

**ENHANCING ENGLISH GRAMMAR SKILLS OF TRIBAL
STUDENTS THROUGH MUSIC AT THE SECONDARY LEVEL**

**A
Ph.D. EXECUTIVE SUMMARY
SUBMITTED**

To
The Maharaja Sayajirao University of Baroda
For the Award of the Degree of
Doctor of Philosophy
In
Education

Guide
Prof. Sujata Srivastava

Researcher
Manisha Vitthal Patil



Centre Of Advanced Study in Education (Case)
Department Of Education
Faculty Of Education and Psychology.
The Maharaja Sayajirao University of Baroda
Vadodara- 390 002 [Gujarat]
October -2023

Sr. No.	TABLE OF CONTENTS: THESIS	Page No.
CHAPTER-I CONCEPTUAL FRAMEWORK		
1.1	INTRODUCTION	1
1.2.0	HISTORY OF GRAMMAR	2
1.2.1	ENGLISH GRAMMAR: MEANING AND CONCEPT	3
1.2.2	GRAMMAR SKILL: MEANING AND CONCEPT	5
1.2.3	NATURE OF ENGLISH GRAMMAR	5
1.2.4.1	GRAMMAR IN ENGLISH LANGUAGE TEACHING: IMPORTANCE	7
1.2.4.2	TEACHING GRAMMAR SKILL: IMPORTANCE	8
1.2.5	ENGLISH GRAMMAR CLASSIFICATION	9
1.2.5.1	PRESCRIPTIVE GRAMMAR	10
1.2.5.2	DESCRIPTIVE GRAMMAR	10
1.2.5.3	FUNCTIONAL GRAMMAR	10
1.2.5.4	FORMAL GRAMMAR	10
1.2.5.5	SCHOLARLY AND TRADITIONAL GRAMMAR	11
1.2.5.6	STRUCTURAL GRAMMAR	11
1.2.5.7	TRANSFORMATIONAL GENERATIVE GRAMMAR	11
1.2.5.8	COMMUNICATIVE GRAMMAR	11
1.2.6.1	METHODS OF TEACHING ENGLISH GRAMMAR	12
1.2.6.1	a) THE TRADITIONAL METHOD	12
1.2.6.1	b) THE INFORMAL METHOD	12
1.2.6.1	c) THE REFERENCE OR CORRELATION METHOD	13
1.2.6.1	d) DEDUCTIVE METHOD	13
1.2.6.1	e) INDUCTIVE METHOD	13
1.2.6.1	f) THE INDUCTIVE - DEDUCTIVE METHOD (COMBINED METHOD)	13
1.2.6.1	g) SENTENCE DIAGRAMMING	14
1.2.6.1	h) LEARNING THROUGH WRITING	15
1.6.2	APPROPRIATE METHODS FOR INDIAN CLASSROOM	15
1.2.6.3	OBJECTIVES OF TEACHING ENGLISH GRAMMAR:	16
1.2.7	ENGLISH GRAMMAR: CURRICULUM OF THE SECONDARY SCHOOLS OF MAHARASHTRA	16
1.2.8	ENGLISH GRAMMAR TEACHING AT THE SECONDARY LEVEL: THE PRESENT SCENARIO	18
1.3.1	THE TRIBALS IN INDIA	19
1.3.2	THE TRIBALS IN MAHARASHTRA	20
1.3.3	TRIBAL EDUCATION DEVELOPMENT IN INDIA:	21
1.3.4	ASHRAMSHALAS: DEVELOPMENT	21
1.3.5	ASHRAMSHALAS: STATUS	22
1.3.6	DEVELOPMENT OF TRIBAL EDUCATION IN MAHARASHTRA	23

1.3.7	TEACHING OF ENGLISH IN TRIBAL ASHRAM SCHOOLS: MAHARASHTRA	24
1.3.8	TEACHING-LEARNING OF ENGLISH: TRIBAL LEARNERS	25
1.4.1	MUSIC: MEANING AND CONCEPT	28
1.4.2	ENGLISH LANGUAGE TEACHING: IMPORTANCE OF MUSIC	29
1.4.3	ENGLISH GRAMMAR TEACHING – LEARNING: MUSIC AS A PEDAGOGICAL TOOL	31
1.4.4	IMPORTANCE OF MUSIC FOR TRIBALS	32
1.5	MUSIC-BASED PROGRAM IN THE PRESENT STUDY	33
1.6	RATIONALE	34
1.7	RESEARCH QUESTION	36
1.8	STATEMENT OF THE PROBLEM	36
1.9	OBJECTIVES OF THE STUDY	36
1.1	VARIABLES	36
1.11	HYPOTHESIS	36
1.12	EXPLANATION OF THE TERMS	37
1.13	OPERATIONAL DEFINITION OF THE TERMS:	38
1.14	DELIMITATION OF THE STUDY	38
1.15	SCHEME OF CHAPTERISATION	38
1.15.1	CHAPTER I	38
1.15.2	CHAPTER II	38
1.15.3	CHAPTER III	38
1.15.4	CHAPTER IV	39
1.15.5	CHAPTER V	39
CHAPTER II REVIEW OF RELATED LITERATURE		
2.1.	INTRODUCTION	41
2.2	STUDIES RELATED TO DEVELOPING STRATEGIES, DESIGNS, AND FACTORS AFFECTING GRAMMAR TEACHING AND LEARNING OF THE ENGLISH LANGUAGE	42
2.3	STUDIES RELATED TO THE USE OF MUSIC IN THE TEACHING OF ENGLISH LANGUAGE	53
2.4	STUDIES RELATED TO TRIBAL EDUCATION IN INDIA	59
2.5	IMPLICATIONS FOR THE PRESENT STUDY	69
CHAPTER-III PLAN AND PROCEDURE OF STUDY		
3.1	INTRODUCTION	72
3.2.0	SYSTEMATIZATION OF THE (MBP) MUSIC-BASED PROGRAM	72
3.2.1	SEGMENT I	73
3.2.1.1	DEVELOPMENT OF MUSIC-BASED PROGRAM (MBP)	73
3.2.1.1.1	STEP I: IDENTIFICATION OF GRAMMAR TOPICS	74
3.2.1.1.2	STEP II: PREPARATION OF GRAMMAR SONGS	76

3.2.1.1.3	STEP III: SELECTION OF GRAMMAR INSTRUCTIONAL INPUTS: MUSIC-BASED ACTIVITIES	81
3.2.1.1.3	Sequence: Title of the Activity -- Details of the Activity -Photo	82
3.2.1.1.3	Activity 1: The Double Gap Fill	82
3.2.1.1.3	Activity 2: 'Re-order It'	83
3.2.1.1.3	Activity 3: Changing the Text	84
3.2.1.1.3	Details With a Photograph	84
3.2.1.1.3	Activity 4: Song-lyric Strip Connections	84
3.2.1.1.3	Details With a Photograph	84
3.2.1.1.3	Activity 5: Let's Sing It!	85
3.2.1.1.3	Details With a Photograph	85
3.2.1.1.3	Activity 6: Sing - Song –Sing-"disappearing texts"	86
3.2.1.1.3	Details With a Photograph	86
3.2.1.1.3	Activity 7: Song- Grammar Analysis	86
3.2.1.1.3	Details With a Photograph	86
3.2.1.1.3	Activity 8: Song- Based Inter-questioning	87
3.2.1.1.3	Details With a Photograph	87
3.2.1.1.3	Activity 9: Song- Freeze to quiz	88
3.2.1.1.3	Details With a Photograph	88
3.2.1.1.3	Activity: 10 Grammar Song Mishap	88
3.2.1.1.3	Details With a Photograph	88
3.2.1.1.4	STEP IV: LESSON PLAN FORMAT	89
3.2.2	SEGMENT II	99
3.2.2.1	RESEARCH METHODOLOGY	99
3.2.2.2	POPULATION	99
3.2.2.3	SAMPLE	100
3.2.2.4.	TOOLS FOR DATA COLLECTION	100
3.2.2.4.1a	WRITTEN GRAMMAR SKILL ACHIEVEMENT TEST	101
3.2.2.4.1b	MARKING SCHEME: WRITTEN GRAMMAR SKILL ACHIEVEMENT TEST	101
3.2.2.4.1c	ORAL GRAMMAR SKILL ACHIEVEMENT TEST	103
3.2.2.4.1d	MARKING SCHEME: ORAL GRAMMAR SKILL ACHIEVEMENT TEST	103
3.2.2.4.2	VALIDITY OF THE TOOL	104
3.2.2.4.3	RUBRIC	105
3.2.2.4.4.	REACTION SCALE	106
3.2.2.4.4a	MARKING SCHEME	107
3.2.2.5	DATA COLLECTION PROCEDURE	107
3.2.2.5.1	PHASE-1: DEVELOPMENT OF THE MUSIC-BASED PROGRAM	108
3.2.2.5.2	PHASE-2: PRE-TEST PHASE	108
3.2.2.5.3	PHASE-3: IMPLEMENTATION OF THE MBP PROGRAM	109
3.2.2.5.4	PHASE 4: POST-TEST	114

3.2.2.6	DATA ANALYSIS	115
3.2.2.7	CONCLUSION	115
CHAPTER-IV DATA ANALYSIS & INTERPRETATION		
4.1	INTRODUCTION	117
4.2	DATA ANALYSIS AND INTERPRETATION:	118
4.2.1	DATA ANALYSIS OF OBJECTIVE-1	118
4.2.2	DATA ANALYSIS OF OBJECTIVE- 2	118
4.2.3	DATA ANALYSIS OF OBJECTIVE- 3	119
4.2.4	DATA ANALYSIS OF OBJECTIVE- 4	121
4.5	DATA INTERPRETATION OF THE REACTION SCALE	127
CHAPTER-V SUMMARY, FINDINGS & CONCLUSION		
5.1	INTRODUCTION	133
5.2.1	HISTORY OF GRAMMAR	134
5.2.1	ENGLISH GRAMMAR: MEANING AND CONCEPT	134
5.2.2	GRAMMAR SKILL: MEANING & CONCEPT	135
5.2.3	NATURE OF ENGLISH GRAMMAR	135
5.2.4.1	GRAMMAR IN ENGLISH LANGUAGE TEACHING: IMPORTANCE	136
5.2.4.2	TEACHING GRAMMAR SKILL: IMPORTANCE	136
5.2.5	ENGLISH GRAMMAR CLASSIFICATION	137
5.2.5.1	PRESCRIPTIVE GRAMMAR	137
5.2.5.2	DESCRIPTIVE GRAMMAR	137
5.2.5.3	FUNCTIONAL GRAMMAR	137
5.2.5.4	FORMAL GRAMMAR	138
5.2.5.5	SCHOLARLY AND TRADITIONAL GRAMMAR	138
5.2.5.6	STRUCTURAL GRAMMAR	138
5.2.5.7	TRANSFORMATIONAL GENERATIVE GRAMMAR	138
5.2.5.8	COMMUNICATIVE GRAMMAR	139
5.2.6	METHODS OF TEACHING ENGLISH GRAMMAR	139
5.2.6	a) THE TRADITIONAL METHOD	139
5.2.6	b) THE INFORMAL METHOD	139
5.2.6	c) THE REFERENCE OR CORRELATION METHOD	139
5.2.6	d) DEDUCTIVE METHOD	140
5.2.6	e) INDUCTIVE METHOD	140
5.2.6	f) THE INDUCTIVE - DEDUCTIVE METHOD (COMBINED METHOD)	140
5.2.6	g) SENTENCE DIAGRAMMING	141
5.2.6	h) LEARNING THROUGH WRITING	141
5.2.6.1.	APPROPRIATE METHODS FOR INDIAN CLASSROOM	141
5.2.7	ENGLISH GRAMMAR: CURRICULUM OF THE SECONDARY SCHOOLS OF MAHARASHTRA	141

5.2.8	ENGLISH GRAMMAR TEACHING AT THE SECONDARY LEVEL: THE PRESENT SCENARIO	142
5.3.0	THE TRIBALS IN INDIA	143
5.3.1	THE TRIBALS IN MAHARASHTRA	143
5.3.2	TRIBAL EDUCATION DEVELOPMENT IN INDIA:	143
5.3.3	ASHRAMSHALAS: DEVELOPMENT	143
5.3.4	ASHRAMSHALAS: STATUS	144
5.3.5	DEVELOPMENT OF TRIBALS EDUCATION IN MAHARASHTRA	144
5.3.6	TEACHING OF ENGLISH IN TRIBAL ASHRAM SCHOOLS: MAHARASHTRA	144
5.3.7	TEACHING -LEARNING OF ENGLISH: TRIBAL LEARNERS	145
5.4.1	MUSIC: MEANING AND CONCEPT	146
5.4.2	ENGLISH LANGUAGE TEACHING: IMPORTANCE OF MUSIC	147
5.4.3	ENGLISH GRAMMAR TEACHING–LEARNING: MUSIC AS A PEDAGOGICAL TOOL	147
5.4.4	IMPORTANCE OF MUSIC FOR TRIBALS	148
5.5	IMPLICATIONS OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY	148
5.6.	RATIONALE	149
5.7.1	RESEARCH QUESTION	151
5.7.2	STATEMENT OF THE PROBLEM	151
5.7.3	OBJECTIVES OF THE STUDY	151
5.7.4	VARIABLES	151
5.7.5	HYPOTHESIS	151
5.7.6	EXPLANATION OF THE TERM	152
5.7.6.1	GRAMMAR	152
5.7.6.2	GRAMMAR SKILLS	152
5.7.6.3	MUSIC	152
5.7.6.4	MUSIC-BASED PROGRAM	152
5.7.7.	OPERATIONAL DEFINITION OF THE TERMS	153
5.7.8	DELIMITATION OF THE STUDY	153
5.8.1.	PLAN AND PROCEDURE OF THE STUDY	153
5.8.2	THE MUSIC-BASED PROGRAM: SYSTEMATIZATION	153
5.8.3.	SEGMENT I	154
5.8.4.	DEVELOPMENT OF THE MUSIC-BASED PROGRAM	154
5.8.4	A) STEP I: IDENTIFICATION OF GRAMMAR CONTENT	154
5.8.4	B) STEP II PREPARATION OF GRAMMAR SONGS FOR TEACHING THROUGH MBP	155
5.8.4	C) STEP III. SELECTION OF GRAMMAR INSTRUCTIONAL INPUTS: ACTIVITIES	155
5.8.4	D) STEP IV: LESSON PLAN FORMAT	156
5.9.0	SEGMENT II	156
5.9.1	METHODOLOGY	156

5.9.2	RESEARCH DESIGN	156
5.9.3	POPULATION	157
5.9.4	SAMPLE	157
5.9.5	TOOLS AND TECHNIQUES FOR DATA COLLECTION	157
5.9.5.1	ENGLISH GRAMMAR SKILLS ACHIEVEMENT TEST:	158
5.9.5.2	REACTION SCALE	158
5.10	DATA COLLECTION	158
5.10	A) PHASE 1. DEVELOPMENT OF THE (MBP) MUSIC-BASED PROGRAM	158
5.10	B) PHASE 2: PRE-TEST	159
5.10	C) PHASE 3: IMPLEMENTATION OF THE (MBP) MUSIC-BASED PROGRAM	159
5.10	D) PHASE 4: POST-TEST	160
5.11	DATA ANALYSIS	160
5.11.1	MAJOR FINDINGS OF THE STUDY	160
5.11.2	DISCUSSION	161
5.11.3	IMPLICATIONS OF THE PRESENT FINDINGS	165
5.11.4	SUGGESTIONS FOR FURTHER RESEARCH	165
5.11.5	CONCLUSION	166
BIBLIOGRAPHY		169
WEBLIOGRAPHY		189
ANNEXURE		
Appendix-I	Request Letter for Tool Validation	193
Appendix-II	List of Experts	194
Appendix-III	Title of the Study	196
Appendix-IV	Request Letter for Intervention of Tool for the Data Collection (School of Experimental Group)	198
Appendix-V	Request Letter for Intervention of Tool for the Data Collection (School of Control Group)	199
Appendix-VI	Term -1 Written Grammar Skill Achievement Test-1	200
Appendix-VII	Term -1 Written Grammar Skill Achievement Test Format	202
Appendix-VIII	Term-2 Written Grammar Skills Achievement Test-2	203
Appendix-IX	Term-2 Written Grammar Skill Achievement Test Format	205
Appendix-X	Oral Grammar Skill Achievement Test-1	206
Appendix-XI	Oral Grammar Skill Achievement Test-1 Format	212
Appendix-XII	Oral Grammar Skill Achievement Test-2	213
Appendix-XIII	Oral Grammar Skill Achievement Test-2 Format	219
Appendix-XIV	REACTION SCALE	220
Appendix-XV	SAMPLE LESSON PLANS	222
Appendix-XVI	GRAMMAR SONG/VERSES SCRIPTED AND TUNED ON TRIBAL FOLK TUNE	252
Appendix-XVII	ENGLISH SONGS USED FOR ACTIVITIES IN THE MBP	284

Appendix-XVIII	CERTIFICATE 1	329
Appendix-XIX	CERTIFICATE 2	330
Appendix-XX	CERTIFICATE 3	331
Appendix-XXI	CERTIFICATE 4	332
Appendix-XXII	CERTIFICATE 5	333
Appendix-XXIII	SYNOPSIS	335
Appendix-XXIV	PUBLISHED PAPERS	358
Appendix-XXV	PH.D. EXECUTIVE SUMMARY	
Appendix-XXVI	ABSTRACT	

Sr. No.	TABLE OF CONTENT: EXECUTIVE SUMMARY	Page No.
0.1	INTRODUCTION	10
0.2	IMPLICATIONS OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY	10
0.3	RATIONALE	11
0.4	RESEARCH METHODOLOGY OF THE STUDY	12
4.1	RESEARCH QUESTION	12
4.2	OBJECTIVES OF THE STUDY	12
4.3	VARIABLES	12
4.4	HYPOTHESIS	12
4.5	EXPLANATION OF THE TERM	12
4.5	GRAMMAR	13
4.5	GRAMMAR SKILLS	13
4.5	MUSIC	13
4.5	MUSIC-BASED PROGRAM	13
4.6	OPERATIONAL DEFINITION OF THE TERMS	13
4.7	DELIMITATION OF THE STUDY	13
4.8	PLAN AND PROCEDURE OF THE STUDY	13
4.8.1.	THE MUSIC-BASED PROGRAM: SYSTEMATIZATION	14
4.8.2.1	SEGMENT I	14
4.8.2.1.	DEVELOPMENT OF THE MUSIC-BASED PROGRAM	14
4.8.3.	SEGMENT II	14
4.8.3.1	METHODOLOGY	14
4.8.3.2	RESEARCH DESIGN	14
4.8.3.3	POPULATION	14
4.8.3.4	SAMPLE	15
4.8.4	TOOLS AND TECHNIQUES FOR DATA COLLECTION	15
4.8.4. 1	ENGLISH GRAMMAR SKILLS ACHIEVEMENT TEST:	15
4.8.4. 2	REACTION SCALE	15
5.0.	DATA COLLECTION	15

5.0. a	A) PHASE 1. DEVELOPMENT OF THE (MBP) MUSIC-BASED PROGRAM	15
5.0. b	B) PHASE 2: PRE-TEST	15
5.0.c	C) PHASE 3: IMPLEMENTATION OF THE (MBP) MUSIC-BASED PROGRAM	16
5.0. d	D) PHASE 4: POST-TEST	16
6.0.	DATA ANALYSIS	16
6.1	MAJOR FINDINGS OF THE STUDY	16
6.2	CONCLUSION	17
6.3	IMPLICATIONS OF THE PRESENT FINDINGS	17
7.0	SUGGESTIONS FOR FURTHER RESEARCH	18
	BIBLIOGRAPHY	19-42
	WEBLIOGRAPHY	43-45

1.0. INTRODUCTION

Language is a universal means of communication, and grammar is the foundation of learning any foreign language, including English. Grammar teaching has been an integral part of English language teaching in India since historical times. Grammar is a crucial tool for language learning, enabling students to discover the nature of language through predictable patterns. It links phonology and semantics, making it a fundamental component of language learning. Grammar has been so influential in the past that the public schools were named as 'Grammar Schools'. Teaching grammar as a skill fills the gap between a product and a process approach, guiding learners to use grammar as a process that emphasizes meaning and self-expression. Grammar skills are essential for effective communication and are essential for English language learning.

Grammar instruction has been deeply ingrained in India since historical times, making it an integral aspect of language instruction. 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. The Maharashtra government has adopted a three-language formula, making English and Marathi compulsory subjects from first grade. Marathi is studied as the first language, English as the second language, and Hindi as the third language. The IX class English textbook, titled "Kumar Bharati," emphasizes grammar teaching in English language teaching. The secondary curriculum includes prose, poetry, and grammar categories. Learning English is difficult, especially for non-native English speakers, who find it despised. Research highlights various obstacles and issues in English language learning for tribal learners. Traditional teaching methods in India have proven ineffective, especially for tribal learners. English grammar teaching at the secondary level is compulsory and often taught in traditional methods. In India, grammar learning is boring and rote, with little active involvement of students. Teachers primarily evaluate students' grammar skills through paper-based tests, making them exam-oriented and passing-oriented learners. Teachers in Maharashtra's schools use the Grammar Translation Method to teach English to indigenous students. Traditional rote approaches, which emphasize learning by heart and the passive participation of students, make grammar study tedious. This lack of engaging teaching techniques, inadequate syllabus, and inadequate teaching styles contribute to a negative attitude among learners. To make teaching English grammar effective and sustainable, researchers and educationists use various tools and techniques, such as music and songs. Studies have shown that learning English grammar with

music is linguistically sound. Rap and Pop music have been used to teach grammar and speech in English. Beth Segal's 'Rapping' program and Carolyn Graham's Jazz Chants program are examples of curriculum-based programs for teaching English grammar. Music can help improve writing, reading, and writing fluency, and can be used to teach not only sounds, rhythm, and stress but also polite formulas, sentence structures, vocabulary, and grammar. Music's importance in tribal life and culture can make it an effective pedagogy for improving English language skills. Tribal students face challenges in English language learning due to their distinct dialect and medium of instruction which is affecting their academic performance and attitudes. The simultaneous learning of Marathi, English, and Hindi creates a three-layered issue. Innovative pedagogical techniques, like teaching English grammar through music, can help make language learning enjoyable for tribal students.

2.0 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. 17 studies are related to the English language education of tribal students. Out of the reviewed studies, 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. Therefore, the proposed study was conducted by the researcher to enhance the grammar skills of tribal students through the Music-Based Program

3.0. RATIONALE

Today in India, knowledge of English is essential for better life opportunities. Spoken English language proficiency is crucial for employment in various fields, and honed grammar skills are essential for this success. The research aims to explore how music can be used in English language grammar learning for tribal learners. Tribal students often struggle with English language learning due to a lack of exposure to spoken English and rote methods. Music plays a significant role in tribal life. Hence, music can help make teaching grammar more engaging and sustainable, making it more accessible to learners. A grammar-song-included Music-Based Program can be an effective tool for fostering natural, pleasurable, and long-lasting learning. The rhythmic tone of songs can

help students become more disciplined and concentrated grammar learners. Music can also bring a refreshing, elevating, and pacifying experience for learners, making English grammar learning more appealing. The research proposes that the Music-Based Program will bring joy to the English grammar learning process for tribal learners. The research selected Class IX, the considered foundation year for secondary education, and the Class X Secondary Board Exams, which serve as the foundation for higher education.

4.0 RESEARCH METHODOLOGY OF THE STUDY

4.1 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?

4.2. STATEMENT OF THE PROBLEM

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

4.3 OBJECTIVES OF THE STUDY

1. To develop a Music-Based Program to enhance English grammar skills.
2. To implement the Music-Based Program to enhance English grammar skills.
3. To find out the effectiveness of the Music-Based Program in terms of achievement in English grammar skills.
4. To measure the reaction of the students towards the Music-Based Program used in the teaching of English Grammar.

4.4 VARIABLES

Independent Variable – Music-Based Program

Dependent Variable – Achievement of English Grammar skills.

4.5 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.”

4.5 EXPLANATION OF THE TERM

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.

GRAMMAR SKILLS: The ability to implement grammar knowledge appropriately, fluently, and competently in English language speaking and writing.

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

MUSIC-BASED PROGRAM

Music-Based Program comprised of grammar verses on the prescribed grammar topics that were written and sung as parody songs accompanying karaoke folk music by the researcher. The proposed study includes karaoke music based characteristically on tribal folk music. The English Songs of different genres, English songs audio videos, lyrical videos, and lyrics worksheets were the elements of the song-based activities during the classroom teaching of the grammar topics.

4.6 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 English grammar skills.

B) ACHIEVEMENT – the scores obtained by the students in the achievement of the English Grammar skills test which comprised of written and oral grammar skills achievement.

4.7. 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 Board (MSBSHSE).

4.8. PLAN AND PROCEDURE OF THE STUDY

The present study was divided into two parts of two segments. Segment I contains the details of the stages taken to develop the Music-Based Program. Segment II includes extensive information about the population, sampling strategy, data-collection methods, and techniques for data analysis.

4.8.1 THE MUSIC-BASED PROGRAM: SYSTEMATIZATION

The development of the Music-Based Program aimed to improve students' understanding of grammar through songs and music, focusing on enhancing grammar skills. The program was designed to be organized, considering class time constraints, teaching-learning environment, and socio-cultural constraints. Songs-based activities were integrated into the lesson plans songs, along with the use of grammar songs, English songs, activity sheets, and audio videos. The selected activities were kept simple and competitive, encouraging tribal students to upgrade their grammar knowledge and understanding to enhance their skills.

4.8.2. SEGMENT I

4.8.2.1 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. 1) Identification of the grammar content as per the prescribed syllabus, 2) Preparation of Grammar Song, 3) Selection of instructional inputs: Activities, Activity Songs 4) Format of Lesson Plans Lesson Plans

4.8.3. SEGMENT II

4.8.3.1. 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.

4.8.3.2. 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.

4.8.3.3. 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.

4.8. 3. 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. After matching the groups with the pre-test, 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.

4.8.4. TOOLS AND TECHNIQUES FOR DATA COLLECTION

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

4.8.4. 1 ENGLISH GRAMMAR SKILLS ACHIEVEMENT TEST:

English grammar skills achievement of 100 was measured in terms of oral and written grammar skills. 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.

4.8.4. 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.

5.0. DATA COLLECTION

The study was executed through the following four phases.

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

The researcher wrote the grammar 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.

b) PHASE 2. PRE-TEST PHASE

It is a Pre-Test Phase, to make the group equivalent, a 100-mark Pre-Test consisted of written grammar skills achievement tests and an oral grammar skills achievement test of 50 marks each was administered to the students of the experimental group and the students of the control group.

c) PHASE 3. IMPLEMENTATION PHASE

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 taught English Grammar conventionally.

d) PHASE 4. POST-TEST

In the post-test phase of the study, the English grammar skills achievement Test of 100, consisting of 50 marks for written grammar skill achievement tests and 50 marks for oral grammar skill achievement tests was administered to students of the experimental and the control group as a post-test at the end of the two terms respectively. 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.

6.0. 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.

6.1 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.
- The reaction of students was found to be favorable towards the Music-Based Program used in the teaching of grammar skills through music. The overall intensity index 4.76 was.

6.2 CONCLUSION

The current study was an attempt to implement a Music-Based Program to enhance English grammar skills to 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.”

6.3 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 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 in-service training programs for school teachers and stakeholders to implement music as the pedagogical tool for the teaching of English grammar.

6.4 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.

BIBLIOGRAPHY

- Agnihotri, C.S. (1991). A cross-cultural comparative study between tribal and non-tribal first-generation and traditional learners in relation to their social maturity and educational adjustment. *Fifth survey of educational research-trend reports. (vol. I) NCERT.*
- Agnihotri, R. K., & Khanna, A. L. (1995). *English language teaching in India: Issues and innovations.* SAGE Publications Pvt
- Agrawal, A. (2013). *Development and try-out of teaching-learning material on English for standard viii students of Adarsh Nivasi Schools for scheduled tribes in Gujarat.* An unpublished Ph.D. thesis (CASE) The Maharaja Sayajirao University of Baroda.
- Alexander, L.G. (1991). *Longman English Grammar.* Pearson Education Limited.
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal* 56.1 57-64.
- Apte, H. and Lama, R. (2008). *Education among tribal communities in Maharashtra.* Ignored Claims: A Focus on Tribal Education in India.139-150. Kalpaz Publications.
- Ayotte, S. (2003). *The acquisition of verb forms through song.* Diss. Michigan State University.
- Babitha, R. (2004). *A study on the development of a self-instructional package on basic grammar in English for upper primary school pupils.* A thesis submitted to the University of Calicut for the award of the degree of a Doctor of Philosophy in the Education Department of Adult and Continuing Education and Extension Services University of Calicut
- Balasubramanian, T. (1985). *Teaching of English made easy.* Macmillan.
- Barbour, F. A. (2017). *The teaching of English grammar history and method (Classic reprint).* Forgotten Books.
- Baruah, T. C. (1991). *The English teacher's handbook.* Sterling Publishers Pvt. Ltd.
- Batstone, R. (1994). *Grammar.* Oxford University Press.

- Bawane, J. (2012). *Ashram schools: Teacher contexts and challenges*. Manak Publications Pvt. Ltd.
- Beatriz, B. V. and Rosa M. L. (2013). Teaching English through music: A proposal of multimodal learning activities for primary school children. *Journal Encuentro, ISSN 1989-0796, pp 61-28*.
- Behera, S.S. (2015). *Communication barriers faced by tribal students in tertiary education*. An unpublished dissertation is submitted to the Department of Humanities and Social Sciences, National Institute of Technology Rourkela in partial fulfillment of requirements of the award of the degree of Master of Arts in Development Studies.
- Best, J. W., & Kahn, J. V. (2013). *Research in education: Pearson new international edition*. Pearson.
- Beth, S. (2014). *Teaching English as a second language through rap music: A curriculum for secondary school students*. Master's Theses. University of San Francisco 104. <https://repository.usfca.edu/thes/104/>
- Bhamare, Y. (2017). *The teaching of language skills through songs, film segments, and video clips*. An unpublished thesis submitted to the Faculty of Humanities and Social Sciences Symbiosis International University at The Symbiosis International University.
- Bhatt & Sarangi, (2019). Difficulties associated with fostering education to tribal population through English language skills. https://www.researchgate.net/publication/341070347_Difficulties_Associated_with_Fostering_Education_to_Tribal_Population_Through_English_Language_Skills
- Bolitho, Rod, Ronald Carter, Rebecca Hughes, Roz Ivanic, Hitomi Masuhara, and Brian Tomlinson. (2003). Ten questions about language awareness. *ELT Journal* 57.3251-259.
- Borg, Walter R. and Gall, Meredith Damien. (1983). *Educational Research*, Longman. PP 413425.

- Bowden, M. I., & Fox, R. K. (2002). *A diagnostic approach to the detection of syntactic errors in English for non-native speakers*. The University of Texas–Pan American Department of Computer Science Technical Report.
- Brahmanandam, T. & Bosu Babu T. (2016). Educational Status among the Scheduled Tribes: Issues and challenges, *The NEHU Journal*, (Vol XIII, No. 1, January-June 2015 the NEHU Journal, Vol XIV, No. 2. <https://nehu.ac.in/public/downloads/Journals/NEHU-Journal-July-Dec-2016-A5.pdf>
- Brand, M. (2007). Music, Asia, and English: Use of pop-songs in ESL instruction. *Asia-Pacific Journal for Arts Education* 5.2 66-75.
- Brown, H. D. (2007). *Principles of language learning and teaching*. 5th ed. Person Education.
- Brown, J. (2006). Rhymes, stories, and songs in the ESL Classroom. *The Internet TESL Journal* 12.4: 2- 3.) <http://iteslj.org/Articles/Brown-Rhymes.html>
- Burman, B.K Roy. (2009). What has driven the tribals of central India to political extremism mainstream. *XLVII (44)*, <http://www.mainstreamweekly.net/article1704.html>
- Cacciafesta, M, E.Ettore. A. Amici, P. Ciccenotti, V. Martinelli, A. Linguanti, A. Baratta, W. Verrucchio, V. Marigliano (2010). New frontiers of cognitive rehabilitation in geriatric age: The Mozart Effect (ME). [doi:10.1016/j.archger.2010.01.001](https://doi.org/10.1016/j.archger.2010.01.001)
- Caine, R. and Caine, G. (2011). *Natural learning for a connected world: Education, technology and the human brain*. Teachers College Press. Common Core State Standards Initiative. <http://www.corestandards.org/assets/application-for-english-learners.pdf>
- Campbell, L., Campbell, B., & Dickinson, D. (1996). *Teaching & learning through Multiple Intelligences*. ISBN-0-205-16337-8 Allyn and Bacon, Simon and Schuster Education Group.
- Carroll, D.W. (2000). *Psychology of language*. Brooks/Cole/Thomson Learning Asia.
- Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly* 25.3: 159-180.

- Census of India 2011, (2013). PCA Maharashtra 2011, 23rd May 2013. Director of Census, Maharashtra. [Census tables | Government of India](#)
- Centre for Budget & Policy CBPS (2015). *Study in review status of education in tribal areas in Maharashtra*. https://cbps.in/wp-content/uploads/CBPS_TribalReport_UNICEF_FINAL-.pdf
- Chen, Yi-Chun, and Pi-Ching Chen. (2009.) The effect of English popular songs on learning motivation and learning performances. *An Interdisciplinary Journal* 56: 12-28.
- Chomsky, N & Halle, M. (1968). *The Sound Pattern of English*. Harper & Row.
- Chomsky, N. (1957). *Syntactic structures*. Mouton, The Hague.
- Cobbett, W. (1984). *A grammar of the English language in a series of letters*. Oxford University Print.
- Cook, V. (2016). *Second language learning and language teaching* (5th ed.). Routledge.
- Cross, D. (1991). *A practical handbook of language teaching*. Cassell.
- Das, A. (1998). *Exploring the effectiveness of computer-assisted learning material on rhymes in different modes*. n unpublished doctoral thesis (CASE) The Maharaja Sayajirao University.
- Dash, B.N (2004). *Teaching of English*, Dominant Publishers and Distributors.
- Dave, R. S. (2013). *Second language learning through songs and stories*. A Ph.D. thesis submitted to Department of Education Sardar Patel University. <http://hdl.handle.net/10603/40953>
- Deinzer, E. (2009). *Teaching grammar: Approaches and methods*. GRIN Verlag.
- Desai, S. and Kulkarni V. (2008). *Changing educational inequalities in India in the context of affirmative action*. *Demography*, 45, 2, 245-270. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2474466/dissertation>.
- Dey, S. K. (2013). *Teaching of English*. Pearson Education India.

- Dwivedi, R. (2022) Development and implementation of a student leadership programme (slp) for developing leadership skills at secondary level. An unpublished Ph.D. thesis (CASE) The Maharaja Sayajirao University of Baroda. <http://hdl.handle.net/10603/448661>
- Eken, D. K. (1996). Ideas for using pop songs in the English language classroom. *English Teaching. Forum 34: 234-41.*
- Elena, J. R. (2014). *The contribution of music in learning English.* A Research study submitted to the University of Valladolid. <https://uvadoc.uva.es/bitstream/handle/10324/7943/TFG-O%20272.pdf?sequence=1&isAllowed=y>
- Elizabeth, M. (2010). *Methods of teaching English.* Discovery Publishing House.
- Ellis, R. (1997). *Second language acquisition: oxford introductions to language study.* Oxford University Press.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly, 40(1), 83-107.*
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in second language acquisition, 28, 339-368.* <http://dx.doi.org/10.1017/S0272263106060141>
- Engh, D. (2012). Why use music in English language learning? A survey of the literature. *English language teaching. 6(2), 113-127. doi 10.5539/elt. V6n2p13 "English-language learners." Edweek.org. Published: August 4, 2004, Updated June 16, 2014.* <http://www.edweek.org/ew/issues/english-language-learners/>
- Falioni, J.W. (1993). Music as means to enhance cultural awareness and literacy in the foreign language classroom. *Mid-Atlantic Journal of Foreign Language Pedagogy 7: 97-108.*
- Filiz, (2005). An analysis of the relationship between the use of grammar learning strategies and student achievement at English preparatory classes. *Journal of Language and Linguistic Studies 1(2):155-169.*

- Final Report, (2017). *Evaluation study of grant-in-aid for voluntary agencies running Ashram schools in Maharashtra. Volume I – Study Findings* PwC. <https://mahades.maharashtra.gov.in/files/report/Ashram%20school%20report.pdf>
- Fischler, J. (2009). The rap on stress: teaching stress patterns to English language learners through rap music. *Minnewitesol Journal* 26.59-80. Print.
- Fries, C.C. (1965). *The structure of English: an introduction to the construction of English sentences*. Longman, Pg. 304.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books. Print.
- Gardner, H. (1993). *Multiple Intelligences: The theory in practice*. Basic Books. Print.,
- Gaston, E.T. (1968). *Music in therapy*. Macmillan.
- Gautam, M. (2013). 'Teaching English to the tribal students: Problems and prospects.' <https://www.researchgate.net/publication/286623462>
- Gautam, V. (2003). *Education of tribal children in India and the issue of medium of instruction: a Janshala experience*. http://www-01.sil.org/asia/ldc/parallel_papers/vinoba_gautam.pdf, <http://www.languageinIndia.com/april2002/tesolbook.html>, 63 4.
- Geoff, P.S. (2003). Music and Mondegreens: extracting meaning from noise. *ELT Journal* 57/2: 113-121.
- Ghosh, A. (1977). *A study of backwardness in English in the secondary schools of West Bengal among the pupils of classes II to IX*. An unpublished PhD thesis, submitted to Kal. University.
- Ghosh, A. (1979a). *A study of backwardness in English in the secondary schools of West Bengal*. In M.B. Buch. *A second survey of research in Education*. Vadodara: Society for Educational Research and Development.

- Ghosh, A. K. (2007b). The gender gap in literacy and education among the scheduled tribes in Jharkhand and West Bengal. *Sociological Bulletin Vol. 56, No. 1 (January-April 2007)*, pp. 109-125 (17 pages): Sage Publications, Ltd.
- Gordon, E. (1993). *Primary measures of music audiation: Test Manual*. GIA Publications.
- Graham, C. (1992). *Singing, changing, telling tales: Arts in the language classroom*. Prentice-Hall Regents.
- Graham, C. (1994). *Mother Goose Jazz Chants*. Oxford University Press.
- Grammar Skills, (2016). Scholastic Asia.
- Griffiee, D. T. (1992). *Songs in action*, Prentice, Hall.
- Griffiee, D.T. (1990). Hey baby! Teaching short and slow songs in the ESL classroom. *TESL Reporter* 23.4 3-8.
- Gupta, P. (2004). *Socio-linguistic constraints in teaching English*. Concept Publishing Company.
- Gurrey, P. (1961). *Teaching English as a foreign language*. Longman.
- Harmer, J. (2001). *The Practice of English language teaching*. 3rd edition Pearson Education.
- Harris, R.A. (1993). *The linguistics wars* Published by Oxford University Press, ISBN 019509834X.
- Hashim, A.B., and S.B.A. Rahman (2010). *Using songs to reinforce the learning of Subject-Verb Agreement*. University of Teknologi Malaysia. 1-5. <http://eprints.utm.musingsongstoreinforcethelearning.pdf>.
- Hasnain, (2004). Indian society and culture: Continuity and change, *Jawahar Publishers & Distributors, 349 The Dawn Journal, 3 (1): 727-758*. *Interface. Centre for Educational Studies, Indian Institute of Education IOSR-Journal of Economics and Finance, 3 (2): 48-52*. http://www.doccentre.net/docsweb/Education/Scanned_material/analysis_Tribals.pdf [India](#)'.

- Hazel-Obarow, S. (2004). "*The Impact of Music on the Vocabulary Acquisition of Kindergarten and First- Grade Students.*" A Dissertation submitted to Widener University.
- Hill-Clarke, K. Y., & Robinson, N. R. (2003). *Locomotion and literacy: Effective strategies to enhance literacy instruction.* The University of Memphis.
- Horn, C.A. (2007). *English second language learners: Using music to enhance the listening abilities of Grade Ones.* University of South Africa.
- Howell, K. E. (2012). *An introduction to the philosophy of methodology.* SAGE.
- Huddleston, R. (1988). *English Grammar: An outline.* Cambridge University Press.
- Hudson, R (1992). *Teaching Grammar: A guide for the national curriculum.* Blackwell.
- Hudson, R (1998) *English Grammar.* Routledge. ISBN 0415174, pg128.
- Huy Le, M. (2007). The role of music in second language learning: A Vietnamese perspective. <http://www.englishclass.canalblog.com>
- Illiciukiene, G. (2005). Pedagogika. Teaching English rhythm through jazz chanting. *Pedagogy Studies (78) pp. 68-72.*
- Indurkar, (2017). A study on the problems and solution of teaching English in tribal Godhachiroli district. *Special issue on Teaching language to the tribal and rural students: Challenges and remedies*” ISSN No.2394-8426.
- Jailakumari, G. (2006). ‘*Effectiveness of tasks based communicative activities in learning English grammar by the teacher trainees.*’ An unpublished thesis Submitted to Department of Education Alagappa University Karaikudi. <http://hdl.handle.net/10603/196762>
- Jayendran, N., Ramanathan, A., & Nagpal, S. (2021). *Language education: Teaching English in India.* Taylor & Francis
- Jespersen, O. (1967). *The Philosophy of grammar.* Routledge.
- Jha, P. (2013). *English as a foreign language among the Senior Secondary tribal students.* An Unpublished Ph.D. thesis submitted to MATS University.

- Jha, J. and Jhingran, D. (2005). *Elementary education for the poorest and other deprived groups*. Manohar Publishers.
- John, W. (1995). *Research in education*. Prentice Hall of India.
- Joseph, K. S. (1983). *Evolving a strategy for teaching English grammar at a high school level*. An unpublished Ph.D. Thesis (CASE) The Maharaja Sayajirao University.
- Kanmani, M. and Annaraja P. (2010). *Brain dominance and achievement in Computer Science of Degree students. research study submitted* Department of Education, Manonmaniam Sundaranar University.
- Kellogg, B. & Reed A. (1877). *Higher lessons in English: A work on English Grammar and Composition*. Clark & Maynard. Pg, 282.
- Kelly, L.G. 25 (1969). *Centuries of Language Teaching: An Inquiry into the Science, Art, and Development of Language Teaching Methodology: 500 B.C1969*. Rowley, M.A Newbury House.
- Khare, M.A. (1986 a). *A comparative study of traditional and structural approaches to teaching English with reference to their learning outcomes*.
- Khare, M.A (1991b) Fourth survey of research in education. NCERT Kothari Commission Report of the Education Commission (1964-66)', Summary of Recommendations.
- Kohli, L. S. & Sharma, L. M. (2000). *Techniques of teaching English*. New Delhi: Dhanpat Rai Publishing Co. (P) Ltd.
- Krashen, S. (1981a). *Second language acquisition and second language learning*. Pergamon Press.
- Krashen, S. (1985b). *The input hypothesis*. Longman.
- Kujur, P. K. and Krishnan, D. (2019). Analysis of English language learning outcome among tribal students of Class VIII of government schools of Gumla district, Jharkhand. *Pedagogy of Learning*, 5(2), 25-36. : <http://pedagogyoflearning.com>

- Kulkarni, V. (2013). Academic Achievement among Tribal Students. *Indian Journal of Applied Research, Vol.3(3), 366-358.*
- Kulkarni, V. and Shivagunde, S. (2012). Gender-based aspects of academic achievement among tribal students. *Review of Research. Vol. 2. No. 1. October 2012. P. 1-4.*
- Kumar, R., Das S., Sengupta A. and Rafique A. (2003). 'State of Primary Education in West Bengal', *Economic and Political Weekly, 38 (22): 2159-2164.*
- Kumar, S. and Bhowmik (1998). Development perspective for tribal. *Economic and Political Weekly, 23 (20):1005-1007.*
- Lakhera, (2017). *A study on the development and implementation of a package for enhancing listening speaking reading and writing skills in the English language among secondary CBSE students.* An unpublished Ph.D. thesis (CASE) Maharaja Sayajirao University of Baroda
- Larrick, N. (1991). *Let's do a poem!* Delacorte Press.
- Larsen-Freeman, Diane, and Michael H. L. (1991). *An introduction to second language acquisition research.* Longman.
- Larsen-Freeman, Diane. (1986). *Techniques and principles in language teaching.* Oxford University Press.
- Leech, Geoffrey, Margeret D, and Robert H (1982). *English grammar for today.* Macmillan.
- Lems, Kirsten (2001). *Using music in the adult ESL classroom.* Source National Clearinghouse for ESL Literacy Education. ERIC Digest. https://americanenglish.state.gov/files/ae/resource_files/article_-_using_music_in_the_adult_esl_classroom.pdf
- Li, X., & Brand, M. (2009). Effectiveness of music on vocabulary acquisition, language usage, and meaning for mainland Chinese ESL learners. *Contributions To Music Education, 36(1), 7383.*

- Lin, H.C. (2010). *A case study: An ESL teacher's beliefs and classroom practices in grammar instruction*. An MA thesis, submitted to Kent State University.
- Lin, L. (2008). The Role of grammar teaching in writing in second language acquisition. *Information Analysis X3*.
- Lock, G. (1995). *Functional English grammar: An introduction for second language teachers*. Cambridge University Press.
- Lone, M.M., Khan M.A., (2019). A comparative study on need achievement of tribal and non-tribal students. *Journal of Applied Research in Education 24(1), 07 – 15, ISSN 0975 – 0665*.
- Longman dictionary of contemporary English, (2001). 3rd ed.
- Lozanov, G. (1978). *Suggestology and suggestopedia – Theory and practice*. United Nations Education, Scientific and Cultural Organization
- Lozanov, G. (2005). *Suggestopaedia- Desuggestive teaching communicative method on the level of the hidden reserves of the human mind*. International Centre for Desuggestology
- Maitra, P. (2017) Development and implementation of module for value inculcation through teaching of social science. An unpublished Ph.D. thesis (CASE) The Maharaja Sayajirao University of Baroda. <http://hdl.handle.net/10603/209205>
- Maley, A. (1997). *Poetry and Song as Effective Language-learning Activities*. In Wigla M. R. *Interactive language teaching*. Cambridge University Press. Pp. 93-109.
- Mandal, R. (2015). Reconceptualizing teacher development and decision making: A model of teaching English to the tribal learners and related issues. *Research Scholar,3(I), 514-519*.
- Mane, V. (2010). *Evaluation of secondary level ashram schools in Pune District*. Centre for Educational Studies, Indian Institute of Education.
- Medina, S. L. (1993). The effect of music on second language vocabulary acquisition. *National Network for Early Language Learning: Vol 6-3, 1-8*.

- Meshram, (2017). Relation between pedagogy of English and tribal students: Challenges and remedies. *Special issue on: Teaching Language to The Tribal and Rural Students: Challenges And Remedies*”. ISSN No.2394-8426
- Michael, and Peter R (1998). *Focus on form: Theory, research, and practice*. Cambridge University Press.
- Ministry of Human Resource Department of school education and Literacy, (2016). *Educational statistics at a glance*.
https://www.education.gov.in/sites/upload_files/mhrd/files/statistics/ESG2016_0.pdf
- Ministry of Tribal Affairs, Statistics Division, GOI, (2013). *Statistical profile of scheduled tribes in India*. DAVP, Ministry of Information and Broadcasting, GOI.
<https://tribal.nic.in/ST/StatisticalProfileofSTs2013.pdf>
- Ministry of Tribal Welfare. (2014). *Report of the high-level committee on socio-economic, health and educational status of tribal communities of India*, Ministry of Tribal Affairs, Government of India: 154- 190 Mittal Publication, 2-4.
- Mishra B.C. and Dhir A. (2005). *Ashram schools in India: Problems and prospectus*, Discovery Publishing House, Print
- Mishra, M., Mohanty, A., Reddy, N., & Gumidyala, R. (2004). *Multilingual education among minority language communities with reference to the development of MLE programmes in India overcoming the language barrier for tribal children: MLE in Andhra Pradesh and Orissa, India*.
- Mohakud, L (2013). A comparative study on achievement in English language between the non-tribal and tribal secondary school students. *An international referred Journal in education* 2(1), ISSN:2277 – 3614, <https://www.researchgate.net/publication/342364836>
- Mona, (2018). *Effect of cooperative learning on peer group relations, self-confidence and achievement in English grammar of 9th class students*. A Ph.D. thesis submitted to the Department of Education Maharshi Dayanand University

- Mora, C. F. (2000). Foreign language acquisition and melody. *Singing ELT Journal*, 54 (2),149-152
- Mujumdar, (1958). *Caste and communication in an Indian village*. Asia Publication House.
- Mujumdar, A. (2017). *Teaching English as a second language*. Sage Publication Private Limited
- Mukalel, J. C. (2005). *Approaches to English language teaching*. Discovery Publishing House.
- Mukherjee, A. (2009). Tribal education in India: An examination of cultural imposition and inequality. *Sociology Semantic Scholar*.
- Murphey, T. (1992). The discourse of pop songs. *TESOL Quarterly* 26.4: 770-774.
- Murphey, T & Maley A. (1992). *Music & Song: Oxford English resource books for teachers*. Oxford University Press; Illustrated edition
- Murray, M.A., and O'Neill. (2004). *Grammar in teaching writing: Grammar FAQ Essay*.
- Mutatkar, R.K. (2004). *Action strategies for health and education in tribal Nandurbar*. Maharashtra Human Development Action Research Study, Indira Gandhi Institute of Development Research and Maharashtra State Planning Board.
- Naba'h, A.A., Hussain, J., Al-Omari, A., and Shdeifat, S. (2009). The effect of computer assisted language learning in teaching English grammar on the achievement of secondary students in Jordan. *The International Arab Journal of Information Technology*, Vol. 6(4).
- Naidu, C. (2014). Development and effectiveness of multimedia package to teach English grammar A thesis submitted to Kadi Sarva Vishwavidhyalaya for the Degree of Doctor of Philosophy in Education. <http://hdl.handle.net/10603/41506>
- Naidu, T.S (1999). *Strategic planning for the future development of the tribes in India*. Puducherry Center For Future Studies, Pondicherry University.
- Nassaji, Hossein, and Merrill S, (2000). "A Vygotskian perspective on corrective feedback: The effect of random versus negotiated help on the learning of English articles." *Language Awareness*9: 34-51.

National Policy on Education, (1986). *Ministry of Human Resource Development*. Government of India.

NCERT, (2005). *A Report of National Curriculum Framework 2005*. NCERT.

NCERT, (2006). *Position paper: National focus group on teaching of English*. NCERT.

NCERT, (2006). Position paper of the national focus group *on problems of scheduled caste and scheduled tribe children*. NCERT.
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/position

Newham, P. (1995). Making a songs and dance: The musical voice of language. *The Journal of Imagination in Language Learning* 3, 66-74.

Nithya, N.R. (2014). Globalization and the plight of tribals: In the case of Kerala, India. *The Dawn Journal*, 3 (1): 727-758.

Norris, John M., and Lourdes Ortega (2010). *Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis*. *Language learning* 50: 417-428. Print.

Novak, J. (2007). *The effect of melodic and rhythmic interventions on typical hearing and deaf/hard- of-hearing preschool children's acquisition of selected vocabulary words*. Ph.D. thesis, College of Music, Florida State University.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Englewood-Cliffs, Prentice-Hall.

Nutta, J.W. (2000). *Is computer-based grammar instruction as effective as teacher-directed grammar instruction for teaching l2 structures?* The Computer Assisted Language Instruction Consortium Journal. Volume 16, Number 1pp.49–60.
<http://journals.sfu.ca/CALICO/index.php/calico/article/>

Oxford primary English grammar skills series (2014). Oxford University Press

Palmer, F. (1971). *Gramma* Penguin Books Ltd

Palmer H. E. (1930). *The Teaching of English* published by John Murray.

- Panchal, (2006). *Development and tryout of self-learning materials in English subject on the unit of 'active and passive voice' for the students of standard-XII*. Unpublished doctoral thesis Veer Narmad South Gujarat University.
- Panda, B.K. (2011). 'Education of girls among ethnic tribal groups in South Asia', *Indian Anthropologist*, 41(2): 15-32
- Panicker, V.M. (2014). Teaching of mathematics through integrated approach at secondary level for value inculcation. An unpublished Ph.D. thesis (CASE) The Maharaja Sayajirao University of Baroda. <http://hdl.handle.net/10603/72858>
- Panthoi A.K. & Dash S. (2019). *Teaching English Language in India*. Radha Prakashan Mandir
- Papa, Mario, and Giuliano Iantorno (1979). *Famous British and American songs and their cultural background*. Longman.
- Paquette, Kelli R., and Rieg Sue A. (2008). *Using music to support the literacy development of young English language learners*. Early Childhood Education Journal 36.3 227-32.
- Parmar R. (2018). *Development and effectiveness of computer-assisted instruction in English grammar for standard IX students*. An unpublished thesis submitted to (CASE) The Maharaja Sayajirao University of Baroda.
- Patel A. D. (2008). *Music, language, and the brain*. Oxford University Press.
- Patel, J. A. (2009). *Development and implementation of CAI to teach English grammar to std. viii student in different modes*. An unpublished thesis submitted to (CASE) The Maharaja Sayajirao University of Baroda.
- Piaget, J. (1972). *Psychology and epistemology towards a theory of knowledge*. Penguin.
- Pinker, S. (2002). *The blank slate*. Penguin Books
- Poverty And Social Exclusion in India, World Bank report 2011. ISBN:978-0-8213-8690-3
- Pradhan S. K. (2011). 'Problems of tribal education in India', *Kurukshetra*, 59(7): 2631

- Pt. Bhatkhande V. N. (1997). *Hindustani sangeet paddhati: Kramik pustak maalika part ii*. Sangeet Karyalaya Hathras Hari Om offset Press
- Pt. Bhatkhande V. N. and Dr. Garg L. N. (2013). *Hindustani sangeet paddhati: kramik pustak maalika part ii*. Sangeet Karyalaya Hathras - Publication No. 76 Hari Om offset Press
- Puri, S. (2020). *English language acquisition of the learners at the secondary, higher secondary and under-graduate level in tribal communities in Chandrapur District* an unpublished doctoral thesis submitted for the requirement for the award of the degree of Doctor of Philosophy in English Swami Ramanand Teerth Marathwada University.
- Rami, G. (2012). 'Status of primary education in the tribal district of Gujarat: A case study of the Dangs district', *International Journal of Rural Studies*, 19(1):1-6.
- Rao, Y. (2010). *Maharashtra set for a major overhaul in school education* CREATE Research Monograph No. 40. University of Sussex: CREATE.
- Raipure, K. (2022) Development and implementation of integrated strategy to inculcate productive thinking among elementary school students. An unpublished doctoral thesis CASE The Maharaja Sayajirao University of Baroda. <http://hdl.handle.net/10603/484597>
- Rathod, J. (2005). *Development and implementation of an information technology based instructional package for English grammar to Gujarati medium students of standard viii of Jamnagar city*. An unpublished doctoral thesis CASE The Maharaja Sayajirao University of Baroda.
- Rauscher, F.H., G. Shaw, (1993). *Mozart and spatial reasoning*. Nature 365 611.
- Reddy A. and Sinha, S. (2010). *School dropouts or pushouts? overcoming barriers to the right to education*. CREATE Research Monograph No. 40. University of Sussex: CREATE. <http://sro.sussex.ac.uk/2485/1/PTA40.pdf>
- Rekha, K.K. (2007). *Cumulative backwardness of high school students in English with special reference to the socially and culturally disadvantaged sections* diagnosis and remediation models. A Ph.D. thesis submitted to Mahatma Gandhi University Kottayam Kerala

- Retallick, J. (1993). *Workplace learning in the professional development of teachers*. Commission report No. 24 by the Schools Council of the National Board of Employment, Education, and Training, Australian Government Printing Office.
- Reviewing the status of education in tribal areas in Maharashtra: A comprehensive Report by Centre of Budget and Policy Studies (CBPS), (2017) https://cbps.in/wp-content/uploads/CBPS_TribalReport_UNICEF_FINAL-.pdf
- Richards, J. (1969). Songs in language learning. *TESOL Quarterly*, 3(2), 161-174.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. (2nd ed.). Cambridge University Press.
- Richards, Jack C. (2008). *Communicative language teaching today*. Cambridge University Press
- Richards, Jack C., and Theodore S. Rodgers. (2001). *Approaches and methods in language teaching*. Cambridge University Press
- Richards, Jack C., J. Platt., and H. Platt. (1992). *Longman dictionary of language teaching and applied linguistics*. 2nd ed.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Richards, J. C., Richards, J. C., Dudeney, G., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Rodgers, T.S. (2001). *Approaches Language Teaching*, London, Oxford University Press, P.86 5.
- Rosenthal, M. (1998). Carolyn Graham: A conversation with the creator of jazz chants. *ESL Magazine: The Information Source For ESL/EFL Professionals*. 1(5), Sept./Oct. 1998.
- Rosová, Veronika. (2007). *The use of music in teaching English*. MA Thesis, submitted to Masaryk University.
- Routier, W. J. (2003). Read me a song: Teaching reading using picture book songs. *International Reading Association*.

- Rustogi, P., Mishra, S.K., and Mehta, B.S. (2012). Scheduled tribe children in India: *28 (1):73-81*.
- Rutherford, William E., and Michael Sharwood Smith. (1988). *Grammar and second language teaching*. Newbury House.
- Saengboon, S. (2006). CLT Revisited. *NIDA Language and Communication Journal* 136-148.
- Sahoo, N. (2009). *Reservation policy and its implementation across domains in India*. Observer Research Foundation, 63-76
- Sahu, K. K. (2014). Challenging issues of tribal education in India, *IOSR-Journal Of Economics And Finance*, 3 (2): 48-52.
- Sahu, K. K. (2014). Myths and realities of tribal education: a primary study in Similipal area of Odisha. *International Journal of Humanities and Social Science Invention*, 3(4), 01-06.
- Sakhiya, R. B. (2006). *Development and effectiveness of work card literature in teaching English grammar in std ix*. An unpublished Ph.D. thesis submitted to Saurashtra University.
- Salcedo, Claudia S. (1996). *Using multimedia to simulate the target culture: The closest thing to being there*. Louisiana, 1996. 560-562.
- Samata, (2017). *Pragat shaikshanik maharashtra-a year's journey*. Samata. <http://samata.shiksha/pragat-shaikshanik-maharashtra-a-years-journey/>
- Samraj, E. (2010). *Effectiveness of selected teaching strategies in enhancing learning of English grammar at higher secondary level*. An unpublished Ph.D. thesis submitted to Department of Education Alagappa University <http://hdl.handle.net/10603/54344>
- Saraswati, H. (2022). *A Comparative Study of English Language Skills Between Non -Non-Tribal and Tribal Secondary Students*. A Dissertation Submitted to Gangadhar Meher University, Sambalpur in Partial of The Requirement for The Degree of Masters of Philosophy Degree in Education <http://hdl.handle.net/10603/357587>
- Saraswathi,V. (2004) English language teaching - Principles and practice. Orient BlackSwan

- Saricoban, A. and Metin E. (2000), "Songs, Verse and Games for Teaching Grammar." *The Internet TESL Journal* 6.10 5. Web. 15 Nov 2011. <http://iteslj.org/Techniques/Saricoban-songs.html>.
- Sasikala, (2014). *Investigated Effectiveness of Language Games in Learning English Grammar at The Secondary Level*. An unpublished Ph.D. thesis submitted to the Department of Education Avin Avinashilingam Deemed University for Women
- Sastri, H. N. L. (1987). *The Bilingual Method Research Project in Bhat Sharada V.(ed)" ELT Methods and Materials: Acritical Study"*, Udaypur Himanshu Publications, 1998, P.42
- Saxena, S., and Mahendroo, K. (1993). Politics of Language. *Economic and Political Weekly*, 28, 45, 2445- 47.
- Schoepp, K. (2001). Reasons for Using Songs in the ESL/EFL Classroom *The Internet TESOL Journal* 7.2 Web. 15 March 2011. <http://iteslj.org/Articles/Schoepp-Songs.html>.
- Schon, D., Boyer, M., Moreno, S., Besson, M., Peretz, I., & Kolinsky, R. (2008). Songs as an aid for language acquisition. *Cognition* 106(2), 975-983. <http://dx.doi.org/10.1016/j.cognition.207.03.005>
- Scrivener, J., Hadfield, J. Hadfield, C. (2003). *Teaching Grammar*. Oxford University Press.
- Scrivener, J., (2010). *Learning teaching: The essential guide to English language teaching*. (3rd Ed.), Macmillan Education.
- Sebastian, C. R. (2008). *A study of relationship between academic achievement motivation and anxiety among undergraduate students of Jharkhand*. A dissertation submitted for M. Phil. S. V. University.
- Sebastian, E. (2014). *Developing grammatical awareness through songs to teach grammar to the high school students of Palakkad district*. An unpublished thesis submitted to Research and Development Centre Bharathiar University.
- Sen, A. K. (1999). *Development as freedom*, Oxford University Press.

- Sen, R. (1992). *Tribal policy of India*, Indian Anthropologist, 22(2): 77- 90.
- Sharma, S.R. (1993). *Teaching and development of English*. Anmol publication.
- Sharma, T. C. (2003). *Modern methods of teaching*. Sarup & Sons
- Shukla, C.S. (1994). *Achievement of primary school children in relation to their socioeconomic status and family size*. An unpublished Ph. D. thesis in Education, Banaras Hindu University. Schooling in Kerala. New Delhi: National Institute of Educational Planning and Administration.
- Shukla, N. (2007). *Education of scheduled caste, scheduled tribe and minorities*. NCERT.
- Silva, Ros, M. T. (2006). *Teaching English as a foreign language in English philology degrees: the use of non-sexist popular music songs as a teaching resource*. Málaga: Publications Service of the University of Málaga.
- Singh, K. S. (2004). *People of India: Maharashtra Part 1 Vol.30*, Popular Prakashan.
- Singh, B. (1996). *Education and development of tribals in India*. Journal of Education, Culture, and Society, 10, 1, 23-39.
- Singh, U.K., and Nayak, A.K. (1997). *Tribal education*. Commonwealth Publishers.
- Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English.* "Diss. Faculty of Arts, Education and Human Development, Victoria University.
- Sreedhar, M.V. (1999). *Reaching the unreached: Enabling Dalit girls to get schooling*, Manushi, 111, 10- 19.
- Stansell, J.W. (2005). *The use of music for learning languages: a review of the literature*. M. Ed. Thesis. The University of Illinois,
- Stern, H.H. (1983). *Fundamental concepts of language teaching.*: Shanghai Foreign Language Education Press.
- Storr, A. (1992). *Music and the mind*. Ballantine Books.

- Stevens, P. (1978). *New orientations in the teaching of English*. Oxford University Press.
- Sujatha, K. (2004). Education Among Scheduled tribes: *The Indian Education Report* https://www.doccentre.net/docsweb/Education/Scanned_material/analysis_Tribals.pdf,
- Sukhareva, V. A., & Glumova, E. P. (2022). Metalinguistic grammar skill as a result of mastering foreign languages. *Nizhny Novgorod Linguistics University Bulletin*, (57), 167-181. <https://doi.org/10.47388/2072-3490/lunn2022-57-1-167-181>
- Sushma, R. (2015). *A Comparative Study of Effectiveness of Concept Attainment Model and Memory Model on Student's Achievement in English Grammar and Their Self Concept*, A Thesis Submitted to Ch. Devi Lal University, Sirsa for The Degree of Doctor of Philosophy in Education Ch. Devi Lal University
- Swain, Joseph P. (1986). The Need for Limits in Hierarchical Theories of Music. *Music Perception* 4 121-148.
- Swain, M. (1985). "Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in Its Development. " *Input in Second Language Acquisition*. Eds. S. Gass, and C. Madden, Rowley, MA: Newbury House, 235-256.
- Sweet, H. (1982). *A Short Historical English Grammar* Published by the Clarendon Press 1982.
- Sylwester, R. (2006). Cognitive Neuroscience discoveries and educational practices. *School Administrator*, 63 (11). Retrieved from [http:// aasa.org/ School Administrator Article.aspx?id=7384](http://aasa.org/SchoolAdministratorArticle.aspx?id=7384)
- Tata Institute of Social Sciences, (2014). *Tribal Sub-Plan in Maharashtra: A Diagnostic Study*, UNICEF, Maharashtra and TISS.
- Thomas, O. P (1969). *Transformational Grammar and the Teacher of English* published by Holt, Rinehart & Winston; New impression edition (January 1, 1969) ISBN-10 0039100413 Pg 256, ISBN-13: 978-0039100414
- Thomas, A.C., and Richard. G. (1984). The Role of Songs in the Foreign Language Classroom. *OMLTA Journal* 28-32.

- Thorndike, Edward Lee. (1913). *Educational Psychology*. Vol. 2. Teachers College Columbia University Publishers.
- Tribal Profile at a Glance, (2014). <http://tribal.nic.in/WriteReadData/userfiles/file/Statistics/Tribal%20Profile.pdf>, accessed on 11/09/2016
- Tripathi, (2017). 'Factors Affecting the Language Learning Experiences of Students of Gadchiroli, at Chandrapur Maharashtra. *Special Issue on "Teaching Language to the Tribal and Rural Students: Challenges and Remedies"* ISSN No.2394-8426 with Impact Factor 2.254 | UDC Approved Journal No. 48455
- Vanguri, R. (2017). *A Study of The Teaching and Learning of English at Secondary School of Andhra Pradesh* an Unpublished doctoral thesis (CASE) The Maharaja Sayajirao University of Baroda. <http://hdl.handle.net/10603/209289>
- Varghese, A. & Nagaraj, P., (2013). English Language Teaching and Tribal Learners. *MJAL 5:1 winter, pp.30-41*
- Venkateswaran, S. (1995). *Principles of Teaching English*. Vikas Publishing House Private Limited.
- Vidyarthi, P.L and Binay Kumar Rai. (1976) *Tribal Culture of India*. Concept Publishing Company.
- Vyas, M. A., & Patel, Y. L. (2015). *Teaching English as a second language: A new pedagogy for a new century* (2nd ed.). PHI Learning Pvt.
- Weinstein, S. (2006). *A love for the thing: The pleasures of rap as a literate practice*. *Journal of Adolescent & Adult Literacy*, 50(4), 270-281. doi:10.1598/JAAL.50.4.3
- Wilcox, W. B. (1996). *Music cues from classroom singing for second language acquisition: Prosodic memory for pronunciation of target vocabulary by adult non-native English speakers*. A Diss. submitted to the University of Kansas.
- Wille, J. R. (2006). *Measuring the Academic Achievement and English language Proficiency of Students at Secondary level*. University of Wisconsin-Stout

- Williams, J. D. (2005). *The teacher's grammar book* (2nd ed.). Routledge.
- Wolfe, P. (2006). *Brain-compatible learning: Fad or foundation?* *School Administrator*, 63(11), 10. Doi: 10.1016/j.cognition.2007.03.005
- Working of Ashram Schools in Tribal areas: Ministry of Tribal Affairs Forty-Fourth report https://eparlib.nic.in/bitstream/123456789/64814/1/15_Social_Justice_And_Empowerment_44.pdf
- Wren. P. C. (1911) *The 'Direct' Teaching of English in Indian Schools*. Longman Green and Company
- Wren. P. C. and H. Martin. (1999): *High school English grammar and composition*. *S. Chanda and Company Ltd.*
- Xaxa, Virginius. (2011). *The status of tribal children in India: A historical perspective*: (IHD)-UNICEF Working Paper Series-7, Children of India Rights and Opportunities Institute for Human Development (IHD)-UNICEF http://www.ihdindia.org/IHD-Unicefwp-PDF/IHD-UNICEF%20WP%207%20virginius_xaxa.pdf
- Xaxa, Virginius. (2015). *'Labour market and Adivasis: An overview'*. *Adivasis in India: issues of livelihood and labour market, public action and market solutions* published by S. R. Sankaran Chair (Rural Labour) National Institute of Rural Development and Panchayati Raj Ministry of Rural Development, Government of India http://nirdpr.org.in/nird_docs/srsc/srsc071016-4.pdf
- Yadav, S. (2000). *A study of the effectiveness of the computer software for students of standard I*. Unpublished M.Ed. dissertation (CASE) submitted to The Maharaja Sayajirao University of Baroda,
- Yang, Ju Yin (2008). *Integrating the task-based approach and the grammar translation method with computer-assisted instruction on Taiwanese EFL Students' Speaking Performance*. Alliant International University.

Zyoud, M. M. (1999). *Development of computer-assisted English language teaching for viii standard students*. Unpublished doctoral thesis. CASE, The Maharaja Sayajirao University of Baroda.

Webliography

<https://shodhganga.inflibnet.ac.in/>
<https://www.proquest.com/>
<http://mierjs.in/index.php/mjestp>
<http://localhost:8080/xmlui/handle/123456789/144>
<http://dspace.nitrkl.ac.in/dspace/>
<https://eric.ed.gov/>
<http://www.researchgate.net/>
<http://www.doccentre.net/>
<http://www.aiirjournal.com/>
<http://www.info1page.com/>
<https://ncert.nic.in/>
<http://ir.jkuat.ac.ke/>
<https://elibrary.tucl.edu.np/>
<http://dspace.univ-tiaret.dz/>
<http://hdl.handle.net/10603/209205>
<https://shodhganga.inflibnet.ac.in/handle/10603/56183>
<https://shodhganga.inflibnet.ac.in/jspui/handle/10603/209205>
<https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/7424>
<https://msubaroda.ac.in/academics/FEP/Details/424>
<https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/7424>
<https://core.ac.uk/download/pdf/322824687.pdf>
<https://dl.acm.org/doi/book/10.5555/AAI27962094>
<https://garuda.kemdikbud.go.id/>
<http://eprints.uny.ac.id/>
<http://mail.mjltm.org/>
<http://erjp.weebly.com/>
<http://suaire.suanet.ac.tz/>
<https://egyankosh.ac.in/>
<https://shodhganga.inflibnet.ac.in/handle/10603/60772>
<https://journaljesbs.com/index.php/JESBS>
<http://hdl.handle.net/10603/182859>
<https://msubaroda.ac.in/academics/FEP/Details/424>

<http://dspace.mirror.hmlibrary.ac.in:8084/jspui/handle/123456789/2026>
<https://anyflip.com/>
<http://dspace.hmlibrary.ac.in:8080/jspui/handle/123456789/1176?mode=full>
<http://cuisinedocbox.com/>
<https://repository.usfca.edu/>
<https://www.tiss.edu/>
<http://www.iite.ac.in/>
<http://www.indcareer.com/>
<http://www.shreeprakashan.com/>
<http://www.aiirjournal.com/>
<https://in.pinterest.com/>
<https://www.pinterest.com.au/johnsonkerynp1/sequencing-pictures/>
<https://www.youtube.com/watch?v=q-aVwYaiPBQ>
<https://moises.ai/>
<https://www.youtube.com/watch?v=q-aVwYaiPBQ>
<https://www.youtube.com/watch?v=HnnMo5dMdgs>
<https://www.youtube.com/watch?v=-Xnu1aCyx5I>
<https://www.youtube.com/@Aadiwood7>
https://www.youtube.com/watch?v=_Yx_cal-SM8&t=56s
<https://www.youtube.com/watch?v=nhlkFhuedIQ>
<https://www.youtube.com/watch?v=q-aVwYaiPBQ>
https://www.youtube.com/watch?v=kXYiU_JCYtU
https://www.youtube.com/watch?v=Bw_hirzdCBs
<https://www.youtube.com/@UltraMarathi>
<https://www.youtube.com/watch?v=s1z01IEZmEc>
<https://genius.com/Raja-kumari-i-did-it-lyrics>
<https://genius.com/Shakira-try-everything-lyrics>
<https://lyrics.lyricfind.com/>
<https://genius.com/>
<https://www.youtube.com/watch?v=QzcvRDWgRIE>
<https://genius.com/K-391-and-alan-walker-ignite-lyrics>
<https://www.lyrics.com/sublyric/4448/Alan+Walker/Faded>
<https://www.lyrics.com/lyric/35444380/Marshmello/Happier>

<https://genius.com/Faime-rain-lyrics>
<https://genius.com/Miia-dynasty-lyrics>
<https://www.karaoke-lyrics.net/lyrics/thefatrat/mayday-feat-laura-brehm-872416>
<https://www.lyrics.com/lyric-lf/1637340/Alec+Benjamin/Mind+Is+A+Prison>
<https://genius.com/Sia-cheap-thrills-lyrics>
<https://genius.com/Walt-disney-records-i-just-cant-wait-to-be-king-lyrics>
<https://genius.com/Shakira-try-everything-lyrics>
<https://genius.com/Shakira-waka-waka-this-time-for-africa-lyrics>
<https://genius.com/Katy-perry-roar-lyrics>
<https://genius.com/Michael-jackson-heal-the-world-lyrics>
<https://www.youtube.com/watch?v=L0MK7qz13bU>
<https://www.youtube.com/watch?v=jpqV3dzYOgk>
<https://www.youtube.com/watch?v=tOCtS3DMaYs>
https://www.youtube.com/watch?v=_yYBRqt1xU0
<https://www.youtube.com/watch?v=Q28xRviQhWY>
<https://www.youtube.com/watch?v=AcNy8QV4MhE>
<https://www.youtube.com/watch?v=K08o44cr3ww>
<https://www.youtube.com/watch?v=cFGRRoapK78>
<https://www.youtube.com/watch?v=czWcyZRAMtk>
<https://www.youtube.com/watch?v=jpqV3dzYOgk>
<https://genius.com/Raja-kumari-i-did-it-lyrics>
https://www.youtube.com/watch?v=i66p0_wZ9F0
<https://www.youtube.com/watch?v=ox4tmEV6-QU>
<https://www.youtube.com/watch?v=PonUS87Yeqw>
<https://www.youtube.com/watch?v=bNB2Sj-6GDI>
<https://www.youtube.com/watch?v=mwL1cohnHNE>
<https://www.lyrics.com/lyric/29799008/Katy+Perry>
https://www.youtube.com/watch?v=i66p0_wZ9F0
<https://www.youtube.com/watch?v=EJEBV11ONHE>
<https://www.youtube.com/watch?v=l8UFnc85-xM>
<https://www.youtube.com/watch?v=kZIXWp6vFdE>
<https://www.youtube.com/watch?v=02CcUCPkW-s>