Effects of CLT, CLE+COBLA, and CLE+Paper on Grade 3 English Learning

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Abstract— This quasi-experimental study investigated the effects of Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper) on the English learning performance of 33 Grade 3 pupils at Lanipao Central School, Iligan City, during the School Year 2022–2023. A one-group pretest–posttest quasi-experimental design was employed, with pupils' performance assessed through a researcher-made English Achievement Test covering vocabulary, grammar, reading comprehension, sentence construction, and language use. Pretest results indicated average performance (M = 12.39), revealing varying levels of English proficiency and highlighting the need for more interactive, learner-centered instructional strategies. Following exposure to CLT, CLE+COBLA, and CLE+Paper through a rotational schedule, posttest results demonstrated a substantial improvement, with all pupils achieving very high performance (M = 18.73). Paired t-test analysis confirmed a statistically significant difference between pretest and posttest scores (p = 0.000, df = 32), indicating that the improvements were attributable to the implemented instructional interventions. These findings suggest that communicative, collaborative, and activity-based strategies—integrating both technology-assisted and paper-based tasks—effectively enhance young learners' vocabulary acquisition, grammar accuracy, reading comprehension, sentence construction, and overall English proficiency. The study offers practical implications for pupils, teachers, school administrators, curriculum planners, education stakeholders, and future researchers aiming to implement or evaluate innovative English teaching approaches in primary education.

Keywords— Communicative Language Teaching, Collaborative Learning, Computer-Based Learning, Paper-Based Activities, English Learning Performance, Grade 3 Pupils.

I. INTRODUCTION

To learn English as a second language in elementary education does not only entail the learning of vocabulary and grammar, but also communicative competence and interactive skills. Communicative Language Teaching (CLT) focuses on meaningful language use in the form of speaking, listening, reading, and writing tasks that encourage actual communication as opposed to memorization. Also, cooperative learning classrooms, facilitated with either computer-based learning activity (CLE+COBLA) or paper-based activities, allow students to interact with others, exchange thoughts, and address some issues collectively. It is assumed that these teaching methods can result in the improvement of the learner's motivation, engagement, and overall language competence through the development of a learner-focused, interactive English classroom.

Recent research proves the importance of the integration of communicative and collaborative approaches to teaching English. Research indicates that CLT enhances active engagement, interaction, and confidence of the learners, which leads to better language acquisition among learners in primary and secondary English classrooms (Yildirim, 2020). Technological collaboration in learning has been revealed to have a positive impact on the perception of students and level of engagement in English writing lessons, which means that the use of ICT in collaborative learning has the potential to positively affect the results of English learning (Ramli et al., 2022). Studies also show that cooperative learning methods have the potential to enhance the academic performance of the English language significantly due to the possibility of cooperative interaction and active engagement (Karmina et al., 2021). The above studies have emphasized the importance of instructional approaches that emphasize communication, collaboration, and interaction with learners in enhancing English acquisition.

Irrespective of these findings, there are gaps in the literature on the effects of integrating CLT with computer-based collaborative learning and paper-based collaborative learning on English learning performance among younger learners, especially Grade 3 students. A large amount of the current literature addresses CLT or collaborative learning individually, but the impact of

their combination on underlying language competencies in early primary classrooms has not been investigated in depth. Research on the comparison of technology-aided collaborative tasks with traditional paper-based tasks when used concurrently with CLT is also limited to help create a contextual gap, which should be addressed through further research to identify the combinations of instructional strategies that are most effective in enhancing English learning at the primary school level.

Thus, the purpose of the study is to identify the impact of Communicative Language Teaching (CLT) and Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA) and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper) on the English learning performance of Grade 3 pupils. It aims at assessing the performance of pupils in the pre and post-intervention period and determining the presence of substantial differences that can be attributed to the instructional strategies employed. The study results can inform teachers on the effective instructional practices, aid curriculum planners in designing evidence-based English programs, and assist school administrators and policymakers in adopting teaching practices aimed at increasing English proficiency among young learners.

Statement of the Problem
This study aims to determine the effects of Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper) on the English learning performance of Grade 3 pupils.

Specifically, it seeks to answer the following questions:
1. What is the level of English learning performance of Grade 3 pupils before the implementation of CLT, CLE+COBLA, and CLE+Paper?
2. What is the level of English learning performance of Grade 3 pupils after the implementation of CLT, CLE+COBLA, and CLE+Paper?
3. Is there a significant difference between the pretest and posttest English learning performance of Grade 3 pupils exposed to CLT, CLE+COBLA, and CLE+Paper?

II. RESEARCH METHODOLOGY
Research Design
In this study, a one-group pretest–posttest quasi-experimental design was employed to determine the effects of Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper) on the English learning performance of Grade 3 pupils. All 33 pupils from one intact class were exposed to the three instructional approaches through a rotational instructional schedule. Their English learning performance was measured before and after the intervention using a pretest and posttest.

According to Creswell and Creswell (2018), a one-group pretest–posttest design is appropriate when a single intact group is assessed prior to and following an intervention to determine whether significant changes occur, particularly in educational settings where random assignment of participants is not feasible. This design allows the researcher to examine whether improvements in performance can be attributed to the instructional strategies implemented.

The use of this design was suitable for the present study because it enabled the researcher to measure the overall effect of the combined instructional approaches in a natural classroom setting. Through comparing pretest and posttest results using a paired t-test, the study was able to determine whether the observed improvements in English learning performance were statistically significant.

Research Setting
The study was conducted at Lanipao Central School in Barangay Lanipao, Iligan City, Northern Mindanao, Philippines, during the School Year 2022-2023, specifically in a Grade 3 regular classroom where English is taught. The school was selected because it was accessible to the researcher, the Grade 3 pupils were available as participants, and the administration permitted the implementation of the instructional interventions. The classroom provided the necessary facilities and materials, including computers for the CLE+COBLA approach and paper-based resources for the CLE+Paper approach, allowing the researcher to implement CLT, CLE+COBLA, and CLE+Paper in a real classroom setting and evaluate pupils' English performance effectively.

Research Respondents

The respondents of this study were the 33 Grade 3 students of Lanipao Central School during the School Year 2022-2023. All pupils from the class participated in the study and were exposed to the three instructional approaches: Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper) through a rotational or segmented instructional schedule. These students were chosen because they were actively enrolled in English classes and were available for both pretest and posttest assessments, making them suitable for measuring the effects of the different instructional strategies on English learning performance.

Research Instrument

The primary instrument used in this study is a researcher-made English Achievement Test designed to measure the English learning performance of Grade 3 pupils. The test was administered as both a pretest and posttest to assess pupils' performance before and after exposure to the instructional approaches: Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper).

The test consisted of 20 items covering vocabulary, grammar, reading comprehension, sentence construction, and language use, which are aligned with the Most Essential Learning Competencies (MELCs) for Grade 3 English. Scores from the test served as the primary data for determining the effects of the instructional approaches.

Validity of Instrument

In order to make sure that the instrument is valid, the English Achievement Test was exposed to expert validation. The test items were checked by a panel of English teachers and subject specialists on the relevance of the content, clarity of the items, and their level of difficulty, as well as their correspondence to the Grade 3 learning competencies.

The final version of the test was adjusted to incorporate recommendations of the validators so that it could be able to measure the performance of the pupils in English learning and be suitable for the targeted grade level.

Data Gathering Procedure

The research was done in a systematic manner in order to collect information on the performance of Grade 3 students at Lanipao Central School in English learning. The school administration was first consulted, and the objective of the study was made clear to the pupils and parents or guardians. A pretest was then conducted to ascertain the English performance of the pupils in the baseline. Subsequently, a rotating or divided time schedule was applied to the pupils to expose them to three methods of instruction, which are Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper). Following the interventions, a posttest was conducted on the same English Achievement Test to determine increases in learning. All the answers were in some way gathered, coded, and tabulated so as to be statistically analyzed through mean, standard deviation, as well as paired t-test to establish the impacts of every teaching method on the performance of English learning.

Ethical Considerations

Ethical principles as described by Bryman and Bell (2007) were observed in the study to guarantee the welfare and rights of the participants. The administration of the school was approached, and the pupils, together with their parents or guardians, were informed about the purpose of the study and that they could participate or withdraw anytime voluntarily. The identity of the participants was maintained by using codes, and all the processes were made such that they would not cause any harm, discomfort, or distress. In addition, the gathered data were utilized just to fulfill the purpose of the study and were considered highly confidential.

Data Analysis

The data collected in this study were analyzed using appropriate statistical tools. The mean was used to determine the average English learning performance of Grade 3 pupils in the pretest and posttest under the CLT, CLE+COBLA, and CLE+Paper instructional approaches. The standard deviation (SD) was computed to measure the variability or dispersion of pupils' scores around the mean, indicating the consistency of performance within each group. Furthermore, the t-test was employed to determine whether there was a significant difference between the pretest and posttest English learning performance of the pupils exposed to the three instructional approaches, using a 0.05 level of significance.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1 *Level of English Learning Performance of Grade 3 Pupils Before the Implementation of CLT, CLE+COBLA, and CLE+Paper*

Scale	f	%	Interpretation
17-20	2	6.06	Very High Performance
13-16	16	48.48	High Performance
9-12	13	39.39	Average Performance
5-8	2	6.06	Low Performance
0-4	0	0.00	Very Low Performance
Average Score	12.39		Average Performance

Table 1 shows the pretest performance of the Grade 3 pupils before the application of the Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper). The results show that the pupils obtained an average score of 12.39, which falls under Average Performance. This means that at the beginning of the intervention, the pupils had a fundamental yet not an ideal performance in learning English.

In terms of score distribution, nearly half of the pupils (48.48%) demonstrated High Performance, suggesting that a substantial proportion already had relatively strong English skills. This was followed by 39.39% of pupils who achieved Average Performance, reflecting developing competencies that still require instructional support. Only a small number of pupils (6.06%) reached Very High Performance, while an equal percentage (6.06%) fell under Low Performance. Notably, no pupils were classified as having Very Low Performance, indicating that all learners had at least minimal foundational knowledge in English prior to the implementation of the instructional approaches.

All in all, pretest results indicate that the performance of the Grade 3 pupils in English learning prior to the intervention of CLT, CLE+COBLA, and CLE+Paper was more or less average, and at the same time, there were observable differences in the performance levels. Though it was noted that some pupils already had strong foundational skills, the number of those who were at the average or low levels remained high, pointing to the necessity of more interactive, learner-centered, and engaging instructional strategies.

This observation is justified by Ghaith and Awada (2022) who stressed that the traditional and less interactive instructional methods tend to bring moderate language performance and to a large extent among young learners and that communicative and collaborative instructional methods are required to promote language proficiency, interest of learners or learners and meaningful use of language.

Table 2 *Level of English Learning Performance of Grade 3 Pupils After the Implementation of CLT, CLE+COBLA, and CLE+Paper*

Scale	f	%	Interpretation
17-20	33	100.00	Very High Performance
13-16	0	0.00	High Performance
9-12	0	0.00	Average Performance
5-8	0	0.00	Low Performance
0-4	0	0.00	Very Low Performance
Average Score	18.73		Very High Performance

Table 2 shows the posttest of Grade 3 students with Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA) and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper). The findings indicate a substantial improvement in the pupils' English learning performance, with a mean score of 18.73, which is

interpreted as Very High Performance. This implies that the teaching activities were effective to a large extent in improving the English skills of the pupils.

By analyzing the distribution of the scores, it can be stated that the percentage of all pupils (100%) who received the score in the range of Very High Performance (17-20) was 100. There were no High, Average, Low or Very Low Performance levels of pupils. Such a high level of concentration of scores together indicates that there was a consistent and significant improvement of all the learners, indicating that the methods used to deliver instruction were effective despite the levels of performance of the pupils before the management of instruction.

Comprehensively, the posttest results significantly indicate that communicative, collaborative, and activity-based instruction strategies consisting of the integration of both computer-based and paper-based learning modalities had a very positive impact on the learning performance of Grade 3 pupils in English. Gilliland (2022) also supports this finding by arguing that language teaching based on communicative practice, collaboration, and meaningful tasks can result in increased engagement and mastery of language skills among students, in particular, young learners. The overall outcome of the performance has been very high throughout the study, which supports the relevance of such instructional methods in achieving meaningful outcomes in English learning.

Table 3 *Test of Significant Difference Between the Pretest and Posttest English Learning Performance of Grade 3*

Variables	df	p-value	Decision
Pretest vs Posttest English Learning Performance	32	0.000	Reject the Ho

Note: If $p \leq 0.05$, with a significant difference.

Table 3 provides the outcomes of the paired t -test which was carried out to understand whether there was a significant difference between the pretest and posttest performance of Grade 3 pupils exposed to Communicative Language Teaching (CLT), Collaborative Learning Environment with Computer-Based Learning Activities (CLE+COBLA), and Collaborative Learning Environment with Paper-Based Activities (CLE+Paper) in English learning.

The result of the analysis was found to be a p-value of 0.000 that has 32 degrees of freedom, which is very much less than the level of significance of 0.05. The null hypothesis is therefore rejected, and this shows that the difference between the pretest and posttest scores is statistically significant. This finding indicates that the improvement in the performance of pupils in the English learning process is not likely to have happened due to the chance factor.

The high level of performance increase may be explained by the interplay of the adopted instructional strategies. CLT and CLE+COBLA facilitated communication and use of the authentic language, CLE+Paper supported learning by use of structured paper-based activities. All these measures helped the pupils improve their vocabulary knowledge, grammar, reading, sentence structure, and general proficiency in the language.

The current observation is consistent with the recent studies by Ahmad et al. (2021), who noted that integrative, collaborative, and activity-based teaching and learning approaches can be very effective in enhancing the language learning outcomes of the primary school learners through providing engagement, interaction, and enhanced cognitive processing of language materials. The outcome highlights the success of interactive and learner-centered styles in facilitating significant learning of English

IV. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Pretest English Learning Performance: Before the implementation of CLT, CLE+COBLA, and CLE+Paper, the Grade 3 pupils obtained an average score of 12.39, interpreted as Average Performance. While nearly half of the pupils (48.48%) demonstrated High Performance, a significant portion (39.39%) were at Average Performance, and a few scored Very High (6.06%) or Low (6.06%). This indicates that pupils had basic English skills but required more engaging and interactive instructional support.

Posttest English Learning Performance: After exposure to CLT, CLE+COBLA, and CLE+Paper, the pupils achieved an average score of 18.73, interpreted as Very High Performance, with 100% of pupils scoring within the Very High Performance range. This shows that all

pupils, regardless of initial performance, significantly improved their English competencies, highlighting the effectiveness of communicative, collaborative, and activity-based instructional strategies.

Significant Difference Between Pretest and Posttest: The paired t-test yielded a p-value of 0.000 (df = 32), which is below 0.05, leading to the rejection of the null hypothesis.

This indicates a statistically significant difference between pretest and posttest scores, confirming that the improvement in English learning performance was due to the instructional approaches rather than chance.

The combined use of CLT, CLE+COBLA, and CLE+Paper effectively enhanced pupils' vocabulary, grammar, reading comprehension, sentence construction, and language use skills.

Conclusions

The implementation of CLT, CLE+COBLA, and CLE+Paper significantly improved the English learning performance of Grade 3 pupils, as all achieved Very High Performance, confirming that the combined communicative, collaborative, and activity-based strategies effectively enhanced their language skills

Recommendations

For Grade 3 Pupils. Pupils are encouraged to actively participate in communicative, collaborative, and activity-based learning activities both in the classroom and at home. Engaging consistently in group discussions, computer-based exercises, and paper-based tasks can further strengthen their vocabulary, grammar, reading comprehension, and sentence construction skills.

For Teachers and Educators. Teachers are recommended to integrate CLT, CLE+COBLA, and CLE+Paper strategies into their regular English lessons. They should design activities that promote interaction, collaboration, and meaningful language use, while providing timely feedback to support learners' progress. Professional development workshops on interactive teaching methods and technology-assisted learning can further enhance their instructional effectiveness.

For School Administrators and Curriculum Planners. School leaders may support the implementation of innovative and interactive teaching approaches by providing the necessary resources, such as computers, learning materials, and dedicated classroom space for collaborative activities. Administrators are also encouraged to monitor and evaluate the effectiveness of these strategies regularly, ensuring that instructional interventions align with curriculum objectives and pupils' learning needs.

For Education Stakeholders. Policymakers and curriculum developers should consider integrating CLT, CLE+COBLA, and CLE+Paper approaches into the primary English curriculum to enhance learning outcomes.

They may also provide training programs for teachers to effectively implement these methods and develop policies that support the use of technology and collaborative learning in schools.

For Future Researchers. Researchers are encouraged to conduct further studies on communicative and collaborative learning approaches across different grade levels, subject areas, and school settings.

They may also explore the long-term effects of these instructional strategies on language development, learner motivation, and academic performance.

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