CHAPTER – III

PROCEDURE FOR INVESTIGATION

3.1.0 METHOD FOR THE STUDY

The hearthrob of any research activity is the research procedure adopted by the investigator. The method used in the study is dictated by the nature of the research problem and the type of data required for answering the research questions relating to the research problem. An inappropriate procedure can only lead to unsatisfactory results and disillusionment. After selecting the problem, framing the objectives and reviewing the related literature, the next important step in research is to explain the details of the various steps followed in the research design. Chapter I and II were devoted to presenting the significance of the problem under investigation and for reviewing the related literature. In this chapter, the research procedure adopted for the study undertaken is described in detail. The present study aimed at the enhancement of grammar learning especially tenses and Models through story telling and conversation passages. A performance was to be conducted to find out where do the students stand in grammar learning diagnostic test was constructed and conducted to test the knowledge of tenses and models. A tool for criterion referenced test was constructed by the investigator to test the learning of tenses and models by the control and experimental groups. All these tools are subjected to test the reliability and validity by the preelisuing teachers and subject experts, marks scored are entered for computation and statistical inferences by ‘t’ test and effect size.
3.2.0 EXPERIMENTAL DESIGN

Experiments, if conducted correctly, will enable a better understanding of the relationship between a casual hypothesis and a particular phenomenon of theoretical or practical interest. One of the biggest challenges is deciding which research methodology to use. In research and evaluation, a true experimental design is the preferred method of research. It provides the highest degree of control over an experiment, enabling the researcher draw causal inferences with a high degree of confidence.

Analysis of the collected data is a vital component of any research work. Without analysis, which provides a deeper insight into its basic nature, the adequate description of a phenomenon is relatively impossible. Analysis of data means studying the organized material in order to discover inherent facts. The data are studied from as many as angles as possible to explore the new facts. Analysis requires an alert, flexible and open-mind. It is worthwhile to prepare a plan of analysis before the actual collection of data. Karpaga Kumaravel (2002) suggests the following four helpful modes to get started on analyzing the gathered data.

1. to think in terms of quantitative and qualitative analysis.

2. to examine carefully the statement of the problem and earlier analysis and to study the original records of the data.

3. to get away from the data and to think about the problem in layman’s terms, or to actually discuss that problem with others.
4. to attack the quantitative and qualitative data by making appropriate calculations.

Experimental study was undertaken since the group was small in number and the smaller groups were chosen for an accurate results and finding.

Parallel group design of experimental study was undertaken. The ranking system was followed after the diagnostic test. The last 64 rank was sample of the study. They were put into two groups by odd and even numbering, experimental and control group.

Experimental study was chosen for a purpose that after a suitable treatment of teaching tenses and modals through story telling and conversation passages, the achievement of the students will be assessed to find out whether there is enhancement of learning through these selected strategies. Experimental study will help the investigator in assessing whether the selected strategies enhanced the learning of grammar at higher secondary students.

The investigator used the printed materials and verbal situations in the experimental group to teach modals and tenses. In the case of control group, grammar text book was used and exercises were given. The steps in treatment were successfully completed.
3.3.0 TOOLS FOR THE STUDY

The tools were constructed by the investigator after applying the reliability and validity of the field experts and practicing teachers. The following tools were used for the present study.

1) A test was conducted for assessing performance of the students in grammar in general.

2) A diagnostic test was conducted to test the use of tenses and modals.

3) The last 64 rank holders were chosen as sample and put into two groups.

4) A pilot study was conducted to establish reliability and validity of the tools.

5) Criterion referenced pre test and post test were administered to the sample.

3.3.1 General Performance Assessment Test

A performance assessment test was to be conducted to find out where do the students stand in grammar learning. A test paper containing all the units in grammar was constructed. The test paper was constructed by the investigator. The test paper was constructed by the investigator. Care was taken to include all the items like direct and indirect speech, active voice, passive voice, degrees of comparison, synthesis of sentences,
transformation of sentences, tense and form, use of auxiliaries and modals, clauses etc in the performance assessment test.

The test paper contains twenty five questions each with a blank and the choices of answer given in parenthesis. The right answer in each blank carries one mark. The students have to select the right answer given as choices in bracket and write the correct answer. Only one answer / choice from the bracket is the possible answer. There is no alternate answer or anything close to the answer.

The performance assessment test is to be administrated to the students of eleventh standard of SBOA school and Junior college, Chennai. All the 367 students are to take the test to assess the performance in where do they stand in grammar learning. With the help of the teachers handling the test is to be administered. Necessary instructions are to be given to the students on how to read the test paper and answer the paper. Time allowed is 45 minutes for each paper. The test is to be conducted simultaneously to all the 367 students.

The test papers corrected. The scoring key was prepared by the filed experts. The validity of the scoring key and the test paper was confirmed with the subject experts. The marks scored by individual student were entered.

Validation of performance assessment test was done in terms of validity and reliability. Reliability denotes the accuracy a tool has in measuring the skills and knowledge. Unless the tool is reliable, its assessment will not be valid. Reliability co-efficient provides the most revealing statistical index of
validity. A research tool is said to be valid when it measures what it purports to measure. The panel that examined the validity of the performance assessment test constructed by the investigator made a logical examination of instructions, objectives and the content of the test. The validity was confirmed by the field practicing teachers as well as the experts in the field. Thus, it is said that the test possessed content as well as face validity. Therefore, the reliability and validity of the performance assessment test were established. The tool, the test papers is attached in the appendix.

3.3.2 Diagnostic Test (for assessing knowledge of students in tenses and modals)

It was found out that the students were lagging behind in learning of tenses and modals. The performance assessment test assessed that learning of tenses and modals need to be enhanced. So, learning of tenses and modals was targeted. Therefore, a diagnostic test was constructed to test knowledge of tenses and modals amongst the higher secondary students of SBOA school of Junior college, Chennai to find out their level of achievement in the uses of tenses and modals.

Two test papers are constructed one to test knowledge of tenses and another the test to knowledge of modals. Each test paper contains the test items of filling in the blanks. The students are asked to fill in the blanks with suitable modal or tense form chosen from the list of answer given in parenthesis. Only one correct answer is possible. All kinds of modals are used in the construction of test. All kinds of tenses, present past and future
and their subdivisions simple, progressive, perfect and perfect progressive, are used in the construction of the test paper. Each correct answer is given one mark each and the total is 25 marks. Two test papers, one in tenses and another the modals are constructed.

The test papers are administrated amongst the student of SBOA school and Junior College. The assistance of the teachers handling the classes was to be used in administrating the test. Necessary instructions to be given before conducting the test. They all started the test at the same time and the time allowed is 45 minutes for each paper. Paper collected and corrected as per the scoring key validated by the field experts.

Scoring of answers to be done individually and for each test paper. Marks awarded are to be recorded for ranking. Since only one answer is possible one mark is to be given. No half mark is to be awarded. The answer is either to be correct or incorrect. So, only full mark is to be awarded for the correct answer.

Validation of the diagnostic test was done in terms of reliability and validity. Any reliable test is valid. Reliability denotes the accuracy a tool has in measuring the skills and knowledge. Unless the tool is reliable, its assessment will not be valid. Reliability co-efficient provides the most revealing statistical index of validity. A research tool is said to be valid when it measures what it purports to measure. The panel that examined the validity of the diagnostic test constructed by the investigator made a logical examination of instructions, objectives and the content of the tests. The
validity was confirmed by the field practicing teachers as well as the experts in the field. Thus it is said that the test possessed content as well as face validity. Therefore, the reliability and validity of the diagnostic test were established. Out of the 367 students, the last performing 64 students were chosen by ranking method and put into two groups, control group and experimental group by even and odd numbering. These two groups were chosen for treatment. There 64 students form the sample of the study. The tool, the test paper is attached is the appendix.

### 3.3.3 Criterion referenced Test

A tool for criterion – Reference test was constructed by the investigator. Test papers, one to test learning of tenses and another to the learning modals were constructed by the investigator. These two test papers were to be used before and after the treatment on experimental group and also on control group. Control group was to be taught by traditional methods and the experimental group by the selected teaching strategies, story telling and conversation passages.

The test papers are to be administered on the sample selected, control and experimental groups. The description of the test is as follows. Each paper contains 50 items with blanks to be filled in by the students. One set of question paper is to test the knowledge in tenses and another to test the acquired knowledge in modals. The test paper carries 50 marks in each category, i.e., tenses and modals and the time allowed is 80 minutes. Objective type of questions are asked. In modals, the students are asked to fill in the
blanks with appropriate modals. All modals are used. The sentences are constructed in such a way that there is only one possible answer. In testing to knowledge acquired in tenses the same pattern in followed. A set of sentences are given, and at the top. Choices given in brackets. All kinds of tenses, present, past, future and the sub divisions simple, progressive, perfect and perfect progressive are used. The other form of tenses and the choices are given at the beginning of each statement and the students are asked to fill in with suitable form of tenses and fill in with appropriate modals.

The tool, the tests papers, are to be administrated on the sample selected. Pre test is to be conducted. Treatment is to be given, Progressive test is to be conducted and post test is administrated. The sample is given the test after necessary instructions. The test to be started at the right time and the time allowed is 80 minutes. The papers are to be collected and corrected according to the scoring key prepared and validated by the field experts.

The sentences are constructed in such a way that there is and one possible answer. Each correct answer carries one mark. No half mark in given as there is only one possible answer. The scores are awarded and totalled. The recorded scores are taken into account for computation and interpretation.

Validation of the tool was established by testing through reliability and validity processes. The reliability and validity of the test were established by the field experts and subject experts. The tool, the test papers is attached in the appendix.
3.4.0 DEVELOPMENT OF TWO STRATEGIES APPROPRIATE TO TEACH TENSES AND MODALS

In order to develop interest in the learning of grammar, several attempts were tried out in finding newer methods of learning grammar at higher secondary level. Various methods have been tried out by teachers and researches at different levels.

Even though, many researchers have studied the effectiveness of different aids in the teaching and learning of English grammar, a very few attempts have been made to study the effectiveness of learning grammar. Comprehensive studies needed to be attempted for the enhancement of learning of English grammar at higher secondary level. Effective strategies have to be employed.

The researcher is making an attempt to teach grammar in an innovative way. Grammar in English is a vast area. Certain areas like learning tenses for the use of good communication and modals to be used for better expression by the speaker have to be studied. Certain selected strategies were identified and to be employed in the effective learning. The study emphasized on the effectiveness of selected teaching strategies in enhancing the learning of English Grammar. The study emphasized on the teaching of tenses and modals through story telling and conversation. This would enhance the learning of English grammar.

Short stories in English language are plenty and in this research, selected short stories are used to teach tenses and models. All the stories
selected for the study are validated by the experts and experienced teachers. Conversation passages were prepared by the investigator to teach modals and these passages are validated by the experts and experienced teachers.

The main aim in teaching and learning English in India and Commonwealth countries at school level is to develop communicative skills of the students that they may express their ideas, opinions and views clearly and comprehensively.

For this purpose, the teachers at school level have adopted different methods to teach grammar at higher level. Teachers in the past preferred the Direct Method, the simplification Method, the Film Method, the Studio Method, the Conversational Method, the Oral Method and the Linguistic Method.

These methods were used by the teachers at their discretion depending upon the situation and the effectiveness of learning of the learners. Despite of using several methods of teaching grammar, the students have to use tenses and modals appropriately in proper context to disseminate information and express themselves clearly and accurately.

At this context, a fresh look is needed to find some new approach or method of teaching grammar especially tenses and modals in English to the students. It is clearly understood that the learners can learn tenses and modals if the learning situation is something different and normal. Stories are liked by all, especially short stories. These stories are read and understood when the tenses and modals are used in appropriate places and tenses and modals used in the proper context of conversation passages. If such learning
situations are provided and the teachers present the materials suitably for the learning of tenses and modals, it would enhance the learning of grammar at higher secondary level.

It was studied that all other strategies used in teaching tenses and models in English grammar at higher secondary level have not yielded the desired result. So, the investigator is adopting the method of teaching tenses and models through the selected strategies, like story telling and conversation passages to teach tenses and modals to enhance the learning of grammar at higher secondary level. The following story is selected for adaptation.

THE GUMDROP AFFIAR – Ralph E. Hayes

The Gumdrop Affiar was not much of a name for such an important assignment, but then the Department never had taken Addison Barnaby seriously.

It all started while secret agent Barnaby was stationed in Africa. Late one night he received a mysterious package. Inside was a coded message and a small, white paper bag filled with gumdrops. Barnaby started to eat one, but he decided to decode the message first. He was glad he did.

The message said that the gumdrops were sugarcoated lumps of a new jelly explosive. Barnaby was to take the gumdrops—that is, the explosives—to a contact man who would deliver them into the right hands. The
contact’s name was Brian Thompson, an agent who had spent most of his life in Africa and had made his living as a wild-game hunter and guide.

The next morning Barnaby took a taxi to the hotel where the contact man was staying. As Barnaby rode along, he thought about how the Department always sent him to out-of-the-way places. He knew why, of course. He was over forty and getting fat and bald. He had never been a cold-blooded secret agent, probably because he liked people too much. Even though the Department insisted that he always carry a gun, he would never think of killing anyone. Lately, in fact, he had begun to carry his .38 unloaded just to be sure he would not shoot somebody by mistake.

Barnaby liked to think he made up for his lack of killer instinct by being dedicated to his work. On every assignment he always spent extra time learning about the country and the customs of its people. And what he learned often helped him get the job done without the use of anything more violent than judo.

Barnaby's thoughts were interrupted by the taxi’s arrival at the small African hotel. In the lobby Barnaby went up to the desk and asked for Brian Thompson's room.

“Room 315, sir,” the girl said.

“Absante,” said Barnaby, thanking the girl in Swahili. As he headed for the elevator, he carefully patted his coat pocket to make sure the small, white paper bag was there. No, he had not forgotten the sugar coated explosives.
He got off the elevator on the third floor and walked to Room 315. He checked his gun to be sure it was empty; then he knocked and waited. The door opened and a tall man said, “Yes?”

“I’m Addison Barnaby.”

The man looked him up and down. “Is this some kind of a joke?”


“Oh, yes, so it is,” the man said. “I’m Thompson. Come in, come in.”

Barnaby stepped into the room, and the African hunter quickly shut the door and locked it. “I’m sorry,” he said. “I had expected a –”

“Larger man?” Barnaby smiled.

“Well, yes.”

“Everybody does.”

“You don’t took like a secret agent,” Thompson said, “In fact, you remind me very much of a barber that I used to know.”

Barnaby did not mind the put-down. “Every body looks like somebody else,” he said. “What is the answer to the password, if you please?”

“Oh. Sorry. Hatari.”
It was the right answer.

Barnaby pulled the white bag out of his pocket and handed it to the man. “It’s all there,” Barnaby said.

“Fine,” said Thompson, looking in the bag, “Ngiri.”

Barnaby looked up in shocked surprise. The main had just said “wart hog” in Swahili. Why would he say that – unless he didn’t really know the African language very well.

Meanwhile, Thompson had taken the bag and placed it on a little table near the bed. “Will you have coffee with me?” he asked.

“No thanks, I just had breakfast,” Barnaby said. “I did mean to ask you about your life as a hunter, though. It must have been an interesting way to make a living.”

“It was.” The man sat on the bed, lit a cigarette, and took a long drag. “Even now I miss the lions and rhinos and herds of water buffalo.”

“Yes, Yes,” Barnaby said, nodding his head. But he thought to himself. *Water buffalo? They’re found in Asia, not Africa. A real hunter wouldn’t make such a mistake.*

Barnaby watched the other man smoke and glanced at the bag of explosives that was just a few inches away.
“Yes, I miss the tenting and the fresh air,” Thompson was saying. He took another puff from the cigarette, and now Barnaby saw that he was wearing an elephant-tail bracelet on his right wrist.

“I see you have an elephant-tail bracelet,” Barnaby said.

The man looked at his wrist. “Yes. Killed the poor devil. Stalked him for five hours. Two hundred pounds of ivory in his tusks.”

“The bracelet is very nice,” Barnaby said. But again Barnaby thought, A hunter wouldn’t wear the bracelet on his right wrist if he’d killed the elephant. He’d wear it on his left wrist. The bracelet is worn on the right wrist only by tourists who don’t know any better.

Quickly Barnaby pulled out his gun and aimed it at Thompson. Thompson’s eyes narrowed, and he threw his cigarette into an ashtray near the bag of explosives. “What’s the matter with you?” he asked.


The man looked at the gun. “How did you know?”

“Never mind,” said Barnaby. “Just step away from that table.” He wanted to get the explosives back, and then he would deal with Thompson.

“All right.” The man moved away slowly; then he dived at Barnaby, hitting him hard and throwing him to the floor. When they had both struggled to their feet, Thompson had the gun.
“Sorry, Barnaby,” he said. “I don’t like to kill another agent, but this time it’s necessary.” He squeezed the trigger, but the gun just clicked harmlessly. He squeezed again. Another click.

“It’s not loaded,” said Barnaby.

“Not loaded?” the man said. He shook his head and frowned. Then he jumped at Barnaby and swung the pistol at him, but Barnaby grabbed the man’s hand. The next moment the man who called himself Thompson flew through the air and sprawled on the floor, groaning.

“Sorry to have to do that,” Barnaby said. He leaned down and handcuffed the man’s left arm to the bed. Then he went to the table, put the bag of explosives in his pocket, and started to leave.

The man on the floor tried to sit up. “Hold everything, Barnaby,” he said. “I’m really a Department man. We’re on the same side. Let me show you.”

Was this some kind of trick? Barnaby didn’t move.

The handcuffed man took a long time tumbling through the things in his billfold. Finally he pulled out a small card. “Look at this.”

It was an ordinary looking card, but Barnaby could see that it carried the special serial number that the Department used for emergency identification.
“Good heavens!” Barnaby said.

The other man smiled. “Every once in a while, as you know, the Department tests its secret agents for loyalty, courage, and ability. You just passed.”

“But you tried to kill me with my own gun,” Barnaby said.

“No. I aimed over your left shoulder.”

“I see. Well, I’m sorry about having to use judo on you,” said Barnaby. He unlocked the handcuffs, and the other man held out his hand.

“Frank Guthrie,” he said. “It’s a real pleasure, Barnaby.”

Barnaby shook his hand, and they both grinned.

“That barber bit was just part of the test,” Guthrie said. “To make you believe the whole act.”

“Don’t apologize,” Barnaby said, “I do look like a barber.” He pulled the paper bag out of his pocket, looked inside curiously, then glanced up at Guthrie. “Do you mean-”

“Yes,” Guthrie admitted.

Barnaby took a soft sugary lump out of the bag and popped it into his mouth. He bit down on it. It was lemon and delicious.
The following lesson plan is prepared for the adaptation of teaching strategy

Subject : English      Class Std XI
No. of Roll 32   Topic : The Gumdrop Affair (Ralph: E. Hayes)
General Objective : To enable the pupils write English without any grammatical mistake
Specific objective : To make pupils understand the usage of tenses and models and that they cannot be substituted.
Teaching Aids : Charts, Classroom situations, Audio – Visual aids

<table>
<thead>
<tr>
<th>Content</th>
<th>Specification</th>
<th>Leaning Experience</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>The teacher introduces the topic by asking a few questions</td>
<td>How can you improve our vocabulary? What type of books do you read?</td>
<td>By reading. Fiction, Adventure stores etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have you heard about Arthur conan Doyle?</td>
<td>Author of detective stories.</td>
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<td></td>
<td></td>
<td>Who was he?</td>
<td>He has written the adventures of Sherlock Holmes.</td>
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<td></td>
<td></td>
<td>Now let's learn about an incident that took place in the life of a detective</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Specification</td>
<td>Leaning Experience</td>
<td>Evaluation</td>
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<tr>
<td>Verbal Narration by the teacher</td>
<td>The teacher narrates with proper pronunciation, intonation stress, and voice modulation</td>
<td>He had never been a cold blooded secret agent, probably because he liked people too much.</td>
<td>He had never been a cold blooded secret agent, probably because he liked people too much.</td>
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<tr>
<td></td>
<td></td>
<td>No, he had not forgotten the Segar coated explosives.</td>
<td>No, he had not forgotten the Segar coated explosives.</td>
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<td></td>
<td></td>
<td>The teacher specifies that had been indicates the past perfect tense.</td>
<td>The teacher specifies that had been indicates the past perfect tense.</td>
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<td></td>
<td></td>
<td>It describes an action completed before a certain moment in the past.</td>
<td>It describes an action completed before a certain moment in the past.</td>
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<td></td>
<td></td>
<td>Fill in with the past participle of the verb.</td>
<td>Fill in with the past participle of the verb.</td>
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<td></td>
<td></td>
<td>He had ______</td>
<td>He had ______</td>
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<tr>
<td>Content</td>
<td>Specification</td>
<td>Leaning Experience</td>
<td>Evaluation</td>
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<tr>
<td>If two actions happened in the past, it may be necessary to show which action happened earlier.</td>
<td>The simple past is used in one clause and the past perfect in other.</td>
<td>his speech before we arrived (begin)</td>
<td>He had not _____ a finger on him (lay)</td>
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<td></td>
<td></td>
<td></td>
<td>Change to past tense</td>
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<td></td>
<td></td>
<td></td>
<td>1. The door flung open</td>
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<td>2. She sang sweetly</td>
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<td>The train had left, when I reached the station.</td>
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<td>I got wet, as I had not taken my umbrella.</td>
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<tr>
<td>It all started while secret agent Barnaby was stationed in Africa.</td>
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<tr>
<td>Barnaby started to eat one, but he decided to</td>
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<tr>
<td>Content</td>
<td>Specification</td>
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<tr>
<td>Modals</td>
<td>The teacher induces modals by asking a few questions.</td>
<td>The teacher introduces the other modals.</td>
<td>Choose the correct alternative.</td>
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<tr>
<td></td>
<td>Modals expresses attitudes like permission, possibility, necessity etc.</td>
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<td>He not_____ play unless he is compelled (Shall, will, dare).</td>
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<td></td>
<td></td>
<td>Will you get a piece of chalk?</td>
<td>You ___ (ought, should, must) to pay your fees.</td>
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<td></td>
<td></td>
<td>Shall I recite a poem?</td>
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<td>decode the message first</td>
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<td></td>
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<td>Refers to simple past, an action completed in past.</td>
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<tr>
<td>Content</td>
<td>Specification</td>
<td>Leaning Experience</td>
<td>Evaluation</td>
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<tr>
<td>Recapitulation</td>
<td>The teacher asks the children to write a small test on Modals</td>
<td>Fill up with the correct alternative.</td>
<td>___ (would, should) you like another cup of coffee?</td>
</tr>
<tr>
<td>Assignment</td>
<td>Pick out the past perfect tense from the passage</td>
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</tbody>
</table>
The following conversation passage is chosen for adaptation

RENNDEZ – VOUS

This is a story of three friends Tom, Dick & Harry who meet after seven years.

Tom : Hello Dick. What are you doing here?

Dick : Nothing. Just came in here to shop for my brother’s birthday

Tom : It's been a long time? Seven years I Believe Meeting after our 12th Passout!

Dick : True Tom. What are you doing here anyway?

Tom : Just came in here to meet my friend from college. He called now and said that he could come. Well it doesn’t matter, what I ‘ve got an older colleague . Are you hungry? Can we go to the food court on the I I floor?

Dick: I was thinking me must go to the beach instead. I ‘ve got had lunch. But we can have a great time these too. It’s not like I should be same where now.

Dick : Great I’ll call our friend Harry and check if he wants to go with us.

Tom : Harry? Harry, who?
Dick: You know the tall one, back in 11th grade. We all used to sit on the same bench together. Don’t you remember?

Tom: Yes, now, I do the one who wore glasses too.

Dick: That’s the one.

Tom: Wasn’t he the one who consigned us to skip school for cricket, which we should not have done, as there was going to be a Mathematics class test.

Dick: Yeah, I still remember. We both Cost to him, by some, 70 – 80 runs difference.

Tom: Those were the days?

Dick: Anyway should I invite him to join us at the beach?

Tom: Yeah sure! In fact, I’ll do the needful. This would take just a second.

Dick: Sure, but tell him to meet us at the Marina beach. Also tell him that we might go out for dinner to the restaurant which we used to go when we were in 11th.

Tom: Sure thing! I’ll call him and tell him that he ought to be here by 1:30 pm.

Dick: Fine by me!
(At the beach, Harry meets both Tom and Dick by the shore.)

Harry : Wassup guys ? Long time, no see thought you forgot all about your old 11th classmates.

Tom : Not even in our dreams man. I haven’t seen you since we passed out from XII. How is your life going?

Harry : Well not exactly as per plan. But still, its goin pretty strong. I am presently a bank manager and also a part time coach for a jr.cricket team as I should. That’s pretty much me, what about you guys?

Tom : Lets see, where to begin? Well, I am currently the vice principal of a school. Now its me who gives students advice about discipline as it may land than in trouble. Its funny to experience the other side, considering the nuisance we caused in front of our teachers.

Dict : Good one, good one Anyway I’ ve just opened a new hotel near the beach’shore. It shall take less than 15 minutes to walk from hear to there.

Tom : Sounds like everyone is very successful and doing a great job. Im proud of all of us.

Dick: Hey guys! Do you remember the raw managers. We used to climb up trees for ? And the ooth we took that we must never eat another raw mango ever.
Harry: Yeah I remember that was the very day on which Harry is football blew to small bits as it got struck under a bus wheel. Did you realize that it was Tom’s kick that placed the ball there.

Dick: I know. He apologized too many times for 3. Forget it, but it was painful as it was the only banded bell test I had that time.

Tom: Sorry again about that. It wasn’t intensional. But do we realize so many great memories have been bound to our past that have brought us chosen together as friends.

Harry: Definitely, It is a must that we get to have more of these meeting between us to fill up the long gap in our friendship.

Dick: Its best, if we all including our old classmates of 11th have a reunion some day soon.

Tom: Yeah! That sounds awesome. Well its getting late, I need to be some whose.

Dick: me too! Bye Guys

Harry: Bye Dick! Bye Tom! May we meet again

The following lesson plan is prepared for the adaptation of teaching strategy

Subject : English  Class Std XI

No. of Roll 32  Topic : RENDEX – YOUS (A conversation Passage)

General Objectives : To enable the pupil to write effectively without
Specific Objectives: To make the pupils understand the strategy of holding a conservation to understand the usage of tenses and modals.

Teaching Aids: Charts, Classroom situations, Audio – Visual aids

<table>
<thead>
<tr>
<th>Content</th>
<th>Specification</th>
<th>Learning Experience</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The teacher introduces the lesson through a quote</td>
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<tr>
<td></td>
<td>Cowards die many times before their death, the valiant thinks of death but once”</td>
<td>Have you head this quote before?</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Can you tell me from where it is taken? Who has written it?</td>
<td>Shakespeare</td>
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<td></td>
<td></td>
<td>Who is Shakespeare?</td>
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<td></td>
<td>The teacher informs the children that in plays the dialogue or conversation is in direct speech, when it is</td>
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<tr>
<td>Content</td>
<td>Specification</td>
<td>Leaning Experience</td>
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<td>reported it changes to the corresponding past tense.</td>
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<tr>
<td>Tenses</td>
<td></td>
<td>The teacher picks out a few sentences. What are you doing?</td>
<td></td>
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<td></td>
<td></td>
<td>I’ll call our friend Harry and check if he wants to come with us</td>
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<td></td>
<td></td>
<td>Simple present is used to express a habitual action, to express general truths, in vivid narratives etc</td>
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<td></td>
<td></td>
<td>The Present continuous is used for an action going on at the time of speaking, For a temporary action which may not be actually happening at the time of speaking.</td>
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<td></td>
<td></td>
<td>Choose the correct verb form from those in brackets</td>
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<td></td>
<td></td>
<td>The earth____ round the seen (Move, moves,</td>
<td></td>
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<tr>
<td>Content</td>
<td>Specification</td>
<td>Leaning Experience</td>
<td>Evaluation</td>
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<tr>
<td>Modals</td>
<td>The teacher introduces the modals through certain situations in the classroom</td>
<td>Could you carry these books to the staff room? – request</td>
<td>Pick out the modals in the passage and write down the attitudes they express.</td>
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<td></td>
<td></td>
<td>You may go now. Permission</td>
<td></td>
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<td></td>
<td></td>
<td>I would swim across the river when I was young (ability)</td>
<td></td>
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<td></td>
<td></td>
<td>We must obey the laws (necessity)</td>
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<td></td>
<td></td>
<td>They ought to win the match (Strong possibility)</td>
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<td></td>
<td></td>
<td>moved)</td>
<td>Can I have some milk before I _____ to bed. (go, am going)</td>
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<tr>
<td>Content</td>
<td>Specification</td>
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<tr>
<td>Recapitation</td>
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<td>The children write a test on modals. ___ I carry the box into the house for you?</td>
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<td></td>
<td></td>
<td>I was afraid that if I asked him again he ___ (Can, may, might) refuse.</td>
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<tr>
<td></td>
<td></td>
<td>You ___ (need’nt, must’nt, won’t) light a match, the room is full of gas.</td>
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<tr>
<td>Assignment</td>
<td></td>
<td>Change the following to present tense</td>
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<td></td>
<td></td>
<td>1. The wind blew furiously</td>
<td></td>
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<td></td>
<td></td>
<td>2. The old woman sat in the sun</td>
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<td></td>
<td></td>
<td>3. This voice shook with emotion</td>
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The investigator selected two teaching strategies, story telling and Conversation passages, to teach tenses and modals to enhance the learning of English grammar. The selected teaching strategies are as follows:

i) To teach tenses and modals, a set of short stories, events were chosen by the investigator. Out of which 30 such pieces of writings were chosen. A few stories were selected for validation. The selected stories were given to the field experts for validation. The list of incidents in the form of stories were validated by the experts and such stories were used in the treatment period to teach tenses and modals on the target group i.e. experimental group.

ii) To teach modals and tenses, a set of conversation passages were administrated by the investigator. The constructed 25 such passages were subjected to validation by the experts. And those conversation passages were used in the treatment to teach modals and tenses on the target group i.e. experimental group.

The treatment period is said to be six months at the rate of an hour in a day in all working days. Copies of list of incidents of short stories and conversation passages are supplied to the sample.

The selected stories and constructed conversation passages which are in printed format subjected to validation are taken to the treatment and research.
1. Story telling teaching strategy implemented by the investigator will significantly enhance learning of tenses in English grammar at higher secondary level.

2. Story telling teaching strategy implemented by the investigator will significantly enhance learning of modals in English grammar at higher secondary level.

3. Conversation teaching strategy implemented by the investigator will significantly enhance learning of tenses in English grammar at higher secondary level.

4. Conversation teaching strategy implemented by the investigator will significantly enhance learning of modals in English grammar at higher secondary level.

3.5.0 VALIDATION OF STRATEGIES

The investigator selected two teaching strategies like story telling and conversation passage to teach tenses and modals to enhance the learning of English grammar. It is essential that the selected teaching strategies to be used in the research need to be subjected to expert and field validation.

The reliability was to be confirmed by field experts and subject expects. A reliability denotes the accuracy a tool has. Reliability co-efficient provides the most revealing statistical index of validity.
The short stories and the conversational passages were given to the field subject experts for validation. The validity of the teaching strategies is to be ensured before using the same in the treatment.

The panel that examined the validity of the short stories and conversation passages made a logical examination of institutional objectives and the context of the selected teaching strategies. The agreement of the views of the experts was taken as the index of validity of the content of selected teaching strategies. The short stories selected and the conversation passages constructed by the investigator were subjected to the scrutiny by the English language experts who had assessed the validity of the selected teaching strategies, viz., short stories and conversation passages to teach tenses and modals. In view of the procedure adopted in the construction of the tools, stories and conversational passages, it is said that the selected teaching strategies possess content as well as face validity.

3.6.0 PILOT STUDY (FOR THE PURPOSE OF VALIDATION OF THE TOOLS AND THE STRATEGIES)

The tools for the performance assessment test, diagnostic test and criterion – referenced test and the teaching strategies, story telling and conversation passages were subjected to a pilot study of 20 students. Sufficient time for all the testees to attempt every item was allowed in the pilot study. The immediate purpose is to determine the difficulty and discrimination indices of each item, to be included in the final study.
The index methods suggested by Stanley et al (1978) Velette (1977) was followed in doing this because of its simplicity. The pilot study was conducted to find the reliability and validity of the tools for the performance assessment test, diagnostic test and criterion referenced test. It is also conducted to find the validity of the teaching strategies selected, the story telling and the conversation passages to enhance learning of English grammar at higher secondary level.

3.7.0 POPULATION OF THE STUDY

In any stream, teaching of English is essential since understanding the subjects is enhanced by the knowledge of English as all the other subjects are taught in English i.e. the medium of instruction in secondary, higher secondary and at the tertiary level is English.

To acquire a good knowledge and competency in English, a knowledge in grammar is essential to understand the concepts in any subject with proper comprehension. A complete and comprehensive study of grammar will enable them to have a mastery over the subject. At primary and secondary level, the students are introduced with a set of grammar rules. They by-heart the rules and apply them in constructing the sentences while in writing or speaking. By natural way one has to be familiar with construction of sentence in speaking and writing. Knowledge of tenses is very important and modals too, and modals implies the mood of the speaker.
The investigator studied that the students of SBOA School and Junior College have very definite ideas about their needs in learning English and English grammar. The priority of the needs of the learners might differ from their performance in the test. This study is confined to the higher secondary students of SBOA School and Junior College, Anna Nagar, Western Extension, Chennai – 101.

These days students prefer the main subjects to languages as the performance in these subjects matter much and their entry into professional courses is secured by the performance in these subjects. Consequently learning of languages is given lesser importance. Usage of tenses and modals are given relatively lesser importance since the accuracy in the language is not taken into account whether spoken or written. However, the accuracy is very essential in a sense that understanding the subjects and the contents is perfected through complete knowledge of tenses and modals in English. Keeping this in mind, the investigator chose the sample out of, the higher secondary students of SBOA School and Junior College. The enhancing of learning of grammar is thus essential and selected strategies, the story telling and conversation passages to teach tenses and modals, are to be effective his investigation. The population is a heterogeneous group as the students of SBOA School and Junior College are drawn from various strata of societies with different socio – economic, cultural and academic background. The influence of all these factors might have affected or effected the uses of tenses and modals.
At higher secondary level, a strong foundation at the knowledge of use of tenses and modals is very much necessary so that when the students pursue their studies at territory level, their comprehension level of content of the subjects will be well to their understanding. So the investigator chose the higher secondary level as the population of study. Higher secondary is a period of transition and it is a bridging period between schooling and collegiate education. They need to have mastery over the uses of tenses and modals to have a good command over the language that their competency in that language is well secured. So the higher secondary students are chosen as the population of the study. The higher secondary students of SBOA School and Junior College, Anna Nagar Western Extension, Chennai – 600 101 constitute the part of population of study. The 367 students constitute to population. Out of this the sample is selected by ranking after conducting a diagnostic test. The last 64 rank holders constitute the sample. They are put in two groups by odd and even number grouping experimental group and control group.

3.8.0 Selection of Sample and sample of study

The main aim of the study is to analyze the effectiveness of the selected teaching strategies in enhancing the learning of English grammar at higher secondary level. A diagnostic test was conducted to all the 367 students and ranking was given. Out of 367 students of higher secondary of SBOA School and Junior College the last 64 students constitute for the study as the sample of study.
These 64 students assigned to two groups, students with odd numbers allotted to experiment group and even numbers were assigned to control group. Control group of 32 students was taught by traditional method and the experimental group of 32 was taught by the selected teaching strategies, story telling and conversation, passages, selected and constructed by the investigator.

The two groups are matched on their performance of post-test conducted by the investigator. The study attempts to assess the effectiveness of selected teaching strategies in enhancing the learning of grammar at higher secondary level.
3.9.0 CONDUCTING THE EXPERIMENT

Administration of General Performance Assessment Test to 367 Eleventh Standard Students to Decide upon the Population

Administration of Diagnostic Test to Select 64 to Students Based on Low Ranking

Allocation of Experimental and Control Groups through odd and Even Numbering Method

Development of Teaching Strategies for Tenses and Modals by Adaptation

Validation of the Teaching Strategies through Field and Expert Validation through Pilot Study

Pre Test

Experimental Group

Treatment

Story Telling and Conversation Passages

Control Group

Control Factor

Conventional Method of teaching

Post Test

Criterion Referenced Test

Scoring and Consolidation
The investigator identified two teaching strategies, Story telling and conversation passages, to teach tenses and modals in enhancing the learning of English grammar at higher secondary level. These two strategies were subjected to validity and reliability of subject experts and the practicing teachers of English. Thus, the validity and the reliability were confirmed. These two strategies, story telling and conversation passages, were to be used in the treatment period of six months at the rate of one hour per day on all working days.

English literature is full of short stories and the investigator collected as many as 60 short stories and these short stories were subjected to validity and reliability of subject experts and the practicing teachers. They went through these short stories and finally as many as thirty short stories are chosen to use in the treatment period for conducting the experiment. The short stories are used to teach tenses and modals.

The few stories are given as sample.

IN CELEBRATION OF BEING ALIVE

– Dr. Christiaan Barnard

More and more, as I near the end of my career as a heart surgeon, my thoughts have turned to the consideration of why people should suffer. Suffering seems so cruelly prevalent in the world today. Do you know that of the 125 million children born this year, 12 million are unlikely to reach the age
of one and another six million will die before the age of five? And, of the rest, many will end up as mental or physical cripples.

My gloomy thoughts probably stem from an accident I had a few years ago. One minute I was crossing the street with my wife after a lovely meal together, and the next minute a car had hit me and knocked me into my wife. She was thrown into the other lane and struck by a car coming from the opposite direction.

During the next few days in the hospital I experienced not only agony and fear but also anger. I could not understand why my wife and I had to suffer. I had eleven broken ribs and a perforated lung. My wife had a badly fractured shoulder. Over and over, I asked myself, *why should this happen to us?* I had work to do, after all; there were patients waiting for me to operate on them. My wife had a young baby who needed her care.

My father, had he still been alive, would have said: “My son, it’s God’s will. That’s the way God tests you. Suffering ennobles you – makes you a better person.”

But, as a doctor, I see nothing noble in a patient’s thrashing around in a sweat-soaked bed, mind clouded in agony. Nor can I see any nobility in the crying of a lonely child in a ward at night.

I had my first introduction to the suffering of children when I was a little boy. One day my father showed me a half-eaten, mouldy biscuit with two tiny tooth marks in it. And he told me about my brother, who had died several
years earlier. He told me about the suffering of this child, who had been born with an abnormal heart. If he had been born today, probably someone could have corrected that heart problem, but in those days they didn’t have sophisticated heart surgery. And this mouldy biscuit was the last biscuit my brother had eaten before his death.

As a doctor, I have always found the suffering of children particularly heartbreaking – especially because of their total trust in doctors and nurses. They believe you are going to help them. If you can’t they accept their fate. They go through mutilating surgery, and afterwards they don’t complain.

One morning, several years ago, I witnessed what I call the Grand Prix of Cape Town’s Red Cross Children’s Hospital. It opened my eyes to the fact that I was missing something in all my thinking about suffering – something basic that was full of solace for me.

What happened there that morning was that a nurse had left a breakfast trolley unattended. And very soon this trolley was commandeered by an intrepid crew of two – a driver and a mechanic. The mechanic provided motor power by galloping along behind the trolley with his head down, while the driver, seated on the lower deck, held on with one hand and steered by scraping his foot on the floor. The choice of roles was easy, because the mechanic was totally blind and the driver had only one arm.

They put on quite a show that day. Judging by the laughter and shouts of encouragement from the rest of the patients, it was much better entertainment than anything anyone puts on at the Indianapolis 500 car race.
There was a grand finale of scattered plates and silverware before the nurse and ward sister caught up with them, scolded them and put them back to bed.

Let me tell you about these two. The mechanic was all of seven years old. One night, when his mother and father were drunk, his mother threw a lantern at his father, missed and the lantern broke over the child's head and shoulders. He suffered severe third-degree burns on the upper part of his body, and lost both his eyes. At the time of the Grand Prix, he was a walking horror, with a disfigured face and a long flap of skin hanging from the side of his neck to his body. As the wound healed around his neck, his lower jaw became gripped in a mass of fibrous tissue. The only way this little boy could open his mouth was to raise his head. When I stopped by to see him after the race, he said, “You know, we won.” And he was laughing.

The trolley’s driver I knew better. A few years earlier I had successfully closed a hole in his heart. He had returned to the hospital because he had a malignant tumour of the bone. A few days before the race, his shoulder and arm were amputated. There was little hope of his recovering. After the Grand Prix, he proudly informed me that the race was a success. The only problem was that the trolley’s wheels were not properly oiled, but he was a good driver, and he had full confidence in the mechanic.

Suddenly, I realized that these two children had given me a profound lesson in getting on with the business of living. Because the business of living is joy in the real sense of the word, not just something for pleasure, amusement, recreation. The business of living is the celebration of being alive.
I had been looking at suffering from the wrong end. You don’t become a better person because you are suffering; but you become a better person because you have experienced suffering. We can’t appreciate light if we haven’t known darkness. Nor can we appreciate warmth if we have never suffered cold. These children showed me that it’s not what you’ve lost that’s important. What is important is what you have left.

IN THE GRIP OF PREJUDICE

– E.R. Braithwaite

I had now been jobless for nearly eighteen months. Disillusionment had given place to a deepening, poisoning hatred; slowly but surely I was hating these people who could so casually, so unfeelingly deny me the right to earn a living. I was considered too well educated, too good for the lowly jobs, and too black for anything better.

Caught like an insect in the tweezer grip of prejudice, I felt myself striking out in unreasoning retaliation. I became distrustful of every glance or gesture, seeking to probe behind them to expose the antipathy and intolerance which, I felt sure, was there. I was no longer disposed to extend to English women or elderly people on buses and trains those essential courtesies which, from childhood, I had accorded them as a rightful tribute, and even found myself glaring in undisguised hostility at small children whose innocently enquiring eyes were attracted by my unfamiliar complexion.

Fortunately for me, this cancerous condition was not allowed to establish itself firmly. Every now and then, and in spite of myself, some
person or persons would say or do something so utterly unselfish and friendly that I would temporarily forget my difficulties and hurts. It was from such an unexpected quarter that I received the helpful advice which changed the whole course of my life.

I had been sitting beside the lake in St.James’s Park, idly watching the ducks as they dived for the bits of food thrown to them by passers-by. Near me was seated a thin, bespectacled old gentleman who occasionally commented on the colour or habits of the various species. He sounded quite knowledgeable, but I was in no mood for that sort of thing, and mentally dismissed him as just a garrulous old crank. He did not seem to mind my unresponsive attitude, however and presently addressed me directly.

“Been in England long, young man?’

I turned to look at him with what I hoped was a sufficiently cutting glance to discourage his overtures; I did not feel at all like conversation, especially on the very painful subject of being in England.

‘Big cities are dreadfully lonely places and London is no exception.’

He hitched up his carefully creased trousers and crossed his thin legs. He wanted to talk; some old men are like that. It would not matter who had been sitting beside him. I did not need to reply or even to listen, and if I walked away he would very likely talk to the ducks. Anyway, I could not be bothered to move to another seat. When he got tired he’d stop.
‘It’s no one’s fault, really,’ he continued. ‘A big city cannot afford to have its attention distracted from the important job of being a big city by such a tiny unimportant item as your happiness or mine.’

This came out of him easily, assuredly, and I was suddenly interested. On closer inspection there was something aesthetic and scholarly about him, something faintly professorial. He knew I was with him, listening, and his grey eyes were kind with offered friendliness. He continued.

‘Those tall buildings there are more than monuments to the industry, thought and effort which have made his a great city; they also occasionally serve as spring boards to eternity for misfits who cannot cope with the city and their own loneliness in it.’ He paused and said something about one of the ducks which was quite unintelligible to me. ‘A great city is a battlefield,’ he continued. ‘You need to be a fighter to live in it, not exist, mark you, live. Anybody can exist, dragging his soul around behind him like a worn-out coat; but living is different. It can be hard, but it can also be fun; there’s much going on all the time that’s new and exciting.’

I could not, nor wished to, ignore his pleasant voice, but I was in no mood for his philosophizing.

‘If you were a Negro you’d find that even existing would provide more excitement than you’d care for.’

He looked at me and suddenly laughed; a laugh abandoned and gay, a laugh rich and young and indescribably infectious. I laughed with him although I failed to see anything funny in my remark.
‘I wondered how long it would be before you broke down and talked to me,’ he said, when his amusement had quietened down. ‘Talking helps, you know; if you can talk with someone you’re not lonely any more, don’t you think?’

As simple as that. Soon we were chatting away unreservedly, like old friends, and I had told him everything.

‘Teaching,’ he said presently. ‘That’s the thing. Why not get a job as a teacher?’

‘That’s rather unlikely,’ I replied. ‘I have had no training as a teacher.’

‘Oh, that’s not absolutely necessary. Your degrees would be considered in lieu of training, and I feel sure that with your experience and obvious ability you could do well.’

‘Look here, Sir, if these people would no let me near ordinary inanimate equipment about which I understand quite a bit, it is reasonable to expect them to entrust the education of their children to me?’

‘Why not? They need teachers desperately.’

‘It is said that they also need technicians desperately.’

‘Ah, but that’s different. I don’t suppose Education Authorities can be bothered about the colour of people’s skins, and I do believe that in that respect the London Country Council is rather outstanding. Anyway, there would be no need to mention it; let it wait until they see you at the interview.’
‘I have tried that method before, I didn’t work.’

‘Try it again, you’ve nothing to lose. I know for a fact that there are many vacancies for teachers in the East End of London.’

‘Why especially the East End of London?’

‘From all accounts it is rather a tough area, and most teachers prefer to seek jobs elsewhere.’

‘And you think it would be just right for a Negro, I suppose.’ The vicious bitterness was creeping back; the suspicion was not so easily forgotten.

‘Now, just a moment, young man.’ He was wonderfully patient with me, much more so than I deserved. ‘Don’t ever underrate the people of the East End; from those very slums and alleyways are emerging many of the new breed of professional and scientific men and quite a few of our politicians. Be careful lest you be a worse snob than the rest of us. Was this the kind of spirit in which you sought the other jobs?’

I felt that I had angered him, and apologized; I was showing poor appreciation of his kind interest.

‘Anyway, you try it. No need to mention your colour at this stage, first see how the cat jumps.’

Once more I was at ease with him, and talked with pleasure about many thin. It was only after we had parted that I realized we had spent over two hours in a very rewarding discussion without being introduced. We had
not even exchanged names.” I hoped that he may one day read these pages and know how deeply grateful I am for that timely and fateful meeting.

The Twelve Dancing Princesses -Brothers Grimm

There was a king who had twelve beautiful daughters. They slept in twelve beds all in one room and when they went to bed, the doors were shut and locked up. However, every morning their shoes were found to be quite worn through as if they had been danced in all night. Nobody could find out how it happened, or where the princesses had been.

So the king made it known to all the land that if any person could discover the secret and find out where it was that the princesses danced in the night, he would have the one he liked best to take as his wife, and would be king after his death. But whoever tried and did not succeed, after three days and nights, they would be put to death.

A king’s son soon came. He was well entertained, and in the evening was taken to the chamber next to the one where the princesses lay in their twelve beds. There he was to sit and watch where they went to dance; and, in order that nothing could happen without him hearing it, the door of his chamber was left open. But the king’s son soon fell asleep; and when he awoke in the morning he found that the princesses had all been dancing, for the soles of their shoes were full of holes.

The same thing happened the second and third night and so the king ordered his head to be cut off.
After him came several others; but they all had the same luck, and all lost their lives in the same way.

Now it happened that an old soldier, who had been wounded in battle and could fight no longer, passed through the country where this king reigned, and as he was travelling through a wood, he met an old woman, who asked him where he was going.

'I hardly know where I am going, or what I had better do,' said the soldier; 'but I think I would like to find out where it is that the princesses dance, and then in time I might be a king.'

'Well,' said the old woman, 'that is not a very hard task: only take care not to drink any of the wine which one of the princesses will bring to you in the evening; and as soon as she leaves you pretend to be fast asleep.'

Then she gave him a cloak, and said, 'As soon as you put that on you will become invisible, and you will then be able to follow the princesses wherever they go.' When the soldier heard all this good advice, he was determined to try his luck, so he went to the king, and said he was willing to undertake the task.

He was as well received as the others had been, and the king ordered fine royal robes to be given him; and when the evening came he was led to the outer chamber.

Just as he was going to lie down, the eldest of the princesses brought him a cup of wine; but the soldier threw it all away secretly, taking care not to drink a
drop. Then he laid himself down on his bed, and in a little while began to snore very loudly as if he was fast asleep.

When the twelve princesses heard this they laughed heartily; and the eldest said, 'This fellow too might have done a wiser thing than lose his life in this way!' Then they rose and opened their drawers and boxes, and took out all their fine clothes, and dressed themselves at the mirror, and skipped about as if they were eager to begin dancing.

But the youngest said, 'I don't know why it is, but while you are so happy I feel very uneasy; I am sure some mischance will befall us.'

'You simpleton,' said the eldest, 'you are always afraid; have you forgotten how many kings' sons have already watched in vain? And as for this soldier, even if I had not given him his sleeping draught, he would have slept soundly enough.'

When they were all ready, they went and looked at the soldier; but he snored on, and did not stir hand or foot: so they thought they were quite safe.

Then the eldest went up to her own bed and clapped her hands, and the bed sank into the floor and a trap-door flew open. The soldier saw them going down through the trap-door one after another, the eldest leading the way; and thinking he had no time to lose, he jumped up, put on the cloak which the old woman had given him, and followed them.
However, in the middle of the stairs he trod on the gown of the youngest princess, and she cried out to her sisters, 'All is not right; someone took hold of my gown.'

'You silly creature!' said the eldest, 'it is nothing but a nail in the wall.'

Down they all went, and at the bottom they found themselves in a most delightful grove of trees; and the leaves were all of silver, and glittered and sparkled beautifully. The soldier wished to take away some token of the place; so he broke off a little branch, and there came a loud noise from the tree. Then the youngest daughter said again, 'I am sure all is not right -- did not you hear that noise? That never happened before.'

But the eldest said, 'It is only our princes, who are shouting for joy at our approach.'

They came to another grove of trees, where all the leaves were of gold; and afterwards to a third, where the leaves were all glittering diamonds. And the soldier broke a branch from each; and every time there was a loud noise, which made the youngest sister tremble with fear. But the eldest still said it was only the princes, who were crying for joy.

They went on till they came to a great lake; and at the side of the lake there lay twelve little boats with twelve handsome princes in them, who seemed to be waiting there for the princesses.

One of the princesses went into each boat, and the soldier stepped into the same boat as the youngest. As they were rowing over the lake, the prince
who was in the boat with the youngest princess and the soldier said, 'I do not know why it is, but though I am rowing with all my might we do not get on so fast as usual, and I am quite tired: the boat seems very heavy today.'

'It is only the heat of the weather,' said the princess, 'I am very warm, too.'

On the other side of the lake stood a fine, illuminated castle from which came the merry music of horns and trumpets. There they all landed, and went into the castle, and each prince danced with his princess; and the soldier, who was still invisible, danced with them too. When any of the princesses had a cup of wine set by her, he drank it all up, so that when she put the cup to her mouth it was empty. At this, too, the youngest sister was terribly frightened, but the eldest always silenced her.

They danced on till three o'clock in the morning, and then all their shoes were worn out, so that they were obliged to leave. The princes rowed them back again over the lake (but this time the soldier placed himself in the boat with the eldest princess); and on the opposite shore they took leave of each other, the princesses promising to come again the next night.

When they came to the stairs, the soldier ran on before the princesses, and laid himself down. And as the twelve, tired sisters slowly came up, they heard him snoring in his bed and they said, 'Now all is quite safe'. Then they undressed themselves, put away their fine clothes, pulled off their shoes, and went to bed.
In the morning the soldier said nothing about what had happened, but determined to see more of this strange adventure, and went again on the second and third nights. Everything happened just as before: the princesses danced till their shoes were worn to pieces, and then returned home. On the third night the soldier carried away one of the golden cups as a token of where he had been.

As soon as the time came when he was to declare the secret, he was taken before the king with the three branches and the golden cup; and the twelve princesses stood listening behind the door to hear what he would say.

The king asked him. 'Where do my twelve daughters dance at night?'

The soldier answered, 'With twelve princes in a castle underground.' And then he told the king all that had happened, and showed him the three branches and the golden cup which he had brought with him.

The king called for the princesses, and asked them whether what the soldier said was true and when they saw that they were discovered, and that it was of no use to deny what had happened, they confessed it all.

So the king asked the soldier which of the princesses he would choose for his wife; and he answered, 'I am not very young, so I will have the eldest.' -- and they were married that very day, and the soldier was chosen to be the king's heir.

The Emperor's New Suit

Hans Christian Andersen
Many, many years ago lived an emperor, who thought so much of new clothes that he spent all his money in order to obtain them; his only ambition was to be always well dressed. He did not care for his soldiers, and the theatre did not amuse him; the only thing, in fact, he thought anything of was to drive out and show a new suit of clothes. He had a coat for every hour of the day; and as one would say of a king "He is in his cabinet," so one could say of him, "The emperor is in his dressing-room."

The great city where he resided was very gay; every day many strangers from all parts of the globe arrived. One day two swindlers came to this city; they made people believe that they were weavers, and declared they could manufacture the finest cloth to be imagined. Their colours and patterns, they said, were not only exceptionally beautiful, but the clothes made of their material possessed the wonderful quality of being invisible to any man who was unfit for his office or unpardonably stupid.

"That must be wonderful cloth," thought the emperor. "If I were to be dressed in a suit made of this cloth I should be able to find out which men in my empire were unfit for their places, and I could distinguish the clever from the stupid. I must have this cloth woven for me without delay." And he gave a large sum of money to the swindlers, in advance, that they should set to work without any loss of time. They set up two looms, and pretended to be very hard at work, but they did nothing whatever on the looms. They asked for the finest silk and the most precious gold-cloth; all they got they did away with, and worked at the empty looms till late at night.
"I should very much like to know how they are getting on with the cloth," thought the emperor. But he felt rather uneasy when he remembered that he who was not fit for his office could not see it. Personally, he was of opinion that he had nothing to fear, yet he thought it advisable to send somebody else first to see how matters stood. Everybody in the town knew what a remarkable quality the stuff possessed, and all were anxious to see how bad or stupid their neighbours were.

"I shall send my honest old minister to the weavers," thought the emperor. "He can judge best how the stuff looks, for he is intelligent, and nobody understands his office better than he."

The good old minister went into the room where the swindlers sat before the empty looms. "Heaven preserve us!" he thought, and opened his eyes wide, "I cannot see anything at all," but he did not say so. Both swindlers requested him to come near, and asked him if he did not admire the exquisite pattern and the beautiful colours, pointing to the empty looms. The poor old minister tried his very best, but he could see nothing, for there was nothing to be seen. "Oh dear," he thought, "can I be so stupid? I should never have thought so, and nobody must know it! Is it possible that I am not fit for my office? No, no, I cannot say that I was unable to see the cloth."

"Now, have you got nothing to say?" said one of the swindlers, while he pretended to be busily weaving.
"Oh, it is very pretty, exceedingly beautiful," replied the old minister looking through his glasses. "What a beautiful pattern, what brilliant colours! I shall tell the emperor that I like the cloth very much."

"We are pleased to hear that," said the two weavers, and described to him the colours and explained the curious pattern. The old minister listened attentively, that he might relate to the emperor what they said; and so he did.

Now the swindlers asked for more money, silk and gold-cloth, which they required for weaving. They kept everything for themselves, and not a thread came near the loom, but they continued, as hitherto, to work at the empty looms.

Soon afterwards the emperor sent another honest courtier to the weavers to see how they were getting on, and if the cloth was nearly finished. Like the old minister, he looked and looked but could see nothing, as there was nothing to be seen.

"Is it not a beautiful piece of cloth?" asked the two swindlers, showing and explaining the magnificent pattern, which, however, did not exist.

"I am not stupid," said the man. "It is therefore my good appointment for which I am not fit. It is very strange, but I must not let any one know it;" and he praised the cloth, which he did not see, and expressed his joy at the beautiful colours and the fine pattern. "It is very excellent," he said to the emperor.

Everybody in the whole town talked about the precious cloth. At last the emperor wished to see it himself, while it was still on the loom. With a number
of courtiers, including the two who had already been there, he went to the two clever swindlers, who now worked as hard as they could, but without using any thread.

"Is it not magnificent?" said the two old statesmen who had been there before.
"Your Majesty must admire the colours and the pattern." And then they pointed to the empty looms, for they imagined the others could see the cloth.

"What is this?" thought the emperor, "I do not see anything at all. That is terrible! Am I stupid? Am I unfit to be emperor? That would indeed be the most dreadful thing that could happen to me."

"Really," he said, turning to the weavers, "your cloth has our most gracious approval;" and nodding contentedly he looked at the empty loom, for he did not like to say that he saw nothing. All his attendants, who were with him, looked and looked, and although they could not see anything more than the others, they said, like the emperor, "It is very beautiful." And all advised him to wear the new magnificent clothes at a great procession which was soon to take place. "It is magnificent, beautiful, excellent," one heard them say; everybody seemed to be delighted, and the emperor appointed the two swindlers "Imperial Court weavers."

The whole night previous to the day on which the procession was to take place, the swindlers pretended to work, and burned more than sixteen candles. People should see that they were busy to finish the emperor's new suit. They pretended to take the cloth from the loom, and worked about in the
air with big scissors, and sewed with needles without thread, and said at last:
"The emperor's new suit is ready now."

The emperor and all his barons then came to the hall; the swindlers held their arms up as if they held something in their hands and said: "These are the trousers!" "This is the coat!" and "Here is the cloak!" and so on. "They are all as light as a cobweb, and one must feel as if one had nothing at all upon the body; but that is just the beauty of them."

"Indeed!" said all the courtiers; but they could not see anything, for there was nothing to be seen.

"Does it please your Majesty now to graciously undress," said the swindlers, "that we may assist your Majesty in putting on the new suit before the large looking-glass?"

The emperor undressed, and the swindlers pretended to put the new suit upon him, one piece after another; and the emperor looked at himself in the glass from every side.

"How well they look! How well they fit!" said all. "What a beautiful pattern! What fine colours! That is a magnificent suit of clothes!"

The master of the ceremonies announced that the bearers of the canopy, which was to be carried in the procession, were ready.

"I am ready," said the emperor. "Does not my suit fit me marvellously?" Then he turned once more to the looking-glass, that people should think he admired his garments.
The chamberlains, who were to carry the train, stretched their hands to the ground as if they lifted up a train, and pretended to hold something in their hands; they did not like people to know that they could not see anything.

The emperor marched in the procession under the beautiful canopy, and all who saw him in the street and out of the windows exclaimed: "Indeed, the emperor's new suit is incomparable! What a long train he has! How well it fits him!" Nobody wished to let others know he saw nothing, for then he would have been unfit for his office or too stupid. Never emperor's clothes were more admired.

"But he has nothing on at all," said a little child at last. "Good heavens! listen to the voice of an innocent child," said the father, and one whispered to the other what the child had said. "But he has nothing on at all," cried at last the whole people. That made a deep impression upon the emperor, for it seemed to him that they were right; but he thought to himself, "Now I must bear up to the end." And the chamberlains walked with still greater dignity, as if they carried the train which did not exist.

- The following is the way the experiment was conducted. The selected 32 students in the experimental group were taught tenses and modal through story telling.
- The investigator narrated the story with modulation and action.
  The story
was repeated by the investigator. The main theme of the story was discussed along with the students.

The massage and a moral of story were identified by investigator for better understanding of the story.

The printed copies were circulated to the students.

They were asked to go through the story once again.

The investigators read the story and a students was also asked to read.

The tenses and the models used were focused while reading and the meaning of those tenses and modals were focused for better understanding.

The time references in these terms were identified.

The importance and need of using such tense and form and mood and modulation in modals for the better understanding of the study was emphasized with the help of the interpretation of tense and forms of words (action words).

The stories were well comprehended by the students.

These tenses and forms and modals were picked up and the lables assigned.

Then the rules taught and understood.

In the story, the Gundrop affairs by Ralph E. Hayes the tenses used are mostly past tense and past perfect tense. Present tense and passive forms are also used. In Celebration of Being Alive by Dr. Christian Bernard, mostly past tense and past perfect tense are used. Simple present is also used. Passive form of past simple is used. In certain places past progressive
continuous tense is also used. In certain other places past perfect progressive / continuous tense is used.

- In other short stories listed above there are other forms of tenses used.
- The sample is made to understand the function of the action verbs in the context and the time reference.
- They are also made to understand what would be the meaning if the form of the tense is changed and how it would change the narrative part of the story.
- The proper use of tenses and modals is emphasized.
- The tense are identified and the labels are attached.
- Modals are identified and the mood of the speaker is understood.
- If the modals are changed, the mood of the speaker will be changed as it would give under different meaning.

Therefore, the knowledge of appropriate use of modals to express the mood of the speaker is very essential. The modals identified are explained with the meaning implied. The sample learn and the learning of tenses and modals is enhanced through these two teaching strategies, story telling.

There are as many as 60 conversation passages were constructed by the investigator. After giving the treatment of reliability and validity in the hands of subject experts and the practicing teachers of English, 25 passages
were selected for the use in the experiment to teach tenses and modals. All 25 the passages are of tenses of all kinds and as well as modals of all kinds.

A few sample passages are given hereunder.

INDEPENDENCE DAY – A HOLIDAY OR A HOLYDAY?

CONVERSATION

Ram : Happy independence day my friend!
Shiva : Ah! Is today 15th August?
Ram : How can you forget our independence day?
Shiva : Yes, how could I have forgotten? This day is probably the only holiday in the month of August. But dismayingly today is a Sunday.
RAM : Independence day is special to you only in this respect…?
Shiva : of course … what is the big deal about independence day?
Ram: Oh my god! I should have been happy that you atleast knew that we got our independence on 15th August.
Shiva : Most of the countries in the world are independent and they have one more holiday added to the national holiday, that’s it.
Ram: Yes agreed. But it took many years to get that independence.
Shiva : Is that so? Then the government should have given years of holiday instead of a day.
Ram : It is because of the selfless efforts, our freedom fighters had taken that we are able to move, stay, talk, walk and live.
Shiva: Were you studying history all day long, yesterday?

Ram: No you ought to be proud and fortunate for what they had done for the country and for the people.

Shiva: Are you planning to become a politician after you grow up?

Ram: You might be a politician or a beautician. You should value your country and the people who struggled for its liberation. Great people like Gandhiji and Nehruji had continuously been trying to drive the British away and save the motherland.

Shiva: If they had not done so also we would be as developed as Britain. Life will be fun…

Ram: Fine, now just imagine how would we be if British still ruled over our country. You will not be free to walk on the street. Most of the freedom you are enjoying now will not have been provided.

Shiva: That means I will have been an illiterate and forced to work for the British as a labour. That isn’t fair at all. How may they taken away my education and my holidays and compelled me to do some work just because I am an Indian. I would have definitely stood up for my own rights in my country. I would not have cooperated or obeyed to then.

Ram: That is partly what our freedom fighter’s also did. They had done what you would have done.

Shiva: Now I realize how we got our independence after so many years of suffering and harsh treatment… I shall from now on value our independence and the day it was achieved.
Ram: Remember, independence day is the birth of a nation as a result of death of many... You enjoy and experience on the load that gave life to a nation, decaying many lives. Independence day is not a holiday but a holyday ... Jai ho' Pay respect for those who died for your.

A Conversation between friends

Characters:

Mr. Abishek

Mr. Bala

Abishek: Bala! What a surprise! I am so glad to see your after all these years

Bala: I'm glad too! It has been nearly 5 years since I saw you last.

Abishek: Well I am feeling nostalgic now. Shall we discuss the good old days?

Bala: Why not? Do you remember the time when we got caught stealing mangoes?

Abishek: How can I forget? Had we not been relishing those mangoes we could have easily escaped from the gardener.

Bala: We would have escaped the punishment of both the gardener and our parents.

Abishek: Do you remember the when the principal punished us for not wearing white shoes?

Bala: It must have been a rainy day. I think that the principle would have delivered a better judgment.
Abishek : Anyway, I think we have dwelt on the past for enough now. Where are you working presently? I heard you are employed at Amway.

Bala : I was working in Anuway. However. I am currently working as General Manager in Garnier.

Abishek : Do you have any contact at Amway. My wife has been pestering me to get her a sensitive tooth paste.

Bala : Sure, Here is his number. His name is khan. He will help you.

Abisheck : So what are your plans for the future. Will you continue working Garnier?

Bala : Why do you ask that question?

Abishek I have been thinking that penhaps we could start a bio engineering company.

Bala: Will it be agriculture based or industrial ?

Abishek : It will be agriculture based. We will be helping farmers.

Bala : Don’t you think that we will have helped many more people if we chose Industrial –Bio-engineering?

Abishck : Agriculture has and always will have been feeding manking even after many years. So I think it is an area that affects a wider segment of the population.

Bala: So, when can we start planning for this company?

Abishck : We will discuss all that in a more private place. Anyway, see you soon. Bye!

Bala : Bye.
Friends meeting after a long time ...

Divya : Hey friends ! Don’t you think it has been a long time since we have met?

Lallu : Ya! That's true!

Nandy : I had been trying to ring up you all but couldn’t reach you.

Sandy : Oh that's bad! Feel happy that now atleast we got a chance to meet!

Shriya : Fine. How did you girls spend your time in the holidays?

Lallu : I had a wonderful time with my cousins.

Sandy : Great! But I am not that lucky I was forced to attend my IIT classes.

Divya : All Sorrows apart. So what plans for future?

Nandy : I wish I could do social service.

Shriya : Atleast in that way, you would be useful to the society!

Sandy : Actually, I had the plans of becoming a doctor but now I want to become an IITian.

Lallu : Do you think you will stick on to your ambition?

Nandy : I hope so.

Divya : What about you, Lallu?
Lallu: I want to become an English teacher like our honourable English teacher.

Shriya: I feel pity for your poor students.

Nandy: Okay girls, I ought to leave.

Sandy: Me too. I must leave for my IIT class.

Divya: It's getting late. I should return home.

Lallu & Shriya: Bye!! See you all later!

Conversation between Mr. George, an English professor, and Chris, an athlete. He has approached the professor to help him improve his language skills.

Chris: Good morning professor, do you remember what I told you on Friday about my lessons?

Professor: Of course Chris, and I am willing to help you out. To start with, always remember its 'last Friday' i.e. to indicate an action in the past. So your sentence should have been “Do you remember what I spoke last Friday about my lessons?”

Chris: Thank you professor. Do we continue?

Professor: It's, 'shall we continue', shall' is an auxiliary modal which could be appropriately used in your sentence.

Christ: Sir, can you give me some example regarding 'modals'.

Professor: Definitely. Words such as can, could, may, might, will, would, need, ought to dare are considered as modals.
Chris: I thought to improve my speaking skills. And I am glad you helped.

Professor: Oh! no Chris, I have not finished helping you, you should say, ‘I am glad you are helping me’.

Professor: Does your Father speak English?

Chris: He is speaking English not properly though.

Professor: He is speaking is a present progressive tense. Your reply should be He does not speak fluent English’ – which is a present simple tense.

Chris: Will I be speaking fluent English within the next two months? I have to leave for a competition in April.

Professor: Yes chris, you will speak fluent English by April but only if you practice regularly like what you have been practicing for the competition.

Had I known earlier, I would have helped you to learn the language better.

Chris: I am very thankful to your, sir, and I promise to try my best to master the language.

➤ A pair of students from experimental group was selected.

➤ They were asked to read the conversation passages.

➤ They were helped to read with modulation and pause by the investigator.

➤ The occurrences of tense and form and modals in the conversation passages were stressed upon.
The meaning that these tenses and modals convey were explained by the investigator.

The investigator explained what would be the meaning difference if those tenses and modals are substituted by other forms of tense and modals.

The meaning inferred would be different and it conveyed a different connotations. So, the investigator emphasized the need of using the correct form of tenses and modals in the right place and appropriate manner.

- The labels and rules were given and the sample were familiar with that.
- The learning of tenses and modals through conversation passages was found to be enhanced.

Similarly, the control group was taught tenses and modals through conventional and traditional method.

- The labels were given, and rules were taught.
- Exercise given to test the learning of tenses and modals in English grammar.
- Post test conducted.
- The marks obtained was recorded for computation and statistical analysis.
In the experimental group

- The students did not know anything about the labels at the beginning of the treatment.
- They were picked up and grouped according to the classification of tenses.
- The form and the function of tenses were explained with reference to the context.
- The context is well understood with the help of form and function of their action words / verbs / tenses that the slightest change in its form in the other tenses form would and give a different meaning was well explained.
- The appropriateness in using the particular tense was emphasized and how a slight deviation would give a different meaning was also focused.
- The student in the experimental group learnt the tenses and the use of the same appropriatively.
- They learnt the tenses and form.
- Then the investigator gave the labels.
- The labels are given for identification.
- These labels are assigned by the grammararian the words which would explicitly give the meaning the tense and forms.
- The experimental group understood and learnt the different forms of tenses the post test was conducted and the scores were recorded.
The learning of modals is to be tested after using the story telling strategy.

The students were asked to pick up the modals, can, could, may, might, must, will, would, shall, should, ought to, need, dare, used to and have to and understand the meaning in the context.

The modals tells us to mood of the speakers. By going through the stories either narrated by the investigator or making the students read silently and aloud, the students are made familiar with the modals used in the stories.

The modals are picked up and the meaning of the modals, especially the import of the words as it sounds with mood and modulation with which they are used in the context are well understood by the students.

Then the modals in isolation are used with different context so that to meaning and the usage of the modals are monitored.

The exercises are repeated with different stories selected by the investigator and the learning of modals through short stories are mastered by the students.

After these exercises are over for the period of six month, one hour a day, the sample use tested with post test by using the same test paper used in pre test. The scores of the sample were recorded for computation and for the purpose of statistical analysis. The ‘t’ test is administered. And the result is analysed and the data are interpreted to propose findings and recommendations.
3.10.0 CONTROLLING THREATS IN THE STUDY

Location is the same place. The sample is taken from SBOA school and Junior College, Chennai. Both parallel groups. Control and experimental are chosen from the school from the last 64 ranks out of 367 students and put into experimental and control group by odd and even numbering.

Testing practice effects is taken care of by the period of treatment which is six months.

Objectives type of questions are used in performance assessment test, diagnostic test and criterion – referenced test and instrumentation threat is taken care of.

Diffusion is controlled in both experimental and control group as they were conducted in classroom.

Since the experiment was conducted in the actual classroom conditions, threat to external validity arising from artificial laboratory conditions was at the minimum level.

The Hawthorne Effect is a particular problem when an attempt is made to assess the effect of a new educational technique by comparing it with the old one. The students who get the new technique will apply themselves with more enthusiasm and will therefore learn better from it, just because they are in an experiment. The way to avoid the Hawthorne effect is to arrange things so that the trainees do not know they are in an experiment.
The present study minimized the Hawthorne effect due to these variables by conducting the treatments in the actual classroom, during regular class hours, and by utilizing the services of the respective teacher. This ensured normalcy of treatment procedures.

The control group was taught in the traditional method and the experimental group was taught through the selected teaching strategies viz. story telling and conversation passages to teach tenses modals. The treatment period was six months. Before and after the treatment, pre test and post test were administered.

Two test papers, one to test the knowledge acquired in tenses and the other in modals were administered. Each paper contains 50 items with blanks to be filled in by the students. The tests structured were as follows: one set of question paper to test the knowledge in tenses and another to test the acquired knowledge in modals. The test paper carries 50 marks in each categories i.e., tenses and modals. Objective type of questions were asked. In modals, the students were asked to fill in the blanks with appropriate modals.

The students were tested to know whether the knowledge acquired in using the tenses are adequate or not. The pre test was conducted and the scores were obtained and tabled for computing and use of 't' test. Each correct answer was given one mark and the total is 50. The marks scored by the individual student will be out of 50 in learning of tenses testing question paper and out of 50 in learning modals testing paper. Each mark was entered separately.
Treatment was given to both the groups, control and experimental. Control group was taught in the traditional way of teaching the rules, giving the labels, explaining the terms and giving a set of exercises. Experimental group was taught through selected teaching strategies viz. story telling and conversation passages to teach tenses and modals.

During the period of treatment, the sample students were learning other subjects as per the time table. However, the teaching and learning of tenses and modals went on as per schedule and the treatment was complete in all respects. Both groups were treated fairly and equally in time duration and teaching methodology as prescribed earlier.

The responses given by the students in the pre–test and pos –test formed the data required for analysis.

The same method of scoring was done for both pre test and post test. The marks scored by each student with control and experimental group were computed for statistical analysis. The scores were taken into account for ‘t’ test and effect size to find out the acceptance or rejection of the hypotheses formulated by the investigators.

3.11.0 CONCLUSION

Thus, the present chapter has presented a detailed description of the Descriptive and Experimental phases of the Research. The quantitative and qualitative data thus obtained were subject to analysis and interpretation, which led to chapter IV of the thesis.