



EFFECTIVENESS OF INTERACTIVE LINGUISTIC APPROACH BASED INSTRUCTIONAL PACKAGE IN ENGLISH ON READING COMPREHENSION OF UPPER PRIMARY SCHOOL STUDENTS

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Abstract: The interactive linguistic approach is an educational methodology that emphasizes learner-centered, communicative, and interactive language learning. It focuses on authentic communication, collaboration, and learner engagement to develop linguistic skills. Major objective of the study is to find out the effectiveness Interactive Linguistic Approach based instructional package in English on reading comprehension of upper primary school students. Experimental method was adopted for the study. Two group pretest post-test nonequivalent experimental design is used. This study was executed on a sample of 80 upper primary school students. Simple random sampling technique is used for the study. 40 students were selected as experimental group and 40 students were selected as control group. The experimental group was exposed to Interactive Linguistic Approach based instruction while the control group was exposed to activity-oriented instruction. This study concluded that the interactive linguistic approach based instruction is better than activity-oriented instruction for enhancing reading comprehension of students at upper primary level.

Key terms: Interactive Linguistic Approach, Reading Comprehension

1. INTRODUCTION

“Language is the expression of ideas by means of speech sounds combined into words”

-HenrySwee

Language is a fundamental part of any culture and not only does language connect as it is a communication tool, but it also enables one to experience ideas, concepts, comprehension, and emotions. Language enables individuals to understand their surroundings which generates social contacts through shared stories resulting in the growth of connections between people. The linguistic expression functions beyond communication because it functions as a carrier of cultural identity while holding the traditions historical past and ethical values of communities and creating community affiliation among its speakers. The linguistic connection enables people to link different cultures which leads to stronger international alliances. While learning a language it is essential to focus on grammar, vocabulary, and other aspects. Language is one of the most remarkable human inventions, a tool that has shaped societies and cultures throughout history. It is the foundation of communication, enabling people to share ideas, express emotions, and build relationships. The significance of language extends beyond mere words; it is a reflection of identity, a vessel of culture, and a vehicle for knowledge. At its core, language is essential for communication. It allows individuals to convey thoughts, intentions, and feelings effectively. Without

language, humans would struggle to express complex concepts or share experiences. From everyday conversations to elaborate scientific theories, language facilitates the exchange of information that drives personal and societal development. Whether spoken, written, or signed, language enables people to connect and collaborate, forming the basis for social structures and institutions. Language is also a key component of cultural identity. Each language carries unique cultural nuances, traditions, and histories that contribute to the diversity of human experience. Through language, cultural heritage is passed down from generation to generation, preserving the values and practices of a community. The loss of a language often signifies the erosion of cultural identity, highlighting the importance of language preservation efforts worldwide. By learning and respecting different languages, individuals can gain a deeper understanding of diverse perspectives and foster mutual respect among cultures. Moreover, language plays a crucial role in shaping thought and perception. The Sapir-Whorf Hypothesis, for instance, suggests that the language we speak influences how we perceive and interact with the world. Different languages categorize and prioritize concepts in varied ways, affecting cognition and world view. This relationship between language and thought underscores the importance of linguistic diversity, as it broadens the range of human understanding and creativity. Language Skills can be defined as the abilities of listening, reading, writing, and speaking used by individuals to communicate effectively. Language skills help in building a structure of the information that an individual wants to convey in a formal manner. In the 21st century, it has become essential for every person to combine two or multiple language abilities to communicate or interact. It enables career growth and builds acquaintances with various diversities and customs. Furthermore, language proficiency enhances critical thinking and problem-solving skills, and promotes children's mental health; hence, these skills are highly regarded in both academic achievement and active societal engagement. Language Skills are very important in a child's overall development. Language plays a crucial role both academically as well as promotes cognitive development of kids. In India, children are motivated to learn more languages, for the initiative government also introduced multilingual education. This will help in understanding different cultures and traditions and also promote a friendly environment. Language plays an integral role in developing the education system and society. The benefits of learning a second language go beyond mere communication, providing benefits in cognitive development, cultural understanding, and career opportunities.

Interactive Linguistic Approach

The interactive linguistic approach is an educational methodology that emphasizes learner-centered, communicative, and interactive language learning. It focuses on authentic communication, collaboration, and learner engagement to develop linguistic skills. "Task-based language teaching, which is a type of interactive approach, involves learners in using language to accomplish tasks that are meaningful and relevant to their lives" (Eliis,2008). This approach encourages active learning, promotes language acquisition, and develops communicative competence. Students' linguistic and cognitive needs are frequently not addressed by traditional English teaching approaches, which place a strong emphasis on rote memorization and teacher-centered learning. The Interactive Linguistic Approach is a learner-centered and communication-driven approach that prioritizes engagement, teamwork, and meaningful interaction in the classroom, has evolved as a solution to these constraints. Constructivism and communicative language instruction serve as the foundation for the Interactive Linguistic Approach. While communicative language teaching emphasizes using language as a tool for authentic communication, constructivism maintains that students actively construct their knowledge via experiences and interactions. The Interactive linguistic approach combines these ideas to change the classroom from a passive learning environment to an active one where students learn by doing and connecting with others. To improve language acquisition, the Interactive Linguistic Approach incorporates a number of components. Students can practice authentic communication through interactive exercises like role plays, debates, conversations, and discussions. Students are encouraged to assist one another in the learning process through collaborative learning strategies like group projects, peer teaching, and cooperative problem-solving. Additionally, this approach highlights reading comprehension techniques that help students interact with texts more deeply, such as querying, summarizing, inferring, and predicting. Crucially, the paradigm ensures a comprehensive growth of language proficiency by integrating the four abilities of speaking, listening, reading, and writing rather than separating them. The teacher's position is redefined in the Interactive Linguistic Approach classroom. The instructor takes on the role of facilitator and guide rather than being the only authority or source of knowledge. They facilitate contact, offer support, and promote introspective learning. Conversely, students are now active participants rather than passive recipients. They participate in peer-to-peer communication, take ownership of their education, and work together to create knowledge. Students develop a sense of accountability and ownership as a result of this shared responsibility. For students, especially those in

upper primary, the Interactive Linguistic Approach has many advantages. Because students are encouraged to engage with readings, discuss interpretations, and draw conclusions, it greatly enhances reading comprehension. Because English is frequently used as the medium of education, it also helps students achieve academically in all areas. As students learn to challenge, evaluate, and interpret concepts in relevant contexts, the method also improves critical thinking and problem-solving abilities. Equally significant, the Interactive Linguistic Approach prepares students for encounters in the real world by fostering their communication fluency and confidence. Additionally, using a variety of activities guarantees inclusion by accommodating different linguistic origins and learning styles. The strength of the Interactive Linguistic Approach lies in its practical application. Activities like role plays that mimic real-life scenarios, group reading followed by discussion, peer critique of written work, tale dramatization, or interactive storytelling sessions are some ways that teachers might put it into practice. Learning can be made more relevant and interesting by extending interaction outside of the classroom via the use of multimedia technologies like online discussion boards and digital presentations. An important development in language teaching is the Interactive Linguistic Approach. It turns English classrooms into dynamic learning environments by encouraging communication, teamwork, and critical language use. In addition to enhancing academic performance and reading comprehension, it gives pupils valuable life skills like self-assurance, critical thinking, and effective communication. The Interactive Linguistic Approach stands out as a potent and essential strategy for enabling students to thrive both academically and outside of the classroom as education shifts toward learner-centered techniques.

2. NEED AND SIGNIFICANCE OF THE STUDY

The ability to read is essential for everyday life and academic success. One of the most crucial abilities that every learner must master is reading, as it serves as the gateway to knowledge and information. "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." — Catherine Snow (2002). All study areas require reading as a prerequisite, making it an indispensable skill for any student. A strong foundation in reading can lead to better understanding of academic materials, improved critical thinking skills, and higher academic performance. However, many students struggle with reading comprehension, which significantly impacts their academic progress negatively. Overcoming this Challenge is vital to unlocking the full potential of every learner. Strong readers think actively as they read. They use their experiences and knowledge of the world, morphology, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They think about the text structure as they read. They know when they have problems with understanding and what thinking strategies to use to resolve these problems when they pop up. These elements enable a skilled reader to create a mental model of the text as they read. Teachers can play a critical role in helping students develop their comprehension skills. Reading research has shown that comprehension instruction can help students do a better job of understanding and remembering what they read. Good instruction can also help students communicate with others, verbally and in writing, about what they've read.

The students got low score in reading because they could not answer the text well. Especially in narrative text, it contains many difficult vocabularies and difficult to understand the mind behind the text. So, that's why they have to be given a good mainstay method to overcome it. However, at least the problems can be minimizing by applying interesting way of teaching and learning model. The researcher should be creative to make a conducive classroom. Many techniques, methods, and models in teaching English can be applied in teaching learning process. The researcher could select ones which is compatible with the situation and condition of the students need and classroom, one of the learning methods is Interactive Linguistic Approach. The reason why uses Interactive Approach because this approach is an appropriate approach that can be conducted for beginners, intermediate, and advanced learners, for example senior high school students. It uses the good side from the top-down approach that can support the needs of learners by attracting their assumption about the meaning of the text based on their background knowledge and a good side from the bottom-up approach that might suit vocabulary needs learners by leading them in learning reading through single-direction to analyze text from small part like words. Through Interactive Approach as the approach in teaching reading in senior high school, the researcher thinks students can be more attracted and learn reading better. Learning a language, particularly at the upper elementary level, is about giving students the tools they need to effectively think, communicate, and understand meaning—not just about memorizing words and grammar. As a subject and a medium of teaching in many schools, English has a significant impact on students' academic performance and general communication abilities. The

conventional approaches of rote memorization, silent reading, or teacher-centered explanations are frequently insufficient to suit the needs of students at this crucial learning period. The Interactive Linguistic Approach, which stresses communication, cooperation, and active engagement in the learning process, is therefore highly necessary. First, reading comprehension a critical ability for students in upper primary is strengthened by an interactive linguistic approach. Understanding the context, drawing conclusions, evaluating data, and applying what has been learned to novel circumstances are all components of reading comprehension that go beyond simply decoding words. Students are urged to engage in deep text processing through interactive exercises like role-playing, group reading, peer debates, and reciprocal inquiry. In addition to improving comprehension, this dynamic process helps pupils retain information for extended periods of time. Second, academic success is directly impacted by this strategy. Students study more complicated material in subjects including science, social studies, and arithmetic at the upper primary level. Students with better reading and comprehension skills in English are more likely to do well in all areas because English is frequently used as the medium of instruction. Students can discuss ideas, get their questions answered, and improve their academic vocabulary through interactive techniques. Third, the Interactive linguistic approach caters to the diverse learning styles present in a classroom. Upper primary classrooms often consist of students with varied linguistic backgrounds, abilities, and interests. Interactive strategies such as debates, presentations, storytelling, dramatization, and project-based learning allow students to learn in ways that suit their strengths. For instance, auditory learners benefit from discussions, visual learners from graphic organizers, and kinesthetic learners from role-plays. Such variety in teaching methods ensures inclusivity and equal participation for all learners. Fourth, the method encourages critical thinking and active learning. Interactive learning puts students at the center of the classroom, in contrast to teacher-centered approaches where they passively absorb knowledge. They acquire the skills of questioning, interpreting, forecasting, and summarizing concepts. Both language acquisition and the development of lifetime problem-solving skills depend on these higher-order cognitive skills. Fifth, the interactive linguistic approach increases confidence and communication abilities. Because they are afraid of making mistakes, many pupils are reluctant to utilize English. Collaborative writing, group conversations, and pair work are examples of interactive assignments that foster a secure and encouraging environment where students may learn from one another. Repeated practice in authentic communication contexts helps students become more fluent and self-assured. This gets students ready for future academic and professional challenges in addition to exams. Additionally, the method is in line with contemporary pedagogical ideas like communicative language instruction and constructivism. According to these frameworks, learning is most successful when students actively engage, work together, and connect newly learned material to what they already know. These ideas are organically incorporated into an interactive linguistic method, which increases the significance, interest, and relevance of language acquisition to students' everyday situations.

3. RESEARCH QUESTION

Is Interactive Linguistic Approach based instructional package in English is effective for enhancing reading comprehension of upper primary school students?

4. HYPOTHESIS OF THE STUDY

H1 Developed Interactive Linguistic Approach based instructional package in English is effective for enhancing reading comprehension of upper primary school students.

H2 There is significant difference between reading comprehension in English of students taught using interactive linguistic approach based instructional package and students taught through activity-oriented instruction.

5. OBJECTIVES OF THE STUDY

1. To develop interactive linguistic approach based instructional package in English for enhancing reading comprehension of upper primary school students.
2. To test the effectiveness of interactive linguistic approach based instructional package in English for enhancing reading comprehension of upper primary school students.

6. METHODOLOGY

In the present study the investigator used experimental method. Two group pretest post-test non-equivalent experimental design is used. The investigator prepared Interactive Linguistic Approach based Instructional Package in English for upper primary school students. To find out the effectiveness of the package the investigator adopted Experimental Method. The investigator used interactive linguistic approach based instructional package in English for examining reading comprehension. This study was executed on a sample of 80 upper primary school students. Simple random sampling technique is used for the study. In this study two intact classrooms are selected randomly from upper primary school. 40 students were selected as experimental group and 40 students were selected as control group. The experimental group was exposed to Interactive Linguistic Approach based instruction while the control group was exposed to activity-oriented instruction.

7. ANALYSIS AND INTERPRETATION OF DATA

To determine the effectiveness of Interactive Linguistic Approach based Instructional Package in English on Reading Comprehension of Upper Primary school students, the investigator compared pre-test and post-test scores of the Experimental and Control groups using ANCOVA. Before proceeding to ANCOVA, the scores are subjected to ANOVA. The data and results are given in Table 1

Table 1 Results of the summary of ANOVA of pretest and post test scores of reading comprehension in English of students in the experimental and control groups

| Source of variation | Df | SSx | SSy | MSx | MSy |
|---------------------|----|--------|--------|-------|--------|
| Among means | 1 | 0.45 | 1216.8 | 0.45 | 1216.8 |
| Within means | 78 | 204.55 | 522.4 | 2.622 | 6.697 |
| | 79 | | | | |

Table value of F at 0.01 level is 6.85 and at 0.05 level is 3.96.

Table value of F at 0.01 level is 6.85 and at 0.05 level is 3.96. From the table 1 it was found that FX value (0.171) is less than the critical values of F at 0.01 level of significance. So, it is not significant. This indicates that there is no significant difference between pre-test scores of controls and experimental group. But FY value (181.681) which is higher than the critical value at 0.01 level of significance. It shows there is significant difference in the post-test scores of both groups.

The total sum of squares, adjusted mean square variance for post test scores and F-ratio were computed. They are presented in table 2 together with the result of analysis of **Results of the total sum of squares, adjusted mean square variance for post test scores, F-ratio and covariance** covariance.

Table 2

| Source of variation | Df | SSx | SSy | SSyx | MSyx | Fyx | SDyx |
|---------------------|----|--------|--------|---------|---------|--------|------|
| Among means | 1 | 0.45 | 1216.8 | 1226.57 | 1226.57 | 55.158 | 4.71 |
| With in groups | 78 | 204.55 | 522.4 | 1734.51 | 22.237 | | |

From the table 2 it was found that the calculated value of FYX (55.158) is greater than the table value 6.96 at 0.01 level of significance, which means Fyx is significant.

The adjusted means of post- test scores of reading comprehension in English of experimental and control groups were computed. The results are given in table 3

Table 3 Data for adjusted means of post test scores of reading comprehension in English of experimental and control group

| Groups | N | M _x | M _y | My.x(adjusted) |
|--------------------|----|----------------|----------------|----------------|
| Experimental group | 40 | 3.825 | 22 | 22.02 |
| Control group | 40 | 3.675 | 14.2 | 14.18 |
| General Means | | 3.75 | 18.1 | 18.1 |

Critical Value of t at 0.05 level is 1.96 and at 0.01 level is 2.58

The obtained t (9.58) is significant at 0.01 level of significance. This means that there exists significant difference in the post test scores of reading comprehension in English of upper primary school students of experimental and control group. The mean scores of reading comprehension in English of experimental group (M=22) is significantly higher than that of control group (m=14.2). This means that students in the experimental group scored better than students in the control group after adjusting the mean post-test scores. So, it can be inferred that the developed interactive linguistic approach based instructional package the mean is effective for enhancing reading comprehension among upper primary school students as compared with that of activity-oriented instruction.

5. Conclusion

The reading comprehension of students taught using interactive linguistic approach based instruction is significantly higher than that of those taught using activity-oriented instruction. So, it can be concluded that the interactive linguistic approach based instruction is better than activity-oriented instruction for enhancing reading comprehension of students at upper primary level.

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