CHAPTER – V
SUMMARY AND CONCLUSIONS

5.1 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 are 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 also. 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 Words worth “Art is the spontaneous overflow of powerful emotions”.

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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. They 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.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

It is common observation that language teaching (regional language) is the most neglected area in our schools. The importance of mother tongue teaching is undermined by teachers and parents as they ignore the fact that without strong language base child cannot do justice with learning other subjects as well.

Teacher is the one who can inspire the students to learn and excel in their academics by acquiring effective language skills. 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 use language without knowing its correct use 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.

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 and their pronunciation is faulty as they do not differentiate pronouncing voiced and aspirated sounds. Their vocabulary is limited and they are not able to form correct sentences. Hence there is urgency to study the problem intensively. The investigator felt the need of undertaking to explore the influence music for providing joyful learning situation for developing language skills. The review of related literature showed that there are very few studies done in India but these studies varies in selection of sample in their intervention, sampling techniques, variables studied, tool used and strategies.

NCF (2005) states that though children come equipped with basic interpersonal communicative skills, they need to acquire and enhance these skills at school.
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.

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.

So 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. The study particularly focused on the use of music for developing listening and reading competencies. The investigator only selected Kannada
mother tongue children from Government primary schools with Kannada medium. The study confined to explore the effect of music on listening and reading competencies.

5.3 STATEMENT OF THE PROBLEM

This 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. The investigator selected students whose mother tongue is Kannada and studying Kannada medium Government schools.

5.4 OPERATIONAL DEFINITIONS OF THE TERMS USED

1. Under achievers: Under achievers are those who scored at and above 50th percentile on intelligence and below 50th percentile on pre test scores.

2. Low achievers: Low achievers are those who scored below 50th percentile on both intelligence and pre test scores.

3. Music Based Language Teaching Strategy: This was done to get borderline cases of under and low achievement so that necessary correction can be made in time. The investigator use MBLT strategy for providing intervention. It is the integration of musical components i.e., melody and rhythm into language teaching. It contains the audio lessons for teaching letters, words and prose and poetry.

4. Language Competencies: In this context the language competencies refers to listening and reading competencies selected from V standard Kannada text book based on the guidelines given by NCERT and DSERT.

5. Listening Competencies: in this study listening competencies are ability to recognize the Alpa Prana and Maha Prana (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 understanding of what they listen. Investigator included these listening competencies to find the effect of music on listening.

6. Reading Competencies: In this present study reading competencies refer to 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 read passage.

5.5 VARIABLES OF THE STUDY

The following variables have been selected for the study.

Independent variable

MBLT strategy, i.e., carrying out intervention by using music attributes.

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

1. Listening Competencies

2. Reading Competencies

5.6 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.

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

5.7 HYPOTHESES OF THE STUDY

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

2. There is no significant difference in reading competencies between underachievers 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.

5.8 DESIGN OF THE STUDY

The study is experimental in nature, wherein a Pretest–Post Test Parallel Group Design was employed. Students were equalized on the basis of intelligence in pretest scores. The table below shows the research design of 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 and pre-and post tests were conducted. The experimental group received the treatment. Both groups were equalized on the basis of pre-test scores and intelligence scores.

The most important question to be answered was, whether music has any effect on language competencies among the primary school children or not?
5.8.1 Sampling Technique

Purposive sampling technique was employed in selecting the schools. Two government schools were selected from Mysore city.

In the beginning the Investigator visited almost all the government schools in the city, watched the classes and interacted with students, teachers and H.Ms’ of the schools. Some students were asked to read the textual lessons and collected the writing samples. After overall observations in the school environment, the students of two government schools were similar in their infrastructure, teaching styles and so many aspects like parents’ education, income, environment of school and medium of instruction, etc. were almost same in these two schools. Hence these two schools were selected for the study.

5.8.2 Criteria for Selection of Sample

The researcher surveyed the schools for selection of the sample. As the investigator selected two schools based on the criteria formed. She selected the two government schools. The investigator fixed the cutoff points on both continua that is intelligence scores and pretest scores to select under achievers and low achievers for both experimental and controlled groups from selected schools. The cutoff points for under achievers was at and above 50th percentile on intelligence score and at and below 50th percentile on pretest scores. Hence those who had scored at and 50th percentile on intelligence and below on 50th percentile on pretest scores were selected as under achievers. The investigator could get only 10 students from school-1 and 10 students from school-2 out of 96 students due to criteria adopted for selection. The investigator also wanted to see the effect of music on language competencies of both under and low achievers. So she
identified low achievers based on cutoff points on both continua that is intelligence and pretest scores. The students who were found at and below 50th percentile on both the continua were selected as low achievers. The investigator selected 10 students from each school after matching them with the experimental group. The investigator made two groups of low achievers, one is experimental and another is controlled out of 96 students similarly for under achievers. Hence total sample of 40 students selected for the study as under and low achievers.

The investigator after selecting UA and LA as experimental and another on controlled groups by making equal number of UA and LA. After matching under and low achievers for each school, the investigator selected one school for experimentation and another as controlled.

The process of data collection was spread over the period of five months. The intervention given for three months. Data on listening tests and reading aloud tests were administered on selected students as UA and LA. The reading aloud test was conducted individually to record their pronunciation. The data was tabulated and analysed. After three months of interaction post-test was conducted on both UA and LA from both schools.

### 5.8.3 Details of Tools

<table>
<thead>
<tr>
<th>Variables</th>
<th>Tools</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Competencies</td>
<td>Listening to Letters</td>
<td>Investigator</td>
</tr>
<tr>
<td></td>
<td>Listening to Words</td>
<td>Investigator</td>
</tr>
<tr>
<td></td>
<td>Listening Comprehension</td>
<td>Investigator</td>
</tr>
<tr>
<td>Reading Competencies</td>
<td>Reading Syllables Aloud</td>
<td>Prema K.S. Rao (1997)</td>
</tr>
<tr>
<td></td>
<td>Reading Words Aloud</td>
<td>Investigator</td>
</tr>
<tr>
<td></td>
<td>Reading Minimal Pairs</td>
<td>Investigator</td>
</tr>
<tr>
<td></td>
<td>Reading Passage with Pauses Aloud</td>
<td>Investigator</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension</td>
<td>Investigator</td>
</tr>
</tbody>
</table>
These tests were developed and adapted. The procedures of validation and reliability are given in details.

5.8.4 Scoring

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

5.8.5 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

5.8.6 Reliability

5.8.6.1 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 tests are presented below. All the coefficients are significant at 0.05 level. This implies that the test has stability reliability.
1. LISTENING COMPETENCIES

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Operation</th>
<th>Coefficient of Stability</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Letter Recognition Test</td>
<td>0.52</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>Words Recognition Test</td>
<td>0.58</td>
<td>Yes</td>
</tr>
<tr>
<td>c.</td>
<td>Listening Comprehension Test</td>
<td>0.55</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2. READING COMPETENCIES

A. Pronunciation Tests

<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>a.</td>
<td>Reading Aloud Syllables</td>
<td>0.62</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>Reading Aloud Words</td>
<td>0.65</td>
<td>Yes</td>
</tr>
<tr>
<td>c.</td>
<td>Reading Minimal Pairs Aloud</td>
<td>0.66</td>
<td>Yes</td>
</tr>
</tbody>
</table>

B. Reading Aloud Pauses

<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>a.</td>
<td>Reading Aloud Pauses</td>
<td>0.51</td>
<td>Yes</td>
</tr>
</tbody>
</table>

C. Reading Comprehension

<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>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>
</tbody>
</table>

5.8.6.2 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 60 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.
5.8.6.3 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. Reading tests were given for evaluation to two experts, the result of instruction and the experts were similar.

5.9 MUSIC BASED LANGUAGE TEACHING STRATEGY (MBLTS)

“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”.

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 and excel in academics.

5.9.1 Steps of MBLT Strategy

Listen and Sing the letters and words

In this step students were asked to listen carefully the letters, words, conversation and which were listed as difficulty based on pre-test. The audio recording was done with rhythm and presented through recorded audio format. This was done so that young children learn and retain interest in class.
Listen, Sing and Read

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

Activities

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

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

Silent reading by students

The students were given silent reading for comprehension.

Explanation and summary

The students were given explanation and summary of lesson.

Evaluation

The students were evaluated by asking questions. The evaluation questions covers the MBLT objectives.

5.9.2 Procedure followed to prepare MBLT lesson plans

The below given steps were followed to prepare lesson plan and MBLT Strategy.

1. The investigator in the beginning analyzed the DSERT fifth standard Kannada text book.
2. Difficult letters and words were identified based on pre-test.
3. Music was composed on difficult letters, words and conversion style used.
4. The recorded material was given to expert for content validity.

5. Incorporated suggestions from experts

6. Pilot study was conducted.

5.9.3 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.

5.9.4 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) 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.)

5.9.5 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, identifying correct pauses while reading, correct pronunciation.

4. Occurrence of mistakes in reading aloud was nullified with proper and immediate feedback for correction.

5.10 STATISTICAL TECHNIQUES USED

The statistical techniques used here is mean, standard deviation and t-test.

5.11 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, reading comprehension.

5.12 MAJOR FINDINGS OF THE STUDY

The investigator briefly stated the findings which have been obtained through statistical procedures.

5.12.1 Findings Related to Under Achievers

(a) Listening Competencies

The under achievers of experimental group found to be better in listening competencies i.e., in recognizing letters, words and comprehension than the under achievers of controlled group. The t-values are significant at 0.01 level on all sub
competencies and also on total (cf. the tables 4.1, 4.2, 4.3, 4.4 on page numbers from 80-86 for more details). This indicates that the teaching with MBLT Strategy enhanced the listening competencies of under achievers. This finding is in agreement with Bolduc (2006), Rigister (2001), Standley and Hughes (1997), as they found that children who participate in musical and first language interdisciplinary programmes develop phonological awareness, word recognition and improved in spelling patterns than their classmates who attended regular classroom teaching.

Musical activities promote the development of auditory perception, phonological memory and meta cognitive knowledge, three components that are equally involved in the development of linguistic abilities (Bernstein, 1976; Fiske 1993; Lowe, 1995; Raverlat, 1997; Sloboda, 1985) these reviews match the findings of the present study.

The possible reason for the positive effect of MBLT Strategy in enhancing listening competencies because the components of music especially rhythm which attracts the children to retain the attention of learner. Another reason may be music effects the brains organization and abilities through its rhythm, melody and emotions. Researches on brain proved that the rhythm raises the level of serotonin in human brain. Serotonin enhances the happiness and it reduces the level of anxiety and depression. Because of this they might have retained the attention and learnt material properly and could take interest in classroom activities conducted by investigator.
(b) Reading Competencies

The under achievers of experimental group also found to be better in Reading competencies i.e., reading aloud tests for pronunciation, test of pauses and reading comprehension than the under achievers of controlled group. The values significant at 0.01 level in all sub competencies and in total. They also performed better on tests on pauses and reading comprehension (cf. the tables 4.5, 4.6, 4.7, 4.8, 4.9, and 4.10 on page numbers 88-100 for more details). This indicates that the teaching with MBLT Strategy enhanced the Reading competencies of under achievers.

The result is in the line of Fetzer and Lorelei (1995), in their study they proved that the music group not only improved in reading areas but also made them more confidence and enthusiastic about their reading competencies. The above result is also agreement with Carmon (2008), Linda Louis Kelly (1981) music influences positively on reading skills of children without struggling with the technical learning of vowels and consonants and music the use of music enhanced the reading performance of students.

5.12.2 Findings Related to Low Achievers

(a) Listening Competencies

The Low achievers of experimental group found to be better in listening competencies i.e., in recognizing letters, words and comprehension than the Low achievers of controlled group. The values are significant at 0.01 level in all sub competencies and in total (cf. tables 4.11, 4.12, 4.13, 4.14 on page numbers from 101-108 for more details). This indicates that the teaching with MBLT Strategy enhanced the listening competencies of Low achievers.
Low achievers performed better in all listening competencies, this may be due to influence of music. Staven Krashen (1982) has explained that optimal learning to occur with the use of music. The singing creates casual and conducive learning environments and reduces the conscious and painful learning among learners. He says music is one method for achieving a weak filter by this language learning may be easy.

(b) Reading Competencies

The low achievers of experimental group found to be better in reading competencies i.e., in reading aloud tests for pronunciation, test of pauses and reading comprehension than the low achievers of controlled group. The values are significant at 0.01 level on all sub competencies and in total (cf. tables 4.15, 4.16, 4.16, 4.17, 4.18, 4.18, 4.19, 4.20 on page numbers 109-120 for more details). This indicates that the teaching with MBLT Strategy enhanced the reading competencies of Low achievers.

Low achievers performed better in all reading competencies, this may be due to influence of MBLT Strategy. Because the important characteristic of MBLT Strategy is child centeredness. It caters the needs of students. Here learning is not considered to be burden rather the students enjoy each and every moment of class. This may be reason that low achievers performed better than controlled group. This is in agreement with Forgeard, Marie and others (2008) who has conducted study to know the effect of music on children with normal reading and with reading problems. The music influenced not only normal students but also students who had problems in reading. They scored better in reading skills.
5.12.3 Findings Related to Comparison of under and Low Achievers

(a) Listening Competencies

The under achievers found to be better in listening competencies i.e., in recognizing letters, words and comprehension than the low achievers. The values significant at 0.01 level in all sub competencies and in total (cf. tables 4.21, 4.22, 4.23, 4.24 on page numbers 121-128 for more details). Though low achievers of experimental group performed better than low achievers of controlled group, but they could not achieve as much as under achievers.

In spite of same intervention the under achievers performed better than low achievers. It may be due to variation in intelligence. The result accepted in the line of Nantais (1997), Nguyen, Shah and Tran (1996), Rausher, et al. (1993). They found that Mozart has positive effect on intelligence.

(b) Reading Competencies

The under achievers found to be better in Reading competencies i.e., in reading aloud tests for pronunciation, test of pauses and reading comprehension than low achievers. The values significant at 0.01 level in all reading competencies selected for the study (cf. tables 4.25, 4.26, 4.27, 4.28, 4.29, 4.30 on page numbers 129-140 for more details). Though low achievers of experimental group performed better than low achievers of controlled group, yet they could not achieve as much as under achievers. In spite of same intervention the under achievers performed better than low achievers. It may be due to variation in intelligence. The result once again accepted in the line of Nantais (1997), Nguyen, Shah and Tran (1996), Rausher, et al. (1993). They found that Mozart has positive effect on intelligence.
5.12.4 Findings Related to Gender

(a) Listening Competencies

Both boys and girl found to be better in all listening competencies. The values are not significant at 0.05 level in all listening competencies (cf. tables 4.31, 4.32, 4.33, 4.34 on page numbers 141-148 for more details). Though girls scored better than boys but statistically values are not significant. Both boys and girls performed better in listening tests.

So this may be also inferred that music effects could help both boys and girls to do better.

(b) Reading Competencies

In this competency also both boys and girls found to be better. The values are not significant at 0.05 level in all reading competencies (cf. tables 4.35, 4.36, 4.37, 4.38, 4.39, 4.40 on page numbers 149-160 for more details). Though girls scored better than boys but statistically values are not significant. Both boys and girls improved in their reading competencies.

5.12.5 Findings Related to Experimental and Controlled Groups

(a) Listening Competencies

The experimental groups found to be better in listening competencies i.e., in recognizing letters, words and comprehension than the controlled groups. The values significant at 0.01 level in all sub competencies and in total (cf. tables 4.41, 4.42, 4.43, 4.44 on page numbers 161-168 for more details). This indicates that the teaching with MBLT Strategy enhanced the listening competencies of Experimental groups.
(b) Reading Competencies

The experimental group found to be better in reading competencies i.e., reading aloud tests for pronunciation, test of pauses and reading comprehension recognizing letters, words and comprehension than the controlled group.

The values significant at 0.01 level in all sub competencies and on total (cf. tables 4.45, 4.46, 4.47, 4.48, 4.49, 4.50 on page numbers 169-180 for more details). This shows that the teaching with MBLT Strategy enhanced the reading competencies of Experimental groups.

Both under achievers and low achievers of experimental groups performed better in listening and reading competencies than controlled groups. This reveals that MBLT Strategy effects on listening and reading competencies. This may be also inferred that components of music might have helped to improve both the skills of experimental groups.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Operation</th>
<th>Coefficient of Stability</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>LISTENING COMPETENCIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Letter Recognition Test</td>
<td>0.52</td>
<td>Yes</td>
</tr>
<tr>
<td>b.</td>
<td>Words Recognition Test</td>
<td>0.58</td>
<td>Yes</td>
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<tr>
<td>c.</td>
<td>Listening Comprehension Test</td>
<td>0.55</td>
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<td>2.</td>
<td>READING COMPETENCIES A.</td>
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<tr>
<td>a.</td>
<td>Pronunciation Tests</td>
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<td></td>
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<tr>
<td>b.</td>
<td>Reading Aloud Syllables</td>
<td>0.62</td>
<td>Yes</td>
</tr>
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<td>c.</td>
<td>Reading Minimal Pairs Aloud</td>
<td>0.66</td>
<td>Yes</td>
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<tr>
<td>B.</td>
<td>Reading Aloud Pauses</td>
<td>0.51</td>
<td>Yes</td>
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<tr>
<td>C.</td>
<td>Reading Comprehension</td>
<td>0.68</td>
<td>Yes</td>
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</tbody>
</table>

5.12.6 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>
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<td>c.</td>
<td>Listening Comprehension Test</td>
<td>0.68</td>
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</tr>
<tr>
<td>2.</td>
<td>READING COMPETENCIES</td>
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</tr>
<tr>
<td>A.</td>
<td>Pronunciation Tests</td>
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<tr>
<td>a.</td>
<td>Reading Aloud Syllables</td>
<td>0.82</td>
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<td>0.72</td>
<td>Yes</td>
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</table>

5.13 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Teachers may be given training in integrating music for language lessons and poems.

2. 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 the students are not able to do according to the expected level. They should be engaged in practicing and listening to artistic skills like music, drama, role plays and practice of reading aloud with prosodic features in free time, which may certainly help them to develop listening and reading competencies.
3. Most of the teachers too needed oriented in reading aloud with prosodic feature. Training should be provided from the resource persons from AIR, language experts, linguists so that they can inculcate themselves and implement in their teaching.

5.14 SUGGESTIONS FOR FURTHER STUDY

1. Similar studies can be taken up for two other competencies writing and speaking.

2. Multi sensory learning strategies can be used for teaching listening, reading competencies, as the present study was focused more on audio lessons.

3. Similar kind of studies can be conducted in higher grades to teach difficult topics.

4. Music and grammar teaching also taken up for further study.

5. Similar kind of studies may be taken up for teaching other languages too.

6. The same kind of studies may be under taken to teach other subjects like science, maths, social science.

7. Experimental studies may be taken for further research in Kannada language.

8. Spectrographic analysis can be done for analyzing speaking and reading aloud for authentic measurement.