

CHAPTER

V

Findings, Discussion & Suggestions

शोधेन वर्धते ज्ञानं, संशयो नश्यते तथा।
अन्वेषणपरः सततं, नूतनं सत्यं विन्दति॥

Through research, knowledge expands. Doubts are eliminated. One who is constantly engaged in exploration discovers new truths knowledge is dynamic, and constant inquiry is the key to progress and discovery. It also emphasizes the elimination of doubts and the importance of dedication to the pursuit of knowledge, whether in academic research or personal intellectual growth.

CHAPTER V

FINDINGS AND DISCUSSION

5.0 Introduction

The research study, Enhancement of LSRW Skills through Activity-Based Gujarati Teaching for Students of Standard IX, comes to a close with this chapter. The conclusions drawn from the data analysis, observations, and conversations held during the research are compiled in this chapter. Based on the study's findings, it also offers educators, legislators, and other stakeholders practical advice and recommendations. This chapter examines the efficacy of the created Activity-Based Gujarati Teaching (ABGT) curriculum, with an emphasis on LSRW skills.

5.1 Major findings

The following conclusions were reached after the data collected for this study was analyzed and interpreted.

- ✎ Development of the ABP for Gujarati teaching is the first objective of the study. In which investigators prepared different activities for Gujarati teaching to the students of standard IX. The prepared activities were to teach the different content for different forms of language to enhance LSRW skills. It provided an opportunity to the students for group learning as well as self-learning. It's also motivated the students to learn Gujarati language with new dimensions. Based on the observations of the Activity-Based Gujarati Teaching Programme (ABGTP) was developed. It considered all relevant aspects, including the enhancement of LSRW skills, the design of engaging activities, and alignment with students' levels, interests, age, intellectual abilities, and learning capacities. It also addressed the ground realities of secondary school teaching practices and incorporated expert suggestions to ensure the program's comprehensiveness and effectiveness in achieving the study's objectives. The draft of the ABGTP was implemented for pilot study and got a very positive result on implemented ABGTP.
- ✎ Implementation of the program was as per the planned and able to achieve the framed objectives of ABGTP for enhancing LSRW skills.. The program was implemented during the academic year 2022-2023. The details of all the activities with concerned skill, objectives, method- approach-strategy used, learning outcomes.

- ✎ The activity focused on orienting participants toward the significance of LSRW skills and their enhancement. The orientation session, provided insights into how LSRW skills are integrated into the curriculum and explored strategies for their enhancement during the process of language acquisition.
- ✎ The exercises included creating words from the last letter of a given word. Generating related words, identifying rhyming words, using epanalepsis (*Dvirukti*). Engaging in the "snake and bite" word game, forming word pairs, constructing words based on a specific final letter, and identifying synonyms and antonyms from visual stimuli. As a result, students demonstrated improved vocabulary usage in both speaking and writing. They engaged in reflective thinking and contextual word application, enhancing their ability to use vocabulary effectively. Additionally, the activities stimulated their imaginative abilities, enabling them to generate and use words creatively and innovatively. The structured activities aimed to facilitate learning and skill enhancement. Observations by the investigator revealed significant improvements in students' vocabulary, their ability to use words appropriately in various contexts, and their creative and innovative application of language.
- ✎ **Game with sentences** activity was conducted to enhance the LSRW skills. The investigator observed that students adhered to the provided instructions and effectively constructed sentences relevant to the game's requirements. They demonstrated the ability to think critically, imagine scenarios, and connect sentence references appropriately. Through the process of listening, reading, reflecting, and writing, students improved their capacity to frame sentences accurately and creatively. As a result, it was observed that students showed significant improvement in their ability to construct meaningful sentences. As well as innovative use of sentences.
- ✎ **Describe the picture with time limit** this activity was conducted to enhance the LSRW skills. They wrote their observations and thoughts during the activity, spoke confidently to describe the picture, and read aloud their self-written sentences. Additionally, students utilized their imagination, observational skills, critical thinking, and analytical abilities to formulate responses. This multifaceted approach allowed students to integrate and practice various language skills in a meaningful and interactive context.
- ✎ **Complete the incomplete lines of poem and created *Haiku*** As an extension of the activity, the investigator assigned a creative writing task, encouraging students to compose poems on various topics, further reinforcing their skills in poetry writing and creative expression. Few of the students created the *Haiku* and poems and they first time created the poem.

- ✎ The poetry recitation program was organized by the investigator and held in the school auditorium. Students performed in front of their peers and teachers, receiving praise and encouragement from senior teachers. The investigator observed that the students not only recited the poems but also demonstrated an understanding of the authors' literary contributions and explored creative ways to perform the pieces. The activity fostered a learning environment rooted in activity-based and drama-based pedagogies. During the demonstration sessions conducted by the investigator, students utilized their listening skills to understand the nuances of effective recitation.
- ✎ The investigator observed that the students not only performed the *Bhavai* but also gained an in-depth understanding of the literary contribution of the author and demonstrated versatility in their interpretations. This engagement facilitated a deeper and more lasting comprehension of the content. The investigator observed that the students not only demonstrated their theatrical abilities but also gained an appreciation for the literary contributions of the author. This multifaceted engagement contributed to a deeper and more enduring understanding of the story. This preparatory phase strengthened their reading and writing skills. During the performance, students utilized their speaking skills, effectively integrating all.
- ✎ The students utilized their listening skills during the investigator's demonstration and while observing their peers' work. They further engaged their reading skills by reviewing the basic information of the chapters, which provided the foundation for their writing tasks. Through this process, students employed their writing skills to create riddles and quizzes, thus integrating the development of multiple language skills in a single activity.
- ✎ Narration, discussion, and storytelling techniques were utilized as the core methods for this activity. This process not only strengthened their listening and writing skills but also provided an opportunity for practicing reading and speaking as they presented their reflections to their peers. In the activity on comprehension the investigator observed that students were able to understand how to think critically, interpret, and analyse the poem from multiple perspectives. This approach enabled them to develop a deeper comprehension of the text and its various elements.
- ✎ **Self-evaluation** activity was designed to enhance students' speaking and writing skills. The investigator observed that students demonstrated creativity in their presentations, effectively utilizing their speaking and writing skills. Additionally, the activity provided students with valuable insights into their own strengths and limitations, fostering a deeper self-awareness. **Developing the story** activity was designed to enhance students' speaking and writing skills. The investigator observed that students were able to write creative stories, demonstrating their

ability to use imagination, critical thinking, and connect various parts of the narrative effectively.

- ✎ **Collect information about the subject and present it in a unique way** activity was conducted to enhance the LSRW skills. The activity was organized in the library, where students were tasked with collecting information from newspapers, magazines, and books. Subsequently, they were required to present their findings in a creative manner, using tools such as charts, diaries, flashcards, and bookmarks. The investigator observed that students enjoyed the activity and demonstrated notable improvement in their reading and speaking skills as a result of their engagement.
- ✎ **Book review and visit of library** activity was conducted to enhance the LSRW skills. After gathering relevant materials, students were tasked with presenting their findings in a creative manner using charts, diaries, flashcards, and bookmarks. The investigator observed that students not only enjoyed the activity but also demonstrated significant improvement in their reading and speaking skills as a result of their participation. Additionally, students were tasked with finding books related to the syllabus, including works by the author, vocabulary, grammar, magazines, and general knowledge.
- ✎ **Write and maintain Diary or scrapbook for Gujarati subject** activity was conducted to enhance the LSRW skills. The investigator provided each student with a book and a mini diary to support their writing practice. It was observed that students enjoyed maintaining the book and diary, and noticeable improvements were seen in their writing and speaking behaviours as a result of their engagement in this activity.
- ✎ **Use of black board to present own ideas** activity was designed to enhance students' writing skills. The topic for the essay, "My Dream School," was introduced, followed by a discussion exploring various aspects of the topic. During the discussion, students were encouraged to share their ideas on the blackboard. This collaborative brainstorming helped students develop a comprehensive understanding of the topic, which they then used to write their essays. They reflected their creative thoughts, lines from poems, or symbolic ideas on the blackboard, which then served as a foundation for writing their essays. This process enabled students to generate innovative ideas and effectively express them in the form of an essay.
- ✎ **Take an interview with a teacher or Nobel personality** activity was designed to enhance students' speaking skills. For this, they were assigned to interview parents, school teachers, and notable personalities. The activity was organized as a show titled "Vichar Valonu" (Brainstorming), which encouraged students to engage in thoughtful dialogue. The investigator observed that students thoroughly enjoyed the activity, actively utilizing their speaking skills.

They demonstrated proper pronunciation, appropriate word selection, effective sentence framing, and the ability to respond thoughtfully to the questions posed. **Extempore** this activity was designed to enhance students' speaking skills. The investigator observed that while students initially engaged in the discussion, they appeared fatigued when required to speak spontaneously. This indicated the need for further practice in enhancing their ability to express ideas fluently and without hesitation.

- ✎ **Letter writing with use of post card** this activity was designed to enhance students' writing skills. Through this approach, students were able to develop their writing skills, producing letters with the correct format and appropriate language usage.
- ✎ **Translate the story in Gujarati from Hindi** this activity was designed to enhance students' writing skills, specifically in the area of translation. The investigator observed that students were able to translate from Hindi to Gujarati with proficiency. Students gained a deeper appreciation for the nuances of language, recognizing the beauty, similarities, and differences between Hindi and Gujarati. They were able to respect and understand the intricacies involved in translating between languages.

Almost the implementation was as per the development of ABGTP. During the implementation the investigator observed the situation, time taking process of activities and level of the student to complete the task few activities were changed and modified.

5.1.1 Analysis of mean post-test scores for LSRW Skills of Experimental and Control group.

The statistical analysis of the data contradicts this claim. The results show that the sum of ranks for the experimental group was 4928, with a mean rank of 86.46, while the control group had a sum of ranks of 3073 and a mean rank of 44.54. The computed U-value was 658, with a standard deviation of 204.02. The Z-score was -6.41113, and the corresponding p-value was less than 0.00001. Since the p-value is significantly lower than the standard threshold of 0.05, the results indicate a statistically significant difference between the two groups. Consequently, the null hypothesis (H₀) is rejected, confirming that the intervention had a meaningful impact on the students' post-test performance.

The statistical findings suggest that the ABGTP implemented in the experimental group had a significant effect on students' learning outcomes. The higher mean rank of the experimental group indicates superior performance in post-test scores compared to the control group. These

results highlight the effectiveness of the instructional method used in the experimental group, suggesting its potential for broader application in educational settings.

5.1.2 Analysis of mean post-test scores for listening Skill of Experimental and Control group

The experimental group consisted of 57 students, while the control group had 69 students. The sum of ranks for the experimental group was 4711, with a mean rank of 82.65, whereas the control group had a sum of ranks of 3290 and a mean rank of 47.68. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 875, with a standard deviation of 204.02. The Z-score was -5.34751, and the p-value obtained was less than .00001. Since the p-value is significantly lower than the conventional significance threshold ($p < .05$), the result is statistically significant. This indicates that there is a meaningful difference in listening skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H02) is rejected.

The statistical analysis suggests that the ABGTP applied to the experimental group had a significant impact on improving listening skills compared to the control group. The higher mean rank of the experimental group suggests superior performance in the post-test, likely due to the instructional ABGTP implemented. This finding implies that the treatment or pedagogical approach utilized in the experimental group was effective in enhancing students' listening skills, warranting further investigation into its broader applicability in educational settings.

5.1.3 Analysis of mean post-test scores for speaking Skill of Experimental and Control group

The sum of ranks for the experimental group was 5189.5, with a mean rank of 91.04, whereas the control group had a sum of ranks of 2811.5 and a mean rank of 40.75. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 396.5, with a standard deviation of 204.02. The Z-score was -7.69286, and the p-value obtained was less than .00001. Since the p-value is significantly lower than the conventional significance threshold ($p < .05$), the result is statistically significant. This indicates that there is a substantial difference in speaking skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H03) is rejected.

The statistical findings confirm that the intervention applied to the experimental group had a significant positive effect on students' speaking skills. The higher mean rank of the experimental group indicates superior performance in the post-test, suggesting that the instructional method or intervention employed contributed to improved speaking proficiency. These results provide strong evidence supporting the effectiveness of the ABGTP in enhancing students' speaking abilities, highlighting its potential for broader implementation in language education.

5.1.4 Analysis of mean post-test scores for Reading Skill of Experimental and Control group

The sum of ranks for the experimental group was 5138, with a mean rank of 90.14, whereas the control group had a sum of ranks of 2863 and a mean rank of 41.49. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 448, with a standard deviation of 204.02. The Z-score was -7.44044, and the p-value obtained was less than .00001. Since the p-value is significantly lower than the conventional significance threshold ($p < .05$), the result is statistically significant. This indicates that there is a substantial difference in reading skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H_0) is rejected.

The statistical findings suggest that the ABGTP applied to the experimental group significantly enhanced students' reading skills compared to the control group. The higher mean rank of the experimental group indicates superior performance in the post-test, implying that the ABGTP used contributed to improved reading proficiency. These results provide strong evidence supporting the effectiveness of the intervention in enhancing students' reading abilities and suggest its potential for broader adoption in educational settings.

5.1.5 Analysis of mean post-test scores for Writing Skill of Experimental and Control group

The sum of ranks for the experimental group was 4097, with a mean rank of 71.88, whereas the control group had a sum of ranks of 3904 and a mean rank of 56.58. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 1489, with a standard deviation of 204.02. The Z-score was -2.338, and the p-value obtained was .01928. Since the p-value is less than the significance threshold ($p < .05$), the result is statistically significant. This indicates a

meaningful difference in writing skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H05) is rejected.

The statistical findings confirm that the ABGTP applied to the experimental group had a significant positive effect on students' writing skills. The higher mean rank of the experimental group indicates improved writing performance in the post-test, suggesting that the ABGTP used contributed to enhanced writing proficiency.

5.1.6 Analysis of mean Pre-test and Post-test scores for LSRW Skills of Experimental and Control Group

- ✎ The findings align with the theoretical underpinnings that structured interventions can foster skill development in educational settings. The marked improvement in post-test scores reflects the efficacy of the experimental approach. However, the exclusion of tied scores and zero-differences due to the nature of the Wilcoxon test highlights a limitation, as it may marginally reduce the robustness of the results.
- ✎ The substantial improvement in post-test scores underscores the effectiveness of the ABGTP. While the statistical significance is evident, care must be taken to address methodological limitations such as the exclusion of tied ranks. The study highlights the potential of targeted interventions in fostering measurable academic improvements.
- ✎ The z-value of **-6.5667** corresponds to a p-value of **< .00001**, which is well below the standard significance level of $p < .05$. This indicates a statistically significant difference between the pre-test and post-test scores of the experimental group. As a result, the null hypothesis (H06) is rejected. The analysis reveals a significant improvement in LSRW skills among students in the experimental group following the ABGTP. The negative mean difference 28.93 indicates that the post-test scores were substantially higher than the pre-test scores. The W-value of 0, combined with the large sample size and highly significant z-value, reinforces the reliability of the results. These findings confirm that the intervention effectively enhanced the LSRW skills of the students in the experimental group. The results provide strong evidence for the efficacy of the ABGTP in enhancing LSRW skills. The significant increase in scores from pre-test to post-test underscores the importance of employing ABGTP to enhance language proficiency.

5.1.7 Analysis of mean Pre-test scores and post-test scores for Listening Skills of Experimental group.

- ✎ The significant p-value demonstrates a meaningful impact of the intervention on students' listening skills. The high sum of negative ranks indicates an overall improvement in scores from pre-test to post-test. The Z-value indicates a substantial deviation from the null hypothesis, confirming the effectiveness of the treatment. The computed **Z-value is -5.7058**, with a **p-value less than 0.00001**. Since the **p-value is significantly lower than the 0.05** threshold, the null hypothesis (H07) is rejected. This indicates that there is a statistically significant difference between the pre-test and post-test scores of the experimental group. The intervention of ABGTP has had a positive effect on improving listening skills among the students in the experimental group. This analysis confirms the positive impact of the intervention on the listening skills of the experimental group.

5.1.8. Analysis of mean Pre-test scores and post-test scores for Speaking Skills of Experimental group

- ✎ Interpretation of results as per the analysis yielded a Z-value of -6.5667 and a p-value less than 0.00001. As the p-value is significantly lower than the 0.05 threshold, the null hypothesis (H08) is rejected. This result indicates a statistically significant difference between the pre-test and post-test scores for speaking skills in the experimental group. The intervention of ABGTP has demonstrated a meaningful improvement in the speaking skills of the students, as evidenced by the negative sum of ranks and large Z-value, reflecting a substantial shift in performance post-intervention.

5.1.9 Analysis of mean Pre-test scores and post-test scores for Reading Skills of Experimental group

- ✎ The intervention resulted in a significant improvement in speaking skills, as indicated by the p-value and Z-value. The complete absence of positive ranks suggests a consistent improvement across all participants. The low W-value reinforces the statistical significance of the results, confirming the effectiveness of the ABGTP. The exclusion of tied and zero-difference scores ensured the validity of the test but slightly reduced the sample size. The large negative ranks underscore the magnitude of improvement in speaking skills across the group.

This analysis provides strong evidence for the effectiveness of the intervention in enhancing speaking skills, with statistical significance corroborating its impact. These findings highlight the potential of targeted ABGTP in fostering linguistic competency.

5.1.10 Analysis of mean Pre-test scores and post-test scores for writing Skills of Experimental group.

- ✎ The results across all hypotheses indicate significant differences between the experimental and control groups. The experimental group consistently outperformed the control group in listening, speaking, reading, and writing skills. This suggests that the intervention of ABGTP employed in the experimental group was effective in improving language acquisition.

The findings contribute to the growing body of literature on second language acquisition and instructional strategies. Future research should investigate the long-term impact of these interventions and explore their scalability across different learning environments.

5.2 Analysis of Student-Teachers' Reactions to the Developed ABGT Programme and Using the Reaction Scale

- ✎ As per the data collected through the reaction scale to know the reaction of the students about the Activity Based Gujarati Teaching Program to enhance LSRW skills indicates that the program is effective. Intensity index value is 3.7. Thus, Students' reactions were found strongly positive towards the Activity Based Gujarati Teaching Program to enhance LSRW skills were conducted in the classroom.
- ✎ The developed Activity Based Gujarati Teaching Program was found to be effective in terms of the overall favourable reactions of students of standard 9.

5.3 Analysis of the Students' feedback on the ABGTP at the end of the implementation.

- ✎ Analysis of data related to the efficiency of the ABGT programme in enhancing LSRW skills among students. Examination of the improvement in students' ability to express themselves in Gujarati through speaking activities. Insights into the progress made in comprehension and fluency in reading Gujarati texts. Evaluation of advancements in grammar, creativity, and coherence in students' writing.
- ✎ Total 36 students confessed that they able to improved their LSRW skills through the ABGTP. Students consistently emphasized that the program enhanced their language skills, including reading, writing, speaking, and comprehension. Many of the students noted that they were able

to improve their essay writing, create haikus, and read with proper speed and accuracy. Some students specifically mentioned their ability to use proper facial expressions while reading. Most of the students appreciated the practical nature of the activities, including conducting interviews and participating in events like *Kavisanmelan* and drama performances. These experiences not only enriched their academic skills but also contributed to their personal growth and life skills, such as perseverance and developing good habits. The feedback reveals that the Activity-Based Gujarati Teaching Program is a highly effective pedagogical method. By combining intellectual development with joyful and practical learning experiences, the program successfully enhanced language skills, fostered personal growth, and instilled a deep appreciation for the Gujarati language among students

- ✎ The students highlighted a wide range of innovative and unique activities in the ABGTP that contributed to the enhancement of their listening, speaking, reading, and writing (LSRW) skills. Key variations are outlined below:

Listening Skill Activities

- ✎ Total 34 students accepted that they improved their speaking skill through ABGTP. Activities such as *Kavisanmelan* (poetry recitation), *Bhavai* (folk drama), and teacher interviews boosted self-confidence and speaking skills. Most of the Students learned effective speaking techniques, including the use of voice modulation, proper pronunciation, and facial expressions. Many of the students accepted that the picture narration, self-introduction, and activities involving conceptual imagination helped students improve their storytelling and communication abilities.

Reading Skill Activities

- ✎ Total 36 students confessed the enhancement in reading skill. Students improved reading techniques. The program introduced students to proper book-handling techniques, voice modulation, intonation, and pronunciation, which enhanced their reading fluency and comprehension. Most of the students are able to shift their perspective. Students reported gaining new insights into reading, acknowledging areas for improvement, and appreciating the multifaceted dimensions of reading. Total 16 students accepted that the collected information from diverse sources such as books, magazines, newspapers, and dictionaries, increasing their interest in reading.

Writing Skill Activities

- ✎ Total 33 students agree that they are able to enhance the writing with organised way. Students observed variations in writing exercises, such as essay writing, creative poetry composition, story development through "Streep stories," and letter writing. These activities encouraged creativity and structured writing. Most of the students tired first time the interactive writing. Unique activities included word and sentence-based games, such as the "snake and bite" game, and creating riddles and puzzles. Many of the students confessed that they improved the ability of reflective writing. Exercises that required students to listen, reflect, and identify errors helped develop critical thinking and interpretation skills before writing. Total 21 students agree with the activities such as imagining concepts, interpreting ideas, and expressing them in writing fostered intellectual growth and improved analytical abilities. Students able to enhance writing with imaginative thoughts. Most of the students like reflecting on the "school of my dreams" and writing on the board offered students a unique, hands-on learning experience.

Holistic Skill Development

- ✎ Most of the students reflected that the play-based approach to learning stood out as a distinct alternative to traditional methods. Activities were joyful, engaging, and knowledge-driven, which helped students improve their intellectual abilities and retain content for an extended period. Through activity-based teaching, students learned practical skills, including reducing mistakes in LSRW, and gained confidence in their abilities. Many of the students accepted that they developed the sense that the appreciation for Gujarati Language: The program emphasized that Gujarati is not just a language but also a skill set. Students acknowledged the future benefits of mastering LSRW in Gujarati. In conclusion, the ABGTP introduced a variety of creative, reflective, and skill-enhancing activities that significantly improved students' LSRW skills. These activities offered a joyful and practical approach to learning, leaving a lasting impact on their academic and personal growth.
- ✎ Most of the students reported enjoying all the activities as the teaching methods fostered interest and focus on learning. Activities were perceived as engaging and innovative, creating an inclusive environment for participation. Activities such as games with words and sentences, self-introductions, and presenting ideas on the board—particularly the activity titled "My Dream School"—were highly appreciated. Students valued the opportunity to articulate and write their thoughts independently, which contributed to their linguistic development and self-expression. According to 25 students confessed that the drama and *Bhavai* (a traditional

dramatic form) activities were among the most favoured due to their engaging narratives and diverse characters. Students noted that performing on stage for the first time enhanced their self-confidence and public speaking abilities. Total 29 Students enjoyed poetry recitation in *Kavisanmelan*, total 13 students like translation-based writing, and 25 students like to write on the board with own original thoughts. These activities improved their vocabulary, sentence construction, and ability to articulate original ideas. Translation exercises, in particular, helped students gain proficiency in a new language.

- ✎ Total 41 students accepted that they like all the activities there are nothing to dislike any activity. The students dislike few activities. A minority of students reported challenges with certain activities. "*Vichar Valonu*" (interviews) were mentioned as being less enjoyable for a few participants. Total 5 students dislike writing Haiku. It was also highlighted as a difficult task due to the creative and structured nature of the activity. Total 9 students indicated a lack of interest in writing and 5 students in reading activities, attributing their disinterest to a general dislike for reading-related tasks.

The ABGTP program appears to have had a profound impact on students' abilities in listening, speaking, reading and writing which foster both academic and personal growth.

Enhancement of Listening Skill

- ✎ Total 33 students noted an increased ability to interpret information effectively through active listening and the ability to adapt their writing and reading patterns to meet academic standards. The feedback indicates that most of the students experienced significant improvement in their listening skills through the ABGTP activities. Total 16 student confessed these listening-based activities enhanced their ability to think critically and creatively, total 19 student accepted that the fostering imaginative thinking and total 18 student agreed that they improving their writing. Total 42 students reported that listening and reflecting on the materials helped them reduce mistakes in writing, allowing for more accurate and coherent expression.

Enhancement of Speaking Skill

- ✎ Total 35 students accepted that they improved speaking skill. The opportunities to express personal ideas on stage, boosting creativity and stage presence. Enhanced pronunciation and clarity of speech for effective communication. Additionally, students developed the skills necessary to analyse and interpret visual information, such as identifying and describing messages conveyed through pictures. Activities within the program also facilitated students' creative expression and empowered them to perform their own ideas confidently on stage, with

improvements noted in pronunciation and clarity of speech. Increased confidence in public speaking and reduced fear of teacher interactions. Ability to deliver presentations effectively, including structuring speeches with clear beginnings and endings. Improved listening skills, aiding better interpretation and understanding. Ability to analyse and interpret visual messages, enhancing cognitive and descriptive skills.

Enhancement of Reading Skill:

- ✎ Total 44 students reported enhanced reading skill. The comprehension and an increased interest in reading beyond the classroom, with some engaging in additional independent reading to expand their global awareness. Enhanced reading comprehension and a growing interest in independent reading for global awareness. Improvement in reading patterns aligned with academic standards

Enhancement of Writing Skill

- ✎ Total 42 students accept that they enhance the writing skill. Improvements in writing were also prominent, with participants expressing new found abilities in poetry composition, letter, report writing, and essay creation. These changes suggest that the program supported the development of both creative and academic writing skills. Handwriting improvements and the ability to produce "neat and clean" work were also highlighted, reflecting a focus on presentation skills. Development of writing skills, including poetry composition, letter/report writing, and essay creation. Improved handwriting and attention to neatness in written work.
- ✎ The ABGTP teaching method was widely appreciated for its creativity, innovation, and activity-based design. The investigator used play-based strategies and incorporated music, making the learning environment engaging, interactive, and enjoyable. The method effectively developed core language skills—listening, speaking, reading, and writing—through simplified and practical activities. Before each activity, the teacher provided comprehensive explanations, fostering clarity and enthusiastic participation among students. Students preferred this method over traditional approaches, finding the activity-based framework more effective for understanding and retention.
- ✎ Total 44 of the students want to learn through the same activities which are done by the investigator. Suggestions included interactions with inspirational personalities and presenting self-created literary works, such as stories and poems. Drama and songs, especially in the mother tongue, were identified as valuable tools for language development. The importance of these activities being extended to English and Sanskrit subjects was also noted. Proposals included conducting classes in the library or in natural settings to inspire creative thinking and

hosting performances of life sketches of divine figures in an auditorium. Activities such as writing haikus, creating self-composed stories, and poetry writing from visual prompts were highlighted as preferred options. Students also expressed an interest in writing poems on themes such as parenthood and crafting written pieces that could be integrated into art projects. Total 4 students recommended activities such as reading religious and holy books, exploring antique and folk songs, writing introductions to poets, and attending religious events to gain a deeper understanding of cultural and spiritual contexts. Total 2 students expressed a desire to engage in nature-inspired activities and to incorporate Sanskrit-based tasks, underlining the significance of learning ancient Indian languages alongside English. Total 2 students respondents emphasized the need for existing activities to be conducted at a deeper level and extended to Sanskrit to promote awareness of ancient languages and cultural heritage.

✎ **Experiences regarding language skill enhancement**

Total 18 students noted that the activities helped them learn new concepts and improve their listening, speaking, reading, and writing (LSRW) skills. They particularly enjoyed poems like “*Ochintu Koi Mne*” and “*Hato Hu Suto*”, as these pieces taught them the importance of happiness and strengthening relationships with their mothers.

✎ **Holistic Learning Approach**

Total 17 of the students accepted that the teaching went beyond language skill development, incorporating lessons on manners and life skills. Students reported discovering their hidden talents and strengths. Many now see themselves as artists, inspired by the activity-based learning approach.

✎ **Improved Academic Performance**

Total 26 student’s respondent the integration of activities enabled students to better understand academic content. For example: Students comprehended the chapter “*Chhaal, Chhotra Ane Gotla*” through the performance of Bhavai. They also grasped the story of Akbar and Birbal in the context of identifying one’s mother tongue.

✎ **Interest in Gujarati Songs and Literature**

Majority of the students accepted that activity-based teaching encouraged students to listen to Gujarati songs and engage more deeply with the subject, leading to increased enjoyment and connection with their mother tongue.

✎ **Overcoming Challenges**

Total 33 students observed substantial improvement in their written and oral skills, particularly in Gujarati, which was previously a challenging subject. Enhanced reading, listening, and writing skills were accompanied by better handwriting, which contributed to improved

academic results. The activities boosted students' confidence and made them feel proud to learn in their mother tongue. Students expressed a desire for more widespread implementation of such teaching methods. They requested that similar activities be conducted in other schools to help more students improve their language skills.

Overall, the ABGTP's activity-based approach led to a marked improvement in language proficiency, academic performance, and personal growth, fostering a sense of pride and enthusiasm for learning in Gujarati to enhance LSRW skills.

5.4 Discussion

"वागर्थाविव संपृक्तौ वागर्थप्रतिपत्तये। जगतः पितरौ वन्दे पार्वतीपरमेश्वरौ॥" This verse, composed by Mahakavi Kalidasa at the beginning of *Raghuvamsha*, conveys deep philosophical meaning. The words and meaning are inseparably connected. One cannot exist without the other, just as a word without meaning is useless, and meaning cannot be conveyed without words. The poet seeks the correct understanding of words and their meanings, which is essential for effective communication and knowledge transmission. He offers salutations to Goddess Parvati and Lord Shiva, who, as the universal parents, represent the inseparability of existence. Just as speech and meaning are united, so are Shiva and Parvati. They symbolize the cosmic balance between creation and dissolution, wisdom and power, and knowledge and expression.

Inseparability of language and meaning connected. In education, language and comprehension must go hand in hand. A student must not only learn words but also understand their significance to communicate effectively. Role of Language in Knowledge Transmission is very important. In teaching and learning, the clarity of language ensures the accurate transfer of knowledge. Miscommunication due to improper use of words leads to misunderstandings. The unity of Shiva and Parvati represents the balance of opposing yet complementary forces. Similarly, language and thought should work together harmoniously to develop wisdom. Proper and refined speech is essential for effective communication. In LSRW (Listening, Speaking, Reading, Writing) skills, the balance between words and their intended meaning is crucial for clear and meaningful expression. Teachers should emphasize both verbal expression and comprehension skills to ensure that students do not merely memorize words but grasp their deeper meanings. This shloka beautifully conveys the intrinsic connection between speech and meaning and highlights the importance of clear, thoughtful communication. In education, it

serves as a guiding principle, emphasizing that true learning happens when words and meanings align, enabling deeper understanding and wisdom.

Language learning as an integration of words and meaning is necessary. Effective language learning requires students to grasp not just words but their contextual meanings. Teachers should focus on meaning-based learning rather than rote memorization of vocabulary and grammar rules. That is why there is an importance of Listening and Speaking. Speech is ineffective without meaning similarly, speaking fluently in a language without comprehension is meaningless. Language teaching should emphasize interactive learning where students practice listening and speaking in real-life contexts. Reading with Understanding, Comprehension is necessary. Words without proper understanding are meaningless. Reading should be more than just decoding letters; it must involve critical thinking and interpretation. Teachers should focus on reading strategies like predicting, questioning, summarizing, and inferring meanings rather than just pronunciation practice. Instead of just reading aloud, encourage discussion on the meaning and implications of the text. Writing with expression and purpose are importance. Writing should not just be about forming sentences but about effectively conveying meaning. So, there is a need to encourage creative and purposeful writing. Where students express thoughts clearly and meaningfully.

The investigator initiated to conduct study on LSRW skills based research for the purpose to able to use language for grasping and transmit the knowledge in effective way to learn and implement that knowledge not only for academic purpose but for the to the meaningful life. As the investigator implemented ABGTP to enhance LSRW is based on active involvement and participation of students with joyful learning. For an example the activity on writing an essay on “My School,” students could be asked and to write a describing their school experience, making the writing more personal and meaningful with own thinking and imagination in which students get the scope to express himself creatively, innovatively. Language is not just a communication tool but a reflection of culture, history, and philosophy. Include cultural and literary aspects in language teaching to help students appreciate the richness of the language they are learning. That is why investigator used proverbs, idioms, story, *Bhavai* , *Kavisnmelan* and poems that embed values and deeper meanings rather than just focusing on grammar and syntax.

Thus, this way a based on LSRW skills a holistic way to language learning can be possible. language learning should be an integrated process where:

- ✎ Speech and meaning are inseparable.
- ✎ Listening and speaking should be interactive.
- ✎ Reading should focus on comprehension.
- ✎ Writing should encourage expression and creativity.

Because, the language is a cultural and philosophical tool, not just a skill. By applying these principles in pedagogy, we ensure that students not only learn a language but live and experience it, making communication more meaningful and effective.

After the implementation of ABGTP the investigator analysed the all collected data of skill test, reaction scale, feedback sheet and observation during the teaching learning process observed the enhancement of LSRW, desirable changes in the behaviour and reflection of the students in different aspects which details are given below.

✎ **Alignment with Curriculum**

The program was well-received for its integration with the syllabus and textbook content. Activities like *Kavisanmelan* and *Bhavai* were particularly noted for their educational value while maintaining an element of entertainment.

✎ **Teacher's Role and Efforts**

Students expressed immense gratitude towards the teacher for their efforts, describing them as transformative. One student metaphorically stated that the teacher turned them from IX standard (D division) “D to Diamond,” more competent with improving knowledge in Gujrati subject and enhancing LSRW skills and underscoring the impact of the teacher’s dedication and hard work for their uplifting at higher level learning and achievements.

✎ **Collaborative Learning and Innovation**

Activities like interviews and collaborative storytelling were valued for their novelty and impact. Conducting interviews with teachers allowed students to learn interactively, while creating and performing original stories fostered creativity and teamwork.

✎ **Impact on Academic Performance**

Students reported that activities such as comprehension of prose and poetry were instrumental in improving their interpretation skills, which proved helpful during examinations. Drama and *Kavisammelan* (poetry gatherings) further enriched their understanding of moral values, pronunciation, rhythm, and voice modulation.

✎ **Personal Growth and Inspiration**

Students highlighted the transformational impact of these activities on their thinking, reading, and speaking abilities. Many noted significant personal growth, including the ability to express their thoughts, create poetry, and face new challenges with confidence.

✎ **Improvement in Foundational Skills**

Several students noted significant progress in their reading and speaking skills. Activities such as self-introduction and storytelling helped them overcome stage fright and develop confidence.

✎ **Exposure to Literature and Libraries**

Visits to the library were well-received as they exposed students to a variety of books, expanding their knowledge and instilling a habit of reading. Poetry recitation activities, such as the recitation of “Ochinti Koi Mane Raste” and “Hato Hu Suto Parne Putr Nano” helped students appreciate the emotional nuances of familial relationships.

✎ **Knowledge-Building Activities**

Students appreciated activities that involved gathering information from newspapers, books, and magazines. These exercises enhanced their general knowledge and research skills.

✎ **Respect for Teacher’s Efforts**

Students expressed a strong appreciation for the teacher’s dedication and effort in organizing and implementing the activities. They were hesitant to criticize any specific task, as they recognized the value of the teacher’s contribution to their learning process. Many students noted that these activities not only enhanced their academic skills but also improved handwriting, enriched thought processes, and encouraged creativity. Due to the motivation and support of teachers, students have improved their interpretation and comprehensive ability. Improved ability to listen with focus and learn new things.

✎ **Syllabus Alignment and Skill Enhancement**

Most participants appreciated that the activities were aligned with the syllabus and contributed meaningfully to the development of LSRW skills. Even activities that initially seemed challenging were ultimately recognized as beneficial for personal and academic growth.

✎ **Literacy Improvements:**

Enhanced reading comprehension and a growing interest in independent reading for global awareness. Development of writing skills, including poetry composition, letter/report writing, and essay creation. Improved handwriting and attention to neatness in written work.

✦ **Communication Skills:**

Increased confidence in public speaking and reduced fear of teacher interactions. Ability to deliver presentations effectively, including structuring speeches with clear beginnings and endings. Improved listening skills, aiding better interpretation and understanding.

✦ **Critical Thinking and Interpretation:**

Ability to analyse and interpret visual messages, enhancing cognitive and descriptive skills. Improvement in writing and reading patterns aligned with academic standards.

✦ **Personal Growth:**

Increased self-confidence and independence in completing academic tasks. Greater self-reliance, such as dedicating time for extra reading and managing responsibilities without parental support.

✦ **Creativity and Expression:**

Opportunities to express personal ideas on stage, boosting creativity and stage presence. Enhanced pronunciation and clarity of speech for effective communication.

✦ **Change in behaviour:**

- ❖ Several students expressed pride in taking responsibility for their own academic tasks, such as dedicating time to read extra books or independently completing assignments without relying on parental support.
- ❖ Beyond the LSRW skills students reported substantial gains in self-confidence and a reduction in fear when speaking publicly or interacting with teachers. Some participants specifically noted improvements in their ability to conduct presentations, start and end speeches effectively, and engage in meaningful discussions. These advancements align with the program's emphasis on activity-based learning, which encourages students to practice and refine their communication skills in practical settings.
- ❖ Increased self-confidence and independence in completing academic tasks. Greater self-reliance, such as dedicating time for extra reading and managing responsibilities without parental support.

✎ Cognitive Benefits

Enabled students to imagine, internalize, and write from transcripts, serving as a beneficial cognitive exercise. Activities were described as engaging and enjoyable, fostering motivation and participation. Motivation and support from teachers' contributed to improved interpretation and comprehension skills. Students developed better focus during listening, which facilitated the learning of new concepts. Students overcame difficulties in pronouncing hard words, significantly reducing errors through listening exercises. ABGTP created a skill-enhancing, supportive, and positive educational experience.

5.5 Implications of the study

"शब्दब्रह्मणि निष्णातो मन्त्रो वैद्यः प्रयोक्तृ च। वागर्थज्ञानसंपन्नः सर्वेषां वन्दनीयकः॥" One who is well-versed in the power of words. Who knows how to use words effectively like a mantra. Who understands the depth of language and meaning. Such a person is respected and revered by all." Words carry power they shape thoughts, influence minds, and create impact.

- ✎ Present study shows ABGTP was an effective not just to learn the LSRW skills but through the practicing of it get command over the language, literature, effective communication, increase the grasping ability and be transformative to use these all in academics and day to day for better life.
- ✎ Activity based teaching learning process give an exposure not only for the learning but understanding the self, own abilities and capacities to use language and improve social values while doing team work with collaboration.
- ✎ In teaching, language is the medium of knowledge transmission, making it essential to master its LSRW skills.
- ✎ Effective Speech is only when pronounced correctly with understanding similarly, effective speech requires clarity, precision, and intent. It can lead them be an artistic individual.
- ✎ In LSRW skills good listening and speaking are crucial for effective communication. Which can enhance the ability to think, reflect, interpret, synthesise and generate new ideas based on perception.
- ✎ Knowledge of Words and Their Meaning is Supreme. Just knowing words is not enough; understanding their meaning, context, and expression makes communication effective. This aligns with reading and writing skills, where comprehension and expressive writing are key.
- ✎ A Skilled Communicator is Respected. A person who listens attentively, speaks effectively, reads deeply, and writes meaningfully gains honour and influence in society.
- ✎ Language, when used well, leads to leadership, wisdom, and respect.

- ✎ Implication in Language Learning and LSRW Skills. Encourage students to listen carefully to understand tone, context, and pronunciation. Teach students voice modulation, clarity, and articulation in speech. Train students in critical reading and meaningful writing. Promote debates, presentations, and storytelling to develop all four skills together.
- ✎ Classroom Activities Based on LSRW skills

Listening & Speaking:

Speaking Exercise - Teach students the power of tone and pronunciation by practicing short Sanskrit verses with correct pronunciation and intonation.

Story Retelling Activity – After listening to a story, students must summarize it in their own words, enhancing active listening and clear speaking.

Reading & Writing:

Creative Writing – Let students' express ideas freely in essays or short stories, helping them connect words with deep meaning.

Integrated LSRW Practice:

Debates & Discussions – Choose a topic and let students listen, respond, read supporting materials, and write a conclusion.

Role Play – Assign roles and ask students to speak in a scenario-based setting, improving confidence in spoken and written expression.

This research highlights how language is the foundation of communication and how those skilled in LSRW gain respect and influence. Teachers should train students in not just words but their deeper meaning and effective use. Language learning is not just about grammar but about expression, clarity, and meaningful communication.

5.6 Suggestions

The current study's design was experimental and quantitative. The development of ABGTP for standard XI pupils and its application was the primary goal of this study. Researchers discovered during the current study that more research may be feasible for classroom research and the teaching of Gujarati and other languages. Further research ideas could be offered to improve the related studies as well.

- ✎ The usefulness of the program for improving LSRW skills, academic achievement, understanding the nature, structure, and forms of language, attitude, and respect of mother tongue is being investigated in the current studies that implemented ABP for Gujarati instruction to students in standard IX. In other disciplines and criteria, it is feasible.
- ✎ Similar types of strengthening LSRW-based research can also be carried out in higher education as well as in elementary or upper secondary schools.
- ✎ It is possible to do a comparison analysis between the traditional Gujarati teaching approach and ABP. The current study can be conducted on various demographics and samples of elementary, secondary, higher secondary, and college students at various levels.
- ✎ The present study prepared 28 activities for Gujarati teaching. There can be more activities i.e. role play, meeting with experts in language, interaction with the poet or writer as well as great personalities, visit of institutes which are working for the languages i.e Gujarat Sahitya Academy, Koba Library, Gujarat Vishwakosh etc., Bhasha Kendra, Tejgadh and The Oriental Institute of Baroda.
- ✎ Same types of program can conduct for Hindi, English, Sanskrit or regional language teaching.
- ✎ Strategies for educators to effectively implement activity-based learning in classrooms.
- ✎ Suggestions for curriculum developers to incorporate LSRW-focused activities into the standard syllabus.

5.8 Recommendations

The present study was to enhancing LSRW skills through activity-based Gujarati teaching for students of standard IX. As per the findings and observation the investigator identified the practical aspects of this study and possibilities to recommendation for implant it at different level by the stakeholders of education.

- ✎ Practical steps for fostering LSRW skills through interactive and student-centerer teaching approaches need to use at different level of schools and higher education.
- ✎ Guidance for training teachers in the use of ABGT methodologies can help to create more effective, interactive, interesting and joyful learning.
- ✎ Recommendations for further research to refine and expand the scope of the ABGT programme.

Replication in Larger Samples:

Conduct similar studies with larger and diverse sample groups to validate the results.

Qualitative Feedback:

Incorporate qualitative measures with rubrics and interview to understand the aspects of the intervention contributing most to improvement.

Additional Metrics:

Combine the listening skills evaluation with other related skills like comprehension to capture a holistic improvement.

Sample Size Considerations:

While the sample sizes in this analysis were adequate, larger samples could improve robustness and precision. Conduct additional tests to explore underlying factors contributing to the observed differences between the two groups.

Policy and Practice:

The intervention strategy should be considered for broader implementation in educational settings, given its demonstrated efficacy.

Future Research:

Studies involving diverse cohorts and replicating the intervention in varied contexts would help validate and generalize the findings.

Broader Application:

Replicate the study with diverse participant groups to confirm the generalizability of the results.

Qualitative Insights:

Collect qualitative feedback to identify specific aspects of the intervention contributing to improvement.

Long-Term Impact:

Conduct longitudinal studies to examine the sustainability of speaking skills improvement. Future research could explore complementary methodologies to account for tied ranks, thereby ensuring a more comprehensive evaluation. Additionally, longitudinal studies could provide insights into the sustained impact of the intervention on writing skills.

5.8 Conclusion

This chapter synthesizes the insights gained from the research, focusing on the effectiveness of the ABGT programme in enhancing LSRW skills among standard IX students. The findings confirm the utility of activity-based methodologies in Gujarati teaching and provide a foundation for broader application and further refinement of such approaches. By integrating the recommendations provided in this chapter,

educators and stakeholders can significantly enhance language learning outcomes in Gujarati for secondary students. "शब्दब्रह्मणि निष्णातो मन्त्रो वैद्यः प्रयोक्तृ च वागर्थज्ञानसंपन्नः सर्वेषां वन्दनीयकः॥" One who is well-versed in the power of words, who knows how to use words effectively. Who understands the depth of language and meaning. Such a person is respected and revered by all. Words carry power they shape thoughts, influence minds, and create impact. In teaching, language is the medium of knowledge transmission, making it essential to master its skills. Effective Speech can be possible when pronounced correctly with understanding similarly, effective speech requires clarity, precision, and intent. In LSRW skills listening and speaking are crucial for effective communication. Just knowing words is not enough; understanding their meaning, context, and expression makes communication effective. This aligns with reading and writing skills, where comprehension and expressive writing are key. A person who listens attentively, speaks effectively, reads deeply, and writes meaningfully gains honour and influence in society. Language, when used well, leads to leadership, wisdom, and respect.

It is said that, "Action speaks louder than words.". Student centred teaching learning process can assist students for active participation to learn and enhance their skills. One of the factors that plays a vital role for a successful life is communication. Language skills can be a strength for the students not only for the education but for each and every walk of life. The purpose of the investigator is to do this research to enhance LSRW skills through the Activity Based Gujarati Teaching Program. The developed program found effective to achieve the objectives of the research. Activity Based teaching programs can be implemented for different subjects, in different standards.