develops empathy, and enhances problem-solving skills.

1. **Concept Mapping**

Overview: Students create visual diagrams showing the relationships between concepts in the course.

Advantages: Helps organize and integrate knowledge, visualizes connections, and aids memory retention.

1. **Minute Papers**

Overview: At the end of class, students write brief responses to questions about the day's lesson.

Advantages: Provides immediate feedback to instructors, reinforces learning, and highlights areas needing clarification.

1. **Gamification**

Overview: Incorporates game elements into learning activities, such as quizzes, competitions, and rewards.

Advantages: It boosts motivation, makes learning enjoyable, and encourages participation.

1. **Socratic Seminars**

Overview: Students engage in a group discussion guided by open-ended questions to explore complex ideas.

Advantages: Fosters critical thinking, deepens understanding, and encourages respectful dialogue.

1. **Service Learning**

Overview: Integrates community service projects with course objectives.

Advantages: It applies learning to real-world contexts, fosters civic responsibility, and enhances personal and social development.

Implementation Tips

Start small: introduce simple activities and gradually incorporate more complex strategies.

Provide clear instructions. Ensure students understand the objectives and processes of active learning activities.

Foster a supportive environment: Create a classroom culture where students feel safe to express ideas and take risks.

Reflect and Adapt: Continuously evaluate the effectiveness of active learning strategies and be ready to adjust.

Incorporating these strategies can help educators create dynamic and engaging learning environments that promote deeper understanding and skill development.

Benefits of Active Learning

1. **Enhanced students' engagement**

Active learning techniques significantly boost student engagement. According to Prince (2004), activities such as group discussions and problem-solving encourage students to take a more active role in their education, which is closely linked to better learning outcomes and increased motivation.

Increased Participation: Active learning fosters more dynamic and interactive classroom environments by requiring students to actively engage in their education.

Motivation and Interest: Engaging activities make learning more enjoyable, which enhances students' intrinsic motivation to learn (Michael, 2006).

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1. **Improved academic performance**

Research consistently demonstrates that active learning leads to better academic performance. A meta-analysis by Freeman et al. (2014) of 225 studies found that students in active learning environments scored higher on exams and had lower failure rates compared to those in traditional lecture-based settings.

3. Higher Achievement

Active learning approaches enhance students' understanding and retention of material, leading to better academic results.

1. **Skill Development**

These methods also help students develop essential skills such as problem-solving, critical thinking, and collaboration (Michael, 2006).

Enhanced critical thinking and problem-solving skills

Active learning promotes critical thinking and collaborative problem-solving. By engaging deeply with the material, students learn to analyse information, evaluate different perspectives, and develop well-reasoned arguments.

Deeper Understanding

Activities requiring critical thinking and problem-solving help students grasp the material at a deeper level, as they are actively involved in the learning process (Prince, 2004).

Application of Knowledge

These skills are crucial for real-world applications, preparing students for future challenges (Michael, 2006).

Positive Attitudes Towards Learning

Students often report more positive attitudes towards courses that incorporate active learning strategies. This positive outlook enhances their overall educational experience and fosters a lifelong love of learning.

Increased Enjoyment: Courses using active learning techniques are generally perceived as more enjoyable and interesting, enhancing students' overall satisfaction with their education (Michael, 2006).

Self-Efficacy and Confidence: Active learning boosts students' confidence in their abilities, leading to higher self-efficacy and a greater willingness to tackle challenging tasks (Prince, 2004).

Development of Soft Skills

Active learning enhances not only academic skills but also important soft skills such as teamwork, communication, and time management. These skills are highly valued in the workplace and are essential for personal and professional success.

Teamwork and Collaboration: Group activities and projects teach students to work effectively with others, share ideas, and manage group dynamics.

Communication Skills: Presenting ideas and participating in discussions improve students' verbal and written communication skills, which are critical for academic and career success (Michael, 2006).

Challenges of Active Learning

1. **Implementation Barriers**

Instructor Readiness: Successful active learning requires well-prepared and adaptable instructors. However, some educators may lack the training or experience needed to effectively implement these strategies (Eddy & Hogan, 2014).

Resource Intensive: Active learning often demands more resources in terms of time, materials, and classroom space, posing a significant challenge, particularly in institutions with limited funding or large class sizes (Michael, 2006).

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Student Resistance

Adaptation Challenges: Students who are used to passive learning might initially resist active learning approaches. They may feel uncomfortable or unprepared for the increased responsibility and participation required (Finelli et al., 2018).

Perceived Inefficiency: Some students view active learning as less efficient than traditional lectures, particularly if they do not immediately see its benefits. This perception can hinder their engagement with and acceptance of the method (Prince, 2004).

Assessment Difficulties

Measuring Learning Outcomes: Assessing the effectiveness of active learning can be challenging. Traditional exams might not fully capture the depth of understanding and skill development that active learning fosters (Kuh et al., 2010).

Feedback and Evaluation: Providing timely and constructive feedback in an active learning environment can be demanding for instructors, especially in large classes. Ensuring a fair and comprehensive evaluation requires considerable effort (Michael, 2006).

1. **Implementation Barriers**:

Instructor Preparedness

Training and preparation: Successful active learning requires instructors to be well-prepared and adaptable. Many educators may lack the necessary training or experience to effectively design and implement active learning strategies (Eddy & Hogan, 2014).

Resistance to Change: Some instructors may be hesitant to move away from traditional lecture-based methods due to comfort with existing practices or scepticism about active learning's effectiveness.

Resource Demands Time and Effort: Active learning often demands more time and effort from instructors for planning, facilitating, and assessing activities, which can be particularly challenging in resource-limited institutions or for instructors with heavy teaching loads (Michael, 2006).

Classroom Setup and Materials: Active learning may require specific classroom configurations and materials that are not always readily available, posing logistical challenges.

Student Resistance

Adaptation Issues

Student Expectations: Students accustomed to passive learning methods might initially resist active learning approaches. They may feel uneasy with the increased responsibility and participation required (Finelli et al., 2018).

Learning Curve: Students may struggle to adapt to new learning methods, especially if the transition is abrupt or if they are not adequately supported.

Perceived Inefficiency

Efficiency Concerns: Some students may view active learning as less efficient compared to traditional lectures, especially if they do not immediately see its benefits. This perception can hinder their engagement with and acceptance of the method (Prince, 2004).

Assessment Anxiety: Active learning often involves formative assessments and peer evaluations, which can cause anxiety and discomfort among students.

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1. **Assessment Challenges**

Measuring learning outcomes

Complexity of Assessment: Assessing the effectiveness of active learning can be challenging. Traditional exams may not fully capture the depth of understanding and skill development that active learning promotes (Kuh et al., 2010).

Alignment with Objectives: Designing assessments that align with active learning objectives and adequately measure the desired outcomes requires significant effort and expertise.

Feedback and evaluation

Timely Feedback: Providing timely and constructive feedback in an active learning environment is demanding for instructors, particularly in large classes. Ensuring a fair and comprehensive evaluation necessitates considerable effort (Michael, 2006).

Consistency in Grading: Maintaining consistency and fairness in grading active learning activities can be difficult, especially when peer assessments are involved.

1. **Institutional and cultural challenges**

Institutional Support

Administrative Buy-In: Successful implementation of active learning often requires institutional support and investment. Without administrative buy-in, instructors may lack the necessary resources and encouragement to adopt active learning practices (Eddy & Hogan, 2014).

Professional Development: Continuous professional development opportunities are essential for instructors to stay updated with effective active learning strategies.

Cultural Factors

Educational Culture: The prevailing educational culture can influence the acceptance and success of active learning. In some contexts, there may be a strong preference for traditional teaching methods, making it difficult to implement active learning.

Student Diversity: Diverse student populations with varying educational backgrounds and learning styles may respond differently to active learning, requiring tailored approaches to meet their needs.

2-3 Research Current Area

1. **Benefits of Active Learning:**

According to *Barbara Oakley, ''Science of How We Learn'' April 7, 2021* There are many researchers who have contributed to the understanding of the benefits of active learning in education. Here are a few notable ones:

Oakley, along with Terrence Sejnowski, authored the book "Learning How to Learn: Powerful Mental Tools to Help You Master Tough Subjects," which discusses the importance of active learning techniques for effective learning.

These researchers, among others, have contributed valuable insights into the benefits of active learning and have helped shape educational practices to promote more engaging and effective learning experiences.

Here are some key findings from the research conducted by the mentioned scholars and others regarding the benefits of active learning:

Improved Student Performance: Numerous studies have found that students taught using active learning methods tend to outperform those taught through traditional lecturing in terms of exam scores, course grades, and conceptual understanding.

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Enhanced Retention of Knowledge: Active learning promotes deeper learning and better retention of information compared to passive learning methods. Students are more likely to remember and apply what they have learnt when they actively engage with the material.

Increased Student Engagement: Active learning methods, such as group discussions, problem-solving tasks, and hands-on activities, lead to higher levels of student engagement and participation in the learning process. This active engagement fosters a more stimulating and dynamic learning environment.

Development of Critical Thinking Skills: Active learning encourages students to think critically, analyse information, and apply concepts to real-world scenarios. Through activities like debates, case studies, and collaborative projects, students develop critical thinking skills essential for academic success and professional growth.

Promotion of Collaborative Learning: Active learning fosters collaboration and teamwork among students, promoting the exchange of ideas, perspectives, and knowledge. Collaborative learning environments encourage peer-to-peer teaching and learning, enhancing students' communication and interpersonal skills.

Enhanced Motivation and Confidence: Active learning methods increase students' motivation and confidence by making the learning experience more interactive, relevant, and enjoyable. Students feel a sense of ownership over their learning and are more likely to stay engaged and committed to achieving their educational goals.

Preparation for Real-World Challenges: Active learning equips students with the skills and competencies needed to succeed in today's complex and dynamic world. By engaging in activities that mirror real-world challenges and situations, students develop problem-solving abilities, adaptability, and resilience.

These findings highlight the transformative impact of active learning on student learning outcomes, engagement, and preparedness for future success. They underscore the importance of incorporating active learning strategies into educational practices to create more effective and student-centred learning environments.

1. **Challenges of Active Learning:**

Several scholars in the field of education have explored the obstacles associated with active learning.

David E. Grey, Elliott L. Baines, Scott Freeman, Karin Kirk, Julie Hatcher, Robert Bringle, Mark Connolly, and Michelle Eady have all conducted research on this topic. Their work delves into the difficulties educators encounter when implementing active learning strategies, addressing issues such as resistance to change, time constraints, resource limitations, unequal participation, and the need for faculty training and support.[8]

Grey has conducted research on active learning in higher education, including studies that explore the challenges faced by educators when implementing active learning strategies in their classrooms. Research into active learning also underscores certain hurdles educators might face when putting these strategies into practice.

Below are some of the of the primary challenges outlined in academic literature:

Resistance to Change: Implementing active learning requires a departure from traditional teaching methods, which some educators may be hesitant to embrace due to the familiarity or perceived effectiveness of lecture-based instruction. Overcoming resistance to change among faculty members can be a significant challenge.

Time Constraints: Active learning often requires more time for preparation, implementation, and facilitation compared to traditional lecturing. Educators may struggle to find sufficient time to design and deliver engaging, active learning activities within the constraints of a packed curriculum.

Large Class Sizes: Active learning can be more challenging to implement in large classes due to logistical constraints, such as space limitations, managing group dynamics, and providing individualised attention to

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[8] David E. Grey: *''Facilitating Management Learning: Developing Critical Reflection Through Reflective Tools''* November 2007.

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students. Scaling active learning strategies to accommodate large class sizes while maintaining effectiveness can be a major challenge.

Resource Limitations: Some active learning methods may require access to specialised resources, technology, or materials, which may not be readily available in all educational settings. Limited resources can hinder the implementation of certain active learning activities and limit their effectiveness.

Student Resistance: Students accustomed to passive learning may initially resist active learning methods, especially if they perceive them as requiring more effort or being less familiar. Overcoming student resistance and fostering buy-in for active learning approaches can be a significant challenge for educators.

Unequal Participation: In group-based active learning activities, unequal participation among students can be a challenge, with some students dominating discussions while others remain passive. Educators must implement strategies to ensure equitable participation and engagement among all students.

Assessment and Evaluation: Assessing and evaluating student learning in active learning environments can be more complex than in traditional lecture-based settings. Designing appropriate assessment methods to measure student outcomes effectively and fairly in active learning contexts is a challenge for educators.

Faculty Training and Support: Many educators may lack the training, knowledge, or support needed to effectively implement active learning strategies. Providing faculty with professional development opportunities, resources, and ongoing support is essential for the successful adoption of active learning practices.

Addressing these challenges requires a multifaceted approach involving faculty development, institutional support, curriculum redesign, and a commitment to continuous improvement. Despite these challenges, the benefits of active learning in promoting student engagement, deep learning, and critical thinking make it a valuable pedagogical approach worth pursuing.

2-4 Review of Previous Studies:

Over the years, a substantial body of research has been dedicated to investigating the effectiveness and impact of active learning methodologies across various educational contexts.

1. *Paul Main, ''Hands-On Learning'' (July 19, 2023) Main, P (2023, July 19). Hands-On Learning. Retrieved from https://www.structural-learning.com/post/hands-on-learning*

Embark on a journey to unlock the profound impact of experiential learning. Uncover practical techniques and the myriad benefits of actively engaging students in hands-on education.

''The Concept of Active Learning and the Measurement of Learning Outcomes: A Review of Research in Engineering Higher Education''

November 2019 Education Sciences 9(4):276 November 2019 9(4):276

This review clarifies the current use of the concept of active learning in engineering higher education by focussing on the definitions of the concept itself and on the arguments for applying it. According to the results, active learning was defined in 66 articles in three major ways: (1) active learning defined as an instructional approach; (2) active learning not defined but viewed as an instructional approach; and (3) active learning not defined but viewed as a learning approach. Our analyses showed that each of these three main categories consisted of several sub-categories. Table 1 shows the three categories for these definitions with examples.

''Active Learning in Higher Education: Theoretical Considerations and Perspectives''

Edited by Wendy Garnham and Isobel Gowers Copyright 2023, published February 9, 2023, by Routledge.

The book investigates the concept of active learning from diverse perspectives, highlighting recurring themes that readers can anticipate. These include student autonomy, creativity, the structuring of active learning tasks, learning environments, and effective assessment methods. It emphasises the heightened motivation derived from achieving tangible outcomes versus merely acquiring knowledge for its own sake. The text explores the intersection between transformative learning and active learning, underscoring the importance of

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enabling students not only to absorb and apply new knowledge but also to reinterpret existing knowledge. It stresses the value of leveraging prior knowledge by encouraging students to view it through new lenses.

The Impact of Active Learning on Students' Academic Performance

Authors: Chadia A. Aji, Tuskegee University; Javed Khan, Tuskegee University

January 2019, Open Journal of Social Sciences, 07(03):204–211

Their findings indicated that implementing active learning (specifically using the flipped classroom approach) in introductory math and aerospace engineering courses led to not only higher success rates but also improved academic performance among students. Top of Form

5.   Simultaneous multidimensional impacts of active learning revealed in a first implementation

in the MENA region Alaa I. Ibrahim, Nidhal Sulaiman, and Issam Ali Edited by Bruce Alberts, University of California, San Francisco, CA; received May 11, 2021; accepted June 15, 2022.

This paper shows that active learning is flexible enough to implement without undue cost and can, if widely implemented, lead to a substantial reduction of lost tuition due to repeating courses.

2-5 Conclusion

Researchers believe that active learning offers numerous benefits, including increased student engagement, improved academic performance, and the promotion of positive attitudes towards learning. However, implementing active learning strategies presents challenges. Overcoming obstacles such as instructor readiness, resource availability, student resistance, and assessment complexities is essential for successful adoption. Looking ahead, research and educational practice must focus on establishing support systems for educators, creating flexible active learning models, and designing effective assessment tools. This approach seeks to maximise the effectiveness of active learning in diverse educational settings.

CHAPTER THREE

Research Methodology

3.1. INTRODUCTION

This chapter aims to describe the methods used to investigate the benefits and challenges of active learning for students' academic performance. It will discuss the research design, participants, instruments of data collection, and procedures employed in the study. A mixed-methods approach was adopted, where both quantitative and qualitative data were gathered to obtain a comprehensive understanding of the issue. A survey questionnaire with closed-ended questions was distributed to the 86 students randomly selected from level 12 in the English language department at Samath College at Jazan University to collect primary data on the benefits and challenges of active learning for students' academic performance difficulties. Additionally, semi-structured interviews were conducted with seven teachers to gain deeper insights into their challenges. It is hoped that the methodology adopted in this study can be easily replicated by other researchers.

3.2. Methodology

The research methodology of this study will use a mixed-methods approach, incorporating both quantitative and qualitative methods. The quantitative aspect will involve administering a questionnaire to a sample of students to collect numerical data on the benefits and challenges of active learning for students academic performance. Also, a qualitative method such as interviews will be conducted with a smaller group of participants to gain deeper insights into their personal experiences, perceptions, and unique perspectives on the challenges. By combining these approaches, the study aims to provide a comprehensive understanding of the difficulties that impact students' academic performance while practicing active learning, informing the

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development of targeted interventions and instructional strategies for active learning to enhance students' academic performance.

3.3. Population and Sampling

The target population for this study is graduated students from level 12 enrolled in the English language department at Samtah College of Jazan University. There are 86 graduated students(First, Second and Third batches 2024) and 16 teachers in the English department. The researchers selected 50 students(Third batch) from the population randomly chosen and 7 teachers from nonrandom selection to represent a sample for this study. The purpose was to gather data about the experiences of these students and teachers with the challenges and benefits of active learning. The research aimed to identify the specific difficulties faced by students in this particular context. Consequently, by gathering data from a sample of graduated students, this research provides insights into the specific benefits and challenges faced by students in active learning in the context of the English language department at Samtah College of Jazan University.

3.4. The Tools and Instruments

This research study used a combination of tools and instruments to gather comprehensive information, as follows: These tools help gather valuable information and insights into the processes and strategies involved in active language learning. Some common tools and instruments used in this type of research include the questionnaire and interviews.

3.4.1 The Questionnaire

The researchers use a questionnaire to collect quantitative data from a large number of participants. This questionnaire can be designed to assess the benefits and challenges of active learning for students' academic performance. The questionnaire is divided into three parts. The first part is the use of effective learning strategies and attitudes towards active learning to enhance students's English language learning; the second part is the benefits of active learning for improving students' academic performance; and the last part is the challenges of active learning that hinder students' knowledge.

Section 1: The Effective Strategies of Active Learning for Improving Students' Academic Performance

1. **Think-Pair-Share**

Students work together to solve a problem about an assigned reading.

2. **Problem-Based Learning**:

Students learn about a subject by working in groups to solve an open-ended problem.

3. **Case Studies**:

Instructors assign scenarios based on situations in which students observe, analyse, record, implement, conclude, summarise, or recommend.

4. **Flipped Classroom**:

The instructor moves activities, including those that may have traditionally been considered homework, into the classroom.

5. **Interactive Lectures**:

The instructor gives students the students the opportunity to interact actively and directly with the material through a specific learning task.

6. **Group Projects**:

The instructor encourages students to be assigned to groups and work together on a task or project.

7. **Role-playing and simulations**

Instructors allow students to take on different personas and interact in diverse learning settings.

8. **Gamification**

The instructor uses game elements to enhance the learning experience.

9. **Concept Mapping**

Students can manage concepts into sub-concepts, synthesise information, see a larger picture, and develop higher-order thinking skills and strategies.

Section 2: The Benefits of Active Learning for Enhancing Students Academic Performance

1. Students prepared thoroughly for all subjects.

2. Students focus and listen attentively during each discussion.

3. Students aim to achieve high grades in every subject.

4. Students engage actively in all discussions.

5. Students become more focused when confronted with technical problems.

6. Students enjoy homework and activities as they help enhance skills in all subjects.

7. Students put in extra effort when tackling challenging assignments.

8. Solving problems is a beneficial hobby for students.

Section 3: Challenges of Active Learning that Hindered Students Academic Performance.

Resistance to Change:

Sometimes one student or sometimes more individuals directly and indirectly, consciously and unconsciously, reject any engagement in a learning possibility.

Time Constraints

Students require more spontaneous and flexible lesson plans that suit the time given for the class.

Large Class Sizes

Larger class sizes lead to more disorder in the classroom, which ultimately affects student learning.

Resource Limitations

Instructors focus too much on theoretical knowledge, leading to a lack of practical skills and a disconnect between classroom learning and real-world application.

Faculty Training and Support

Training for teachers is insufficient.

Unequal Participation

There is a lack of equal collaboration, contribution, and engagement for the students during the learning process.

Assessment and evaluation

Difficulty in assessing student performance.

3.4.1 The Interviews

In this phase, the researcher will conduct focused interviews with seven teachers to delve into their personal experiences regarding the benefits and challenges of active learning for students' academic performance.

Strategies for Active Learning to Improve Students' Academic

• Which active learning strategies will ultimately help your students meet their learning objectives?

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- Explore various strategies, such as group discussions, problem-solving tasks, or brief writing assignments, to enhance student engagement and learning outcomes.

Benefits of Active Learning:

- What are the dominant benefits of active learning?

- Investigate the specific outcomes of active learning.

Challenges of Active Learning:

- What are the most challenging factors in active learning?

- Explore obstacles faced by teachers and students during the implementation of Active Learning.

3.5 Conclusion

In conclusion, this chapter describes the methodology used to investigate the benefits and challenges of active learning for students' academic performance. A mixed-methods approach was adopted, combining quantitative data from a questionnaire and qualitative data from interviews. The study aimed to provide a comprehensive understanding of the difficulties students face in practicing strategies for active learning that hinder their academic performance, with the goal of informing the development of targeted interventions and instructional strategies to enhance active learning.

CHAPTER FOUR

Data Analysis and Discussion

4.1 Introduction

This chapter presents the data analysis and discussion of the current study. The purpose of this chapter is to examine the findings gathered from the research and to discuss their implications. Additionally, this chapter will provide a detailed discussion of the findings, drawing connections between the data and the research questions. Through this analysis and discussion, the study seeks to gain a deeper understanding of the benefits and challenges of active learning on students' academic performance for enhancing English language learning among students at Jazan University.

4.2 Data Analysis

The data analysis focuses on the comprehensive analysis, presentation, and interpretation of the study's findings. The process is divided into two distinct phases. The first phase involves a quantitative analysis of the data gathered from the questionnaire, focusing on numerical and statistical aspects to identify patterns and trends. The second phase consists of a qualitative interpretation based on the results from interviews (focus and telephone) and focus group discussions, aiming to provide deeper insights and contextual understanding of the data.

To finalize this study effectively, it is essential to thoroughly analyze the collected data to evaluate the hypothesis and provide answers to the research questions. As outlined in the previous chapter, the data will be interpreted descriptively

Phase One: Qualitative Interpretation of Results

Analysis of Questionnaires

The survey was administered 50 samples of English department students at Samtah College to collect data on their participation, the results were computed based on the 35 students that were completed.

The survey items are designed to collect data on the following three sections:

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Section 1: Effective Strategies of Active Learning. The Effective Strategies of Active Learning for Improving Students' Academic Performance

Think-Pair-Share Students work together to solve a problem about an assigned reading.
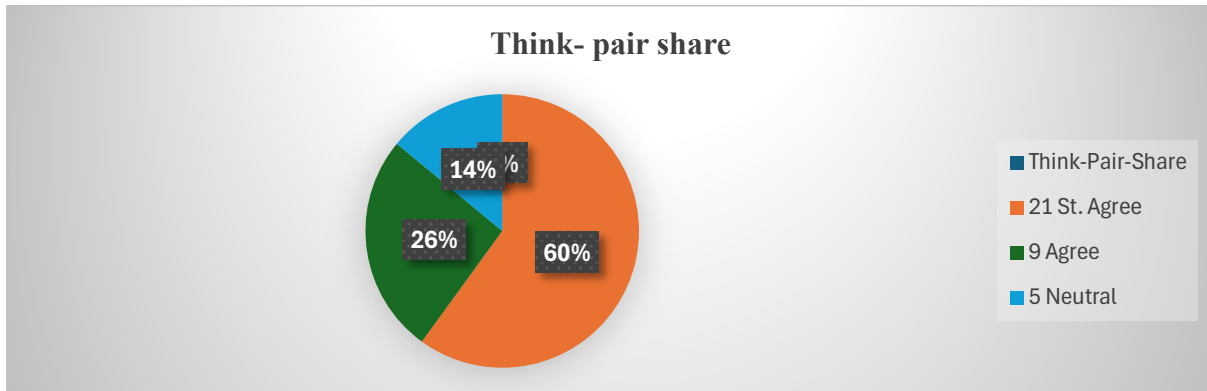

Strongly Agree (60%) : Most of the participants have a strong positive response. The data shows a significant agree in opinions, with the majority (60%) strongly agreeing.

Agree (26%): Based on the data, it appears that a significant number of respondents agree with the statement, although their agreement is not as emphatic as the previous group. This suggests that while these respondents hold a positive view, they have some reservations or feel less strongly about the statement.

Neutral (14%): A small portion of the participants neither agree nor disagree, indicating ambivalence or uncertainty. The neutral group is relatively small, suggesting that most participants have a clear opinion on the matter.

Problem-Based Learning:

Students learn about a subject by working in groups to solve an open-ended problem.
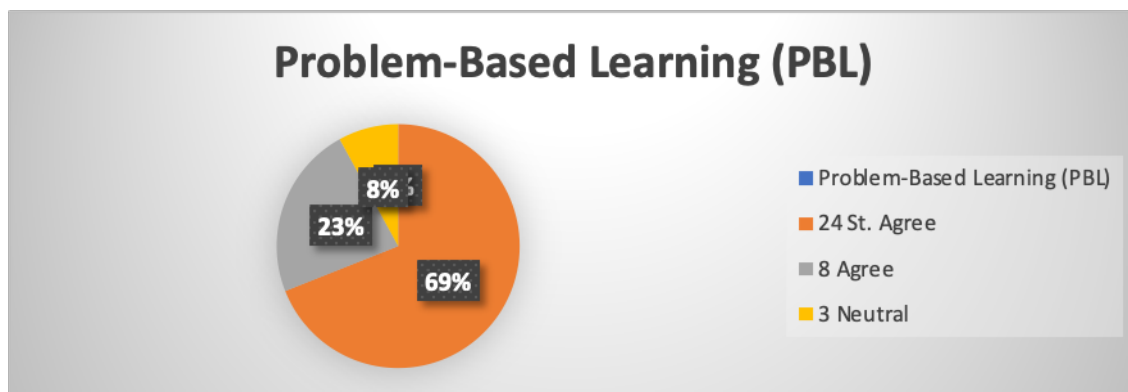
Strongly Agree (69%): A significant portion of respondents agree that PBL is effective. They likely appreciate the collaborative, inquiry-based approach.

Agree (23%): A smaller but still substantial group strongly supports PBL. These individuals likely find it highly engaging and beneficial.

Neutral (8%): Some respondents remain neutral, possibly indicating a lack of strong opinion.

Disagree and Strongly Disagree: No visible segments for these categories. It suggests that very few respondents oppose PBL.

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Remember, PBL encourages active problem-solving, collaboration, and meta cognitive skills

Case Studies: Instructors assign scenarios based on situations in which students observe, analyze, record, implement, conclude, summarize, or recommend.
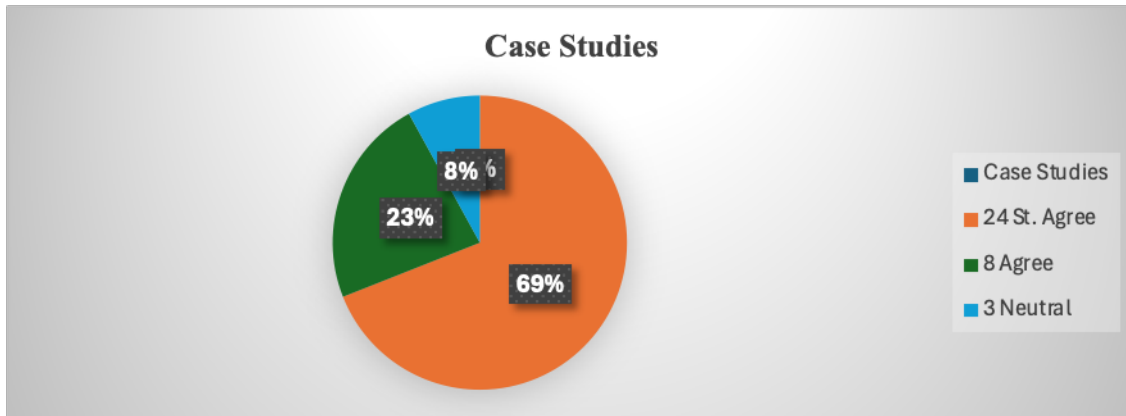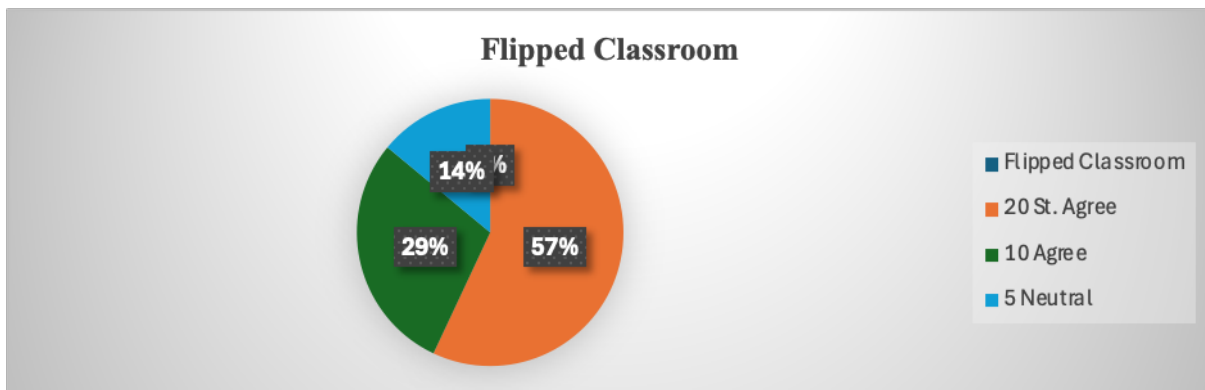

Strong Agreement: A significant majority **(69%)** of respondents strongly agree with the use of case studies.

Agreement: An additional **(23%)** of respondents agree with the approach.

Neutral: A small percentage **(8%)** remains neutral on the topic.

Overall, the chart indicates strong support for instructors assigning scenarios that involve observation, analysis, recording, implementation, conclusion, summary, or recommendations in educational settings

Flipped Classroom: The instructor moves activities, including those that may have traditionally been considered homework, into the classroom.
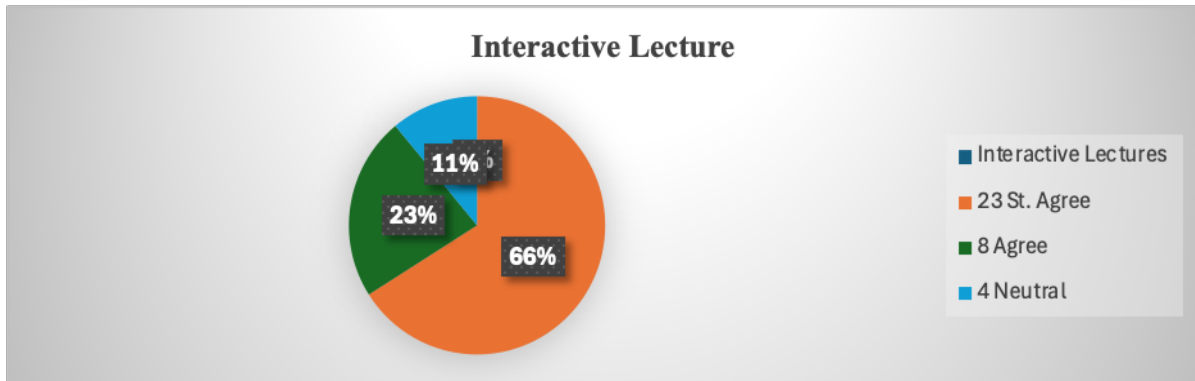

Strongly Agree: A significant majority **(57%)** of respondents strongly agree with moving activities (including traditional homework) into the classroom.

Agree: An additional **29%** of respondents agree with this approach.

Neutral: A small percentage **(14%)** remains neutral on the topic.

Overall, the chart indicates strong support for the Flipped Classroom model, where instructors shift activities from outside the classroom to inside, fostering active learning during class time.

Interactive Lectures: The instructor gives opportunity for students to interact actively and directly with the material through a specific learning task.

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Interactive Lecture

Legend: Interactive Lectures, 23 St. Agree, 8 Agree, 4 Neutral

66%, 23%, 11%

Strongly Agree (23 responses, 66%): The largest segment of respondents strongly agrees that interactive lectures are beneficial. This indicates a high level of enthusiasm and support for this teaching approach.

Agree (8 responses, 23%): A smaller but still significant portion of respondents agrees with the effectiveness of interactive lectures. These individuals appreciate the engagement and interaction provided during lectures.

Neutral (4 responses, 11%): A minority of respondents remains neutral. They neither strongly agree nor disagree, suggesting that they have to need more information or have mixed feelings about interactive lectures.

Disagree and Strongly Disagree (0 responses): No respondents expressed disagreement or strong disagreement. This absence of negative sentiment is a positive sign for the effectiveness of interactive lectures.

In summary, most respondents (89%) view interactive lectures favorably. The lack of negative responses reinforces the value of incorporating interactive elements into teaching.

Group Projects: Instructor encourages students to be assigned to groups and work together on a task or project.

Group Project

Legend: Group Projects, 18 St. Agree, 8 Agree, 9 Neutral

51%, 23%, 26%, 0%
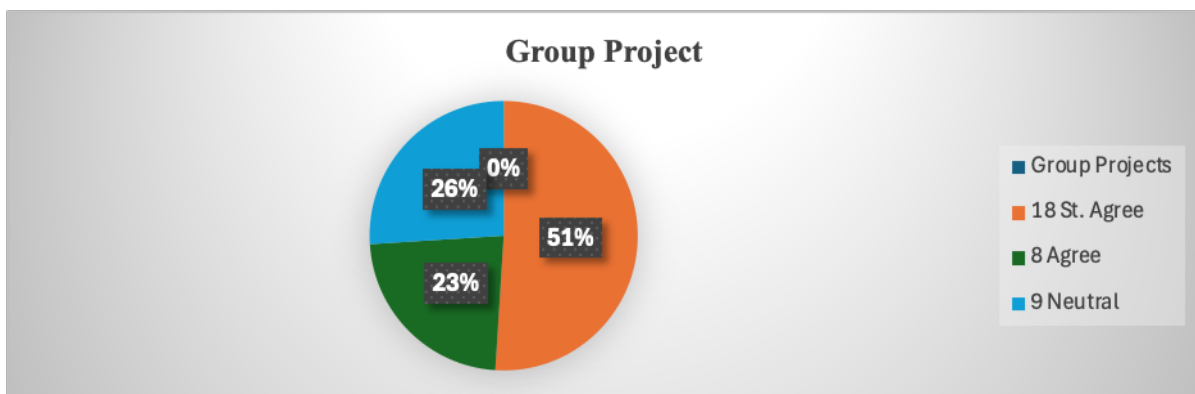
Strongly Agree: 51% of respondents strongly agree that instructors encourage students to collaborate in groups. This indicates strong support for group work.

Agree: 23% agree, which further supports the positive perception of group projects.

Neutral: 26% remain neutral, suggesting that some students neither strongly agree nor disagree with the instructor's encouragement.

Overall, it's evident that fostering collaborative group work is well-received by the majority of students

Role-Playing and Simulations Instructors allow students to take on different personas and interact within diverse learning settings.
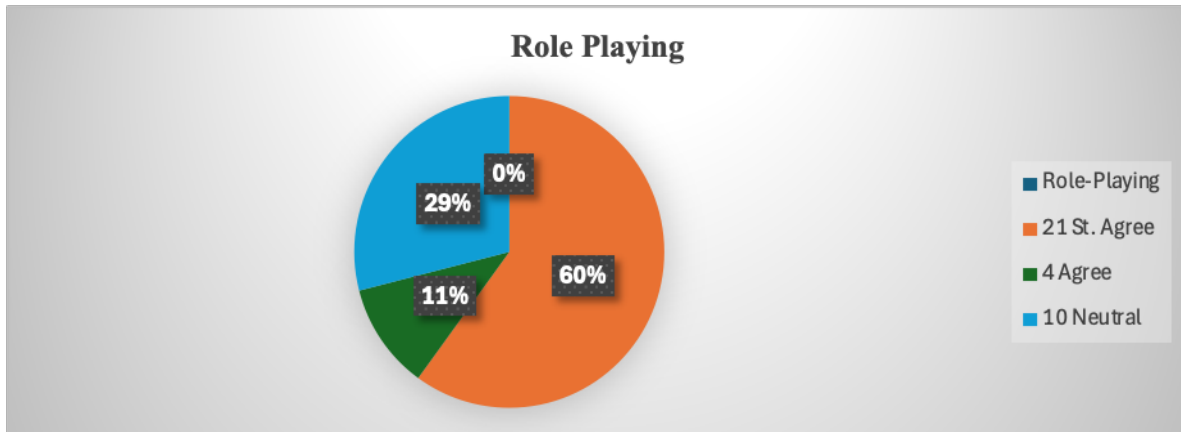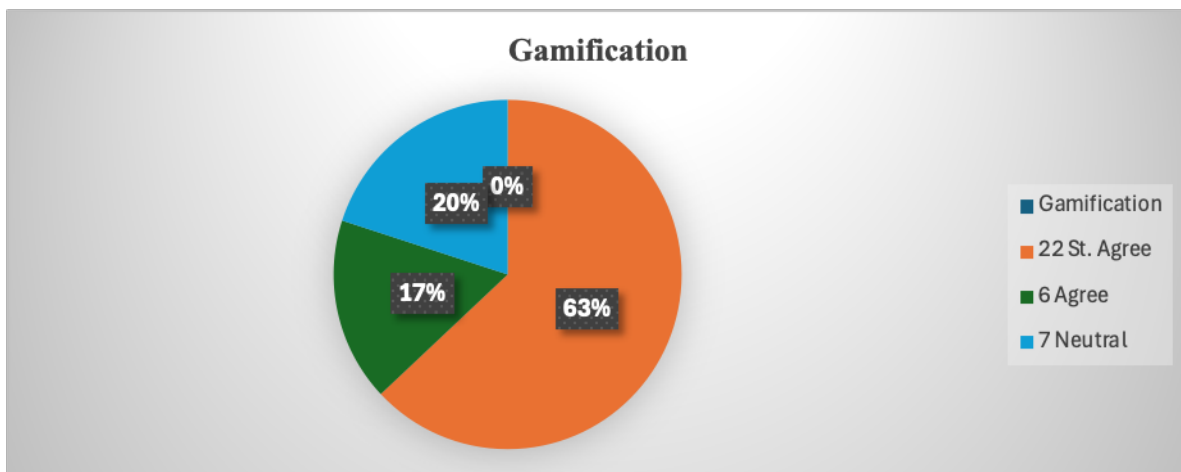
Strongly Agree: 21 respondents **(60%)** strongly support the use of role-playing and simulations. This indicates a strong inclination toward this approach.

Agree: 4 respondents **(11%)** agree, further emphasizing the positive perception of incorporating different personas and diverse learning settings.

Neutral: 10 respondents **(29%)** remain neutral, suggesting that some educators neither strongly support nor oppose this strategy.

Overall, the majority of respondents favour role-playing and simulations as effective teaching tools.

Gamification: Instructor uses game elements to enhance the learning experience.

This chart represents survey responses regarding instructors using game elements to enhance the learning experience. Here's the breakdown:
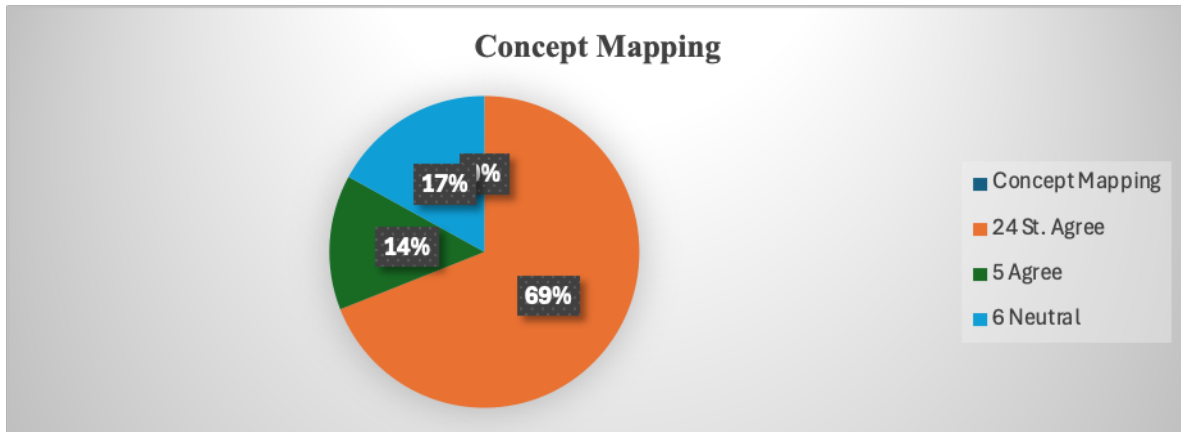
Strongly Agree: 2 respondents **(63%)** strongly support the use of gamification.

Agree: 6 respondents **(17%)** agree with incorporating game elements.

Neutral: 7 respondents **(20%)** remain neutral, neither strongly supporting nor opposing gamification.

Interestingly, there are no respondents in the "Disagree" or "Strongly Disagree" categories. Overall, it appears that a significant majority favors gamification as an effective teaching strategy.

Concept Mapping: Students can manage concepts into sub-concepts, synthesize information, see a larger picture and develop higher order thinking skills and strategies.

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The chart summarizes survey feedback on instructors utilizing concept mapping to improve the learning experience.

Strongly Agree: 24 respondents (69%) strongly support the use of concept mapping.

**Agree: 5 respondents (14%)** agree with incorporating concept mapping.

Neutral: 6 respondents (17%) remain neutral, neither strongly supporting nor opposing concept mapping.

Interestingly, there are no respondents in the "Disagree" or "Strongly Disagree" categories. Overall, it appears that a significant majority favors concept mapping as an effective teaching strategy for managing concepts, synthesizing information, and developing higher-order thinking skills.

   Overall evaluation of sub-questions, the results show that a vast majority of respondents 86.4% answered positively agree (either strongly agree 62.7 or agree 23.7% with the statements), while the remain are neutral 13.9. The findings suggest that the strategies of active learning such as interactive lecture, role play, problem-based learning, flipped classroom, group projects, Gamification, concept mapping...etc. are highly effective to enhance students' academic performance and achieve the of objective**.**

Section 2: Benefits of Active Learning: The Benefits of Active Learning for Enhancing Students Academic Performance.

Students prepared thoroughly for all subjects.
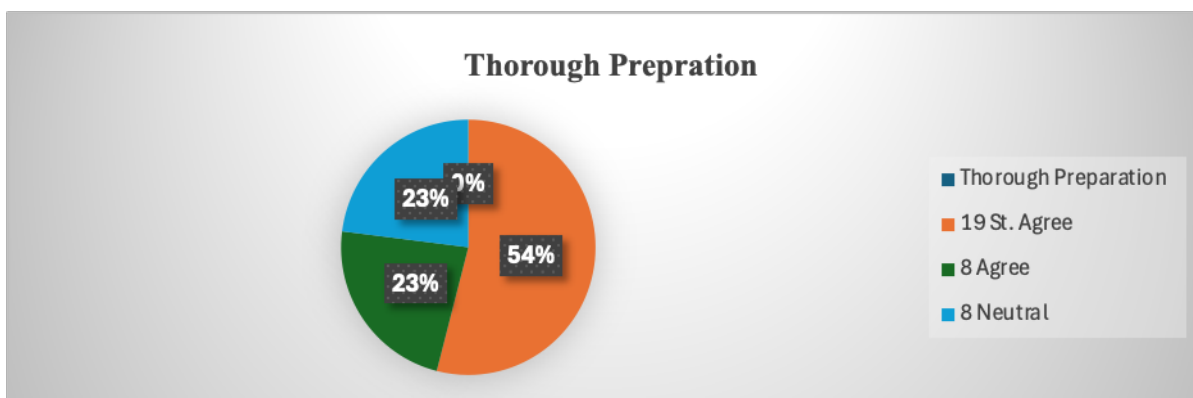
Strongly Agree (54%): The largest segment of respondents strongly agrees that active learning benefits students' academic performance. This group believes in the positive impact of interactive and participatory learning methods.

Agree (23%): A smaller portion agrees with the benefits of active learning. These students recognize its advantages but may not be as emphatic as the "Strongly Agree" group.

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Neutral (23%): An equal percentage of respondents remain neutral. They neither strongly agree nor disagree, indicating a lack of strong opinion on the topic.

Disagree (0%) and Strongly Disagree (0%): No participants disagreed or strongly disagreed with the benefits of active learning. This suggests a consensus that active learning positively impacts academic performance.

Overall, most respondents perceive active learning as beneficial.

Students focus and listen attentively during each discussion.
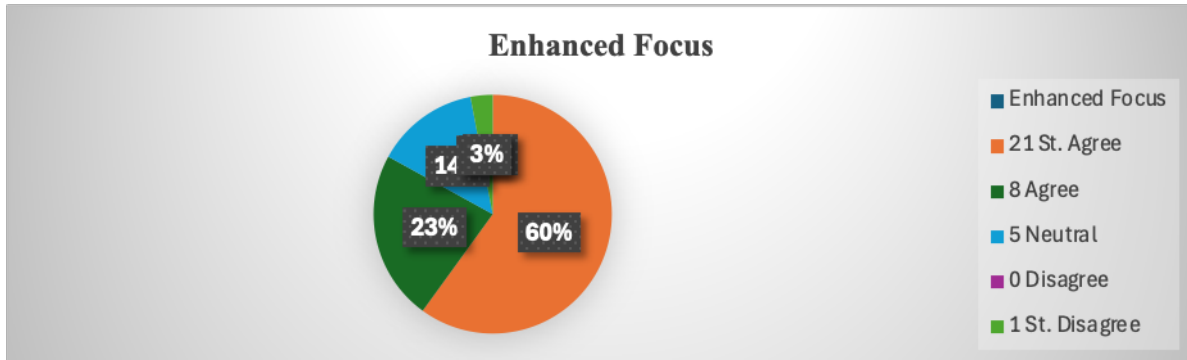
Strongly Agree (60%): The largest segment of students **(60%)** strongly agrees that they focus and listen attentively during discussions. These students actively engage in class conversations and absorb the material.

Agree (23%): A smaller portion (23%) agrees with the statement. While not as emphatic as the "Strongly Agree" group, they still recognize the importance of attentive listening during discussions.
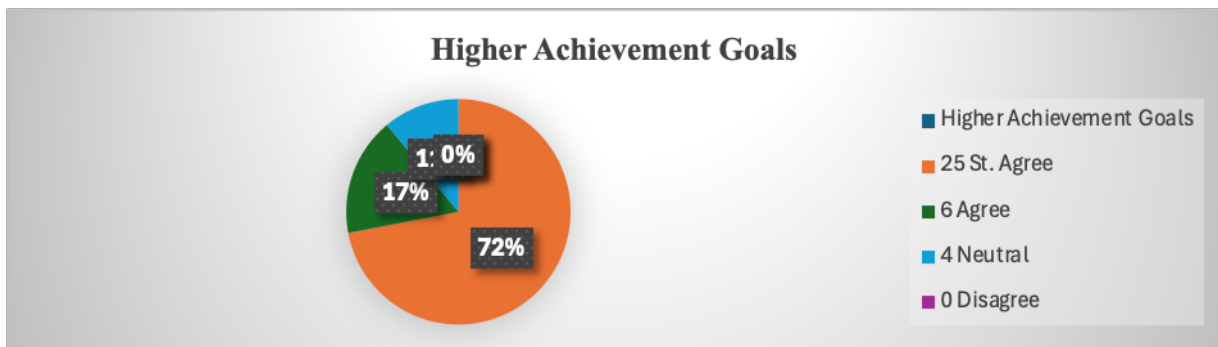
Neutral (14%): Around 14% of students remain neutral. They neither strongly agree nor disagree, indicating a lack of strong opinion on this matter.

Disagree (0%): No students disagreed with the statement.

Strongly Disagree (3%): Only 3% expressed strong disagreement. This suggests that most of the students are actively engaged during discussions.

In summary, fostering active listening skills is crucial for effective learning and participation in class discussion

Students aim to achieve high grades in every subject.

The data from the image regarding students' aspirations to achieve high grades in every subject:

Strongly Agree (72%): The largest segment of students (71%) strongly agrees that they aim to achieve high grades in all subjects. These students are committed to excelling academically.

Agree (17%): A smaller portion (17%) agrees with this goal. They recognize the importance of striving for high grades but may not be as emphatic as the "Strongly Agree" group.

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Neutral (11%): Approximately 11% of students remain neutral. They neither strongly agree nor disagree, indicating a lack of strong opinion on this matter.

Disagree (0%) and Strongly Disagree (0%): No students disagree or strongly disagree with the aspiration to achieve high grades. This suggests a consensus among students regarding the importance of academic excellence.

Remember that setting ambitious goals and maintaining a strong work ethic contribute to overall success in education.

Students engage actively in all discussions
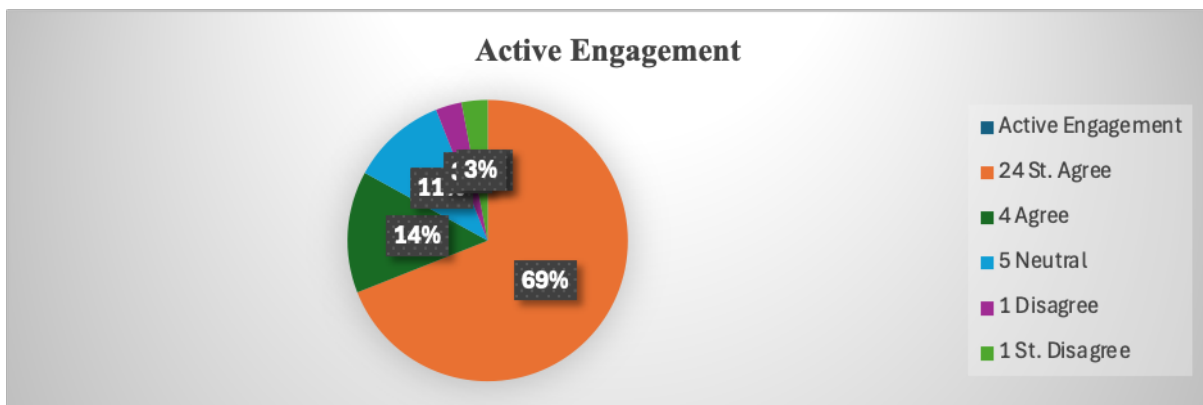
Strongly Agree (69%): This is the largest group, indicating a very strong positive sentiment toward the statement.
The overwhelming majority of respondents feel very confident or passionate about their agreement.
Agree (14%): A smaller, but still significant, portion of respondents agree with the statement, though not as strongly as the previous group.
This suggests that while these respondents are positive, they should have some reservations or feel less intensely about the statement.
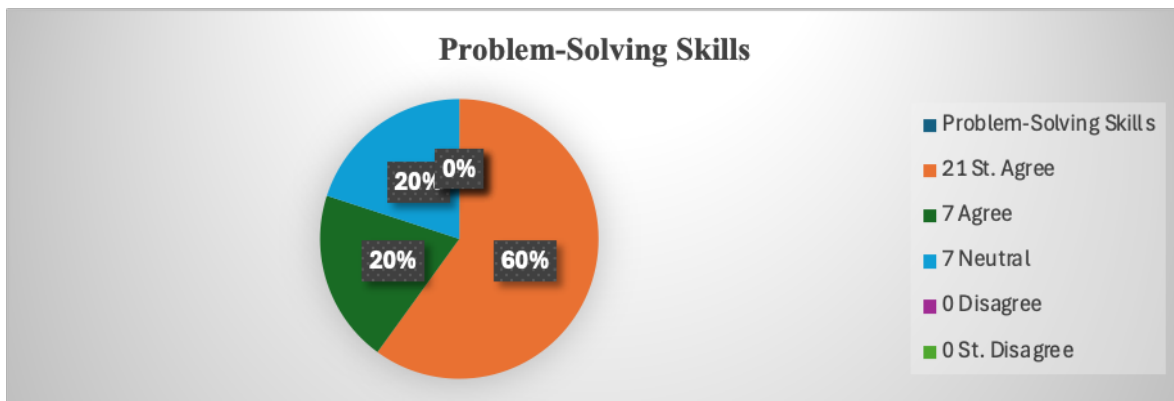**Neutral (11%):** A minority of respondents neither agree nor disagree.
This group may be indifferent, lack sufficient information, or have mixed feelings about the statement.
(3%) Disagree and Strongly Disagree (3%)

The percentage of responders that disagreed or strongly disagreed with the statement is equal at 3%.
Problem-Solving Skills: Active learning helps students develop problem-solving skills, as they are often required to analyze, evaluate, and apply information to solve problems.
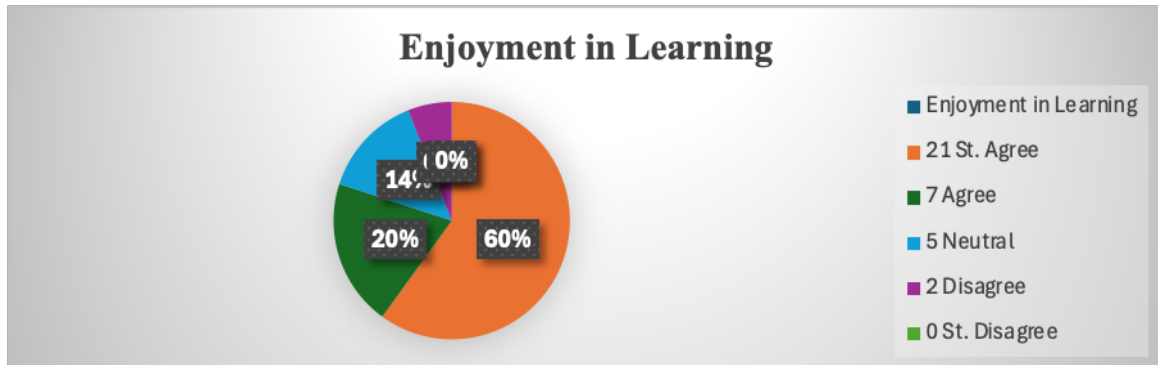

Strongly Agree (60%): This is the majority group, showing a robust positive sentiment towards the statement. A substantial portion of respondents feel very confident or passionate in their agreement.

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Agree (20%): This is a smaller but significant group that agrees with the statement, though with less intensity. These respondents are positive, but they have some reservations or weaker conviction in their agreement.

Neutral (20%): This group, equal in size to the "Agree" group, is neutral, neither agreeing nor disagreeing. They can be indifferent, lack sufficient information, or have mixed feelings about the statement.

Students enjoy homework and activities as they help enhancing skills in all subjects.

Strongly Agree (60%): This is the largest group, indicating a strong positive sentiment toward the statement.

A significant majority of respondents feel very confident or passionate about their agreement.

Agree (20%): A substantial portion of respondents agree with the statement, though not as strongly as the previous group.
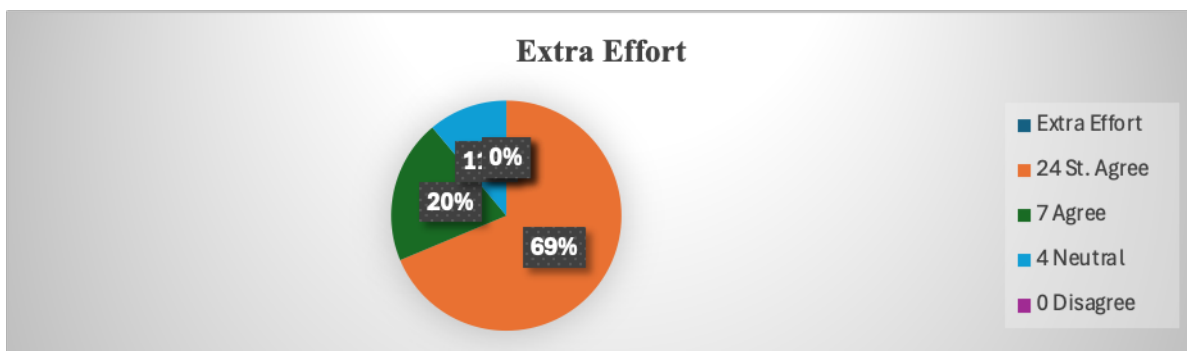
This suggests that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

Neutral (14%): A smaller group of respondents neither agree nor disagree.

This group may be indifferent, lack sufficient information, or have mixed feelings about the statement.

Disagree (6%) This is the smallest group, indicating a minority that disagrees with the statement. While a relatively small percentage, it is important to note their presence as it shows some level of dissent or differing opinions among the respondents.

Students put in extra effort when tackling challenging assignments.

Strongly Agree (69%): This is the largest group, reflecting a very strong positive sentiment toward the statement. A significant majority of respondents feel very confident or passionate about their agreement.

Agree (20%): Substantial portion of respondents agree with the statement, though not as strongly as the previous group. This indicates that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

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Neutral (11%): A smaller group of respondents neither agree nor disagree. This group can be indifferent, lack sufficient information, or have mixed feelings about the statement.

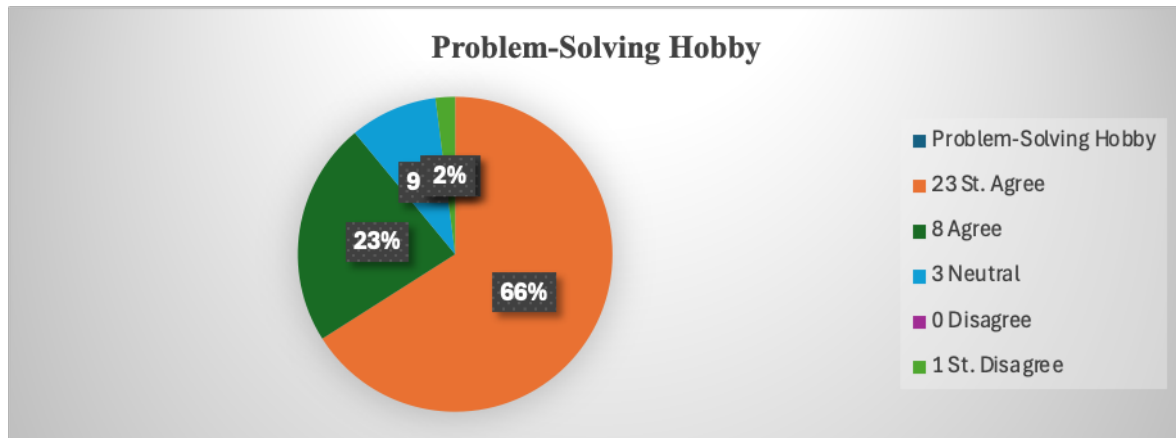**Solving problems is a beneficial hobby for students**

Strongly Agree (66%): This is the largest group, indicating a very strong positive sentiment toward the statement.

A significant majority of respondents feel very confident or passionate about their agreement.

Agree (23%): A substantial portion of respondents agree with the statement, though not as strongly as the previous group.

This suggests that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

Neutral (9%): A smaller group of respondents neither agree nor disagree.

This group may be indifferent, lack sufficient information, or have mixed feelings about the statement.

   Strongly disagree (2%): This is the smallest group, indicating a minority that disagrees with the statement.

Overall evaluation, the findings analysis of section two which aims to specify the benefits of active learning for improving students' academic performance.

The results show that a vast majority of respondents 84%answered positively (either strongly agree 63.6 or agree 20.4% with the statements), while the remain is neutral 14.13 but the smallest group, indicating a minority is either disagree 1.13 or strongly disagree 0.8 with the statements. The findings suggest that the benefits of active learning engage and enhance students' for better learning outcomes by using such activities, including improved critical thinking skills, increased retention and transfer of new information, increased motivation, improved interpersonal skills, and decreased course failure are highly effective for enhancing students' academic performance.

Section 3: Challenges of Active Learning

 Challenges of Active Learning that Hindered Student's Academic Performance.

 Resistance to Change: Sometimes one student, sometimes more individuals directly and indirectly, consciously, and unconsciously reject any engagement in a learning possibility.

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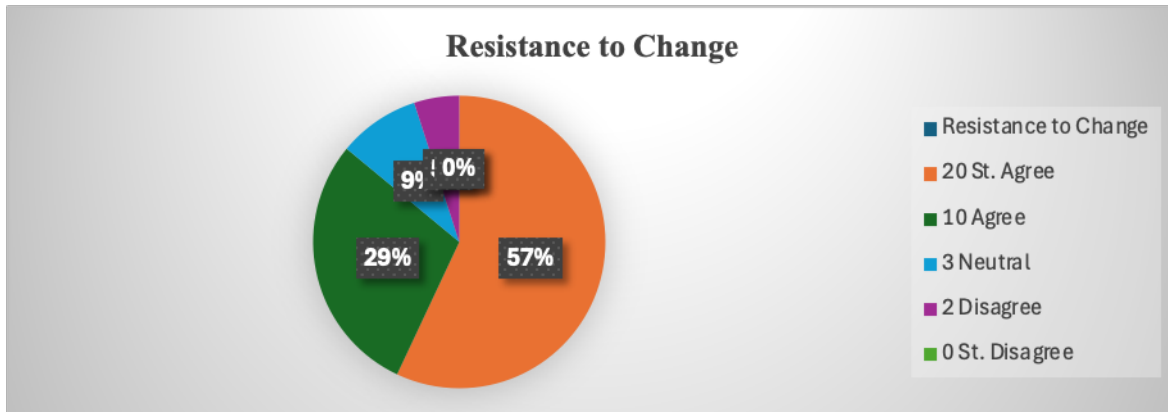
Strongly Agree (57%): This is the largest group, indicating a strong positive sentiment toward the statement.

Most of the respondents feel very confident or passionate about their agreement.

Agree (29%): A substantial portion of respondents agree with the statement, though not as strongly as the previous group.
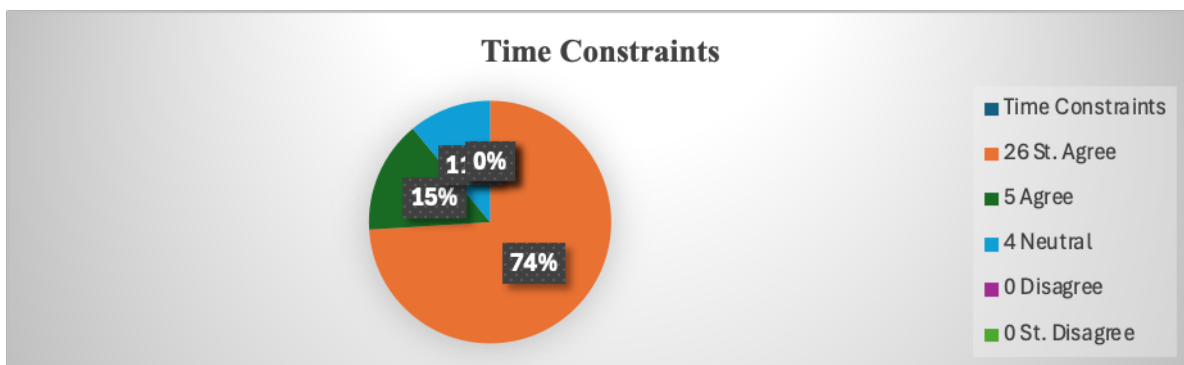
This suggests that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

Neutral (9%): A smaller group of respondents neither agree nor disagree.

This group may be indifferent, lack sufficient information, or have mixed feelings about the statement.

Disagree (5%): This is the smallest group, indicating a minority that disagrees with the statement. While a relatively small percentage, it is important to note their presence as it shows some level of dissent or differing opinions among the respondents.

Students require more spontaneous and flexible lesson plans that suits the time given for the class.

Strongly Agree (74%): This is the largest group, showing a very strong positive sentiment toward the statement. A significant majority of respondents feel very confident or passionate about their agreement.

Agree (15%): A smaller, yet still notable, portion of respondents agree with the statement, though not as strongly as the previous group. This indicates that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

Neutral (11%): A smaller group of respondents neither agree nor disagree. This group may be indifferent, lack sufficient information, or have mixed feelings about the statement.

Larger class sizes lead to more disorder in the classroom which ultimately affects student learning.

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Strongly Agree (66%): This is the largest group, indicating a very strong positive sentiment toward the statement. A significant majority of respondents feel very confident or passionate about their agreement.

Agree (20%): A smaller, yet still notable, portion of respondents agree with the statement, though not as strongly as the previous group.

This suggests that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

Neutral (14%): A smaller group of respondents neither agree nor disagree.

This group may be indifferent, lack sufficient information, or have mixed feelings about the statement.

Instructors focus too much on theoretical knowledge, leading to a lack of practical skills, and a disconnect between classroom learning and real-world application.

Strongly Agree (60%): This is the largest group, indicating a strong positive sentiment toward the statement.

A significant majority of respondents feel very confident or passionate about their agreement.

Agree (20%): A smaller, yet still notable, portion of respondents agree with the statement, though not as strongly as the previous group.

This suggests that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

Neutral (17%): This group of respondents neither agree nor disagree.

They may be indifferent, lack sufficient information, or have mixed feelings about the statement.

Disagree (3%): This is the smallest group, indicating a minority that disagrees with the statement.

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Training for teachers is insufficient.

Strongly Agree (56%): This is the largest group, showing a strong positive sentiment toward the statement. A significant majority of respondents feel very confident or passionate about their agreement.

Agree (26%): A notable portion of respondents agree with the statement, though not as strongly as the previous group. This indicates that while these respondents are positive, they should have some reservations or feel less intensely about the statement.
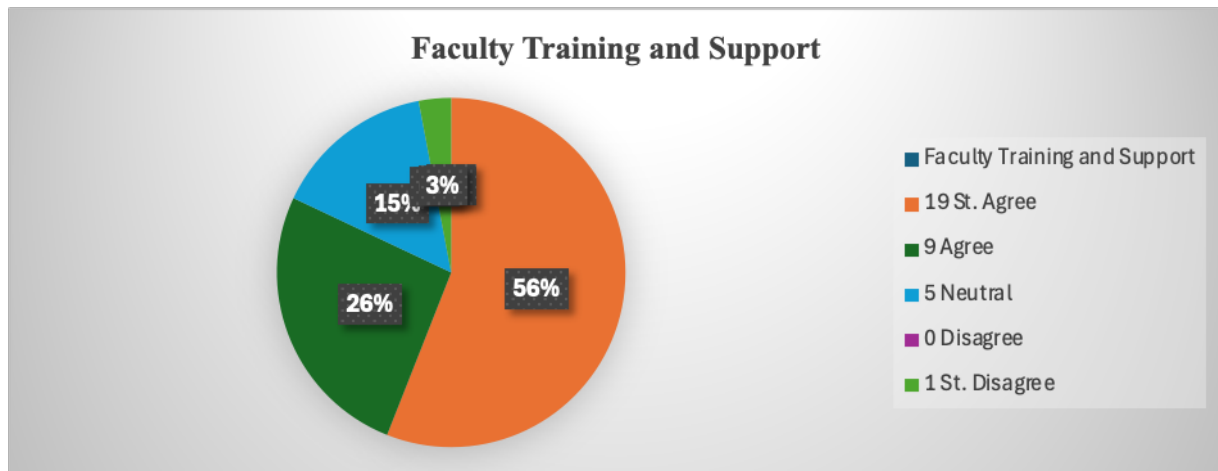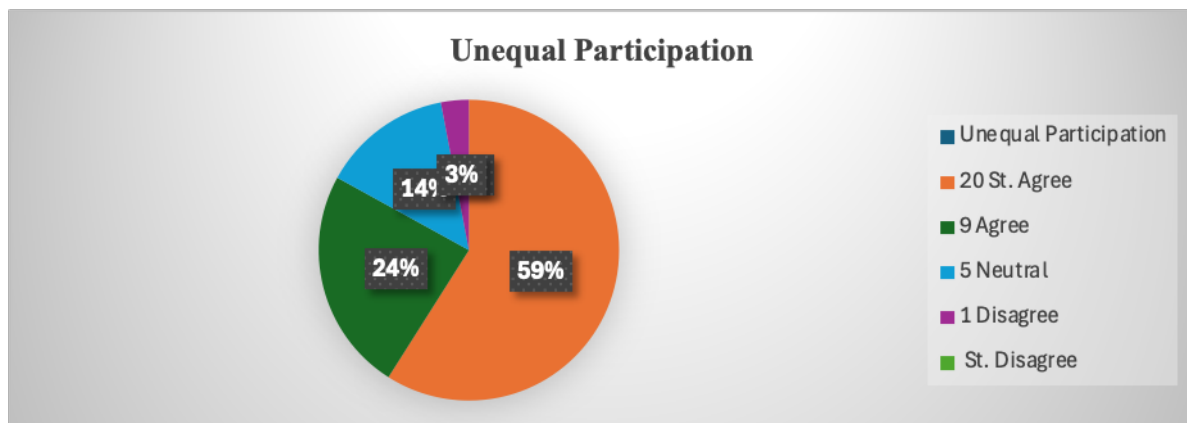
Neutral (15%): This group of respondents neither agree nor disagree. They may be indifferent, lack sufficient information, or have mixed feelings about the statement.

 Strongly disagree (3%): This is the smallest group, indicating a minority that disagrees with the statement

There is lack of equal collaborate, contribute and engage for the students during learning process.

Strongly Agree (59%): This is the largest group, showing a strong positive sentiment toward the statement. Most of the respondents feel very confident or passionate about their agreement.

Agree (26%): A notable portion of respondents agree with the statement, though not as strongly as the largest group. This indicates that while these respondents are positive, they shoud have some reservations or feel less intensely about the statement.

Neutral (15%): This group of respondents neither agree nor disagree. They may be indifferent, lack sufficient information, or have mixed feelings about the statement.

Disagree (3%): This is the smallest group, indicating a minority that disagrees with the statement.

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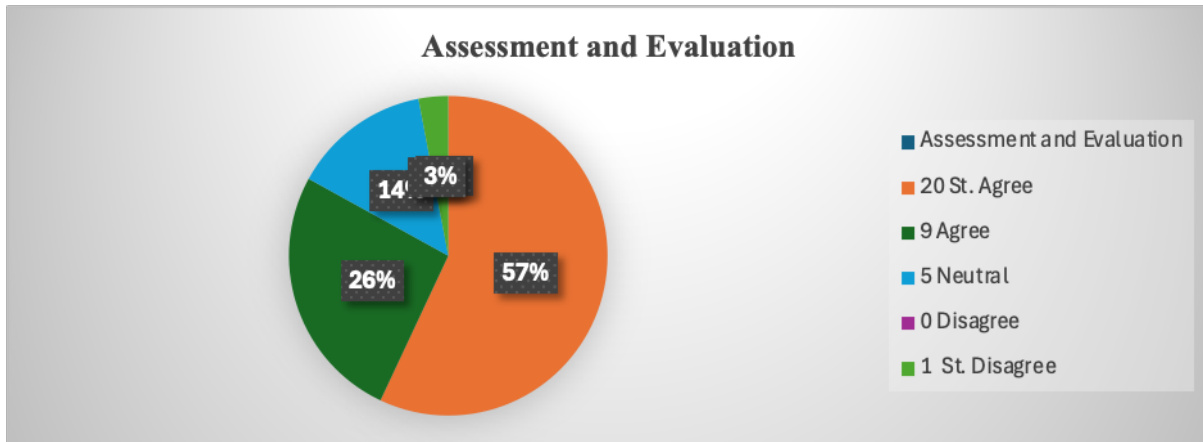**Difficulty in Assessing Students' Performance.**

Strongly Agree (57%): This is the largest group, indicating a strong positive sentiment toward the statement.

Most of the respondents feel very confident or passionate about their agreement.

Agree (26%): A notable portion of respondents agree with the statement, though not as strongly as the largest group.

This suggests that while these respondents are positive, they should have some reservations or feel less intensely about the statement.

Neutral (14%) This group of respondents neither agree nor disagree. They can be indifferent, lack sufficient information, or have mixed feelings about the statement.

  Strongly disagree (3%): This is the smallest group, indicating a minority that strongly disagrees with the statement.

Based on those sub-questions, the finding analysis of Section 3 aims to understand the core challenges that students face while practicing active learning activities. It examines the difficulties related to **a**ssessing students' performance, faculty training and support, and large class sizes.

The results show that a vast majority of respondents (84.4%) answered positively (either strongly agree 61.3 or agree 23.14% with the statements), while the remaining group is neutral (13.6), but the smallest group, indicating a minority, disagreed 1.14 or strongly disagreed 0.9 with the statements. Responses provide insights into the most significant obstacles while conducting active learning, such as a large classroom where it is difficult to assess students and a lack of equal collaboration, contribution, and engagement for the students during the learning proc**ess** negatively affecting their academic performance.

This suggests that most students face challenges such as the large size of the classroom, which causes difficulty conducting continuous assessment and a lack of equal collaboration, contribution, and engagement, which highly impact the learning process and can disrupt their academic performances.

Phase Two: Qualitative Interpretation of Results

Analysis of Interviews

To enhance the results and address any gaps left by the questionnaire, a qualitative approach was employed. This method is likely to provide more depth and uncover detailed information. Unlike the generalized results from questionnaires, qualitative research aims to achieve a clearer and more nuanced understanding of the issue being studied. It focuses on exploring people's thoughts, feelings, behaviours, and knowledge. This segment of the research was conducted through individual interviews. The collected information was then presented in a narrative format. 7 college teachers out of 13 responded were interviewed. Focused and telephone interview were conducted to focus attention on field of experience and skills.

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Topics Discussed During Interviews

1- Strategies of active learning for enhancing students' performance:

The qualitative data provided several Strategies of active learning for enhancing students' language skills and academic performance

a) Which active learning strategies will ultimately help your students meet their learning objectives?

- **Problem-Based Learning (PBL)**: In this approach, the teacher presents students with a complex, real-world problem or scenario that they should solve. It helps in developing critical thinking, problem-solving skills, and application of knowledge.

- **Collaborative Learning**: In this approach, providing activities where students work together in small groups to discuss concepts, solve problems, or complete tasks. These activities develop their communication skills, teamwork, and peer learning.

- **Think-Pair-Share**: Students think about a question or prompt individually, then discuss their thoughts with a partner before sharing with the whole class. This encourages participation, reflection, and articulation of ideas.

- **Flipped Classroom**: Students engage with lecture materials or content outside of class (e.g., through videos or readings), then use class time for interactive activities like discussions, problem-solving, or projects. This helps the learner in gaining deeper understanding and application of concepts.

- **Interactive Lectures**: Make sure to engage students by incorporating interactive elements such as quizzes, discussions, or group activities to increase engagement and reinforce learning.

- Explore various strategies, such as group discussions, problem-solving tasks, or brief writing assignments, to enhance student engagement and learning outcomes.

Group discussion

- **Think-Pair-Share**: let students think about a question or prompt individually, discuss their thoughts with a partner, and then share their ideas in the class. This helps active participation and allows students to share their understanding.

- **Small Group Discussions**: Assign students into small groups to discuss specific topics, or to solve problems together. This encourages collaboration, peer learning, and deeper understanding of concepts.

- **Problem-solving tasks**

- **Group Projects**: Assigning collaborative projects where students work together to research, plan, and execute a solution to a complex problem. This promotes teamwork, communication skills, and application of knowledge.

2- Benefits of active Learning:

The qualitative data also provided several insights into how benefits active learning can enhance students' academic performance.

b) What are the dominant benefits of active learning?

- **Deepen Understanding**: Active learning encourages students to think critically and apply knowledge in practical ways. This leads to a deeper understanding of the subject matter beyond memorization.

- **Retention of Knowledge**: Helps students retain information better compared to passive learning methods.

- **Improved Critical Thinking Skills**: Active learning promotes the development of critical thinking skills, which are essential for academic success and lifelong learning.

- **Develops Communication Skills**: Group discussions or projects improve students' ability to articulate their ideas, listen to others, and communicate effectively.

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3-   Challenges of practicing active Learning:

c)   What are the most challenging factors in active learning?

The interviews also revealed that teachers and students face several challenges while conducting active learning, such as lack of time, managing activities, and **resistance to change.**

- **Time Constraints**: Active learning often requires more time for preparation, and facilitation, compared to traditional lecture-based teaching.

- **Classroom Management**: Managing activities where students are actively engaged can be challenging, especially in larger classes. It is challenging to ensure that all students participate effectively and stay on task requires careful planning and facilitation skills.

- **Resistance to Change**: Students, especially the weaker students have to resist shifting from traditional teaching methods to active learning approaches. Explore obstacles faced by teachers and students during implementing Active Learning.

4.3. Discussion

The data analysis reveals that the majority of the participants strongly agree that provide valuable insights into the role of the benefits and challenges of active learning have great impact on students' academic performance, case study Jazan university students (samtah College). The results indicate that most of the students perceive that using effective strategies of active learning as a helpful tool for improving their learning outcomes and English language skills. They believe that the strategies of active provides access to a wide range of English language learning resources. Additionally, most students find that conducting effective strategies of active learning can make the process of learning English more engaging and enjoyable, which is an important factor in enhancing language acquisition besides developing students' performance.

   The study also reveals that the benefits of active learning engaging students for better learning outcomes by using such activities, including improved critical thinking skills, increased retention and transfer of new information, increased motivation, improved interpersonal skills. This suggests that students recognize the benefits and importance of active learning language components and are actively seeking out content that can help them develop these skills and enhancing their performance. The use of authentic English language content, such as real resources, songs and movies, is also widely enjoyed by the students, highlighting the value of incorporating real-world materials in active learning.

   However, the study also discovers a potential challenge faced by the students, as a significant majority agree that **time constraints, classroom management and resistance to change** hinder their active learning and impact students' academic performance.

4.4. Conclusion

In conclusion, the findings of this study highlight the positive side of the benefits and challenges of active learning on promoting and engaging students' performance. The data from questionnaires and interviews were examined to identify the strategies, benefits and challenges that students encounter when conducting active learning. The co researchers examined the responses in detail, which revealed that the strategies of active learning were highly effective to enhance and engage students' academic performance, emphasize goal and develop competence. The benefits of active learning such as deepen **understanding, improved critical thinking Skills** are essential for academic success and lifelong learning. Regarding the challenges of active learning, students face several difficulties while conducting active learning, such as lack of time, managing activities, and **resistance to change** which can lead to dissatisfaction and failure for certain group of learners and explore obstacles faced by teachers and students during implementing Active Learning.

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CHAPTER FIVE

Conclusion

5.1. Introduction

This chapter summarises the findings from the data analysis and provides recommendations based on the research study. The study aims to explore the benefits and challenges of active learning in promoting and engaging students' performance through a questionnaire and interviews. Based on the results, the study seeks to provide recommendations that can enhance students' performance while conducting an active learning process.

5.2 Findings

This study has revealed several key findings. First, the strategies of active learning were highly effective tools that showed a positive impact on the students' academic performance. Many of the students reported improvement and engagement in group projects, discussion, and concept mapping. These strategies highly developed background knowledge and encouraged collaboration, peer learning, and deeper understanding of concepts.

However, it's important to note that while active learning has proven beneficial in promoting students' performance, the effectiveness of these benefits largely depends on how they're utilized. The study suggests that for optimal results, educators should carefully select relevant and high-quality deep **understanding, communication skills,** and critical thinking and integrate them into a well-structured lesson plan.Understanding active learning meaning within context was challenging for approximately half the students surveyed.

Resistance to change negatively impacts students' performance; weaker students may resist shifting from traditional teaching methods to active learning approaches. Teachers and students found difficulty implementing active learning.

5.3. Recommendations

Promote Active Learning : Students should be encouraged to actively participate in the learning process. This could be achieved by having them comment on videos, share their own video recommendations, or even create their own videos as part of assignments.

Shifting from Traditional Teaching Methods to Active Learning Approaches: Educators should incorporate this tool into their teaching methods. The selection of strategies for active learning should be relevant to students' levels, engaging and improving their learning outcomes, and of high quality.

Provide Guidance and Support : Educators and institutions should offer workshops or training sessions to teach students how to select appropriate and reliable effective strategies for active and educational content.

Small Number of Students in Classroom: The number of students should be minimised in small groups to help all students participate effectively in group discussions. It is easy for teachers to conduct continuous assessment methods, and staying on task requires planning and facilitation skills.

Teachers should have conducted strategies of active learning as much as possible so as to motivate and make their lectures more attractive and interesting.

5.4 Suggestions for Further Study

Additional research could explore :

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Explore Obstacles Faced by Teachers and Students During Implementing Active Learning.

The role of students' motivation in active learning.

Compare Analytical and Global Learners in Cognitive Learning Styles.

The Differences between Traditional Teaching Methods and Active Learning Approaches

The impact of active learning on student engagement.

5.4 Conclusion

In conclusion, this study has shed light on the positive side of the benefits and challenges of active learning in promoting the English language among students at Jazan University. The findings indicate that active learning can play an important role in the field of language education by offering diverse and engaging content that caters to different learning styles. Future research could explore obstacles faced by teachers and students, analytic and global learners, and the differences between the two approaches. By building on these findings and recommendations, the study aims to enhance the strategies of active learning pedagogy and support for learners, ultimately improving learning outcomes in English.

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Appendix 1

Dear students, co-researchers are pleased to present this questionnaire entitled, "**The Benefits and Challenges of Active learning on Students Academic Performance**", for the purpose of filling to complete the study, and very excited to see your answers. Thank you.

Section 1: The Effective strategies of active learning for Improve Students' Academic Performance

SA– STRONGLY AGREE   **A** – AGREE   **N** – NEUTRAL

D –DISAGREE   **SD** – STRONGLY DISAGREE

A.   **Teaching Strategies**

Strategies	SA	A	N	D	SD
1. Think-Pair-Share Students work together to solve a problem about an assigned reading.					
2. **Problem-Based Learning**: Students learn about a subject by working in groups to solve an open ended problem.					
3. **Case Studies**: Instructors assign scenarios based on situations in which students observe, analyze, record, implement, conclude, summarize, or recommend.					
4. **Flipped Classroom**: The instructor moves activities, including those who have traditionally been considered homework, into the classroom. .					
5. **Interactive Lectures**: The instructor gives opportunity for students to interact actively and directly with the material through a specific learning task. .					
6. **Group Projects**: Instructor encourages students to be assigned to groups and work together on a task or project.					

	SA	A	N	D	SD
7. **Role-Playing and Simulations** Instructors allow students to take on different personas and interact within diverse learning settings.					
8. **Gamification** Instructor uses game elements to enhance the learning experience.					
9. **Concept Mapping:** Students can manage concepts into sub-concepts, synthesize information, observe a larger picture and develop higher order thinking skills and strategies.					

Section 2: The Benefits of Active Learning for Enhancing Students Academic Performance

SA– STRONGLY AGREE   **A** – AGREE   **N** – NEUTRAL

D –DISAGREE   **SD** – STRONGLY DISAGREE

Questions	SA	A	N	D	SD
1.Students prepare thoroughly for all subjects.					
2. Students focus and listen attentively during each discussion.					
3. Students are able to achieve high grades in every subject.					
4. Students engage actively in all discussions.					
5. Students become more focused when confronted with technical problems.					
6. Students enjoy homework and activities as they help for enhancing skills in all subjects.					
7. Give students extra effort when tackling challenging assignments.					
8. Solving problems is a beneficial hobby for students.					

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Section 3: Challenges of Active Learning that Hindered Students' Academic Performance.

SA– STRONGLY AGREE   **A** – AGREE   **N** – NEUTRAL
D –DISAGREE   **SD** – STRONGLY DISAGREE

Q.	Challenges	SA	A	N	D
1-	**Resistance to Change:** Sometimes one student or more individuals directly and indirectly, consciously, and unconsciously reject any engagement in a learning possibility.				
2-	**Time Constraints:** Students require more spontaneous and flexible lesson plans that suits the time given for the class.				
3-	**Large Class Sizes:** Larger class sizes lead to more disorder in the classroom which ultimately affects student learning.				
4-	**Resource Limitations:** Instructors focus too much on theoretical knowledge, leading to a lack of practical skills, and a disconnect between classroom learning and real-world application.				
5-	**Faculty Training and Support:** Training for teachers is insufficient.				
6-	**Unequal Participation:** There is lack of equal collaboration, contribution and engagement for the students during learning process.				
7-	**Assessment and Evaluation:** Difficulty in assessing students' performance.				

Appendix 2

Interview for Teachers

The Effective strategies of active learning:

1- Which active learning strategies will ultimately help your students meet their learning objectives?
2- Explore various strategies, such as group discussions, problem-solving tasks, or brief writing assignments, to enhance student engagement and learning outcomes.

The Benefits of Active Learning for Enhancing Students Academic Performance:

1- What is the dominant benefit of active learning?
2- Investigate specific outcomes of Active Learning.

Challenges of Active Learning that Hindered Students' Academic Performance:

1- What are the most challenging factors in active learning?
2- Explore obstacles faced by teachers and students during implementing Active Learning

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