

Relevance of the Monitor in transformation of Voice and Narration in English

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Abstract: *This study examined the role of the monitor in improving the language proficiency of the students of eighth (13-14 years old) and sixth (11-12 years old) classes of two government schools with a special focus on voice and narration. In one of those schools, a carefully planned intervention was made but no such intervention was made in the other school. In the carefully planned intervention, rules of changing active voice into passive voice and direct speech into indirect speech and vice-versa were taught to the students. Here it has been also highlighted that the monitor plays a significant role as opposed to the Krashen's hypothesis where it plays only a limited role of correcting or editing the output that comes from the internalized rules automatically. The age of the students is also a determining factor in such learning situations.*

Keywords: *use of the monitor in narration and voice, narration and voice, proficiency and the monitor, learning transformation of narration and voice*

I. Introduction

The motivating force for conducting this study was provided by the socio-economic background of the community (Hamirpur, Himachal Pradesh) that does not allow them to send their children to the recently emerging convent or public schools for financial reasons and the structural framework of government schools that permits the teachers to teach English language through conscious rules. The social setup of Hamirpur provides very limited exposure to English. Therefore students cannot acquire English language in natural settings. People use Kangri language in their day to day conversation. They learn English in the formal setting of classroom only. Teachers teach grammar first and try to apply the rules while teaching the language.

How do then children acquire English language which is less a second language and more a foreign language for them? The difficulty level of learning a language depends on two factors: how students take the language and how language teacher teaches it. Earlier it was believed that those who know only one language automatically achieve higher levels of linguistic and scholastic proficiency. Knowing more languages was associated with causing confusion. We have evidence from many studies (*Laurie 1890[1]; Bloomfield 1933 [2]; Skutnabb-Kangas 1981[3]; Li Wei 2000[4]*). Current research suggests that there are at least eight overlapping and interacting benefits for a bilingual person, encompassing communicative, cognitive and cultural advantages (*Baker and Prys Jones 1998[5]; Li Wei 2000 [4]*) i.e. relationships with parents, extended family relationship, community relationship, transnational communication, Language sensitivity, having two or more worlds of experience, economic advantages and advantages in thinking, ranging from creative thinking to faster progress in early cognitive development and greater sensitivity in communication.

If we apply this very idea in the setting of Hamirpur where the study was conducted, we find that the students have little exposure to multilingualism in their community. The monitor plays here a significant role in learning English. Krashen (1982) tells us about the function of the monitor. He has underestimated the use of the monitor in second language acquisition which plays a significant role in the above mentioned settings. In Hamirpur, Hindi is a second language and English, which is taught through Hindi, is more a foreign language. Hence a foreign language is taught through second language. This may cause serious problems. Here both the languages are learned by different processes as is followed in learning any second language. The monitor model proposed by Krashen has many limitations. One of these was that it could not accommodate the explanation for the acquisition of second language for the community like Hamirpur. According to him, conscious learning is available only as a "Monitor" which can alter the output of the acquired system before and after the utterance is actually spoken or written. It is the acquired system which initiates normal, fluent speech utterances. The initial study regarding this 'Use of the Monitor in L2 English' [6] was conducted by me during my earlier research.

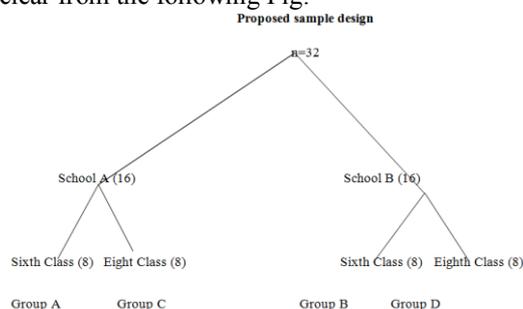
II. Method

2.1 Sample

I conducted the study in two government schools at Hamirpur, Himachal Pradesh among the students of class six and eight. A comparison between the developments of two different sets of tutored learners while considering their overall proficiency in English language in general and their levels of learning the rules for

‘voice’ and ‘narration’ in particular. One set of students included those students who were taught by their teachers with our intervention while other set of students was taught by their teachers without our intervention. Both the settings were tutored as opposed to natural; the difference here is that in one case a conscious attempt was made to cultivate the monitor. The students who were under our intervention were taught through a systematic program of teaching the rules in which linguistically informed input was provided to them.

The sample design is clear from the following Fig:



2.2 Tools

2.2.1 Personal data sheet

It elicits information like address, contact, date of birth, name, occupation of parents, school and claimed language proficiency including all the skills like speaking, listening, reading and writing of each and every student considered for this research.

2.2.2 Baseline test for Voice and Speech

The baseline tests for testing the performance of the learners in ‘voice’ and ‘narration’ included two lists of sentences: one for the voices i.e. to change active voice into passive voice and vice-versa and other for the narration i.e. to change direct speech into indirect and vice-versa. The baseline test here given was easier as compared to the endline tests.

For example:

Change the Voice: Is someone not knocking at the door?

2.2.3 Endline Tests for Voice and Speech

Endline tests were designed to check the performance in transforming sentences from active voice into passive voice and direct speech into indirect speech and vice-versa. For example:

Change the Narration

Janu said to his girlfriend, “How did you fare in the examination?”

2.2.4 Overall Language Proficiency Test i.e. Cloze Procedure

Finally a cloze procedure test was administered. It was of one hour duration. A paragraph from a story titled ‘A Pact with the Sun’ was given to the students. Thirty items were deleted and the students were asked to fill in these blanks. Full marks were given to exact answers. Acceptable answers were also considered.

2.2.4.1 Procedures

The study was conducted on four groups as shown below (Table 1.1): In this study I worked in close collaboration with the school teachers particularly of Groups A & C. The teachers taught the students the rules of Voice (to change active voice into passive voice and vice-versa) and Speech (to change direct speech into indirect speech and vice-versa). These rules were not taught to Groups B & D.

Table 1.1: Distribution of the tests

Class	Experimental School A Group A			Controlled School B Group B		
	Voice	Narration	Cloze	Voice	Narration	Cloze
Sixth						
Pre-test (Baseline)	√	√	X	√	√	X
Post-test (Endline)	√	√	√	√	√	√
	(Carefully planned intervention)			(no intervention)		

	Experimental School A Group C			Controlled School B Group D		
Eighth	Voice	Narration	Cloze	Voice	Narration	Cloze
Pre-test (Baseline)	√	√	X	√	√	X
Post-test (Endline)	√	√	√	√	√	√
	(Carefully planned intervention)			(no intervention)		

Total Tests= 20

In order to prepare the experimental group for the intervention, it was important to find out their existing levels of knowledge of the English grammar with special reference to ‘voice’ and ‘narration’. A clear understanding of the tense system is essential for both voice and narration. Various essays and stories collected by the teachers and the research scholar were given to the learners and they were asked to identify the tenses in each sentence. Similarly the teachers and the research scholar collectively selected various forms of texts in co-operation depending on the level of the learners for ‘voice’ and ‘narration’ also. The identified texts included stories, poems, narratives, descriptions, pictures, cartoons etc. that constituted interesting, comprehensive and challenging input for the students. We worked out ways in which teachers could draw the attention of the students to passive Voice and Indirect Speech. We also worked out the ways in which we can make rules for dealing with the phenomena of Voice and Speech as an integral part of the conscious knowledge of the students.

The rules for identifying tenses were taught to the learners by their English teachers in fifteen days. This was the basic requirement for teaching the learners the rules regarding how to transform direct speech into indirect and vice-versa and to transform active voice into passive voice and vice-versa. This was the input required for implementing the main carefully planned teaching programmes. When most of students were able to identify the tenses in which the various sentences were written, they were exposed to the main programmes of planned teaching. Following rules were taught:

III. Rules

While making background for conducting my study, I along with the teachers involved in the study tried to write certain rules of voice and narration. After careful and keen observation the following rules were taught by the teachers to the students.

3.1 Rules for changing Voice

According to Quirk and Greenbaum (1988) [7], three factors contribute to the presentation of the content of a clause in one particular order rather than another. One way is to place new information towards the end of the clause. Another is the way to reserve the final position for the more complex parts of a clause or sentence. These two things work together. A third factor is the limitation of possible clause structures which determine, for example, that an ‘agentive’ role cannot be expressed by an object or complement, but only by the subject, or by the agent of a passive clause. This tells us about the role of passive voice as a means of reversing the normal order of ‘agentive’ and ‘affected’ elements. This is clear:

Who makes these chairs?

They’re made by Ercol.

They were taught about the various forms of the pronouns and how to change them depending on the type of cases they are getting. They were also taught about the various forms of ‘-be’ verb and their occurrence in the sentences.

Following are some of the rules for narration (Quirk and Greenbaum 1988: 341-46) [7]:

3.2 Rules for changing Narration

3.2.1 Direct and indirect speech

The difference between direct speech and indirect speech (or reported) speech is shown in:

He: ‘I am very angry’ (Direct Speech)

He said that he was very angry (Indirect Speech)

Indirect speech subordinates the words of the speaker in a that-clause within the reporting sentence. In direct speech, his words are ‘incorporated’ (in writing by quotation marks) within the reporting sentence and retain the status of an independent clause. Nevertheless, the ‘incorporated’ speech has in part the function of an element in the clause structure of the reporting sentence:

He said this, namely ‘I am angry’

The reporting clause, indirect speech may be classed as a comment clause. It can come before, within, or after the speech itself. If it occurs in initial position, it is likely to be an inversion of the subject and a reporting verb in the simple present or past tense:

'I am your friend,' said John/John Said/he said

This inversion is unusual and archaic, but, if the subject of the reporting clause is a pronoun: Said he. The medial placing of the reporting clause is very frequent:

'As a result,' said John, 'I am very angry'

3.2.2 Back-shift and other changes

Many changes are to be made in changing direct speech into indirect speech, and their effect is one of distancing. First and second person pronouns are to be changed into third person e.g.

'I'll behave *myself*,' he promised

He promised that he'd behave *himself*

'You are beautiful,' he whispered

He whispered that *she* was beautiful

There is also a change from this/these to that/those, from here to there, and from now to then:

'I live *here*,' he explained- He explained that he lived *there*

'I shall do it *now*,' he said- He said that he would do it *then*

Certain changes also take place in the verb phrase:

This change of tense is called Back-Shift. When the reported verb is in the past tense, verbs in the reported speech are changed as follows:

Direct	Indirect
Present	past
Past	past perfect
Present perfect	past perfect
Past perfect	past perfect

Hence we can say that if we move into the past for the reporting clause, there is corresponding shift into the past (if necessary, further into past) in the reported clause as given below:

1. 'I *am* tired,' she complained- She complained that she *was* tired
2. 'The exhibition *finished* last week,' explained Ann- Ann explained that the exhibition *had finished* the preceding week
3. 'I've *won* the match already!' exclaimed our friend- Our friend exclaimed that *he had won* the match already
4. 'The whole house *had been ruined*,' said the landlord- The landlord said that the whole house *had been ruined*

On the reverse side if the reporting verb is in present, there is no tense change:

She keeps saying, 'I *am* a failure'- She keeps saying that she *is* a failure

3.2.3 Exceptions to the distancing rules

The change to the more 'distant' meaning (e.g. to third person pronouns) does not always happen, in that the use of forms appropriate to the reporting situation must take precedence over those appropriate to the reported speech situation:

'You are wrong, John,' said Mary- {John reporting} 'Mary said that I was wrong'

If the validity of the statement reported holds for the present time as much as for the time of utterance, the rule of back-shift can be ignored. Consider the following examples:

1. 'I am a citizen, not of Athens, but of the world,' said Socrates- Socrates said that he was a citizen, not of Athens, but of the world
 2. 'Nothing can harm a good man,' said Socrates- Socrates said that nothing {could/can} harm a good man
- Here in the first example back-shift is obligatory and in the second example it is optional.

3.2.4 Indirect statements, questions, exclamations, and commands

For changing questions, exclamations, and commands, the following steps are followed:

Indirect Question: dependent wh-clause or if-clause

Indirect Exclamation: dependent wh-clause

Indirect Command: to-infinitive clause (without the subject)

Consider the following examples:

1. 'Are you ready yet?' asked Joan (yes-no Question)- Joan asked (me) whether I was ready yet
2. 'When will the plane leave?' I wondered (wh-Question)- I wondered when the plane would leave
3. 'What a hero you are!' Margaret told him (Exclamation)- Margaret told him what a hero he was

4. ‘Keep still!’ she said to the child (Command)- she told the child to keep still

The rules of back-shift also apply to questions and exclamations as well as to statements. Indirect commands cannot incorporate back-shift, as they contain no finite verb. The reporting verb, in the case of indirect commands, has to be followed by an indirect object or prepositional object: the version ‘Sit down,’ I snapped, cannot be written as I snapped to sit down, but I snapped at him to sit down. With a verb like ‘sneer’ one could render an indirect command with tell and an appropriate adverbial:

‘Go back to the nursery,’ he sneered- He told them sneeringly/with a sneer to go back to the nursery

3.2.5 The modal auxiliaries and indirect speech

This is clear that He *would go* is not the past of He *will go*. It is the back- shifted form in indirect speech. Similarly it happens for other model auxiliaries:

‘*May I go?*’ she asked- She asked if *she might go*

If the modal auxiliaries in direct speech has no past tense equivalent (this consists of auxiliaries which are already past, such as *could, might, as well as must, ought to, need, and had better*), then the same form is used in the indirect speech:

‘I would like some tea,’ he said- He said (that) he *would like* some tea

3.2.6 Transferred negation

‘Indirect speech’ involving mental activity verbs (*he thought*, etc) is differentiated from the reporting verb consisting of language activity (*he said* etc). The most important difference involves negation; thus, while both clauses can be made independently negative with *say*, etc:

He did not say that Mary was pretty

He said that Mary was not pretty

This thing is usual with think, believe, suppose, imagine expect, etc. for a superordinate negative to apply also in the subordinate clause.

IV. Analysis

The following table shows the performance of the students of eighth class and sixth class in changing the voice before and after intervention:

Table 2.0: Mean Percentage Score of Voice

Mean percentage marks Number of Participants=8 in each group (n=32) Maximum score=89				
Class	School A (Experimental) Group A		School B (Controlled) Group B	
	Post-Intervention	Pre-Intervention	Post-Intervention	Pre-Intervention
Sixth	4.77	0	0	0
Eighth	Group C		Group D	
	Post-Intervention	Pre-Intervention	Post-Intervention	Pre-Intervention
	22.75	0	0	0

Let us represent this in the form of histogram as:

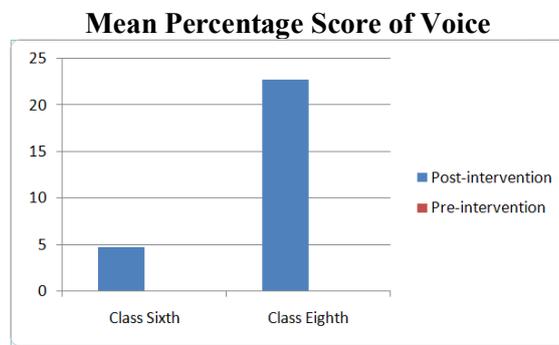


Figure 2.0

It is clear from the Fig. 2.0 (Table 2.0) that the mean percentage score of the controlled groups of class sixth and class eighth (Groups B and D) and of the experimental groups of both the classes (Groups A and C) before intervention is almost zero. They have not acquired the rules of voice. The reason is that they are not formally exposed to these. On the other hand if we see the mean percentage scores of the experimental groups of

both the classes after intervention, the performance of the eighth class students is exceptionally better than the students of sixth class.

Similarly if we compare the scores of both the classes i.e. of the experimental groups and controlled groups in changing direct speech into indirect speech and vice-versa, it becomes clear that the intervention helps. This is clear from the following table and histogram:

Table 2.1: Mean Percentage Score of Narration

Mean percentage marks Number of Participants=8 in each group (n=32) Maximum score=37				
Class	School A (Experimental) Group A		School B (Controlled) Group B	
	Post-Intervention	Pre-Intervention	Post-Intervention	Pre-Intervention
Sixth	1.35	0	0	0
	Group C		Group D	
Eighth	Post-Intervention	Pre-Intervention	Post-Intervention	Pre-Intervention
	29.05	0	0	0

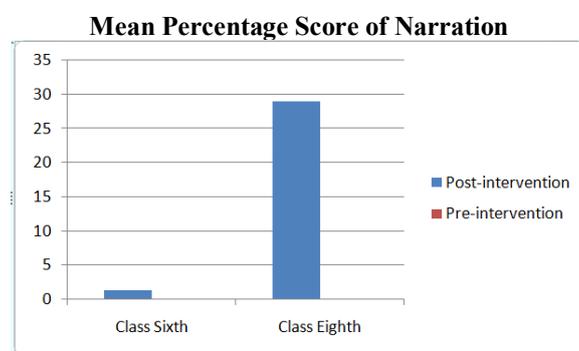


Figure 2.1

From the Fig 2.1 it is clear that the mean percentage score of the controlled groups of class sixth and class eighth (Groups B and D) and of the experimental groups of both the classes (Groups A and C) before intervention is almost zero. The same logic of lack of formal exposure is also true in this case.

The performance of the students of experimental groups (Groups A and C) is not comparable to the students of controlled groups (Groups B and D) after intervention. After intervention the performance of the students of the experimental group of class eighth is exceptionally better than the students of the experimental group of class sixth, as expected. This is also clear from the Fig.2.1.

Finally if we compare the overall performance of the students of the experimental groups and the controlled groups in changing active voice into passive voice and vice-versa and in changing direct speech into indirect speech and vice-versa, we note the following:

Firstly, the mean score of the experimental group (Group C) of eighth class is 30.87 and of the sixth class (Group A) is 8.38. This clearly tells us that the students of eighth class who have got intervention have performed better than the students of class sixth who also have got intervention. This shows that students of class eighth have learnt the rules of how to change active voice into passive voice and direct speech into indirect speech and vice-versa better.

Secondly if we see the mean and standard deviation together critically, we can make some significant observations. The mean score for the experimental group of eighth class (Group C) is 30.87 and standard deviation is 8.06 and the mean score of the experimental group of class sixth (Group A) is 8.38 and the standard deviation is 6.21. This means that score for most of the students of the experimental group of eighth class vary from 30.87-8.06 to 30.87+8.06 i.e. from 22 % to 38 % approximately, whereas for the students of the experimental group of sixth class it varies from 8.38-6.21 to 8.38+6.21 i.e. from 2 % to 14 %. The effect of intervention at the age of around 13 is far better than around the age of 11. This also indicates that the students of experimental group of eighth class have more dispersion of marks as compared to the students of the experimental group of sixth class. This gives us an idea about the distribution of marks among the students of both the classes.

If we compare the frequency of right and wrong answers for each and every variable used here in this study, then we can divide the 8 students in the following 5 categories taking the score from 0 to 8 depending on how many students have changed the sentences rightly:

1. Very easy= 7 or 8 students know the transformation
2. Easy=5 or 6 students know the transformation

3. Average=4 Students know the transformation
4. Difficult =2 or 3 students know the transformation
5. Very difficult= 1 or no student knows the transformation

After dividing all the variables in these five categories the following results were achieved.

Table 2.2a: Table for the Percentage Score of Voice (Class Sixth) after Intervention

Frequency of the variables in percentage of the experimental group (Class Sixth)					
Sentences type	Very easy	Easy	Average	Difficult	Very difficult
Present simple	0	0	0	37.5	62.5
Present continuous	0	0	0	12.5	87.5
Present perfect	0	0	0	12.5	87.5
Past simple	0	0	0	0	100
Past continuous	0	0	0	0	100
Past perfect	0	0	0	37.5	62.5
Future simple	0	0	0	25	75
Future perfect	0	0	0	37.5	62.5
Verbs followed by modals	0	0	0	0	100
Imperative sentences	0	0	0	0	100
Infinitive verb	0	0	0	0	100
Two objects of a verb	0	0	0	0	100
Prepositional sentences	0	0	0	0	100
Where 'by' is not used	0	0	0	12.5	87.5
Miscellaneous	0	0	0	0	100

Table 2.2b: Table for the Percentage Score of Voice (Class Eighth) after Intervention

Frequency of the variables in percentage of the experimental group (class eighth)					
Sentences type	Very easy	Easy	Average	Difficult	Very difficult
Present simple	0	25	37.5	0	37.5
Present continuous	0	0	0	62.5	37.5
Present perfect	0	0	0	37.5	62.5
Past simple	0	0	0	25	75
Past continuous	0	0	0	87.5	12.5
Past perfect	0	0	12.5	75	12.5
Future simple	0	12.5	62.5	12.5	12.5
Future perfect	0	0	75	12.5	12.5
Verbs followed by models	0	0	0	0	100
Imperative sentences	0	0	87.5	0	12.5
Infinitive verb	0	0	0	25	75
Two objects of a verb	0	0	0	0	100
Prepositional sentences	0	0	0	12.5	87.5
Where 'by' is not used	0	0	0	0	100
Miscellaneous	0	0	0	12.5	87.5

After having a critical look on the table 2.2a and 2.2b, the following observations may be made:

V. Explanation of Variables

5.1.1 Simple Present

Here the students of class eight perform better than the students of sixth class. 25% students of class eight found the sentences very easy, 37.5% find the sentences average and 37.5% find the sentences difficult whereas 37% students of sixth class find the sentences difficult and remaining 62.5% as very difficult.

5.1.2 Present Continuous

62.5% students of class eight find the sentences difficult, and 37.5% find them very difficult, to change whereas 12.5% students of class sixth find the sentences difficult and remaining 87.5% as very difficult.

5.1.3 Present Perfect

37.5% students of class eight find the sentences difficult and 62.5% find them very difficult, whereas 12.5% students of class sixth find the sentences difficult and remaining 87.5% as very difficult.

5.1.4 Simple Past

25% students of class eight find the sentences difficult and 75% find them very difficult whereas no student of class sixth was able to change the sentences into corresponding voice and speech.

5.1.5 Past Continuous

87.5% students of eighth class find the sentences difficult to change and 12.5% find them very difficult, whereas no student of sixth class was able to change any of the sentences.

5.1.6 Past Perfect

12.5 % students of class eight find the sentences average, 75% difficult and remaining 12.5% find the sentences very difficult to change while 37.5% students of class sixth find the sentences difficult and remaining 62.5% as very difficult.

5.1.7 Simple Future

12.5% students find the sentences easy, 62.5% average, 12.5% difficult and remaining 12.5% find them very difficult to change into corresponding speech whereas 25% students of class sixth find the sentences difficult and remaining 75% as very difficult.

5.1.8 Future Perfect

75% students of class eight find the sentences average, 12.5% difficult and remaining 12.5% as very difficult to change whereas 37.5% students of sixth class find the sentences difficult and remaining 62.5% as very difficult.

5.1.9 Verbs followed by Modals

No student of both the classes was able to change any of the sentences.

5.1.10 Imperative Sentences

87.5% students of eighth class find the sentences average and 12.5% as very difficult while no student of sixth class was able to change any of the sentences.

5.1.11 Infinitive Verb

25% students of eighth class find the sentences difficult and remaining 75% as very difficult whereas no student of sixth class was able to change any of the sentences.

5.1.12 Verb with two Objects

No student of both the classes was able to change any of the sentences.

5.1.13 Prepositional Sentences

12.5% students of eighth class find the sentences difficult and remaining 87.5% as very difficult whereas no student of sixth class was able to change any of the sentences.

5.1.14 Where 'by' is not used

No student of eighth class was able to change any of sentences whereas 12.5% students of sixth class find the sentences difficult and remaining 87.5% as very difficult.

5.1.15 Miscellaneous

12.5% students of eighth class find the sentences difficult and remaining 87.5% as very difficult whereas no student of sixth class was able to change any of the sentences.

Similarly for changing of direct speech into indirect and vice-versa

Table 2.3a: Table for the Percentage Score of Narration (Class Sixth) after Intervention

Frequency of the variables in percentage of the experimental group (class eighth)					
Sentences type	Very easy	Easy	Average	Difficult	Very difficult
Reporting verb present or future	0	0	25	25	50
Reported speech present	0	0	0	12.5	87.5
Reported speech having modals	0	0	0	0	100
Reported speech universal truth	0	0	0	0	100
Questions	0	0	0	0	100
Imperative sentences	0	0	0	0	100
Miscellaneous	0	0	0	0	100

Table 2.3b: Table for the Percentage Score of Narration (Class Eighth) after Intervention

Frequency of the variables in percentage of the experimental group (class eighth)					
Sentences type	Very easy	Easy	Average	Difficult	Very difficult
Reporting verb present or future	0	0	25	50	25
Reported speech present	0	37.5	37.5	25	0
Reported speech having modals	0	0	0	50	50
Reported speech universal truth	0	0	0	87.5	12.5
Questions	0	0	0	12.5	87.5
Imperative sentences	0	0	0	0	100
Miscellaneous	0	0	0	0	100

Following results can be inferred from the Tables 2.3a and 2.3b:

5.1.16 Reporting verb present or future

25% students of eighth class find the sentences average, 50% as difficult and remaining 25% as very difficult to change whereas 25% students of sixth class find the sentences average, 25% difficult and remaining 50% as very difficult.

5.1.17 Reported speech present

37.5% students of eighth class find the sentences easy, same percent as average and remaining 25% as difficult to change whereas 12.5% students of sixth class find the sentences difficult and remaining 87.5% as very difficult.

5.1.18 Reported speech having modals

50% students of eighth class find the sentences difficult and 50% as very difficult to change, whereas no student of sixth class was able to change any of the sentences.

5.1.19 Reported speech universal truth

87.5% students of eighth class find the sentences difficult and remaining 12.5% as very difficult to change, whereas no student of sixth class was able to change any of the sentences.

5.1.20 Questions

12.5% students of eighth class find the sentences difficult and remaining 87.5% as very difficult to change whereas no student of sixth class was able to change any of the sentences.

5.1.21 Imperative sentences

No student of both the classes was able to change any of sentences.

5.1.22 Miscellaneous sentences

No student of both the classes was able to change any of sentences.

Finally, in order to compare the overall proficiency levels of both the groups, cloze test was given to all the informants after the intervention. The following table shows the cloze retrieval mean percentage of the participants of sixth class and eighth class students after the intervention:

Table 2.4: Post Intervention Cloze Retrieval Mean Percentage Score

Mean percentage score Number of Participants=8 in each group (n=32) Maximum score=30				
Class	School A(Experimental)		School B(Controlled)	
Sixth	Group A		Group B	
	Exact	Acceptable	Exact	Acceptable
	15	22.08	16.66	25
Eighth	Group C		Group D	
	Exact	Acceptable	Exact	Acceptable
	35	50	20.83	30.42

We may represent the above results in terms of histograms also.

Post Intervention Cloze Results for Class 6 and 8

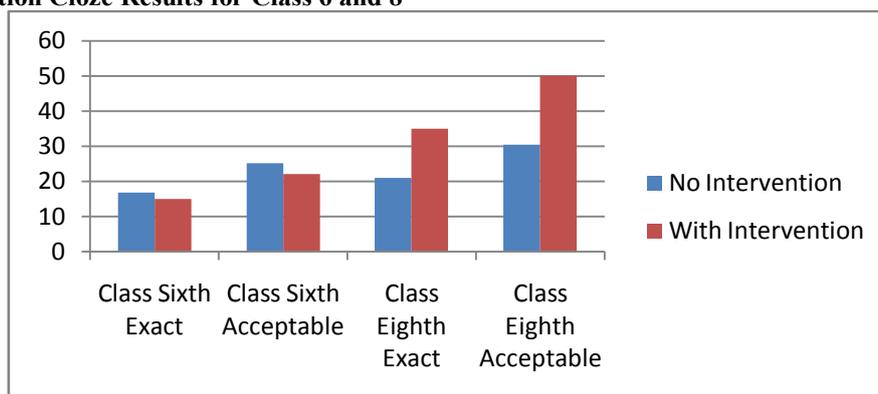


Figure 2.3

If we look critically at the descriptive statistics, the following things are clear.

The most striking thing about these results is that the behavior of Class 8 is a mirror image of the Class 6. In Class 6, the intervention does not seem to have much effect and in fact the Class 6 children without any intervention appear to perform better than those who had been taken through the process of conscious teaching of rules irrespective of whether we look at the exact scores or the acceptable Cloze scores. However, in the case of Class 8, the reverse is true. The overall proficiency levels of Class 8 children whose Monitor had in a sense been activated do much better than children who did not receive any comparable inputs.

The mean percentage exact score for the experimental group of eighth class (Group C) is 35 and for the controlled group (Group D) is 20.83. This means that the performance of experimental group of eighth class (Group C) is much better than the controlled group. Secondly the mean acceptable score for experimental group of eighth class is 15 and the standard deviation is 4.99 and for the controlled group, mean acceptable score is 9.13 and the standard deviation is 4.16. This means that score for most of the students of experimental group (Group C) varies from $15-4.99$ to $15+4.99$ i.e. from 10 to 16 approximately, whereas for the controlled group (Group D), it varies from $9.13-4.16$ to $9.13+4.16$ i.e. from 5 to 13 approximately. This clearly indicates that the score of the most of the students of the experimental group is more dispersed than the score of the controlled group.

VI. Conclusion

The analysis of our data showed that:

1. The English language proficiency of the students of the experimental group of class eighth was found to be higher than the proficiency of the students of the controlled group of eighth class. This shows that the monitor plays a significant role at this age.
2. The English language proficiency of the students of the experimental group of class sixth was found to be lower than the proficiency of the students of the controlled group of eighth class. It is possible that formal intervention at this stage does not have any significant impact. Cognitive readiness and a certain level of language proficiency may be necessary requirements for making a formal intervention that activates the monitor. In our kind of situation (may be it has wider implications too), 13 rather than 11 seems to be an optimal age to consciously draw the attention of children towards the formal aspects of grammar.
3. The students of the controlled groups of both the classes, class sixth and class eighth were not able to change any of the sentences from active voice into passive voice and direct speech into indirect speech and vice-versa. This shows that without formal exposure, the rules (the monitor) cannot be used.
4. The negligible difference between the proficiency level of the experimental and controlled groups of sixth class tells us about the poor performance of the students of sixth class who were taught the rules. This means that the monitor can play a role only when the students are ready for its introduction.
5. The performance of the students of the experimental group of sixth class in changing active voice into passive voice and vice-versa was more significant as compared with their performance in changing direct speech into indirect speech and vice-versa. This shows that the students of eleven years of age (sixth class) can learn the rules of changing voice easily as compared to the rules of changing speech. This shows that the introduction of grammatical rules must be carefully graded.
6. If we compare the performance of the students of the controlled group of eighth class, with the students of experimental group of sixth class, it was found that the performance of sixth class students was exceptionally high. The student of eighth class, who were not provided with intervention were not able to

change any of the sentences into the corresponding voices and speeches. This shows that carefully planned intervention, or teaching conscious rules to the students has effect on students.

7. If we talk about the performance in terms of changing voice, students of class eight were able to change active voice of present simple into passive voice in a better way as compared to the students of sixth class. In present continuous and present perfect tenses sentences, again students of eighth class did better. The sentences of past simple and past perfect tenses were found very difficult for the students of sixth class whereas they were not so difficult for the eighth class students. The sentences in future simple tense were found to be average for the students of eighth class. The sentences in which verbs were followed by modals, the imperative sentences, the sentences containing infinite verbs and the ditransitive verbs were found very difficult for sixth class students. This shows that the monitor cannot be equally good for teaching all the structures. This is in accordance with the Natural Order Hypothesis proposed by Krashen.
8. In the case of changing speech, when the reported speech was in present simple tense, most of the students of eighth class were able to change the direct speech, whereas in the sentences where reported speech contains modals, universal truth, questions, and imperative sentences, no student of sixth class was able to change any of the sentences into their respective opposite speech form. Here it is again clear that the monitor plays different role in teaching different structures to the students.

The study clearly shows that the appropriate age for introducing conscious rules to students in the Indian context is 13 rather than 11.

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