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ROLE OF WARLIART APPRECIATION IN ENHANCING WORD POWER IN ENGLISH LANGUAGE AMONG TEACHER TRAINEES

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INTRODUCTION

- ❖ Education plays a very important role in the society of every nation. Infact, it's the verybases for development of any society & country.
- ❖ Education can be used for the Upliftment of society since it helps to elevate social andeconomic conditions in the marginalised section of society.
- ❖ It creates better communication and promotes dialogues between various people of theworld.
- ❖ Education helps find ways and means to create newer things that help improve quality oflives.
- ❖ The Language is always believed to play a Central role in learning.
- ❖ Language in one of the significant elements that affect national & international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading and writing for their proficiency and communication.

RATIONALE OF THE STUDY

- ❖ The NEP 2020 is also emphasising the importance of English language & Multilingualism.English is the language of international communication. It is the official language in 53 countries and is spoken a first language by around 400 million people worldwide. It's the most common second language in the world.
- ❖ Schools & parents around the world endorse the need for learning English as part of basiceducation.
- ❖ English can bring access to education and jobs promote social mobility and concept people.
- ❖ This global language is literally required for everyone to understand and speak.
- ❖ English is especially important for working professionals and students in deciding their success in various Positions. English speaking abilities are essential for a student's academic life.
- ❖ Because English is a worldwide language, it is critical to instill at least some basic English-speaking skills. Students should strive to build exceptional speaking skills in this languageas they progress through school. So, here teacher plays crucial role in devely students or aland written communication skill.
- ❖ In India, teaching the English language has never come with ease, in fact, there have beenproblem and challenges.

ORIGIN OF RESEARCH PROBLEM

I have observed lack of confidence, poor vocabulary power, hesitation, anxiety towards speaking fear of making mistakes not having suitable environment to practice among my teacher training students our state and central Government is trying and to implement NEP. NEP is emphasising to enhance English communication to meet these global needs. But many teachers are not resourceful to teach English for communication and they are insisted to follow and implement NEP. If teacher training students are trained to speak English andteaching English during teacher training period.

- ❖ It's easy to fulfil the objective of NEP and students will become resourceful in using English language for communication and learning English. So that coming generation willbe benefitted. This made me to select this problem.
- ❖ An attempt is made in the present investigation to find a solution to the above stated problem, I have selected Warliart description and appreciation to enhance Word power InEnglish language.

EXPECTED OUTCOMES

- ❖ I have observed my teacher training students showing shy & hesitation to interact in English and teaching English due to lack of word power. So, to overcome this problem, Ihave used Warliart as a tool and asked my students to draw Warliart and convey their compliments by appreciating the art drawn by others. I have given protest then before teaching Warliart and collected date and given the appreciation words adjectives to experimental group and appreciate the art work done by their co trainees. I have also givenappreciate words to control group without teaching Warliart to thin group for one month Ihave allowed experimental



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group & control group in allowed to learn appreciation words in traditional method without teaching Warliart. Warliart is such a simple and easy art withno perspective and proportion. So, the experimental group has drawn the Warli figures withmany concepts. Those who felt very shy and fearful to use English in the beginning, starteddescribing and appreciating the art as themselves have drawn the art.

- ❖ While doing so, they developed passion towards profession by teaching many concepts easily using Warliart in teaching they overcome the fear by appreciating the art with enriched vocabulary. As a part of appreciation, they have praised the others work with enriched vocabulary and that has developed a sense of gratitude among them. Gratitude isstrongly and consistently associated with great happiness. Gratitude helps people feel morepositive emotion, relish good experiences, improve their health, deal with adversity and build strong relationships.
- ❖ This Warliart appreciation helped me to create a positive learning environment, and also helped in developing rapport with my students. I have observe dreadiness among my teacher trainees to learn by participating in the appreciation task actively. A good vocabulary is required of you to speak with ease. To speak a sentence confidently, to put anything an paper, you must concentrate on your vocabulary. So, I have tried warliart appreciation to improve word power with enriched vocabulary of adjectives. Which adds beauty and elegance to language.

OBJECTIVE

- ❖ To study the effect of Warliart appreciation in enhancing word power in English languageamong teacher trainees.

HYPOTHESIS

- ❖ Warliart appreciation would enhance the word power in English Language.

RESEARCH DESIGN

- ❖ A pre and post- test with control group design is employed in the present investigation.

VARIABLES

1. **INDEPENDENT VARIABLE:** warli art
2. **DEPENDENT VARIABLE.:** word power in English Language.

SAMPLE

70 teacher trainees studying in Government DIET College, Karvetinagaram of Chittoor District constitutes the sample of study. 35 students constitutes the control group and 35 the experimental group.

	Control		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pre Test	10.857	4.292	11.457	3.713
Post Test	15.886	5.875	47.571	13.048
t value	4.089		15.749	



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RESULT AND DISCUSSION

- ❖ The mean and SDs for control group in pre-test is 10.857 and 4.292 whereas in the post test mean and SD's are 15.886 and 5.875. There is a difference between the means of posttest and pre test. So there is a significant increase in the means of post group. The t value of 4.089 is significant at 0.01 level. The difference is because the students are taught in traditional method for one month. Now with regard to Experimental group where the students are taught with Warliart, the mean and SDs cores pre-test are 11.57 and 3.713, where as mean and SDs of post-test are 47.571 and 13.048. The mean value in post test session is three times greater than the mean of pre-test value. The t value is also very high that is 15.749. it is significant beyond 0.01 level. The significant difference between pre- test and post-test under t value of 15.749 is because of fact that teacher trainees in experimental group have learnt the material that is appreciation words through Warliart description so based on the results it is concluded that there is a phenomenal change in the number of appreciation words which is attributed to Warliart appreciation.

CONCLUSION

- ❖ Based on results obtained, it is concluded that Warliart appreciation will increase the number of appreciation words among the teacher trainees.
- ❖ It is observed that children could overcome the feelings fear and hesitation to speak English and the majority of teacher trainees expressed that they could teach without any fear and inhibition and they attributed this improvement in them due to warliart appreciation. some students even stressed that become of warliart they are teaching without any fear and developed interest towards the teaching profession.

IMPLICATIONS

- ❖ As it is found in the present investigation that warliart appreciation significantly enhanced the number of appreciation words, It is suggested that teacher many use warliart appreciation words among school children.
- ❖ In DIET college, some students experienced and express fear to teach the students. Such students may be taught Warliart description. so that they will also overcome the fear and use Warliart as pedagogy and become effective teachers. this could be included as a part of curriculum and NEP. This intern will also fulfil the objectives of NEP. i.e., enhancing English communication among teacher trainees and Warliart as an innovative art integrated teaching method.

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