

Active Learning and English Classroom Behaviour: A Qualitative Research on Standard 4 Pupils in Malaysia

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Active learning strategies allow pupils to take a more active role in the classroom, but there is still limited understanding of how they actually behave during such activities. This study explores why active learning shapes classroom behaviour and how Standard 4 pupils respond to different strategies in English lessons. A qualitative approach was used, combining classroom observations and semi-structured interviews in a Malaysian primary school. Two strategies were examined in detail: role-play dialogues, where pupils practised conversational English, and collaborative vocabulary games, which required teamwork and problem-solving. The findings show that pupils were more motivated and confident when activities encouraged interaction and play. However, some challenges were observed, including pupils getting distracted during tasks and showing reluctance to give longer responses. These insights highlight the need to design active learning activities that are both enjoyable and effective for skill development. The study offers implications for improving English education within Malaysia's CEFR-aligned curriculum.

Keywords: Active learning, classroom behaviour, Standard 4 pupils, English learning, qualitative study, Malaysian primary school

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