Research Article

Pupils' Perceptions on Varied Closure Activities in English Class

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ABSTRACT

This study aimed to determine the Grade 6 pupils' perceptions of the various strategies for closing the English class lesson with the end of giving recommendations to help teachers improve and prepare more effective and meaningful lesson closure strategies for the students. Anchored on the idea of constructivist theory by Bruner (1966) which states that learning is an active process in which students generate new ideas or concepts based on their existing or prior knowledge, the process was further illustrated using the IPO model. Using descriptive research, survey, and focused group discussions as data gathering procedures, the study was conducted using 265 participants. Based on the findings, it is recommended that Grade 6 English teachers continue to use varied closure activities as these help pupils understand, summarize, or synthesize, improve grammar and comprehension skills and easily recall their lessons, and, most importantly, inspire and motivate pupils to study their lessons at home. Teachers may also consider more creative strategies to enhance pupils' oral and written communication and simultaneously make them enjoy learning. These varied closure activities would greatly impact pupils' academic achievements.

INTRODUCTION

One of the primary goals of educational systems is to provide learners with the information, skills, and dispositions needed to engage in reflective and critical thought to be effective members of a complex and information-rich society. Educators feel that sense of urgency as an obligation to the pupils entrusted to their care. Such obligation becomes crucial due to the advent of new technology. Pupils nowadays belong to "Generation Z" or the "Linkster generation" because they can instantly and effortlessly link to technology. This generation has an easy access to information. They could search about any topic with just a snap of a finger. This unparalleled access to information of the "Linkster generation" can bring a great impact on their learning abilities as well as on their achievements.

Hence, this scenario is one of the greatest challenges educators face nowadays dealing with 21st-century learners. Given this reality, educators need to re-engineer and make some innovations to the curriculum, make the learning process more meaningful, think of varied strategies to promote learning, and finally provide meaningful lesson closure to ensure pupils' learning.

The instructor conducts a lesson closure to promote a wrap-up at the end of the class. This brief review serves to remind students of what they have learned (or should have learned) and gives teachers an idea of where their students are so they can better design the next lesson (Lewis, 2019). Lesson closure

plays a vital role in learning and is a cognitive process that students must "go through" to wrap up learning. Teachers sometimes forget that whenever students leave their classroom, they tend to be in another world-forgetting what transpired during the class they attended. Such resulted from the many multitudinous tasks that made them busy, far from what they do inside the classroom. They instantly switch, wondering about many things, preoccupied with many out-of-school priorities. In effect, providing meaningful lesson closure would help pupils wrap up and quickly review what has been discussed and make a retentive learning experience. On the other hand, on the part of the teacher, by providing meaningful closure of the day's lesson, one could easily identify where pupils are, that is, if additional practice is needed, whether there is a need to re-teach or whether one can move on to the next part of the lesson.   Providing meaningful lesson closure is one of the PAASCU recommendations on curriculum and instruction in one of its visits for accreditation in De La Salle Lipa Integrated School. The accrediting team recommended that teachers need to improve in giving lesson closures. Hence, the researcher wanted to seek the perceptions of Grade 6 pupils in English class on whether the teachers provide them with meaningful lesson closure. The study is significant for both teachers and pupils as teachers would have concrete feedback on their pupils' mastery level while pupils will be guided to learn how to wrap-up and close the lesson meaningfully. By doing so, pupils would develop to become critical thinkers and enhance their skills in making conclusions. The study would also benefit English teachers or teachers of other disciplines because they could identify the most effective strategies for closing the lesson. Finally, the Grade School English Department would also benefit from this study because the recommendations could further improve the Grade School English curriculum, thereby enhancing teaching-learning.

Hence, this study determined pupils' perceptions of the varied closure activities of the teacher in English class with the end view of giving recommendations that would help the teacher prepare more meaningful and effective lesson closure activities. Specifically, the following were the questions answered:

1. What are the pupils' perceptions of the varied closure activities about:
    a. synthesizing or summarizing
    b. drawing conclusions
    c. improving grammar skills
    d. enhancing comprehension skills
2. What closure activity is the most preferred by the pupils?
3. How may the result of the study be used to have an inventory of meaningful closure activities to be utilized in English classes?

Education was an easy establishment to define in the past. However, today, one must reflect, rethink and redefine what education, pupils, and teachers are and answer these questions: What is it like to be a 21st-century pupil? How can teachers improve their craft when addressing pupils' needs? What best teaching strategies will fit in and help each pupil cope with academic demands and the changing needs of the time?   With the advent of new technology, teachers cannot deny that it has always played an important role in education. Still, the colossal change in technology and the growing presence of the internet have

changed pupils more than ever in the last decade. Today's pupils grow up in a world wherein they can easily access the information they need to learn. They are exposed to different mobile learning devices and platforms, such as computers and mobile phones, which could make learning easy and possible. Nowadays, most schools have Learning Management System (LMS) and different social media platforms which give students avenues to access information and discuss or express whatever they have in mind. Indeed, technology has influenced the way pupils learn, get information, think, and interact. They have become collaborative, autonomous, exploratory, and connected learners. Thus, the new breed of learners and the influx of technology have challenged the educational system.

Acero et al. (2000) defined teaching strategy as an organized, systematic, well-planned procedure consisting of logically arranged steps to achieve the specific aims of instruction, enhance greater teaching, and maximize learning output. Furthermore, the method directs and guides the teacher in all class activities and involves the organization of materials to get things done. The curriculum and methodologies that educators use will always be enhanced depending on the needs of the learners. New approaches will be popular and adopted, new goals will be added, and digital native pupils will evolve and change rapidly as techies. Educators should keep the traditional content that works and help the learners learn and achieve their goals. Alongside the rapid changes in the learning environment are innovative strategies that would help learners cope with academic demands. These innovative teaching strategies may not only be in the preparatory part of the lesson but also in the facilitation of the discussion and in synthesizing or closing the lesson. Lesson closure is an important part of the day's lesson though it is the last step in a strong and effective lesson. It provides a fitting conclusion and context for the pupils' learning that has taken place. Closure helps pupils construct personal meaning, create a place for the information to be stored and recalled, and recognize what they understand and still need to know. Similarly, Moore (2015) posited that lesson closure refers to activities used for pulling a lesson together, so concepts make sense and have a logical conclusion. A closure activity should provide a logical conclusion; it should pull together and organize the concepts learned. Once the lesson has been concluded, the lesson closure consolidates the main concepts and ideas and integrates them within the pupils' existing cognitive structure. Closure must be done meaningfully in such a way that it would make pupils integrate their learning into other lessons and be able to apply whatever they have learned to a new situation; hence there must be what teachers call "transfer" of learning. It must be more of a quick review of the different concepts or ideas learned rather than concrete evidence or output that will prove that there is learning that takes place within a specified period. It is an important part of the lesson, though often neglected in the teaching-learning process. It is as relevant as the preliminary tasks and the lesson itself.

Lucero (2012) postulated that an effective closure activity at the end of each class period could help create what psychologists call the Recency Effect, otherwise known as the last impression. Preferably, teachers' closure activities will create a lasting effect on the

pupils, resonating with them after class hours. The defining element of the closure activity is that students will soon realize that class is over once it has taken place. Closure activities must be something that pupils will understand the relevancy of yesterday's lesson with today. Pupils must see the linkages between daily lesson activities and the main reason why there is a need to discuss a specific lesson, how relevant the lesson or topic is to their life situations, and eventually give pupils an idea of the next topic. Moreover, closure activities also help maintain the spur of every pupil to learn and look forward to a new day of learning. Finally, closure activities could also serve as an instrument to evaluate pupils' learnings- whether there is learning that took place after the day's lesson; and eventually establishes on their consciousness a specific framework- that every class must always have a beginning and end. Sarfraz (2019) supported the idea of Lucero in recognizing that the last few minutes in teaching and learning session is one of the most crucial times to increase learning. The most frequent problem lies in covering too much topics in less time. Teachers who encounter this problem frequently pack their courses with material, and as the bell rings to signal the end of class, they will end it abruptly. Unfortunately, such a sudden conclusion deprives students of the most crucial portion of a class- achieving cognitive closure for the day's topic(s) and leaves the pupils on hanging mode. The cognitive closure of a learner comprises a "synthesis of main points and checking that they have been understood" (Dallat, 2009). Students can actively digest information with the help of cognitive closure exercises, which motivate them to reflect on what they have learned and relate it to their past knowledge and experiences. An effective

lesson includes numerous parts that must fit together like a puzzle. According to Ganske (2017), teachers usually devote activities to start their classes, such as activating or building background knowledge, teaching key language, engaging students, and establishing the lesson's objective. Additionally, the assignments, exercises, and texts they employ throughout the class are carefully chosen, but closure sometimes needs to be more valued or addressed outright. To encourage students to actively combine the pieces into a whole, teachers must ensure they schedule a time to go back to what, why, and how of their learning. The lesson's conclusion gives pupils time to process and absorb what they have learned and understand why it all matters. Hence, planning for a meaningful closure must be included in the syllabus.

Similarly, Du Planty (2014) stated that closure becomes a form of an assessment, preferably a formative assessment which is a vital part of every lesson because it becomes the teacher's way of assessing pupils. By doing so, the teachers will be able to know where their students are; whether they have learned or not, and they could make an important decision regarding whether they will re-teach the lesson or move on to the next topic. Closure activities help teachers to identify the learning progress of their pupils. Therefore, it must be done by the pupils- to summarize the important key points of the day's lesson. Teachers will just become facilitators of learning, wherein they will provide the pupils with different avenues on how they could express their learnings. There are several strategies for closing the lesson, which Lucero (2012) enumerated. They are summary shapes, question and answer cube, an artist in me, riddle challenge, exit

pass, one-minute paper, journal entry, think-write-pair-share, simile me, and grand closure.

Summary shapes is a closure activity that allows pupils to summarize the lesson using different shapes. For instance, in a circle, the pupils will be asked to write the concepts they have remembered; in a square, what they like about the lesson; and in a triangle, the question or questions they still have in mind. In the question-and-answer cube, the pupils were given a chance to ask and answer the teacher's question by rolling the giant dice where question marks and periods are illustrated. If the dice land on a question mark, the pupils will answer a question from the teacher. If otherwise, pupils will ask a question about the lesson. Pupils were given time to illustrate and express their learning for the day through their artistic prowess in an artist in me. Afterward, the teacher will collect their art activities. Several questions about the lesson will be asked in a riddle challenge to make it enjoyable for the pupils to summarize the lesson instead of mere question-and-answer activity. Think, write, pair, share requires the pupils to tell the person next to them that they have learned, then the groups report. In a Simile Me activity, pupils try to think of persons or things close to their heart or have a great impact or significance and associate it with a concept in the day's lesson. Grand closure provides a venue for pupils to integrate their lessons in all subjects and is done quarterly by the group.

In a study, Winning Through Student Participation in Lesson Closure, conducted by Wolf (1994), she emphasized the importance of lesson closure. She also made mention that lesson designs that have weak closure rob pupils of the most important part of the lesson, that is, the time when they have the opportunity to think about and discuss what they have learned. This is also the time in the lesson when pupils' reflections are necessary for internalization of the skills covered. Webster, et.al. (2009) postulated in his study entitled, The Finishing Touch: Anatomy of Expert Lesson Closures, that pupils remember best what is presented last; that lesson is commonly identified as an important component of effective teaching and has recently surfaced as a routine practice of expert teachers in sports. Despite its link to both effective and expert instruction, lesson closure has been paid with less attention as a topic in research and there were no studies yet which have examined how successful teachers close their lessons. Further, their study illustrates how some expert teachers add a finishing touch to their lessons and suggests an initial model for developing practice related to lesson closure in teaching.

According to Miller (2002), post–organizers are used to bring closure to the interactive portion of a lesson. A variety of components may be included in post-organizers. Included among the possible components are a verbal summary of the content covered in the lesson, a question-answer review of the key concepts in the lesson, a review of visual displays used in the lesson, a discussion about generalizing what has been learned, feedback regarding pupils' performance during the interactive portion of the lesson, predictions regarding future learning, review of the rationale for learning, and using the information, and statements related to the upcoming lesson. The study's main goal is to determine the pupils' perceptions of varied closure activities used by English teachers to improve

is to determine the pupils' perceptions of varied closure activities used by English teachers to improve the current practice in teaching English and adhere to the PAASCU recommendations. According to Efron (n.d.), perception is a man's primary form of cognitive contact with the world around him. Further, the study of perceptions has always had a unique significance for philosophy and science.

The reviewed studies helped the researcher understand the present study and the constructivist theory of Bruner (1966), supported the conduct of this paper. According to the constructivist learning theory, learning is an active process in which students generate new ideas or concepts based on their existing or prior knowledge. The learner uses a cognitive structure to choose and modify information, generate hypotheses and come to judgements. The researcher used the conceptual framework input-process-output that illustrate the constructivist theory. As shown in Figure 1, the inputs needed are English class closure activities regarding synthesizing or summarizing, drawing conclusions, grammar skills, and comprehension skills. Other inputs are the perceptions of the pupils on the varied closure activities in terms of summary shapes, question and answer cube, an- artist-in- me, riddle challenge, exit pass, one-minute paper, journal entry, think, write, pair, share, simile me, and grand closure. On the other hand, the process includes answering the survey questionnaire by the Grade 6 pupils as participants in this study. While doing so, the researcher identified the most effective and meaningful lesson closure activity for the pupils. Furthermore, an unstructured interview was done to clarify the responses of the selected respondents. Finally, the output of this research is the recommendations to help pupils effectively and meaningfully learn how to do lesson closure.

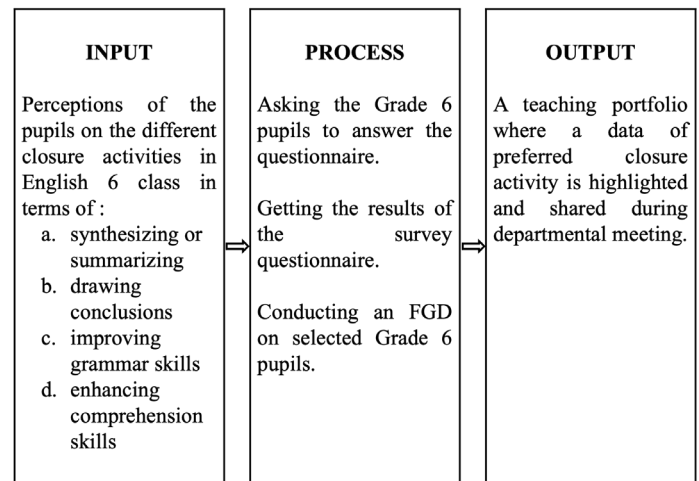The conceptual paradigm of the study is presented in Figure 1.

INPUT	PROCESS	OUTPUT
Perceptions of the pupils on the different closure activities in English 6 class in terms of : a. synthesizing or summarizing b. drawing conclusions c. improving grammar skills d. enhancing comprehension skills	Asking the Grade 6 pupils to answer the questionnaire. Getting the results of the survey questionnaire. Conducting an FGD on selected Grade 6 pupils.	A teaching portfolio where a data of preferred closure activity is highlighted and shared during departmental meeting.

Figure 1. The Conceptual Paradigm

Figure 1 presents the input-process-output conceptual paradigm. The first box contains the inputs, which are the perceptions of Grade 6 pupils on the various closure activities used by their English teachers to improve synthesizing and summarizing, drawing conclusions, grammar, and comprehension skills. The second box presents the processes the researcher underwent to materialize and achieve the study's main objective, which includes facilitating the survey questionnaire among the grade 6 pupils, getting the results, and conducting an FGD (Focus Group Discussion). The last box introduces the output, which is the perceived results of this study. The study's output is a teaching portfolio that contains the list of the most preferred closure activities of Grade 6 pupils during English class. The most preferred lesson closure activity was highlighted, and the results of this study and

the teaching portfolio were then shared with other English teachers in the department for future reference.

MATERIALS AND METHODS

A. Research Design

This research study used a descriptive research design to identify the most preferred meaningful lesson closure activity by the pupils being used by the teacher in English 6 classes. According to Nassaji (2015), descriptive research is a type of study in which qualitative data is gathered, and quantitative methods are used for analysis. The scientific approach known as descriptive research involves observing the sampled population in its natural environment. In this study, the researcher used survey questionnaires to gather pertinent data on pupils' perceptions of closure activities used by their teachers in English. Results were then interpreted using statistical measures. Moreover, focused group discussion (FGD) among ten Grade 6 pupils was conducted to clarify the responses further.

B. Participants of the Study

The study's respondents were the Grade 6 pupils of De La Salle Lipa Integrated School. Table 1 presents the number of respondents per section. Only those pupils whose parents gave consent were given questionnaires to answer. Hence, the stratified sampling method was used to determine the perceptions of the total Grade 6 population.

Table 1. Distribution of the Respondents

Sections	Number of Respondents
306	43
401	45
402	44
403	43
405	45
406	45

Note: 404 (Sample for testing) the reliability of the questionnaire using Cronbach Alpha)

C. Source of Data

A questionnaire with five (5) statements expressing the perceptions of Grade 6 students on the varied closure activities done during English class was distributed among Grade 6 students. The questionnaire included closed activities that the English teacher used during English classes. Pupils' perceptions of the varied closure activities about synthesizing or summarizing, drawing conclusions, improving grammar, and enhancing comprehension were also sought. Moreover, an FGD (Focus Group Discussion) was also conducted among 10 Grade 6 students to validate further the data gathered in the survey.

D. Informed Consent

The researcher asked for the parent's consent of the Grade 6 pupils to participate in the survey. Parents were also assured of the confidentiality of their children's answers. A disclaimer was also sent to them that they were not forced to continue participating or answering the questionnaire if the child refused to answer. Furthermore, parents were assured that the said participation or non- participation in the survey would

not affect their children's grades.

The consent of the Assistant Principal was also sought before the distribution of the questionnaire. The Assistant Principal and the parents received a letter asking permission to allow the children to participate in the survey and the focused group discussion (FGD).

E. Data Gathering Procedures

After the consent was given, the researcher distributed the questionnaires only to those pupils whose parents replied positively to the request. Then, questionnaires were retrieved, tallied, and statistically treated. Ten (10) Grade 6 participated during the Focus Group Discussion (FGD).

F. Data Analysis

The first step in processing and analyzing data is pilot testing the questionnaire to class BB 404 and testing the result for Cronbach Alpha to prove its validity. After proving the validity of the questionnaire, the survey was conducted among Grade 6 students. The survey results were tallied and statistically treated by getting the overall mean. Focus Group Discussion was also done to prove the validity of the survey results.

RESULTS AND DISCUSSION

This part of the paper presents the tables on grade school pupils' perceptions about various closure activities in English 6 classes regarding synthesizing, summarizing, remembering, drawing conclusions,

and grammar and comprehension skills.

Table 1. Grade School Pupils' Perceptions about Synthesizing/ Summarizing/Remembering

Synthesizing/Summarizing/Remembering	Mean	Interpretation
1. I participate actively in synthesizing the lesson using *summary shapes*.	3.38	Strongly Agree
2. I can easily remember what has been discussed using *summary shapes*.	3.16	Agree
3. I participate actively in synthesizing the lesson using *question and answer cube*.	3.36	Strongly Agree
4. I can easily remember what has been discussed using *question-and-answer cube*.	3.29	Strongly Agree
5. I participate actively in synthesizing the lesson using *an artist-in-me* strategy.	3.30	Strongly Agree
6. I can easily remember what has been discussed using *an artist-in-me* strategy.	3.23	Agree
7. I participate actively in synthesizing the lesson using the *riddle challenge*.	3.37	Strongly Agree
8. I can easily remember what has been discussed using the *riddle challenge*.	3.34	Strongly Agree
9. I participate actively in synthesizing the lesson using *exit pass*.	3.17	Agree
10. I can easily remember what has been discussed using *exit pass*.	3.19	Agree
11. I participate actively in synthesizing the lesson using *one-minute-paper*.	3.36	Strongly Agree
12. I can easily remember what has been discussed using *one-minute-paper*.	3.25	Agree
13. I participate actively in synthesizing the lesson using *journal entry*.	3.36	Strongly Agree
14. I can easily remember what has been discussed using *journal entry*.	3.37	Strongly Agree
15. I participate actively in synthesizing the lesson using *think, write, pair, share*.	3.43	Strongly Agree
16. I can easily remember what has been discussed using *think, write, pair, share*.	3.41	Strongly Agree
17. I participate actively in synthesizing the lesson using *simile me*.	3.15	Agree
18. I can easily remember what has been discussed using *simile me*.	3.15	Agree
19. I participate actively in synthesizing the lesson using *grand closure*.	3.27	Strongly Agree
20. I can easily remember what has been discussed using *grand closure*.	3.21	Agree
Overall Mean	3.29	Strongly Agree

Table 1 shows that pupils participate actively in synthesizing the lesson using think, write, pair, and share, having the highest mean of 3.43. As Lucero (2012) mentioned, think, write, pair, and share requires the pupils to tell the person next to them that they have learned, followed by pair sharing. As a Grade 5 pupil

expressed, she learned best to think, write, pair, and share because she could share her ideas and thoughts with her partner. While according to Pupil 4, she is not embarrassed to share her thoughts with her partner, unlike sharing them in a big group. On the other hand, Pupil 2 added that one good thing about think, write, pair, and share is that they discover many things and knowledge from different partners whenever they exchange partners. On the contrary, pupils perceived that they participated less in synthesizing the lesson using simile me since it got the lowest mean of 3.15.

Moreover, Lucero (2012) posited that in a closure activity known as simile me, pupils try to think of persons or things close to their heart or have a great impact or significance and associate it with a concept in the day's lesson. During the focus group discussion, Pupil 10 stated that she loved interacting with a partner.

ly conclude the day's lesson using think, write, pair, share with the highest mean of 3.37. During the focus group discussion, Pupil 5 justified that she learned more by comparing her understanding of the lesson with the understanding or ideas of her partner. And aside from that, she could also confirm whether her understanding is correct. For Pupil 9, this closure activity helps her reorganize information her teacher discussed. Further, Wolf (1994) emphasized the importance of lesson closure and mentioned that weak closure design greatly affects them, especially when allowing them to reflect on what the pupils learned. It was also noted that using the simile me in concluding got the lowest mean of 3.13.

Table 2. Grade School Pupils' Perceptions with regard to Drawing Conclusions

Drawing Conclusions	Mean	Interpretation
1. I can easily draw conclusions on the day's lesson using *summary shapes*.	3.19	Agree
2. I can easily draw conclusions on the day's lesson using *question and answer cube*.	3.18	Agree
3. I can easily draw conclusions on the day's lesson using *an artist-in-me* strategy.	3.20	Agree
4. I can easily draw conclusions on the day's lesson using the *riddle challenge*.	3.26	Strongly Agree
5. I can easily draw conclusions on the day's lesson using *exit pass*.	3.13	Agree
6. I can easily draw conclusions on the day's lesson using *one-minute-paper*.	3.15	Agree
7. I can easily draw conclusions on the day's lesson using *journal entry*.	3.26	Strongly Agree
8. I can easily draw conclusions on the day's lesson using *think, write, pair, share*.	3.37	Strongly Agree
9. I can easily draw conclusions on the day's lesson using *simile me*.	3.13	Agree
10. I can easily draw conclusions on the day's lesson using *grand closure*.	3.15	Agree
Overall Mean	3.20	Agree

It can be gleaned in Table 2 that pupils can easi-

Table 3. Grade School Pupils' Perceptions with regard to Grammar Skills and Comprehension Skills

Grammar and Comprehension Skills	Mean	Interpretation
1. I can easily recall the concepts and skills about the topics discussed if the teacher uses *summary shapes* in closing the lesson.	3.35	Strongly Agree
2. I can easily recall the concepts and skills about the topics discussed if the teacher uses *question and answer cube* in closing the lesson.	3.39	Strongly Agree
3. I can easily recall the concepts and skills about the topics discussed if the teacher uses *an artist-in-me* strategy in closing the lesson.	3.27	Strongly Agree
4. I can easily recall the concepts and skills about the topics discussed if the teacher uses the *riddle challenge* in closing the lesson.	3.45	Strongly Agree
5. I can easily recall the concepts and skills about the topics discussed if the teacher uses *exit pass* in closing the lesson.	3.20	Agree
6. I can easily recall the concepts and skills about the topics discussed if the teacher uses *one-minute-paper* in closing the lesson.	3.25	Agree
7. I can easily recall the concepts and skills about the topics discussed if the teacher uses *journal entry* in closing the lesson.	3.24	Agree
8. I can easily recall the concepts and skills about the topics discussed if the teacher uses *think, write, pair, share* in closing the lesson	3.24	Agree
9. I can easily recall the concepts and skills about the topics discussed if the teacher uses *simile me* in closing the lesson.	3.33	Strongly Agree
10. I can easily recall the concepts and skills about the topics discussed if the teacher uses *grand closure* in closing the lesson	3.28	Strongly Agree
Overall Mean	3.29	Strongly Agree

Table 3 clearly shows that pupils can easily recall the concepts and skills about the topics discussed if the teacher uses a riddle challenge in closing the lesson since it got a 3.45 mean score with a verbal interpretation of Strongly Agree. Relatively, Zipke (2011) postulated that new evidence shows that some types of metalinguistic awareness could be important for reading comprehension in the same way that phonemic awareness is important for learning to decode. He found that pupils between seven (7) and nine (9) years old learned best when asked to summarize lessons by answering riddles. Therefore, he postulated that riddles are the perfect medium for learning and language manipulation, which includes pupils' familiarity and motivation, which play an important role in learning. As affirmed by Pupil 4 during the focus group discussion in class, they had a bit more fun sharing their answers and understanding.

Pupil 3 further affirmed that he could understand and recall the topic better if he enjoyed what he was doing. While Pupil 6 emphasized that this closure activity helps her learn and apply her grammar and reading lessons by providing her venues to communicate and express her learnings both in written and oral communication. However, it can also be gleaned that grade 6 pupils' perceptions of using simile me to recall concepts and skills got the lowest mean of 3.13.

Table 4. Grade School Pupils' Perceptions as regard to their Most Preferred Closure Activities

The English teachers used several closure activities, which could be gleaned from the table below how pupils were greatly motivated by those activities.

Closure Activities	Mean	Interpretation	Rank
1. I am highly motivated to review or study my lesson at home if the teacher uses *summary shapes* in closing the day's lesson.	3.31	Strongly Agree	4
2. I am highly motivated to review or study my lesson at home if the teacher uses *question and answer cube* in closing the day's lesson.	3.38	Strongly Agree	3
3. I am highly motivated to review or study my lesson at home if the teacher uses *an artist-in-me* strategy in closing the day's lesson.	3.25	Strongly Agree	7.5
4. I am highly motivated to review or study my lesson at home if the teacher uses the *riddle challenge* in closing the day's lesson.	3.40	Strongly Agree	2
5. I am highly motivated to review or study my lesson at home if the teacher uses *exit pass* in closing the day's lesson	3.22	Agree	10
6. I am highly motivated to review or study my lesson at home if the teacher uses *one-minute-paper* in closing the day's lesson.	3.23	Agree	9
7. I am highly motivated to review or study my lesson at home if the teacher uses *journal entry* in closing the day's lesson.	3.29	Strongly Agree	5
8. I am highly motivated to review or study my lesson at home if the teacher uses *think, write, pair,* share in closing the day's lesson.	3.28	Strongly Agree	6
9. I am highly motivated to review or study my lesson at home if the teacher uses *simile me* in closing the day's lesson.	3.25	Agree	7.5
10. I am highly motivated to review or study my lesson at home if the teacher uses *grand closure* in closing the day's lesson.	3.41	Strongly Agree	1

Table 4 shows the most preferred closure activities by Grade 6 pupils, which are ranked based on their mean scores. It can be noted that most pupils preferred grand closure as it got a mean score of 3.41, which only means that pupils are highly motivated to review or study their lessons if the teacher uses grand closure in closing the day's lesson. According to pupil 3, he preferred grand closure simply because he could relate and integrate his learnings to other lessons in other subjects, especially real-life situations. Moore (2015) stated that lesson closure refers to activities used to assemble a lesson so concepts make sense and have a logical conclusion. A closure activity should provide a logical conclusion; it should pull together and organize the concepts learned. Once the

lesson has been concluded, the lesson closure consolidates the main concepts and ideas and integrates them within the pupils' existing cognitive structure. Closure must be done meaningfully in such a way that it would make pupils integrate their learning into other lessons and be able to apply whatever they have learned to a new situation; hence there must be what we call a "transfer" of learning. It must be more of a quick review of the different concepts or ideas learned rather a concrete evidence or output that will prove that learning takes place within a specified period. It is an important part of the lesson, though often neglected in the teaching-learning process. It is as relevant as the preliminary tasks and the lesson itself. On the contrary, using an exit pass to close the day's lesson got the lowest mean of 3.22.To summarize, grade 6 pupils participated actively in synthesizing the lesson, and they could easily conclude thinking, writing, pairing, and sharing because they enjoyed and loved to share their ideas with their fellows and compare their thoughts with theirs. It can also be gleaned that grade 6 pupils understand the lessons easily when they have companions to compare their learning based on the frequency and variety of answers during the survey and the focus group discussion (FGD). In recalling the lesson, they could easily do it using riddles. Lastly, they are highly motivated to apply their learnings through grand closure.

Finally, the author shared the results of this study and the portfolio containing the list of most preferred closure activities by Grade 6 pupils during English classes with other teachers in English during their departmental meeting as part of their professional learning activity (PLC).

CONCLUSION AND RECOMMENDATIONS

Varied closure activities help Grade 6 pupils to understand their everyday lessons. These closure activities help them to synthesize their lessons, recall and remember grammar concepts and reading comprehension skills, draw conclusions, and be highly motivated to study or review their lessons at home.

Pupils participate actively in synthesizing the lesson using think, write, pair, share because they can share their ideas and thoughts with their partner, and they do not get embarrassed to share their thoughts with their partner, unlike sharing them in a big group. Further, one good thing about thinking, writing, pairing, and sharing is that they discover many things and knowledge from different partners whenever they exchange partners. On the contrary, students perceived that they participated less in synthesizing the lesson using simile me.

Moreover, pupils can easily conclude the day's lesson using think, write, pair, and share because they learn more by comparing their understanding of the lesson with the understanding or ideas of their partner. And aside from that, they could also confirm whether their understanding is correct. This closure activity also helps them to reorganize information discussed by their teacher.

Grade 6 pupils can easily recall the concepts and skills about the topics discussed if the teacher uses a riddle challenge in closing the lesson. They can understand and recall the topic better if they enjoy what they are doing. At the same time, this closure activity

helps them learn and apply their grammar and reading lessons by providing them venues to communicate and express their learnings both in written and oral communication. However, it can also be gleaned that grade 6 pupils' perceptions of using simile me to recall concepts and skills got the lowest mean.

The study showed that varied closure activities help Grade 6 pupils understand everyday lessons. These varied closure activities help pupils synthesize their lessons, easily recall and remember grammar concepts, improve reading comprehension skills, draw conclusions, and be highly motivated to study or review their lessons at home, as the respondents perceived. Moreover, pupils perceived that they participated actively in synthesizing the lesson and could easily draw conclusions on the day's lessons using think, write, pair, and share. Moreover, they can easily recall the concepts and skills about the topics discussed if the teacher uses a riddle challenge. Finally, the most preferred closure activity by Grade 6 pupils is the grand closure which only means that pupils are highly motivated to review or study their lessons at home if the teacher uses grand closure in closing the day's lesson. Pupils preferred grand closure simply because they could relate and integrate their learnings into other lessons.

Based on the findings of this study, it is recommended that Grade 6 English teachers continue to use varied closure activities as these help pupils understand, summarize, or synthesize, improve grammar and comprehension skills and easily recall their lessons, and, most importantly, inspire and motivate pupils to study their lessons at home. To enhance the PAASCU's recommendation on the area of instruction, the Subject Area Coordinator will monitor this implementation during classroom observations. Teachers may also consider more creative strategies, which they found effective in closing the lesson and could enhance pupils' oral and written communication and, at the same time make them enjoy the learning process. These varied closure activities would greatly impact pupils, especially if they could relate them to real-life situations. Further, teachers in other subjects may also use varied closure activities as these help in the learning process of the pupils.

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