Development of Reading Skill through Activity Based Learning at Grade-VI in Khyber Pakhtunkhwa

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Abstract

Foreign language learning may become exciting if students are motivated towards learning. Active learning and teaching methodologies can make a positive difference in students learning especially for second language learners. The current study investigates the outcome of using activity based learning method on the development of reading skills of Grade-VI students. The study employed pre-test, post-test equivalent group experimental design. The study population consisted of all 6 grade students (295,575) of Khyber Pakhtunkhwa. For the purpose of the study, a sample of 50 students was randomly selected from Government Shaheed Waseem Iqbal High School Tarkha. Experimental and control groups were formed by equal distribution of students i.e. 25 each onteacher made pre-test scores. In the same groups, low and high achiever students were also identified. While the experimental group was taught using activity based learning method, the control group received routine teaching instructions. For data analysis t-test for independent samples was used. Data analysis revealed that both groups had almost the same reading competency the before treatment as evidenced by pre-test scores. However, the experimental group showed better results in reading than control group on post-test. The findings suggest that teachers need to involve students in reading by conducting meaningful and demanding activities.

Keywords: ABL, reading, Second language, Development, Skills

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Introduction

Effective language teaching and learning process need an effective teaching methodology. Research indicates that researchers continuously strive to find effective methods which might facilitate the language learning process. With this in mind, the current study investigates the effect of activity based learning on the development of reading skills of students of public sector schools of Khyber Pakhtunkhwa in Pakistan. In public sectors schools of Khyber Pakhtunkhwa, even in this modern era, teachers are using grammar translation method for the teaching of English. It has been observed that these old methodologies are not producing students who are competent language users. They especially lack independent reading skills.

Day, Prentice, N. (2016) state that in grammar translation method of teaching mostly translation of short passages is done during the reading process. This method does not enable students to become independent, critical readers. Moreover, when this method of teaching and learning is used in the classroom, students feel that a lot of grammar and translation is involved in the reading process which they find burdensome and boring. This situation is worrisome since learning to read with comprehension is one of the most important accomplishments in a student's life as reading habit has a positive influence on student's academic performance (Owusu-Acheaw & Larson, 2014). Golestan (2012) asserts that among other language skills, reading plays a vital role in making a student skillful user of the target language.

Effective instructions can positively influence students learning (Salataci, 2002) and motivation whereas ineffective teaching and unclear instructions can lead to the students' lack of interest. Yildirim (2014) states that partly teachers may be blamed for the reluctance of students towards reading because of their teaching strategies.

Day (2016) state that students who read more are capable of reading faster than those who read less. Learning to read is the process of acquiring the skills essential for reading. In other words, learning to read is the capacity of attaining meaning from print. To the skilled adult reader, reading appears as an easy, unforced and usual skill. However, for novice readers reading is a complex process as it requires readers to simultaneously bring into playcognitive, social and linguistic skills (Moreillen, 2008).

Ontario Ministry of Education (2004) in their report states that reading is a collaborative, problem-solving, interactive, transactional process and is aimed at making sense of the text. The report further states that effective teachers create opportunities for students to read a lot since the quantity of reading increases students ability to read well. Moreover, it states that the effective teachers scaffold learners and demonstrate how to

apply a range of strategies during the act of reading. The current study, therefore, focused on teaching six strategies of reading in the classroom which help students become strategic readers according to Cunningham and Allington (2003).

Reading strategies

Literature indicates that skilled readers use several strategies in the act of reading (Khurram, 2017). To improve reading comprehension, learners ought to learn to use strategies of reading. In the reading literature strategies are defined as 'activities consciously chosen by learners for the purpose of regulating their own language learning' (Griffiths, 2008, p. 87). What is noteworthy, however, is that the term strategy has been variously defined and has remained controversial in the literature. (Griffiths & Oxford, 2014). The term has been regarded as "elusive" (Wenden, 1991, p. 7), "fuzzy" (Ellis, 1994, p. 529) and "fluid" (Gu, 2005, p. 2). The term strategy had different meanings for different writers and researchers (such as Rubin, 1975; Stern, 1975; Naiman, Frohlich, Stern, & Todesco, 1996). Despite the differences in the definition, researchers have identified strategies used by good and poor students of reading. Griffiths (2008), for instance, has identified some of the strategies which are typical of higher and lower level students. Hong-Nam and Leavell (2006) indicates that active users of strategies make faster progress as compared to those who employ strategies less often.

Literature indicates that in order to help students become proficient readers, teachers need to make use of a range of methodologies of reading. Cunningham and Allington (2003) summed up six approaches of reading based on Duke and Pearson's (2002) investigations. Their study indicates that these skills are imperative for the development of competence in reading (Duke & Pearson, 2002).

Good readers relate what they read to their former experiences. Activation of prior knowledge assists readers in making sense of the new material. To help students gain entry into the meaning of the text, teachers should encourage them to draw on their previous knowledge and experiences. Prediction also assist readers to bring their background knowledge and personal experiences to the text.

Think-aloud provides readers a window to the thought and comprehension processes of a knowledgeable reader (Afflerbach, 2000). Effective teachers of reading usually employ this strategy during teaching since it could assist students to see the reading processes and strategies of an effective reader. That is to say, by using think aloud method teachers could model the use of reading strategies that an effective reader uses in the act of reading. This could, in turn, help students become strategic readers.

The use of a visual assists in reading comprehension. Visuals could help develop understanding of the content. A Venn diagram, for instance, could help readers compare and contrast the information given in two texts on the same topic. Visualization prompts could also be utilized to self-monitor the level of comprehension. For instance, a fluent reader normally perceives visualizes in the mind's eye the content he or she is reading (Fountas & Pinnell, 2006).

Teachers taking the role of teacher-librarian gives learners a large range of attitudes for reading. Learners' insight for themselves as readers completely affects the endeavor of reading and may perhaps relate to their educational improvement. Education Quality Accountability Office (EQAO) reviews grade-iii and grade-vi learners in Ontario, Canada, when standards-based tests are written. Students of grade-vi express the opinion that they comparatively don´t read as much as grade-iii each year. Male students consider that they comparatively read less and see themselves as less proficient than girls across the region (EQAO, 2008).

A research study confirms the idea that trained teacher-librarians bring a distinction in the learner's reading attainment. Small (2008) notes an almost ten point's dissimilarity in Grade-IV learners' attainment in the test while there was a specialized media expert in the institute. Qualified teacher-librarians play a very important role in every institution, as he or she enhanced the assessment scores of learners in the U.S (lance, 2002). The Queen's University research study in Ontario (2006) indicated a constructive connection between the existence of a skilled permanent teacher-librarian and learner's satisfaction with reading. In recent times, Moreillon's (2008) study reflected that the teacher-librarians might be regarded as co-teachers for reading tactics. She sketched out how reading approaches are narrowly connected with what is taught in the library.

Activity Based Learning

Sudsa-ard (2013) states that learners should be provided sufficient opportunities to use a language which is not their target language. Prince (2004) indicates that activity based learning is a process of teaching in which learners are actively involved in the creation of knowledge. Harfield, T., Davies, K., Hede, J., Panko, M. & Kenley, R. (2007) also states that activity based learning is a method in which learners are vigorously involved in all learning activities since they do not participate merely as unreceptive spectators. Along similar lines, Edward (2001) asserts that the activities related to practical experiences of life will support the learners in converting information into individual knowledge that can be used in many diverse circumstances. The research study of Harfield. et. al. (2007) highlights that active and conventional approaches are different from each another on two grounds since they require different level of active engagement of the students and the co-operation among students in the classroom.

Shoe bottom (2016) statesvarious aspects that influence a second language. These factors may be described as internal factors vs external factors. These are comprised of programme, chances, and a helpful atmosphere. Sprenger (1999) indicates that the process of activity based learning focus on the knowledge learners bring into the classrooms. According to Genesee (2000), ELLS are not the inactive receiver during the process of learning at the Elementary & Middle level. Instead, learners are vigorously building sense and schema (which is also known as structures of language and subject matter). It is thus clearly a goal for all teaching to let go of grammar translation method of teaching and focus on actively involving learners in the process of acquiring knowledge through reading as an active interaction with texts.

Principles of Activity-Based Language Teaching and Learning

Pupils play a dynamic part during in the process of learning. A relaxed environment can help in the improvement of language and literacy, this encourages morals and at the same time it gives learners the suitable level of challenge to get inspired and connect with other (Cummins, 2007). Lightbown and Spada (2006) show that as time progresses, learners become better organized because they have studied the composition and characteristics of the language and have seen its application in real situations.

According to Yoon (2007), students and classroom culture should go side by side to help learners comprehend the current customs of their society, institution and classroom. The role of the teacher is considered significant in figuring out the English language learners' contribution in a classroom setting. As soon as teachers create an atmosphere of trust, recognizing student's communal and cultural desires, they can include English learners in the classroom discussions and activities/tasks. Vygotsky (1986) states that students improve and rehearse language in cooperation with teachers and group members. As language is regarded as an instrument of making meaning, communication and thinking are enhancedby interaction with knowledgeable other.

Students could also accelerate their language learning process outside their classrooms, using diverse approaches and making themselves self-sufficient and enduring (Robinson, 1970). If students' knowledge of the English language is limited, it is recommended to stimulate them through the means of gestures, pictures, movements, sounds etc. Teachers should also tap different intelligences of the students in the language classroom (Gardner, 1983; Gardner, 1996).

Educators should also offer feedback and help, making the input understandable to students and at the same time more demanding. It is not possible for pupils to learn English language without comprehending it. Learners of English cannot learn a language which they do not comprehend. Krashen (2003) their suggested providing "comprehensible input" to the students.

Teachers assist students in using their previous information of language, subject matter and the world to extend their language and learning. As an example, if learners are already familiar with the subject of global warming, they will try to find out from television programs, printed resources and lectures more information about it which will become quite easy for them to pursue. If learners have studied a topic in their first language, it is easier to handle that same topic in another language. Previous information/prior knowledge plays a vital role in comprehension (Marzano, Pickering, & Pollock, 2004).

Tomlinson (1999) states that the educator may make a distinction between procedure, subject matter and the product to make learning successful. An instructor needs to locate achievable targets for students and give learners apposite, constant input on the advancement in accomplishing the set objectives. The process of setting clear goals assists both learners and teachers and provides them a chance to achieve the desired goals. Goals commence a curriculum.

One of the main instruments in assigning group work is to make sure that in a group of six or seven learners, every group member has a definite job or assignment. In this manner, learners work together as a team and each person's task is connected to that of other. Depending on the nature of the activity, roles could be assigned to students. Some of the roles that could be assigned to students during a reading task are:

*Leader*s**: Summarises the task; discovers the diverse sub-tasks concerned; and makes sure that the activity at hand is understood by all group members.

*Recorder***: Records group tasks and the ideas of every member of the group.

- Operates as the representative of the group.
- Makes certain the work area is organized.
- Performs the role of a timekeeper for timed tasks.

Conflict Manager: solves any disagreement that might occur in the group work.

The above-mentioned roles can be rotated on a constant basis to let each student develop an understanding for all tasks involved. At the same time, maintaining the groups steady throughout a specific time could assist in encouraging a feeling of belongingness and uniqueness.

The Jigsaw Method: The Jigsaw is a commanding approach for learning descriptive resources. It aids teachers and learners to successfully cover a great deal of learning material in relatively little time. It is also a helpful device in overcrowded classrooms. In this activity, learners are distributed equally into a group of four members each. The content/ study material is also distributed into four parts, i.e. each part is assigned to one learner in a group. In this way a ''home group'' is formed. The instructor should make certain that every learner has adequate resources to learn the concept.

Brainstorming: a speedy and useful method of producing information for later association and reflection. Throughout a brainstorming session, pupils contribute ideas that appear in their minds concerning the idea or subject under conversation. The Venn diagram, Spider Diagram, etc., can be used to record the information and evidence given by the learners. Smoothness and extent are imperative elements of brainstorming. A brainstorming strategy can be conducted separately on a piece of paper or within a group, verbally or on the writing board.

Storytelling: Successful storytelling is one of the main components of any effective lesson, particularly for children. This is an ability which demands high energy, difference in volume, facial expressions, pitch of tone, gestures and even possibly movement of the teacher in front of the class. Some of the important guidelines needed to be kept in mind when the process of storytelling is in progress:

- The teacher ought to be as active and forceful as possible in order for the learners to focus on the story and stay tuned while comprehending it.
- The process of storytelling ought to be interactive with the teacher engaging the pupils in the strategy.

According to the study of Watkins (2007), reading is very essential among language skills because all fresh knowledge comes through reading. The schooling of a learner is defective if his/her capacity of reading is not enhanced or he/she is not able to give details regarding material and cannot grasp the subject matter of the reading text. During the process of reading, the main objective of the reader is to comprehend and understand the purpose of the writer. Learners interest in reading could be enhanced by setting meaningful and attractive activities/ tasks.

Development of Reading Skill through Activity Based Learning at Grade-VI in Khyber Pakhtunkhwa'' is a new study and is a fairly under researched area in a Pakistani context, as most teachers in public schools apply conventional methodologies for teaching English. Unfortunately, in the public sector, students are less comfortable with English although it is taught as a compulsory subject in 6th grade in Pakistan and especially in Khyber Pakhtunkhwa. This could be due to the fact that it is taught as a 'second language' at Khyber Pakhtunkhwa Pakistan (since it is not the first language of the native people) and secondly because grammar translation method is still the prevalent method for teaching a language in Khyber Pakhtunkhwa Pakistan.

Objectives of the study

The study was based on the following objectives:

1. To find the effects of activity based learning on reading skills of students studying at Grade-VI.
2. To study the effects of activity based learning on the academic achievement of low achieving students in reading.
3. To find the effects of activity based learning on the academic achievement of high achieving students in reading.

The activity based learning method is basically a teaching strategy. Although there are many methods employed for teaching a language, what can be described as traditional grammar based method is not producing skillful readers. Therefore, teachers of second language continuously face problems in the teaching and learning process of their students. An activity based learning method might prove to be useful for both learners and teachers and could open new vistas of language learning for students. Furthermore, it will be helpful in conducting future research studies which are not addressed here.

Hypotheses

The hypotheses are:

H_1 There is no significant difference between the mean score of experimental and control groups with respect to achievement in reading.

H_2 There is no significant difference between the means score of low achievers of experimental and control groups in reading skills.

H_3 There is no significant difference between the mean score of high achievers of the experimental and control groups with respect to achievement in reading skills.

Delimitation of the study

As this study was experimental in nature, it was delimited to 6th grade male learner of all government schools in Khyber Pakhtunkhwa. It was then further delimited to only government Shaheed Waseem Iqbal Higher Secondary School Tarkha.

Research methodology

Kerlinger (1973) state that research design consists of the structure of a research and techniques of conducting that research. The current study is experimental in nature. The design of the study was pre-test, group design equivalent post-test. Thompson, C. B., & Panacek, E. A. (2006) state that the basic experimental design is constant from many years and is regarded as ''gold standard'' with which other designs are measured.

Sampling

The population of the study consisted of all 295,575 learners of KPK, who were studying at Grade-Vi (EMIS, 2013). Fifty students were selected from 6th class of government Shaheed Waseem Iqbal high school Tarkha as a sample through random sampling technique. Cambell, D. T., & Stanley, J, C. (1963) proposed that if the groups are selected randomly it may be called as equivalent. Two equal groups of 25 each i.e. experimental and control were formed on the basis of pre-test scores. It was ascertained that each group had the students of almost the same ability. In each group, high achieving and low achieving students were also identified. The students who obtained a score above the mean in each group were tagged as high achiever and those who scored below the mean were tagged as low achiever.

Research instrument and procedure

The development of a research instrument plays an important role in any study. In experimental studies, its importance increases even more. Therefore, a researcher generated pre-test and post-test were developed for this study. The pre-test was used to distribute sample students in experimental and control groups before the start of the experiment, while a post- test was performed afterwards. The main objective of this test was to determine the performance of the students. Pre- and post-tests were based on 10 items related to reading. The tests were content based and the items were selected from five 6th grade English lessons. The test consisted of multiple choice questions. The lessons were entitled (a) Ibn-e-Seena; (b) overpopulation in cities; (c) The Cub; (d) electricity, and (e) Qissa Khwani Bazar.

For the development of test items, a wide range of literature and books were studied. IELTS and TOEFL websites were also consulted. The test was developed and later modified with the consultation of language experts (Department of English, University of Peshawar) and subject experts (Master Trainers British Council Pakistan). According to their suggestions, questions whose answers were already known to the students such as who was the last prophet of Allah were changed. It was realized that the students might know the answers of such questions from their home environment and activity based learning might have no influence on that.

The services of two teachers from Government Shaheed Waseem Higher secondary Tarkha, Nowshera district, with a master's degree in English from the University of Peshawar were hired for the study. Both had relatively equal teaching experience and equal teaching potentials and were therefore selected to teach English in the experimental and grade VI control groups. The volunteer teacher for teaching the experimental group had already been trained by the DCTE, KPK in teaching English through hands-on learning. (It should be noted that the practice has been standardized through adequate training.)

Validity and reliability

Since content validity of a test is very important, subject and language experts approved the validity of the test. The questions which were already known to them such as the name of Peshawar city and the name of the Last prophet etc. were changed according to their suggestions. For the reliability of the test, split half technique was used, the coefficient of the reliability was 0.82 which was very high.

Data Collection

For the purpose of data collection, a teacher made pre-test and post-test were used.

Analysis and interpretation of data

Data analysis was an important and pivotal step in this study. As there were two independent groups, i.e. the experimental and the control groups in the study, for comparison an independent sample t-test was applied for data analysis because it was most suitable for the comparison of two independent groups. It was checked both manually and through SPSS statistically software to minimize all sorts of errors and mistakes.

Table 1

Pre-test score of experimental and control groups in reading skill

Group	N	Mean	SD	t-value Table value	Calculated value
Experimental	25	6.6	3.23	1.68	-0.187*
Control	25	6.8	2.77		

*Degree of freedom =48   *Not Significant   Significance level = 0.05*

Table 1 indicates that the attained results of t was -0.187 and the table value of t was 1.68. Results were tested at 0.05 (level of significance) and the degree of freedom was 48. Hence, the table value of t (1.68) was greater than t (-0.187) obtained value. Thus, Ho1 was approved because no significant difference between the mean scores was found. In this way, the experimental and control groups were identical with respect to prior knowledge in the reading skill on pre-test.

Table 2

Pre-test score of low achievers of the experimental & control groups in reading

Group	N	Mean	Standard Deviation	t-value Table value	Calculated value
Experimental Low achievers	11	3.64	1.75	1.721	-1.04*
Control Low achievers	12	4.33	1.43		

*Degree of freedom= 21   *Not Significant   level of significance = 0.05*

Table 2 depicts that the obtained results of t was -1.04 and the table value of t was 1.721. Results were tested at 0.05 (level of significance) and the degree of freedom was 21. Therefore, the table value of t (1.721) was greater than t (-1.04) obtained value. This is why Ho2 was approved because no significant difference between the mean scores was found. In this way, the low achievers of the experimental and control groups were similar with respect to prior knowledge in the reading skill on pre-test.

Table 3

Pre-test score in reading skill of high achievers of the experimental and control groups

Group	N	Mean	SD	t-value Table value	Obtained value
Experimental High achievers	14	9	1.88	1.708	-0.158*
Control high achievers	13	9.1	1.32		

*Degree of freedom= 25   level of significance = 0.05   *Not Significant*

Table 3 indicates that the obtained result of t was -0.158 and the table value of t was 1.708. Results were tested at 0.05 (level of significance) and the degree of freedom was 25. Hence, the table value of t (1.708) was greater than t (-0.158) obtained value. Thus, Ho3 was accepted because no significant difference between the mean scores was found. In this way, the high achievers of the experimental and control groups were similar with respect to former knowledge in the reading skill on pre-test.

Table 4

Post-test score of experimental and control groups in reading

Group	N	Mean	Standard Deviation	t-value	
				Table value	Obtained value
Experimental	25	16.16	3.36		
Control	25	10.16	2.88	1.68	6.78*

*Degree of freedom=48   level of significance = 0.   *Significant*

Table 4 depicts that the obtained results of t was 6.78 and the table value of t was 1.68. Results were tested at 0.05 (level of significance) and the degree of freedom was 48. Hence, the table value of t (1.68) was less than t (6.78) obtained value. This is why Ho4 was discarded because significant difference between the mean scores of experimental and control groups were found. In this way, the group who were taught through activity based learning showed dominance over the control group with respect to achievement in the reading skill on post-test.

Table 5

Post-test Score of low achievers of the experimental & control groups in reading

Group	N	Mean	Standard Deviation	t-value	
				Table value	Obtained value
Experimental Low achievers	11	14.72	3.60	1.721	
Control Low achievers	12	7.83	1.89		5.877*

*Degree of freedom= 21   level of Significance = 0.05   *Significant*

Table 5 indicates that the obtained result of t was 5.877 and the table value of t was 1.721. Results were tested at 0.05 (level of significance) and degree of freedom was 21. Hence, the table value of t (1.721) was less than t (5.877) obtained value. Thus, Ho5 was discarded because significant difference between the means scores of high achievers of the experimental and control group was found. In this way, the low achievers who were taught through activity based learning outscored the low achievers of the control group in the reading skill on post-test.

Table 6

Post-test score of high achievers of the experimental & control groups in reading

Group	N	Mean	Standard Deviation	t-value	
				Table value	Obtained value
Experimental High achievers	14	17.28	2.78	1.708	5.469*
Control High achievers	13	12.39	1.79		

Degree of freedom = 25   level of Significance = 0.05   *Significant

Table 6 shows that the obtained result of t was 5.469 and the table value of t was 1.708. Results were tested at 0.05 (level of significance) and degree of freedom was 25. Hence, the table value of t (1.708) was less than t (5.469) obtained value. Thus, Ho6 was discarded because significant difference between mean scores of the high achievers of the experimental and control groups was found. In this way, the high achievers of the experimental group showed dominance over the high achievers of the control group with respect to achievements in the reading skill on post-test.

Discussion

The analysis of the pretest score showed that both the experimental group and the control group had almost similar in reading skill. There was not much difference in their competence and they had almost the same abilities. In addition, the difference between pre-test scores of underperforming students in the experimental and control groups in reading was also insignificant at the (0.05) level. This suggests that under achieving students in both groups were almost equal in reading competence before the start of the experiment. Similarly, the pre-test score also revealed that high achievers in the experimental group and the control group were almost similar at the onset of the study. There was not much difference among them and both the groups could be treated as equal because these groups were formed randomly, secondly on the basis of pre-test scores, students were equally divided in both the groups. Thus; there is not much difference in both the groups.

Besides that, those students who learned through activity-based learning scored significantly better than those who learned through conventional teaching on post-test in the reading skill. Students' reading skill was improved because the reading activities engaged them actively. On the other hand, routine teaching or teaching through conventional grammar translation method did not engage students in the classroom. Students in the control group considered activities to be routine and boring since lack of interesting activities and translation made it difficult for them to be involved the

comprehension process. It did give results, but not as much as the activity based method of teaching. The results of this study reflect the discovery of Watkins (2007), who suggest that students can acquire competence in language skills if they are exposed to meaningful language learning activities.

Similarly, low achievers of the experimental group also showed better performance over the high achieving student in the control group because activity based learning provided more opportunities to the students to get actively involved in the lesson as compared to the conventional teaching, where only the teacher was doing the talking and the students were merely spectators and were passive in the learning process. As a result, the null hypothesis has been abandoned. This study confirmed the views of Kropp (1993) who believes that many students have not listened to the expressions or thoughts they are invited to read in the manuscripts. As a result, expressions that are familiar to students, that are related to their experiences, or that they know through conversation and listening activities, are used primarily in reading. The study findings are similar to that of Zahoor and Khurram's (2018) study that found that low achievers of experimental group performed better than control group in writing skills.

Moreover, the difference between the mean scores of high-level students in the experimental group and the control group with respect to reading performance was also significant at the (0.05) level. For this reason, the null hypothesis has been ruled out, in favor of the experimental group. Here activity based learning created a new environment for the students of experimental group since inclusion of interesting activities made the lessons interesting and attractive. This study confirmed the discovery of Edward (2001) who is of the opinion that activities related to the learning of practical life experiences help students convert their information into individual knowledge and that can be used in many different circumstances. This finding is in line with the study of Zahoor and Khurram (2018), in which the researchers found the same results in writing skills achievement.

Conclusions

The following conclusions were drawn in the light of results and discussions:

It was concluded from the analysis of data that the experimental group who had learned through activity based learning performed better since students were involved and active in the lessons. In other words, the lesson provided students many opportunities to develop their reading skills. ABL students' learning outcomes dominated students who learned through traditional language learning in reading in the post test.

The low performers in the experimental group showed significant improvement as compared to the low performers in the control group on the post test of reading. The low performers in the experimental group participated more in learning activities. The results also showed that high performing students who were trained by ABL showed better reading performance than those who took traditional training because the ABL inspired activities were more attractive.

Recommendations

The following recommendations are made in the light of the conclusions and discussions:

The conclusions of this study showed that teaching with an activity based learning approach requires competence and training on the part of the teacher. It is therefore suggested that teachers who wish to build an ABL learning environment in their classrooms should be given comprehensive training.

It has also been noticed that using activities in the classroom takes time especially if the lessons are not properly planned. It is therefore recommended that the teacher should consider time as a crucial factor when conducting an activity. Activities should not be too short or too long. In addition, teachers should be encouraged to carry out attractive and demanding activities that tread the fine line between what the learner finds familiar and what he or she finds challenging.

Because of the effectiveness of activity-based learning in the classroom, the results of this study support the application of this teaching method. Therefore, when designing English programs, it is recommended that activity-based learning be supported and program designers should include a variety of activities based on previous research and proven experience.

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