

CHAPTER – III

PLAN AND

PROCEDURE OF

THE STUDY

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3.1 INTRODUCTION

Research methodology is the general term used to define the procedures researchers use to describe, explain, and predict events. It can also be described as the study of knowledge acquisition methods. The numerous techniques, plans, and formulas employed in research are referred to as research methodologies. A research problem can be solved scientifically using research methods. It is the science of exploring how to do research. It seeks to present the research's step-by-step agenda. Theoretical techniques, experimental research, numerical models, and statistical strategies are among them. Scientific research methodologies require explanations based on gathered data, measurements, and observations rather than just inductive reasoning. In essence, they are calculated, objective, and planned scientifically. According to Howell (2012), they only accept hypotheses that can be supported by experiments. Hence, in this chapter, an attempt is made to present the methodology of the research study, wherein it covers a detailed explanation of the plan, process, and methodology of investigation, method of sample selection, and data collection method adopted for statistical data analysis.

The chapter consists of two segments named Segment I and Segment II:

Segment I: - In the first Segment of the study, the researcher has highlighted the various steps taken to develop the Music-Based Program by making use of songs and music to teach grammar to the tribal students. It involves the identification of the grammar content, topics, and subtopics, the preparation of grammar songs, selection of instructional inputs which include song-based activities and lesson plan formats.

Segment II: - In this segment of the study an exhaustive discussion on the details of the procedure of the methodology of research is made. It includes details about the population, sampling techniques, the tools of data collection, and the method of data analysis.

3.2.0 SYSTEMATIZATION OF THE (MBP) MUSIC-BASED PROGRAM

The Music-Based Program was developed for the tribal students of the secondary level to enhance their grammar skills through the use of music. The program consisted of grammar songs with their accompanying karaoke music and selected English songs played with its

lyrical audio video and instrumental music. Hence the plan was developed in an organized system. The music-based program was aimed at the enhancement of the student's grammar skills at the secondary level that can be honed during the regular class duration of English grammar classes. Therefore, elements such as tribal students' socio-cultural ethnicity, their learning age, mental capacity for language learning, familiarity with folk music, and suitability of vocabulary and grammar content in English songs were taken into consideration in accordance with the systemization of the program. The low achievement in English language among the tribal students was recognized as the necessity for the enhancement of grammar skills. It paved the way for the development of the Music-Based Programme for grammar teaching wherein grammar could be taught with the use of music which consisted of grammar songs with their accompanying karaoke music and English Song-based activities. The grammar sessions for each grammar topic were arranged by considering the textbook grammar content. By doing so, the Music-Based Program was developed with consideration of the grammar content analysis of class IX, and the socio-cultural constraints of the tribal students, etc., were taken into consideration at the time of program development by the researcher. Based on the grammar topics the grammar songs were prepared to teach the grammar topics. Songs-based activities were designed on the basis of the grammar topics content. The grammar songs, prepared by the researcher, were based on all syllabus-based grammar topics. The grammar content including rules, definitions, and examples were taken into consideration for the scripting of grammar verses. Song-based activity sheets, grammar songs sheets, grammar worksheets, and handouts were prepared and English songs' audio-videos, and lyrical videos for activities were selected to teach the content of the grammar topics and sub-topics to the tribal students in the experimental group. The sessions' lessons were planned according to the topic and the subtopics. The selection of the English songs for the activity and the karaoke for the grammar songs' tunes were made as per the suitability of tribal culture and the educational level of the students. The selection of activities were made to be simple and equally competitive to encourage tribal students' potential to upgrade their prerequisite knowledge and understanding of grammar to enhance their grammar skills in general.

3.2.1 SEGMENT I

3.2.1.1 DEVELOPMENT OF MUSIC-BASED PROGRAM (MBP)

In the present study, the first section, Segment I comprised of the different stages for developing the Music-Based Program. As the study aimed to teach grammar to the tribal students through music to enhance grammar skills; the Music-Based-Program consisted of grammar songs, which were accompanied by karaoke music of folk songs, was developed by the researcher. Taking into consideration the tribal learners' learning environment, socio-cultural ethnicity, learning age, and, a mental level at the secondary education, the Music-Based Program was designed to teach grammar. The Music Based Program mainly consisted of a set of ten grammar songs that were tuned into the tribal folk music. It also included song-based activities based on selected English songs. There were four significant steps: I) Identification of the grammar content as per the prescribed syllabus of class IX, II Preparation of Grammar Song on the selected grammar topics III) Selection of instructional inputs that include activities IV) Format of lesson plans. The different steps involved in the development of the music program is presented below.

TABLE 3.1 The Development of MBP

Step No.	• NAME OF THE STEP
STEP I	• IDENTIFICATION OF GRAMMAR TOPICS
STEP II	• PREPARATION OF GRAMMAR SONGS
STEP III	• SELECTION OF GRAMMAR INSTRUCTIONAL INPUTS
STEP IV	• LESSON PLAN FORMAT

3.2.1.1.1 STEP I: IDENTIFICATION OF GRAMMAR TOPICS

In this step, the analysis of grammar content was carried out. Based on the analysis of grammar content, the topics were to be finalised to teach in class IX of tribal students. The 'Pathyapustak Mandal'/ 'Balbharati' (Maharashtra State Textbook Production and Curriculum Research Board) has designed the class IX English textbook comprising all the above grammar categories alongside the poetry and prose in each unit. Bellow all the prose and poetry sections of each unit, the particular grammar topic's notes, with explanations provided in the textbook. The students were expected to be able to complete certain practice exercises to improve their skills in each of these grammar topics but the rule knowledge was

not required to be only emphasized. In the secondary section, two lectures (35 minutes each) for English were held a week as the standard practice so that structured teaching on grammatical categories/components/topics, including definitions, grammar rules, and applications, could be done.

Through the content analysis from the IX textbook, it was clear that the textbook of English at the secondary level comprises prose, poetry, and the grammar categories that are included in the secondary curriculum. All the grammar categories are explained thoroughly, along with the exercises, below every prose and poetry section of each unit. The textbook comprises English grammar content covering the grammar topics; i. Parts of speech concerning their form and position in a sentence. ii. Words and word formation, prefixes and suffixes and compound words, different kinds of phrases, adjectival phrases, prepositional phrases, etc. iii. Clauses (noun, adjective, and adverb) and their identification in a sentence. iv. Sentences – different kinds-Simple, Complex, Compound, v. Tenses finite and non-finite gerunds, and participles, modals. vi. Transformation of sentences from active into passive, simple into complex and into compound and vice-versa, reported speech, vii. Prepositions and conjunctions. viii. Punctuations. Based on the grammar content analysis the topics such as helping verbs, articles, tenses, adding a question tag, active voice -passive voice, clauses, types of sentences, change the voice, direct- indirect, and degree of comparisons were finalized to teach for the class IX of tribal students for the study. The synoptic view of the grammar topic and subtopic is presented below.

TABLE 3.2 Synoptic View of the Grammar Topic and Sub-Topic

Sr. No.	Name of the Grammar Topics	Sub Topics
1.	Topic: Parts of Speech	Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, And Interjection
2.	Topic: Helping Verbs	Auxiliary Verbs Modal Verbs
3.	Topic: Articles	Definite Article Indefinite Article
4.	Topic: Add a Question Tag	Affirmative Question Tag Negative Question Tag
5.	Topic: Tenses	Past, Present, Future and sub-kinds of Tenses
6.	Topic: Clauses	Noun Clause, Adjective Clause, Adverb Clause
7.	Topic: Types of Sentences	Simple Sentence Complex Sentence Compound Sentence
8.	Topic: Change the Voice	Active Voice Passive Voice
9.	Topic: Direct & Indirect Speech	Direct Speech Indirect Speech
10.	Topic: Degree of Comparison	Positive Degree Comparative Degree Superlative Degree

3.2.1.1.2 STEP II: PREPARATION OF GRAMMAR SONGS

The present step was mainly comprised of the preparation of grammar songs for the teaching of

grammar topics. Songs and music can be adapted in a variety of creative and appealing ways for classroom teaching. In the present study, the researcher used music in the form of grammar songs accompanied by karaoke music. Based on the selected grammar topic, a set of ten grammar song (*Appendix –XVI*) lyrics were written by the researcher. The Music-Based Program comprised of grammar songs which consisted of grammar rules, definitions, and examples of the respective grammar topic. Based on the grammar content analysis of the English textbook the grammar songs were developed. The grammar songs were set to the tune of tribal folk songs that were familiar to the tribal students. The grammar songs consisted of the grammar rules and their usage. School Level Grammar Books such as 'Grammar Skills' (Scholastic Asia) and Oxford Primary English Grammar Skills series (Oxford University Press), HL English Grammar and Composition Wren and Martin (Blackie ELT books) etc., by renowned editions, as basic resources were referred to along with web links of grammar during the formation of grammar songs. The integration of the Music-Based Program in the form of grammar songs was used to strengthen the connection between learning in an entertaining and joyful way and grammar skills enhancement. A set of grammar songs was prepared to sing in the Music-Based Program for English grammar teaching by the researcher during the classroom teaching. The grammar songs were based on the topics such as Parts of Speech, Helping Verbs, Articles, Active-Passive Voice, Add a Question Tag, Tenses, Clauses, Kinds of Sentences, Changes in Direct to Indirect Speech and Degrees of Comparisons. The grammar songs were tuned to sing on the Ahirani Folk songs such as: 'Rath Kay Chalana Vani Na Gadhle', 'Gadani 'Ambabai Ni Tuna Gadhale', 'Khandyavar Moti Pawala', and the Kanbai songs from folk album 'Dongar Hirava Gar'. Even the Hindi Bollywood song 'Tu hi re' and Raag Yaman Bandish 'Ye Ri Aali' based (similar to its Mukhada) tune was used for Change the voice and the Article's song respectively.

The synoptic view of the list of the grammar songs with its introductory verse example and the Karaoke song-tunes used for singing is provided below.

TABLE 3.3 Synoptic View of the Grammar Songs Composed with Tunes

Topic Name	Grammar Song's Stanza	Song Tune
<input type="checkbox"/> PARTS OF SPEECH	<input type="checkbox"/> PARTS OF SPEECH Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction and Interjection These are eight parts of speech There are eight parts of speech	Tribal Song: Adivasi Jangal Rakhavala Re
<input type="checkbox"/> HELPING VERBS	There are helping verb, helping verbs, helping verbs Twenty- three Am, is, are, was & were Being, been & be There are helping verb, helping verbs, helping verbs Twenty- three Have, has, had, do, does, did Shall, should, will & would	Folk Song Rath Kay Chalana Chlana Vani Na Gadhale
<input type="checkbox"/> ARTICLES	A, E, I, O, U A, E, I, O, U There are five vowels in English There are five vowels in English A, E, I, O, U A, E, I, O, U A, an, are indefinite articles It denotes a number arithmetic one It is used before a singular noun ‘An’ used before vowel sound	Song: Yeman Rag Bandish Yeri Aali Kalana Parat (similar to it)
<input type="checkbox"/> ACTIVE VOICE- PASSIVE VOICE	Change the Voice, Change the Voice, when you change active into Passive voice Change the voice, Change the voice, when you change Active into Passive Voice When you will change active into passive, you have to do the following changes.	Movie Song Tu hi re , Tu hi re Tere bina

		First of all, put Object into Subject place, And Subject will go at Object place.	
□ADD QUESTION TAG	A	<p>Add a question Tag, add a question Tag Let's learn how to add a question tag</p> <p>First write the sentence as it is & put a comma after that.</p> <p>If the sentence is assertive, question tag is negative. If the sentence is negative, question tag is assertive.</p> <p>Add a question Tag, add a question Tag Let's learn how to add a question tag</p>	<p>Folk Song</p> <p>Ye , Re Ye Re manaha</p> <p>Shejarin Sakhubai</p>
DIRECT & INDIRECT SPEECH		<p>Direct Speech and Indirect Speech are two ways of reporting speech</p> <p>We may report the words of the speaker, in two ways direct and indirect speech.</p> <p>1) We may quote his actual words & this is called direct speech. The direct speech of the speaker is always written with double inverted commas & after reporting verb comma is always given.</p>	<p>Folk Song</p> <p>Nithal Ganga Zulu Vahe</p> <p>Tathe Mani Kaanbai</p>
□ TENSES		<p>There are three tenses in English, Present tense, Past tense & Future Tense</p> <p>There are twelve sub-kinds of three tenses, four sub-kinds in each tense, there are four sub-kinds in each tense and twelve sun-kinds in three tenses</p>	<p>Folk Song</p> <p>Gadhani Ambabai Ni</p> <p>Tuna Gadhale Pada</p> <p>Vedha/Lal Lugadani</p>

	Simple, Progressive, Perfect, and Perfect Progressive tense	
□ CLAUSES	<p>There are three clauses in English grammar</p> <p>Noun clause, Adjective Clause & Adverb Clause</p> <p>A group of words in a long sentence that owns a subject and predicate of its own is called a clause.</p> <p>Each part of such a group of words in a long sentence has a subject & predicate of its own called a clause of the sentence.</p>	<p>Folk Song</p> <p>Khandyavar Moti</p> <p>Pawala</p> <p>Khul Khul Vaje O May</p>
□ KINDS OF SENTENCES	<p>There are three kinds of sentence</p> <p>Simple sentence, Compound Sentence, Complex sentence</p> <p>Classification of sentences can be done according to the number & kind of clauses in a sentence.</p> <p>A simple sentence is a sentence that has one main clause and no subordinate clause</p> <p>A simple sentence is a sentence that has only one subject and predicate or one finite verb. E.g. Birds fly.</p>	<p>Tribal Folk Song on</p> <p>Khandeshi Pawri Music</p> <p>Bhilau Song: Dongar</p> <p>Hirava Gar /Bhilin Kon</p> <p>Gavani Ye</p>
□ DEGREE OF COMPARISON	<p>Positive Degree, Comparative Degree, and Superlative Degree</p> <p>There are three kinds of Degrees- Positive, Comparative, and</p>	<p>Folk Song: Ahirani</p> <p>Khandeshi Folk Song:</p> <p>Mumbai Gai Mee Dilli Gayi</p>

	<p>Superlative</p> <p>The descriptive adjective can be compared.</p> <p>A positive degree will occur to expressing a quality</p> <p>A comparative degree will occur for more of a quality</p> <p>A superlative degree will occur for most of a quality</p>	
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3.2.1.1.3 STEP III: SELECTION OF GRAMMAR INSTRUCTIONAL INPUTS:

Highlighting the educational validity of using songs for activity, J Harmer (2001) states, "Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish." In addition to this Harmer further says, "Musical compositions have the power to alter the mood of a classroom or get pupils pumped for an upcoming activity. It can amuse and entertain, and it can satisfactorily combine the worlds of leisure and education,". According to the suitability of the grammar topic, various English songs of different genres were selected as instructional input. Music Activities based on English songs (Appendix-IX) of different genres such as Raps, Parodies, Rhymes, Chants, and Folk Songs, were utilized to teach English grammar in the Music-Based Program. The song-based activities on selected English song's audio-videos, lyrical videos, and lyrics sheets were used as a compulsory component in the Music-Based Program to teach English grammar in the classroom. Different song-based activities were planned to give hands-on practice for better learning of the grammar topic. Through activities such as the student's analysis of the grammar songs; inter-questioning and reflective discussion during the English songs-based learning; a clear understanding of the grammar topics to the students, were planned to be facilitated by the teacher.

A total of ten song-based activities were selected by the researcher to integrate into the lesson plan as per the different main topics and sub-topics grammar content. According to the suitability of the grammar topic, to be taught, different exercises and grammar games were utilized to teach the grammar content. The exercises and games such as the Double Gap Fill,

Re-order it, Changing the Text, Song-strip Connection, Let's Sing It, Sing-Song Disappearing the Text, Song-Grammar Analysis, Song-Based Inter-questioning, Song-Freeze to Quiz, and Grammar Song Mishap were used. According to the grammar topic, the activity sheets were prepared to be used for the classroom activities. The details, including activity instructions, and notes of guidelines in regard to the grammar topic for the activity procedure were provided in the activity sheets and grammar handouts. The students' learning age, mental level, grammar topic prerequisite, difficulty of the grammar content, and time constrain, were taken into consideration for the selection activities. Based on the difficulty level of the activity and the feasibility of time, the activities were decided to be conducted as a pair or a group activity. Each activity was followed by the inter-questioning and discussion. The students were facilitated by the teacher for the smooth conduction of the activities. The activities were arranged in accordance with equal opportunities that would be given to all the students to participate in the activities. As all the activities were based on the songs accompanied by instrumental music, the engaging and entertaining factor was naturally included with every activity. Though, joyful learning through music was imbibed during the activities, the learning and enhancing of grammar skills was mainly emphasized. The details about all the activities are provided here in the following table given below.

TABLE 3.4 Synoptic View of the Details of Activities as an Instructional Input

MUSIC-BASED ACTIVITIES		
Sequence: Title of the Activity -- Details of the Activity -Photo		
	Activity 1: The Double Gap Fill	
	Details With a Photograph	
	The exercise was adapted from the traditional song activity known as the Gap Fill, in which the teacher would highlight a word approximately every few lines, the students would listen to the song once or twice, fill in the blanks with the words they heard, and the answers would either be correct or incorrect. Students frequently transcribed incorrect word forms by relying more on their ears than their lexical or grammatical knowledge because the activity did not always require them to think about language before they listened, even though it helped students identify words and improve their micro-listening skills. As a result, the activity was highly beneficial for teaching grammar.	



● Activity 2: 'Re-order It'

Details With the Photos

The activity, 'Re-order It' was implemented as a grammar activity to learn the tense structure of the sentences. The students were asked to arrange the words in a grid, correct sentence order, etc. The students listen to the song played to get the correct sentence order. The words are numbered by the students in the order that they are heard. After the initial listening, students compare their answers with a companion before the song is played once more for them to hear. The Activity was useful in making students listen to the grammar songs attentively and analyze the sentence structure as per the tenses.




Activity 3: Changing the Text**Details With a Photograph**

In this activity, by modifying the parts of speech (such as changing "I have seen" to the incorrect "I have saw"), omitting articles and prepositions, teaching tenses, and using the direct method for sentence transformation, this activity can be modified to emphasize grammar. Likewise, the activity is used to teach all the grammar topics. The students listened to the song and encircled the wrong text; they were asked to correct and change the text. The song was played again, and the student checked the changed text.

**Activity 4: Song-lyric Strip Connections****Details With a Photograph**

Like Changing the Text, Cutting the lyrics into sections according to rows or rhymes is another strategy, similar to changing the text. It is your responsibility to arrange them correctly. The coherence components can be highlighted with this activity. Depending on the music or text utilized, music Strip Connections are also helpful for focusing on difficult sentence structures like conditionals and relative clauses. These are the steps for the activity: Only the first half of the lyric cards should be given out, and pupils should arrange them on the table. The lyrics should be placed in a column once the music is played, therefore

	<p>instruct the pupils to do this. To allow pupils to review their work, play the song once again and check it. Give the remaining half of the lyric's cards to each group, and instruct the students to finish each sentence with the appropriate ending. The music was played once more to check their work once they had finished.</p>	
		
	<p>Activity 5: Let's Sing It!</p>	
	<p>Details With a Photograph</p>	
	<p>The activity mainly focuses on the student's creativity. The students were asked to do the task with their ability and interest, e.g., the teacher used to sing a song, and students were asked to set the other tune to the song of their choice and interest to the song. This gives a platform for the generation of creativity and confidence among learners, along with the revision of grammar topics/content through the song. For each grammar song, students prepared and presented the group singing of grammar songs with their set tunes, which were different from the set tune by the teacher.</p>	



Activity 6: Sing - Song –Sing–"disappearing texts"

Details With a Photograph

Sing-Song -Sing is a kind of Cross's technique known as "disappearing texts," which is appropriate for songs with shorter tonal ranges. Students were requested to sing once the teacher wrote the complete lyrics on the board. The teacher takes away part of the words before they begin singing once more. You can keep doing this until the lyrics are completely gone.



Activity 7: Song- Grammar Analysis

Details With a Photograph

Song Analysis could be pair and group activity. The selected English song for

the activity will be played with music and lyrics on the screen. The students used to do grammar analysis of the song based on the clues that they got from the grammar songs. They would underline the sentence structures of different forms, words, phrases, figures of speech, articles, and tense structures and, in a group, will discuss the analysis based on grammar rules and reasoning. Ex. Students would underline a sentence from the song, give details in terms of grammar category, and would be doing the transformation of sentences into other sentence structures by the identification of tense. Changing clause, Direct into Indirect, Changing the voice, Degree change, Affirmative to negative, Adding a question tag, etc.



Activity 8: Song- Based Inter-questioning

Details With a Photograph

Song-Based Interesting was a group activity. After the grammar analysis of the song, students were asked to frame five questions based on the grammar topic that they have learned, and the other group of students will answer it by giving the grammar rules justification to support their answers. The discussion continued amongst the students about the grammar topic rules. The teacher used to direct the discussion for the understanding of the rules of a grammar topic. Students actively get involved in the depth of learning the grammar topic. They get encouraged to think critically and analytically during interesting activity. The Activity generates confidence in grammar skills enhancement among the students.



Activity 9: Song- Freeze to quiz

Details With a Photograph

The Song Freeze to Quiz activity was a group activity. The teacher used to stop the song lyrics screen during this activity, and students in a group used to analyze the sentence grammatically and frame similarly structured sentences. One by one group would be doing the activity alternatively. Inter-questioning was also conducted amongst the group as a part of the activity. To make it sporty, the teacher will give oral points for all the rounds for each group, based on the performance and accuracy of the answers. The discussion would be followed after the activity to understand the grammar topic in depth. The teacher could channel, direct and evaluate the students learning of grammar topics through the activity. The practice and drill during the activity hone the grammar skills among the students.



Activity: 10 Grammar Song Mishap

Details With a Photograph

This group activity could be utilized as an energy booster activity when there is a demand from students that they would like to sing the grammar songs; at the end of the session, five minutes would be utilized for the

singing of grammar songs. The students used to sing a stanza from each song with the addition of music through clapping, tapping, and banging the desk/notebook rhythmically. The Teacher could also join the group singing to encourage students' participation. Mostly, all the grammar songs or a few could be practiced in the activity by the students. It gives them revision of grammar rules through the singing of grammar songs. The indirect learning of all the grammar topic rules happens naturally through the activity.



3.2.1.1.4 STEP IV: LESSON PLAN FORMAT

A total of 64 Lesson plans were prepared to teach grammar through a Music-Based Program. Two consecutive periods per week of 35 minutes for English grammar were separately arranged in the classroom Time-Table. The first hour was utilized for grammar topic learning through the grammar song, and the second hour was utilized for English Song Based Activities. The researcher prepared a detailed lesson plan comprising all the grammar topics and subtopics. The lesson plan was comprised of the prerequisites that is the basic prior knowledge known to the students in regard to the grammar topics. It was followed by general objectives and specific objectives which are to be achieved by the students after the learning of the grammar topics. The method of teaching was Inducto-deductive (combined) Method. The audio-video resources, grammar topic-based PowerPoint presentations, grammar song sheets, activity sheets, worksheets, and hand-outs were the teaching-learning resources stated in the lesson plans. Then it was followed by the activity procedure that began with the introduction of the topic by the teacher. The procedure consisted of the teacher's activity and the student's activity during classroom teaching and learning. It consisted of all the instructional inputs which included the use of grammar songs, English songs' audios and videos, lyrical videos, and song lyrics sheets

to teach the various topic. The grammar topics such as Tenses, Clauses, Direct and Indirect Speech, Change the degree of comparisons, Change Active into Passive Voice, and Types of Sentences were divided into sub-topics based on separate lesson plans. A detailed explanation with examples of the grammar topic, drills/exercises for practice, and exercises with activity inputs for each grammar topic were given to the students. The students were given various learning opportunities to help them comprehend the grammatical material. Predict-Observe-Explain, inter-questioning, discussion sessions, assignment work, audio-video clips analysis, role plays, grammar games, and team/pair activities were just a few of the varied activities that were included in the classroom's grammar skill-learning process. The separate lesson plans were made as per the division of subtopics which required more than two periods. The focus on practice and drill of the grammar exercise was taught through English Song-based activities. Pair, as well as group activities, were also included in the teaching-learning procedure of the lesson plan. The handouts and activity sheets were given for the students' reference during the activities. During the activity sessions, grammar analysis, the transformation of sentences, formation of own sentences, inter-questioning in groups, and discussion were the exercises done by the students. Then for the evaluation in the lesson plan evaluation worksheets were planned for each grammar topic. After that, it was followed by a recapitulation that consisted of all the key highlights of the grammar topic. The lesson plan concluded with the home-assignments for each grammar topic. At the end of the lesson plan, the blackboard summary with regard to the grammar topic was mentioned. Hence, each lesson plan comprised of the topic of the lesson, prerequisites, general objectives, specific objectives, approach methods, resources, procedure, teacher activity, student activity, evaluation recapitulation, assignment, and blackboard summary. The components of the lesson plan format are presented below.

Table 3.5 a) The Lesson Plan Formats

FORMAT OF THE LESSON PLAN
PREREQUISITES
GENERAL OBJECTIVES
SPECIFIC OBJECTIVES
METHOD
RESOURCES
INTRODUCTION OF THE TOPIC
TEACHER ACTIVITY
STUDENT ACTIVITY
EVALUATION
RECAPITULATION
ASSIGNMENT
BLACKBOARD SUMMARY

Table.no. 3.5.b) Synoptic view of the of the Delivered Lesson Plans Schedule

Table :3.5. b) Synoptic View of the Delivered Grammar Lessons**Two periods per week were scheduled separately for Grammar Teaching.**

Sr. No	Teaching points of Grammar	Class Activities	Period	Lesson Plan Date
1	Topic -1 Parts of Speech	1)Use of grammar songs to teach the topic. 2)Explanation with examples of the use PPT of the grammar category.	1	9-8-21
		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
2	Topic -2 Helping Verbs	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	13-8-21
		3)Practice/Exercises with the use of a Song-Based Activity, Inter-questioning, and reflective discussion on the grammar topic.	1	
3	Topic: 3. Articles	1)Use of grammar songs to teach the topic. 2)Explanation with examples and the use of PPT of the grammar category.	1	21-8-21
		3)Practice/Exercises with the use of Song-Based Activity, Inter-questioning, and reflective discussion on the grammar topic.	1	
4	Topic:4. Tenses	1)Use of grammar songs to teach the topic.	1	28-8-21

	Present /Past/Future	2) Explanation with examples and the use of PPT of the grammar category.		
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning, and, reflective discussion on the grammar topic.	1	
5	Present /Past/Future	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	4-9-21
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning, and reflective discussion on the grammar topic.	1	
6	Present /Past/Future	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	11-9-21
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
7	Topic:4. Tenses Present /Past/Future	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	18-9-21
		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
8	Topic:4. Tenses Present /Past/Future	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	9-10-21
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
9	Topic: 5. Add a Question Tag	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	16-10-21

		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
10	Topic: 5. Add a Question Tag	1)Use of grammar songs to teach the topic. 2)Explanation with examples the use PPT of the grammar category.	1	22-10-21
		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	23-10-21
11	Topic:6 Change the Voice	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	20-11-21
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
12	Active Voice into Passive Voice	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	27-11-21
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
13	Passive Voice into Active Voice	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	4-12-21
		3) Drill/Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
14	Active into Passive of Imperative, Interrogative	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	11-12-21

	sentences			
		3) Drill/Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
15	Topic: 7. Types of Sentences Simple Complex, Compound	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	18-12-21
		3) Drill/Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
16	Simple Sentence	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	23-12-21
		3) Drill/Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
17	Complex Sentence	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	31-12-21
		3) Drill/Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
18	Compound Sentence	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	8-01-22
		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
19	Topic:8. Clauses Noun Clause,	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT	1	22-01-22

	Adjective Clause, Adverb Clause	of the grammar category.		
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic,	1	
20	Noun Clause	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	11-2-22
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic,	1	
21	Adjective Clause,	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	29-2-22
		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic	1	
22	Adverb Clause	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	5-2-22
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic	1	
23	Topic:9. Direct & Indirect Speech	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	12-2-22
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
24	Direct to Indirect: Reporting verb: Present Tense	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	18-2-22

		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
25	Topic-10. Direct to Indirect Speech Reporting verb: Past Tense	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	26-2-22
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
26	Direct to Indirect Speech Reporting verb: Future Tense	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	5-3-22
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic	1	
27	Direct to Indirect Speech Interrogative Sentence	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	12-3-22
	Imperative sentence	3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
28	Topic: Degree of Comparison	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	15-3-22
		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic.	1	
29	Positive	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of	1	26-3-22

	Degree	PPT of the grammar category.		
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic	1	
30	Comparative Degree	1)Use of grammar songs to teach the topic. 2)Explanation with examples and the use of PPT of the grammar category.	1	31-3-22
		3) Practice/Exercises with the use of Song Based Activity, Inter-questioning, and reflective discussion on the grammar topic	1	
31	Superlative Degree	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar category.	1	1-4-22
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning, and reflective discussion on the grammar topic,	1	
32	Change the Degree	1)Use of grammar songs to teach the topic. 2) Explanation with examples and the use of PPT of the grammar topic.	1	9-4-22
		3)Practice/Exercises with the use of Song Based Activity, Inter-questioning and reflective discussion on the grammar topic,	1	
		Total Periods	64 periods x 35min = 38 hrs	

3.2.2 SEGMENT II

3.2.2.1 RESEARCH METHODOLOGY

An experimental research design was used for the proposed study.

The researcher utilized a quasi-experimental design for the research. The Pretest-Posttest Non-Equivalent-Control Group Design was used as the research methodology in this study. According to Best and Kahn (1996), “this design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar.” The experimental analysis provides a method for answering the question that is rational and rigorous.

Table 3.6 The Design of the Study

The following diagram represents the study's design:

Pre-Test And Post-Test Groups			
Experimental Group	O1	X	O2
Control Group	O3	C	O4
O1 & O3 = Pre-Test		O2 & O4 = Post-Test	
X = Treatment		C = Without Treatment	

3.2.2.2 POPULATION

All the IX standard students studying English in Grant in Aided Marathi Medium Schools of Maharashtra affiliated to the Maharashtra State Board of Secondary and Higher Secondary Education (MSHSEB) constituted the population of the study.

3.2.2.3 SAMPLE

The sample technique selected for the present study was a convenient sampling technique. In the present research, two Grant in Aided Marathi Medium Adivasi Ashram schools of Maharashtra affiliated to the Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE), situated at Indave and Revadi Village in the Dhule district of Maharashtra, having secondary sections, was selected as the sample for the study. The students of class IX of Indave Village Ashram School were considered as an experimental group in the study. Students of class IX of the other school at Revadi Ashram school were considered the control group. The experimental and control groups were equalized based on their pretest English grammar skills achievement tests scores. After equivalent matching of the group, out of 62 students, the equivalent group of 46 students was selected from the Indave Ashram School as an experimental group. Out of 60 students, the 46 students' equivalent group from Revadi Ashram School was considered as an ultimate sample for study in the proposed research.

3.2.2.4. TOOLS FOR DATA COLLECTION

The researcher collected data for the proposed study using 1) Written Grammar Skill Achievement Test 2) Oral Grammar Skill Achievement Test 3) Reaction Scale. The tools have been described below.

3.2.2.4.1 ENGLISH GRAMMAR SKILLS ACHIEVEMENT:

English grammar skills achievement was seen in terms of 1) written grammar skill achievement and 2) oral grammar skill achievement which comprised of 100 marks. The tests were developed by the researcher and it comprised of all the grammar topics. The written grammar skill achievement test was of 25 marks and the oral grammar skill achievement test was of 25 marks for each term. The first term tests of 50 marks comprised of an oral grammar skill achievement test of 25 marks and a written grammar skill achievement test of 25 marks. The second term tests of 50 marks were also comprised of an oral grammar skill achievement test of 25 marks and a written grammar skill achievement test of 25 marks. A total of 100 marks, in both tests for both terms, consisted of oral grammar skill achievement tests of 50

marks and written grammar skill achievement tests of 50 marks. The tests were made by the researcher to measure the grammar skill achievement of the tribal students of class IX in English Language.

3.2.2.4.1a) WRITTEN GRAMMAR SKILL ACHIEVEMENT TEST

The written grammar skill achievement tests of 50 marks i.e., the first term of 25 marks, and the second term of 25 marks were conducted for written grammar skill. The test comprised of objective-type questions that consisted of matching the following, fill in the blank, encircle the word, and subjective questions like do as direct and answer the following. 35 Minutes time was allocated for the written grammar skill achievement test of 25 marks in each term.

3.2.2.4.1b) MARKING SCHEME: WRITTEN GRAMMAR SKILL ACHIEVEMENT TEST

The questions types asked in the first term written grammar skill achievement test of 25 Marks were fill in the blanks with the suitable article: a/an/the; Match the following: A- Sentence, B Tense; Spot and correct the error in the following sentences and rewrite the correct sentence; complete the sentence with an appropriate form of the tense verb as guided in the brackets. Name the parts of speech of each word in the following sentences. Each question carried equal marks, i.e., 5 marks in the test.

The types of questions asked in the second term written grammar skill achievement test of 25 marks were fill-in-the-blanks with appropriate question tags to each sentence for 5 marks. Change the Voice of the following for 5 marks, do as directed, and Change the Degree of comparison in the following sentences for 3 Marks. Identify the kinds of clauses in the following sentences for 3 marks. Change the following direct speech into indirect speech for 4 marks. Complete the following sentences in your own words with appropriate clause/clauses for 5 marks.

TABLE 3.7 Written Grammar Skill Achievement Tests Questions

Written Grammar Skill Achievement Tests Questions				
First Term				
Que. No	Type of Question	Grammar Category	No. Question	Marks allocated
1. a)	Fill in the blanks	Articles	5	5
Q.1.b)	Match the following	Tenses	5	5
Q.2.a)	Spot and correct the error & rewrite the sentence	Verb Agreement	5	5
Q.2.b)	Complete the sentence	Verb forms	5	5
Q.2.c)	Name the grammar category	Parts of Speech	5	5
Second-Term				
Que. No	Type of Question	Grammar Category	No. Question	Marks Allocated
1. a)	Fill in the blanks	Add a question Tag	5	5
Q.1.b)	Change the Voice	Active into passive voice	5	5
Q.2.a)	Do as directed: Change the degree	Degrees of Comparison	3	3
Q.2.b)	Identify the clause	Types of Clauses	3	3
Q.2.c)	Change direct to indirect	Direct Indirect Speech	4	4
Q.2 d)	Complete the sentence	Dependent and Independent clause	5	5

3.2.2.4.1c) ORAL GRAMMAR SKILL ACHIEVEMENT TEST

A total of 50-mark oral grammar skill achievement tests were developed by the researcher. The 50-mark oral grammar skill achievement test was divided into two separate oral grammar skill achievement tests of 25 marks for each term. For the first term, the oral grammar skill achievement test of 25 marks, and for the second term, another oral grammar skill achievement test of 25 marks was prepared. The grammar knowledge application-based questions for different situations were formulated for the tests. The students were given appropriate time before the speech, debate, and story narration, description of pictures during the oral tests. The topics and pictures related to tribal culture and social life were selected to match their world of experiences and familiarity with it. The oral test questions largely were personal response-based questions.

3.2.2.4.1d) MARKING SCHEME: ORAL GRAMMAR SKILL ACHIEVEMENT TEST

For the first term oral grammar skill achievement test, a total of 25 marks were allocated. Most of the questions were based on personal responses, and a minimum of 5 sentences were expected from the answers. The types of questions included were self-introduction (01 mark), Two general questions a list of 10 questions (04 marks). It was followed by the grammar direct knowledge-based questions out of the list of 10 questions (5 marks), and picture description (marks 5). Each student was shown a picture for 2 minutes, and students were expected to describe it in their own words for 1 minute. The questions included a one-minute speech on any one topic out of the listed 23 topics (5 marks). It was followed by the pair debate on any one chosen topic out of the given list of 12 topics (5 marks). A preparation time of 3 minutes was given for each question.

For the second term oral grammar skill achievement exam, a test comprised of 25 marks was created by the researcher. The questions were based on personal responses and grammar knowledge application-based questions, on the taught grammar topics, were included in it. A minimum of 5 sentences were expected from the answers. The type of questions included were personal responses based on 3 questions from the list of 10 questions (5 marks) and five grammar-direct knowledge-application-based questions out of the 10 listed questions. (5 marks). It was followed by the narration of a picture-based story (5 marks). The students were shown the set of pictures to observe and expected to narrate a short story out of it. The next

question included was one-minute speech on any one chosen topic out of the listed 23 topics (5 marks). It was followed by the pair debate on any one chosen, topic out of the given list of 12 topics (5 marks). A preparation time of 3 minutes was given for each question. All the questions, including speech, debate, and story narration, were allotted a preparation time of 3 minutes for each question to the students.

TABLE 3.8 Oral Grammar Skill Achievement Tests Questions

Oral Grammar Skill Achievement Tests Questions			
First-Term			
Que. No	Type of Question	No. Question	Marks Allocated
1. a)	Answer the questions orally.	3	5(1+2+2)
Q.1.b)	Answer the following grammar direct question	5	5
Q.2.a)	Picture Description	1	5
Q.2.b)	Speech	1	5
Q.2.c)	Pair Debate	1	5
Second-Term			
Que. No	Type of Question		
1. a)	Answer the questions orally.	3	5(1+2+2)
Q.1.b)	Answer the following grammar direct question	5	5
Q.2.a)	Narrate a Picture Story	1	5
Q.2.b)	Speech	1	5
Q.2.c)	Pair Debate	1	5

3.2.2.4.2 VALIDITY OF THE TOOL

The subject experts, from the field of education reviewed the written and oral grammar skills achievement tests and reactions scale prepared for the research study by the researcher. The English language subject experts in the field of education and English language teachers have validated both the grammar skills achievement tests and the reaction scale. The professors from the College of Education, University Department, English subject teachers of English medium

schools, and Tribal Ashram Schools validated the research tools. The tool was validated keeping in mind the relevance of content and language. After the critical evaluation of the tools, modifications were made to the tools as per the recommendations suggested by the subject experts. The list of subject experts is attached in the Appendix. The Rubric used for the assessment of the oral grammar skill achievement test was also validated for the content and knowledge by the above experts.

3.2.2.4.3 RUBRIC

To evaluate the effectiveness through scores of oral grammar achievement tests, the rubrics were designed to credit the marks as per the expected answers categorial presentation. For five marks, the rubric was divided into five categories. It was based on the categories of Tenses, Sentence Structure, Adjacent Agreement, Vocabulary, and overall Grammatical Accuracy considering the three different categorial presentations during the performance by the students at the oral tests. The Rubric sheet consisted of three bars for mark allocation out of 1 mark for each category and they were i) met the expectation, ii) Needs Improvement and iii) Inadequate/Needs major Improvements, and allocation of marks was 1 mark, $\frac{1}{2}$ mark, and 0 mark respectively as per the performance of the students. Attached herewith is the Format of the rubrics for oral tests.

TABLE 3.9 Rubric of Oral Grammar Skill Achievement Test

Format of the Rubric for Oral Grammar Skill Achievement Test: Speech/Debate/Description/Narration Total 5 Marks				
Sr. No.	Categories	Meets Expectation	Needs Improvement	Inadequate/Needs Major Improvement
	Marks allocation as per performance	1 Mark	1/2mark	0 Marks
1	Tenses	Uses appropriate tenses consistently as per the topic demand	Uses mostly appropriate tenses as per the topic demand	Uses rarely appropriate tenses as per the topic demand
2	Sentence Structure	Exhibits varied appropriate sentence structures of simple, complex, and compound sentences.	Exhibits less varied and appropriate sentence structures. Rarely uses complex /compound sentences.	Exhibits lack of varied & and appropriate sentence structures. Use of run-on/fragmented sentence
3	Adjacent Agreement	Represents accurate verb- subject- adjacent agreement and noun, pronoun adjacent, and adjective agreement.	Represents fewer mistakes in verb- subject adjacent agreement and noun, pronoun, and adjective agreement.	Represents frequent mistakes in verb- subject adjacent agreement and noun, pronoun, and adjective agreement.
4	Vocabulary	Makes very good use of appropriate vocabulary, demonstratives, parts of speech, etc.	Makes fair use of appropriate vocabulary demonstratives, parts of speech	Makes poor use of appropriate vocabulary demonstratives, parts of speech, etc.
5	Grammatical Accuracy	Demonstrates the very good grammatical accuracy	Demonstrates the Fair grammatical accuracy	Demonstrates poor grammatical Accuracy

3.2.2.4.4. REACTION SCALE:

A reaction scale was developed by the researcher to measure the reaction of the experimental group of students toward the implemented Music-Based Program used to teach grammar. The researcher created a Likert-type, Five-Point Reaction Scale to measure the reaction of students toward the Music-Based Program used for teaching English grammar. The reaction scale was used to measure the usability, practicality, and effectiveness in terms of enhancing English grammar skills through MBP. The dimensions included the relevance of grammar songs, English songs, grammar topics, engagement, joyfulness, and convenience of time during various classroom activities, familiarity with the music and vocabulary used in the songs, and overall teaching-learning experience with its effect. The Reaction scale of a total of 25 statements was distributed to the students and they were guided to tick ($\sqrt{}$) mark in an apt alternative column next to each statement. The students were informed to give the responses honestly and were also assured that their responses would be kept confidential.

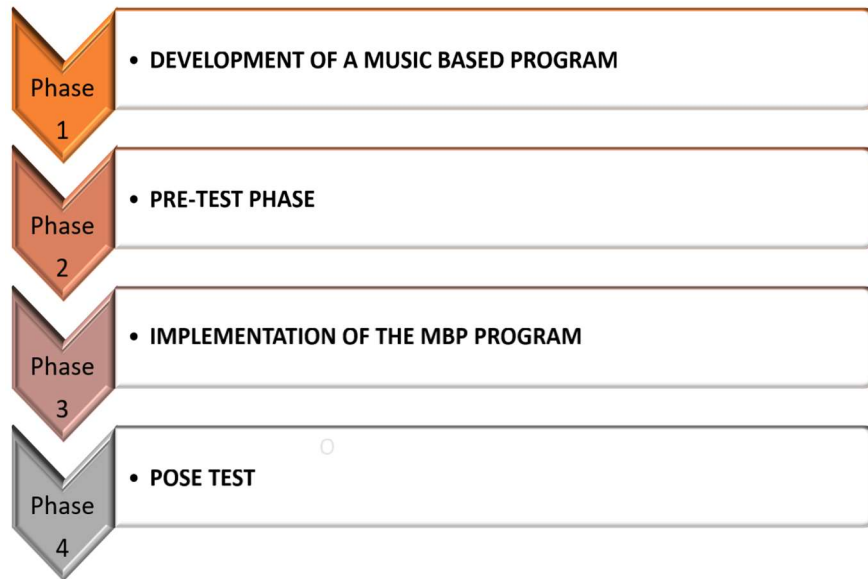
3.2.2.4.4a) MARKING SCHEME

For each statement on the reaction scale, there were five different options. The options were strongly agree, agree, uncertain, disagree, and disagree strongly. Alternatives of the reaction scale were denoted by the acronyms SA for Strongly Agree, A for Agree, UD for Undecided, DA for Disagree, and SD for Strongly Disagree. Strongly Agree received a score of 5; Agree received a score of 4, Undecided received a score of 3, Disagree received a score of 2, and Strongly Disagree received a score of 1.

3.2.2.5 DATA COLLECTION PROCEDURE

There were four phases followed for the collection of Data. The researcher collected the data in the academic year 2021-2022 for the present study. The data collection was done personally by the researcher. The following different phases were followed for the data collection.

TABLE 3.10 Phases of Data Collection



3.2.2.5.1 PHASE-1: DEVELOPMENT OF THE MUSIC-BASED PROGRAM

The Development of a Music-Based Program for Grammar Teaching was the first step in the data collection. Based on the grammar content analysis of the English textbook of class IX, the Music-Based Program was developed by the researcher. The researcher wrote the grammar songs and set them to the tunes to use them as The Music-Based Program for grammar teaching. The songs comprised the grammar rules and their usage. The Music-Based Program was comprised of grammar songs with background tribal instrumental folk music in the form of karaoke music. English song-based activities were also an important component for teaching English grammar to the tribal students in the MBP. School Level Grammar Books such as 'Grammar Skills' (Scholastic Asia), Oxford Primary English Grammar Skills series (Oxford University Press), English Grammar and Composition (Sultan & Chand), English Grammar and Composition: Wren & Martin (*BLAKIE ELT BOOKS*), etc. by renowned publications, as basic resources were referred to along with web links of grammar.

3.2.2.5.2 PHASE-2: PRE-TEST PHASE:

The 1) written grammar skill achievement test and 2) oral grammar skill achievement test, which comprised 100 marks, were administered to both the experimental group of students and the control group of students. The written grammar skill achievement test-1 and an oral grammar skill achievement test-2, for 50 marks each, were conducted as the pre-test that aimed

to make the group equivalent. A total of 70 minutes time was allotted for 50 marks on the written grammar skill achievement test. An oral test was conducted separately on the next day of the written test. The Pre-test was conducted in the last week of month of July 2021 in the academic year 2021-22 for two days. The written grammar skill achievement test was conducted on the first day and the oral grammar skill achievement test was conducted on the second day of the tests.

3.2.2.5.3 PHASE-3: IMPLEMENTATION OF THE MBP PROGRAM

The researcher implemented the Music-Based Program in the experimental group as the third phase of the study. The researcher has taught grammar in class IX of the experimental group. The Music-Based Program was implemented for one academic year for grammar teaching to the experimental group of students. The researcher implemented the Music-Based Program for the students of the experimental group from August 2021 to March 2022. A regular way of teaching without any treatment was employed for the students of the control group for grammar teaching. A total of 64 periods of 35 minutes each was used for the teaching of grammar with the Music-Based Program. A total of 38 hours was spent on the teaching of grammar with the implementation Music-Based Program. Per week 2 periods were allotted for English grammar in the class IX timetable. The Inductive- Deductive method of teaching was used to teach the grammar topics. The Audio-videos of English, lyrical video songs, Song lyrics-activity worksheets, grammar topic PowerPoint presentations, grammar songs' sheets, English songs-based activity sheets, worksheets, and grammar handouts of various topics were used as the resources for the effective implementation of the Music-Based Program.



The lesson plan was prepared by the researcher on all the prescribed grammar topics of class IX English grammar topics. The grammar songs prepared by the investigator and various music-based activities were integrated into the lesson plans as per the grammar topics. A total of 64 lesson plans were prepared for teaching the selected grammar topics. According to the grammar topics the grammar songs were integrated into the lesson plans. A set of 10 grammar songs were prepared by the researcher. According to the suitability and familiarity of the tribal folk songs, grammar songs were tuned to the tribal folk songs to teach grammar through music. The grammar songs were on topics such as Parts of Speech, Helping Verbs, Articles, Active-Passive Voice, Add a Question tag, Tenses, Clauses, Kinds of Sentences, Direct and Indirect Speech, and Degrees of Comparisons. The grammar songs were tuned on the karaoke music




on tribal folk songs, Ahirani folk songs, such as 'Adivasi Jangal Rakhwala Re', ' Bhilin Kon Gavani ye' (Bhilau Song), 'Mumbai Gayee, Mai Dilli Gayee' and Ahirani Devotional Songs for goddesses 'Saptashrunji/ Kanbai such as 'Rath Kay Chalana Vani Na Gadhale', and Kanbai songs 'Gadani Ambabai ni Tuna Gadhale', 'Khandyavar Moti Pawala', and the other songs from the Ahirani folk album 'Dongar Hirava Gar'. Even Mukhada's tune of Hindi Bollywood song 'Tu hi re' and Raag Yaman based Bandish, 'Ye Ri Aali' tunes were used for Change the Voice and the Article's song respectively. During the teaching of every topic, the grammar songs were used to teach the grammar content of the concerned topic by the teacher. The researcher sang the grammar verses during classroom teaching. The students followed the verses' singing in a group and individually during classroom learning. For every grammar song, the selected tribal folk song's karaoke tune music was played as the background music. The singing of grammar songs accompanied by karaoke music along with the teacher was carried out by the students, with the use of a portable mike and speaker, as part of the group activity. A detailed discussion on the uses and rules of the grammar topics was made for a thorough understanding of the grammar content knowledge. The grammar exercises were given and practiced through the use of selected English song-based activities. The lesson plans were comprised of the song- based grammar activities. The English songs such as rap, pop, rhyme, chants, and prosody songs were used in the song-based activities. The different activities were planned to give practice for better learning of the grammar content. The various selected English karaoke songs, comprising of lyrics, based on the taught grammar topics were played during the classroom activities. According to the grammar topic and the song-based activity pairs or groups were formed. Through the analysis of the grammar songs and English songs-based activities, students were given a clear understanding of the grammar content. The song-based activities were used as a compulsory component in the Music-Based Program to teach English grammar in the classroom.



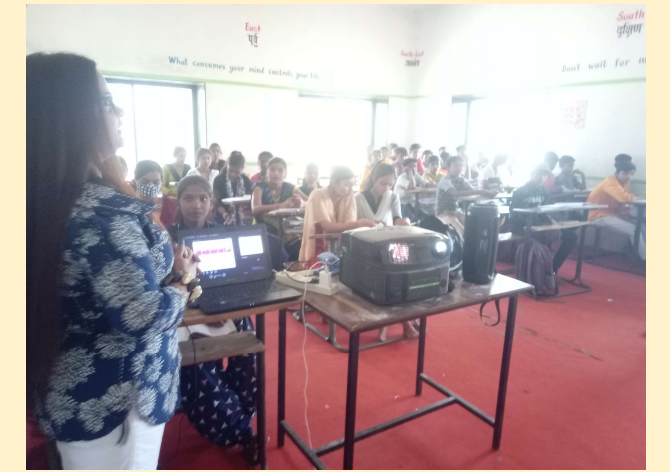
A total of ten song-based activities were selected and used by the researcher as per the different topics from the selected grammar content. According to the suitability of the grammar topics the different activities were used to teach the grammar content. The activities such as the Double Gap Fill, Re-order it, Changing the Text, Song -strip Connection, Let's Sing It, Sing-Song Disappearing the Text, Song- Grammar Analysis, Song – Based Inter-questioning, Song-Freeze to Quiz, and Grammar Song Mishap were implemented in the class room to teach grammar in the classroom. According to the grammar topic, the activity sheets and handouts were prepared to be used for the classroom activities. The students completed the written task

in the given worksheets based on the song during the classroom activity. The handouts comprised of tasks such as filling in the blanks, matching with the correct option, encircling the phrases, and words, identifying and naming the grammar category, completing the sentence, doing sentence correction, doing as directed as per the grammar topic, etc. The students were assigned the task of giving their own tune to the verses into a parody song which provided opportunities for their creativity.

TABLE 3.11 Glimpses of Implementation of the MBP

Sr. No.	Name of the Grammar Topics	Photos of Implementation of MBP
1.	Topic -1. Parts of Speech	
2.	Topic: 2. Helping Verbs	

3.	Topic: 3. Articles	
4.	Topic: 4. Add a Question Tag	
5.	Topic:5. Tenses	

6.	<p>Topic:6.</p> <p>Clauses</p> <p>Noun Clause, Adjective Clause, Adverb Clause</p>	
7.	<p>Topic: 7.</p> <p>Types of Sentences</p>	
8.	<p>Topic: 8.</p> <p>Change the Voice</p>	

9.	Topic:9. Direct & Indirect Speech	
10.	Topic:10. Degree of Comparison	

3.2.2.5.4 PHASE 4: POST-TEST:

The Post-Test was administered to measure the achievement of English Grammar skills of the experimental and the control group of class IX Tribal Students. The written grammar skill achievement tests and oral grammar skill achievement tests worth 100 marks were given to students in both the experimental and control groups as part of the study's post-test phase, term-wise for the academic year 2021-22. Two post-tests comprised of 50 marks which consisted of 25 marks for the written grammar skill achievement test and 25 marks for the oral grammar achievement test conducted at the first term end which was in the last week of the month of October 2021 in the academic Year 2022. Two post-tests comprised of 50 marks, which consisted of 25 marks for the written grammar skill test, and 25 marks for the oral grammar skill achievement test, conducted at the second term end i.e., in the last week of April 2022 in the academic year of 2021-22. Two days per term were used for the written grammar skill

achievement test and the oral grammar skill achievement test. The experimental group was also given a Likert-type reaction scale consisting of 25 statements. It was aimed to measure the reaction of the experimental group toward the Music-Based Program's use of teaching English grammar.

3.2.2.6 DATA ANALYSIS

The data collected was analyzed quantitatively using the Mann-Whitney U-test after calculating the Mean and the Standard Deviation. The analysis of the reaction scale was done with the Percentage and Intensity Index analysis. A detailed discussion in this regard is provided in the analysis chapter.

3.2.2.7. CONCLUSION

The current chapter emphasizes a comprehensive description of the research methodology. It encompasses a thorough representation of the research design and useful statistical methods for data analysis. The researcher provided a thorough portrayal of the research Plan and Procedure. In a nutshell, the current chapter, which presents a roadmap of the research procedure, plan, process, and structure of the research study in full, may be considered the heart of the entire research report. It may be the foundation stone of the research study. The Data analysis and interpretations are thoroughly explained in the following chapter which is based on the methodology chapter. Hence, it prepares the ground from which the research study's main results and interpretations are inferred.

VISUAL REPRESENTATION

