

Impact of Demographic Factors on Text-Based Activities to Enhance the Linguistic Ability in Kannada Language

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Introduction:

While the National Curriculum was recommended to identify potentially viable language capabilities at different levels, it is not a literary achievement, And language education is not limited to language classes. There are different subject classes that are related to the same, as well as the alien content classes are the language classes. This shows the endurance of potential.

The existing texts in present-day schools prefer children's social cohesion and child perception. Instead of sharing their experiences with other than their school life, they need to provide the environment that enables them to adjust the knowledge of the school to their daily experiences. Similarly, the activities that enhance language skills are needed to sustain children's active and creative potential. If the experience can be accepted as education, children have the potential to gain knowledge from experience. The rich experience requires the text to be given to children. So, the text must have the appropriate functionality. Thinking that to what extent the 8th class textual based activities can increase language efficiency, there is a need for this inquiry to bring in.

Significance of the Study:

The language should be the Spirit of the child life. Under this ground the teacher will understand the overall dimensions of the language. It is significant to experience the language and look at the character of child learning and to understand language formatting and configuration procedures. Likewise, in the context of the language of children in the classroom process, the outside influences of the language are in the context of the speech. Need to know. How do the child's thoughts and ideas originate in these settlements? And how do those thoughts help the child's language prosperity? And what are the chances of giving youngsters in their classroom activities? This module's intent is to convince teachers.

The child will be exceptionally audible at the outset of his schooling, behaving in situations, informally, communicate grammatically speaking linguistic abilities to fulfil fulfilment. Executes the child who has gained all these linguistic needs need to learn in school again? How to make child learn language naturally ? How to move the youngster to determine the language naturally? Are language linguists more natural? Or is it fun? This module is to notice the intimacy between these two, even seeking to interpret different locations.

Preparing language maturity is only by the expertise of language skills and language. This module stresses the multiple uses of oral communication sciences in teaching teachers a language that is

attractive and effective. Creative, embedded in students, to engage in language classes with systematic use of oral communication skills. This Module is like a leader in understanding the use of oral communication skills in developing capabilities and development of language abilities. helps. as well as identifying ways to incorporate innovative techniques to make the learning process intuitive. The learning process prefers student's active participation and potential language skills, encouraging this language is to convince the expertise of speech skills for modern language instruction.

Scope of the Study:

The present study was confined only to VIII Standard students of Government High School in Shivamogga town. It is intended to study the effect of Text based activities on linguistic ability of kannada language students. Mother tounge and Gender are studied as demographic variables

Operational Definitions

- **Impact:** Producing the result that is wanted or intended producing a successful result. The power or capacity to produce a desired result
- **Text-Based Activities:** activities that require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or by sequencing text that has been jumbled. Texts used: modified texts - the teacher modifies the original text, taking out words, phrases or sentences, or cutting the text into segments.
- **Linguistic Ability:** individuals' ability to understand both spoken and written language, as well as their ability to speak and write themselves.

Statement of the Problem:

Impact of Demographic Factors on Text-Based Activities to Enhance the Linguistic Ability of Kannada Language among 8th standard students

Objectives of the Study:

- To prepare text based activities in kannada based on NCF -2005 syllabus of 8th standard
- To Study the Impact of Text-Based Activities to Enhance the Linguistic Ability of Kannada Language of Eighth Standard Students with respect to Gender and Mother Tongue.

Hypotheses of the Study:

- There is no significance difference in the means of scores with respect to gendar (boys and girls) of Linguistic Ability of Kannada Language in Experimental group .
- There is no significance difference in the means of scores with respect to Mother Tongue and Non mother tounge of Linguistic Ability of Kannada Language in Experimental group

- There is no significance difference in the means of scores with respect to gender (boys and girls) of Linguistic Ability of Kannada Language in Control group
- There is no significance difference in the means of scores with respect to Mother Tongue and Non Mother Tongue of Linguistic Ability of Kannada Language in Control group

Variables of the Study

The independent variable of the present study is Teaching through Text-Based Activities. The dependent variable of the present study is Linguistic Ability of Kannada Language. Demographical Variables are Gender and Mother Tongue.

Experimental Design

The present study is an experimental study as it aimed to study the Effects of Text-Based Activities to Enhance the Linguistic Ability of Kannada Language. A two groups (experimental and controlled), pre-test- post-test design is used in this study.

Sample of the Study

The sample of the study is drawn through simple random sampling technique. The students of standard VIII drawn from the secondary school in Shivamogga town. The sample of the study consisted of 30 students each in two schools of Shivamogga town.

Tools Used for the Study

The Ability Test on Kannada Language was constructed by the investigator and used as pre-test and post-test to study the effect of text-based activities. The test is of 25 marks in which the appropriate weightage is given to the objectives, content and type of questions. Care was taken to assure that the tool had accepted levels of validity and reliability.

Statistical Techniques Used for the Analysis of Data

Both descriptive and inferential statistics were used by investigator to analyse the data. Mean, standard deviation, t-test were used to analyse the data.

Treatment of the Data:

The Statistical Package of the Social Sciences (SPSS) version 23.0 was used to analyse the data. Both descriptive and inferential statistics were used to describe and summarize results.

Analysis and Interpretation of Data

The testing the hypothesis of the study with respect to the objective numbers 1 to 3, four hypotheses have been formulated. The details of the testing of hypotheses are given below.

Testing the Hypothesis -1

To test the hypotheses number -1 i.e., “There is no significance difference in the means of scores of post-tests in Linguistic Ability of Kannada Language between Experimental group and control group”.

Post-Test	N	Mean	Std. Deviation	t-test	Sig
Experimental post test	30	19.33	3.35	7.88	Significant at 0.05 level
Control post test	30	11.13	4.59		

the above table reveals that the obtained value 7.88 is greater to theoretical 't' value of 1.96 at 0.05 level of significant. The obtained value was found to be significant. Therefore, the null hypothesis was rejected, the rejection of null hypothesis made by the researcher to formulate alternative hypothesis i.e., "There is no significance difference in the means of scores of post-tests in Linguistic Ability of Kannada Language between Experimental group and control group. the Experimental group has shown on improvement after subjecting them to the treatment. From this it could be inferred that the effect of text-based activities was effective in bringing improvement. Therefore, it could be concluded that instruction through text-based activities was effective over traditional method of teaching

Testing the Hypothesis -2

To find the hypotheses number -2 i.e., There is no significance difference in the means of scores with respect to gender (boys and girls) of Linguistic Ability of Kannada Language in Experimental group

GENDER	N	Mean	Std. Deviation	t-test	Sig
EXPT POST BOYS	12	18.6667	3.39340	0.883	Not Significant at 0.01 level
EXPT POST GIRLS	18	19.7778	3.35288		

The above table reveals that the obtained 't' value 0.883 is lesser in theoretical 't' value of 1.96 at 0.05 level of significant. The obtained t value was not significant. Thus, the null hypothesis was accepted, the acceptance of null hypothesis made by the researcher i.e., "There is no significance difference in the means of scores with respect to boys and girls of Linguistic Ability of Kannada Language in Experimental group", i.e., Both the group are almost equal.

Testing the Hypothesis -3

To find the hypothesis number -3 i.e., There is no significance difference in the means of scores with respect to Mother tongue and Non mother tongue of Linguistic Ability of Kannada Language in Experimental group

MOTHER TOUNGE	N	Mean	Std. Deviation	t-test	Sig
EXPT PRE MT	18	19.2222	3.45655	0.108	Significant at 0.05 level
EXPT POST MT	12	19.5000	3.34392		

The above table reveals that the obtained 't' value 0.108 is lesser in theoretical 't' value of 1.96 at 0.05 level of significant. The obtained t value was not significant. Thus, the null hypothesis was accepted, the acceptance of null hypothesis made by the researcher i.e., "There is no significance difference in the

means of scores with respect to Mother Tongue and Non mother tongue of Linguistic Ability of Kannada Language in Experimental group.”, i.e., Both the group are almost equal.

Major Findings of Study:

- There is no significance difference in the means of scores of post-tests in Linguistic Ability of Kannada Language between Experimental group and control group. the Experimental group has shown on improvement after subjecting them to the treatment. From this it could be inferred that the effect of text-based activities was effective in bringing improvement. Therefore, it could be concluded that instruction through text-based activities was effective over traditional method of teaching.
- There is no significance difference in the means of scores with respect to boys and girls of Linguistic Ability of Kannada Language in Experimental group. i.e., Both the group are almost equal.
- There is no significance in the means of scores with respect to Mother Tongue and Non mother tongue of Linguistic Ability of Kannada Language in Experimental group. i.e., Both the group are almost equal.

Implications:

In the field of education especially in N C F has given direction to bring unique type of education in high school level. More efforts are necessary to develop linguistic ability among children

- Research is useful to know the importance of developing linguistic abilities among the children along with learning without burden
- Result of this research helps the teacher to develop various activities by himself to develop the children linguistic abilities
- The activities developed by the researcher are use full for self learning among the different stages of the students
- Pre test and post tests models prepared to test the linguistic skills are use full for the future researcher
- Result of this research is the guidelines for the teacher to give learning experiences for student through learning activities
- Result of the research is use full to link the school knowledge with out of the school experiences by giving importance to local language and knowledge
- This research helps to prepare text based activities to develop linguistic abilities
- This research helps to know the effectiveness of text based activities to develop linguistic skills
- Research acts as a guide to improve the confidence among the children to overcome from rote memory learning

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