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**ACTIVITY-BASED ENGLISH LANGUAGE TEACHING TO IMPROVE
INTEGRATED SKILLS:
PERCEPTIONS & CONTEMPORARY CHALLENGES.**

Saqib Javed

**Department of English Minhaj University, Hamdard Chowk, Township, Lahore, Punjab,
Pakistan.**

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Abstract

This study explores the importance and use of Activity Based English Language Teaching Method to improve integrated skills for college students. In particular, the study attempts to analyze how college level language practitioners perceive Activity Based English Teaching Method to improve the integrated skills and what are their perceptions about the possibility of utilizing this method in the classrooms. The study also explores the analysis of the perceived impediments in implementing this Method in public-sector institutions. To explore the aspects stated above, quantitative approach for the research has been used and opinions of 28 participants have been collected and observed and their responses have been analyzed through Likert scale. Data have been collected using Non – probability Convenience Sampling Technique with the help of questionnaire and Cronbach's alpha (α) technique has been applied to verify the authenticity and internal consistency of the questionnaire. The questionnaire responses have also guided the researcher to investigate further the participants' understanding of as to why Activity Based English Language Teaching Method can or cannot be utilized to teach integrated skills at college level in state-run institutions.

1. Introduction

In education field, teaching methodology and students' learning are interconnected and have been debatable since ages. In this concern, the role of teacher and his methodology are crucial, as they leave a lasting impact on learners' minds in the form of academic competence and skills with knowledge. The teacher plays the role of focal figure in this scenario and he must be able to set standards with changing times. Erickson (1978) believes that "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brings students to the course in the first place."

The paper discusses in detail the importance of Activity Based English Teaching Method and its need and importance to achieve SLOs in today's academic world. The paper also brings to light the hurdles and loopholes in the way of shifting traditional method of teaching to Activity Based Learning and how these weaknesses can be overcome to improve students' learning and teaching integrated skills.

Activity Based Learning (ABL) is defined as a setup where students actively participate in the learning experience rather than sit as passive listeners. Activity Based English Language Teaching Method (ABETM) is a method used by EFL teachers to emphasize individually live participation of students in learning a foreign language. In the teaching method, students are taught with the help of different activities which provide the students with real life experience of learning. In methodology of teaching that is specifically activity based, the teacher

Teaches the learners by making them rigorously participating in some related useful activity and learning through their own experiences. Discussing the importance and usage of activities in teaching-learning process, David (2007) argues that teaching method based on activity, introduces the feature of fun, fellowship, approbation for each other's point of view and also minimizes the vagueness in teaching and learning concepts. According to Sharma (2010), the important characteristic of the language teaching method based on activity being that it focuses on the learner and invigorates self-learning. It also provides the learners with an opportunity to make the fullest use of their own learning aptitude and skills.

To put simply, learning language through some specific activity/s, the learners feel comfortable, more responsible, active, lively, and encouraged and prove the same while dealing with issues related to social life. Internet and social media play an important role in daily life (Bhatti, Khan, Gull, & Kamal, 2020; Bhatti, Rehman, Akram, & Shaheen, 2020; Bhatti, Saad, & Salimon, 2019). By learning through experimentation and exploration, they feel the sensory experience that is not only unique in its outcome but long lasting also, making the whole learning process better and impactful. In activity-based learning, the teacher does not sit idle, rather he directs and guides the students how to learn through their own investigations and analysis and how to perform well in the task-based activity. This teaching method makes use of all available resources and provides the students with creative aspect of experience and reality for learning. They feel encouraged and self-confident that helps them understand through experience. It provides them a stimulus for learning. While learning, a student is supposed to undergo a group of pursuits, specifically tailored by the language teacher. It is only by giving the learners the opportunity to ponder on and identify the problems on their own, that the attainment of objectives turns not only easy but long lasting also, with deeper effects (Shah & Rahat, 2014). These writers further argue that activity-based learning makes the students feel encouraged for self-learning, allowing them to study by utilizing and sharing their own learning experiences.

Activity Based English Teaching Method provides the students with the best learning environment and encourages independent and team learning. It makes every student participate in learning process and helps them overcome shyness and hesitation that they feel when standing before the teacher. It encourages learners' autonomy and element of initiation in an atmosphere they can trust on. It emphasizes other related domains like problem-solving, critically creative approach of thinking and deep understanding of the subject. It encourages students to follow their own interest and desire to learn. It helps them explore the new knowledge independently. Internet provides access to learners and students to learn easily and fast with interactions (Bhatti, 2020). The main aim of this article is to find out teachers' perceptions on using Activity Based Teaching Method and the impediments in their way to shift from traditional method of teaching to Activity Based Teaching Method and how these impediments can be overcome.

Specifically, this study sought answers to the following questions:

1. A comparative analysis of EFL teachers' perceptions to utilize ABETM to teach integrated skills at college level.
2. The possible impediments and challenges to implement ABETM in EFL classroom at college level.

2. Statement of the problem

The current situation of teaching integrated skills by using ages - old traditional methods in our public colleges, has become very miserable. The teachers fail to get the desired results, objectives and expected outcomes, they are supposed to get as the end product of learning (SLOs). Traditional method of teaching integrated skills has made the whole learning monotonous and boring, with no active participation of students in the learning experience. The teachers fail to create and enhance among students the creative aspects of learning. Cramming by students and rote learning finally result in monotony and boredom and even demotivation for learning on the part of students, as they feel discouraged and sometimes even neglected and remain unable to grasp the proper understanding of the subject. Factors like teacher's uncertainty, inadequate resources, lack of required material, classroom mismanagement, discomfort, insufficient time and lack of professional experience and a host of other issues do not let the Activity Based English Teaching Method promote in colleges. The current study addresses all these issues and shows the importance of a shift from traditional method of teaching integrated skills to a much- needed Activity Based language Teaching Method. The researches done so far only discuss the importance and utility of Activity Based Teaching Method at primary or middle level students, without focusing on the possible impediments to utilize this method in the classroom and suggesting a model of teaching through ABETM. The current research fills the gap and brings to light not only the teachers' perceptions and propositions in utilizing ABETM in EFL class but also suggests ways and means to overcome the impediments in the way of utilizing this method in classroom at college level by suggesting a lesson plan with examples, to utilize ABETM for college level students. The paper, therefore, also presents a teaching model utilizing ABETM to teach the past tense for college level students.

3. Literature Review

Teaching is often considered a challenging profession in the whole world due to the responsibility that rests on the shoulders of a teacher. This is why teachers around the world are considered to be the backbone of education, since they play a very crucial role in the classroom by bringing a variety of innovative changes in their teaching techniques and methods to improve students' learning and achieve academic excellence. They are torch bearers for students and help them in better understanding the topic by devising different methods and techniques in the classroom. Naibaho (2019), on the role of teacher asserts that the profession of a teacher is a profession that has "a lot of responsibility, and that responsibility is not an easy responsibility to do". He further argues that, a teacher has to perform as an actor and a gardener, as he sows the seeds to see them grown up plants. He uses different techniques to bring the seed up.

Anwer (2019) on the importance of ABETM says that "in Pakistan, it is extremely important that educationists understand the importance of ABL as it gives space for better understanding of concepts". He further argues that ABETM not only improves students' motivation to learn but it also helps in enhancing critical thinking skills and creativity of the teachers as well as the students. Task-oriented learning may well be depicted as an approach towards EFL teaching, where varied activities, suitable and related to certain subjects are put to use into pedagogy to make the students engaged in the training process fruitfully (Suydam & Higgins, 1977). Methodology of teaching dependent on completing a task is a pedagogical technique employed by EFL practitioners to emphasize their teaching methodology by employing a task in which the students lively play role and bring about productive learning experiences. Being a learner - centered approach; the learner is actively involved in learning process both mentally and physically. The role of the teacher in this scenario becomes all the more important. Whereas in traditional teaching, instructions focus on grammatical rules, memorization of vocabulary and translations of the prescribed texts. The teacher controls everything and does a lot of grammatical analysis and translation.

☆ بنانے کا طریقہ:

سادہ

Subject فاعل	second form of verb فعل کی دوسری فارم
I/We/You/He/She/It/They/جمع اسم/واحد اسم	worked.

سوالبہ

Did	subject فاعل	first form of verb فعل کی پہلی فارم
Did	I/we/you/he/she/it/they/جمع اسم/واحد اسم	work?

منتفی

Subject فاعل	did not	first form of verb فعل کی پہلی فارم
I/We/You/He/She/It/They/جمع اسم/واحد اسم	did not	work.

سوالبہ + منتفی

Did	subject فاعل	not	first form of verb فعل کی پہلی فارم
Did	I/we/you/he/she/it/they/جمع اسم/واحد اسم	not	work?

EXERCISE No. 13

(1) میں نے اسلم کو دھوکا نہیں دیا تھا۔ (2) ہم نے گرمیوں کی چھٹیاں مری میں گزاریں۔ (3) اکرم نے کسی کو گالی نہ دی (4) جہانگیر کسی سے نفرت نہیں کرتا تھا۔ (5) میرے والد ایک کارخانے میں کام کرتے تھے۔ (6) ہم نے پچھلے سال بی ایڈ کا امتحان نہ دیا تھا۔ (7) کسان نے کھیت میں ہل نہیں چلایا تھا۔ (8) قائد اعظم نے اپنی ساری زندگی حصول پاکستان کے لئے وقف کر دی۔ (9) ٹیپو سلطان نے اڑیا کی آزادی کے لئے اپنی جان قربان کر دی۔ (10) پاکستان چودہ اگست 1947ء کو معرض وجود میں آیا۔ (11) قائد اعظم 11 ستمبر 1948 کو فوت ہوئے۔ (12) اکرم نے پیٹنگ نہیں اڑائی تھی۔

Past I

Figure 1 A glimpse of the traditional method of teaching to teach past tense.

As compared to this traditional method of teaching, ABETM mainly focuses on the concept of on-the-job learning, which is successful, for it is long proved that the more the senses are stirred up, the more a learner learns and the longer a learner retains. Learning becomes easy and long lasting if the learner is made to think on his own by putting him in such situation (Shah & Rahat, 2014). Bahar and Aksut (2020) on the same proposition and debate assert that if children are allowed to participate in activities in the early period, they can develop a sense of curiosity. They further emphasize that it is vital to prepare educational environments in which children can investigate, be curious, make causal relationships, and have opportunities to create various ideas. These writers further comment that in ABETM, participators are engaged actively with real-life experiences and gain knowledge with their own experiences.

Yangin & Dindar, (2007) argue that “the teacher with fewer resources has to opt the out-dated way of schooling that is the lecture method. In these instructional methods, learners actively participate in hands-on minds-on experiences, having greater opportunity to click impalpable concepts and theories with real observations (Shah & Rahat, 2014). They further contend that in such an approach, learners take part in learning process individually, employing their knowledge in variegated real-life situations. Considering these arguments, the importance of activity based English teaching method becomes more significant and meaningful than is traditionally considered. Hansraj (2017) asserts that language learning strategy involving an activity helps students in promoting their attainment in language.

Activity-based learning (ABL), however, involves verity of activities for learning. The pre-requisite for this kind of learning demands an on - doing experiments or activities on the part of learners. If learners are given suitable circumstances in which they feel free to reflect, the learning not only becomes creative and object oriented but also remains long standing. The important features of this method of learning being that it focuses on the learners and encourages self-learning simultaneously, eventually allowing the learner to know utilizing his / her own creative ability and skills. (p.39) Rillero (1994) on this proposition argues that a child masters how to swim at its best by getting into water, similarly, a student learns in the class by his/her own experiences by putting him/herself into that particular situation. As for the language learning, Ibatova (2019) says that the deep learning occurs when students must put into practice “in the real world” what they have theorized about from behind a desk. About the current situation of EFL pedagogy, Shah and Rahat (2014) assert that the current scenario of EFL learning in Pakistan is both miserable and alarming. EFL practitioners at all levels are still drawing on traditional methodology which leads to rote learning and true comprehension of concepts is hardly attained” (p.39). These writers further argue that, in teaching, the real focus is on the teacher, not on learners. It stresses on memorization of factual knowledge. The aftermaths of this situation paves way for rote learning, without any accord of concepts, phenomenon and premise which are expected to be the learning outcomes. The comparison between two methods clearly shows two distinctively different approaches to teach language.

Dimensions	Cooperative/activity Learning	Traditional instruction/method
Teacher roles	Facilitator, observer, change agent, adviser, and	Teacher-dominated, controller, and authority

	supporter	
Teaching activities	Group discussion, work together effectively, and teamwork skills	Focus on drills and practices as well as memory and review of knowledge
Interaction	Positive interdependence Two-way communication	Negative interdependence One-way transmit
Evaluation	Emphasis of both learning process and outcomes	Emphasis of learning outcomes

Sources from Johnson and Johnson (1994); Mcdonell (1992); Kessler (1992); Slavin (1995).

In ABETM, the teacher performs his role as a facilitator. He keeps an eye on every student's job or role and controls the class as well. In support of teaching through activity, Hansraj (2017) asserts that the teacher helps the learners as a catalyst, who helps and guides the students during the whole learning process. The real purpose of this method, according to Suydam & Higgins (1977) is to drive the classroom congenial and minimize the strain and supremacy of the teacher in the classroom. Weimer (2002) supports this teaching method by arguing that this method is based on the notion of "learner-centered" or "learning-centered" teaching. This method keeps the students engaged in activity directly and students become a participant in their own learning. This concept is totally different from the old concept of a teacher being a passive knowledge expert who simply delivered the lecture, giving information to students. In such classes, students were supposed to be sponges to absorb information, without being an active part of the whole learning process (Hansraj, 2017, p.4435). Fuad, Akbar & Zubo (2018), argue that the activity based teaching method satisfy student's specific needs to optimize the learning experience. Moreover, in the words of Zaripova (2020), "it does not let the learner get bored."

Illeris (2000) is very much true when he expounds his proposition, arguing that this method of teaching involving some activity makes parallel use of cognitive, emotional, and environmental influences. Cahyati, S. S., Parmawati, A., & Atmawidjaja (2019), on the importance of suitable learning material, argue that having good and suitable learning materials for learners are important aspects and make the teaching-learning process more effective and meaningful. This concept is true keeping in mind that this ABETM provides the students learning with actual life experiences. It changes the concept of learning altogether. It develops students' mind to learn other skills too in practical and social life. When this occurs, the learners, argues Garner (1987), can empathize the instruction to a particular condition, connect the same with what was learnt in the past, and eventually build their own knowledge. He further asserts that learning which involves an activity always let the students' process information in a typical way that they understand and build their knowledge about a particular subject. Moreover, such a method paves way for study that is autonomous and purposeful. In this connection, Long (1990) asserts that autonomous study always go along behavioral activities, focusing on finding and identifying information. Long further asserts that the students accept the responsibility of deciding on their own their objectives and efforts to be made, resulting their own change agent for learning. Kugamoorthy, S. (2012) asserts that ABETM helps in the development of cognitive skills that belong to higher order. Being a

segment of education reforms largely based on what Bloom offers in his taxonomy; it develops critically reflective reasoning and innovation. VanLehn (1995) on the other hand, made the same proposition when he asserted that upbringing of perception skills means to be able to resolve issues in conceptual tasks, where outcome is calculated more by knowledge than by taking into account the physical fitness the individual has. The current situation of our education also demands that students should develop their higher cognitive skills and this is possible only by bringing changing in the teaching learning processes, considering encouragement and motivation for students to develop analytical, judgmental and reflective thinking, thus ensuring eventually the skill in decision - making and problem - solving techniques.

4. Research methodology

To assess the effectiveness of ABETM, quantitative approach was followed and a structured questionnaire was used to collect data. The research design for this survey research was cross-sectional, as the researcher collected data at one point in time using structured questionnaire as research tool. The population of this study was public College Teachers. The sample consisted of 28 English Teachers. Data were collected using Non – probability Convenience Sampling Technique. Opinions of 28 EFL practitioners were observed through Likert scale. The questionnaire consisted of 16 items. Cronbach’s alpha technique was used to ensure the reliability and internal coherence of the questionnaire. Due to the prevalence of Covid-19, the educational institutions being closed and unavailability of technical facilities for on- line interviews in a developing country, Pakistan, structured questionnaire was more reliable, authentic and efficient tool for data collection, as it was found easier for the participants to respond in Corona context when face-to-face interaction with participants for interviews was not possible and difficult to manage.

Formula:

$$\alpha = \left(\frac{k}{1-k} \right) \left(1 - \frac{\sum_{i=1}^k \sigma_{yi}^2}{\sigma_x^2} \right)$$

Where “k” determines the number of items on the scale.

σ_{yi}^2 Indicates the variance associated with item I σ_x^2 refers to the variance associated with the observed total scores.

4. Data Collection.

Data were collected from 28 EFL Teachers from public colleges in the form of test items in questionnaire, comprising 16 questions using Likert scale. With the Cronbach's alpha of the measurement at 0.83, the criteria on reliability of internal consistency for the 16 items of the measurement was very high so that the causes were necessary to be studied in detail, focusing on each hypothesis separately. The data collected through questionnaire showed that different causes of not using the Activity Based English Teaching Method at college level were significantly correlated.

5. Data Analysis and Findings.

Questionnaire - based data were analyzed with the help of SPSS (20.0) to draw descriptive statistics computing frequency counts, ratios and percentages. Descriptive statistics

were exhibited to discuss the responses of the participants. Frequency tables were produced to show participants' response for each hypothesis. Data were shown graphically to have a comparative analysis of the findings of the valid hypotheses, the validity of which was verified earlier by using Cronbach's alpha technique. Nunnally & Bernstein (1994) argue that this technique is the most reliable measure to find out reliability and inter-dependence of the items within the test. The reliability estimates, says Patrick McGraw Kline (1994), if there is any measurement error in a test and the correlation of test with itself. Moreover, Streiner (2003) adds to the same fact supporting alpha to be a feature of the scores on a test from a certain sample of tests. The value for Cronbach's alpha was found 0.83 which was considered good or acceptable and showed the authenticity of test items in the questionnaire. Mean and Standard Deviation of valid hypotheses were discussed separately using Likert scale. The source was author's own calculations. The detail of findings in tabular form is as under:

Tables	Hypotheses	Scale	Disagree	Strongly Disagree	Not Sure	Agree	Strongly Agree	Mean	S. D	Valid/Invalid
1	1	Frequency	0	0	1	7	2	4.1	0.57	Valid
		Percentage	0 %	0 %	10 %	70 %	20 %			
		Cumulative Frequency	10	10	10	80	100			
2	2	Frequency	5	0	0	5	0	3	1.05	Valid
		Percentage	50 %	0 %	0 %	50 %	60 %			
		Cumulative Frequency	50	50	0	100	100			
3	3	Frequency	1	0	0	6	3	4.1	0.88	Valid
		Percentage	10 %	0 %	0 %	60 %	30 %			
		Cumulative Frequency	10	10	0	70	100			
4	4	Frequency	2	0	0	5	3	3.9	1.10	Valid
		Percentage	20 %	0 %	0 %	50 %	30 %			
		Cumulative Frequency	20	20	0	70	100			

5	5	Frequency	1	0	0	8	1	3.9	0.74	Valid
		Percentage	10 %	0 %	0 %	80 %	10 %			
		Cumulative Frequency	10	10	0	90	100			

Participants' responses in Tabular form along with validity of the propositions:

Table s	Hypothes es	Scale	Disagre e	Strongl y Disagre e	Not Sur e	Agre e	Strongl y Agree	Mea n	S.D	Valid/ Invalid
6	6	Frequenc y	0	0	0	5	5	4.5	0.53	Valid
		Percentag e	0 %	0 %	0 %	50 %	50 %			
		Cumulati ve Frequenc y	0	0	0	50	100			
7	7	Frequenc y	5	1	1	3	0	2.6	1.07	Valid
		Percentag e	50 %	10 %	10 %	30 %	0 %			
		Cumulati ve Frequenc y	60	70	10	100	100			
8	8	Frequenc y	7	0	0	2	1	2.6	0.97	Valid
		Percentag e	70 %	0 %	0 %	20 %	10 %			
		Cumulati ve Frequenc y	70	70	0	90	100			
9	9	Frequenc y	7	1	0	1	1	2.4	1.17	Valid
		Percentag e	70 %	10 %	0 %	10 %	10 %			
		Cumulati ve Frequenc y	70	80	0	90	100			

10	10	Frequency	1	0	0	6	3	4.1	0.88	Valid
		Percentage	10 %	0 %	0 %	60 %	30 %			
		Cumulative Frequency	10	10	0	70	100			

Hypothesis 01 is “Is ABETM useful to teach integrated skills at college level?”

Results in the table number 01 reveal that out of 10 respondents, only ten respondents are not sure about this hypothesis while no one has been found to disagree and strongly disagree whereas 07 participants are agreed and 02 participants have been found strongly agreed. The mean was 4.1 and SD was 0.57 and this was statistically significant. Hypothesis 02 was “Does the Activity Based English Teaching Method cost much and a burden on available budget?” Results in the table number 2 show that out of 10 respondents, none of the respondents was not sure about this hypothesis while 05 participants opined against it and none was found who opined otherwise, whereas 05 participants were agreed and none was found strongly agreed. The mean here was 3.0 and SD was 1.05 and this was statistically significant.

Hypothesis 03 was “Is the Activity Based English Teaching Method a failure due to insufficient facilities in our language classes?” The results in the table number 3 show that 06 participants were agree while only 01 of the participants was disagree to this proposition, while 03 participants favoured it and only 01 was found disagree. The mean was 4.1 and SD was 0.88 that was statistically significant. Hypothesis 04 was “Are the crowded classes the main factor not allowing the English teacher to use ABETM at college level?” Results in the table number 4 show that out of 10 respondents, no respondent was not sure about this hypothesis while 02 were found disagree while no participant was found strongly disagrees. Only half of the participants (05) were agree and 03 participants were found strongly agree to the above stated hypothesis. The mean was 3.9 and SD was 1.10 and this was statistically significant. Hypothesis 05 was “Does ABETM require more time than the average time required for other subjects?” The results shown in respective table reveal that none of the participants was found unsure about this hypothesis while 08 participants were found in favour of the hypothesis and only 01 respondent objected to it. There were only 01 who was strongly in favour of it and only 01 was against it. The mean was 3.9 and SD was 0.74 that was statistically significant. The cumulative detail of participants’ responses of EFL teachers for Hypotheses 1 – 5 are as under in figure 2:

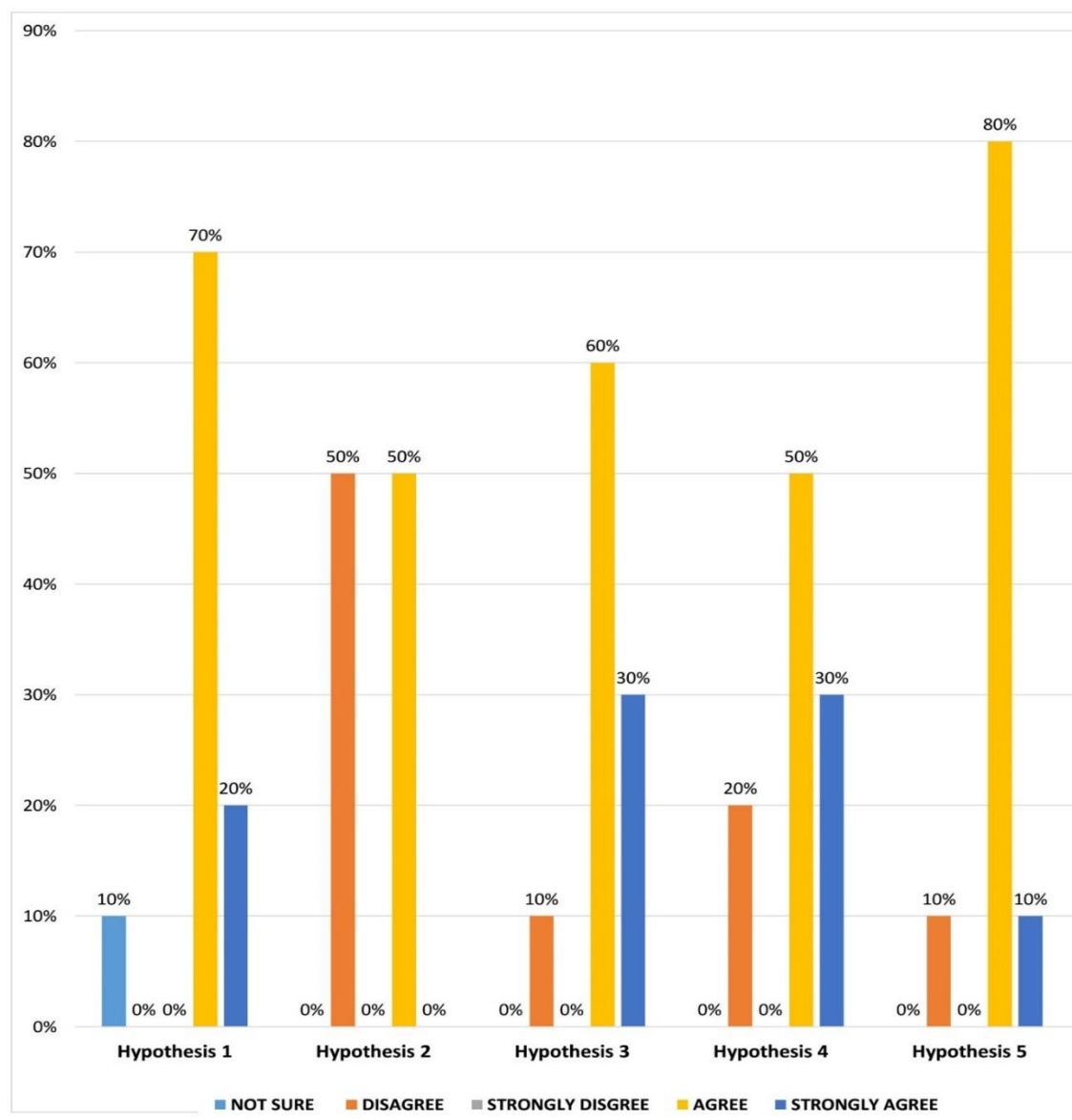


Fig. 2 Cumulative responses of EFL teachers for Hypotheses 1 - 5

Hypothesis 06 was “Does Activity Based English Teaching Method require capacious classrooms for teaching?” In response to this hypothesis, no respondent was found unsure about the hypothesis, and similarly none was found disagree and strongly disagree, whereas 05 participants opined in favour of this hypothesis and the remaining 05 opined strongly in favour of the hypothesis. The mean was 4.5 and SD was 0.53 that was statistically significant.

Hypothesis 07 was, “Is the ABETM not successful because the English teacher in our public colleges has not received any training in utilizing activities in the class?” The results in the respective table reveal that only 01 participant was found neutral about the said hypothesis whereas 05 respondents were not in favour of the above given hypothesis while only 01 participant questioned gave his opinion against it. Only 03 were found in favour of the hypothesis but no one opined strongly in favour of it. The mean was 2.6 and SD was 1.07 that was statistically significant.

Hypothesis 08 was “Is the EFL Teacher not professionally competent to teach through ABETM?” Table 8 reveals that none of the respondents was unsure about hypothesis whereas 07 respondents opposed the above given hypothesis while none of the respondents opined against the statement. There were only 02 who were found agree and only 01 respondent opined in favour of the hypothesis. The mean was 2.6 and SD was 0.97 that was statistically significant.

Hypothesis 09 was “Is the Activity Based English Teaching Method not successful in our colleges because the EFL Teacher cannot ensure discipline in the class?” To this hypothesis, none of the participants was unsure. However, 07 participants were found against it, whereas only 01 participant was found strongly against the said hypothesis while only one participant was found in favour of it whereas remaining 01 participant was found strongly in favour of the said hypothesis. The mean was 2.4 and SD was 1.17 that was statistically significant.

Hypothesis 10 was “Can the Activity Based English Teaching Method be initiated if the number of EFL practitioners at college level is increased?” The results in table number 10 reveal that none was unsure about the hypothesis. To this proposition, 06 participants were agree while 03 strongly recommended the statement. And there was none who was strongly disagree whereas only 01 respondent opined otherwise. There was no respondent to be strongly against the hypothesis. The mean was 4.1 and SD was 0.88 that was statistically significant. The cumulative detail of participants’ responses of EFL teachers for Hypotheses 6 – 10 are as under in figure 3:

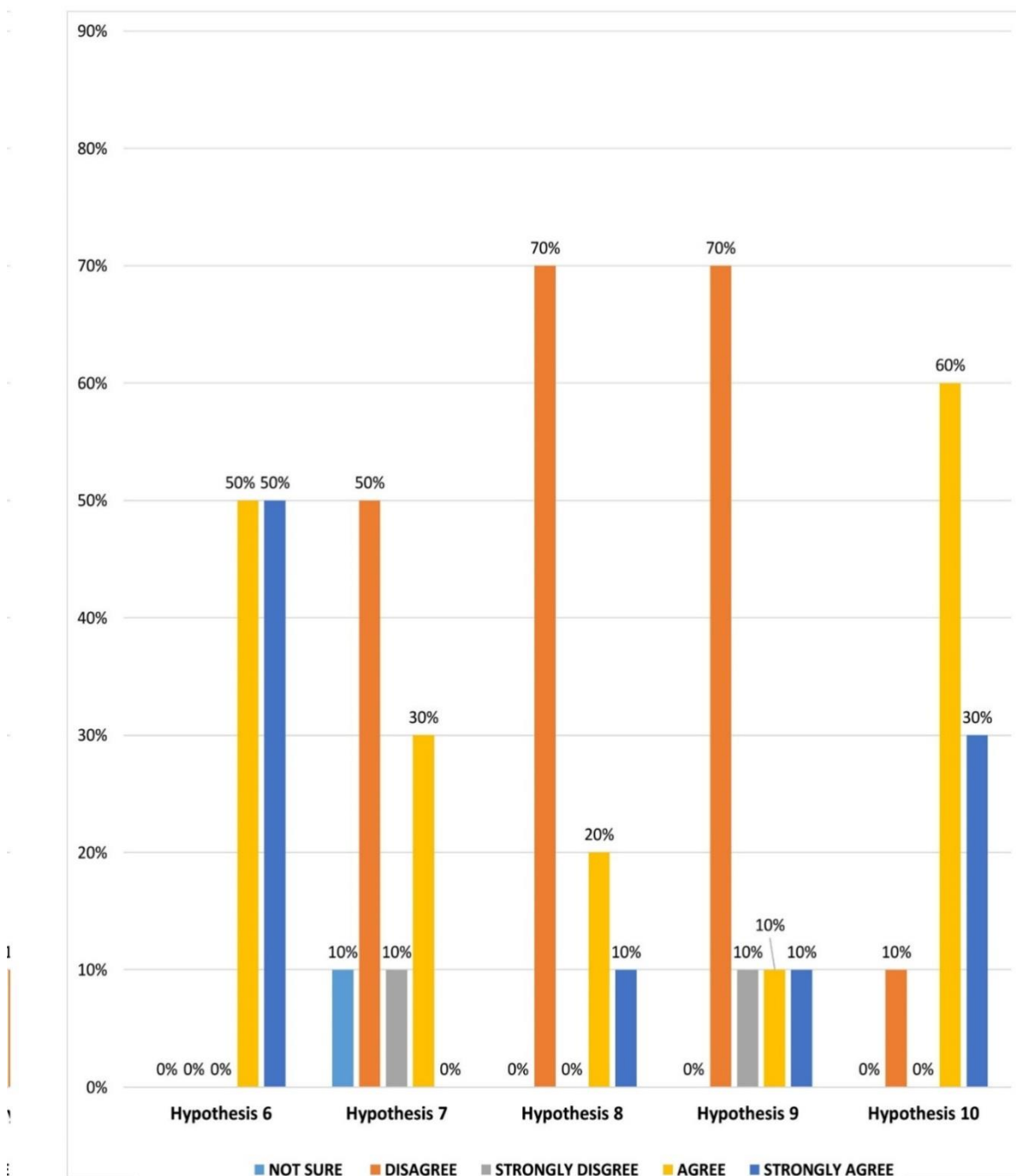


Fig. 3 Cumulative responses of EFL teachers for Hypotheses 6 - 10

The purpose of this research study was to investigate the teachers' perceptions and reservations to use ABETM to teach integrated skills in EFL classroom. Findings clearly bring to forefront the prevailing impediments and hurdles in the way of utilizing ABETM to teach integrated skills. Findings reveal that ABETM can be initiated in colleges for EFL purpose if certain deficiencies are met. The main criterion being that, in spite of the traditional teaching methods, being practiced for ages, Activity Based English Teaching Method should be utilized to teach English language and improve integrated skills. Certainly, individual teachers can devise individually different activities to be utilized in the class, no matter how much different each activity based method is, it can definitely yield potentially same good results and will be quite different from the traditional teaching methods prevailing

in the current situation. Activity based teaching method has been declared successful as a bulk of participants in the findings reveal. No matter there are as many activities for this purpose as are the number of teachers, this being not the point of contention, as to which method is comparatively better in yielding learning outcomes, as the research is not meant to focus on comparative analysis of activity based English teaching methods. The research focuses on how to overcome the impediments to utilize this method and how to make the teachers switch over to this new mode of teaching. In this concern, the participants reveal that this problem can be overcome if the number of students in the class made less than the traditionally crowded classes, an increase in the number of EFL teachers. This can be overcome if activities are interwoven into the mainstream of learning or academic calendar and also by giving activities or participation due weightage of marks in the final assessment. Moreover, the result obtained from the respondents further reveal that there is no hierarchy among the activities utilized by different EFL teachers for the purpose, as every activity if carefully chosen and well - tailored, yield the same productive results for ELT purpose.

6. Discussion

The Activity Based English Teaching Method (ABETM) has a unique place in modern EFL pedagogy and there is a dire need in the current educational scenario to use a teaching method which makes fruitful use of some well-tailored activity for teaching language to uplift the quality education at college level. The inference obtained from the study supports the hypothesis that English teaching method which involves and makes use of activity is indispensable to teach integrated skills at college level. The research reveals that the prevailed notion that Activity Based English Teaching Method cannot be practiced in our colleges because it costs much and a burden on resources, is a misconception and is not the cause of its failure. Moreover, the concept that ABETM is successful only in private institutions is also baseless because the major participants (60%) went against this perception. So, to limit the practice of ABETM in private institutions only is not a valid reason of its absence in our traditional classrooms. Similarly, the concept that ABETM is not useful at college level because it is contrary to the contents of syllabus of Punjab Textbook Board is also wrong as 60 % of respondents appeared to disagree to this conception. Rather, PTBB approves and encourages activity-based learning in classroom. The syllabus contents can very well be taught productively with the help of activities. The learning in this way is not only more productive and conceptual, but also its results are long-lasting.

The result of the research further reveals that there is no demonization from other EFL teachers to utilize the proposed English Teaching Method in the class, as some of our practitioners consider. A bulk of respondents (70 %) reveals that there is no such hindrance or opposition in their way for the language teachers to use activity-based teaching method in the class. Even there is no obstacle from the principal of the institution to use this method productively by the teacher in the class when and where needed or where the situation demands. More to this, the prevailed perception that ABETM is not successful because the EFL practitioners in our colleges has not received any training in this area, proves wrong, as a bulk of response (70 %) reveals that the English language practitioners are competent in our colleges and are professionally trained as well, and there is no question of the teachers' incompetency. As for the matter of discipline in our government colleges is concerned, it cannot be said to be the sole reason of the failure of ABETM in the class. The English Teachers no doubt ensure discipline in the class, and this is not the reason of not using this method in the class while teaching. Moreover, the perception that lack of students' interest is the main cause of not using this method in our colleges is also not justified because 80 % respondents went against this proposition. It is widely accepted that students at this level naturally like activity-based learning.

The results also unveil another important fact that ABETM is successful if the time duration for activity in the class is increased and made equal to the time duration of other subjects. It is likely to be helpful if such teaching is done in the first or last periods of a class so that students may get more than average time to learn through activities. Such classes may be conducted after break time or just after attendance is finished and the students are waiting for their first period to start. It will not only be fruitful but also productive as well, as the students are fresh to learn this time. The current research also showed that this method is successful if activities are conducted in vast classrooms or in labs where space or room is capacious for such activity, where students may stand at a distance to do any activity. Some activities may be conducted in playground also or in the lawns if there is no disturbance for other classes. The research also revealed that if the number of teachers is increased in the institution, learning through activities can be very successful and result oriented.

Moreover, the results revealed the prevailing concept that (ABL) is limited only to the private institutions was completely unjustified because it could be useful and productive in state-run institutions also. The results revealed that the syllabus contents at college level were not contrary to the teaching methodology of Government College teachers; rather it supported the activity-based teaching in Government colleges. Moreover, if the syllabus contents are embedded with the activities and so tailored that it is made a compulsory part of learning, students feel inclined and motivated towards activity-based learning method. The study also exposed the fact that teaching method based on activity could not be initiated in our government colleges due to some constraints. These constraints in the way of using Activity Based English Teaching Method include insufficient supporting material, lack of spacious classrooms, lack of funds and overcrowded classes. The study supports that fact that as the Activity Based English Teaching Method is time - taking, it is the big cause of failure of using Activity Based English Teaching Method at college level. Overcrowded classes and lack of required EFL teachers and improper time-table for classes were also the causes that led to this issue. Another fact that came to the surface after this study was that activities should be made part of the syllabus and should be allocated due marks in the final examination where students' interest and attendance in the activity should be assessed through different parameters. The research furthermore revealed that the immediate controlling authority was not a hurdle in teaching through ABETM.

8. Strengths and Limitations:

The study has been completed keeping in mind the objectives which were supposed to be achieved by the researcher. Hence, the findings relate with the objectives discussed in the beginning of this paper. The study is genuine, the data are actual and the research tools selected for data collection have been carefully and justifiably selected by the researcher. The questionnaire has been prepared after due consideration and pilot testing to probe deeply into the issue under study. Findings have been shown both in tabular and graphical form separately and also in cumulative form to avoid any ambiguity and irrelevancy. Moreover, the reference list comprises of all the articles or works cited in the literature review.

As for the limitations in the paper, the study has been completed in Corona context and data have been collected through structured questionnaire only, whereas the survey research (cross sectional) requires both interview and questionnaire tools but, due to Covid - 19, online interviews of the participants were not included in data collection due to lack of technical facilities in a developing country, Pakistan and overall lock down in the country due to Covid-19. Moreover, the number of participants (sample) for data collection is small due to unavailability of participants due to overall closing of educational institutions due to Covid-19 lockdown. However, the study could have been completed in broader context with larger population and sample yielding optimal results.

9. Recommendations

Looking at the modern educational demands and pedagogy, it is quite imperative to make the learning experience of the students more fun and practical. It demands a change in teaching methodology at all levels. Weimer (2002) rightly points out when he supports the prevailed notion that teaching should be "learner-centered" or "learning- centered". In this view, it is pertinent to say that the methodology to teach English language should be so that it makes the students learn, and, at the same time, prevents them from getting bored and making the teaching-learning process creative and funny. This is possible only if the teacher adopts some techniques to make the learning creative, purposeful, and productive and long lasting. Learning should be warm, welcoming, and encouraging that does not let the student getting

bored and inactive throughout the class duration. As the current study reveals that an Activity-Based methodology of teaching language should be employed at college level too. Learners are not to be considered empty vessels to be filled in with academic content. Rather they should be taken as active learners with mind and heart.

Activity- Based Teaching - Learning Method, thus, provides right environment to create educational environment where the learners work together. They are made to learn by doing and playing, making their individual experiences a part of the learning process, eventually making the learning easy, productive, interesting, and long-lasting. This is definitely what Rillero (1994) points out when he recommends that if a person wants to learn swimming, he has to “swim into water”. Similarly, “a student” says Rillero, “learns in the class by his/her own experiences by putting him/herself into that particular situation. So, it is highly recommended that activities should be made part of the syllabus and should be allocated some marks in the final examination or end-term examination where students’ interest, attendance and participation in the activity should be assessed and evaluated through different parameters. Teachers should be prepared to make their lessons embedded with activities to make the overall process of learning easier, creative and result oriented. As for the time management, certain changes should be made in the timetable to accommodate activity - based learning. Moreover, an increase in number of EFL teachers at college level would also pave the way for gaining desired ends in teaching and learning through ABETM. Moreover, advancement in science and technology also enhances the use and application of this teaching method in the EFL classes for effective learning. The research also paves the way for scholars and researchers to further probe into the applicability of ABETM at different academic levels with different academic and cultural backgrounds. It will not only help them finding the impediments in the way of utilizing activity for learning in their own contexts but will pave the way towards a better solution to these problems by digging deeply into the possible loopholes in this said area. As the research design for this survey research was cross-sectional, the researcher collected data at one point in time using structured questionnaire as research tool, the research will further pave the way to use interview tool too, along with questionnaire, as this tool has not been utilized due to lack of availability of participants in Covid-19 context and lack of technical resources for online interview in a developing country, Pakistan.

10. Concluding remarks

The purpose of this research study was to investigate EFL teachers’ perceptions on the importance and need of ABETM to teach integrated skills at college level and teachers’ reservations and challenges in this regard. The study also investigated the reasons as to why this method could not be initiated at college level, what the hurdles were on the way and loopholes in the system and how teachers could meet the requirements in modern pedagogy. Based on the results and discussion, this study concluded that traditional method of teaching integrated skills was still dominated in our colleges teachers were teaching English as a subject, not as a language, and this too was being taught by using traditional approaches and method which need to be replaced by ABETM. Activity-Based Teaching Method enhances students’ motivation and improves academic achievement in education at college level. Teaching styles attract students and play a positive role in students motivation and improve academic achievement far better The observation and input from respondents also reveal why Activity Based English Language Teaching Method is very useful and applicable and due to several reasons that confirm its need and effectiveness.

Research also revealed that the students learn by their own experience and exploration. Learning is the name of real life experience. Students' own sensory experience and action make the learning much better in comparison with the traditional method of teaching which involves no such activities and experiences, and which makes the teaching-learning experience monotonous.

Based on data from the questionnaire, the results suggest that Activity Based English Language Teaching Method can make the teaching – learning process easier, interesting, purposeful, and creative with long-running impression on the students' minds. It kills the monotony and boredom that is often created by traditional methods of teaching, in which students remain busy in writing rules of language, making the learning process tiresome and boring, as shown in figure 3, Appendix B. If the teachers make full use of all the available sources in teaching, they can make learning more productive and interesting, thus making the learning environment creative, encouraging, and welcoming. ABETM helps the EFL learners learn by their own, by transforming information into their personal knowledge, which itself is a creative experience.

The significance of Activity Based Learning Method gives the learner courage and motivation to learn through his own experiment as has been explained by the researcher in The Proposed Model for teaching, using ABETM.

11. Proposed Model to teach Past Indefinite Tense using ABETM with its expected outcomes.

Class: Intermediate	Topic: Past Indefinite Tense	Sub Topic: How to describe past events using 2 nd form of verb.
Duration of class: 30 min.	Method: Using ABETM	Teacher Talk Time (TTT): 10 Min.
A. Methodology: Step 1. The teacher will write three verbs in second form on the white board. E.g. went, paid, bought	Teacher writes on the board and speaks aloud: I <u>went</u> to the shop and <u>paid</u> for the notebook and <u>bought</u> the notebook.	Students listen to what the teacher speaks.
Step 2. The teacher will speak aloud some more sentences, using second form to clear the same concept of students.	I <u>went</u> to the shop and <u>paid</u> for the toys and <u>bought</u> the toys. I <u>went</u> to the shop and <u>paid</u> for the pencil and <u>bought</u> the pencil.	All students listen attentively. They are able to differentiate among the verbs and nouns and articles.
Step 3. The teacher will divide the students in groups and assign them the task to make some sentences using these	The teacher will move around the groups to watch the activity and correct the sentences of students.	Students will discuss the sentences among themselves and tell others about their sentences.

verbs in the second form.		
Step 4. The teacher will watch the students making sentences and speaking to their fellows.	The teacher will allow students to add different nouns in the sentences. He may introduce some new verbs to make learning productive.	Students will speak and write down sentences using different nouns, and verbs other than told by the teacher earlier.
Step 5. The teacher will make the representatives from each group stand and read aloud each sentence made by members.	The teacher will listen to each sentence attentively and mark the mistakes.	Students will make many structures using nouns of their choice. In the end, the teacher will explain how to use second form of verb to describe events of the past.in this way, he will give the concept of past indefinite affirmative sentences with the help of activity.

B. Expected outcomes:

1. Activity Based Teaching Method is less time-consuming.
2. Less stress on the part of teacher.
3. Ensures active involvement of students. There is less writing and more speaking.
4. This method ensures teaching of English as a language, not as a subject.
5. Students remain motivated throughout the learning process.
6. Students' creative skills are improved, as every student gets a chance to speak in a group.
7. Can be utilized in crowded classes by making groups of students.
8. Unlike traditional method, ABETM keeps the students active and motivated, as the students wait for the responses by the teacher and fellows.
9. ABETM is less time consuming, because, unlike traditional methods, in which the teacher keeps on writing long sentences and rules on the whiteboard, this method ensures more and more practice for students within less time.

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