

## Types and classification of active learning strategies used in the process of teaching English

ЖАРИЯЛАНДЫ  
04.06.2024

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<https://bilimger.kz/155564/>

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Having understood the importance of active learning strategies and their advantages, we will consider the types and classification of these learning strategies.

Reciprocal questioning To implement reciprocal questioning in elementary school, teachers can have students read a text or passage and then pair them up to ask and answer questions about the material in turn. Teachers can model the types of questions students can ask. For example, clarifying questions or questions that require students to make connections to their own experiences. Cross-questioning can also be used during class discussions. Here, students can ask each other questions to deepen their understanding of the material. This strategy can turn simple reading or a traditional lecture into active learning without any preparation.

For game-based learning, instructors can use educational games or create their own games that match learning objectives. Instructors can add game elements, such as points or rewards, to other activities to increase engagement. Before playing the game, the teacher can give the students an overview of the rules and how the game fits into the learning objectives. During and after the game, teachers can ask reflective questions to help students make connections between the game and the concepts being taught[1].

A great way to do this is to purchase or create a hazard game that matches the course material so students can practice the skills together.

Simulation and gamification Simulation and gamification create an immersive learning experience. These methods increase motivation and learning outcomes by engaging students in an interactive, competitive environment. Such games can include anything from quizzes to physical games or puzzles for teams to solve. Some entities deal with this better than others, and competitive workplaces such as trade groups may be more comfortable with such

challenges.

Peer teaching Pedagogical activities can be implemented by assigning small groups or pairs of students to teach a concept to classmates. Teachers can provide resources and instructions to help students prepare learning materials and facilitate the learning process. In addition, teachers can improve students' reading skills. can provide feedback to help them improve and ensure that they deliver accurate information.

Studying with peers strengthens understanding and builds confidence in knowledge. By reading with peers, students deepen their understanding of the material and consolidate what they have learned. The American classic «show and tell» in elementary school is an example of this, but adult students can also benefit from sharing their own experiences or explaining a point by referring to an example from their own work life. Peer learning helps students better understand concepts because they know they are responsible for teaching their peers, so they want to make sure they are prepared[2].

Role play To implement a role play, the teacher can assign roles or characters to students depending on the content of the lesson or the concept being taught. Students can then create scenarios that help them understand and apply the material. The teacher can provide guidance and feedback to help students accurately portray roles and implement learning objectives. Role-playing enhances empathy and problem-solving skills. By acting out scenarios, students gain insight into different perspectives and learn to navigate complex situations. Asking students to stand on both sides of an interaction between, for example, a police officer and a suspect or a seller and a buyer can be especially instructive. However, such performance training is not convenient for all students. It's a great active learning method for students who like to move around while studying or enjoy theater.

Flipped Classroom In a flipped classroom, students study content independently before class, freeing up class time for active discussions and problem-solving activities. This approach works well in highly motivated educational settings, such as vocational training leading to professional qualifications. The obvious disadvantage is that if students are not prepared, they will gain very little from the class-based content. It is important for students to reflect on class discussions after each session.

Socratic questioning. can encourage them to ask questions or participate in small group activities. Students learn better when they come up with an idea themselves than when a teacher introduces a new concept. Socratic questioning helps them do this.

Think-Pair-Share Think-Pair-Share involves students thinking individually about a question or concept, pairing up with a partner to discuss their thoughts, and then sharing their ideas with the class. The teacher guides the thinking process, can provide specific instructions and questions to encourage students to answer questions and actively listen to their partner's ideas. Think-Pair-Share encourages partnership and cooperative learning. Students think

individually about a question or problem, pair up to discuss their ideas, and then share their insights with a larger group. This method combines social learning activities such as collaboration and reflection in a way that highlights the strengths of both methods[3].

Using this strategy does not require much preparation. This is handy when I need a minute to prepare the next part of the lesson or when another teacher pops into my class to ask a quick question. It keeps the students engaged, makes them think about the lesson, and gives me a minute to give feedback or take a second to myself.

The muddiest point The muddiest point is an activity that asks students to write down the most unclear or difficult concept from a lesson or activity. The teacher can collect student responses during class and respond to them in the next class, providing comments and additional resources to help students better understand the material.

The most confusing moment requires students to reflect on a difficult moment, providing invaluable feedback for the teacher. or «What is the most difficult problem for you?» followed by a focused session exploring this concept. This method helps identify misconceptions and knowledge gaps, as well as improve future iterations of course content. Don't seek student feedback. But after receiving feedback from students, the teacher realizes that something is missing in the teaching process.

Three-step interview. Students work in pairs for a three-step interview, one student interviews the other on a topic or concept. Then the roles are reversed and another student interviews the first student. Finally, couples share their new knowledge and ideas with another couple. This activity encourages cooperation, communication and critical thinking skills. The three-step interview allows students to use different questioning strategies and to reflect on their understanding. They act alternately as interviewer, interviewee and observer, promoting active participation and deep reflection. This type of active learning strategy works well for courses that emphasize social and negotiation skills, including hospitality, politics, journalism, and sales. It is similar to the think-pair-share strategy. It's fun to see students sharing new information with each other and being excited about what they've learned.

Case-studies Using case-studies allows students to apply concepts to real-world scenarios. This strategy develops critical thinking and problem-solving skills by linking theoretical learning with practical application. The case-study lesson should be designed in such a way that it is compatible with the life and experience of the students. This allows them to offer their own insights. This allows them to be emotionally and intellectually involved in the topic being discussed.

The pause procedure. The pause procedure involves periodically pausing the class during a lesson or activity to allow students to reflect on and process the material. Teachers can use this time to ask reflective questions or provide feedback on student understanding[4].

**Debates and discussions.** Debates and discussions encourage active participation and analysis. They develop the ability to think critically, express and defend their views. Although somewhat frowned upon in today's schools, this classic strategy serves to address key issues in social, cultural, and political thinking. Antagonistic elements of debate can be mitigated by implementing strict discourse rules (such as avoiding chair talk or ad hominem attacks).

**Interactive quizzes and polls.** Interactive quizzes and polls engage students and evaluate knowledge. They make the learning process interesting and also serve as a valuable tool for quick feedback. They can work both online and in blended learning settings. They are important as part of any platform offering online courses – both as a measurement tool and as a way to monitor progress and content effectiveness.

**Experimental teaching.** Experimental teaching, that is, teaching based on experience includes practical activities for the development of practical skills. Learners gain practical experience, increase the transfer of learning to a real situation. In situations where access to the site is not possible, bringing parts of the topic to class can be very helpful. First aid classes require this aspect, and students love this aspect of learning. However, for mature students of any subject, it should not be overlooked.

**Brainstorming sessions.** Brainstorming sessions stimulate creativity and idea generation. They foster an open-mindedness, encouraging learners to consider different possibilities and solutions. When brainstorming, it's important to simply group and list students' ideas without making any value judgments about the suggestions. After everyone has spoken, the teacher and the class begin to identify common themes and recurring ideas.

**One sentence summary** This teaching strategy allows students to use higher order thinking skills to summarize learning in one sentence and requires students to communicate at a higher level using the target language. This can be done at the end of class to give students a few minutes to summarize their learning and improve their memory.

**Minute paper** Like a one-sentence content strategy, a minute paper is best done at the end of a training session. The teacher asks the students to consider what is most important and what is less clear today. In the next lesson, the teacher discusses the issues that the students find unclear to help them understand. This allows students to think actively about what they have learned and also provides feedback on areas that need to be covered differently[5].

**Fish bowl** To encourage the participation of all students, fishing is a good way to discuss dilemmas or debates. Some students sit in the inner circle (the fishbowl), while others sit on the sidelines, watching the discussion.

**Nearby** students are given time to prepare ideas and questions in advance. At the same time, the teacher gives brief information about what to listen to the students who are watching. The idea of this approach is that students participating in the inner circle are more likely to

participate in the discussion than in a large group discussion. And control students learn from their peers.

**Posters and gallery walk.** Another group activity that can interest students is poster and gallery walk. The teacher gives the students a task to work together in groups and show their ideas on a chart sheet. When the students have completed their poster, ask them to hang it on the wall around the classroom. One group of them hangs the poster on the wall and helps explain it as the students move around the classroom to see all the posters. Students take turns standing next to their posters, so that each of them has a chance to visit the posters of other groups. Also, the instructor can introduce students to feedback on what they have learned from other groups' posters to further their understanding of other topics[6].

**Summarization** To carry out summarization, the teacher can ask students to summarize in their own words the main ideas or concepts in the lesson or activity. This can be done through written summaries, one-sentence summaries, class discussions, group work, report cards, or small group activities. Summarizing helps develop comprehension and memory skills by requiring students to synthesize and organize information. Summarizing is a great check before continuing the lesson. This gives the teacher feedback on whether the students are understanding the lesson or if there are any gaps that need to go back and fill in before moving on.

**Problem-Based Learning.** Problem-based learning is an active learning strategy that involves presenting students with case studies that require them to apply their knowledge and skills to solve and solve a complex problem or real-life scenario or problem. This strategy promotes critical thinking, problem-solving skills, and collaboration. Because students work together to analyze a problem and develop a solution. To implement problem-based learning, the teacher can present a scenario or case study that matches the learning objectives and guide students through the problem-solving process. At the same time, teachers can facilitate discussions and provide feedback to ensure that students correctly apply the concepts being taught.

Problem-based learning develops critical thinking and decision-making skills. Students apply knowledge and skills in a practical context to solve real-world problems. Instead of the theoretical situations covered in a typical case study, problem-based learning can take a story from the news or social media and examine it through the lens of a topic. This subject will be more relevant and useful for students. This active learning strategy is especially helpful in the last part of the lesson. Here, students can practice their new knowledge while solving a real-life problem[7].

As for the classification of active learning strategies, the authors classify active learning strategies according to various criteria: according to the number of students, according to the nature of educational activity, and others. Active learning strategies are divided into two large groups: group and individual. Group methods are used simultaneously for certain students

(group), and individually — for a certain student. According to the nature of educational activity, A.M. Smolkin recommends dividing active learning strategies into simulation and non-simulation. Simulation methods, in turn, are divided into game and non-game. Simulation game methods are divided into: business games or educational games, game situations. Not a simulation game: analyze real situations, act according to instructions, solve tasks, etc. Non-imitation: discussions, active problem lectures, solving problem situations [8]. It should be noted that most active learning strategies can be used both as an independent activity and as a necessary element of other methods. For example, discussion is an independent method and part of the business game, «round table».

Taking into account the practical purpose of teaching a foreign language, teaching it as a means of communication, the leading methodological principles should be considered the principle of communicative direction. This means that teaching should be designed to engage students in oral (listening, speaking) and written (reading, writing) communication. The use of active learning strategies of teaching provides a transition from information-explanatory to action-oriented learning. It aims to replace monologic methods of presentation of educational information with dialogic forms of interaction between teachers and students. This will immediately affect the increase in the quality of education. In such foreign language classes, students do not get bored, do not neglect their studies, they are all busy with work.

Learning a foreign language includes the following goals:

- ✓ formation of certain skills;
- ✓ development of certain speaking skills;
- ✓ teach communication;
- ✓ development of necessary abilities and mental functions;
- ✓ memorizing speech material.

When choosing teaching strategies, it is necessary to take into account the age characteristics of students [9].

Teaching strategies include the use of games and game situations, the introduction of problem situations into the lesson, the project method, the use of ICT, etc. Without game activities, fixing foreign vocabulary in the learner's memory is ineffective and requires excessive mental stress. The game, as a means of guaranteeing a positive emotional state, increases the ability and interest of students. This affects the quality of study material.

Due to the goals of foreign language lessons, T. A. Samoilova recommends using grammatical, lexical, phonetic, orthographic, creative games [10].

Grammatical games — teaching to use speech patterns with certain grammatical difficulties, creating natural conditions for using these speech patterns, developing students' creative

activity and independence.

Lexical games aim to teach students to use vocabulary in situations close to natural conditions, get familiar with combinations of words, activate speech activity, and develop students' speech reactions.

Phonetic games train and develop speaking skills.

Spelling games. The purpose of these games is to practice writing English words. Part of the games can be devoted to training students' memory, and part to some rules in the spelling of English words[11].

The purpose of creative games is to teach to understand the meaning of a word, to highlight the main thing in the flow of information, to develop auditory memory. Such games form students' speaking and listening skills.

When learning to write and write, you can use something called «creative writing.» «Creative writing» means productive exercises of varying degrees of complexity in form and content, often in the form of games. Distinctive features of these exercises are that they must be performed in writing, the content of speech is creative or semi-creative, interesting and interesting for students. Poems of famous poets are performed, monograms are used, funny stories are written collectively, letters are written to fictional characters. Such tasks are also of interest: — restore the beginning and end of the story;

— reset dialog on individual «guide» lines;

— change text type (message to story, dialog to description);

— respond to the letter by letter, phone and others[12].

Introducing a problem situation encourages students to look for a new way of explaining or doing things. A problem situation is an example of a productive activity.

Taking into account the great and significant interest of students in information technologies, it is necessary to use this opportunity as a means of developing motivation in English classes. Computer technology is beautifully woven into the various topics of the lesson.

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