CHAPTER – III

METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the detailed descriptions of the research design, sample and sampling procedure, variables selected and tools used for the study.

3.2 DESIGN OF THE STUDY

The study is experimental in nature. Wherein Pre-test–Post-test Parallel Group Design was employed. The Students were equalized on the basis of Intelligence and pretest scores. The table 3.1 shows the research design of the present study.

Table 3.1: Research Design of the Present study

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Controlled group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>Pre-test</td>
</tr>
<tr>
<td>Experimental factor</td>
<td>Control factor</td>
</tr>
<tr>
<td>Post test</td>
<td>Post test</td>
</tr>
<tr>
<td>Comparison of gains</td>
<td></td>
</tr>
</tbody>
</table>

Two groups were formed based on criteria selected by investigator. On the basis of intelligence and pre test scores the experimental and controlled groups of under and low achievers were identified. The experimental group received the treatment and controlled group attended regular classroom teaching.

3.2.1 Sampling Technique

The Purposive sampling technique was employed in selecting the schools. Two government schools were selected from Mysore city one school from north block and another from south block.
In the beginning the Investigator visited almost all the government schools in the city, watched the classes and interacted with students, teachers and HMs’ of the schools. Some students were asked to read the textual lessons and collected the writing samples. After overall observations in school records, the students of two government schools were similar in their language performance and so many other aspects such as parents’ education, income, environment of school, instruction style of teachers, medium of instruction etc. were almost same in these two schools. Hence these two schools were selected for the study. One school was from north block and another school from south block. The distance of these two schools was too long, one school was selected for experimentation to minimize the possibility of interacting students with experimental groups.

3.2.2 Criteria for Selection of Sample

After selection of the schools, tests on intelligence and listening and reading competencies Raven’s color progressive matrices were conducted to get the parallel groups. Investigator fixed the cutoff points on both continua, viz., intelligence and pretest scores to select under achievers and low achievers.

The cutoff points for under achievers was at and above 50th percentile on intelligence scores and 50 and below percentile on pretest scores, hence those who scored at and above 50th percentile on intelligence score and 50th and below percentile i.e., 26 marks on intelligence and below 132 out of total 265 marks on pretest scores were grouped as under achievers. The investigator could get only 10 students from school -1 and 10 students from school-2 out of 96 students.

The investigator also wanted to see the effect of music on language competencies of low achievers. For that also the cut off points on both continua
were decided to be on intelligence and pre-test scores. Those who scored at and below 50\textsuperscript{th} to 30\textsuperscript{th} percentile on intelligence i.e., 25 and 24 marks on Intelligence and below 50\textsuperscript{th} percentile on pre test scores i.e., 132 marks were selected as low achievers.

The investigator selected 10 low achievers from school-1 and 10 from school from one school and 10 from another school. The investigator made two groups of low achievers, one is experimental and another is controlled. Out of 96 students total sample of 40 students were selected for the study. The table shows the same.

Table 3.2: Number of students who scored above and below 50\textsuperscript{th} percentile in Intelligence Scores

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of students UA</th>
<th>Number of Students LA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Experimental</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

3.3 TOOLS USED IN THE STUDY

The investigator used following tools for the study:

1. Raven’s colored progressive matrices
2. Listening tests
3. Reading aloud tests
4. Test on pauses
5. Reading comprehension test

To conduct present study tools available were utilized and some tools were developed by the investigator. Detailed description on the tools is as follows.
3.3.1 Details of the Tools

1. Colored Progressive Matrices (CPM)

   The intelligence test developed by Raven (1965) to equalize the group. The colored Progressive matrices are designed for use with young children under 11 years. Almost all children in Standard V were of the age group between 9 and 11 years. On the basis of the obtained scores two groups of under achievers and low achievers formed. For equalizing the group investigator used the intelligence test of Ravens Colored Progressive Matrices and pretest scores test for equalizing the group. The test were conducted and the scores were tabulated arranged from smallest to largest numbers and calculated the percentiles.

2. Listening tests

   The listening tests were developed by Investigator to test the recognition of sounds and comprehension level. This test includes tests on three sub competencies.

   1. Letters Recognition Test
   2. Word recognition test
   3. Listening comprehension

3. Reading aloud tests

   The Reading aloud tests developed by the Investigator to measure the pronunciation abilities of Kannada of primary school students.

   1. Reading aloud Syllables
   2. Reading Words Aloud
   3. Reading Minimal Pairs Aloud
4. Test on Pauses

Test on pauses developed by Investigator to test the pauses while reading a given passage.

5. Reading comprehension Test:

Reading comprehension test was developed by Investigator to test the textual comprehension of students.

3.3.2 Procedure Followed By Investigator to Develop Tools

Tools were constructed by the investigator by following the principles and Steps suggested by Douglas H. Brown (2003). The principles and Steps are as follows.

1. Principle of Practicability
2. Principle of Reliability
3. Principle of Validity and
4. Principle of Authenticity

3.3.3 Steps Followed While Constructing Tools

1. Determine the purpose and objectives of the test
2. Design Test specifications
3. Design, Select and arrange test items
4. Making appropriate evaluations of different kinds of items
5. Specify Scoring Procedure and reporting formats

Below the details on procedure followed by Investigator while constructing the tools were presented in detail.
3.4 LISTENING TESTS

1. Determine the Purpose and Objectives of the Test

Investigator decided to construct the listening tests as there was scarcity of listening tests in the research field of Kannada language education. There were number of researches done in the area of special education that cannot be used for normal children, as the objectives of the tests and procedures and norms were entirely different. This situation demanded the investigator to construct the tools to test listening competencies of 5th standard students. To evaluate the competencies acquired by the students in listening competencies was the main objective of constructing listening tests.

2. Design Test Specifications

Listening tests were constructed to test the following listening competencies among the students of V Standard,

a) Ability to recognize and differentiate the letters and words of aspirated and unaspirated, voiced and voiceless

b) Ability to comprehend what they listened to.

3. Design, Select and Arrange Test Items

Three tests constructed in this category consisted of 60 items for 60 marks after Pilot study and tryout of items, the Items were reduced to 40 for 40 marks. The content for the tests was taken from the Kannada text books published by DSERT. The expert opinion were taken to finalize.

4. Making Appropriate Evaluations of Different kinds of Items

The list of content to be recorded was presented before a panel of experts to determine the representativeness of the items. The tool was given for evaluation
before final recording. Recorded tests material given for validation to language experts and linguists in AIR for verifying the standard use of pronunciation, intonation and pauses. The material was finalized for using tryout.

![Investigator producing the audio recorded listening tests in a studio](image)

**Figure 3.1: Investigator produced the audio recorded listening tests in a audio recorded studio**

5. **Specify Scoring Procedure and Reporting Formats**

For every listening test, oral instructions were given, before commencement of test in audio recorded format. Students were asked to listen carefully the audio recorded material and expected to select one of the four options given for each multiple choice question. Each correct response carries one mark and wrong response zero.

6. **Tryout of tests**

Listening tests were administered to 100 students drawn from the selected schools. But the investigator was able to get only 64 students scripts with all details out of 100. Incomplete answer sheets were eliminated for Item analysis.

The items were reduced from 60 to 40 items based on difficulty and easy levels. All questions were multiple choice objective type questions. The tests
intended to measure the obtained knowledge in listening competencies. Scores in reading aloud and listening was taken and reading comprehension too. A number of studies have been done on writing and reading comprehension but there were scarcity of studies in listening. Especially for 5th grade students Investigator found scarcity of tools. So developed tools according to the need and suitability of the study. Though some Kannada language testing tools available, those were not suitable for the present study. so investigator referred those testing tools and The experts’ opinion was also sought to finalize the tools. The finalized listening tests were conducted in a group and reading aloud test individually in a classroom where there was no distraction for children.

Item Analysis

The scores obtained were entered in MS Excel Spreadsheet. The use of computer programme for calculation purposes enabled the researcher to take the scores as they were without converting them to a standard form. Each test item was subjected to analysis in terms of:

(i) Difficulty index

(ii) Discrimination index

For this purpose, the total scores obtained by students in each of the operations were arranged in the descending order. The upper 27% and low 27% groups were separated.

The difficulty index of each test item was determined by using the following formula as suggested by Ebel and Frisbie (1991).

Add the two counts for the keyed response and divide this sum by the total number of students in the upper and low groups. The result is an estimate of the
index of item difficult. The difficulty was calculated by using the following formula:

\[ DV = \frac{U + L}{T} \]

Where, 
D = Difficulty index of the item; 
U = Number of students scoring the item correctly in the upper scoring group; 
L = Number of students scoring the item correctly in the low or low scoring group; and 
T = Total number of students in both the upper and low groups.

The index of discrimination for each item was calculated using the following procedure:

Subtract the low group count from the upper group count for the keyed response. Divide this difference by the number of examinees in one of the groups. The result, expressed as a decimal is the index of discrimination the formula used

\[ DI = \frac{U - L}{T/2} \]

Where, 
D stands = Discrimination index of the item; 
U stands = Number of students scoring the item correctly in the upper scoring group; 
L stands = Number of students scoring the item correctly in the low or low scoring group; and 
T stands = Total number of students in both the upper and low groups.

This common procedure was followed to calculate difficulty index and discrimination index for every test item on listening, reading aloud, reading comprehension and achievement in pretest scores tests.

This index of discrimination indicates the degree to which an item is more difficult for the low scoring group on the whole test than it is for the high scoring group. If the low group as a whole makes fewer errors on an item than are made by the high group, the index of discrimination is negative. Such items should be
revised or replaced before the item is used again. A discrimination index of zero indicates that the item fails to measure differences between the high scorers and the low scorers. These items should also be revised or replaced. The best items have discrimination indices of 0.60 or higher. In general, a discrimination index of at least 0.20 is required for effective measurement. Items having a discrimination index of 0.20 and more have been accepted in this study.

Reliability

Reliability is the degree of consistency that the instrument or procedure demonstrates.

Coefficient of Stability

The ‘coefficient of stability’ of the tests was determined by the test - re-test method. For this purpose, the test was re-administered to a random sample of 60 students who were involved in the first try-out, 60 days after the first administration. The correlation between the test and retest scores was computed. The coefficients of correlation between the two sets of scores on the all tests are computed. All the coefficients are significant at 0.05 level. This implies that the test has stability reliability.

Coefficient of Consistency

The ‘coefficient of consistency’ of the test was determined by the split-half method. For this purpose, scores obtained on re-administration of the test to 64 subjects involved for determining stability reliability value were used. The total scores were divided into two halves one relating to odd numbered items and the other to even numbered items. The obtained coefficient of correlation between the scores on the halves was corrected for full length of test by means of
Spearman-Brown Prophecy formula (Garrett, 1981, P.339). The coefficient of consistency of the tests is presented below. All of them are significant at 0.05 levels. This implies that the test has consistency reliability.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Operation</th>
<th>Coefficient of Consistency</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. LISTENING COMPETENCIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Letter Recognition Test</td>
<td>0.86</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>Words Recognition Test</td>
<td>0.80</td>
<td>Yes</td>
</tr>
<tr>
<td>c.</td>
<td>Listening Comprehension Test</td>
<td>0.68</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>2. READING COMPETENCIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Pronunciation Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Reading Aloud Syllables</td>
<td>0.82</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>Reading Aloud Words</td>
<td>0.87</td>
<td>Yes</td>
</tr>
<tr>
<td>c.</td>
<td>Reading Minimal Pairs Aloud</td>
<td>0.91</td>
<td>Yes</td>
</tr>
<tr>
<td>B.</td>
<td>Reading Aloud Pauses</td>
<td>0.82</td>
<td>Yes</td>
</tr>
<tr>
<td>C.</td>
<td>Reading Comprehension</td>
<td>0.72</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Content Validity**

Regarding the establishment of content validity of the test items, two linguists, two professors in Kannada language, one lecturer from DIET, two primary school teachers, one principal of B.Ed college and the guide acted as judges and examined the test items on different content and the administration procedure. They were satisfied with the relevance of the test items and the administration procedure. This implies that the test is comprehensive and relevant.

**Letter Recognition Test**

This tool was constructed to test the listening competencies among the Standard V students especially the ability to recognize the aspirated and
unaspirated sounds and ability to recognize and discriminate the Sounds, i.e., letters like la- La, Na-na, aa-ha, O-vo, etc.

The total number of 20 items were tried out, The ‘5’ items tested the knowledge on aspirated and an aspirated sounds and ‘10’ items tested letter discrimination ability, i.e. letters like la- La, Na-na, aa-Ha, U-Hu, O-vo, etc. While conducting test, proper instructions were given. The total time given for the test was four minutes. Extra care was taken while conducting the test; the whole class was divided in to five groups of 10 members to avoid confusion and other disturbances among the students. They were given instructions and examples before taking up the real test. Hence, thereby the students wrote tests without any distractions.

For final study only 15 items retained. The objectives of the tests were as follows:

**Objectives of the Tests**

1. To identify the unaspirated-voiced sound ‘Ga’ 
2. To identify the aspirated voiced sound ‘dha’ 
3. To identify the aspirated retroflex voiceless sound ‘Tha’ 
4. To identify the unaspirated labial voiceless sound ‘pa’ 
5. To identify the aspirated labial voiced sound ‘bha’ 
6. To identify the aspirated voiced retroflex sound ‘Dha’ 
7. To identify the aspirated voiceless sound ‘kha’ 
8. To identify the unaspirated voiceless retroflex sound ‘Ta’ 
9. To identify the voiceless fricative ‘ha’
10. To identify the alveolar sound ‘la’

11. To identify the retroflex nasal voiced sound ‘N’

12. To identify the long vowel ‘ii’

13. To identify the short vowel ‘o’

14. To identify the retroflex voiced lateral ‘La’

15. To identify the voiced nasal(dental) ‘n’

Method of Conducting Test of Listening

Instructions were given to students before commencement of the test, they were given illustrations before conducting the test orally by using black board by the investigator and clarified the doubts of students to avoid confusions and chaos while conducting the test of listening. Later the audio recorded test provides the below said instructions for students. The transcription of the same is given below.

“Makkale iga naanu kelavu aksharaLaNnu ondondaagi heLuttene. Ondu aksharavannu mooru saari uchchara maduttene, adannu gamana vittu keLisi kollabeku. Eega nimma kaiyalli patti ideyalla adaralli naanu yaava aksharavannu uchchara maadutteno ade aksharavannu gere eLedu gurutisabeku”.

Children, now I am going to pronounce letters one by one, each letter will be pronounced for three times. Please listen carefully and identify the correct letter by underlining the correct answer in a given list.

(A)Details of Letters Recognition Test are given in the following table.
Table 3.3: Details of Letters Recognition Test

<table>
<thead>
<tr>
<th>Domain</th>
<th>Question type</th>
<th>Scoring procedure</th>
<th>Language input</th>
<th>Objective ability level</th>
<th>Name of the Item format</th>
<th>Administering mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Knowledge Recognize</td>
<td>Multiple choice</td>
<td>One marks for correct answer</td>
<td>Phonology-aspirated and an aspirated, vowels &amp; consonants Voiced and voiceless</td>
<td>To test the listening ability with reference to aspirated and an aspirated, voiced and voiceless</td>
<td>Oral mode (Recorded audio format of letters)</td>
<td>Group</td>
</tr>
</tbody>
</table>

**Words Recognition Test**

This tool was intended to test the competencies in identifying the minimal pairs. The tool had been constructed in such a way to test the competencies of Word Recognition Test of similar pronunciation with slight changes (minimal pairs). The test consisted of 30 items in the beginning, later it has been reduced to 15. Each correct answer carried one mark. The items tested the knowledge on aspirated and an aspirated sounds and some items tested the knowledge on words containing the sounds like sa- Sha, la- La, Na-na, aa-Ha, U-Hu, O-Ho, etc. While conducting test proper instructions were given. The total time given for the test was six minutes. The procedure followed in LT was followed to conduct LW test also.
Objectives of each item of word recognition Test are as follows:

1. Differentiates and between the sounds ɐ ˟

2. Differentiates between the sounds ʂ ˟

3. Differentiates between the sounds ʂ ˟

4. Differentiates between the sounds ʂ ˟

5. Differentiates between the sounds ʂ ˟

6. Differentiates between the sounds ʂ ˟

7. Differentiates between the sounds ʂ ˟

8. Differentiates between the sounds ʂ ˟

9. Differentiates between the sounds ʂ ˟

10. Differentiates between the sounds ʂ ˟

11. Differentiates between the sounds ʂ ˟

12. Differentiates between the sounds ʂ ˟

13. Differentiates between the sounds ʂ ˟

14. Differentiates between the sounds ʂ ˟

15. Differentiates between the sounds ʂ ˟

**Instruction Given to Word Recognition Test**

The below said instruction given to students before conducting the test. It is given the transliteration in Kannada.

“Makkale iiga naanu kelavu sulabhavaagiruva padagaLannu ondondaagi heLuttene. Ondu padavannu mooru saari uchchara maduttene, nimma kaiyalli patti
The English translation of the above instruction is given below.

Children, now I am going to pronounce letters one by one, each letter will be pronounced for three times. Please listen carefully and identify the correct letter by underlining the correct answer in a given list.

Details of word recognition test are given in the following table.

Table 3.4: Details of Words Recognition Test

<table>
<thead>
<tr>
<th>Domain</th>
<th>Question type</th>
<th>Scoring procedure</th>
<th>Language input</th>
<th>Objective ability level</th>
<th>Name of the Item format</th>
<th>Administering mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Knowledge</td>
<td>Set of Minimal pairs</td>
<td>One marks for correct answer</td>
<td>Phonology-aspirated and an aspirated, vowels &amp; consonants Voiced and voiceless</td>
<td>To test the listening ability with reference to aspirated and an aspirated, voiced and voiceless</td>
<td>Oral mode (Recorded audio format of words)</td>
<td>Group</td>
</tr>
</tbody>
</table>

Listening comprehension Test (LCT)

This test has been constructed to test the comprehension level of students while listening i.e., whether they are capturing the ideas and comprehending the content they listened to or not. Total time taken to conduct this test was 11 minutes. It consisted of ten questions. Each correct answer was awarded one mark and incorrect was zero.
Details of the listening comprehension test are provided below.

Table 3.5: Details of Listening Comprehension Test

<table>
<thead>
<tr>
<th>Domains</th>
<th>Question type</th>
<th>Scoring procedure</th>
<th>Language input</th>
<th>Name of the Item format</th>
<th>Administering mode</th>
<th>Scoring procedure</th>
<th>Language input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension, Expression, and Appreciation</td>
<td>Multiple choice</td>
<td>One mark for correct answer</td>
<td>Comprehension of what the listened to</td>
<td>Oral mode Recorded Conversation</td>
<td>Group Written</td>
<td>One mark for each correct answer</td>
<td>Mastery of content</td>
</tr>
</tbody>
</table>

**Instruction**

“Dhwani mudrikeyalli baruva sambhashaneyannu gamana vittu keLida anathara nimage neediruva prashne patrikeyannu uttarisi”

“Listen carefully to the recorded conversation and answer the questions.”

The specifications of the Listening comprehension Test is given below:

Table 3.6: Specifications of Listening Comprehension Test

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
<th>Item 7</th>
<th>Item 8</th>
<th>Item 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives reason for ….</td>
<td>Explains the meaning of the ….</td>
<td>Identifies the word ….</td>
<td>Gives reason ….</td>
<td>Explains how ….</td>
<td>Explains ….</td>
<td>How the ….</td>
<td>Explains ….</td>
<td>Identifies the emotion in a sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Appreciates the contrasting sounds-testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>contrasting the form and consonants</td>
</tr>
</tbody>
</table>

3.5 READING TESTS
The present study aims at measuring the competencies attained by the fifth standard students in reading aloud the Kannada language, as the children reaches to the fifth grade, they should have mastery over the minimum levels of learning as suggested by NCERT. Study conducted by Sonali Nag (2006) and ASER (2010) foundation found that 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 and fifth grade students have not attained the minimum competencies in reading aloud the Kannada language. In reading tests three classification made are as follow.

1. Reading aloud tests to assess pronunciation
2. Reading aloud test to assess the Pauses
3. Reading comprehension test

The Investigator followed the same procedure to construct the Reading aloud tests and validity and reliability of the tests were established.

**Reading Aloud Tests for pronunciation**

The researcher constructed following tools in reading aloud to test the pronunciation competencies

**Table 3.7: Reading aloud tests for pronunciation**

<table>
<thead>
<tr>
<th>Tests</th>
<th>No. of items</th>
<th>Max – Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the syllables (modified and adopted)</td>
<td>30×1</td>
<td>30</td>
</tr>
<tr>
<td>Reading words</td>
<td>30×1</td>
<td>30</td>
</tr>
<tr>
<td>Reading minimal pairs</td>
<td>30×2</td>
<td>60</td>
</tr>
</tbody>
</table>
The syllables, words and minimal pair’s were clearly typed on a sheet of paper with adequate spacing. Test was administered individually. These tests were administered individually with the help of the voice recorder. They were asked to read the test words loudly. The children were encouraged to read all the words even though they made errors. For those who failed to read, the reading test was terminated after consecutive failures. The responses were scored. In this category researcher constructed three tests and one of the tests was adapted and modified by researcher.

**Reading Aloud Syllables**

The test items for reading aloud syllables were selected from the large number of lists letters developed by Prema, K.S(1997)

For the purpose of the present study, the test has been modified by the Investigator and tried out. Totally 30 items were selected from the syllable inventory used by Prema, K.S. (1997). The test had been conducted individually; each correct answer was awarded one mark and wrong answer zero. The test consisted of 12 items which consisted of consonant vowel (CV), 11 items consisted of consonant consonant vowel (CCV) and six items consisted of consonant consonant consonant vowel (CCCV).
Table 3.8: Details of the Reading Aloud Syllables

<table>
<thead>
<tr>
<th>Domains</th>
<th>Question type</th>
<th>Scoring procedure</th>
<th>Language input</th>
<th>Name of the item format</th>
<th>Administering mode</th>
<th>Scoring procedure</th>
<th>Language input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective-receiving</td>
<td>Reading aloud syllables</td>
<td>one marks for each correct pronunciation</td>
<td>Phonology-CV, CCV, CCCV,(consonant vowel, consonant consonant vowel, consonant consonant consonant vowel)</td>
<td>Pronounce the following given syllables</td>
<td>Individual administration Oral mode</td>
<td>One mark for each correct answer</td>
<td>To test the pronunciation with reference to vowels &amp; consonants</td>
</tr>
</tbody>
</table>

Reading Words Aloud (RAW) Test

Totally 30 items selected from the Standard V Kannada text book. The test consisted of items to test the correct pronunciation of aspirated sounds, ottakshara, Arka, sounds like sa-sha, na-Na, Ha, etc. RAWT was conducted individually. During the administration of the test the students were encouraged to read all the words given. They were given ample time to read the words. The reading was discarded when students consecutively fail to read. Each correct answer was awarded one mark and wrong answers zero.

Details of the above test are given as follows.
Table 3.9: Details of Reading Words Aloud (RAW) Test

<table>
<thead>
<tr>
<th>Domain</th>
<th>Instruction to the students</th>
<th>Question type</th>
<th>Scoring procedure</th>
<th>Language input</th>
<th>Objective ability level</th>
<th>Name of the item format</th>
<th>Administering mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective-receiving</td>
<td>Pronounce the following given Words</td>
<td>Reading Word Aloud</td>
<td>One marks for each correct pronunciation</td>
<td>Phonology: aspirated and an aspirated, vowels &amp; consonants Arka ottu</td>
<td>To test the pronunciation with reference to aspirated and an aspirated, vowels &amp; consonants - Arka ottu</td>
<td>A list of words given in a written mode to read</td>
<td>Oral Mode, individual administration</td>
</tr>
</tbody>
</table>

Reading Minimal Pair Test (RMPT)

Totally 30 minimal pairs were selected. The test consisted of items to test the correct pronunciation of aspirated sounds, sa-sha, na-Na, Ha, etc. The content selected from the Kannada text book.

RMPT was conducted individually. While conducting RMPT proper guidance and instructions were given to each and every student. Sufficient time was given for reading.

Students are encouraged to read all the words given. They were given ample time to read the words. The reading was discarded when students consecutively fail to read. Each correct answer was awarded two marks, if one word in minimal pair is correctly pronounced one mark was awarded. If two words in a pair pronounced correctly two marks were awarded. If two are wrong zero mark was awarded. The following table gives all details on minimal pair test.
Table 3.10: Details of Reading Minimal Pair Test (RMPT)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Instruction to the students</th>
<th>Question type</th>
<th>Scoring procedure</th>
<th>Language input</th>
<th>Objective ability level</th>
<th>Name of the Item format</th>
<th>Administering mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective receiving</td>
<td>Pronounce the following given Minimal pairs.</td>
<td>Reading Minimal Pairs Aloud</td>
<td>Two marks for correct pronunciation of each pair</td>
<td>Phonology: aspirated and an aspirated, vowels &amp; consonants</td>
<td>To test the pronunciation with reference to aspirated and aspirated and retroflex, Voiced and voiceless</td>
<td>A list of Minimal pairs given in a written mode to read</td>
<td>Oral Mode, individual administration</td>
</tr>
</tbody>
</table>

**Reading Aloud Passage (RAP) Test**

A passage consists of 55 pauses were given for reading to test the ability of students’ correct and meaningful pauses in a passage. Pause test was given for 55 marks. Test was administered individually. The students were allowed to read the whole passage and recorded. Each item carried one mark. Sufficient time was given to read the passage.

**Reading Comprehension Test (RCT)**

The passages for reading comprehension test were selected from Standard V Kannada text book. The responses were elicited by asking the children to choose correct response from closed set of answers. Gaps were selected randomly.
Scoring

All questions were objective type questions. Each correct answer was given one mark and wrong answers zero.

3.6 MUSIC BASED LANGUAGE TEACHING STRATEGY

“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” (NCF 2005). Hence the teaching methods of language need to be modified to create interest and motivation among language learners. This will be possible by integrating art in to language education like use of music, play way activities, dramatization, role play, dance, etc.

But the greatest challenges of language teaching are integrating arts and music in to language lessons. Hence investigator attempted to integrate music in to language teaching and help the stake holders in the education to develop interest in language learning.

Meaning of MBLT Strategy

“MBLT strategy is the combination and integration of rhythm, melody and emotions in to language teaching, in particular teaching the recognition of sounds, comprehension, and reading aloud with intonations, pauses and with correct pronunciation”.

Steps of MBLT Strategy

1. Listen and Sing the letters and words (Hyper link)

In this step students were instructed to listen carefully the textual letters and words which are usually felt difficult by students, which presented through recorded audio format. This serves as the motivation for the children to learn and
retain interest in class. This activity also provides the exercise for tongue. How the exercise for body is essential as so the music is exercise for tongue.

The letters and words were written on the black board. While teaching the letters and words the form and shape of the letter also taught.

2. Introducing lesson and statement of aim

The textual lesson/poem will be introduced by motivating the students through asking questions. Following the maxim of teaching known to unknown.

3. Listen, Sing and Read (Hyperlink)

This step contains listening to musical lesson, singing the music lesson and listening to model reading.

4. Exercise activities (Hyperlink)

The exercises activities on listening and reading competencies given were listed below

1. Practicing of intonations in reading
2. Practicing of pauses reading
3. Practice of pauses listening
4. Pronunciation reading aloud

1. Silent reading by students

The students were given silent reading for comprehension.

2. Explanation and summary

The students were given explanation and summary of lesson.

3. Evaluation

The students were evaluated by asking questions. The evaluation questions covers the MBLT objectives.
**Procedure followed to prepare MBLT lesson plans**

The procedure followed to prepare lesson plan and MBLT Strategy is given below.

1. The investigator in the beginning analyzed the DSERT fifth standard Kannada text book to develop pretest
2. Difficult letters and words were identified for developing intervention.
3. Music was composed to textual letters, words and the lesson as a whole.
4. Validation done
5. Incorporated changes and lessons were finalized for intervention
6. Pilot study was conducted.
7. Incorporated the changes and used it as intervention.

**Pilot Study**

After preparation and finalization of strategy, pilot study was conducted to know the workability and practicality of the strategy. Pilot study was conducted for fifteen days to know practical implementation and problems while conducting music lessons. After tryout below said minor modifications were done.

1. The amount of instrumental music was cut down in lesson.
2. More emphasis was given on language aspects than only music.
3. More emphasis was given on vocal exercises than only instrumental music.

**Objectives of MBLT strategy**

The objectives of the intervention programme were the following.

1. To provide conducive language learning environment.
2. To provide ample opportunity to practice the reading competencies.
   (a) sounds/letters
(b) words/vocabulary

(c) minimal pairs

(d) pauses

(e) pitch / Intonation

3. To provide activities for the listening competencies.
   a) Identification and recognition of letters
   b) Identification and recognition of words
   c) comprehension of known and unknown situations.(conversations, discussions, speech etc.)

**Principles followed**

1. Investigator served as facilitator to the students while transacting the content of reading and listening competencies.

2. Lot of freedom was given to students to enjoy the music lessons and to sing with involvement.

3. Children were encouraged to read aloud with emotions, identifying correct pauses while reading, correct promotion.

4. Occurrence of mistakes in reading aloud and while singing letters and words were nullified with proper and immediate feedback for correction.

**Procedural details**

The investigator identified difficulty area of 5th standard DSERT Kannada text book. The difficult letters and words which usually mispronounced by student were identified and stated as instructional objectives. Then specific instruction objectives were stated and for those stated objective specific input was designed i.e., MBLT strategy.
The test items were prepared to test specific objectives. Both the strategy and testing tools were standardized and validated then the pre-test conducted. The input i.e., the intervention was given to experimental group for three months and post-test was conducted. Below the diagram represents the same.
Figure 3.2: Investigator discussing with famous Kannada film Music Director Hamsalekha about MBLT Strategy, on composing music to Kannada language lessons

3.7 PROCESS OF DATA COLLECTION

The intervention was given for three months. Data of listening tests and reading aloud tests were evaluated and analyzed. Reading comprehension test and pauses test were also given. The results were analysed and effect of MBLT strategy on language competencies were highlighted.
3.8 CONCLUSION

The study gives detailed description about the design of the study, Methodology followed, tools used and constructed to carry over the study were given in detail. The very important contribution to the field of language education i.e., MBLT Strategy is also given in detail.
This chapter also gives details on the procedure followed by investigator to develop the tools and MBLT Strategy. The next chapter discusses about the effect of MBLT Strategy on Language competencies of groups of experimental and control.