

## Effect of Activity-Based Teaching on Grade VIII Students Writing Outcomes

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**Abstract:** This study investigates the impact of Activity-Based Teaching (ABT) strategies on the writing outcomes of Grade VIII students in Vehari District, Punjab, Pakistan. With the increasing demand for effective English writing skills, especially in academic and professional settings, the study aims to identify whether a shift from traditional rote-learning methods to interactive, student-centered teaching can bring measurable improvement in students' writing abilities. A quasi-experimental design involving control and experimental groups was employed. Pre-tests and post-tests were administered to assess the improvement in writing skills. One standardized instrument on ABT was adopted, whereas a self-constructed instrument on the lesson Let's Make Our Road Safe and Hazrat Umer (رَضِيَ اللهُ عَنْهُ) was used to collect the data from participants. The results of an independent sample t-test show significant improvement in the writing performance of students exposed to ABT, confirming the effectiveness of this pedagogical shift. The results confirm that in case of pre-test there were no significant difference regarding ABT on topic let's make our road safe and Hazrat Umer (رَضِيَ اللهُ عَنْهُ) through control and experimental group whereas ABT on topic let's make our road safe and Hazrat Umer (رَضِيَ اللهُ عَنْهُ) through control group and experimental group showed more reading outcomes among grade VIII students. The study recommends the inclusion of ABT in the English curriculum across middle schools in Punjab and targeted professional development for teachers.

**Key Words:** Metaverse Gaming, Appearance of Avatars, Social Interaction, Media Richness, Embodied Social Presence

### Introduction

Students face writing as an essential competency that forms both academic achievement and clear communication. The academic expectation for middle school Grade VIII students includes advancing their writing expertise with imaginative substance and logical organization and strict adherence to language rules. Standard teaching approaches fail to deliver effective student engagement; thus students show poor writing results. Activity-Based Teaching (ABT) provides a teaching method that uses interactive and meaningful student-centered learning to enhance writing capabilities (Noreen & Rana, 2019). The approach utilizes interactive student-focused assignments, including brainstorming tasks and group talks, which are conducted by students while playing their roles, telling stories, and completing writing projects. The effectiveness of ABT in Grade VIII writing outcome enhancement becomes apparent by studying its influence on student motivation and thinking skills and language mastery and written content achievement (Akerson et al., 2000).

ABT functions as the primary advantage since it helps students develop a stronger drive for writing through its methods. Traditional teaching structures incorporating lectures demand passive student learning since students need to memorize verbal instructions for grammar rules along with writing frameworks but lack practical application (Choo, 2007). Active student participation emerges as a key feature of ABT because the approach lets learners gain practical experience through writing activities. Deci and Ryan (2012) demonstrate that language learners experience better writing motivation when integrated into the learning process because intrinsic motivation serves as a fundamental factor,

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according to their research. Learning agencies benefit writers by combining interactive educational exercises, such as team-based narration and practical writing responsibilities, including virtual correspondence assignments. Positive writing attitudes form as a direct result of this approach because they serve as essential components for long-term progress.

ABT serves as a systematic approach to enhance the reading comprehension abilities of students (Anwer, [2019](#)). The principles of ABT provide students with an effective learning environment that overcomes traditional method limits while keeping learning inclusive for all. Strategic intervention combined with policy backing creates the necessary conditions for ABT adoption, which allows all students to build essential reading competencies for academic and lifelong achievement (Al Shloul et al., [2024](#)). ABT delivers an effective solution for enhancing reading comprehension skills among students. ABT delivers academic gains through interactive learning methods that actively engage students because this approach builds students' understanding and their intellectual abilities and reading skills (Borges et al., [2024](#)). The implementation of ABT enables students to gain experience with active learning together with essential academic ability advancement. ABT provides significant learning benefits that exceed potential challenges to become one effective technique for developing classroom literacy skills (Amelia et al., [2024](#)). The educational environment of the 21st century requires students to focus strongly on developing their writing abilities. Writing serves as both core language ability and an intellectual procedure that helps students express thoughts and demonstrate critical thinking ability (Robillos, [2024](#)). The writing skill stands as one of the most difficult abilities to learn for students because conventional instruction methods prevail in classrooms. Traditional methods operating function with a teacher-centered approach based on memorization drills while delivering insufficient chances for students to use language meaningfully (Strobl et al., [2024](#)). Students face challenges in generating proper written texts with contextual accuracy because this difficulty reduces their educational advancement and blocks their career possibilities.

It seems that ABT stands as an effective teaching approach that enhances students' investment during learning while supporting their creativity in learning. The constructivist learning theory underpins ABT, which enables students to develop knowledge while doing hands-on work as well as collaborative activities that link with real-life situations (Bada & Olusegun, [2015](#)). The writing instruction under ABT incorporates story mapping, group discussion, role playing, peer feedback and, brainstorming that collectively support student writing development. The research shows that teaching through activity-based methods produces positive writing outcomes in students above traditional pedagogical approaches (Bakkru & Mehta, [2020](#)). ABT implementation in Pakistani schools represents an opportunity to boost comprehension abilities while replacing traditional rote memorization practices because it guides students to inspect and investigate text content effectively (Rahman et al., [2019](#)). The teaching method supports Vygotsky's ([1978](#)) Social Constructivist Theory because it emphasizes student cognitive development through social interaction, which makes it suitable for collaborative educational environments.

The educational environment of Punjab features multiple socioeconomic, linguistic, and cultural communities among its students. The education landscape enriched by these elements creates different obstacles that teachers confront, especially when instructing languages in the classroom. Students show better learning outcomes by constructing their knowledge instead of just receiving information (Mayer, [2004](#)). Traditional methods prove insufficient for handling student complexities to abandon reading activities and fail to understand written content. ABT developed solutions for reading that handle students' varied learning requirements while building an inclusive learning environment. The following introduction explains why ABT suits students' reading comprehension improvement in Punjab education. Traditional methods fail to address education challenges in Punjab; therefore, the exploration focuses on ABT theoretical principles to showcase its value for improving reading comprehension issues. Students show better learning outcomes by constructing their knowledge instead of just receiving information. The current research was conducted in the Vehari District in Punjab, Pakistan, which has a literacy rate of 59.10%, with 66.43% for males and 51.57% for females. The district hosts 1,425 schools and 15 colleges, comprising four for boys, eight for girls, and three commerce colleges. Despite these facilities, challenges such as student dropout rates persist, influenced by family tension, child labor, and low family income. Additionally, parental involvement has been shown to significantly enhance children's academic performance in the district.

### Statement of the Problem

ABT converts traditional methods of teaching into active student work that includes brainstorming together with collaborative writing and peer-review as well as storytelling activities. Traditional teaching methods in Pakistan for English language writing have long been overshadowed by grammar-translation and rote memorization approaches that enhance students' poor performance. This is more dominant in the rural areas of the Vehari district of the Punjab province of Pakistan because teacher-centered instructions lead students to face challenges with coherent written poor expression. The productive nature of writing requires learner-centered methods which foster thinking skills and creativity to build creative ideas. These activities are conducted to increase student motivation, participation and understanding, full comprehension, and knowledge retention. Few studies exist in Pakistan to understand how ABT affects students' writing performance especially within the context of Vehari (Anwer, 2019; Noreen & Rana, 2019). The current research fills the gap by exploring the importance of ABT on elementary school students' writing outcomes.

### Objectives of the Study

The current research was structured to find the answers to the following questions

1. To compare students' writing performance taught through ABT in terms of control and experimental group on lesson Let's Make Our Road Safe
2. To compare students' writing performance taught through ABT in terms of control and experimental group on lesson Hazrat Umer (رَضِيَ اللهُ عَنْهُ).

### Research Design and Methodology

The current research was quantitative in nature, and the researchers applied a quasi-experimental research design with the pre-and-post test control group approach. In this design, the researcher(s) observe the effect of independent variables on dependent variables (Taheri & Okumus, 2024; Takona, 2024). The design allows determining the cause and effect among/between dependent and independent variables. In the context of educational settings, this research design able the researchers to compare the output between control and experimental variables, providing statistical evidence of intervention effectiveness. The sample of the current research consisted of the total number of Grade VIII public middle school students throughout the Vehari District. The researcher chose one private school consisting of 50 students of grade VIII for sampling purposes. The researchers divided students among two groups: the experimental group and the control group.

### Instrumentation

In this research, the author used two research instruments: **Part A:** Students' Opinion towards Activity-Based Learning by Deeudom (2022). The questionnaire was adopted to measure students' perceptions regarding teachers' use of ABT in reading English comprehension. The instrument overall 15-items categorized in 3-factors; students' opinion towards ABT lessons, students' opinion on ABT activities and students' opinion on ABT reading activities. The second **Part B** was the self-constructed instrument on students' English reading comprehension. The development of research instruments plays an important role in research studies. In the experimental research, the researchers constructed an instrument from the textbook of English textbook approved by the Punjab Curriculum Textbook Board, Government of the Punjab. From the topic list, the researchers selected two topics: *Let's Make Our Roads Safer and Hazrat Umer* (رَضِيَ اللهُ عَنْهُ). To measure students' reading comprehension, a self-constructed test was constructed. From lesson 1 (Let's Make Our Road Safer), the researchers constructed three factors: road safety awareness with 5 items, responsible behavior 5 items, and community involvement and suggestion also consist of 5-items mode of 5-point Likert-type options. Likewise, from the lesson, Hazrat Umar (رَضِيَ اللهُ عَنْهُ), the authors constructed three factors: leadership and justice 5-items, moral character and personal qualities 5-items, and governance and public welfare also consisted of 5-items mode of 5-point Likert options. The self-constructed validated from experts of language, psychology and curriculum having diverse experience in teaching well. A wide selection of texts from the Punjab Curriculum and Textbook Board was used in the creation of test items. Subject matter experts and language professionals from the Department of English at the University of Lahore revised the test after its creation. The experts recommended changing questions

that simply revealed student knowledge, such as questions about the status of Let's Make Our Roads Safer and Hazrat Umer (رَضِيَ اللهُ عَنْهُ). Experts approved the content validity of the test due to its crucial importance. The test reliability was established through the split-half technique, which resulted in a very high coefficient value of 0.851. The researchers administered teacher-made pre-tests and post-tests to gather data from the students. Within this study, two independent groups served as both the experimental and control groups, so researchers applied the independent sample t-test because it offered optimal results when evaluating independent groups.

### Data Analysis and Interpretation

This study depended on data analysis as a necessary component for its advancement. The data analysis involved the independent sample t-test because the study included two independent groups of experimental and control participants. This technique proved most appropriate for such group comparison. The assessment was conducted manually, together with statistical analysis by SPSS to prevent various types of inaccuracies.

**Table 1**

*Pre-test on experimental and control group on ABT and reading outcomes*

Variable(s)	Pre-test	N	M	SD	F	df	t	p
Activity based teaching	Control group	25	59.52	7.12	1.43	48	.901	.485
	Experimental group	25	60.80	5.65				

The interpretation of Table 1 confirms that an independent sample t-test was applied to compare ABT on grade VIII students' writing outcomes through the control group and experimental group in the pre-test,  $t(48) = .901$ ,  $p > .05$ . The output confirms no significant difference between the control group ( $M = 59.52$ ,  $SD = 7.12$ ) and experimental group ( $M = 60.80$ ,  $SD = 5.65$ ) in reading outcomes of grade VIII students in reading outcomes.

**Table 2**

*Post-test of Experimental and Control Group on ABT and Reading Outcomes*

Variable(s)	Post-test	N	M	SD	F	df	t	p
Activity-based teaching	Control group	22	59.41	6.83	1.43	48	.704	.025
	Experimental group	28	60.75	5.86				

The explanation of Table 2 proves that an independent sample t-test was applied to compare ABT on grade VIII students' writing outcomes through the control group and experimental group,  $t(48) = .074$ ,  $p < .05$ . The outcome ensured a significant difference between control group ( $M = 59.41$ ,  $SD = 6.83$ ) and experimental group ( $M = 60.75$ ,  $SD = 5.86$ ).

**Table 3**

*Pre-test on Control and Experimental Group on Let's Make our Road Safer*

Variable(s)	Pre-test	N	M	SD	F	df	t	p
Let's Make Our Road Safer	Control group	26	8.08	2.09	5.030	48	3.938	.530
	Experimental group	24	10.04	1.32				

The understanding of Table 3 ensured that an independent sample t-test was applied to compare the concept about let's make our road safer of grade VIII students writing outcome through control group and experimental group,  $t(48) = 3.938$ ,  $p > .05$ . The out ensured no significant difference between control group ( $M = 8.08$ ,  $SD = 2.09$ ) and experimental group ( $M = 10.04$ ,  $SD = 1.32$ ) in reading outcomes of grade VIII students in let's make our road safer.

**Table 4***Post-test on Control and Experimental Group on Let's Make our Road Safer*

Variable(s)	Post-test	N	M	SD	F	df	t	p
Let's Make Our Road Safer	Control group	23	8.09	1.41	4.860	48	3.317	.032
	Experimental group	27	9.82	2.08				

The interpretation of Table 4 reflects that an independent sample t-test was used to compare Let's Make Our Road Safer on grade VIII students' writing outcomes through the control group and experimental group. The results confirm a significant difference between the control group ( $M=8.09$ ,  $SD=1.14$ ) and the experimental group ( $M=9.82$ ,  $SD=2.08$ ) in the reading outcomes of grade VIII students regarding the topic Let's make Our Road Safer.

**Table 5***Pre-test on Control and Experimental group on Hazrat Umer (رَضِيَ اللهُ عَنْهُ)*

Variable(s)	Post-test	N	M	SD	F	df	t	p
Hazrat Umar (رَضِيَ اللهُ عَنْهُ)	Control group	25	12.60	1.47	2.307	48	.175	.636
	Experimental group	24	12.66	1.17				

The interpretation of Table 5 confirms that an independent sample t-test was applied to compare grade VIII students' writing outcomes through the control group and the experimental group. The output shows no significant difference between the control ( $M=12.60$ ,  $SD=1.47$ ) and the experimental group ( $M=12.66$ ,  $SD=1.17$ ) in the reading outcomes of grade VIII students on the topic of Hazrat Umer (رَضِيَ اللهُ عَنْهُ).

**Table 6***Post-test on Control and Experimental Group on Hazrat Umer (رَضِيَ اللهُ عَنْهُ)*

Variable(s)	Post-test	N	M	SD	F	df	t	p
Hazrat Umar (رَضِيَ اللهُ عَنْهُ)	Control group	22	12.64	1.49	4.860	48	3.317	.032
	Experimental group	27	12.63	1.18				

The understanding of Table 6 reflects that an independent sample t-test was run to compare ABT on grade VIII students' writing outcomes through the control group and the experimental group. The results confirm a significant difference between the control group ( $M=12.640$ ,  $SD=1.49$ ) and the experimental group ( $M=12.63$ ,  $SD=1.18$ ) in the grade VIII students' reading outcomes on the topic Hazrat Umer (رَضِيَ اللهُ عَنْهُ).

## Discussion

Writing acts as a building block in academics through which students achieve effective communication outcomes. Students need to advance their writing abilities by showing creativity together with clear coherence while mastering proper grammatical elements. Current educational practices lack student effectiveness and cause substandard writing performances among learners. Students achieve improved writing competencies through the ABT because it ensures active learning and complete student involvement, and meaningful interaction (Beisbier & Laverdure, 2020). Under this teaching practice, students participate through group activities that combine brainstorming along with discussions, role-playing tasks, storytelling, and project work for writing assignments (Bekirova et al., 2021). The effectiveness of ABT in student writing enhancement depends on its ability to influence motivation levels together with critical thinking development and linguistic capacity, as well as writing performance outcomes. Through active participation, students can meaningfully work with their writing tasks under ABT (Chauca et al., 2021). Intrinsic motivation stands vital in language acquisition because when students take an active part in their learning, they display stronger writing interest (Deci & Ryan, 2012; Lijanporn & Khlaisang, 2015).

Students who participate in higher-order thinking activities develop better abilities in writing coherence and argumentation (Girgin et al., [2020](#)). Through language games and peer editing, students gain practical experience to use the writing language correctly. The principles of ABT match the approach of communicative language teaching, as Dzulkifli et al. ([2021](#)) show that this teaching method produces improved writing fluency and grammatical accuracy. The writing proficiency of students receives significant improvement through implementing writing interventions that combine collaborative learning with writing across curricula and process writing methods (Martella et al., [2020](#)). Differentiated instruction produces enhanced academic performance because it maintains full student participation regardless of their learning styles (Bahar & Aksut, [2020](#)). Achieving successful outcomes from ABT implementation requires teachers to develop proper planning strategies alongside being ready to deal with new challenges (Carbonneau & Marley, [2013](#); Orakci & Gelisli, [2019](#)). A major challenge in ABT happens when teachers have to create detailed lesson plans that join activities to corresponding instructional targets (Mokiwa & Agbenyeku, [2019](#)). The activities enchant students and enhance their learning effectively. Professional development programs offer evidence that shows how they assist teachers in successfully merging ABT methods into their classroom instruction. Teacher training in student-focused teaching methods, along with assessment techniques and classroom discipline approaches, boost the effectiveness of Alternative Benchmarking Techniques (ABT) for writing improvement (Alhaisoni, [2012](#); Kaur & Sankhian, [2017](#)).

## Conclusions

The research design uses this methodology to conduct an extensive study which tests how well ABT handles student writing skill improvement. ABT is an outstanding teaching method that significantly improves student writing results. ABT emerges as a teaching method that enhances writing skills through improved motivational levels while developing critical thinking and linguistic capacity and allowing students to get sufficient practice. The flexible teaching approach of ABT addresses multiple types of learners in a way that makes it an essential pedagogical tool for middle school classrooms. Successful implementation of ATB needs teachers to get proper training, and structured lessons must be developed along with assessment systems designed to fit interactive learning goals. Educational development depends on the integration of ABT strategies for writing instruction because this methodology builds student proficiency levels, which prepares them for their academic and professional careers ahead.



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