

CHAPTER – V

**SUMMARY,
FINDINGS AND
CONCLUSION**

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5.1 INTRODUCTION

The usage of language as a means of communication is universal. According to Venkateswaran (1995), 'It's a code that can do a lot of different things differently utilized to express our feelings, desires, and experiences to another individual and other tools, like gestures, signs, sketching, and sculpting, are useful, but they are insufficient to replace language.' Language is a product of human social requirements which is assimilated in a certain environment, and the method in which those human uses is a product of that environment. Grammar is the foundation of learning any foreign language, and English is not an exception to it. The explicit knowledge of grammar makes using language tools worthwhile. Learning English as a second language is a difficult task, and in non-English-speaking nations, it is very difficult for a variety of reasons, one of which is its grammar. (Ellis, 2007; Celce Murcia, 1991) For non-native English speakers, English grammar is the most despised aspect of the English language (Wille, 2006). Non-English students find English grammar as the most dreaded form of the English language. In the case of tribal learners, who have low achievement in English, the difficulties are multiplied in English grammar teaching and learning due to multilingualism and language adjustment issues (Jha, 2013). Therefore, various researchers and educationists use different tools and techniques to make teaching-learning of English language grammar effective and sustainable for learners. One such technique is the use of music and songs against classroom difficulties (Paquette & Rieg 2008). As English has been deep-rooted in India since historical times, grammar teaching has continued as an inseparable part of English language teaching in India. The various dimensions of the historical grammar of the English language, right from the beginning of formal English Language education, are found as an essential component of grammar teaching.

5.2.1 HISTORY OF GRAMMAR

English grammar has its roots in Greek grammar, Roman period Latin grammar, and in the work of the 18th-century English grammarians, Joseph Priestly, Robert Loweth, George Campbell, and Lindley Murray. They embraced ancient methods and looked to Latin Grammar for syntax and usage norms. They also rediscovered Panini's Sanskrit grammar, which resembled Latin, Greek, German, English, and even Russian grammar. This led to the belief that modern European languages, classical languages, Sanskrit, Latin, and Greek are derived from a common source. Grammarians also noted the universal linguistic fact that all languages change.

In the late 19th century, structuralists like Franz Boas and early descriptivists like Leonard Bloomfield and Edward Sapir changed traditional grammar views. Boas' book 'Introduction to the Handbook of American Indian Languages' introduced Immediate Constituent Analysis (ICA), which was later renamed "Phrase-Structure Grammar" by Noam Chomsky in 1957. Chomsky's first revolutionary grammar volume, 'Syntactic Structures,' was based on this concept. The term 'Transformational Generative Grammar' gained prominence in 1957 when the Massachusetts Institute of Technology published Chomsky's work.

Two paradigm shifts in grammar occurred: traditional grammar to phrase-structural grammar and transformational-generative grammar. George Miller's 1960 attempt at cognitive grammar was followed by psycholinguists like Baker Prideux, Derwing, Bever, Gerrett, Glucksburge & Dank, which was based on cognitive science by Rumelhart and McClelland. Hence, the various paradigm shifts elucidated the meaning and concept of grammar.

5.2.1 ENGLISH GRAMMAR: MEANING AND CONCEPT

According to P. Gurrey (1961), "Grammar is 'right or wrong English' to an ordinary citizen; it is 'an analytical and terminological examination of sentences' to a student; and to a linguist, it signifies 'the complete set of signs by which the meaning of a language is expressed.'" Grammar is a very intricate system of sentence formations that varies from language to language. "Grammar' is an extremely complex set in the broadest sense of the word", says Palmer (1971). 'Grammar,' according to Cobbett (1984), is "establishing guidelines and principles that assist

a person in using words, manipulating and combining words to achieve a goal to provide meaning in a specific way.” ‘It is concerned with the structure and form of words, as well as the meaning that sentences create with the words in the sentence with relationships to its sequential combination’. According to Huddleston. (1988), “‘Grammar’ as being made up of morphology and syntax; morphology is concerned with the formation of words, whereas syntax is concerned with the order, in which the words are arranged to produce sentences.” Owen Thomas redefines Chomsky’s definition that “The English Language is made up of an infinite number of sentences, every individual sentence, however, is finite in length and every sentence is constructed from a relatively limited number of elements.” It means that grammar is the foundation and skeleton of the English Language. Herbert E. Palmer (1930) defines ‘Grammar as a branch of the science of words that chiefly deals with sentences. Hence the meaning and concept of grammar skills in English language teaching have to be clarified.

5.2.2 GRAMMAR SKILL: MEANING & CONCEPT

According to Jim Scrivener (2003), “Grammar is a crucial linguistic skill to have when studying a foreign language”. “Grammar is not merely a dry list of facts and rules,” writes Jim Scrivener (2003). “It’s in our heads, and it’s a living resource that allows us to transmit our thoughts and feelings through sentence expression and comprehend what others say or write to us.” According to Brown (2007) the ability to utilize different words, phrases, and sentences structures intelligibly in their spoken and written communication. Grammar is an inherent skill of language, whether it is written or spoken language; hence, the ability to implement grammar knowledge appropriately, fluently, and competently in English language speaking and writing skills is the grammar skill. As a result, grammar skills’ importance in language abilities such as listening, speaking, reading, and writing cannot be overlooked and undermined. Therefore, the nature of grammar in the English language needs to be highlighted.

5.2.3. NATURE OF ENGLISH GRAMMAR

“Grammar is not a series of strict rules,” writes O. Jespersen (1967). Since there are no constraints around grammar, Hudson (1992) believes that “grammar encompasses any kind of knowledge regarding ‘words.’”. The change is unstoppable, and it’s the truth about the nature of grammar that the grammar must change to keep up with changes in the language (Sweet et

al. 1892). Grammar is complex, productive, and arbitrary by its nature (Palmer, 1971). Every language has its grammar that differs from one to another. Linguists, on the other hand, believe that while all languages' grammars appear to be diverse, they are all the same at a deeper level.

According to Day (2013), who cites H. N. L Sastri's (1987) description of the nature of grammar as G1 & G2, states that G1: Relates to the native speaker's grammar knowledge of the English language. 'G1,' the grammar of a language, is the knowledge intuitively. And the 'formal examination and description of the laws of the language' is what 'G2' grammar is all about. The distinction between formal G2, and informal grammar G1 in short is; 'the grammar' (G2), i.e., 'formal grammar' demonstrates 'The facts about a language,' and 'the grammar'(G1), i.e., functional grammar' demonstrates 'The correct usage of a language,' respectively. Therefore, grammar teaching has the greatest importance in English language teaching.

5.2.4.1 GRAMMAR IN ENGLISH LANGUAGE TEACHING: IMPORTANCE

According to Lin (2008), grammar's job is to enable students to discover the nature of language, as language is made up of predictable patterns that students intelligibly use while communicating in the target language, no matter what he/she speaks, read, hear, and write. Leech et al. (1982) consider grammar to be an important tool for learning as the link between phonology and semantics, or sound and meaning, as a fundamental component of language learning. "Grammar is the heart of language, and it is a tool to aid learners' comprehension of the target language," writes Lin (2010). Grammar is the foundation of any language. Language does not exist without its grammar. Grammar was so influential in the past that initially, public schools were called 'Grammar Schools' (E. Palmer 1930). To teach grammar specifically as a skill is its importance in English language skills has to be underlined.

5.2.4.2 TEACHING GRAMMAR SKILL: IMPORTANCE

"A kind of critical gap between a product and a process approach" is filled by teaching grammar as a skill, according to Batstone (1994: 52). Its goal is to guide learners to move from the restrained use of grammar as a product, which emphasizes grammatical form, toward the productive use of grammar as a process, which emphasizes meaning and self-expression.

According to Brown (2007), by learning grammar students gain the ability to utilize grammar knowledge, rules, and structures appropriately and intelligibly in their spoken and written English. Grammar skill is the ability to use a language's systematized knowledge, that aids in the development of a variety of mental skills, including critical and analytical reasoning, thinking, observation, and focus in spoken and written English. Hence, grammar skill is a fundamental and inherent skill for effective communication skills. Teaching grammar as a skill will enhance the ability to apply grammar knowledge appropriately, fluently, and competently in spoken and written English. 'As language is a living expression of the mind and spirit of a people, grammar skills enhancement is essential in English.' Therefore, grammar instruction has remained an integral aspect of language instruction in English language teaching-learning. Grammar is classified into different types.

5.2.5 ENGLISH GRAMMAR CLASSIFICATION

There are two different types of grammar, Prescriptive Grammar and Descriptive Grammar, according to Leech et al. (1982). Panthoi & Dash (2019) classifies grammar into six categories I) Functional Grammar, II) Formal Grammar, III) Scholarly and Traditional Grammar, IV) Structural Grammar, V) Transformational Generative Grammar, And VI) Communicative Grammar.

5.2.5.1 PRESCRIPTIVE GRAMMAR

This is the ancient traditional grammar that specifies norms for language usage, and any deviation from these guidelines is strictly prohibited. 'Formal' is a term used to describe a type of grammar formally.

5.2.5.2 DESCRIPTIVE GRAMMAR

It demonstrates the language's behaviour or how native speakers use the language. Descriptive grammar takes note of the fact that language is always in a progressive order. 'Functional Grammar' is another term popularly used as a name for it.

5.2.5.3 FUNCTIONAL GRAMMAR

Functional Grammar is a type of grammar that focuses on improper discourse; it is the grammar that functions. It enables you to speak and write correctly and precisely. It enables students to be precise in language use.

5.2.5.4 FORMAL GRAMMAR

Theoretical and rule-giving parts of formal grammar are addressed in this type of grammar teaching. It is responsible for the words, definitions, rules, and formalization of grammar and linguistic patterns. This is a systematic classification of various language forms, studied by learners to describe the language effectively.

5.2.5.5 SCHOLARLY AND TRADITIONAL GRAMMAR

The university professors, who framed this school of thinking, used all of the methods of thorough consideration of a scholarship "bibliographic references, a critical evolution of their predecessors' work, and a careful examination, documentation." Citations from English literature is used as evidence; hence, the term 'Scholarly Traditional Grammar' was chosen.

5.2.5.6 STRUCTURAL GRAMMAR

Fries (1952), an American writer, detailed his new system in his book "The Structure of English." Since his system, he has completely discarded traditional parts of speech and established a new terminology. Structural Grammar is a type of grammar that focuses on sentence structure.

5.2.5.7 TRANSFORMATIONAL GENERATIVE GRAMMAR

This sort of grammar believes that there are two types of sentences in any language:

a) Kernel sentences b) Transformed sentences. Every language has a core sentence or foundational set of sentences, which is called Kernel sentences. They're considered basic since they can't be improved and transformed into various other sentences.

5.2.5.8 COMMUNICATIVE GRAMMAR

Communicative Grammar is a newer kind that is both functional and task-oriented. This school's grammarians are more concerned with meaning than with the appearance of expressions. They describe the communication worth and relevance of each utterance or action using a variety of scenarios

Irrespective of grammar type, English grammar teaching is undoubtedly considered an essential component of language teaching at the various stages of school education. Hence, various methods of teaching grammar have been employed by teachers.

5.2.6 METHODS OF TEACHING ENGLISH GRAMMAR

Grammar is to be an aid in language learning and not an end in the process of teaching English language. According to Dash (2004), the following methods are used in teaching grammar in English while teaching it as a second language:

a) THE TRADITIONAL METHOD

Grammar is taught using this way with the use of a prescribed grammar book that includes definitions, rules, examples, and activities. From definitions and rules, the teacher moves on to examples. The focus is to perform some exercises for the memorization of the definitions and rules.

b) THE INFORMAL METHOD

This method emphasizes teaching grammar through usage rather than rules. Grammar can be taught by constant practice of using words, phrases, and pattern sentences when speaking, reading, and writing. This strategy is particularly useful when students are being taught verbally at an early age.

c) THE REFERENCE OR CORRELATION METHOD

It's also known as 'the accidental technique' because grammar is taught by accident. Complex structures, grammatical rules, and their implications are explained while teaching the textbook, translating a piece, or doing the writing. Because grammar is taught through the use of analogies, it's known as the reference or correlation method since it applies to textbooks, translations, and composition.

d) DEDUCTIVE METHOD

The teacher introduces the rules of grammar to the students first in this manner. S/He then goes on to give several instances to further clarify the rules. Students are expected to memorize the rules in this manner. The term "deductive" refers to the process of going from a law to an observation.

e) INDUCTIVE METHOD

The inductive method is the inverse of the deductive method. Various examples of the same type are provided to the students in the classroom using this strategy. The pupils are then instructed to deduce the rules from the examples provided. Grammar is learned naturally by the learners inductively through experiential learning from various examples.

f) THE INDUCTIVE - DEDUCTIVE METHOD (COMBINED METHOD)

The inductive and deductive techniques of instruction were used to teach grammar, but when used solely, inductive and deductive techniques of teaching grammar are both inadequate. So, the teachers combine these approaches to eliminate incompleteness. Grammar has been effectively taught using this method, choosing appropriate examples, arriving at generalizations, and finally setting the rules, patterns, and structures of grammar category for comprehension. Inductive-deductive includes reasoning when it is left up to the pupils to apply and illustrate the rules.

Apart from the aforementioned, there are several unique tools and strategies utilized in the teaching of English basic grammatical rules; the following is a list of them.

g) SENTENCE DIAGRAMMING

Diagramming sentences is an ancient method of teaching grammar that dates back to the nineteenth century. Visual mapping of the structures and correlation between distinct components of a sentence is used in this method.

h) LEARNING THROUGH WRITING

In the United States and Canada, this strategy is widely employed in schools. While learning basic grammar usage, students are encouraged to explore language through reading and creative writing. If there were specific grammatical rules that needed to be addressed, more structured instructions were given.

5.2.6.1 APPROPRIATE METHODS FOR INDIAN CLASSROOM

As in the case of the Indian setting, finding the right approach or technique for language learning is impossible. Dash rightly says (2004) 'It should be regarded as a guideline that grammar is a tool, not a goal.' 'Not as a regular diet, but as medication.' Diane-Larsen-Freeman (1986) says 'It's evident that there's no one-size-fits-all solution to the problem of which method is appropriate for teaching English, and it is up to the teachers to figure out the best ways to do so'. Grammar is at the core of language learning lessons, thus new approaches, procedures, new educational tools, and techniques are employed by teachers to teach it effectively at secondary school. Hence, the objectives of teaching English Grammar are set by NCF (2005) To meet the set objectives the content of the English Grammar Curriculum is designed at the secondary school level of Education in each state of India.

5.2.7 ENGLISH GRAMMAR: CURRICULUM OF THE SECONDARY SCHOOLS OF MAHARASHTRA

The Maharashtra government has adopted a three-language formula. From the academic year 1999-2000, the Maharashtra State Government made English a compulsory language to be studied with Marathi from class I onwards in all the schools of Maharashtra. Therefore, since the academic year 2000-01, English and Marathi languages become compulsory subjects from

class I in primary education onwards. Hence, presently, Marathi is studied as the first language, English is studied as the second language, and Hindi is studied as the third language. These three languages are studied as compulsory languages from elementary to secondary school education as per the three-language formula adopted by Maharashtra state. The IX class English textbook entitled ‘Kumar Bharati.’ of MSBSHSE (The Maharashtra State Board of Secondary & Higher Secondary Education) is issued by the ‘Pathyapustak Mandal’/Bal Bharati. In the curriculum of the English textbook of class IX, grammar teaching is emphasized. The textbook comprises prose, poetry, and the grammar categories that are included in the secondary curriculum. The particular grammar topic’s notes with explanations are provided below for all the prose and poetry sections of each unit in the textbook. In the secondary section, two lectures (35 minutes each) for English Grammar are held per week as the standard practice so that more structured teaching on grammatical topics, including definitions, grammar rules, and applications, can be done. Grammar is to be explained for linguistic uses in prose and poetry teaching at the secondary level.

5.2.8 ENGLISH GRAMMAR TEACHING AT THE SECONDARY LEVEL:

THE PRESENT SCENARIO

English Language teaching at the secondary level has the compulsory component of ‘English Grammar’ teaching as an indispensable part and portion of the English syllabus and textbook. Traditional techniques of teaching English are used more frequently in secondary schools and the same is the case with grammar teaching techniques. In India, English Grammar has been taught using the conventional method from the beginning of its formal education. Grammar is taught theoretically by the teacher, with little opportunity for students to participate in engaging active involvement. Grammar learning is an unnatural and unenjoyable experience for secondary-level students due to its boring, traditional, and rote methods (Sakhiya, 2006). The application of grammar knowledge is less emphasized, and memorizing the grammar rule, structure, word forms, and sentence patterns is overemphasized, which creates a negative attitude toward grammar learning (Songsiri, 2007). Teachers evaluate students' grammar skills achievement primarily by using a paper-based written test only through traditional techniques (Saengboon, 2006). This approach makes grammar teaching exam-oriented, passing-oriented content than that of language skills enhancement for language learning and having mastery over it. Grammar learning is very difficult for learners, especially when the learners are academically low achievers from deprived and depressed learners’ communities like Tribals in

India.

5.3.0 THE TRIBALS IN INDIA

India's diverse ethnic and indigenous population, known as 'Adivasi', includes 75 Particularly Vulnerable Tribal Groups (PVTGs) and 735 Scheduled Tribes (ST), with over 270 tribal vernacular languages. India has the world's single largest tribal population, with 10,42,81,034 tribal populations scattered across 11 states. Maharashtra has the second-highest percentage of tribal population, after Madhya Pradesh.

5.3.1 THE TRIBALS IN MAHARASHTRA

Maharashtra ranks 2nd in India with a total of 1,05,10,213 tribal population, accounting for 10.1% of the total tribal population. Out of the total population, 9.35% is tribal. Nandurbar District has the highest tribal population, with 69.3%, while Dhule has the third-highest, with 31.6%. The tribal population is concentrated in 15 districts out of 36. The main tribes are found in Kokan, Gondwana, Marathwada, Satpuda, Dhule, Nandurbar, Nashik, Thane, Raigad, Jalgaon Chandrapur, Gadchiroli, Bhandara, Gondia, Nagpur, Amravati, and Yavatmal districts. The Indian government identifies three main Primitive Vulnerable Tribes, Kolams, Katkaris, and Madiagonds, while 47 Scheduled Tribes (ST) are listed in Maharashtra state, including Warlis, Bhils, Pawaras, Kokanas, Thakars, Gonds, Madias, Korkus, and Mavchis.

5.3.2 TRIBAL EDUCATION DEVELOPMENT IN INDIA:

Pre-independence social workers like Mahatma Gandhi, Rabindranath Tagore, and Vinoba Bhave, along with Shri Thakkar Bappa, played crucial roles in promoting tribal education in India.

5.3.3 ASHRAMSHALAS: DEVELOPMENT

Amritlal Vithaldas Thakkar, also known as 'Thakkar Bappa', established the Bhil Seva Mandal in 1922 in Maharashtra for the upliftment of the Bhil tribe. He developed the ancient concept of Ashramshala, a formal education system, for tribal children at Mirakhedi (presently in

Gujarat) in Maharashtra. The Mandal later expanded its work to other Indian states, focusing on the development of schools, hostels, and kindergartens for tribals.

5.3.4 ASHRAMSHALAS: STATUS

Since India's independence in 1947, the government has implemented various programs, including the Ashramshala program, which provides residential schools for tribal children aged 6-14. The program was officially introduced in the third Five-Year Plan in 1962, emphasizing the need for an education system. The Ministry of Tribal Affairs introduced the Ashramshala program in 1990-1991, with more schools in Gujarat, Himachal Pradesh, Kerala, Maharashtra, Odisha, Rajasthan, and Tamil Nadu. NGOs were encouraged to establish nonformal education centers and offer academic assistance. The government also initiated the Eklavya Model Residential School (EMRS) in 2010, funded by the Ministry of Tribal Affairs. The government legislated a standard of one ashram school for every 2,000 to 3,000 inhabitants between 1982-1983.

5.3.5 DEVELOPMENT OF TRIBALS EDUCATION IN MAHARASHTRA

The Tribal Welfare Department in Maharashtra was established in 1972, followed by the Tribal Commissionerate in 1973 and the Tribal Development Department in 1983. In 1992, the Directorate and Commissionerate were combined to enhance the Tribal Development Department. Maharashtra has its own state scheme of funding education, known as Ashramshala, which has 1107 Ashramshalas, 549 supported by the state government, and 558 aided schools. The department has also created 197 Eklavya Model Residential Schools, emphasizing the importance of education for the universalization and equalization of opportunities.

5.3.6 TEACHING OF ENGLISH IN TRIBAL ASHRAM SCHOOLS: MAHARASHTRA

The teachers continue to use the standard Grammar Translation Method to teach English to these indigenous students. In the teaching of foreign languages, the mother tongue or the regional language of the particular state is employed as the medium of instruction by the teachers (Sen et al., 1992). The state of Maharashtra's schools mainly follows the teachers

employed standard approaches such as the Grammar Translation Method in teaching English grammar. (Mujumdar,2017). Grammar study is made tedious by traditional rote approaches. The rote method, at the secondary level of English language learning, emphasizes learning by heart the grammatical definitions, rules, and their uses and the pupils participating passively during the classroom teaching-learning process.

The rote methods, lack of new and engaging English language teaching techniques, as well as an inadequate syllabus and teaching styles, develop a negative attitude amongst the learners toward learning. Several types of research highlight a variety of obstacles and issues in English Language learning of tribal learners.

5.3.7 TEACHING-LEARNING IN ENGLISH: TRIBAL LEARNERS

Even though more students are enrolling in school at the elementary level, only a small percentage of them complete their education at the secondary and higher secondary level (Reddy & Sinha,2010). Learning difficulties during the English language teaching-learning process have emerged as one of the hurdles that tribal students confront in their formal education at school. The tribal people communicate in their dialect, which is distinct from state language /regional languages. Their learning is disadvantaged by the disparity between their mother tongue and the medium of language instruction. These language barriers have an adverse impact on academic performance, resulting in a negative attitude toward education among tribal students (Apte, H. & Lama, R. 2008). The inability to communicate in English was noted as a severe problem of inferiority complex that turns into a significant impediment to tribal learners' poor educational status.

According to Shukla (1994), tribal students' achievements are lower than non-tribal students' due to a variety of factors, and socioeconomic factors are a major out of it. Their low achievement is due to the school atmosphere, curriculum, medium of instruction, and language adjustment issues which develop a sense of alienation. Marathi, English, and Hindi are expected to learn all three simultaneously at this stage of schooling; hence it becomes a great three-layered language adjustment issue for them. Agnihotri (1991). In the traditional Grammar-Translation method of teaching, the tribal student focuses on regional language (Singh, 1996). The tribal for whom the State /regional language Marathi is also different and difficult to learn as his own mother tongue /dialect is totally different from the language he studies formally at school.

In the case of the ‘Khandesh’ region of Maharashtra, districts Dhule Nandurbar Jalgaon and some parts of Nasik district, the local dialect ‘Ahirani’ is the medium of communication; hence, Marathi language learning is also a non-speaking language learning. Therefore, when Marathi is used as a language of instruction for education in Maharashtra, it provides a barrier to success in acquiring the English language. Hence, tribal pupils confront a variety of challenges and issues when it comes to learning the English language (Singh & Nayak, 1997).

The tribal students face difficulty in being multilingual learners, learning three different languages, Marathi, Hindi, and English, at once when they live in a community where they have their own mother tongue (Pradhan, 2011). Khandeshi Tribals communicate in tribal dialects such as Mavchi, Pawri/Pavri, Kokani, Dehawali, Nahali, Bundhali, Nachari, Barivati, Bhil/Bhilau, etc., and Ahirani is the dialect of communication in general in this region, whereas the imparting of education is in the state vernacular language, i.e., Marathi, which is not even the language of day-to-day communication in the Khandesh region. Hence Khandeshi Tribals, who constitute the major portion of the Maharashtrian tribal population, confront challenges and issues in learning Marathi, English, and Hindi in their academics. When it comes to learning the English language, they face language adjustment issues with major constraints (Mishra et al. 2004). Hence, innovative pedagogical tools and techniques must be designed to make language and grammar more effective for both; the teacher to teach and the students to learn. Hence, one such pedagogical tool could be teaching English grammar through music.

5.4.1 MUSIC: MEANING AND CONCEPT

‘Music’, a generic and universal term has been used differently through times immemorial in different parts of the world. Sharangdeva of the 13th century in his book of Musicology, ‘Sangeet-Ratnakar’ defines music in Sanskrit as “Geetam, Vadyam Tathaa Nrutyam, Tryayam Sangeet Muchyayante” which means “Music is the blend of all the three: Singing, Percussion, and Dance.”

According to Pt. Vishnu Narayan Bhatkhande (1909), “Music is the amalgamation of singing, percussion, and dance performance”. ‘Harmony, melody, rhythm, and timbre work together to create music, which is typically divided into musical composition, musical improvisation, and musical performance’. It is known as an art. ‘The technique of combining various sounds and arranging them in such a way so they generate something continuous, evocative, and unified through harmony, melody, rhythm, and timbre is known as music.’

‘Music’, according to the Concise Oxford Dictionary, is "the art of combining vocal or instrumental sounds (or both) to produce beauty of form, harmony, and expression of emotion." Pitch, rhythm, dynamics, and auditory characteristics including timbre and texture are common musical aspects. Therefore, the importance of music in the teaching of English is emphasized by the different researchers.

5.4.2 ENGLISH LANGUAGE TEACHING: IMPORTANCE OF MUSIC

People enjoy karaoke displays worldwide, connecting language and music. Teachers use information and communication technology, multimedia, digitalization, social media, and mobile apps to improve English language instruction. The internet, computers, and other electronic gadgets enable the evolution of teaching methods and techniques. The researchers have strongly claimed a significant link between humans, music, and means of expression and language (Pinker, 2002 & Silva, 2006). By citing "music as an outstanding tool" of language teaching and learning, T. Murphy et al. (1992, 1998) suggested that music may be utilized to animate and promote language learning. Similarly, music, language, and education are three of the most important aspects in Lazanov's Teaching Suggestopedia technique, in which music plays a key role in the classroom as well as in the learning process (Bolitho, 2003). The learner's potential for learning is increased through affective learning through music. The learning was broadened, and unanticipated results were generated as a result of effective learning. According to Hill-Clarke and Robinson's (2003) classroom theories, music is extremely valuable for increasing vocabulary and comprehension skills. Music improves both receptive and productive skills, as well as language development. Therefore, the utility of music as a pedagogical tool is emphasized in English grammar teaching and learning.

5.4.3 ENGLISH GRAMMAR TEACHING–LEARNING: MUSIC AS A PEDAGOGICAL TOOL

There have been numerous studies done abroad to prove that learning English grammar with music is linguistically sound. Engh (2012), Weinstein (2006), and Beth (2014) all used Rap and Pop music to express themselves to teach grammar and speech in the English language. 'Rapping' is a sample curriculum-based program designed by Beth Segal to teach English language speech and grammar in 2014. Carolyn Graham (1992) founded Jazz Chants and

created a program based on the Jazz Chants to use in the ESL classroom teaching as a music program for the teaching of English grammar. T. Murphey (1992) made the discourse of pop songs to teach English. There have been the number of studies (Maley, 1997; Eken, 1996; Gaston, 1968; Geoff, 2003); conducted in other countries on the use of songs as an authentic pedagogical tool for grammar in language learning and teaching. According to Paquette and Rieg (2008), grammar, reading fluency, and writing fluency are all important aspects of language learning. Sebastian E. (2014) prepared a module to teach grammar through songs. Music can help students improve their writing skills, as well as other literacy skills, along with grammar skills. As a result, songs can be utilized in the classroom to teach not just sounds, rhythm, and stress but also polite formulas and sentence structures, vocabulary, and grammar (Richards, 1969). Hence, music can be used in a variety of unique methods and techniques to teach English grammar engagingly, and perhaps, music is one of the techniques that may be used to teach grammar in a fun-learn way. The use of Music is deeply rooted in tribal life and culture. Music's importance as a useful tool for tribal students to improve their English language skills can be an effective pedagogy.

5.4.4 IMPORTANCE OF MUSIC FOR TRIBALS

Music is a fundamental aspect of indigenous culture, reflecting the diverse traditions of India's tribal regions. Each region has its unique aesthetic, and tribal folk music is not taught in a structured manner. It is a daily activity that allows tribals to express their feelings and practice their talents through festivals and performances. Music is a crucial component of tribal culture, including weddings, engagements, and births. Tribal musical instruments are divided into four categories: wind, rhythm, percussion, side rhythm, and string. Music and songs are an integral part of the tribal culture. Music will undoubtedly be useful to these indigenous students in their formal education as well. Therefore, the researcher decided to develop the Music Based Program (MBP) for tribal students to enhance their grammar skills.

5.5 IMPLICATIONS OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY:

A total of 54 research studies from both India and abroad were reviewed. Out of these, 24 studies were related to developing strategies, designs for teaching English grammar, and factors

affecting the teaching and learning of English language grammar, 13 studies were related to the use of music to teach the English language, and 17 studies were related to the English language education of tribal students.

In the studies that were reviewed, the researcher did not come across any studies that have been conducted to develop a program for enhancing the English Grammar skills of tribal students through Music. Most of the studies reviewed by the researcher have been conducted in advanced countries; the researcher found that hardly any study related to music for English language study or music for grammar teaching-learning is there in India. It was found from the reviews that most of the tribal studies highlighted the poor educational status, the English language learning difficulties of tribal learners, and the educational problems of tribal students in India. Out of the studies reviewed, the researcher did not come across any study that has been conducted to enhance the English grammar skills or language skills of tribal students in India. Hence, the researcher feels that effective techniques are an urgent need to solve the difficulties in English Language Learning issues of Tribal students. As class IX is considered as the foundation year for Board exams and higher education, the proposed study was conducted by the researcher to enhance the grammar skills of tribal students through music at the secondary level.

5.6. RATIONALE

Today in India, knowledge of English is essential for better life opportunities. The spoken and written English fluency and accuracy is the essential for employment in every field. As grammar skill is the foundation for language skills it becomes essential to hone grammar skills. Even after years of English teaching, the tribal students are lagging behind in English Language learning. They do not develop the self-confidence needed to speak the language in and out of the classroom. Due to insufficient exposure to spoken English both within and outside of the classroom, students seldom have the chance to use language in this way and become fluent in it in a traditional English class (Gautam, 2003). The regular rote methods of teaching English are felt boring and monotonous and fail to generate any interest among the learners for their active involvement during the classroom teaching-learning process. When it comes to the grammar teaching and learning process, it becomes many a time, a monotonous task. The traditional methods can hardly make teaching grammar an engaging task that can generate joyful, sustainable learning for learners (Sebastian, 2014). Therefore, teaching grammar

through music will be found engaging and interesting by the learners.

Life and music go hand in hand, and we are always surrounded by music in all aspects of our lives, no matter where we are or what we are doing. Everyone enjoys the musical simulation irrespective of language differences (Weinstein, 2006) The research aims to study how music can be employed in English language grammar learning for tribal learners through music. Since, music has entered every sphere of life, perhaps the best place for music is the language classroom to assist grammar learning (Murphy, 1992). The song-based, music-based program, through various activities in grammar teaching, is interactive, engaging, entertaining, and creative, which will convert classroom learning into sustainable learning for the learners (Harmer, 2001). As Brand (2007) rightly said, “May song as a regular feature in their grammar lessons and the students who find language learning really difficult task can utilize music to low-down the difficulty.”

As music is something that entertains and refreshes the mind, the sense of drudgery and dread connected with English Grammar that the students like to avoid due to a lack of self-confidence or perceived difficulty in understanding can be made more palatable and easily digestible. The whole tone of the instructional process is changed from one that is threatening to one that is enjoyable, and this change of tone will maximize receptiveness in the students (Murphey,1992). Music is among the most effective pedagogical tools for fostering natural, pleasurable, and long-lasting learning. The rhythm in the songs can also beneficially affect the student's minds to make them more disciplined and concentrated. Singing has always had a refreshing, elevating, and pacifying effect on the minds of singers and learners. The song is repetitious in tune and rhythm. Music is, perhaps, the most effective way of "touching" another's heart. When set to music, English grammar will thus have a strong appeal to the learners, and it becomes an integral part of their being. As Confucius said, “Music produces a kind of pleasure which human nature cannot do without.” Music provides the most pleasant, reliable, and effective access to the human heart (Ayotte 2004). Hence, the researcher proposed that the Music-Based Program would bring joyfulness to the English grammar learning process for tribal learners, who had a misbelief that English grammar learning is one of the dreaded forms of English language learning (Bawane,2012). Moreover, the erstwhile Gurukul system of education that prevailed in India from times immemorial (wherein students stayed with their master in his home until the end of their education) abundantly made use of verses to transfer knowledge by word of mouth from generation to generation. The lessons were taught in the form of verses so that it was easier for the students to learn them effectively. The versification

of lessons helps students to retain knowledge and learn it easily due to its rhythmic tone. (Sebastian, 2014) Therefore, the researcher strongly feels that effective music techniques will enhance the English grammar skills of tribal students. Additionally, it would introduce a musical genre that has been acknowledged and supported by notable experts from time immemorial into the teaching of English as a second language. The Researcher selected class IX for the proposed study by considering its significance at the secondary level of education. Class IX learning is considered the foundation learning for the Class X Secondary Board Exams at the secondary level, which lays the foundation for the path to Higher Secondary and Higher Education.

5.7.1 RESEARCH QUESTION

The following research question was in the mind of the investigator that led the investigator to undertake the present study.

- How will the English grammar skills of the students be enhanced by teaching through music?

5.7.2 STATEMENT OF THE PROBLEM

Enhancing English Grammar Skills of Tribal Students through Music at the Secondary Level

5.7.3 OBJECTIVES OF THE STUDY

5. To develop a Music-Based Program to enhance English grammar skills.
6. To implement the Music-Based Program to enhance English grammar skills.
7. To find out the effectiveness of the Music-Based Program in terms of achievement in English grammar skills.
8. To measure the reaction of the students towards the Music-Based Program used in the teaching of English Grammar.

5.7.4 VARIABLES

Independent Variable – Music-Based Program

Dependent Variable – Achievement of English Grammar skills.

5.7.5 HYPOTHESIS

To meet the aforementioned objectives of the proposed study, the following null hypothesis was developed and tested at a 0.01 level of significance.

Ho, “There will be no significant difference between the mean post-test scores of students of the control and experimental group of class IX in the achievement of grammar skills in the English language.”

5.7.6 EXPLANATION OF THE TERM

5.7.6.1 GRAMMAR:

The whole system and structure of a language or systems of languages are typically assumed to include syntax, morphology (including inflections), and occasionally phonology and semantics.

5.7.6.2 GRAMMAR SKILLS:

The ability to implement grammar knowledge appropriately, fluently, and competently in English language speaking and writing. As per the class IX curriculum, the prescribed English grammar comprises Parts of speech, Articles, Changing the Voice, adding a question tag, synthesizing sentences, etc., which was taught through the Music-Based Program by the researcher to the experimental group.

5.7.6.3 MUSIC:

Music is comprised of songs; vocal and instrumental music. In the present study, music is used as a pedagogical tool in terms of Music Music-Based Program

5.7.6.4 MUSIC-BASED PROGRAM

Music-Based Program comprised of the verses on the prescribed grammar topics that were written and sung by the researcher. The proposed study included karaoke music, based characteristically and especially on tribal music. Ahirani Folk songs’ tunes were used to sing nearly all the grammar topics-based verses. The songs that were based on grammar topics were used for English grammar teaching, and along with that, the English Songs and Parody Songs were used by the researcher for classroom activities for the respective grammar topics. The program comprised of verses on the grammar topics written by the researcher, and some of them, e.g., are as follows. e.g., 1) Add s question tag... (song tune based on Tribe folk Song) 2) When will you change the voice... (song tune based on ‘Tu Hi Re) 3) Direct – Indirect when you are changing... (song tune based Ahirani folk Song)

5.7.7. OPERATIONAL DEFINITION OF THE TERMS

a) Effectiveness – the significant difference found in the achievement of the experimental and the control group of class IX in the achievement of the English Grammar Test.

b) Achievement – the scores obtained by the students in the achievement of the English Grammar Skills Test consisted of the written and oral and written English.

5.7.8 DELIMITATION OF THE STUDY

The present research study was delimited to English Grammar of class IX students of Marathi Medium Tribal Ashram Schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE).

5.8.1. PLAN AND PROCEDURE OF THE STUDY

The present study was divided into two parts of two segments. Segment I contain the details of the different stages taken to develop the Music-Based Program, which includes; The identification of the grammar content as per the prescribed syllabus; The Selection of instructional inputs and Lesson plan format; and the Preparation of grammar song for the teaching of grammar through music. Finally, the outline of the program for the teaching of grammar through the Music-Based Program. The methodology of the study is covered in Segment II. It includes extensive information about the population, sampling strategy, data-collection methods, and techniques for data analysis.

5.8.2 THE MUSIC-BASED PROGRAM: SYSTEMATIZATION

In the present study, the researcher developed a Music-Based Program. For enhancing the grammar skills of tribal students through music at the secondary level, the Music-Based Program was developed by the researcher. Hence, the plan was developed in an organized system. The Music-Based Program was based on the enhancement of students' grammar skills that can be honed by the students at the secondary level during the regular class duration of English Classes. The secondary-level intellectual capabilities of tribal students were taken into consideration. The lack of grammar achievement among the tribal students was recognized as the need for the enhancement of grammar skills. It paved the way for the development of a Music-Based Program for grammar teaching wherein grammar could be taught with the use of songs and music. The 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 basic grammar topics taught in the previous grades. The class-time constrictions of the grammar class hour, the environment of teaching and learning, and the socio-cultural constrain of the tribal students, etc., were taken into consideration at the time of program development by the researcher. The set of ten grammar songs based on all syllabus-based grammar topics, song-based activity sheets, grammar songs sheets, handouts were prepared. English songs' audio videos, and lyrical videos were selected in accordance 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 activity songs and grammar songs' karaoke tunes were selected as per the students' familiarity and suitability of tribal culture. The selection of activities was 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.

5.8.3. SEGMENT I

5.8.4 DEVELOPMENT OF THE MUSIC-BASED PROGRAM

In the present study, the first section, Segment I comprised of the different stages for developing the Music-Based Program developed by the researcher. While preparing the Music-Based Program for grammar teaching through songs and music, the necessity for grammatical knowledge has been taken into account by the researcher, along with the student's age, learning level, sociocultural background, and learning environment. The four steps included in the program were A) Identification of the grammar content as per the prescribed syllabus; B) Preparation of Grammar Song; C) Selection of instructional inputs: Activities, Activity Songs; D) Format of Lesson Plans Lesson Plans.

A) STEP I: IDENTIFICATION OF GRAMMAR CONTENT

In this step, the analysis of grammar content was aimed, as based on it, the topics were to be finalized. Through textbook analysis, 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 each unit's prose and poetry section. 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.

B) STEP II PREPARATION OF GRAMMAR SONGS FOR TEACHING THROUGH MBP

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 verses and set them to the tribal tunes to use them as a Music-Based Program in the form of Grammar Songs for teaching grammar. The verses comprise the grammar rules and their usage. Grammar songs were prepared as a Music-Based Program for English grammar teaching. School Grammar Books such as 'Grammar Skills' (Scholastic Asia) and Oxford Primary English Grammar Skills series (Oxford University Press), etc., by renowned editions, as basic resources were referred to along with web links of grammar during the formation of grammar songs. The researcher not only developed the grammar songs/ verses on the grammar topics but also set it to the Karaoke tune as a parody song of some popular songs of the Ahirani folk and Hindi songs music.

C) STEP III. SELECTION OF GRAMMAR INSTRUCTIONAL INPUTS: ACTIVITIES

According to the suitability of the grammar topic, various English songs were selected for the Activities. Different Activities were planned to give hands-on practice for better learning of the grammar content. Through the analysis of the grammar songs and English songs activity, students were given a clear understanding of the grammar topics. The researcher employed grammar songs accompanied with karaoke and English song-based activities in terms of the Music-Based Program to teach English Grammar in the classroom. Activities-based English songs of the different genres of music which include Parodies, Raps, Pop, Hip-Hop, Rhymes, Jazz Chants, etc., were utilized to teach English grammar in the Music-Based program. A Total of 10 song-based activities were selected by the researcher to integrate into the lesson plan as per the different main topics from the selected grammar content.

D) STEP IV: LESSON PLAN FORMAT

The researcher Prepared a detailed lesson plan comprising all the grammar topics and subtopics. A total of 64 sessions' Lesson plans were prepared to teach grammar through a Music-Based Program. Per week 2, sessions consecutively were separately arranged for the grammar sessions as per the classroom timetable. Grammar songs and activity songs were integrated into a formatted lesson plan for each topic. The topics that required more than two sessions were formatted into separate lesson plans as per the division of subtopics. General Formatting of Grammar Lesson plan was followed that comprises the objectives (General & Specific), Procedure, Evaluation, etc. The activity sheets, comprising instructions, and handouts were given, for the students' reference. Each session follows the identical structure of the lesson plan which comprised of commencement with general objectives and concluding with learning results. Following the session's specific objectives, songs and music embedded Music-Based Program were used as instructional inputs. Explanations with examples of the grammar category, drill, practice, and exercises with activity inputs for each grammar topic were included in the lesson plan. The focus on practice and drill of the grammar exercise was intertwined with English Song-based activities. Pair, as well as group activities, were also interlinked into the Lesson Plan.

5.9.0. SEGMENT II

5.9.1. METHODOLOGY

The proposed study was experimental in nature. The research design, population, sample, tool of data collection, and data analysis of the proposed study were as follows.

5.9.2. RESEARCH DESIGN

The proposed study was experimental in nature, where a quasi-experimental design was adopted. This study used a pre-test and post-test non-equivalent control group design. The study's design can be described as follows.

O1	X	O2
O3	C	O4

Wherein, O1 and O3 are pre-test

O2 and O4 are post-test

X: stands for the experimental group

C: stands for the control group

5.9.3. POPULATION

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

5.9.4. SAMPLE

In the present study, the sample was selected using a convenient sampling technique. Two Grant in Aided Marathi Medium Tribal Ashram schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) situated in Indave and Revadi Village in the Dhule district of Maharashtra, having secondary sections, were selected. The students of standard IX of Indave Village Ashram School were the considered experimental group, and the students of standard IX of the other school at Revadi Ashram School were the considered control group. The experimental and control groups were equalized based on their pretest achievement scores on the written English grammar test. These comparable groups were taken into account as the study's sample. After matching the groups, these equivalent groups of 46 students of the experimental group from Indave Ashram School and 46 students of the control group from Revadi Ashram School were taken into consideration as the final sample for the planned study.

5.9.5. TOOLS AND TECHNIQUES FOR DATA COLLECTION

The data collection for the proposed study was done by using the following research tools.

5.9.5. 1 ENGLISH GRAMMAR SKILLS ACHIEVEMENT TEST:

English grammar skills achievement test worth of 100 marks were prepared by the investigator comprising 1) written grammar skill achievement Tests of 50 Marks and 2) oral grammar skill achievement tests of 50 Marks. The test helped to measure the achievement of written grammar skills for 50 marks in the written grammar skill achievement test and oral grammar skill for 50 marks in the oral grammar skill achievement test in the English language. English grammar skills achievement tests of 50 marks consisted of 1) a written grammar skills achievement test of 25 marks and 2) an oral grammar skills achievement test of 25 marks were used in each term. The tests consisted of all the grammar topics of class IX. The test had objective type of questions that comprised questions such as Match the following, fill in the blanks, draw circle around the word, find the correct option, and subjective questions 'Do as directed'.

5.9.5.2 REACTION SCALE:

To get the reaction of the students towards the Music-Based Program used for teaching English grammar. The researcher developed a self-made reaction scale. A Likert-type, five-point reaction scale, comprised of 25 statements, was administered by the researcher to the experimental group of students.

5.10. DATA COLLECTION

The study was executed through the following four phases.

A) PHASE 1. DEVELOPMENT OF THE (MBP) MUSIC-BASED PROGRAM

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 verses and set them to the tune to use them as the Music-Based Program for grammar teaching. The verses comprising the grammar rules and their usage were prepared as a Music-Based Program for English grammar teaching. School 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 editions as basic resources referred along with web links of grammar. Some examples of verses are as follows: Song 1) Helping Verb: Helping Verb There

are, Song 2) Articles: A, E, I, O, U..... , Song 3) Change the Voice: Active Voice Passive Voice Similarly, all English grammar topics were taught by the researcher for an academic year.

B) PHASE 2: PRE-TEST

It is a pre-test phase wherein a 100-mark Pre-Test, consisted of 1) the written grammar skill achievement test of 50 marks and the oral grammar skill achievement Test of 50 Marks, were administered to the students of the experimental group and the students of the control group. The pre-test was prepared and administered to the students of the experimental group and control group to make the group equivalent.

C) PHASE 3: IMPLEMENTATION OF THE (MBP) MUSIC-BASED PROGRAM

It is an implementation phase of the study. The intervention of a Music-based Program which was developed by the investigator to teach grammar in class IX of tribal Ashram school students to enhance their grammar skills through music. The researcher implemented the Music-based Program for grammar teaching to the experimental group of students for one academic year, i.e., from August 2021 to March 2022. The control group was conventionally taught English Grammar. The lesson plans were prepared by the researcher on all the prescribed grammar topics of class IX English subject, and the Music-based Program was integrated into the lesson plans. During every topic teaching, the grammar songs written by the researcher were sung accompanied by Karaoke. 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 researcher sang the grammar verses on the selected folk music karaoke during classroom teaching. The students followed the verses' singing in a group and individually. A selected English song comprising lyrics based on taught grammar topics was played in the class. The students completed the written task in the given handouts based on the song during the classroom activity. The activity sheets comprised tasks such as filling in the blanks, matching with the correct option, encircling the phrase, and words, identifying and naming the grammar category, completing the sentence, doing sentence correction, solving 'Do as directed'

questions based on the grammar topic, etc. The students were assigned the task of tuning the verses into a parody song which provided opportunities for their creativity.

D) PHASE 4: POST-TEST

In the post-test phase of the study, a total of 100 marks grammar skills achievement test was conducted. The written grammar skill achievement tests of 50 marks and the oral grammar skill achievement tests of 50 marks were administered to students of the experimental and the control group as a post-test. The Post-test of 50 marks in both terms consisted of 25 marks for the written grammar skill achievement test and 25 marks for the oral grammar skill achievement test in each term. The post-tests were given to class IX tribal students to measure both the experimental group's and control group's achievement in English grammar skills. A Likert-type reaction scale of 25 statements was also administered to the experimental group only to measure their reaction toward the teaching of English Grammar through a Music-based Program.

5.11 DATA ANALYSIS

The mean, standard deviation, and Mann-Whitney U-test were used to quantitatively examine the data that had been obtained. Percentage and Intensity Index were employed for the analysis of the reaction scale analysis. An extensive discussion in this regard is provided in the analysis chapter.

5.11.1 MAJOR FINDINGS OF THE STUDY

- The Music-Based Program was found to be effective in terms of achievement in grammar skills which constituted achievement in written and oral grammar skills.
- The achievement of grammar skills was significantly different in the students of the experimental and the control group of class IX. The grammar skills were found to be higher in the experimental group.
- Students' reactions were found to be favorable toward the Music-Based Program used to teach grammar skills through music. The overall intensity index was 4.76.

5.11.2 DISCUSSION

The Music-Based Program was found to be effective for the teaching of grammar at the secondary level. In the present study, the Music-Based Program was developed to enhance the grammar skills of secondary-level tribal students. The Music-Based Program was found to be effective, in the study, in terms of achievement in grammar skills of the experimental group of students. The findings of the present study revealed that the difference was found significant in the achievement of grammar skills in the students of the experimental group of class IX. The teaching of grammar through the Music-Based Program for the experimental group of tribal students was found to be effective in terms of the enhancement of written and oral grammar skills in the present study. The reaction of students was found to be favorable towards the Music-Based Program used in the teaching of grammar skills through music. The difference found was significantly higher in terms of the achievement of grammar skills of the tribal students of the experimental group than that of the control group of students of class IX. The intervention of the Music-Based Program was found effective in bringing out the enhancement of grammar skills at the secondary level of tribal students.

In the present study, the researcher observed that the teaching of grammar through the Music Based Program for the 64 sessions was thoroughly enjoyed by the students. It was also found that the tribal tunes of the grammar songs, composed and sung by the researcher were familiar to them which made their learning proactive with lots of fun. The use of English song-based activities gave different learning experiences for the written and oral grammar skills enhancement. The set of ten grammar songs composed and sung by the researcher were useful for the students to understand the grammar content easily. It made the learning of grammar rules of the topics and their use in the written and spoken grammar skills easy and sustainable for the tribal learners. This is consistent with the findings of Sebastian's (2014) study that the technique of song-based grammar teaching in the classroom can help learners retain the knowledge of grammatical categories more easily, and with greater enjoyment, than through the traditional method of teaching.

The observations obtained during various activities showed that the pupils found the grammar lessons engaging, entertaining, and interesting because of the use of music as a pedagogical tool. This is consistent with the study of Hashim and Rahman (2010), the study's conclusions demonstrated the value of song-based activities for reinforcing SVA learning and creating a joyful classroom environment. The grammar songs were enjoyed and recited willingly with lots of excitement and happiness during classroom learning by the students. Students enjoyed

the grammar songs and found it very easy to comprehend the grammar skills content knowledge thoroughly and demonstrated it in written and spoken English communication skills. The study found a significant difference in the achievement of English grammar skills at the secondary level. This finding is aligned with the findings of Sebastian's study (2014), in which significant achievement was found in grammatical awareness through songs at the high school level. The findings of his study have confirmed the fact that the novel teaching module based on the medium of music helps to sustain learning and, therefore, improves the students' knowledge of grammar. Her study highlighted the effectiveness of teaching grammar using music as a novel teaching module. The students' favorable reaction to all the statements of the reaction scales proved the utility and effectiveness of the Music-Based Program. The overwhelming enthusiasm, interest, and engagement during the Music-Based Program-oriented activities proved its educational and pedagogical significance. It wasn't only demonstrated during the classroom activities but also reflected in their scores on achievement tests and reactions scale. This is also consistent with the study by Bhamare (2017) entitled 'Teaching of Language Skills Through Songs, Film Segments, and Video Clips' who found that 'the authentic materials like songs, film segments, and videos can be proved as one of the best supporting materials for language teaching and learning.' In her study, it was found that students learn a language in a light environment rather than a dry academic one. The learners enjoy learning and are motivated when they are exposed to a non-academic environment where language learning is supported by authentic materials like songs, films, and videos.

The tribal learners also revealed that they never had such an entertaining and engaging experience of English grammar learning before. It demonstrated that the use of the Music-Based Program was more effective than the conventional methods of grammar teaching. This is consistent with Sebastian (2014) who found that grammatical categories, taught through specific songs, can improve the learners' understanding of English grammar, more than through the traditional method of teaching. It gave the experience of learning with enjoyment and engagement, which benefitted the retention of learning.

The current study was an attempt to teach grammar through music which was a part of the Music-Based Program to the tribal students at the secondary level in Maharashtra state, as music is found to be deep-rooted in the tribal culture. The use of Music-Based Programs to teach grammar to tribal learners, according to the NEP -2020, highlights the art integrated learning. According to the new education policy, tribal art and music have to be utilized as innovative pedagogical tools for such tribal-specific learners. The successful results of such

programs will open the door for policymakers, higher authorities, and educators in schools to make a cognizant, purposeful, and systematic effort to enhance the English grammar skills of students through a Music-Based Program. Engh (2012) found in the study that “research, including music in the classroom, can serve as a bridge across generations, break down potential barriers between the teacher and students, provide a relaxed and enjoyable learning environment, and increase student engagement.” The results of his study also showed that "Music, while universal, is culturally specific in that the musical content and style mirror a particular culture, acting as a cultural artifact that may both reflect and influence that culture." Therefore, by listening to curricular music, students are inadvertently learning about the culture.

An empirical study conducted abroad has shown that employing music to teach English as a second language is both linguistically and educationally sound, but since the evolution of English Education in India at the school level, there are no gates for music. Since music has entered every sphere of life, perhaps the best place for music is the language classroom to assist grammar learning. The song-based, music-based teaching through various grammar activities was interactive, interesting, entertaining, and creative, which will transform classroom learning into sustainable learning for the learners. It was observed during the study that tribal students kept singing the songs after the sessions. They also mentioned that the grammar songs were played in their minds even after the sessions ended. This is also consistent with the study of Papa and Iantorno (1979) which revealed that music is an exceptional teaching tool. According to the study, students will often perform songs they have learned outside of the classroom long after class has ended, just for fun. Additionally, their research showed that songs were enduring, could endure a lifetime, and could even become ingrained in a person's culture. Salcedo (2010) found in the study, "It is especially noteworthy that din is a naturally occurring involuntary mental rehearsal," which is also supported by the study of Krashen, "Din is a sign that language acquisition is taking place" (p.173) as stated by Krashen (1983).

In the present study, the researcher used different activities based on the audio-videos, lyrical videos and lyrics of the selected English song of the various genre such as rap, pop, hip-hop, jazz chants, and it was found effective in the grammar teaching and learning. It strengthened the value of music in English grammar teaching and learning. The researcher found that the integration of grammar songs and English songs of different genres made the teaching and learning of grammar appealing. However, in the traditional English grammar class, it was found that the pupils were rarely allowed to utilize music as a resource. The use of rap, pop,

hip-hop, and jazz chants music was found consistent in the studies conducted by T. Murphey (1992)), Engh (2012), Weinstein (2006), and Beth (2014) to teach grammar and speech in the English language. T. Murphey (1992) made the discourse of pop songs to teach English.

'Rapping' is a sample curriculum-based program designed by Beth to teach English language speech and grammar in 2014. According to the findings of Weinstein's (2006) research, hip-hop and rap have a voice in a society that embodies a political discourse that enriches language classes. Rap/Hip-hop music is used in the teaching of the English language since there is a global demand for it and it has become a universally compulsory subject in formal education. Several researchers have used music as a language teaching and learning resource, including grammar. Graham (1992) found jazz chants and created a program based on the Jazz Chants to use in ESL classroom teaching as a music technique for the teaching of English grammar.

The Music-Based Program had a set of ten grammar songs based on the tune of tribal folk music culture which were found effective to give a positive outcome in the study due to its familiarity to the tribal students. Similarly, numerous research on the use of songs as authentic teaching tools for language learning, including grammar, have been done in other nations. "Song lyrics are integrated inside a society culture due to its value, symbols, and beliefs," found in a study by Li & Brand (2009). Further, their study also revealed that "Song lyrics expose students to language skills such as vocabulary, grammar, rhythmic speech, phrases, and means while also teaching them how to apply those skills." "Songs also work as a cultural ambassador." The present study found that the achievement of grammar skills in terms of written and oral grammar skills was significantly higher in the experimental group. According to the findings of the study by Paquette and Rieg (2008) grammar, reading fluency, and writing fluency are all important aspects of language learning. Richards's (1969) study also found that music helped students to improve their writing skills as well as other literacy skills including grammar skills. According to his study in a school setting, songs could be used to teach not only sounds, rhythm, and stress but as well as polite formulae and sentence structures, vocabulary, and syntax.

Therefore, it was found that a variety of musical tunes, grammar songs, and English song-based activities used in the Music-Based Program made the teaching of grammar a musical fun. The significant enhancement of grammar skills of the tribal students through music at the secondary level has proven to be educationally sound. Additionally, the favorable reaction of the learners towards the Music-Based Program in teaching and learning English grammar at the secondary level has proven the effectiveness of the program.

5.11.3 IMPLICATIONS OF THE PRESENT FINDINGS

- The findings of the study have implications for the curriculum developers. Different pedagogical tools like music for the teaching of grammar content can be included in the curriculum.
- The school teachers can utilize the Music-Based Programs for the English grammar content at the various levels of school education stages.
- The pedagogical tool of teaching through music has implications for policymakers who are responsible for developing teacher education curricula with a focus on pedagogy courses at all stages of education.
- Institutional Heads and Educational Administrators can design an in-service training programs for school teachers and stakeholders to implement music as a pedagogical tool for the teaching of English grammar.

5.11.4 SUGGESTIONS FOR FURTHER RESEARCH

- Studies with a Music-Based Program of teaching grammar through music can be carried out at various levels of education i.e., pre-primary, elementary, secondary, higher secondary school, or higher education level to teach English Grammar.
- Studies with a Music-Based Program of teaching grammar through music can be carried out at various levels of education i.e., pre-primary, elementary, secondary, higher secondary school, or higher education level to teach the grammar of different languages.
- Studies based on various instruction mediums, gender, and socio-economic status of learners, can be conducted by implementing the Music-Based Program for teaching English Grammar.
- A correlation study on the effect of music as a pedagogical tool and the achievement of English language skills can be conducted.

5.11.5 CONCLUSION

The current study was an attempt to implement a Music-Based Program to enhance English grammar skills of tribal students at the secondary level in Maharashtra state. The study examined the effectiveness of the Music-Based Program in the teaching of English grammar at the secondary level. The researcher's self-made Music-Based Program has proven to be effective in the student's enhancement of grammar skills in terms of written grammar skill achievement and oral grammar skill achievement. Additionally, the favorable reactions of the tribal learners towards the Music-Based Program of teaching grammar showed that the program was effective. The successful results of the study have paved the way for the implications for the, higher authorities, institutional Heads, educational administrators educators, and school teachers to make a cognizant, purposeful, and organized effort to enhance the English grammar skills of students with the use of music as a pedagogical tool. In a nutshell, in the present study, the researcher found that,

“Music provided enjoyment in the grammar learning process;

Enjoyment intertwined with engagement in the grammar learning process;

Engagement stimulated motivation for the grammar learning process;

Motivation facilitated the grammar skills enhancement process.”

VISUAL REPRESENTATION

