

# CHAPTER

## III

### Reviews Of Related Literature

न जातु विद्यया विना, परं सौख्यमवाप्यते।  
अनन्तपारं विज्ञानं, तस्मात् शोधः प्रवर्त्यताम्॥

*This verse states that true happiness cannot be attained without knowledge. The field of knowledge is boundless, meaning there is always more to explore and discover.*

*Therefore, research must always continue, encouraging a lifelong commitment to intellectual inquiry and discovery. This shloka reinforces the importance of continuous learning, exploration, and research as the foundation of true wisdom and progress.*

## CHAPTER II

### REVIEW OF RELATED LITERATURE

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#### **2.1 Introduction:**

The research is based on accepted theoretical and empirical frameworks, it enables the researcher to pinpoint research gaps, the study's originality, examine prior findings, and hone research goals. Reviewing the literature on the development of language skills related to the current study in order to comprehend how educational approaches have changed over time and how they affect language acquisition. The significance of language skills development has gained attention in educational research in recent years, especially when it comes to improving students' proficiency in LSRW skills. These foundational skills are vital for effective communication and academic success, especially in multilingual societies where regional languages like Gujarati hold significant cultural and social value. A variety of pedagogical approaches have been explored to strengthen LSRW skills, with Activity-Based teaching emerging as an effective methodology. Which emphasizes students' engagement through activities, to foster deeper language comprehension, improve retention, and provide a practical application of language in real-world contexts. Research on teaching Gujarati, specifically through innovative and interactive activities, has revealed promising outcomes in enhancing learners' communicative abilities. Activity-Based teaching has gained recognition as an effective method for fostering active engagement and skill enhancement among students, and its application in Gujarati teaching for improving linguistic competency. Thus, the literature review focuses on four major domains:

- ✦ **LSRW Skills:** Understanding how LSRW skills develop in language education, particularly with reference to new pedagogical strategies that encourage active participation.
- ✦ **Different Teaching Methods and Approaches:** Surveying established models such as communicative, collaborative, task-based, or structural approaches in language pedagogy to glean insights on their effectiveness.
- ✦ **Activity-Based Teaching (ABT):** Investigating research on ABT, a learner-centred methodology that leverages group activities, role-plays, games, and projects to enhance motivation and language acquisition.

- ✎ **Gujarati Language Teaching:** Exploring existing studies on Gujarati instruction at various levels primary, secondary, higher education to identify the progress made in mother-tongue education and potential areas where further contributions can be made.

## 2.1 Examining relevant research on LSRW Skills

**Albesher (2012)** examined using the collaborative learning approach to help ESL students improve their writing abilities. The primary goal was to determine how the process approach of teaching writing (pre-writing, drafting, rewriting, and editing) and the attitudes of ESL students were impacted. Knowing the important differences before and after utilizing the collaborative learning technique was the hypothesis. 48 students were randomly assigned to either the control group, which wrote essays alone, or the experimental group, which wrote essays together. The questionnaire was used to gather data over an eleven-week period. The mean and the paired t-test were used for analysis. The results showed that collaborative writing improved writing quality in terms of organization and development but had no appreciable impact on mechanics or structure. The primary findings demonstrated that enhanced. The main conclusions showed that improved in all areas of writing, including vocabulary, mechanics, organization, development, coherence, and structure. In certain areas and categories, they had made greater progress than others. Following their participation in CL, the pupils' attitudes and perceptions also improved. Although all six of the assessed writing skills had improved by using the conventional teaching approach.

**Shaik (2015)** conducted a survey on Developing L.S.R.W Skills Through Computer Assisted Language Learning Among The Students of Select Degree Colleges in South Coastal Andhra Pradesh.” The study included 180 participants from six colleges, employing questionnaires and interviews to gauge perceptions of technology-mediated instruction. Findings showed that while computers facilitated self-paced learning and expanded access to resources, infrastructure and teacher training remained pressing barriers. The analysis concluded that the synergy of technology, if well-supported, raises language proficiency. There may be a significant difference of acquiring communication skills between the teachings based on computer as a tool and conventional pedagogy. There may not be remarkable differences of improving listening skill among the undergraduate students under gender status between the teachings based on computer material and conventional pedagogy. There may not be significant differences of improving speaking skill among the undergraduate students between the

teachings based on computer and traditional pedagogy under gender status. The fourteenth statement in the hypotheses “there may not be remarkable differences of improving reading skill among the undergraduate students under gender status between the teachings based on computer materials and conventional pedagogy. There may not be significant differences of improving writing skill among the undergraduate students between the teachings based on computer and conventional pedagogy under gender status. There may be a remarkable difference of the opinion of the teachers to search on the internet for teaching materials related to L.S.R.W skills. The opinion of the teachers to use computer as a pedagogical tool to support teaching communication skills. There may be remarkable differences in the opinion of the teachers that the varieties of language learning software are useful to develop language skills.

**Todkari (2015)** created and carried out a remedial program to enhance writing, speaking, and reading in English for standard VI students. This experimental study employed diagnostic tests, pre- and post-tests, and observational checklists. The researcher found that about 80% of learners initially struggled with LSRW, requiring consistent, targeted practice. The remedial program, which leveraged structured tasks, group work, and individual drills, significantly raised average language competency scores. As the current study aims to enhance LSRW in Gujarati, Todkari’s approach to structured intervention particularly the notion of diagnosing baseline skill deficits provides a valuable blueprint.

**Vania (2015)** investigated the enhancement of creative writing ability through a participatory approach among standard 9 students learning English. The researcher used a combination of rubrics, short prompts, and reflective feedback sessions, noting a marked improvement in poem composition, essay structuring, and figurative language usage. Vania also pointed out that Indian secondary education sometimes overlooks creative writing in favour of more “practical” or test-oriented tasks. The success of this participatory model for creative writing underscores the feasibility of an activity-laden curriculum design that nurtures authenticity and personal expression, beneficial for both English and Gujarati instruction.

**Bandyopadhyay (2017)** on the effect of language-based instructional strategies on the reading skill development for secondary school students studying English literature. Through lesson plans, worksheets, and interviews with 110 teachers, the researcher found that transmissive methods (pure lecture) did not foster critical thinking or textual engagement. By contrast, open discussions, scaffolding techniques, and guided reading tasks significantly improved comprehension and interpretive ability. The study strongly advocated a shift away from

teacher-centred models, reinforcing the broad impetus toward active learning for better language outcomes.

**Lakhera (2017)** studied on the development of LSRW in English among CBSE secondary students. The program included a combination of reading passages, listening drills, and speaking/writing tasks. Pre- and post-intervention tests demonstrated notable gains in language fluency and accuracy. Students also reported high motivation levels, possibly due to the novelty and interactivity of the tasks. This reflection from learners suggests that activity-oriented programs foster a sense of ownership—a principle that stands as a key driver for implementing a Gujarati ABT framework for standard 9 students.

**Patil (2017)** highlighted the potential of computer-based activities for teaching and testing language skills, noting that teachers can “inject liveliness” into lessons with audiovisual support, immediate feedback loops, and interactive drills. The purpose was contextualize the framework of research already done. To demonstrate how ICT can effectively and fruitfully be used for pedagogical and testing devices and discuss ways and means of developing aural-oral skills. To draw attention of the players in this field to the areas where there is a room for improvement. The researcher intends to design innovative activities and methods used in administering, teaching and testing oral-aural skills in English. Hypotheses of the study were:

1. Computer-based activities can motivate learners and have greater potential to train and test students’ actual levels of comprehension and proficiency in language skills.
2. ICT can help teachers to overcome boredom, tediousness, and monotony by injecting liveliness into lessons and introducing variety in the form of graphics, visuals and also auditory materials.
3. ICT can motivate learners to use computer-assisted self-instructional materials independently at their own pace.
4. ICT can enhance motivation of intrinsically motivated learners.
5. ICT can enable learners to communicate faster, learn better and remember longer.
6. ICT can be more suitable for teaching and testing listening and speaking skills.
7. ICT can be a good medium to satisfy various learning styles.

It was mixed methods research. Research tools were achievement test and questionnaire. The use of computer-based activities and software applications to develop learners’ productive skills of speaking should be made. Developing such resources collectively and creatively can be quite useful. Computer-based activities need to be conducted by more teachers.

**Ramchandani (2017)** emphasized visual literacy to enhance LSRW in English among pre-service secondary teachers. Through qualitative methods (focus groups, field notes, written tasks), the researcher concluded that pairing images with group discussions effectively improved clarity of thought, critical interpretation, and the overall pace of language acquisition. This underscores an increasingly recognized phenomenon: multimodal approaches (images, videos, digital media, etc.) can scaffold meaning in language learning, especially in contexts where students need to link real-world experiences to textual representations. For Gujarat-based contexts, images of local culture or everyday settings can serve the same bridging function. Investigator has adopted a purposive sample technique. The nature of the study was case study. A bricolage of qualitative research methods was employed to gather data in relation to the purpose of the study. Focused Group Interview, Visual literacy-based activity, Observations, Field notes, Document Analysis and Opinionnaire were the tools of study. The finding of the study indicates that group activity or pair activity give better results as compared to individual activity. The investigator also observed that visual images could enhance not only LSRW but also critical thinking too. This type of activity could encourage participants to enrich their vocabulary. The visual literacy-based activity makes classroom teaching more interesting in many ways. The present study is carried out among the pre-service secondary teachers with the concept that they are the future teachers of classrooms and they are going to play a very important role.

**Abraham (2018)** proposed a reflective language acquisition model to bolster productive skills (speaking, writing) in English for secondary school students in Kerala. Using a non-equated groups design, the researcher measured progress using rubrics and reflective diaries, finding that reflective tasks, peer feedback, and structured practice significantly influenced writing coherence, lexical range, and oracy. Important for the present discussion is the strong role of reflection in reinforcing language skills—an aspect that can be embedded in ABT lessons for Gujarati, ensuring that students consider how they approach tasks, not just the end product. It was observed that the students who have undergone the treatments in the experimentation stages I & II have significant differences in their writing competencies. The reflective diary entries give us a clear picture of students' change in the six components of Writing Skills. The progress in the entries show that they have a visible change in their ability to present ideas effectively and efficiently.

**Bhatt (2018)** examined drama-based activities to develop speaking skills among ESL learners at the secondary level. Pre-test and post test conducted with using quasi experimental research design, the researcher discovered that grammar, fluency, accuracy, and vocabulary improved significantly for experimentation was done with role-playing, improvisation, and short skits in the experimental group. The findings reinforce drama as a potent ABT technique for language practice. While the context was English, drama-based strategies can easily be adapted to Gujarati instruction, particularly when teaching communicative competence, building confidence, and integrating creative expression.

**Deborah (2019)** introduced multiple interactive learning algorithms (MILA), a constructive pedagogy for Irula learners in the Nilgiris region, aimed at enhancing their English LSRW. Employing both quantitative and qualitative methods, Deborah noted the cultural-linguistic barriers that these tribal students face when transitioning to mainstream schooling. Task-based and collaborative strategies e.g., concept mapping, peer-led learning, role plays helped these learners contextualize and practice the target language. The purpose were: 1. To make the tribal population aware of their culture and roots and make them hold trials with modern society. 2. To help teachers prepare need-based methods for the learners instead of thriving on the regular syllabi. 3. To make the tribal learners understand that Learning of English language is more fun than a subject. 4. To ensure that MILA activities such as Scale-up, POGIL, Concept Mapping, JIGSAW, Game Based Learning, Critical Pedagogy, Peer-Led Team based Learning, Role Play and Flipped class are associated with their culture and roots so that they can enjoy doing it. 5. To always ensure that student psychology and understanding of their needs and capacity is met at the fullest. They like to loiter around and help their parents in their work and it is seen that many children are occupied from their young age itself. They have access to money in their traditional occupation and hence their interests are diverted to working and earning from a young age. In such a situation, summoning them to school with the intention of inculcating knowledge and educating them is quite a challenging task and more bewildering is to make them practice speaking in English language and making them aware of its advantages.

**Telore (2019)** researched the implementation and study the task-based program to develop writing among preparatory pupils in Ethiopia's Hadia zone. The study gathered data using textbook analysis, questionnaires, interviews, and classroom observations. Post-intervention writing tests revealed that students taught through task-based lessons outperformed the control group, demonstrating improved content organization, coherence, and language control. This

underscores a frequently cited premise: task-based or activity-based approaches enhance learner autonomy and involvement, thereby supporting skill development in writing. Although the focus is on English in Ethiopia, these insights remain directly applicable to designing ABT modules for Gujarati writing at the secondary level. Majority of the interviewees believe that task-based language teaching method plays a great role in developing students' writing skill. It was discovered that the largest number of respondents were in favour of TBLT since it is a learner-centered method, which adopts collaborative writing and experiential learning techniques to enhance writing skills. the writing text of pretest minimum 3.00, maximum 24, and the content of the writing text of post-test minimum 13, maximum 25, and mean of the content of the writing text of pretest 12.4865, and mean of its post-test is 18.0541. Moreover, the standard deviation of the content of the writing text of pretest is 4.35649, and the SD was 3.23991.

**Nanthinii (2020)** investigated the effectiveness of utilizing Google Classroom to enhance LSRW skills among ESL learners. The study focused on undergraduate first and second-year Commerce and Commerce with Computer Application students at Karpagam Academy of Higher Education, India. Out of 108 students enrolled in their semester, 54 students taking English as Part II language course were surveyed. It assessed the impact of graded assessments and activities within the platform and examined both the advantages and disadvantages of integrating Google Classroom into ESL learning environments. Student feedback highlighted Google Classroom 's ability to create an interactive, student-centered atmosphere, serving as a valuable alternative to traditional teacher-centered methods. The data revealed that teachers could monitor students' progress effectively through assignments and surveys. Additionally, learners viewed Google Classroom as a platform for expressing creativity and engaging in advanced language learning activities.

**Duan (2021)** implemented an activity-based approach in English reading instruction for Chinese senior high school students, aligning with the National English Curriculum Standards. By dividing learning tasks into three categories comprehension, application, and innovation—the researcher observed increased student engagement, deeper comprehension, and sustained motivation. Qualitative analysis highlighted teacher adaptability as a key factor; some educators struggled to integrate novel strategies effectively. Nonetheless, the study concluded that a well-structured, curriculum-aligned ABT model can significantly improve reading outcomes. This resonates with the present study's framework, which envisions structured,

sequential activities to bolster Gujarati LSRW skills. The exact number of participants was not specified, but the study targeted educators and students in the context of senior high school English instruction. The tools were Activity-Based Learning Model A structured approach involving three types of activities: comprehension, application practice, and innovation. Curriculum Alignment Framework – A guide to ensure the proposed activities were in line with China’s National English Curriculum Standards. Teacher Feedback and Reflection – A tool for assessing teachers' perspectives on the implementation of activity-based learning. Data was gathered through: Classroom Observations, comprehension, application, and innovation activities. Findings were: The activity-based approach successfully increased student engagement in English reading lessons, with students actively participating in comprehension and application activities. Teachers gained a better understanding of how to implement innovative activities in alignment with the National English Curriculum Standards, improving their teaching strategies. The proposed learning activities (comprehension, application practice, and innovation) offered practical solutions to bridge the gap between theoretical knowledge and real-world classroom application. Some teachers faced challenges in fully integrating the activity-based approach into their teaching routines, particularly in managing time and resources effectively. In conclusion, the activity-based approach, when aligned with national standards, proved to be an effective strategy for enhancing English reading instruction. The study emphasized the importance of aligning new instructional strategies with teachers’ practical needs and highlighted the potential of activity-based learning to improve educational outcomes in senior high school English instruction

**Geeta (2021)** Impact of soft skills on accuracy and fluency in English LSRW skills: a study of UG learners at engineering level. Objectives of the were 1. Study and analyse various soft skills that are specified by various accrediting agencies. 2. Study and analyse the English language LSRW skills specified by various agencies. 3. Review and assess the impact of soft skills on the accuracy and fluency in English language LSRW skills. 4. Recommend effective strategies for enhancing the soft skills and their impact on English language LSRW skills in learners of the Engineering programs at the undergraduate level. It is examined the impact of soft skills on accuracy and fluency in English LSRW skills among undergraduate engineering learners. The researcher employed a quantitative, analytical method involving a structured questionnaire. Statistical analysis (SPSS) revealed that improved soft skills (e.g., communication, collaboration, adaptability) had a highly positive correlation with students’ language accuracy and fluency. The study concluded that synergy between soft skills training and language

pedagogy enhances learner engagement and performance in the target language. This underscores a central theme pertinent to activity-based or collaborative instruction, where interpersonal dynamics and active tasks stimulate language use. This clearly establishes the direct relationship between the soft skills and English language LSRW skills. Individuals, companies, and society all rely on having the correct combination of abilities.

**Sooria (2023)** Enhancing English speaking skills through an eclectic approach: a study based on select undergraduate learners in Ernakulam district. A descriptive method, collecting both quantitative and qualitative data (through surveys, tests, evaluation scores, and focus group interviews) The quasi-experimental research design was used. The major findings indicated that about 90% of participants labelled their speaking skills as poor, revealing a substantial demand for institutional support. The study emphasized the importance of bridging learners' knowledge to real-life conversations, highlighting that mental translation from the mother tongue impedes fluency. The positive outcomes with the eclectic approach underscore the efficacy of blended methods pairing direct instruction with interactive techniques in enhancing speaking competence. This study's design reaffirms the notion that active engagement fosters skill development, an idea integral to activity-based interventions proposed for Gujarati classes. To explore the efficacy of the Eclectic approach in improving learners' speaking skills through enhancing pronunciation and vocabulary. 3. To investigate learners' attitude towards the Eclectic approach to speaking skill development. A mixed method that involved a quasi-experimental method and descriptive method used for this study. A survey was conducted in different colleges in the Ernakulam district and 699 samples were collected. To explore learners' perspective about speaking skills and the difficulties involved a survey questionnaire was adopted. The procured 699 samples were quantitatively analysed using SPSS. The oral capabilities of the learners were analysed and the result was around 97% of learners wanted to improve their speaking skills compared to other English language skills. Around 90% of the learners specified that they require the support of educational institutions to improve their speaking skills. Moreover, over 90% of the learners rated their speaking skills as poor. In terms of the learners' perceptions of the challenges in speaking skills, most learners indicate that they have knowledge of the English language but are unable to have conversations, and they have witnessed the same difficulty among their peers. Another challenge mentioned by the students is that they frequently perform mental practice in their native tongue before speaking in English. The flow of speech among learners is largely influenced by mental practice or translation from the mother tongue.

### **2.1.1 Observation of studies on LSRW skills**

In these reviewed studies total sixteen studies are from the international and national level research work. (2015) Shaik, (2017) Ramchandani, (2017) Lakhera, (2019) Deborah, (2020) Nanthini and (2021) Geeta was done the research on all expressive and receptive skills. (2015) Albeshar (2012) conducted research writing skills, Vania conducted research on the enhancement of creative writing ability through a participatory approach, and Telore (2019) concentrated on the efficacy of task-based language teaching in fostering writing skills. As a result, three studies in all that were reviewed concentrated on writing skills. English was the target language to improve or develop LSRW skills in the examined study. (2015) Shaik A Study of Students at Selected Degree Colleges in South Coastal Andhra Pradesh Developing L.S.R.W. Skills Through Computer Assisted Language Learning (CALL) (2021) Geeta A research of UG students at the engineering level who were ESL learners examined the effects of soft skills on accuracy and fluency in English LSRW skills. (2017) Ramchandani Enhancement of LSRW in English language through Visual Literacy among Pre-Service Secondary Teachers.

Lakhera (2017) creation and execution of a package aimed at improving English language proficiency in LSRW skills (2019) Deborah improved LSRW skills with the application of many interactive learning algorithms, a positive pedagogy. (2020) The Nanthini The efficiency of using Google Classroom to improve LSRW abilities, (2015) Todkari created and executed a remedial curriculum to help students in the VI standard enhance their English language proficiency in speaking, reading, and writing. (2015) Vania An approach of participation was adopted for enhancement. (2012) Albeshar employed a cooperative learning approach. (2021) Duan putting in place an activity-based strategy. (2017) Patil is creating computer-based exercises to teach and assess English speaking and listening abilities. (2018) The Impact of Reflective Language Acquisition Model on Productive Skills was employed by Abraham. (2018) Bhatt Efficiency of Activities Based on Drama to develop skills. (2021) Duan Implementing an activity-based approach in English reading instruction for senior high school students. (2023) Sooria used an eclectic approach: a study based on select undergraduate learners. Thus, from all sixteen studies different approaches, strategy, program and methods were used for enhancement of LSRW skills. Majorly it can be observed that most studies are focusing on participative, collaborative and student centered teaching-learning for the enhancement of LSRW skills. In these reviewed studies the research design was surveyed, experimental and mixed methods of qualitative and quantitative research were done. As a sample college and school teachers and students were the part of these studies from different

levels of school and higher education. The analysis were done with statistical techniques with frequency and percentage, using chi-square, rating scale, t-test, u-test, ANOVA, Chi-square, Mean, Median, SD as well as disruptive writing of qualitative data. These rewired studies throw the light for further study to find out the solution of research problems. The findings show that the research brings the transformation, development and enhancement in LSRW skill by effectively using different aspects of the research.

As per the observation of above sixteen studies, multiple trends emerge:

- ✎ **Activity-Centric Approach:** Many researchers (Duan, 2021; Deborah, 2019; Todkari, 2015) confirm that structured, interactive tasks greatly enhance students' language proficiency across listening, speaking, reading, and writing.
- ✎ **Technology Integration:** Studies like Shaik (2015) and Patil (2017) highlight the evolving role of computers, online platforms, or specialized software in amplifying engagement and offering personalized feedback.
- ✎ **Collaborative Models:** Vania (2015), Abraham (2018), and Albeshar (2012) underscore the importance of peer interaction ranging from drama-based group work to collaborative writing for building linguistic competence.
- ✎ **Reflection and Individualized Support:** Several programs incorporate reflection diaries (Abraham, 2018) or diagnostic assessments (Todkari, 2015) to tailor interventions, revealing that LSRW skill growth is closely tied to how well students understand their own linguistic gaps.
- ✎ **Versatile Applicability Across Settings:** Whether in Saudi Arabia, Kerala, Andhra Pradesh, or Ethiopia, these approaches remain robust. The same parallels may hold in **Gujarati** contexts, provided the tasks respect cultural-linguistic nuances.

It shows the research gap that these studies convincingly show the success of ABT in English or other language learning contexts, there remains a dearth of systematic, empirical research applying these principles to Gujarati at the secondary level. The singular references to Gujarati focus mostly on grammar teaching or structural comparisons rather than LSRW enhancement. Additionally, existing works seldom address how to adapt tasks specifically for standard 9 students learning Gujarati, nor do they deeply explore culturally contextualized activities. Hence, the current study aims to fill this gap by designing and implementing an Activity-Based Gujarati Teaching Program specifically targeting LSRW skills for standard 9 learners.

Thus, as per the analytical observation of these studies, investigators find out the importance of LSRW skills and how there are possibilities to enhance LSRW skill through participative, collaborative student centered teaching learning environment. To frame objectives as per the

main purpose, appropriate research design, tool, data analysis technique can be utilized for the present study. In the reviewed studies not, a single study was on Gujarati language or LSRW skills development or enhancement. So, investigator decided to conduct a study on enhancement of LSRW skills in Gujarati subject.

## **2.2 Studies on Different Teaching Methods and Approaches**

In parallel with LSRW-oriented research, a substantial body of literature explores teaching methods (traditional vs. modern, teacher-centred vs. learner-centred, or bilingual vs. direct method). The following subsection highlights relevant works, again proceeding from the newest to older studies.

**George et. all (1971)** studied the development of language and play patterns of children of the age group 5 ½ to 11 and their relationship to academic achievement. The aim of the project was: 1. to study the development of language and play pattern of children with the intention of preparing norms for the variables of language and play development for children in the age group five and a half to eleven. 2. To investigate the relationship between language and play development and academic achievement. A pilot study was conducted to develop suitable instruments and technique and determine the relationship of language and play variables. Three language achievement tests, parent-child interaction inventory, fluency test, picture test, and children's oral description of the play they liked the most. The language and play patterns of three groups were arrived at and compared to obtain the development norms.

**Soumini (1984)** designed the communicative approach for English subject in regional medium high schools, employing content from science as thematic material. Classroom try-outs indicated improved science knowledge and English language skills. Interestingly, teachers reported requiring additional training to implement such an approach, echoing a consistent theme across many studies: professional development is crucial to effective pedagogical change.

**Gor (1986)** The study was conducted Comparative study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning Outcome. The objectives were: Study the various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary. To make a comprehensive study of the average performance of students taught through the structural approach and the traditional approach. To study the effect of cultural and economic background and intelligence. The conclusions were drawn. 1. Students' achievement under the structural approach was better than those under the traditional approach in the areas

of spelling comprehension, composition, pronunciations, applied grammar and vocabulary. In pronunciations student's achievement under the traditional approach was found to be better than that under the structural approach. Intelligence was found to be an important factor in achievement in all seven areas of English. The joint effect of intelligence and approach to teaching was significant in the area of background and approach to teaching was found to be significant in the areas of applied grammar and vocabulary.

**Kudesia (1987)** conducted an experimental comparison of the discussion method and lecture method in teaching technical English to first-year polytechnic students. The findings revealed that the discussion method was "significantly more effective" for bridging knowledge and application, presumably due to the active nature of group dialogue. This underscores a fundamental principle: teacher monologues can stifle engagement, whereas dynamic conversations promote deeper understanding, critical thinking, and memory retention. For Gujarati classes, structured discussions (on short stories, for example) might yield comparable advantages.

**Patil (2017)** studied on enhancing the teaching and testing of language skills using computer-based activities. Purpose were 1. To contextualize the study in the framework of research already done. 2. To demonstrate how ICT can effectively and fruitfully be used for pedagogical purposes. 3. To draw attention of the players in this field to the areas where there is a room for improvement. The researcher intends to design innovative activities and methods used in administering, teaching and testing oral-aural skills in English. The researcher wishes to design a software package for the same purpose, to reiterate the effectiveness of such an approach with modifications of his own perception. ICT is only an aid and not a substitute. This study is 'mixed methods research' because it breaks the barriers and involves combined use of qualitative and quantitative methods. library method, survey method, investigatory and analytical methods are used in conducting the present research study.

**Al-Kahatani (2002)** examined the relative effectiveness of direct method, communicative approach, and bilingual method for teaching English to IX standard students in Bangalore. Using an experimental design, the researcher discovered that the communicative approach outperformed the other two in promoting practical usage, though the bilingual method showed promise for bridging comprehension gaps. The direct method fell short when students faced abstract concepts. This comparative result reinforces the necessity of context and

communication in language learning an underlying rationale for proposing activity-based and communicative tasks in Gujarati.

**Hughes (2006)** studied on 'Poet, poetry and new media. (1) poetry (2) digital learning environments and (3) multiple illiteracies, pushing and exploring the boundaries of what can be done with poetry in an online, digital environment. The study is based on interviews with prominent contemporary Canadian poets in an attempt to explore the nature of poetry, the teaching and learning of poetry and the potential role of new media. Part of the research involves creating an online, immersive digital environment that illuminates how the poets view poetry and poetry teaching-learning. For example, one exploration focuses on the oral two purposes: (1) it represents a novel way to approach data collection and content analysis. Short video clips and digital investigations created based on what the poets have said in interviews are organized around the poem thus providing annotations. (2) It also provides a meeting place for the poets and researcher. As an investigator worked digitally, creating poetry exploration based on the imagery through the interviews, the poets had online access to their own and each other's digitally annotated poems. Those provided the poets with the opportunity for reflection and served to further the dialogue in subsequent interviews. The findings suggest that new media's performative potential facilitates a multimodal understanding of poetry. Reading and writing poetry in new media blurs the boundary between poem and its performance and reminds us of poetry's oral origins.

**Gayathri (2014)** probed the Impact of music based leaning in primary school students. By introducing rhythmic chants, melodic cues, and songs in English sessions, the researcher found that participants exhibited improved spelling awareness, phonological memory, and overall engagement. The concept of integrating music or cultural artifacts (like local folk tunes) into language instruction may have direct applicability for Gujarati teaching, tapping into the region's rich cultural traditions to stimulate interest and memory. The t-values are significant at 0.01 level on all sub competencies and also on total. It is indicating that the teaching with MBLT strategy enhanced the listening competencies of under achievers. Programs develop phonological awareness, word recognition and improved in spelling patterns than their classmates who attended regular classroom teaching. Musical activities promote the development of auditory perception, phonological memory and meta-cognitive knowledge, three components that are equally involved in the development of linguistic abilities. The findings of the study were the possible reason for the positive effect of MBLT Strategy in enhancing listening competencies because the components of music, especially rhythm which

attracts the children to retain the attention of learner. Another reason may be music affects the brain's organization and abilities through its rhythm, melody and emotions. Research on the brain proved that the rhythm raises the level of serotonin in the human brain. Serotonin enhances happiness and it reduces the level of anxiety and depression, because of this they might have retained the attention and learnt material properly and could take interest in classroom activities conducted by researcher.

**Attar (2009)** analysed the impact of Task Based activities on vocabulary retention among Iranian English learners. Pre and post test conducted with true experimental design. It revealed that task-based strategies outperformed traditional instruction, particularly in long-term lexical retention. Students reported that using newly acquired words in meaningful tasks (e.g., role plays, problem-solving sessions) reinforced memory. This underscores a fundamental premise of ABT: meaning-making and contextual usage accelerate language internalization. In conclusion, task-based activities are highly effective for enhancing both immediate and long-term vocabulary retention in Iranian students. The study shows the benefits of incorporating this learning strategies into vocabulary instruction to improve student engagement and retention

**Gogoi (2024)** investigated the effectiveness of task-based language teaching in developing English language skills for class VIII students. The researcher developed a TBLT module aligned with the official textbook, focusing on LSRW skills. Pre- and post-tests using repeated-measures ANOVA indicated a statistically significant improvement in the experimental group for all four skills, with the biggest gains observed in speaking confidence and reading comprehension. An attitude scale further revealed a heightened enthusiasm for language tasks. This endorses the broader principle that when lesson design marries curriculum requirements with active tasks, learners demonstrate stronger engagement and academic success.

### **2.2.1 Observation of Studies Conducted on Different Teaching Method and Approaches:**

Investigator reviewed a total of 10 studies on different approaches and methods in language teaching. (1971) George studied the development of language and play patterns of children of the age group 5 ½ to 11 and their relationship to academic achievement. (1984) Soumini (1986) Gor did Comparative study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning Outcome. (1987) Kudesia studied on experimental comparison of discussion method and lecture method. (1991) Patil aimed on enhance the teaching and testing of language skills using computer-based activities. (2002) Kahatani did

study on Relative Effectiveness of Teaching English Language using Direct Method, Communicative Approach and Bilingual Method on learning of English among IX standard students. (2006) Hughes focused 'Poet, poetry and new media: Attending the teaching and learning of poetry.' (2014) Gayathri Effect of Music Based Language Teaching Strategy on Language Competencies Among Primary School Students (2009) Attar studied on Effect of Task- Based Activities on Retention of Words in the Process of Vocabulary Teaching to Iranian Students.

Across the range of methods studied, several consistent points emerge:

- ✎ **Communicative and Task-Based Approaches** often outperform purely traditional methods, reinforcing the notion that learners need opportunities to **use** language meaningfully.
- ✎ **Discussion, Collaboration, and Group-Based** methods generally yield stronger outcomes in terms of comprehension, critical thinking, and retention, as demonstrated by Kudesia (1987) and Gor (1986).
- ✎ **Technology Integration** has repeatedly shown promise (Patil, 1991; Attar, 2009), especially if teachers are trained to manage hardware/software effectively.
- ✎ **Culture-Specific Adaptations** matter, especially in bilingual or mother-tongue contexts. Studies in Iranian, Indian, or other non-Anglophone locales confirm that bridging local culture to the target language fosters engagement and contextual relevance.

As per these all reviews are on different approaches and methods for language teaching. These studies are emphasising on the collaborative, participative, task based and student centered teaching learning environment. (1986) Gor, (1987) Kudesia and (2002) Kahatani studied on comparative method of traditional teaching, lecture method and direct method with participative method of teaching. It shows active involvement and participation of students can be possible in collaborative and student-centered teaching learning processes. In this category all the reviews are on the English language teaching. Not a single study was on the Gujarati language. So, the investigator decided to conduct participative, collaborative and student centered teaching method for enhancing LSRW skills in Gujarati subject. The research gap observed from these explorations cover a wide variety of contexts and methods, including direct comparisons, few systematically develop or evaluate a full activity-based curriculum specifically for Gujarati at the secondary level. Moreover, teacher training, cultural contextualization, and the bridging of theory to practice remain underexplored domains in the mother-tongue context. In this review of literature related to LSRW Skills and General Teaching Approaches underscores the increasing shift in modern pedagogy from teacher-

centric instruction to learner-centric, activity-based strategies. Technology, group collaboration, reflection, and real-world tasks consistently emerge as enhancers of language competence. However, minimal research directly addresses Activity-Based Gujarati teaching that targets the LSRW skill set for standard 9 students.

This recognized gap paves the way for the current study, which aims to develop, implement, and evaluate an Activity-Based Programme for teaching Gujarati at the secondary level. Further, the focus will shift more extensively to Activity-Based Teaching (ABT) research and the Gujarati language context, further clarifying existing literature before concluding with an integrated discussion on research gaps and the rationale for the study.

### **2.3 Studies on Activity-Based Teaching (ABT)**

Research on Activity-Based Teaching (ABT) proliferates across subject domains (science, mathematics, language learning, etc.), consistently highlighting its potential to motivate learners, foster active engagement, and improve achievement. This section surveys significant ABT studies, emphasizing their relevance to mother-tongue or second-language instruction.

**Varthak (2001)** studied on ‘activity-based’ teaching-learning and evaluation for developing English language competencies at primary level in Pune. The researcher concluded that while teachers often revert to mother tongue for convenience, structured tasks can help maintain instruction in the target language. A post-test showed improvements in listening and speaking especially, implying that oral tasks are vital at earlier stages. For standard 9 Gujarati, such findings advocate for sustained, multi-year ABT exposure for more advanced skill-level achievements. Speaking skills are liked by some students sometimes. 69% of teachers in rural schools and 75% of the teachers of urban schools of Class VIII, 72% of the teachers of rural schools and 81% of the urban teachers of Class IX, 67% of the teachers of rural schools of Class X and 79% of the teachers of urban 205 schools always use the mother tongue in the class. Findings based on competency and knowledge of teachers belong to urban areas: All the teachers’ pronunciation and fluency in English need to improve. It is observed that no teacher of any age group uses the TLM in the class. The teachers belonging to the age group of 30-40 years are poor in the grammar and usage while the teachers in the age group of 40-55 are found to be satisfactory.

**Amin (2011)** studied on developed and implemented ABSTP for B.Ed. students. The program integrated experimental, collaborative, constructivist, and ICT-embedded learning techniques, reporting improvements in science process skills, teaching quality, and awareness. While not

explicitly about language, the structure and results confirm a central message: ABT nurtures self-efficacy among teacher trainees, a factor crucial for introducing ABT modules in Gujarati classrooms, where teachers must orchestrate dynamic tasks confidently.

**Mishra & Yadav (2013)** conducted research on Activity-Based Teaching on Achievement in Science at elementary stages. The study randomly assigned 60 participants to an experimental or control group, The result shows improvement in the experiential group in the knowledge application items. Interestingly, the analysis revealed that gender influenced knowledge-based test results, with girls performing better in knowledge-oriented segments. This aspect might remind researchers to consider gender dynamics in language teaching, especially if certain tasks or collaborative patterns inadvertently privilege one gender over another.

**Daphne (2015)** assessed Activity-Based Learning (ABL) in Chennai primary schools through a survey design and direct classroom observations. The data indicated that learners from ABL classrooms scored higher on both scholastic and co-scholastic measures, with teachers citing improved focus, creativity, and socio-emotional skills. They also noted female teachers were more open to adopting new methods. The significance for Gujarati education lies in the robust evidence that ABT fosters a holistic educational environment, addressing not only language but also cross-cutting interpersonal abilities. There were no gender inequality or caste discrimination issues. There were effective learning outcomes and overall student involvement in the ABL classroom. The data was analysed by average, standard deviation and value. Statistical analysis average, standard deviation & t-value. Major Findings were, All primary school teachers have a positive approach towards ABL.

**Das (2015)** examined the effectiveness of activity-based English teaching in government-aided primary schools of Hooghly district, West Bengal. Observations revealed that children's writing (organization and rationalization of thought) and reading (pronunciation, pacing, punctuation) improved with activity and peer collaboration. The result shows the reinforcing that ABT can be an equitable approach. For Gujarati, these findings suggest that well-structured tasks might mitigate gender or other demographic disparities. Their writing skills, namely, spelling mistakes, rationalization of thought, and proper identification of things were analysed. Reading skills namely, reading pronunciation, speed of reading, punctuation and dialectical influences were assessed depending upon their performances on the material provided by the researcher.

**Tadvi (2015)** studied on the development and implementation of an activity-based Gujarati language education program for pupils in grade VIII. The objective was to develop an eighth-grade Gujarati language curriculum that was centred around activities. To implement the Gujarati curriculum designed for eighth-grade students, which is centred on activities. 3. To ascertain whether the Gujarati course designed for eighth-grade pupils was an activity-based course. The program's output was successful in enhancing Gujarati proficiency while promoting pleasant learning. Students in the experimental group had a higher mean achievement score than those in the control group. The "z" value was -2.81, which, at the level of confidence, was significant. The pupils' ability to comprehend more material improved. The students improved in terms of the increase in content clarity, gain new knowledge, enjoying the teaching-learning process, language skills development, enhance the thinking in a new way and communication skill as well as presentation skill. The activities of collecting information and presenting one's own way and drama were to improve language skill, clarity of content as well as enhance the extra knowledge. These activities were providing an opportunity for the students to develop presentation and performance skills.

**Thayniath (2015)** in her study "Activity based learning in the classroom. An effective learning method" used activities in Communicative English Grammar classrooms for learners and it is stated that activities create curiosity in learners and also helped learning Communicative English Grammar. The activity-based learning methods have many advantages because it appeals to our senses and also appeal to student' learning styles. Students' interest can be enhanced by identifying and applying different activities. In this study it was also emphasized that the Activity Based Learning played an important role in developing the critical and creative mind of students. She used different activities to teach Tenses, Prepositions, Speech, and Voices etc. These activities helped students to reinforce the grammar techniques in their mind and also later relate them into real life situations. Further it has been concluded that there should be a blend of technology, activities and traditional way to get the desired results. The theoretical approach should not be adopted for language learning. Learners should enjoy, understand for complete learning to take place. When learners are a part of learning process the results will be good.

**Lonkar (2016)** focused on the development of Activity-based program for LSRW skills based on CBSE curriculum frameworks. The study used an array of digital pedagogy tools, culminating in higher interest and success among participating students. While the target was basic English, the methodology identifying students' baseline competencies, crafting tasks to

fill skill gaps, and harnessing technology for scaffolding provides a strong blueprint for a Gujarati activity-based design that aims to unify all LSRW components.

**Rathod (2018)** performed a critical study on the Activity-Based Learning Approach named 'Pragna' in Gujarat's government primary schools. Observational data indicated that rainbow activities, clay work, paperwork, and group-based tasks significantly enlivened classrooms. Students exhibited more enthusiasm and creativity, while teachers reported improved mastery of content. This local context is particularly relevant because it confirms that activity-based innovation can flourish in Gujarati schools especially at primary levels and paves the way for deeper adaptation at secondary levels. It is a continuous process and requires continuous evaluation. All PRAGNA teachers have created a learning climate in schools. Children's responses were very enthusiastic in rainbow activities, clay work, paperwork and pasting work . The students become elated when their guardians take notice of their artworks on the school's display board. Teachers were sharing their positive opinions and anecdotes among teachers and students. PRAGNA's approach was very effective in small groups in classroom work. Discussion with CPC, BPC, BRP and experts were very much qualitative and responsive.

**Anwer (2019)** Activity-Based Teaching, Student Motivation and Academic Achievement. An experimental study design utilized in this study. Out pot of experimental group surpassed than the control group in motivation and final examination scores. Students highlighted clarity and organization as strengths of the lecture method but described ABT tasks as "fun and interesting," prompting more engagement. The synergy between enjoyment and academic efficacy reflects the motivational underpinnings that ABT can provide, a crucial aspect for the somewhat older, standard 9 Gujarati learners. There are strengths and weaknesses associated with both instructional styles in this study, that is, lecture and hands-on activities. Students identified clarity and organization as strengths of the lecture component and the activities were described as fun and interesting.

**Hazra (2019)** Activity Based Method of Learning English Language In Primary Schools Of West Bengal: An Analytical Study. The author set seven objectives for finding the state of the art of activities in those schools. Strength and weakness of the students in performing those activities have been revealed through the state-of-art and comparison of performances of the students. The researcher set two objectives to find out the state of the art of teacher's activity and to understand its impact on students' activity in those schools. Teacher's opinion about their performance and their students' performance in desired activity under ABM had been

collected and analysed to find the correspondence between Students' activity and Teacher's activity in ABM. The gaps between rural and urban schools and between High P- T and Low P-T-Ratio schools were remarkable in respect of discussion of the students, relevancy of discussion of the students, use of gesture and use of worksheets. The strength of the students' in performing activities is the collaborative relationship among learners and interest and flexibility in learning English and free sharing of opinion are imperceptible, most of them do not steer students' discussion. Besides, a large number of teachers do not use gestures in speaking and other activities on demand for teaching and learning English and most teachers try to teach grammar in traditional techniques.

**Kuyate (2019)** An investigation into the efficacy of the activity-based learning approach in Standard IV English. It examined how well standard IV pupils responded to activity-based English instruction. According to quasi-experimental results, the experimental group outperformed the control group on achievement assessments, showing improvements in vocabulary and reading comprehension. The researcher came to the conclusion that ABT promotes enjoyment, greater comprehension, and increased confidence in one's ability to learn. Advanced literacy for Gujarati learners at the secondary level may also flourish under ABT if basic language skills do well.

**Noreen and Khan (2019)** Activity-Based Teaching versus Traditional Method of Teaching in Mathematics at Elementary Level. compared Activity-Based Teaching with traditional methods in mathematics among elementary-level students. Using an experimental design in a single school, the researchers discovered that activities improved knowledge retention, problem-solving speed, and overall engagement. Although focusing on math, the result is instructive for language: interactive tasks can embed collaborative problem-solving frameworks, which might also help in textual analysis or group composition tasks in a Gujarati classroom. The study's conclusions were The post-test mean achievement scores of the experimental and control groups were substantially different. Students in the experimental group fared better than students in the control group in the following domains: knowledge, understanding, application, analysis, and synthesis. The pre-test and post-test scores of those students, who were instructed using traditional teaching techniques, were the same. Children that get instruction based on activities also have a high retention rate, according to the findings. Learning that is imparted through activities is more likely to be retained over time.

**Priyadharshini (2019)** studied the effectiveness of the activity-based learning (ABL) strategy in teaching English to engineering college. The aim was to determine the extent to which engineering college students' learning of writing abilities is aided by activity-based learning.

to evaluate the efficacy of traditional instruction and activity-based learning in helping students improve their writing abilities. to calculate the average student writing proficiency in English by gender, location, reading preferences, and engineering-level teaching medium. to learn what instructors and students think about activity-based learning. The study's premise was that, in terms of assisting Engineering College students in developing their English writing skills, there might be a significant difference between the traditional teaching technique and the activity-based learning approach. Cluster sampling was utilized in this study. KCG College of Technology and Hindustan Institute of Technology provided the samples used in this investigation. A total of 35 students from each college were selected for the experimental group and an additional 35 for the control group in the current study. Questionnaires and achievement tests were employed as research tools in the study. The data was analysed using the t-test. The primary findings of the study indicated that the Experimental Group's and the Control Group's post-test performance differed significantly. It demonstrates that the t-result exceeds the table value. There are differences between the two groups that are statistically significant.

**Baserer (2020)** Studied on Activity-based teaching for the learning outcome of ‘perceives the types of concepts. The current study is a descriptive study in the survey model as it reveals the current case, explains the interaction between the cases paying attention to the relation of the current events with former events and conditions and describes a case as it is. The data collection tools were various reasoning games (practical glasses, taboo, silent cinema, card matching, tic-tac-boom, hımbıl) were used. The data were analysed with an adaptation and in relation to the learning outcome. These programs showed how and in which order the information given to the students should be. There are various objectives and learning outcomes in a teaching program. The outcomes were the desired features determined to be observed in a person. It was aimed to teach the subject and make the students attain it by means of these features. Activity-based teaching was beneficial in order to attain these features.

**Vanika (2020)** Effect of Activity Based Teaching Strategies on Achievement in English, Communication Skills and English Language Anxiety. Purpose was to know English proficiency of groups taught using activity-based and traditional teaching methods. To evaluate the communication abilities of groups instructed using both traditional and activity-based teaching methods. To evaluate the groups' levels of anxiety related to the English language using both traditional and activity-based teaching methods. The nature of the current investigation was exploratory. The students were chosen at random. The study started with 150 seventh-grade pupils enrolled in CBSE-affiliated schools in New Delhi. The following were

the research instruments: Tests of achievement, communication skills, and instructional materials for putting activity-based teaching ideas into practice Horwitz, Horwtiz. The data was analysed using the t-test and ANOVA. The primary findings of the study indicated that the English achievement scores of the experimental and control groups differed statistically significantly. The experimental group's mean was higher than that of the control group. Because of this, the experimental group is more influenced than the control group. According to assessment of means, students who received instruction using activity-based teaching methodologies outperformed those who received traditional instruction in terms of their English achievement. The experimental participants' communication skills scores differed statistically significantly.

**Joseph (2021)** explored Activity-Based Teaching as a pedagogical approach for English at the tertiary level. Through questionnaires and focus-group discussions, the researcher determined that ABT enhances autonomous learning, encouraging students to self-regulate and collaborate. While the study targeted older students, it resonates with mother-tongue contexts: older learners responded positively to group-based tasks, discussions, and problem-solving exercises, highlighting the elasticity of ABT across ages and languages. Data was collected through the questionnaire. The findings on students' attitudes toward activity-based learning demonstrated that it aided in the development of students' autonomous learning skills. As a consequence, it's important to understand tertiary students' needs in relation to the course they've selected, as well as to implement the best language learning strategy in order to develop communication skills. When a teacher is aware of his or her students' needs, he or she may tailor the curriculum or lesson units to address those needs. Students are subjected to activity-based teaching,

**Razgathoğlu and Ulusoy (2022)** studied on the activity- based poetry studies (ABPS) on third-grade students' reading fluency and creative writing skills. They divided 56 students into an experimental group (26 students) receiving ABPS intervention and a control group (30 students) following the standard Turkish Course Curriculum. Various assessment tools, including Error Analysis Inventory, Prosodic Reading Scale, and Poetry Writing Rubric, were utilized over 18 weeks. The experimental group, engaged in ABPS, showed superior creative writing abilities compared to the control group, along with improved reading speed and prosodic reading skills. The study underscored the advantages of combining language skills, highlighting that when poetry reading and writing exercises are structured to complement one

another, they significantly enhance students 'reading fluency, comprehension, and creative writing abilities.

**Zarzari (2014)** studied on Activity-Based Teaching on Biological Sciences for 8th standard students. Using an experimental design with demonstration, microscopic, and experimental tasks, the researcher discovered that hands-on investigations outperformed standard lectures. While focusing on science, the underlying success factors active involvement, individual accountability, peer collaboration mirror the pedagogical engines behind ABT in language contexts. The results strongly hint that transposing these methods to Gujarati grammar, prose, or vocabulary practice could yield similar engagement and achievement gains. The efficiency of activity-based teaching techniques, such as the microscopic method, specimen method, experimental method, demonstration method, and structure-function approach, was evaluated using achievement assessments. Students in the eighth grade were given these specially designed research strategies. The data was analysed using ANOVA, the t-test, Tukey's multiple comparison test, mean, and standard deviation. The majority of students expressed satisfaction with the activity-based teaching approach, according to the study's primary findings, which concentrated on the teaching-learning process.

It is the best and most appropriate way to teach biology. Following the investigation, the researcher came to the conclusion that the most complete and advantageous teaching approach is activity-based.

### **2.3.1 Observation of studies on Activity Based Teaching and Learning:**

In this category of Activity Based teaching and learning investigator reviewed nineteen studies. (2011) Amin and (2019) Priyadharshini carried out Activity Based Teaching experimental study at higher education. (2018) Rathod studied on implementation of the activity-based learning approach: 'pragna'. (2022) Razgathloğlu & Ulusoy did study on effects of activity-based poetry studies (ABPS) on third-grade students' reading fluency and creative writing skills. (2019) Noreen & Khan studied the Activity-Based Teaching versus Traditional Method of Teaching in Mathematics at Elementary Level. Mishra & Yadav focused on effect of Activity Based Approach on Achievement in Science of Students at Elementary Stage. These studies were conducted at the fundamental level of school. Which shows the requirement of development at the fundamental and pre-primary stage should be based on activity centered. (2014) Zarzari did Activity Based Teaching on Academic Achievement for 8th Standard Students in Biological Sciences. (2015) Daphne studied on effectiveness of Activity Based Learning in Primary Schools. (2015) Das focused on effectiveness on English language at govt aided primary schools. (2015) Tadvi studied activity-based language teaching. (2019) Anwer

did study on Activity-Based Teaching, Student Motivation and Academic Achievement An experimental study design utilized in this study (2020) Baserer studied on Activity-based teaching for the learning outcome of ‘perceives the types of concepts’ These studies were conducted at primary level which are based on Activity Based teaching and learning process. (2021) Joseph Activity Based Teaching: A Pedagogical Approach in Teaching English at post-secondary level whereas (2015) Thayniath Activity based learning in the classroom– An effective learning method- as an analytical study. These all the studies are through survey, experiment and analytical based. The findings of the studies are reflecting the at school education in each level as well as at higher education level Activity Based teaching learning playing a significant role. Collectively, these studies affirm that Activity-Based Teaching:

- ✎ Boosts Learner Motivation and Engagement, resulting in more robust cognitive and affective gains (Noreen & Khan, 2019; Joseph, 2021).
- ✎ Improves Skill Development in a range of subject areas, from language arts (Priyadharshini, 2019) to math (Noreen & Khan, 2019) and science (Mishra & Yadav, 2013).
- ✎ Requires Teacher Training and proper resource allocation to be implemented effectively (Hazra, 2019).
- ✎ Shows promising outcomes in holistic development, incorporating creativity, collaboration, and real-world application.

Research gap as per the many works confirm ABT’s efficacy, only a handful target Indian mother-tongue languages particularly Gujarati. Rathod (2018) points to the Pragna approach in primary schools, but the localized, structured development of ABT for standard 9 remains lacking. Another important dimension is measuring LSRW specifically, which is not deeply explored in these ABT studies beyond general language competencies. Thus, the investigator conducted the study to enhance LSRW skills through activity-based teaching learning processes at secondary level.

#### **2.4 Studies on Gujarati Language Teaching**

Research on **Gujarati Language Teaching** is more limited compared to English, especially in the realm of ABT. The following studies shed light on the status, methods, and challenges in Gujarati instruction.

**Suthar (1974)** conducted a study of the teaching of mother tongue (Gujarati) Gujarat state. Aim was to collect and interpret the data regarding the personnel of the secondary schools connected with the teaching of the Mother Tongue (Gujarati) and to offer suggestions for the

betterment of the personnel. To collect and interpret the data regarding the teaching work being done by the teachers in the Norther tongue (Gujarati), their academic and professional qualifications, equipment, available facilities and encouragement. To know the mother tongue (Gujarati) to grasp the picture of research work done so far and to know the bearing on the present study. To prepare and suggest a broad developmental programme of instruction in the mother tongue (Gujarati) for standards VIII, TIC and X, so that teachers teaching those classes are helped to their language instructional programme. A total of 390 teachers were sampled from the study using a normative survey method and random sampling. The researcher collected data from secondary schools in rural and urban areas using questionnaires, interviews, and observation. The sample consisted of both male and female teachers, with 234 and 156 teachers from rural and urban areas, respectively. The result was the investigator has made an attempt to examine the instructional tools and instructional programme regarding their various ingredients namely syllabus, textbooks, A.V. aids, Teacher's planning program, co-curricular activities, methods of teaching, composition work and the teacher's workload from all possible angles. The vital tools of the instructional programme namely, syllabus and textbooks are found outdated. In respect of the audio-visual aids, the real feedback mechanism is an idea quite strange in the secondary schools of the sample. The instructional plan, programme and the teacher's faculty meet are still in the initial stage. The language club to impart the successful co-curricular activities is still taking its shape in schools and the methods of teaching used by teachers still today are old and hackneyed when the world is moving fast from traditionalism. Composition work which is the heart and soul of any instructional programme in language is presenting a very shocking picture because the teacher is over burdened with multi academic and non-academic activities. Therefore, it seems that the instructional programme and instructional tools are not moving towards the betterment of the total instructional programme of Gujarati, all these hackneyed instructional tools, traditional instructional programme of Gujarati, sub-standard teachers create a cumulative adverse effect on the achievements in term of marks at the final examination i.e. S.S.C. Examination.

**Mehta (1998)** conducted an investigation on the teaching of Gujarati at Baroda City's upper primary schools. The first goal was to examine how well the teacher understood the goals of teaching Gujarati. 2. To examine how teachers teach Gujarati, taking into account a. different Gujarati teaching skills and b. different Gujarati teaching methods and strategies. c. Audio-visual aid use. 3. To research the challenges teachers encounter when instructing Gujarati. 4. To examine pupils' performance in the Gujarati language. 5. To research pupils' areas of weakness in Gujarati. 6. To research the typical mistakes that students make when studying

Gujarati. 7. To research teachers' perspectives. Out of a total of 1218 pupils, 400 teachers were chosen for the study, making up the sample. Frequency and percentage responses, content analysis, product moment correlation, and ANOVA were used as tools and techniques. The following was discovered by the author: 1. The vast majority of teachers were ignorant of the goals of teaching Gujarati. 2. It was discovered that the majority of the teachers were working to improve their students' language proficiency. 3. Gujarati instruction was not delivered in the way that was anticipated. 4. In the Gujarati topic, there was no discernible difference between the mean achievement scores of the boys and girls in grades V and VI.

**Parmar (2009)** An investigation of the creation and efficacy of self-study resources for Gujarati grammar instruction included in the STD-VIII curriculum in light of certain characteristics. One of the study's goals is to create self-study materials for teaching Gujarati grammar as part of the regular VIII curriculum. 2. To contrast traditional teaching methods with self-learning for Gujarati grammar instruction. to assess how well intellectual ability experiments are working. to evaluate the socioeconomic status trials' efficacy. to evaluate the efficacy of gender-related experiments. on the basis of survey replies, to assess the efficacy of experiments. The research was experimental. This search was conducted using purposive selection. The sample for this study consisted of 50 percent of pupils from each school in the experimental and control groups. The Verbale-Nonverbal Intelligence Test, the Achievement Test, the Socioeconomic Status Scale, and an Opinionnaire were used to gather data. The t-test, mean, median, frequency, and percentage were used to analyse the data. The study's main conclusions were that the experimental group's mean score was greater than the control group's. Traditional learning methods are less successful than self-learning-based resources. Effective self-learning can be achieved using it. Self-study resources can aid students in long-term memory retention. It can reduce the discrimination between the students from urban or rural, social-economic status.

**Gajjar (2015)** carried out research on the efficacy of the idea attainment model in relation to educational achievement in the ninth-grade Gujarati subject. The study's objectives were: 1. To develop a concept attainment program for ninth-grade students that focuses on specific adverb types in Gujarati language courses. 2. To assess how well the idea attainment model approach and the conventional lecture style affect students' academic performance. 3. To assess how well the idea attainment model approach and the conventional lecture method affect students' academic performance by region. 4. To assess how well the idea attainment model approach and the conventional lecture style affect students' academic performance by gender. 5. To

investigate how well the idea attainment model is use concept attainment model on retention of the students. The experimental research design was chosen by the researcher for this investigation. The method of purposeful sampling was applied. 285 Gujarati-medium secondary schools in the Mehsana area made up the sample. The study employed a pre-test and a retention test as tools. The study's conclusions were: The experimental group's rural students outperformed the controlling group's rural students in terms of academic attainment. Thus, the idea attainment model program outperformed the conventional teaching approach.

**Upadhyay (2015)** studied Nouns in English and Gujarati: A Comparative Linguistic Study. Objectives were: To study the definition and characteristics of nouns. To find the place of nouns in the grammar of language. To study the classification of nouns, system of nouns, gender system of nouns · to study the case system of nouns · to study nouns with reference to their morphological aspects · to study nouns with reference to their etymological and phonological aspects · to study nouns with reference to their syntactic aspects · to study the pre-modification and post-modification patterns in noun phrases · to draw meaningful comparisons between nouns in English and Gujarati Hypotheses 1. Nouns in English and Gujarati inflect for number, gender and case. 2. Gujarati nouns have grammatical gender; whereas English nouns do not have. 3. For each function, a Gujarati noun has a different case; whereas English nouns have only the common case for all the functions except the genitive one. 4. Noun classes / types frequently overlap each other in both the languages. 5. The phonological aspect is very important in English but it has less significance in Gujarati. 6. Person-gender-number-case distinction in pronouns is not inflectional but lexical in both the languages. 7. Gujarati determiners and modifiers agree with nouns; in English, it is not so. It was an analytical study of the nouns in English and Gujarati languages. Which considers both the structural as well as functional aspects of nouns in both the languages. The important findings of the research were the similarities and the differences found between English and Gujarati would help the teachers teaching English to native learners modify their methods and techniques accordingly. It would help teachers and learners identify the problem area where the learners commit mistakes due to mother tongue hindrances. English students trying to learn Gujarati would also be benefitted in the same manner. This research would help the researchers working in the field of linguistics. It would also help the writer's writing grammar in English or Gujarati to present nouns with more vital details in the easiest possible manner. It would provide a different approach to look at languages to the avid learners of language. It will provide a model to the Gujarati linguists to write about Gujarati grammar in the terms of the latest conventions. It would inspire the scholars for further research in the field.

**Patel (2016)** studied the accent-based speech recognition of Gujarati language. The objectives of this research work include the following: 1. To develop a model that automates the conversion of accented Gujarati language speech into Gujarati language text with significant accuracy. 2. To develop a speaker independent automatic speech recognition system. 3. To identify an impact of a particular dialect of Gujarati language onto the speech based on the statistics obtained about the vocabulary used in speech. 4. To remove the impact of the particular dialect from the text output by replacing dialectical words with standard Gujarati language words. The tools and technologies that have been used in the research work. Speech API (JSAPI) which is a cross-platform software interface to the state-of-the-art speech technology is discussed the overview of Java Speech Grammar Format (JSGF) with two types of grammars namely rule based grammars and dictation grammars is provided. The model that has been designed as a part of research work and its various components like grammar specification, phoneme sequences and knowledge base are explained in detail. Grammar specification is helpful to recognize engines in the recognition process of speech for a particular application domain. Phoneme sequences of the words have been modified for the correct recognition of Gujarati language words based on the pronunciation. Knowledge base contains the list of vocabulary used for each of the dialect as well as the list of standard Gujarati language words; it also contains the mapping of dialectical words to standard Gujarati language words. Moreover, it describes the step-by-step functioning of the system for the speech to text conversion of accented speech based on the specified vocabulary. The findings of the study were “Speech Recognition and Dialect Identification System for Gujarati (SRDIS-Guj)”. The vocabulary used for testing includes words from the standard Gujarati language as well as words from the Charotari, Surati and Kathiawadi dialects which have been considered for the study. Moreover, the performance evaluation of the SRDIS-Guj for various categories like gender, sentences and individual words from each dialect. Speech recognition is the translation of spoken words into text. Speech recognition systems can be useful in many different areas like call dialling, electronics appliance control, form entry, etc. Speech recognition systems are composed of the interface to which the user can specify the speech input that will be processed and converted to text by a speech recognizer. Understanding the anatomy of human speech production can help to select the better approach for development of ASR. Respiration, phonation and articulation are the main procedures involved in human speech production. Phoneme recognition can help create efficient and accurate ASRs. The research problem has been stated which aims to perform speech recognition of Gujarati language with identification of speaker’s dialect and to convert the dialectal properties from the text if required. This

research work has been implemented and tested for three dialects of Gujarati language, namely Charotari, Surati and Kathiawadi. The same can be extended to support other dialects as well. The research work can be useful in various domains like agriculture, health, banking, education, etc.,

**Khint (2018)** conducted A study of the effectiveness of C.L.L. (Co-operative language learning and M.I. (Multiple intelligence) on educational achievement and retention with reference to teaching of Gujarati language. The purpose was to construct the C.L.L. and compare the effectiveness of C.L.L. approach and M.I. approach with reference to educational achievement for teaching of selected units of Gujarati subject. The research design was truly experimental in nature. Randomized groups pre and post test were conducted. Sample of the study was 1285 schools of primary education as per random selection method. Tools for the study were C.L.L. teaching experiment. Findings of the study were over all, the teaching models are totally students centered and so they are revisable. There are many teaching models available for different aims and objectives.

#### **2.4.1 Observations on Gujarati Language Research**

The investigator reviewed a total of ten reviews under this category. (1998) Mehta concentrated on an exploratory research of Gujarati language instruction in Baroda City's Upper Primary School, which demonstrates the state of Gujarati instruction at the Baroda level. Suthar studied the teaching of Gujarati, the maternal tongue, in 1974. Parmar (2009) investigated the creation and efficacy of self-study resources for teaching Gujarati grammar that were incorporated into the STD-VIII curriculum. Gajjar (2015) conducted research on the efficacy of the idea attainment model in relation to educational achievement in the ninth-grade Gujarati course. (2018) Khint A study of the effectiveness of C.L.L. (Co-operative language learning and M.I. on educational achievement and retention with reference to teaching of Gujarati language. These studies aimed to develop and implement program on innovative and effective Gujarati teaching. (2015) Upadhyay studied Nouns in English and Gujarati: A Comparative Linguistic Study. Which is reflecting about the grammatical aspects and its desirable use in speaking and writing of Gujarati. (2016) Patel aimed at accent-based speech recognition of Gujarati language. It was a developmental study to improve the speaking skill in Gujarati.

From these reviews, Gujarati language studies often concentrate on grammar or structural approaches. While some incorporate technology or conceptual models, few adopt a comprehensive, activity-based approach focusing on LSRW. The widely recognized issues—teacher unpreparedness, outdated syllabi, minimal resource use—reinforce the need for a well-crafted, research-backed intervention at the secondary level. Notably:

- ✎ Khint (2018) approached a near-ABT environment with cooperative tasks but did not detail stepwise instructional design targeting LSRW.
- ✎ Patel (2016) integrated high-level technology for accent recognition, highlighting the importance of bridging dialects, though with minimal direct classroom application.
- ✎ Gajjar (2015) validated a concept-based approach for grammar but not a complete synergy of all language skills.
- ✎ Parmar (2009) addressed self-learning but remained grammar-focused.
- ✎ Mehta (1998) and Suthar (1974) offered broad surveys pointing to systemic shortfalls in mother-tongue teaching.

As per the reviewed studies the research gap finds that there is a pressing need for a holistic program blending language skills that is activity-based, culturally tailored, and robust enough to address the reality of Gujarati secondary classrooms. Studies to date have either tackled a single skill or grammar components but rarely combined them into a cohesive pedagogical model with empirical testing. Thus, there are survey, experimental, developmental, comparative and analytical studies conducted. There is a smaller number of studies done for the Gujarati language.

## **2.5 Implications of the Reviewed Literature**

The investigator reviewed the total fifty-two from international, national and state level, based on the different aspects and purpose of the present study, which are from Ph. D thesis and journals. A robust review of literature in the domains of (1) LSRW skills, (2) teaching methods, (3) activity-based teaching (ABT), and (4) Gujarati language instruction underscores several key takeaways that are central to understanding both the theoretical underpinnings and the practical implications of language education. This section delineates major implications drawn from the accumulated scholarly evidence, providing a foundation for meaningful pedagogical innovation. From the fifty-two reviewed studies, ten studies are in the area of Gujarati language, sixteen are on development and enhancement of LSRW skills, ten are on different approaches and methods of teaching languages and nineteen studies are on Activity based teaching and learning.

(2012) Albeshar (2015) Shaik (2015) Todkari (2015) Vania (2017) Bandyopadhyay (2017) Lakhera (2017) Patil (2017) Ramchandani (2018) Abraham (2018) Bhatt (2019) Deborah (2019) Telore (2020) Nanthini (2021) Duan (2021) Geeta (2023) Sooria these were based on the development and enhancement of LSRW skills. Suthar (1974), Mehta (1998), Gajjar (2015), Tadvi (2015) and Khint (2018), Patel (2016) Upadhyay (2015) conducted a study on Gujarati Language teaching at secondary, co-operative language learning, multiple intelligence

and activity-based teaching these studies are on Gujarati teaching. (1971) George (1984) Soumini (1986) Gor (1987) Kudesia (1991) Patil (2002) Kahatani (2006) Hughes (2014) Gayathri (2009) Attar (2024) Gogoi these all studies were over the teaching learning structural method, evolving a set of strategies, techniques and materials to teach English poetry, critical method, communicative approach and bilingual method, Effect of project-based learning. (2001) Vartak (2011) Amin (2013) Mishra & Yadav (2014) Zarzari (2015) Daphne (2015) Das (2015) Thayniath (2015) Tadvi (2016) Lonkar (2018) Rathod (2019) Anwer (2019) Hazra (2019) Kuyate (2019) Noreen & Khan (2019) Priyadharshini (2020) Baserer (2020) Vanika (2021) Joseph (2022) Razgathioğlu & Ulusoy these all studies were over the Activity Based teaching learning. Which are activity based teaching-learning for science as well as languages. Investigator could not come across the study focusing on Gujarati language at school level using activity-based teaching. These are the studies focusing on different approaches, strategies and methods i.e. language development and play pattern, communicative approach, structural approach, bilingual methods, participatory approach, cooperative learning, integrated approach, drama, music, activity centered approach are used for teaching language and science. Numerous studies in language education emphasize that successful programs must address all four (LRSW) an integrated manner (Widdowson, 1978; Shaik, 2015; Abraham, 2018). Evidence from a variety of contexts (e.g., English as a Second Language classrooms, mother-tongue programs) indicates that focusing on only certain skills (e.g., reading comprehension or grammar drills) restricts learners from developing comprehensive communicative competence. In an ideal scenario, receptive skills (listening and reading) should be interwoven with productive skills (speaking and writing) so that learners can grasp language inputs, analyse content, and produce coherent, meaningful expressions.

The holistic approach is particularly relevant to secondary learners who are often required to handle more complex texts, engage in group discussions, and write extensively. When students read authentic material and subsequently articulate their interpretations or reflections verbally, they reinforce textual understanding through oral processing (Chand, 2018). Similarly, writing tasks become more coherent and purposeful when learners have ample listening and reading experiences that inform content generation (Patil, 2017). In the context of Gujarati being the mother tongue for many learners in Gujarat this integrated approach takes on additional importance. Learners who have predominantly encountered Gujarati as a subject rooted in grammar memorization, superficial reading, or rote textual analysis might benefit profoundly from an intentional merging of language skills tasks. This comprehensive exposure fosters a stronger identity with the language and a more profound communicative capability.

A second, overarching implication from the reviewed studies is the consistent success of activity-based strategies in promoting language acquisition, engagement, and motivation across diverse contexts (Daphne, 2015; Noreen & Khan, 2019; Duan, 2021). Unlike teacher-centred pedagogies that often relegate students to passive spectators, activity-based teaching invites learners to engage in hands-on, collaborative, and reflective processes. Empirical data reveal that ABT can outperform conventional methods on measures of student motivation, retention, and skill development (Lavine & Guy, 2007).

In essence, ABT advocates for an environment where learners are active participants: they co-construct knowledge with peers, design and execute small projects, reflect on their progress, and apply language skills in practical scenarios. For instance, an ABT unit on Gujarati storytelling might involve learners interviewing local community members, documenting oral histories, or dramatizing folk narratives. Such interactive tasks not only improve linguistic accuracy but also bolster cultural understanding, confidence in expression, and an overall sense of autonomy in learning (Bhatt, 2018).

In the realm of Gujarati language education, where conventional memorization-based drills remain prevalent (Mehta, 1998), a systematic emphasis on ABT could bring about a paradigm shift. By crafting real-world tasks like analysing newspaper editorials, producing short plays, or engaging in structured group debates educators would awaken curiosity, creativity, and genuine communicative competence in mother-tongue contexts.

A crucial factor in the success or failure of any pedagogical innovation is the teacher's preparedness to facilitate it (Hazra, 2019). Many innovative programs falter because educators either lack the knowledge, the pedagogical skills, or the institutional support to adopt new methods in the classroom. Teachers might be intrigued by ABT or other innovative frameworks but may remain uncertain about how to plan lessons, manage group dynamics, or assess student performance using these methods.

Studies emphasize that professional development and ongoing teacher training are vital to embedding ABT in the curriculum and ensuring fidelity of implementation (Gayathri, 2014; Rathod, 2018). Without structured guidance, teachers can fall back on more familiar, didactic methods especially when confronted with large class sizes, time constraints, or pressure to complete the syllabus. Therefore, well-designed teacher orientation programs that equip them with the necessary resources, exemplars of best practices, and supportive peer networks are indispensable. In the context of Gujarati teaching, teacher preparedness means both a) deep familiarity with mother-tongue content (cultural references, language nuances, literary forms)

and b) competence in orchestrating interactive and collaborative tasks that genuinely engage learners.

Aligning tasks and curricular materials with local traditions and dialect variations can dramatically amplify the effectiveness of any language program (Khint, 2018; Patel, 2016). Language is not merely a conduit for grammar rules or vocabulary lists; it is also a carrier of culture, history, and collective identity (Aurorin, 1977). Especially in mother-tongue instruction like Gujarati, learners benefit from a sense of authentic engagement when the curriculum resonates with their lived experiences, local festivities, and societal concerns.

For example, an ABT lesson on persuasive writing in Gujarati might encourage students to debate regional environmental issues or write letters to local newspapers about civic concerns. Similarly, a reading comprehension unit could feature short stories, newspaper articles, or poems that echo the cultural nuances of Gujarat. This emphasis on cultural context also highlights the possibility of dialectical differences within Gujarati (Charotari, Surati, Kathiawadi dialects, etc.) a diversity that can be viewed as an asset rather than a hindrance. By acknowledging these dialects and encouraging learners to share them within a structured environment, teachers can foster a sense of linguistic inclusivity and cultural pride.

A recurring theme in the literature is that traditional pen-and-paper tests tend to capture only a fraction of a learner's language competence (Baserer, 2020; Nanthini, 2020). While such exams might reflect discrete grammar skills or reading comprehension at a superficial level, they often fail to measure creative expression, or the ability to integrate multiple skills simultaneously. Consequently, rubrics, portfolios, performance-based assessments, and reflective journals provide a more authentic and holistic lens into a learner's progress.

These alternative assessments are particularly germane to ABT contexts, where learners invest considerable effort in group activities, research, oral presentations, or creative writing. Teachers can track not only final products (like a written essay) but also the process—how students collaborate, how they respond to feedback, or how they approach problem-solving within a project. In mother-tongue classrooms, employing such diverse assessments can help shift the emphasis away from rote memorization and towards communicative mastery, cultural insight, and real-world relevance.

Finally, although technology is not the sole determinant of ABT success, digital tools can significantly enhance interactivity and variety in language teaching (Patil, 2017; Shaik, 2015). Simple online quizzes, collaborative documents, short informational videos, or even speech recognition software can complement activity-based modules to enrich learners' experiences. For Gujarati teaching, this might include designing digital flashcards for vocabulary expansion,

recording community-based interviews using smartphone apps, or maintaining a class blog where students post reflective writing.

Yet, the feasibility of technology integration depends heavily on school infrastructure and teacher readiness (Hazra, 2019). In contexts where resources are limited, educators might prioritize low-cost, offline innovations (like role-playing, local field visits, or physical learning materials). Nevertheless, the expanding access to smartphones and affordable internet in India suggests that technology-based ABT solutions could become increasingly relevant. Incorporating these digital elements can add a new dimension to mother-tongue language practice and create synergy between traditional cultural content and modern modalities of delivery.

It can be concluded on the basis of available reviews, a study on Activity based teaching may provide scope to enhance the teaching-learning qualities, enhancement of LSRW skills which can improve the achievement and better learning for students. As there is a dearth of studies in the develop Gujarati language teaching program and implement the activity-based teaching programme in this area.

When situating the present research **Enhancement of LSRW Skills Through Activity-Based Gujarati Teaching Among the Students of Standard 9** within the broader tapestry of mother-tongue language education, several compelling reasons justify its significance. Although many scholars have examined ABT and LSRW in different languages, a systematic, culturally responsive program targeting secondary-level Gujarati learners stands out as an especially valuable contribution. The following points elaborate why this study is not just timely but also critical in shaping future directions of Gujarati language pedagogy.

One of the persistent gaps identified in the literature is the absence of detailed, operationalized ABT modules specifically tailored for Gujarati at the secondary stage (Gajjar, 2015; Mehta, 1998). The present study offers a direct response by conceptualizing an instructional framework that harnesses poetry, prose, composition, and grammar from the standard 9 Gujarati curriculum. By weaving LSRW tasks into each unit such as group recitals of poems, creative writing of short stories, or grammar-based scavenger hunts this program exemplifies the practicality of ABT for real classroom settings.

Such a demonstration goes beyond theory by detailing lesson plans, assessment rubrics, classroom management strategies, and sample outputs from students. Consequently, it becomes a blueprint that educators, curriculum designers, or policymakers can adapt, replicate, or refine.

If mainstreamed, this template could address the longstanding critique that mother-tongue programs remain too traditional and test-oriented (Suthar, 1974).

A second major contribution lies in providing empirical validation of ABT's impact in the Gujarati language domain. Although many Indian scholars have examined ABT for English or other foreign languages, relatively few have embarked on rigorous, controlled investigations focusing on mother-tongue settings (Shaik, 2015; Deborah, 2019). By employing pre- and post-tests—along with rubrics and observational checklists for LSRW skills the present research quantifies changes in learners' communicative competence, cultural engagement, and self-efficacy. Such evidence is pivotal to convince various stakeholders school administrators, parents, and even students themselves that ABT is not a whimsical or optional approach but one grounded in tangible improvements and robust data.

The teacher emerges as a linchpin in executing these innovative instructional strategies (Hazra, 2019). Through the structured orientation or workshop sessions included in this study's methodology, educators can gain hands-on experience with activity design, facilitation of group tasks, and diverse assessment methods. This approach effectively bridges the well-documented chasm between policy endorsements (e.g., NEP, 2020) and classroom realities. When teachers witness how structured group assignments or problem-solving tasks can transform students from passive note-takers into engaged collaborators, they become more motivated to sustain and expand such methods. In the long run, this shift could inaugurate a community of practice among Gujarati language teachers—a forum where they share resources, swap stories of success and challenges, and perpetually refine their approaches. The study thus holds importance as a seed for broader professional development initiatives in Gujarat's educational landscape.

Although academic performance is often the yardstick for success, the significance of enhancing Gujarati language proficiency transcends exam outcomes. By reinforcing an identity-based connection to Gujarati literature, local narratives, and cultural idioms, learners foster a deeper sense of belonging and continuity with their heritage (Upadhyay, 2015). In an era when global influences can sometimes overshadow local traditions, fortifying mother-tongue competence carries socio-cultural weight. Students who can articulate their ideas, emotions, and aspirations in their native language are more likely to participate actively in community matters, preserve linguistic traditions, and transmit cultural values to future generations. Moreover, a culturally anchored ABT program can help students perceive their

language not as a rote subject but as a dynamic, living entity rich with creative possibilities and social relevance. This orientation encourages them to see Gujarati as a viable medium for intellectual discourse, artistic expression, and modern professional communication. Over time, such an enriched perspective can nurture a generation of bilingual or multilingual learners who value their mother tongue on par with global lingua francs.

Finally, the importance of this study resonates beyond a single educational institution or region. If proven effective, the ABT framework can be scaled to other grade levels adapting tasks for standard 8 or 10 or even extended to teacher training colleges where budding educators learn to integrate interactive, culturally relevant methods from the outset (Amin, 2011). Given the demonstrated success of ABT in diverse educational contexts, the research findings can also influence other Indian languages that share structural or cultural parallels with Gujarati. The synergy of empirical data, detailed lesson prototypes, and supportive teacher training might spark a larger shift in how mother-tongue education is conceptualized and executed across the nation.

Having examined the extensive scholarship on (1) LSRW skill development, (2) teaching methods, (3) ABT, and (4) Gujarati language instruction, an integrative analysis becomes crucial to distil overarching lessons, identify convergences or contradictions, and highlight the distinctive lacuna that the present study sought to address. Below is a synthesized discussion reflecting these intersecting domains. Whether focusing on ESL contexts or mother-tongue instruction, a core insight is that interactive and collaborative learning consistently engenders stronger gains in all four language skills (L, S, R, W). Studies ranging from Shaik (2015) to Duan (2021) underline how technology-facilitated tasks (e.g., computer-assisted language learning) or purely face-to-face group activities (e.g., discussion circles, dramatizations) lead to deeper, more durable learning outcomes. Learners become co-creators of meaning rather than passive vessels for teacher-led lectures. This synergy is particularly visible when reflection tasks accompany group work students who articulate and refine their insights collaboratively show enhanced comprehension and creative expression (Vania, 2015).

Despite the proven advantages of innovative pedagogies, traditional lecture methods persist across secondary education due to multiple entrenched factors teacher inertia, systemic pressure to “complete the syllabus,” large class sizes, and limited access to training (Kudesia, 1987; Mehta, 1998). Moreover, some educators value the perceived “efficiency” of lecturing

for delivering content quickly. However, research suggests that such efficiency can be short-lived, as learners often fail to internalize or apply knowledge in real contexts (Gor, 1986).

The integrative review reaffirms that while lectures may serve certain informational objectives particularly in time-constrained or resource-poor settings they insufficiently address modern conceptions of language proficiency that emphasize communication, critical thinking, and adaptiveness (Hughes, 2006). This gap between theoretical acceptance of active learning and practical reliance on lectures pinpoints the necessity for clear, user-friendly ABT frameworks that teachers can feasibly implement under real-world conditions.

Activity-Based Teaching as a Unifying Framework of all the approaches surveyed, Activity-Based Teaching consistently emerges as a unifying model capable of embedding communicative, collaborative, and task-based learning in language education (Daphne, 2015; Noreen & Khan, 2019). ABT effectively taps into constructivist theories (Dewey, 1882; Vygotsky, 1978), which posit that learners actively construct knowledge through meaningful tasks and social engagement. Because ABT can be adapted to various age groups, subject matters, and cultural settings, it serves as a flexible paradigm. At the elementary level, it often manifests as playful, sensory-rich activities; at higher levels, it may revolve around debates, research tasks, or project-based learning.

For Gujarati teaching, ABT's adaptability addresses the diverse skill requirements of standard IX students old enough to handle more abstract tasks while still benefiting from hands-on, socially grounded experiences. Coupled with reflective prompts or open-ended discussion, ABT can blend knowledge of Gujarati grammar, vocabulary, literature, and cultural traditions into cohesive, interactive lessons (Gajjar, 2015).

### **Research Gaps in Gujarati Mother-Tongue Instruction**

The integrative literature scan highlights that Gujarati language instruction remains relatively under-explored compared to global languages like English (Mehta, 1998; Parmar, 2009; Khint, 2018). While sporadic efforts like the Pragna approach at the primary level (Rathod, 2018) demonstrate initial successes, a lack of systematic, large-scale studies at the secondary level stands out as a significant void. This gap materializes in two forms:

1. **Empirical Deficit:** The absence of rigorous, experimental or quasi-experimental designs assessing the impact of mother-tongue ABT modules on learners' LSRW progression.
2. **Practical Framework Shortfall:** Even when educators or policymakers endorse interactive teaching, they lack detailed lesson plans, resource guides, or adaptable assessment models that address the unique demands of standard 9 Gujarati learners.

Hence, the reviewed scholarship consolidates an urgent call to develop, implement, and evaluate a structured ABT curriculum that elevates the teaching of Gujarati beyond traditional grammar-centric methods.

### **Collective Research Gaps Across Domains**

Reflecting across all four categories (LSRW skills, teaching methods, ABT, Gujarati language), the collective gaps can be summarized as follows:

- ✗ **Incomplete Integration of Skills:** Many programs or textbooks still segment LSRW, failing to create an interwoven tapestry of listening, speaking, reading, and writing tasks.
- ✗ **Teacher Training Deficiency:** While theoretical frameworks abound, practical teacher-guidance tools, resources, and workshops remain sporadic, impeding mainstream adoption.
- ✗ **Limited Mother-Tongue Emphasis:** Research is skewed toward second language acquisition (especially English), with insufficient exploration of how ABT can enhance local or regional language proficiency at higher grade levels.
- ✗ **Lack of Cohesive Assessment Models:** Traditional exams dominate, and alternative assessments that capture communicative competence or cultural understanding are seldom applied or validated.
- ✗ **Technological Potential Underutilized:** Although recognized, technology integration in ABT for Gujarati remains minimal, often due to infrastructural constraints and a dearth of locally relevant digital content.

Recognizing these gaps helps clarify precisely where the present study has stepped in, focusing on crafting an ABT approach that robustly integrates LSRW, aligns with secondary-level

Gujarati curricula, trains teachers, and employs both formative and summative assessments to capture a holistic portrait of student progress.

### **Significance of Addressing the Gap**

The impetus to address these lacunae extends beyond academic curiosity. At a macro level, strengthening mother-tongue instruction fosters inclusive education, cultural preservation, and socio-emotional development (National Education Policy, 2020). At a micro level, skilful, engaged, and confident speakers/writers of Gujarati stand to excel not only in local community engagement but also in bridging dialogues with broader linguistic spheres. Improving mother-tongue literacy can, paradoxically, also enhance second-language learning, as strong foundational language skills transfer to other linguistic domains (Bernstein, 1970).

Moreover, addressing these gaps is particularly urgent if one acknowledges the relentless global pressures that can marginalize regional languages, dislocating learners from their local roots (Patel, 2016). By systematically elevating Gujarati teaching through ABT, educators can demonstrate that mother-tongue classrooms are not only relevant but can also be innovative, effective, and forward-looking.

In summation, the literature signals a convergence around the essential nature of interactive, student-centred strategies like ABT for robust language learning. It also spotlights the inertia of traditional methods and the paucity of large-scale, empirically backed frameworks for Gujarati mother-tongue instruction at the secondary level. It is in this intersection that the present study anchored in the synergy of LSRW integration, teacher readiness, cultural contextualization, and diversified assessments found its rationale. By systematically addressing these challenges, the research extends an evidence-based impetus for reimagining Gujarati language education, ensuring that learners not only meet academic objectives but also cultivate lifelong linguistic and cultural competencies.

### **Conclusion**

Anchored in both global research on activity-based learning and local demands for robust mother-tongue education (NEP, 2020; Gajjar, 2015), the study on **Enhancement of LSRW Skills Through Activity-Based Gujarati Teaching Among the Students of Standard IX** stands poised to make significant theoretical and practical contributions. Its rationale is

multifaceted: bridging policy aspirations and real classroom contexts, addressing a recognized gap in holistic LSRW improvement in Gujarati, and offering empirical validation for an interactive pedagogy that resonates with cultural imperatives.

By systematically experimenting with ABT strategies, collecting quantitative and qualitative data, and aligning activities with Gujarat's secondary education curriculum, this study seeks to illuminate the path to better mother-tongue instruction. It aspires not only to improve students' immediate academic performance in Gujarati but also to instil deeper cognitive, socio-emotional, and cultural competencies. As learners develop confidence and dexterity in listening, speaking, reading, and writing, they become active participants in knowledge construction and cultural preservation. Such transformations hold the potential to enrich both educational practice and local culture, embodying the spirit of learner-centered reforms advocated by educational researchers and policy documents alike (Anwer, 2019; Noreen & Khan, 2019; NEP, 2020).

In conclusion, this study is timely, relevant, and poised to address a critical gap in Gujarat's secondary education landscape. By demonstrating that holistic, activity-driven methodologies can elevate learners' LSRW skills in their mother tongue, the research will highlight a feasible pathway for aligning ground-level pedagogical innovations with the larger policy mandate of revitalizing Indian languages through inclusive and engaging instructional strategies.