History Research Journal

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

Alternative Pedagogies: Effect of Musical Approach on Concept Attainment

Raman Preet
Assistant Professor
School of Humanities
Lovely Professional University
Phagwara-144411
Raman.21799@lpu.co.in

Abstract

This study was conducted to see the effect of the musical approach on concept attainment of first-grade students in Hindi. Music occupies a special place in human life. It starts from birth and remains with a person till death. Moreover, it helps to learn the things in a better way, so there must be some techniques in which we can use music to teach students so that they learn better.

The objectives of the study were to study the effect of musical approach on concept attainment of first-grade students on languages, other objectives of the study were to enlist different musical approaches to study languages.

Besides these objectives, the study also aimed to see the difference in concept attainment of boys and girls as a result of musical approach and also, find out the difference in concept attainment of control group and experimental group as a result of teaching with the musical approach

This was an experimental study conducted in two selected schools having 1st class as a sample through stratified random sampling technique for this investigation from Jalandhar city. One school was from the government sector and the other was an aided school in which, teachers were teaching the same content to the students. So the researcher decided to choose those schools as a sample for the study.

The study suggests using music as pedagogy is an upright approach to teach to the students. Students enjoy a lot while learning with the help of the musical approach. So the learning level of the students will be increased. Moreover, this technique may help students to learn as they are playing. on the bases of the above result, the following recommendations have given by the researcher that Musical approaches should use to teach students languages especially in primary classes as the research shows that the musical approach helps a lot to learn new things and to attain new concepts, Teachers should try to use musical approach most of the time as while teaching with the musical approach, teachers have to work less and the students learn more. In this way, the teachers may channelize their energy to some other creative work which may help them to teach the students more effectively and to plan different strategies and co-curricular and extra-curricular activities for children.

Key Words: musical approach, concept attainment.

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

Literature Review

Alley, T. R., & Greene in their study titled, 'The relative and perceived impact of irrelevant speech, vocal music and non-vocal music on working memory' established that for 'proficient cognitive functioning' the capability to retain and maneuver information for short periods of time is vital. The study also asserts that the working memory (WM) is prone to interruption by extraneous speech. This study underlines the effects of vocal music, equivalent instrumental music, and irrelevant speech on WM.Brutten, Angelis and Perkins in their empirical concurrent validation study, 'Music and memory: Predictors for attained ESL oral proficiency' present their findings on the effectiveness of musical ability, auditory discrimination, and memory on ESL oral proficiency. The study underlines a targeted research program to establish whether training in musical abilities would be a valuable addition to ESL instruction.Fitzgeraldin his report 'A Musical Approach for Teaching English Reading to Limited English Speakers' shares his findings of an experiment for teaching English through musical pedagogy to elementary school pupils, who were facing difficulty in pronouncing English words in even simple songs however, they relished music and enjoyed dancing on those songs. Other musical and rhythmic activities were well-liked by the children. Some specially selected songs included counting, spelling, and other curriculum related chapters. The training were found to be valuable in encouraging literacy skills, tackling stuttering, team building and encouraging participation of students.

The researcher aims to see the impact of the musical approach on concept attainment at primary level. There is being done a lot of study in the field of music as well as in the field of education. Moreover, there are a lot of researches which tells us the impact of different teaching strategies on the different learning style etc. But there are very few researches related to concept attainment with the help of music. Moreover, these studies also not related to the primary level. If there are researches in the field of Music, they are not related to Music. Music is one of the important aspects of our life. Music remains with a human being from his birth till death and the researchers, who are from the field of music or education, taking no care of such topics. We must have more researches on this. So, the researcher felt the need to research on this topic so that the students of primary classes may get benefits of the positive outcomes of the study. Moreover, Previous researches have shown that students learn, well and also in an effective way with the help of the musical approach. They are able to retain more if taught with the musical approach and for a longer time as compared to taught with any other teaching strategy. So, researcher wants to study in this field as a lot of studies needed in this field. The researcher felt promoted with the previous researches conducted in the other countries. These all researches are telling about the positive impact of the musical approach on the concept attainments of the students of all levels. The researches done in the countries other than India are on the elder students i.e. students learning in middle or high classes. Only a few concentrated on 1st grade. But researcher chooses 1st grade as this particular age group needs more research to know about the impact of the musical approach. At this age, the students are just like the saplings which need a lot of care to grow up into a tree. So this particular age group needs more concentration. In some private schools, some lessons are being taught to the students with the help of musical approach but in government schools, there is no one to look after that at what extent, students are getting the concepts of different things and with what things their learning may enhance. So policymakers may also come to know about the impact of musical approach at primary level which will help them to

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

make some policies related to the musical approach and as a result make learning more effective. This research may also help the policymakers to know about the importance of music in the early years of the students. If we will teach the students with the musical approach, it will be easy for them to attain the concept of different things. The classroom burden may also get decreased as the teaching-learning process will become easier as well as effective. Teachers will also be benefited as with the help of this, process of teaching will be easy as well as interesting and the process of teaching will be less time taken. Policymakers may design new policies taking into mind this policy. Thus the research will be proved very helpful for so many people. In the field of music this thing is told by the experts and the researchers that music is a good way to learn something. Music assists a person to learn something new and with the help of music, one can learn the things very easily and itcan be retained for a longer time period. So, the researcher wants to see the impact of music whether the sayings are true or not. Moreover, the researcher had the curiosity to see how music helps to learn new things in better way and how much one may retain. So the researcher decided to work on this particular topic.

Aristotle has rightly said that music has the power of forming the character and should, therefore, be introduced into the education of the young. Thus there arises the present study entitled **'Effect of musical approach on concept attainment of first-grade students in languages'.** The musical approach is an instructional approach to teach content with musical activity, base or background. Concept attainment means the formation and development of the concept in students through the musical approach.

OBJECTIVES OF THE STUDY:

The objectives of the study were:

1. To enlist and develop different musical approaches to study the language. Hindi has been chosen by the researcher for the study.
2. To find out the difference in concept attainment of the control group and the experimental group as a result of musical approaches.
3. To find out the difference in concept attainment among boys and girls of the experimental group as a result of musical approaches.

METHODOLOGY

The preceding chapter deals with the introduction supplemented with related researches and significance of the problem. The present chapter deals with the methodology or method and procedure of the study. The method and procedure is a sort of help to the researcher to proceed in a positive direction. It sets some sort of norms, using which the research can be carried out in a proper manner. The selection of appropriate method and procedure depends upon purpose of the study, nature of the problem and kind of data required for the study.

RESEARCH METHOD

Research is a human activity based on intellectual investigation and aims at discovering, interpreting and revising human knowledge and different aspects of human endeavours. Research uses the scientific method and procedure. It makes practical applications possible. Method is the base of the study. If method selected is not fit then

 Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

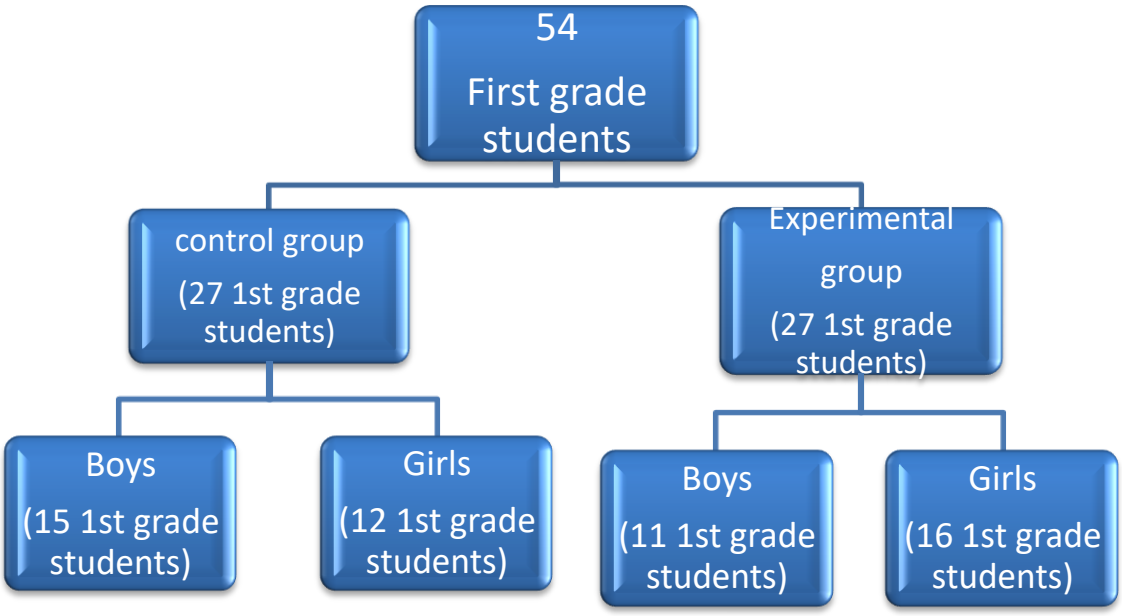
results may be misleading or even wrong. The method and the procedure of the present study are designed keeping in mind the objectives of the study. The study was directed to see the effect of musical approach on the concept attainment of first grade students, so the experimental method with pre test- post test design was used in the study. This method provides much control, therefore, establishes a systematic and logical association between manipulated factor and observed effect.

SAMPLE

The primary schools were selected from Jalandhar district of Punjab. The selection was purposive so as to get class with more strength. The investigator selected two schools having 1st classes. One was from government sector and other was a government aided school. In government aided school, researcher taught to one class with the help of musical approach and in government school, the class teacher was teaching the students with traditional method.

In the present study, 54 students of 1st grade of Jalandhar city were selected for the study. The study is confined to both boys and girls

Figure2.1Distribution of sample (student wise)



TOOL

Research is primarily based on the collected data. The data is collected by using certain tools. Keeping in view the objectives of the study, the researcher has used self-prepared model

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

instructional plan based on musical approach and achievement tests in the process of study. The investigator consulted supervisor, subject experts, various books, journals, encyclopedias and other available related material to decide and finalize the content and format of the model instructional plan and achievement tests.

CONSTRUCTION OF TOOL

The investigator after reviewing the literature tries to find some videos on you tube which may help her to use while teaching to the students and which may be called as musical approaches. For this purpose, the investigator brought some videos from you tube named:-

- ABC song for children abcde babies toddlers Elmo lyrics playlist alphabet songs abc song – YouTube.
- Animals - 2 - by ELF Learning – YouTube
- Body Parts Chant - by ELF Learning – YouTube
- This is me - (body part song) – YouTube
- I am a shape song from mister maker – YouTube
- The best animal's song for children - Learning English for kids - ESL – YouTube
- Vegetables Song for Kids _ Simple Song for Children Learning English – YouTube

PREPARATION OF FIRST DRAFT

The researcher prepared a list of topics form 1st grade Hindi language book being taught in consulted schools. The researcher brought book of Hindi of grade 1 named 'चित्राहिन्दीपाठमाला' from a student of 'Jyoti public school' and develop the musical strategies to teach selected topics and fit those in to 30-35 minutes lesson plans.

After this, the researcher start collecting videos concerning topics. The researcher found many videos on you tube but that all were not fulfilling the criteria of musical approach. So the researcher decided to develop musical approaches and develop some lyrics on content to be taught to students.

Then the researcher composed lyrics and composes music for those lyrics to teach the students. Those songs were the musical approaches of the researcher. First of all, the researcher designed the approaches for छोटीइकीमात्रा and बड़ीईकीमात्राand showed it to the guide then prepared 1st draft as shown below:

Table 2.1 First draft of the tool

Content	Musical approach

The researcher used developed approaches as strategies to teach. First formulation of objectives was done and then selection and name the particular musical approach suitable to teach formulated objective and in the last description was given of the approach. So, the

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

researcher developed a format of instructional plan based on musical approaches as given below.

Table 2.2 Second & Final draft of the tool

The second draft consisting of content, objectives, musical approach and description was shown to the supervisor.

Content	Objectives	Musical approach	Description

Second draft was considered as final draft of the instructional plan as it included a detailed instruction plan.

PROCEDURE

The objective of the study was to explore the effect of selected musical approaches on the concept attainment of the 1st grade students. As the study was directed to see the effect of musical approach on the concept attainment of first grade students, so the experimental method with pre-test post-test design was used in the study. Through purposive sampling technique 54 1st grade students of two primary schools from Jalandhar city were selected as sample for the study. Keeping in view the objectives of the study, the researcher has used self-prepared model instructional plan based on musical approach and achievement tests in the process of study. The researcher taught the experimental group with the help of constructed tool and the control group was taught by regular teacher through regular teaching or traditional approach. After giving treatment, investigator administered the achievement test to check the concept attainment of students of both the groups.

STATISTICAL TECHNIQUE

To find out the differences in concept attainment between experimental and control group t' test was computed. The t' test assesses whether the means of two groups are statistically different from each other. So this statistical technique is appropriate as it compare the means of two groups.

ANALYSIS, INTERPRETATION, CONCLUSIONS

The present chapter deals with the results and their corresponding interpretation in accordance with hypotheses. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulation of data to reach a solution of the research problems. Interpretation calls for a critical examination of one's analysis. The depiction of results and their interpretations is considered the most important part of research work as it verifies the hypothesis and eventually leads to conclusions of study.

Different musical approaches to teach Hindi language

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

One of the objectives of the study was to enlist different musical approaches to teach Hindi language. To attain this objective, the researcher consulted the Hindi book of grade one and developed objective specific musical approaches to teach Hindi language. Some of the developed approaches are given in appendix-4.

Difference in concept attainment of control and experimental group as a result of musical approach

One of the objectives was to study the difference in concept attainment of control and experimental group as a result of musical approaches. The data in respect to this was analyzed with the help of the statistical technique called t' test and the results are given in the table 3.1.

Table 3.1 Difference in concept attainment between control and experimental group

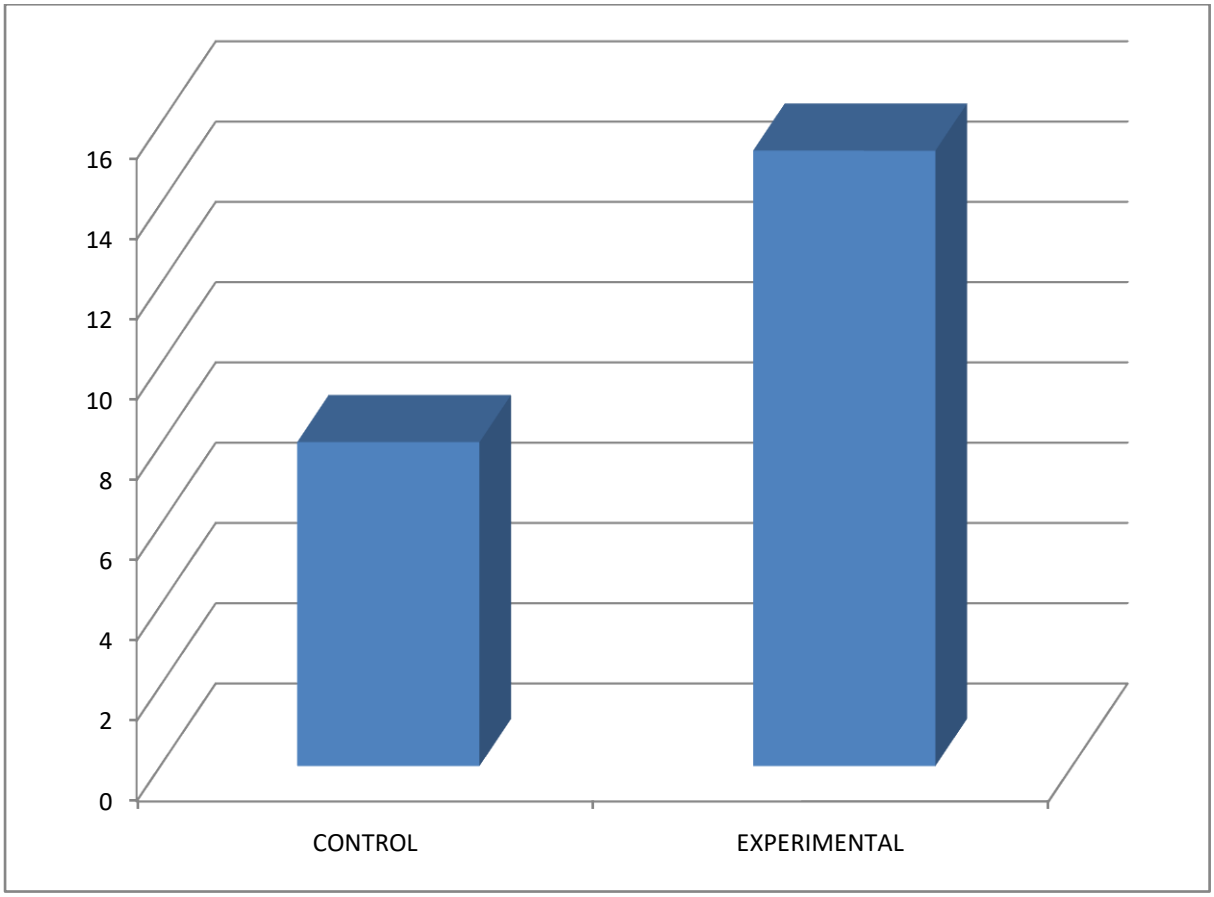
Group	No. Of Students	Mean	SED	t value	Interpretation
Control	27	8.0	1.66	4.06	Significant
Experimental	27	15.33			

The findings in the above table (3.2) reveal the mean score, standard deviation and t' value. The mean score of control group is found to be 8.07 which are lower than the mean score of experimental group that is found to be 15.33. Standard error came out to be 1.66. After computing t' test, the t' test value is found to be 4.06 which was significant at 0.05 and 0.01 level of significance which depicts that there exist a significant difference between the concept attainment of control and experimental group as a result of musical approaches.

Graph 3.1 Difference in concept attainment of control and experimental group

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019



Difference in concept attainment of boys and girls as a result of musical approach

One of the objectives of the study was to study the difference in concept attainment of boys and girls as a result of musical approaches. The hypothesis formulated was there exista significant difference in concept attainment among boys and girls of experimental group as a result of treatment given to them through musical approaches. The data in respect to this was analyzed with the help of the statistical technique called t' test and the results are given in the table 3.3.

Table 3.2 Difference in concept attainment among boys and girls

Group	No. of students	Mean	SED	t' value	Interpretation
BOY	11	13.45	2.02	5.19	Significant
GIRLS	16	16.62			

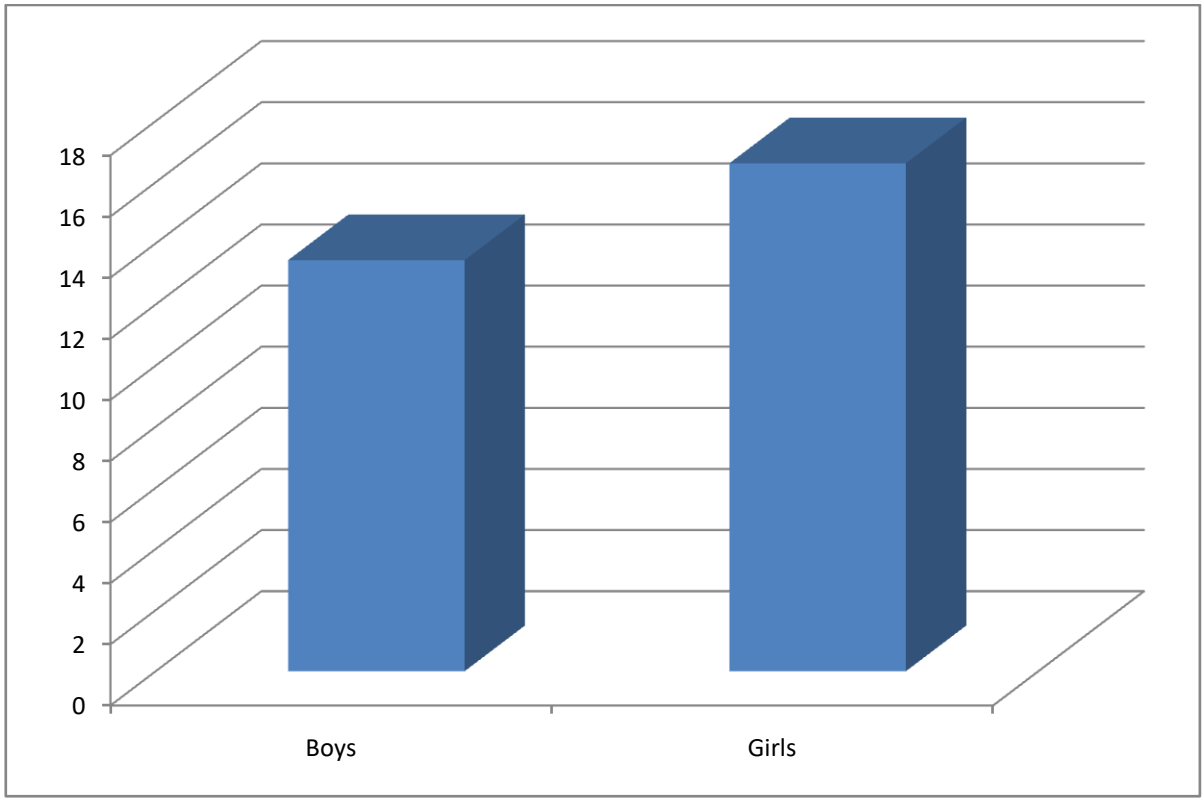
Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

From table 3.2 it is clear that he mean score of boys are found to be 13.45 which is lower than the mean score of girls that is found to be 16.62. Standard error came out 2.02. After computing t' test, the t' test value is found to be 5.19 which is significant at 0.05 and 0.01 level of significance. It depicts that there exist a significant difference between the concept attainment of boys and girls as a result of musical approaches.

Therefore, the hypothesis namely there exist a significant difference in concept attainment among boys and girls of experimental group as a result of treatment given to them through musical approaches is accepted.

Graph 3.2 Difference in concept attainment of boys and girls



CONCLUSIONS

From the results pertaining to the present study based on analysis and interpretation of data in the light of hypotheses framed beforehand, the present study enlists the following conclusions:

1. There exist a significant difference between concept attainment of boys and girls as a result of teaching through musical approaches. The mean score of boys was found to be lower than the mean score of girls. The reason behind this difference may be the habits of boys and girls. Girls tend to be more sensitive towards the art form like music where boys are having different kind of nature. They like physical activities more as compared to the girls. This may be the one reason of this difference. Another difference may be that girls were very much attentive in the class and were listening very carefully to the researcher who were teaching them with the help of musical approach where boys didn't show much attentiveness in the class.

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

2. There exists a significant difference between the concept attainment of control and experiment group as a result of musical approach. The mean score of control group is found to be 8.07 which are lower than the mean score of experimental group that is found to be 15.33. Musical approach help students to learn at a good speed and in less time, students learn more. With the help of difference between the mean scores of the both groups we can easily and confidently say that the reason behind the difference is only the musical approaches which help students to learn easily.When researcher visited the school on very first day and discussed with the principal and class teacher about the study, they told that the students will take at least 10 to 12 days to learn a particular **मात्रा**. But when the researcher taught them, they learn that **मात्रा** only in 2 days. It shows the impact of that particular musical approach which helps the students to not only learn but understand the concept of the **मात्रा** which they were going to take at least 10 days.

ANALYTICAL DESCRIPTION

1. Musical approach was very helpful for the students. As the researcher went to the school, the teacher was teaching 'छोटीइकीमात्रा' to her students. She told researcher that the students will take 10 to 12 days to learn one मात्रा. But with the help of musical approach, with the case of बड़ीईकीमात्रा. Students took only two days to learn it and they were able to recognize and write it with great efficiency.

2. Musical approach is very much helpful for the students as it do not pressurize the students. They keep on learning without any stress or burden of learning. They learn the things very easily and in such a comfortable manner as they are playing.

3. Musical approach is also very helpful for teachers as well. The teaching procedure becomes very easy, effective and cheerful that it takes very less efforts on the part of teacher to teach the students something new as well as students feel it very easy to learn something which they already doesn't know.

4. Students take full interest in studies. As the researcher went to a school to teach to the students with musical approach, the staff of the school told to the researcher that the students wait for her eagerly. They keep on asking whether the researcher is coming today or not. This shows that they enjoy the process of teaching and learning with the help of music and they wanted to learn more.

5. Musical approach is a good technique to the class in discipline. As the researcher has observed that while teaching with the musical approach, the class was fully under the control of the researcher. All the students were taking part in learning process and they were learning with great enthusiasm. Students were not creating indiscipline but as the researcher starts checking their work they start creating indiscipline in the class.

6. Students were learning actively. They were involved in the process of teaching and learning. so in his way musical approach is a true pedagogical technique to teach children

Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

BIBLIOGRAPHY

Alley, T. R., & Greene, M. E. (2008).The relative and perceived impact of irrelevant speech, vocal music and non-vocal music on working memory. *Current Psychology*, *27*(4), 277-289.

Amusia, (1998).Effect of the music by Mozart.*Journal of music andTeaching*, *29*(1), 17-34.

Basant,(1960). *Sangeetvisharad.*Hathras: Sangeetkarayalaya.

Basant, (1984).*Sangeetanjali*.New Delhi*: S*angeetprakashansadan.

Brutten, S. R., Angelis, P. J., & Perkins, K. (1985). Music and memory: Predictors for attained ESL oral proficiency. *Language Learning*, *35*(2), 299-313.

Cardarelli, (2003).*Music from various authors* New Delhi:sangeetprakashansadan.

Carlson, (2004). *South Indian Music for the world,* Virginia: Association for Supervision and Curriculum Development.

Cross, S. (1988). *Music for minors*. Boston: Pearson Education, Inc.

Dupuy, (1997). Teaching a language in different prospective.

Edwards, J. (1996). Music helping learning Hillsdale, New York:

Edwards (2000).:

Feierabend, J. (1999). *Quoted in Make music, America!* Teaching Music, 7(3). Reston, VA:Music Educators' National Conference.

Finucane, B. (1976). *If you don't do it, nobody else will*. CMEA news, pp. 11-13, 26.

Fitzgerald, L. A. (1994). A Musical Approach for Teaching English Reading to Limited English Speakers.

Hare, K. (1989).*The Philosopher's Stone: Essays in the Transformation of Musical Structure*. Hillsdale, New York

Harrison (1997).*Short notes of the instruments,* New Delhi, MC-Graw Hills

Hoffman(2003) . *Music in European Capitals: The Galant Style*, New York City

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development. .

 Copyright © 2019Authors

ISSN:0976-5425
VOL-5-ISSUE-5-SEPTEMBER-OCTOBER-2019

Joseph (2009).*Potential of music to enhance school performance in language and literacy*

Levitin, (2006).*Music and its impact on the moods of human* Unpublished doctoral dissertation, Aspin University.

Kraus, (2010)*Why playing a musical instrument can help children learn with language skills,* daily mail reporter,

Maltester (1986).*Music and the learning* British Journal of Psychology, 66, 341-345.

Mozart, W. (1950).*The Letters of Mozart and his Family* (2nd ed.). London: Macmillan.

Narang, B. (2013). Personal interview on effect of music on learning, Jalandhar.

Pt. Ravishankar (1975). *My music my life.* New Delhi.

Rees, M. A. (1988). *An open letter to the parents of prospective music majors, Instrumentalist, Delhi.*

Richardson, (1997).Roots of human lies in its culture FourthSurvey of research in culture, New York.

Singh, M. (1990).sangeetpustak.Lakhnow.

Sharma, V. (1999). A study of Dasttilom, New Delhi: Prentice –Hall of India.

Trent, (1996). A series of nine songs Boston: Pearson Education, Inc.

Weikart, P.S. (1998).*Steady beat: What we now know.* MI: High/Scope Educational Research Foundation.

Whitwell, D. (1977, June). *Music learning through performance*. A paper commissioned by *Texas Music Educators Association.*

Winston, E.W. (1982, December) 3 R's and an M, *music educatorsjournals* p. *40*

Wilcox, E. (1999). *Straight talk about music and brain research*. Teaching Music, London

Copyright ⓒ 2019Authors