



GAMIFICATION OF GUJARATI PROVERBS (કહેવતો) TO ENHANCE CONTEXTUAL WORD USAGE

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ABSTRACT

Gujarati proverbs (કહેવતો) are a vital part of the language's cultural and linguistic heritage, encapsulating wisdom and traditional values. However, their teaching in contemporary Gujarati language education, particularly for young learners, often relies on rote memorization, leading to a lack of contextual understanding and practical application. This study investigates the effectiveness of gamification in enhancing the comprehension and usage of Gujarati proverbs among students. Utilizing a quasi-experimental design, data was collected from a sample of 142 Class 5 students from four schools in Ahmedabad. The experimental group engaged with a custom-designed digital game, “કહેવત ક્રાંતિ” (Proverb Revolution), while the control group received traditional instruction. Findings indicate a significant improvement in proverb comprehension, retention, and contextual usage among the experimental group. The results underscore the potential of gamified learning tools in enriching regional language education and preserving cultural idioms.

KEYWORDS: Gamification, Gujarati Proverbs, Language Education, Digital Learning, Contextual Usage, Ahmedabad, Quasi-Experimental Study

1. INTRODUCTION

Gujarati proverbs (કહેવતો) are linguistic expressions that convey cultural wisdom, social norms, and practical life lessons through metaphorical and often rhythmic phrases. Examples include “ઊંડાનું ધોળું અડું” (a negligible contribution) and “અધાનું શૂળું” (a constant irritant). Despite their significance, the current pedagogical approaches in Gujarati medium schools, especially for Class 5 students, emphasize memorization over contextual understanding. This results in limited ability among students to use these proverbs appropriately in communication. The integration of gamification in education offers an innovative solution by leveraging game elements such as points, levels, and instant feedback to create engaging and immersive learning experiences. This study aims to explore the effectiveness of a gamified approach in teaching Gujarati proverbs, focusing on improving comprehension, retention, and contextual application among students in Ahmedabad.

2. LITERATURE REVIEW

Gee, J. P. (2003) discusses the learning principles inherent in video games, highlighting their potential to facilitate complex skill acquisition, including language and literacy, through immersive experiences.

Prensky, M. (2007) provides a comprehensive overview of digital game-based learning, emphasizing its alignment with the cognitive processes of modern students and its capacity to enhance engagement and motivation.

Wu, T. T., & Huang, Y. M. (2017) investigated the use of a mobile game-based system for English vocabulary practice, founded on situational learning theory. Their results showed significant improvements in vocabulary acquisition and student

motivation, supporting the efficacy of contextualized game environments.

Sylvén, L. K., & Sundqvist, P. (2012) examined the correlation between extramural gaming and English proficiency among young learners, finding that frequent gaming in English was associated with higher vocabulary scores.

Kapp, K. M. (2012) explores the gamification of learning and instruction, offering strategies for integrating game-based methods into educational contexts and stressing the importance of thoughtful design.

Patel, N., & Sharma, R. (2019) studied the use of proverbs as pedagogical tools in Gujarati-medium classrooms, identifying a reliance on traditional methods and a gap in interactive teaching strategies.

Desai, P. R. (2021) conducted a pilot study on mobile games for Gujarati learning in rural schools, demonstrating the potential of digital tools in enhancing language acquisition despite infrastructural challenges.

The existing literature supports the effectiveness of game-based learning in language education but highlights a scarcity of research focused on regional languages like Gujarati. This study aims to address this gap by applying gamification specifically to the teaching of Gujarati proverbs.

3. RESEARCH OBJECTIVES

- To study the effectiveness of gamification in enhancing the comprehension and contextual usage of Gujarati proverbs.
- To examine the retention of proverb knowledge among

students taught via gamified methods versus traditional instruction.

4. RESEARCH METHODOLOGY

Sources of Data

Primary data was collected from 142 Class 5 students selected from four schools in Ahmedabad. Data was gathered through pre-tests, post-tests, retention tests, and feedback surveys.

Secondary data was obtained from academic journals, books, and previous research studies on game-based learning and language education.

Operational Definitions

Gamification: The use of game elements (e.g., points, levels, challenges) in non-game contexts to enhance engagement and learning.
Proverb Comprehension: Measured through pre-test and post-test scores on matching proverbs with meanings and contextual usage.
Traditional Learning: Instructor-led teaching using textbooks, blackboards, and rote memorization.

Variables

Independent Variable: Use of gamified learning (yes/no).
Dependent Variable: Improvement in proverb comprehension and retention scores.
Controlled Variables: Age (10-11 years), school type (public/private), prior academic performance.

Research Design

- Type: Quasi-experimental (non-randomized control group design).
- Method:
 1. Pre-test for both groups.
 2. Intervention: Experimental group used the “કહેવલ કાંઈ” game for 30 minutes twice a week over 8 weeks.
 3. Post-test and retention test (after 4 weeks).
- Experimental Group: Used the custom gamified application.
- Control Group: Received traditional textbook-based instruction.
- Data Collection Tools:
 1. Standardized proverb comprehension test.
 2. Likert-scale engagement survey.

5. DATA ANALYSIS

Test Phase	Group	N	Mean Score	Std. Deviation	t-value	p-value (2-tailed)
Pre-Test	Experimental	71	48.5	7.8	0.385	0.701
	Control	71	49.1	8.2		
Post-Test	Experimental	71	85.6	6.5	6.234	0.000
	Control	71	59.3	9.4		
Retention Test	Experimental	71	80.2	7.1	5.876	0.000
	Control	71	55.7	10.2		

Table 1: Comparison of Proverb Comprehension Scores Between Experimental and Control Groups

1. Hypothesis Test for Proverb Comprehension

H_0 : There is no significant difference in proverb comprehension scores between students using gamified learning and those

taught by traditional methods.

INTERPRETATION

As per Table 1, the p-value for the post-test comparison is 0.000, which is lower than the standard alpha value of 0.05. Therefore, the null hypothesis is rejected. It is concluded that there is a statistically significant difference in proverb comprehension scores, with the gamified learning group performing significantly better.

2. Hypothesis Test for Long-Term Retention

H_0 : There is no significant difference in long-term proverb retention scores between the two groups.

INTERPRETATION

The p-value for the retention test is 0.000 (Table 1), which is less than 0.05. Hence, the null hypothesis is rejected. It is concluded that students in the gamified learning group retained proverb knowledge significantly better than the control group after four weeks.

6. CONCLUSION

This study demonstrates that gamification significantly enhances the comprehension, contextual usage, and retention of Gujarati proverbs among Class 5 students in Ahmedabad. The immersive and interactive nature of the gamified approach fostered greater engagement and deeper understanding compared to traditional methods. These findings highlight the potential of digital game-based learning as an effective pedagogical tool for regional language education. Educators, curriculum developers, and policymakers are encouraged to integrate gamified elements into language teaching strategies to enrich learning experiences and preserve cultural heritage.

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