CHAPTER-V

ANALYSIS OF DATA

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5.1.1 Classroom Activities in Early Stages Listening Comprehension (Pre-Speech) Activities.

5.1.2 Problem and Technique (Analysis at Level 1 of Listening Skill).

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5.5 Effects of the Natural Approach and the Bilingual Method Groups. On Writing Skill at Middle School Level.

5.5.1 Problem and Technique (Analysis at Level 1 of Writing Skill).

5.5.2 Table No. 5.10 Shows the Difference Between the Performance of the Boys and Girls of the Natural Approach Group and Those of the Bilingual Method Group on Writing Skill at Middle School Level.

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5.5.4 Table No. 5.12 Shows the Difference Between the Achievement of the Girls of the Natural Approach Group of Grade VIII and Those of the Bilingual Method Group on Writing Skill.

5.5.5 Analysis at Level 2 (Writing Skill).
CHAPTER-V

ANALYSIS OF DATA

After the collection of data it has been analysed by the experimenter.

5.1 Effects of Natural Approach and Bilingual Method On Communication Skills:

5.1.1 Classroom Activities in Early Stages Listening Comprehension (Pre-Speech) Activities:

5.1.2 Problem and Technique: (Analysis at Level 1 of Listening Skill):

To investigate the effects of the natural approach and the bilingual method on comprehension skill of teaching of English at the lower middle school level, the experimenter started the experiment with total physical response activities. In the beginning the commands were quite simple. The details of the activities were given in (ch.IV: pp.2-8). This test was of 50 marks.

5.1.3 Table 5.1: Difference in the Performance of the Scores of the Boys and Girls of Natural Approach Group and Those of Bilingual Method Group in Listening Comprehension of Grade VI:

<table>
<thead>
<tr>
<th></th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean       SD  N</td>
<td>Mean       SD  N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex Boys</td>
<td>44.79      3.15 34</td>
<td>47.38      1.68 34</td>
<td>4.24</td>
<td>Most - Significant</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.1 indicates the difference in the performance of the boys and girls of natural approach group and those of the bilingual method group of listening comprehension at lower middle school level. T-value of df of 34 in 2.03 at 0.05 level and 2.73 at 0.01 level but our computed t-value is 4.24 which is highly significant at 0.05 and 0.01 level. There is significant difference in the scores of these two groups.

5.1.4 Table 5.2: Difference in the Performance of the Scores of the Boys of the Natural Approach Group and Those of the Bilingual Method Group of Grade VI on Listening Comprehension Skill:

<table>
<thead>
<tr>
<th></th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>43.92</td>
<td>3.74</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>47.44</td>
<td>1.83</td>
<td>3.48</td>
</tr>
</tbody>
</table>

Table 5.2 indicates the difference in the performance of the boys of the natural approach group and those of the bilingual method group on listening comprehension of grade VI. T-Value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level but our computed t-value is 3.48 which is highly significant at both levels, i.e., 0.05 level and 0.01 level. Our hypothesis is rejected.

5.1.5 Table No. 5.3: Difference between the Achievement of the Girls of Natural Approach Group and Those of Bilingual Method Group in Facilitating Comprehension of Grade VI:

<table>
<thead>
<tr>
<th></th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>45.97</td>
<td>2</td>
<td>17</td>
<td>Not -</td>
</tr>
</tbody>
</table>
Table 5.3 indicates the difference between the achievement of the girls of natural approach group and those of the bilingual method group in facilitating comprehension skills of grade VI. T-value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level but our computed t-value is 1.64 which is not significant at both levels. So there is no difference in the performance of the girls of both groups. Our hypothesis is accepted.

5.1.6 Analysis at Level 2 of (Listening Skill):

The activities of this test were presented on every subject by the experimenter. When the commands were given to the students by natural approach, they were facing difficulty in comprehension. When the children were asked to turn your face to the right side, touch your right foot with your left hand etc. They were confusing the words like right, left, upper lip, under. But the class-room situation was a relaxed one. The experimenter tried to take into consideration of a low affective filter hypothesis. The contents of the test were presented by audio-visual pictures. The students were taking interest to do the activities. Other activities were comprehended by the students. The experimenter has also taken into consideration the natural order hypothesis and input hypothesis. The activities were presented before the students in such a way that the students could easily understand these. The complexity of the level of input was being increased as it was found that the students were acquiring it in a natural way. The girls were appeared to be taking more interest to comprehend the activities being presented to them. It was being felt that they were curious to acquire English as a foreign language.

The activities presented by the bilingual method were highly comprehended by the students. The reason was due to the difference in way of the presentation of these activities. While presenting the activities by bilingual method, wherever the experimenter found that the students were facing difficulty to comprehend the meanings of the foreign language word, she conveyed it through the mother-tongue
of the students. Again, the experimenter encouraged the students to listen carefully. They were not allowed to speak the sentences unless the stimulus was being given by the experimenter. Here, the students were encouraged to initiate the experimenter so that their level of comprehension of language might be increased. For increasing the comprehension of the students, the sentences were presented by the audio-visual pictures so that the meanings were retained by the students. The pupils' responses were developed from mouthed silent responses to voice responses. The individual response activity was being encouraged at this initiation exercise. The step of question and answer was encouraged by this method. It was revolved around the small and interesting pictures of the material presented before the students. The students found if interesting of the activities presented by this method.

5.2  **Problem and Technique : Effects of the Natural Approach and the Bilingual Method on Speaking Shell (Test of Pre-Production and Test of Extended Production) :**

To know the effects of the natural approach and the bilingual method in facilitating speaking skill of English at the lower middle school level, the experimenter has presented the following activities. Two tests of speaking skill were given to the students. A) Early Production  B) Extended Production. The contents of these test are given in (ch.IV,PP.9-23) This test was divided into two parts. Every part was of 25 marks. The scores were added of both the tests, i.e., (25+25=50) the final score was obtained by adding the scores of these two tests.

5.2.1  **Analysis at Level 1 of Speaking Skill :**

5.2.2  **Table No. 5.4: Difference in the Performance of the Boys and Girls of Natural Approach Group and Those of Bilingual Method on Speaking Skills of Teaching of English :**
Table 5.4 indicates the difference in the performance of the boys and girls of natural approach group and those of bilingual method on speaking skills at lower middle school level. T-value of df of 34 is 2.03 at 0.05 level and 2.73 at 0.01 level but our computed t value is 4.24 which is highly significant at 0.05 level and 0.01 level. Our hypothesis that there is no significant difference between the natural approach and bilingual method in facilitating speaking skill of teaching of English as a foreign language at lower middle school level is rejected.

### Table 5.4

<table>
<thead>
<tr>
<th>Sex</th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Mean 42.62</td>
<td>Mean 48.64</td>
<td>4.24</td>
<td>Highly Significant</td>
</tr>
<tr>
<td>Girls</td>
<td>Mean 48.64</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2.3 Table No. 5.5 Difference between the Achievement of the Boys of the Natural Approach Group of Grade VI and Those of the Bilingual Method Group on Speaking Skill:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Mean 43.47</td>
<td>Mean 48.67</td>
<td>6.13</td>
<td>Highly Significant</td>
</tr>
<tr>
<td></td>
<td>SD 2.77</td>
<td>SD 2.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N 17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.5 shows the difference between the achievement of the boys of the natural approach group of grade VI and those of the bilingual method group of speaking skill. T-value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level but our
computed t-value is 6.13 which is highly significant at both levels. So our hypothesis that there is no significant difference between the achievement of the boys of the natural approach group of grade VI and the boys of the bilingual method group on speaking skill of teaching of English as a foreign language is rejected.

5.2.4 Table 5.6: Difference between the Achievement of the Girls of the Natural Approach Group of Grade VI and Girls of the Bilingual Method Group on Speaking Skill:

<table>
<thead>
<tr>
<th></th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex Girls</td>
<td>Mean 42.44 SD 1.76 N 17</td>
<td>Mean 48.21 SD 1.35 N 17</td>
<td>1.64</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

Table 5.6 presents the difference between the achievement of the girls of the natural approach group of grade VI and the girls of the bilingual method group on speaking skill. T-value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level, our hypothesis that there is no significant difference between the achievement of the girls of the natural approach group of grade VI and those of the bilingual method group on speaking skill of teaching of English as a foreign language is accepted.

5.2.5 Analysis at Level 2 (Speaking Skill):

In the early production test given by natural approach, the students were asked to utter a few words in response so that they gradually try to speak: In activity 1, students were asked to give their responses only in yes or no, or Either-or-Questions. These activities were presented with pictures. The students' responses were positive. In activity no. 2, students were asked to identify the items. The students were positive
in identifying the items but they could not speak to formulate right sentence. To encourage the students to speak, the pictures were shown to the students and the experimenter's talk was based on these pictures. The student gave the responses in positive. The experimenter also gave input to the students so that the students were felt easy to give their responses because experimenter's talk was given which provided input to the students. In activity no. 4, One chart was formulated by the experimenter and put it before the students.

The questions asked by the experimenter were based on this chart. The experimenter encouraged the students to speak. In sub-activity (f) when the students were asked does anyone in our class have math at 8.30 ? The students' response was just by moving their heads. Other students gave their response by raising their hands. The students also faced difficulty in the comprehension of sub-activity no. d. They could not make difference between earlier and later. Other students' responses were right, In activity no. 4. the sub-activity no. b when the students were asked to speak how much do you save. They faced difficulty in answering this question. In activity no. e when the students were asked if you buy one shirt and two pairs of jeans, what is the least it will cost you ? They could not comprehend this question. The students also could not give answer of sub-activity no. j). Otherwise, the students had spoken out the questions put by the experimenter. In activity no 5). The experimenter asked questions from the students and filled in the appropriate information.

In early production test, the activities presented by natural approach, the experimenter taken into consideration the different hypotheses like the acquisition/learning hypothesis. In this hypothesis, the students are encouraged to acquire the language in a natural way. In the beginning, the students were required to give responses by uttering one or two words. Just as either-or-questions, identification of items etc. The experimenter had taken into consideration other hypotheses like the monitor hypothesis, the natural order hypothesis, the input hypothesis and the
affective filter hypothesis. The students were encouraged to learn the language when they would acquire it unconsciously. From the results also, it appeared that they began to speak it automatically when they received the input presented by the experimenter. The care was taken that the classroom atmosphere would have been congenial one. There was nothing taxing on the students. They were feeling it interesting to give the responses although they sometimes felt difficulty to comprehend and to speak the right answers.

**Extending Production**: In the previous test, it was required from the students to produce one or two word responses but at this stage it was expected from the students to expend their answers and to produce short phrases. These activities were taught to the students by natural approach.

**Activity No. 1. The Use of Open Dialogues**: Students were given input to carry on dialogue with the other student. But here they faced difficulty to talk with each other. In the activity of Role playing also they could not formulate the dialogue where it was required to play the role of the father and daughter. In the sub-activity of Association. The students completed the sentences asked by the experimenter. In the activity no. 2. an interview technique was applied on the students and they were asked about their visit in the last summer. And a series of questions about childhood. In the interview schedule although the students showed their interest in this activity, still they faced difficulty to give answers. From their expressions it was noticed that they were comprehending the matter but they could not speak properly.

**Activity No. 3. Preference Ranking**: The students were asked to make preference rank of their favourite summer activites. The experimenter followed the student's responses by her talk. The students also showed reluctance to answer because of their speaking problems. They felt shyness also because they were not accustomed to speak English. They could not give reasons of the sub-activities no
(h) and (j) when they were asked why they did not mark swimming as their first preference and why do you like tennis more than swimming?

Activity No. 4. Activity Using of Imagination: Students were asked to imagine a pleasant place and try to feel the air around you. From their expressions it was appeared that they were visualising the situation and tried to explain the weather. The experimenter asked the questions from the students. Students were just making gestures to give their responses.

Series Method or Activity: The students easily responded the activities presented by the pictures.

Activity No. 5. Games: In this activity illogical combinations were formulated and the students were asked to figure out what was wrong with the combination. Students could not give response of sub-activities no. b, c, f, g, h, i, j when they were asked what kind of birds swim! Has everyone seen a penguin, ........

From the test of early production, the next test administered was the extending production. According to natural approach the level of the complexity of presentation of input can be increased alongwith the level of the students to comprehend the input were found to be increased. Here, in this method, the activities were more complex than the activities presented in the earlier test, i.e., early production test. The students were encouraged to give their responses as they were wished to do so. Nowhere, they were compelled. The errors were not corrected at the same time. The experimenter encouraged to present the pictures alongwith the material presented before the students. From the experiment, it was appeared that the students were facing difficulty to give responses of the activities mentioned in this test. The experimenter here again presented the material by taking into consideration the five hypotheses of instructional model given by Terrell and Krashan of natural approach.
**Level 2**: The same activities, i.e., activities mentioned in the early production test and extending production test were administered by Bilingual Method on children. The experimenter while asking the questions also showed the pictures representing the sentences.

**Activity No. 1**: Student's responses were as yes or no, either - or- answers. Here the experimenter referred to the pupils by name and not selected then by means of pointing. The students were answering the questions in positive by looking at the pictures.

**Activity No. 2**: Again, the experimenter showed the pictures to the students. So that independent speaking of sentences may be inculcated. Where the experimenter found that they could not understand the meanings of the foreign language words, she gave their meanings into the student's mother tongue. The students gave right responses.

**Activity No. 3, 4**: These activities were administered on the students by the bilingual test to find out the consolidation of question patterns. Where the experimenter found that the students could not comprehend the questions she repeated again and again those sentences so that they can retain the meanings of those sentences. Otherwise, the students spoken out rightly.

**Activity No. 5**: These sub-activities were presented for normal foreign language conversation. The experimenter selected one student in the class and filled in the appropriate information. The students were taking interest in these activities and their responses were positive one.

**Extending production**: This test was also administered by bilingual method. In activity no. 1. Which was comprised of several sub-activities were introduced for
independent speaking of students. In these activities and sub-activities the use of open dialogues and role playing activities and association activities were introduced. The students' responses were positive.

**Activity No. 2:** Interview technique was used to carry out the normal foreign language conversation. A series of questions related to their visit to picnic spot and about the childhood were asked. The students showed interest in this normal conversation.

**Activity No. 3:** Preference Ranking In this activity, four preferences of the students were given about their favourite summer activities. The experimenter asked the questions by keeping into mind to know the students preferences. In this way, students felt themselves more involved in these activities and they were speaking very enthusiastically to give their preferences. The students responded affirmatively. In these activities reverse interpretation step of bilingual method was introduced. Here the experimenter gave the foreign language stimulus and the pupils replied with mother tongue response. This activity was introduced so that the learner acquires the skill of expressing himself or herself fluently and accurately in the mother tongue in response to a foreign language stimulus. Students responses were very encouraging and positive one.

**Activity No. 4 and 5:** Emphasis was given to introduce the activities related to visualisation and games so that the step of normal foreign language conversation could be encouraged. Students found these activities interesting and they responded affirmatively. Where the students found difficulty in understanding the difficult words the experimenter gave the meanings of these foreign words into pupils' mother tongue and she also tried to creat situations to make them comprehend the language.

After analysing the results of this study by administering the test by natural approach and bilingual method, it appeared that the performance of bilingual method
group is highly significant. They out performed the natural approach group. The experimenter introduced the activities in such a way that the students were encouraged to converse with one another. The technique of question and answer and introduction of small dialogues motivated the students to utter the appropriate answers. The students found it interesting to speak out whatever and wherever the experimenter desired from the students. The association of difficult foreign language words were given by showing appropriate pictures to the students. The role playing and imagination activities encourage the students to speak out the right type of sentences.

5.4 Effects of the Natural Approach and the Bilingual Method Groups of Grade VIII on Reading Skill of Teaching of English as a Foreign Language:

5.4.1 Problem and Technique: (Analysis at Level 1 of Reading Skill):

To investigate the effect of the natural approach and the bilingual method on reading skill of teaching of English at the middle school level, the experimenter started the experiment by giving four comprehension passages to the students. Passage No. I, II, IV are of 12 marks and passage no. III was of 14 marks. Total marks were of 50. This test was administered on every subject. The details of these passages are given in (Chapter No. IV, PP. 23-37). This test was administered by both the methods, i.e., natural approach and bilingual method to know its effects on reading skills.

5.4.2 Table No. 5.7 Difference in the Performance of the Boys and Girls of the Natural Approach Group and Those of the Bilingual Method on Reading Skill of Teaching of English at Middle School Level:

<table>
<thead>
<tr>
<th></th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys+</td>
<td>Mean: 41.5</td>
<td>Mean: 48.74</td>
<td>6.89</td>
<td>Highly Significant</td>
</tr>
<tr>
<td>Girls</td>
<td>SD: 6</td>
<td>SD: 1.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N: 34</td>
<td>N: 34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.7 indicates the difference in the performance of the boys and girls of natural approach group and those of bilingual method group on speaking skills at middle school level. T-value of df of 34 is 2.03 at 0.05 level and 2.73 at 0.01 level but our computed T-value is 6.89 which is highly significant at 0.05 level and 0.01 level. Our hypothesis that there is no significant difference between the natural approach and bilingual method in facilitating reading skill of teaching of English as a foreign language at middle school level is rejected.

5.4.3 Table 5.8 Difference between the Achievement of the Boys of the Natural Approach Group of Grade VIII and Those of the Bilingual Method Group on Reading Skills:

<table>
<thead>
<tr>
<th></th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Mean 43.26 5.89 17</td>
<td>Mean 49.44 1 17</td>
<td>4.26</td>
<td>Highly Significant</td>
</tr>
</tbody>
</table>

Table 5.8 presents the difference between the achievement of the boys of the natural approach group of grade VIII and those of the bilingual method group of reading skills. T-value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level but our computed t-value is 4.26 which is highly significant at 0.05 level and 0.01 level. So our hypothesis that there is no significant difference between the achievement of the boys of the natural approach group of grade VIII and the boys of the bilingual method group on reading skills of teaching of English as a foreign language is rejected.

5.4.4 Table 5.9: Difference between the Achievement of the Girls of the Natural Approach Group of Grade VIII and the Girls of the Bilingual Method Group on Reading Skills:
### Table 5.8

<table>
<thead>
<tr>
<th>Sex</th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>Mean 39.44 SD 5.09 N 17</td>
<td>Mean 48.21 SD 1.37 N 17</td>
<td>6.91</td>
<td>Highly significant</td>
</tr>
</tbody>
</table>

Table 5.8 indicates the difference between the achievement of the girls of the natural approach group of grade VIII and those of the bilingual method group of reading skills. The T-value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level of significance. Our computed t-value is 6.91 which is highly significant at 0.05 level and 0.01 level of significance. Our hypothesis that there is no significant difference between the achievement of the girls of the natural approach group of grade VIII and the girls of the bilingual method group of reading skills of teaching of English as a foreign language is rejected.

### 5.4.5 Analysis at Level 2 (Reading Skill):

Passages No. I to IV first of all were administered by natural approach and then by bilingual method. When the instructions were given by natural approach of these passages, care was taken that the content should be appropriate, interesting, vocabulary should not be too complex there should be established goal for the readers.

**Passage No. I** there are 4 sub-activities. In activity no. 1. When the students were asked by the experimenter to choose the correct answer. Most of the student's responses were wrong. They have tick marked the wrong answers like a, c, b others' responses were right like (d).

**Activity No. 2.** The experimenter told the students to choose the best
answer. The students tick marked which was wrong answers. Others responded positively.

**Activity No. 3.** The experimenter gave the instructions to the students to choose the correct answer. One day Gandhi sat in persion class because -

The students responses were a, b, d, he knew persian was easier than sanskrit, the persian teacher was good, the sanskrit teacher was very strict which were wrong answers. Other students responded rightly answer no. (c).

**Activity No. 4.** The experimenter asked when Gandhi ji sat in persian class, the sanskrit teacher was angry.

The students response was right (b) but told him to come and sit in sanskrit class.

**Passage No. II :** This passage was of an interesting story of greedy brahmin. In activity no. 1 the experimenter asked to choose the best answer the story is about. The students response was wrong, i.e., a and d they responded that it was of stealing a horse, a poor brahmin who because rich. Other students gave right response (b) that it was about testing a man's knowledge.

**Activity No. 2 :** The experimenter asked to choose one sentence from the following which is true of Hari Sharma.

The students tick marked wrong answers like (b) and (c) that was a man who was very lucry, A man who was really wise and clever. Other students repsonse was right, i.e., no. (a) A man who could tell about the past, the present and the future.
Activity No. 3: The students were asked to choose the best answer. When Hari Sharma was not invited. The students responded wrong, i.e., b, (c) sorrowful, happy. While others' response was right (a) angry.

Activity No. 4: Choose the correct answer. The minister told the king to test Hari Sharma because. Students again could not comprehend the content. They tick marked answers no. (a), (b), (c) which were not appropriate answers. Others responses were right, i.e., (d). He thought that Hari Sharma knew the thieves who had stolen the horse.

Activity No. 5: Choose the best answer. When Hari Sharma said, "Frog, now you are going to die for this pot." The appropriate answer was (d) which included every aspect. A few students' response was right while others responses were not appropriate. They tick marked no. (a), (b), and (c).

Passage No. III: This passage was also of an interesting story.

Activity No. 1 the experimenter asked the students to choose the best answer. The story is about-most of the students responses were not appropriate. They tick marked the answer No. (a), (c) and (d). The other students responded rightly. Answer No. (b) a young man who married the king's daughter telling on endless story.

Activity No. 2: Choose the correct answer. The man whom the king killed. The students tick marked answers no. (a) and (b) which were not right. Other students answers were right (c). Could not tell endless stories.

Activity No. 3: The instructor asked from the students: How did the king feel when he killed the man who could not tell endless stories.
Here again the students were confused to give the right answers. They tick marked answer No. (a) (b) (c). While the appropriate answer was (d). Other students responded rightly.

**Activity No. 4**: Choose the best answer. The king said at last, "If you just end your story, I'll give you my daughter," because -

The students answered no. (c) which was not right one. The other students response was (d) which was right.

**Activity No. 5**: The researcher asked the students to choose the best answer. The man who married the king's daughter - The students answers were (c) and (d) which were not upto the mark. They could not distinguish the right and appropriate answers of the options given. While the other students responded rightly. The answer was (b) knew how to make a story endless.

**Passage No. IV : Activity No. 1**: the experimenter gave the instructions to the students that given below are some statements say whether they are true or false. Write 'True' or 'False' against each sentence. The student's responses were right of these sub-activities.

**Activity No. 2**: the squirrel ran from one to another. Given below are the people animals to whom he went. They are not in right order (arrange them in the right order).

The students committed mistakes in giving them in right order. They put blacksmith before the cat as well as farmer before the cow. There were other students who comprehended the contents and put these into right order.

**Activity No. 3**: the experimenter asked the students to Match the following
Activity No. 4: Match the following (who gave what?)

Here again the student could not match who gave what. They responded into disorder way like

- farmer - sickle
- cow - grass

While other students answered positively.

- farmer - grass
- cat - tail
- blacksmith - sickle
- cow - milk

Activity No. 5: Choose the best answer.

The squirrel was running from one to another to get.

The students answers were right

4) his tale

Activity No. 6: The blacksmith wanted wood. Here the children's answers were right one.

b) for making fire.
Activity No. 7: The farmer wanted a sickle. Students comprehended the questions. Their reply was positive. It was (a) to cut grass.

The test of reading skill was administered by the experimenter on the subjects. She administered it when she found that the students had known enough of the second language to derive meaning from the content presented before them.

In the natural approach, the hypotheses predicted that reading would indeed help acquisition if it would have been comprehensible, read with a focus on the message and must have been contained 1 + 1, the acquirer's next structure or set of structures. The activities presented in all these passages discussed in preceding pages, were interesting one so that the students might be motivated to read the passage and to give appropriate answers. Although their interest was maintained throughout these activities, still, they found difficulty to comprehend some of the activities mentioned in this chapter. The experimenter had taken into consideration that the input should be interesting one, the activities should not be complex one, so that the students might not face difficulty to comprehend the material. Too many unfamiliar words in the passage were avoided. Overall, all the passages were interesting and according to the level of the students. The experimenter here again had kept into mind five hypotheses of the instructional model. The experimenter had also put the passages before the students in such a way that the students might find a goal while reading these passages. Without goal, the students could find these activities dull and stereotyped. But the experimenter had taken special consideration of it while presenting the activities in all of these passages.

Here it was appropriately said that the reader who would develop reading skill without explicit instruction, we might hypothesize that all that was needed for leading to read would be appropriate text and some goal, that was some reason for reading:
In other words:

Text + Goal = reading comprehension
language acquisition

The instructions of these above mentioned four passages were given by bilingual method. In passage No. 1, the students had gone through the passage intensively. Wherever they found the difficult words of the foreign language, they asked their meaning from the experimenter. The experimenter gave the meanings of the foreign language words into students mother tongue. It made easiest for the students to comprehend the content of the passages. Wherever the experimenter found the students faced difficulty to comprehend she drilled those activities that the content might be retained into the mind of the students. In passage no. 1.

**Activity No. 1**: The experimenter asked the students to choose the correct answer. Gandhiji did not like sanskrit because the students responded he had to learn everything by heart which was the right response of the students.

**Activity No. 2**: The students were right in choosing the best answer that the sanskrit teacher was a strict man but loved his students and teaching the subject.

**Activity No. 3**: Students chose the correct answer (c) that one day Gandhiji sat in persian class because other students told him that persian was easy.

**Activity No. 4**: When Gandhiji sat in the persian class, the sanskrit teacher was angry. The students answer was right (b) but told him to come and sit in sanskrit class.

**Passage No. 2. Activity No. 1**: The students had choosen the right answer when they were asked about the story. They told that it was about testing man's knowledge. Answer No. (b).
Activity No. 2: The students were asked to choose one sentence from the following which is true of Hari Sharma. They were right in choosing answer no. (a) A man who could tell about the past, the present and the future.

Activity No. 3: The students had selected right answer no. (a) when they were asked to choose the best answer. When Hari Sharma was not invited they answered angry.

Activity No. 4: The students were questioned to choose the correct answer. The students confused to give right answer. They tick marked answer no. (a) and (c) when other student's answers were right no. (d) he thought that Hari Sharma knew the thieves who had stolen the horse.

Activity No. 5: The students answer was not appropriate one when they were asked to choose the best answer: when Hari Sharma said, "Frog, now you are going to die for this pot." The students answer was no. (b), (c) while other students answered appropriately: No. (d) which included the answer no. (b) and (c): He did not know that the frog was inside and he was talking to himself that his last had come.

Passage No. III: This passage was also of a interesting story. The students were asked to read this passage and to answer the questions asked in this passage.

Activity No. 1: The students had chosen the best answer that the story is about - (b) a young man who married the king's daughter telling an end less story. Other student responses were not appropriate one, i.e., answer no. (a) (c) and (d).

Activity No. 2: The students answered correctly no. (c) when they were asked to choose the correct answer the man whom the king killed could not tell endless stories.
Activity no. 3: How did the king feel when he killed the man who could not tell endless stories. Their answers were positive no. (d) both happy and sad.

Activity No. 4: The students answers were right no. (d) when they were asked to choose the best answer: The king said at last, "If you just end your story, I'll give you my daughter, "because he knew that story would never end.

Activity No. 5: The students answered positively when they were asked to choose the best answer. The man who married king's daughter - They answered no. (b) knew how to make a story endless.

Passage No. IV: In this passage, an interesting story is described. The questions based on this story were asked from the students.

Activity No. 1: The students were told that given below are some statements say whether they are true or false. Write 'true' or 'false' against each sentences.

The student's answers were right. They tick marked 'true' against the right answer and 'false' against the wrong answer.

Activity No. 2: The students arranged the words in right order when they were asked that sequirrel ran from one to another. Given below are the people/animals to whom he went. Their answers were:

1. cat
2. cow
3. farmer
4. blacksmith
Activity No. 3: The students rightly matched the persons and animals who wanted what:
1. cow wanted grass
2. cat wanted milk
3. blacksmith wanted wood
4. farmer wanted sickle

Activity No. 4: The students matched in a order who gave what?
1. farmer gave grass
2. cat gave tail
3. blacksmith gave sickle
4. cow gave milk

Activity No. 5: The students answers were right (4). When they were asked to choose the best answer. The squirral was running from one to another to get his tale.

Activity No. 6: The student's answers were right that the blacksmith wanted wood for making fire.

Activity No. 7: The farmer wanted a sickle to cut grass. The passages No. II, III, IV in which stories were given were presented through the pictures so that the students can easily comprehend the material. It also aroused the interest of the students. While this material was taught by the bilingual method. First of all, experimenter read the passages one by one, as they were looking at the content. Then the students were allowed to imitate the experimenter. The drill work was also introduced so that the students can retain the vocabulary. The meanings of the difficult words were also given by the experimenter in students' mother tongue. The students intensively read the passages and comprehended the content. While
presenting the passages by bilingual method, whenever the experimenter found that
the students were not able to retain the meaning and could not therefore make the
immediate foreign language response, she at once gave the first word of the foreign
language sentence as a clue. This worked as catalytic power to give a response by the
students and it was sufficient for the pupils to make the total response. During these
passages, the experimenter introduced consolidation of question patterns and the
students were required to give answers by which we judged whether the students had
comprehended the activities. From the results of the investigation, it was found that
the students found it interesting while receiving the instructions by bilingual method.
It was appeared that bilingual method was more effective than the natural approach
in facilitating the reading skill at grade VIII of the students. It was due to the
difference in the way of the presentation of these activities.

5.5  Effects of the Natural Approach and the Bilingual Method Groups on
Writing Skill at Middle School Level:

5.5.1 Problem and Technique (Analysis at Level 1 of Writing Skill):
This was of 50 marks. It was comprised of 9 activities. Each activity
consisted of sub-activities. Scoring was done by allotting numbers to each activity.
Activity No. 1 was of 5 marks, activity No. 2 and 3 of 3 marks, activity No. 4 of 6
marks, activity No. 5 of 8 marks, activity No. 6 and 7 of 5 marks, activity No. 8 of 6
marks and activity No. 9 of 9 marks. This was administered on each subject
separately.

5.5.2 Table No. 5.10: Difference between the Performance of the Boys and
Girls of the Natural Approach Group and Those of the Bilingual Method
Group on Writing Skills of Teaching of English at Middle
School Level:
Table 5.10 indicates the difference in the performance of the boys and girls of natural approach group and those of bilingual method on writing skills at middle school level. T value of df of 34 is 2.03 at 0.05 level and 2.73 at 0.01 level but our computed t-value is 8.43 which is highly significant at 0.05 level and 0.01 level. Our hypothesis that there is no significant difference between the natural approach and the bilingual method groups in facilitating writing skill of teaching of English as a foreign language at middle school level is rejected.

5.5.3 Table 5.11. Difference between the Achievement of the Boys of the Natural Approach Group of Grade VIII and Those of the Bilingual Method Group on Writing Skills:

Table 5.11. exhibits the difference between the achievement of the boys of the natural approach group of grade VIII and those of the bilingual method group of writing skills. T-value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level but our
The computed t value is 5.28 which is highly significant at 0.05 level and 0.01 level. So our hypothesis that there is no significant difference between the achievement of the boys of the natural approach group of grade VIII and the boys of the bilingual method group on writing skills of teaching of English as a foreign language is rejected.

5.5.4. Table 5.12: Difference between the Achievement of the Girls of the Natural Approach Group of Grade VIII and Those of the Bilingual Method Group on Writing Skills:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>T-Value</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>Mean 34.71 SD 4.06 N 17</td>
<td>Mean 46.09 SD 3.62 N 17</td>
<td>9.32</td>
<td>Highly significant</td>
</tr>
</tbody>
</table>

Table 5.12 presents the difference between the achievement of the girls of the natural approach group of grade VIII and those of the bilingual method group of writing skills. T-value of df of 17 is 2.11 at 0.05 level and 2.90 at 0.01 level but our computed t-value is 9.32 which is highly significant at 0.05 level and 0.01 level. Out hypothesis that there is no significant difference between the achievement of the girls of the natural approach group of grade VIII and the girls of the bilingual method group on writing skill of teaching of English as a foreign language is rejected.

5.5.5 Analysis at Level 2 (Writing Skill):

The experimenter asked the students to write 10 things they watched in their classroom. The students after observing the classroom situation they successfully wrote ten things they watched in their classroom. Like: blackboard, chair, table, bench, fan, door, window, boys, girls, madam, dustr, chalk, books, bags, etc. The
students' responses regarding the writings about the objects in the classroom varies from student to student. Other students were there who could not write ten things in the classroom. They mentioned seven others eight things.

**Activity No. 2** : The students were instructed that each student must interview another student and fill out the required information. The students interviewed each other and they wrote their friends name, address, place of birth, date of birth, countries wished to paval, reason for travel. students wrote that they wanted to travel England, the reason was to see the things. Others wrote they wished to travel Delhi to see the mountains which were not right answers. Many students could not given reason for travel.

**Activity No. 3** : Here the students were asked to fill in a chart with personal descriptions of their fellow students (eye colour, hair colour, clothing, favourite course, year in school, favourite teacher). The students filled the chart by looking and conversing with their fellow students. They could not write their favourite course, year in the school. Other students could not write about the description of clothes, favourite teacher, colour of the eyes.

The activities no. 2 and 3 were introduced so that the students can easily converse with their companions. The care was taken into consideration by the experimenter that a low filter hypothesis should be built up.

**Activity No. 4** : The experimenter instructed the students to write a biography of each person in paragraph form by using the information in the chart.

One example was given to the students so that they can understand how to write the biography by using the information in the chart.
Though the example was given still the students committed mistakes in formulation of the sentences. Biography no. 2. Year of marriage is blank still students tried to write about Raj Gopal's marriage. The students committed spelling mistakes like they wrote marriage, marige, mariage incorrectly. Other student did not write the complete biography of all the persons mentioned in the chart.

Activity No. 5: The students were asked to write a paragraph it may be a letter. The students wrote letters on different themes. The student showed interest that they were asked to write letters according to their own choice. In this way writing skill among students can be inculcated. Other students could not write complete letters.

Activity No. 6: The experimenter asked the students to put one word in each blank. Select the word you want from the list given below:

The students committed mistakes in putting the right word at the right place. The reason was that they could not understand the meanings of the foreign language words.

Activity No. 7: Here students again could not match the sentences correctly. One example was given by the experimenter so that the students can know how to match the sentences in column A with the sentences in column B. They mis-matched the sentences.

Activity No. 8: The students were asked to make twelve sentences from the table. The students could not make twelve sentences. They formulated only 6, 7, 8, 9 sentences. Many students just repeated the sentences to complete the numbers only.
Activity No. 9: The experimenter dictated a paragraph to the students. Here again students committed spelling mistakes. They could not write the correct spellings of the words like Jawahar Lal Nehru, heart of hearts, Allahabad, Indira.

They committed spelling errors like they wrote Jawar Lal Nehru to Jawahar Lal Nehru. To heart of hearts like hart of harts. To Allahabad as Lahabad, Elahabad and Alahabad. To Indira as Indara. To Naini prison as Nani prison. To Santiniketan as Shantinikatan. To Anand bhawan as Nand Bhawan. To encouraging as encourging. So the students committed these above mentioned spelling mistakes while they were dictated a paragraph.

With the presentation of writing activities, the students could learn English as a foreign language and they could monitor whatever they produce by writing and in this way, they can be conscious about the errors they committed while writing. The attention of the students can be focused on correctness.

While presenting the activities of interview technique, the students were encouraged to converse with their fellow students. Along with conversation. When they were writing it improved their writing skills also, when the students were asked to write a paragraph, it encouraged the students to be creative and it increased their level of thinking as well as imagination which improved their writing skill. It increased their written accuracy. While presenting these activities by natural approach, here again, the experimenter presented the subject matter in such a way that five hypotheses were taken into consideration which retained the interest of the students throughout these activities. By interacting with one another, the students were getting the input for acquisition and learning of English as a foreign language.

Facilitation of Writing Skills by Bilingual Method: These activities of writing skills administered by the bilingual method also.
**Activity No. 1**: Students were asked to write 10 things they watched in their classroom. The students responses were positive.

**Activity No. 2**: Each student interviewed one another and filled out the required information like name, address, place of birth, countries wish to travel to and reason for travel.

**Activity No. 3**: The children filled in a chart with personal descriptions of their fellow students (eye colour, hair colour, clothing, favourite course, year in school and favourite teacher. The students felt these activities interesting also. These activities inculcated the habit of independent speaking among their companions.

**Activity No. 4**: The students wrote biography of each person in paragraph form by using the information in the chart. First the experimenter gave the words in foreign language then the foreign difficult words in pupil's mother tongue. The pupils glanced superficially at not read the printed word, experimenter's ascertained trial and error how many times she has to say the sentence before an active response was required.

**Activity No. 5**: The students wrote letters to their friends to inculcate the independent writing skills.

**Activity No. 6**: The students put one word in each blank by selecting the right words given in the list. The experimenter gave the meanings of the foreign words in pupils mother tongue so that they can retain the meanings of those words. The course responses were encouraged in these activities.

**Activity No. 7**: The students positively matched the sentences in column A with the sentences in column B.
Activity No. 8: The students successfully formulated twelve sentences from the table. The activities no. 7 and 8 were given to ascertain the consolidation of questions patterns. Therefore the substitution table was given. Because the student knew the meanings of foreign language questions.

Activity No. 9: The experimenter dictated a paragraph to the students. Dictation of paragraph has an important place in bilingual method to facilitate the writing skills. The students concentrate on this activity and write the sentences dictated to him or her. The meanings of the difficult words were given by the experimenter to facilitate this exercise.

These activities presented by bilingual method, retained the interest of the students to do these activities they found it interesting to carry on the writing work. The introduction of interview technique, substitution table encouraged the students to write while conversing with their fellows. The introduction of paragraph increased the creativity of the students it encouraged on the part of the students to write independently and maintained the accuracy of their writing. The activity of dictation is another addition of the feather of the cap.

The results of this investigation has presented that the students found interesting the activities presented by bilingual method than that of natural approach. It is due to the difference in the way of presentation of the material by this bilingual method.

After making the comparison of the effects of natural approach and bilingual method on communication skills, it has been concluded that bilingual method is more effective than the natural approach in facilitating the communication skills of teaching of English as a foreign language. Except two hypotheses All of the other hypotheses have been rejected. The reasons of the results which favour the bilingual method will be discussed in the next chapter.