CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Language plays important role in the whole process of education. Language competencies are essential and need to be acquired from the primary stage of education. If the language competencies of mother tongue developed correctly, it may facilitate the child to participate well in the class. Hence acquiring language skills are very important to do well in academics as well as in real life situations. Most of the students fail in exams because they do not have adequate competencies in language. To excel in academics strong language base is very essential because it makes child confident in social participation. The language teaching particularly mother tongue need to be done appropriately as it has strongly emphasized in NCF 2005 that, “it is common observation that language teaching is the most neglected area in our schools and it has remained one of the most boring and unchallenging sites of education”. Hence the teaching methods of language need to be modified to create interest and motivation among learners. This will be possible by integrating art in education like use of music, play way activities, dramatization, and role playing etc. Integrating art in school subjects will create interest and helps in developing effective communication. “Art activities are the most effective medium, which allow creative expression for children to express themselves and experience joy in doing so” (Prasad Devi, 2006). According to Wordsworth “Art is the spontaneous overflow of powerful emotions”. 
Conducive learning environment should be created by motivating situations such as using drama, singing, etc. These are some of the methods for promoting better language learning. Singing can be used for the practice language skills. This can be used to teach a variety of language skills, such as learning new words, sentence patterns, pronunciation, and speech. The prosodic features of language—stress, rhythm and intonation can also be learnt through singing very effectively.

1.2 THEORETICAL BASES ON LANGUAGE AND MUSIC

Language is the systematic and conventional use of ‘sounds’ for the purpose of communication or self-expression (Crystal, 1995).

The development of the language depends upon learning language through the rhythmic structure synchronization (Kempton, W., 1980).

Music is an art form, whose medium is sound. It is a system of beautiful sounds in orderly fashion. It is the combination of tune, rhythm, emotions and feelings expressed through speech mechanism.

It is a device that establishes sound meaning correlations, pairing meanings with signals to enable people to exchange ideas through observable sequences of sounds.

There are commonalities between music and language which are shown in the diagram given below.
Both music and language have specific structures and governed by rules. Music is the combination and permutation of various notes resulting in different tunes, ragas and rhythm whereas speech in the result of various vowel and consonant sounds arranged in specific way that is sounds form words and words form sentences.

National Focus Groups Position Papers, Vol. I, Curricular areas NCF, 2005 pointed out that “The grammar of language is highly abstract system consisting of several subsystems. At the level of sounds, languages of the world are closely associated with rhythm and music in terms of their intonation patterns and pitch contours”.

Sound is the medium for both music as well as speech. Nada and Shabda are the synonyms of the word sound in music. “Sounds are systematically organized in all human languages” (NCF, 2005). Music is also system of beautiful sounds in orderly fashion.

Music and language both use the oral-auditory channel and furthermore, music and body language are strongly tied (Gardner 1993). The main function of music and language is communication.

Music is rightly styled the language of emotions. Music is powerful vehicle for the portrayal of feelings (Sambamurthy, P., 1982). Music and language have commonality in expressing emotions. The Indian theory of emotions has been usually associated with a literary appreciation of the theory of Rasa, aesthetic emotion based on Hindu Psychology. They are erotic, humorous, pathetic, furious, valorous, fearful, odious, wonder. For effective reading and speaking these emotions and gestures play a significant role (Adyasha Das, 2008). The
emotionalist view represented by Tolstoy and Dacasse defined art as ‘emotion’. They advocated that the requisite defining property is not ‘significant’ form but rather the expression of emotion in some sensuous public medium. They hold that without the projection of emotion into a medium such as a piece of stone or words or sound there can be no art.

NCF (2005) pointed out that there is a need for imaginative input that is read by a competent reader with appropriate gestures, dramatization, pauses and breath grouping, rhythm etc. Reading and singing of additional materials i.e. stories, poems, songs, etc. are essential.

Comprehension, expression and appreciation are the important objectives of any language. In music also these play a very significant place. When one is able to comprehend and express feelings, ideas, and thoughts naturally, he appreciates and enjoys the rhyme, ideas, and meanings in the language as well as music. In the spoken language pronunciation stress, intonations, duration (rhythm), are as important on rhyme and pause is in music. Rhythm is the time scale in music, it measures beats in a piece of music. Rhythm is continuous. Melody involves the pitch or scale of voice. For example: It is more difficult to understand a robot speaking in a monotonic pitch and rhythm, without stress and intonation than person who speaks with natural intonation and rhythm and expressing with feelings and emotions. The development of the language depends upon learning language through the rhythmic structure of synchronization (Kempton W, 1980). There is a self synchronous organization to speech and movement which is essentially rhythmic. Rhythm provides the means by which behavior is organized (Aldridge, D., 1989).
Music can transform classrooms to pleasant and positive learning environments in which children thrive emotionally, socially and academically. (Kelli & Rieg, 2011) As a section of language learning listening also needs to be enriched with the help of music, which includes folk, classical and popular compositions. Folklore and music also deserve a place in the language textbook as discourses capable of being developed with the help of exercises and activities unique to them (NCF, 2005).

Music and language shares almost similar characteristics which help the students to learn language very easily. The components of music i.e., rhythm, melody, emotions, lyrics and pronunciation in a piece of vocal music influences on language competencies. Early childhood exposure to music may help child to learn the language effortlessly. The prosody adds beauty to language. Music plays very important role in enhancing prosody and beauty in the speech. There is interrelation and inter dependency between language skills can be seen.

1.3 LISTENING AND READING COMPETENCIES

Listening is the first and foremost skills of language and is the base for language learning. All three language skills viz., reading, writing and speaking depends on listening skill. “Listening is awareness of speech sounds and processing those sounds in to meaningful units” (DeHaven, 1979).

Reading is a cognitive process of decoding symbols in order to construct or derive meaning. It is the ability to perceive and interpret the sounds and symbols.

The read aloud may be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud may be used to model the use of reading strategies that
helps in comprehension. Listening and reading play an important role in the process of language learning. They increases vocabulary, improve memory. Reading aloud with comprehension, intonation, correct pair and emotions enhances beauty in reading.

Studies conducted in Kannada language by Chapparadalli Neelakantha (1975), Pushpa (1971), Geetha, S. (2005), Nag, S. (2007) Obaleshappa (2000), Srimani (1998), etc. Studies showed that the students lack in language competencies. Most of the students in primary and secondary school, inspite of Kannada as medium of instruction and as mother tongue showed difficulty in so many areas of language viz., reading speed, syllable processing, phoneme processing, accuracy, spelling, reading comprehension, visual sequential memory, rapid automatic naming, vocabulary, phonology, receptive and expressive language, auditory comprehension and verbal expression, etc. They also commented that the teaching methods, strategies and teachers were mainly responsible for poor performance of students in their language inspite of high intelligence. NCF 2005 also commented that language teaching classrooms are inappropriate and language teachers are lack in basic pedagogic skills.

From the review of the related literature on various factors influencing linguistic skills, it is clear that intelligence plays a major role. It is evident that inspite of high intelligence and Kannada as mother tongue students of primary and secondary school are not able to do according to the expected level. They found difficulty in recognizing and differentiating aspirated and unaspirated, voiced and voiceless sounds and interchanging the letters Sha as sa, La as la, ha as aa, etc. Problems were very common in primary and secondary school students. The
comprehension level also not up to their level of intelligence. The teachers were not aware of that reading with emotions, pauses and intonation are important for effective language learning. More than half of the students reported to be facing these problems. After reviewing the related literature available in Kannada language, one of the major reason for the problem found while reading, listening, speaking was lack of interest and motivating methods of teaching Kannada language.

1.4 NEED AND SIGNIFICANCE OF THE STUDY

As NCF (2005) pointed out that the language teaching (regional language) is the most neglected area in our schools. The importance of language is undermined by educationists, teachers and parents as they ignore the fact that without strong language base child cannot do justice with learning other subjects also. Teacher is the only link, who can sensitize the children in their class to the rise and fall of tones and changes in pitch contours; the only one who can sensitize them to the rhythm, rhyming and precision of poetry and prose. Children come to school with an enormous linguistic and cognitive potentials. In the case of language, it is particularly true that every normal child is a flawless speaker of her own language. A sensitive teacher would know how best to build bridges between the languages, children bring to the school and the languages that are used in the schools (National Focus Groups Position Papers, Vol. I, NCF, 2005). Hence teacher is the one who can inspire the students to learn and excel in their academics and development of personality as a whole. Hence teacher is considered to be the architect of nation. The teacher has to equip the learner to acquire basic orthographic rules of language, though students come equipped with full-blown
linguistic systems. The major objective of language teaching is to equip learners with the ability to become literate so that they can read and write with understanding. It is common observation that most of primary school children speak and read without knowing the grammar of a language though it may be their mother tongue. This is because teachers lack basic pedagogic skills (understanding where the learner is, explaining, asking appropriate questions and an understanding of the process of learning to read, which range from bottom-up processes such as syllable recognition and letter-sound matching to top-down process of whole-word recognition and meaning making from texts. There is a need for imaginative input that is read by a competent reader with appropriate gestures, dramatization, etc. Reading of additional material i.e. stories, poems, etc. are essential (NCF, 2005).

The teacher should create the joyous environment to learn the language and create interest among students. In this view integration of music may play a significant role in learning a language. According to various studies at the international level revealed that music has effect on language skills of English, Spanish and Japanese languages of primary and high school students. Music not only has positive effect on normal children but also plays a very significant role in developing language skills and solving the communication problems among children with special needs. Music helps in developing better attention and listening skills. Cohen, Nicki, S. (1992) conducted a study to know the effect of singing instruction on the speech production of neurologically impaired persons. Where 8 subjects were grouped in two controlled and experimental groups; the treatment group received the musical intervention for 30 minutes 3 times a week,
for 3 weeks. Pre and post tests were conducted, the results revealed that 67% of the treatment group showed improvement whereas controlled group did not
Kennedy and others (2005) conducted a study to investigate the effects of music therapy techniques on the story retelling and speaking skills of English as Second Language (ESL) middle school students. Thirty-four middle school students of Hispanic heritage, ages 10-12, in high and low-functioning groups participated in the study for 12 weeks. Pretest to posttest data yielded significant difference on the story retelling skills between the experimental and controlled groups. Chi Square comparisons on English speaking skill also yielded significant results over three months of music therapy intervention. A variety of music therapy techniques were used including music and movement, active music listening, group chanting and singing, musical games, rhythmic training, music and sign language, and lyric analysis and rewrite activities as supplemental activities to the ESL goals and objectives. Comparisons of individual subjects’ scores indicated that all of the students in the experimental groups scored higher than the controlled groups on story retelling skills (with the exception of 1 pair of identical scores), regardless of high and low functioning placement. Monthly comparisons of the high and low functioning experimental groups indicated significant improvements in English speaking skill as well.

Sonali Nag (2007) of Promise Foundation and Margaret Snowling of British Academy did research on Kannada reading difficulties. The children taken for the study group are from Government Kannada medium schools. They are from 3rd to 6th standards and aged 8 to 12 years. Though the students are Kannada speakers they showed difficulty in reading speed, syllable processing, phoneme
processing, accuracy, spelling, reading comprehension, visual sequential memory and rapid automatic naming but there is no study done so far exploring the effect of use of music on language skills.

The researcher’s personal observations, interaction with the children during the several visits to the schools made her motivated to take this study for research. The researcher observed that children face problem in listening, reading and writing. The pronunciation is faulty and they do not differentiate pronouncing voiced and aspirated sounds. Their vocabulary is limited and they are not able to form good sentences. Hence there is urgency to study the problem. The investigator felt the need of undertaking to explore the influence of use of music on developing language skills. The review of related literature showed that there are very few studies done in India but these varies in selection of sample, intervention and variables studied.

As NCF 2005 stated that, “it is common observation that language teaching is the most neglected area in our schools. The importance of language is undermined by educationists, teachers and parents as they ignore the fact that without strong language base child cannot do justice with learning other subjects as well”. The serious issue is,“ the language teaching classroom has remained one of the most boring and unchallenging sites of education dominated largely by the behaviorist paradigms”. Hence revolutionary changes are very essential to reform language teaching in our schools.

NCF (2005) stated that though children come equipped with basic interpersonal communicative skills, they need to acquire at school cognitively advanced levels of language abilities.
UNICEF’s State of the World Children 1999 emphasised that the convention on the rights of the child guides us toward a more child-centred model of teaching and learning, one in which students participate actively, thinking and solving problems for themselves, and in this way developing the self-esteem that is essential for learning and decision-making throughout life.

Children love music. Music can be naturally integrated throughout curricular areas to develop and to extend vocabulary and comprehension skills. Music can also improve listening and oral language skill; improve attention and memory, enhancing abstract thinking (Hill-Clarke and Robinson, 2003). Additionally music can enhance students’ creativity and cultural awareness (Kendall, 1996).

Stories, poems, songs and drama link children to their cultural heritage, and also give them an opportunity to understand their own experience and to develop sensitivity to others. We may also point out that children may effortlessly abstract more Grammar from such activities than through explicit and often boring grammar lessons (National Curriculum Framework, 2005).

Carolyn Graham and Sergio Aragones, (1991) conducted a study, where he used Jazz chants to express language in a rhythmic way in a given context. They help the students to develop intonation patterns, correct stress. Some chants are presented using a finger snapping rhythm, while others have music in the background. The chants are conducive to role-play which adds to the emphasis on expression in speaking. The chants in Jazz focus on emotions such as pleasure and anger. Those in small talk focus on functions such as greetings, introduction, invitations, apologies, and asking for information. The chants are repetitions,
giving students ample opportunity for practice. Rhythm and role play uses chants in conjunction with picture stories, thus addressing the visual aspect also. It is appropriate for high school and primary school students.

Nuessel and others (2008) found that music has positive effect on enhancing the basic positive effect on enhancing the basic skills of listening comprehension, reading and writing of students. This study offers a set of recommendations for incorporating music into the Spanish language curriculum at all levels.

Moorhead, Marian Newsome (2005) found that the Suzuki music instruction improves listening comprehension among the third grade students.

Milavonov and others (2009) found that music has positive effect on language skills among primary school students between 10 and 12 years.

Hood, Mincey, Hollie (2005) found that participation in music classes has a positive effect on reading and mathematics achievement among fifth grade students. Donlan (1976) conducted study to measure the effect of music upon the spontaneous writing of students. The students’ writings were evaluated the findings indicated that most students had a positive attitude when writing to music. The quality and quantity of the students’ writing was positively influenced by using music as a stimulus. Black J.G. (1996) found that use of classical music and art enhances written composition of high school students.

In this present study listening and reading competencies taken for study were ability to recognize and read aspirated and unaspirated sounds i.e., letters like sa-Sha, la-La, Na-na, aa-Ha, U-Hu, O-Ho and understanding of what they listen and read. Study conducted by Obaleshappa (2000) recognized many errors in
Kannada language. Hence there is urgent need to improve the students listening and reading skills at primary level itself to correct writing skills. The Reading Competencies are ability to read with correct Alpa Prana and Maha Prana (Aspirated and Unaspirated sounds), ability to discriminate the sounds while reading, letters like sa-Sha, la-La, Na-na, aa-Ha, U-Hu, O-Ho, ability to read with correct pauses, ability to read by following correct punctuation marks, ability to comprehend the reading passage.

As NCF 2005 pointed out there is a need for imaginative input that is read by a competent reader with appropriate gestures, dramatization, pauses and breath grouping, rhythm, etc.

The reviews on Kannada language showed that students of primary school did not reach the minimum levels of learning in their native language. During 2009-10 reports of the Assessment Survey Evaluation Research (ASER) of Pratham revealed that more than half of the nation’s primary school students cannot read a second grade book and reading ability of children of class V also remains dismal. V Std. students selected also were able to read only II std. text in vernacular language. The investigators personal observation also similar to the ASER Report.

There is a need to motivate and create interest among students in language learning. There is urgent need of child centred approaches and strategies to provide conducive learning environment and willingness to learn the language without pain strain and conscious efforts. Creating joy in learning is a key to enhance involvement in learning.

One of the burning topics of today’s research areas is integrating art with in education. This is the greatest challenge for every educationists, teachers, researchers to integrate art in to regular classroom teaching. Teaching music and songs is different from integrating music in language teaching. There are scarcity of studies of this kind in Indian context.

Hence the investigator developed the Music Based Language Teaching Strategy and conducted experiment on primary school students. This strategy utilized the attributes of music for language teaching to improve the effectiveness of language teaching.

**MBLT Strategy**

MBLT strategy utilized the attributes of music such as melody, rhythm, use of emotions for expression, pronunciation while conducting the intervention. MBLT strategy consists of recorded material of songs, discussions, model readings and musical way of recitation of poems. The above said is diagrammatically represented as follows.
The study deviated from the other studies as it attempted to use music to developing language competencies among Kannada speaking students from Kannada medium of Government primary schools and confined to only to listening and reading competencies comprehension and understanding of the content taught through the use of music. It is an experimental study.
Listening to **Rhythm (Taala)** in a piece of music provides pause and breath grouping which may enable students to speak and read with proper pause and sense and breathe grouping and which indirectly may influences the children on their writing abilities. When one is able to speak and read with correct pauses and breath grouping children may learn to write correctly the composition i.e., correct usage of punctuation marks (full stop (.), comas (,) colon (:), semi colon (;), etc.) with the component of rhythm.

Listening to **Melody (Raaga)** in music enables to know about the intonation patterns in the sentences, through which students may speak and read (aloud) with rising and falling voice and learn modulation of voice which indirectly influence on memorizing the concept and able to put in to black and white.

Listening to **Emotions (Bhava)**, i.e. way of expressing thoughts and feelings in music may enable students to express appropriately in their oral communication skills and may enable students to read the lessons and recite poem with proper expression of emotions with modulation of voice. Different Rasas (emotions) in music influence deeply, the emotional status of an individual and subject matter remain in the mind for a long time (different emotions i.e., erotic, humorous, pathetic, furious, valorous, fearful, odious, wonder). The voice differs from one feeling to another feeling. For example voice in the feeling of joy differs from anger or sad. These situations may teach children to use modulation of voice in various situations. When one is able to read and speak with modulation of voice, he understands how to use different varieties of emotions in a given context. Indirectly it may influence on children’s creative writing.
Listening to **Lyrics (Sahitya)** i.e., words, phrases, sentences in the musical piece may enable students to reproduce orally words and sentences, and use different varieties of sentences, phrases, words in speech etc. and may be able to write words, phrases and sentences on their own.

Listening to **Pronunciation** in the piece of music may enable students to catch the correct pronunciation of aspirated and unaspirated sounds; stressed and unstressed syllables, etc. and we will be able to speak and read with proper usage of sounds. When one is able to pronounce correctly, there may be possibility of learning better spelling pattern of the language.

**1.5 STATEMENT OF THE PROBLEM**

It is a study on the “Effect of Music Based Language Teaching Strategy on Language Competencies among Primary School Students”. The Investigator has given the intervention by using music for carrying out the experiment.

**1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED**

1. **Under Achievers:** Under achievers are those who scored above 50\textsuperscript{th} percentile on intelligence and below 50\textsuperscript{th} percentile on pre test scores.

2. **Low Achievers:** Low achievers are those who scored below 50\textsuperscript{th} percentile both on intelligence and pre test scores.

3. **Music Based Language Teaching Strategy:** MBLT strategy is the combination and integration of rhythm, melody and emotions in to language teaching, in particular teaching the recognition of sounds, intonations, pauses, pronunciation and comprehension in reading and listening.

4. **Language Competencies:** In this context the language competencies refers to listening and reading competencies of V standard Kannada text book have been
identified. The guidelines given by NCERT and DSERT are base of identifying these competencies.

5. **Listening Competencies**: in this study listening competencies are ability to recognize the aspirated and unaspirated sounds, ability to recognize the discrimination of the Sounds, i.e., letters like sa-Sha, la-La, Na-na, aa-Ha, U-Hu, O-Ho and understand and comprehension of what they listen. Investigator included these listening competencies to find the effect of music on listening competencies.

4. **Reading Competencies**: In this present study reading competencies refer to ability to read with correct aspirated and unaspirated sounds, ability to discriminate the sounds while reading, letters like sa-Sha, la-La, Na-na, aa-Ha, U-Hu, O-Ho, ability to read with correct pauses and intonation, ability to comprehend the read passage.

### 1.7 VARIABLES OF THE STUDY

The following variables have been selected for the study. A detailed discussion about the variables of the study is given below.

#### 1.7.1 Independent Variable

Music Based Language Teaching (MBLT) Strategy

#### 1.7.2 Dependent Variable

Below listed variables have been selected as dependent variables in the study:

1. **Listening Competencies includes**
   1) Ability to recognize the letters.
   2) Ability to recognize words
   3) Ability to comprehend the conversation.
2. **Reading Competencies includes**

1) Ability to read letters

2) Ability to read words

3) Ability to read minimal pairs

3. **Test on Pauses**

1.8 **OBJECTIVES OF THE STUDY**

The study focused on following objectives

1. To study the effect of MBLT Strategy on listening competencies of under achievers.

2. To study the effect of MBLT Strategy on reading competencies of under achievers.

3. To study the effect of MBLT strategy on listening Competencies of low achievers.

4. To study the effect of MBLT strategy on reading competencies of low achievers.

5. To find out the difference between boys and girls on listening and reading competencies among the V standard students.

6. To study the pre and post test analysis of gain scores (overall results).

1.9 **HYPOTHESES OF THE STUDY**

1. There is no significant difference in listening competencies between under achievers who taught with MBLT strategy and those attended regular class teaching.

2. There is no significant difference in reading competencies between under achievers who taught with MBLT strategy and those attended regular class teaching.
3. There is no significant difference in listening competencies between students of low achievers instructed with music based learning teaching strategy and those taught using traditional classroom teaching method.

4. There is no significant difference in reading competencies between students of low achievers instructed with music based learning teaching strategy and those taught using traditional classroom teaching method.

5. There is no significant difference in listening competencies between students of low achievers and under achievers who were given intervention with music based learning teaching strategy.

6. There is no significant difference in reading competencies between students of low achievers and under achievers who were given intervention with music based learning teaching strategy.

7. There is no significant difference in Listening Competencies between boys and girls attending intervention with music based learning teaching strategy.

8. There is no significant difference in Reading Competencies between boys and girls attending intervention with music based learning teaching strategy.

9. There is no significant difference in Listening Competencies between experimental and controlled groups who were given intervention with music and those who were attended regular classroom teaching.

10. There is no significant difference in Reading Competencies between experimental and controlled groups who were given intervention with music and those who were attended regular classroom teaching.

1.10 STATISTICAL TECHNIQUES USED

The statistical techniques used here is mean, standard deviation and t-test.
1.11 DELIMITATIONS OF THE STUDY

1. The study is confined to 5th standard Kannada medium government school students of Mysore city.

2. The study is confined to only listening and reading competencies.

1.12 SUMMARY

This chapter was on theoretical background of the study, the importance of integration of music with language teaching and conceptual basis of music and language. It has given details on how music and language related components in music may effects on learning of language competencies of students. A detailed description of variables viz., listening and reading competencies are also explained along with main objectives and hypothesis of the study have been stated. The operational definitions of key terms used, statistical techniques used for analysis of data along with delimitations of the study have been briefly discussed.