

**Enhancement of LSRW Skills Through Activity Based Gujarati
Teaching Among Students of Standard IX**

**An
Executive summary to
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1.0 Introduction

Transformation through the education is a inspirational force that can shape individuals and societies. At its core, education aims to foster the holistic development of learners by equipping them with the skills, knowledge, and values needed to navigate and contribute to an ever-changing world (UNESCO, 2004). In the context of 21st-century demands, education must go beyond rote memorization to promote creative thinking, problem-solving, digital literacy, social responsibility, and respect for diversity. A broad range of philosophical, cultural, and psychological underpinnings guide educational initiatives worldwide, emphasizing the centrality of learners' experiences, the importance of contextual relevance, and the role of educators as facilitators of knowledge.

Language education is critical to this process because language serves not only as a medium of instruction for other subjects but also as a foundational platform for the development of cognitive, social, emotional, and cultural competencies (Aurorin, 1977; The centrality of language in shaping identities, preserving heritage, and fostering global dialogue underscores its importance in educational settings. In India, which is characterized by linguistic and cultural diversity, language education has to grapple with the complexities of multilingual contexts. The National Education Policy (NEP) 2020 places particular emphasis on mother tongue instruction as a way to enhance comprehension, cultural awareness, and self-esteem among learners.

This chapter provides a broad conceptual framework for understanding language teaching in the Indian context, with a specific focus on Gujarati at the secondary level. It begins by outlining the purpose and importance of education and then transitions into a discussion of how language education supports cognitive development, moral reasoning, and intercultural sensitivity. Thereafter, it examines the existing policies especially NEP 2020 that influence language teaching. Finally, the chapter delves into the importance of activity-based teaching (ABT) methodologies for developing LSRW skills. By situating these discussions in relevant theoretical perspectives, we explore how ABT can meaningfully bolster Gujarati language education at the secondary level.

1.1 Education as a Transformative Process

Education fosters personal growth, social cohesion, and economic progress (NCF, 2000). Teachers play a crucial role in this transformation by designing pedagogical strategies that move beyond traditional authoritative instruction to interactive, learner-centered methodologies (NCFTE, 2009).

Transformation through education is not merely about academic excellence but also about fostering critical thinking, self-expression, and emotional intelligence. When learners are actively engaged in their educational journey, they develop resilience and adaptability—qualities essential for thriving in a rapidly changing world. Formal education within structured institutions like schools and universities forms the backbone of this process, while informal education through social interactions, media, and community learning complements it.

1.2 Linking Education and Values

Education should incorporate moral and ethical values, fostering empathy, respect, and responsibility (Chand, 2017). Language, a key medium of expression, helps internalize these values, as reflected in India's education policies (NEP, 1986; NEP, 2020). Language does not merely facilitate communication but also serves as a vehicle for transmitting cultural traditions, ethical values, and collective knowledge. By integrating language education with value-based learning, students develop a deeper sense of identity, belonging, and responsibility.

1.2.1 The Centrality of Language in Education

Language is fundamental to knowledge transmission and interpersonal connections (Bernstein, 1970). It embodies cultural heritage and societal worldviews (NCERT, 2000). Mother tongue instruction enhances comprehension and cognitive growth (NCFTE, 2009). Language proficiency directly impacts a learner's ability to succeed across disciplines, as clear communication is essential for understanding mathematical concepts, scientific principles, and social sciences.

1.3 Policy Perspectives: NEP 2020 and Language Teaching

NEP 2020 outlines a learner-centered approach to language teaching:

- ✗ Mother Tongue Instruction: Enhances learning and cultural connection.
- ✗ Multilingualism: Encourages exposure to multiple languages.
- ✗ Flexible Curriculum: Adapts language instruction to local contexts.
- ✗ Pedagogical Innovation: Promotes activity-based learning.

These policies are aimed at fostering an inclusive educational framework that values linguistic diversity while ensuring foundational proficiency in regional languages. Mother tongue instruction has been linked to better conceptual understanding, increased engagement, and stronger retention rates among students.

1.4 Importance of Language Education in Secondary Schools

Language education in secondary schools enhances literacy, cognitive skills, ethical values, career preparedness, and social growth (Bernstein, 1970). The Gujarati curriculum integrates prose, poetry, grammar, and composition, requiring interactive strategies for effective learning (Khint, 2018). Effective language instruction at this stage ensures that students develop the necessary skills to interpret complex texts, articulate thoughts clearly, and engage with a variety of discourses. Additionally, language education at this level introduces learners to cultural and historical contexts, broadening their understanding of heritage and global perspectives.

1.5 Purpose of Language Learning

Widdowson (1978) categorized language learning into LSRW skills, further enriched by literary analysis, cultural awareness, and digital literacy (NCERT, 2006).

- ✗ Listening: Develops comprehension and respect for diverse perspectives.
- ✗ Speaking: Enhances fluency, pronunciation, and structured expression.
- ✗ Reading: Strengthens comprehension, vocabulary, and critical analysis.
- ✗ Writing: Encourages coherence, creativity, and genre-specific articulation.
- ✗ Cultural and Moral Dimensions: Promotes ethical values and cultural appreciation.

Developing these skills ensures that learners are equipped not just for academic

pursuits but also for future professional and social engagements. By focusing on these core language skills, educators can create a well-rounded curriculum that prepares students for real-world communication challenges.

1.6 Gujarati Language Education: Current Scenario

Gujarati, a major regional language, faces challenges in education, including resource constraints, teacher preparedness, and societal biases favoring English-medium instruction (Patel, 2008).

- ✗ Curricular Emphasis: Focuses on grammar, literature, and composition, but often prioritizes rote learning (Gajjar, 2015).
- ✗ Methodological Gaps: Traditional pedagogy lacks engagement and critical thinking (Activity-Based Learning in India, 2011).
- ✗ Need for Innovation: Technology and experiential learning can enhance language instruction.

NEP 2020 advocates for revitalizing mother tongue education through interactive methods, addressing these challenges (Indian Education Policy Draft, 2019). Incorporating digital tools, audio-visual resources, and collaborative projects can make Gujarati language learning more engaging and relevant to students.

1.7 Rationale and Benefits of Activity-Based Language Teaching

ABT transforms learning into an engaging process, fostering curiosity and creativity. Its benefits include:

- ✗ Enhanced Engagement: Interactive activities increase motivation and retention (Aggarwal, 2008).
- ✗ Real-World Application: Encourages practical language use in everyday situations.
- ✗ Collaborative Learning: Develops social skills and teamwork (Vygotsky, 1978).
- ✗ 21st-Century Skills: Integrates communication, critical thinking, and creativity (NEP, 2020).

- ✗ Diverse Learning Styles: Supports visual, auditory, and kinesthetic learners (Gardner, 1983).

ABT encourages students to actively participate in their learning, making the process enjoyable and impactful. Techniques such as storytelling, role-plays, debates, and digital content creation help students develop a deeper understanding of language structures and practical usage.

1.8 Role of the Teacher in Activity-Based Teaching

Teachers in ABT environments facilitate learning by:

- ✗ Curating Relevant Content: Selecting engaging resources.
- ✗ Designing Interactive Activities: Encouraging inquiry-based learning.
- ✗ Scaffolding Learning: Providing guidance while fostering autonomy (Vygotsky, 1978).
- ✗ Monitoring and Feedback: Ensuring comprehension and active participation.
- ✗ Reflection and Assessment: Evaluating progress through formative and summative assessments.

Teachers play a pivotal role in fostering an inclusive and stimulating classroom environment that encourages creativity and critical thinking.

Activity-based teaching in Gujarati enhances language proficiency, cognitive skills, and cultural appreciation. By integrating ABT into secondary education, students gain a holistic learning experience that prepares them for academic and professional success. This study provides a framework for implementing and evaluating ABT in Gujarati classrooms, aligning with NEP 2020's vision for learner-centered education. By leveraging innovative teaching methods, educators can ensure that students develop not only strong linguistic abilities but also the confidence and adaptability required for future success. The integration of ABT methodologies in Gujarati language education serves as a step toward making language learning more immersive, engaging, and meaningful.

2.0 Review of Related Literature

Activity-Based Teaching (ABT) has emerged as an effective methodology, emphasizing student engagement through activities to deepen comprehension, improve retention. The research is based on established theoretical and empirical frameworks, enabling the identification of research gaps, refining objectives, and examining prior findings. Reviewing the literature on language skills development provides insights into how educational approaches have evolved and their impact on language acquisition. The growing emphasis on enhancing LSRW (Listening, Speaking, Reading, Writing) skills underscores their significance in communication and academic success, particularly in multilingual societies like India, where regional languages such as Gujarati play a vital role. Research on teaching Gujarati through interactive activities highlights promising outcomes in enhancing communicative abilities. This literature review focuses on four key domains:

- ✦ LSRW Skills: Understanding their role in language education and the effectiveness of pedagogical strategies that encourage active participation.
- ✦ Different Teaching Methods and Approaches: Exploring communicative, collaborative, task-based, and structural approaches in language pedagogy.
- ✦ Activity-Based Teaching (ABT): Examining research on ABT as a learner-centered methodology leveraging group activities, role-plays, and projects to enhance motivation and language acquisition.
- ✦ Gujarati Language Teaching: Reviewing existing studies on Gujarati instruction across educational levels to identify progress and areas for further contribution.

2.1 Implications of the Reviewed Literature

A review of 52 studies at the international, national, and state levels reveals key findings in the domains of LSRW skills, teaching methods, ABT, and Gujarati language instruction. The reviewed studies included research on language skill development, activity-based learning, and Gujarati language teaching.

Findings indicate that effective language programs should integrate LSRW skills rather than focusing solely on individual components such as grammar or reading comprehension. Studies highlight that an integrated approach, combining receptive (listening, reading) and productive (speaking, writing) skills, leads to improved

communication abilities. This is particularly relevant in Gujarati language instruction, where traditional methods emphasize rote memorization over active engagement.

Key Takeaways from Literature Review:

- ✗ Integrated LSRW Approach: Research emphasizes the need for a holistic approach, reinforcing language learning through reading, discussion, and structured writing tasks.
- ✗ Effectiveness of ABT: Studies reveal that activity-based strategies outperform conventional methods in student engagement, retention, and skill development.
- ✗ Real-World Application: Activity-based methodologies help students connect language learning with everyday life, improving both academic and communicative proficiency.
- ✗ Teacher Preparedness: The success of ABT depends on well-trained educators who can design interactive lessons, manage group dynamics, and assess students effectively.
- ✗ Cultural Relevance: Aligning language instruction with cultural heritage strengthens student engagement and linguistic identity.
- ✗ Alternative Assessment Methods: Traditional exams fail to measure comprehensive language competence, whereas performance-based evaluations and reflective journals provide deeper insights into student progress.
- ✗ Technology Integration: Digital tools can enrich ABT by providing interactive learning experiences, such as storytelling, multimedia content, and collaborative projects.

In the context of Gujarati language education, where memorization-based methods remain prevalent, the literature supports the shift towards ABT. The approach incorporates real-world tasks such as analyzing newspapers, producing plays, and participating in structured debates, fostering creativity and communication skills.

2.2 Research Gaps in Gujarati Language Instruction

The literature review identifies several research gaps:

- ✗ Limited Empirical Studies: Few rigorous experimental studies assess the impact of ABT on Gujarati language learning at the secondary level.
- ✗ Lack of Structured ABT Modules: While ABT is widely recognized, there is a lack of detailed frameworks for Gujarati instruction at the secondary stage.

- ✗ Minimal Teacher Training Initiatives: Many teachers lack the training or resources to implement ABT effectively.
- ✗ Limited Integration of Alternative Assessments: Traditional methods dominate, while authentic assessments like rubrics, portfolios, and reflective journals remain underutilized.
- ✗ Underutilization of Technology: While digital tools are commonly used for other subjects, their potential in Gujarati language education remains largely unexplored. Addressing these gaps is essential for improving language learning outcomes and aligning instructional practices with policy recommendations such as those outlined in NEP 2020.

The reviewed literature highlights the importance of integrating LSRW skills, implementing ABT, and adopting innovative teaching practices in Gujarati language education. A well-structured ABT framework can enhance student engagement, foster a deeper cultural connection, and improve overall linguistic proficiency. Addressing the identified research gaps will contribute to more effective language instruction, ultimately strengthening mother-tongue education in India.

The present study aims to bridge these gaps by developing and evaluating an ABT-based teaching program for Gujarati at the secondary level, ensuring a structured, engaging, and culturally relevant approach to language learning.

3.0 Research Design of the Study

A well-structured research design is essential for ensuring the validity, reliability, and systematic execution of a study. The present research adopts an experimental approach, aiming to enhance Gujarati language proficiency among Standard IX students through an Activity-Based Teaching Programme. Specifically, the study employs a quasi-experimental design, utilizing the pre-test post-test non-equivalent groups design.

This design was selected as it enables the use of naturally formed experimental and control groups, ensuring comparability through pre-test scores of language skill assessments. By implementing this methodology, the study seeks to rigorously evaluate the effectiveness of the intervention while accounting for potential confounding variables, thereby enhancing the reliability of the findings.

Notation for the Quasi-Experimental Design

O₁ X O₂

O₃ C O₄

The experimental design was used for this study. Where,

O₁ and O₃ were pre-test,

O₂ and O₄ were post-test

X stands for Experimental Group and

C stands for Control Group

Two groups of students were identified in school settings to test whether activity-based Gujarati teaching could enhance LSRW skills. Both groups underwent pretest evaluations to verify comparability. The experiment was done in the experimental group while the control group followed traditional method. Post-test assessments measured how effectively the experiment enhance language skills in Gujarati among standard IX learners. The pretest scores ensured the two groups' equivalence before implementing the programme. Following the experiment, both groups took post-tests to analyse the effects of activity-based teaching on enhancing LSRW skills in Gujarati. In the research study design pre-test and post-test was conducted in both experimental and control group. In which experimentation was done in the experimental group and no treatment given to the the control group.

3.1 Title of the study

Enhancement of LSRW skills through Activity based Gujarati teaching among the students of standard IX

3.2 Objectives of the study:

1. To develop the Activity Based programme to enhance LSRW skills for Gujrati teaching among the students of standard IX.
2. To implement the developed Activity Based Programme to enhance LSRW skills for Gujarati teaching among the students of standard IX.
 - I. To study the effectiveness of the developed Activity Based programme in terms of: I. Efficiency in Listening Skills in Gujarati subject among the students of standard IX.

- II.** Efficiency in Speaking Skills in Gujarati subject among the students of standard IX.
 - III.** Efficiency in Reading Skills in Gujarati subject among the students of standard IX.
 - IV.** Efficiency in Writing Skills in Gujarati subject among the students of standard IX.
- 3.** To study the effectiveness of the programme through reaction of the students about the ABGT programme in the students of standard IX.
 - 4.** To study the effectiveness of the programme through feedback of the students about the ABGT programme in the students of standard IX.

3.3 Hypothesis:

In order to achieve the above stated objectives, the following hypotheses were formulated for the enhancement of LSRW skills through the developed ABGT program.

- Ho1.** There was no significant difference between the mean post-test scores of the students of the experimental group and control group.
- Ho2.** There was no significant difference between the mean post-test scores of the listening skill of students of the experimental group and control group.
- Ho3.** There was no significant difference between the mean post-test scores of the speaking skill of students of the experimental group and control group.
- Ho4.** There was no significant difference between the mean post-test scores of the reading skill of students of the experimental group and control group.
- Ho5.** There was no significant difference between the mean post-test scores of the writing skill of students of the experimental group and control group.
- Ho6.** There was no significant difference between the mean pre-test scores and post-test scores of the students of the experimental group.
- Ho7.** There was no significant difference of mean pre-test scores and post-test scores of listening skill of the students of the experimental group.
- Ho8.** There was no significant difference of mean pre-test scores and post-test scores of speaking skill of the students of the experimental group.
- Ho9.** There was no significant difference of mean pre-test scores and post-test scores of reading skill of the students of the experimental group.

Ho10. There was no significant difference of mean pre-test scores and post-test scores of writing skill of the students of the experimental group.

All the above-mentioned hypotheses are accepted at 0.05 confidence.

3.4 Operationalization of the terms:

Enhancement of LSRW skills:

Listening Skill: Enhancement of listening skill is quantified as the score obtained by the students in a listening skill test prepared by the investigator.

Speaking Skill: Enhancement of speaking skill is quantified as the score obtained by the students in a speaking skill test prepared by the investigator.

Reading Skill: Enhancement of reading skill is quantified as the score obtained by the students in a reading skill test prepared by the investigator.

Writing Skill: Enhancement of writing skill is quantified as the score obtained by the students in a writing skill test prepared by the investigator.

✎ Activity-Based programme:

Activity Based Programme for teaching Gujarati includes different activities to which student exposed, such as game with words and sentences, narration on the picture, brainstorming, learning by imagination, demonstration, playing *Bhavai*, visits to library, *Kavisanmelan*, poetry recitation, translation from one language to other, create riddles, showing video on author and book etc., small group discussion, interview, project work, use of board work to present own ideas, creative writing, interview of teacher or Nobel personality, self-evaluation, developing the story, collect information and letter writing, creating riddles, etc., these activities were decided on the basis of content of textbook of Gujarati subject of Standard IX.

Effectiveness:

The effectiveness of the current study was fully demonstrated by the following outcomes:
a difference in the post-test mean scores of the experimental and control groups' students in relation to the treatment provided by the created program;

- ✎ A difference in the students' post-treatment reactions.
- ✎ The difference in the reaction of the student after treatment.
- ✎ Feedback given by the students.

3.5 Delimitation of the study:

- ✎ This study was delimited to secondary schools located in Ahmedabad city, Gujarat.

- ✎ The study was delimited to Gujarati-medium and IX-standard pupils who were following the GSEB syllabus.
- ✎ The study was delimited to enhance LSRW skills in Gujarati subjects.

3.6 Research Variables

Two crucial variables that were essential to the study's design and analysis were identified:

Independent Variables

The Activity-Based Gujarati Teaching Programme (ABGTP), which was created especially to improve the Listening, Speaking, Reading, and Writing (LSRW) abilities in Gujarati, served as the study's independent variable. By administering the ABGTP to the experimental group and monitoring its impact on the linguistic outcomes of the pupils, the researcher altered this variable. A range of exercises aimed at enhancing mastery of all four language skills made up the intervention.

Dependent Variable

The enhancement in LSRW skills in Gujarati was the study's dependent variable. This variable was tested to evaluate the impact of the ABGTP intervention on the students' Gujarati language skills in speaking, listening, reading, and writing. The study aimed to ascertain if the activity-based program resulted in quantifiable gains in students' language competence, with the improvement of these skills being the outcome of interest.

3.7 Population

All standard IX Gujarati-medium students registered in Gujarat Secondary and Higher Secondary Education Board (GSHSEB)-affiliated schools in Ahmedabad city during the 2022–2023 school year made up the study's population. This large population ensured that the results could be applied to a larger group of Gujarati-medium learners in the area by providing a diverse sample of pupils. This group is the intervention's target population, and the study sought to determine how the Activity-Based Gujarati Teaching Programme (ABGTP) especially affected them.

3.8 Sample

The sample for this investigation was chosen using the purposive sampling technique.

The selection was based on specific criteria that ensured the inclusion of schools capable of providing the necessary infrastructure and administrative support for implementing the Activity-Based Gujarati Teaching Programme (ABGTP). Experimental group comprising 57 standard IX students, this group participated in the ABGTP. Control group: Consisting of 69 standard IX students, this group followed the traditional teaching methods without the intervention of the ABGTP. Group Equivalence was done to ensure equivalence between the groups, the pretest LSRW skill scores in Gujarati were used as a benchmark. This made it easier to verify that, prior to the intervention, the language proficiency of the two groups was equivalent. The purposive sampling approach, therefore, ensured that the selected schools and students were representative of the study's objectives and conducive to meaningful analysis of the ABGTP's impact.

3.9 Phases of the Research

Phase I: Development of the Activity Based Gujarati Teaching Program

The first phase involved developing the Activity-Based Gujarati Teaching Programme to enhance the language skills of standard IX students. The steps for development were as follows:

- ✎ Textbook Analysis (Secondary Level, LSRW Emphasis)
- ✎ Detailed Textbook Review for Activity Scope
- ✎ Consultation of Semester One Syllabus
- ✎ Draft Plan and Expert Feedback
- ✎ Pilot Study and Finalization

This systematic and iterative approach ensured that the developed instructional program was both research-driven and pedagogically sound, contributing to the enhancement of Gujarati language education at the secondary level.

Phase II: Implementation of ABGTP

The ABGTP was implemented in experimental group between August 2022 and January 2023. Pretests were administered to the experimental and control groups before to deployment in order to assess their current proficiency in LSRW skills. Additionally, this made group equivalency checks easier. The control group continued receiving conventional training after the experimental group received the

ABGTP. The post-test phase demonstrated the program's influence on LSRW skills in Gujarati by enabling a comparison of skill improvement between the two groups.

Phase III Analysis of effectiveness of the ABGTP

To assess the programme's effectiveness, pretest and post-test scores were compared within and between the groups. Feedback (via rating scales, reaction scales, and open-ended responses) also provided qualitative insights into student experiences and the programme's transformative potential. By triangulating quantitative and qualitative data, the investigator could comprehensively evaluate how successfully the ABGTP elevated LSRW skills in the Gujarati subject.

3.10 Data Collection Tools and Methods

The following tools were used in the study:

- ✎ LSRW Skill Test
- ✎ Rating Scale (to assess performance in speaking and reading skills)
- ✎ Reaction Scale (to capture student responses to the ABGTP)
- ✎ Feedback Sheet (open-ended survey for deeper qualitative insights)

The LSRW Skill Test was painstakingly created to evaluate the four core language skills speaking, listening, reading, and writing while staying in line with the Gujarat Secondary Education Board's (GSEB) Standard IX Gujarati curriculum. Essential language skills such as grammar, prose, poetry, sentence structure, vocabulary, and comprehension are all fairly covered throughout the test. A fair mark allocation, with 20 points allotted to each of the four skills, for a total of 80 points. The use of parallel test versions for pre-tests and post-tests to ensure consistency and minimize practice effects. Reliability and validity of the test were established through expert consultation, incorporate the suggestions and observation and pilot administration, ensuring its effectiveness in measuring students' actual skill levels.

Listening Skill Test in Gujarati

To evaluate students' listening comprehension abilities, a structured Listening Skill Test was developed, consisting of twenty marks distributed across four sections with five marks each. The test incorporates diverse auditory tasks designed to assess different aspects of listening proficiency. Audio-based tasks include with fill-in-the-blanks. Students complete missing words based on an audio prompt. The test is designed to measure students' ability to comprehend spoken Gujarati in academic and

real-life contexts. The structured assessment framework ensures a comprehensive and reliable evaluation of LSRW skill.

Speaking Skill Test in Gujarati

The Speaking Skill Test is designed to assess students' ability to express themselves fluently and coherently in spoken Gujarati. The test consists of four distinct tasks, each carrying 5 marks, making a total of twenty marks. The tasks are carefully structured to evaluate various aspects of spoken communication, including pronunciation, fluency, coherence, and vocabulary usage. Evaluation method was with using rating scale to ensure objective and consistent evaluation across all components. Key assessment parameters include fluency, pronunciation, coherence, vocabulary richness, and confidence in speech. This structured framework ensures a comprehensive assessment of students' speaking abilities, facilitating a clear measurement of their oral proficiency in Gujarati.

Reading Skill Test in Gujarati

The Reading Skill Test is designed to assess students' reading proficiency in Gujarati, focusing on both oral reading and silent reading comprehension. The test aims to evaluate students' ability to pronounce, articulate, and interpret literary texts accurately while assessing their comprehension skills. This test ensures a holistic assessment of fluency, accuracy, and understanding in reading. Evaluation criteria was accuracy in pronunciation, fluency, appropriate pausing, and tone variation. Silent Reading Tasks for 10 Marks. Poem Comprehension for 5 Marks. Students answer comprehension-based questions after silently reading a given poem. Evaluation Criteria: Understanding of themes, literary devices, and central ideas. Prose Comprehension for 5 Marks. Students read a prose passage silently and respond to fact-based and inferential questions.

Writing Skill Test in Gujarati

The Writing Skill Test is designed to evaluate students' ability to express their thoughts coherently, creatively, and structurally in written Gujarati. This test assesses key writing competencies, including content organization, language accuracy, creativity, and adherence to formal writing conventions. The test consists of four structured tasks, each carrying 5 marks and total 20 marks. The components are carefully selected to examine different aspects of written expression, such as

descriptive, creative, and formal writing. The Writing Skill Test provides a comprehensive assessment of students' linguistic proficiency in written Gujarati. By incorporating different writing styles, the test ensures a balanced evaluation of both creative and formal writing abilities. This structured assessment framework enables educators to gauge students' strengths and areas for improvement in written communication.

Scales of Rating

A rating scale is a methodical instrument used in scholarly research to gauge performance levels, attitudes, skills, and talents. It provides a quantitative assessment of subjective or qualitative aspects, ensuring objectivity, reliability, and standardization in data collection and analysis. To ensure objective and standardized assessment, rating scales were developed for evaluating students' Speaking and Reading skills in Gujarati. The scales were designed based on key performance indicators, ensuring a structured and reliable evaluation process. A total of two rating scales were prepared, each incorporating ten components relevant to the respective skill area. The evaluation was conducted using a five-point scale, with scores converted to a final mark based on overall performance.

Rating Scale for Speaking Skill

The Speaking Skill Rating Scale assesses students' oral communication abilities based on 10 key components. Each component was rated on a 5-point scale, where: 1 = Poor, 2 = Below Average, 3 = Satisfactory, 4 = Good, 5 = Excellent. The total score is summed and converted to a final mark out of 5 for each speaking task.

Rating Scale for Reading Skill

The Reading Skill Rating Scale evaluates students' reading proficiency based on 10 key aspects. A **comprehensive evaluation of reading skills**, focusing on both **technical and expressive** aspects of reading in Gujarati. Each component is rated on a 5-point scale, following the same 1 to 5 rating criteria. Each component was rated on a 5-point scale, where: 1 = Poor, 2 = Below Average, 3 = Satisfactory, 4 = Good, 5 = Excellent. The total score is summed and converted to a final mark out of 5 for each reading task. The cumulative score is used to determine the final reading proficiency

rating. These rating scales ensure a systematic and fair assessment of students' oral and reading proficiency, providing valuable insights into their linguistic development.

Scale of Reaction

To gauge students' responses to the Activity-Based Gujarati Teaching Programme (ABGTP), a five-point Likert scale was created. The initial draft of the scale comprised 47 statements, which were refined based on expert feedback and underwent pilot testing. After iterative revisions, the final version of the reaction scale included a total of 51 statements, categorized into distinct dimensions related to the effectiveness of the teaching program. These dimensions aimed to capture students' perceptions of the various elements of the program, including their experience with specific activities and their perceived improvements in the four core language skills: Listening, Speaking, Reading, and Writing (LSRW).

Each of these components was designed to measure specific aspects of the program, including student engagement, perceived skill improvement, and the effectiveness of activity-based learning in enhancing the various language skills. The scale was administered after the completion of the ABGTP to gain a holistic understanding of students' reaction on the program's overall impact.

Feedback Sheet

Twelve open-ended questions made up the feedback sheet, which was designed to provide students a chance to share their thoughts and personal experiences with the Activity-Based Gujarati Teaching Programme (ABGTP). Students' impressions of how their Listening, Speaking, Reading, and Writing (LSRW) skills changed during the course of the program were explicitly captured by this qualitative technique.

To know skill development, the feedback sheet sought to explore students' preferences regarding the activities employed in the ABGTP, highlighting which activities they found most engaging or effective, and which they found less favourable. The open-ended nature of the items allowed for a detailed understanding of students' insights, including the reasons behind their preferences, perceived challenges, and suggestions for improving the program. This rich qualitative data was used to further refine the program and enhance its effectiveness.

3.11 Data Collection Procedure

To guarantee precision, dependability, and a thorough assessment of the Activity-Based Gujarati Teaching Programme (ABGTP), data collection for this study was carried out in an organised way. The steps that make up the process are as follows:

1. Permission and Ethical Considerations
2. Pretest Administration
3. Implementation of the ABGTP
4. Post-Test Administration
5. Reaction Scale Administration
6. Administration of the Feedback Sheet
7. Information Gathering and Evaluation

3.12 Data Analysis

Given the quasi-experimental methodology and ordinal character of some variables, quantitative analysis mostly used nonparametric tests. The Mann-Whitney U Test used to compare post-test results for LSRW skills between the experimental and control groups. The experimental group's within-group changes from the pretest to the post-test were assessed using the Wilcoxon Signed-Rank Test. Frequencies, percentages, and intensity indices for reaction scale data are used in descriptive analysis. Thematic analysis of open-ended feedback sheet responses in a qualitative manner. The data collected from various instruments, including the pretest and post-test for LSRW skills, reaction scale, and feedback sheet, were analysed using appropriate quantitative and qualitative methods to ensure robust evaluation of the Activity-Based Gujarati Teaching Programme (ABGTP). The analysis was carried out as follows:

4.0 Findings of the study

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.

- ✎ The study's data analysis led to the following conclusions:
- ✎ Development of ABGTP: The Activity-Based Gujarati Teaching Programme (ABGTP) was designed to enhance LSRW skills in Standard IX students through engaging activities that promoted both group and self-learning. The program incorporated expert suggestions and real classroom practices, resulting in a successful pilot study.
- ✎ Implementation & Outcomes: The program was effectively implemented during the 2022-2023 academic year, meeting its objectives. Activities were designed to orient students toward the importance of LSRW skills and their integration into language learning.
- ✎ Skill Enhancement Through Activities:
- ✎ Vocabulary-building exercises (word games, rhyming words, epanalepsis, synonyms, antonyms) improved students' vocabulary and creative thinking.
- ✎ Sentence formation games encouraged critical thinking and sentence construction.
- ✎ Picture description and poetry writing activities enhanced imaginative abilities, critical thinking, and verbal expression.
- ✎ Poetry recitation and Bhavai performances deepened literary appreciation and improved speaking skills.
- ✎ Students developed comprehension and analytical skills through storytelling, discussions, and narration activities.
- ✎ Self-evaluation and story development tasks fostered creativity and structured thinking in writing.
- ✎ Research-based activities, such as book reviews and information gathering, improved reading, writing, and presentation skills.
- ✎ The use of blackboards and diaries encouraged idea generation and structured writing.
- ✎ Speaking activities like interviews and extempore speaking enhanced fluency and articulation.
- ✎ Writing exercises, including letter writing and translation, strengthened linguistic accuracy and cross-language comprehension.
- ✎ Program Refinement: Throughout implementation, modifications were made based on students' engagement levels, time constraints, and observed learning outcomes,

ensuring the program's effectiveness.

- ✎ Overall, ABGTP successfully improved students' LSRW skills, fostering creativity, critical thinking, and confidence in using the Gujarati language.

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.

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 (H01) 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.

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.

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.

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 (H04) 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.

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.

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 (H_0) 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.

4.1 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.

4.2 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.

4.3 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.

4.4 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.

4.5 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.

4.6 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:

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.

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.

✎ **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.

5.0 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 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.

5.1 Implications of the study

"शब्दब्रह्मणि निष्णातो मन्त्रो वैद्यः प्रयोक्तृ चा 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.

6.0 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.

6.1 Recommendations

The present study was to enhancing LSRW skills through activity-based Gujrati 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.

7.0 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 चा 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.

This chapter consolidates the insights from the study, emphasizing the effectiveness of the Activity-Based Gujarati Teaching (ABGT) program in enhancing LSRW skills among Standard IX students. The findings validate the impact of activity-based methodologies in Gujarati teaching, offering a foundation for broader implementation and further refinement. The study highlights that language proficiency is crucial for effective communication, leadership, and societal respect. Mastering LSRW skills—listening, speaking, reading, and writing—requires more than just vocabulary; it demands comprehension, clarity, and expressive precision.

The ABGT program successfully integrated diverse activities such as word games, storytelling, poetry recitation, group discussions, interviews, and creative writing, alongside traditional Bhavai performances, Kavi Sammelan, translation tasks, and project-based learning. The statistically significant improvement in post-test scores among the experimental group confirms its effectiveness. A student-centered, activity-based learning approach fosters active participation and communication skills, benefiting students beyond academics. The study affirms ABGT's potential as a powerful pedagogical tool, with applications across subjects and educational levels, contributing to a dynamic and interactive learning experience.

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