PROSCHOLAR INSIGHTS

Research Article   **Open Access Journal**

Activity-Based Teaching: A Path to Better Reading Comprehension for Grade VIII Students

Muhammad Inam Waris [1]   **Abid Hussain Ch [2]**

[1] PhD Scholar, Department of Education, The University of Lahore, Lahore, Punjab, Pakistan.
✉ warisinaam@gmail.com
[2] Professor, Department of Education, The University of Lahore, Lahore, Punjab, Pakistan.
✉ abid.hussain@ed.uol.edu.pk

Abstract: The current research was conducted to explore grade eighth students' reading comprehension in private-sector educational institutions. The current research follows a research design based on experimentation. A pre-test with a group design for an equivalent post-test testing structure was implemented throughout the study. A standardized instrument was adopted from the authors upon request on ABT, and a self-constructed instrument on English reading comprehension. The instrument was validated by experts, and Cronbach's alpha reliability was calculated. The sample consisted of 50 students divided into two groups: the control group and the experimental group. Pre and post-tests were conducted among the participants. Moreover, the results confirm no significant difference between ABT and students' reading comprehension in the subject of English; students of the control group have the same level of reading comprehension as students of the experimental group. Moreover, a significant difference existed between ABT and students' reading comprehension in English through the control and experimental groups; students had a better understanding of reading comprehension in English in the experimental group than students in the control group. The study recommends the adoption of ABT in middle school classrooms to address the growing concerns about literacy development and to ensure students are better equipped for academic success.

Keywords: Activity-Based Teaching, Reading Comprehension, Grade VIII Students, Literacy Development, Collaborative Learning, Critical Thinking, Teaching Strategies

Corresponding Author:
Muhammad Inam Waris
PhD Scholar, Department of Education, The University of Lahore, Lahore, Punjab, Pakistan.
✉ warisinaam@gmail.com

Introduction

English plays a pivotal role in global communication, knowledge dissemination, and research and publications. It is serving as a medium in educational institutions (Crystal, 2003). English language learning depends on reading comprehension skills that demand fundamental abilities. Students learn English, yet they face difficulties while mastering reading skills because traditional rote-learning methods control classroom instruction. ABT represents an advanced remedy to address challenges. The method centres learning activities on active student participation, which fosters students' intellectual thinking while building meaningful connections in the education process (Flowerdew, 2015).

    Comprehension refers to the way students create meaning by interacting with written materials (Doff, 1998). Teachers acknowledge the diversity of student learning styles when instructing reading to different students. Reading demands students to understand both implicit and explicit textual meanings as their main educational objective (Spear-Swerling, 2006). Various cognitive processes, together with multiple practices, produce understanding (Prados Sánchez et al., 2023). Students, through mental abilities, merge their knowledge with information-sorting procedures that determine how they experience the world around them. Every process of understanding, either through speech

or writing, requires these cognitive mechanisms to function. The relationship between perception and prediction remains linked because predictions require individuals to ask questions while examining possible answers (Setayesh & Marzban, 2017). An effective method to improve reading comprehension includes giving enough time for reliable text interaction alongside student-focused reading support, group work, and teacher-student dialogue (Fielding & Pearson, 1994). Reading comprehension leads to meaning creation through written texts, while readers' understanding of language structures interacts with their background knowledge and reading intentions. The language learning framework serves as an operation zone that includes both language comprehension and production (Setayesh & Marzban, 2017). The analysis of a text identifies its purpose for communication and its context, while language learning functions as the primary outcome instead of being considered the final objective. Mehri et al. (2017) define language learning as an active multidimensional creative process that includes interdependent thinking abilities essential for classrooms.

Traditional teaching methods occupy most Punjab classrooms through approaches based on lectures with passive methods of student learning. These efficient strategies deliver content devoid of effective student participation in the learning process. The researchers indicate that these teaching methods disadvantage students with language processing difficulties because they prevent them from active engagement or clarification of confusion points (Rintaningrum et al., 2023). Grade VIII students face severe difficulties because they need to develop advanced reading abilities, including inference, synthesis, and critical analysis. Student diversity regarding language abilities and cultural heritage is denied by strict educational approaches to teaching. The multilingual residents of Punjab mainly use Punjabi, Urdu, and English as spoken languages every day. The current educational methods ignore linguistic differences, which create insufficient links between what students speak at home and the language of school instruction. The mismatch between students' home languages and the language of instruction affects their understanding of texts (Lupyan & Dale, 2016). Activity-based teaching emphasizes interactive, student-centred learning through hands-on activities, group work, and real-life problem-solving, fostering creativity and critical thinking. In contrast, traditional teaching methods are teacher-centred, focusing on lectures, rote memorization, and passive learning, often limiting student engagement, participation, and deeper understanding of the subject matter. Activity-based teaching promotes student engagement through hands-on learning, collaboration, and critical thinking, whereas traditional methods rely on rote memorization, teacher-centred instruction, and passive learning with limited student interaction (Yüksel, 2014).

Statement of the Problem
Academic success depends heavily on reading comprehension, but Grade VIII students find it challenging to teach this essential skill mainly because lecture-based teaching still prevails (Shanahan et al., 2010). Active engagement through Activity-Based Teaching (ABT) serves as an evidence-based approach for teaching students in a way that strengthens their knowledge retention and deep understanding (Bonwell & Eison, 1991). ABT stands apart from passive learning practices with its implementation of activity-based group conversations, role-play sessions, and hands-on work that enables students to learn using their unique preferences (Prince, 2004). The evaluation of ABT's effects on student participation along with comprehension outcomes helps advance literacy teaching methods, especially in classrooms where the teacher dominates instruction (Freeman et al., 2014). The researchers investigate how ABT affects reading comprehension abilities among Grade VIII students in Punjab, along with its practical implementation and resulting effectiveness.

Objectives of the Study
The current research was framed to explore the following research objectives.
1. To explore students' perception of Activity Based Teaching about English reading
2. To find out a significant difference between pre-post-test and students' English comprehension

Research Design and Methodology
The current research employed quantitative research through a quasi-experimental design to measure the ABT on elementary students reading compression in English. A control group through traditional teaching and an

experimental group through ABT were applied. Kerlinger ([1973](#)) explains that research design produces research structure and techniques for conducting the research. This study follows a research design based on experimentation. A pre-test with a group design for an equivalent post-test testing structure was implemented throughout the study. Thompson and Panacek ([2006](#)) explain that experimental design maintains consistent standards dating back many years, so scientists consider it the "gold standard" for evaluating other research methods. The current research was conducted in one of the private sector schools of District Vehari, Punjab-Pakistan. The authors selected two groups: Group A was a control group, and Group B was an experimental group. English was taught through ABT, and instructions were given to another group through traditional teaching.

Instrument

Research instruments are of great importance in research studies. In the case of experimental studies, it has more significant worth. In this regard, the researchers self-constructed a questionnaire for eighth-grade students. The instrument was pre-test and post-test administered in the current research. The pre-test was considered to distribute a sample term of experimental and control groups before starting this experiment, whereas a post-test was conducted afterwards. This test was based on 15 items of English reading comprehension. This content-based test was selected from the eighth-grade English lessons. The test consisted of multiple choice items selected from the lesson (a) tolerance of the Holy Prophet (PBUH), having 8 items, and a great virtue consisting of a 7-item mode of 5-point Likert type options. For the construction of a self-constructed instrument, the authors studied related books from the literature and consulted IELTS and TOEFL websites. The considerations of subject specialists and language experts were taken into account. The researchers themselves conducted experiments. In a classroom, the treatments were given to the experimental and control group. The experts ensured the validity of the content. Likewise, Cronbach's alpha reliability statistics were ensured at .79. Finally, a sample of 50 students (two sections), 25 students each, were finally targeted through pre and post-tests for 16 weeks. To measure students' ABT, the authors adopted the Students' Opinion Questionnaire toward ABL from the author (Deeudom, [2022](#)). The questionnaire was adopted based on exploring the effectiveness of teaching methods, assessment, general management, enhancement of reading comprehension, and students' overall perception of ABT. The scale consisted of 15 items with a 5-point Likert-type option ranging from strongly agree to strongly disagree.

Data Collection Procedures

The current experimental research on English reading education through ABT was planned in one of the private sector schools of Vehari. Researchers explored how interactive instructional methods affect student reading abilities. Private schools within Vehari offer students superior facilities, decreased student numbers, and more flexibility to explore new educational strategies. The researchers establish the effect of ABT on student reading comprehension together with their level of involvement by using this method. The study revealed principles for English comprehension improvement at private institutions, which serve as examples of wider educational transformation across all schools. The researchers begin by testing students with a pre-test to determine their starting reading comprehension abilities. The intervention brings in ABT methods that drive students to engage actively with reading content. The designed activities run across an established timeline, which commonly lasts for multiple weeks. A standardized post-test following ABT instruction aligns with pre-test measure-ups to check for reading comprehension improvements. The researchers examine differences between initial test results and subsequent test outcomes to measure ABT's success rate.

Data Analysis and Interpretation

Data analysis is an important step in research studies. In the current research, there were two independent groups; control and experimental. The researchers applied an independent sample t-test to make a comparison between the control and experiment groups through ABL.

Table 1

Opinions toward ABT Lessons

Sr. #	Statements	Options										M	SD
		SAD		DA		UD		A		SA			
		f	%age	f	%age	f	%age	f	%age	f	%age		
1	The ABT lesson is well-organized	9	18.0	8	16.0	4	8.0	16	32.0	13	26.0	3.3	1.48
2	The content is presented	9	18.0	8	16.0	4	8.0	20	40.0	9	18.0	3.2	1.41
3	The content is appropriate for my level	11	22.0	13	26.0	9	18.0	12	24.0	5	10.0	2.7	1.32
4	The content is up-to-date	9	18.0	12	24.0	6	12.0	8	16.0	15	30.0	3.2	1.53
5	Content corresponds to the objectives of the study	17	34.0	9	18.0	7	14.0	8	16.0	9	18.0	2.7	1.53

The interpretation of Table 1 confirms that more participants agreed (16, 26%) that ABL lessons were well organized, agreed that the content was organized (20, 40%), content is approximately for their level (12, 24%), strongly agreed that content is up-to-date (15, 30%) and strongly disagreed that the content corresponds to the objectives of the study (17, 34%).

Table 2

Opinions toward ABT Activities

Sr. #	Statements	Options										M	SD
		SAD		DA		UD		A		SA			
		f	%age	f	%age	f	%age	f	%age	f	%age		
1	The ABT activities match my interest.	10	20.0	9	18.0	6	12.0	18	36.0	7	14.0	3.06	1.39
2	The ABT promotes hands-on experiences.	9	18.0	8	16.0	5	10.0	11	22.0	17	34.0	3.38	1.54
3	The ABT promotes collaboration.	9	18.0	13	26.0	9	18.0	8	16.0	11	22.0	2.98	1.44
4	ABT encourages learning about current situations.	9	18.0	9	18.0	9	18.0	13	26.0	10	20.0	3.12	1.41
5	ABT helps to express opinions without the fear of mistakes	11	22.0	9	18.0	8	16.0	16	32.0	6	12.0	2.98	1.33

The interpretation of Table 2 assured that more participants agreed (18, 36%) that ABL activities match their interest, strongly agreed (17, 34%) that ABT promotes their hands-on experiences, disagreed (13, 26%) that ABT promotes collaboration, agreed (13, 26%) that ABT encourages them to learn more about current situations and also agreed (16, 32%) that ABT helps them in expressing their opinions without fear of making mistakes.

Table 3

Opinion toward ABT Reading Comprehension

Sr. #	Statements	Options										M	SD
		SAD		DA		UD		A		SA			
		f	%age	f	%age	f	%age	f	%age	f	%age		
1	ABT is effective for reading texts.	2	4.0	3	6.0	12	24.0	18	36.0	15	30.0	3.82	1.06
2	ABT improves English reading comprehension.	4	8.0	1	2.0	6	12.0	15	30.0	24	48.0	4.32	0.77

Sr. #	Statements	Options										M	SD
		SAD		DA		UD		A		SA			
		f	%age	f	%age	f	%age	f	%age	f	%age		
3	ABT helps me grasp more vocabulary	2	4.0	2	4.0	1	2.0	16	32.0	29	58.0	4.36	1.01
4	ABT supports reading strategies	4	8.0	1	2.0	2	4.0	27	54.0	16	32.0	4.24	0.62
5	ABT encourages us to identify.	9	18.0	8	16.0	5	10.0	18	36.0	10	20.0	3.24	1.42

The interpretation of Table 3 revealed that more participants agreed (18, 30%) that ABT is effective for reading texts, strongly agreed (14, 48%) that ABT improves their English reading comprehension, strongly agreed (29, 58%) that ABT helps them to grasp more vocabulary, strongly agreed (16, 32%) that ABT support reading strategies (skimming, scanning, finding clues and predicting) and agreed (10, 20%) that ABT encourages them to identify answers of the questions easily.

Table 4

Students' Reading Comprehension on the Tolerance of the Holy Prophet (ﷺ)

Sr. #	Statements	Options										M	SD
		SAD		DA		UD		A		SA			
		f	%age	f	%age	f	%age	f	%age	f	%age		
The Holy Prophet (ﷺ)													
1	showed kindness to enemies.	2	4.0	12	24.0	2	4.0	8	16.0	26	52.0	2.92	0.85
2	prayed for the people of Ta'if	4	8.0	7	14.0	14	28.0	6	12.0	19	38.0	3.32	1.11
3	taught that forgiveness is better than revenge.	7	14.0	6	12.0	8	16.0	12	24.0	17	34.0	3.16	1.25
4	treated Muslims and non-Muslims with fairness.	2	4.0	6	12.0	6	12.0	14	28.0	22	44.0	3.32	0.98
5	forgave the old woman who threw garbage at him.	6	12.0	5	10.0	14	28.0	9	18.0	16	32.0	3.34	1.24
6	His patience spread Islam peacefully.	3	6.0	5	10.0	10	20.0	11	22.0	21	42.0	3.64	1.12
7	forgave the people of Makkah.	2	4.0	6	12.0	15	30.0	6	12.0	21	42.0	3.46	0.99
8	Follow the example with tolerance.	2	4.0	5	10.0	17	34.0	6	12.0	20	40.0	3.46	0.97

The interpretation of Table 4 confirms that there were more respondents who strongly agreed (26, 52%) that The Holy Prophet (PBUH) always showed patience and kindness, even towards his enemies, strongly agreed (19, 38%) that when the people of Ta'if mistreated the Holy Prophet (PBUH), he prayed for their guidance instead of seeking revenge, strongly agreed (17, 34%) that The Holy Prophet (PBUH) taught that responding with patience and forgiveness is better than seeking revenge, strongly agreed (22, 44%) that The Holy Prophet (PBUH) treated both Muslims and non-Muslims with fairness and kindness. Moreover, the majority of the participants strongly agreed (16, 32%) that The Holy Prophet (ﷺ) forgave the old woman who threw garbage on him, His patience helped spread Islam peacefully (21, 42%), forgave the people of Makkah after its conquest (21, 42%) and also majority were strongly agreed that we follow his example of patience and tolerance (20, 40%).

Table 5

Students' Reading Comprehension about a Great Virtue

Sr. #	Statements	Options										M	SD
		SAD		DA		UD		A		SA			
		f	%age	f	%age	f	%age	f	%age	f	%age		
1	Patience helps overcome difficulties	2	4.0	5	10.0	7	14.0	17	34.0	19	38.0	3.46	0.99
2	A tolerant person stays calm under stress	7	14.0	7	14.0	5	10.0	14	28.0	17	34.0	3.06	1.19
3	Patience and tolerance build a peaceful society	7	14.0	9	18.0	5	10.0	11	22.0	18	36.0	2.96	1.18
4	Lack of patience leads to conflicts	5	10.0	12	24.0	12	24.0	8	16.0	13	26.0	3.16	1.27
5	Tolerant people earn respect and admiration	6	12.0	6	12.0	9	18.0	12	24.0	17	34.0	3.24	1.24
6	Patience requires practice and self-control	11	22.0	6	12.0	4	8.0	7	14.0	22	44.0	2.74	1.19
7	Daily fortitude leads to success and happiness	4	8.0	5	10.0	13	26.0	8	16.0	20	40.0	3.46	1.13

The interpretation of Table 5 confirms that more respondents strongly agreed (19, 38%) that patience helps overcome difficulties, strongly agreed (17, 34%) that a tolerant person stays calm under stress, strongly agreed (18, 36%) that patience and tolerance build a peaceful society, strongly agreed (13, 26%) that lack of patience leads to conflicts, strongly agreed (17, 34%) that tolerant people earn respect and admiration, strongly agreed (22, 44%) that patience requires practice and self-control, and students were more strongly agreed (20, 40%) that daily fortitude leads to success and happiness.

Table 6

Pre-test of Experimental and Control Group in English Comprehension

Treatment	Pre-test	N	M	SD	F	df	t	p
ABT	Control group	25	59.52	7.12	1.433	48	2.70	.237
	Experimental group	25	60.80	5.65				

The interpretation of Table 6 confirms that an independent sample t-test was applied to compare a significant difference between the control and experimental groups of English reading comprehension through ABT. No significant difference t(48)=2.70, p>.05 between ABT and students reading English through comprehension existed. It is concluded that during English reading, students in the control group had the same level of reading compression (M=59.52, SD=7.12) as students in the experimental group (M=60.81, SD=5.62).

Table 7

Post-test of Experimental and Control Group in English Comprehension

Treatment	Pre-test	N	M	SD	F	df	t	p
ABT	Control group	25	50.43	8.36	3.43	48	6.43	.05
	Experimental group	25	67.52	5.67				

The explanations in Table 6 show that an independent sample t-test was applied to compare the significant differences between the control and experimental groups in terms of English reading comprehension during ABT. The output proves a significant difference t (48)=6.43, p<.05 existed between ABT and students reading English through comprehension through the control and experimental groups. It is concluded that students have more understanding of reading English comprehension in the experimental group (M=67.52, SD=5.67) than the students of the control group (M=50.43, SD=8.36).

Discussion

Activity-based teaching currently stands as an evidence-based method to boost reading comprehension abilities in students. Guthrie and Klauda (2014) reported that students who take part in discussion-based and simulation-based along with problem-solving learning activities understand texts at a deeper level than passive methods. In the last decades, ABT has gained great attention in reading comprehension in English subjects (Al Shloul et al., 2024). The available data demonstrates that ABT builds reading comprehension levels of critical thinking potential and higher cognitive engagement (Filiz & Güneş, 2023; Toshboyeva, 2024). Moreover, Pretorius and Spaull (2016) demonstrated that interactive teaching methods address reading difficulties because they enable students to build meaning from materials through hands-on activities. ABT stands as a recognized method to successfully enhance middle school students' reading comprehension. Through hands-on activities and group work together with role-playing as well as interactive discussions, learners experience better understanding and develop lasting memory retention (Guthrie & Klauda, 2014). The practice of ABT enables students to actively participate while developing their critical thinking along with motivation skills that support effective reading comprehension (Berdiyeva, 2023; Irmiş & Uludağ, 2023). Research demonstrates that ABT might not always produce desired outcomes in classrooms that have big classes with limited resources. Kirschner et a. (2006) demonstrate how students experience cognitive overload when learning with minimum guidance methods that correlate with ABT. Coyne et al. (2009) established that direct instruction works better as a teaching method for basic literacy skills, especially when applied to early-grade learners who need structured guidance. ABT with structured instruction proves best for Grade VIII students to achieve optimal educational results. The curriculum involves both instructional guidance and interactive activities, which help students learn reading skills together with text interpretation abilities. ABT led students to demonstrate better reading comprehension results than traditional lecture teaching approaches (Yang et al., 2024; Zappatore, 2024). Yüksel (2014) proved that students gained better skills in reading comprehension through implementing ABT and problem-solving activities as reading interventions. The research by Hattie (2009) used meta-analysis to show ABT through cooperative peer discussions and team learning produced significant reading comprehension results for students at different age levels.

Conclusions

Reading comprehension is a critical skill that influences academic success and lifelong learning. However, many Grade VIII students face challenges in understanding and interpreting texts effectively. ABT has emerged as a promising pedagogical approach to enhance student engagement and improve comprehension outcomes. This paper explores the role of ABT in improving reading comprehension skills among Grade VIII students. ABT is an interactive method that incorporates hands-on activities, collaborative tasks, and real-world applications to foster deeper understanding. By moving beyond traditional lecture-based instruction, ABT encourages students to actively engage with texts, think critically, and collaborate with peers to clarify and discuss content. The effectiveness of ABT is measured through pre- and post-assessment of students' comprehension levels.

The analysis of data revealed that subjects in the experimental group had better results because active student participation and involvement characterized their learning through ABT. Through ABT, students received sufficient chances to build their reading abilities. The reading final exam results of ABL students surpassed those of students who followed traditional teaching methods. Results from the reading post-test indicated that experimental participants achieved better comprehension than students from both groups in the control group. The students from the experimental group took an active part in their academic learning process. Students who taught through ABL performed better in reading comprehension than traditional teaching students even though they had identical academic levels because the new method created more engaging learning activities. This paper concludes by emphasizing the importance of integrating activity-based strategies into the curriculum to foster a more engaging and effective learning environment.

Recommendations

The development of ABL learning environments requires that teachers receive detailed training to achieve their goals. Activities used in the classroom need significant time investment when the lessons lack adequate planning. The

teacher should treat time as an essential component before executing any activity. Activities need to fulfil a time range that neither shortens nor stretches and beyond advisable limits. The instructional approach should encourage teachers to execute captivating yet challenging activities that represent the gap between student's current knowledge and their potential development. The study indicates that classroom-based activity learning brings effective results that endorse the implementation of ABT. Research-based activities and proven expert experience must guide English program developers in their support of ABT and their creation of program activities.

References

Al Shloul, T., Mazhar, T., Abbas, Q., Iqbal, M., Ghadi, Y. Y., Shahzad, T., ... & Hamam, H. (2024). Role of activity-based learning and ChatGPT on students' performance in education. *Computers and Education: Artificial Intelligence*, *6*, 100219. https://doi.org/10.1016/j.caeai.2024.100219

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition*. Addison Wesley Longman, Inc.

Berdiyeva, S. (2023). A story-based approach in teaching foreign language. *Modern Science and Research*, *2*(10), 262-266. https://inlibrary.uz/index.php/science-research/article/view/25083

Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom.* ASHE-ERIC Higher Education Report, Washington DC: School of Education and Human Development, George Washington University.

Coyne, M. D., Zipoli Jr, R. P., Chard, D. J., Faggella-Luby, M., Ruby, M., Santoro, L. E., & Baker, S. (2009). Direct instruction of comprehension: Instructional examples from intervention research on listening and reading comprehension. *Reading & Writing Quarterly*, *25*(2-3), 221-245. https://doi.org/10.1080/10573560802683697

Crystal, D. (2003). *English as a global language*. Cambridge University Press.

Deeudom, P. (2022). *The effect of activity-based learning to enhance English reading comprehension of ninth-grade students. Department of Curriculum and Instruction* [Master Thesis, Silpakorn University].

Dewey, J. (1938). *Experience and Education.* Macmillan.

Doff, A. (1998). *Teach English: A training course for teacher.* Cambridge University Press.

Fielding, L. & Pearson P.D. (1994). Reading comprehension: what works? *Educational Leadership, 51*(5), 1-62.

Filiz, T., & Güneş, G. (2023). Evaluation of activity-based mathematics teaching to students with learning disabilities in out-of-school learning environments. *Journal of Pedagogical Sociology and Psychology*, *5*(3), 150-166. https://doi.org/10.33902/jpsp.202323362

Flowerdew, J. (2012). *Discourse in English language education*. Routledge.

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the national academy of sciences*, *111*(23), 8410-8415. https://doi.org/10.1073/pnas.1319030111

Government of Pakistan. (2020). *National Education Policy. Ministry of Federal Education and Professional Training.*

Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading research quarterly*, *49*(4), 387-416. https://doi.org/10.1002/rrq.81

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

İrmiş, S., & Uludağ, A. K. (2023). The effects of blended learning activities based on the ASSURE model in teaching on students and teachers in music lessons. *International Journal of Assessment Tools in Education*, *10*(2), 303-330. https://doi.org/10.21449/ijate.1217352

Kerlinger, F. N. (1973). *Foundations of behavioral research.* New York: Holt, Rinehart & Winston.

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational psychologist*, *41*(2), 75-86. https://doi.org/10.1207/s15326985ep4102_1

Lupyan, G., & Dale, R. (2016). Why are there different languages? The role of adaptation in linguistic diversity. *Trends in Cognitive Sciences*, *20*(9), 649-660. https://doi.org/10.1016/j.tics.2016.07.005

Mangal, S. K., & Mangal, U. (2012). *Essentials of Educational Psychology.* PHI Learning.

Mehri, M., Rezaei, O., & Shakerian, P. (2017). The effect of the implementation of Task Based language teaching on Iranian EFL learners' reading comprehension performance. *Journal of Applied Linguistics and Language Research*, *4*(7), 247-259. https://www.jallr.com/index.php/JALLR/article/view/694

Piaget, Jean (1973). *To understand is to invent: the future of education.* New York: Penguin Books. Edited by Jean Piaget.

Prados Sánchez, G., Cózar-Gutiérrez, R., del Olmo-Muñoz, J., & González-Calero, J. A. (2023). Impact of a gamified platform in the promotion of reading comprehension and attitudes towards reading in primary education. *Computer Assisted Language Learning*, *36*(4), 669-693. https://doi.org/10.1080/09588221.2021.1939388

Pretorius, E. J., & Spaull, N. (2016). Exploring relationships between oral reading fluency and reading comprehension amongst English second language readers in South Africa. *Reading and Writing*, *29*, 1449-1471. https://doi.org/10.1007/s11145-016-9645-9

Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, *93*(3), 223-231. https://doi.org/10.1002/j.2168-9830.2004.tb00809.x

Rintaningrum, R., Kavgić, A., Garaeva, M., Shcherbatykh, L., Kosov, M., Morán, P., … & Dudnik, O. (2023). New concept of teaching English to students from Non-English speaking countries. *Emerging Science Journal*, *7*(6), 2202-2215. http://dx.doi.org/10.28991/ESJ-2023-07-06-020

Setayesh, M., & Marzban, A. (2017). The impact of task-based language teaching on the development of Iranian EFL learners' ESP reading comprehension skills. *Advances in Language and Literary Studies*, *8*(2), 70-76. https://journals.aiac.org.au/index.php/alls/article/view/3338

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. *What Works Clearinghouse*.

Spear-Swerling, L. (2006). Children's reading comprehension and oral reading fluency in easy text. *Reading and Writing*, *19*, 199-220. https://doi.org/10.1007/s11145-005-4114-x

Thompson, C. B., & Panacek, E. A. (2006). Research study designs: experimental and quasi-experimental. *Air medical journal*, *25*(6), 242-246. https://doi.org/10.1016/j.amj.2006.09.001

Toshboyeva, B. O. (2024). Personal activity-based approach to teaching foreign languages. *Foreign Linguistics and Linguodidactics Journal*, (2), 176-181. https://inlibrary.uz/foreign-linguistics/article/67546/68965/87615

Yang, W., Zhang, X., Chen, X., Lu, J., & Tian, F. (2024). Based case based learning and flipped classroom as a means to improve international students' active learning and critical thinking ability. *BMC Medical Education*, *24*(1), 759. https://doi.org/10.1186/s12909-024-05758-8

Yüksel, I. (2014). Impact of activity-based mathematics instruction on students with different prior knowledge and reading abilities. *International Journal of Science and Mathematics Education*, *12*, 1445-1468. https://doi.org/10.1007/s10763-013-9474-0

Zappatore, M. (2024). Incorporating collaborative and active learning strategies in the design and deployment of a master course on computer-assisted scientific translation. *Technology, Knowledge and Learning*, *29*(1), 253-308. https://doi.org/10.1007/s10758-023-09679-1