

**CHAPTER – II**  
**REVIEW OF**  
**RELATED**  
**LITERATURE**

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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#### **2.1. INTRODUCTION**

Best (1995), states that a "Review of related literature is a valuable guide to defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study design, and sources of data". Borg (1983) correctly states that literature in any discipline serves as the foundation for all future research efforts. Scanning relevant studies guides the researcher in an appropriate direction, emphasizing the prior research's flaws in accordance with the study and demonstrating the accomplishments. Any research project requires a thorough review of related literature. Reviewing the literature aids the investigator in gaining a thorough understanding of the subject under investigation. It's useful to know what's been done in the subject of study so far has been overlooked and requires greater attention. The researcher discovers previously unexplored study ideas and takes action to pursue them in a more organized and systematic manner of inquiry to fill in the gaps in the related research area. As a result, reviews can help in constructing the framework for the research to be carried out. Hence, the review of related literature has the utmost significance in the research study.

The researcher investigated the related literature in the realm of the topic in order to gain a better understanding of it. It helped in the development of the overall research design for the study. The researcher looked at how past researchers used methodologies, metrics, approaches, treatments, teaching aids, experimental designs, etc. The review of related literature developed insight in regard to the findings and recommendations of the reviewed studies.

The review of some related, relevant research that is like the researcher's topic is made by the researcher. The research has been classified into the following sections:

1. Studies related to Strategy Development, Designs, and Impact of Various Factors in English Grammar Teaching and Learning
2. Studies related to the use of Music in the teaching of English.
3. Studies related to English Language Education of Tribals in India.

## **2.2 STUDIES RELATED TO DEVELOPING STRATEGIES, DESIGNS, AND FACTORS AFFECTING GRAMMAR TEACHING AND LEARNING OF THE ENGLISH LANGUAGE**

**Ghosh (1977)** conducted a study of backwardness in English in the secondary schools of West Bengal among the pupils of Classes II to IX. The study involved (i) Construction, standardization, and administration of an attainment cum diagnostic test in English; (ii) Finding the teachers' rating on the causes of backwardness and (iii) Understanding the case study of randomly selected samples to determine the causes of backwardness. The study concluded that 32 to 34% of children in West Bengal schools were backward in English. Backwardness in different aspects of English, in order of their intensity, was noted in the use of capital letters and punctuations, comprehension, usage, spelling, vocabulary, and sentence construction. The causes of low achievement were identified as unscientific curriculum, lack of attention at home, unsuitable teaching methods, poverty, absenteeism, want of necessary books and teaching aids, and substandard attainment in English at the primary stage.

**Joseph (1983)** evolved a strategy for teaching grammar at the high school level and developed a multimedia instructional strategy to bring about the effectiveness of teaching English through it in the study. The objectives of the study were: to evolve a valid multimedia strategy for teaching English grammar at the high school level. The Study aimed, to find out the comparative effectiveness of the three forms of PLM namely linear, deviated linear, and branching, and to find out the relation between the pupils' attitude towards multimedia strategy and their achievements in comprehension tests. It was found that the linear form of PLM was found to be the least effective in terms of achievement and ranking of students. The branching form was found to be the most effective one in terms of achievement and ranking by students. Deviated linear PLM was found to have a comparatively inferior stand in terms of rating by the students. The subjects expressed a stable favourable attitude toward the strategy

**Khare (1986)** compared of traditional and structural approach of teaching English with reference to their learning outcome with the objectives: to test the general level of performance of junior high school students in various aspects of English – spelling, comprehension, applied grammar, and vocabulary; to make a comprehensive study of the average performance of

students taught through the structural approach and the traditional approach. The stratified random sampling technique was used for the selection of the students i.e., the sample. The conclusion was that the student's achievement in spelling, comprehension, composition, grammar, and vocabulary was better when the structural approach was used for teaching. The traditional approach yielded better results in terms of achievement in pronunciation. The investigator also found that intelligence was an important factor in achievement in all the seven areas (identified by the investigator) of English.

**Rekha's (1995)** investigation into the Error committed by Vocational higher secondary Students in the use of English tenses with a sample strength of 400 students reveals that (1) in all the tense form uses there is a high percentage of error (i.e., 55.05% for past continuous to 71.21% for future perfect tense) 71% of the sample commits an error in the use of English tenses. (2) Family-related variables including good facilities for learning English are found to have a negative influence on the proportion of errors. She proposes the following remedial suggestions: i) Teachers should be aware of the remedial instructions to perfect the process of learning and they should have clear-cut instructional objectives. ii) The acquisition of second language skills is a sequential and cumulative task. So, the students also must cooperate with the remediation programs. iii) Cognitive approaches and mastery learning approaches are to be practiced.

**Zyoud (1999)** conducted a study entitled Development of Computer-assisted English Language Teaching (ELT) for Standard VIII students. The objectives of the study were (i) to develop a computer-assisted ELT program for standard VIII Gujarati medium students and (ii) to study the effectiveness of a computer-assisted ELT program on students' achievement in vocabulary, grammar, and comprehension with respect to their intelligent, motivation and attitude, and (iii) to study the attitude of the student towards the usefulness of Computer Assisted ELT program. The researcher used Basic Software to develop the software-based program. The findings of the study were that (i) the developed package helped students in learning vocabulary and grammar, but it had no effect on comprehension, and (ii) students had a positive attitude towards it.

**Bowden and Fox (2002)** conducted a study with the objective: of preparing GRADES (Grammar Diagnostic Expert System), a diagnostic program that detects and explains grammatical errors made by non-native English speakers. GRADES performs its diagnostic task through the application of classification and pattern-matching rules instead of through parsing. It searches for the verb-related error and the noun-related error one by one in one

sentence by narrowing down the classification of the error. All the explanations of the detected error related to Verb and Noun, are given at the end of the process. This makes the diagnostic process more efficient and helps provide better explanations of errors for non-native English speakers than other grammar checkers. GRADES is also a demonstration that grammar checking can be performed without solely relying on parsing technologies.

**Babitha (2004)** conducted a study on the development of a self-instructional package on basic grammar in English for upper primary school pupils. It was intended to develop a Self-Instructional Package (SIP) on basic grammar in English for upper primary school pupils. It was also intended to test the efficacy of the SIP by comparing the achievements of experimental and control groups with respect to the levels of cognition namely; knowledge, understanding, and application. The findings showed that the experimental group exposed to the Self-Instructional Package was significantly higher in achievement than the control group learned through conventional classroom teaching. The same results were observed in the case of boys and girls treated separately. The pupil's scores differed maximum in the case of cognitive functioning at the application level. This testified beyond doubt that the Self-Instructional package is most effective at the application level of cognition.

**Yadav (2004)** conducted a study on the Development of an IT-enabled Instructional Package for Teaching English medium students of Vadodara city. The objectives of the study were to develop an IT-enabled instructional package for teaching English Grammar and to determine its effectiveness in terms of achievement of the students and opinions of students and English teachers. A single-group pre-test and post-test design was employed for the study. 20 students were randomly selected from Std. VIII of the New Era Senior Secondary School, Baroda. The data were analyzed through t-tests, percentages, and content analysis. It was found a significant gain in terms of students' achievement through the IT-enabled instructional package. It helped the students to learn the kinds of sentences, namely interrogative, assertive, affirmative, negative, and imperative: orders or commands and exclamatory. The students and teachers were found to have favorable opinions towards the developed instructional package.

**Filiz (2005)** conducted a study that attempted to investigate the ways in which some language learners make conscious efforts to learn English grammar more efficiently, which strategies they use in language learning, whether a particular learning strategy favours certain strategies or not if it does, what those strategies are and relationships between strategy use and learner achievement in grammar learning. It was found that there is not a high statistically significant difference between the use of grammar learning strategies and students' achievement.

Successful second language learners are aware of the strategies they use and why they use them. They are capable of using these strategies for the given tasks and for their personal needs as learners while learning a second or foreign language.

**Rathod (2005)** conducted a study on the Development and Implementation of an Information Technology Based Instructional Package for English Grammar to Gujarati medium students of Standard VIII of Jamnagar City. The objectives of the study were to develop and study the effectiveness of an IT-based instructional package for teaching English Grammar in terms of the achievement of the students and their reactions to the developed instructional package. A pre-test and post-test control group design was employed for the study. The development of the IT-based instructional package was done through Microsoft PowerPoint. 100 students were randomly selected from standard VIII as the sample. These students were further divided into Experimental and Control groups. Mean, SD, uncorrelated t-value, and chi-square were computed for the data analysis. The developed IT-based instructional package was found to be effective for teaching English Grammar because there was a significant difference in the gain means scores of the experimental group and control group. The students were found to have positive reactions toward the developed IT-based instruction.

**Panchal (2006)** conducted a study on the Development and Try-out of Self Learning Materials in English subjects on the unit of Active and Passive Voice for the Students of Standard-XII. The study aimed at comparing the mean achievement scores of the students on simple tense, continuous tense, perfect tense, simple modal auxiliaries, perfect modal auxiliaries, infinitive, participle, causal construction, imperative sentence, and active and passive voice on pre-test and post-test. The finding showed that grammar through self-learning material was evident through the pre-test and post-test status through mean achievement on respective sub-criterion tests. There was a significant effect of the interaction of stream and area on the mean scores on the main criterion test at the post-test stages. The students had favourably opined on the self-learning material.

**Jailakumari (2006)** conducted a study entitled "Effectiveness of Tasks Based Communicative Activities in Learning English Grammar by the Teacher Trainees." Following were the objectives of the study 1) The Teacher Trainees are facing problems, in learning English Grammar and in teaching English and its grammar to middle school students 2) To develop Tasks based Communicative Activities for the learning of English Grammar by the Secondary Grade Teacher Trainees. 3) To find out whether there was any significant difference between the pre-test mean scores of Control group and Experimental group students in various Skills in

learning English Grammar. It revealed that the achievement of the experimental group students, in different skills of learning English grammar is higher than the control group students, which shows a significant difference. The Study suggests that A parallel study can be conducted to find out the effectiveness of tasks based communicative activities in teaching English grammar at higher secondary schools and Collegiate levels. The Study gives insight into the Nature and significance of teaching grammar in second language learning.

**Sakhiya (2006)** conducted a study on the effectiveness of Work-card and Programmed Learning as Self-learning techniques with reference to the teaching of English grammar. It was intended to prepare the work card material and PLM on the three units of English grammar such as Active and Passive Voice, Tenses, and Clauses. Investigator also prepared a teacher-made test to study the effectiveness with reference to achievement level. A sample of 294 students of Std. IX studying in two Gujarati medium schools of Rajkot city was selected purposively. The study was based on Experimental design. T-tests and other relevant statistical techniques were used for analysis of the data. The study revealed that in the teaching of English grammar, the work card material was more effective than the programmed learning method. And the programmed learning method was more effective than the lecture method for the boys having a high achievement level in English.

**Patel (2009)** conducted a study entitled “Development and Implementation of CAI to Teach English Grammar to Standard VIII Students in Different Modes” with the objectives (i) to develop the CAI to teach English Grammar to Standard VIII GS & HSEB students in different modes, (ii) To study the effectiveness of the developed CAI in different modes in terms of students’ achievement in English Grammar, (iii) to study the effectiveness of the developed CAI in terms of the reactions of Students and (iv) to study the relative effectiveness of the developed CAI in different modes of presentation in terms of differences in English Grammar Achievement of the students. The present study is a developmental cum experimental study. The sample for the proposed study was selected purposively. The researcher constructed an achievement test and a five-point reaction scale for data collection. Data were analyzed using ANCOVA. The major findings that emerged from the present study are as follows. 1. The achievement of the students in English grammar taught through CAI was found significantly higher than that of the students taught through the traditional method. Hence it can be said that teaching English grammar through CAI is comparatively better than the traditional method in terms of the achievement of the students. 2. The achievement of the students taught through only CAI was found significantly higher in English grammar than that of the students taught

through the traditional method. Hence it can be said that teaching English grammar through only CAI is comparatively more effective than the traditional method in terms of the achievement of the students 3. The achievement of the students taught through CAI with Repetition was found significantly higher than the achievement of the students who were taught through the traditional method. Hence it can be concluded that the teaching of English grammar through CAI with repetition was more fruitful than the teaching of English grammar with traditional methods. 4. The achievement of the students taught through CAI with Discussion was found significantly higher than the achievement of the students who were taught through the traditional method. Hence it can be concluded that the teaching of English 77 grammar through CAI with Discussion was more effective than the teaching of English grammar with traditional method. 5. From the three modes of the presentation of this CAI, the mode i.e., teaching through CAI with discussion was found significantly superior in comparison to the other two modes i.e., only CAI and CAI with repetition in terms of students' achievement in English grammar. No significant difference was found between the two modes only CAI and CAI with repetition. 6. CAI was also found to be effective in terms of the reaction of the students. As most of the students showed favourable reactions towards most of the components of CAI and CAI as a whole.

**Samraj (2010)** explored the Effectiveness of Selected Teaching Strategies in Enhancing Learning of English Grammar at Higher Secondary Level. The study was restricted to higher secondary chosen from SBOA School & Junior College, Chennai. A total no. of 64 students constituted a sample for the study. They were put into two groups of control group and an experimental, 32 each. The objectives of the study are i) To identify the error committed by the students while using tenses and modals in English through a diagnostic test. ii) To identify appropriate teaching strategies in enhancing the learning of tenses and modals in English. iii) To select two strategies for teaching tenses and modals. iv) To apply, after validation, these selected teaching strategies in enhancing the learning of tenses and modals in English. v) To find out the effectiveness of these selected teaching strategies, storytelling, and conversation, in enhancing the learning of grammar at a higher secondary level. The study focused only on storytelling and conversation passages though there are several strategies to teach these grammar units. on grammar selected to uses of tenses and modals. There is a significant difference found in the achievement of the experimental group than the control group. The invigilator found that the elected teaching strategies implemented by the study have enhanced the learning of English grammar at the higher secondary level. The study recommends the necessity to develop an



attitude among the teachers of English; in trying out to find out newer strategies in teaching grammar in need to students of higher secondary level.

**Dave (2013)** conducted a study, on the topic of Second Language Learning Through Songs and Stories. It was experimental research with a single-group pretest–post-test design. It was found that in the study the mean of the post-test scores were higher than the mean of the pretest scores. This indicates that there is a significant difference in the achievement of students. Thus, the null hypothesis stands rejected and the positive effect of songs and stories is accepted. The major findings of the study have been enumerated as follows in the study.

1) All the students had the problem of speaking in English at the commencement of the experiment. They were tongue-tied. Through interaction during the experiment, everybody without an exception had opened up, though at different levels. 2) Most of the students had problems reading their textbook lessons too. However, there was a considerable degree of improvement towards the end. This could be due to the role plays and group reading of the stories and poems which formed a major part of the experiment. 3) Their stock of vocabulary also had increased by the end of the experiment. 4) The Use of stories and songs can certainly lead to improvement in the proficiency of learners in terms of English, even in terms of statistical evidence. 5) Songs and stories not only help learners to develop fluency but also accuracy while using the language. The longer the duration of such exposure, the more effective the learning. 6) Apart from generating interest and curiosity, participating in recitation, reading aloud and dramatization of songs and stories can provide a platform for students to generate novel ideas and also to take risks to try them out. 7) The relaxed climate created through songs and stories can help learners overcome their fear of speaking English in front of the class or in public. 8) Songs and stories provide an audio-visual image that is easy to learn, remember, and use. 9) Authentic materials (in the form of video clippings, movies, etc.) used for language learning can create a natural climate of language use leading to easy uptake of the language by the learners. 10) Role plays of stories and songs help learners develop skills of problem-solving, decision-making, leadership, and independence. Such task-based learning also increases the comprehension ability and responsiveness of the students. 11) Tasks and projects help learners develop their listening and speaking skills to a great extent. They help learners to sing songs, narrate stories, play the roles, and deliver dialogues outside the classroom in informal situations, as well. 12) Constant exposure to tasks provides a rich language climate to students and aid in developing their confidence, in working in teams collaboratively. Thus, leading to their holistic development. 14) The

Friendly climate of the classroom enhances learning uptake. Since the students do not suffer from lathophobia or lathophobic aphasia, they learn to take risks in terms of expressing themselves in the classroom. 15)The teacher's own friendly, rather 'I-am-also-a-participant' approach can help even the shy students to open up, thereby boosting their confidence and competence to do things independently. 16)Task and activity-based classroom interaction help the learners to develop their imagination and creativity. It can make them independent users of the second language. 18) The tasks based on stories and songs did provide exposure to the students to learn the English language. Thus, from the feedback of the students and the researcher's observations, it is evident that the students did develop their language proficiency skills.

**Sasikala (2014)** Investigated the Effectiveness of Language Games in Learning English Grammar at The Secondary Level. The objectives of the study were to prepare an instructional package that consists of 20 games, 4 for each of the 5 aspects of grammar namely Articles, Sentence patterns, Question tags, Concord, and Reported Speech to enhance the learning of grammar at the secondary school level to construct a pre-test to evaluate the entry-level knowledge of grammar of std VIII pupils. To implement an instructional package for the experimental group. To construct a post-test to evaluate the effect of the instructional package in the selected aspects of English grammar and to evaluate the effectiveness of the instructional package in the learning of English grammar by the sample in terms of variables, gender, and educational level of parents and siblings. Mean gain scores of the experimental group were proved to be significantly higher in all aspects as seen from results obtained when gain scores of experimental and control groups were compared, thereby proving the effect of the language games used in the study. All the 20 games used for the experimental study were proved to be effective leading to the learning of 5 aspects of English grammar selected in the study.

**Stephen et al. (2014)** measured the effect of computer-assisted instructional packages as self-learning material in learning English grammar. The specific objectives of the study were i. To find out the effectiveness of the conventional method of teaching English grammar for standard VIII students, ii. To find out the effectiveness of the CAI package on English grammar teaching for standard VIII students, iii. To compare the effectiveness of learning through two different methods (CAI teaching method and conventional lecture method) in teaching English grammar among standard VIII students. Two groups of experimental design were employed. Purposive sampling techniques were used to select students of standard VIII who had not been exposed to the content of particular grammatical usage (until, since, for, as long as). The study

concluded that the tutorial mode of the CAI package enabled significant knowledge acquisition by the learners of the experimental group. Further, the study stated that the CAI package on English grammar was an effective and appropriate one for use as supportive material to teach the English language and was more convenient for low achievers and high achievers.

**Naidu (2014)** conducted a study entitled ‘Development and Effectiveness of Multimedia Package to Teach English Grammar’ The present study was experimental in nature quasi-experimental design was used. The objective of the study was to develop the multimedia package to teach English Grammar to Standard VII English Medium CBSE students and to study the effectiveness of the developed multimedia package in terms of achievement of standard VII English medium CBSE students in English grammar. 3. To study the effectiveness of the developed multimedia package in terms of the reactions of standard VII English medium CBSE students. The major findings of the study were 1) The developed multimedia package was found to be stochastically (significantly) effective in terms of enhancing students’ achievement in English Grammar in comparison to the traditional approach. 2. The developed multimedia package to teach English grammar was also found to be effective in terms of the reaction of students towards the package.

**Sushma (2015)** conducted a comparative study on the topic ‘A Comparative Study of Effectiveness of Concept Attainment Model And Memory Model On Student’s Achievement In English Grammar And Their Self Concept. The study mainly aimed to compare the mean achievement scores, on the criterion Achievement Test in English Grammar, of the three groups of students, taught English Grammar with the use of the Concept Attainment Model, Memory Model, and Conventional Method of teaching, after the experimental treatment. To compare the gain scores, on the criterion Achievement Test in English Grammar, of the three groups of students, taught English Grammar with the use of the Concept Attainment Model, Memory Model, and Conventional Method of teaching, after the experimental treatment. In the present study, pre-test, post-test, and control design was employed. It involved three groups of students, two experimental groups, and one control group. The Experimental Group-I was taught English Grammar through the Concept Attainment Model. Experimental Group II was taught English Grammar through the Memory Model and the Control Group was taught Conventional Method. Purposive sampling was used for the present study. The Sirsa, School, Sirsa was selected. Four sections of the class IX were taken. These were divided into Experimental Group 1, Experimental Group II, and Control Group having 60 students in each group. There was a significant difference in the mean scores on the test of Self Concept, of the three groups of

students taught English Grammar with the use of the Concept Attainment Model, Memory Model, and Conventional Method of teaching after experimental treatment. There was a significant difference in the gain scores, on the test of Self Concept, of the three groups of students taught English Grammar with the use of the Concept Attainment Model, Memory Model, and Conventional Method of teaching after the experimental treatment. The mean of the gain score of the experimental groups was found significantly higher than the control group. **Lakhera (2017)** conducted a study on the development and implementation of a package for enhancing listening speaking reading and writing skills in the English language among secondary CBSE students. The experimental study was conducted with the following objectives 1. To develop a package for enhancing LSRW skills in English among secondary CBSE students. 2. To implement the developed package among secondary CBSE students to enhance the LSRW skills in English 3. To study the effectiveness of the developed package in terms of improvement in LSRW skills in English among secondary CBSE students. 4. To study the reaction of secondary CBSE students towards the developed package. The researcher developed a package for enhancing LSRW skills in English among secondary CBSE students. Researchers found that there is a need for knowledge among the teachers and students that the English language should be taught to enhance language skills and that the LSRW component of the language needs to be enhanced along with other objectives of language teaching-learning English. The study proved that the developed package is effective for enhancing listening speaking reading and writing skills in the English language. The researcher recommends that teachers should encourage and ensure each student's active participation during the execution of the activities.

**Vanguri (2017)** conducted a study on teaching and learning of English at secondary schools of Andhra Pradesh. The study highlights the problems which are faced by English language teachers and Students related to classroom interaction, methods, and approaches to teaching English. The objectives of the study are 1) to study the transactional process of teaching and learning English in the classroom. 2. to identify the problems faced by the teachers in teaching the English Language. 3. to study the problems encountered by the students in learning the English language 4. to assess the perceptions of English teachers with respect to methods and approaches of teaching English, the medium of instruction, teaching aids, activities, syllabus, the strength of the class, students, and their participation 5. to study the attitude of the students towards learning the English language. The researcher adopted the Descriptive Survey method to accomplish the determined objectives of the study. The main finding that the study revealed

is that the teachers were not well-versed in the use of appropriate approaches and methods for teaching English.

**Parmar (2018)** conducted a study on the Development and Effectiveness of Computer Assisted Instruction in English Grammar for Standard IX Students. The present study was designed to achieve the following objectives: i) To identify the major learning difficulties in English grammar for the students of Std. IX as perceived by the teachers. ii) To develop Computer Assisted Instruction (CAI) in English grammar for Std. IX students. iii) To study the effectiveness of Computer Assisted Instruction (CAI) in terms of achievement of the students in English grammar. iv) To study the reactions of the students about the developed Computer Assisted Instruction (CAI) in English grammar. CAI in English based on grammar refers to the Computer Assisted Instruction Package developed by the investigator using various software like Macro Media Flash, Page Maker, Adobe Photoshop and Coral Draw to teach English grammar to the students of Std. IX. The CAI was based on the identified grammar points viz. Articles, Prepositions, Conjunctions, Quantifiers, WH – questions, Question Tag, Types of sentences, Modal Auxiliaries, Degrees of Comparison, Simple Past Tense, Present Perfect Tense, Past Perfect Tense, Adverb Clause of Result, Active – Passive Voice and Reported Speech. The study was conducted in two schools i.e., Jeevan Bharti School and Narayan School. were selected purposively with the consent of school management. An intact class of Std. IX from each school was considered as the sample for the present study. There was a total of 66 and 58 students respectively in class IX of the selected two schools. The group of students from Jeevan Bharti School was treated as the experimental group whereas the group of students from Narayan School was treated as the control group. Also, a group of 22 students of standard IX studying in Vallabh Vidya Mandir was selected for the initial try-out of the CAI. students' achievement in English grammar. It envisages the significance of such innovations mainly to improve the quality of education at the school level. It further revealed that CAI can be used along with conventional classroom teaching to make teaching very effective, and interesting and develop a deeper understanding of the subject. The study also revealed the fact that it facilitates the learners to develop their interest, inclination and self-confidence towards the English grammar. The study highly recommends the Development of such kind of CAI packages can help not only to the students but also to the teachers to integrate them in the teaching-learning process, to achieve the instructional objectives.

**Mona (2018)** “Effect of Cooperative Learning on Peer Group Relations, Self-Confidence And Achievement In English Grammar Of 9<sup>th</sup> Class Students” the study mainly aimed to study the

effect of treatment on achievement of 9th class students taught English Grammar through STAD under cooperative learning and traditional method. And to study the effect of treatment on mean gain scores on achievement of 9th-class students taught English Grammar through STAD under cooperative learning and traditional methods. The present study concluded that there was a significant impact of the independent variables i.e., cooperative learning technique STAD, traditional method of teaching, and Gender on the dependent variables i.e., Peer group relations, Self-Confidence, and Achievement in English Grammar of 9th class students. A significant effect of treatment was found on mean achievement scores of 9th-class students, elucidating that experimental treatment yielded a difference in scores of achievements in English Grammar. It can therefore be concluded that students of the 9th class taught English Grammar through STAD under cooperative learning exhibited considerable progression in their achievement in Grammar than the learners who got the instructions through the traditional method. The significant difference in peer group relations, self-confidence, and achievement in English Grammar with STAD was observed among students. It was found that students who were taught English Grammar through STAD had more improvement in peer group relations, self-confidence, and achievement as compared to the students taught with the conventional way of teaching. This study further revealed a significant difference in Peer group relations, self-confidence and achievement of boys and girls taught English Grammar through STAD. Boys taught through STAD were more benefitted than girls in Peer group relations, self-confidence, and achievement.

### **2.3 STUDIES RELATED TO THE USE OF MUSIC IN THE TEACHING OF ENGLISH LANGUAGE**

**Medina (1993)** conducted a study on ‘The Effect of Music on Second Language Vocabulary Acquisition.’ The main aim of the study was to explore the effect of music on second-language vocabulary acquisition. The researcher used a comparative design consisting of four treatment groups Music/No-Music and Illustration/No Illustration groups. The study was done among 48 grade two students of limited English proficiency. In the study of comparative design, In the No Music group, the subject students listened to an oral story while the subjects in the Music group heard a sung version of the same story. For the Illustration group, the researcher used pictures of target vocabulary words to illustrate, and no pictures for the No-Illustration group. The results of the study revealed significant results that the music affects favourably in the Second Language Vocabulary Acquisition. The study reveals the favourable attitude of the



students to the sung versions of the stories.

**Hazel-Obarow (2004)** conducted a study on The Impact of Music on the Vocabulary Acquisition of Kindergarten and First-Grade Students. The study aimed to study both the short-term and long-term effects of music on vocabulary acquisition. The researcher conducted the study by using a pre-test-post-test-delayed post-test experimental design. The treatment conditions involved the use of "music versus no-music" during instruction on vocabulary acquisition and retention of story vocabulary for kindergarten and first-grade subjects. The results of the study revealed significant results. The study reveals the positive impact of music on vocabulary acquisition. The study revealed the fact that music makes learning sustainable learning.

**Ilcuikiene (2005)** has studied 'Teaching English rhythm through jazz chanting.' In the study, the researcher conducted a study on Pedagogy, in which a study on 100 Lithuanian English teachers in elementary and secondary schools is performed. Using questionnaires and interviews, Ilcuikiene surveyed the teachers about their views on the importance of rhythm in communication. "The majority (85%) of the respondents acknowledged that the rhythmic use of the language is one of the major problems that their students face in learning English". Specifically, the teachers explained that their students stressed every word equally, making their speech sound segmented and lacking the natural flow of phrases. Further, students did not understand how to group certain syllables to facilitate the meaning of long sentences into small message units. One of the objectives of Ilcuikiene's research was to help Lithuanian teachers learn how to use Graham's jazz chanting as a teaching tool. Graham developed Jazz Chants to create an authentic form to teach English prosody and other language skills were proven effective for English Language learning.

**Fischler (2006)** conducted a study on 'The Rap on Stress: Teaching Stress Patterns to English Language Learners through Rap Music'. The study was experimental in nature and mainly aimed at teaching stress patterns to English language learners through Rap music. Besides exploring the positive effect of rap-based instruction on students' production of appropriate English words, the study investigated its impact on sentence stress. The subject sample was comprised of six ESL students in grades 9 to 12 who have been in the US for two or three years. The subjects all carried over pronunciation characteristics from their primary languages, which interfered with their pronunciation of English. Two of them were from the Asian language background (Thailand and China), one from Somalia, and one from Afghanistan, the other two from West Africa (Ghana). The students voluntarily attended a four-week action research

project. They were taught to emphasize accented syllables or words by stretching rubber bands, standing up and down, tapping on desks, clapping and beating drums by speaking to the rhythm of rap music. All the progress was daily tape-recorded and journal entries were taken. Five of the six subjects demonstrated improvement when the speech samples were compared before and after the course based on the results of the diagnostic and assessment tests. The study revealed the favourable reply of the students to the Rap techniques. The Rap techniques were found useful to teach stress in English.

**Weinstein (2006)** documented case studies of underperforming students for 'Improving Literacy Skills with Rap.' Rap was introduced to the underperforming students as literacy for teaching and learning at Louisiana State University. The main objective of the study was to examine the effectiveness of Rap for underperforming students. The students in the case study liked using rap in school and wrote assigned original raps as a form of language expression. After having to write raps for class, the students reported that they continued to write in their free time for their pleasure. In the presented research the researcher explained the value of using rap in teaching. The study revealed that rap and hip hop have a voice in society that represents a political discourse that enriches a language class. The study also revealed that the Rap appeals as much to youth today as it did when it first emerged as a new musical genre in the language of the common man. The study evoked that as a musical genre, rap has had a reputation for bringing a voice to the struggles people experience in contemporary society. It also revealed that Rap is a form that expresses some of the realities of life in real language. The study advocates the use of music forms to be an integral part of language learning.

**Horn (2007)** conducted a study on English Second Language Learners: Using Music to Enhance the Listening Abilities of Grade Ones. The empirical research also proves the usefulness of songs in language classrooms. The study cited many songs and arranged them into the purposes for which music could be used in the ESL class. The study proved that the songs could be used as greetings, command, memory skills, vocabulary and creativity, relaxation and motivation, expression of joy, and community awareness. The findings of the study also stressed the cognitive and physical developmental skills of the learners with the idea of developing their abilities in English as L2.

**Huy (2007)** conducted a study entitled 'The Role of Music in Second Language Learning: Vietnamese Perspective'. The qualitative study conducted in Vietnam mainly aimed to examine how both, Vietnamese educators of the second language and the Vietnamese students learning the second language accepted the music, used in the teaching of the second language. The study



was experimental in nature. The main objective of the study was to focus on the role of music in second language learning. The study revealed that music has to be largely used in extracurricular activities and learning experiences. The study revealed the finding that, unlike spoken conversation, the music contains pitches, melodies, rhymes, beats, and measured phrases that help students remember vocabulary or grammatical structures, accent, and intonation, and aid in comprehending the general meaning of the second language. The Vietnamese teachers and students both showed a favourable attitude to the use of music in second language learning.

**Schon, et al. (2008)** conducted a study on ‘Songs as an aid for language acquisition’. The study was conducted in three experiments in which twenty-six native French speakers listened to seven minutes of 108 nonsense, three-syllable words, and word parts repeated in random order. The first experiment used a steady stream of monotone-spoken recorded words; the second experiment used the same content, but words were pitched by a synthesizer with matching tone contours for words, and the third experiment used words that were randomly pitched. Subjects were instructed to listen to, but not analyse, the recordings and to push a button on a computer to indicate what they believed were individual words. The research found that in experiment one, the spoken recording, participants correctly identified words 47% of the time; in experiment two, in which the words had pitched correlations, participants correctly identified words 64% of the time; and in experiment three, with random pitches, participants correctly identified words 56% of the time. They concluded the addition of music helped participants better discern between words and word parts; in other words, participants were better able to learn new words. From the experiment, they reasoned that, in experiment three, when there was simply random accompaniment of pitch to syllables, the arousal in the brain was higher due to music; therefore, participants attended better and learned words more accurately than with just spoken words. This correlates with the original idea that song adds to emotional content that comes from language paired with music and this creates more brain arousal, resulting in better language acquisition. However, the study does indicate that musical intonation, which creates redundancy, helps listeners' segment words; therefore, a curriculum that uses song or rap to teach language can improve some of the most fundamental elements of perceiving phonics, syllables, and words.

**Hashim and Rahman (2010)** conducted a study on “Using Songs to Reinforce the Learning of Subject-Verb Agreement.” The study aimed to investigate the effectiveness of using songs in enhancing the understanding of SVA i.e., Subject, Verb, Adjunct. The study adopted a quasi-

experimental design. The experimental group went through the song-based tasks in three different sessions while the control group resumed the normal lesson. The instruments used in collecting data were pre-test, post-test, observation of the treatments from a recorded tape, and students' reflection sheets. Data were analyzed qualitatively and quantitatively. The study revealed the high recommendation of incorporating songs in teaching grammar. The findings of the study showed that song-based activities are useful tools to reinforce the learning of SVA and provide an enjoyable classroom atmosphere.

**Salcedo (2010)** did a study on 'Using Multimedia to Simulate the Target Culture: The Closest Thing to Being There.' The study aimed to investigate the effects of songs being used for instruction in a foreign language. The study examined whether text recall would be increased when the text was learned through songs, whether delayed text recall would be increased through the same means, and if *din* was stronger after listening to a song or text. The study was experimental in nature; ninety-four male and female students ranging between the ages of 17-43, with a mean age of 23 were examined. This study revealed through a statistical analysis of *din* that it occurs in learning a language at a significantly higher percentage when music is added to language learning. The study revealed the positive effect of music that Rap music increases memory in language learning. The study highlighted that Songs Communicate Culture too which helps learning. The study highlighted that 'It is especially notable that *din* is a naturally occurring involuntary mental rehearsal that, according to Krashen (1983)', "is a sign that language acquisition is taking place" (p. 173) is also proved true with the study. Therefore, the curriculum that uses rap as a musical presentation of the material will be more effective in increasing memory rehearsal and thus language acquisition than a curriculum that does not give an opportunity for the musical *din* to occur.

**Engl (2012)** conducted a study on 'Why use music in English language learning? A survey of the literature, English Language Teaching'. According to the study teachers who bring contemporary music into the class can also bring pop culture into a class. The researcher explored the concept of pop culture as a global phenomenon that is part of the backbone of youth culture. The study asserted that bringing music in the class not only brings exposure to the culture of the music, but it can serve as a bridge between generations and break down possible teacher-student role barriers, as well as bringing a relaxed and enjoyable learning environment into the classroom. The study further revealed that "music, while universal, is culturally specific in that the musical content and style mirror a particular culture, acting as a cultural artifact that may both reflect and influence that culture". Therefore, by listening to

curricular music, students are inadvertently learning about culture. Songs are not exercises in informal conversation, but they are authentic models of the way people speak. Some would say songs present an elevated form of language because they often use rhyme; however, even though rap may use rhyme, it is not usually seen as an elevated style.

**Sebastian (2014)** conducted a study on ‘Developing Grammatical Awareness through Songs’ to teach grammar to the high school students of Palakkad District’. The main aim of this study was to create an increased awareness of grammatical categories in the learner through the use of songs. The objectives of the study were as follows. i) to assess the effectiveness of songs in teaching English grammar in comparison to a traditional method. ii). to quantify the grammatical competence achieved by students through songs statistically. iii). to establish the benefits of using grammar-based songs as a remedial and correlative tool to enhance the competence of the learners of English grammar. Through the study, it is been evoked that there is a need to revamp the present system of teaching grammar in schools. The researcher found that grammar achievement and awareness have enhanced because of the songs that are used for the study. The findings of the study have confirmed the fact that the novel teaching module based on the medium of music helps to sustain learning and, therefore, improves the student's knowledge of grammar. The study highlights the need for language teachers to be receptive to teaching grammar using such novel teaching modules.

**Bhamare (2017)** explored ‘The Teaching of Language Skills Through Songs, Film Segments and Video Clips. The research aims at i) Providing teachers with creative methods of using art and music as resources to build students’ language skills ii) Producing teaching materials to supplement course books in order to meet learning objectives better iii) Making the teaching and learning process more effective and enjoyable. The present study mainly focuses on i) Effective teaching of English using songs, film segments, and video clips ii) Motivating and encouraging teachers to create their own resources using A/V authentic materials. The findings from the study revealed that authentic materials like songs, film segments, and videos can be proven as one of the best supporting materials in the teaching and learning of language. The study shows that students learn the language in a light environment rather than a dry academic one. the learners enjoy learning when they are exposed to a non-academic environment where language learning is supported by authentic materials like songs, films, and videos. Teachers, on the other hand, enjoy teaching when the class is motivated. Teachers of Speak Fast courses do not need to look for songs and videos as they are already included in the course books as a week-wise teaching plan. However, teachers teaching courses for international students make

use of songs, films, and videos to develop students' grammar, vocabulary as well as listening and speaking skills.

## **2.4 STUDIES RELATED TO TRIBAL EDUCATION IN INDIA**

**Rekha (2007)** Cumulative Backwardness of High School Students in English with Special Reference to The Socially and Culturally Disadvantaged Sections: Diagnosis and Remediation Models. The study aimed at the following eight objectives i) To study the phenomenon of backwardness with special reference to cumulative backwardness in English. ii) To analyse the probable causes of backwardness iii) To analyse the cumulative backwardness in English in a manner that lends itself to some gradation iv) To analyse the error of children and how teachers view these errors v) To study how the components of English that may appear dissonant from the South Indian languages could contribute to the backwardness vi) To obtain the judgment of teachers on textbooks, course materials, and strategy-related items vii) To develop remedial constructs and approaches and try them out in various settings viii) To synthesize the results and process them for application modes by teachers. The study states the findings that There is enormous cumulative backwardness in English for the majority of pupils in the Kerala State school system. In many schools – both Government and aided – a high percentage of schools even in class 10 cannot write a single sentence in English of their own. Long passages are given which students must read and answer the question. The pupils don't have the competence. So, they write something and still pass because of the incredibly liberal valuation. The evidence suggests that the cumulative deficiency in the new scheme is even greater than before. This study has shown that a high component of cumulative deficiency in English has arisen largely due to school factors: changing the curriculum without getting the stakeholders ready for it, making precipitate changes without any proper academic analysis, reversing the changes with equal absurdity, implementing a progressive curriculum through conservative administrative modes, prescribing mechanical and externalist modes of coaching instead of nurturing genuine teaching and learning. It has also shown that cumulative deficiency can be overcome through pupil-centric, self-learning, confidence-building approaches, preferably with graded material using minimal generative components to begin with for the extremely retarded pupils.

**Vergheese and Nagaraj's (2012)** study entitled "English Language Teaching and Tribal Learners," the Indian education is challenged by a serious threat of the low literacy rate among the Scheduled Tribes. The authors state the significant rate of illiteracy in Kerala, which is

considered to be the state with the highest literacy rate. The research also presents the number of failures and school dropouts in Attapady, a village in the outskirts of Kerala. Different causes and consequences of dropouts and poor literacy levels are explored by the researchers. The lack of proficiency in the English language is identified as a major obstacle to the education of Schedule Tribe learners. The inappropriate syllabus and teaching method of English develop a negative attitude in learners towards learning. The fear of learning a foreign language is one of the factors to stop their education because the English language is a criterion rather than an option at a higher level. It is clear that tribal learners are not motivated well. They have adjustment problems with the school curriculum and teaching of English language. Though the Government can provide grants and scholarships for the betterment of learners, the responsibility for their educational development is ultimately in the hands of teachers. The findings is based on the pilot study conducted to understand the educational backwardness of tribal learners with special reference to the English language. It describes the language learning problems of tribal learners and analyses the causes of backwardness.

**Kulkarni, and Sonal, (2012)** conducted a study entitled ‘The Gender-Based Aspect of Academic Achievement among Tribal Students.’ A total of 60 male and 120 female students were taken from three ashram schools in Ahmed Nagar district of Maharashtra. The required information was collected with the help of the Achievement Values Anxiety Inventory (AVAI) and the School Adjustment Inventory (SAI). The respondents were also interviewed. The data was analyzed gender and grade-wise. The findings of the study revealed that the Male and female students underperformed in the semester exam and the gender difference was not significant. The study established that the role of gender in academic performance is limited. SES has a significant effect on the academic achievement of the tribal students.

**Jha (2013)** conducted a Study of English as a foreign language among the Senior Secondary Tribal Students. The survey method has been adopted for data collection in the study. Data was obtained from government, private, and semi-government schools of English and Hindi medium of Bastar. Self-made Questionnaires and datasheets have been used as tools for data collection in the research along with field study. Objectives of the study were 1. To study the impact of English as a foreign language upon the senior secondary Halba tribal students of Bastar district. 2. To study the impact of English as a foreign language upon the senior secondary Gond tribal students of Bastar district. 3. To compare the impact of English as a foreign language upon the Halba and Gond tribal senior secondary students of Bastar. A null Hypothesis was formed for the study. The findings of the study highlight the following

problems of English language teaching and learning among tribals.: There is a lack of aim in the teaching of English, Passing the exam is the only aim of teachers and students. Classes are overcrowded, lack of infrastructure and lack of education facilities, lack of competent teachers, lack of the latest pedagogy in the teaching of English for language development among the tribals, lack of Innovations in teaching techniques, negative approach of teachers and students towards English language, inappropriate methods in the teaching of English grammar, lack of Audio-Visual Aids, inappropriate curriculum that has hardly any connect with the tribal culture, faulty evaluation system and the demographic and social, cultural barriers create hindrances in English teaching and learning.

**Mohakud (2013)** conducted a comparative study on ‘the achievement in English language between the nontribal and tribal secondary school students. The study was mainly focused on the objective’ to know the academic achievement in the English language of secondary school tribal (class -x) students in comparison with the non-tribal students.’ The findings of the study revealed that there is a significant difference between in the academic achievement in the English language of secondary school tribal (class -x) students in comparison with the non-tribal students. The study also revealed that there is no significant difference in English achievement between tribal boys and tribal girls at the secondary level.

**Gautam (2013)** conducted a study on the topic entitled ‘Teaching English to the Tribal Students: Problems and Prospects.’ The study reveals that the tribal learners, due to their cultural variations, long habits, and attitude toward learning English, have failed to achieve the expected result in the learning of English. The study also underlined the difficulties of teachers while teaching English to tribal students. The problems of teaching English to the students of tribal areas English as a second language have now become an important task. It has been observed that the students in these areas get the least marks in theory. They have major problems like vocabulary, grammar, pronunciation, etc. to communicate effectively in English. Mother tongue impact has been a great hazard regarding this problem. The students are able to understand the other subjects or have the command over other subjects taught in their mother tongue, but they are lagging much behind in the world of competency because of a lack of knowledge about the English language. They do not get proper guidance from teachers. Teachers even are found not perfect in subject the matter of teaching. Traditionally theoretical teaching is implemented in the class to pass the examination. Due to a lack of innovative methods in teaching the students of tribal areas have not been transformed into true learners. The teachers still use the traditional and faulty Translation Cum Grammarian method of

teaching. The new approaches to teaching English have been kept aside to avoid the efforts on the side of teachers. This has made our teaching-learning process monotonous. The researcher, through the study, insisted that there is a necessity for innovative, 21st-century based tribal-oriented pedagogy for language teaching and learning so that the best of the English language knowledge, and communication skills can be extended to tribals. Teaching English through organizing teacher training programs, conducting interactive classes where students won't be passive recipients anymore, and where every individual has his own share to contribute in this regard.

**Agrawal (2013)** conducted a study on the Development and Try-Out of Teaching Learning Material on English For Standard VIII Students Of Adarsh Nivasi Schools For Scheduled Tribe In Gujarat. The present study is a developmental cum experimental study. A quasi-experimental research design was used for the present study. The present study was conducted with the following objectives. 1. To develop the Teaching Learning Material to teach English to standard VIII students of Adarsh Nivasi Schools for S.T. in Gujarat. 2. To study the effectiveness of the developed Teaching Learning Material in terms of students' achievement in English. 3. To study the effectiveness of the developed Teaching Learning Material in terms of students' reactions. Mean, Standard Deviation, Standard Error of Mean, and Mann-Whitney U-test were used to analyze the quantitative data collected through post-test. The following Major findings were drawn for the present study on the basis of analysis and interpretation of the data. 1. The developed teaching learning material was found to be stochastically (significantly) effective in terms of enhancing students' achievement in English in comparison to the traditional approach. 2. The developed teaching learning material to teach English was also found to be effective in terms of the reaction of students towards the package. 3. The developed teaching-learning material was found to make the students interested in learning English, having cooperative learning among students and considering the teaching-learning material as self-study material.

**John & Singh (2014)** conducted a study of achievement in English of tribal students: comparisons of determinants. The objective was to study the role of personality, emotional intelligence, gender, locale, and culture on academic achievement in English of adolescent students of tribal communities. The findings of the study indicated that the locale had a positive role and culture had a significant negative role in determining the English achievement of the tribal learners due to their ethnicity. Hence the study suggested that there has to be emotional stability, interpersonal awareness, and interpersonal management as a must-have component for the positive significance in determining English achievements.



**Mandal (2015)** conducted the study to point out some of the problems faced by the tribal learners in Odisha and also to suggest some pedagogical instructions for the tribal teachers' training program. The researcher indicated through the study that the teachers' decision-making ability in teaching English is affected by sociocultural knowledge, skill, attitude, and awareness. In other words, it means that the teachers teaching the tribal learners must have sufficient knowledge about their learners' tribal dialectical background, linguistic and socio-cultural background, and their locality as well to teach English effectively. Moreover, the teacher must be skilled enough to adapt materials that relate to tribal culture, to lower the learners' affective filter, to assess the tasks, and provide scaffolding.

**Indurkar (2017)** conducted a study on the problems and solutions of teaching English in tribal Gadchiroli district. The study aimed to trace the problems of teaching English in the tribal Gadchiroli district. Generally, tribal students consider English as a subject not as a language. It is the main problem for them. Actually, tribal students have a fear of English. The teacher while teaching English should use different methods of teaching English to the students. The findings underline problems such as psychological depression, lack of proper learning methods, Problem of concretizing Abstract Ideas, Mother Tongue Interference, Lack of Practice, Lack of Interest, Lack of Motivation, and crowded classes, etc. The findings underline that these factors affect learning and result in poor performance at the end of the year, as students find themselves unable to express themselves in English, Learning English, being compelled, has merely become an obstacle in passing the exam. The study suggests some remedies that the teacher can also make use of in the language lab. Some of the methods of teaching English are as follows, grammar, translation method, direct method, bilingual method, the structural method. The communicative method, the situational method. The use of appropriate methods for teaching various topics accordingly helps to enhance the effect of teaching language.

**Tripathi (2017)** conducted a study entitled 'Factors affecting the language learning experiences of students of Gadchiroli, at Chandrapur Maharashtra. In the study, the researcher aimed to explore the various problems that the teachers and students face when teaching and learning the English language in the Gadchiroli district, as the area is highly populated with tribals. The researcher aimed to highlight the factors that affect English Language learning for teaching and learning, as most of the learners belong to tribal communities. The findings mainly highlight the Cultural Factors, Psychological Factors, and Economics Factors as the major factors affecting the English Language of students in Gadchiroli District. Based on the findings the researcher suggested some remedial measures for increasing students' interest and



participation in English language learning which can assure the overall improvement in their English language communication.

**Meshram (2017)** conducted a study *Relation Between Pedagogy of English and Tribal Students: Challenges and Remedies*. The study mainly aimed to find out and study the problems of tribal students regarding English and to make efforts to rectify the relationship between the Pedagogy of English and, the issues and problems of teaching English in the tribal Gadchiroli district. The study underlined the fact that it is not a meagre task for English teachers to communicate with the students of the tribal area. The tribal students use their mother tongue for communication instead of regional language and English language. The script plays a vital role in the development of any language. Tribal language has no script. That's why they find various difficulties while writing and comprehending English. They are unaware of the vocabulary, grammar, and pronunciation of English. This problem becomes crucial when they enter at the college level. The findings reveal that the tribal learners who are considered disadvantaged and backward are seen to be totally alienated from the school. The language barrier stagnates the development of the students. English Pedagogy of the language learning alienates the students from the learning process. That's why tribal students are lagging behind in reading and writing as compared to the students of the urban area, and because of it, various opportunities have been denied to them on the grounds of language. Tribal students remain behind due to their inability to speak and write in English as compared to urban students. They feel alienated from the English language prominently due to the lack of any support in this field. Hence, it is very important to have the designing of the proper syllabi. The lessons in the text should be related to the student's actual life. The study has suggested the strong need for tribal culture-relate-specific innovative pedagogy to face the challenges.

**Lone & Khan (2019)** conducted A comparative study on the need for achievement in the English language between the non-tribal & tribal secondary school students. The objectives were to study the need achievement of tribal and nontribal students. The findings of the revealed that the tribal group is lower in achievement than the non-tribal group. The non-tribal students develop great hope of success and, as a result, are optimistic and excel in their lives, while tribal students develop a fear of failure and they fail to realize their potential. The tribal group is lower on factor 'A' (Hope of Success) of need achievement than the non-tribal group. The Non-Tribal Students develop great hope of success and, as a result, are optimistic and excel in their lives, while Tribal students develop a fear of failure and they fail to realize their potential. 2. The Non-Tribal Students have a higher ego ideal than that of Tribal students. Tribal

students don't have a clear concept of what they want to be or who is their ideal personality to be followed. In simple terms, their ego ideal is not yet perfectly formed. 3. On factor 'C' 'Realistic Attitude' dimension of Need Achievement, no significant difference was found between Tribal and Non-Tribal students. 4. Tribal students have lower perseverance than that of Non-Tribal Students. The results explain that the Tribal students are not able to keep persistence in their long-term planning. While the Non-Tribal Students prefer difficult and challenging tasks and remain devoted to work. 5. Non-tribal students take decisions on their own with a little guidance from others. They rely on themselves and exercise their willpower in making decisions about their life. They believe in themselves and thus strive harder for good outcomes. While Tribal students believe in some unknown force to come and help them to solve their problems. They always think of external forces as the cause of their success or failure, thus are less motivated to achieve more. Non-tribal students possess internal control of fate while as Tribal students possess external control of fate. 6. Non-tribal students take decisions on their own with a little guidance from others. They rely on themselves and exercise their willpower in making decisions about their life. They possess strong determination and they are self-controlled, righteous, resourceful, expressive, rational, and enthusiastic. They believe in themselves and thus strive harder for good outcomes. Tribal students have the weak determination and always act by waiting for suggestions from others or trying to copy others in case of taking decisions. They always think of external forces as the cause of their success or failure, thus are less motivated to achieve more. Non-Tribal Students possess high need achievement while as Tribal students possess low- Need Achievement.

**Bhatt & Sarangi (2019)** Conducted a study entitled 'Difficulties Associated with Fostering Education to Tribal Population Through English Language Skills'. The objective was to gain insights into the sociocultural background of the learners and current trends in the tribal education system of the state. The findings underlined the problems and challenges faced by the indigenous population in the field of education while learning the English language. The study also suggested that it's high time that the researchers should change their lenses and focus on how to impart quality education in order to receive the desired results in English language learning.

**Kujur & Krishnan (2019)** conducted a study, 'Analysis of English Language Learning Outcome among Tribal Students of Class VIII of Government Schools of Gumla District, Jharkhand. objectives of the study were 1. To analyse the English language learning outcome of tribal students of class VIII of Gumla District 2. To identify the problems in learning English

as a second language among tribal students of class VIII of Gumla district. The method adopted for this study was a descriptive survey and a qualitative research approach was followed to explore the challenges of English language learning among tribal students of Gumla district, Jharkhand. In order to collect relevant data for the present study, English Learning outcome tests for VIII standard students, Observation of the English classroom process, Interviews with the teachers, and Focus Group Discussions with students were developed and employed by the researchers. i. Teachers teaching English in the schools were found to be trained teachers of other subjects. Their content mastery and pedagogical skills are not adequate. ii. Class VIII tribal students do not possess learning outcomes as expected. They have a problem in speaking and expressing their ideas fluently. They read without proper stress and intonation and write grammatically incorrect sentences without proper use of punctuation and with lots of spelling errors. iii. Bilingual and traditional methods are used for teaching English. The English texts are explained to the students by the teachers through its Hindi translation. iv. Student-teacher interaction is very less and less emphasis is given to the creative thinking of the students. v. Less emphasis is given in engaging students in writing and speaking activities. vi. No learning resources other than prescribed textbooks such as ICT resources, English newspapers, magazines or periodicals are neither used in English class nor available in the area. vii. The major factors affecting the ELL of tribal students were found to be a lack of foundational knowledge of English, the dominance of mother tongue or local language in English class, use of traditional teaching-learning methods, lack of resources and facilities in school and home, irregularity of students and lack of parental support and the family.

**Puri (2020)** conducted a study entitled ‘English Language Acquisition of the Learners at the Secondary, Higher Secondary, and Under-Graduate Level in Tribal Communities in Chandrapur District of Maharashtra. The Descriptive Analytical Survey Method was implemented for the study. The major objectives of the study were the acquisition of the English language, especially, for the tribal learners at the Secondary level, the Higher Secondary level, and the UG level. ii. The general objective of the research was to make the teaching-learning process learner-centric and interesting by exploring the authentic study material from the tribal life, culture, legend, myth, folk songs, songs, games, dictations, news, advertisements, slogans, pictures, audio, video, and rhymes and thereby analyse their effectiveness in English language acquisition. The other objective was to facilitate the English Language acquisition of the tribal learners and to change the attitude of the learners to a positive one. The study had the minor objectives as follows: a) To create supportive study material suitable for learners for the

acquisition of the English language. b) To make use of vocabulary games and grammar games to ignite the sleepy minds of the learners. c) To improve the comprehension skills of the learners while reading or listening to something. 9 d) To make use of tales, songs, rituals, legends and myths from tribal culture to teach English; and to give the learners, especially those learning at SS, a feeling of familiarity. e) To enable the learners, especially those learning at HSS, to use simple structures and minimum vocabulary of English. f) To make use of authentic material to introduce the learners to the easy ways of English acquisition. g) To make use of pictures, illustrations, videos, etc. to increase the comprehension and imagination of the learners. h) To improve the skills of language analysis to find out the hidden meaning. i) To find out the teaching-learning environment, the government policies, the freedom that teachers have in exploring advanced teaching methodology, teachers' salaries, availability of Information and Communications Technology (ICT) and infrastructure, and the number of learners in each class. j) To undertake a scientific study through a survey in Chandrapur district to enhance the process of acquisition of English. This is because, as far as the knowledge and reading of the researcher is concerned, no one has undertaken such a scientific study in the district for the English language acquisition of the learners. k) Consequently, to develop learners' positive attitude towards the English Language, the English Texts, and the English Teachers, by making use of the prepared study material from the things around them These tests were held before and after the teaching of the specially designed study material (module) for the present study. Separate study materials were designed for the three levels of learners, viz., Secondary, Higher Secondary, and Undergraduate. Out of Tribal culture, the module was prepared that consists of i. Riddles ii. A tribal heroic tribal folk song iii. A poem iv. A nursery rhyme v. An agricultural tribal folk song vi. An anecdote vii. A folktale of Eklavya viii. A legend 'Tantya Bhil '. These materials were taught to the selected students in between the two tests. Three different question sets were designed for the three different levels of the learners. They were 90 students in all from nine different institutions (10 from each). The same question sets were employed in the pre and the post tests. The tools used for data collection were the comprehension tests (Pre-Test and Post-Test), observations, informal interviews and discussions The collected data of the scores of the two tests was analysed for the comparison of Mean, Median, standard error of mean, median, mode, standard deviation, variance, range, minimum, maximum and sum of two separate tests of the students. The study findings showed a great difference. Significant increase is found in the scores of the second test due to the intervention of the module. Similarly, the reaction scale analysis showed that experiment succeeds in changing the negative

attitudes of most of the learners to positive ones. The prepared study material found interesting and useful. The study findings proved that the material, prepared by exploring the authentic material within the reach of the tribal people, had a positive and progressive impact on these learners. It facilitated the acquisition of English.

**Saraswati (2022)** conducted a Comparative Study of English Language Skills Between Non - Tribal and Tribal Secondary Students. The researcher has selected tribal and non-tribal students from the government secondary schools of Mayurbhanj district, Odisha. 80 secondary tribal and non-tribal students of govt. secondary schools were the sample of the present study. Among them 40 were non-tribal and 40 were tribal students. Out of which 20 were boys' students and 20 were girls' students and from non-tribal and tribal students out of 40 students respectively. As this was a qualitative study the tools used were Listening skills – Informal discussion and observation by the investigator II. Speaking skills – Informal discussion and observation by the investigator III. Reading skills – One paragraph from class ix textbook. IV. Writing skills – One paragraph from class ix textbook. The investigator has personally visited the 4 Government secondary schools (C.P.M High school, H.C.V.M govt High school, D.K Seemanta High School, and Shirsa govt High School) to collect data in Mayurbhanj district, Odisha. In the study simple percentage and chi-square were used to analyse and interpret the collected data for drawing a necessary conclusion. 1. The findings of the study revealed that there is a significant difference in the English language listening skills between non-tribal and tribal secondary students. 2. The findings of the study revealed that there is a significant difference in the English language speaking skills between non-tribal and tribal secondary students. 3. The findings of the study revealed that there is a significant difference in the English language reading skills between non-tribal and tribal secondary students. 4. The findings of the study revealed that there is a significant difference in the English language writing skills between non-tribal and tribal secondary students. 5. The findings of the study revealed that there is a significant difference in the English language listening skills between non-tribal boys and non-tribal girls' secondary students. 6. The findings of the study revealed that there is significant difference in the English language reading skills between non-tribal boys and non-tribal girls' secondary students. 7. The findings of the study revealed that there is a significant difference in the English language reading skills between non-tribal boys and non-tribal girls' secondary students. 8. The findings of the study revealed that there is a significant difference in the English language writing skills between non-tribal boys and non-tribal girls' secondary students. 9. The findings of the study revealed that there is significant difference in the English language

listening skills between tribal boys and tribal girls' secondary students.10. The findings of the study revealed that there is significant difference in the English language speaking skills between tribal boys and tribal girls' secondary students.11. The findings of the study revealed that there is a significant difference in the English language reading skills between tribal boys and tribal girls' secondary students.12. The findings of the study revealed that there is a significant difference in the English language writing skills between tribal boys and tribal girls' secondary students.

## **2.5 IMPLICATIONS FOR THE PRESENT STUDY**

A total of 54 studies were reviewed from India and abroad. Out of these, 24 studies were related to developing strategies, designs for teaching English grammar, and factors affecting the teaching and learning of English language grammar, 13 studies were related to the use of music to teach the English language. 17 studies are related to the English language education of tribal students.

The literature reviewed revealed that there are several studies conducted were experimental in nature. Survey Method, A descriptive-analytical survey method was also implemented for the comparative studies by some of the researchers. The review of related literature also highlighted the techniques and methodologies adopted by the researchers were experimental in nature wherein mostly a quasi-experimental design was used, whereas, a single group pretest post-test design was also implemented in the three studies (Yadav,2004); (Rathod, 2005); and (Dave, 2013). The development of packages, designs, and strategies to enhance and analyze the English language and grammar skills were studied. The focus of the studies was on topics such as the development of the program, developing the strategy, and designs for teaching English grammar, and identifying the factors affecting the teaching and learning of English language and grammar. The multimedia package, information and technology package, activity package, music, and songs, were used to develop competency in grammar, acquisition of language, and vocabulary, of the English language. (Ghosh,1977); (Joseph,1983); (Khare,1986); (Naidu, 2014)); (Rekha's, 1995); (Zyoud,1999); (Sushma,2015) (Bowden and Fox, 2002); (Yadav,2004); (Filiz,2005); (Rathod, 2005); (Panchal,2006); (G. Jailakumari,2006); (Sakhiya,2006); (J. Ebenezer Samraj,2010); (P. Sasikala, 2014); (Stephen et al.,2014); (Babitha, 2015); (Mona, 2018) (Lakhera H.,2017); (V. Ravi, 2017); (Parmar R., 2018); (Hazel-Obarow, 2004); ( Huy Le, 2007); (Medina, 1993,) (Hashim and Rahman, 2010); (Salcedo, 2010); (Fischler,2006); (Horn, 2007);; (Patel, 2009);

(Dave,2013); (Mandal, 2015).

The researchers highlighted the status of the present scenario of tribal education; such as barriers and problems of tribal education, and the reasons behind those why tribals lag behind in education in comparison with other learners. The researchers also highlighted that the tribal students face difficulties in English language learning due to various reasons. Researchers also come across to the highlighted urgent need by various researchers that how English language teaching reforms can be one of the best key solutions to the problems of Tribal students. (K.R. Rekha,2007); (Verghese and Nagaraj, 2012); (Kulkarni, and Sonal, 2012); (Jha, 2013); (Mohakud, 2013); (Gautam, 2013); (John & Singh, 2014); (Agrawal A, 2013) (Mandal, 2015); (Indurkar, 2017); (Tripathi, 2017); (Masram,2017); (Lone & Khan, 2019); (Bhatt & Sarangi, 2019); (Puri, 2020); (Saraswati, 2022); (Kujur & Krishnan, 2019) There are various tools used by the researchers. The tools used by the researchers were achievement test observation forms Speaking anxiety scale, interview transcripts, video-tapes etc. The researchers analyzed the collected data quantitatively by using Mean, Standard Deviation, Mann-Whitney U-test, Percentage analysis, and Intensity Index etc. (Hazel-Obarow, 2004); (Lakhera Himangani, 2017) ; (Vanguri Ravi, 2017); (Parmar R, 2018); (Huy Le, 2007); (Medina, 1993); (Huy Le, 2007); (Medina, 1993); (Hashim and Rahman, 2010); (Fischler, 2006); (Horn, 2007); (Cheryl, 2008); (Ilcuikiene, 2005); (Susan Weinstein, 2006); (Patel A. D., 2008); (Schon, et al. 2008), (Salcedo, 2010;) (Engh,2012); (Bhamare Y,2017); (Sebastian E.,2014).

Out of the studies reviewed, the researcher did not come across any studies for grammar teaching through music for tribal students and class IX in Ashram schools in India. Most of the studies reviewed by the researcher have been conducted in advanced countries; the researcher found that hardly any study related to music for English language study or music for grammar teaching-learning has been conducted in India. Out of the reviewed studies, most of the tribal studies highlighted the poor educational status in English language teaching and learning of tribal students in India. Most of the studies highlighted the English language learning difficulties of tribal learners and the researcher did not come across to any study that has been conducted to enhance the English grammar skills of tribal students through music in India. Hence, the researcher developed a music-based program to enhance the grammar skills of Tribal students.



