CHAPTER-IV

SELECTION OF TOOLS

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4.1.2 Table Shows Means and SD’s of Ages of Natural Approach and Bilingual Method Groups of Grade VI.

4.1.3 Table Shows Means and SD’s of Scores of Natural Approach and Bilingual Method Groups of Grade VIII on Cattell’s Culture Fair Intelligence Test.

4.1.4 Table Shows Means and SD’s of Ages of Natural Approach and Bilingual Method Groups of Grade VIII.

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4.4.2-I.b Association.
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4.4.2-II.a A series of Questions About Childhood.
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4.5.1-III Choose the Correct Answer.
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4.5.2-II Choose one Sentence from the Following.
4.5.2-III Choose the Best Answer.
4.5.2-IV Choose the Correct Answer.
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4.8 Objectives.
4.9 Hypotheses.
CHAPTER-IV

SELECTION OF TOOLS

A researcher requires many data-gathering tools or techniques which may vary in their complexity, design, administering and interpretation. Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide data he seeks for testing hypotheses. In some situations he may find that existing research tools do not suit his purpose and so he may modify them or construct his tools.

In this proceeding lines, the description of tools is given:

4.1 Administration of Cattell's Culture Fair Intelligence Test Scale 2 (From A for Age Group 8-13 Years):

Cattell's culture fair intelligence test scale 2 (Form A for age group 8-13 years) was administered to all the 136 pupils in order to initially check whether the groups were properly formed. The means and SD's of the original scores were as follows.

4.1.1 Means and SD's of Scores of Natural Approach and Bilingual Method Groups of Grade VI on Cattell's Culture Fair Intelligence Test:

<table>
<thead>
<tr>
<th></th>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Means</td>
<td>SD'S</td>
<td>Means</td>
</tr>
<tr>
<td>Boys</td>
<td>11.44</td>
<td>1.38</td>
<td>11.44</td>
</tr>
<tr>
<td>Girls</td>
<td>13.56</td>
<td>1.55</td>
<td>13.92</td>
</tr>
<tr>
<td>Total</td>
<td>12.5</td>
<td>1.82</td>
<td>12.67</td>
</tr>
</tbody>
</table>
### 4.1.2 Means and SD's of Ages of Natural Approach and Bilingual Method Groups of Grade VI:

<table>
<thead>
<tr>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>11.32</td>
<td>10.97</td>
</tr>
<tr>
<td>SD'S</td>
<td>0.98</td>
<td>0.86</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>10.74</td>
<td>11.09</td>
</tr>
<tr>
<td>SD'S</td>
<td>0.64</td>
<td>0.91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>11.03</td>
<td>11.03</td>
</tr>
<tr>
<td>SD'S</td>
<td>0.87</td>
<td>0.87</td>
</tr>
</tbody>
</table>

### 4.1.3 Means and SD's of Scores of Natural Approach and Bilingual Method Groups of Grade VIII on Cattell's Culture Fair Intelligence Test:

<table>
<thead>
<tr>
<th>Natural Approach Group</th>
<th>Bilingual Method Group</th>
<th>Difference between the Two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>14.85</td>
<td>14.97</td>
</tr>
<tr>
<td>SD'S</td>
<td>1.23</td>
<td>2.007</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>14.26</td>
<td>14.26</td>
</tr>
<tr>
<td>SD'S</td>
<td>1.93</td>
<td>1.93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>14.56</td>
<td>14.62</td>
</tr>
<tr>
<td>SD'S</td>
<td>1.64</td>
<td>1.99</td>
</tr>
</tbody>
</table>

### 4.1.4 Means and SD's of Ages of Natural Approach and Bilingual Method Groups of Grade VIII:

<table>
<thead>
<tr>
<th>Natural Approach Group</th>
<th>Bilingual method Group</th>
<th>Difference between the two Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>13.32</td>
<td>13.21</td>
</tr>
<tr>
<td>SD'S</td>
<td>0.98</td>
<td>0.95</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>13.09</td>
<td>13.74</td>
</tr>
<tr>
<td>SD'S</td>
<td>0.91</td>
<td>0.64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>13.21</td>
<td>13.38</td>
</tr>
<tr>
<td>SD'S</td>
<td>0.95</td>
<td>0.49</td>
</tr>
</tbody>
</table>
From these tables No. 4.1.1, 4.1.2, 4.1.3, 4.1.4., it is clear that the initial check on two groups at each of the two levels formed at random proved that the groups were very much equalised.

The instructional model prepared by (Terrell and Krashen, 1983) was applied by natural approach and bilingual method. Five hypotheses were adopted from this model.

The investigator had constructed four tests for four communication skills. Some activities were adopted from the model given by Terrell and Krashen; 1983 and other activities were incorporated by taking into consideration the classroom situations.

4.2 Input is Provided to the Students:

Before administering the tests of communication skill. Input is provided to the students. The activities included in the input are given in appendices No. A & B. Appendix A describes the activities included in listening comprehension skill. Appendix B describes the activities included in the Speaking Skill. This input is divided into two parts. (i) Early Production (ii) Extended Production. This input is given to the students of grade VI. The input given before administering the tests of reading and writing skills is taken from the text books prescribed by the Haryana School Education Board of the students of grade VIII. This input is provided to the students so that the students can comprehend English. This input is given by the Natural Approach as well as by the Bilingual Method.

In the beginning, the investigator gave emphasis on input for the comprehension of English. Here, the researcher described activities included in the listening comprehension speaking, reading and writing tests.
4.3 Test of Listening Comprehension Skill:

In this test 5 activities were included. Every activity comprised of 10 sub-activities. The instructions were given by natural approach and bilingual method to the grade VI students.

4.3.1 Classroom Activities in Early Stages Pre-Speech Activities:

4.3.1-I Total Physical Response Commands:

Start with (total physical response) commands:

At first the commands were quite simple. The subjects were asked:

a) stand up.
b) turn around.
c) raise your right hand.
d) raise your right leg.
e) raise your head upwards.
f) turn your face to the right side.
g) lay your right hand on your head.
h) touch your right foot with your left hand.
i) first touch your nose.
j) put your finger of right hand on your upper lip.

4.3.1-II Classroom Terms and Props into Commands:

The experimenter introduced classroom terms and props into commands:

a) pick up a pencil and put it under the book.
b) touch a wall.
c) go to the door and knock three times.
d) open the door.
e) close the window.
f) switch on the fan.
4.3.1-III Use Names of Physical Characteristics and Clothing to Identify Members of the Class by Names.

Use names of physical characteristics and clothing to identify members of the class by name:

- a) Then a student was described: What is your name? (Selecting a student).
- b) "Class look at Meena. She has long brown hair. Her hair is long and brown. Her hair is not short. It is long." (Using mime, pointing and context to ensure comprehension).
- c) What is the name of the student with long brown hair? (Meena)
- d) What is the name of the girl with the short blond hair?
- e) What is the name of the student sitting next to the boy with short black hair and glasses?

The same can be done with articles of clothing and colours.

- f) Who is wearing a yellow shirt?
- g) Who is wearing salwar - kameeij?
- h) Who is wearing a white dupatta?
- i) Who is wearing a shirt?
- j) Who is wearing a jean?
These are very simple to understand by attending the key words, gestures and context. And they require the students to remember and produce the names.

4.3.1-IV Use of Visuals Typically Magazinee Pictures:

The investigator used visuals, typically magazine pictures, to introduce new vocabulary and to continue with activities requiring only student names as response.

I. Amrit has the picture of sailboat.
II. Ajit has the picture of the family watching television and so forth.
   a) Who has the picture with sailboat?
   b) Does Susan or Ajit have the picture of the people on the beach?
III. In this picture the boy went to the garden. He set the bird-trap there and waited for a long time to catch the bird.
   c) Who has the picture with the boy is sitting in the garden?
   d) Does Rahul has the picture of a boy overjoy with catching a bird?
   e) Who has the picture with the bird in a cage?
   f) Who has the picture in which the bird is dead?
IV. Combine use of pictures with TPR.
   g) If there is a woman in your picture, stand up.
   h) If there is a boy flying a kite in your picture; give it to your friend Mohan.
   i) If there are boys drinking limica, raise your left hand.
   j) If there is a man selling bangles in your picture, put it on the table.

4.3.1-V Repetition and Paraphrase:

The comprehensibility of the input can be increased if the experimenter uses repetition and paraphrase:

I. There are two young men.
II. At least, I think they are young.
   a) Do you think that they are young?
   b) Do you think that they are young or old?

III. There is a girl named Sita standing near a house. A man and woman are also standing beside her.
   c) Do you think that Sita is standing near the house?
   d) Do you think that man is Sita's father?
   e) Do you think that he is old?
   f) Do you think that he is of middle aged?
   g) Do you think that he is young?
   h) Do you think that woman is Sita's mother?
   i) Is she old?
   j) Is she young?

4.4 Test of Speaking Skills:
   The second test constructed by the investigator was of speaking skills. It was divided into two parts: Part-I early production and Part-II extending production. Part-I was consisted of 5 activities. Each activity included 10 sub-activities and part-II also consisted of 5 activities and each activity of 10 sub-activities. This test was administered both by natural approach as well as bilingual method of grade VI students.

4.4.1 Test of Early Production (I):

4.4.1-I The Earlier Verbal Responses Yes-No in Reply:
   The earlier verbal responses in the target language were Yes-No in reply to a simple question:
   a) Does Anil have the picture of the boy with his brother?
b) Is the boy tall?
c) Does Anu have the picture of the man playing golf?
d) Is there a mountain in the picture?
e) Is it raining?

4.4.1-II Either-or-Questions:
The next step integrated the use of either-or-questions into the comprehension questions:
f) Is this a dog or a cat?
g) Is this woman tall or short?
h) Is Mary wearing a red or a green blouse?
i) Is Anil wearing a pair of sandals or chappals?
j) Is this woman wearing a saree or Salwar-Kameez?

4.4.1-III Identification of Items:
a) What is this?
b) What colour is of her skirt?
c) What is he doing?
d) What is he singing?
e) What is he playing?
II. Experimenter-talk based on pictures:
f) Is there a woman in this picture? (Yes)
g) Is there a man in this picture? (No)
h) Is the woman old or young? (Young)
i) What is she wearing? (Dress)
   Yes, she's wearing a dress.
j) What colour is the dress? (Blue)
   Right she's wearing a blue dress.
4.4.1-IV Use of Charts:

<table>
<thead>
<tr>
<th>Time</th>
<th>Rakesh</th>
<th>Anshu</th>
<th>Ajay</th>
<th>Raju</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30</td>
<td>ESL</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>9.45</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10.00</td>
<td>Math</td>
<td>Science</td>
<td>ESL</td>
<td>ESL</td>
</tr>
<tr>
<td>11.15</td>
<td>Phy. Edu.</td>
<td>Art</td>
<td>Health</td>
<td>Art</td>
</tr>
<tr>
<td>12.00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.00</td>
<td>Sanskrit</td>
<td>History</td>
<td>ESL</td>
<td>ESL</td>
</tr>
<tr>
<td>1.45</td>
<td>Social Studies</td>
<td>ESL</td>
<td>Speech</td>
<td>Phy. Edu.</td>
</tr>
</tbody>
</table>

The experimenter's talk, using the chart as a basis for providing comprehensive input was run like this; This is a chart of the schedule of classes for four students:

a) What are the names of the students on this chart? (Rakesh, Anshu, Ajay, Raju)
b) What time is the morning break? (9.45)
Right, the morning break is at nine forty-five.
c) Do classes begin at 8.30? (Yes)
d) Is that earlier or later than your classes begin? ( Earlier)
e) What is Anshu's first class of the morning? (Math)
f) Does anyone in our class have math at 8.30?
(Students responded by raising their hands or by other gestures)
g) What class do you have?
(Addressing one of the students)
h) Does Rakesh have Phy. Edu. or Math at 11.15? ( Phy. Edu.)
i) Do these students have lunch at the same or different times? (Same)
Yes, everyone eats lunch at (Twelve O'clock)
j) Which student takes a sanskrit language? (Rakesh)
### 4.4.1-V Use of Advertisements:

<table>
<thead>
<tr>
<th>DESIGNER</th>
<th>SPORTSWEAR</th>
<th>UP TO 60% OFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackets</td>
<td>were Rs. 88.234</td>
<td>Now Rs. 35.94</td>
</tr>
<tr>
<td>Blouses</td>
<td>Rs. 44.70</td>
<td>Rs. 18.28</td>
</tr>
<tr>
<td>Pants</td>
<td>Rs. 76.84</td>
<td>Rs. 30.34</td>
</tr>
<tr>
<td>Shirts</td>
<td>Rs. 54.128</td>
<td>Rs. 22.51</td>
</tr>
<tr>
<td>Jeans</td>
<td>Rs. 16.99</td>
<td>9.97</td>
</tr>
<tr>
<td>Stretch Jeans</td>
<td>Rs. 24</td>
<td>16.97</td>
</tr>
<tr>
<td>Corduroy Jeans</td>
<td>Rs. 16.99</td>
<td>9.97</td>
</tr>
<tr>
<td>Western Shirts</td>
<td>Rs. 20-99</td>
<td>13.97</td>
</tr>
<tr>
<td>Polyester and Cotton</td>
<td></td>
<td>through Jan. 30</td>
</tr>
</tbody>
</table>

a) How much are the jeans?
b) How much do you save?
c) Which costs more, the jeans or the corduroy jeans?
d) How much were the Western shirts originally?
e) If you buy one shirt and two pairs of jeans, what is the least it will cost you?

Look at the add for the sale on designer sportswear.
f) What is the cost now of the least expensive shirt?
g) And the most expensive shirt?
h) What was the most expensive item mentioned in the advertisement?
i) The least expensive?
j) If you buy a shirt and a blouse, what is the most it could cost you?
4.4.1- VI Selection of One Student in the Class and Filled in the Appropriate Information:

The experimenter selected one student in the class and filled in the appropriate information. Her talk which supplied the comprehensive input mainly consisted of questions and comments:

a) Let's count the number of students with brown eyes.
   one, two, three, four ........

b) Are there any other? (Rahul)
   Oh, of course, we can't forget Rahul.
   Yes, he has brown eyes.

c) Now, who has blue eyes?

d) Does, Dyal have brown eyes? Yes/No.

e) And what colour is his hair? (Brown/Black)

f) Is it light brown or dark brown? (Light/Dark)

g) Is he wearing a dress today? Yes/No.

h) A shirt? Yes/No.

i) What colour is the shirt? (Blue/White)
   Yes, it's a blue shirt.

j) Who else is wearing a blue shirt?

4.4.2 Extending Production (II):

In the technique of early production, it was required from the students to produce one or two word response, now it was possible to expend the answers.

4.4.2-1 The Use of Open Dialogues:

a) Student 1: Are you hungry?
   Student 2: .................

b) Student 1: I think I'll order a ..........
   How about you?
In the following interaction, the students talk about weekend activities:

c) Student 1: What do you like to do on Saturdays?
Student 2: I like to ............... 
d) Student 1: Did you ............. last Saturday?
Student 2: Yes, I did.
(No, I didn't. I ............. )
e) Student 1: Guess What ............. ?
Student 2: I'm sorry, what did you say, you did?
f) Student 1: ............. 
Student 2: Oh, really? When? (Where? Why? How long?)
g) Student 1: ............. 

4.4.2-I.a Role Playing:
You are a young girl who is sixteen years old. You went out with a friend at eight O'clock. You are aware of the fact that your parents require you to be at home at 11.00 at the latest. But you return at 12.30 and your father is very angry.

h) Your father: Well' I'm waiting for an ............. 
Explanation: Why did you return so late?
you ............. (Continue)

4.4.2-I.b Association:
The investigator wrote the pattern on the black-board and did remain there throughout the activity

i) I like to .............

j) You like to .............

4.4.2-II Interview:
a) Did you go to the beach last summer?
b) Who with?
c) Which beach did you go to?
d) What did you do there?
e) Why did you like the beach?
f) What did you do at night?
g) Did you go to the movies often?

4.4.2-II.a A Series of Questions about Childhood:

h) When you were a child, did you have a nickname?
i) What games did you play?
j) When during childhood did you first notice the difference between boys and girls?

4.4.2-III Preference Ranking:

My favourite summer activity is:

.......................... Swimming
.......................... Reading
.......................... Playing tennis
.......................... Cooking

4.4.2-III.a Teacher's Follow-up Talk to the Preference Ranking:

a) Who ranked swimming as number one?
   (Amit raises his hand)
b) Where do you swim, Amit?
c) How often?
d) When did you first learn to swim?
e) Have you ever swum competitively?
f) Who else in the class swims a great deal?
   (Anita raises her hand)
g) Did you mark swimming as your first preference?
h) Why not?
i) What did you mark?
(Playing tennis)
j) Why do you like tennis more than swimming?

4.4.2-IV Activity Using the Imagination:

4.4.2-IV.a Visualization:
The experimenter chose to guide the visualizations explicitly (appropriate pauses are not marked).

Think of a pleasant place. It may be outdoors or indoors. Look around you. Notice as much as you can. Try to feel the air around you.

a) What is the weather like?
b) Can you see the sun?
c) Is it cloudy?
d) Is it warm?
e) Is it a calm day or are there some storms on the horizon?
   Perhaps it is raining.
   Now get up and walk around your environment.
f) What is the first thing you see?
   Look at it carefully. Describe it in your mind?
g) Is it large?

4.4.2-IV.b Series Method or Activities:
(Showed Pictures)
Comprehensible input in a series activity was supplied by the experimenter talk which was preceded students' creation of the story and/or accompanied it.

h) What is this young woman doing in picture one?
4.4.2-V Games:

It was simple in many games to focus on particular words. One common technique was to make up illogical combinations and asked the students (in turns, if desired) to figure-out which was wrong with the combination.

a) Has anyone ever seen a bird swimming? (I have)
b) What kind of birds swim? (Penguins)
c) Has everyone seen a penguin?
d) Has everyone seen ducks?
e) Do you know what a penguin is? (a black and white bird).
f) Where do penguins live? (Where it's cold).
   That's right, they prefer cold climates.
g) Can penguins fly? (no, they walk and swim)
h) Are they good at walking?
i) Can they walk fast? (no)
j) They're clumsy (new word)

4.5 Test of Reading Skills:

The third test constructed by the experimenter was that of Reading skills. It consisted of 4 comprehensive passages and it was administered on the grade VIII students by natural and bilingual methods.

Before attempting the test, instructions were given by the experimenter. (Four passages are given below) Read them carefully and answer the questions which follow each of the passage. Only when you finish one, attempt the next. It will be better for you to answer them serially (First-1, then II, then III and then IV).
4.5-I Comprehensive Passage I:
When in class four, Gandhiji found Sanskrit more difficult than geometry. He did not like sanskrit because one had to learn everything by heart. The Sanskrit teacher used to get angry if students did not do homework or did not attend Sanskrit classes. But he loved his students and he loved teaching Sanskrit. The students used to talk among themselves that the persian teacher was good and persian was easy. So Gandhiji one day sat in the persian class. This made his sanskrit teacher angry. He told Gandhiji, "Come and sit in sanskrit class I, II help you if you have any difficulty."

4.5.1-I Choose the Correct Answer:
Gandhiji did not like sanskrit because-

a) Sanskrit was more difficult than Geometry.
b) The Sanskrit teacher was not good.
c) He had to learn everything by heart.
d) His friend told him that persian was easier than sanskrit.

4.5.1-II Choose the Best Answer:
The sanskrit teacher -

a) Was not a good man.
b) Used to punish his students do not doing homework.
c) Was a lazy teacher.
d) Was a strict man but loved his students and teaching the subject.

4.5.1-III Choose the Correct Answer:
One day Gandhiji sat in persian class because -

a) He knew persian was easier then sanskrit.
b) The persian teacher was good.
c) Other students told him that persian was easy.
d) The sanskrit teacher was very strict.
4.5.1-IV When Gandhiji Sat in Persian Class, the Sanskrit Teacher was Angry:

a) And told him not to come to Sanskrit class again.
b) But told him to come and sit in Sanskrit class.
c) And did not talk to Gandhiji.
d) And did not help him any more.

4.5.2 Comprehensive Passage II:

Once there lived a poor greedy brahmin named Hari Sharma. His wife worked as a servant in the king's palace. The king's daughter was to be married. Hari Sharma thought of eating as much as he could on the marriage day. But on that day nobody invited him. He went without food and said to himself, "What does the king think of me? I, II teach him a lesson."

The king's son-in-law had a beautiful horse. Hari Sharma stole the horse and hid it in a forest. Then he said to his wife, "Go and tell the king's people that I'm a wise man. I can tell everything about the past, the present and the future."

The king sent his men to find the horse. But no one could find it. At last he called Hari Sharma and asked for his help. Hari Sharma put some lines on a paper, took a little time to think and said, "Some thieves have stolen the horse and have kept it in a forest."

The king sent his men and got the horse back. Everyone thought Hari Sharma was a wise man. The king was very happy and was ready to give him plenty of money when his minister said, "Sir, I think Hari Sharma himself has stolen the horse or knows the thieves who have stolen it. Before giving him money, please test him once more."

So the king put a frog in a pot, covered it carefully and asked Hari Sharma
what was inside. Hari Sharma knew the king was testing him and that he was in trouble.

When Hari Sharma was a small child, his father used to call him by the name 'frog'. Now he remembered his childhood name and said, "Frog! Now you are going to die for this pot."

Hearing this, the king thought Hari Sharma had come to know that a frog was inside the pot. So the king was very pleased. He gave Hari Sharma plenty of money which made him very rich.

4.5.2-I Choose the Best Answer :
The story is about :
   a) Stealing a horse.
   b) Testing a man's knowledge.
   c) A frog inside a pot.
   d) A poor brahmin who became rich.

4.5.2-II Choose one Sentence from the Following :
Which is true of Hari Sharma :
   a) A man who could tell about the past, the present and the future.
   b) A man who was very lucky.
   c) A man who was really wise and clever.
   d) A man who was a friend of thieves.

4.5.2-III Choose the Best Answer :
When Hari Sharma was not invited -
   a) angry
   b) sorrowful
4.5.2-IV Choose the Correct Answer:
The minister told the king to test Hari Sharma because -

a) He knew that Hari Sharma had stolen the horse.
b) He knew Hari Sharma to be a liar.
c) He did not want Hari Sharma to get so much money.
d) He thought that Hari Sharma knew the thieves who had stolen the horse.

4.5.2-V Choose the Best Answer:
When Hari Sharma said, "Frog, now you are going to die for this pot."

a) He knew that there was a frog inside the pot.
b) He did not know that the frog was inside.
c) He was talking to himself that his last had come.
d) Both 'b' and 'c'.

4.5.3 Comprehensive Passage III:
Once there was a king who loved story. So, one day he said, "A man, who can tell me a story which never ends, will marry my daughter. But if someone tries and fails, I'll kill him!"

Many good story tellers came from different countries. They told the king very long stories, some of which lasted three to four days. But when their stories ended, the king killed them. The king was sad because he had to kill so many good story tellers. He was also happy as no one could tell a story which never ended.

At last a very good looking young man came to the king to tell him an endless story. He was not a good story teller like the others who were killed. But he knew how to make a story endless.
So he began, "Once there was a little ant who was very hungry. For many days he had nothing to eat. One day, he saw a big house filled with rice. He thought of taking some home. So the little ant went to the big house and took home a grain of rice.

Again he went to the big house and brought another grain of rice home .......

the young man went on and on talking about the ant taking home one grain of rice after another grain of rice. The king saw that the story would never end. So at last he said, "If you just end the story, I'll give you my daughter in marriage."

So, the young man said, "When the little ant had filled his home with rice, he sat down and began to eat.

The king was happy. The young married the king's daughter and lived happily ever after.

4.5.3-I Choose the Best Answer :

The story is about -

a) A king who liked stories and a young man who told an endless story.
b) A young man who married the king's daughter telling an endless story.
c) Some good story tellers who told long stories and killed by the king.
d) An ant who brought rice after rice and filled his home.

4.5.3-II Choose the Correct Answer :

The man whom the king killed -

a) Were not good story-tellers.
b) Were not intelligent.
c) Could not tell endless stories.
d) Were good looking.
4.5.3-III How did the king Feel When He Killed the Men Who Could not Tell
Endless Stories :
   a) Happy
   b) Angry
   c) Sad
   d) Both happy and sad

4.5.3-IV Choose the Best Answers :
The king said at last, "If you just end your story, "I'll give you my daughter," 
because-
   a) He did not like the story.
   b) He did not want to kill the good looking young man.
   c) He was tired of listening to the same thing again and again.
   d) He knew that story would never end.

4.5.4-V Choose the best answer :
The man who married the king's daughter -
   a) Was really a good story teller.
   b) Knew how to make a story endless.
   c) Was very intelligent.
   d) Was intelligent and knew how to make a story endless.

4.5.4 Comprehensive Passage IV :
A little squirrel was picking up grains of rice from a pile of hay. Each time he 
put his head inside the hay, he found one grain. He held it with both of his front legs 
and started eating it. A cat saw the squirrel doing this. He went closer and closer to 
the squirrel and when he was very near, he bit the squirrel's tail off. The squirrel 
prayed, "Mr. Cat, please give me my tale back."
The cat said, "well, go to the cow and get me some milk." So the squirrel ran to the cow and said, "cow, cow, please give me some milk. I'll give the milk to the cat and the cat will give my tale back to me." But the cow said, "I'm hungry. Go to the farmer and bring me some grass." So the squirrel first hoped and then jumped and quickly came to the farmer and said, "Pray, farmer, give me some grass. I'll give the grass to the cow. The cow will give some milk to the cat and the cat will give me back my tail." But the farmer said, "I don't have sickle. Go to the blacksmith and get me a sickle."

So again the squirrel hoped and jumped and came to the blacksmith and said, "Pray, blacksmith, give me a sickle. I'll give it to the farmer. The farmer will give some grass for the cow. The cow will give milk to the cat and the cat will give me back my tail." But the blacksmith said, "well, go to the forest and get me some wood."

The squirrel ran to the forest and brought some wood for the blacksmith.

The blacksmith gave him a sickle, the farmer gave him some grass, the cow gave him some milk and the little squirrel gave the milk to the cat and got his little tale back.

4.5.4-I Whether True or False Statements:

Given below are some statements, say, whether they are true or false. Write 'True' or 'False' against each sentence.

a) The squirrel was playing over a heap of hay.
b) The cow was hungry and wanted grass.
c) The farmer had no sickle.
d) The cat wanted to eat the squirrel's tail.
e) The squirrel brought wood from the forest.
f) The squirrel gave the wood to the farmer.
4.5.4-II Arrange in Right Order:
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).

a) Farmer  a ..............
b) Cat  b ..............
c) Blacksmith  c ..............
d) Cow  d ..............

4.5.4-III Match the Following:
Match the followings (Who wanted what?)

A       B
a) Cow  a) Sickle
b) Cat  b) Wood
c) Blacksmith  c) Grass
d) Farmer  d) Milk

4.5.4-IV Match the Following:
Match the following (who gave what?)

A       B
a) Farmer  a) Tail
b) Cat  b) Sickle
c) Blacksmith  c) Milk
d) Cow  d) Grass

4.5.4-V Choose the Best Answer:
The squirrel was running from one to another to get.
a) Milk
b) Grass
c) A sickle
d) His tale

4.5.4-VI The Blacksmith Wanted Wood:
   a) For cooking food
   b) For making fire
   c) To build his house

4.5.4-VII The Farmer Wanted a Sickle:
   a) To cut grass
   b) To cut paddy
   c) To clean his field

4.6 Test of Writing Skills:
   This test was also constructed for the grade VIII and it was administered by natural approach and bilingual methods.

4.6.1 Write the Names of 10 Things:
   Write the names of 10 things, you watch in your classroom.
   a)
   b)
   c)
   d)
   e)
   f)
   g)
   h)
   i)
   j)
4.6.2 Fill out the Information:
Each student must interview another student and fill out the required information;

a) Name ................................
b) Address ............................
c) Place of birth .....................
d) Date of birth .....................
e) Countries wish to travel to ........
f) Reason for travel ..................

4.6.3 Fill in a Chart with Personal Information:
To fill in a chart with personal descriptions of their fellow students (eye colour, hair colour, clothing, favourite course, year in school.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Companion-I</th>
<th>Companion-II</th>
<th>Companion-III</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Colour of the eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Colour of the hair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Favourite Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Year in School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Your fast friend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.6.4 Write a Paragraph:
To write a biography of each person in paragraph form by using the information in the chart.
<table>
<thead>
<tr>
<th>Name</th>
<th>Date of birth</th>
<th>Education</th>
<th>Year of marriage</th>
<th>Occupation</th>
<th>Date of death</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Mr. Amrit Paul</td>
<td>12/5/01</td>
<td>Delhi Univ.</td>
<td>1929</td>
<td>Advertising</td>
<td>7/7/77</td>
</tr>
<tr>
<td>b) Mr. Raj Gopal</td>
<td>4/30/45</td>
<td>Govt. College</td>
<td>--</td>
<td>T.V. and movie actor</td>
<td>10/25/75</td>
</tr>
<tr>
<td>c) Mr. Anil Kumar</td>
<td>1/14/25</td>
<td>Univ. of Lahore</td>
<td>1958</td>
<td>Sports</td>
<td>2/3/78</td>
</tr>
<tr>
<td>d) Mr. Amrit Singh</td>
<td>8/27/19</td>
<td>Khalsa College</td>
<td>1937</td>
<td>Company</td>
<td>3/17/76</td>
</tr>
</tbody>
</table>

Write a Paragraph

Example is given:

1) Mr. Amrit Paul was born on December 5, 1901. He studied at Delhi University. His first marriage was in 1929, and his second marriage was in 1940. He was an advertising director. He died on July 7, 1977.

2) .................................................................
   .................................................................
   .................................................................
   .................................................................

3) .................................................................

4) .................................................................

4.6.5 Write The Indicated Paragraph :

First the students write the indicated paragraphs.

4.6.6 Fill in the Blanks :

Put one word in each blank. Select the word you want from the list given below: dangerous, help, served, wild, along, rose, bees, gardener, moonlight, light

a) The ........ is a beautiful flower.
b) The .......... grew pretty Champpaks in the garden.
c) The table was heavy. Six boys carried it to the classroom. The teacher thanked them for their .......... .
d) One boy carried the chair in. It was very .......... .
e) Kamla invited her friends to lunch. Her mother cooked the food and Kamla .......... it.
f) There are .......... animals in the forest, and lots of people go to see them.
g) All went to see the match. Ramesh went .......... with him.
h) The Taj Mahal looks very beautiful in the .......... 
i) The .......... give us honey.
j) Don't play on the road. It is .......... 

4.6.7 Match the Sentences :

Match the sentences in column A with the sentences column B.

Example : This diary in too big. It cannot go into my pocket.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) This diary is too big.</td>
<td>I cannot go for a walk now.</td>
</tr>
<tr>
<td>b) The bench is too heavy.</td>
<td>Leela cannot wear it on any of her fingers.</td>
</tr>
<tr>
<td>c) The coffee is too hot.</td>
<td>It cannot go into my pocket.</td>
</tr>
<tr>
<td>d) The ring is too small.</td>
<td>Vasu cannot lift it.</td>
</tr>
<tr>
<td>e) I am too tired.</td>
<td>I cannot drink it.</td>
</tr>
</tbody>
</table>

Now, match these sentences in space given below :

a) 

b) 

c) 

d) 

e)
4.6.8 Make Twelve Sentences from the Table Below:

<table>
<thead>
<tr>
<th>You must find out</th>
<th>where to go.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not know</td>
<td>how to swim.</td>
</tr>
<tr>
<td>Please tell me</td>
<td>what to do next.</td>
</tr>
<tr>
<td></td>
<td>which to buy.</td>
</tr>
</tbody>
</table>

a) 
b) 
c) 
d) 
e) 
f) 
g) 
h) 
i) 
j) 
k) 
l) 

4.6.9 Write a Paragraph Dictated to the Students:
Pupils were asked to write a paragraph dictated to them.

4.7 Statement of the Problem:

4.8 Objectives:
The following objectives of the study are stated:
1) To compare the effects of the natural approach and the bilingual method on comprehension skill of teaching of English as a foreign language at the lower middle school level.

2) To know the effects of the natural approach and the bilingual method in facilitating speaking skill of English at the lower middle school level.

3) To investigate the effects of the natural approach and the bilingual method in facilitating reading skill of teaching of English at the middle school level.

4) To find out the effects of the natural approach and the bilingual method in facilitating writing skill of teaching of English at the middle school level.

5) To find out the effects of the natural approach and the bilingual method in facilitating comprehension skill among boys of grade VI.

6) To find out the effects of the natural approach and the bilingual method in facilitating comprehension skill among girls of grade VI.

7) To investigate the effects of the natural approach and the bilingual method on speaking skill among the boys of grade VI.

8) To investigate the effects of the natural approach and the bilingual method on speaking skill among the girls of grade VI.

9) To determine the effects of the natural approach and the bilingual method on reading skill among boys of grade VIII.

10) To find out the effects of the natural approach and the bilingual method on reading skill among girls of grade VIII.

11) To investigate the effects of the natural approach and the bilingual method on writing skill among boys of grade VIII.

12) To determine the effects of the natural approach and the bilingual method on writing skill among girls of grade VIII.
4.9. Hypotheses:
The following hypotheses formulated were tested:

1) 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.

2) 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 lower middle school level.

3) 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.

4) 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.

5) 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 of comprehension communication skill of teaching of English as a foreign language.

6) There is no significant difference between the achievement of the girls of the natural approach group of grade VI and the girls of the bilingual method group on comprehension communication skill of teaching of English as a foreign language.

7) 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.

8) There is no significant 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 of teaching of English as a foreign language.
9) 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.

10) 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 reading skill of teaching of English as a foreign language.

11) 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 skill of teaching of English as a foreign language.

12) 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.