EFFECT OF ACTIVITY BASED TEACHING STRATEGIES ON ACHIEVEMENT IN ENGLISH AND ENGLISH LANGUAGE ANXIETY

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Abstract

In the present world, the significance of English language can't be denied and overlooked since English is the most well-known language spoken all over the place. It is considered as the window to the world. Especially, as a creating nation, India needs to utilize this overall communicated in language so as to demonstrate its universal force. No matter, which aspect of life you think of, professional or personal, communication in English is a key factor everywhere. But many learners express their inability and sometimes even acknowledge their failure in learning to speak a second language. These learners may be good at learning other skills but, when it comes to learning to speak another language, they claim to have a 'mental block' against it. It is just because, English is a second language for us and one tends to feel uneasiness, nervousness or apprehensions while using second language. So to gain command over the English language skills, this language should be taught effectively. Teachers mostly use the conventional method of teaching English which prove ineffective for students' learning the language. Teachers should adopt new techniques and methods. The role of the teacher now is of a facilitator. Innovative methods are employed to make learning more interesting. The activity-based Learning methods allow the learners learn in an optimum environment. As this is student centered and students learn by doing. Everything that a student learns through practice or hand on activity is everlasting .In today's language classrooms, considerable emphasis is given to activities in which learners use the language they have learned to communicate with each other. The present study is intended to find the effect of Activity based Teaching strategies on achievement in English, and English language anxiety.

Keywords: Activity based Learning, English Language Anxiety, and Achievement

Introduction: With the fast pacing time, Education system too has to gear itself up. "The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. In confronting the challenge it is necessary to consider the complexity of the education system and to introduce innovative teaching strategies. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

Teachers should use varied methods to bring out the best of the students. Special attention is required in the English language classroom as this is not our first language. "English as a language in school education has attained new roles and dimensions over the last two decades for it is considered as a language in demand and language of upward mobility" (NCERT, 2005).

Activity based teaching learning:

Activity based teaching learning has been gaining popularity these days. It is based on Dewey's principle of learning by doing. An activity in an educational setting helps students to comprehend the content better and enhance their involvement in learning. In class Activity is defined as "a reasonably unified set of student behaviors limited in time, preceded by some direction from the teacher, with a particular objective" (Brown et al, 2001).

Activities bring an enjoyment to learning and provide students the rich experience results in the development of skills and knowledge and bring out the creativity of the students. In activity based process of teaching learning, a teacher acts as guide or an organizer who helps the students in the active process and facilitates the learning. Activity- based teaching fosters higher order skills such as communication, problem solving, analytical thinking independent thinking and creative thinking. It also helps to eliminate misconceptions. Activity- based teaching allows for interesting, interdisciplinary, and collaborative learning.

Hung and Wong (2000) propounded "activity-based teaching in the project work of students supported problem solving skills and teamwork."

In the words of Hawkins (2006) Activity based teaching is "a work-based instruction, which recreates workplace scenarios as mode of instruction."

Academic Achievement in English:

English language plays a vital role in achievement and success of students these days. Good command over English is a requirement in various fields. Most of the students of rural areas in our country feel English language learning a burden, it is natural on their part because English language is their second language and there is a dearth of language experts in the rural areas. Due to faulty teaching methods, the language learning becomes boring and ineffective for the students. Therefore their academic achievement in the English language is comparatively low than any other subject. It has been well known that loss of interest is the major cause of student's

failure. If the students will be taught properly, the natural curiosity would create interest in them and they would develop their attention towards the language.

So to increase the student's performance in English language, the teachers have to update their techniques and methods of teaching language. The old chalk and talk method won't work in teaching this language. Students need to be understood that this is not a difficult language to learn. So the whole responsibility is on the shoulders of the teachers. There has been many studies which points out that English language achievement and communication skills are significantly correlated with each other. So to make the students fluent in this language and to improve their achievement in English different strategies should be tried. Here in this researcher tried to see the effect of activity based teaching strategies on academic achievement in English, and English language anxiety

English Language Anxiety:

English plays an important role in the global market as it is a communication language of business, education, science and technology and an effective oral communication is seen as a socially valued skill. This fact may, on the one hand, serve as a motivator for learners, but on the other hand, it may be perceived by learners as pressure and consequently negatively contribute to foreign language anxiety. In India, mostly students study English language as a second language and we can't deny the fact that many students even teachers also feel nervousness while using this language. This language is being treated similar as other subjects and traditional methods are being used to teach students. Students find it difficult to make a pace in this language and results in experiencing anxiety in learning this language. Language anxiety has been become the important topic of research for many years. Before studying the language anxiety, let us clear ourselves with the concept of anxiety."

It has been seen that students of rural areas don't get much exposure in the English language. Only a few schools are equipped with language lab. Most of the schools have science labs and the students visit and perform experiments and attain practical knowledge whereas in the case of English language no labs are available in the school and students have been teaching through only text books. Students don't get the chance to interact in the target language resulting in anxious learners with poor communication skills. Most of the teachers emphasized on reading and writing skills and they tend to forget that listening and speaking skills are equally important.

Teachers should understand the anxiety among students and help them feel confident and encourage their participation in class. So, in this study researcher tried to see the effect of Activity based teaching strategies on Achievement in English, and English language anxiety.

Objectives of the Study: The study was conducted to achieve the below given objectives:

1. To compare the achievement in English of groups taught through activity based teaching strategies and traditional teaching strategy.

2. To compare the English language anxiety of the groups taught through activity based teaching strategies and traditional teaching strategy.

Hypotheses of the Study: The study was designed to test the given hypotheses:

H0 1. There exists no significant difference between achievement in English of groups taught through activity based teaching strategies and traditional teaching strategy

H0 2 There exists no significant difference between English language anxiety of groups taught through activity based teaching strategies and traditional teaching strategy.

Delimitations: The study was delimited with respect to the following:

1. The present study was confined to 8th class students of the schools, affiliated to Central Board of School Education of Jalandhar city.

2. Ten lessons based on Activity based teaching strategies and traditional teaching strategies were developed in English from the prescribed syllabus of 8th class.

3. The experimental treatment was confined to about 30 working days of the academic session.

Design of the Study: This study is an experimental study. "A pre-test post- test control group design was employed by the researcher. In this study, one independent variable is covered viz. Instructional strategy. This variable of Instructional strategy is studied at two levels: Activity based teaching strategies and Traditional teaching strategies. The variables those bear the affect or got changed due to manipulation are called dependent variables. In this study, the main dependent variables are: Achievement in English, and English Language Anxiety.

Tools used in the study:

1. Instructional material based on Activity based teaching strategies (developed by the investigator)

2. Instructional material based on traditional teaching (developed by the investigator)

3. Achievement test in English developed and standardized by the investigator.

4. Foreign language classroom anxiety scale by (Horwitz & Horwtiz and Cope,) .

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

Analysis of Achievement in English:

Analysis of Descriptive Statistics of Achievement in English

Descriptive Analysis of Pre test scores- The pre test scores of achievement in English test for experimental and control groups were subjected to descriptive statistics such as mean, standard deviation, skewness, kurtosis, range and frequency polygons. The obtained means of scores of achievement in English of the experimental and the control groups have been presented in table1.

Table 1: Summary of descriptive statistics of pre test scores of achievement in English of the experimental and control group

Variable (Achievement in English)	Experimental group					Control group			
	N	Mean	SD	Sk	Ku	N	Mean	SD	Sk	Ku
Pre test scores	100	18.13	4.63	0.71	0.41		18.35	4.68	0.71	0.27

The table 1 shows that the mean scores of pre test scores of achievement in English of the experimental group is 18.13 and the mean of pre test scores of achievement in English of the control group is 18.35. It indicates that the mean scores of both the groups are almost same and both groups are equal on pre test scores of achievement in English. It was found that standard deviation of the experimental group is 4.63 and that of control group is 4.68. The values of standard deviation indicate that spread of the pre test scores for both the groups are approximately similar. The value of skewness of experimental group was found to be 0.71 and that of control group was 0.71. Therefore, it depicts that the value of skewness lies within the acceptable limits of normality of distribution.

Descriptive Analysis of Post test scores- The post test scores of achievement in English test for experimental and control groups were subjected to descriptive statistics such as mean, standard deviation, skewness, kurtosis, range and frequency polygons. The obtained means of scores of achievement in English of the experimental and the control groups have been presented in table 2.

Table 2: Summary of descriptive statistics of post test scores of achievement in English of the experimental and control group

Variable (Achievement in English)	Experimental group					Control group				
	N	Mean	SD	Sk	Ku	N	Mean	SD	Sk	Ku
Post test scores	100	28.30	6.33	0.32	0.05	100	26.36	5.39	0.36	0.06

The table shows that the mean scores of post test scores of achievement in English of the experimental group is 28.30 and the mean scores of post test of achievement in English of the control group is 26.36. It indicates that the mean scores of experimental group are higher than the mean scores of control group. It was found that standard deviation of the experimental group is 6.33 where as the standard deviation of control group is 5.39. The value of skewness of experimental group was found to be 0.32 and that of control group was 0.36. Therefore, it depicts that the value of skewness lies within the acceptable limits of normality of distribution. So we can conclude that values don't variate much from normality at Post test also. The kurtosis values of experimental and control are less than 0.263 hence the frequency distribution curve for both the groups are leptokurtic.

The scores of the test of Achievement in English were computed and analyzed of subjects of both the groups viz., Experimental and Control Group.

Table 3: shows the Means and SDs of the scores of Achievement in English of experimental and control group.

Variable (Achievement in English)	Experimental group					Control group				
	N	Mean	SD	Sk	Ku	N	Mean	SD	Sk	Ku
Pre Test scores	100	18.13	4.63	0.71	0.41	100	19.35	4.82	5.39	
Post test scores	100	29.40	6.33	0.38	0.05	100	25.56	5.39	0.40	0.06

According to the table 3, the mean of Pre test scores of Achievement in English of Experimental group has come to be 18.13and for Post test scores is 29.40. The mean of Pre test scores of Achievement in English of Control group has come to be 19.35 and for Post test scores is 25.56. The SD of Pre test scores of Achievement in English of Experimental group has come to be 4.63 and for Post test scores is 6.33. The SD of Pre test scores of Achievement in English of Control group has come to be 4.82 and for Post test scores is 5.39.

Through the above given data, an increase in scores of Achievement in English can be clearly seen in both the groups after the treatment. Both the treatments have led to increase in Achievement in English. In the control group an impact of intervention is seen. Therefore, the more level of impact is seen in the experimental group as compared to control group.

Inferential Analysis of Achievement in English:

Table 4: Showing the statistics of homogeneity of variance at Pre test of Achievement in English

	Sum of squares	Df	Mean Square	F	Level of Significance
Between groups	060	1	0.060	0.003	0.959
Within Groups	3418.933	148	23.101		
Total	3418.993	149			

Table value of F-ratio (1,148) at 0.05 is 3.90

F value was calculated for the Pre test scores of Achievement in English and it came to be .003 and p value is 0.959 which is greater than .05.It has been clearly shown in the table.4 that F= 0.003 after dividing the largest variance by the smallest variance with degree of freedom (1,148). The observed value is less than the critical value so we can say that the groups viz. Experimental and Control group are homogeneous. It has been concluded that there exists no significant difference in the experimental and control group at Pre test stage. Therefore, these groups are assumed to be homogeneous in nature.

Analysis of Variance of Post Test Scores of Achievement in English:

In this study, an achievement test of English has been used to assess the achievement of English of the subjects participated in the research. This test was administered on the subjects of both experimental and control group at two levels viz. Pre test and Post Test. Here, the researcher wanted to know the significance of difference between achievement in English of groups taught through activity based teaching strategies and traditional teaching strategy. Therefore, ANOVA has been applied on the post test scores to know the significance of difference..

Table 5:

Pre test scores on Achievement in English	Sum of squares	Df	Mean Square	F	Level of Significance
Between groups	552.960	1	552.960	15.989	p<0.05
Within Groups	5118.480	148	23.101		
Total	5671.440	149			

Table 6: Representing t-test on the Post test Scores of Experimental and Control groups of Achievement in English

Statistical Parameters	Mean Difference	Standard Error	95% Confidence Interval of the Difference		t value	Df	Level of Significance
Dependent Variable			Lower	Upper			
Achievement in English	3.84	0.96	5.738	1.942	3.766	148	p<0.05

To get further analysis, F test was followed by t- test. The t- ratio of post test scores of achievement in English of experimental and control group has been shown in table 6. The t value testing the significance of post scores of achievement in English is 3.766, and this value has been found significant at 0.05 level of significance.

The table 2 shows that the mean scores of achievement in English of experiment group i.e group taught through activity based learning is 28.30, which is higher than the corresponding mean scores of the control group and the t value testing the significance of post scores of achievement in English is 3.766, and this value has been found significant at 0.05 level of significance. The assessment of means indicate that students when taught through Activity based teaching strategies performed better in Achievement test than students taught through traditional teaching.

Discussion of Results: Here, the aim of the researcher was to find out the significant difference between achievement in English of groups taught through activity based teaching strategies and traditional teaching strategy. In our study, it has been found that a worth mentioning difference has been seen in both the groups. The results of the study correlate with many researchers in the past. It has been seen that Achievement is an important variable as at school and college level, a student is judged through his performance/achievement in the given field. Achievement is affected by many factors and this variable has several aspects to study.

ANALYSIS OF ENGLISH LANGUAGE ANXIETY

Table 7: Analysis of Descriptive Statistics of English Language Anxiety

Variable (Achievement in English)	Experimental group					Control group				
	N	Mean	SD	Sk	Ku	N	Mean	SD	Sk	Ku
Pre test scores	100	130.87	14.20	-0.83	1.92	100	131.32	14.84	-0.88	1.19

Descriptive Analysis of Post test scores- The post test scores of English language anxiety test for experimental and control groups were subjected to descriptive statistics such as mean, standard deviation, skewness, kurtosis, range and frequency polygons. The obtained means of scores of English language anxiety of the experimental and the control groups have been presented in table 8.

Table 8: Means of scores of English language anxiety of the experimental and the control groups

Variable (Achievement in English)	Experimental group					Control group				
	N	Mean	SD	Sk	Ku	N	Mean	SD	Sk	Ku
Post test scores	100	94.69	18.74	-0.08	-0.61	100	110.76	17.98	-0.82	0.42

Mean Scores: The table 8 shows that the mean scores of post test of English language anxiety of the experimental group is 94.69 and the mean scores of post test of English language anxiety of the control group is 110.76. It indicates that the mean scores of experimental group are lower than the mean scores of control group leads to reduction in anxiety. Standard deviation of the experimental group is 18.74 where as the standard deviation of control group is 17.98. The value of skewness of experimental group was found to be -0.08 and that of control group was - 0.82. Therefore, it depicts that the value of skewness lies within the acceptable limits of normality of distribution. So we can conclude that values don't variate much from Kurtosis:

The scores of the test of English language anxiety were computed and analyzed of subjects of both the groups viz., Experimental and Control Group.

Table 9: Shows the Means and SDs of the scores of English language anxiety of experimental and control group.

Variable (English language anxiety)	Experimental group					Control group				
	N	Mean	SD	Sk	Ku	N	Mean	SD	Sk	Ku
Pre Test scores	100	130.87	14.20	-0.83	1.92	100	131.32	14.84	-0.88	1.19
Post test scores	100	94.69	18.74	-0.08	0.61	100	110.76	17.98	-0.82	0.42

Inferential Analysis of English Language Anxiety To assess the English Language Anxiety scores, Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz and Cope (1986) has been used. The scores of each and every student of pre and post tests were calculated and analyzed. These scores of English Language Anxiety were analyzed through ANOVA (analysis of variance). The third hypothesis stating: "There exists no significant difference between English language anxiety of groups taught through activity based teaching strategies and traditional teaching strategy."

In this study, there were two groups viz. Experimental group, which is exposed to Activity based teaching strategies and Control group, which is exposed to traditional method. The sample was distributed randomly to these groups.

Table: 10 Homogeneity of Variance:

Pre test scores on English language anxiety	Sum of squares	Df	Mean Square	F	Level of Significance
Between groups	7.707	1	7.707	0.037 0.849	0.037 0.849
Within Groups	31238.987	148	211.074		
Total	31246.693	149			

Table value of F-ratio (1,148) at 0.05 is 3.90

Analysis of Variance of Post Test Scores of English Language Anxiety

Table 11: Representing Analysis of Variance (ANOVA) on the Post Test Scores of English language anxiety

Post test scores on English language anxiety	Sum of squares	Df	Mean Square	F	Level of Significance
Between groups	9680.167	1	9680.167	26.431	0.00
Within Groups	49943.627	148	337.457		
Total	59623.793	149			

From the table 11 we can see that F ratio has come to be 26.431 for the post test scores of English language anxiety with $p < .05$. Therefore it is clearly indicated that there exists a significant difference among the post test scores of two groups taught through different methods on English language anxiety.

Table 12: Representing t-test on the Post test Scores of Experimental and Control groups of English language anxiety

Statistical Parameters	Mean Difference	Standard Error	95% Confidence Interval of the Difference		t value	Df	Level of Significance
Dependent Variable			Lower	Upper			
English Language Anxiety	16.067	3.00	10.139	21.995	3.999	5.356	$p<0.05$

The assessment of means indicate that students when taught through Activity based teaching strategies performed better in English language anxiety than students taught through traditional teaching.

Thus, the second hypothesis stating "There exists no significant difference between English language anxiety of groups taught through activity based teaching strategies and traditional teaching strategy." is rejected.

FINDINGS OF THE STUDY

Results related to Achievement in English: There was statistically significant difference in the scores of achievement in English of experimental and control groups. The mean of experimental group was found more than control group. Therefore, the more level of impact is seen in the experimental group as compared to control group. The assessment of means indicate that students when taught through Activity based teaching strategies performed better in achievement in English than students taught through traditional teaching

Results related to English language anxiety: There was statistically significant difference in the scores of English language anxiety of experimental and control groups. The mean of experimental group was found less than control group resulted in decreasing of English language anxiety. Therefore, the more level of impact is seen in the experimental group as compared to control group. The assessment of means indicate that students when taught through Activity based teaching strategies felt less anxiety than students taught through traditional teaching

EDUCATION IMPLICATIONS:

- The use of activity based teaching learning makes the teaching learning a two way process. Various activities related to grammar made the learners active participants in the classroom.

- Teachers should bring various activities in the classrooms and try to make their students active learners. Usage of activities

- The activity based teaching strategies provided opportunities to the learners to discuss and share ideas with each other. Students can perform many activities in the teams/groups.

- Activities inculcated various values and skills like leadership, motivation, peer support, team management and team work. So using activities, a teacher can inculcate various skills and values while teaching.

- Activity based teaching learning involved higher interaction ability among learners.

- The researcher emphasized the use of English language while communicating anything. This gave wonderful results and students gained independent and critical thinking skills. So every language teacher should make his/her classroom activity friendly.

- Activity based teaching learning completely discouraged the rote learning among the students. Every student understood the grammar concept while performing activities.

- The activities used in the study were related to the real life experience of the students where students shared their personal experiences, described everyday objects. So these real life experiences and stories used in the activities helped the students to overcome their anxiety and improved their communication skills.

- The real life experience also helped the learners to transform their knowledge into their personal knowledge, which they can apply in any different situation. So teachers should incorporate activities to overcome the anxiety while using the English language..

- English language teacher should try to understand that English language is not like any other subject, it's our second language so it needs some special attention on the part of both teacher and student. The researcher had noted that students enjoyed a lot while performing activities while in the control group where students were taught by traditional methods acted as passive listeners even after researcher tried a lot to involve them. So, teachers should take the help of activities in the classrooms.

- In activity based teaching and learning, the students should not be burdened with the monotonous home work. Students should an activity in the form of homework for example; finding nouns/ pronouns/preposition etc from the newspaper. So teachers instead of giving them long exercises can experiment with their homework in the form of activities and students would love to do it.

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