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DEVELOPING EFFECTIVE LANGAUGE SKILLS WITH SPONTANEOUS ART INTEGRATED LEARNING

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Abstract:

Language is one of the most fundamental aspects of human communication and plays a crucial role in expressing thoughts, ideas, and emotions. For students, mastering language skills is essential not only for academic success but also for effective communication in various aspects of life. Students need strong language skills to comprehend textbooks, write essays, participate in class discussions, and communicate their understanding of various subjects. Several teachers in India face numerous challenges when it comes to developing language skills in a traditional classroom setup. Art integrated learning, as advocated by the National Education Policy (NEP) 2020, holds immense significance in enhancing students' understanding of concepts across various subjects. This approach recognizes the inherent link between art and cognition, acknowledging that artistic expression can deepen comprehension and foster holistic learning experiences. Art integrated learning has the ability to make abstract concepts more tangible and relatable for the learner. By incorporating art into education, educators can create more engaging, meaningful, and transformative learning environments for students. The researcher conducted a study to gather evidence with these recommendations in mind in teaching topics from Social Studies. The researcher developed a Spontaneous Art Integrated Learning (SAIL) module which proved to be effective by enhancing learning experiences and also improving language skills of the students. The paper throws light on the methodology of the research & its findings.

Introduction:

Language serves as a primary tool for communication, allowing individuals to express their ideas, share their experiences and connect with others. However, it is difficult to memorize if the words are represented in an abstract concept. Dual Coding Theory, which was proposed by Allan Paivio, uses the idea that the formation of mental images aids learning. It deals with how a person inherits, processes, and recalls concepts. It assumes two cognitive systems of the brain: First which is specialized for processing nonverbal objects / events (images) & second which is specialized for processing verbal objects (language/ text). Thus, it suggests that information is better remembered when it is encoded in both verbal and non-verbal forms. It has been used to explain various phenomena, such as the role of imagery in memory and cognitive processing. When information is stored in multiple formats or systems, it ensures that if one pathway is compromised or less effective, there is an alternative pathway for retrieval. This redundancy enhances the robustness of memory and increases the likelihood of successful retrieval. The researcher believes that Spontaneous Art Integrated Learning, which is based on this theory, uses a powerful combination of handwritten text and hand sketched images when placed on a paper in an organized way, kindles the quest for knowledge in the learner's mind.

The researcher used **Spontaneous Art Integrated Learning (SAIL)** which is characterized by several key features that distinguish it from traditional teaching methods. The Intervention module prepared by the researcher included prominent features of SAIL like:

- **Visual representation:** SAIL integrated visual arts with social studies, which provided visual representations of concepts, helping the students to associate words with images. This further aided in vocabulary acquisition and retention.
- **Creativity and Expression:** SAIL motivates creativity and self-expression, providing opportunities for students to express themselves in their own language. Through drawing & sketching students can communicate their thoughts and feelings, enhancing their understanding of concepts and ability to recall.
- **Storytelling and Narrative:** SAIL encourages storytelling and narrative creation. When students interpret and create stories based on artwork, they practice constructing sentences, describing scenes, which strengthens their language skills.
- **Language through observation and analysis:** SAIL showed that studying art requires observation and analysis. Skills that can be transferred to language by examining art, discussing the themes, interpreting the meaning were developed using SAIL. Students practice critical thinking and language comprehension.
- **Collaborative Learning:** SAIL promotes collaboration and communication among students. Working together on art-based activities fosters discussion, negotiation, and teamwork, leading to language skill development in a social context.

Research Methodology:

The present study was aimed at finding the effectiveness of Spontaneous Art Integrated Learning on development of Language Skills. In the present study the researcher used Quasi Experimental design as the study had to be done with intact classes. The research design used was the non-equivalent pretest and post-test design. The study was conducted with a sample size of 70 students of std VIII from SSC Board with both the experimental & control group having 35 students each. Whereas the sample size in the CBSE Board was 60 students with both the experimental & control group having 30 students each.

The researcher created a SAIL Module for effective information transfer. The students were taught how to draw stick figures and depict the text they read as sketches spontaneously. Students with good comprehension skills could decode the words & text efficiently and fluently. The learners who had poor reading and comprehension skills also learnt watching their classmates do so. Students not only learnt to convey the content as a drawing but also understood the context surrounding the information being transferred. Later the students also practised converting the drawing into a meaningful paragraph so as to explain the textual content in their own words. SAIL therefore made a vital contribution to ease and enhance the quality of the students' reading, writing & comprehension skills.

A researcher-made rubrics was used to investigate the effectiveness of the SAIL Module on the reading, writing & comprehension skills. This Rubric was validated by subject experts & researchers. After the modifications suggested by the experts, the rubrics was finalised & used to assess the writing & comprehension skills of students. The researcher processed the pre-test in both the experimental and control group. Next the topics of Social Studies were taught to the experimental group using the researcher made Spontaneous Art Integrated Learning (SAIL) module to develop their language skills. A total of 22 sessions of 45 minutes duration each were conducted in person in the SSC and CBSE boards respectively. The control group was also taught the same topics using the chalk and board technique in the traditional approach. Descriptive & inferential analysis of data collected was done & results were interpreted as follows.

Objectives, Hypotheses & Data Analysis:

Objective 1: To compare the pre-test scores of Language skills of the Experimental group and the Control group of Std VIII students of SSC Board.

Hypotheses 1: There is no significant difference between the pre-test scores of Language skills of the Experimental and the Control group of Std VIII students of SSC Board.

Table 1: Pre-test- Expt. Group & Control Group

Pre-test	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Exp Gr	35	2.46	0.98	0.09	Not Significant	Accepted
Con Gr	35	2.51	1.54			

Interpretation: The mean values of the Pre-test scores of Experimental group is 2.46 and that of the Control group is 2.51 while the standard deviation of the Experimental group is 0.98 and that of the Control group is 1.54 The obtained t value 0.09 is less than the t critical value 2.67 at 0.01 level of significance and hence it is not significant. Therefore, the null hypothesis is accepted.

Objective 2: To compare the post-test scores of Language skills of the Experimental group and the Control group of Std VIII students of SSC Board.

Hypotheses 2: There is no significant difference between the post-test scores of Language skills of the Experimental and the Control group of Std VIII students of SSC Board.

Table 2: Post-test- Expt. Group & Control Group

Post-test	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Exp Gr	35	13.37	4.33	8.84	Significant	Rejected
Con Gr	35	5.83	2.22			

Interpretation: The mean values of the Post-test scores of Experimental group is 13.37 and that of the Control group is 5.83 while the standard deviation of the Experimental group is 4.33 and that of the Control group is 2.22 The obtained t value 8.84 is greater than the t critical value 2.67 at 0.01 level of significance and hence it is significant. Therefore, the null hypothesis is rejected.

Objective 3: To compare the pre-test and post-test scores of Language skills of the Experimental group of Std VIII students of SSC Board.

Hypotheses 3: There is no significant difference between the pre-test and post-test scores of development of Language skills of the Experimental group of Std VIII students of SSC Board.

Table 3: Pre-test & Post-test Experimental Group

Experimental Group	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Pre-test	35	2.46	0.98	14.07	Significant	Rejected
Post-test	35	13.37	4.33			

Interpretation: The mean values of the Experimental group Pre-test score is 2.46 and that of the Post test score is 13.37 while the standard deviation of the Pre-test score is 0.98 and that of the Post test score is 4.33 The obtained t value 14.07 is greater than the t critical value 2.72 at 0.01 level of significance and hence it is significant. Therefore, the null hypothesis is rejected.

Objective 4: To compare the pre-test and post-test scores of Language skills of the Control group of Std VIII students of SSC Board.

Hypotheses 4: There is no significant difference between the pre-test and post-test scores of Language skills of the Control group of Std VIII students of SSC Board.

Table 4: Pre-test & Post-test Control Group

Control Group	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Pre-test	35	2.51	1.54	7.15	Significant	Rejected
Post-test	35	5.83	2.22			

Interpretation: The mean values of the Control group Pre-test score is 2.51 and that of the Post test score is 5.83 while the standard deviation of the Pre-test score is 1.54 and that of the Post test score is 2.22. The obtained t value 7.15 is greater than the t critical value 2.66 at 0.01 level of significance and hence it is significant. Therefore, the null hypothesis is rejected.

Objective 5: To compare the pre-test scores of Language skills of the Experimental group and the Control group of Std VIII students of CBSE Board.

Hypotheses 5: There is no significant difference between the pre-test scores of Language skills of the Experimental and the Control group of Std VIII students of CBSE Board.

Table 5: Pre-test- Expt. Group & Control Group

Pre-test	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Exp Gr	30	2.73	1.17	0.15	Not Significant	Accepted
Con Gr	30	2.70	2.05			

Interpretation: The mean values of the Pre-test scores of Experimental group is 2.73 and that of the Control group is 2.70 while the standard deviation of the Experimental group is 1.17 and that of the Control group is 2.05 The obtained t value 0.15 is less than the t critical value 2.69 at 0.01 level of significance and hence it is not significant. Therefore, the null hypothesis is accepted.

Objective 6: To compare the post-test scores of Language skills of the Experimental group and the Control group of Std VIII students of CBSE Board.

Hypotheses 6: There is no significant difference between the pre-test scores of Language skills of the Experimental and the Control group of Std VIII students of CBSE Board.

Table 6: Post-test- Expt. Group & Control Group

Post-test	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Exp Gr	30	14.57	3.81	5.07	Significant	Rejected
Con Gr	30	9.70	3.64			

Interpretation: The mean values of the Post-test scores of Experimental group is 7.88 and that of the Control group is 5.71 while the standard deviation of the Experimental group is 2.91 and that of the Control group is 2.95 The obtained t value 5.07 is greater than the t critical value 2.67 at 0.01 level of significance and hence it is significant. Therefore, the null hypothesis is Rejected.

Objective 7: To compare the pre-test and post-test scores of Language skills of the Experimental group of Std VIII students of CBSE Board.

Hypotheses 7: There is no significant difference between the pre-test and post-test scores of Language skills of the Experimental group of Std VIII students of CBSE Board.

Table 7: Pre-test & Post-test Experimental Group

Experimental Group	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Pre-test	30	2.70	2.05	8.90	Significant	Rejected
Post-test	30	9.70	3.64			

Interpretation: The mean values of the Experimental group Pre-test score is 2.70 and that of the Post test score is 9.70 while the standard deviation of the Pre-test score is 2.05 and that of the Post test score is 3.64 The obtained t value 8.90 is greater than the t critical value 2.69 at 0.01 level of significance and hence it is significant. Therefore, the null hypothesis is Rejected.

Objective 8: To compare the pre-test and post-test scores of development of Language skills of the Control group of Std VIII students of CBSE Board.

Hypotheses 8: There is no significant difference between the pre-test and post-test scores of development of Language skills of the Control group of Std VIII students of CBSE Board.

Table 8: Pre-test & Post-test Control Group

Control Group	N	Mean	SD	t value	Level of Significance 0.01	Ho accepted/rejected
Pre-test	30	2.73	1.17	15.83	Significant	Rejected
Post-test	30	14.57	3.81			

Interpretation: The mean values of the Control group Pre-test score is 2.73 and that of the Post test score is 14.57 while the standard deviation of the Pre-test score is 1.17 and that of the Post test score is 3.81. The obtained t value 15.83 is greater than the t critical value 2.73 at 0.01 level of significance and hence it is significant. Therefore, the null hypothesis is rejected.

Major findings & Discussion:

- The research study reveals that there is no significant difference between the pre-test scores of Experimental and the Control group of Std VIII students' Language skills in both the SSC and CBSE Board. However, there is a significant difference between the post-test scores of the Experimental and the Control group of Std VIII students' Language skills of both the SSC and CBSE Board. This indicates that there has been substantial improvement in the development of Language skills of the Experimental group due to the intervention of Spontaneous Art Integrated module.

- The research study also reveals that there is a significant difference between the Pre-test and Post-test scores of the Control group of Std VIII students of the SSC and CBSE Board. And there is a significant difference between the Pre-test and Post-test scores of the Experimental group of Std VIII students of both the SSC and CBSE Board. As per the researcher, the probable reason for this difference could be that the traditional way of teaching also enhanced the students' development of language skills of students. However, the level at which the performance of development of Language skills has improved in the experimental group is greater than the level at which the students have performed in the control group.

Researcher's Observations:

Interviews of a few students belonging to the experimental group helped the researcher to find out that the students absolutely enjoyed the Spontaneous Art Integrated Learning Module. Most of them agreed that this approach of teaching added life to the History classroom. This approach catered to their individual needs and helped them to recall the concepts easily. They said that they would eagerly wait to attend more such sessions.

This study brings out the role of education in providing knowledge and skills that facilitate the students' participation as suggested by Allan Paivio in the 70's, this study is also in accordance with the current National Educational Policy which emphasizes the need for art integrated curriculum to promote students' participation in each Classroom which will in turn enhance their holistic performance.

Recommendations based on the Research:

- **Multimodal Instructions:** Teachers can provide instructions in multiple modes, such as verbal explanations, visual aids, and verbal to nonverbal and vice-versa interactive activities. This approach caters to different learning preferences and helps reinforce the concepts.
- **Visual Learning Materials:** Teachers can create or use visual learning materials that complement verbal instructions. This could include PowerPoint presentations, educational videos, infographics, or posters that illustrate key concepts and provide visual cues to aid the understanding.
- **Mind maps or concept mapping:** Teachers can encourage students to create mind maps or concept maps to visually organize and connect ideas. This technique helps students to visualize relationships between concepts and enhance their understanding of complex topics.
- **Encourage group discussions or buddy system:** Teachers can incorporate group discussions and demonstrations to engage the students and encourage active participation. These activities not only reinforce verbal information transfer but also provide opportunities for students to apply their knowledge in real world context.
- **Assessment Strategies:** Teachers can design the assessment tasks that assess both verbal and nonverbal understanding of the material. This could include a mix of written assignments, oral presentations, visual projects, and practical demonstrations to evaluate students' comprehension and application of concepts.

Conclusion:

By using the SAIL Module in the teaching learning practices, educators in India can create more engaging and effective learning environments that cater to the diverse needs and preferences of the students. This offers the students a pleasant, valuable and lively pedagogy in classroom. Research shows that making arts an integral part of curriculum enhances Language Skills. It also reliably shows that students have a better emotional investment in classes, work more meticulously and learn from each other where arts are integrated into the core curriculum.

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