CHAPTER II
THE EXPERIMENT, PLAN AND PROCEDURE OF THE STUDY

2.1 The Experiment

As detailed in Chapter I, the present experiment in teaching of syntax through contrastive presentation of different structures in English was to be conducted with undergraduate students i.e., the first year students of the afore-mentioned Buddhist universities, and planned to study the effectiveness of the contrastive / parallel presentation in teaching English structure with the use of English itself. It was not the contrastive method as conventionally understood. Nowhere was any reference made to or parallel drawn with I.1. It was only the contrastive / parallel / visual presentation of structures in the same language i.e. 1.2—a modified way of using the Structural Approach. In sequential stages, the tense first patterns were presented in pairs, and then in groups of three, four, and six each to help the learners observe and deduce the differences between the various tense forms. Intensive practice followed as these tense forms were presented in groups of three, four and six. In the next stage, an effort was made to relate the grammatical form with the aspect, voice and manner of speech. Finally the students were taught how to associate the verb forms with the real life situations for which each of these can be used.

In addition, the study also ascertained how far the afore-mentioned classroom technique helped the learner relate tense and aspect semantically with the form of the auxiliary and main verbs in the verb phrase of different grammatical patterns in English and thus contribute as a viable alternative classroom technique for teaching English syntax at undergraduate level in Buddhist educational institutions in Thailand.

2.2 Design of the Experiment

The aim of the present study was to examine the effectiveness of the Structural Approach with certain modification which could help the learners to improve their use of the basic English structures i.e., tense, voice and narration, and enabled them to produce correct grammatical constructions. For this purpose, the researcher followed the experimental method involving the constructing, developing and testing
of hypothesis and various objectives. This experiment was conducted with two groups of students in Buddhist universities. The researcher developed some of the tools which were used for this study. The tools were to be used with the two groups selected by the researcher. So, there were two groups but they received the same treatment. Then, the Pretest-Posttest experimental design which was proposed by Campbel and Stanley (1966) was applied by the researcher.

Table 2.2

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment in O1</td>
<td>O₁</td>
<td>O₂</td>
<td></td>
<td>O₂−O₁=d₁</td>
</tr>
<tr>
<td>Mahamakut</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment in O4</td>
<td>O₃</td>
<td>O₄</td>
<td></td>
<td>O₄−O₃=d₄</td>
</tr>
<tr>
<td>Mahachula</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

From table 2.2, it may be identified that an experiment in Mahamakut means the first year students of Mahamakut Buddhist University, and Mahachula means the first year students of Mahachulalongkornrajavidyalaya University. O₁ and O₂ mean the result of the pretest and posttest of the students of Mahamakut respectively. O₃ and O₄ mean the result of pretest and posttest of the students of Mahachulalongkornrajavidyalaya respectively. X means the same treatment which the researcher gave to both the groups i.e., the presentation of tense, voice and narration in pairs, in groups of three, four and six. O₂−O₁=d₁ and O₄−O₃=d₄ mean the difference between the result of pretest and posttest of the students of Mahamakut and Mahachulalongkornrajavidyalaya respectively.

2.3 Layout of the Experiment

The layout of the single-factor design for conducting the experiment is given in the diagram as under:
Layout of the Experiment

It may be observed from the diagram above that the sample selected for the conduct of the experiment of teaching tense, voice and narration in pairs, in groups of three, four and six to the undergraduate class was drawn from both the Buddhist universities in Thailand. The sample selected was of equal number of both the universities i.e., 50 each.

2.4 Sample

The present study was conducted on a sample of 100 students of the first year students in two Buddhist universities, i.e., Mahamakut Buddhist University in Isan Campus, Khon Kaen province and Mahachulalongkornrajavidyalaya University in Nong Khai Campus, Nong Khai province. As the number of the first year students of Mahamakut in Isan Campus was only 50. All of them were taken up for the purpose of this study. The number of the first year students of Mahachulalongkornrajavidyalaya in Nong Khai Campus was very large and it was impossible to take all of them, a sample had to be picked up for the purpose of this study. The choice of the sample was based on the random method of sampling. The total number of the first year students of Mahachulalongkornrajavidyalaya was 123. Out of them only 50 students were to be picked up. The name of the students in each
faculty was written on small piece of paper separately and the strips were put in the alms-bowl. The researcher shook the alms-bowl so as to mix the strips properly and then the researcher picked up only fifty strips from the alms-bowl. These students were taken up for the purpose of this study.

The students of both universities were taught with the same content of the teaching materials for a period of one semester. Details of the lessons taught to the students within a period of 49 sessions according to the presentation of tense, voice and narration in pairs, in groups of three, four and six have been given in Chapter III.

The table below shows the duration of the course conducted on two groups of the students of Mahamakut Buddhist University and Mahachulalongkornrajavidyalaya University.

<table>
<thead>
<tr>
<th>Months</th>
<th>Session</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>9</td>
<td>Test1</td>
<td>Groups of three</td>
<td>Test2</td>
<td>Groups of four</td>
<td>Test3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tense in pairs</td>
<td>Groups of three</td>
<td></td>
<td>Groups of four</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>24</td>
<td>Test1</td>
<td>Groups of three</td>
<td>Test2</td>
<td>Groups of four</td>
<td>Test3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tense in pairs &amp; Groups of three</td>
<td>Groups of four</td>
<td></td>
<td>Groups of four</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>19</td>
<td>Test1</td>
<td>Groups of three</td>
<td>Test2</td>
<td>Groups of four</td>
<td>Test3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test &amp; Groups of three</td>
<td>Groups of four</td>
<td></td>
<td>Groups of four</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>16</td>
<td>Test1</td>
<td>Groups of three</td>
<td>Test2</td>
<td>Groups of four</td>
<td>Test3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test &amp; Groups of three</td>
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<td>Groups of four</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>6</td>
<td>Test4</td>
<td>Achievement Test</td>
<td>Test3</td>
<td>Groups of four</td>
<td>Test3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questionnaire</td>
<td>Groups of four</td>
<td></td>
<td>Groups of four</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achievement Test</td>
<td>Groups of four</td>
<td></td>
<td>Groups of four</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.4
Duration of the Course

2.5 Tools used

The selection of suitable tools was of vital importance for successful research. Best (1977) states that each researcher was like a carpenter having a box of tools as a carpenter, the researcher selected some of the tools from the box to use for his work, not all. The following tools were used in the present study:

1. Diagnostic test of tense, voice and narration (prepared by the researcher)
2. Interim test of tense, voice and narration (prepared by the researcher)
3. Teaching materials (prepared by the researcher)
4. Observation instrument (Central Institute of English and Foreign Language, Hyderabad modified by the researcher)
5. Questionnaire for students after finishing a course (Central Institute of English and Foreign Language, Hyderabad modified by the researcher)

2.5.1 Description of Tools

2.5.1.1 Diagnostic Test (Pre-Test)

A diagnostic test examining the whole area of tense, voice and narration of the English language grammar was prepared by the researcher with a specific purpose of knowing the strengths and weaknesses of the students at Buddhist Universities before the researcher conducted a course. The correct answers showing his strength and wrong answer provided his weakness in the context of each student. According to Thorndike and Hagen (1977), the time available for testing is a practical factor that limits the number of items on a test, not speed tests, that is there should be enough time so that 80% of the students can attempt to answer every item. The diagnostic test of tense was tested in five sub-sections comprising 20 items each. This provided a clear picture of the entry-level behaviour of the learners of the course. The types of sub-tests of the tense and voice patterns were consisted of the following parts:

- **Part a.** This test enabled the students to show an awareness of the verb phrase in different tense patterns. Thus, they were asked to name the tense and voice.
- **Part b.** This test involved partial production of tense forms. This test had sentences with blanks to be filled in with the correct forms of the auxiliary verb according to the tense form and voice.
Part c. This test involved partial production of tense forms. It had sentences with blanks to be filled in with the correct forms of the main verb according to the tense form and voice.

Part d. This test enabled the students to locate errors in the use of the main verb, the auxiliary verb and voice.

Part e. This test required the students to produce sentences according to the instructions in the bracket.

The pattern of the test in voice was the same as the tense patterns, but it comprised 10 items each. The diagnostic test of the Direct / Indirect form of narration was different from the tense and voice patterns, it was divided into three sections and each section consisted of 12, 14 and 12 sentences respectively. The diagnostic test of tense, voice and narration forms was given in the Appendix A.

2.5.1.2 Development of the Diagnostic Test

After the researcher had prepared the diagnostic test, its preliminary draft was given to the subject experts to elicit their views on the following points:

- to suggest additional relevant items
- to add any other area of relevance
- to omit the items which were not relevant
- to make correction for the ambiguities and confusions in the items
- to examine the relationship between the objectives of the research and the test items

After this first step, the subject experts had corrected and given some suggestions, the preliminary draft of the test was administered to a group of 10 students of second year of both universities. Having checked the response sheets which showed the performance of the students, the researcher consulted the subject experts and further modified the test items.

In the second stage, the second draft of the test was administered to the students randomly selected from the second year students of both Buddhist universities. 40 students were selected for this purpose; 20 students from Mahachulalongkornrajavidyalaya University and 20 students from Mahamakut Buddhist University. It was told by the subject teachers that these students had
already learnt the tense, voice and narration on which the test items were based. No time limit was imposed on the test, the students were given as much time as they wanted. The researcher explained to these students that there was no compulsion for them to take this test, they were helping the researcher in developing the test. On the basis of performance of the students, the researcher discussed the test again with the subject experts and the students individually. In the light of this pilot study of the test, the confusions and ambiguities noticed by the students and the views of the subject experts, the diagnostic test was properly reviewed and finally prepared.

The final version of the diagnostic test used as the Pre-Test to assess the previous knowledge possessed by the students and as the Post-Test (Achievement test) to measure the overall progress made by the students during the course, consisted of 5 parts with 100 items in the tense patterns, 5 parts with 50 items in the voice patterns, and 3 parts with 38 items in the narration patterns.

2.5.1.3 Administration of the Diagnostic Test

After the final version was completed, the researcher gave it to his colleague and discussed the details of the test. Before the students started the test, the researcher and his colleague explained to them the different parts of the test and what they were required to do in each of them. The diagnostic test of the tense patterns was held in the morning, and of the voice patterns was given in the afternoon, whereas the diagnostic test of the Direct / Indirect form of narration was given the next morning. This same procedure was used for the achievement test at the end of the experiment. When the students did the diagnostic test in the pilot testing, the researcher noticed that the average time needed to complete the test was 120 minutes in case of the tense patterns, whereas the tests in voice and narration patterns took 60 minutes. As a result of the information obtained from the pilot testing, the time allowed was 120 minutes for the tense patterns, and 60 minutes for the voice and narration patterns. The test was administered by the researcher in Mahamakut Buddhist University. The students of Mahachulalongkornrajavidyalaya University were given the test by the researcher’s colleague teaching in this university.
2.5.1.4 The Content Validity of the Diagnostic Test

The validity of the test refers to the content which it measures and what it intends to measure. As mentioned earlier, the test was personally constructed by the researcher, based on general knowledge and the Buddha's teachings. This is the most importance for the monkhood. Freeman (1962) states that content validity is a matter of expert judgement, that is, the evaluation of the merit of a test rests ultimately upon the judgement of specialist teachers in test construction.

To determine the content validity of the diagnostic test, the test items and a list of objectives were given to the panel consisting of five experts in subject matter and five experts in Buddhism. The content validity of the test was examined and approved by the experts. Suggestions of the experts were considered as the guidelines for improving the test. With the approval of these experts, the test was taken as evidence of content validity.

2.5.1.5. Interim Test

In order to measure the performance of the student after having been taught tense, voice and narration patterns through presentation in pairs, in groups of three, four and six, the teacher’s evaluation of the students in the experiment was not based on the results of certain tests. "Moreover, it is very likely that the teacher's ultimate evaluation of his students will be based on a number of tests and other measures, not just one" (Harris 1969, p. 1). Tests provided the much-needed feedback for the teacher, and thereby enabled him to decide upon the prospective course and method of teaching. Of course, the teacher’s aim of assessing the students’ attainment was not served by just one test. Therefore, apart from the diagnostic test, the students were given twelve interim tests before the final achievement test as follows.

The first interim test was given after the tense forms had been presented in pairs, second after the presentation in groups of three, third after the presentation in groups of four, fourth after the presentation in groups of six. The same plan was followed while teaching voice and narration i.e., four tests during the teaching of Active / Passive voice and four tests during the teaching of Direct / Indirect form of narration. The interim test of the tense, voice and narration was given in the Appendix A.
2.5.1.6 Achievement Test (Post-Test)

The two groups of the students were given the diagnostic test once again at the end of the course. The achievement test or posttest used to assess the overall progress made by the students after the course was over was the same as the diagnostic test / pretest given at the beginning of the course. Best and Kahn (2000) state that usually achievement test scores are used in evaluating the influences of courses of study, teachers, teaching methods, and other factors considered to be significant in educational practice. In using tests for evaluative purpose, it is important not to generalize beyond the specific elements measured. For example, to identify effective teaching exclusively with the limited products measured by the ordinary achievement test would be to define effective teaching too narrowly. It is essential that researchers recognize that the elements of a situation under appraisal need to be evaluated on the basis of a number of criteria, not merely on a few limited aspects. All test materials were strictly within the range of the students’ comprehension, their major area of study i.e., Buddhism and suited to their age group and future use.

2.5.1.7 Teaching materials (Rationale of the Teaching Plan)

A. Teaching

The teaching materials can be divided into two parts; Part A about the rationale of the teaching plan and Part B about the exercises which were given in the class and as home assignment. The teaching materials in Part A were given to ten experts; the teachers who teach English in both Buddhist universities and the researcher’s supervisor to correct the language, and five experts who are specialists in Buddhism to correct the content of Buddhism. Part B had no place in this thesis. The total duration of the spiral course was 74 sessions i.e., 49 sessions were devoted to teaching and 25 sessions to testing. Duration of each session was 60 minutes. This may be detailed as follows
Table 2.5
The Plan of Teaching and Testing

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Session</th>
<th>Total</th>
<th>Testing</th>
<th>Session</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tense</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
<td></td>
<td>Diagnostic Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td>- Tense</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>- in Pairs</td>
<td></td>
<td>6</td>
<td>- Voice</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>- in groups of Three</td>
<td>4</td>
<td>18</td>
<td>Interim Test (Tense)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- in groups of Four</td>
<td>3</td>
<td></td>
<td>- I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>- in groups of Six</td>
<td>4</td>
<td></td>
<td>- II</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Introduction</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td>- IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>- in Pairs</td>
<td>4</td>
<td></td>
<td>Interim Test (Voice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- in groups of Three</td>
<td>4</td>
<td>15</td>
<td>- II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>- in groups of Four</td>
<td>3</td>
<td></td>
<td>- III</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>- in groups of Six</td>
<td>3</td>
<td></td>
<td>- IV</td>
<td>1</td>
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</tr>
<tr>
<td>Presentation</td>
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<td>1</td>
<td></td>
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<td>- in Pairs</td>
<td>5</td>
<td></td>
<td>- II</td>
<td>1</td>
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</tr>
<tr>
<td>- in groups of Three</td>
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<td>16</td>
<td>- III</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>- in groups of Four</td>
<td>3</td>
<td></td>
<td>- IV</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>- in groups of Six</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
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<td><strong>Total</strong></td>
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<td><strong>Grand Total</strong></td>
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<td>74</td>
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The tense forms were presented and taught in detail from the grammatical and communicative aspect in pairs in the first six sessions, triplets in the next four, in groups of four in the next three and finally in groups of six in the last four sessions. But the explanation was gradually withdrawn and substituted by learner performance. During the first six sessions on each day the students were given ten pairs of short simple sentences on the whiteboard, each pair comprising one sentence of one tense pattern, and the other of another as per the following plan:

**Pair 1.**
- Present Simple
- Present Continuous

**Pair 2.**
- Present Perfect
- Present Perfect Continuous

**Pair 3.**
- Past Simple
- Past Continuous

**Pair 4.**
- Past Perfect
- Past Perfect Continuous

**Pair 5.**
- Future Simple
- Future Continuous

**Pair 6.**
- Future Perfect
- Future Perfect Continuous

The teacher explained the basic similarities and differences between the sentences of each pair as regards the main verb and the auxiliary verb, using the inductive method of reasoning. Then, the grammatical features of each tense pattern were explained. Lastly the use of the different grammatical forms and the rules governing them were brought home to the subjects. At the end of these six sessions, first interim test was given to the learners. The same procedure was repeated for the tense forms which were presented vertically as follows in the next four sessions when these were presented in groups of three:

|---------------|---------------|---------------|---------------------|
After the researcher had explained the grammatical structure in pairs and triplets as indicated above, the same procedure was followed when the tense forms were presented in groups of four and six respectively except that explanation was discontinued. The presentation of the Active/Passive voice and the Direct/Indirect form of narration in pairs, groups of three, four and six was the same as with the tense forms. Difficult vocabulary was avoided so that the students' attention was not distracted from learning the different tense patterns and their use. A marked feature was that an effort was made to use sentences relating to the Buddha’s teachings, and to make their learning interesting for the age-group concerned. The example sentences of each presentation of tense, voice, and narration were shown in the Appendix A.

B. Practice

After the researcher had taught all students in the classroom, he told all of them to do the exercise to judge whether they had really understood the presentation and explanation which he had given to them. The main objective of practice was to consolidate learning. The practice stage involved students, doing exercises both in the classroom and as home assignments. In the early stages of practice, the students were given guided exercises. The Buddha and his teachings i.e., Buddhist philosophy provided the content vocabulary for these exercises. If the researcher had not given the exercises to them, he could not have known whether they followed him or not. When he gave an exercise to the students and told them to do that exercise, he could know if they understood the rules and the exceptions or not. There were two kinds of exercises for them i.e., in the classroom and as home assignment. The use and practice of patterns were of paramount importance so all the students were given practice in these patterns in the classroom before they were given home assignments. The researcher showed these patterns on the whiteboard. When the students were taught the presentation of tense, voice and narration in pairs, groups of three, four and six, they were supplied these words as:

A monk and novice / eat / bananas.
An old nun / write / a letter.
He study English,
He read a religious book.
The teacher gave this pattern on the whiteboard and tried to ask them in the classroom. He asked them one by one and as a group. When the students gave wrong answers, he showed them the rules of the tense governing those tenses. Then, he asked them again and told them to construct 10 sentences and speak them out with the help of these words on different patterns. When he found that they could construct sentences, he ordered them to write down 10 more sentences in their notebooks and then checked their production work. As the class was about to be over, he gave them home assignment to practise what they had learned in the classroom. The assignments were sub-divided into 5 sections. The section A, B, C and D comprised 5 items but the section E was of 10 items. The following is an example of the home assignments in Present Simple and Present Continuous Tense:

A. Fill in the blanks with appropriate Noun / Pronoun:
   1. ............... goes to school every day
   2. .............. am praying now.

B. Use the correct form of the verbs given in the brackets:
   1. The sun..............in the east. (rise)
   2. My supporters............having lunch now. (be)

C. Correct the following sentences:
   1. He travel to Bangkok by bus daily.
   2. You is eating bananas.

D. Do as directed:
   1. We beg alms every day in early morning. (change into negative)
   2. Are you reading your book? (change into the positive)

E. Construct five sentences on your own in the Present Simple and five in the Present Continuous Tense respectively:
   1. Present Simple Tense (5)........................................................
   2. Present Continuous Tense (5)................................................
The exercises on the passive voice were also sub-divided into 5 sections i.e., A, B, C, D and E. Each section comprised 5 items except the section E consisting of 10 items. The following 5 sections are the examples of the Present Simple and Present Continuous Tense Passive Voice:

A. Fill in the blanks with appropriate Noun / Pronoun:
   1. A novice writes a letter.
      A letter is written by.......... 
   2. I am eating an apple now.
      An apple is being eaten by..............now.

B. Use the correct form of the verbs given in the brackets:
   1. I..........food by the villagers every day. (be / offer)
   2. Pali........by the students of Mahamakut Buddhist University now. (be / learn)

C. Correct the following sentences:
   1. A book is readed by a novice daily.
   2. An apple are being eaten by my friend.

D. Do as directed:
   1. A meditation hall is cleaned by the novices. (change into negative)
   2. My friends are being punished by the abbot. (change into the Active Voice)

E. Construct five sentences on your own in the Present Simple Passive Voice and Present Continuous Passive Voice respectively:
   1. Present Simple Passive Voice (5).................................
   2. Present Continuous Passive Voice (5)..............................

The exercises of the Direct / Indirect form of narration also comprised 5 sections as detailed above. The following exercises are the example of the Present Simple and Present Continuous Tense in narration:

A. Fill in the blanks with appropriate Noun / Pronoun:
   1. She said, “I love you.”
      She said that......................loved me.
   2. Somsak says, “Sompong and Somchai are eating their breakfast.”
      Somsak says that Sompong and Somchai are eating......................breakfast.
B. Use the correct form of the verb given in the sentence in the Direct form of narration:

1. I said, “He writes a letter.”
   I said that he............. a letter.
2. I said, “I am reading a book.”
   I said that I............. a book.

C. Correct the Indirect form of narration given in the following sentences

1. He said, “I punish my students.”
   He said that I was punishing my student.
2. He said, “I am reading a religious book.”
   He said that he am reading a religious book.

D. Do as directed:

1. She says, “I am eating a mango.” (change into the Indirect form of narration)
2. He said that his abbot was killed by a thief. (change into the Direct form of narration)

E. Construct five sentences (only the sentence within the reported speech) on your own in the Present Simple and Present Continuous Tense in the Direct form of narration and then change your sentence into the Indirect form of narration.

1. Present Simple Tense (5)
   Direct Form.................................................................
   Indirect Form.................................................................

2. Present Continuous Tense (5)
   Direct Form.................................................................
   Indirect Form.................................................................

The students did this homework at their monasteries and they submitted their work to the researcher in the morning on the next day. The researcher checked the assignments in the morning session and then pointed out the students’ errors and explained the correct form of them. The practice session was taken up after the researcher had taught the tense, voice and narration in pairs, in groups of three, four and six.
2.5.1.8 Observation Instrument

Another dimension of the course conduct was the addition of an observer. While the researcher and his colleague were teaching a group another colleague was asked to observe and gave his comments regarding the classroom procedures i.e., methodology of teaching and the teaching materials. The form of observation was given in the Appendix A.

2.5.1.9 Questionnaire for students after finishing a course

A questionnaire regarding the various aspects of the course was also given to the learners at the end of the course to know about their evaluation of the course. The form of questionnaire for students was given in the Appendix A.

2.6 Data Collection

Having got permission from the rectors of both the Buddhist Universities, the researcher began to conduct a course with the first year students of Mahamakut Buddhist University. The students of Mahachulalongkornrajavidyalaya University were taught by the researcher's colleague in that university. The rationale, the methodology and the procedure for classroom activity and conduct were explained in detail to this colleague. He even attended some of the sessions of the researcher so that the two groups received the course on parallel lines. Another teacher was asked to observe the classroom activities in both universities. The duration of each period was 60 minutes and the total treatment period spread over 49 sessions. At the end of the treatment period, the two groups were tested on the achievement test, and given the questionnaire. The total course was of 74 sessions.

2.7 Statistical Techniques used

After the collection of data, suitable statistical techniques have been employed to analyze the collected data. All the raw scores had to be systematized and organized for the desired purpose. In the present study the statistical technique used to analyze the collected data to test the hypothesis and various objectives of the study were as follows:
1. Calculation of Mean
2. Calculation of Standard Deviation (SD)
3. t-test

The data with the help of these statistic techniques has been shown in the
detailed results and discussions in Chapter VI.