

# Use of Activity Based Learning in English Language

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**Abstract:** *The teaching of English has undergone substantial transformation over the past century, shifting from teacher-dominated, grammar-oriented instruction to learner-centered and communicative pedagogies. Among the innovative approaches that have gained prominence, Activity-Based Learning (ABL) has emerged as an effective strategy for enhancing language acquisition. This paper examines the role and impact of Activity-Based Learning in English language teaching, focusing on its theoretical foundations, pedagogical applications, and outcomes in classroom practice. Rooted in constructivist principles and experiential learning theory, ABL emphasizes active student participation, collaborative engagement, and contextualized language use. The study analyzes various classroom activities designed to develop the four essential language skills—Listening, Speaking, Reading, and Writing (LSRW). It also evaluates the impact of ABL on learner motivation, communicative competence, and cognitive development. Furthermore, the paper discusses the challenges faced in implementing activity-based strategies and offers pedagogical implications for effective integration. The findings indicate that Activity-Based Learning not only enhances linguistic proficiency but also fosters confidence, creativity, and critical thinking among learners. Thus, ABL represents a transformative shift in English language pedagogy suitable for contemporary educational environments.*

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