

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

An

ABSTRACT SUBMITTED

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ABSTRACT

1.1 INTRODUCTION

The usage of language as a means of communication is universal. 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 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. For non-native English speakers, English grammar is the most despised aspect of the English language. Traditional teaching methods have been employed in India to teach English grammar, which has proven to be ineffective. 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. Therefore, various researchers and educationists use various 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. 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.

1.2.1 HISTORY OF GRAMMAR

English grammar has its roots in Greek grammar, Roman period Latin grammar, and the 18th-century English grammarians' work by 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. 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 nature of English grammar.

1.2.1 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. 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." That 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 'that elucidates the importance of grammar in the English Language. Grammar is defined differently by many linguists from the above-mentioned periods.

1.2.2 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 is a grammar skill. 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 is the grammar skill. As a result, grammar's skills importance in language abilities such as listening, speaking, reading, and writing cannot be overlooked and undermined.

1.2.3. 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 Dey (2013), who cites H. N. L Sastri's (1987) description of the nature of grammar as G1 & G2; ‘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.

1.2.4.1 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, it is classified into various types.

1.2.4.2 TEACHING OF GRAMMAR SKILLS

"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, and 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 communication. Grammar skills are the abilities 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. Grammar skill is the fundamental and inherent skill for effective communication skills. Teaching grammar skills will enhance the ability to apply grammar knowledge appropriately, fluently, and competently in English language speaking and writing. ‘As language is a living expression of the mind and spirit of a people, grammar skills enhancement is essential in English language skills. As has been the case with English language learning, it has been deeply ingrained in India since historical times, and grammar instruction has remained an integral aspect of language instruction.

1.2.5 ENGLISH GRAMMAR CLASSIFICATION

There are two different types of grammar, Prescriptive Grammar and Descriptive Grammar, according to Leech et al. (1982). Dash (2004) 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.

1.2.5.1 PRESCRIPTIVE GRAMMAR

This is the ancient traditional grammar that specifies norms for language usage, and any deviation from these guidelines is strictly prohibited. Hence it is also known as Formal Grammar. ‘Formal’ is a term used to describe a type of grammar formally.

1.2.5.2 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.

1.2.5.3 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.

1.2.5.4 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.

1.2.5.5 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 are used as evidence; hence, the term ‘Scholarly Traditional Grammar’ was chosen. ‘

1.2.5.6 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.

1.2.5.7 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.

1.2.5.8 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.

1.2.6 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.

1.2.6.2 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, 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.

1.2.7 ENGLISH GRAMMAR: CURRICULUM OF THE SECONDARY SCHOOLS OF MAHARASHTRA

The Maharashtra government has adopted a three-language formula. 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.

Generally, 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. The particular grammar topic's notes with explanations are provided below all the prose and poetry sections of each unit in the textbook hence, grammar teaching is emphasized. In the secondary section, two lectures (35 minutes each) for English Grammar are held a week as the standard practice so that more structured teaching on grammatical topics could be done.

1.2.8 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. In India, English grammar has been taught using the conventional method and grammar translation method theoretically from the beginning of formal English language education, with little opportunity for students to participate in active involvement. Grammar learning is an unnatural and unenjoyable experience for secondary-level students due to its boring, traditional, and rote methods. The application of grammar knowledge is less emphasized, and memorizing the grammar rule, structure, word forms, and sentence pattern is overemphasized, which creates a negative attitude toward grammar learning. Teachers evaluate students' grammar achievement primarily by using a paper-based written test only through traditional techniques. 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.

1.3.1 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, behind Madhya Pradesh.

1.3.2 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 from Yavatmal district, while 47 Scheduled Tribes (ST) are listed in Maharashtra state, including Warlis, Bhils, Pawaras, Kokanas, Thakars, Gonds, Madias, Korkus, and Mavchis.

1.3.3 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.

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

1.3.5 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 a culture-based education system. The Ministry of Tribal Affairs introduced the Ashramshala program in 1990-1991, with more Ashram 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 and 1983.

1.3.6 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.

1.3.7 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. To teach English, the teacher translates English content and text knowledge into a regional language, Marathi. The state of Maharashtra's schools mainly follow the teachers-employed standard approaches such as the Grammar Translation Method in teaching English grammar.

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.

1.3.8 TEACHING-LEARNING IN ENGLISH: TRIBAL LEARNERS

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. 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. Due to the traditional Grammar-Translation method of teaching, the tribal student focuses on regional language. 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. 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. The tribal students face difficulty 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. Khandeshi Tribals communicate in tribal dialects such as Mavachi, Pawari, Kokani, Dehawali, Nahali, Bundhali, Nachari, Barivati, Bhil, 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. Hence, innovative pedagogical techniques must be designed to make language and grammar more enjoyable for both; the teacher to teach and the

students to learn. Hence, one such pedagogical tool could be teaching English grammar through music.

1.4.1 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 music”. ‘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. Therefore, the importance of music in the teaching of English is emphasized.

1.4.2 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. By citing "music as an outstanding tool" of language teaching and learning, T. Murphy et al. 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. 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 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.

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

Studies have shown that learning English grammar with music is linguistically and educationally 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.

1.4.4 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 which 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.

1.5 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. 17 studies are related to the English language education of tribal students.

In the studies that were reviewed, the researcher did not come across any studies from India that have been conducted to develop a program for enhancing English Grammar skills of tribal students through Music. Therefore, the proposed study was conducted by the researcher to enhance the grammar skills of tribal students through a Music-Based Program.

1.6. RATIONALE

Today in India, knowledge of English is essential for better life opportunities. The spoken and In India, English language proficiency is crucial for employment in various fields, and honed grammar skills are essential for success. Music plays a significant role in tribal life too, and 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 can help make teaching grammar more engaging and sustainable, making it more accessible to learners. A song-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 foundation 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 achievement test.
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 in English grammar skills test.

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.”

4.6 EXPLANATION OF THE TERM

GRAMMAR:

The whole system and structure of a language or systems of languages, 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:

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

MUSIC-BASED PROGRAM

Music-Based Program comprised ten 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.

4.7 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 Skill Test, which comprised of oral and written grammar skill tests.

4.8. 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 the Maharashtra State Board of Secondary & Higher Secondary Education

4.9.0 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. II. It includes extensive information about the population, sampling strategy, data-collection methods, and techniques for data analysis.

4.9.1 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 environment, and socio-cultural constraints. Activities integrated into the syllabus-based grammar songs, along with the use of activity sheets, audio videos, and English songs. The selected activities were kept simple and competitive, encouraging for tribal students to upgrade their knowledge and understanding of grammar to enhance their skills.

4.9.2. SEGMENT I

4.9.2. 1 DEVELOPMENT OF THE MUSIC-BASED PROGRAM (MBP)

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

4.9.3.0 SEGMENT II

4.9.3.1. 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.

4.9.3.2. 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.

4.9.3.3. POPULATION

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

4.9.3.4. 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 in the Dhule district of Maharashtra, having secondary sections, were selected. After matching the groups with the pre-test, these equivalent groups consisted 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.

1.9.4.0 TOOLS AND TECHNIQUES FOR DATA COLLECTION

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

1.9.4.1 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.

1.9.4.2 REACTION SCALE:

To get the reaction of the students towards the music techniques 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.

1.10. DATA COLLECTION

The study was executed through the following four phases.

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

The researcher wrote the grammar verses and set them to the tunes of folk karaoke to use them as a 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.

It is a pre-test phase, to make the group equivalent, a 100-mark pre-test of English grammar skills achievement test consisting of a written grammar skill achievement test and, an oral grammar skill 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.

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.

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 written test and 50 marks oral test, was administered to students of the experimental and the control group as a post-test. 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.

1.11 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 reaction scale analysis.

1.11.1 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.
- The reaction of students was found to be favorable towards the Music-Based Program used in the teaching of grammar skills through music. 4.76 was the overall intensity index.

1.11.2 IMPLICATIONS OF THE PRESENT FINDINGS

- It has implications for curriculum developers as 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 responsible for developing teacher education curricula with a focus on pedagogy courses at all levels.
- Principals and educational administrators may design training programs for school teachers and stakeholders to implement music as the pedagogical tool for the teaching of English grammar.

1.11.4 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

1.11.5 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.”