



أثر استراتيجيات التعلم النشط على تفاعل الطلاب: دراسة حالة في مدرسة ثانوية ليبية

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المستخلص:

لضمان تفاعل الطلاب بفعالية، لابد من بناء تسلسل تعليمي متكامل، اذ يختلف الطلاب في أساليب تعلمهم. غالباً ما يعاني الطلاب من ضغط أكاديمي نتيجة توقعاتهم بالحصول على درجات عالية. من جهة أخرى، عندما يكون التركيز منصباً فقط على النتائج، يفقد الطلاب ذو التحصيل الدراسي المتوسط اهتمامهم بالتعلم. إضافة إلى ذلك، يتشتت انتباه المتعلمين بسبب وسائل التواصل الاجتماعي. يمكن لأساليب التدريس المبتكرة أن تساعد في تحسين الوضع وتقديم حلول لهذه المشكلة. قد يكون معلوم اللغة الإنجليزية، على وجه الخصوص، مفيداً في تشجيع المتعلمين على المشاركة في التعلم النشط. يجب على المعلم استخدام أساليب تجعل التعلم سهلاً وممتعاً. في الفصل الدراسي الحديث، يعد المعلم الذي يدرك كيفية تعلم الطلاب ويستخدم استراتيجيات تدريس شاملة مع إبراز عملية التعلم، ذا قيمة كبيرة. تُبين هذه المقالة كيف تغيرت مواقف مجموعة من طلاب العلوم تجاه التعلم نتيجة لانخراطهم في أنشطة تعليمية تفاعلية.

الكلمات المفتاحية: التدريس الشامل، التعلم المرئي، التعلم النشط، الدعم التعليمي.



The Impact of Active Learning Strategies on Student Engagement

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Abstract

To successfully engage students, a teaching-learning continuum must be constructed since different students learn in different ways. Students frequently experience academic stress as a result of expectations of high marks. In another way, when outcomes are the only focus, students with mediocre academic achievement frequently get not interested in learning. Additionally, learners' attention is diverted by social media diversions. Innovative teaching techniques can assist save the situation and provide a solution to this issue. Teachers of English in particular may be helpful and encourage learners to participate in active learning. The instructor must use methods that make learning easy and fun for the learners. In the modern classroom, a teacher who is aware of how learners learn and employs inclusive teaching strategies while making learning visible will be valuable. This article illustrates how a group of scientific students' attitudes about learning have changed as a result of these learners of participatory activities.

Keywords: Inclusive teaching, visible learning, active learning, scaffolding

1. Introduction

In today's classrooms, smart boards and other digital accessories improve the learning environment. By arming themselves with accessible teaching methods, educators make every effort to improvise learning in the classroom (OECD, 2009). While some students are open to the concept of creative education, most students have yet to adapted to it. According to Bransford et al. (2000), the instructor bears a greater obligation in this scenario to align the students, involve them, and prepare them for learning. Teachers must provide successful learning opportunities for a classroom given the diversity of students' backgrounds and learning styles. A classroom with a diverse student body makes it impossible for a teacher to

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develop personalized lesson plans. In this case, inclusive teaching methods are helpful. Students of various academic levels may study in this kind, and no student group is singled out or neglected (Luria et al., 2006).

A teacher can be considered a master of logical inquiry if they lead the students down the proper path of learning. For some educators, using logical questioning to impact students' learning is an art (Gall, 2016). When the incorrect question is posed, learning may suffer, momentum may stall, and objectives may not be achieved. The instructor's instruments for maintaining student interest and promoting learning are questions. To achieve the intended outcomes, it is essential to know what to ask students and when to ask them (Dillon, 1983).

The instructor in a classroom acts as a gauge for the students' prior knowledge and what they still need to acquire in order to further their education. According to Sato and Ballinger (2016), the instructor can provide constructive guidance to the students, who need it to expand on their prior knowledge. Scaffolding demands instructor expertise for learning to have a long-lasting effect on students (Schwarzer & Grinberg, 2017).

1. Theoretical Framework

The term "scaffolding" is strongly related to Vygotsky. The actual level and the prospective level are the two stages of growth, according to him (Dixon-Krauss, 1996). The Zone of Proximal Development (ZPD) is defined as "the difference between the level of actual development as determined by independent problem-solving and the level of prospective development as determined through problem-solving under adult guidance or in partnership with more capable peers" (Dixon-Krauss, 1996, p. 15). It is the responsibility of an expert instructor to assess students' comprehension and actively assist students in the ZPD.

Students may complete assignments with the assistance of their classmates through collective scaffolding, which has drawn interest in teaching a variety of subjects, including second language acquisition. When working in pairs, students may "scaffold each other's performance" by pooling their



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mental resources, according to studies (Yildiz & Celik, 2020). Co-thinking with other students gives students the chance to come up with better ideas when they are unable to think independently or solve an issue (Brookfield & Preskill, 1999). This does not mean that group thought is always superior than individual thought. When necessary, the instructor must evaluate the issue and provide scaffolding in the classroom. In addition to offering guidance for learning, the instructor might mediate and help with scaffolding (Fields, 2017).

2. Inclusive Pedagogical Approaches

Students in the classroom can greatly benefit from inclusive teaching strategies. In the classroom, the instructor recognises and accommodates the different learning styles of the learners and helps them grasp the material. In order to maximise student learning, the instructor makes an effort to make learning relevant and gives every student equal opportunities (Harris et al., 2020). The instructor needs to be skilled at interacting with range of students in order to increase the effectiveness of inclusive learning. Variety in the questions posed, the use of the board to highlight topics, the use of simple language, and the monitoring of students' progress at their desks are all necessary components of the teaching design. In order to optimise learning, the students could also be given a range of assignments, some of which should be completed in groups and others of which should be completed alone (Carr & Bertrando, 2012).

3. Visible Learning

Twenty secondary school students with a range of academic backgrounds and core subject performance levels were taught by the English language instructor in this study. The teacher sought to inspire students and build confidence in their capacity to tackle challenging assignments, regardless of their marks in the main disciplines. The instructor showed sympathy to the students and supported their ability to learn new things and develop their creative abilities. To boost students' interest, particularly in English, three one-hour sessions were organized with the third year secondary students. Hattie (2012) states that pedagogy should not stress students with difficult writing assignments or make learning boring. The instructor

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must comprehend and map the students' learning process in order to make education engaging and adaptable.

The instructor started the class by going over the four language skills that students must learn regardless of their chosen job path: speaking, listening, reading, and writing. He underlined that as English is a universal language, knowing it will benefit them in many ways. The instructor reassured the learners that it was OK to start with a limited grasp of "reading tasks" before moving on to more advanced comprehension, and he promised to help them along the way.

4. Active Learning Strategies in the Libyan ELT Context

Students' self-confidence is greatly increased when they are encouraged to think, participate, and discuss in active learning situations. Effective active learning strategies can re-engage students with negative attitudes or low initial enthusiasm (Fornari & Poznanski, 2021). Maintaining student interest requires tactics like connecting course material to real-world scenarios, giving enough "think time," encouraging introspection, and giving short writing assignments (Meyers, Jones, & Jones, 1993).

5. Case Study: Instructing 12th graders in "The History of Money"

The reading passage "The History of Money" from the Libyan secondary curriculum was the subject of an hour-long English class in which the students enthusiastically engaged. Instead of giving a regular lecture, the teacher told the students to read the text silently and advised them not to be deterred by the difficult language or the first comprehension level.

As she went around the classroom, the instructor started a pre-reading conversation about how trade operated prior to the development of modern money. Pupils started posing curious queries like "How did people buy bread in the past?" and "Why did gold become the standard?" When needed, the instructor offered support and scaffolding. It was clear that the pupils understood the fundamental ideas and were fascinated by the shift from the Barter System to contemporary digital banking.



6. Knowledge Construction and Cultural Context

The instructor discussed the evolution of currency in North Africa and connected the course to the Libyan economic backdrop in order to promote a deeper understanding. This method made technical phrases like "Inflation," "Credit," and "Global Markets" more understandable. Rather than giving direct answers, the instructor encouraged pupils to utilise context clues to obtain definitions and visualised topics on the board.

As a result of this "knowledge construction," students developed a strong sense of motivation and an interest in the future of finance. Students' participation in responding assessment questions improved dramatically as a result of the active learning process, and they felt more motivated to learn English.

7. Visible Learning and Analysis

Both the teacher and students could see what they were learning in this environment (Hattie, 2012). As a co-creator of information, the teacher made sure that pupils exploited the cues they were given to develop their own comprehension.

In the second lesson, the instructor switched to "Guided Reading." Many students had previously studied the text at home because it had sparked their interest in the prior lesson. Acknowledging this improved comprehension, the instructor changed the approach to focus on critical analysis. Debate-style queries were posed, including:

"What are the main disadvantages of the Barter System in a modern economy?"

"How has technology changed our perception of value?"

"Do you believe physical banknotes will become obsolete in the next decade?"

The students became inquisitive, analytical learners in this cooperative setting, going beyond simple rote memorisation to a profound engagement with the English language.

8. Research Questions

The purpose of this study was to address the following research questions:

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Does the implementation of active learning techniques significantly enhance student interest in English language acquisition within Libyan secondary schools?

To what extent does the use of literature in the EFL classroom foster an understanding of contemporary socio-economic contexts among Libyan secondary students?

Does participative learning in English classes increase overall academic motivation across other core subjects in the Libyan secondary curriculum?

9. Methodology

An organized exploratory approach was used to assess how active learning affected academic achievement and student involvement. This section describes the study tools used to gather data during the intervention, the particular demographic profile of the participants in the Libyan environment, and the qualitative method used to gauge changes in student opinions.

9.1. Research Design

This study uses a qualitative research design to determine whether student attitudes and engagement levels changed after the active learning strategy was implemented. Four consecutive sessions centred on "The History of Money" from the third-year secondary curriculum were used to collect data based on student performance and participation. Before and during the sessions, the teacher-researcher kept an eye on the students' engagement with the text (e.g., pre-reading and researching the barter system), as well as their excitement for participatory learning. In order to gauge conceptual understanding, a summative assessment was used during the last session. The study was divided into four days: three days of active learning instruction lasting an hour each, followed on the fourth day by a final evaluation and a feedback form (see Appendix). On the fourth day. To ascertain the degree of the rise in students' desire and interest in learning, the qualitative data from these forms and classroom observations were examined.



9.2. Participants

The third-year secondary school students at Tripoli Center, who were between the ages of 17 and 18, were purposefully chosen as study subjects. Twenty students who had previously shown poor involvement or variable academic achievement in English as a key subject made up the sample. This particular group was selected to investigate whether switching from rote memorisation to active learning techniques, such as discussing the future of digital currency or deciphering economic terminology, would promote a favourable shift in their learning habits. The purpose of the study was to ascertain whether these participatory methods may boost students' intrinsic drive to learn the English language by re-engaging those who had not previously received excellent grades.

9.3. Research Instruments

Unit 2: "The History of Money" from the Third-Year Secondary Textbook (2024/2025 Edition) of the English for Libya curriculum serves as the main source of instruction for this course. The following tools were used to guarantee a thorough assessment of the impact of active learning:

Summative Assessment (Comprehension Test): To gauge students' conceptual understanding of the lesson, a post-instructional test was created. The exam consists of:

Ten objective questions, each worth one mark, with an emphasis on factual memory from the text and important vocabulary (such as Barter, Currency, and Credit).

One extended answer question (5 marks) evaluates students' ability to use the English language in a critical thinking context by asking them to compose a paragraph analysing the shift from physical to digital cash.

Student Feedback Mechanism (Likert-Scale Questionnaire): A 10-item Likert-scale questionnaire was used to record the students' subjective experiences. In particular, this tool assesses:

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Student Satisfaction: How comfortable and involved they are with the active learning environment in comparison to more conventional approaches.

Intellectual Curiosity: How much the "The History of Money" lecture sparked their curiosity about additional economic or linguistic subjects.

Self-Perception of Learning: How their confidence in utilising English was affected by the participatory approach.

10. Results and Discussion

All 20 participants were given feedback forms at the end of the fourth session. Ten objective questions (one mark each) and one paragraph-based analytical question (five marks) made up the summative evaluation that was administered during the same session.

The objective section results were very good: two students received an 8 out of 10, while 18 students received a perfect score of 10. These findings show that the students were able to acquire the reading and comprehension abilities required to grasp the technical terms and fundamental ideas of the course "The History of Money."

The paragraph question, "The transition from the Barter System to modern currency changed how societies function," pushed students to put what they had learned into practice. Explain how technology has affected how we view "value" and "money" in the twenty-first century. The written assessment identified areas for language improvement, despite the pupils' enthusiastic speech involvement during the sessions. The following were the outcomes for the paragraph question:

- **6 students** secured 4 out of 5 marks.
- **7 students** secured 2.5 out of 5 marks.
- **7 students** secured 1.5 out of 5 marks.

Sentence structure mistakes, insufficient coherence, and grammatical irregularities were common writing difficulties. However, considering that these particular pupils had previously shown a lack of interest and below-average English scores, the lowest cumulative score (11.5 out of 15) was deemed sufficient.



11. Findings

All 20 participants had the capacity to generate useful answers while involved in active learning, according to the evaluation of the test results. Students went from being reluctant learners to curious, motivated participants, demonstrating the change from passive to active involvement. The results indicate that student motivation follows an increasing curve when English classes are contextualized—for example, by connecting the Libyan economic backdrop to the history of currency—and when teachers offer sufficient scaffolding. Even though the study time was short, it was enough to pique interest, even if longer-term ELT intervention is necessary for linguistic accuracy in writing.

It is evident from the scores and feedback forms (see Appendix) that the students' attitude toward studying English has much improved. They felt competent throughout the assessment, appreciated the collaborative approach, and encountered a "low-anxiety" setting. According to Bruna et al. (2007), this sparked curiosity may also have a favourable impact on their academic achievement in other disciplines.

12. Limitations

The findings of this exploratory study provide valuable insights into the potential of active learning within the Libyan secondary education system. However, several limitations must be acknowledged to contextualize the results and guide future pedagogical inquiries:

This study was limited to a small sample of 20 secondary students who previously demonstrated low academic engagement in their core subjects. While these participants showed a marked positive response and increased enthusiasm in the EFL (English as a Foreign Language) classroom, the small scale prevents broad generalization across all Libyan public and private schools.

Due to the brief duration of the intervention, it was not possible to determine if these improved learning behaviors and academic gains would be sustained over a full semester or academic year.

While students excelled in the English summative assessments and reported higher satisfaction levels, the "paucity of time" hindered an investigation

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into whether this motivation transferred to core scientific or literary subjects within the Libyan curriculum.

13. Recommendations for Further Research:

Future studies should be conducted over an extended period to evaluate the long-term impact of creative and participative learning on student retention and performance.

It is recommended to carry out similar research with a larger, more diverse group of students across different regions of Libya to demonstrate the universal applicability of these strategies.

Researchers should explore how active learning techniques in English classes can be integrated with core subjects to foster a holistic improvement in the Libyan secondary school environment

14. Conclusion

ELT (English Language Teaching) must be acknowledged in Libyan education as going beyond simple language learning; it is essential to the learner's whole development. Given that English literacy is still a crucial factor in determining employment in Libya's changing global market, it is the educator's obligation to provide instructional designs that emphasise active, meaningful participation. Additionally, the incorporation of topic literature—like the socioeconomic situations examined in this study—promotes critical thinking and cultural understanding in secondary students.

A well-designed English course acts as a stimulant, increasing students' motivation in all areas of the curriculum. Even though the ELT classroom was the exclusive focus of this study, the notable rise in motivation among these 20 students points to a solid foundation for hope. Adopting active learning paradigms in both literary and scientific topics should result in comparable gains in academic performance and comprehension across Libyan schools, ultimately preparing a generation that is more capable and analytical.



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