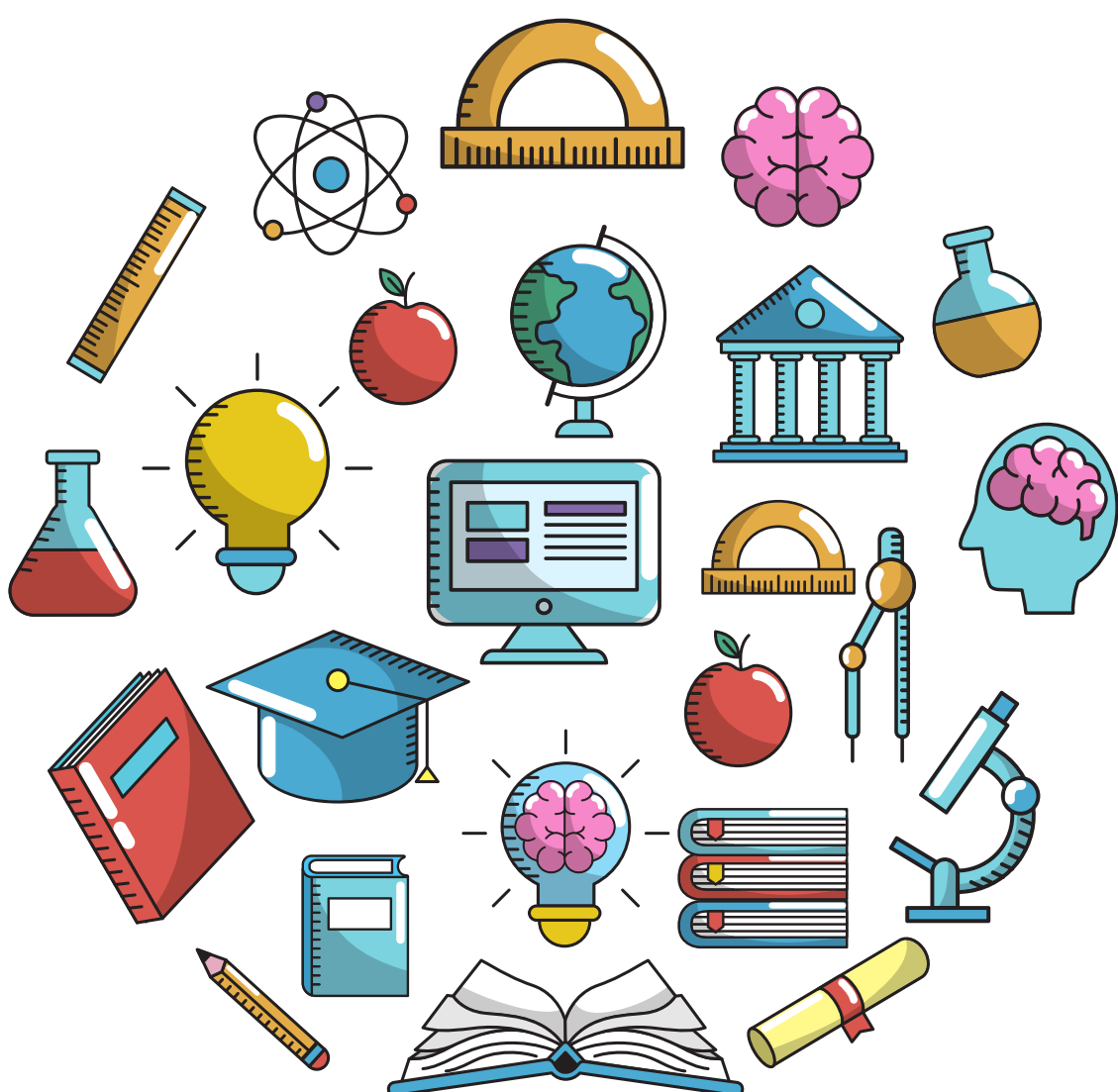


Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level

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Shahla Bajwa



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Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level

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Autumn-2016**

ABSTRACT

As a global medium of communication, the importance of English has increased a lot in the present social, political and commercial contexts. With the advancements of IT in various spheres of society, English has become the only language for the world citizens. Because of its international demand and recognition as a world language, English has always been a part of our education system. It has become a dire need of modern age all over the world. As a receptive skill, reading is a crucial skill to master in order to be successful in one's academic pursuits. Due to its impact, reading is an important skill cultivated in an English language classroom at primary level. The effectiveness of methods upon the development of Second language teaching and learning is unavoidable. At the other end, the commercialization of education has resulted with a plethora of materials flooding the language development arena, each claiming to be effective in its own way. As a result, field practitioners are facing a new dilemma; identifying the 'best' materials for their classes. Thus, it is beneficial for practitioners to acquire the knowledge of how such materials are produced. Such knowledge would develop the teachers' ability to evaluate the potential of a teaching method and perhaps develop oneself. This research work is an exposure of the theoretical background and the developmental process in the production of reading skills. Some primary schools in Bahawalpur have adopted ABL in their classrooms to improve students' reading skills. ABL is even claimed to be more effective in language teaching than traditional teaching methods. As this study investigated the utility of ABL about the reading skills of primary level students, it was also designed to maximize reading comprehension skills through activities. In the hypothesis of the study, the researcher suggested that ABL would bring positive change in the students' reading comprehension skills. The study adopted pretest-posttest control group quasi experimental design. Two primary schools were purposively selected and randomly assigned to experimental and control groups. The experimental group was exposed to

teaching reading through ABL while the control group was exposed to teaching reading through traditional ways. The students who received the independent variable 'ABL' recorded the high scores and significantly out-performed. The effectiveness of the program was also confirmed when the scores of the experimental group pre-test were compared with the scores of its post-test. The high mean of the scores recorded by the experimental group is likely due to the influence of the suggested ABL which proved to be a fertile teaching and learning environment that enhances both conscience learning and subconscious acquisition of language skills. Data collected was analyzed. There was a significant main effect of treatment on the reading skills of primary level students. It was concluded that ABL method is a potential way for the students to improve their reading skills because of its interactive style. The results showed that activity-based teaching is more effective for the development of higher order skills in the students. Based on the findings, the researcher recommends that English language teachers should use ABL for teaching English in general and for teaching reading skills in particular at primary level. The recommendations and findings of this study should be taken into careful consideration and steps should be taken to implement those in our classrooms. It is expected that the state of the teaching and learning of reading skills at primary level will be improved remarkably. This study will also provide insights into the design and delivery of more effective reading instruction that creates local-to-global changes in students' reading comprehension.

DEDICATED TO

Hazrat Muhammad (Peace Be Upon Him)

Who is forever a torch of guidance and

Knowledge for humanity as a whole!

And

Our beloved Quaid Muhammad Ali Jinnah

Who taught us unity, Faith and Discipline!

Moreover to,

My affectionate and loving parents

Who taught me to write first letter in my childhood!

And

My Worthy Supervisor: **Sir Safdar Bhatti**

Who encouraged me at each step of life to

Face the challenges bravely!

&

The last, my Almamater “Allama Iqbal Open University”

Acknowledgement

In The Name Of Allah, The Most Beneficent and The Most Merciful. Billions of Darood O Salam upon the Merciful Prophet (Peace Be Upon Him), the one and the only cause of creation of this beautiful world.

First and foremost, I extend my cordial thanks and gratitude to my very respectable and kind hearted supervisor: **Sir Muhammad Safdar Bhatti** for his baseline guidance about my work. His endless guidance, enthusiasm and encouragement are something to always be thankful for. His wisdom, teaching style, and positive outlook have been indispensable throughout. It's my good fortune which took me on its peak and made me meet such a kind hearted, devoted and father like Sir. I think, I am lucky enough to have such a competent, cooperative, devoted, sincere, honest, caring, sensitive and hardworking **Supervisor**. Sometimes, I faced some problems and difficulties regarding research procedure but he encouraged and consoled me in such a beautiful way that every difficulty and hurdle was turned into happiness and found the solution of the problem. He guided and supported me on each and every step of research very skillfully and with professional approach. If I'm doing this TEFL, all this credit goes to him. May he live long! Aameen

I am also thankful to my father who guided and supported me thoroughly. May he too be blessed ever! I would also like to thank the Department of English Language and Applied Linguistics and the Chairperson for giving me this opportunity to conduct the study and thereby to contribute to the field of English language teaching for the young learners. Also, sincere gratitude goes to my husband who inspired me from the start with lots of moral support to embark on the present research. Last but not least I also pay a huge thanks to my very sweet daughter **Zainab Fatima** who is my life. May she succeed in every walk of life! Aameen

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LIST OF ABBREVIATIONS

ESL - English as a Second Language

EFL - English as a Foreign Language

ABL- Activity Based Learning

L1 - First Language

ELLs- English Language Learners

ELT- English Language Teaching

Chapter 1

INTRODUCTION

1.1 RESEARCH BACKGROUND

Educational process is a nation construction and globally inter-related activity that unlocks the room access to modernization. It is imparted through formal, informal and non-formal ways. For this purpose, there is a need of interaction among the educatee, educator and the study material. Usually, educational system at the primary level follows the medium of instructions in the subject language or mother tongue. In Pakistan, the students have to study English as a compulsory subject from K.G to graduation level due to the following reasons:

- i. English is a means of understanding the foreign and higher educational work.
- ii. English is an international language used in research, commerce, aviation, diplomacy and source of scientific and technological advancement.
- iii. English is a symbol of power and high social status (Rehman, 2003).

Education is the right of every human. State establishes institutes for formal education to improve the abilities of its citizens and after formal education every citizen is enabled to do better for his country. Formal education accelerates learning process and learning with concepts make learning effective and long lasting .As National Science Curriculum (2000) emphasizes on the understanding and use of fundamental concepts. In modern educational system linguists and curriculum designers prefer constructive approaches which are used for meaningful learning. In Pakistani educational system unfortunately teachers prefer to use the behavioral approaches for the better academic marks and teachers do not focus on the creativity and conceptual knowledge they just believe in memorization and rote learning.

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Primary education is the basic education which aims at preparing children to attain the competency needed to advance further in making a worthwhile contribution to society, which is constantly undergoing changes. In order to fulfil this objective, teachers must keep abreast with current thinking and engage in training that will enhance the teaching learning process.

A famous saying of Confucius about the success of students' learning:

“Tell me, and I will forget, Show me, and I may remember, Involve me, and I will understand.”

English language has its own identity in a country. It falls under the Outer Circle proposed by Kachru (1992), for the countries where English is used as an institutionalized variety and is important historically. It is practically used for all official and educational purposes. Reflecting this perspective of English, it is currently taught across Pakistan at all levels and in most educational institutions. Like everywhere else, Pakistan has its own set of social attitudes, cultural sensitivities, economic crisis, political climate and professional issues. Further the general attitudes, aptitudes and psychology of Pakistani learners, their backgrounds and other factors which impact learning are also present. Also the teachers own skills, qualifications, language proficiency and reasons for joining the profession make them into the kind of teachers they are. Lastly, work ethics prevalent in the country have an impact.

Unfortunately "professionalism" is not much valued in Pakistani educational environment. The emphasis is on routine practices rather than innovative behavior. Teaching of English at different levels in Pakistani Schools is not an easy job as English teachers have a lot on their plate, from writing lesson plans to designing curriculums and syllabi, preparing book lists, knowing the technicalities of teaching English just for speaking the language. So these are the challenges they are confronted within the Pakistani context. A decent command over the language, facilitation and support by the teachers and institution, self-motivation in getting professional training in

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language teaching and overcoming societal and other pressures will help the teachers to be motivated and prevent demoralization and low standards in the language teaching and learning in the country.

The importance of reading as a language skill can't be denied because reading gives a young learner access to a wealth of information not only from books, magazines and journals but also from the internet. However, reading in a foreign or second language can be as challenging as it is useful and children may not be immediately aware of its relevance in their lives. This highlights the issues of language and motivation and for the teacher which means making decisions about material selection and accompanying tasks for young learners to feel positively about reading. Primary grades mark a time of tremendous growth in literary skills, making reading activities a crucial part of the school day. Reading activities for presenting reading skills help young learners to develop a well -rounded approach to literacy.

Central to the success of the teaching-learning process is the level of attainment by children in the area of reading. Unfortunately, this has created cause for concern in many societies, as the high rate of illiteracy continues to affect the progress of a technological advancing world adversely. Since reading forms the basis for all other areas of learning, it is necessary to ensure that children of the primary grades attain proficiency in reading. This implies that teachers in the primary grades will have to vary traditional methods of teaching and improve their knowledge base by engaging themselves in activity based learning.

According to Chickering & Gamson (1987) “Students must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves”. Students’ motivation is high if these activities are personally relevant to the students (Harel and Papert 1991, Kafai and Resnick 1996, Hug, Krajcik, and Marx 2005). Read together, tell it again, graph it, A-K-W-L chart, get artistic, Comprehension Meetings,

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Visualize it, Really Great Retells, Additional Ideas will make reading activities fruitful for primary level learners. Providing challenges will maximize the reading skills, improved motivation with the help of activities will stretch the minds of young learners to put the best efforts to make full use of ample time during holidays by reading a book.

Activity-based learning (ABL) theory is a cognitive-learning theory which is basically a “constructivist” learning theory (Hein, 1991, Stößlein 2009). According to constructivist view of learning, each person constructs his own knowledge and learning process based on previous experience. This theory asserts that learning takes place when psychological environment of an individual interacts with a particular structure. For construction of students, it is imperative to have variety of activities in an active classroom (Abdelhamid, 2003, Murray, Donohoe and Goodhew, 2004). Active classrooms are basic requirements for construction education (Betts and Liow, 1993, Panko et al, 2005). Traditional teaching methods are not suitable for tactile learning because tactile learning needs direct experience and involve manipulation of materials (Kolb, 1984). According to constructivism, teachers cannot transfer their knowledge to the students (Domin, 2007). For meaningful learning to be taken place, learners require to experience an event. Hull (1999) noted rightly that “The majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used”.

One of the reasons is that we do not contextualize our teaching-learning process. ABL is helpful to contextualize the students’ learning. In an “active-learning classroom” students are active learners not the passive receivers. According to Stößlein (2009) this approach provides a way to integrate learning within students’ knowledge, and, by exposing them to a variety of activities, helps them learn how to learn. He describes ABL as a “successful teaching model” in the field of science. These activities, if carried out in an effective manner, develop skills like Team-working,

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Communication, Design, Leadership, Project management, Research, Problem-solving, Reflection and Life-long learning in the learners. These activities, if based on the real life experiences, can help students to apply the same in their practical life and hence prepare students for future life. In activity based teaching and learning environment, the teacher is a facilitator, motivator, guide and a coach not a sage on the stage (Stößlein 2009).

1.2 STATEMENT OF THE PROBLEM

Based on the background of the study, the researcher found some problems related to reading skills. The problems can be divided into two aspects. That is the internal aspect which relates to the problem of reading skills and the external aspect which relates to the problems of the teacher, students, media, methods and reading materials. The internal problem is related to the reading skills and its difficulties. Reading is a process of constructing meaning to get information from the printed words. The complexity of that process has been a difficult process for the students, especially primary level students. The next problem is considered to be the external aspect which is the teacher, students, media and reading materials. The first problem concerns with the teacher. This problem is closely related with teacher's role, how teacher can be a resource for the students. The teacher's technique and method in English teaching and learning is monotonous. She mainly uses teacher-centered approach in the teaching and learning process. This approach is associated primarily with the transmission of knowledge which is focused on content than on the students' learning process. The next problem relates to the students. Since reading comprehension is the process of constructing meanings, the students are difficult to comprehend the English passages. The next factor which is the students' lack of prior knowledge and reading strategies to generate inferences may cause the students comprehension of the texts low. Moreover, their motivation and interest is found very low. The laziness and boredom of the

Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level students is found when they are provided with the same textbook every day. They face lack of exposure in English in their teaching and learning process. They do not get enough experience in dealing with the real life reading skills. They are just familiar with the passages which are specially written for language teaching purposes. The last problem is related to the reading materials. It is the teacher's responsibility to motivate reading by selecting the reading materials. These problems are related to each other and cannot be separated. Thus, in order to solve these problems, the researcher tries to get maximum benefits from activity based learning to improve reading skills at primary level.

1.3 OBJECTIVES OF THE STUDY

The core objectives of this study were:

- a. To improve reading skills of the students with the help of activities.
- b. To prove the value of activity based learning to embellish the English language learning.
- c. To embrace an activity-based approach in the classroom to foster reading skills.
- d. To improve maximum engagement by the students.
- e. To describe how ABL can enhance the reading skills of the students.
- f. To assess whether there exists a relationship between teachers' attitudes and perceptions about effective use of ABL in the classroom.
- g. To investigate the difficulties and challenges faced by the teachers in adopting ABL in the classroom.

1.4 HYPOTHESIS

The use of ABL in education is absolutely required. Integration of ABL in teaching and learning process is a topic of interest to many researchers, including education practitioners. In this investigation, the researcher attempted to give a tentative solution to the problems, the

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hypothesis could be stated as follows: the use of ABL in the classroom can help the learners to get better comprehension of reading skills than the traditional methods of teaching English.

- a. Whether the students take interest while using different activities in the classroom or not?
- b. Does activity based learning improve the reading skills of the students or not?

1.5 SIGNIFICANCE OF THE STUDY

The main concern of the current study is to provide teachers with the knowledge and strategies that will enable them to gain insights into the changing concept of the reading process, and how to utilize the knowledge and apply the strategies to facilitate the teaching-learning process. This study is expected to produce outcomes that will be useful for the development of English language teaching-learning process. It will reveal the usefulness and consequences of activity based learning as one technique in English language classroom. It will be significant enough to boost the teaching capabilities of a language teacher. It will also improve the reading skills of the primary level students which will make the teaching and learning process interesting. Moreover, one may not neglect and put aside the influence of ABL in English language learning and teaching and this impact is needed to be analyzed for the future development in this research area. This study will also provide a comprehensive understanding of reading skills for learning English language.

1.6 DELIMITATIONS OF THE STUDY

The study was delimited to the following schools due to some restrictions for the researcher:

- Ch. Muhammad Ashraf Memorial English Medium School, Ashrafabad, Bahawalpur.
- Bahria Grammar School, S/T Branch, Bahawalpur.
- Only Grade-5 students will be taken as a sample.
- Only reading skills with the help of ABL will be taken into account.

Chapter 2

LITERATURE REVIEW

INTRODUCTION

The present study analyzed the utility of Activity Based Learning through reading skills at primary level. So, in this chapter a thoroughly review of related literature is included to present a clear picture which strengthens the topic of this research.

2.1 LANGUAGE AND ITS LEARNING

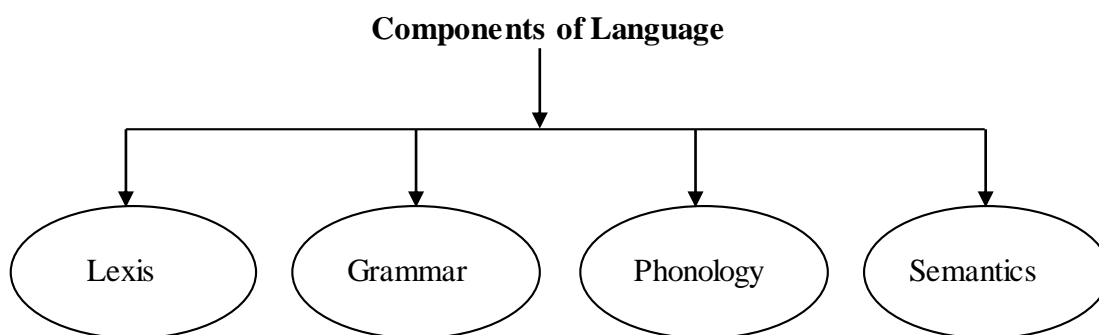
The gift of gab is a special blessing of the Creator to mankind. This quality distinguishes the human beings from animals as, according to Chomsky (1988), the learning of a language is an exclusive faculty of human beings and does not exist in any other species. Although animals like monkeys, dolphins and some others can communicate with one another through language yet they cannot use language as creatively as the human beings can do. They can communicate only in a fixed way by using certain specific signals.

According to Nunand (2003), language is the best taught when it is used to communicate messages, not when it is explicitly taught for conscious learning. Language acquisition can only take place when a message, which is being transmitted, is properly understood, and the focus is on what is being said rather than on the form of the message.

According to Rehman (2003), language is a cultural symbol that preserves and transmits culture to the coming generations and it is also a means of systematic communication by vocal symbols. "Language is a system of arbitrary, vocal symbols, which helps all people in a given culture to communicate". Language is a learned behavior. All normal children are born with the ability to make sounds but sounds take the shape of language and become meaningful only through constant hearing and repeating them. The sounds may be taught first in isolation but must instantly be inserted in words and phrases etc.

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Culture and language are so closely inter-connected and inter-dependent that their independent survival is almost impossible. Nunand also points out that features of a language are not inherited in a biological sense. Any hereditary difference in the structure of a larynx, mouth and lips does not influence the action, which makes up a language. A child learns to speak like other people who are around him. According to Moeen (1992), the child uses noise and loudness with a rudimentary system of information before he learns specific words, uses utterances for a period and develops intonation akin to the intonation of his parents. Development of his intonation may go far ahead of other elements and units of the language. The components of language are as under:



(a) Lexis

Lexis carries great significance in a language. It is just like the flesh of a living organism, and it gives richness and extensiveness to a language.

(b) Grammar

According to Michael (2005), Grammar gives structure and form to a language. It is just like a network of bones within the body of an organism. Combining together Lexis and Grammar, they give birth to a language and almost all the languages have the following systems:

- a. Grammatical system
- b. Phonological system
- c. Lexical system

(c) Phonology

It is the system of sounds in a language. Any message conveyed by a language has to be first converted into words put together according to the grammatical rules and these words are then

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conveyed by sounds. It is a broader study of the major speech sounds and their organization in a particular language. Moreover, it deals with how English organizes elements of speech into an integrated system. Accuracy, fluency, and intonation are the main purposes of phonology. Intonation is concerned with the pitch of the voice, the musical feature of the voice (Michael, 2005).

(d) Semantics

Semantics is the study of meanings in a language. And a language in itself is very sensitive to the situation. So it is rather difficult to reach at the exact meanings of words in a sentence. The aim of semantics is, to explain and clarify the nature of meaning (Shams, 2003).

2.2 LEARNING ENGLISH AS A SECOND LANGUAGE

Language is considered as means of communication that is used to interact with others. We share our feelings and opinions, to make contact with others and so on. The philosopher Wittgenstein (1961) said that the limits of his language are limits of his own world. All he knows is what he has words for. It revenues that our understanding of this world is set to by way of the limits of our language. So it can be said that language is a part of our lives and it is hard for us to be away from it and to reproduce and inspect it.

English is chosen as an international language. It means that every country uses English to interact with other people who come from other countries. English cannot be separated from people's activities now-a-days because it helps them to communicate or to give information broadly. People can follow the modern technology development and increase their knowledge. Furthermore, people can see now, many books are written in English, every product including services and goods use English. It is clear that English cannot be separated in our daily life.

English is very important and popular. Learners of foreign language also compete to learn English. They learn English for many reasons such as with English they can go abroad in order

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to continue their study. But, in learning and using the foreign language the learners should have a hard effort. Nations and people use English for communication either formal or informal in education.

According to French (2000), learning a second language is more important than learning a description of it. It involves imitating, practicing, memorizing, listening, interpreting, reading, writing and speaking etc. Further stated that pupil's learning of the new language and teaching of a language should be based on word groups. It is the phrase-pattern and sentence pattern that are of primary importance. According to him, there are three basic principles: Word order is the first principle, word's structure is the second principle and inflexions or changes or a difference in the form of words is the third principle.

In fact, English has won the status of International language. Due to its pivotal status, many nations are adopting it as their second language. English is taught as a compulsory subject in Pakistani educational institutions. A great many efforts have been made to boost up the standard of English Language teaching and learning in Pakistan. Despite the fact that the students study it over several years, English may not have many applications beyond school settings. Several studies have revealed that the students do not have enough exposure to English language. As a result, their English language skills remain poor when they drift into college. This may be due to the methods of language teaching and learning environment which may be unsuitable for learning a foreign language.

The ability to communicate in written English is closely related to the reading skills, as one of the four skills of English teaching and learning process. The ability to read opens up new avenues of knowledge and opportunities. It enables students to gain information, to get some pleasure, and do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. That is why reading plays important role in teaching and learning process of English. The target of the English teaching and learning is to enable students to gain

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the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals. In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts.

In Pakistan, English is positioned as a Foreign Language which is taught from kindergarten to graduation level as a compulsory subject. In learning English, there are four skills: listening, reading, speaking, and writing. The students have to master all skills in English, but the most important skill is reading because the success of students' learning depends on the greater part of their ability to read. Reading has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their reading skills, therefore more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007). Exposing them to the reading process itself through various venues is an excellent way to reach this goal. Additionally, reading skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice reading (Ismail, 2007).

2.3 THE NATURE AND SCOPE OF READING SKILLS

Teaching is a demanding profession which requires a high level of commitment, training, professionalism and dedication. According to Leung (2009), English Language teaching requires a high degree of professional consciousness that is informed by relevant specialist knowledge and explicit values'. The last decade brought a growing consensus on the range of skills that serve as the foundation for reading and writing ability (Dickinson & Neuman, 2006; National

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Reading Panel Report,2000;Neuman&Dickinson,2001;Snow, Burns,& Griffin,1998). To become a skilled reader, children need a rich language and conceptual knowledge base, a broad and deep vocabulary and verbal reasoning abilities to understand messages that are conveyed through print. Children also must develop code -related skills, an understanding that spoken words are composed of smaller elements of speech (phonological awareness); the idea that letters presents these sounds (the alphabetical principle), the many systematic correspondences between sounds and spellings and a repertoire of highly familiar words that can be easily and automatically recognized(McCardle&Chhabra,2004;McCardle,Scarborough&Catts,2001).

But to attain a high level of reading skills young children need opportunities to develop these strands not in isolation but interactively. Meanings not sounds or letters motivate children's earliest experiences with print (Neuman, Copple & Bredekamp, 2000). Given the tremendous attention that early literacy has received recently in policy circles (Roskos & Vukelich, 2006) and the increasing diversity of our child population, it is important and timely to take stock of these critical dimensions as well as the strengths and gaps in our ability to measure these skills effectively.

In this context, Center (2005, p.7) notes" Speech may have to be learnt but it does not have to be taught. On the other hand reading and writing, for most people, will not be learnt unless it is taught and for some people will not be learnt unless it is taught well."

Aidan Chambers, (1991) "Reading is a proactive act; it makes things happen." It is a fact of our psychological makeup that we cannot read anything without experiencing some kind of response...(Reading Environment, the first Edition Aidan Chambers Tell Me children, Reading & Talk with the Reading Environment) Prompt a brain storm and discussion with students with a list of questions, What stood out for you? What puzzled you? What reminded you of something else you had read? What did you like or dislike about the book? How did you feel when you

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were reading this section of this book? Try getting the students attention to share this with a partner rather than report back to the whole group. set up a book club or get the students in particular teens to set one up, book clubs are great for encouraging students to talk information to each other about books they have read.

Reading sequence has its own value for teenagers and at primary level it involve more than one language skill, the use of reading sequence is for the students practice in specific skills.

The terms: word-identification, word-recognition and decoding are frequently used interchangeably. The new Literacy Dictionary (Harris & Hodges, 1995) defines both word recognition and word identification as "the process of determining the pronunciation and some degree of meaning of an unknown word"(pp.282-283). For words that are in a reader's meaning vocabulary, unlocking the pronunciation leads to the word's meaning. If a printed word is not in a reader's meaning vocabulary, word identification skills may allow access to the word's pronunciation, but not its meaning. Being able to arrive at the pronunciation of a printed word constitutes word identification in the most minimal sense; however if the reader is unable to attach meaning to the word , then he or she has not read the word , since reading must end in meaning construction.

Identifying reading is often connected with the process of reading itself. The process is the interaction between a reader and a text which is normally silent, internal and private (Alderson, 2000:3). It means that there are many things happen during reading. It is about how people interpret the written text in order to acquire knowledge or understand messages. Those processes involve three components which are the writer, the text and the reader. Nuttall (2000: 4) also defines reading as a process. She connects reading with the communication process and states that reading means getting out of the text as nearly as possible with the writer's messages. In other words, the writer as an encoder has something in mind which wants to be shared with other

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people during that process. To make it happen, the writer puts his ideas into words as a text. While the reader plays a role as the decoder, who may decode or construct meaning of the text, before the messages enter the reader's mind and finally communication is achieved. In line with those definitions, Urquhart and Weir (1998: 22) cited in Grabe (2009: 14) define reading as "the process of receiving and interpreting information encoded in language through the medium of print." In other words, reading is a process of receiving information. Here the readers do not need to produce any language while reading, they play a role as the receivers, the one who receive the message of the text and get to understand it. Moreover, Grabe (2009: 14) defines reading as complex combinations of processes. He describes those processes in ten detail processes. At the top, reading can be seen as a *rapid process* in the sense of how fast a person read materials. There are various processing skills working together during reading, such as word recognition, meaning formation, text comprehension, inference, critical evaluation and linking to the prior knowledge. Those synchronized processes make reading as an *efficient process*.

Reading is also a *comprehending process*. This process is assumed to be the fundamental goal of reading. People read to understand what the writer intended to say through writing, while all cognitive processes involved in reading is related to comprehension. So, there is an interaction between the reader and the writer in order to comprehend the text. That interaction is called an *interactive process*. Besides Grabe, Alderson (2000, 3-18) defines reading as interactive model as well. The interaction in reading process happens during reading. There are two kinds of interactions which are interaction between the reader and the text and interaction between the reader and the writer. The interaction between the reader and the texts happens when the reader constructs a personal interpretation of the text through recognizing the written symbols. While when the reader tries to get the writer's intention, the interaction between the reader and the

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writer is happened. Then, here the reader brings a wide range of background knowledge and number of skills used in comprehending and interpreting a text. Furthermore, reader calls for effort on the process and that is why reading can be seen as *strategic process*, hence those multiple efforts require that reading be a *flexible process*. The flexibility is demonstrated by the reader in keeping the processes and purposes aligned each other. Then the alignment between them points out that reading is also a *purposeful process*. Moreover, reading is also an *evaluative process*. Evaluation occurs when the readers decide how they should respond to a text. This evaluation calls up the readers' attitudes and emotional responses to the text. Continuously, ongoing evaluations make reading a *learning process*. However, in combination with evaluations all reading activity is a learning process. Finally, reading is a *linguistic process*. The readers deal with some linguistic features to assist them in reading a text.

Supporting Grabe's definition, Spratt, Pulverness and William (2005: 21) state that reading is aimed at making sense of the texts involving understanding letter, word and sentence level, also activating the background knowledge. The readers need to draw their predictions, intelligence, and experiences to see the overall purpose of the text and interpret the writers' intention (Nuttall, 2000: 16). So, when the readers deal with a text, they should understand what the letters are, how the letters combine to build a word, and what the meaning of the word combination is, then they can understand the sentence. The last they can call their past experience or background knowledge to help them interpret the meaning of the text. Here, rather than the text is at the heart of reading process, the readers become an active participant in which their background knowledge plays an important role in reading process.

Although there have been a number definitions of reading, it is not easy to define reading in one sentence. In summary, reading is not merely a receptive process of gathering information by

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word per word. It is an active process between the writer, text and the reader. There are interactions between them during reading. Interaction between the writer and the text is conducted by the writer in which he uses language (semantic, syntactic and phonological) to produce text that conveys meaning. Then the interaction between the reader and the text happens when the reader try to make sense of the text to get the writer's intended meaning through their background knowledge.

2.4 PRINCIPLES OF TEACHING AND LEARNING READING

Reading in teaching and learning process is categorized as receptive skill which is defined by Harmer (2001: 199) as “the way in which people extract meaning from the discourse.” Here, the learners do not need to produce any language while reading, they play a role as the receivers, the ones who receive the message of the text and get to understand it. According to Nuttall (2000: 30), in a reading lesson the language is used to derive messages from texts. It means that in reading lesson, the focus of using language is not merely on the vocabulary or structure and the meaning of the text become subordinate. In reading lesson, the meaning is central and any language item learnt is incidental benefit and therefore the students should have good strategies to comprehend texts while there are various types of written text. Furthermore, variety of texts derives variety of reading performance.

Several types of reading may occur as suggested by Brown (2001: 312) which are categorized into two broad types, oral and silent reading performances. Oral reading is occasionally for beginner and intermediate levels because it is aimed to check pronunciation and bottom-up processing skill, while silent reading is for advanced level of students because it is a very authentic activity. Within the category of silent reading, it may also be subcategorized into intensive and extensive reading. Intensive reading focuses on the linguistic or semantic details on a text and also be content-related reading because of subject-matter difficulty.

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In intensive reading, reader will read with concentration and a great care to the text in order to understand exactly the meaning of it. Unlike intensive reading, extensive reading is aimed to achieve general understanding in reading longer texts. It often becomes a pleasure reading or reading technical, scientific or professional materials. This type of reading may involve two specific reading skills, scanning for details and skimming for the essential meaning to provide global or general meaning of the text.

Moreover, Brown (2001: 306) states that reading comprehension is a matter of developing appropriate and efficient comprehension strategies. He elaborates ten strategies for reading comprehension. The first strategy is identifying the purpose in reading in order to be efficient in reading. The readers should have clear aim why they are reading. The readers' clear purpose of reading will guide them to the specific information they need and remove or throw away the unwanted information. The next strategy is using graphemic rules and patterns to aid in bottom-up decoding. This strategy is useful for the beginning level of students. They can make some correspondences between spoken and written form to help them to do bottom-up decoding. Then they can perform efficient silent reading techniques to increase efficiency in reading.

Also, the reader can use skimming to glance and determine the text's gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing of supporting ideas. As well as skimming, the reader can use scanning to search for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

Meanwhile, to provide ordered information when the reader has a long string of ideas or events on a text, they can use semantic mapping. The next strategy which is useful when the readers are not certain about some words, idioms, or the like, they can guess the meaning by the

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grammatical relationship, discourse relationship, inferring the implied meaning, cultural reference, or content messages. They also can use lexical analysis by analyzing the suffixes, prefixes, roots, grammatical contexts and semantic context. It can help the readers when they are guessing and predicting words meaning. While to interpret texts, it can not only depend on literal meaning but also the implied meaning. The readers should recognize the nature of many indirect requests, or may be connotations or imply meaning. The last strategy that can be applied is capitalizing on discourse markers. Discourse markers show relationship among ideas as expressed through phrases, clauses and sentences. This can help readers enhance their reading efficiency.

Reading activity becomes meaningless without comprehension. Richards and Renandya, (2002: 277) state that “reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. Comprehension does not only know what the letters stand for, but also needs fully understanding. Therefore, there is no reading without comprehension. Since reading is basically trying to understand the writer’s ideas so we keep guessing what the writer wants to say. However, there are some factors that become an obstacle for the students to get comprehension in reading.

In addition, to get a good idea of what strategies need to cover in the reading comprehension, the readers need a checklist of micro- and macro skills for reading comprehension.

There are some micro and macro skills for reading comprehension. Brown (2004: 187) has formulated micro skills for reading comprehension as:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.

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- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, and pluralization), pattern, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and around clauses.

Meanwhile, the macro skills are:

- 1) Recognize the rhetorical forms of written discourse and their role is significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) Infer links and connections between events, ideas, etc. deduce causes and effects, and detect such relationship as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific reference and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In brief, there are many strategies that can be used by the reader to help them in order to comprehend texts. Reading strategies are planned to solve the readers' problems in constructing meaning. Some strategies let the reader figure out new words, predict the next word, phrases, or

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sentences for speed recognition, some help the readers see the relationship of ideas, and some others help the readers to use knowledge of the world in order to interpret the text. Those strategies depend on the readers' needs and what micro skills that the reader needs to cope.

2.5 CONDITION OF TEACHING ENGLISH AT PRIMARY LEVEL

English is a tool of communication which is important to face globalization era now a days. English is chosen as an international language. It means that every country uses English to interact with other people who come from other countries. English cannot be separated from people's activities now-a-days because it helps them to communicate or to give information broadly. People can follow the modern technology development and increase their knowledge. Furthermore, people can see now, many books are written in English, every product including services and goods use English. It is clear that English cannot be separated in our daily days.

English is very important and popular. Learners of foreign language also compete to learn English. They learn English for many reasons such as with English they can go abroad in order to continue their study. But, in learning and using the foreign language the learners should have a hard effort. Nations and people use English for communication either formal or informal in education.

In Pakistan, English is positioned as a Foreign Language which is taught from kindergarten to graduation level as a compulsory subject. In learning English, there are four skills: listening, reading, speaking and writing. The students have to master all skills in English, but the most important skill is reading because the success of students' learning depends on the greater part of their ability to read. Besides that, by reading the students can get a lot of information, they can enrich their vocabulary and knowledge. In contrast, the students may fail in their study if they cannot read a text effectively. It happens because they cannot catch the idea, knowledge and information from the text. So, it is hoped that the students can read every text effectively to get

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idea and knowledge easily. Students need to comprehend the text if they want to get idea and information. They will get some benefits by comprehending the content of text.

One of the factors may be the students' proficiency level. The ideal proficiency level is when the students have high proficiency level. It is when the students have a good ability to master a language with all skills and all the components of language. These aspects of proficiency level can help the students to learn a new language easily and effectively. However, it is difficult to improve all of these skills all at once in terms of mastering a foreign language since proficiency in learning a foreign language and students' background of knowledge differ from an individual to another. This condition may be affected by the method that the teacher applies to them and the achievement of reading comprehension. Language proficiency level will also determine students' output. It makes difficulty for the teacher in teaching foreign language since not all students in high language proficiency level, but any of them still in low proficiency. Student with high proficiency level of English is easier to acquire a new language than the student in low proficiency level. In preparing the lesson, the teachers have to know first about the proficiency of students. It is important for the teacher in order to achieve the goal of the teaching and learning. So, the students in low and high proficiency get better achievement in reading.

In English teaching and learning process, there are four skills which are identified as paramount importance; listening, speaking, reading and writing (Brown, 2001). Regarding to its importance of English, the government of Pakistan puts English as a compulsory subject for junior high school and senior high school. In junior high school, the students who graduate from school are expected to communicate in English both in oral and written form. The ability to communicate in written English is closely related to the reading skill, as one of the four skills of English teaching and learning process. The ability to read opens up new knowledge and opportunities. It enables

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students to gain information, to get some pleasure, and do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. That is why reading plays important roles in teaching and learning process of English. Moreover, the importance of reading is also stated in the School-based Curriculum of Junior High School (Depdiknas, 2006). The target of the English teaching and learning is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals. In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts. However, to some students of junior high school, reading is considered as a difficult language skill to be mastered since the majority of the students have low reading skills and interest. According to Klingner (2007:4), the students tend to have learning disabilities on their reading comprehension. The students demonstrate many problems associated with low comprehension, including poor decoding, fluency and comprehension. Wallace (2003:4) also states that one of the difficulties which young learners, especially EFL learners, may have is the incapability to understand texts. In other words, since English is a compulsory subject in Pakistan, the students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information. There are two kinds of reading sources dominantly used by the teacher; the textbook which is taken from school library and students worksheet (*Lembar Kerja Siswa*). Besides, those reading sources contain many artificial languages and similar task. As a result, the teaching and learning process runs less effective. Those problems above also effect the students' motivation of the reading activities.

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The condition makes their interest of reading activities low. They were found unfocused and bored on the teacher's explanation. Another problem is related to the reading comprehension of the students. Because of the lack of reading materials as their exposure and the low motivation in the reading activities, they found it difficult to comprehend English passages. They commonly found difficulties in getting the information in the text. It is hard for them to deduce meaning, inferring and detect relation such as main idea, supporting idea, new and give information. Moreover, providing the appropriate reading materials for the students is important to enhance their motivation in reading activities. Their acts depend on the stimuli; if they are interested in something, they can perform good responses. They also have a great potential for creativity and a passionate commitment to things which interest them. If they are engaged, they have a great capacity to learn. In that case, teaching junior school students need to provoke students' engagement with material which is relevant and involving (Harmer, 2001: 39).

2.6 TEACHING READING SKILLS TO GRADE-5 STUDENTS

To begin with language, teachers have to ensure that material used in the classroom or the ELT textbook is culturally appropriate. For this, they often have to work hard to evaluate and adapt the material prescribed or available. Although some materials exist yet there is a lack of activities to provide appropriate reading materials to students and sometimes it is because of low English language proficiency and wrong thought not to require any training or technical teaching skills. Teachers and learners tend to shy away from speaking English in or outside the classroom. This also serves as a major drawback for practice in both youngsters and adult, especially at primary level. This lack of practice outside the classroom limits the language learning process to a 30-40 minute period of English a day, which is nowhere near sufficient for developing good reading skills as well. Language learning in general and English language learning in particular and

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within a certain context like that of Pakistan has many aspects and facets to it.

According to Nuttall (2000: 31), the general aim of reading program is “to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding.” In other words, the purposes of teaching and learning reading are to prepare students to use the foreign language in real communication, for them to read the real text in the real context.

Comparatively, the target of English teaching and learning for junior school is to enable students to gain the functional literacy. That is the ability to communicate in simple written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals (Depdiknas:2006). In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts.

2.7 ORIGIN OF ACTIVITY-BASED-LEARNING

According to the Wikipedia, “learning is acquiring new knowledge, behavior, skills, values, preferences or understanding, and may involve synthesizing different types of information”. Further, it is a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing or making changes to one’s knowledge, skills and world view (Illeris, 2000; Ormorod, 1995). For learning to take place, it is necessary that the student understands and engages with the information to be learnt. It is also important that the student processes the information with higher level thinking such as comprehension, analysis, synthesis, application, and metacognition. When this happens, the student is able to relate the information to any life situation, connect it with past learning, build his or her own knowledge (Garner, 1987) and become a knowledgeable and contributing citizen as an adult. One important method of facilitating such engagement with information is through activity. The

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dictionary definition of “activity”, especially for elementary school students is “work that involves direct experience by the student rather than textbook study”. Thus, activity-based learning, should allow students to engage with and process information in such a way that he understands and builds his knowledge about a particular subject. An outcome of successful learning would be that the student has acquired the basic literacy skills and is able to apply this knowledge or skill learnt in a relevant situation.

The idea of activity-based learning follows the constructivist educational theory and is child-centered pedagogy. Activity-based learning may be defined as a method of instruction, where activities of different types, suitable and relevant to specific subjects are integrated seamlessly into the regular instructional materials and methods to involve students in the teaching – learning or instructional processes and engage them fruitfully (Suydam and Higgins, 1977).

Traditional classroom practices have been known to have many limitations such as large student-teacher ratio, teacher’s role as giver of information rather than as a facilitator of learning, fear of the teacher’s rod, problems due to student and teacher absenteeism, heavy schoolbags, central role of textbooks as the source of information. Further, many rural and urban schools function with just one teacher so all students have to be combined into a single or few numbers of classes resulting in multi-grade classrooms. This inadvertently posed major challenges for the teacher as to which groups of children would she teach and when and how.

The ABL methodology has been able to overcome many of these barriers. Initial studies by School Scape and SSA (2008) have shown the physical, emotional and social environment of the schools have improved compared to prior to ABL introduction. Improvements were also seen in the ways students were assessed and given feedback about their academic work periodically. It is also expected to modify the role of the teacher from that of a giver of information to facilitator of

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learning. It is expected to allow teachers use their time judiciously for students in different learning levels so that all types of learners are equally benefited. This method has been tried out in certain other states such as Gujarat, Karnataka, Kerala, Uttar Pradesh, and Madhya Pradesh

In this method, the textbook is replaced by cards. These cards are prepared from units in the textbooks. There are cards for introducing the topic, learning it, reinforcing it and testing it. These cards include activities, both individual and group. (Anandalakshmi,2007) The cards are arranged in order of milestones. Four sets of milestones have been grouped into four ladders called levels 1-4 and each ladder or level is color coded. Each milestone and each activity within it is represented by icons. Each ladder for each subject is displayed on a chart in every classroom. Students are expected to know which card they are on and get the appropriate cards from the card boxes, which are systematically arranged with the relevant icon labels, in the classroom. Students work either individually or in groups. Sometimes, students in higher levels help students at lower levels. The teacher-student ratio is reduced to 1:1 where the teacher attends to only one child at a time. A teacher-student ratio of 1:1 was found to be most beneficial for students in summative achievement tests as compared to conventional instructions with 1:30 and mastery learning method which also has the same ratio but a more aggressive formative evaluation regime (Bloom, 1984). Students who are absent need not worry about portion missed during their absence since they can continue from where they left when they return to class.

This methodology has been much appreciated and largely implemented within a short span of time and its effectiveness on student learning needs to be studied more extensively. Further, although the impact of this method on students' learning has been reported as successful (Anandalakshmi, 2007; SchoolScape, 2008), certain problems were seen to exist. Some of these

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were that teachers were not able to give enough time to slow learners, and class management (V. Vasanthakumari, Dr. S. S. Rajagopalan and Dr. R. Jayakumar, 2008).

Activity based learning entails different types of activities in different subjects as the nature and types of learning differs for different subjects. For example, science instruction at elementary level has been shown to involve direct experience and observations and these have been called “activity” (Bredderman,1983). But in our system, traditionally and recently, the same methodology is used for all subjects. To what extent do the activities specified in the ABL methodology address the individual differences in learning needs of students, however, has not yet been studied.

A research project was undertaken as the need for independent research in ABL was felt by the SSA-TN (Prema, Subbiah, Ramnath & Subramanian, 2009). In this study, the different aspects of the ABL methodology have been investigated using percentage analysis from questionnaire that aimed at investigating the overall impact of key dimensions of the ABL methodology. Student, teachers” and parents” views about the merits and demerits of the method were also analyzed.

According to the study, the main tenets of the method, which were to make the classroom more student-friendly and reduce the intimidation and domination of the teacher, were fulfilled most of the times. The study reported on logistic aspects such as students' frequency of replacing cards, knowledge of their card and level in the ABL chart, learning levels, sitting according to cards, and knowing their group. It reported that rote memorization was discouraged and children learn happily. It also found that students were singing well and were able to dramatize well. The study applauds ABL methodology's requirement of making students sit on mats as "Most of the children sit on mats. Thanks to ABL approach which has helped in providing this simple cost-effective seating arrangements.” The skills assessed through an observation schedule were reading, writing, narrating stories, dramatization and singing, collecting information, using low

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level black board, indoor and outdoor play activities, general personal hygiene and knowledge on weather condition. The study also raised important concerns which were that nearly 46% students did not perform at their grade level, memory of student's learning was less, dull students don't get attention of the teacher's advanced mathematical abilities are not given enough attention in the method teachers found it difficult to sit on the floor all day.

Another research study on time spent by students and teachers on specific tasks, conducted by the SSA-TN (Vijay Kumar, Venkatesan, Kannappan & Sekhar, 2009), showed that 63% of teacher's time was spent on interaction with students and 50% of their time was spend giving individualized attention, one third of their time was spent with group of children and about 10% of their time was spent address the whole class. Teacher's time was categorized as student-centric activities and this included - 'replying questions and providing clarifications, asking questions, providing feedback to individual students', 'demonstration and use of TLM/TLE materials and helping students with 'project work/creative work'. Of the 57% time students spent on the student-centric activities, only about 6-7% of the time was spent on learning related activities of demonstration and use of TLMs and help on project and creative work. Rest of the time was spent on all other activities mentioned above. This, according to the authors was in line with the specifications of the ABL methodology. The authors classify 'observing and supervising student activities', 'lecturing and explaining verbally', 'writing on the blackboard and explaining' and 'giving dictation' as 'teacher-centric activities' however it is not clear why these would be teacher-centric as they are as important in students' learning as “demonstrations and projects”. The study showed less time being devoted for the 'teacher-centric activities'. Supportive instructional activities were 'correcting homework or test papers' and 'giving homework or assignments'.

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Student activities were classified as active, passive, mechanical, class-management and off-task activities. Of these maximum time (57.91%) was spent on active learning activities. These activities included - studying on their own, doing assignments, peer learning, seeking clarifications, use of TLE/TLM materials and project and creative work. Of these, only 0.5% time was spent on project and creative work and most time (24%) was spent on studying n their own. Based on composite score of grade level, number of milestones completed in the ladder, current milestone and percentage of marks in the latest milestone, student achievement was evaluated. A satisfactory score was decided to be when a student achieved at least 50% score on the composite score. It was seen that progress of learning was not much in grade one but improved tremendously in grade 2,3 and 4 and was best in grade 4.

2.8 THE SCOPE OF ACTIVITY BASED LEARNING

Activity-based learning (ABL) as defined by Prince (2004) is a learning method in which students are engaged in the learning processes. In Activity-based learning (ABL) teaching method, in the words of Harfield, Davies, Hede, Panko Kenley (2007) “students actively participate in the learning experience rather than sit as passive listeners”. Learning activities if based on “real life experience” help learners to transform knowledge or information into their personal knowledge which they can apply in different situations (Edward,2001). Harfield, Davies, Hede, Panko and Kenley (2007) by quoting Prince (2004) say that active learning method is different from traditional method of teaching on two points: First, active role of students and second, collaboration among students. Suydam, Marilyn and Higgins(1977) defined activity based learning as the learning process in which “student is actively involved in doing or in seeing something done.” According to them Activity–Based teaching (ABT) method “frequently involves the use of manipulative materials”. According to Churchill (2003), ABL

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helps learners to construct mental models that allow for 'higher-order' performance such as applied problem solving and transfer of information and skills.

In ABL the learner examines learning requirements and thinks how to solve a problem in hand. The students do not learn about the content. Rather they learn about the process to solve the problem. As they go towards the solution of the problem, they also learn about the content (Churchill 2003). Effective teaching learning process is not possible without students' motivation. Hake (1998) argues that students' motivation by engaging them in interactive-activities is an effective and useful method for teaching complex concepts. He highlights the importance of different activities related to the concepts being presented.

Activity based teaching, the key feature of ABL is that it uses child friendly educational aids to foster self-learning and allows a child to study according to his or her aptitude and skill. English language learners require active problem solving by the teachers in finding patterns in the information but at the same time through their own investigation and analysis, with continued practice of pre-reading, while-reading and post-reading under the ABL method, finishes one milestone, the information processing theory in psychology views learners as active investigators of their environment.

The activities to be focused during reading are experiencing, watching, observing, comparing, describing, questioning, discussing, investigating, memorizing, sequencing, ordering and finding regularities and patterns connect with given knowledge, understanding, structuring, ordering, organizing the activities based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill experience and personality of the teacher.

Beginning to read: Thinking and learning about print (Adams, 1990). This book is about basic processes and instructional practices for word and letter identification in early reading, built on

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several new bodies of research, including phonemic awareness and invented spellings. Developing young children's literacy understanding through regular reading aloud, the importance of the spoken word, learning the letters of the alphabet, learning how print and words' work' on the page in a book and the importance of teaching children how to read at steps, by adding effective organization of activities. In teaching reading to children in primary school at Grade-5, activities help students to create a reading culture in teens' lives. E-S-A engaged activity study, reading activates intensive reading careful or in depth reading has several techniques or sub types: scanning, skimming, exploratory reading, study reading, critical reading and analytical reading. For faster reading, get rid of bad reading habits, required to be active in group discussions, group activities and response. (www.onlinecommunities) Lack of proper motivation, and goal may create barrier to reading, lack of concentration improper light and ventilation, size of a book, articulating the words and sentences loudly, putting finger or pen on the text while reading lower down the process of reading. Readers need proper training and techniques to expand their eye span. Book talk in the class encourages the students of teenage or lower age to talk about aspects of the book. They have been reading such as setting time, characters, plot ideas and themes. (Ainley & Fleming, 2000, Ainley Fleming & Mc Gregor, 2002; Center, 2005; Colt Heart, 2005 Garton & Pratt, 1989). Whereas children enter school with varying degrees of competence in speaking their language, typically they have little knowledge about how to read and write.

Berardo (2006) gives possible solution which is to give text related tasks. There are three basic types of reading activities:

1. Pre-reading: This activity is used to activate existing schemata or background knowledge of the students. It also provides information of linguistic or social-cultural inadequacy to prepare the students for reading the text.

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2. While-reading: It is used to encourage the students to be a flexible and active reader also to promote an interaction between reader and writer.

3. Post-reading: This activity often comes as questions that follow a text. It is used to test understanding.

Furthermore, Nuttal (2000: 154) proposes guidance that can be used at each of those three stages. First, at the pre-reading stage before the students begin to read, providing a reason for reading, introducing the text, setting a top-down task, breaking up the text, dealing with new language and asking signpost questions can be a way to make the task more explicit and effective. Then, in while-reading, the way to organize the class determines how the teacher can guide students while they are reading. There are three broad modes of class organization which are the individual mode, teacher-centered class, group work or combination of those three modes. The last is when reading has been completed. There are a lot of activities can be done here to reconsider the hypotheses made by the students in the early stages. Besides those mentioned above, Brown (2001: 313) has proposed several principles for designing interactive reading techniques that must also consider in applying authentic materials in the class. His principles are as follows:

- 1) In interactive curriculum, do not overlook the importance of specific instruction in reading skills.
- 2) Use techniques that are intrinsically motivating.
- 3) Utilize techniques with authentic language and content.
- 4) Encourage the development of reading strategies.
- 5) Include both bottom-up and top-down techniques.
- 6) Subdivide your techniques into pre-reading, during-reading, and after reading phases.
- 7) Build in some evaluative aspect to your techniques.

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The first principle leads to the notion of silent reading which allows the students to develop their sense of fluency. The second principle leads to the idea of meaningfulness proposed by Nunan (2004: 51). In order to motivate the students, it is important to choose the materials that are relevant to them. The third principle refers to the importance of using authentic texts. The fourth and fifth are guidance to provide the students strategies and help them find ways to make reading easier and more productive. The sixth principle is similar with Berardo's suggestion which proposes three phases in teaching reading. The last principle deals with assessing the students' reading comprehension which should consider the indicator of comprehension such as doing, choosing, transferring, answering, condensing, duplicating, modeling, or conversing.

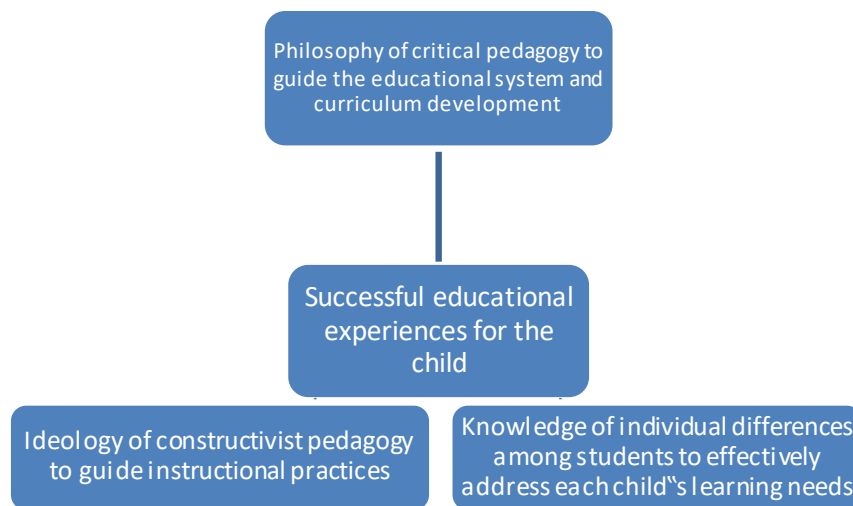
2.9 FRAMEWORK OF BEST INTEREST PRINCIPLE

The best interest principle for the education of all children can be conceived of as one where students have successful educational experiences in the class and school. Here the class time should be used in fruitful and effective learning activities. This will lead to growth of knowledge and skills resulting in all round development of our children. This can in turn create knowledgeable and conscientious future citizens who are intellectually and economically productive and can contribute fruitfully to our society and nation. Most important of all, such education should be accessible to all our children irrespective of caste, social class, gender and ability.

To understand the educational experiences of the child, it is very necessary to identify and understand the factors that influence the educational experiences of the child. Three such important factors are *philosophy* guiding the educational system, *ideology* that directs curricular practices and *knowledge* about the students' learning needs. Successful educational experience for a child is like a three-legged stool that is supported by these three factors as each leg or three vertices of a triangle with the successful education experience of the child in the center. It can be

Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level achieved by making sure that the curriculum, which includes the goals, instructional materials and methods and assessments are all guided by these factors and they form the framework of „best interest principle“ for education of the child.

Framework of “Best Interest Principle” for education of a child



Critical Pedagogy is a science and art of the teaching learning process, which enables development of attitudes and values of social consciousness, and responsibility through development of cognitive skills of critical thinking (Panda, 2006; Ramesh Babu, 2007). These skills are in the higher cognitive domain and include analysis, inferences, application, revisiting and reconsider existing unjust and improper practices in the society. Attitude of society reflects attitudes of people in schools and vice versa. In doing so, education acts either as an agent of status quo maintenance or an agent of change through social transformation. Since critical pedagogy, as a philosophy, has multi-dimensional potential, leading to creation of reflective and responsible democratic citizenship, it has to be the main guiding philosophy in our education system. Constructivism is an ideology that originated in the 1700s and has been shown to be concerned with understanding of what is knowledge and how it develops. According to constructivism,

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knowledge is constructed by the knower using the society and the student's own experiences as the reference points for construction of knowledge. Such learning leads to purposive solutions for meaningful problems (Aggarwal, 2007; Pandey, 2007).

Knowledge of individual differences has been increased owing to the increases in information in the fields of cognitive developmental neuroscience (Munakata, Casey & Diamond, 2004) and the realization that neuroscience research can actually help education of children by understanding how the brain works at different ages and for different activities (Goswami, 2004). Further theories of multiple intelligences (Howard Gardner, 1983) and Universal Design for Learning (Rose, Meyer, Rappolt & Strangman, 2002) have shown that students actually vary in their intelligences and learning needs respectively. Further, socio-economic and cultural backgrounds also predispose children to differences in learning readiness and privileges, all of which contribute to individual differences among students.

2.10 INDIVIDUAL DIFFERENCES AND COGNITIVE NEEDS

Individual difference among students in a classroom is a well-known fact. Understanding of these individual differences has increased tremendously due to advances in the fields of psychology and cognitive neuroscience. In addition, cultural backgrounds and socio-economic backgrounds pre-dispose students to different privileges and create differences in academic advantages. Some of these factors are parental education, attitudes towards education, and parental support to academics, all of which determines student's time spent on academic activities at home and influence their overall academic achievement. It has been shown that students from other OBC and SC categories differ in their learning achievement at each of the elementary grades using ABL methodology (Vijay Kumar, Venkatesan, Kannappan & Sekhar, 2009). Further, different learning behaviors such as *active*, *passive* and *off-task* have shown

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differences in learning achievements at different grades (ibid). In addition, there are natural attentional and learning ability variations in the developmental stages of 5-11 years of age. The cumulative effect of these factors leads to differences in individual needs for learning effectively.

It has been shown that there are sensitive periods in learning during development. During these times, learning is high. It is important to be able to provide rich learning environment during this period. Howard Gardner (1983) has described that students differ in their intelligences and that there are at least seven different types of intelligences. Further, according to the Center for Applied Special Technology (CAST, Inc), students belong to a range of abilities for learning different skills. This understanding was based on information gleaned from the fields of neuroscience and psychology. Based on this, the center promoted the paradigm of *universal design for learning*, which asks educational planners to proactively plan for this wide range of learning needs. They say that by doing so, it is possible to include students with disabilities and also serve the individual needs of the student population (Rose, Meyer, Strangman & Dalton, 2002).

The process of learning comprises of three components: information input, information processing and expression of information or knowledge. In each of these components, students show differences. For example, in information input, which also means the way students receive information to be learnt, some students could be visual learners while others could be auditory or kinesthetic learners. In terms of information processing, some students may use top-down processing or bottoms-up processing. This depends both on the learner as well as the nature of skill or knowledge to be learned. With respect to expression of knowledge or skill learned, some students may be better at writing, some at drawing or verbalizing (Rose, Meyer, Strangman & Dalton, 2002). It is important that the instructional methodology proactively plans for such differences to achieve high quality educational experiences and learning outcomes for all students.

Chapter 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

3.1 RESEARCH DESIGN

The study was designed according to the experimental approach. Two groups of the students were assigned as the participants of the study: an experimental group and a control group. The purpose of this research was to study “**Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level**”. This research was conducted at Ch. Muhammad Ashraf Memorial English Medium School, Ashrafabad, Bahawalpur and Bahria Grammar School, S/T Branch, Bahawalpur. In order to check the effectiveness of the relevant variable, the most suitable research form is experimental research which is the part of quantitative research. For this study, the researcher has chosen “Randomized control group pre-test post-test design”. As all the conditions are same for the control and experimental groups, with the exception that the experimental group is exposed to a treatment while control group is not.

	Time 1		Time 2
Experimental Group	R	O X	O
Control Group	R	O	O

Where,

O = Observations

X = Exposure to independent variable or treatment

R = Random assignment each group

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For the observation purpose, pre-test and post-test were taken. At the same time, a questionnaire was also prepared for the teachers to collect information about the development of reading skills through activity based learning for primary level students.

3.2 RESEARCH TOOLS

Following tools were used to collect the data from the respondents:

3.2.1: Questionnaire for teachers working at primary level.

3.2.2: Pre-test and Post-test for checking the progress of experimental and control groups.

3.2.1 Questionnaire (Annex-A)

Questionnaire was used as a tool in this research for the teachers, working at primary level. It consisted of 15 questions. All the questions were objective type questions. The main purpose of this questionnaire was to know how many teachers think ABL necessary in the classroom for improving reading skills of the primary level students. These questionnaires were supplied to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As researcher gave these questionnaires personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.

3.2.2 Pre-Test and Post-Test

In order to compare the control and experimental groups, the researcher made pre-test (Appendix- B) and gave it to both control and experimental groups. Soon after the treatment of experimental group was over, the researcher made post-test (Appendix-C) and gave it to the participants of both groups. The purpose of this test was to measure the achievement of the students' constituting the sample. The reliability and validity was checked by making the test accordingly. The researcher made these tests with the help of her supervisor after a thorough review of the techniques of test construction and related material. Both the pre-test and post-test were almost parallel with same difficulty level. These tests were based on the selected English

Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level book of Grade-5. Activity based learning method was used in teaching the subjects of the experimental group while traditional method was used with the control group subjects and were intended to measure the learning outcomes.

3.3 POPULATION OF THE STUDY

The population of the study consisted of all the primary level teachers and students of Ch. Muhammad Ashraf Memorial English Medium School, Ashrafabad, Bahawalpur and Bahria Grammar School, S/T Branch, Bahawalpur. The population of the study was (100) students and (30) teachers who were randomly selected in the scheme of research.

3.4 SAMPLE OF THE STUDY

The sample of the study consisted of (15) teachers and (50) students distributed into two groups: The experimental group which consisted of (25) students and the control group which consisted of (25) students. The groups were randomly chosen from a purposive sample from Ch. Muhammad Ashraf Memorial English Medium School, Ashrafabad, Bahawalpur and Bahria Grammar School, S/T Branch, Bahawalpur.

Chapter 4

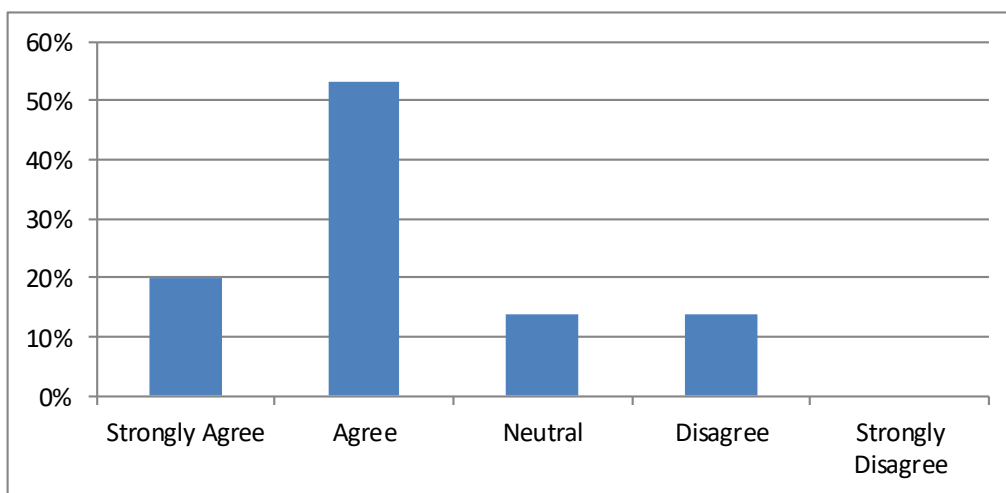
RESULTS AND DATA ANALYSIS

This chapter shows the results of researcher's investigation which were obtained after classroom observation. As the researcher already has discussed that this study, experimental in nature, was conducted to investigate the difference occurred in developing reading skills through a traditional way and ABL. After data collection, the researcher analyzed the data by applying the software of SPSS. Students' results of pre and post tests were analyzed by SPSS while teachers' questionnaires were analyzed statistically.

4.1 ANALYSIS OF QUESTIONNAIRE FOR TEACHERS

The researcher gave the questionnaires to 15 teachers and they were asked to tick the option they consider right. Each questionnaire had 15 questions and these questionnaires were distributed among the selected teachers personally. The teachers of primary level were chosen and the schools were Ch. Muhammad Ashraf Memorial English Medium School, Ashrafabad, Bahawalpur and Bahria Grammar School, S/T Branch, Bahawalpur.

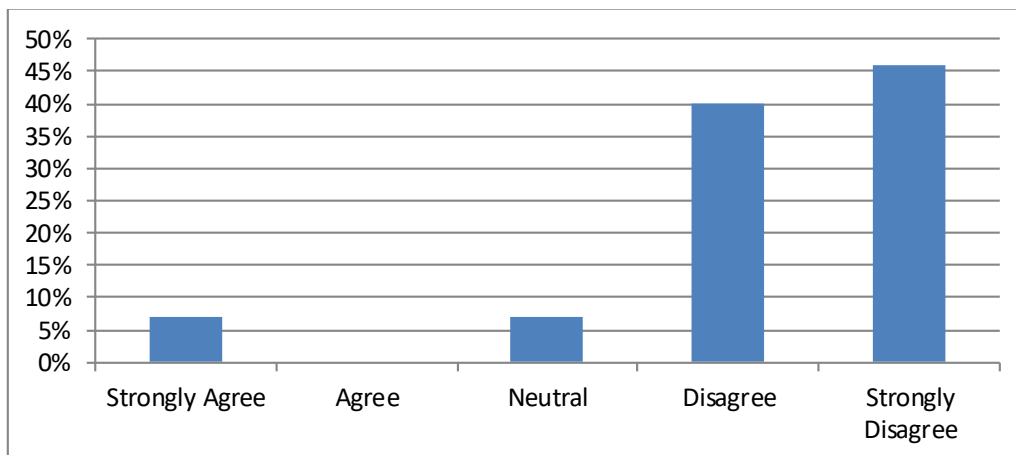
Q1: Learning English language will guarantee a better future.



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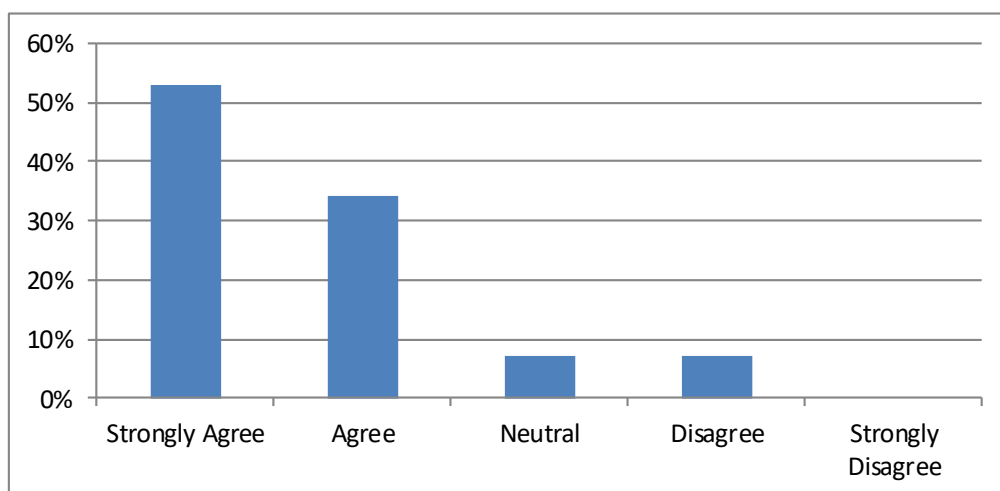
From the above data we can see that 52% teachers consider English important for the betterment of future and 20% consider it must for future improvement. While only 14% teachers do not consider it important and 14% do not even think about its importance in future.

Q2: There is no difference between teacher-centered and student-centered classroom.



From the above-mentioned data, it is clear that 40 % teachers have knowledge about the backwardness of old teaching methods and 46% think that there is essentially a change in both old and new methods. Only 7% consider both methods same and 7% do not have any idea about the use of both methods.

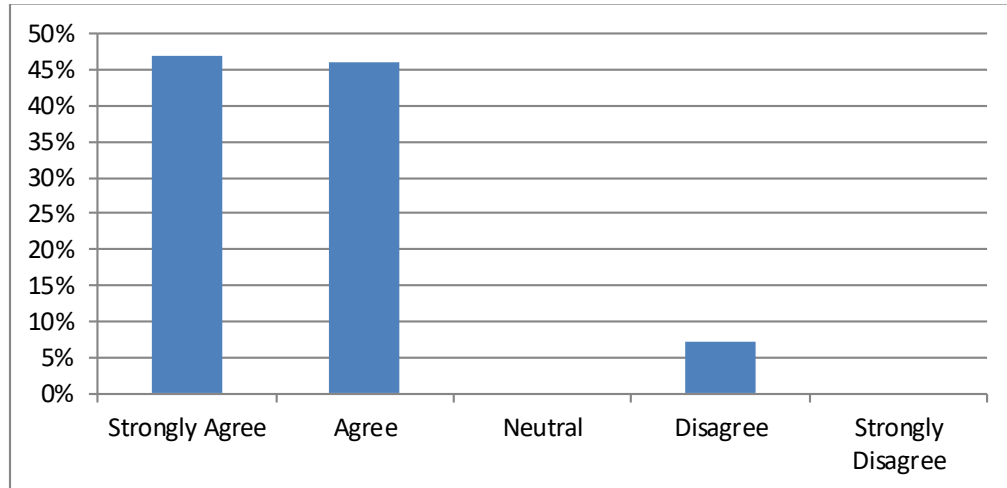
Q.3 I always use ABL method in my class.



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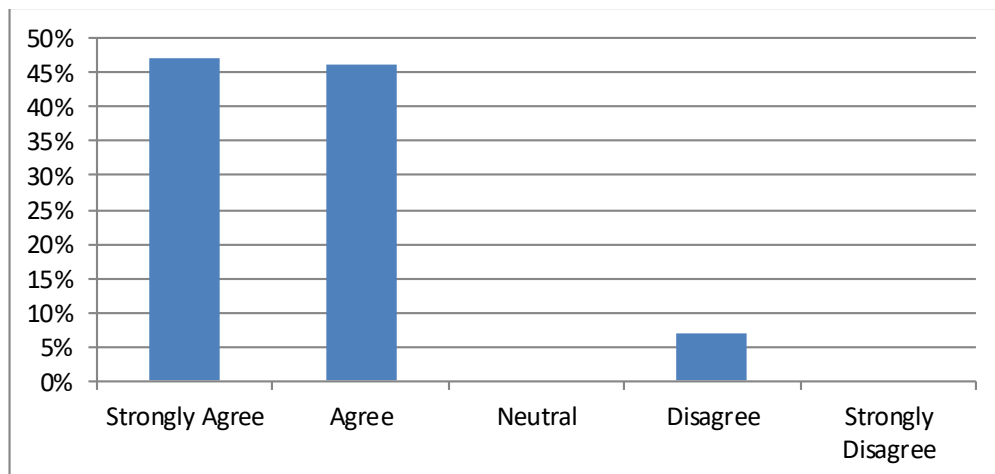
From above mentioned data we can see that 52% teachers use ABL in their classes and 34% teachers were also agreed. Only 7% do not use it while 7% were undecided.

Q.4: Students are usually very confused in reading classes.



From above data we can see that students are confused in reading classes. That is why 93% are agreed that students do not participate in the class due to their embarrassment. Only 7% do not think that students are confused in reading classes.

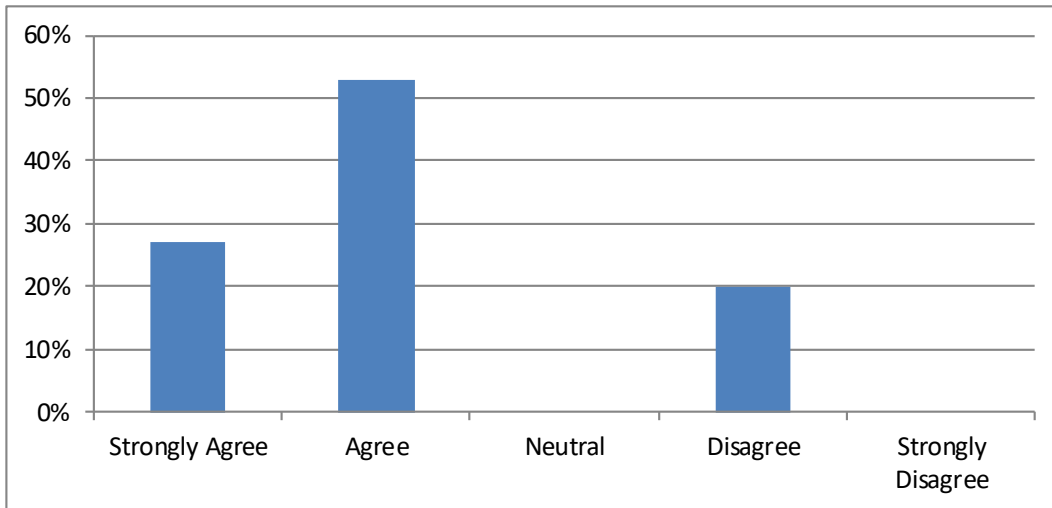
Q.5: Reading skills helps to learn grammatical structures.



Above mentioned data shows that 93% teachers agreed with the statement while 7% were disagreed that reading skills helps to learn grammatical structures.

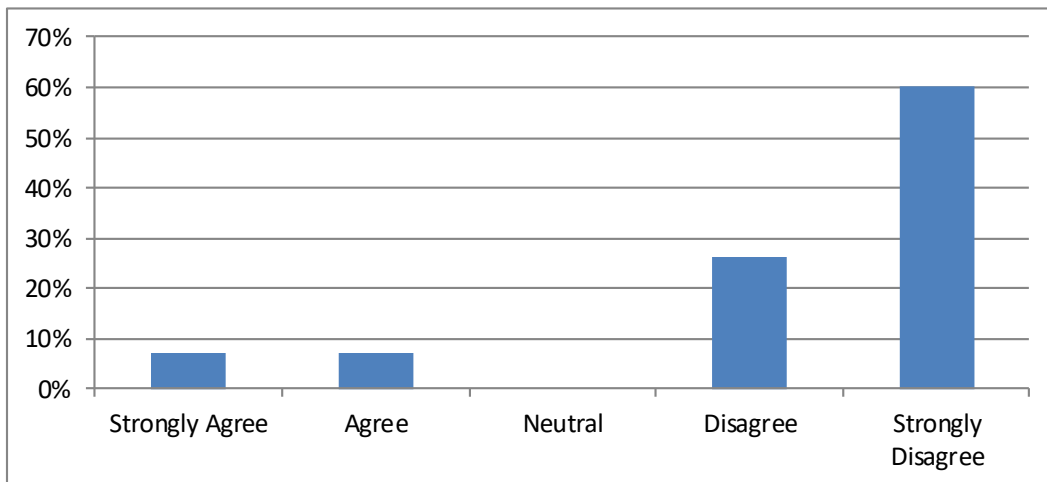
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Q.6: Every student improves reading skills through ABL method.



28% teachers were strongly agreed that students improve their reading skills through ABL method and 52% teachers also consider it a good way. Only 20 % teachers do not consider it important.

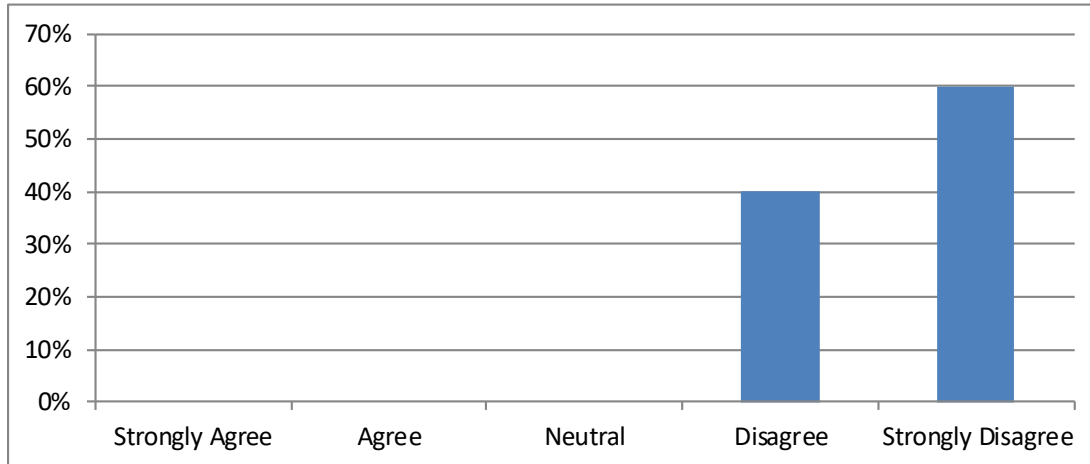
Q.7: Use of ABL method is useless.



From above mentioned data this thing becomes clear that 86% teachers consider using ABL method very important. Only 14 % were not agreed with the usefulness of this method in the class.

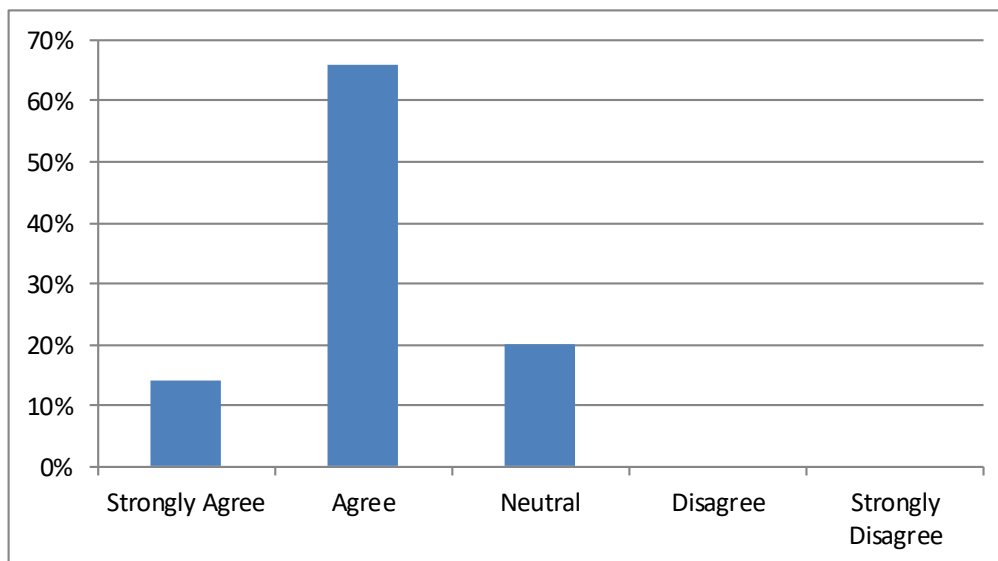
Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level

Q.8: There is no difference in the progress of students after using ABL method.



From this data we analysis that 40 % teachers were disagreed that ABL method does not create change in the students and 60% were strongly disagreed that use of ABL method does not encourage students to become more active in the class.

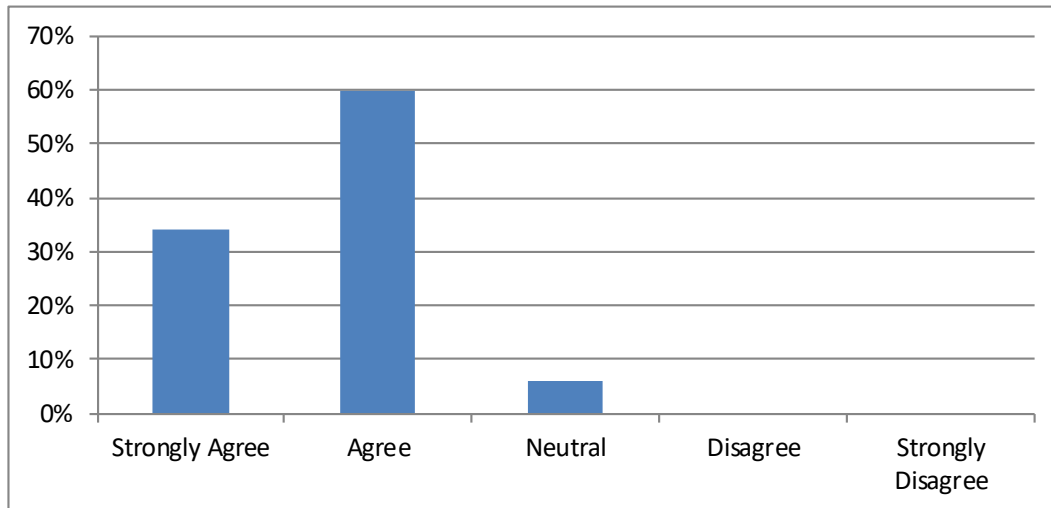
Q.9: Teaching reading skills through ABL makes learning everlasting.



From the results we can see that 80% teachers think that through ABL method, learning can be made everlasting. Only 20% teachers do not have any idea about it.

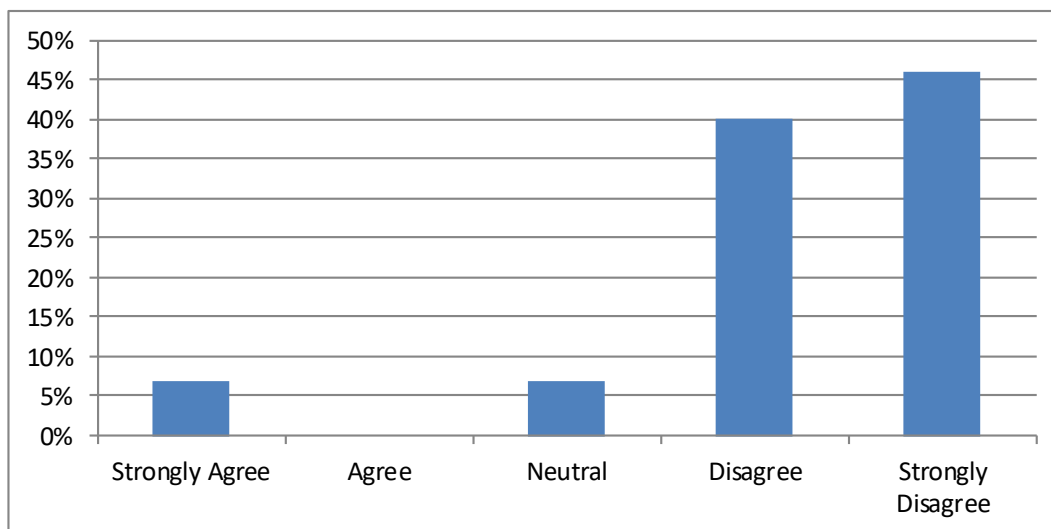
Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level

Q.10: Its use keeps the students active in the class.



94% teachers were strongly agreed that ABL keeps students active in the class while only 6% teachers never thought about its benefit.

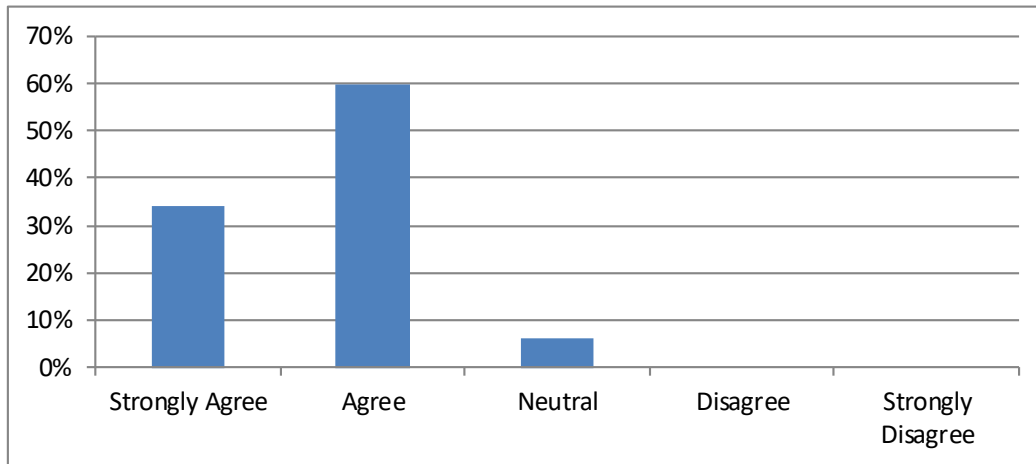
Q.11: Traditional and old teaching methods are satisfactory in Pakistani classrooms.



86% teachers said that they were not satisfied with the old traditional methods of teaching English in Pakistan. Only 7% teachers were strongly satisfied with their use while 7% teachers had no idea about it.

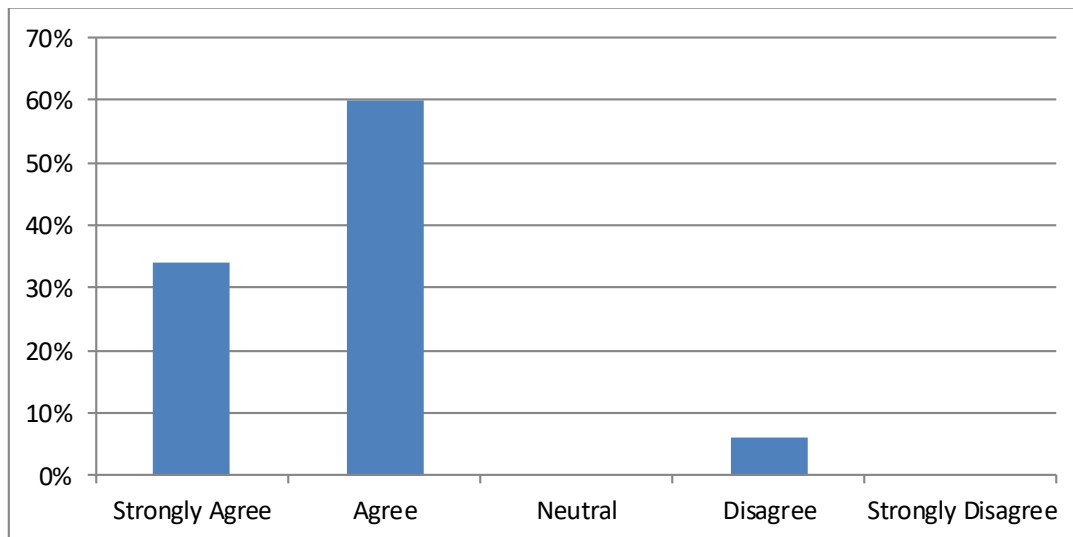
Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level

Q.12: I appreciate my students to participate in activities.



Above results show that 96% teachers appreciate their students on their participation in the classes. Only 4% teachers were undecided with this notion.

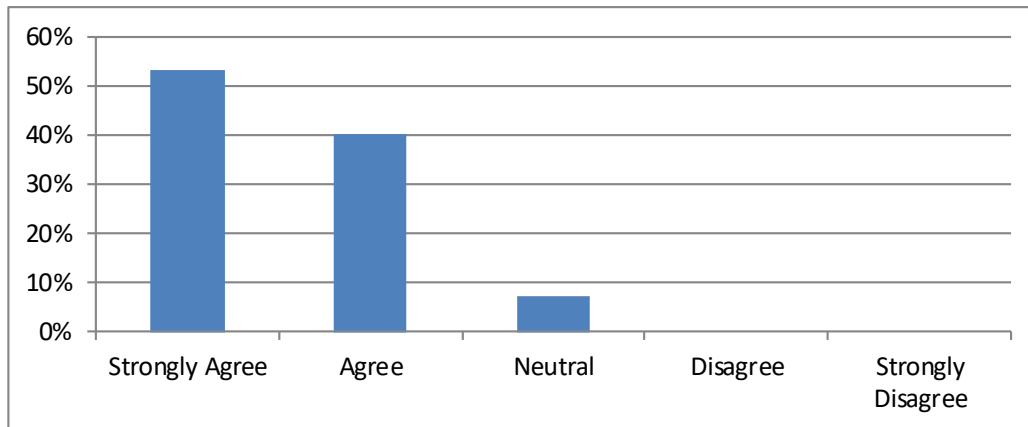
Q.13: ABL technique brings good change even in dull students.



34% teachers were strongly agreed that ABL technique brings positive change even in dull students. While 60% were agreed. Only 6% teachers were disagreed with this point of view.

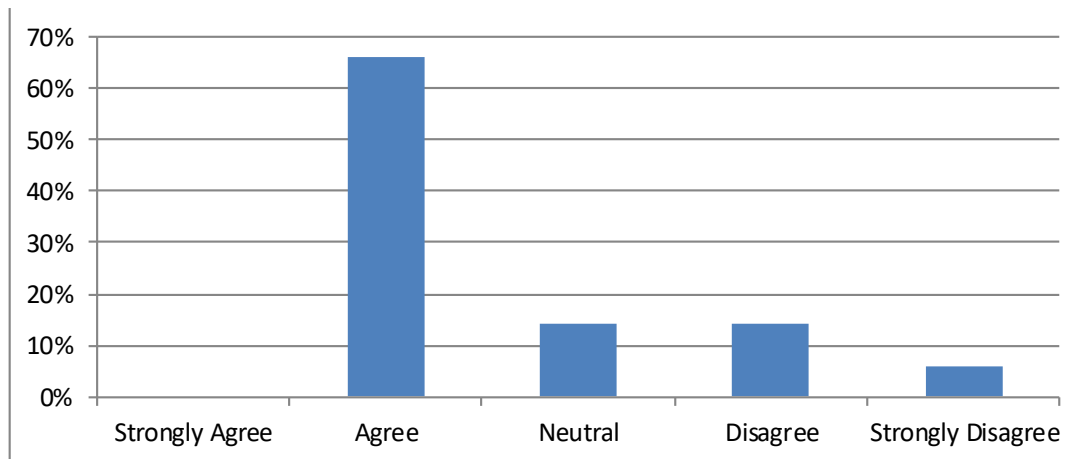
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Q.14: ABL facilitates me to focus my students' attention towards learning reading skills.



From above result 92% teachers gave answer in support of the statement while only 8% teachers did never think about it.

Q.15: My all students take interest in learning reading skills.



68% teachers were agreed that their students showed interest in learning reading skills. 14% were disagreed and 4% were strongly disagreed with this notion while 14% had no idea about it.

4.2 ANALYSIS OF PRE-TEST AND POST-TEST FOR STUDENTS

Raw scores were obtained from pre-test and post- test. For the manipulation of data, the means, standard deviation and differences of means were computed for each group. Significance of difference between the mean scores of both experimental and control groups on the variable of pre-test and post test scores were tested at 0.05 level by applying paired t-test. SPSS (Statistical Package for Social Sciences) was used for the analysis of the experimental and control groups pre-test and post-tests scores.

These terms were used as:

Control group= Pre-test score of control group

Experimental group= Pre-test score of Experimental group

PT Control group= Post-test score of control group

PT Experimental Gr = Post- test score of experimental group

Statistics				
	Control Group	Experimental Group	PT Control Group	PT Experimental Group
Valid	25	25	25	25
Missing	0	0	0	0
Mean	24.48	24.24	30.96	37.88
Std. Error of Mean	1.715	1.705	1.795	1.504
Std. Deviation	8.574	8.526	8.974	7.518
Variance	73.510	72.690	80.540	56.527
Range	35	34	35	32
Minimum	9	8	12	17
Maximum	44	42	47	49

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Table 1 & 2:
Significance of difference between the mean scores of experimental and control groups in Pre-tests

Table 1

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control group	24.48	25	8.574	1.715
Experimental group	24.24	25	8.526	1.705

Table 2

Paired Samples Test

	Paired Differences					t	df	Sig. (2 - tailed)
	Mean	Std. Deviation	Std Error Mean	95 % Confidence Interval of the Difference				
				Lower	Upper			
Control group Experimental group	.240	.523	.105	.024	.456	2.295	24	.031

Table 3 & 4:

Significance of difference between the mean scores of experimental and control groups in Post-tests

Table 3

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 2 PT Control group	30.96	25	8.974	1.795
PT Experimental group	37.88	25	7.518	1.504

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Table 4
Paired Samples Test

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower	Upper			
PT Control group PT Experimental group	-6.920	2.216	.443	-7.835	-6.005	-15.615	24	0.000

4.4 DISCUSSION AND RESULTS

Prior to the beginning of the study, 50 students were randomly selected and divided into control and experimental groups, pre-tests and post-tests were conducted to check whether there was any effect of ABL on experimental group. Examination of the means, standard deviation and t test is mentioned here:

Means, Standard Deviation and T tests for Control and Experimental Groups			
Groups			
Score	Control Group	Experimental Group	t
Pre- Test Means SD	24.48 8.574	24.24 8.526	2.295
Post- Test Means SD	30.96 8.974	37.88 7.518	-15.6

Df = 24

Table value of df = 2.064

As t value of pre-test is greater than degree of freedom table value $2.064 < 2.295$, so we will reject this hypothesis that “there is no difference between control group and experimental group scores in pre-test.” In post-test t value is less than df table value $2.064 > -15.6$. So we will accept this hypothesis “there is difference between scores of control and experimental groups in post-test.” So from the results, it is obvious to accept the general hypothesis that “The use of ABL in the classroom can help the learners to get better comprehension of reading skills than the traditional methods of teaching English.”

Chapter 5

FINDINGS, RECOMMENDATIONS & CONCLUSIONS

This chapter discusses the findings of the study and presents the conclusion, recommendations and some suggestions for further research.

5.1 FINDINGS

After completing the analysis of data, the results of this study supported the notion that ABL is prone to becoming a learning scenario to foster students' creativity as they are confronting their own learning difficulties. In this concern, Marashi and Dadari (2012) highlighted the range of writing tasks, the amount of input and the lesson procedures as vital aspects to encourage learners to be more creative. In this case, ABL adjusted to a cycle intended to render students with a good deal of opportunities to interact, express their queries along with reflecting on their own learning process and devise suitable strategies to tackle their difficulties in reading skills. Thus, the students of experimental group were guided to surpass their current level as they attended treatment sessions. As far as ABL is concerned, it is intended to call students to action regarding their own learning difficulties as a result of prior reflection and guidance. In other words, ABL assisted the students in becoming more aware of their own learning as they engaged in activities oriented to promote essential processes ranging from observation to production. According to Xiao (2007), self-regulation is of the greater importance since it allows the learners to inquire about their cognitive activities and devise strategies to improve their performance. Moreover the researcher found that it was an attempt to diagnose, identify and categorize the issues concerning reading skills. In pre-test, both control and experimental group students had no difference statistically. However, in post-test the students in experimental group performed better than that of control group. So, it was concluded that experimental group students in post-test were found to have improved score in learning reading skills.

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Moreover, the researcher also found the following information:

1. There is lack of activity based teaching, stress is laid on cramming.
2. Teachers are not trained.
3. Duration of teaching time is not sufficient.
4. Students want to be fluent in English but there is lack of motivation from teachers' side.
5. Teachers are not given proper training for teaching reading skills.

5.2 RECOMMENDATIONS

Based on the current research findings, a number of recommendations can be derived as:

- English is an interesting subject not mere name of rote learning so it should be taught with the help of ABL so that the students may develop their interest in it.
- The teachers may minimize the errors by implicit and explicit remedial feedback during teaching a foreign language.
- The teachers of second language should be highly qualified in their related subject.
- Teachers should pay more attention to reading skills which will help the learners to develop other skills in producing a standard language.
- English should be used as a medium of instruction by the teachers in the classrooms instead of code switching.
- Learners should be exposed to English reading skills through newspapers, magazines and school radio programs.
- Teachers should upgrade their qualifications in English like TEFL.
- Competitions should be conducted in both writing and reading for the learners of different grades to improve these skills.
- Learners should visit their school library more frequently and get more knowledge about the target language.

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- Learners should spare their time for reading English books and newspapers.
- Learners should use English as a medium of communication especially in the classroom.
- Learners should listen to English news regularly.
- Learners should make an active participation in debates and English literary societies.
- Activities should be used to provide free and spontaneous practice of language.
- English is a skill subject and it requires a heavy practice. So time period which is commonly 35-40 minutes is quite insufficient. It should be more than that.
- In language classes, material should be functional to make it practicable.
- Technology usage should be introduced in language classes.
- Parents' role is needed in Child's English Language Learning in general and Reading skills in particular.
- Students at primary level learn more by doing something different, new and interesting rather than by using traditional way of teaching. So it should be kept in mind while teaching reading skills.
- They should also motivate the students through pair and group work in the classroom.
- The public schools may be equipped with libraries, language labs and audio-visual materials such as tape recorder, video-player, overhead projector, multi-media and such facilities may properly be used for developing reading skills of primary level students.

5.2 CONCLUSIONS

The ABL methodology has been an instrument for change in many ways in our current primary education system. It has created ways to allow students' progress in these levels at their own developmental rate, not suffer from absenteeism and make the classroom more child-friendly.

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To encapsulate, the researcher asserted that in the present world English has become the most important language to communicate and compete in the global world market, for the nation to advance in education, science and technology, to build better infrastructure and to strive to bring the nation status. So without having a proper communicative competence, it becomes very difficult to achieve success at any field. One of the debatable and on-going issues among the language teachers is that whether or not to use ABL in the classrooms. The researcher also concludes that English language teachers in this study emphasized the necessary use of ABL in structural teaching and prefer the "teach English in English" motto in communicative teaching in general. Considering the objectives of this study, the researcher concluded that In this sense, EAS are prone to being conceived as an English environment, a creative space and a problem-solving context. Despite the fact that in some cases ABL effectively assisted students in improving their reading skills in English, it is essential to broaden its scope and generate pedagogical interventions as tools to help them to improve specific issues related to reading the text in English.

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It is to be submitted that I am doing M.A TEFL in Department of English Language Applied Linguistics, Allama Iqbal Open University, Islamabad. I am conducting research under the title “**Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level**”.

I would be very thankful to you for sparing your valuable time in completing the questionnaire with honesty and integrity. Your information, attitude and answers will be kept confidential and will be used in a rationale way to complete this study.

Shahla Bajwa

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Analyzing the Utility of Activity Based Learning through Reading Skills at Primary Level

Name: _____

Gender: _____

Name of Institute: _____

Age _____

Tick the box that indicates your opinion for each statement below:

SA – Strongly Agree, **AG** – Agree, **N**-Neutral, **DA** – Disagree, **SD** – Strongly Disagree.

Sr	Item Description	SA	AG	N	DA	SD
1	Learning English language will guarantee a better future.					
2	There is no difference between teacher centered and student centered classroom.					
3	I always use ABL method in my class.					
4	Students are usually very confused in reading classes.					
5	Reading skills helps to learn grammatical structures.					
6	Every student improves reading skills through ABL method.					
7	Use of ABL method is useless.					
8	There is no difference in the progress of students after using ABL method.					
9	Teaching reading skills through ABL makes learning everlasting.					
10	Its use keeps the students active in the class.					
11	Traditional and old teaching methods are satisfactory in Pakistani classrooms.					
12	I appreciate my students to participate in activities.					
13	ABL technique brings good change even in dull students.					
14	ABL facilitates me to focus my students' attention towards learning reading skills.					
15	My all students take interest in learning reading skills.					

Appendix-B

Pre-Test

Name of Student:

Roll No.

Name of School:

Grade:

Gender:

Group:

Q.1 Identify the objects and write their names in the blank spaces. (10)



(i).....(ii).....(iii).....(iv).....(v).....

Q.2 Label the pictures with words accordingly. (10)



Flamingo



(i)..... (ii).....(iii).....(iv).....(v).....

Q.3 Look at the picture below and answer the questions: (10)



(i)What is this picture about?

(ii)What are the children doing?

(iii)Count the things in the picture.

(iv) Make a list of the things in the picture.

Appendix –C

Post-Test

Name of Student:

Roll No.

Name of School:

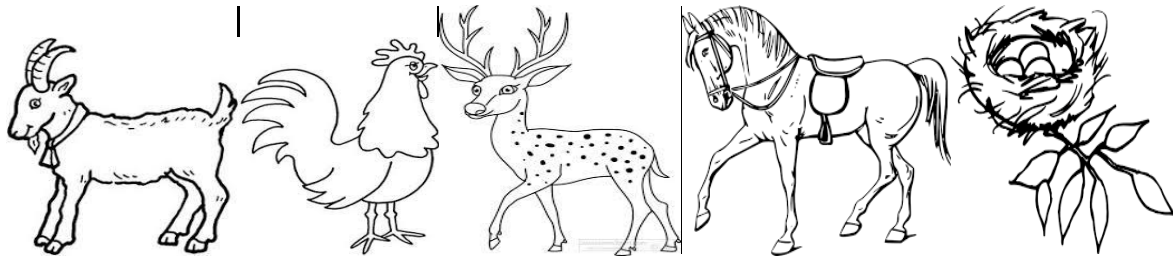
Grade:

Gender:

Group:

Q.1 Write the names of the pictures given below:

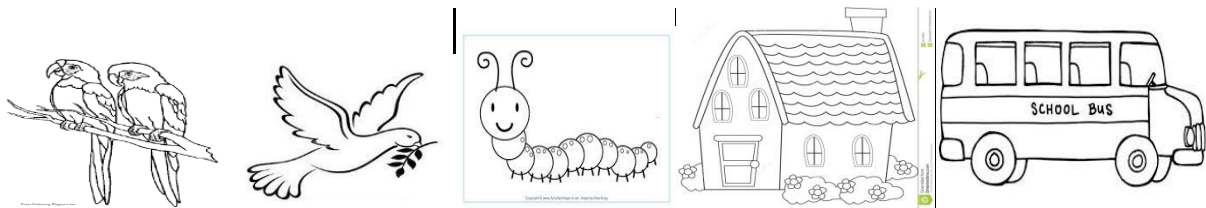
(10)



(i).....(ii).....(iii).....(iv).....(v).....

Q.2 Make sentences with the help of pictures:

(10)



(i).....(ii).....(iii).....(iv).....(v).....

Q.3 Look at the picture below and answer the questions:

(10)



(i) What is this picture about?

(ii) What are the children doing?

(iii) Count the things in the picture.

(iv) Make a list of the things in the picture.