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INDEX

Sr. No.	Title	Author	Subject	Page No.
1	Accounting Programs for Cost Accounting	Prof. Kalola Rimaben A.	Accountancy	1-3
2	Petrography of the Volcanic and Metavolcanic Rocks of Middle Siang Valley, East Siang District, Arunachal Pradesh, India	P. Bhattacharyya , T.K. Goswami, C. Teye	Applied Geology	4-8
3	Petrography and geochemistry of the host rock of sulphide mineralisation in Potin area, Subansiri district, Arunachal Pradesh, India	P. Bhattacharyya , B.K. Tamuli, D. Majumdar	Applied Geology	9-13
4	Better Work Environment for Small Scale Industries in Developing Countries	Tapan Kumar Majumdar	Architecture	14-15
5	Generation of Bioelectricity from Waste water and Cow's urine	H.Vignesh, Hema Kalai Rani	Biotechnology	16-19
6	Constraints in Grapes Production: An Experience of Tamil Nadu Grapes Growers	Mr. Suresh. G, Dr. S. Krishnamurthy	Commerce	20-22
7	Determinants Of Dividend – A Study With Reference to Selected Companies in India	Dr.M.N.Periasamy	Commerce	23-26
8	Coffee Consumption in India: An Exploratory Study	Shri Arvind A. Dhond	Commerce	27-29
9	A Study on Impact of Women of Self Help GROUPs	D. Bhuvana	Commerce	30-31
10	Impact Of Micro Finance Through Shg-Bank Linkage Programme In Salem District, Tamilnadu	Dr. M. Sumathy, E. Nixon Amirtharaj	Commerce	32-33
11	"A Study On Job Stress With Special Reference To Textile Industries In Tirupur"	DR.M. DHANABHAKYAM , T.SUMATHI	Commerce	34-37
12	The Role of Individual Enterprise and Entrepreneurship in The Economic Development of India, Challenges and Opportunities	A.K.Chandra, B.P.Singh, V.S. Negi	Commerce	38-40
13	Customer Preferences And Attitudes Towards Maruti Cars In Pollachi Taluk	N. MANOHARAN, Dr. R. GANAPATHI	Commerce	41-45
14	(Disaster Management in India : An overview)	Dr. Pawar Ashok S. , Dr. Sunita J. Rathod , Shri. Budhwant R.G.	Economics	46-48
15	Economic condition of Banjara and Vanjari communities in India :An overview	Dr. Pawar Ashok S. , Dr.Rathod Sunita J. , Tidke Atish S.	Economics	49-51
16	(Rajshri Shahu Maharajache Shikshan Sarvatrikaran v Stri Sabalikaran Vishayak Drastikon)	Dr. Pawar Ashok S., Dr. Sunita J. Rathod ,Dr. Vishal Tayade	Economics	52-53
17	"Problems Of Self Help Group Members In Bidar District Of Karnataka"	DR.SANGAPPA V. MAMANSHETTY	Economics	54-56
18	The Role of Private And Public Sectors: An Analysis of Methodological Steps In Understanding Growth Cycles	Dr. Shivsharanappa Dhaba	Economics	57-59
19	"Reforms, Incidence Of Poverty And Employment In India"	Dr. Devraj G. Garvit	Economics	60-62
20	An Innovative Teaching Module to Enhance The Knowledge In Grammar Among The High School Students Of Palghat District	Elsamma Sebastian	Education	63-64
21	Construction of a web course material and evaluating its performance vis a vis conventional approach towards learning: a pilot study	Ms. Sreetanuka Nath	Education	65-67

22	Academic Achievement In Relation to Time Perception and Coping Styles	Dr. D. Hassan, Dr. V. Tulasi Das	Education	68-71
23	Use Of E-Resources to Enhance Performance by the Student-Teachers	Dr. S. K. Panneer Selvam	Education	72-74
24	Studies on The Removal of Blue 4 Dye from Textile Effluents Using Cotton Stem	N. Prasanna, Renjitha Saji , S. Bhuvaneswari ,A. Priya	Engineering	75-77
25	Implementation of Self controlled Arbiter for High Speed Communication in on-chip	Kaushik Mukherjee, A.Ch. Sudhir , Dr. B Prabhakara Raob	Engineering	78-82
26	Rate Sequence Space (S2) π	B. Sivaraman , K. Chandrasekhara Rao , K. Vairamanickam Vairamanickam	Engineering	83-84
27	The Asphalt in The Hot And Cold Areas	Eng. Nasr Ahmad, Prof.Dr. Eng. Mihai Iliescu	Engineering	85-86
28	Corrective Measures to Reduce Physical Work Strain of Dairy Farming	Vinay Deepa, Sharma Suneeta	Ergonomics	87-89
29	Rural Women in Transition: A Case of Women Entrepreneurs	Varinder Randhawa , Ritu Mittal, Parul Gupta	Home Science	90-93
30	Nutritional Status and Impact of Functional Food Supplement on the Performance of Athletes	Uma Mageshwari.S , Mary Jenefer Sharmila.P	Home Science	94-96
31	Effective HRM for Global Competitiveness	Dr Mahalaxmi Krishnan	Human Resource Management	97-100
32	Role of Materials in English Language Teaching and Learning	Dr. Wajahat Hussain	Literature	101-102
33	Expatriate Women in The Fiction of Ruth Praver Jhabvala	P. Mohanapriya	Literature	103-104
34	Prakruti Pariyavaran and Sahitya	Dr. Sanjay Rathod	Literature	105
35	Samkalin Hindi Kavita me Manviya Jivan ke Badalte	Dr. Sanjay Rathod	Literature	106-107
36	A Servant Turned an Administrator: A Study of Naikar's Kanakadasa: The Golden Servant	Ashok Hulibandi	Literature	108-110
37	A Study on Metacognitive Strategy in Terms of Reading Comprehension of Post Graduate English Literature Students	J.P.Vandhana, T.Sakthivel	Literature	111-112
38	The Psychic Patterns In The Protagonist Of Bharati Mukherjee's Wife.	B. Kalidoss, Dr. S.Kanakaraj,	Literature	113-114
39	Integrating action research paradigm into decision making -An investigation of an action research model	Haresh B. Barot	Management	115-117
40	A Study on Green Marketing Mix Towards Green Products	Urmila Vikas Patil	Management	118-120
41	Viral Marketing – Is It A Mirage or Reality?	Dr. Viral Shilu	Management	121-122
42	Evaluation of Mandura Bhasma with & without Triphala Churna in Management Of 'Panduroga'	Dr.D.Anuradha, Dr. M.Srinivasulu	Management	123-125
43	A Conceptual Overview of Value Creation in Business Relationships	Abhishek Pande	Management	126-127
44	Plight of Women Entrepreneurs: A Diagnostic Study	Anuradha Averineni	Management	128-130
45	"Profitability Analysis Of Merger Textile Companies In India During Pre And Post-Merger Periods"	Dr. M. Dhanabhakym ,R.Umadevi	Management	131-133

46	Impact Of Ngo's On Rural Marketing	R. DURGA RANI,Dr. R. GANAPATHI	Management	134-135
47	Status Of Mutual Fund In India	D. JAYANTHI,Dr. R. GANAPATHI,	Management	136-138
48	A Study on "The relevance of Human Resource Accounting in the Present Scenario"	Dr.Giridhar K.V. , Krupa V.D.	Management	139-140
49	Customers Attitude Towards Domestic Air Conditioners With Reference To Lg	M. LAKSHMI PRIYA, Dr. R. GANAPATHI,	Management	141-149
50	Interaction of Gender and Sexual Appeal on Effect of TV Advertisements	P. Shanthi, Dr. S. Thiagarajan	Marketing	150-151
51	Study on Dislike towards TV advertisements – An empirical Evidence	Ruhani Mahajan, Sahil Goyal	Marketing	152-154
52	Emotions: Ace Tool For Marketing	Ashish Nathwani	Marketing	155-157
53	Comparison of Fluticasone propionate with Beclomethasone dipropionate in patients of Bronchial asthma"	RAMAKRISHNA GHUBDE, ARCHANA SHEKOKAR	Medical Science	158-160
54	A study of incidence and risk factors for neonatal systemic candidiasis	Dr Sheila Aiyer, Dr Pareshkumar A. Thakkar, Dr. Komal K. Patel, Dr. Kaushik A. Mehta	Medical Science	161-163
55	Pharmacoeconomic appraisal of antimicrobial utilization in a medical college hospital	Dr. Parveen Kumar Sharma, Dr. Rekha Bansal	Medical Science	164-166
56	Various aspects of antimicrobial utilization in OPD of a medical college hospital	Dr. Parveen Kumar Sharma, Dr. Rekha Bansal	Medical Science	167-168
57	Subjective well Being and Job Satisfaction Among Survivors of Economic Downturn	Vijaya. R, M. Y. Manjula	Psychology	169-172
58	Knowledge of Mothers About Nutrition of Child Under Five Years of Age	Dr.K.Jothy, Ms.S.Kalaiselvi	Social Sciences	173-175
59	Geriatric in India and Their Right to Health	Minni K. T.	Sociology	176-177



An Innovative Teaching Module to Enhance The Knowledge In Grammar Among The High School Students Of Palghat District

* **Elsamma Sebastian**

* **Bharathiar University**

Keywords : music, grammar, songs, module, ELT TO, Bilateral Trade, China, India

INTRODUCTION

Grammar instruction can take many forms and can be carried out with various pedagogical goals in mind. It can benefit diverse type of learners by increasing their overall proficiency and improving their language skills. The investigator has tried to explore an innovative module of integrating grammar lyric, song, and music to teach grammar.

The researcher during the process of teaching grammar and spoken English to the learners, varying from the age group of thirteen to fifty, has come across various problems in teaching grammar. The investigator has interviewed academicians and experts from different levels of teaching, varying from the secondary to the higher education. The purpose of the research was to develop the students' knowledge in grammar, using grammar songs in the classrooms. Hence, the researcher has developed an innovative teaching module to enhance the grammatical knowledge of the high school students.

STATEMENT OF THE PROBLEM

The research is viewed from the point of view of the teacher, learner and curriculum. The goal of the research is to show that students would benefit largely by using grammar songs to learn grammar. Results from the two focus group discussions conducted among the educational practitioners, curriculum designers, administrators, native Malayalam speakers, researchers and students, reveal the fact that they were not aware of the method of teaching grammar through songs. The pedagogical potential of songs in teaching grammar has been enormously realized in the foreign but not in the Indian context, particularly in Kerala State.

PURPOSE OF THE STUDY

The purpose of the research was to develop the students' knowledge in grammar, using grammar songs in the classrooms. Hence, the researcher has developed an innovative teaching module to enhance the grammatical knowledge of the high school students.

OBJECTIVES OF THE STUDY

1. To compare the effectiveness of traditional methods and the innovative teaching module in developing the students' knowledge in grammar.
2. To analyze the effect of teaching module on the experimental group in the pre-test and post-test in learning grammar.
3. To examine the effect of traditional teaching on the control group in the pre-test and post-test in learning grammar.

HYPOTHESIS

- There will be a significant difference in the mean scores of control group and experimental group in learning grammar using the traditional method and the teaching module
- There will be a significant difference in the mean scores of experimental group in learning grammar using the teaching module in the pre-test and post-test
- There will be a significant difference in the mean scores

of control group students in learning grammar using the traditional method in the pre-test and post-test

SAMPLE OF THE STUDY

The study has been carried out with the class IX of C.B.K.M Pudurariyaram High School, Palakkad, Kerala. Since it is an experimental study, it was decided to have a manageable sample of 50 students. The pre-test and post-test questionnaires were developed by the researcher. The questions thus generated were given to the students who were asked to give answers. The pre-test and post-test questionnaires were used to understand the progress of the students in learning grammar using songs in English classrooms.

ANALYSIS AND INTERPRETATIONS

The table 1.1 and 1.2 shows the pre test and post test scores of the experimental group and the control group

		Experimental group								
		Paired Differences				95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)	
Pair 1	Mean	Std. Deviation	Std. Error Mean							
				Lower	Upper					
Pair 1	Pre test – Post test	-17.920	3.463	.693	-19.350	-16.490	-25.872	24	.000	

		Control group								
		Paired Differences				95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)	
Pair 1	Mean	Std. Deviation	Std. Error Mean							
				Lower	Upper					
Pair 1	Pre test – post test	-9.960	2.653	.531	-11.055	-8.865	-18.769	24	.000	

The above tables show the difference between the mean scores of the control group which is -9.960 and experimental group which is -17.920. The standard deviation score for control group is 2.653 and the experimental group is 3.463 with the df = 24, which is significant at 0.000 levels. The comparison between the performance of experimental and control groups are given in the table. There is a maximum increase in

scores from the pre-test to post test in the experimental group when compared to the control group. It is clear from the scores that the treatment given to experimental group has produced positive result on the performance of the students. So the null hypothesis is rejected. Therefore it may be concluded that both the groups differ significantly.

Table 1.3 shows one sample statistics of the pre test and post test scores of the experimental group

One-Sample Statistics					
	N	Mean	Std. Deviation	Std. Error Mean	
Pre test	25	17.56	3.630	.726	
Post test	25	35.48	2.931	.586	

Table 1.4 shows the pre test and post test scores of experimental group

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre test	24.191	24	.000	17.560	16.06	19.06
Post test	60.516	24	.000	35.480	34.27	36.69

From the above table it is evident that there was a significant difference between the pre test and post test of the experimental group. The mean of pre test is 17.56 and post test is 35.48, which is significant at 0.000 level with df = 24. It shows that teaching language through songs differ significantly. The mean of post test is higher than that of pre- test. The t value of post test is 60.516. The result of one - sample test showed that students performed better in the post test compared to the pre test. Therefore the null hypothesis is rejected.

Table 1.5 and 1.6 shows the one sample statistics of the pre test and post test of control group.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre test	25	15.04	2.131	.426
Post test	25	25.00	2.769	.554

One-Sample Test					
Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower Upper
Pre test	35.293	24	.000	15.040	14.16 15.92
Post test	45.145	24	.000	25.000	23.86 26.14

From the above table it is evident that there was a significant difference in the pre and post test of the control group. The mean scores of pre-test is 15.04 and post test is 25.00, which is significant at 0.000 level with df = 24. It shows that teaching language through songs differ significantly. The mean of post test is higher than that of pre test. The t value of post test is 45.145. The result of one - sample test shows that students performed better in the post test compared to the pre test. Therefore it can be said that the null hypothesis is rejected.

Table.1.7 shows the anova test for both the control group and experimental group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	256.946	11	23.359	5.128	.003
Within Groups	59.214	13	4.555		
Total	316.160	24			

From the above table shows the ANOVA test for the control group and the experimental group. From the table it is clear that the F-value is 5.128 which are significant at 0.003 levels with the df 11/2. It indicates that the mean scores between the

two groups differ significantly. Therefore it may be concluded that the students belonging the experimental group scored higher than the students belonging to control group. Therefore the null hypothesis is rejected.

Table 1.8 shows the sum of squares of the control group and experimental group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	56.543	9	6.283	1.798	.151
Within Groups	52.417	15	3.494		
Total	108.960	24			

The table 4.8 shows that f-value 1.798 is significant at 0.151 level with the df 9/24. It indicates the mean scores between two groups differ significantly. There is no significant difference in the mean scores of students. Therefore the null hypothesis is rejected.

BENEFITS OF THE STUDY

Theoretical Benefit

- a) The result of the research can be used as an input in English teaching and learning process especially in developing students' level of grammar knowledge.
- b) The result of the research can be used as a reference for those who want to do research in the field of music and language acquisition.

Practical Benefit

- a) The study offers a better technique or method for teaching grammar for the High school students.
- b) The results of the study motivate the students to learn grammar using the innovative teaching module developed by the researcher.

LIMITATION OF THE STUDY

The limitations of the study are as follows:

- The study has been confined to only the government and aided high schools of Palakkad district, Kerala.
- The study has been restricted to parts of speech, tenses, SVO patterns and active voice and passive voice in grammar.
- The sample size was restricted to 50 students owing to keeping into account the various constraints such as time and availability of respondents.

RESEACRH IMPLICATIONS AND SUGGESTIONS

The results of the studies reported in the study could influence the use of songs in grammar teaching and learning to second language learners. The findings indicate that the innovative approach has a definite pedagogical value at the high school level of grammar learners in Palakkad district, Kerala.

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