

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

A

Synopsis

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Introduction:

Education is the most powerful instrument to bring desirable changes in the students. Ultimate aim of education is bringing out the best from an individual, the teacher is an agent who brings the changes in students from the entire process of education. The teacher prepares the future generation to meet the challenges of modern society. The future of the nation depends upon the quality of education. Education helps in directing a person to do the right things, at the right time, at the right place which makes them more productive individual as well as society. United Nations Educational Scientific and Cultural Organization (UNESCO, 2004), reinforces that “the purpose of education is to ensure that all pupils acquire the knowledge, skills and values necessary for the cognitive development of learners, to nurture the creative and emotional growth of learners.”

Holistic development of students can be possible through different subjects and disciplines. Each and every subject has their own objectives and importance. Language plays a significant role in entire process of education. Language is the main source to learn other subjects. As per draft on National Education Policy (2019) Indian languages have been specifically developed over centuries and generations to express thoughts in the Indian scenario, climate, and culture. Indian languages are very scientifically structured, and do not have unphonetic, complicated spellings of words and numerous grammatical exceptions. They also have a vast and highly sophisticated ancient, medieval, and modern literature in the Indian context. As a consequence, they have a certain home-feel and quality in the Indian context, making them easier, more relatable, and more relevant for children and adults. Which makes it alike to learn and speak, and with which to learn and express deep concepts across school subjects. Chand (2017) brings out that, “Language is one of the key factors of our human developmental process. It aids in developing and grooming one’s personality as a whole. Since learning a language is part of knowledge, it becomes one of the key factors in competitiveness. It is directly related to emotional and moral development. Language opens our minds and guides us into a magical world of imagination, emotions and dreams. The proper learning of language helps to develop knowledge, minds and personality. As Aurorin (1977) pointed out, “Development of language is ultimately stimulated by our cultural heritage and the needs of social development. So it is an essential part of the society as the important, perfect and universal means of communication, the formation of thought and accumulation and transmission of expression.” Language carries the cultural heritage, history of that particular state or country and plays a vital role in social, emotional and moral development. According to National Curriculum Framework for School Education (NCFSE, 2000) “language education has the greater potential as a means to develop progressively through various stages, attitudes and values related to all the core components by

incorporating appropriate themes and adopting suitable teaching-learning strategies.” Language plays an important role in the transaction of knowledge through teaching-learning process. In this process, the proper involvement of students and teachers are very necessary. Teaching process includes various approaches for providing a learning experience. Through this process enhancement of LSRW should be focus. Because, these skills are the base of language.

In the report of National Curriculum Framework for Teacher Education (NCFTE, 2009) it is highlighted that “A teacher to be a facilitator of children’s learning in a matter that helps to construct knowledge and meaning. The teacher in this process is co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabus, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy.” In our education system, standard IX is very crucial stage of school life. At this stage in the first language, full mastery over the applied form of language and good command with literary language is aimed at. Learners have to achieve maturity in oral and written expression in response to what they read or listen to understand and appreciate the depth and diversities of the human mind through the literary texts in prose and poetry must be ensured among the students. The teaching of grammar is to be systematically strengthened to facilitate the understanding and use of the language. Desirable attitudes and values must be inculcated through carefully selected language materials. Thus, School curriculum helps to promote the development by learning of language abilities, communication skills which are needed for social living and further learning.

In this modern age lots of innovative practices, methods, strategies are adopted in education for creating effective teaching learning process as per the changing demand of the society. So, it is clear that the method of teaching plays a vital role in the development of the individual in the classroom. This paves the way to students centred methods of teaching. In the report of the National Policy on Education (NPE, 1986) a great emphasis is laid on developing a child-centred and activity-based process of learning. Activity based teaching leads students to create opportunities to enhance (LSRW) skills, comprehension ability to utilize language. It can create a classroom climate more interactive and participative. So, Investigator is interested to know whether Activity-Based teaching is effective for Gujarati teaching at secondary school classroom. Above mention policies are giving emphasize on important of language and Activity-Based teaching-learning in school curriculum. Therefore, investigator proposes to carry out the research work by teaching Gujarati subject with Activity-Based teaching and its effectiveness on students’ achievement at secondary level.

Nature and Functions of Language:

General human nature is to express their thoughts, feeling and ideas to others. In our education system students think, analyze, criticize, imagine and give answers by using language. Language is skill to listen, to speak, to read and to write and to understand. It involves components of language such as sounds, structure, and vocabulary, grammar to express thoughts, ideas, emotions and feelings to communicate with others. According to Chand (2017) the main function of language is to communicate information to others through that a person express their feelings, thoughts and emotions even attitude to others by different forms of literature in which they are convenient. This can direct a person to do some action. It can be a request or commands and it plays a significant role in different kind of communication. This way the function of language is informative, expressive and directive.

According to NCERT (2000) “Language has to be strengthened further to enable the learner to acquire real-life skills to be used in their future day-to-day life. In their first language, they have to be introduced to various forms of literature. They ought to be able to react in speech and in writing to whatever they read and listen to balanced stress on both the applied side and the metaphorical aspect of the language will have to be laid. Creative expression and ability to think on one’s own must be encouraged and nurtured through language teaching with an oral form of language finding an important place in the language curriculum. So, that it may develop the student’s insight into the nature, structure and functions of the language.” we use the language to express our ideas, thoughts, opinions and views. It is required to have good command on language. For teaching any subject there is a need to keep in mind three things. (i)What is the form of the subject? (ii) Why to teach subject? (iii)How to teach subject? For language teaching there is need to understand the nature and structure of language.

To teach any language teacher should keep in mind the form of subject. Like in the language there are prose, poetry, grammar, composition and vocabulary as well as LSRW skills should be focused. In particular poem the form i.e., sonnet, lyric, haiku, folk song etc., where as in prose story, autobiographical, part of drama, monoact etc., and in composition essay, letter writing etc., language should teach to enhance communication skill, to inculcate values in life, to develop creative thinking skills and creative writing skill. To teach effective teacher should use different approach and also teaching various methods in which interactive, participative, co-operative, innovative classroom climate can be developed. Investigator has experienced that Activity Based teaching can be proved to best for teaching language with keep in mind all these three criteria.

Importance of Language Education

Language plays key role in students learning of other school subjects. Bernstein, (1970) had proved that “those who are good in language are good in all other subjects. He has further added that language is the foundation of the curriculum because the subjects of the curriculum are taught through the medium of language”. The centre of teaching-learning activities is language. It cannot be possible without language. Language and communication are interrelated and integral component of the educational transaction. Language is an inseparable part of our life. No one can do anything without adequate mastery over the language. Adding to the similar thought NCERT (2006) highlights that “Education in the mother-tongues will facilitate richer classroom transaction, greater participation of learners, and better learning outcomes. All efforts must be made to provide adequate facilities for this purpose. A positive attitude towards mother-tongue education must be ensured from all quarters so that learners do not hesitate to the medium with which they are comfortable. The National Curriculum Frameworks of 1988 and 2000 advocate the mother-tongue or the regional language as the medium of instruction at all levels of schooling or at least up to the end of elementary stage. All the virtues that are necessary for good citizen, clear thinking, clear expressing, feeling, action and creative life, all these things can properly have cultivated and developed only by sufficient attention paid to the mother tongue. Kothari commission (1966) suggested that, languages are to be learnt not only sake of instruction but also as an instrument in inter-state, national and international communication and medium of exchange of ideas, news and views. The proficiency gained in a language depends as much upon the types of teachers and facilities as upon the time in which it is learned. Three language formulas is given by this commission and it include the mother tongue or regional languages. NPE (1986) had indicated policy guidelines for development of regional languages. It envisaged energetic development of Indian languages and literature, adoption of regional language as media of education.

Dr. Zakir Hussain observes the importance of the mother tongue; “It is a natural outlet for expression of the child’s aesthetic sense and appreciation” Mother tongue has an important place in the school curriculum as well as in life. It helps to create more meaningful, effective and natural environment in the classroom. It can help the students to express their ideas, thoughts, expression and feeling properly with originality and naturally. The cultivation of all these things can be possible effectively through the mother tongue, when there is a powerful vehicle of language. Because, most of the learning is based on listening, speaking, reading, writing and discussing. Thus, in school curriculum also language teaching is very essential.

Aims and objectives of language teaching:

According to Widdowson (1978) “the aims of language teaching courses are very commonly defined in term of four skills: listening, speaking, reading and writing. Speaking and listening are said to relate to language expressed through the aural medium and reading and writing are said to relate to language expressed through the visual medium. So, speaking and writing are said to be active or productive skills whereas listening and reading are said passive or respective skills. The terms aural/visual and productive/ respective refer to have the way language is manifested rather than to the way it is realized in communication.”

The teaching of language has very specific objectives in the school curriculum. According to NCERT (2006), the major objectives of language teaching are (i) To equip learners with such politeness strategies and powers of persuasion that they are able to negotiate all communicative encounters with tolerance and dignity. (ii) The learner must be able to employ various non-verbal cues coming from the speaker for understanding what has been said. (iii) The learner must be able to construct meaning by drawing inference and relating the text with his/ her previous knowledge. (iv)The learner should be able to employ his/ her communicative skills in a variety of situations. (v) The learner must able to engage in a discussion in a logical, analytical, and creative manner. (vi) The learner should get space to develop their imagination and creativity. Srivastava (2014) suggested the Instructional objectives of first language and their specifications: In regard to the first language: these have been listed stage-wise. (i) To acquire the knowledge of (a) elements of language, (b) ideational content, (c) different forms and formats of literature and (d) different forms of composition. To acquire the ability to comprehend whatever he/she listens and read. (ii) To acquire the ability to express oneself orally and by writing. (iii) To acquire the ability to translate from the second language to the first language and vice versa. (iv) To develop the ability to appreciate the literature of the first language. (v)To bring-in originality in written express (vi) To develop an interest in the mother tongue and its literature as well as desirable attitudes. Thus, the main purpose of language teaching is to enhance the creativity and communication skills of the learner. The investigator observed that to achieve these objectives Activity Based teaching method will be effective. Students can improve achievement along with that their receptive and productive skills of the language. Through that student will acquire the ability to comprehend and expressing own self with generating original thoughts, to understand the esthetical point of language and appreciating the glory of literature.

According to Gujarat literary Academy (1984) objective of Gujarati language teaching are: 1. to correctly pronounce simple Gujarati words, 2. to describe in simple present tense objects and day to day events using words relating to family and relations. 3. to be able to use personal

pronouns, demonstrative and interrogative pronouns and use of gender, numbers and cases without the painful process of rigorous learning of grammar. 4. to use simple adjectives, adverbs and conjunctions in proper context as part of cultivating ability to describe. So, the vital objective of teaching Gujarati as a first language is to develop the efficiency of the pupils in expression and communication abilities to the younger generation of Gujarat so that it is ready to undertake the responsibility as the future citizens in various walks of life.

Present scenario of The Gujarati language teaching

The Gujarati language comes in various regional dialects that differ in pronunciation, vocabulary, and grammar. Gujarati as Mother tongue is the language of the home and widely spoken in the state of Gujarat. According to draft of NPE (2019) education should emphasise on Indian languages and regional languages. Study of language constituted by Education in the mother tongue can facilitate richer classroom transaction, greater participation of learners, and better learning outcomes. All efforts must be made to a positive attitude towards mother-tongue education must be part of all these, so that learners do not hesitate in the medium with which they are comfortable. Up to some extent in Gujarat state Gujarati as a mother tongue is not given more importance. There is dearth of studies and researches on Gujarati language rather. According to Patel (2008) (i) Teachers and students believe that “there is nothing to teaching and learning in the Gujarati language”. It shows that not given more importance to the Gujarati language. (ii) Not given more emphasis on language skills and communication skills. (iii) Some teachers are not more serious about pre-planning for teaching and not make efforts for providing depth and innovative language knowledge. Some solutions and suggestions also mention there are positive attitude require for the effective teaching mother tongue. For language teaching point of view, it should enhance the listening, speaking, reading and writing skills. The teacher should always update with current knowledge related to language and pre-plan for teaching is required. Gajjar (2015) Gujarati language teacher does not seem to undertake such an exercise. There are many books and educational journals available in which methods and techniques of Gujarati language teaching has been given. Yet there are least authentic material in which the methods and techniques have been described with efficient illustrations and examples. It creates confusion in the mindset of teachers and students. The application of innovative methods and techniques has not been seen in the teaching of mother tongue. Khint (2018) The education of Gujarati language and education through mother tongue has been considered the most essential determinant in light of the fact that the mother tongue is the base for every one of the subjects. Besides, the guideline of mother tongue decides cognitive, social, mental and passionate improvement of the students. It is a complaint from numerous teachers and from others concerned with education that students of today need in basic and correct

articulations of language. It is likewise watched that most of the school going youngsters can't compose or read autonomously. All things considered an incredible number of youngsters know then issue yet at the same time they neglect to express it as a result of the pitiful information of articulation. They likewise need in satisfactory vocabulary and appropriate utilization of it.

It is evident from the above that status of teaching Gujarati is not satisfactory. It is observed from the timetable, period allotment and discussed in documents that Gujarati is given the step motherly treatment. There are different methods and approaches for teaching Gujarati. But, investigator observed that teachers are still use traditional methods for teaching. There is need to give important to Gujarati and there is demand to teach it with pre-planning with using innovative way and integrating different teaching methodologies. Activity based teaching can be one of the ways to do so.

LSRW IN GUJARATI LANGUAGE TEACHING

In any language to get proficiency in four skills are needed for good command on language. These four skills are listening, speaking, reading and writing. The proficiency in these four skills is a prime concern in the process of language learning. Among these skills listening and reading are receptive skills through which a person can receive the message, information, knowledge etc., whereas the speaking and writing are productive skills. Through which a person can produce something new, by thought, creativity, ideas, opinions etc. All these four skills are inter related with each other. Chand (2018) if there is a break one ring of the chain would collapse. In today's competitive world, command over a language can determine life.

Listening Skill

Listening is the skill of putting together all the sounds, analysing them and making sense of them as words and phrases. It requires active participation. Listening helps one to get the idea of what's going on, but more importantly it teaches pronunciation skills. All language production depends on what is heard. In listening learner first try to receive the said words, then try to understand, remember, evaluate and then give response.

Speaking Skill

Speaking is the productive skill during the learning a language. It is not just producing freehand sentences and word order. Pronunciation and accent work in the sounds of the target language have to be practiced to make effective communication. Developing speaking skill enables one to express oneself fluently and appropriately in social as well as professional contexts. Speaking skill can be developed through working on the oral practice, describing situations, Individual and group activities, debate, group discussion, public speaking etc.

Reading Skill

Reading implies to grasping information from text. It is the process of word recognition and comprehension. It is complex skill that involves perception and thought. In any target language, the essence of this skill is in training one to spot patterns. Reading a lot brings one in tune with the way sentences are built in a language and exercises given with a text are the most useful as one can work on them for becoming fluent. Reading skill can be enhanced using the prescribed text for detailed study, reading and answering questions using unseen passage etc.

Writing Skill

The skill of writing is one of the most effective tools of communication. It is process of making clear conceptualization. It helps to develop imaginative and critical thinking abilities. It involves the ability to write effectively and creatively. Writing is more permanent than speaking, and requires more careful organization. It is also less spontaneous because it involves a process, from organizing ideas in the mind to Set the final document on paper. Like speaking, writing can be both formal and informal, depending on its purpose.

These all four skills are inter related. It is a psychological and physiological process. Enhanced language skills are required more at the secondary level, as it is a crucial of the education system. Secondary level serves as a bridge between primary education and higher education. Ministry of Human Resource Development (MHRD) has stressed that Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. Therefore, at this stage of school education, good command over the language is very essential.

Activity Based Teaching:

The basic meaning of activity as per Kochhar (2006) is that “Activity is anything which is carried out with a purpose in a social environment involving physical and mental action. Such activities help in the establishment of stimulating environment for creative expression.” Human beings are using language to express his ideas, views, feelings to others in the spoken and written form. A student-centred teaching method may enable the students to engage him/her in creative and divergent thinking, self-learning and enhance effective communication skill.

According to Lavine and Guy (2007) Activity based teaching provides an avenue to integrate learning within the student’s knowledge, activities to provide an educational experience rich with sensory experiences. The Activity based teaching is unique and effective to attract school children. The teachers who are involved in implementing this method have developed activities for each learning unit which facilitated for learning, instruction, reinforcement and evaluation. The aim of activity-based teaching is for learners to construct the process of self-learning, problem solving, transfer of information and skills. This method has brought out the potential

of learners in classroom situations. In terms of Language curriculum also, it would be desirable to focus more on the development of listening and speaking skills in children. These skills could be further enriched by providing children opportunities to interact with books and experience more meaningful and interesting reading through activities like storytelling, drama etc. It is emphasized the principle of curiosity and interest, the spirit of play and fullness of experience, physical, mental, aesthetics and emotional.” Dewey (1882) said, “All learning must come as a by-product of actions and for its own sake.” This reveals his concept of observation and direct experience. According to him, a child learns through participation in various activities. He advocates ‘learning by doing’ and ‘learning by living’. These all the things are possible in Activity Based teaching method. Activity-based teaching includes co-operative learning, small group learning, collaborative learning etc. it involves various methods like discussion, problem-solving, play way, field trip, demonstrations, experimentation, presentation. This way it leads to the interactive and participative classroom.

Aggarwal (2008) mention that, “teaching and learning in the outdoors imply teaching and learning outside the four walls of the classroom. It may also imply teaching and learning outside the school premises i.e., from natural surroundings and from various community resources. By extending the classroom into the out of doors, a setting can be provided for bringing deeper insight, greater understanding and real meaning to those areas of knowledge which, ordinarily, are merely read and sometimes discussed and seldom experienced. There is a lot of scope for learning outdoor.

Activities in each developmental milestone include games, rhymes, drawing, and songs to teach a letter or word or understand a concept. Activity-based teaching has specific characteristics. It encourages independence and team learning and provides a wide variety of manipulative open-ended and creative activities. It provides students with experience and active participation in the exploration of their environment and attuned with their abilities, interest and motivations, encourages self-reliance and development of the initiative in an atmosphere of trust and to follow many of their own interests and desires to learn. Teacher plays the role of facilitator, guide and coach. Problem-solving, critical and creative thinking and deep understanding are emphasized. It encourages exploring new knowledge independently. Activity-Based teaching promotes child-centred activities with a fun, helps individualize, encourages independence in learning, and involves flexibility. Activity-basedteachinglearning process can make the participative and interactive classroom environment. It can provide an opportunity for the students to enhance clear understanding as well as creativity.

Activity-Based Language Teaching:

Language teaching with involvement of five senses and learning attitude can make effective classroom environment. Activity based teaching has scope of integrating various activities to enhance language skills; listening, speaking, reading and writing and cover all the aspects of language learning. In which students can be engaged to learn more by self-learning, self-motivation, self-understanding which make enjoyable and effective learning. In this way Activity-Based teaching provides a platform in which students have an opportunity to enhance communication skill, independent thinking, creative and critical thinking. Thus, there are more possibilities for experiential based learning. Investigator observed that language plays a vital role in human life in general and in school curriculum in particular. For teaching, mother tongue or any language teaching activity based can make an effective impact on language education.

Activity based teaching can provide a platform to the students to enhance language skills as well as creative ability. It can provide an opportunity for self-learning and group learning in which more involvement of the students can be possible which can make an effective teaching-learning process. It helps to enhance the development of an individual as well level of education. In Gujarati subject there are different methods, approaches and techniques for teaching i.e lecture method, discussion method, project method, nirdeshn pryog method, observation method, analytical-syntheses method, questioning technique, simulation technique, inductive approach, and deductive approach. This all methods, approaches and techniques can be utilising in Activity-Based teaching.

Activity Based teaching is different than other way of teaching. because, there are individual differences among the learners. Some learners are visuals and some are audiles. Teaching should be suitable to all such learners. Suitable learning experience should be provided to all. As per (Activity Based Learning in India, 2011) The best way to do this is to have 'Multi-Sensory Approach. 'ABL provides it. "Activity based learning or ABL gives a range of pedagogical approaches to teaching. Its core premise involves the requirement that learning should be depending upon doing some hands-on experiments and activities." The idea of Activity-Based learning is rooted in the common notion that children learn actively rather than passive recipients of information. They are active participants National Policy of Education (1992) laid down many objectives for the development of education system in India but it has not been successful in achieving all of them. It has specified that the examination system should discourage the memorizing but it is what is going on. So, Activity-Based language teaching can more effective than other way of teaching.

Role of Teacher in Activity Based Teaching:

The role of teacher mainly to guide facilitates, motivate and evaluate the learning process in order to encourage the students and help them where students have a difficulty or problem. To create a climate in which they can search for knowledge by self-learning and observation. The teacher encourages learners to ask a question, explain, discuss, evaluate and formulate their own ideas, thoughts, opinions, solutions and conclusions. Teachers also play a role of an initiator of activities to encourage student's interest and lead them for new knowledge.

According to NCF (2009) Teachers need to view the learner as active participation in their own learning and not as mere recipients of knowledge, needs to encourage their capacity to construct knowledge, ensure that learning shift away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning. Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences i.e. play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work. The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.

According to Dhand (1995) "role of the teacher in order to manage a classroom of self-directed learners, the teacher must be able to do the following: (i) The teacher must determine where in the scheme of a lesson or unit the learning centre will contribute most effectively to student learning (ii) To develop behavioural objectives which will help him or her to decide which type of centre will be the most beneficial in the given learning experience. (iii) To develop sequential activities adaptable to all learning styles and individual characteristics of students. The teacher should allow for variety within the centres in his or her classroom. a variety of activities is necessary for any classroom for motivating and maintaining an interest in learning. The teachers should trust the student who needs the freedom for self- discovery."

Thus, investigator observed that in the activity-based teaching-learning process, the teacher encourages learners for better learning, better understanding and achievement. Teachers also play a role of an initiator of activities to encourage student's interest and lead them for new knowledge. Thus, an entire process of Activity-Based teaching; the teacher plays a different role as a guide, initiator, facilitator, observer, organizer etc.

Secondary Education:

At secondary stage Activity-Based teaching can create significant classroom environment. NCF (2000) reported that secondary stage is the stage after which majority of the learners enters the world of work. Thus, the Practical activities they are exposed to be chosen should have relevance for future life through the language skills and values. The innovative practices carried out in various areas have paved the way to Activity-Based teaching. It is said that personality of a child is getting shaped during the school years and classroom interaction plays vital role in that. Teachers' role is crucial in ensuring classroom interactions where by students are encouraged to participate and take maximum benefit of it. Thus, it is mandatory to provide proper kind of orientation to the learners. In addition, nature of Gujarati language provides more opportunities to explore the scope of using Activity-Based teaching for enhance LSRW skills. Shukla (2003) found that methods of teaching had significant effect on the achievement of the students and those who were taught through video, discussion scored better in the achievement test compared to the traditional methods of teaching. All inputs are to be given to emphasize more of activities rather than providing theoretical knowledge of methodologies. The present study is an attempt in this direction to develop the Activity-Based teaching programme at standard IX along with the content of Gujarati subject.

Reviews of Related Literature:

Review of related literature acts as the torch bearer in the area of exploration. In this section studies in the area of language education are presented in brief. Studies are presented in three sections as follows;

- ❑ Studies conducted on the Gujarati Language
- ❑ Studies conducted on different teaching method and approaches
- ❑ Studies conducted on development and implementation of activity-based programme for teaching learning

Implications of the reviewed studies for the present study:

Out of the twenty-seven studies reviewed, five studies are in the area of Gujarati language teaching, fifteen studies are on methods, approaches and strategies of language teaching, eight studies are on activity-based program. **Suthar (1974), Mehta (1998), Gajjar (2015), Tadvi (2015) and Khint (2018)** conducted a study on Gujarati Language teaching at secondary, an exploratory study on of Gujarati teaching in upper primary, co-operative language learning, multiple intelligence and Activity-Based teaching these studies are on Gujarati teaching. **George (1971) and Modaka (2009)** were conducted studies have focused mainly on the effect

of distributed and massed practices of vocabulary aspects for developing vocabulary knowledge and need to provide effective and efficient vocabulary instruction at all levels, **Soumini (1984), Gor (1986), Kudesiya (1987), Kahatani (2002), Hughes (2006), Vaniya (2015), Lakhera (2017)** these all studies were over the structural method, evolving a set of strategies, techniques and materials to teach English poetry, critical investigation into the methods of teaching English in the secondary schools and using direct method, communicative approach and bilingual method, Effect of project-based learning. **Shah (1981), Pillai (2013), Thomas (2013), Dubey (2015), Bhatt (2012) and Gayathri (2014)** were conducted study with different approaches for different subjects. **Rajendran (1992), Varthak (2001), Attar (2009), Lonkar (2016), Rathod (2018) and Amin (2011)** studies are on Activity-Based teaching-learning for science as well as languages. Investigator could not come across the study focusing on Gujarati language at school level using Activity-Based teaching. These are the studies focusing on different approaches, strategies and methods i.e., language development and play pattern, communicative approach, structural approach, bilingual methods, participatory approach, co-operative learning, integrated approach, drama-based learning, music based language teaching, activity centered approach are used for teaching language and science.

Following implications are drawn from the above observation:

- ❑ Most of the studies focusing on the Activity-Based teaching are on either science or in English language teaching. The findings in most of the cases are in favors of using Activity based teaching.
- ❑ Studies in the area of language teaching focuses more on the area of English language. One study on Guajarati language registered dissatisfaction saying status of Gujarati language is not up to the mark.
- ❑ Very few studies are found from reviewed study, in the area of Gujarati language teaching.
- ❑ Study conducted by **Tadvi (2015)** focused on Activity-Based Gujarati language teaching at secondary level and found effective compared to traditional method.

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

Rationale:

Ultimate aim of education is holistic development of the student and manifestation of best from the students. It can not only helpful in academic achievement but also for the better life. In education, there are many teaching methods and approaches for making teaching-learning process effective. Students are with individual differences, different learning patterns and style they learn. Activity based teaching impose for better learning. Through these modes of learning, teacher can create a participative environment in the classroom so as to make learning effective, interesting, helpful and worthy. In Activity based teaching there is scope of involving multiple senses of the learners to a greater extent during the teaching-learning process. It gives the chance for self-learning, self -direction and self-understanding to the student. It gives a scope for using creativity and inner potential and teacher can make an interactive classroom environment and students can learn the language easily and effectively.

According to NEP (2019) It is well-understood that student learn and grasp concepts most quickly in their home language/mother tongue. The great philosophers Gandhiji, Rabindranath and Swami Vivekananda emphasized that teaching should in the mother tongue. Because, they can express their original thoughts and ideas creatively, easily and effectively in their mother tongue rather than the other language. According to Carroll (1956) “the cognitive, social, and cultural patterns that govern our perception of the world are largely shaped, formulated and even directed by the structures of the language we speak.” Thus, the language is very useful for human beings to live life more meaningfully. According to NCF (2005) our current concern in the curriculum to make it an inclusive and meaningful experience of children along with efforts to move away from a textbook culture require a fundamental change in how to think of learners and the process of learning. As per the details of the above and need of present education system, it seems Activity-Based teaching is a suitable and appropriate method for teaching any language in general and Gujarati in particular. Investigator found very few studies for teaching Gujarati through activities. Gujarati being the mother tongue of the majority of the students has a wider scope for higher level literary skills to be incorporated in designing activities for the students. So, the investigator is proposing this study. Because it provides an opportunity for acquiring knowledge.

The secondary level is a very crucial stage of students. hence it is the best period to provide an opportunity to the students to enhance their abilities in Gujarati language through Activity-Based teaching programme and check its effectiveness as compared to the traditional method. We need to create a proper learning atmosphere. Activity-based language teaching is not only useful to create live environment but helpful in enhance good qualities of students i.e. sharing,

caring, credibility, clarity of thoughts and enthusiasm etc., It helps to link language learning with life, psychology, sociology, science as well as with other subjects. Scope of language education is to use in journalism and creative writing like poem, story and articles, to become a radio jockey. It also helps to develop a personality of the student. Through this way, independent learning environment can be creating and effective contribution of the student to create new things, students learn to take responsibility when they are exposed to such events. The main thing is that it helps to enhance self-esteem, self-motivation, self-direction and self-confidence of students. It is observed that teacher enacts various roles i.e., as an artist, motivator, guide, administrator, mother, singer, counsellor, organiser, philosopher, friend, facilitator, supervisor, dramatist to teach effectively in classrooms. In language teaching while teaching prose, poetry, grammar and composition teacher has wider scope in using various activities and learning situations.

Integrating Activity-based teaching-learning in Gujarati makes a student-centred classroom climate by creating interactive and innovative environment for teaching-learning process. From the reviewed studies on Activity-Based teaching Rajendran (1992), Varthak (2001), Attar (2009), Daphne (2015), Lonkar (2016), Rathod (2018) and Amin (2011) all have shown positive effects of Activity-Based teaching on student's achievement. None of them was on Gujarati language. Tadvi (2015) reported that for Gujarati language teaching also it was effective and shown difference in the achievement. Thus, researcher also wants to check the effectiveness of the Activity based teaching compared to traditional teaching.

Investigator being from the field of Gujarati language and having experience of teaching Gujarati language to secondary and higher secondary students for few years felt it a worthy task to be carried out. Researchers in the area of language teaching also suggested to give focus on Gujarati language. Thus, exploring and contributing in this area of Activity Based Programme for teaching Gujarati for the students of standard IX is proposed.

Specification of the problem:

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

Objectives of the study:

1. To develop the Activity Based programme to enhance LSRW skills for Gujarati 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.

3. To study the effectiveness of the developed Activity Based programme in terms of improving LSRW skills in Gujarati subject among the students of standard IX.
4. To study the reaction of the students about the developed Activity Based programme to enhance LSRW skills in Gujarati teaching among the students of standard IX.

Hypothesis:

There was no significant difference between the mean achievement post-test mean scores of the students of the experimental group and control group.

Operationalization of the terms:

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

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

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

Writing Skill: Writing skill is 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, learning by imagination, demonstration, bhavai, visit of library, Kavisanmelan, poetry recitation, translation from one language to other, showing video on author and book etc., visit of language lab, small group discussion, interview, project work, creative writing, letter writing, creating riddles etc., these activities were decided on the basis of content of textbook of Gujarati subject of Standard IX.

Effectiveness: Effectiveness of the present study was comprehensively in term of the following results:

- I. The difference between the mean score of the students of experimental and control group in the post-test with respect to the treatment given through the developed programme.
- II. The difference in the reaction of the student after treatment.
- III. Feedback given by the students.

Delimitation of the study:

- ✎ The present study was delimited to Diwan Ballubhai Madhymik School situated in Ahmedabad, Gujrat.
- ✎ The study was delimited to students of IX standard and Gujrati medium following GSHSEB syllabus.
- ✎ The study was delimited to enhance LSWR skills in Gujrati subject.

Methodology of the Study

Design of the study:

The present study is experimental in nature. The quasi-experimental design was used. Pre-test post-test Non-equivalent group design was used for the present study. The non-equivalent groups were made equivalent on the basis of the pre-test. The design of the proposed study is presented as follow.

O1 X O2

O3 C O4

Where O1 and O3 were pre-test, O2 and O4 were post-test. X stands for experimental group and C stands for the control group.

Variables:

The following variables was considered for the proposed study.

Independent variables:

Independent variable is manipulated by the investigator to see its effect on the dependent variables. In the present study, the developed activity based programm for enhancing LSRW skills in Gujarati language was consider as independent variable and it will implement to see its effect on the achievement of LSRW skills in Gujarati language among students of standard IX.

Dependent variable:

The dependent variable is also known as response variable. In the present study, enhancement of Listening, Speaking, Reading and Writing skills in Gujrati language was considered as the dependent variable.

Population: All the students studying in standard IX of Gujrati medium schools of Ahmedabad city following Gujarat Secondary and Higher Secondary Education Board.

(GSHSEB) syllabus during the academic year 2022-23 was considered as the population for this study.

Sample:

The sample for the present study was selected purposive sampling technique. The school was selected purposively for experimental group as study needs some infrastructural facilities and readiness of administrator for conducting an experiment. Another school was selected for the control group. Both the group of the selected standard was made equivalent on the basis of pre-test scores of achievements. All the students in both equivalent groups were considered as the sample for the proposed study.

The study was carried out in three phases.

Phase I: Development of an Activity Based Programme to enhancing LSRW in Gujarati subject Standard IX

Phase II: Implementation of Developed Activity Based Programme to enhancing LSRW in Gujarati subject Standard IX

Phase III: To Study the Effectiveness of the Developed Programme.

Tools and technique:

❑ Pre-test - Post-test:

Pre-test was prepared by the investigator on the basis of content of Gujarati and LSRW skills to measure the post-test score of students in Gujarati subject. It was validated by the subject experts. This test was administered as pre-test and parallel test was applied as post-test.

❑ Reaction scale:

A reaction scale was prepared to know the reaction of the students towards the Activity based programme and to know their experience of learning, in term of the Activity Based program for teaching Gujarati. It was constructed by the investigator having different statements related to the components of the Activity Based Gujarati Teaching Programme.

❑ Feedback:

Feedback was taken from the students of experimental group. To study the experiences of student about improvement of their LSRW skills and to know the benefits about teaching approach of Activity Based Gujarati language Teaching Program.

Data collection procedure:

The data was personally gathered by the researcher.

Phase 1: Pre-test was conducted on both group personally by the investigator

Phase 2: Development of ABP was developed based on LSRW skills

Phase 3: Implementation of the ABP was done in the experimental group

Phase 4: Post Test conducted on both group after completing the implementation of program

Phase 5: Reaction scale conducted on experimental group

Phase 6: Feedback was taken from the experimental group

Data analysis:

Data was analysed quantitatively and qualitatively by using Mann-Whitney U test. To analyse the reaction scale frequency, percentage and intensity index was calculated. Feedback was analysed qualitatively.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of the data gathered in the present study following findings were drawn.

- ✎ Development of the ABP for Gujarati teaching is the first objective of the study. In which investigator prepared different activities for Gujarati teaching to the students of standard IX. The prepared activities were for to teach the different content for different forms of language to enhance LSRW skills. It was 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.
- ✎ The developed ABP for Gujarati teaching was found to be effective as compared to the traditional method for Gujarati teaching. The mean achievement score of students of experimental group was found to be higher as compare to the control group. The 'z' value was 6.41 which were significant at level of confidence. Z value exceed from 1.96 and 2.58 for 0.5 and 0.1 level respectively. Which indicate that to enhance achievement of LSWR skills of the students.
- ✎ As per the data collected through the reaction scale to know the reaction of the students about the Activity Based Gujrati Teaching Program to enhancing 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 enhancing 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.

SUGGESTIONS FOR FURTHER STUDY:

Design of the present study was experimental and quantitative in nature. The main aim of this study was to development ABP for Gujarati teaching to the students of standard XI and implementation. In the process of present study investigator found that further investigation which can be possible for Gujarati language and other language teaching as well as classroom research. Suggestions could be given for the further research to enhance quality of similar studies also.

- ✎ Present studies carried out ABP for Gujarati teaching to the students of standard IX implementing and study the effectiveness of programme for enhancement of LSRW skills, academic achievement, understand the nature, structure and forms of language, attitude and appreciation of mother tongue. It can possible in other standard and other subjects.
- ✎ Similar kind of study may also be conduct at the primary or higher secondary school level.
- ✎ A comparative study on ABP for Gujarati teaching and traditional method for Gujarati teaching can be carried out.
- ✎ The present study can be carried on different samples and different population.
- ✎ The present study prepared 25 activities for Gujarati teaching there can be include more activities i.e. role play, meeting with experts in language, poet or writer as well as great personalities, visit of institute which are working for the languages i.e Gujrat Sahity Academy, Gujrat Vishvkosh etc.
- ✎ Similar study can be carried out in other language teaching.

CONCLUSION

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. As the one of factor play a vital role for successful life that is communication. Language skills can be a strength for the students not only for the education but each and every walk of life. The purpose of investigator is to do this research to enhancing LSRW skills through the Activity Based Gujarati Teaching Program. The developed program found effective to achieve the objectives of the

research. Activity Based teaching program can be implement for different subject, in different standard.

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