

A Study of the effectiveness of Activity-based teaching method in the English subject for Primary school students.

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ABSTRACT:

Education forms the most important part of the life of an individual. The kind of education one receives largely depends upon the kind of teacher one has, especially in the early years of schooling. A good teacher can instil hope, ignite the imagination, and kindle a love for learning in their students.

A variety of interactive activities can be designed to stimulate interest and involvement in the learning process with a positive outcome of seeing students participating in constructing their own knowledge rather than passive learners. The research was an experimental study aimed to evaluate the effectiveness of activity-based learning method versus traditional learning method. The objectives were to compare the learning outcomes of two groups with activity based and traditional method. The study was delimited to 120 students of RCT'S PMM Rotary School & Jr. College Ambernath. The research was experimental in nature. The researcher developed pre-test post-test design. Initially the pre-test was administered to the controlled group and laterally Activity based teaching was applied to the experimental group. Post-test was taken after the completion of the experiment. The reaction scale was taken from the experimental group. This implies that the experimental group that was taught through activity-based method achieved higher than the control group who were taught the same concepts using traditional method.

Key words: activity-based learning, effectiveness

Introduction:

Activity based learning is the process of learning by performing tasks or activities. Activity based learning (ABL) motivates students to participate in their own learning experience by practical activities such as independent investigation and problem solving. ABL develops creative thinking skills and is a great way to get children think outside the box. It focuses on the student rather than the teacher. Activity based learning is crucial in the NEP 2020 because it aligns with the policy's focus on holistic development, encouraging active learning, critical thinking, problem solving, creativity and collaboration which are essential skills for students to succeed in the 21st century, going beyond rote learning and promoting deeper understanding through hands-on experiences.

According to NEP 2020, learning English at the primary level is important as it acts as a window to the world. Enabling students to access global culture, heritage and information while also preparing them for higher education and potential global opportunities, even though the policy emphasizes using the mother tongue as the primary medium of instruction in early grades; essentially positioning English as a crucial language for future access to wider knowledge and communication. Expert English teachers often prioritize grammar rules and vocabulary citations in their teaching, employing the widely used grammar translation method for literature and Grammar units. However, this approach can lead students to rely on readymade translations in their mother tongue, causing stress. An alternative is to teach content in the target language, fostering thinking and gradual improvement in speaking skills. The traditional method may be slow in achieving these objectives, but Activity based learning is suggested for more favourable outcomes. Activity based method of teaching helps the teacher to gain the interest of students while motivating for mental and physical activities. It saves time and makes learning effective and durable. By adopting activity-based method of teaching, improvement of students were observed on increased understanding of the topic ,improved interpersonal skills, willingness to participate in group activities and the ability to relate to real life examples. Day by day activity-based teaching is gaining its momentum in schools due to its divergent utility. Here it's important to note that the effectiveness of activity-based teaching may vary depending on the nature of the activities, teacher facilitation, student characteristics and the subject matter. Implementing activity-based teaching requires appropriate resources, planning and support from educators.

After going through various research work in the field of effectiveness of activity-based teaching, it was found many researches have been conducted in the field of effectiveness of activity-based learning method of teaching but very less work is done in the field of using different strategies to teach English at the Primary level.

By considering all these aspects the present research is done to check the effectiveness of activity-based teaching to teach English to the Primary school students.

Need for Research-

Primary school education focuses on primary skills which are essential for any human being to function well in society. The primary education phase is the most formative years of a child's growth and development. It is an exploratory stage which prepares the child for the narrowing of choices and alternatives during the secondary education phase. Primary school students are at a developmental stage where learning through activities fosters better understanding, creativity and engagement. Activity based learning (ABL) allows students to explore language concepts through fun and meaningful experiences, moving beyond rote learning to develop practical language skills. Therefore keeping in mind these points the researcher wished to explore more on this topic and contribute in improving the quality of education in English subject at the Primary level using activity based teaching-learning method.

Research Problem:

“A Study of the effectiveness of Activity-based teaching method in English subject in primary school students.”

Objectives:

- To assess the effectiveness of activity-based teaching methods in enhancing English language skills among primary school students.
- To evaluate the impact of these methods on student engagement, comprehension and language retention.
- To compare learning outcomes between traditional and activity-based teaching approaches.

Hypothesis:

- There is no significant difference in the improvement of English language skills compared to traditional teaching methods for primary school students.
- There is no significant difference on the impact of activity-based teaching method on student engagement and comprehension in and language retention.
- There is no significant difference in learning outcomes between students taught through traditional method and those taught through activity-based methods.

Research method:

The present study aligns with an activity based research which was carried out in collaboration with teachers in the school.

In the present study experimental method, a pre-test, post-test control group design was used. There were two experimental groups and two control groups both the groups were given a pre-test and the results were recorded later the two experimental groups were given treatment by activity based learning which consisted of flashcards, charts, digital resources and stories and rhymes. The control group had the traditional method of learning.

Sampling Technique:

The researcher has used convenient and purposive sampling method.

Sample Size:

For the present study the researcher randomly selected a sample of 240 who students were divided into two groups:

- **Experimental Group:** 120 students were taught using activity-based method
- **Control Group:** 120 students were taught using traditional lecture-based methods.
- **Tools of Investigation:**

The following tools were used:

- Achievement test was used to collect data regarding scores of students.
- Instructional materials:
 1. Flashcards and picture cards-used for vocabulary building, storytelling, and language games.

2. Charts and posters-Display grammar rules, sentence structure and phonics for visual reinforcement.
3. Interactive Digital Resources- (videos & online games) Enhance listening and pronunciation skills.
4. Songs and rhymes- Aid in phonics, pronunciation and language rhythm through music-based learning.

Procedure of data collection:

In the present study the researcher collected the data personally. For the data collection the researcher took permission from the Head of the institute and discussed in detail about the investigation and experiments that would be conducted on the sample. The investigator conducted a pre-test and recorded the responses. Later the Experimental group was treated with activity based method and the control group had the Traditional method of teaching. The data was collected after the post-test and then analysed by statistical techniques.

Results and Interpretation:

- 1) In the present study the first objective was to assess the effectiveness of activity-based teaching methods in enhancing English language skills among primary school students and the results related to this objective is given in table 1:

TABLE 1

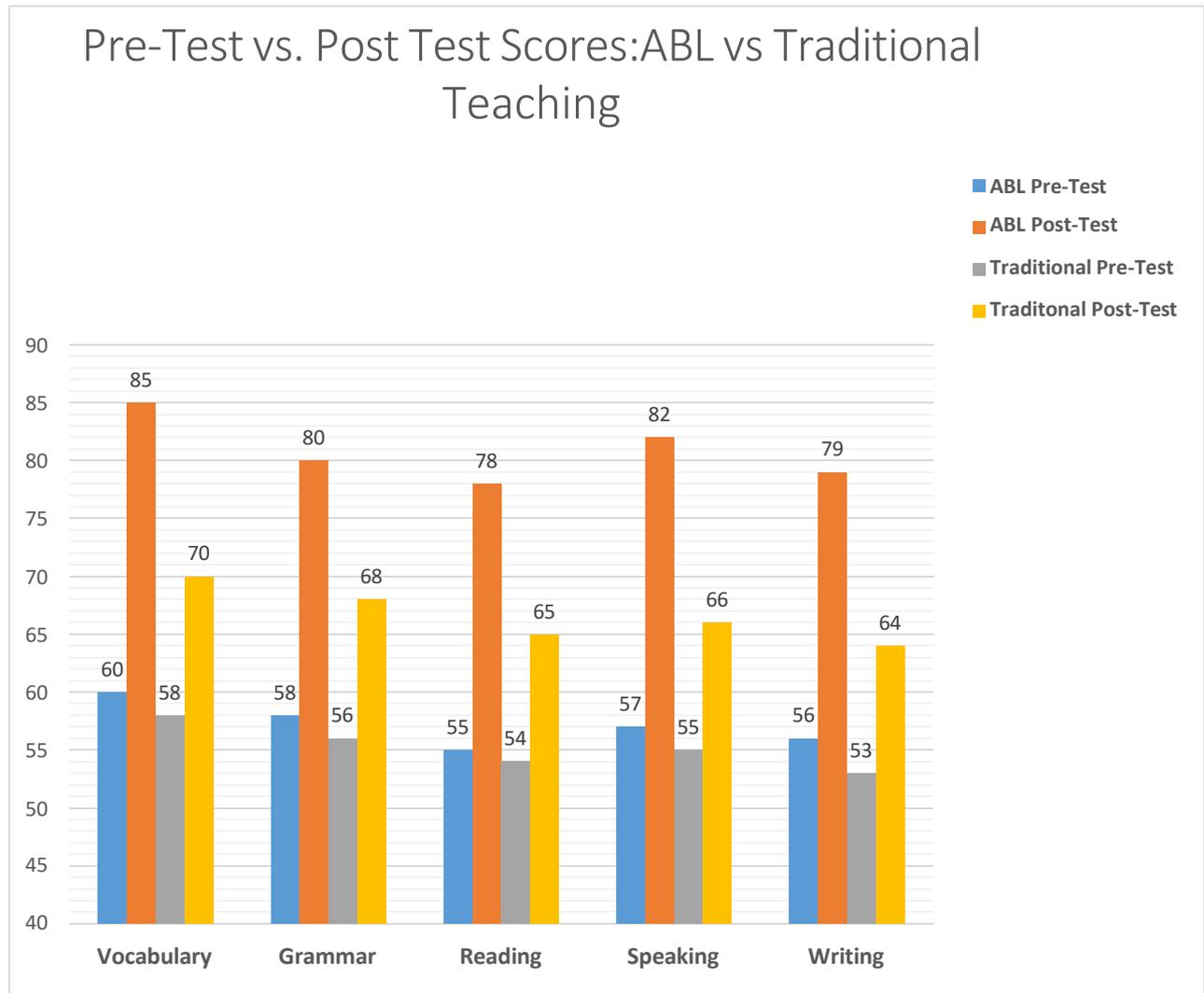
GROUP	MEAN	SD	SEM	df	t-value
EXP GROUP PRE-TEST	31.03	4.14	0.53	118	2.09*
EXP GROUP POST-TEST	32.53	3.68	0.48		

- Significant at the 0.05 level

Interpretations:

- From the above table it can be seen that the t-value for the score of pre-test and post-test is 2.09. The value is significant at 0.05 level. Which means the score of post-tests is significantly superior than the pre-test. Therefore, null hypothesis namely- there is

no significant difference in the improvement of English language skills compared to traditional teaching methods for primary school students is rejected. So, it can be concluded that if students are taught through activity-based method their language skills (grammar, vocabulary, reading, speaking, writing) are improved.



- 2) In the present study the second objective focuses on the impact of activity-based methods on student engagement, comprehension and language retention and the results are given in Table 2

TABLE 2 Comparison of ABL vs traditional teaching in English language skills

Factor	Pre-test Mean (Exp. Grp)	Post-test Mean (Exp Grp)	SEM	Standard Deviation (post-test)	df	t-value
Engagement	55.1	78.4	2.14	23.40	119	10.91**
Comprehension	54.3	76.2	2.01	21.99	119	10.91**
Retention	53.7	75.8	2.03	22.19	119	10.91**

** Highly significant at the 0.001 level ($p < 0.001$)

** Highly significant at the 0.001 level

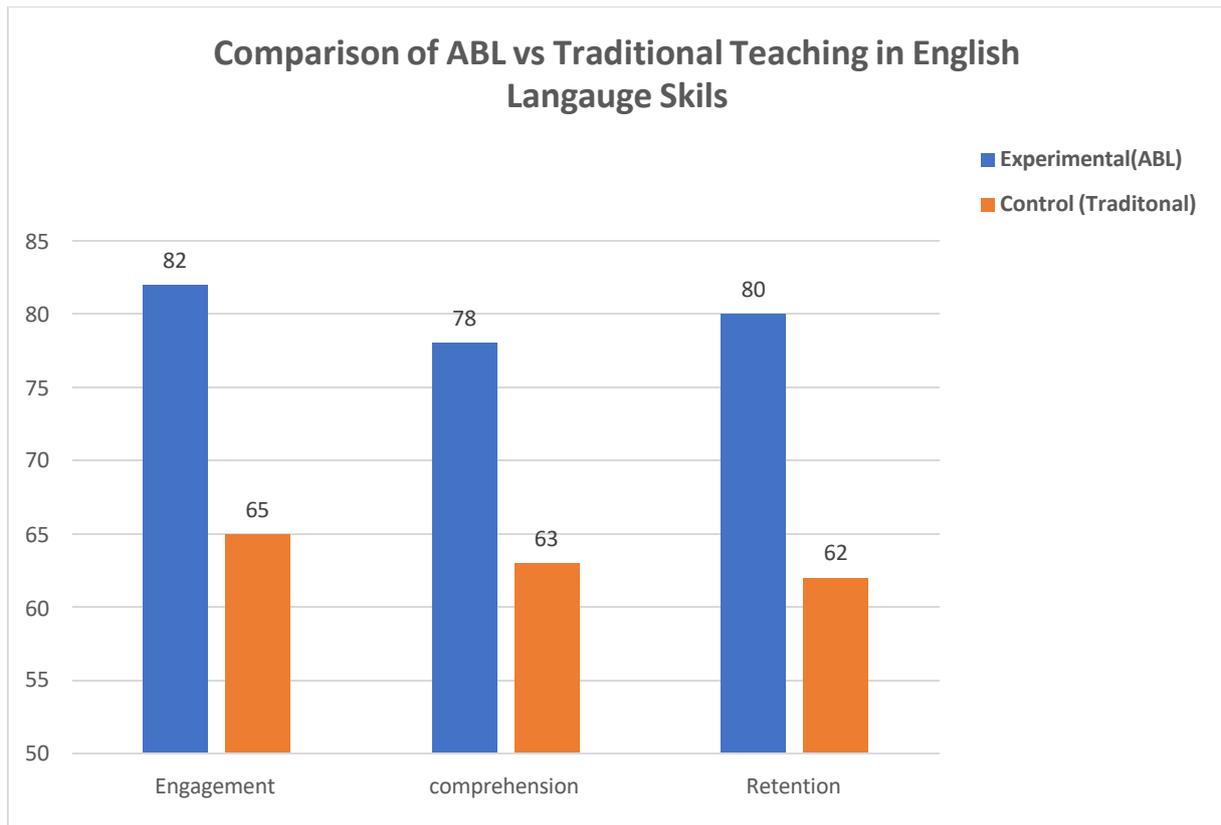
** Highly significant at the 0.001 level

Interpretation:

From the above table it can be seen that the t-value for the score of pre-test and post-test is 10.91. This value is highly significant at the 0.001 level. Which means that the score of post test is significantly highly superior than the pre-test. Therefore, we reject the null hypothesis that there is no significant impact of activity-based methods on student engagement and conclude that students who are taught through activity-based teaching show the highest level of improvement in engagement.

Comprehension – the t-value is 10.91 and the p-value is < 0.001 indicating a significant difference so we reject the null hypothesis and conclude that students who are taught through ABL show significant improvement in comprehension.

Retention- Since the t-value is 10.91 it confirms the strong statistical evidence supporting the difference between pre-test and post-test indicating that the hypothesis “There is no significant difference on the impact of activity-based teaching method on student’s language retention.” Is rejected and we conclude that the students who are taught through ABL method show a significant impact on language retention.



Conclusion- ABL significantly increases student engagement, comprehension and retention compared to traditional methods. Engagement shows the highest improvement making ABL an excellent tool for interactive and student-centered learning

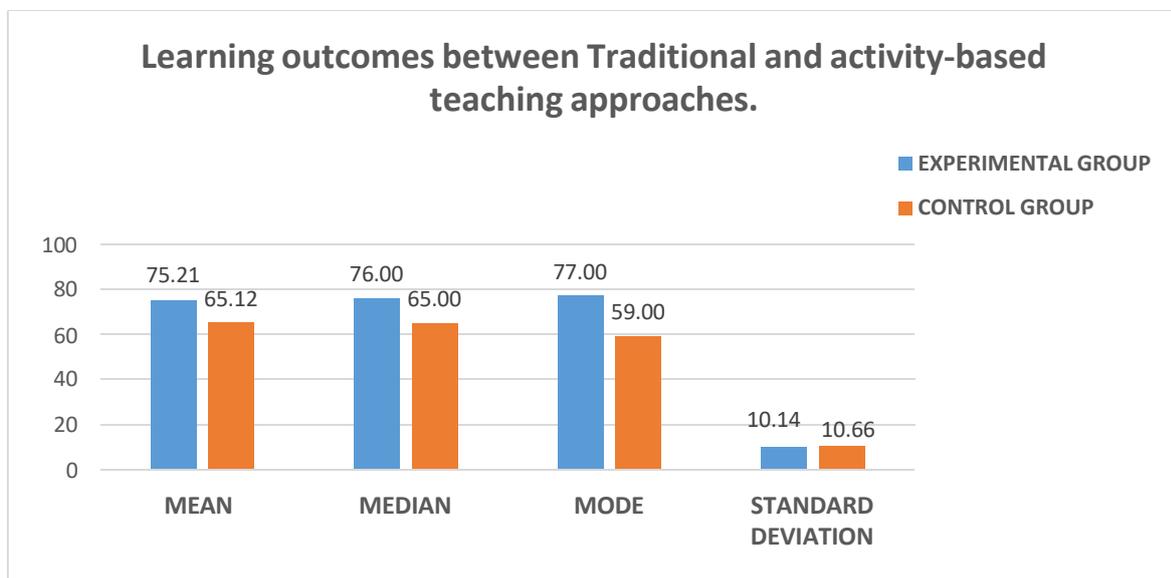
3) In the present study the third objective focuses on comparing the final learning outcomes of students taught through ABL and those taught through traditional methods. The comparison is based on post-test scores from both groups and the findings are as given in Table 3

TABLE 3

GROUP	MEAN	SD	SEM	t-value
EXPERIMENTAL GROUP	75.21	10.17	0.92	7.55
CONTROL GROUP	65.12	10.66	0.97	-

Interpretation:

- From the above table it can be seen that the t-value is 7.55 which is significant at 0.001 which means that the scores of the Experimental group is significantly superior than the scores of the Control group therefore null hypothesis namely There is no significant difference in learning outcomes between students taught through traditional method and those taught through activity-based methods is rejected. So it can be concluded that the activity-based teaching outcomes are better than traditional teaching approaches.



Conclusion- This shows that ABL significantly improves learning outcomes compared to traditional teaching methods. The experimental group outperforms the control group in all statistical measures. Statistical tests confirm the significance of this difference proving that ABL leads to better student achievement in English learning.

Conclusion:

The findings of this study strongly affirm that Activity-based Learning (ABL) is a highly effective teaching approach for primary school students. By moving away from traditional rote learning and incorporating hands-on activities, fosters greater student engagement, deeper comprehension and improved language retention.

If all the students get their elementary education through the activity-based learning method, then they will not feel apathetic about any subject. Their divergent abilities will be enhanced and they will explore their creativity when completing the different activities. By adopting Activity-Based learning education systems can transform the learning experience, making it more engaging, effective and enjoyable for young learners.

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