

CHAPTER – I

CONCEPTUAL FRAMEWORK

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1.1 INTRODUCTION

The usage of language as a means of communication is universal. As social animals, humans are naturally curious and want to know everything that goes around them and language is a tool for meeting this need. Language is not a natural phenomenon,' says Venkateswaran (1995). According to him, "It's a code that can do a lot of different things differently utilized to express our feelings, desires, and experiences to another individual, and other tools, like gestures, signs, sketching, and sculpting, are useful, but they are insufficient to replace language." Language is a product of human's social requirements. It is assimilated in a certain environment, and the method, in which those human uses, is a product of that environment. Grammar is the foundation of learning any foreign language, and English is not an exception to it. The explicit knowledge of grammar makes to use of language tools worthwhile. Learning English is a difficult task. Learning English in non-English-speaking nations is very difficult for a variety of reasons, one of which is grammar. (Ellis, 2006; Celce-Murcia, 1991) Traditional teaching methods have been employed in India to teach English grammar, which has proven to be ineffective. For non-native English speakers, English grammar is difficult for various reasons, resulting in low achievement in English (Wille, 2006). Non-English students find English grammar as the most dreaded form of the English language. In the case of tribal learners, who have low achievement in English, the difficulties are multiplied in English grammar teaching and learning (Jha, 2013). 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 (Paquette & Rieg 2008). As English has been deep-rooted in India since historical times, grammar teaching has been continued as an inseparable part of language teaching in India. There are various dimensions of the historical grammar of the English language, as right from the beginning of formal English Language education grammar teaching has been an essential component.

1.2.0. HISTORY OF GRAMMAR

"English grammar has its roots in the Greek grammar of Dionysius Thrax (c. 200 b. c.) and Apollonius Dyscolous (c. 200 A D.); and in the most important grammar work of the Roman period, the Latin grammar of Donatus (c. 400 A D.) and Priscian (c. 600 A D.)," says Thomas Owen. The grammarians of the 18th century in England, particularly Joseph Priestly, Robert Loweth, George Campbell, and Lindley Murray, embraced the methods of these ancient grammarians. These grammarians looked to Latin Grammar for logical norms of syntax and usage. It is important to note that the education system we have today is very much a product of the Greco-Roman tradition. While the English grammarians of the eighteenth century were formulating the prescriptive rules, many grammarians in France and Germany were looking at language more speculatively. Particularly the grammarians rediscovered Panini's magnificent grammar of Sanskrit, the ancient literary dialect of India, which was probably written late in the fourth century B.C. Sanskrit bore a strong resemblance not only to Latin and Greek but also to German and English, and even to Russian. This led many grammarians to suggest with increasing conviction that most modern European languages, classical languages, Sanskrit, Latin, and Greek are derived historically from some common source. The grammarians also noted one apparently universal linguistic fact that all languages change. This observation led to two kinds of study of languages: Comparative and Historical. 'Many grammarians began a wide investigation of various language similarities as they are called Cognate Forms of Comparative Studies, others were tracing the history of particular languages as far back as written records permitted' (Thomas, 1969). The result of this study, for students of English, was an elaborate description of old English and Middle English. In the nineteenth century, the historical and comparative grammarians continued the research. It was until the late nineteenth century that the linguists made no serious, major significant attempt to describe modern English precisely. The task was reserved for the descriptive and structural grammarians of the late nineteenth and early twentieth centuries (Thomas, 1969).

The new known structuralists were led by Franz Boas. The most notable of the early descriptivists were Leonard Bloomfield (1933) and Edward Sapir. They describe English not as people think "it should be" but as "it actually is." The views of Traditional grammar began to change through the intensive program-based publication by Franz Boas in his book 'Introduction to the Handbook of American Indian Languages' (1911) which led to the development of a new term for grammar i.e., 'Immediate Constituent Analysis (ICA)', a word

that was so unwieldy, was renamed "Phrase-Structure Grammar" in 1957 by linguistics professor Noam Chomsky and the name stuck to it. He explored the idea in a mimeographed paper entitled "The Logical Structures of Linguistic Theory" (1957) which formed a foundation for his first revolutionary grammar book 'Syntactic Structures'. The new popular grammar term 'Transformational Generative Grammar', was applied by many American linguistics, but it came into prominence in 1957 when the Massachusetts Institute of Technology, Published the 'Syntactic Structure' of Noam Chomsky. This work had given such an intellectual influence on psycholinguists and language philosophers that Noam Chomsky is characterized as an eminent modern thinker and ranks fourth among the modern intellectuals following, Marks, Lenin, and Freud (Haris,1993).

Hence, there were two paradigm shifts in grammar, the first was the move from traditional grammar to phrase-structural grammar, and the second was the move from phrase-structure grammar to transformational-generative grammar. But this was not the end yet another paradigm shift occurred, since the mid of 1980, transformational grammar has been challenged by cognitive grammar. However, cognitive grammar does not consist of any new set of rules but involves a new way of looking at language and its relation to the user's mind. Hence, it is re-examining the transformational generative grammar and, how grammar and language are linked to psychology. It emphasizes that grammar dwells in the minds and links its appropriate implications in the association of words, and its arrangement for the suitability and appropriateness to various occasions, situations, and contexts while using language to speak, listen, read, and write. The first attempt of cognitive grammar was made by George Miller in 1960 and then several studies were followed by other psycholinguists, Baker Prideux, Derwing, Bever, Gerrett, Glucksburge and Dank. The cognitive grammar was based on the cognitive science by Rumelhart and McClelland. Hence, the various paradigm shifts elucidated the meaning and concept 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 defined differently by different linguists and scholars. 'English is like mathematics

in the respect that there are rules of sentence formation just like there are rules for calculations in mathematics. The linguists turn to these rules, the symbolic logic (which is highly mathematical) to analyze the language when they are trying to formulate the rule.’ ‘Grammar is a very intricate system of sentence formations that varies from language to language. A complex web of relationships exists within this system that connects the linguistic sounds with the meanings of the messages they must communicate.’ ‘Grammar’ is an extremely complex set in the broadest sense of the word’ (Palmer,1971).

Grammar, according to the Longman Dictionary of Contemporary English (2001), is “the set of rules by which words alter their meaning”. “There are various rules of combining the words, there are various rules to form the sentences by combining the various forms of words, phrases, and the study of those combined words phrases or the study of the application of these rules in language usage is grammar”. ‘Grammar’, according to Cobbett (1984), is “establishing guidelines and principles that assist a person in using words, manipulating and combining words to achieve a goal to provide meaning in a specific way. It is concerned with the structure and form of words, as well as the meaning that sentences create with its words in the sentence with relationships to its sequential combination”. The definition indicates that the meaning of a statement changes when the sequential word order or form of a word or phrase changes. When the form, structure, or sequential word order is altered of any sentence, the meaning is also altered. That means the sentence's meaning is altered while the sentence is altered. Further, it was similarly but clearly conceptualized in Huddleston’s definition. According to Huddleston (1988), “‘Grammar’ as, being made up of morphology and syntax; morphology is concerned with the formation of words, whereas syntax is concerned with the order; in which the words are arranged to produce sentences.” According to Dr. Sweet (1892), “Grammar is the practical examination of a language.” It is also known as the "anatomy of language," however this does not imply that language is static. The definition states that “the language isn't static, then neither can the grammar of it”.

Grammar is now defined as "a device that specifies the infinite set of well-formed sentences and assigns each of them one or more structural descriptions" (Palmer, 1971). Modifying with a depth of meaning, Owen Thomas redefines Chomsky’s Definition that “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”

‘which elucidates the importance of grammar skills in English Language. Therefore, the meaning and concept of grammar skills have to be underlined.

1.2.2. GRAMMAR SKILL: MEANING AND CONCEPT

According to J. Scrivener, “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.” “It is 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.” The ability to implement grammar knowledge appropriately, fluently, and competently in oral and written English are grammar skills. It clarifies, how in a language one makes use of a variety of grammar knowledge resources to accomplish its goals of conveying appropriate message and meaning. The most important language skills i.e., communication skills are basically inherent with grammar skills and oral grammar and written grammar skills are the most crucial productive skills among all. These grammar skills are the fundamental and inherent component of effective communication skills. Learners can generate their own sentences because grammar gives systematic principles for structure and word arrangement. Students, by learning grammar, gain the ability to utilize different words, phrases, and sentence structures intelligibly in their spoken and written communication. Hence, 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. Therefore, the nature of English grammar has to be elucidated.

1.2.3. NATURE OF ENGLISH GRAMMAR

According to Chomsky, “language is a collection of finite and infinite sentences, each of finite length and composed of a finite number of constituents.” According to linguists, “grammar is a collection of these rules, and English, like every other natural language, is a complex, changing, and systematic phenomenon that has rules.” The language users can understand and create sentences because they are explicitly aware of these rules. “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.” Grammar was once thought to be a set of rules that a language had to obey. Hence, ‘Grammar was a lawgiver’ and the purpose of it was ‘the job description’, which was to tell people ‘What should be’, not to describe ‘What is.’ In the instance of a dead language, this idea worked wonderfully. However, it is out of the question in the case of the grammar of a living language like ‘English’. Grammar isn't a legal system and not just a lawgiver; English isn't just a live language; it's a living language. Its application evolves as the people who speak it, as their mother tongue desires. That change is unstoppable and it's the truth about the nature of grammar that the grammar must change in order to keep up with changes in the language. That means as per the nature of grammar, it is a servant of language and it is not master of it at all (Sweet et al. 1892). Grammar is complex, productive, and arbitrary by its nature (Palmer, 1971). Any live language's current grammar teaches us about the use of language, its functions, and how it works. Grammar is a language's "whole system," and it is through this whole system that the users of the language are able to communicate with one another. Language being an intricate system must be logical and grammar must be present in every sentence that is expressed or comprehended. When it comes to appropriate linguistic expression, grammar is critical. Every language has its own 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, states that G1: Relates to the native speaker's grammar knowledge of the English language. This sort of syntax is understood and controlled by any native speaker, whether literate or illiterate. They're all native English speakers of English so intuitively it is used by them. They intuitively understand this set of principles, which allows them to use the language effectively. As it is a natural reaction, ‘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. It is the explanation and description of the implicit/intuitive grammar that's made explicit in grammar books (G2). The ‘G1’ of a language may be known by an illiterate native speaker, but not the ‘G2’. When the native language user starts to consider cautiously the options in language usage, he is consciously using ‘G2’ of his language. So, the distinguish between formal, G2, and informal grammar, G1, in short, is; ‘the grammar’ (G2)

i.e., 'formal grammar' demonstrates 'the facts about a language,' and 'the grammar'(G1), i.e., 'functional grammar' demonstrates 'the correct usage of a language,' respectively. The use of language grammar is just like 'swimming is learned not by mastering the rules of the sport, but by putting into practice its rule's 'knowledge'. It is the same way that a language is learned: not by memorizing rules, but by actually implying rules in language skills by using its knowledge. Therefore, grammar teaching has the greatest importance in English language teaching.

1.2.4.1 GRAMMAR IN ENGLISH LANGUAGE TEACHING: IMPORTANCE

Grammar provides a set of labour-saving structures, principles, explanations, and patterns that reduce verbal effort in language learning. When our linguistic habits fail us, grammar is a reliable source of information. It aids in the consolidation of information of forms and structures that save time and effort when learning a language quickly. As a result, grammar is essential and should not be neglected. When a student has a language question or encounters a language problem, his knowledge of grammar comes in handy. Grammar is a preventive and corrective medicine for a learner, saving him from some of his mistakes in language use. Proper grammar instruction can lead to intense practice across a wide range of topic structures. It has the potential to allow for more practice rather than fewer. Grammar describes how language works. Most linguists believe that grammar is used for three main components a) Formal Patterns of Words to Convey Meaning, b) Language Pattern Description, Analysis, and Formalization, and c) Linguistic Etiquette. However, the last component is advised for advanced higher-level studies for pupils, while the previous two are utilized at high school-level language studies. Thus, Grammar elucidates the structure of a language and serves as a criterion for language usage, assessing a language's accuracy (Larsen-Freeman et al., 1919).

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. People will have only scattered words as an option to communicate in case they use language without grammar. Further, he underlines that to express meaning, with particular scattered words or sounds, visuals, and body language is not sufficient but ineffective. According to linguists, the learning of a language is incomplete unless one has a fundamental understanding of the grammar. 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). If one makes use of words without appropriate grammatical structure, it's easy for the words to become meaningless, jumbled, and unintelligible (Brown, 2007). Therefore, any learner who desires to master the language must have a solid understanding of grammar. Grammar is the foundation of any language. Language is crucial and grammar serves as its skeleton/structure. Language does not exist without its grammar. Prior to the introduction of communicative language education in the 1970s, grammar dominated English language teaching, with curricula built around it. Grammar was so influential in the past that initially public schools were called ‘Grammar Schools’ (E. Palmer 1930). Sebastian (2014) highlights in the study that “grammar can assist pupils in putting their rules’ information in use, in their writing, speaking and comprehending.” Grammar knowledge is vital for communicating effectively and appropriately in both spoken and written forms of skills. Therefore, teaching grammar skills is considered an essential approach to English language skills.

1.2.4.2 TEACHING GRAMMAR SKILL: IMPORTANCE

"A kind of critical gap between a product and a process approach" is filled by teaching grammar as a skill” according to Batstone (1994: 52). Its goal is to guide learners to move from the restrained use of grammar as a product, which emphasizes grammatical form, and toward the productive use of grammar as a process, which emphasizes meaning and self-expression. Understanding grammar's structures and forms is the first step in learning it as a product. Next comes learning it as a process, which entails using grammar structures in communications and contexts and is generally demonstrated through oral and written English. Grammar instruction ends with learning grammar skills that combine correctness and fluency in written and spoken form in English. According to Brown (2007), by learning grammar skills students gain the ability to utilize grammar knowledge, rules, and structures appropriately and intelligibly in their spoken and written communication. Grammar skills are the ability to use a language's systematized knowledge that aids in the development of a variety of mental skills, including critical and analytical reasoning, thinking, observation, and focus. It clarifies how a language makes use of a variety of resources to accomplish its goals of conveying appropriate message and meaning by making the appropriate choices from a variety of sentence patterns and forms.

Grammar skills are the fundamental and inherent skills for effective communication skills. Therefore, the importance of grammar as a skill in English language teaching and learning is emphasized at different levels of school education. The teaching of grammar skills will enhance the ability to imply grammar knowledge appropriately fluently and competently in English language speaking and writing. Hence, the teaching of grammar skills in English language teaching becomes essential for non-native language learners to enhance their G1 and G2 skills. As Dash (2004) rightly cited I.A. Gordon's quotes, "Grammar is the machinery of language vehicle by which that vehicle is set in motion, and the explicit knowledge of grammar smoothen its function so that language as the vehicle of our thoughts, feelings, and expression could express the ethos of our stories, whether real or not." Therefore, "'Grammar', the machinery to run the vehicle of the language, itself is a skill that could be mastered; and the one who has the fuller knowledge of grammar, his (language user) machinery (grammar skills) has been trained to run smoothly and easily to express his thoughts; and the motive power (the steam, electricity,) of grammar is the mind and the speech sounds are the air and space through which the movement of the vehicle takes place" (Palmer,1930). In a nutshell, grammar skills are extremely important in the teaching and learning of second/third languages to exchange information. English language grammar is classified into a variety of types.

1.2.5 ENGLISH GRAMMAR CLASSIFICATION

According to Leech et al. (1982), there are two types of grammar: i) Prescriptive and ii) Descriptive. Panthoi & Dash (2019) classify 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. This feature of prescriptive grammar is incorrect. Language is a constantly evolving, growing, and changing field of study that has progressed beyond the principles of grammar. The use of modems has progressed beyond the initial stages' rules. It has a formal tone to it and follows a traditional approach. Its primary focus is on rules and forms; hence, it is also known as Formal Grammar. 'Formal' is a term

used to describe a type of grammar in a formal way.

1.2.5.2 DESCRIPTIVE GRAMMAR

It demonstrates the language's behavior, or how native speakers use the language. Descriptive grammar takes note of the fact that language is always in a progressive order. Descriptive grammar also establishes rules, and so becomes prescriptive. The sole difference is the provision that says that the former prescriptive closes its doors for a change, whereas the latter descriptive allows for usage adjustments. 'Functional Grammar' is another term popularly used as a name for it.

1.2.5.3 FUNCTIONAL GRAMMAR

Observation and deduction are used to teach a learner functional grammar. During the process of learning the correct sentence patterns, correct pronunciations are taught. The pupil is not only studying grammar but also learning correct pronunciation while learning sentence structures. This masked and unformulated grammar is referred to as 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. This form of grammar, at least for the first few years, is to be taught to students, along with the instruction of English as a second and third language/foreign language.

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. It is a systematic classification of all the different types of language forms. It is studied by the learner in order to be able to describe the language. No one is able to succeed under this group, by abandoning grammar studies. However, formal grammar should be pursued after functional grammar and language were taught during the first few years. Some other flaws include the fact that formal is based on written words rather than spoken words, which discourages variation from the traditional forms.

1.2.5.5 SCHOLARLY AND TRADITIONAL GRAMMAR

These 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 predecessor's work, and a careful examination, documentation." Citations from English literature is used as evidence hence, the term 'Scholarly Traditional Grammar' was chosen. 'Scholarly Traditional Grammar', unlike the scholarly past, the intellectual tradition was rich in diversity and produced a large number of solutions to many linguistic problems. Yet there are still many unsolved questions. This tradition had an impact on the teaching of grammar. This tradition had some influence in universities, but it had no impact on school grammar.

1.2.5.6 STRUCTURAL GRAMMAR

Charles Carpenter 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. Even though the Structural Grammar is not a complete system of grammar. Despite being heavily influenced by descriptive linguistics, this system belongs to scholarly grammar. According to structural grammar traditions, 'It's a skeleton, not a complete system.'

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. All modified sentences are derived from the basic ones that is Kernel sentences. A systematic and syntactic exposition of English syntax has yet to be produced by transformation-generating grammar.

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. Randolph Quirk, Sidney Green Baum, and Geoffrey Smith are some of the proponents of this type of grammar. Widdowson, R.A. Close, and Leech are the

most popular of those who choose language fluency over accuracy. They claim that once fluency is achieved from appropriateness then accuracy will automatically follow it.

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

1.2.6.1 METHODS OF TEACHING ENGLISH GRAMMAR

In the teaching of the English language, grammar is to be an aid in language learning and not an end. According to educationists, (Dash, 2004) grammar should be taught indirectly from class VI to class VIII, using the structures or patterns of sentences, because English is taught from class VI onwards in most of the Indian states. The use of grammatical rules and even the name 'grammar' should be avoided at this stage. For that, there are three steps or stages required in instructional patterns i.e., Presentation, Practice, and Production or Application. Drills are also highly useful in allowing students to learn accurate sentence patterns and making them automatic habits.

Then, beginning in class IX, a formal grammar study is offered. There are various different sorts of teaching approaches for formal grammar instruction. According to Dash (2004), there are various methods of teaching grammar in teaching English as a second language: a) The Traditional Method, b) The informal Method, c) The Reference or Correlation Method, d) The Deductive Method, and e) The Inductive Method, and f) The Inductive-Deductive Method.

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. The teacher's job is to use examples to help students understand the definitions and regulations. From definitions and rules, the teacher moves on to examples. Then he or she instructs students to perform some exercises and commit to memory 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. Suri and Bhardwaj claim that "The informal method will not be able to teach grammar with no grammatical rules, however correct usages are explained informally during correction work. This technique is used when students haven't grasped enough language and are still baffled by it, it's a must technique in the early stages.

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. In this method, two works are running at the same time. 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. This method teaches students how to apply grammar rules in real-life situations.

d) DEDUCTIVE METHOD

The teacher introduces the rules of grammar to the students first in this manner. He then goes on to give a number of instances to clarify the rules further. Students are expected to memorize the rules in this manner. This strategy is simple, but it is also ineffective. The students' creativity is not utilized 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. The intelligence of the students is used in this manner. There is no requirement for students to memorize rules in this classroom teaching method. To progress from observations to law, inductive reasoning is used. Grammar is learned naturally by the learners inductively through experiential learning from various examples. As a result, this Grammar teaching method is also known as the experience-based direct way of teaching. This method is considered as the best grammar teaching method of the English language.

f) THE INDUCTIVE - DEDUCTIVE METHOD (COMBINED METHOD)

The inductive and deductive techniques of instruction were used to teach the grammar but when

used solely inductive and deductive techniques of teaching grammar both were inadequate. So, the teachers combine these approaches to eliminate the incompleteness. Because it adheres to some educational concepts, this method is believed to be the best. This strategy is appropriate because grammar is the science of language. 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. Inducto-deductive is reasoning when you leave it up to the pupils to apply and illustrate the rules. This grammar-teaching technique, when compared to other methods, will make grammar instruction more valuable and effective. As a result, it is accurately called, the 'Teachers teach and apply approach' i.e., "Teachers teach grammar inductively and apply it deductively," approach (Wren et al., 1997). Aside from these strategies, there are a few other steps that are often utilized in this method of grammar teaching. The instructor gives several examples of the same type. After that, the teacher describes the instances and tries to pique the pupils' interest in thinking. After the students have absorbed the examples, a hypothesis is developed. The hypothesis is then tested using instances, and rules are established. The task of determining the regulations has been completed. The verification of the concept is done using the inductive and deductive methods. The inductive method is used to discover the rules, while the deductive method is used to verify the rules. The following are some of the benefits of using inductive and deductive methods: i) This strategy follows the educational maxims of "from known to unknown," "from simple to complex," and complex, ranging from tangible to abstract, and from specific to broad. ii) Throughout the session, students remain active. iii) Grammar is something that students enjoy learning. iv) There is no need to memorize the rules by rote method. v) This strategy aids in the development of pupils' analytical reasoning and critical thinking skills. vii) P. C. Wren claims that "Inductively teach grammar, and teach English deductively as you would, by driving an experience." The rules are evident in both and do not require prior knowledge. Before a boy may play with a football or a cricket ball, he must not be able to define them. Then why does the grammar learner have to define a noun or a verb before using it? However, the advantages of this method have made it the most popular way of teaching grammar. 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. This strategy, especially beneficial for visual learners, has been absent from current teaching for at least 30 years. Many different types of diagrams, such as the Reed-Kellogg System and dependency grammar, have been used to display sentences for a very long time. They all organize a sentence's functions in a way that demonstrates the grammatical structure, words, and their relationships. (Kellogg and Reed, 1877)

h) LEARNING THROUGH WRITING

In the United States and Canada, this strategy is widely employed in schools. Students are encouraged to experiment with language through creative writing and reading while learning proper grammatical usage was also encouraged. If there were specific grammatical rules that needed to be addressed, more structured instructions were given. The emphasis was being focused on language acquisition rather than language learning, as it was discovered that, learning is ineffective because memorization of grammar rules does not work effectively, and pupils are better equipped to recognize and understand what they are learning. Repeated practice is also required because the lessons are more engaging and students have to use the grammar rules in their writing. This can be readily done by doing creative or personal writing exercises.

1.6.2 APPROPRIATE METHODS FOR INDIAN CLASSROOM

As in the case of the Indian setting, finding the right approach or technique for language learning is impossible. “There is no single appropriate approach to go about teaching language today,” (V. Saraswathi, 2004) Nothing, however, in the field of language pedagogy has been as divisive as the role of grammar teaching. One of the most interesting and contentious debatable questions in Second/Third Language teaching has always been: ‘How to teach grammar?’. This debate, according to Kelly (1969), has been going on since the 1950s. Since the commencement of language instruction, the combative question, of whether grammar should be taught implicitly, by spontaneous exposure to grammatical principles, or formally, through a formal presentation of grammatical norms, does exist. However, the use of meaningful language grammar, on the other hand, must be taught in order to communicate effectively. Before, we get into the process of teaching English grammar, it's critical to establish the quantity of grammar that will be assigned to various levels. It is important to remember that neither too

much nor too little grammar should be used. Dash rightly says (2004)'Grammar is like a vitamin in the sense that if you don't take it, you'll get sick. Its shortage, as well as an excessive amount, can be wasteful. 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 that which method is appropriate for teaching English, and it is up to the teachers to figure out the best ways to do so. Hence, the teacher must imply the sorts of grammar and grammar curriculum, as well as the appropriate approaches and techniques while teaching English language grammar at the secondary level. Grammar is at the core of language learning lessons, thus new approaches, procedures, new educational tools, and techniques are employed by teachers to teach it effectively at secondary school. Therefore, the objectives of teaching English grammar have to be underlined.

1.2.6.3) OBJECTIVES OF TEACHING ENGLISH GRAMMAR:

The NCF's (2005) secondary level objectives are aimed to develop.....

- I. knowledge and understanding of Grammar.
- II. abilities to make use of the grammar in own writing of English.
- III. student's insight into the structure of the English language
- IV. an interest in reading English passages/literature.
- V. self-study habits.
- VI. competencies in writing essays and gist of the passage in their own words/ language.
- VII. their insight and favorable attitude towards the English language.
- VIII. an understanding of the rules of grammar and their use in the writing of English.

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

Maharashtra government has adopted a three-language formula from std V to X. According to the earlier Formula: (Li) mother tongue or regional language will be studied for 10 years (classes I—X), (L. ii) the official language—Hindi, or the associate official language of the Union, English will be taught for a minimum of 6 years (classes V—X), and (L. iii) English / a modern Indian or foreign language—not covered under (i) and (ii) and not used as the medium

language (classes I- X,). The states were given the option of selecting Hindi or English for second or third place. In Maharashtra state the regional language Marathi is the medium of instruction and the first language for School Education. Hindi was the second language, to be studied from V to X, along with English as the third language to be studied at the school education. Up till the academic year 1999- 20, English and Hindi were compulsory languages along with Marathi, from class V to X. However, since the academic year 1999-2000, the Maharashtra State Government made English a compulsory language to be studied as a second language along with Marathi from class I onwards in all the schools of Maharashtra, irrespective of any language used as a medium of instruction. Therefore, since the academic year 2000-01, English and Marathi languages become compulsory subjects from, class I, in primary education onwards. Hence, presently, Marathi; as the first language, English; as the second language, and Hindi; as the third language have been studied as compulsory languages from elementary to secondary school education as per the three-language formula adopted by Maharashtra state; and it remained the same in case of Maharashtra since the beginning of formal education in independent India.

The curriculum of English comprising grammar content at secondary school has been prescribed all over the country which is based on the guidelines of NCF (2005). Maharashtra State Textbook Production and Curriculum Research Board is an institution established on 27th January 1967 under the Department of School Education, Government of Maharashtra. It is known as 'Pathyapustak Mandal'/'Bal Bharati'. The organization conducts research on school curriculum in Maharashtra, prepares school curriculum accordingly; prepares textbooks according to the curriculum; and arranges printing and distribution of books in a manner that it is available to the students at minimum and reasonable rates as well as on time. Generally, the IX class English textbook of MSBSHSE (The Maharashtra State Board of Secondary and Higher Secondary Education) is issued by Bal Bharati. The textbook IX class English is entitled 'Kumar Bharati'. According to the curriculum of English language teaching, grammar teaching is emphasized as an important aspect of language instruction at the secondary level by keeping in mind that Std. IX is the foundation year for class X State Board Examinations.

The textbook of English at the secondary level comprises prose, poetry, and the grammar categories that are included in the secondary curriculum. All the grammar categories are explained thoroughly along with the exercises below every prose and poetry section of each unit. The textbook comprises English grammar content covering the grammar topics; i. Parts of speech concerning their form and position in a sentence. ii. Words and word formation,

prefixes and suffixes and compound words, different kinds of phrases, adjectival phrases, prepositional phrases, etc. iii. Clauses (noun, adjective, and adverb) and their identification in a sentence. iv. Sentences –different kinds- Simple, Complex, Compound, v. Tenses finite and non-finite gerunds, and participles, modals. vi. Transformation of sentences from active into passive, simple into complex, and into compound Direct- Indirect reported speech and vice-versa vii. Prepositions and conjunctions. viii. Punctuations.

In the secondary section, two lectures (35 minutes each) for English are held per week, as the standard practice, so that more structured teaching on grammatical categories/components/topics including definitions, grammar rules, and applications can be done. Grammar is to be explained for linguistic uses in relation to the prose and poetry teaching but while teaching the prose and poetry, the flow, rhythm, and continuity of the lesson are preserved by simply referring to the grammatical category from the curriculum during classroom teaching. There is no such thing as ‘too much or too little grammar in this case.’ As Dash (2004) rightly mentions, “Grammar is like a vitamin, in the sense that it prevents ill effects,”. Therefore, grammar teaching remains an integral aspect of language instruction at the secondary level of English teaching.

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. Traditional techniques of teaching English are used more frequently in secondary schools and the same is the case with grammar teaching techniques (Indurkar, 2017). Traditional teaching methods are still widely used by most secondary school teachers since they are more familiar with the old techniques as it is also easier to regulate the classroom, where students sit at the desks and fixed in place listening to the knowledge of the content presented by the teacher on grammar topics. In India, English Grammar has been taught using the conventional method from the beginning of formal English language education. A teacher uses the translation method to teach grammar content (Meshram, 2017) The grammar topic, rules, terminologies, application, sentence structure, patterns, and other aspects of grammar categories are translated into the mother tongue or the regional language to make it understandable at the learner’s end. Grammar is taught theoretically by the teacher, with little opportunity for students to participate in engaging active involvement. Students take notes of grammar topics and write or copy them

passively to memorize. Furthermore, it is a long-standing habit to train and treat youngsters as passive learners and receivers, which undermines their ability to learn independently. Grammar learning is an unnatural and unenjoyable experience for secondary-level students due to its boring, traditional, and rote methods (Sakhiya, 2006). In a traditional technique, the emphasis is placed on learning with memorization of the structure, terminology, definitions, and rules. 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 towards grammar learning. Teachers evaluate students' grammar skills achievement primarily by using a paper-based written test only through traditional techniques. This approach makes grammar teaching an exam-oriented, passing-oriented content than that of language skills enhancement for language learning and having mastery over it (Saengboon, 2006).

Though grammar teaching is an important portion of language teaching, many a time it is neglected by the teachers in the classrooms. Hence, improper techniques or unfavourable attitude toward teaching makes language grammar learning difficult for learners. Especially when the learners are academically low achievers from the deprived and depressed learners' communities like Tribals in India (Tripathi, 2017). Hence, it becomes essential to review the status of tribal English education in India.

1.3.1 THE TRIBALS IN INDIA

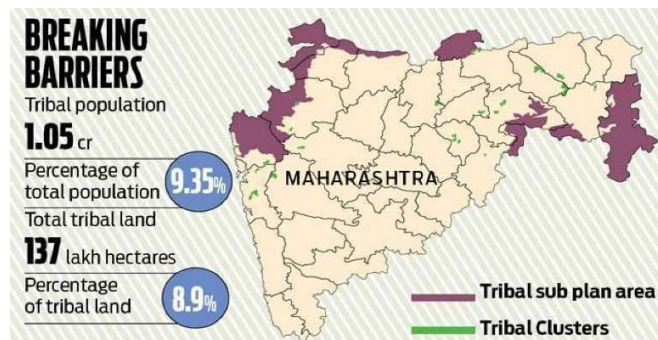
India is enriched by nature with the multifaceted diversity in its ethnic, indigenous population. These heterogeneous groups, known as tribals 'Adivasi', are identical in their multi-layered culture, language, and distinct way of living life. According to Majumdar (1958), "A tribe can be defined as a community which has a name, endogamous in nature, lives in the common territory, has a common traditional culture with an unwritten language, is structurally and culturally distinctive, relatively homogenous, largely self-governing, with no specialization of functions, pervasively self-sufficient, and has a shared consciousness of ethnic identity and of belonging together."

The tribes were referred to as "Aboriginals," "Adivasis," "Forest tribes," "Hill tribes," and "Primitive tribes" before the constitution, and they were officially acknowledged as "Primitive Tribes" in 1931. They were classified as Scheduled Tribes in 1951. Adivasis also referred to as "Scheduled Tribes" (STs), are one of the population groups that the government recognizes as being "educationally backward." under accordance with Article 342 of the Constitution, STs are referred to as those communities that are "scheduled" under Article 366 (25) of the Indian

Constitution. According to the 2011 census, there are 75 ethnic groups of Particularly Vulnerable Tribal Groups (PVTGs) whereas there are 735 Scheduled Tribes (ST) in India and talk/communicate more than 270 tribal vernacular languages/dialects. The ST population is scattered differently in different states of India and mainly concentrated in the 11 states having different shared percentages of tribal population. India has the world's single largest tribal population (Mukherjee, 2009). The 2011 census of India, which is the 15th Census and 7th Census after the independence, shows that India has a total of 10,42,81,034 tribal population scattered in its different States and Union Territories. Madhya Pradesh with a total of 1,53,16,784 tribal population, out of the total tribal population, stands first in India having the highest share of tribal population and the State of Maharashtra stands second after that.

1.3.2 THE TRIBALS IN MAHARASHTRA

Among all the states of India, Maharashtra stands 2nd with a total of 1,05,10,213 tribal population. Maharashtra has a 10.1% share of the total tribal population of India, comprising 53,15,025 tribal male's population and 51,95,188 tribal female's populations. It means out of the total population of Maharashtra state, 9.35% population is tribal and females are more in the tribal population than males. As shown in the following map, the tribals are highly concentrated in the Western and Eastern hilly regions of Maharashtra (Censes, 2011)



Source: <https://www.dnaindia.com/india/report-remove-restrictions-open-up-tribal-land-panel-2202455>

As per the 2011 census, out of the total Schedule Tribe population in Maharashtra, Nandurbar District, with 69.3% of the ST population, has the highest tribal population of any other district of Maharashtra, and Dhule has the third-highest tribal population with 31.6%. Out of the 36 districts of Maharashtra state, the tribal population is largely concentrated in the 15 districts only. The main tribes are divided into four geographical regions: 1) Kokan 2) Gondwana 3)

Marathwada 4) Satpuda. The STs, with different total no of populations, reside in the western hilly regions of the Sahyadri mountains, in the districts Dhule, Nandurbar, Nashik, Thane, Raigad (presently Thane & Palghar); and in the districts Jalgaon, in the Satpuda Mountain Region; and in the Eastern Gondwana region of forest area, in the districts of Chandrapur, Gadchiroli, Bhandara, Gondia; and in the Marathwada region of Nagpur, Amravati, Yavatmal districts of Maharashtra. The three main tribes, i.e., from Yavatmal district Kolams; from the districts Thane and Raigad the Katkaris; and from the district of Gadchiroli the Madiagonds have been reported by the government of India as the Primitive Vulnerable Tribes. Whereas, 47 tribes in Maharashtra state have been notified as Scheduled Tribes (ST) by the government of India. The Warlis, Bhils, Pawaras, Kokanas, Thakars, Gonds, Madias, Korkus, and Mavchis are the few main tribes among the 47 scheduled tribes in Maharashtra. The tribes constitute the tribal population in Maharashtra having diversity in the quantity of respective tribe population. Tribals are one such community that faces severe problems in the development of India's education due to its diversity and complexity.

1.3.3 TRIBAL EDUCATION DEVELOPMENT IN INDIA:

In the pre-independence era, education was dawned on tribals. Honest efforts and the actual roots of education for tribals are found in the works of some renowned social workers of the pre-independence era such as Mahatma Gandhi, Rabindranath Tagore, and Vinoba Bhave. Shri Thakkar Bappa was one of the important leaders of tribals who are considered the Pioneer of Tribal Education in India and 'Ashramshala'.

1.3.4 ASHRAMSHALAS: DEVELOPMENT

Amritlal Vithaldas Thakkar popularly known as 'Thakkar Bappa' established the 'Bhil Seva Mandal' in 1922 in Maharashtra state for Bhil tribe upliftment. Actually, the term "Ashramshala" refers to an old-fashioned idea of formal teaching in prehistoric India. In the past, children (Shishya) were thought to leave their families and live with their teacher (Guru), according to historical formal education practices in ancient India. Thakkar Bappa, a devotee of Gandhi, developed this sort of education for tribal people for the first time in Mirakhedi in the Maharashtra region (now in Gujarat) in 1922 for the children of the Bhil tribe. These schools were subsequently founded in the state of Odisha under the name "Ashramshala" in 1939 with the help of Mahatma Gandhi. In the tribal area, these "Ashramshala" were built with a residential facility for kids. These "Ashramshala" were created with the intention of inspiring

indigenous kids to pursue higher education and social standing. Later the followers of Bhil Seva Mandal extended the work of the education, and development of schools, hostels, and kindergartens in other states of India such as Bihar, Orissa, and Madhya Pradesh for tribals. The Ashram Shala for disadvantaged groups of society was the concept used for education in remote and rural areas by the Seva Mandal.

1.3.5 ASHRAMSHALAS: STATUS

Since, independence in 1947, the Government of India has initiated different programs and projects to improve the literacy levels of the tribal population through providing them with mainstream formal education. The current scheme ‘Ashramshala’ was launched in the year 1990-91 by the Ministry of Tribal Affairs, Central Ministry of Government of India. As a result, from the Third Five-year plan the number of ‘Ashramshala’ spread in states of Gujarat, Himachal Pradesh, Kerala, Maharashtra, Odisha, Rajasthan, and Tamil Nadu. So, in a nutshell, during the post-independence era, the development through the Ashram schools was not officially introduced into India until the third Five-Year Plan in 1962, when the Dhebar Committee proposed building ashram schools in sparsely inhabited distant tribal areas where there were no schools. In order to secure economic and social progress, the fourth Five-Year Plan placed even more emphasis on the need to create a system of education that is in line with their culture. A few ashram schools were established in the years 1953–1954 under the direction of proficient, devoted, and dedicated educators with the main goal of providing quality education, food, residential amenities, and educational materials free of charge for the tribal populations for their educational upliftment. The government imposed a standard to provide one ashram school for every 2,000 to 3,000 population in the years 1982–1983, keeping in mind the vulnerability and hardship of the remotest tribal communities (Government of Maharashtra, 2005). The Ashram school program was first a state-run, centrally supported program. Ashram schools have been a part of the Tribal Development Department from 1984–1985. The Ministry of Tribal Affairs was established at the national level of government in 1999 following the division of ‘The Ministry of Social Justice and Empowerment’ in order to provide a more targeted approach to the integrated socio-economic development of the Scheduled Tribes (STs).

Each state has its own Ministry of Tribal Affairs or Tribal Development Department headed by the central ministry. According to Article 45 of the Indian Constitution, all children must get free, obligatory education until they are 14 years old, and Article 46 of the Indian Constitution

guarantees equal access to education for all scheduled castes and scheduled tribes. However, while the passage of the Right to Education Act, 2009 (RTE), in its principle, has sought to guarantee equal opportunity for all students; many children, especially those from the most marginalized communities, and tribes, continue to have low attainment levels and outcomes.

1.3.6 DEVELOPMENT OF TRIBAL EDUCATION IN MAHARASHTRA

The Ashram School in Maharashtra has made significant progress in the pre-independence era with its establishment by Thakkar Bappa. The Social Welfare Department formed the Tribal Welfare Department in 1972, which implemented tribal welfare programs. In 1973, a Tribal Commissionerate was formed as an independent department. Even though a separate Tribal Development Department was formed on April 22, 1983, it didn't start operating on its own until 1984 (<http://mahatribal.gov.in/1165/About-the-Department>). In 1992, the Directorate and Commissionerate were combined to expand the Tribal Development Department. In order to carry out various tribal welfare programs in accordance with state and federal legislation, the Maharashtra state established four Additional Commissioners of Tribal Development (ATCs) and 29 Integrated Tribal Development Project (ITDP) offices. The school sector of the Integrated Tribal Development Project (ITDP) office is in charge of the government and government-aided ashram schools among its other sub-sections. Tribal Research and Training Institute, Tata Institute of Social Sciences (TISS), Mumbai, is an important component of the Tribal Development Department.

Additionally, Maharashtra has its own state program for subsidizing education, known as "Ashramshala." The Maharashtra state government has made investments in both, building its own Ashramshala and Ashram school complexes; as well as a program that awards the grant in aid to the non-governmental organizations for the construction and operation of Ashram schools. Presently, there are 1107 'Ashramshala' in Maharashtra, 549 of which are supported by the state government and 558 are aided schools (TDD, 2014). Recently, it has started a scheme of junior colleges attached to its Ashram school and there are 123 Junior colleges attached to the ashram schools. There are 892 ashram schools around the nation that have received central approval. These schools offer tribal children boarding and housing amenities while they finish their secondary education. In addition to this, the department has begun 197 Eklavya Model Residential Schools that are similar to KGBVs (Kasturba Gandhi Balika Vidyalaya) and Navodaya Vidyalaya.

It is also important to note that there are a number of scholarship schemes that exist to

encourage and support education for Tribals. The importance of education cannot be undermined when it comes to the universalization and equalization of opportunities and the development of tribals. Hence, the best education imparting procedure is the necessity for teaching all the subjects at Ashram schools, and English is one of these subjects.

1.3.7 TEACHING OF ENGLISH IN TRIBAL ASHRAM SCHOOLS: MAHARASHTRA

Tribal Ashram schools are governed by the same state-level three-language formula. It has to be noted that as per the school education system of Maharashtra, the tribal students learn English as a second compulsory language from Class I to XII. In the state of Maharashtra, it is studied as a second language, along with a third language Hindi, and a first language Marathi, that the tribal students struggle to learn at the secondary level of school education. The three-language formula, adopted by Maharashtra is an ironical educational burden for the tribal learners for whom neither of any three of these languages are known before the formal education.

At the primary level of education, they have to face difficulties with the regional language Marathi and English language adoption, while learning it as compulsory languages simultaneously from class I; and Hindi as one more compulsory third language from class V. The teachers continue to use the standard Grammar Translation Method to teach English to these indigenous students. In the teaching of foreign languages, the mother tongue or the regional language of the particular state is employed as the medium of instruction by the teachers (Sen et al., 1992). To indigenous students, English sounds like a 'foreign' language. To teach English, the teacher translates English content, and text knowledge into a regional language, Marathi. The Explanation, grammar terminologies, vocabulary, grammar rules, definitions, and sentence structures including their applications, etc. are translated into Marathi. The state of Maharashtra's schools mainly follow the teachers-centric standard approaches such as the Grammar Translation Method in teaching English grammar. The teacher translates English grammar into Marathi grammar, to explain /describe the English textbook grammar content while teaching it in the classroom, so that comprehension of the text will be made convenient at the learner's end (Mujumdar, 2017). Grammar study is made tedious by traditional rote approaches. The rote method, at the secondary level of English language learning, emphasizes learning by heart the grammatical definitions, rules, and their uses and the pupils participating passively during the classroom teaching-learning process.

The rote methods, lack of new and engaging English language teaching techniques, as well as

an inadequate syllabus and teaching styles develop a negative attitude amongst the learners toward learning. More often a teacher's goal is to "prepare" the students for the exam and not to teach them how to use the English language for communication. Grammar learning becomes more of a subject passing content solely in this sort of English Language learning (Tripathi, 2017). However, as Retallick (1993) points out, the most crucial criteria for efficient learning are the quality of the teacher and the quality of the instruction in English language learning. The research highlights a variety of obstacles and issues in English Language learning of tribal learners.

1.3.8 TEACHING-LEARNING OF ENGLISH: TRIBAL LEARNERS

English has long been regarded as a language of social and economic progress, one that promises confident advancement into a "better" future. It needs the acquisition of English as a highly important second language for the entire population of India, not to mention the tribal population, which makes up a significant portion of the population (Sharma, 1993). English is one of the required languages for tribal children in secondary school. The tribal communities are a single entity among the world's population, who encounter several issues in various areas of life. Agnihotri (1991) stated that tribal students have a low level of educational success. Efforts and strategies are made to increase primary school enrolment but in secondary-level education, the dropout rate is exceptionally high, at 57 percent. Despite the fact that more students are enrolling in school at elementary level education, only a small percentage of them complete their education at secondary and higher secondary level. The rising number of dropouts, especially female students, is a big issue prevalent in indigenous areas' schools (Reddy & Sinha, 2010).

Learning difficulties during the English language teaching-learning process have emerged as one of the hurdles that tribal students confront in their formal education at school. The tribal people communicate in their own dialect which is distinct from state language /regional languages. Their learning is disadvantaged by the disparity between their mother tongue and the medium of language instruction. These language barriers have an adverse impact on academic performance, resulting in a negative attitude toward education among tribal students (Apte, H. & Lama, R. 2008). The inability to communicate in English was noted as a severe problem of inferiority complex that turns into a significant impediment to tribal learners' poor educational status. Numerous efforts have been up in the country to uplift their educational standards but unfortunately, nearly seven decades time span have passed without any

significant improvement/ achievement of the goal of their socio-economical, and educational development. No complete success to make up a permanent dent in the nearly seven decades of development initiatives. Efforts have failed to make a significant difference in the circumstances of the poor socio-economic economic, and educational status of tribals (Rekha, 2007).

According to Shukla (1994), tribal students' achievements are lower than non-tribal students' due to a variety of factors, and socioeconomic factors are a major out of it. Their low achievement is due to the school atmosphere, curriculum, medium of instruction, and language adjustment issues which develop a sense of alienation. Unlike other learners, tribal learners who live in a different culture and location, have more difficulty in learning a foreign language, English as a compulsory language since the beginning of formal education along with Marathi, and as a third language Hindi. 'Marathi', which is employed as a medium of instruction, is also new for them, hence, when they are expected to learn all three simultaneously at the stage of primary education, learning languages becomes a great three-layered language adjustment issue for them. According to Agnihotri (1991), when it comes to language learning, there are greater language adjustment issues for the tribal learner. The teacher translates text content information into a regional language by using the traditional grammar translation method of teaching, but the tribal student focuses on the regional language (Singh, 1996). The tribal for whom the State /regional language Marathi is also different and difficult to learn as his own mother tongue /dialect is totally different from the language he studies formally at school.

In the case of the 'Khandesh' region of Maharashtra, districts Dhule Nandurbar Jalgaon and some parts of Nasik district the local dialect 'Ahirani' is the medium of communication; hence, Marathi language learning is also a non-speaking language learning. Therefore, when Marathi is used as a language of instruction for education in Maharashtra it creates a barrier to success in acquiring the English language. Hence, the tribal pupils confront a variety of challenges and issues when it comes to the learning of the English language (Singh & Nayak, 1997). In the case of the Khandeshi tribal students in Maharashtra, the language adjustment issue is a greater language barrier in education development due to dialectical and regional language differences. (Mutatkar, 2004) Khandeshi Tribals communicate in tribal dialects such as Mavchi, Pavri, 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 the learning English language, they face language adjustment issues with major constraints. The regional dialectical distinctions are the main barrier in their English language teaching and learning that results in low educational advancement for higher education (Varghese & Nagaraj, 2013).

The tribal students face difficulty in being multilingual learners, learning three different languages Marathi, Hindi, and English, at once, when they live in a community where they have their own mother tongue (Pradhan 2011). Learning is aided by the heavy contrast between the mother tongue and the languages that they learn at school. English language difficulties are elevated for tribal students as the tribal learners' home, hostel, and local environments are not conducive to the development of a linguistic bridge in the inter-language learning process (Rekha, 2007). Many recent studies have discovered that 8th-grade students are still unable to read or write. Some of them don't even know how to spell or understand basic English structures (Xaxa, 2015). Another common issue, that an English instructor may face, is that of the attitude with which students approach learning, as a result of their previous past hard educational experiences. The most significant stumbling block for tribal learners is 'Students' fear' of the English language. Students assume that because they don't know grammar, they won't be able to learn English. The most significant impediment to indigenous students learning English is their mistrust of the language which is developed as an inferiority complex based on previous school experiences (Gautam, 2003). "It is surprising to observe that many pupils struggle with comprehension and expression in English for the first year of the degree. The fact expresses that the tribal students who had already perceived a period of twelve years in English Language learning couldn't find a good English adoption for them after all those years. Despite the gain, the reality results in a loss" (Tripathi, 2017). 'The achievement gap between tribal and nontribal students is very large and is a huge concern of a problem that necessitates strategic intervention' (Mutatkar, 2004) 'Tribal people are still the most misunderstood segment of Indian culture'. According to the Centre for Minority Language Education and Research, "English learners struggle with challenges with language owing to a range of environmental factors.". Learners with a different mother tongue will undoubtedly concentrate on the known language which is the State /Regional Language which is the medium of instruction for all other subjects at the secondary level of schooling. Hence, the English language is neglected by tribal learners.

As aforesaid, it is apparent that traditional English grammar and language teaching approaches are ineffective and less influential in enabling language abilities because of inadequate teaching techniques (Meshram, 2017). As a result, a teaching professional, especially in this new period of educational reforms, has an urgent need to take the proactive action of adopting new practical teaching learning strategies and innovative pedagogical tools, and techniques to improve instructional abilities and address the difficulties and challenges of language learners especially the learners from the disadvantaged group of tribal learners. V. Gautam (2003) emphasizes the importance of developing tribal learners' cognitive capacities, and abilities through an appropriate curriculum, instructional methodologies, and new pedagogical techniques. The 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 is a very generic and universal term that has been used differently through times immemorial. Music is defined differently in different parts of the world. Music does not have a single meaning as it means different to different people. While scholars agree that “‘music’ can be defined by a few specific elements, there is no consensus on their precise definitions.” According to Indian musicology records, Sharangdev, 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 Bhaskhande (1909), “Music is the amalgamation of singing, percussion, and dance performance.” Harmony, melody, rhythm, and timbre work together to create music, which is typically divided into musical composition, musical improvisation, and musical performance. It is known as an art. The technique of combining various sounds and arranging them in such a way so they generate something continuous, evocative, and unified through harmony, melody, rhythm, and timbre is known as music.

According to Webster's II Dictionary, “Music is a vocal, instrumental, or mechanical sound having rhythm, melody, or harmony, it is the science or art of ordering tones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity”. ‘Music’, according to the Concise Oxford Dictionary, is “the art of combining vocal or instrumental sounds (or both) to produce beauty of form, harmony, and

expression of emotion." Pitch, rhythm, dynamics, and auditory characteristics including timbre and texture are common musical aspects. Tune, melody, rhythm, and lyrics are the most common musical manifestations. As is commonly believed, a song is a text written to be sung (Dave, 2013). Therefore, the importance of music in the teaching of English is emphasized.

1.4.2 ENGLISH LANGUAGE TEACHING: IMPORTANCE OF MUSIC

Over the previous few decades, there have been significant developments in the domain of information and communication technology, multimedia, digitalization, and social media. The amount of accessibility of music in daily life is one of those profound transformations, due to the techno advancement in mobile, internet, apps, and automated electronic gadgets. Today, people are observed enjoying karaoke displays no matter wherever they go. They can simultaneously hear the music and read the lyrics, there is a perceived connection between language and music. The evolution in teaching methods, approaches, techniques, and practices by teachers is made doable by implementing new techniques with the utilization of information and communication technology, multimedia, digitalization, social media, and mobile apps because of the internet, computer, and other electronic gadgets to improve English language instruction.

The researchers have strongly claimed a significant link between humans, music, and means of expression and language (Pinker, 2002 & Silva, 2006). Storr (1992) rightly says, "Since our forefathers painted cave paintings, depicting people dancing in the caverns, music dwells in human life since ancient times, and it is proven." Furthermore, the human fetus also comprehends acoustic signals while developing in the womb and after birth, according to some research, and the first aspect of language that babies acquire is music, which includes intonation, pitch, and rhythm (Mora, 2000). Lecanuet et al., reported by Murphey (1990:98), discovered that the fetus, while still in the mother's womb, can detect melodies and their mother's intonation. Campbell's (2001) study is proof of music's importance in the development of a fetus. By citing "music as an outstanding tool" of language teaching and learning, T. Murphy et al. (1992, 1998) suggested that music may be utilized to animate and promote language learning. 'The objective behind employing music is to relax pupils' defenses and open up their minds to the language'. 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 music causes vibrations that are

transmitted through the body, connect with the brain to process learning, and in addition, focus and communication abilities have improved because of it' (Routier, 2003). Musical intelligence is the first to be overtly demonstrated in children (Gardner, 2011). According to 'The Mozart Effect', which was initially described in 1993 by Rauscher et al, music improves learning in all areas, including spatial-temporal intelligence, mathematical talents, and abstract reasoning are the few examples of it (Cacciafesta et al., 2010). Gardner's (2011) study and Newham's (1995) research add a more scientific fact concerning language learning retention through music, that music composition, which is mostly a right hemispheric activity, can enhance language learning and memory, which affects the left hemisphere. Krashen (1995) later studied the 'Affective Filter Hypothesis,' which verifies the previous findings of the importance of music in the learning and teaching process with the finding that 'affective learning' happens 'when the affective filter is poor'. According to the study, motivation is crucial in emotional learning; the larger the affective filter is, the more the learners' willingness to study and the faster they will learn. Affective learning is also useful in the classroom, an affective involvement with language can "stimulate a wider use of the resources of the "brain," reignite "neural paths between parts of the brain,". It deepens the multidimensional processing, according to the psycholinguistics, in terms of language learning. The learner's potential for learning is increased through affective learning through music. The learning will be broadened, and unanticipated results will be generated as a result of affective learning, hence, music use in language learning is suggested (Bolitho, 2003).

As per Schoepp's (2001) suggestions, some songs are great instances of colloquial language use of English, or casual conversational English, it also can be used to supplement language learning. According to Hill-Clarke and Robinson's (2003) classroom theories, music is extremely valuable for increasing vocabulary and comprehension skills. Music improves both receptive and productive skills, as well as language development. Songs can help people become more aware of their surroundings. Language awareness is defined as "a means of assisting learners in assisting themselves" (Paquette & Rieg 2008). As a result, language learning through music transforms language instruction into a multi-layered instructional in which language information comes from several sources, resulting in a completely global and more meaningful learning process (Beatriz and Rosa, 2013). As per the above studies-based discussion, the use of music as a pedagogical tool is proven to be effective in language learning and its utility in terms of grammar teaching and learning has to be expounded.

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

There have been numerous studies done abroad to prove that teaching English grammar with music is pedagogically and linguistically sound. Engh (2012), Weinstein (2006), and Beth (2014) all used Rap and Pop music to express themselves to teach grammar and speech in the English language. 'Rapping' is a sample curriculum-based program designed by Beth Segal to teach English language speech and grammar in 2014. Rap/Hip-Hop music is used to teach vocabulary, grammar, discourse, and other skills in English language teaching since teaching English has emerged as a universal compulsory activity in formal education due to its global need. Several researchers have used music as a language teaching and learning resource, including grammar. Carolyn Graham (1992) found Jazz Chants and created a program based on the Jazz Chants to use in ESL classroom teaching as a music technique for the teaching of English grammar. T. Murphey (1992) made the discourse of pop songs to teach English. There have been various studies (Maley, 1997; Eken, 1996; Gaston, 1968; Geoff, 2003); conducted in different countries on the uses of songs as an authentic teaching resource in language teaching and learning, including grammar. Because of the combination of music and the English language, songs have numerous advantages that catch the attention in order to use them as a grammar resource. Sebastian E. (2014) prepared a module to teach grammar through songs. Song usability is important in both teaching as well as learning. Even, songs, because of their cultural and thematic diversity; their idiomatic and poetic phrasing, and their restorative properties; among other things, make them an ideal aid for language learning. "Song lyrics are integrated inside a society culture, due to its value, symbols, and beliefs," says LI & Brand (2009).

Therefore, exposure to song lyrics teaches not just vocabulary, grammar, rhythmic speech, phrases, and means, but also how to employ them. 'Songs also work as a cultural ambassador.' According to Paquette and Rieg (2008), grammar, reading fluency, and writing fluency are all important aspects of language learning. Music can help students improve their writing skills, as well as other literacy skills including grammar skills. So, in a school setting, songs can be used to teach not only sounds, rhythm, and stress, but also polite formulae and sentence structures, vocabulary, and syntax as well (Richards, 1969). The above discussion demonstrates the value of music in English grammar teaching and learning. However, in a traditional English grammar lesson, pupils are rarely given an opportunity to utilize language in this way to

enhance their grammar skills. Hence, it is needed to use a variety of unique methods and techniques to teach English grammar in an engaging way, and, perhaps music is one of the techniques that may be used to teach grammar in a fun-learn way.

For these reasons, the researcher feels that using a music-based technique to teach English grammar can be beneficial. Music can be a useful pedagogical tool for tribal students to improve their English language skills. The role of music in English grammar teaching has been emphasized by scholars (Sebastian, 2014). The use of Music is deeply rooted in tribal life and culture. Hence, the value of music in language learning for tribals cannot be undermined.

1.4.4 IMPORTANCE OF MUSIC FOR TRIBALS

Music is the essence of indigenous, ethnic people's culture. The cultural traditions of the country's diverse tribal regions reflect the great range of India's regional tribal folk music. Each region has its own distinct aesthetic of music culture. Tribal, Indigenous people's folk music is not taught in a structured manner; it's the soul of their living. Music and songs are daily activities that allow them to express their feelings about every moment and incident of their lives. The musicians do their normal business of hunting and farming, and they go about their daily lives from sunrise to sunset, music accompanies them everywhere, even during the festivities. During planting and harvesting, agricultural /animal husbandry-related activities tribals regularly sing of their hopes, worries, and goals. Music is imbibed from childhood in the Tribal hamlets, and it is heard and ingested together with a variety of public performances. Tribals can practice and hone their talents through these activities, festivals, and performances. Music is a must-have component of every moment in the tribal culture, weddings, engagements, and births, to name a few; there are several songs suitable for such times and celebrations. There are lots of songs about various rituals, and traditions in tribal culture.

The musicians frequently create and carve their own tribal folk instruments. Folk music is a common instrument created from readily available materials such as animal skin, bamboo, coconut, pumpkin, bottle-guard, etc. Musical instruments are made out of a variety of natural materials, including shells and earthen pots, feathers, Peacock feathers, etc. According to Rai (1976), tribes' musical instruments are many times identical instruments. The instruments such as the Dhol are occasionally found in tribal communities, it's more likely that cruder barrels like Daf, Dholak, or Nal. The instruments like the Ektar, Dotar, Rabab, and Santur are frequently found identical. Quite often, they are not given the same names but instead called

with different names based on the local dialect/culture. Also, there are some specific instruments that are only utilized to play music in specific folk genres at specific places. 'Pawari/Pavri', the distinct Pipe-like instrument, is found in distinct tribal communities of Nandurbar, Jalgaon, and Dhule districts of the Khandesh region of Maharashtra. Tribal musical instruments are divided into four categories: Wind instruments, Rhythm instruments, Percussion instruments, Side rhythm instruments, and string instruments.

As 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. The whole tone of the instructional process will be changed from one that is threatening to one that is enjoyable, and this change of tone will maximize receptiveness in the students (Murphey, 1992). According to the researches, "using tribal songs music in classrooms can successfully bring about affective learning by providing a harmonious classroom environment, reducing learners' anxiety, fostering their interests, and motivating them to learn the target language grammar with ease and comfort." The relevance of tribal instrumental music of tribal songs in language acquisition is to be an aid in language learning for enhancing grammar skills. English grammar skill enhancement is one of the must-have components of English language teaching and learning hence, music as a pedagogical tool can make the English grammar teaching and learning process more enjoyable, engaging, and sustainable for the tribal students. Therefore, the researcher decided to develop the Music Based Program (MBP) for tribal students to enhance their grammar skills.

1.5 MUSIC-BASED PROGRAM IN THE PRESENT STUDY

In the proposed study, the Music-Based Program was aimed to be developed by the researcher. The researcher felt that the student's grammar skills at the secondary level could be honed during the regular class duration of English grammar classes with the use of music. The low achievement in grammar among the tribal students was recognized as the necessity for the enhancement of grammar skills. It paved the way for the development of a Music-Based Program for grammar teaching wherein grammar could be taught with the use of music which consisted of grammar songs, and English song-based activities with their accompanying instrumental music. Based on the grammar topics, the set of 10 grammar songs was scripted and set to sing on the Karaoke of tribal folk tunes by the researcher during the classroom teaching. The grammar songs, prepared by the researcher, were based on the class IX syllabus grammar topics' content, and a variety of song-based activities were designed in the lesson

plans in accordance with it. The song-based activity sheets, grammar songs sheets, and handouts were prepared; and selected English songs Audio-Video, Lyrical Videos, and lyrics-sheets for activities were arranged to teach the content of the grammar topics and sub-topics to the tribal students under the Music-Based Program. The sessions' lessons were planned according to the topic and the subtopics. The karaoke music for the grammar songs tunes was selected as per the familiarity and suitability of the student's tribal culture. The selection of English songs for the activities was made in accordance with the relevance of the grammar topic, vocabulary, age, and mental learning ability of the learners.

1.6 RATIONALE

Today in India, knowledge of English is essential for better life opportunities. The spoken and written English fluency and accuracy are the considered essentials for employment in every field. As grammar skill is the foundation for language skills it becomes essential to hone grammar skills.

Life and music are inseparable, and we are exposed to inescapable music almost wherever we go and whatever we do at any time and in any corner of the world. Regardless of linguistic barriers, everyone loves musical simulation, and the languages of their choice for musical stimulation include both English and other Indian languages (Weinstein, 2006). The research aims to study how music can be utilized in improving language learning, with a special focus on English language grammar learning for tribal learners through music.

Even after years of English language teaching, the tribal students are lagging behind in English Language learning. They do not develop the self-confidence needed to speak the language in and out of the classroom due to insufficient exposure to spoken English both within and outside of the classroom. Students seldom have the chance to use language in this way and become fluent in it in a traditional English class (Gautam, 2003). The scarcity of exposure to native speakers who can interact with students about real issues keeps them far away from learning the authentic source of English learning (Kumar & Pradhan, 2011). The regular rote methods of teaching English are felt boring and monotonous and fail to generate any interest among the learners for their active involvement during the classroom teaching-learning process. When it comes to the grammar teaching and learning process, it becomes many a time, a monotonous task. The traditional methods can hardly make teaching grammar an engaging task that can generate joyful, sustainable learning for learners. Therefore, teaching grammar through music will be found engaging and interesting by the learners (Sebastian, 2014).

Teaching English as a second language by using music is educationally and linguistically proven sound by the empirical research conducted abroad, but since the evolution of English Education in India at the school level, there are no gates for music. Since music has entered every sphere of life, perhaps the best place for music is the language classroom to assist grammar learning (Murphy, 1992). The song-based, Music-Based Program, through various activities in grammar teaching, is interactive, engaging, entertaining, and creative, which will convert classroom learning into sustainable learning for the learners (Harmer, 2001). By creating a pleasant learning environment, lowering learners' fear, encouraging their interests, and motivating them to learn the target language with ease and comfort; the use of English songs in the classroom can successfully promote effective learning (Laznov, 1978). Thus, students will view English song-based activities as a form of enjoyment rather than a task, and they will therefore find it fun and relaxing to learn English grammar through songs. As Brand (2007) rightly said, "May song as a regular feature in their grammar lessons and the students who find language learning really difficult task can utilize music to low-down the difficulty." As music is something that entertains and refreshes the mind, the sense of drudgery and dread connected with English Grammar that the students like to avoid due to a lack of self-confidence or perceived difficulty in understanding can be made more palatable and easily digestible. The whole tone of the instructional process is changed from one that is threatening to one that is enjoyable, and this change of tone will maximize receptiveness in the students (Murphey, 1992). Music is one of the most useful pedagogical tools that make learning natural, enjoyable, and sustainable learning. The rhythm in the songs can also beneficially affect the student's minds to make them more disciplined and concentrated during learning. Singing has always had a refreshing, elevating, and pacifying effect on the minds of singers and so will be for learners. The song is repetitious in tune and rhythm and music is, perhaps, the most effective way of "touching" another's heart. Hence, when set to music, English grammar will thus have a strong appeal to the learners, and it becomes an integral part of their being. As Confucius said, "Music produces a kind of pleasure which human nature cannot do without." Music provides the most pleasant, reliable, and effective access to the human heart (Ayotte, 2004). Hence, the researcher proposes that the Music-Based Program will bring joyfulness to the English grammar learning process for tribal learners, who have a misbelief that English grammar learning is one of the dreaded forms of English language learning (Bawane, 2012). Moreover, the erstwhile Gurukul system of education that prevailed in India from time immemorial (wherein students stayed with their master in his home until the end of their education) abundantly made use of verses

to transfer knowledge by word of mouth from generation to generation. The lessons were taught in the form of verses so that it was easier for the students to learn them effectively. The versification of lessons helps students to retain knowledge and learn it easily due to its rhythmic tone. Therefore, the researcher strongly felt that music would enhance the English grammar skills of tribal students. It will also bring a genre of music into the English language classroom teaching, which is recognized and advocated by eminent researchers from times immemorial. The Researcher selected class IX for the proposed study by considering its significance at the secondary level of education. Class IX learning is considered the foundation learning for the Class X Secondary Board Exams at the secondary level, which lays the foundation for the path to Higher Secondary education and Higher Education.

1.7 RESEARCH QUESTION

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

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

1.8 STATEMENT OF THE PROBLEM

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

1.9 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 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.

1.10 VARIABLES

Independent Variable – Music-Based Program.

Dependent Variable – Achievement in English grammar skills.

1.11 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 English language.”

1.12 EXPLANATION OF THE TERMS

1.12.1 GRAMMAR

The overall system and structure of a language or languages in general, generally taken to include phonology, semantics, syntax, and morphology (including inflections).

1.12.2 GRAMMAR SKILLS

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

1.12.3 MUSIC:

In the present study, music was comprised of songs; vocal and instrumental music. The music consisted of grammar songs accompanied by karaoke and selected English songs’ audio videos; lyrical videos that were included in the Music-Based Program.

1.12.4 MUSIC-BASED PROGRAM

Music-Based Program comprised of the songs/verses on the prescribed grammar topics that were written and sung by the researcher. The proposed study included karaoke music based on typical and special tribal folk music. Ahirani Folk songs’ karaoke tunes were used to sing nearly all the grammar topics-based verses. The grammar songs, that were composed by the researcher, used to be sung as parody songs by the researcher during English grammar teaching. Along with the grammar songs, English Songs and lyrics of different genres such as Rock, Rap, Pop, Rhyme, Jazz Chant, etc., were also used by the researcher for the classroom activities for the teaching of respective grammar topics. English songs audio videos, lyrical videos, and lyrics worksheets were the elements of the song-based activities during the classroom teaching

of grammar topics. The program comprised of ten songs/verses on the grammar topics written by the researcher, and some of them, e.g., are as follows. e.g., 1) Add s question tag... (song tune based on Ahirani Folk song) 2) When will you change the voice ...(song tune based on 'Tu hi re') 3) Direct – Indirect when you are changing... (song tune based Ahirani Folk song)

1.13 OPERATIONAL DEFINITION OF THE TERMS:

1.13.1. 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.

1.13.2. 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.

1.14 DELIMITATION OF THE STUDY

The proposed 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.

1.15 SCHEME OF CHAPTERISATION

The present study comprises the following scheme of chapterisation.

1.15.1. CHAPTER I

The chapter gives a detailed account of the conceptual framework of the present study. It presents the background of the study that develops the rationale for the present study. In this chapter, the justification for the study's purpose is laid out. The chapter also provides details regarding the research title, study objectives, hypothesis formulation, definitions and operationalizations of terminologies, and the delimitation of the current research study.

1.15.2 CHAPTER II

The chapter gives a detailed account of the literature reviews that are conducted in the field of English Grammar Teaching, Tribal Education, Music in language, and grammar Learning. It helped the researcher to make decisions about the methodology, the sample, and the selection of the population for the present study.

1.15.3 CHAPTER III

The chapter gives a detailed account of the methodology implemented in the present study. The

chapter gives details about the research design of the present study. It gives a detailed account of the plan and procedure implemented in the present study. It also gives details about the population and procedure of sample selection, development of the program for the research study, lesson plans, and tools that are used for data collection in the present study.

1.15.4 CHAPTER IV

The chapter provides a particular explanation of the analysis and interpretation of the data collected for the present study. The chapter also presents the findings of the proposed research study and their implications for further future research studies.

1.15.5 CHAPTER V

The chapter includes a summary of the key findings of the current research study, examines the findings, and draws a conclusion based on an analysis of the data used in the investigation.

VISUAL REPRESENTATION

