CHAPTER-VI

DISCUSSION OFF RESULTS

6.1 Results Obtained by Testing the Hypotheses by Computing the Mean Scores and with the Determination of T-ratios for the Two Treatment Groups of the Natural Approach and the Bilingual Method Groups Separately of Grades VI and VIII on Communication Skills.

6.2 T-test of the Means of the Two Treatment Groups (for the total) Sample of Grade VI and VIII on Communication Skills.

6.3 Rationale for each Communication Skill Separately.

6.4 Why the Difference is Insignificant in the Performance of the Girls of Natural Approach Group of Grade VI and Those of the Bilingual Method Group on Listening Skill.

6.5 Why the Students of the Bilingual Method Group and the Boys of the Same Group Outperformed the Students and the Boys of the Natural Approach Group on Speaking Skill of Grade VI.

6.6 Why the Performance of the Girls of the Natural Approach Group and Those of the Bilingual Method Group of Grade VI on Speaking Skill is Insignificant.

6.7 Why the Students of the Bilingual Method Group Performed Better Than Those of the Natural Approach Group of Grade VIII on Reading Skill.

6.8 Why the Performance of the Students of the Bilingual Method Group Shows Better Than Those of the Natural Approach Group of Grade VIII on Writing Skill.


6.10 Conclusions.
CHAPTER-VI

DISCUSSION OF RESULTS

After analysing and interpreting the data, let us hold a discussion on the results obtained by the present investigation.

6.1 Results Obtained by Testing the Hypotheses by Computing the Mean Scores and With the Determination of T-ratios for the Two Treatment Groups of the Natural Approach and the Bilingual Method Groups Separately of Grades VI and VIII on Communication Skills:

In order to test the hypotheses the mean scores for each group on communication skills were calculated. The t-ratios were then determined for the two treatment groups of grades VI and VIII separately in order to find out the significance of difference between the means of the natural approach group and the bilingual method group at each of the two levels.

6.2 T-test of the Means of the Two Treatment Groups (for the total) Sample of Grade VI and VIII on Communication Skills:

T-test on the means of the two treatment groups (for the total sample of the grade VI indicated that the bilingual method group performed significantly better than the natural approach group on the following communication skills:

1. **Listening Comprehension Skills**: Difference is highly significant at both levels, i.e., 0.5 level of significance and 0.01 level of significance.

2. **Speaking Skills**: Difference is highly significant at both levels, i.e., 0.05 level of significance and 0.01 level of significance.

T-test on the means of the two treatment groups, i.e., boys and girls
separately of VI grade indicated that the bilingual method group performed significantly better than the natural approach group on the following communication skills:

**Listening Comprehension Skills**: Difference is highly significant in the performance of the boys of both groups at two levels, i.e., 0.05 level of significant at 0.01 level of significance.

Boys of Bilingual method group performed significantly better than those of natural approach group on listening comprehension skills of grade VI.

**Listening Comprehension Skills**: No significant difference in the performance of girls of both groups at two levels, i.e., at 0.05 level of significance and at 0.01 level of significance.

There is no significant difference in the performance of the girls of natural approach group and those of bilingual method group on listening comprehension skills of the grade VI.

**Speaking Skills**: Difference is highly significant in the performance of the boys of both the groups at two levels of significance, i.e., at 0.05 level of significance at 0.01 level of significance.

Boys of bilingual method group performed significantly better than those of natural approach group of grade VI on speaking skills of teaching of English as a foreign language.

**Speaking Skills**: No significance difference in the performance of the girls of both the groups at two levels of significance, i.e., at 0.05 level of significance and at 0.01 level of significance.
There is no significant difference between the achievement of the scores of the girls of natural approach group and those of bilingual method group of grade VI on speaking skills of teaching of English as a foreign language.

In the grade VIII, differences in the two treatment groups on reading skills of whole of the group was found to be highly significant at both levels, i.e., at 0.05 level of significance and at 0.01 level of significance. Our computed t-value is 6.89 which is highly significant. The scores of the students recorded were in favour of bilingual method who outscored the natural approach group on reading skills. Like the results of the scores of boys of natural approach group and those of the bilingual method group of grade VIII on reading skills, our computed t-value is 4.26 which is highly significant at both levels, i.e., at 0.05 level of significance and at 0.01 level of significance. These results favour the bilingual method group in comparison to the natural approach group.

The girls of the bilingual method group also performed significantly better at 0.05 and 0.01 levels of significance than those of natural approach group on reading skills of teaching of English as a foreign language. So, our computed t-value is 6.91 which is highly significant at both levels of significance.

In the grade VIII, difference in the performance of two treatment groups of whole of the sample, i.e., boys and girls of natural approach group and bilingual method, boys of the natural approach group and those of the bilingual method group, girls of the natural approach group and the girls of the bilingual method group separately, is highly significant. The maximum gain recorded was in favour of the bilingual method group on writing skills, our computed t-ratios being 8.43, 5.28 and 9.32 respectively.

This difference between the performance of the students of natural approach
group and bilingual method group of grade VIII on writing skills can be attributed that students of bilingual method group outperformed the students of natural approach group of grade VIII on writing skills. The difference is highly significant at both levels, i.e., at 0.05 and 0.01 levels of significance. In the same way, the difference in the achievement of the boys of the natural approach group and those of bilingual method group is highly significant at both the levels, i.e., at 0.05 and 0.01 levels of significance. Whereas, the boys of bilingual method group excelled their counterparts of natural approach group on writing skills.

The difference in the performance of the girls of natural approach group and those of bilingual method group of grade VIII on writing skills is highly significant. The results favour the performance of the girls of bilingual method group in comparison to natural approach group. It indicated that the girls of bilingual method group of, grade VIII did significantly better than those of natural approach group at two levels, i.e., at 0.05 level of significance as well as 0.01 level of significance.

The students of bilingual method group of grade VI and VIII performed significantly better than those of the natural approach group on communication skills of teaching of English as a foreign language. It is in consonance with the findings of Morgan Judith Clair Morgan (1971). Morgan examined a study on the effects of bilingual instruction and concluded that first grade pupils from bilingual families who received instruction through a bilingual educational programme developed greater competence in analysing words and they had also demonstrated greater ability to spell words than the first grade pupils of bilingual families. The latter received instruction through a monolingual educational programme. This study shows the difference between the bilingual educational programme and monolingual educational programme (ch.II; pp.95-96).

The results of the present study are also consistent with those of Murphy,
R.V.S. (1968) in developing oral comprehension, reading and speaking skills. While we have natural and bilingual methods, Murphy has followed direct and bilingual method. Murphy observed that the bilingual method is more effective than the direct method in developing the pupils' ability on oral reading, oral comprehension and expression. (ch. II; p. 96).

It is worth noting that the similarities between our findings with those of Murphy's are despite the two separate methods have been followed.

The present study has employed bilingual method in which mother-tongue of the students is used. The results of the present study also correlated to some extent with the observations of Rosier Paul Webb (1977). Webb introduced initial reading to Navajo children by applying to methods, i.e., the direct method and the native language method and found that the native language method in general was more effective than the direct method (ch.II;P.96).

6.3 Rationale For Each Communication Skill Separately:

After presenting the results obtained by natural approach and bilingual method on communication skills at grades VI and VIII, let us now discuss the rationale for each communication skill separately.

The difference in the performance of the scores of the students of natural approach group and bilingual method group and boys of natural approach group and those of bilingual method group on listening comprehension of grade VI is highly significant. Our computed T-values are 4.24 and 3.48 respectively, which are most significant at both levels. (See Ch. V, pp 5-6, table No. 5.1, 5.2). But the difference in the performance of girls of natural approach group and those of bilingual method group on listening skills of grade VI is not significant.

Now the question arises why we have found results in favour of bilingual
method on listening skills when the activities presented by both these methods are same.

The first reason can be stated as the difference in the way of the presentation of activities. The method of presentation of activities by natural approach is different from bilingual method.

Another reason for getting the more weightage in results obtained by bilingual method in comparison to natural approach can be stated that by the bilingual method the content is retained or stored in long term memory when it is presented by the experimenter. In the bilingual method, it is presented by different steps like meanings of foreign language words were given in the mother tongue of the students, interpretation and initiation technique etc.

In this way, whole of the message may be understood by the bilingual method and not by natural approach. By natural approach, the material may be stored in short term memory, through internal mental gymnastics' attempt to attach some coherent meaning to the utterance.

6.4 Why the Difference is Insignificant in the Performance of the Girls of Natural Approach Group of Grade VI and Those of the Bilingual Method Group on Listening Skills:

Now, the question arises why the difference is insignificant in the performance of the girls of natural approach group and those of bilingual method group of grade VI on listening comprehension while our computed t-value is 1.64 (see ch. V, P 7, table No. 5.3.)

The reasons for this difference can be attributed to the fact that the girls of both these groups are more attentive to the activities presented by the experimenter of two methods. They found content interesting and the classroom atmosphere congenial, and they were more curious to comprehend the language.
The another reason was the presentation of visuals due to which no difference was found. Pictures were presented by both these methods, i.e., by natural approach and bilingual method. This made the content of listening skills interesting to the girls, and they remained more attentive to the activities presented by the experimenter. John D. Bransford and Marcial K. Johnson (1973) stated that visuals providing contextual cues to a listening passage would enhance learner, comprehension of it. In effect, the visuals were believed to have served as advance organizers activating relevant aspects of stored memory, thereby providing a framework within which the passage could be understood. The purpose of the visuals was not to solve a problem or puzzle presented in the activities, but to provide a framework within which the listening content could be understood. In this way, the visual serves as an advance organizer, which activates relevant elements of stored memory and brings them to bear on the comprehension process. Results of this extensive studies conducted by Bransford and Johnson provided the theoretical basis for our study.

The second skill deals with the spearing skills.

Here again the difference in performance of students of natural approach and bilingual method groups and the boys of natural approach and bilingual method groups of grade VI on speaking skills is highly significant. Our computed t-values are 4.24 and 6.13 respectively which are highly significant at both levels (see ch. V, pp. 19-20, table No. 5.4 and 5.5).

However, the difference in the performance of girls of natural approach group and those of bilingual method group of grade VI on speaking skill is not significant. Our computed t-value is 1.64 which is insignificant. (See Ch. V, pp. 21, table No. 5.6).
6.5 Why the Students of the Bilingual Method Group and the Boys of the Same Group Outperformed the Students and the Boys of the Natural Approach Group on Speaking Skill of Grade VI:

Now the question arises why the students of bilingual method group and the boys of the same group outperformed the students and boys of natural approach group on speaking skills of grade VI.

The material presented before the students was divided into two parts. The early production and extended production. The transition from pre-production input to a stage in which the students began to speak was simple as opportunities for production were made available gradually within the normal comprehension (pre-production) activities.

While presenting the activities by natural approach, the earlier verbal responses in the target language were yes-no in reply to a simple question and Either - Or - Questions. In activity No. 2, from either - or- questions, the students were asked for identification of items which have been introduced several times. Experimenter's talk based on pictures. Which served as comprehensible input and encouraged early production. In activities No. 3 and 4, the experimenter used charts and advertisements which worked as stimuli for giving comprehensible input. In activity No. 5, the experimenter selected one student in the class and filled in appropriate information. Her talk supplied comprehensible input to the students. The other test given was Extending Production. In the early production, it was required from the students to produce one or two word response ; Now it was possible to expand the answer and the activities presented by both these methods. These activities were the use of open dialogues, role playing, association, interviews, preference ranking, activities using the imagination and games.

In the natural approach, the emphasis was given on the presentation of input
before the students. The errors were not corrected while the students were giving their responses unlike the natural approach. When the activities were presented by bilingual method, the meanings of the foreign language words were presented by mother-tongue, which enhanced the comprehension of language. When we communicate in our mother-tongue we generally pay less conscious attention to the actual language forms which facilitate the comprehension of the meanings. At the higher level of meanings, most of our conscious choices take place, while the lower level choices of linguistic form occur more or less automatically. On the contrary, in natural approach group, the students had to search consciously for the meanings of foreign language words in most of situations. It created the difference between the results obtained by natural approach group and bilingual method group.

6.6 Why the Performance of the Girls of the Natural Approach Group and Those of the Bilingual Method Group of Grade VI on Speaking Skill is Insignificant:

Other question arises why the performance of girls of natural approach group and those of bilingual method group of grade VI on speaking skills in insignificant.

The reasons can be stated that the girls have found interesting the activities presented by natural approach and by bilingual method. While presenting the activities, the experimenter attempted to present input before the students to facilitate speaking skills. The experimenter has also taken care of duration of presentation of activities. She has presented short activities to avoid boring and has attempted to vary the activities and sub-activities while presenting the input. The input was clear, easily understandable, free from distortions such as mannerisms, overuse of idiomatic expressions, incorrectness and unnatural pace for speaking skills. Other criteria was the presentation of meaningful activities which facilitate the speaking skills and due to which no difference was found in the performance of the girls. It appeared that the girls were very curious and felt it interesting to facilitate their speaking skill by natural approach and bilingual method, both.
Now we will deal with third skill, i.e., reading skill. Here again the difference in the performance of students of natural approach and bilingual method group, the performance of the boys of both these groups and also the girls of natural approach groups and bilingual method group of grade VIII on reading skill is highly significant. Our computed t-values are 6.89, 4.26 and 6.91 respectively which are highly significant on both the levels, i.e., at 0.05 level and 0.01 level of significance. (See ch., V pp. 37-39, table no. 5.7, 5.8 and 5.9).

6.7 Why the Students of the Bilingual Method Group Performed Better Than Those of the Natural Approach Group of Grade VIII on Reading Skill:

Now the question arises. Why the students of bilingual method performed better in the test than those of the natural approach group of grade VIII on reading skills.

The reasons can be attributed to the fact that the students found it more interesting to comprehend the material presented by bilingual method. The way of presentation of activities by this method facilitate the reading comprehension of the students. The steps of bilingual method like imitation, silent way of reading to comprehend the content enhanced their comprehension and the presentation of foreign language, in students mother tongue words. Question and answer technique increased their comprehension, whereas the interesting passages as well as stories also encouraged the students to comprehend it which avoided boredom.

The experimenter has taken care of the hypothesis that reading will indeed help acquisition if it is comprehensible, read with a focus on the message and contains 1 + 1, the acquirer's next structure or set of structures by presenting the activities by natural approach. The passages were interesting and a particular goal was set which established reasons to read. In all these passages, the information was given so that the content may be meaningful.
Despite all these efforts, the students found bilingual method more effective in facilitating reading skills than that of natural approach.

Ansuya, R. (1970) studied on the improvement of reading efficiency of the pre-university students and concluded that with continued practice the comprehension skill was regained at a higher rate. At the end of the experiment, it was found that the reading efficiency of all the groups had increased from 48 words to 270 words per minute. Concrete improvement can be achieved in the reading efficiency of students by adopting suitable method. (See Ch. II, p. 92).

The following pages dwell upon the fourth skill which is about writing skill. Here again the differences in performance of students of natural approach group and those of bilingual method group, boys of natural approach and bilingual method group and the girls of both these groups of grade VIII on writing skill is highly significant. Our computed t-values are 8.43, 5.28 and 9.32 respectively which are highly significant at both the levels. (See Ch. V, pp. 58-60, table no. 5.10, 5.11 and 5.12).

6.8 Why the Students of the Bilingual Method Group Performed Better than Those of the Natural Approach Group of Grade VIII on Writing Skills.

Here again, the bilingual method group out performed the natural approach group. The reasons favouring the bilingual method group is the way of presentation of activities. Here, the experimenter encouraged the art of dictation, free composition, substitution table, which facilitated the writing skills of teaching of English as a foreign language.

In Natural Approach the emphasis was given on presentation of input. The students were encouraged to converse with their fellow students so that they can write while conversing to each other. Students were encouraged to think freely when
they were asked to write while watching their class-room.

With the presentation of activities by natural approach, the students can learn English as a foreign language and they can monitor whatever they produce by writing. In this way, they can be conscious about the errors they commit while writing. This helps the students to focus the attention on correctness.

While presenting the activities of interview technique, the students could be encouraged to converse with their fellow students. Along with conversation, when they write, it improves their writing skills also. When the students were asked to write paragraphs, it encouraged them to be creative. It also increased their level of thinking as well as imaginations which, further improves their writing skill. It also increased their written accuracy.

6.9 Why Bilingual Method Group Performed Significantly Better on Communication Skills:

Now let us discuss the reasons of accelerating the performance of the students of the bilingual method group than those of the Natural approach group on communication skills as a whole.

The reasons of performing better by bilingual method group are that the difference in the way of the presentation of activities due to which its results are better than those of the natural approach group. In the bilingual method. The steps followed to present the activities and sub-activities before the students are: imitation, interpretation, substitution and extension, independent speaking of sentences, reverse interpretation, consolidation of question patterns, questions and answers, normal foreign language conversation etc. The details of these steps are given in (Ch. 2: pp 86-90). The details of the way of the presentation
of activities and sub-activities by natural approach are given in Ch. IV. pp. 2-44). After analysing the data, it has been realized that students grasped the subject matter easily with the bilingual method than with the natural approach.

Another reason of favouring the results of bilingual method can be stated the influence of environment of school, family, community etc. The results of the present study correspond, to some extent, with the issues raised in the following article.

In an article written by Paul Rosier and Merrilyn Farella: Bilingual Education at Rock Point - Some Early Results given in TESOL quarterly Vol. 10, No. Dec. 1976 whereby it has been stated that children acquire the language patterns of the adult speakers of the speech community in which they live. In a bilingual community, the particular languages as they are spoken by the adults of that speech community, serve models for the child. What is necessary, then, is a structured description and analysis of Spanish and English as they are spoken by the adults with whom the children have contact (Kernan 1967: 177). Thus, the sociolinguistic survey can be used to find plausible answers to at least the following questions: What language or languages are spoken at the home and by whom? Are the parents monolingual or bilingual? What is the extent to which both languages are spoken by working parents on their jobs? Do all adults with whom the child has contact speak the same language or languages? What stories are read to the child and what books does he see, if any? What uses are made of the radio and television? What is the relative proficiency of adults and children in Spanish and English? How and which language is used to serve social functions, such as religions and recreational activities? What are the attitudes of both the parents and the child toward Spanish and Spanish-speakers, toward English and English speakers, and toward themselves as speakers of either or both languages? Which language is used for educational purposes such as reading and writing? Which language do the children use with each other in the three domains? What are the aspects in the child's home linguistic
environment that contribute to his development of either language? What is the extent of use and proficiency of both languages by the older generation as compared to the younger? To what extent do the parents place more value on the speaking of one language over the other? These questions, appropriately stated, can be answered by both the parents and the child, so as to be able to compare their relative perceptions. In addition, an inventory of the child's language use and proficiency can be made to discover who speaks to him in each language - when and in which domain as well as in which language he responds.

The results of the data collected and analysed by the survey can also yield a measure of the human component of each subject's household, information about the children at home, general information that distinguishes between status and process variables such as occupation, education, and ages of parents, and the quality of the home linguistic environment. The analysis can focus on the uses to which each language is put, the linguistic input - output, the social settings in which it is considered appropriate to speak either language, and the values connected with the uses of both languages. The patterns of frequencies of use of each language are of primary value and can be determined by applying the Hoffman Bilingual Schedule (1934). From there, inferences can be made about the socio-linguistic knowledge that the subjects and their parents or guardians have of the uses of both languages, and about their bilingual communicative competencies.

After going through the above mentioned subject matter, it has been pointed out that our subjects of the study have also received instructions usually by grammar - translation method and to some extent by bilingual method in their school. The parents of the students are also bilingual. The children usually converse in their mother-tongue with their family members, community members and their peer groups which influence the competency of the students' language also.
Another reason can be stated that in bilingual method, the meanings of the foreign language words are given in students' mother tongue, due to which meanings are consolidated by the students. They can retain the patterns easily whereas in natural approach, the mother-tongue of the students is not used while presenting the instructions.

Another reason of accelerating the performance of bilingual method is that the students learn language by conditioning and habit-strengthening. Because we get less exposure of foreign language in family and school. While in our schools, the teachers teach English language by giving the difficult words by presenting them by imitation, drills etc. In this way, it becomes the habits of the students to learn the language accordingly.

We have given reasons due to which the bilingual method performed significantly better on listening, speaking, reading and writing skills than the natural approach. But it needs to be resolved why on other skills the difference in performance of the scores of the girls of bilingual method group and natural approach group on listening comprehension and speaking skills of grade VI is found to be nonsignificant. The concern takes a new dimension when we consider that the difference between the performance of the students of natural approach group and those of bilingual method group of grades VI and VIII on listening, speaking, reading and writing skills and the performance of the boys of natural approach group and those of bilingual method group of grade VI and VIII on listening speaking, reading and writing is highly significant. However the difference in the achievement of the girls of natural approach group and those of bilingual method group of grade VI on listening comprehension and speaking skills is not significant (Ch. 5, table no. 5.3 and 5.6).

Now, let us find out the reasons due to which there is no significant difference in the performance of the girls of the above mentioned groups.
In listening comprehension the activities presented by natural approach were the simple commands. These were: stand up, turn around, raise your right hand etc. In another activities, the experimenter introduced classroom terms and props into commands: Pick-up a pencil and put it under the book, touch a wall etc. In other activities, the experimenter instructed the students to use names of physical characteristics and clothing to identify members of the class by name. In the other activities the experimenter used visuals, typically magazine pictures, to introduce new vocabulary and to continue with activities requiring only student names as response and repetition and paraphrase. The details of these activities are given in (Chapter IV; pp. 2-8).

The subject matter presented by natural approach and bilingual method is the same but the difference between two methods is because of the way of presentation of activities. In natural approaches, earlier the commands given to the students were quite simple. The complexity of the presentation was increased with the increase in the comprehensibility of the girls. The care was taken that the classroom environment should be relaxed one and the experimenter had taken into consideration the low filter hypothesis. The way of the presentation of activities by the bilingual method was also very interesting. In the beginning, the students were imitating the experimenter. They were just watching the experimenter while she was presenting the material. The meanings of the difficult foreign language words were given in the mother tongue of the students. It was evident from the present study that the girls of both groups found it interesting to comprehend English as a foreign language. That is reason that their performance equalled on comprehension skills.

In the speaking skills the activities were presented by natural approach group and bilingual method in two parts-early production and extended production. After administering these tests the scores were added. In early production the activities were presented as:
Either - or- questions, identification of items teacher - talk based on pictures, use of charts, use of advertisements. In other activities the experimenter selected one student in the class and filled in the appropriate information. In extending production, the activities presented were : the use of open dialogues, role playing, interviews, preference ranking, activities using the imagination and games. The details of these activities were given in (Ch. IV ; pp. 8- 23).

Here again, in the scores of girls of natural approach group and those of bilingual method group of grade VI on speaking skill, the difference is insignificant. The girls of both these groups performed equally. It appeared that the presentation of these activities by natural approach group tallied with the expectations of girls of bilingual method group of grade VI. The experimenter also encouraged the students by taking into consideration of five hypotheses, i.e., the acquisition / learning hypothesis, the monitor hypothesis, the natural order hypothesis and the affective-filter hypothesis. As by the acquisition / learning hypothesis, the experimenter presented the activities in natural way so that the competence in a foreign language might be developed.

In the monitor hypothesis, the experimenter gave the input to the students so that they acquire the language. After increasing their comprehension, they automatically started to monitor while communicating the language.

In the natural order hypothesis, the experimenter did not correct the errors at the same time while uttering the language by the students. In input hypothesis, the experimenter, presented a variety of activities to the students so that they can acquire the language. In this way, the speaking ability emerged automatically by the students while they acquired the input by understanding it.
In affective filter hypothesis, the experimenter created the classroom environment in such a way that the students were motivated, self-confident and felt anxiety-free to acquire the language easily. In this way, they received more input and interacted with confidence.

Whereas, by bilingual method, the experimenter, encouraged the students to acquire the meanings of the sentences they were going to speak. This was given through the mother-tongue to the students. In the beginning, the students imitated the experimenter. She spoke the foreign language sentence and pointed towards the picture it represented. Then she gave the meanings of it in mother tongue of the students. Earlier, the experimenter, repeated the sentence several times without expecting an imitation. The students were encouraged to listen carefully and mouth the sentence then they were encouraged to speak it by giving the stimulus by the experimenter. In the next step, the interpretation technique was employed by which the meanings were retained, and the students established a firm association between that meaning and the foreign language sounds.

Whenever the experimenter found that the students could not retain the meanings and were able to make the foreign-language response, she uttered a first word of foreign language sentence as a cue: This encouraged the students to make total response. Again, whenever they found difficulty to retain meaning the experimenter tried to repeat the mother tongue stimulus. In this way, the students uttered a correct foreign language response. She also encouraged the chorus response. The experimenter also encouraged independent speaking of sentences such as the activities described in the tests of early production and extending production. The experimenter also introduced question and answer technique and normal foreign language conversation while introducing the short dialogues, etc. This motivated the students to converse with one another. It inculcated the speaking skills of the students. From all these steps, the girls of both these groups performed equally on this skill.
Another reason can be stated the time factor due to which no difference in
the performance of the girls of both groups on listening and speaking skills of grade
VI was found. The study may have been too short in duration to provide an evidence
which required comparatively more time and efforts on presentation of activities by
the two methods.

6.10 Conclusions:

The study, therefore, clearly seems not to support the first hypothesis that
there is no significant difference between the natural approach and the bilingual
method in facilitating comprehension skill of teaching of English as a foreign
language at the lower middle school level.

The second hypothesis that there is no significant difference between the
natural approach and the bilingual method in facilitating speaking skill of teaching
of English as a foreign language at the lower school level is however refuted as there
is highly significant difference in the performance of the two groups.

The third hypothesis that there is no significant difference between the
natural approach and the bilingual method in facilitating reading skill of teaching of
English as a foreign language at the middle school level is again refuted as the
bilingual method group outperformed the natural approach group.

The fourth hypothesis that there is no significant difference between the
natural approach and the bilingual method in facilitating writing skill of teaching of English
as a foreign language at the middle school level is rejected as the difference is highly
significant.

The fifth hypothesis that there is no significant difference between the
achievement of the boys of the natural approach group of grade VI and boys of the
bilingual method group on comprehension communication skill of teaching of English as a foreign language is again rejected.

The sixth hypothesis has been validated by the present investigation as both girls of natural approach group and those of bilingual method group of grade VI on comprehension skills were found to perform equally as there is no significant difference between the two groups.

The results of the seventh hypothesis also does not support it because the difference is highly significant, whereas, hypothesis that there is no significant difference between the achievement of the boys of 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.

The present investigation supports eighth hypothesis that there is no significant difference between achievement of the girls of the natural approach group of grade VI and the girls of the bilingual method group on speaking skill of teaching of English as a foreign language.

The results of the present investigation have been rejecting the ninth 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 skill of teaching of English as a foreign language.

When we investigated the tenth hypothesis, the results does not support it because the difference is highly significant whereas the hypothesis was formulated that there is no significant difference between the achievement of the girls of the natural approach group of grade VIII and the girls of bilingual method group on reading skill of teaching of English as a foreign language.
The eleventh and twelfth hypotheses again have been refuted by the present investigation. Whereas the difference of the two groups of both these hypotheses were highly significant. The bilingual method group outperformed the natural approach group. The hypotheses were stated as there is no significant difference between the achievement of the boys of the natural approach group of grade VIII and the boys of bilingual method group on writing skill of teaching of English as a foreign language. The other hypothesis that there is no significant difference between the achievement of the girl of the natural approach group of grade VIII and the girls of the bilingual method group on writing skill of teaching of English is a foreign language.