

**EFFECTIVENESS OF NATIVE AND NONNATIVE STORIES ON DEVELOPING
ENGLISH LANGUAGE ADEPTNESS AND INCULCATING VALUES
AMONG SECONDARY SCHOOL STUDENTS**

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2023

DECLARATION

I, **FATHIMATH NASEENA P. P.**, do hereby affirm that the thesis entitled *EFFECTIVENESS OF NATIVE AND NONNATIVE STORIES ON DEVELOPING ENGLISH LANGUAGE ADEPTNESS AND INCULCATING VALUES AMONG SECONDARY SCHOOL STUDENTS* is a genuine research work carried out by me under the supervision of Dr. Sankaranarayanan Paleeri, Assistant Professor, N.S.S. Training College Ottapalam. It has not been submitted by me for the award of any degree, diploma or recognition before.



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സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിൽ ഇംഗ്ലീഷ് ഭാഷാ പ്രാവീണ്യവും മൂല്യങ്ങളും വളർത്തിയെടുക്കുന്നതിൽ ദേശീയ-വിദേശീയ കഥകളുടെ ഫലപ്രാപ്തി

സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിൽ ഇംഗ്ലീഷ് ഭാഷാ പ്രാവീണ്യവും മൂല്യങ്ങളും വളർത്തിയെടുക്കുന്നതിൽ സ്വദേശീയ, വിദേശീയ സംസ്കാരങ്ങളിലൂന്നിയുള്ള കഥകളുടെ ഫലപ്രാപ്തി കണ്ടെത്തുക എന്നതാണ് ഈ പഠനം ലക്ഷ്യമിടുന്നത്. പഠനത്തിന്റെ പ്രധാന ലക്ഷ്യങ്ങൾ ഇവയാണ്: സ്വദേശീയ കഥകളും വിദേശീയ കഥകളും ഉപയോഗിച്ച് ഇംഗ്ലീഷ് പഠിപ്പിക്കുന്നതിന്റെ താരതമ്യ പഠനം നടത്തുക - (i) കേൾക്കൽ, സംസാരം, വായന, എഴുത്ത് തുടങ്ങിയ ഭാഷാ കഴിവുകളെ വികസിപ്പിക്കുന്നതിനും (ii) സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിൽ മൂല്യങ്ങൾ വളർത്തിയെടുക്കുന്നതിനും.

ഈ പഠനത്തിൽ, ക്വാളിറ്റേറ്റീവ്- ക്വാൻറിറ്റേറ്റീവ് രീതികളിലുള്ള ദത്തശേഖരണവും വിശകലനവും ഉപയോഗിച്ചു. പ്രീ-ടെസ്റ്റ് പോസ്റ്റ്-ടെസ്റ്റ് ക്വാസി എക്സിപെരിമെൻഡൽ രീതിക്രമത്തിലുള്ള പഠനത്തിൽ രണ്ട് പരീക്ഷണാത്മക ഗ്രൂപ്പുകളും ഒരു ഇൻഡെർവെൻഷൻ നൽകാത്ത നിയന്ത്രണ ഗ്രൂപ്പും ഉണ്ടായിരുന്നു. പരീക്ഷണാത്മക ഗ്രൂപ്പുകളിലെ സാമ്പിളിൽ 77 എട്ടാം ക്ലാസ് വിദ്യാർത്ഥികൾ ഉൾപ്പെടുന്നു. പരീക്ഷണാത്മക ഗ്രൂപ്പ് I, II, നിയന്ത്രണ ഗ്രൂപ്പ് എന്നിവയിൽ യഥാക്രമം 38, 39, 39 എന്നിങ്ങനെ വിദ്യാർത്ഥികൾ ഉൾപ്പെടുന്നു.

വിദ്യാർത്ഥികളുടെ ഇംഗ്ലീഷ് ഭാഷാ പ്രാവീണ്യം വിലയിരുത്തൽ ടൂളുകൾ, ഭാഷാ പ്രാവീണ്യം വിലയിരുത്തുന്നതിനുള്ള സംക്ഷിപ്ത പരീക്ഷ, എന്നിവ ഉപയോഗിച്ചിട്ടുണ്ട്. വിദ്യാർത്ഥികളിൽ മൂല്യങ്ങൾ അളക്കുന്നതിന് വാല്യൂ ഇൻകൾകേഷൻ ഇൻവെൻററിയും ഉപയോഗിച്ചിരിക്കുന്നു. സ്റ്റാറ്റിറ്റിക്കൽ സങ്കേതങ്ങളും ക്വാളിറ്റേറ്റീവ് സങ്കേതങ്ങളും ഉപയോഗിച്ച് ദത്തവിശകലനം ചെയ്തു. ഇൻഡിപെൻഡൻ്റ് സാമ്പിൾ ടി ടെസ്റ്റ്, പെയേഡ് സാമ്പിൾ ടി ടെസ്റ്റ്, എന്നീ സ്റ്റാറ്റിക്കൽ സങ്കേതങ്ങളും, ശതമാനം വിശകലനം, പ്രകടന സൂചിക, പോർട്ട്ഫോളിയോ വിലയിരുത്തൽ, റൂബ്രിക് അടിസ്ഥാനമാക്കിയുള്ള വിലയിരുത്തൽ എന്നീ ക്വാളിറ്റേറ്റീവ് ഗവേഷണക്രമങ്ങളും ഉപയോഗിച്ചു.

ഇംഗ്ലീഷ് ഭാഷാ പ്രാവീണ്യം നേടുന്നതിന് വിദ്യാർത്ഥികളെ പഠിപ്പിക്കാൻ സ്വദേശീയ കഥകൾ ഉപയോഗിക്കുന്നത് വിദേശ കഥകൾ ഉപയോഗിക്കുന്നതിനേക്കാൾ ഫലപ്രദമാണെന്നതാണ് ഈ പഠനത്തിന്റെ പ്രധാന കണ്ടെത്തൽ. സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിൽ മൂല്യങ്ങൾ വളർത്തിയെടുക്കുന്നതിന് സ്വദേശീയ കഥകൾ ഉപയോഗിച്ചും വിദേശ കഥകൾ ഉപയോഗിച്ചും ഇംഗ്ലീഷ് പഠിപ്പിക്കുന്നത് ഫലപ്രദമാണെന്നും തെളിഞ്ഞു. എന്നാൽ, വിദ്യാർത്ഥികളിൽ മൂല്യങ്ങൾ വളർത്തിയെടുക്കുന്നതിന് വിദേശ കഥകൾ ഉപയോഗിക്കുന്നതിനേക്കാൾ ഫലപ്രദമാണ് സ്വദേശീയ കഥകൾ ഉപയോഗിക്കുന്നത് എന്നും ഗവേഷണഫലം സൂചിപ്പിക്കുന്നു.

പഠനത്തിന്റെ പ്രധാന പ്രയോഗങ്ങൾ ഇവയാണ്: പഠനാർത്ഥികളുടെ ഭാഷാ കഴിവുകളായ കേൾക്കൽ, സംസാരം, വായന, എഴുത്ത് എന്നിവക്ക് ഒരുപോലെ പ്രാധാന്യം നൽകുകയും ഭാഷാ പരിജ്ഞാനം വികസിപ്പിക്കുന്നതിന് ക്ലാസ് മുറിയിലെ പഠനത്തിൽ കൂടുതൽ സാംസ്കാരികമായി പരിചിതമായ ഉള്ളടക്കം ഉൾപ്പെടുത്തുകയും ചെയ്യാം. ഇംഗ്ലീഷ് ഭാഷാ പാഠപുസ്തകം കവിതകൾ, കഥകൾ, വ്യാകരണ പാഠങ്ങൾ എന്നിവ ഉൾപ്പെടുന്നതിനാൽ അത് ഒരു മൂല്യശേഖരണവും കൂടി ആണ്. ഭാഷാ പഠനത്തിന് ഉപയോഗപ്രദമായതെല്ലാം മൂല്യവൽകരണത്തിനും ഉപയോഗപ്രദമാണ്. അത് ക്ലാസ്സുകളിൽ ഫലപ്രദമായി ഉപയോഗിക്കേണ്ടതുണ്ട്. ഈ ഗവേഷണഫലത്തിന്റെ അടിസ്ഥാനത്തിൽ ഗവേഷകർചില നിർദ്ദേശങ്ങളും ശുപാർശകളും മുന്നോട്ട് വെച്ചിട്ടുണ്ട്.

Abstract

Title of the study: *Effectiveness of Native and Nonnative Stories on Developing English Language Adeptness and Inculcating Values among Secondary School Students*

The study aimed to find out the effectiveness of native and nonnative culture based stories on developing English language adeptness and inculcating values among secondary school students. Major objectives of the study are to find out the comparative effect of teaching English with native and with nonnative stories - (i) on developing language adeptness pertaining to the language skills-Listening, Speaking, Reading and writing, and (ii) on inculcating values among secondary school students.

The study followed mixed method by making use the Pre-test Post-test quasi experimental design with qualitative-quantitative methods of data collection and analysis. There were two experimental groups and one untreated control group in the study. The sample in the experimental groups included 77 class 8th students- 38 students in experimental group I and 39 in experimental group II. The control group is formed with 39 students. English Language Adeptness Assessment Battery, Compiled test for Assessing Language Adeptness, Value Inculcation Inventory are the tools used for the study. Data were collected before and after the intervention. The collected data were properly analysed by employing quantitative statistical techniques and appropriate qualitative techniques. Techniques of data analysis are Percentage Analysis, independent sample t-test, and paired sample t-test. Qualitative data collection and analysis procedures such as Performance Index, Portfolio assessment, Rubric based Assessment were used.

Major finding of the study is teaching English with native stories is more effective than teaching with nonnative stories to develop language adeptness among students. Teaching English with native stories and with nonnative stories are effective to promote inculcation of values among secondary school students. However, teaching with native stories is more effective than teaching with non-native stories for inculcating values among students.

Major implications of the study are: curriculum makers and language teachers can incorporate more culturally familiar content in the classroom teaching to develop the four language skills of the learners. English language textbook is also a value repository since it includes poems, stories, grammar lessons and everything that is useful for language learning is also useful for value inculcation. The investigator has also put forth suggestions and recommendations for further studies.

Keywords: *Native and nonnative stories, culturally familiar content, English language learning, Value Inculcation, Effectiveness, Language Adeptness, Language Assessment*

Chapter - I

INTRODUCTION

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- *Statement of the Problem*
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INTRODUCTION

*The language I speak,
Becomes mine, its distortions, its queernesses
All mine, mine alone.*

-Kamala Das

The special privilege of English as a global language has been celebrated around the globe with 1.5 billion users comprising of both native and nonnative speakers who use English for communicating with other people. The number of nonnative speakers surpasses the number of native speakers across the world. Eberhard et al. (2023) estimated that approximately 1.5 billion people use English making it the largest language in the world, out of this only less 400 million people are native speakers from the countries like UK, USA, Canada, Australia etc. whose first language is English, and the rest, more than 1 billion people are from other countries around the world where English is teaching and learning either as a second language or as a foreign language. Crystal (1997) affirmed the ownership change of English that now English belongs to the world, not to any native speaker country or state consequently, “the ownership of English will be a global one.” This point of view also resonates with the judgement of Singleton and Aronin (2007) as they state “English has diffused a sense of identity in large number of non-native speakers to the extent to which, they think that the language they use is now owned by them.” It is obvious from the standpoints of these linguists that the people who speak English language across the world think that the English language is their own language. Since English has achieved a global ownership, the teaching and learning English language also welcomes a cultural shift from the ‘culture of the language’ to the ‘culture of the speaker of that language’ and it should also be reflected in the language curriculum across the world. The present study is an attempt to deliberate on the differences of using culturally familiar and culturally unfamiliar language

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learning materials, specifically, using native stories and nonnative stories which constitute a major part of the contents used for language learning.

Culture plays a crucial role in language learning. Seelye (1984) stated that “the study of language cannot be divorced from the study of culture.” Culture may be defined as a collection of programmed thoughts to differentiate communities one another (Kovacs, 2017). It is also defined as an entire ways of living that developed by a group of people and it transmits generation to generation (Herlina & Tarwana, 2020). Culture and language learning are interrelated. Language is created and shaped by culture; in turn language preserves that culture. However, the relation between culture and language has attained a new meaning since English has become a global language i.e. the transition of English from the language of the native speakers to the language of the nonnative speakers. Wardhaugh and Fuller (2015) emphasised two methods of how culture influences language learning and teaching. Linguistically, culture affects the features of language like semantic and pragmatic (Liang, 2016; Geng, 2018). Pedagogically, culture influences material selection as it has to be considered the cultural content of the language teaching materials and cultural aspect of its teaching methodology while selecting language materials. For instance, during the material selection some textbooks choose excerpts from the target culture some others use materials based on the source culture (Herlina & Tarwana, 2020).

Accordingly, the question of whether target culture or source culture to be prioritised in the curriculum of English as a second language or foreign language is a debate among the linguistic anthropologists of all times. The researchers, who are in favour of teaching the target culture through language, have believed that target culture alone helpful in acquiring the language. Target culture of English language means the culture of the native speakers of that language, i.e. the culture of countries like UK, USA, Australia, Canada etc. where English is their mother tongue or first language. Nuan and Richards (2015) asserted that culture aids language learning

because it helps learners to be interested in the culture of native speaker of that target language. It also helps learners to learn other aspects of target culture such as geography, history and so on. During language learning, culture of the language is also learnt and it will help to comprehend the target language meaningfully and enhance the language learning of English as Foreign Language (EFL) learners (Pourkalhor & Esfandiari, 2017). Vrbova (2006) also observed that teaching the target culture in the foreign language classroom may have a positive motivation on learning that language, teaching a foreign language without teaching its culture is futile. Brown and Yule (1991) express that for the successful understanding of the target language, the learner needs to have thorough knowledge of the cultural content of the target language.

On the other hand, for some other researchers it is almost a blunder that foreign language cannot be studied without teaching culture of the native speaker who use it (Harumi, 2002). They argue that language can also be studied without teaching the native speaker's culture. Moreover the alien culture in the textbook creates an aversion in the learners towards the foreign language they learn. Foreign learner's apprehension of native speakers in the target language as real persons is also pose challenges in language learning. Even though the materials for language learning comprehensively displayed all authentic experiences or genuine examples from native speakers' real life, they still consider those as fictitious characters because they are not aware of the background knowledge of those speakers in real life (Abbaspour et al., 2012; Gay, 2002). This apprehension of foreign learners can be cleared through the use of contents from the source culture i.e. culture of the learner. Though the contribution of culture is always embedded to language learning, it is still in a blurred form and the language learning curriculum never prioritise culture. It will make foreign learners more detached from the cultural awareness (Herlina & Tarwana, 2020). We have other subjects like social sciences

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which are broadly explain all aspects of culture, but language curriculum describes culture in a different way like how people live and they communicate in real life. The dichotomy between large C culture and small c culture are considered as a point of reference to specify what cultural content to be taught to second language learners. Large C culture refers to literature, art and music of a country, whereas small c culture refers to people's everyday life, their beliefs, customs behaviours and values. According to Chastain (1976), large C culture denotes "the major products and contributions of a society or outstanding individuals in that society" whereas small c culture refers to "the way people live." Chastain recommended that at the initial stages of foreign language learning small c culture should be emphasized because large C culture only handled by the learners who have studied language for a long time. As a result the teaching materials include daily conversations with a view to understand the way people live. Therefore, while preparing the curriculum for English as a second language these points should also be considered.

English is used as a Lingua franca across the world, which means a common means of communication used by speakers whose native languages are different. The studies indicate that English as a Lingua Franca (ELF), at least in Europe, has been partly dissociated from target national cultures of the countries like UK, USA, Australia, Canada etc. and has been possessed by a large number of nonnative English speakers for international communication. Consequently, "using English in various native and nonnative cultural contexts creates a new identity of its users as intercultural mediators (Arabski, & Wojtaszek, 2011). It will also create drastic changes in the language learning curriculum as well as the outlook of people towards the nuances of speaking native varieties of English. Harumi (2002) accentuates that "one does not need a native speaker competence in order to speak English well." Moreover, it is unrealistic and difficult to adhere to the age old notion that language and culture cannot be separated (Harumi, 2002). Since English is a

global language the language curriculum should also be paced with the culture of English speaking people around the world rather than the culture of the British or American people. The process of globalisation put forth a universal outlook in every sphere of human life. Subsequently, the metamorphosis of English as a language of nonnative speakers, precisely, English as a Lingua Franca (ELF) invokes a paradigm shift in the link between language and culture.

Kachru (1985) stated that the process of globalisation naturally promotes "Englishization" of world languages as well as "nativization" of English language. Crystal (1997) underlined the above argument that the process of nativization may be perceived as the 'de-anglicisation' of English. Hence it is more and more difficult for English speaking people to 'claim sole ownership' of their language. Moreover, today, English has "stopped to be a vehicle of western culture rather it carries the British and American way of life only (Kachru, 1985). Researches in the field revealed that the textbook setters of some countries are still enslaved to the linguistic imperialism and they are in favour of the culture of native speaking countries like UK and USA. Hence, our school level language teaching is still hovering around the culture of native speakers especially United Kingdom and United States of America. This is the time to remove the colonial ghost from language teaching and move to a more local friendly curriculum with adequate representation of native culture of the learners. This is with a view to prepare the young generation for interacting with a global community as intercultural mediators. Hence, the present study attempts to find out the comparative effectiveness of native culture based stories and nonnative culture based stories on developing language skills of the second language learners in Kerala. The study also deliberate on the effectiveness of using native culturally based stories and nonnative culturally based stories on inculcating values among the secondary school students.

Need and Significance of the Study

Education is a powerful tool for cultural transmission. Our nation is rich and unique with its variegated heritage and plethoric culture. Tylor (1871) defines culture or civilization in its ethnographic sense, “as a complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities acquired by man as a member of a society.” Each country has a distinct culture of its own. Preservation of culture is meaningless unless it is transmitted to the ensuing generation. Education is the only tool through which such a function can be carried on effectively (Samuel, 2011). Education is mainly seen as an agency of imparting accomplished fruits of civilization and culture to the young generation. Hence, education preserves the culture of a society through educating its younger minds. Every country has a treasure house of legends and folktales and stories of the exemplary life of great men and women which become a potent source to communicate values (NCERT, 2015). Those legends, folktales and inspirational stories should be incorporated into the language curriculum. It is supposed that every school subject is a repository of certain values. English language textbook is also a repository of values. The stories, poems and other texts used for language learning is also the material for inculcating values. So this study is significant in the way it highlights the value concerns involved in the teaching units.

Everyone likes listening to stories. It takes one’s mind to a world of imagination where they themselves create the particular land, people and context of the story. Stories in the language classroom, is so much beneficial for the learners because it activates learners’ imagination, increase their textual knowledge, and make students more interested in learning the language. Depending on the community norms of the learners and their contextual situation stories could be localized so as to become more interesting and familiar since they become closer to their cultural values’ (Safdarian, 2013).

India has a rich cultural legacy of literature which includes ‘four supreme production of India’s genius- The Veda, The Upanishads, and the two vast epics, The Ramayana and The Mahabharata- each of this is of a kind, a form and an intention not easily paralleled on any other literature’ (Aurobindo, 1972). The accomplished works of Kalidasa, the doctrines of Bhudhism, Jainism and the great schools of philosophy, the works of the great southern thinkers, Shankara, Ramanuja, Madhava, Thiruvalluavar etc. belong to the treasury of Indian literature. The literature of different tongues Urdu, Marathi, Bengali, Tamil, Kannada, Malayalam etc. add fragrance to the literature of this unique world of multilingualism. Bhidhyapati, Tukaram, Mirabhai, Kabir, Tulsidas etc. are some of the precious jewels of India’s literature (Aurobindo, 1972). Indian literature cannot be estimated without including Mahakavi Rabindranath Tagore and other numerous Indian writers in English like R. K. Narayan, Mulk Raj Anand, Kushwant Singh, Ruskin Bond, and so on. The Report of UNESCO (1996) Commission on Education for 21st Century entitled: Learning- ‘The Treasure Within’ demands for an education which is ‘rooted to culture and committed to progress’ only help to produce children with universal outlook. Paleeri (2017) underlined that “the value development of individuals is routed on the native culture and native dogmas of axiology create the most suitable values of a society.” Therefore, the native literature or stories provide desirable value orientation in the learners since India has its own diverse, unique and unparalleled values and morals in her treasure house of literature. The rich legacy of Indian literature, those indigenous values, dogmas and morals can suitably be integrated to the English language curriculum. It will help a child to be a culturally enrooted and critically upright global citizen.

This study on native and nonnative stories in teaching English and comparatively its effect on language adeptness and value inculcation of the

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secondary school students is the need of the hour and it will have numerous significances. The study explores the effect of native culture based stories and nonnative culture based stories on language adeptness and value inculcation of the learners. The study was focused on whether native story based teaching or nonnative story based teaching have more effect on students' language adeptness and the process of inculcating values. Considering the view that ELT textbook is a repository of values, this is an attempt to identify and highlight the value concerns in English language learning materials. Hence, the present study aimed at building the young generation with proper language skills and value orientation to deal effectively with demands and challenges of present day life. English is a flexible language. It can adopt or indulge to any culture or context. Hence the researcher assumes that teaching and learning English language through native English stories may be more helpful to inculcate precious values and attitudes among the young generation and which make them capable of leading their life ahead in a prolific manner.

The researcher being a former English teacher in secondary school felt that during teaching culturally familiar content prescribed in the English textbook, students were actively involving in the learning process and motivated to learn English. Hence the researcher intended to find out the comparative effectiveness of native and nonnative stories on developing language adeptness and inculcating values among secondary school students.

Statement of the Problem

The problem under the study entitled **“Effectiveness of Native and Nonnative Stories on Developing English Language Adeptness and Inculcating Values among Secondary School Students.”**

Operational Definition of the Key Terms

Native Stories

The word ‘native’ means belonging to a particular place by birth (Oxford Advanced Learner’s Dictionary of Current English, 2010). The term ‘native stories’ stand for the local stories or the stories which describes the place, people, events, culture or situation of somebody’s native land.

In the present study, native stories mean the stories written in English by Indian writers or foreign writers in the Indian cultural context. Examples are the stories of Rabindranath Tagore, R.K Narayan, Ruskin Bond, Sudha Murty and so on, who wrote about Indian cultural themes, characters, events, places etc. which are based on the native culture of the learner. For the present study a number of selected native Indian stories were used to teach language skills and inculcating values.

Nonnative Stories

Nonnative stories stands for the stories about the place where one not born or raised, and which depict people, events, culture or situation of an unfamiliar land to that person.

In the present study, nonnative stories are the stories written by foreign authors and stories about foreign characters and incidents which are not based on the native culture of the learner. The English language textbooks include a number of such stories, poems and other excerpts from texts written by foreign authors with a view to teach nuances of language skills. For the present study a number of such stories were used to teach language and inculcate values among the students.

Effectiveness

Dictionary of Education defines effectiveness as “the use of a plan or instruction or presentation which causes a desired change in learner’s behaviour” (Good, 1973). Effectiveness in the present study means the effect of teaching with

native and non-native culture based stories on development of English language adeptness and value inculcation among secondary school students.

Language Adeptness

Lexically the word 'adept' means that good at doing something that is quite difficult (Oxford Advanced Learner's Dictionary of Current English, 2010). Language adeptness is the competency in using a language.

Language adeptness, in the present study stands for the skilful performance in English language or the ability to use the language without difficulty. It is the performance aspect of proficiency in one's language use. It focuses the ability of using the language across four language skills namely, listening, speaking, reading and writing and places the learners into four categories- Emergent user, Basic user, Independent user and Proficient user- according to their performance level.

Inculcating Values

Lexically, Inculcating is the process of impressing upon the mind by frequent instruction or repetition. Inculcating values means instil (an idea, attitude, or habit) by persistent instruction (Oxford Advanced Learner's Dictionary of Current English, 2010).

In the present study inculcating values means instilling values which included in the English stories that are selected for this study to teach English language to the learners.

Secondary School Students

Secondary school students are the students who study in Standard VIII, IX, and X of any recognised schools in Kerala.

In the present study the students of Standard VIII were considered as the representation of secondary school students.

Variables of the Study

The study aimed to find the effect of teaching English through native stories and nonnative stories on the language adeptness of the students. It also examines whether the teaching in these ways inculcate values among students. On this supposition, the ‘teaching English through native stories and teaching English through nonnative stories’ are being treated as the independent variables in the study. These variables stand for the culture representation in language teaching.

It is proposed to study the manipulative effect of the independent variable on the language adeptness and inculcation of values among the students. Hence, the ‘language adeptness and inculcating values’ are the *depending variables* in the study.

Objectives of the Study

The study mainly examines the comparative effect of using the native culture based and nonnative culture based stories on language adeptness and value inculcation of the learners. The analysis of English language text books of secondary level (Kerala state Syllabus) also designed as an objective of the study. Thus prepared the specific objectives of the study and are given below:

1. To analyse comprehensively the secondary level English language text books of Kerala State school syllabus to identify and assort the native and nonnative stories included in them.
2. To explore the language adeptness among secondary level school students at pre experimental stage pertaining to the language skills (a) listening (b) speaking (c) reading, and (d) writing
3. To find out the effectiveness of teaching English with native stories on developing language adeptness among secondary school students pertaining to the language skills (a) Listening (b) Speaking (c) Reading, and (d) Writing

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4. To find out the effectiveness of teaching English with nonnative stories on developing language adeptness among secondary school students pertaining to the language skills (a) Listening (b) Speaking (c) Reading, and (d) Writing
5. To find out the comparative effect of teaching English with native and nonnative stories on developing language adeptness among secondary school students pertaining to the language skills: (a) Listening (b) Speaking (c) Reading, and (d) Writing
6. To explore the language adeptness among secondary level students at post experimental stage pertaining to the language skills (a) listening (b) speaking (c) reading, and (d) Writing
7. To find out the comparative effect of teaching native and nonnative stories on developing value inculcation among secondary school students.
8. To examine the comparative effect on language adeptness among students at delayed post experimental stage
9. To examine the comparative effect on value inculcation among students at delayed post experimental stage

Hypotheses of the Study

1. The language adeptness among secondary level students at pre experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading and (d) writing is varied.
2. There will be significant difference between the Mean pretest and Mean posttest scores of language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing
 - 2.a. Teaching English with native stories is effective to develop language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing

- 2.b. Teaching English with nonnative stories is effective to develop language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing
3. There will be no significant Mean difference between Experimental Group-I and Experimental Group -II on the posttest scores of language adeptness pertaining with the language skills: (a) Listening (b) Speaking (c) Reading, *and* (d) Writing
 - 3.a. There will be no significant difference of comparative effect between teaching English with native stories and nonnative stories on developing language adeptness pertaining to the language skills: (a) Listening (b) Speaking (c) Reading, *and* (d) Writing
4. The language adeptness among secondary level school students at post experimental stage pertaining to the language skills (a) listening (b) speaking (c) reading, *and* (d) writing is varied.
5. There will be no significant Mean difference on the posttest scores of value inculcation between Experimental Group -I and Experimental Group -II.
 - 5.a. There will be no significant difference in comparative effect on teaching native and nonnative stories in developing value inculcation among secondary school students.

Methodology

The methodology of the research study is briefly given under the following headings.

Design of the Study

Pretest post-test experimental design with qualitative - quantitative analyses was adopted to pursue the present study. There are two experimental groups and one untreated control group in the study.

Experimental Group-I is taught with Native Stories. Pretest scores in Language adeptness test battery compared with post-test scores to find the effectiveness of teaching with native stories. Experimental Group-II is taught with nonnative stories. Pretest scores in language adeptness test battery compared with the post-test scores to find out the effectiveness of teaching with nonnative stories.

The Control Group is not taught by the researcher either by native stories or nonnative stories. The group is not a part of the interactive process as in the case of experimental groups.

The language adeptness test battery is used to assess the effectiveness of the experiment. For testing the experimental groups and control group separately, the compiled form of language adeptness test is utilised.

Sample Used for the Study

The sample group of students was constituted from secondary level schools. Final sample for the conduct of experiment included 77 high school students who studied in 8th standard in government and aided schools. The students were divided into two groups, 38 students in experimental group I and 39 students in experimental group II.

The number of students in the control group was 39.

Tools Used for the Study

For the present study the investigator has used the following tools for collecting data.

1. English Language Adeptness Assessment Battery (E-LAAB) (Naseena & Paleeri, 2020). The battery includes tests to assess four language skills: listening, speaking, reading and writing.

2. Compiled test for Assessing Language Adeptness (Naseena & Paleeri, 2020)
3. Value Inculcation Inventory (Naseena & Paleeri, 2020)

Statistical Techniques Used

1. Preliminary Analysis
2. Percentage Analysis
3. Test of Significance of Difference between Means; independent sample t-test and paired sample t-test

Other than the statistical techniques the qualitative assessments, portfolio assessment and performance index assessment are used to analyse the data.

Scope of the Study

The study attempts to find out the effectiveness of teaching English with native stories and nonnative stories for developing English Language skills and inculcating values among the secondary school students. It tries to reveal the need of integrating cultural representation in teaching units through stories for the better development of students' language learning and value development.

This research is followed mixed method in quasi experimental research design. The study adopted a Pretest post-test experimental design following Nunan's third paradigm of mixed research i.e., Experimental-Quantitative-Qualitative-Interpretative research paradigm. Sample used for the experiment included 77 secondary level school students who studied 8th standard in government or government aided schools following Kerala state school syllabus. The sample was divided into two groups, 38 students in Experimental Group-I and 39 students in Group-II. In addition to the total sample for both experimental groups, a control group was also formed with 39 students.

The study mainly examined the comparative effect of using the native culture based and nonnative culture based stories on language adeptness and value inculcation of the learners. The study analysed English language text books of secondary level to identify and assort the native and nonnative stories included in them. The study found out the comparative effectiveness of teaching English with native stories and nonnative stories on developing language adeptness among secondary school students pertaining to the language skills- Listening, Speaking, Reading, and Writing at the pre and post experimental level. The study also found out the comparative effectiveness of native stories and nonnative stories on inculcating values among secondary school students at the pre and post experimental levels.

For the present study, the researcher taught native English stories to the Experimental group I and nonnative stories to the Experimental group II. Both the groups and the control group were received a Pretest and a post-test with English language adeptness test and value inculcation inventory. The Language Adeptness Test Battery included listening skill test, speaking skill test, comprehensive reading skill test, reading fluency assessment test, replication and short note writing skill assessment test and substitution table based writing drill. A Value Inculcation testing Inventory, Compiled Language Adeptness Test, Teaching manuals based on native stories and non-native stories, and Content analysis for analyzing English language text books of secondary level were the other tools, techniques and materials used for data collection. Major techniques of analyses are Preliminary Analysis, Percentage Analyses on data at pre and post-test levels, Test of Significance of Difference between Means (Independent sample 't' test and paired sample 't' test), Qualitative analysis with performance index and Content analysis.

The result of this study will help the teachers to understand the effectiveness of culturally relevant material in language teaching. It will help the textbook setters

to create better language textbooks considering the individual differences in the classroom. This result will be helpful to the language education of slow learners in the English classroom. This study is intended to create an inclusive classroom where no children should be left behind in their ability to use English language at various contexts in their life. The study also identifies and highlights the values included in the English language learning materials.

Delimitation of the Study

The sample for the study did not include all the secondary classes. The study is limited to the VIII standard students only because of the difficulty of availing the students for the whole period of experiment. By considering the time consumption, the language adeptness of the control group – experimental group is assessed with a separate form of compiled language adeptness test. Though, separate and specific tests were prepared for assessing four macro skills- listening, speaking, reading and writing. Among them administering the speaking test was time consuming. In order to save the time the researcher was compelled to adopt a compiled form of language adeptness test for the control group and for the experimental group at the delayed post experimental stage. Even though, the researcher faced many limitations during the study, it is assured that the study will contribute valid finding which can be generalizable and useful for the teachers, textbook setters and future researchers.

Organisation of the Report

Chapter I. This chapter of the report contains need and Significance of the study, Statement of the problem, Definition of key terms, Variables, Objectives, Hypotheses, Methodology, Scope of the study, Delimitations of the study, and Organization of the report.

Chapter II. It gives the theoretical overview of schema theory in relation to language learning and value inculcation, culturally relevant pedagogy in Indian context, and value based English language teaching. The studies related to familiar and unfamiliar cultural content in language acquisition and studies related to representation of native and non-native cultural elements in the textbooks of English language were reviewed.

Chapter III. This chapter presents the description of methodology of the study. Variables, tools, sample, data collection procedure and statistical techniques used in the study were presented.

Chapter IV. This chapter presents the detailed results of Document analysis, Preliminary analysis, Percentage analysis, and Mean difference analysis. Details of analysis of data along with conclusion are presented in this chapter.

Chapter V. This chapter provides a summary of the study along with major findings, study in retrospect in terms of objectives, tenability of hypotheses, and suggestions for further research.

Chapter VI. The last chapter presents the overview of the research study, Educational Implications, Generalisation and Recommendations of the study.

Chapter - II

REVIEW OF RELATED LITERATURE

- *Theoretical Overview*
 - *Overview of schema theory in relation to language learning and value inculcation*
 - *Overview of culturally relevant pedagogy and its relation to English language teaching in Indian context*
 - *Overview of value based English language teaching*
- *Review of Related Researches*
 - *Studies related to familiar and unfamiliar cultural content in language acquisition*
 - *Studies related to representation of native and non-native cultural elements in the textbooks of English language*

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical underpinnings of the present research. Research is an on-going conversation and each researcher joins that conversation at a certain point with a new perspective (Sahlin, 2020). Hence, reviewing related literature is an inevitable part of every research. It helps the researchers to understand the previous discussions conducted in the area and find the gap in the existing body of literature and fill the gap with their scholarly deliberations.

In this chapter, the review is presented in two sections: first section is the theoretical overview and the second section is the overview of researches conducted in the area. The theoretical overview includes schema theory, culturally relevant pedagogy and integration of values in English language teaching. The overview of researches organised investigations under the two headings- studies related to familiar and unfamiliar cultural content in language acquisition and studies related to representation of native and nonnative cultural elements in the textbooks of English language.

Theoretical Overview

The theoretical overview is presented in three sections- Schema theory and language learning, culturally relevant pedagogy and its role on English language teaching and value based English language teaching. The present study aimed at finding out the effectiveness of using native stories on language skills and inculcating values. The schema theory aids in language acquisition as the knowledge of familiar cultural background of the stories used in the study helps in comprehending the text. Culturally relevant pedagogy also assists the learners in acquiring language skills and value concerns involved in the text. The third section

explains the value based English language teaching with considering the view that every subject is a repository of values and English language teaching materials also includes some value-laden stories and other texts which aids both language acquisition and value inculcation.

Overview of Schema Theory in Relation to Language Learning and Value Inculcation

The schema theory contributed tremendously to the second language learning, especially to the reading comprehension. In language learning, it requires to read many texts in the target language. According to schema theory in reading comprehension there is an interaction between the reader's background knowledge and the text. This interaction is a multifaceted process that may involve a wide array of cognitive processes, such as expectations, predictions, comparisons, prior knowledge, and selection among possible meanings, inferring, remembering, reasoning and problem solving (Nassaji, 2002; Ajideh, 2003). The building blocks of that cognitive processes are called schemata (singular is schema).

The word schema, or scheme, was first introduced by Jean Piaget in 1923 to refer an abstract concept that describes how people process, organize and store information on their brain. Schema is the unit of understanding. The schemata are hierarchically categorized and webbed into complex relationships to one another. Schemata are constructed from the past experiences, emotions, expectations and prior knowledge (Piaget, 1953). Schema theory was introduced by a leading cognitive psychologist, Sir Frederic Charles Bartlett in 1932, with his seminal work "Remembering: A study in Experimental and Social Psychology." According to schema theory human memory system contains a huge number of schemata which aids understanding and comprehending a text. However, this idea did not gain wide popularity on cognitive psychology until 1970s and 1980s. The theory further developed by Richard Anderson in 1970s. The schema theory states that each schema

contains many components or parts or slots and which are hierarchically connected (Anderson & Pearson, 1984; Carrell, 1988). Those schemata can be background knowledge or previously acquired knowledge, experiences, ideas, principles, judgements, feelings and so on that a reader brings to a text or printed page (Al-Issa, 2006; Brown, 2001). Therefore, while teaching English through native stories in the classroom, the familiar cultural background of the story will help the learner to acquire the target language skills and value concerns of the learner's source culture.

The schema theory formalised the role of background knowledge in language comprehension (Carrel, 1983). According to schema theory a text, either spoken or written, does not carry any meaning by itself, rather it provides its listener or reader an opportunity to construct or retrieve meaning by themselves based on their background knowledge or previously acquired knowledge structure (Bartlett, 1932; Adams & Collins, 1979; Rumelhart, 1980). The fundamental tenet of the schema theory is that people's understanding and remembrance of events is influenced by their expectations or prior knowledge. This process of comprehending is evolved by the interaction between the reader's background knowledge and the text. In order to have an effective comprehension of a text, one needs an ability to relate one's knowledge to the text (Currel, 1983). The theory argues that one's linguistic knowledge is only subordinate to one's background knowledge to understand words sentences, and the entire text. Anderson et al. (1977) stated that "every act of comprehension involves one's knowledge of the world as well."

Ewing (2020) appraises if we fail to create a sufficient number of schemata when reading a text, reading comprehension and consequent mastering the language will become difficult. In order to make reading efficient the learners must be able to relate the written material to their own knowledge about the outer world. Generally there are three types of schema or schemata: formal/textual schema, linguistic schema and content schema. Among them, linguistic schema denotes the previous

knowledge of a student about phonics, vocabulary and grammar. Content schema refers to the background knowledge of a topic, cultural customs, cultural knowledge or bias towards a topic and prior experience with the topic. The knowledge about all these aspects results in a better comprehension.

Schema theory contributed new insights on process of reading comprehension and practical impacts on instruction as well as English as a Foreign Language (EFL) material design. The theory unleashed a number of researches to improve reading comprehension.

A few studies reported providing cultural background before reading a text will improve reading comprehension irrespective of the contexts like native learner belonging to the same racial community or native learner belonging to different racial communities or with EFL learners. Nativization means replacing culturally unfamiliar words in the texts with more familiar words in the native culture of the learner. The use of this cultural familiarity clearly facilitates students reading of EFL texts (Pujol & Corrius, 2013). The present study focused on native stories rather than nativized stories or text.

The studies discussed here prove that schema theory positively facilitates the acquisition of language skills. Schema theory also strengthens the process of inculcating values among the learners since the cultural background knowledge or the content schema provided through stories helps value inculcation.

Overview of Culturally Relevant Pedagogy and its Role on English Language Teaching in Indian Context

Since language and culture are inseparable, culture in English language teaching has been a debate among the linguists. Whose culture should be taught in the English classroom as a Second Language (ESL), the culture of the language or the culture of the learner? Sardi (2002) compiled some of the premises of the

argument. Firstly, some scholars believed that English and its culture are inseparable that target culture elements are used in the process of English Language Teaching (ELT) with a view that English should be used in the way as it is used by the native speakers. In contrast, Alptekin (1993) argues that such a view may lead to the “false assumption that native speakers are not only the representatives of English language but also the only owners of the language.” Secondly, the native English speakers already represent many cultures, i.e. the population of native English speakers is not limited to only the Great Britain where English has been evolved, but it spreads to the countries like the USA, Canada, South Africa, Australia and New Zealand. It is a fact that the cultures of all these countries are different, even though the first language of most of people in these countries is English. Thirdly, as Gray (2000) mentioned that some evidences from researches indicate that some ELT course books dominated target culture creates an effect of estrangement on the learners. Consequently, the learners give up learning the language. It may lead to drop out or neglect language learning or limit their language learning to just a pass in the examination and eventually give up acquiring linguistic and communicative competence of the language. So in this stance, Culturally Relevant Pedagogy (CRP) in English Language Teaching provides better learning environment with learner’s culture as its harness to acquire language skills.

Culturally Relevant Pedagogy (CRP) is a cultural approach to teaching and learning that incorporates students’ cultural backgrounds, perspectives and experiences into the curriculum and instructional practices. CRP provide an inclusive approach to teaching and learning and also promote social justice by helping students critically analyse the social, economic and political aspects that shape their lives and communities. Anthropologists have examined various ways to connect students’ home culture and the school and different scholars termed this link

in different ways as ‘culturally appropriate’ (Au & Jordan, 1981), ‘culturally congruent’ (Mohatt & Erickson, 1981), ‘culturally responsive’ (Cazden & Leggett, 1981; Erickson & Mohatt, 1982), ‘culturally compatible’ (Jordan, 1985; Vogt et al., 1987) and ‘culturally relevant’ (Ladson-Billings, 1992). These socio-linguists studied to locate the lack of continuity between students’ experience at home and their experiences at school regarding the language interaction between teachers and students in the classroom. These stalwart researchers in the field have suggested that students’ home language and culture should be incorporated into the classroom in order to ensure the academic success of the learners.

The term culturally relevant pedagogy is coined by Gloria Ladson-Billings (1992). Culturally relevant pedagogy is often associated with the two scholars Gloria Ladson-Billings and Geneva Gay, who have highlighted the importance of incorporating culturally relevant teaching into the classroom. Ladson-Billings (1992) defines culturally relevant teaching as pedagogy of opposition like critical pedagogy of Paulo Freire. Culturally relevant teaching focuses on collective empowerment of learners rather than mere individual empowerment.

According to Ladson-Billings, culturally relevant pedagogy includes three propositions: (a) academic success; (b) cultural competence; and (c) critical consciousness. Culturally relevant teaching provides an inclusive atmosphere in the classroom where no child is left behind. In spite of the social imbalances in the society and the classroom environment, students must excel in their academic skills in order to become responsible citizen in the society. In culturally relevant teaching, teachers not only making learning enjoyable to students, but also care for students’ academic needs. The culturally relevant teaching enables learners to choose their academic excellence (Ladson-Billings, 1995).

Culturally relevant teaching must develop some cultural competence in learners. “Culturally relevant teachers utilize students’ culture as a vehicle for learning.” In order to make students learning better, teachers use music, dressing style and other cultural artefacts of the learners. Wortham and Contreras (2002) in their study on culturally relevant pedagogy to support Latino Diaspora school children in the US. It is also noted that the teacher faced a deep conflict between rural Mexican and Main stream U.S. values. The values of U.S. emphasize individual accomplishment and the freedom to choose one's own life choices whereas, rural Mexicans value reciprocity and loyalty to the family over individual glory.

Gay (2002) defines culturally responsive teaching as the effective teaching method which utilises cultural characteristics, experiences and perspectives of ethnically diverse students. This view is also applicable to learning language and inculcating values among the learners. Culturally responsive teaching develops a knowledge base about cultural diversity by including culturally relevant materials in the curriculum, building learning communities and providing opportunities for communicating with ethnically diverse students. Gay (2002) believed that the students learn more easily and thoroughly when academic skills and knowledge based on the lived experience of the students. It will provide more personally meaningful and interesting learning to the students. It is particularly beneficial in the teaching and learning of a second language.

Culturally Relevant Teaching: An Inclusive Approach

Culturally relevant pedagogy calls forth an inclusive approach to the curriculum that all students should have an equal opportunity to learn in schools irrespective of their race, language, social class, gender, disability, immigration

status or any other marginal status (Sandoval, 2019). Ladson-Billings (2009) defined Culturally Relevant Teaching (CRT) as pedagogy to empower students intellectually, socially, emotionally and politically by providing culturally referents to impart knowledge, skills and attitudes. On the contrary, Gay (2018) described it as the pedagogical approach focused on improving the performance of under-achieving students from various ethnic groups. CRP teaches the students through their personal and cultural strengths, intellectual capabilities and prior accomplishments. Ladson-Billings (2006) enumerates the key principles of CRP: 'academic achievement' 'cultural competence' and 'socio-political consciousness.' Likewise Gay (2002) put forwarded the components of CRP: 'critical cultural consciousness', 'culturally pluralistic classroom climates', 'diverse communities of learners' and 'multi-cultural curriculum and instruction.'

Jeffy and Cooper (2011) developed a comprehensive framework with the help of the two seminal works proposed by Gloria Ladson-Billing and Geneva Gay. The CRP framework included five tenets- Identity and Achievement; Equity and Excellence; Developmental Appropriateness; Teaching the whole child; and Student-Teacher Relationships. Student's cognitive development is influenced by culturally significant prior knowledge and skills. Understanding these prior skills and knowledge as resources, it should ensure that the instructional activities appropriately challenging. Moreover, the culturally relevant prior knowledge and skills should support students to organize new knowledge and skills into already existing familiar, relevant and meaningful competencies. These are also beneficial for effective language learning.

Stories in language learning are foundational that they are a part of learning itself and they are essential constituents in different ways we teach and frame literacy. Stories are the less expensive and more valuable tools to impart the culture to

generation to generation. They are powerful vehicles to connect us to one another and to our histories. The stories also reflect our cultural identities and the way how we navigate the world. People from all walks of life, especially the children often shape their world views from stories and stories reveal wonder, imagination, and creativity to them. Camangian (2010) asserted that teachers always make one's own story or sharing one's own experiences as a part of their pedagogy. Herrera (2010) affirms that the heart of culturally relevant pedagogy is building meaningful connections to student's life by sharing one's own experiences to the learning processes with the power of stories. Vilegas and Lucas (2002) and Lee (2008) suggested that as teachers we feel the importance of sharing our own stories as we ask the students' to share theirs in order to learn from them and learn with them. It is an authentic way to harness students' lived experiences in the teaching and curriculum.

Native and Nonnative Culturally Relevant Materials for Language Learning

Language text books are the collection of texts that are excerpted from various genres based on the pedagogical point of view according to some broad curricular objectives. Those texts are also grounded by a set of cultures. Kramsch (1993) observes language can be taught through a set of cultures and social constructs that is the product of the perceptions of self and others. Since cultural understanding is one of the objectives of language teaching, textbooks plays a crucial role to engage with culture representation in language teaching (Byram, 2008; Weninger & Kiss; 2013; Bose & Gao, 2022). The textbooks for teaching English across the world comprehensively included various cultures but dominantly the culture of the countries where English is used as a first language.

Kachru (1986) classified the speakers across the globe into three concentric circles. The Inner circle includes the countries where English is used as a first

language such as UK, USA, Canada, Australia, and New Zealand. The Outer circle includes the countries where English is used as an official language such as India, Bangladesh, Pakistan, Nigeria, Sri Lanka, Malaysia, Singapore, Philippines, Tanzania, Ghana, Kenya, and Zambia. The Expanding circle includes the countries where English is used as a foreign language, such as Russia, China, Japan, Egypt, South Korea, Nepal, Korea, Saudi Arabia, Taiwan, Indonesia and Israel. In short, the first circle is native variety and it is considered as norm providing, the second is nativised variety and is considered norm developing and the third is non-native variety which is regarded as norm dependent. Despite the draw backs of Kachru's model, it is regarded as the most useful and widely accepted division of Englishness and classifies the speakers around the world (Andarab, 2019). Another classification of cultures of the world is of Cortazzi and Jin (1999) who classified representation of culture in the ELT textbooks under three categories: (a) Target language culture (Culture of people whose first language is English; (b) local or source culture (culture of learners); and (c) international culture (culture of people around the world other than native English speaking countries). This classification is also compatible with Kachru's (1986) three concentric circle. Target language culture is the culture of the countries which belong to Inner circle countries and the culture of English as an International language (EIL) includes the culture of the countries which belong to outer circle countries and expanding circle countries where English is used either as a second language or as a foreign language. A balanced representation of all cultures around the world should be found its place in the ELT textbooks, because it helps learners to compare their own cultural experiences with the culture of other groups and also get an opportunity to understand other's behaviours, perspectives, values and expectations to develop intercultural awareness (Cortazzi & Jin, 1999).

English in India: Imperialism v/s Decolonization

The arrival of English in India has been strongly associated with the British Imperialism and the British people originally intended to impart English language across the country in a restricted manner (Faust and Nagar, 2001; Proctor, 2015). At first only a selected group was given English education to serve the colonial machinery at the lower level of administration and they also used the language to build their consumer interests in India (Parameshwaran, 1997; Raina, 1991). Later English has been gained a prominent position in the language hierarchy and acquired a sovereign status in the legal system, government, education and so on (Azam et al., 2013) and within the Independence movement it also rejected its status as a “symbol of subjugation” (Panda and Mohanty, 2015). English as a result of its colonial and postcolonial affiliated structure of power produced a social divide along linguistic lines and this power divide continue to be reconstituted in contemporary India (Kumar 1991; Faust and Nagar, 2001; Mohanty, 2006 Azam et al., 2013).

Even now English maintains an affinity with the more privileged urban networks in India, especially the middle and upper classes, like what it was done with the elite class in the colonial time (Roy, 2014; Proctor, 2015; Bhattacharya, 2017). The importance of English in the global economy provides a rationale for the privileged critical role of English in the contemporary India (Bhattacharya, 2017). Vaish (2005) in his study of the language attitude of socio-economically disadvantaged high school students in New Delhi, arrived at a conclusion that younger generation of India "no longer consider English in postcolonial perspective. The global economy has impacted and shaped their attitude, personality and choice of life style. Veetil (2013) claimed that “in India English is no more considered as a colonial imposition,” English has acquired a special status in India that now English

is a symbol of people's aspiration for quality in education and life. English language ensures a fuller participation in national and international life (Veettil 2013).

Integrating Indian culture into English Language Teaching

Being a country with immense socio-cultural diversity, the classrooms are also having the diverse student population in India. Mehta (1976) observed that culturally appropriate education practices started in India along with the Independent movement in the early 1920s and 1930s, when Mahatma Gandhi stressed for inclusion of local knowledge and skills to replace the then British education system. Various educational policy documents published time to time in India also emphasized the need for culture based revisions in the curriculum. National Policy of Education (1986) and its POA (1992) recognised a culturally inclusive education. National Curriculum Framework for School Education (2005) and National Curriculum Framework for Teacher Education (2009) urged for a learning that construct ideas based on one's physical, social and cultural contexts rather than a mere passive absorption of knowledge and ideas. The Right to Education Act 2009 also advised for universalize education for an inclusive society. National Education Policy (2020) advocated that from the foundational stage onwards all curriculum and pedagogy should be redesigned to accommodate Indian culture and local context. Education should be relatable, relevant, interesting and effective to the students by incorporating stories, arts, games etc. rooted in the Indian and local geographic context. NEP (2020) emphasized that the ideas, abstractions and creativity of the learners will flourish when these learning resources are rooted in Indian and local culture.

The report of the Committee of Central Advisory Board of Education entitled 'Integration of Culture Education in the School Curriculum' explicated the 'what, why and how' of incorporating culture into the school curriculum (MHRD-CABE, 2005). The report recommended various suggestions for integrating culture education in the

school curriculum. It envisaged the importance of including the culture of the locality or community in the school education and emphasized that the curriculum should be flexible to integrate local culture and culture sensitive by incorporating the local communities' hopes, needs, aspirations and culture. The inclination to certain cultural content in the textbooks should be replaced or redefined to accommodate sufficient space for students' own culture specific materials. The report advocates that the textbooks should find place for "the local art forms, practices, places, institutions, festivals, rituals, artefacts, even local riddles and humour." The text material should be included different folk art forms, folksongs, stories, riddles and games. It should be ensured that the illustrations in the textbooks should also reflect local culture (MHRD-CABE, 2005).

The teachers' role also redefined as a facilitator providing exposure to various culture patterns and processes. The report of 'Integration of Culture Education in the School Curriculum' emphasized that the classrooms should be a fine place to the students to joyfully talking about their own lives, their family, and what they likes and dislikes. The language teachers, especially English teachers have to play a crucial role here. The language we speak should reflect our own self. That is the sole function of any language. While students' speak about themselves in the English classroom, it will be the best training to be fit for their future academic and job prospects. It also helps to learn from their peers and it enhances their motivations to study the second language. Teachers' should also sensitise to encourage students to explore their own as well as other's life styles by conducting the festivals of different communities such as the activities organising in the schools of Kerala – Vegetarian Onam feast, floral carpet competition, Christmas celebration, Mehendi competition and Iftar party associated with various religious communities. These cultural activities inculcate numerous values in children such as tolerance, mutual understanding, and respect for other's beliefs, unity, and national integration and so on. Teachers should be trained as the story tellers as part

of the teaching learning process they should be capable of utilizing the collections of stories, folk songs and folk knowledge. The educational content should be relevant to the culture of the community and there is a need for cultural adaptation of curriculum in Indian context (Bagai & Nundy, 2009). Richards. Et al. (2007) argued that effective teaching and learning occurs in a culturally supported contexts.

Representation of Culture in ELT Materials and Textbooks in India

Choudhury and Kakati (2017) in their study on EFL/ESL classroom and culture in the Indian context observed that teaching and learning target culture is essential for teaching English as a second or foreign language. Otherwise a cultural shock or distress will be occurred in the communication process due to high level language proficiency and low level cultural or contextual knowledge in the target language. So teaching target culture is highly recommended, but at the same time native culture of the learners should not be ignored. A constant link between the two should also be ensured and the learners should be invited to share their own backgrounds, customs, and tradition inside the classroom in order to enhance learners' confidence and self-esteem.

There are only a few studies conducted in Indian context of culture representation in the textbooks of ELT used in the schools in India. Among the few, the study of Bose and Gao (2022) claimed to be the first rigorous study on cultural representation of ELT textbooks in India. They analysed the representation of culture in 10 ELT textbooks in India and reported that a domination of cultural content of Britain or Irish, generally White characters was found. The textbooks for the study were drawn from Kerala, Gujarat, Punjab and West Bengal which follow State board ELT textbooks and Haryana, Uttaranchal and Himachal Pradesh which follow national board ELT i.e. NCERT textbooks. In the West Bengal ELT

textbooks has an almost equal weightage of British characters and Indian characters. The textbook had the highest number of white characters also as the state had the longest colonising experience. The textbook had the lowest number of the content from source culture and South Asian characters, but large fraction of international content and international cultural characters are seen.

In contrast, Punjab having a reasonable tends to show a significant number of characters and content from North America than British or Irish. While, in the textbook of Gujarat, the highest fraction of Indian characters and second highest proportion of source cultural content were found as it is a state with a “long history of nativist politics (Mehta & Mehta, 2010). The NCERT textbooks followed by a large number of states and schools across the country reflected a balanced representation of various cultures into some extent. However, the NCERT textbooks along with some other textbooks in the country dominated the depiction of male characters. This under representation of women characters in the ELT text books is criticised by Bhattacharya (2017b) “women are still seen as a marginalised class in the country (Ministry of Human Resource Development, 2019), even though Indian government and different education policy documents reiterate the need for gender equality in education.” Besides that very few characters represent children or senior people, and no transgender characters are included in the textbooks.

In their study, Bose and Gao (2022) examined the textbooks in terms of the depth of cultural interaction. Song (2013) classified levels of cultural interaction into three- superficial, hybridization and critical reflection. Superficial interaction refers to the inclusion of cultural objects like, travel, food, clothing and festival. Hybridization refers to develop a new culture by combining two or more cultural tradition, customs or values. E.g. Maharaja MacBurger (Indian+ American) replaces beef with lamb or chicken. Critical reflection refers to an in depth discussion of

cultural concepts, conflicts, relationships and values. The cultural interaction in the Indian ELT textbooks analysed and reported that in the two state boards, Kerala and West Bengal and the national board, NCERT textbooks displayed more superficial interaction themes than critical reflection themes (Bose and Gao, 2022). Strikingly, the two boards, Kerala and West Bengal follow a similar pattern, because of socio-political similarities of the two states (Devika, 2008; Bhog et. al., 2010). However, the case of hybridization was infrequent in the Indian textbooks.

The Cambridge Partnership for Education (2022) conducted an analysis of culture representation in the English Language curricula of the UK and India. The sample textbooks were drawn from the four jurisdictions namely, Delhi, Maharashtra, Tamil Nadu and England. The textbooks were compared based on their jurisdiction and the cultural aspects- Persons, Perspectives, Products and Practices (Yuen, 2011). The study found that 'Persons' represented more than the other aspects in all the three states in India. On the other hand, in the textbooks of England the representation of people was very less like all other aspects since the textbooks of England are neutral to facilitate diversity and inclusion. The representation of Persons dominates males and adults in the Indian textbooks. Many of the textbooks tend to display adult life rather than children's world. Moreover, Persons depicted are also the authors of literature. Surprisingly, Keats, Shakespeare and William Wordsworth are the more frequent authors in Indian textbooks. Other representation in the textbooks of the both countries are a variety of professions and working life, variety of wealth, rich and poor, and the British rule. They concluded that they found certain gaps like a gender gap, limited contemporary texts, comparatively less representation of children than adults etc. in the Indian textbooks.

Nisargandha (2019) analysed the culture representation in the 8th and 9th standard Marathi and English medium English textbooks based on the frame work of

Cortazzi and Jin (1999) with special reference to Big C and small c culture. The study concluded that the textbooks have very minor representation of culture with a view to teach International culture and the cultural theme dominated in the textbooks is the Big C culture such as literature and history.

The recent studies on the representation of culture in the Indian ELT textbooks indicate that it is a fact that the cultural content of Britain, Irish and North America dominated in the Indian textbooks. The culture representation in the context of English as an International Language (EIL) was also not adequately addressed in many of the ELT textbooks in India. Highest number of white characters was included in the textbooks while lowest number of source culture or South Asian culture is seen. Even now, in the Indian ELT textbooks, Keats, Shakespeare and Wordsworth are the more frequent authors. The Indian ELT textbooks are also ill-famed for its overrepresentation of male and adult characters and underrepresentation of women and children.

In a nutshell, the representation of culture in the English language textbook in the Indian context is a food for thought that came to the discussion among the Indian academia only recently. This discussion is also enrooted in the culturally relevant pedagogy of teaching English. In the English language teaching in the Indian context, both the target culture and the learners' culture are equally important. It is not a good trend to have a domination of target cultural content in the Indian ELT textbooks, especially the culture of the native English speaking countries like UK or USA, since English has become more a language of non-native speakers than native speakers.

To conclude, our classroom should be a fine place to express the inner self of the students. They should be encouraged to talk about their likes and dislikes, about

their family, neighbourhood, and environment and so on. If they are trained in such a manner they will be capable of understanding others life and culture also and become effective communicators. Culturally Relevant Pedagogy connects their native culture to their language acquisition in order to ensure academic success, cultural competence and critical consciousness in an inclusive manner.

Theoretical Overview of Value Based English Language Teaching

There is no single definition for value education. Various educationalists defined values in various perspectives. Bhagia (1986) defined values as "the learning from life's experiences of people and that learning guides their behaviours. So the learning that guides the behaviour of people is termed as values". According to McGettrick (1995) values is a set of consistent principles that inform and direct our thoughts, actions and activities. A similar view has shared by Halstead and Taylor (2000) that "values is a set of general guides to behaviour and that judge particular actions as good or desirable. Gaikwad (2004) explained the relationship between values and actions with the Four Layered Pyramid Model of Mariani (1999). In this model the visible part (i.e. the topmost layer like a tip of the iceberg) denotes the Action which is the result of the invisible layers such as our Belief, Attitude and Decision. Our beliefs affect our attitudes and decisions, and eventually, our actions are the result of our beliefs. Nagalakshmi and Anbarasu (2020) perceived value education as a process of developing the most appropriate behaviour and habits among the children by inculcating certain values including etiquettes, manners, respect for self and others, responsibility to self and others, cooperation, civic rights and duties and so on. The value oriented education enables the learners to make moral judgement based on sound reasoning (Nagalakshmi and Anbarasu, 2020). Hence value education can be defined as a process of achieving certain principles

based on sound reasoning that guide the behaviour and direct thoughts and actions of the students.

According to Haydon (2006) human culture is shaped by a set of moral principles of an individual and his cultural identity is based on that moral principles. Each society or group shares a common set of values and that shared experience gives them a sense of belongingness. Similarly, each group or society has unique accepted values and moral conventions. But in a pluralistic society, there are differences that often lead to conflicts. In such a situation, in order to avoid conflicts Haydon (2006) mentions three predominant values i.e. tolerance, respect and willingness to compromise. Being a pluralistic society, India needs these predominant values to harness its true self amidst the conflicts and hatred. Value inculcation is an integral part of education. 'Education without vision is waste, education without value is a crime and education without mission is a life burden' (Munir & Aftab, 2012). So in order to create a morally responsible generation ahead, education must be based on inculcating appropriate values among the students. 'The single factor which is directly linked with the present day chaos leading to all sorts of deviant behaviours such as use of drugs, violence, corruptions etc., is the 'valuelessness' amongst the people, therefore, the present day education is very much concerned about what are to be cultivated in our students and in what manner in order to enhance the ultimate value of living' (Bhagawati, 1999). Munir and Aftab (2012) lists Aesthetic, spiritual, moral, ethical and social values as the need of the twenty first century. Also need to imbibe the secular values like tolerance, self-respect, love for human dignity, respect and compassion for others, individual freedom and human rights, internationalism, rejection of cruelty, the patience of non-violence and the culture of peace among the students. Patriotism is a kind of emotion, will, thought, theory and behaviour as a whole. It is a kind of thought and

feeling of loyalty and love towards one's motherland (Wang & Jia, 2015). In order to avoid violence, lack of confidence, respect and love within a given social structure, students should be trained not only as academically successful individuals but also as people who have accepted the core values of society (Kasapoglu, 2015).

Devi (2013) explains the tenets of Aurobindo and Tagore on values. Aurobindo gives importance to moral Education which means the training of moral faculty. It is the ability to distinguish between what is right and what is wrong. Hence value education is not meant for listing out what is right and what is wrong, but mould the students to be able to think what is right and what is wrong for them and act accordingly. Tagore considers that through education, the student should imbibe his cultural heritage and should be able to use it in his interaction with the environment. According to Tagore Value education can be acquired from the cultural heritage of the learners. Dr S Radhakrishnan emphasized the significance of values in society, "a civilization is made with men, quality and character, not made with brick and mortar or steel and machinery." He has also expressed a strong faith in the Indian value system. Paleeri (2017) ascertained the importance of native dogmas in value education that "the teacher educators strongly believed that native dogma based value education enhances better value quintessence and the development of value education is based on native dogmas". Hence, the native culture of the learner is to be considered as a major source for teaching values among the younger generation. India has a rich depository of values not only associated with its ancient teachings but also related to its true self of national integration amidst the varied cultural heritage.

Value Concerns in the Education Policy Documents in India

The concern for value education is an inevitable reference in the key policy documents published from time to time. Recognizing the value crisis in Indian

society, Pandit Nehru constituted Sri Prakasha Committee to give recommendations for reviving the value system through religious and moral education. The committee on Religious and Moral Instruction (1959) highly emphasized the "deliberate inclusion of moral and spiritual values from the earliest years of our life". The Education Committee (1964-66) emphasized the need for value oriented education which will help the youth from weakening their moral fabric in the social and ethical conflicts prevalent in the society. Hence the committee recommended moral education at all levels of education in a planned manner. The National Policy on Education (1986) clearly stated "the erosion of essential values and an increasing cynicism in society." It recommended changing education into a forceful tool for the cultivation of social, moral, universal and eternal values. The National Curriculum Framework for School Education (2000) advocated the integration of value education into the curriculum by asserting the significance of schools to resolve and sustain the universal and eternal values. It emphasized that the young generation should grow into mutually tolerant citizens and they should be able to realize the treasure within.

The National Curriculum Framework (2005) reflected the vision of value education where values are inherent in every aspect of schooling. The NCF (2005) particularly accentuated certain value concerns such as equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multicultural society, enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children's creativity, making children sensitive to the environment and need for fostering democracy as a way of life rather than a system of governance as well as values enshrined in the constitution, interdependence of thought and actions,

capacity of value based decision making and sensitivity to others wellbeing and feelings.

NCERT published a frame work for Value Education in Schools in 2011, entitled 'Education for Values in Schools- A Framework' which recommended a whole school approach for imparting values in schools. In the whole school approach value education is woven into the total learning experiences in the schools where value education is not a single entity but a well-integrated one. The total school atmosphere is surcharged with positive values to imbibe and internalize (NCERT, 2011). No single subject or course can teach values. An integrated approach which includes all learning experiences provided by the school is needed to inculcate values through schools in an effective way. The school circle also includes the behaviour of both teachers and students and their attitude on equality in diversity, mutual interdependence and tolerance will impact the children as school is a miniature of society. This impact will help students to internalise the values like dignity, self-confidence, self-esteem and ethics. It has a great influence on shaping students' behaviour towards others. The biased nature of teachers will lead the students into aggression and misconduct, whereas teachers' love and care help the students to be assertive and well-mannered. The main aim of value education is "the ability to make moral judgement based on sound reasoning" (Kaur, 2014). Value education is the process of inculcating values through the educational set up where teachers, students and institutions are involved. Value education has to be a planned effort by the school to nurture core universal values enshrined in the Constitution. Value education helps to provide a road map to guide children and youth along a route to live a life based on moral principles which are important both in the individual as well as collective context (NCERT, 2011).

The National Education Policy (2019) echoed the vision of education which introduces ethics component to the curriculum helping students to build character, grow up into moral and good human beings, lead productive and happy lives and contribute positively to society. It advocates incorporation of basic ethical and moral reasoning, ethical and moral principles and values throughout the school curriculum. Development of constitutional values, ideas of personal freedom and responsibility among students, basic health and safety training as a service to oneself and to those around us and socio-emotional learning etc. are the major initiatives included in the National Education Policy, 2020.

Hence, the inculcation of values in students through the schools is the need of the hour. Patil et al. (2016) stated that “Life of children has a great impact of three circles, namely home circle, school circle and social circle, at different stages in their development”. Before entering to school, their value concerns are influenced by their parents and siblings, which are rooted in the home culture. When they enter into schools they adopted the school culture where their value principles depend on the impact of their friends and teachers. When they become youth, their value concerns are rooted in a social culture which has a dominating influence on them.

Integration of Values in Curriculum

Children usually learn values from different sources like home, school, religion and media. However, school education is considered as a major source of value inculcation among children. So value education has become an integral part of school curriculum. Generally, in schools, values transacted through the following three ways, (i) Formal curriculum, (ii) Informal curriculum and (iii) Hidden curriculum. In the classroom in order to achieve a common goal a balanced teaching learning strategy with all the three approaches is needed (Gaikwad, 2004).

Formal Curriculum. Ryan (1993) defines Formal curriculum as the planned educational experiences provided in the schools through various subjects of study. Values need not be studied as a separate subject and it does not need a specialised teacher, but every teacher is responsible for value development of their students. Fenstermacher (1990) regards "teachers as a moral enterprise and their conduct is always and in all ways is a moral matter. The teachers should always stand for what is fair, right, just and virtuous in the classroom". Hence values are integral part of the process of curricular transactions and cannot be treated as a separate examinable academic subject. Values are the very base of education (IGNOU, 2020). Researchers have found that teaching value education as a distinct subject is a failure and moral instruction should inculcate through the formal curriculum (Hirst, 1974; White 1975).

Gaikwad (2004) emphasized that all teachers must have a value orientation and consider value education as their social responsibility. Hence, Value education should be an important component in the teacher education programmes giving due importance to the methodology, issues involved, reasoning of values in different subject area of the curriculum. Some contents best reflect certain values. For example, disciplines like Literature and History, better portrayed good and bad characteristics of people. The novel *To Kill a Mockingbird* by the American author Harper Lee can develop an insight into the noble character. Similarly "The Diary of Anne Frank" discloses the dangers of racism (Gaikwad, 2004). While learning any discipline children acquire certain attitudes, values, beliefs, and way of thinking along with acquiring knowledge of the subject. Learning scientific facts further leads to the development of scientific attitude and values like curiosity, open-mindedness, free inquiry, objectivity, scientific outlook etc. Similarly, teaching of all other subjects

develops appropriate values, attitudes and skills. Apart from acquiring communication skills, listening, reading and writing skills, language teaching develops imagination, appreciation, sensitivity, creativity and emotional quotient of the students. Social sciences help students to understand human and social environment. The study of History and civics provides the study of great people, world heroes and rights and duties of citizens which will inculcate values like patriotism, bravery, compassion, cooperation, service, respect, tolerance etc. Geography encourages the understanding of environment and its conservation, interdependence of nations, natural phenomenon etc. Mathematics helps to strengthen accuracy, precision, perseverance, logical thinking, decision making, neatness etc. Thus, every subject is a repository of values related to that subject (IGNOU, 2020).

Informal Curriculum. Informal curriculum or non-formal curriculum includes all the planned activities or events organized in the schools with a view to instil certain values among the learners. The activities includes "social action, rising funds for good causes, service in the community etc. (McGetrick, 1995) and such activities involve active participation of the students and Value integration is more effective through informal curriculum. Such activities create a lasting impact on the learners and they imbibe values effectively through such real life situations (Gaikwad, 2004). Mammen (2016) also observes various daily occasions to imbibe values such as "listening to stories that reflect our daily life, undertaking socially responsible projects, participating lively conversation with classmate etc." Conversation with classmates from different background helps to know one's internal conflicts or topical issues in one's immediate neighbourhood, and the problems faced by the world at large. These activities at least open up children's minds to values embedded in everyday contexts (Mammen, 2016).

Value integration is more direct and explicit through formal curriculum; whereas transaction of values is very implicit and profound through informal curriculum. Both formal and informal curriculums are the overt curriculum. Another equally important curriculum is Hidden curriculum or covert curriculum.

Hidden Curriculum. Hidden curriculum was the term first used by Philip Jackson (1968) in his book, 'Life in Classrooms'. Hidden curriculum refers to the unwritten, implicit value lessons and social norms that students learn through their school's culture, interaction with teachers and peers, socialization process, and overall educational experiences provided by the school. Hidden curriculum is the 'submerged, rarely spoken and very often underestimated', formally invisible, unacknowledged and unplanned value lessons in the classroom (IGNOU, 2020). Hidden curriculum implies that the students develop values from teacher's interaction with them, teacher's expectation of them, classroom discipline, allocation of tasks, school and playground, relationship between teacher and students, relationship between teachers and staff to each other, casual remarks made by teachers, reinforcements, and punishments (Gaikwad, 2004). The hidden curriculum includes the attitudes, values, beliefs, and behaviours that are not explicitly taught in the formal curriculum but they are conveyed through the schools overall learning experience and socialization process. It has a significant impact on students' values and behaviour as it can shape their perception of themselves and of the world around them.

A few researchers believed, "values are neither taught nor caught. Virtues are not to be taught in classrooms rather, it must be taught by the whole community. Society has two components of value education: public opinion and politics. Today the media monopolizes public opinion and politics becomes the handbook of

lawmakers' (Thampu, 2017). At this juncture, the school curriculum should provide appropriate contexts to discuss and understand various components of value education in the society as well. Since it is not possible to include each and every value components into the curriculum, teachers can incorporate every appropriate value concerns into the classroom discussions wherever necessary. It will help students to imbibe a strong moral judgement with sound reasoning.

Value Development Approaches

Teachers should examine the concept of values in different perspectives like cognitive, social and psycho-analytical process of learning. Lawrence Kohlberg was a developmental psychologist who proposed a theory of moral development in which individual progresses through a series of six stages. Kohlberg's model of moral development is explained through the stages of resolving moral dilemmas. Kohlberg gives the example of Heinz's dilemma, in which Heinz is compelled to steal a life-saving drug for his wife from a seller who sells the drug at an unaffordable price. This conflicting situation demands for a moral choice (steal or not stealing) that is the content of moral judgement. Kohlberg is totally against with the idea of moral development through character classes. Instead he suggested the moral dilemma tool which provides a number of moral issues to the students to solve through discussions and reasoning. Through this process of discussing and reasoning, students must reach the solution of the dilemma. This understanding of the contradictions and reaching the viable solution is based on engaging with these issues, not based on principles of fairness or justice (Nucci, 2005). These stages are termed as moral judgement and moral reasoning. Thus it helps the students to develop a more sophisticated approach of moral decision making. Kohlberg also developed a tool called Defining Issues Test

(DIT) that measures an individual's capacity for moral judgement and it consists of moral or value dilemmas. It encourages individuals to act in accordance with higher principles of justice rather than just conforming to the law (Sridhar, 2007). Kohlberg identified ten issues of moral concerns based on usual moral dilemmas including punishment, Property, Role of concern of application, Role of concern of authority, Law, Life, Liberty, Distributive justice, Truth, Sex (IGNOU, 2020).

Teachers have to play a crucial role while educating children for values or for moral behaviour. This responsibility is also challenging because children coming to school with some already acquired moral learning and values, which consciously or unconsciously imbibed through the interaction with parents, family members and others in the society. Then, the teachers' role is to connect this moral learning to moral education. In this context, teachers should address students' prior knowledge and further guide students to reflect by providing various moral issues and thereby helping students capable of making moral reasoning and judgement in their life.

Integration of Values in English Language Teaching

In the age of Artificial Intelligence and Chat bots, teacher's role has been changed from an info-banker to a quality-checker in the education field. Hence teachers have a crucial role to help the children to become linguistically competent and ethically mature adults. Johnston (2008) substantiated the relationship between values and ELT in his seminal work 'Values in English Language Teaching' and posited values in ELT with his central thesis statement "English language teaching and learning are occurring through values, because language teaching is a profoundly value laden activity". For him, the essence of all teaching lies in values, language teaching as well. We see all teachers as moral agents. Hence value education is a collective effort of all teachers. In schools, values can be imparted

through all subjects. Value education in schools need not be a separate programme or subject. It should be integrated appropriately with all subjects and lessons and deliberate attempt and planning is needed from the part of the teachers who teach different subjects like History, science, Mathematics, languages etc. Moral education should be effectively integrated within the curriculum rather than separately treated as a special programme or unit (Nucci, 2005). As far as English language education is concerned, the materials used for language learning such as poems, stories, grammar lessons and everything that is useful for language learning is also useful for value inculcation. Besides that the interrelated topics of global issues, moral dilemmas and peace education etc. can also be discussed in the classroom. Every language is aimed at developing the skills- listening, speaking reading and writing. In every lesson, some values are presented directly or indirectly in the form of stories, poems, biographical references etc. The duty of teacher is to identify such references and initiate a discussion to establish the value points in the students.

Languages are the best tools to impart value education in schools. English language classrooms can provide a favourable climate for inculcating various humane values included and discussed in the language curriculum. The textbooks act as a catalyst for accelerating the process of both acquiring language skills and imbibing values. Along with practising the four language skills- listening, speaking, reading and writing, it provides rich exposure to various personal, social and universal values. English language teaching is not merely a matter of training students in a particular set of skills. Rather, the occupation of ELT is profoundly diffused with values, and these values are further more complex and riven with dilemmas and conflict (Johnston, 2008). Hence, imparting values through English language education is a two way process which would include acquisition of English

language skills and value education. Nagalakshmi and Anbarasu (2020) have the opinion that the language learners can grasp language better when the teacher integrates certain human values into the language curriculum, though it is a great challenge for the teacher. People usually learn a language for communicating with one another; they generally learn English as a second language for obtaining social mobility, or to become a global citizen or to get better socio-economic status. Language learning provides better opportunities for the person. It connects one person with other and helps them to know each other's views, ideas or outlook and thereby broaden one's mind and brings people closer. Language also preserves and transmits our values and heritage.

Nagalakshmi and Anbarasu (2020) in their article on assimilating value education in ELT, enumerates the ways of assimilating values in ESL classroom. Recitation of beautiful poems entertains the readers, refine their feelings, and develop their sensitivity along with inculcating certain values. Thus poems make readers better human beings. For example, Wordsworth's poem makes readers union with the spirit of nature, whereas Tagore's poem urges a person to come out of the narrow boundaries; Keats' poems refine the hearts, elevate sensitivity and develop love for everyone. Thus the human hearts overflowing with love sympathy and kindness and there is no space for hatred, jealousy, enmity or violence. Stories are another repository of moral values. The story collections like 'Panchtantra' or 'Hitopdesa' provide treasure house of good moral stories. The socially relevant works of Indian writers like Rabindranath Tagore, Sharat Chandra Bose, Mahashweta Devi etc. succeeded in kindling the values of Nationalism and Patriotism through their inspiring stories. Autobiographies, biographies and experiences of great persons are always a source of inspiring values to the children. Shri Jagdish Chandra Bose evokes the spirit of self-respect among learners, when he

refused to accept less salary than the British employees for the same kind of work. Mahatma Gandhi inspires learners when they read the lesson on Gandhi's vow to speak truth and serve his parents. Jawaharlal Nehru kindled the spirit of nationalism when he made his wish to scatter his ashes in the fields of his beloved country after his death. Dr. APJ Abdul Kalam always inspire the younger generation with his piece of advice 'dream always' transforms the learners into dreamers and doers to make their dream come true. The life experiences of all these noble persons constitute a treasure house of values to the learners. All these great men evolved out of sheer hard work, devotion, determination and perseverance. The saga of their life will definitely be a power house for the generations to come (Nagalakshmi and Anbarasu, 2020).

In order to assimilate value education into the English language classroom, the activities like storytelling, enacting/ role play, group singing and group activities can also be used. Encouraging learners to attempt literary writings like creating poems writing personal story, drawing, creative writing, publishing selected entries in magazines, writing diary entry, journal writing etc. can be conducted with a value related theme. Debate is an activity of presenting logical arguments for and against the given topic develops the skills of public speaking, critical thinking, listening, confidence building, questioning etc. Drama is one of the powerful tools which give authentic learning experience that ignites the imagination of the students. The use of drama will make learning more engaging and students learn values effortlessly along with the four language skills. They will become confident to express their thoughts, feelings, emotions and learn to respect others. Nagalakshmi and Anbarasu (2020) asserted that language classroom is a fine place to inculcate various values among the learners along with learning the language and culture. Language cannot be taught in isolation without considering the social situation. Similarly values cannot

be imbibed without practising it. So language classroom provides an ideal place for developing a well-balanced individual.

In a nutshell, integration of values into the English language teaching and learning may provide a better opportunity to the students to acquire appropriate values along with the acquisition of language skills. Language is taught through various values embedded stories and poems make learning more exciting and entertaining.

Review of Related Researches

The review of related studies was carried out to recognize the status of researches on the present area of study. The extensive reviews supported to organize this present work fruitfully. The selected studies have been organized here under two categories. The first section reported the studies on the effect of familiar and unfamiliar cultural content in language acquisition. The second section collected reviews of the studies on cultural representation in the English language textbooks.

Studies Related to Familiar and Unfamiliar Cultural Content in Language Acquisition

Diep et al. (2022) investigated the impact of cultural-based instruction on developing speaking skills and foreign language anxiety of Indonesian English as a Foreign Language (EFL) learner. The sample for the study was 50 EFL learners who were randomly divided into experimental and control groups and both groups pretested by a speaking test. The experimental group was instructed by cultural based instruction and control group received a non-cultural based instruction. The result indicated that the students received cultural based instruction had better performance in the speaking skills and helped controlling foreign language anxiety than the students who received non-cultural based instruction.

Toti and Hamid (2022) studied the impact of culturally relevant background knowledge on reading comprehension of university level Saudi EFL learners. The study employed a retrospective interview methodology and a total of five undergraduate students participated. The result indicated that culturally relevant topics made an impact on the reading comprehension of the students.

Namaziandost, Shafiee, and Esfahani, (2021) have studied the effect of teaching cultural materials on reading motivation and reading attitude across two genders. The sample was 150 upper intermediate male and female EFL learners divided into three equal groups for the experimental purpose. First group was taught reading passages related to American and English cultures, Second group was taught Persian culture and some culture free materials for the third group. The result indicated that teaching materials with cultural content promoted the reading motivation of Iranian EFL learners. It suggested that culture bound knowledge of readers facilitates their English text comprehension.

Thirunavukarasu and Harun (2021) have conducted an exploratory case study to examine the use of cultural schemata in reading comprehension of three different cultural based texts of Malay, Chinese and Indian through three cultural text formats- narratives, descriptive and info graphics. The study conducted among 15 students by purposive sampling based on their ethnicities, English Proficiency level and their scores of previous knowledge assessment and retelling assessment. A comprehension test, retelling technique in written form and interview protocol was used for gathering data. The result suggested that appropriate cultural schema influenced reading comprehension and interpretation as well as the retelling of the texts. It suggested that learners can easily comprehend the texts which are compatible with their culture. It helps participants from impeding their reading. While using culturally unfamiliar content, readers need to put more effort for

comprehension. The study supports schema theory. Text format and using infographics are only secondary to schema in language acquisition.

There are two similar studies on effect of cultural familiar texts on reading comprehension and interest (Sheridan & Condon, 2020; Sheridan et al., 2019) conducted in Japan. The samples for both studies were Japanese university students and they were asked to select and read culturally familiar and culturally unfamiliar newspaper articles. The participants preferred culturally familiar texts to culturally unfamiliar texts. The result of both studies denoted that Second language proficiency had a significant effect on the cultural context. The students who read culturally familiar version of the article scored higher in reading comprehension and vocabulary retention and greater interest and engagement.

Robertson (2020) conducted a study on the impact of utilizing a culturally familiar text as compared to a culturally unfamiliar text on reading comprehension and summary writing outcomes of secondary level Spanish ESL learners. The result suggested that culturally relevant pedagogical strategies are essential for improving the achievement of culturally and linguistically diverse students.

Fikray and Habil (2019) have systematically reviewed three objectives the role of schemata or background knowledge in encouraging ESL learners reading comprehension, the significance of selecting culturally familiar texts as reading materials and the pedagogical implications. It reviewed 17 journal articles related to second language reading highlighting culturally familiar elements in text selection and enhancing reading comprehension. The result suggested that cultural familiar text enhances reading comprehension by providing a platform for contextualize the content of the reading materials. It also suggested that culturally familiar teaching resources will help to create a less threatening learning environment and higher participation rate in the ESL classroom.

Carson (2019) has conducted a study on whether the effect of cultural familiarity lowers barriers to listening comprehension for English language learners. The study conducted by administering a series of preliminary and secondary listening tests on intermediate level learners at a Japanese university. The standardised TOEIC Bridge test was administered on 668 learners in three levels: beginner, lower intermediate and upper intermediate. The result indicated that comprehension is more difficult when unfamiliar proper nouns were present. However such barriers are lowered when students are more comfortable with the target language.

Petnoosed and Palanukulwong (2019) conducted a study on the impact of cultural familiarity on reading comprehension. The study also explored the attitude of Thai students towards reading English short stories. The sample was 35 university students who were given two short stories with a comparable theme and linguistic complexity from two cultural contexts, American and Thai. The result indicated significant effect of culturally familiar stories on better literal, inferential and overall comprehension. The study also found that participants preferred Thai story to American story for their authenticity, ease of understanding and interest.

Nayak (2017) conducted a study on the role of the culturally familiar texts in developing reading comprehension skills among Lambada secondary school students in a tribal school. The study conducted with 20 students from two tribal schools in Warangal, Telengana District in India. 10 days intervention classes have been conducted with culturally familiar texts like Lambada stories and history of Lambada. The pretest and posttest were conducted by using non-cultural based texts. The result indicated that using the culturally familiar texts in the classroom made teaching more effective and it improved their reading comprehension.

Kurnaz (2016) studied the influence of cultural familiarity on vocabulary learning through reading familiar and unfamiliar short stories. The sample for the study was 48 pre-intermediate university students divided into two groups. The experimental group studied on familiar (nativized story) while the control group did so with an unfamiliar (original) story. Instead of using two different stories, the original story was nativized. The results of the study indicated a better vocabulary memorization with the nativised story. It supports the view that cultural familiarity has an influence in developing a positive attitude towards reading texts.

Sheridan et al. (2016) conducted a study on the effect of culturally familiar contexts on vocabulary recall and content comprehension. The sample was from two English reading classes at a Japanese university. The study findings indicated that culturally familiar contexts in EFL study might have a positive impact on language learning of the students.

Kelley et al. (2015) investigated the effect of culturally familiar tasks on reading performance and self-efficacy of linguistically diverse learners. The study was conducted with 43 seventh grade students of Hispanic origin in the south western United States. The findings of the study suggested the effectiveness of cultural responsive teaching practices. The culturally familiar tasks positively influenced students recall and reading comprehension performance. It also found that a culturally relevant reading task may increase reading self-efficacy beliefs.

Faruk and Mahmud (2014) studied whether cultural unfamiliarity is a hindrance to reading comprehension or not and whether pre-reading activities can be of any help to overcome this hindrance. The study was conducted among 19 university students in Bangladesh. One reading comprehension class on a familiar theme 'ragging' and another class on the unfamiliar theme Halloween were given.

The findings supported the widely accepted negative impact of cultural unfamiliarity on reading comprehension. The result also suggested that activities helped to improve comprehension into some extent but it is effective for only some students who are motivated to learn English.

Yousef et al. (2014) have studied the relationship between cultural background of Iranian learners and reading comprehension. The sample for the study was 45 Iranian EFL graduate level learners (15 Arabs, 15 Kurds and 15 Turks). They were administered a reading comprehension test consisting of three culture oriented subtests. Each subtest contains four or five passages related to culturally specific topics such as music, wedding ceremony, and the way of dressing, behaviour and Nowru (New Year festival). The study found that the culturally relevant information or prior and familiar experiences of the EFL learners are valuable to their reading comprehension. Other major findings of the study are: background knowledge is really instrumental in connecting the contextual meanings with EFL readers' comprehension; the ability of a student to understand a text is not only based on linguistic knowledge but also on general knowledge of the world. The study also suggested that if the unfamiliar content of a text has an effect on reading comprehension, then it must be considered as a criterion in the selection of reading materials and in the evaluation of reading comprehension, the background knowledge or schemata aids understanding a complex text. The study also suggested that no matter how well one knows a language he or she cannot comprehend a text if the content of the text is one he or she knows absolutely nothing about.

Pujol and Corrius (2013) studied the role of native culture in EFL learners' use of EFL dictionaries and comprehension of the looked up words. A survey was conducted among 114 Catalan (an official language of an autonomous community in Eastern Spain) lower intermediate students. One group was given a test contained

definitions of 30 words taken from a global dictionary and the second group was tested with definitions of a culturally nativized dictionary i.e. a dictionary that included learner's native culture. The result concluded that the students who used the dictionary with native cultural content have more understanding of the meaning of the new words than other students who used a global dictionary. The main implication of the finding is that in order to facilitate comprehension of foreign language, designers of the EFL dictionaries must create nativized versions especially at lower levels.

Rashidi and Soureshjani (2011) investigated teaching culturally loaded texts to Persian EFL learners on their reading comprehension and motivation level. The sample was 102 undergraduate Persian EFL learners. The experimental group was taught with culture loaded texts related to English and American. The result indicated that teaching the culture elements of the target language can have a remarkable impact on reading comprehension and motivation level of learners.

An experimental study identified when students are given more culturally relevant text, they are more engaged and acquired their reading skills. In order to find the effect of Culturally Relevant Texts on Reading Comprehension, the researcher used Cultural Relevance Rubric among 9 third grade English Language Learners of Caribbean, Mexican and Central American Origin. The students used the rubric to rate the cultural relevance of two stories which were identified as same reading level, but the participants differed in their reading of each story. 'Reading accuracy scores for both stories suggest that the participants were within their instructional or independent reading levels. However, miscue analysis and retelling data suggest that readers' comprehension was greater when reading the story they identified as being more culturally relevant. The study found that when the students are given more culturally relevant texts, they are more engaged and acquired their reading skills (Ebe, 2010).

Erten and Razi (2009) have conducted a study on the influence of cultural familiarity on comprehension of short story and, whether nativizing the story or using activities can compensate the lack of familiarity or not. The sample for the study was 44 advanced level university EFL students in Turkey. It was a four group experimental study and the first two groups were taught original story with and without some activities and the next two groups were taught nativized story with and without some activities. The findings indicated a better comprehension with the nativized story. Though the activities contributed to the comprehension of original story, the nativization of the story made a significant difference indicating a powerful impact of cultural schema on comprehension.

A study from Saudi Arabia focused on the effects of content familiarity and language ability (second language proficiency) on the comprehension performance of low- and high-ability EFL learners. The sample for the study was 132 male and female university students. Two reading comprehension tests on two different types of text (familiar and unfamiliar) were employed. The study found that content familiarity and language ability had significant effects on the students' comprehension performance. Content familiarity facilitated reading comprehension, and that language ability had a significant effect on the comprehension performance of students at different levels. Language ability played a compensative role in comprehension of the unfamiliar text. The findings of the study also suggested that the cultural knowledge affect only the low ability students but not the high ability students (Al-Shumaimeri, 2006).

Yuet and Chan (2003) investigated on the relationship between cultural content and reading comprehension of Chinese and Hong Kong EFL learners. The sample of the study was 214 university students who shared Chinese culture in general but differed in terms of their local subcultural and social background. They

were divided into intermediate and post intermediate groups on the basis of General proficiency Test in English. A reading comprehension test including two cloze texts was assigned. One of the text differed in content familiarity for Chinese and Hong Kong students and one unfamiliar. The results denoted that a strong cultural effect on reading comprehension of intermediate students but not on post-intermediate students.

Sasaki (2000) conducted an experimental study on the effect of cultural schemata on the test taking process for cloze tests among the students and the sample for the study was 60 Japanese university students. Two types of cloze tests (original and a modified version of culturally familiar) were administered. The result suggested that changing culturally unfamiliar words to more familiar words in a cloze test had some impact on the test-taking process of the participants.

Johnson (1981) conducted a study on the effect of the complexity of the English language and the cultural origin of prose on the reading comprehension. The study investigated among 46 Iranian ESL intermediate and advanced University students. It was a two group experimental study. One group is given un-adapted texts of two stories- one from Iranian folklore and one from American folklore; the other group is given the same stories in adapted or simplified English. Reading comprehension was tested with multiple choice questions on explicit and implicit information in the texts. The recall question was also given to 19 American subjects for comparison purpose. The result indicated that the cultural origin of the story had more effect on the comprehension of the ESL learners than the level of syntactic and semantic complexity, adapted vs. un-adapted. In this study for the native learners however, both the level of syntactic and semantic complexity of the text and the cultural origin of the story affected comprehension. At the same time the native language learners were better able to understand un-adapted English and the story based on American folklore.

Conclusion

The most number of studies related to cultural familiar and unfamiliar learning materials for English language teaching have been conducted in the countries like Japan, Iran, Saudi Arabia, China, Thailand, Indonesia, Spain, and Turkey and so on. A couple of studies only found in India (Nayak, 2017). All these studies have been conducted by experimental research where one group is given familiar culture based or nativized content based text and other group is received unfamiliar content based texts. Culturally familiar texts help to create a less threatening language learning environment (Fikray & Habil, 2019). Culturally familiar contexts and culturally responsive teaching have a positive impact on language teaching (Petnoosed & Palanukulwong, 2019; Sheridan et al., 2016; Kelley et al., 2015; Pujol & Corrius, 2013; Sasaki, 2000). Several studies have been conducted in the area of cultural familiarity and language learning. Participants in the studies (Sheridan & Condon, 2020; Erten and Razi, 2009) have preferred culturally familiar texts to unfamiliar texts and second language proficiency had a significant effect on the cultural context. A few studies found that culturally relevant pedagogical strategies are essential for improving the achievement of culturally and linguistically diverse students (Robertson, 2020). The stories which reflected the socio-cultural perspectives of the learners facilitated their ability to recall and comprehension (Bell and Clark, 1998). The previous studies indicated a positive effect on using familiar culture based learning materials in English language Teaching (ELT). Hence, the researcher felt the need for study more about the effect of teaching native and non-native culture based stories on developing language acquisition and value inculcation. Though the review of the previous studies shows the importance of teaching English with learners' culture (native culture) based learning materials, no studies have been conducted in Kerala in particular or India in general.

No studies were found in the area of cultural familiarity and the development all four language skills- listening, speaking, reading and writing together in a single study. Only one study found culturally familiar teaching improved speaking skills (Diep et al., 2022) and one study found cultural familiarity improves listening comprehension (Carson, 2019). However, a great number of studies have been conducted in the area of culturally familiar texts and reading comprehension. Culturally relevant topic made an impact on reading comprehension and culturally familiar texts are more effective for comprehending a text (Toti & Hamid, 2022; Namaziandost et al., 2021; Fikray & Habil, 2019; Sheridan et al., 2019; Nayak, 2017; Kurnaz, 2016; Yousef et al., 2014; Rashidi & Soureshjani, 2011). Cultural schema influenced reading comprehension, interpretation and retelling of the texts. Thirunavukarasu and Harun (2021) stated that while using culturally unfamiliar content readers needs to put more effort for comprehension. Hence the present study intended to assess the effect of cultural familiarity on the four language skills listening, speaking, reading and writing together in a single study. No study found using familiar or unfamiliar culture based language learning material used for inculcating values among students through English language teaching and learning.

From the above literature study, we can conclude that the familiar cultural background knowledge can help the learners to comprehend and learn English language skills better. The previous research studies revealed that the cultural schema of learners can improve the learners' language acquisition. Based on the outcome from the previous researches regarding the familiar cultural based instruction on developing language skills, the current study attempted to examine the effect of native stories (culturally familiar) and non-native stories (culturally unfamiliar) on language adeptness (i.e. integration of all the four language skills- listening, speaking reading and writing) among the secondary school students in

Kerala. It is also evident from the review of previous researches that no studies found related to inculcating values through familiar cultural or unfamiliar cultural contents of English language teaching and learning.

Summary of studies on familiar and unfamiliar cultural content in language acquisition is given in Table 1.

Table 1

Summary of the Studies on Familiar and Unfamiliar Cultural Content in Language Acquisition

Year	Authors & Region	Variables	Findings
2022	Diep et al. (Indonesia)	Cultural based Instruction Speaking skills and Foreign language anxiety	Cultural based instruction improved speaking skills and foreign language anxiety.
2022	Toti & Hamid (Saudi Arabia) Retrospective Interview	Culturally relevant background knowledge Reading comprehension	Culturally relevant topic made an impact on reading comprehension.
2021	Namaziandost et al. (Iran)	Teaching cultural materials. Reading motivation and reading attitude	Teaching cultural materials promoted reading motivation. Culture bound knowledge of readers facilitates their English text comprehension
2021	Thirunavukarasu & Harun (Malay, Chinese, Indian) Exploratory case study	Cultural schemata Reading comprehension	Cultural schema influenced reading comprehension, interpretation and retelling of the texts. While using culturally unfamiliar content readers need to put more effort for comprehension.
2020	Sheridan & Condon (Japan)	Culturally familiar text Learners' preference to culturally familiar and unfamiliar Second language proficiency	Participants preferred culturally familiar to unfamiliar Second language proficiency had a significant effect on the cultural context

Year	Authors & Region	Variables	Findings
2020	Robertson (Spain)	Culturally familiar text Reading comprehension and summary writing outcome	Culturally relevant pedagogical strategies are essential for improving the achievement of culturally and linguistically diverse students
2019	Fikray and Habil Systematic review	Role of schemata or background knowledge in reading comprehension Selection of culturally familiar texts	Culturally familiar text enhances reading comprehension Culturally familiar text help to create a less threatening learning environment
2019	Carson (Japan)	Cultural familiarity lowers barriers to listening comprehension	Comprehension is more difficult when unfamiliar proper nouns were present. However such barriers are lowered when students are more comfortable with the target language
2019	Petnoosed & Palanukulwong (Thailand)	Cultural familiarity Reading comprehension Attitude of learners on reading English short stories	Significant effect of culturally familiar stories on better literal, inferential and overall comprehension Participants preferred Thai story to American story for their authenticity, ease of understanding and interest.
2019	Sheridan et al (Japan)	Cultural familiar text Reading comprehension vocabulary retention and interest in text	Students who read culturally familiar version of the article scored higher in reading comprehension and vocabulary retention and greater interest and engagement
2017	Nayak (India)	Cultural familiar text Reading comprehension	using the culturally familiar texts in the classroom made teaching more effective and it improved their reading comprehension
2016	Kurnaz	Influence of cultural familiarity Vocabulary learning	Better vocabulary memorisation with the nativized story Cultural familiarity influences in developing a positive attitude towards reading texts
2016	Sheridan et al (Japan)	Culturally familiar contexts Vocabulary recall and content comprehension	Culturally familiar contexts have a positive impact on language learning

Year	Authors & Region	Variables	Findings
2015	Kelley et al. (US)	Effect of culturally familiar tasks leading performance and self -efficacy	Culturally responsive teaching practices is effective It positively influences recall and reading comprehension Culturally relevant reading task may increase reading self-efficacy beliefs
2014	Faruk & Mahmud (Bangladesh)	Cultural unfamiliarity Reading comprehension Pre-reading activities	Cultural unfamiliarity negatively affect reading comprehension Pre-reading activities helped only those who are motivated to learn English
2014	Yousef et al. (Iran)	Native cultural background Reading comprehension	Culturally relevant information or prior and familiar experiences of the EFL learners are valuable for their reading comprehension
2013	Pujol & Corrius	Role of native culture based dictionaries and comprehension of vocabulary	Students who used the dictionary with native cultural content have more understanding of the meaning of the new words than other students who used a global dictionary
2011	Rashidi & Soureshjani (Iran)	Culturally loaded texts Reading comprehension and motivation	Teaching cultural elements of target language can have a remarkable impact on reading comprehension and motivation
2010	Ebe	Culturally relevant texts and reading assessment	Reader's comprehension was greater when culturally relevant text is used
2009	Erten & Razi (Turkey)	Influence of cultural familiarity on comprehension 1. nativized story 2. activities	Indicated a better comprehension with the nativized story. Though activities contributed to the comprehension of original story, the nativized story made a significant difference indicating a powerful impact of cultural schema on comprehension

Year	Authors & Region	Variables	Findings
2008	Garth-mccullough	Cultural orientation of literature Reading comprehension	Culturally bound prior knowledge supports students reading comprehension
2006	Al-Shumaimeri (Saudi)	Content familiarity and language ability Comprehension performance	Content familiarity facilitated reading comprehension. Language ability had significant effect and played compensative role in comprehension of unfamiliar text. Cultural knowledge affect only the low ability students but not the high ability students
2003	Yuet & Chan (Chinese & Hong kong)	Cultural content and reading comprehension	Strong cultural effect on reading comprehension of intermediate students but not on post-intermediate students
2000	Sasaki (Japan)	Cultural schemata The test taking process for cloze tests	Changing culturally unfamiliar words to more familiar words in a cloze test had some impact on the test taking process
1981	Johnson (Iran)	Complexity of the English language and the cultural origin of prose Reading comprehension	Cultural origin of the story had more effect on the comprehension than the level of syntactic and semantic complexity adapted vs. un-adapted.

Related Studies on Representation of Native and Nonnative Cultural Elements in the English Language Textbooks

This section of related literature reported an extensive review of related researches on culture representation in English language textbooks.

A few studies only found in India that studied cultural elements in the textbooks. Among them, the latest study (Bose & Gao, 2022) is claimed to be the first rigorous study in this area. They found that there is a domination of cultural content of Britain or Irish and white character in the English textbooks in India. The

textbooks underrepresented source culture and south Asian culture. The Cambridge Partnership for Education (2022) conducted an analysis of culture representation in the English Language curricula of the UK and India. The study found that people depicted in the textbooks are the authors of literature- Keats, Shakespeare and Wordsworth are the more frequent authors in Indian textbooks. Another study on Indian textbooks concluded that the textbooks have very minor representation of culture in the international level (Nisargandha, 2019).

Almutairi (2021) critically reviewed the place of culture in English language teaching. The study focused on understanding the relation between language and culture and its positive impact on teaching of English language. Some researchers believe that target culture is inevitable in language learning, whereas many other researchers recognize it as a linguistic imperialism or a Trojan horse that would have negative impacts on ESL/EFL learner's national identity.

Zhang and Su (2021) conducted a cross-national analysis of cultural representations in English textbooks used in China and Germany. The study carried out on four Textbooks -Ying Yu, English, Green Line Transition and English G-Band 6. The result reflects that China's English textbooks reasonably balance among different cultures, but they still focus only on factual knowledge and static information, whereas the English textbooks in Germany emphasis on target culture and they focus on multicultural perspectives, communicative competence and intercultural skills of the learners. So target culture dominates and source culture partially neglects in Germany's English language text books.

Gedik (2020) has conducted a study on students' and instructors' evaluation of a foreign language textbook from an intercultural perspective. The study critically analysed the New Language Leader Pre-intermediate textbook of Turkey in terms of inter-cultural perspective. Sample used for the study is 132 students, 15 University

instructors. The result suggested that the textbook contains the cultural content of the foreign society a lion's share; there is no much light on learner's own culture.

Juybari and Bozorgian (2020) critically analysed ELT Textbooks of Iran, Prospect-1, 2 and 3 to have much light on the relationship between cultural linguistics and English curriculum. They used ethnographic-conceptual text/visual analysis. The study revealed that the lesson 3 of Prospect 3 represents the local cultural conceptualisations of Nowruz (Iranian New Year). The study also found that the textbooks contain only a limited level of diversity in cultural representation which is too focused only on Iranian or local culture rather than International culture.

Baleghizadeh and Shayesteh (2020) conducted a content analysis of three ESL grammar books in terms of the representation of culture in teaching English as an international language. The findings indicated that the cultures of English speaking countries occupied a larger space and hence little room for international culture and it will affect the intercultural competencies of the students.

Andarab (2019) has done a content analysis of the English as an International Language- targeted course books to find out whether they use English literature or literature in English. The study employed Kachru's Tri-Partide Model to categorise the countries and culture with a small c and a capital C dichotomy. The study extensively analysed Global series (elementary, pre-intermediate, intermediate and upper intermediate levels) and English across Cultures, Intercultural English, Understanding Asia and Understanding English across Cultures. The result suggested that even though the course books are based on EIL, almost no concern is given to the literary works of non-native speakers of English. The 90% of all the literatures are from the literary works of native speakers' countries in the Global Course book series. The representation of both Outer and Expanding countries is

nearly 10% only. The hegemony of target culture is apparent. The presence of literature in English across Cultures, Intercultural English, Understanding Asia and Understanding English across Cultures is meagre, or as per result no reference at all.

Sahraee (2018) conducted a semiotic analysis of culture in terms of English as an International Language (EIL) in ELT curriculum. Semiotic Analytical framework adapted by Dinh was used to analyse Iranian junior high school textbooks called 'Prospect series.' The findings of the study are representation of culture is very much evident in texts and visuals both implicitly and explicitly, but it is found in a very limited manner in tasks. Expanding circle cultural content dominates in the textbooks. It is also found that cultural diversity has not been given much attention, small c culture and socio-cultural elements are neglected. Language and information based questions are given importance whereas, it include limited number of speculative and comparative questions regarding culture.

Bocu and Razi (2016) identified the elements related to intercultural communicative competence in the textbook series Life at A1 and A2 level. The textbooks were analysed with a checklist focusing on source culture, target culture and international culture as well as Big C and small c culture. The sample were six lecturers in Turkey, a questionnaire was given to them to get their opinion on cultural content of the textbook. An adapted version of the questionnaire was also applied to 26 students and four lecturers were also interviewed. The findings suggest that textbooks cover varied cultures but no direct reference to the native culture that is Turkish. Adequate balancing of Big C and small c culture also was found.

Yuen (2011) critically analysed the representation of foreign cultures in English textbooks. The Textbook Analysis of two series of junior secondary English language textbooks of Secondary 1 to 3, aged from 12 to 14 years old, Hong Kong schools-Longman Elect and Treasure Plus has been carried out. The result shows

that the representation favoured the cultures of English-speaking countries, while the cultures of Africa were underrepresented. The study also discussed the selection of English language textbooks and the implications for compensating the imbalance in cultural content.

Aliakbari (2005) investigated culture representation in the high school ELT textbooks in Iran. The findings indicated that the treatment of culture in the textbooks is shallow and superficial. The cultural elements included in the textbooks are not enough to develop intercultural competence and cultural understanding.

Ndura (2004) analysed six ESL textbooks in the western USA. Ndura argues that the cultural bias and stereotypes presented in the textbooks may affect the self-image and the world views of students. The contents of the textbook like the poor African boy, the Egyptian mummies and the chimpanzees only make the students to think that Africa as a poor and primitive country. In order to avoid the cultural bias and stereotypes the instructional materials should be critically examined. Ndura (2004) advises that before selecting the text, check illustrations and storyline, lifestyles, characters' relationship with one another, and consider the possible effects on student's self-image consider authors' background, perspectives, vocabulary used and look at the copyright date as well (Council on Interracial Books for Children, 1994).

Conclusion

Language textbooks are very crucial teaching tools in a language classroom. The textbook is a collection of texts graded and carefully chosen from various genres by the experts according to certain curricular objectives. In the different part of the world, the studies related to the cultural representation in the English language teaching text books have been conducted. The most number of studies have been found in Iran. The countries like Kuwait, China, Germany, Turkey, Hong Kong, and

Western USA are a few other countries that have extensively analysed their ELT textbooks in terms of culture representation in them. Those textbooks for teaching English contain various cultures but dominantly the culture of the countries where English is used as a first language. A few studies were conducted in India as well. Bose and Gao (2022) found that the Indian textbooks dominated the cultural content of Britain or Irish and white characters and lowest source culture and culture of South Asian characters. The Cambridge Partnership for Education (2022) noticed that people were represented more (that too adult males and less children) in Indian textbooks, whereas people less represented in UK. The study also found that people depicted in the textbooks are the authors of literature- Keats, Shakespeare and Wordsworth are the more frequent authors in Indian textbooks. Gender gap and limited contemporary texts were found in Indian textbooks. Minor representation of International culture and Big C culture such as literature and history dominated (Nisargandha, 2019).

In Iranian ELT textbooks, limited cultural diversity was found. Most cultural content are associated with Iranian culture rather than international culture (Juybari & Bozorgian, 2020; Gheitasi et al., 2020). Another study identified expanding circle cultural content dominates in the textbooks and cultural diversity has not given much importance. Small c culture and socio-cultural elements are neglected (Juybari, 2018). Target culture dominated in the grammar books and there is no room for international culture (Baleghizadeh & Shayesteh, 2020). Another previous study conducted in Iran had reported that treatment of culture was shallow and superficial and the cultural elements included were not enough to develop intercultural competence and cultural understanding (Aliakbari, 2005). However, later studies indicated a gradual progress in the representation of cultural diversity by adding more source culture, yet it is not in an adequate proportion.

Target culture is inevitable in language teaching, but linguistic imperialism would have negative impacts on ESL/EFL learners' national identity (Almutairi, 2021). The culture of English speaking countries dominated in the ELT textbooks of Hong Kong, while the culture of Africa underrepresented (Yuen, 2011). China's textbooks reasonably balance different cultures while target culture dominates and source culture partially neglects in Germany's textbooks (Zhang and Su, 2021). In Turkish ELT textbooks, culture of the foreign society dominates and no much light on learner's own culture (Gedik, 2020). Andarab (2014) argues that the culture of target community and literatures in English should be given importance rather than native speaker culture or mere English culture. The inclusion of culture should be unbiased and focus should be on cultural liberty (learning from other culture) not on cultural literacy (learning about other culture). Turkish textbooks cover varied culture but no direct reference to the native Turkish culture and there is an adequate representation of big C and small c culture (Bocu and Razi, 2016). In another study Andarab (2019) states that though the Turkish ELT textbooks claimed as based on English as an International Language (EIL), less or nearly no attention is given to the culture of non-native speakers also.

From the reviews of culture representation in the textbooks, it is evident that more native cultural text based on the native culture of the learners should be found place in the English as Second Language (ESL) textbooks. Since English has become more a language of non-native speakers around the world, the textbook as the basic tool for language learning should also represent culture of the learner, not the culture of the language. Summary of the studies on representation of cultural elements in the ELT textbooks in different countries is given in Table 2.

Table 2*Summary of the Studies on Representation of Cultural Elements in the ELT Textbooks*

Year	Author(s)	Textbooks- Country/Region	Findings
2022	Bose & Gao	India (Kerala, Gujarat, Punjab West Bengal & NCERT)	Domination of cultural content of Britain or Irish and white characters. Lowest source culture and culture of South Asian characters
2022	The Cambridge Partnership for Education	UK & India (Delhi, Maharashtra, Tamil Nadu)	People represented more (that too adult males and less children) in Indian textbooks, whereas people less represented in UK. Gender gap and limited contemporary texts
2021	Almutairi	Kuwait	Target culture is inevitable in language teaching, but linguistic imperialism would have negative impacts on ESL/EFL learners' national identity.
2021	Zhang & Su	China & Germany	China's textbooks reasonably balance different cultures. Target culture dominates and source culture partially neglects in Germany's textbooks.
2020	Gedik	Turkey	Culture of foreign society dominates, no much light on learner's own culture
2020	Juybari & Bozorgian	Iran	Textbooks contain limited cultural diversity and focused only on Iranian culture rather than International culture
2020	Gheitasi, Aliakbari & Yousufi	Iran	Most cultural content associated with source culture or Persian culture.
2020	Baleghizadeh & Shayesteh	Iran	Target culture dominated and there is no room for international culture
2019	Nisargandha	India (Marathi & English medium)	Minor representation of International culture and Big C culture such as literature and history dominated
2019	Andarab	Global series	Though the textbooks claimed as based on EIL, less or nearly no attention is given to the culture of non-native speakers

Year	Author(s)	Textbooks- Country/Region	Findings
2019	Alaei & Parsazadeh	Review paper	The blueprint suggests that international culture should be given more weightage than target culture and source culture.
2018	Sahraee	Iran	Expanding circle cultural content dominates in the textbooks and cultural diversity has not given much importance. Small c culture and socio-cultural elements are neglected.
2016	Bocu & Razi	Turkey	Textbooks cover varied culture but no direct reference to the native Turkish culture. Adequate representation of big C and small c culture.
2011	Yuen	Hong Kong	The culture of English speaking countries dominated, while the culture of Africa underrepresented
2005	Aliabbari	Iran	Treatment of culture is shallow and superficial and the cultural elements included are not enough to develop intercultural competence and cultural understanding
2004	Ndura	Western USA	The cultural bias and stereotypes presented in the textbooks may affect the self-image and world view of the learners.

Chapter- III

METHODOLOGY

- *Research design*
- *Variables of the study*
- *Research method*
- *Population and sample*
- *Tools and procedures for data collection*
- *Statistical and other techniques used for analysis*
- *Overview of chapters*

METHODOLOGY

The former chapter presented the theoretical overview and review of related literature which discussed the familiar and unfamiliar contents in English language teaching, cultural representation in English language textbooks, and the integration of value based education through English language teaching.

This chapter deals with the research design and methods adopted for the present research work. Travers (1998) stated that “accuracy of a research result always depends up on the method adopted to conduct the research; the method by which data are collected, processes interpreted and conclusions are attained.” The present study followed mixed method research design to explore the effect of using native stories and non-native stories on developing language adeptness and value inculcation among secondary school students. This research also framed an objective to analyse the secondary level English language text books of Kerala state school syllabus to identify and assort the cultural representation in the books, with respect to the native and non-native stories. To precise, this chapter discusses the research design, research methodology, operational definitions, research sampling, instruments and data collection procedures.

Research Design

Research design is the modus operandi to pursue a research project. “It is a blueprint to answer research questions raised at the beginning. Design is a framework for conducting the research, which specifies various parts of the investigation; how they work and be arranged” (Ferguson, 1981). The research design of the current study is an operating model specifically adopted for conducting this research. The study is quasi experimental in character. Multiple experimental groups are formed in the study. Data from untreated control group is utilized to

determine the effectiveness of the study treatment. Pretest and post-test data are analysed to find effectiveness. Thus Multiple Group Pretest- Post-test Quasi Experimental Design is adopted for the conduct of this research. The Strategy of content analysis is followed to realize the objective of text book analysis.

The research questions of the study are focused on (i) the representation of native and non-native stories in secondary level English language text books of Kerala state school syllabus (ii) the effectiveness of teaching English language through the native and nonnative stories on language adeptness of students, (iii) value inculcation of students. So, a part of the work designed as content analysis, because it organizes attempts to analyse, interpret and report the status of the cultural representation through stories in text in the secondary level school text books. The major part of the research is quasi experimental study.

Variables of the Study

The study aimed to find the effect of teaching English through native stories and nonnative stories on developing the language adeptness of the students. The study also examines whether teaching in these ways inculcate values among students.

Independent variable is the variable that the researcher controls or manipulates within a study. On this supposition, the ‘teaching English with native stories’ and ‘teaching English with non-native stories’ being treated as the independent variables in the study. These variables depict the culture representation in language teaching.

It is proposed to study the manipulative effect of the independent variables on the language adeptness and value inculcation among the students. A dependent variable is a response variable. It is the variable that is being measured in an

experiment. Researcher may not directly control the dependent variable. Hence, the (i) language adeptness pertaining to the skills listening, speaking, reading and writing and (ii) inculcating values are the depending variables in the study.

Research Methods

Selection of the research method is a relevant process in investigative work. Here it is adopted the method of content analysis to identify and assort the native and non-native stories in the 8th, 9th and 10th standard English language text books of Kerala state school syllabus. The major part of the research is experimental in nature. Data are collected qualitatively and quantitatively and appropriate procedures of analyses are employed. So, the research method is mixed in nature.

Nunan (1992) explains two broad paradigms for research; the first paradigm denotes ‘exploratory-interpretive’ and second model stands for ‘analytical-nomological.’ The exploratory-interpretive paradigm uses a non-experimental method collecting qualitative data and the data are to be analysed by interpretative manner. The second ‘analytical- nomological’ paradigm employed data collection in an experimental setting gathering quantitative data which was analysed statistically.

On the contrary, a mixed form of research includes six research paradigms (Nunan, 1992). They are (other than above mentioned two paradigms) given below.

Mixed Forms

- Paradigm-3: Experimental –quantitative and qualitative interpretative
 1. Experimental or quasi experimental design
 2. Quantitative / Qualitative data
 3. Interpretive analysis
- Paradigm-4: Experimental- qualitative- statistical
 1. Experimental or quasi experimental design

2. Qualitative data/ qualitative data
 3. Statistical analysis
- Paradigm-5: Exploratory- qualitative- statistical
 1. Non-experimental design
 2. Qualitative data
 3. Statistical analysis
 - Paradigm-6: Exploratory- quantitative- statistical
 1. Non-experimental design
 2. Quantitative data
 3. Statistical analysis
 - Paradigm-7: Exploratory- quantitative/qualitative- interpretive
 1. Non-experimental design
 2. Quantitative data/qualitative data
 3. Interpretive analysis
 - Paradigm-8: Experimental- quantitative- interpretive
 1. Experimental or quasi-experimental design
 2. Quantitative data
 3. Interpretive analysis

In the present study, the third paradigm i.e., Experimental – Quantitative- Qualitative – Interpretive research paradigm was adopted. The experimental- quantitative/qualitative-interpretive paradigm employs experimental research design, requires both quantitative and qualitative data and involves interpretive data analysis. The current research ‘utilises an experiment method and generates qualitative and quantitative data which are analysed interpretively.’ Robinson and Mendelson (2012) transcribed that “a mixture methodological technique that fuses elements of experimental design with qualitative tactics to explore mediated

communication is called the qualitative experiment.” This type of methodology extensively uses certain methods including interviews within randomised conditions- the condition that typically associated with experimental research. The current study uses this mixed method research to investigate the effect of using the stories based on source culture (Native stories- native culture interpretation) and target culture (Nonnative stories – nonnative culture interpretation) on students’ language acquisition skills and value inculcation. It utilises “the advantages of qualitative inquiry for better understanding of construction. It is to gain a more holistic reading of response differences between varied groupings of mediated content” (Robinson & Mendelson, 2012). Thus, the ‘qualitative experiment’ demonstrates an ‘embedded and ‘dominant-less dominant design’ (Creswell, 2004; Creswell & Plano Clark, 2010)

The participants were randomly selected according to experimental conditions and being measured by a quantitative- qualitative pre and Posttesting of groups. Qualitative experiment as a singular methodology also merged the elements of two methods within a single study to abstract the benefit of triangulation. The data have been collected through portfolio assessment, and skill testing of respondents. Therefore all the features and methods of the paradigm, ‘experimental- quantitative- qualitative-interpretive’ (Nunan, 1992) is adopted for this study.

The Design of Experiment and Procedure for Realisation of Objectives

This study aimed to find the effect of teaching English with native stories and nonnative stories on language adeptness and value inculcation among the secondary school students. The experiment of the research is designed accordingly. Primarily, the design is pretest – posttest experiment design.

There are two experimental groups and one untreated control group in the study. Homogeneity of the groups are tested and established through proper ways. The details are given under.

Experimental Group I – taught with Native Stories – Pretest scores in Language adeptness test battery compared with posttest scores to find the effect of teaching with native stories. The students in the group received regular school classes from schools during the experimental period, through online (as it was a COVID 19 affected period)

Experimental Group II – taught with nonnative stories – Pretest scores in language adeptness test battery scores compared with the posttest scores – to find out the effect of teaching with nonnative stories. As in the Group I, the students in the Group II also received regular school classes from schools during the experimental period, either through online or offline.

Control Group- The control group is not taught by the researcher either through native stories or nonnative stories. The group is not a part of the interactive process as in the case of experimental groups. The control group is received regular school classes, either through online or offline as it is received to the two experimental groups.

To realize the research objectives, the following steps are followed in the experiment and data collection. ;

- Experimental Group –I (EG-I) is taught English through native stories by using the digital storytelling and narrative storytelling methods to transact the stories.
- Experimental Group –II (EG-II) is taught English through nonnative stories by using the digital storytelling and narrative storytelling methods to transact the stories.

- Analysed the pretest scores of both groups to find out the status of language adeptness and value inculcation at pretest level among secondary school students
- Compared the pretest and Posttest scores of EG-I and EG-II separately to state the effectiveness of intervention
- Compared the Posttest scores of EG-I with that of EG-II to find out the comparative effect of teaching with native and non-native stories
- Compared the Language Adeptness Test scores of EG-I with that of the untreated control group to establish the effect of teaching with native stories
- Compared the Language Adeptness Test scores of EG-II with that of the untreated control group to establish the effect of teaching with nonnative stories

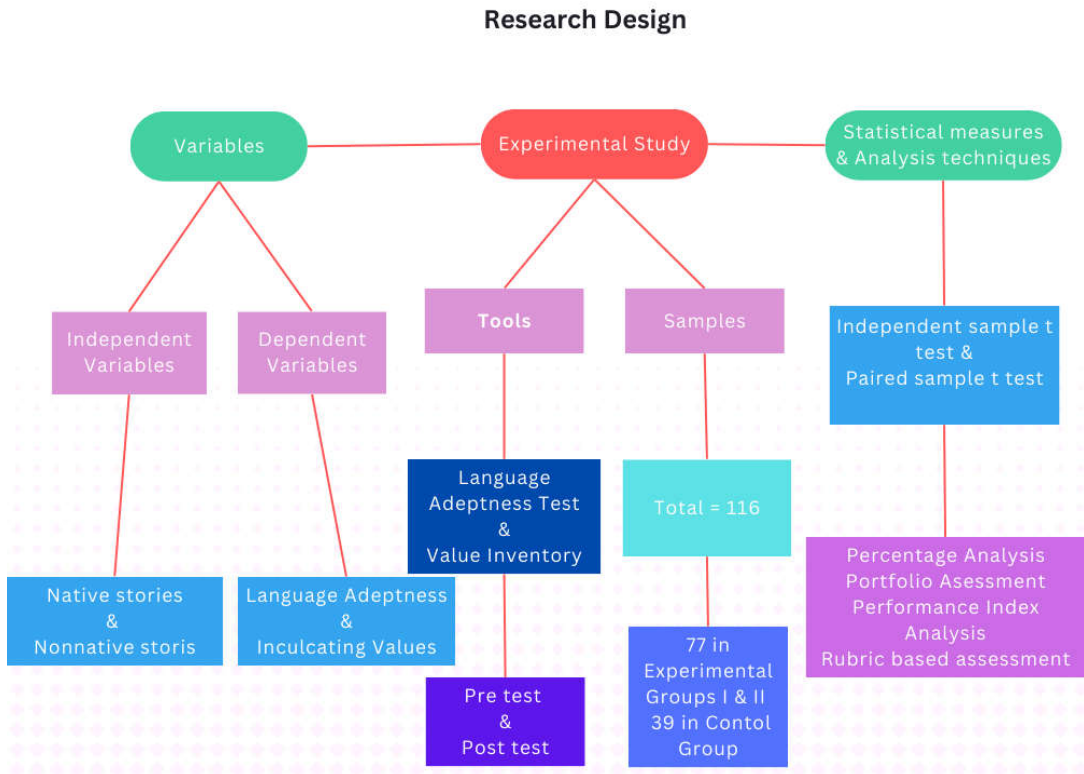
The devices used for collecting data are;

- For finding out the effectiveness and comparison of Experimental Group-I and Experimental Group-II, data collected through the language testing battery are utilized.
- For the comparison of Experimental Group-I and Experimental Group-II with the Control Group, the data collected through compiled Language Adeptness Test are utilized.

The conceptual framework of the research design and method are illustrated in the figure 1.

Figure 1

The Conceptual Framework of the Research Design and Experiment



Population and Sample

The destined population of the study is adolescent students; specifically secondary level school students. According to the structure of school education system in the state of Kerala (during the research period – 2019-2023), the secondary level school students are the students of 8th, 9th and 10th standards. The 11th and 12th standard students are being known higher secondary students. The 6th and 7th standard students are being considered lower secondary or upper primary school students. (These classifications may change in future if NEP-2020 suggestions are implemented).

The sample group of students was constituted from secondary level schools. Final sample for intervention included 77 high school students who studied in 8th

standard in government and aided schools. The students are divided into two groups, 38 students in experimental group I (EG-I) and 39 students in experimental group II (EG-II).

Primarily there were 86 students reached to attend the intervention programme. Researcher employed procedures to assure the homogeneity of the participants. After the homogeneity assuring procedures, 9 students were identified as noncompeting to be members of the homogenous group for the experimental processes. On humanitarian ground, researcher was unable to expel them from the group and so they were also permitted to attend the programme but data from these students didn't consider for further procedures. So, the sample was formed with 77 students and they were divided into two groups, as said above, EG-I and EG-II by employing random assignment method. As mentioned above, the students of the EG-I was taught English using native stories and EG-II was taught using non-native stories.

The control group was formed with 39 students. The control group was not taught either with native stories or nonnative stories, it is considered untreated control group.

The details of sample formation are given in the table 3.

Table 3

Details of the Final Sample Groups Constituted for the Study

Sl. No.	Sample Group	Constituted from	N
1	Secondary level school students – 08 th standard	8 th standard students of aided/government schools who reside at Tirur –Kaimalssery locality, Kerala state	77
2	Secondary level school students – 08 th standard	8 th standard students as of experimental groups	39

Procedure of Sampling and Intervention

Primarily the students of 8th standards from one school that following Kerala state syllabus are chosen for conducting the experimental part of the study. The intervention was decided to be administered in the month of December-2019, January, February and March of 2020. Then the same groups of students would have been available for four months, while they share end of 8th level. Permission was granted from two schools for pursuing the experiment. Researcher selected one of them named KHM Higher Secondary School, Alathiyur, Tirur Educational District, Malappuram, Kerala. After the conduct of pretest, the procedures of experiment were commenced in the first week of January, 2020 but within some days its continuation was interrupted due to the suspected spread of COVID-19 pandemic in Kerala (The deduce of COVID-19 in Kerala came out by January second week and first case of COVID 19 reported on January 27, 2020).

As per the restrictions pertaining Covid-19 protocol, the regular functions of the schools were interrupted by the third week of January, 2020 and seriously affected by February. The school life entered to partial lockdown by second week of February, 2020 and almost completely affected by the first week of March. Nation entered into a complete lock down by March 24, as declared by the Prime Minister. It affected the research procedures. The experiment could not be conducted in the school. The educational processes in school were stopped temporarily. The situation compelled the researcher to re-design the process of research experiment and data collection procedures. Since it was difficult to conduct the study at schools, the researcher slightly reframed the design for effective carry out. Convenient circumstances were occurred in the months of November, December 2020 and January to April 2021. During this period lockdown relaxation was given by Government of Kerala as art of the scheduled

unlock process declared by the central government opened favourable situation to conduct tuition classes and other educational institutions other than schools strictly following the COVID protocol. It was happened to be an opportunity to the researcher to conduct the experiment.

Students who live in the locality of the researcher and studying in the nearby aided or government schools were invited to participate in the intervention programme. Researcher received help of certain school teachers and well-wishers from friendly circle to organise a research atmosphere and also to organise a group of students for practising the interventions. Researcher decided to organize the students at a convenient hall after temporarily converting it into a classroom set up. Researcher discussed the matter with the Grama Panchayath and Health centre officials and filed a request. The authorities gave permission to convene the programme with maximum number of 50 students at a time, by following government directions. With the support of friends in the academic circle the researcher could organize a hall in the MIM Campus at Kaimalassery, Tirur educational sub district, Tirur, Malappuram District, Kerala. As mentioned above, the hall is converted to a model school classroom. The students from all communities, irrespective of caste or religion or financial condition, are welcomed to the class. Researcher could organize sufficient number of 08th standard school going students for the conduct of research without much effort.

Students for the sample group are from the following schools as mentioned in the table 4.

Table 4

Final List of Schools and Details of Participants (Sample Group) in the Research Experiment Session

Sl. No.	Name of School	Total Number of Students	Gender	
			Girls	Boys
1	KHM HSS Alathiyur	48	25	23
2	GVHSS, Tirur	07	07	00
3	GHSS Purathur	18	11	07
4	NMHSS, Thriunavaya	04	02	02
Total		77	45	32

The untreated control group was also formed along with this procedure with sample strength of 39 students from KHM HSS Alathiyur.

When the government of Kerala has introduced more relaxations on lockdown restrictions due to the corona virus pandemic situation, it is decided to conduct the classes in November and December 2020 and January to March, 2021. During the whole five months, one hour class was given to each group on every day except Sundays. On some days, both groups were given two hours lessons. Fortunately, the restriction of pandemic situation became a boon to the conduct of experiment as the schools remain partially closed and the students were readily available for the intervention, moreover the students were enthusiastically attended the classes since it was a relief for them from their online classes at schools. They said that they need offline classes with the physical presence of their teachers and classmates. They missed the good days of schooling. So they were very much interested to attend the class regularly. Though the class was for one hour/two hours, researcher and students were spent more time with relevant associated academic works.

Parents also wholeheartedly supported the programme because they perceived the advantage of a special learning atmosphere in English language for

their children. Hence, they excitedly welcomed and appreciated the programme. Parents seemed very happy to see the progress of their wards on the ability of using English language. Some of the parents shared their concern to the researcher and they welcomed it as a special tuition programme. As said by certain parents, the experiment made a positive change in the students; they began to talk confidently at home with their parents and siblings after attending the classes.

Ensuring Homogeneity of the Sample Groups

As mentioned above, the students in the sample groups were from different schools, but living in the same locality. It was ensured that all students in the group are studying in the schools that follow Kerala state syllabus; government and government aided schools only. Students from unaided schools have not considered for the present study. After assured their participation, researcher conducted four facets of evaluation to find out the participants competency to assure the homogeneity in the group. As said above, total 86 students were primarily attended the programme and selected 77 from them after assuring homogeneity. Four step testing was employed to assure the homogeneity of participating students.

Facet 1 – Reading. Researcher supplied a short essay in English to the students. Each student was given 04 minutes to read it aloud. The students were divided into four groups for all the four facets of homogeneity assessing tests. Here researcher hired academic service of three qualified supporters to assess the students. Suggestions on assessment were given to the supporting assessors. Researcher herself also evaluated one group. They were directed to grade the students based on the reading competency as they assessed. The grading could be A or B or C. After the processes, all the assessment sheets were collected and scrutinized.

Facet 2 – Dictation and Translation in English. Researcher conducted a sample dictation in English to know their listening- writing skill. The dictation was for 20 words. The translation works of two sentences from English to Malayalam and two sentences from Malayalam to English are also given. The sentences both in English and in Malayalam were apt to their school level. Here also researcher depended on the hired assessors. They were evaluated the response sheets of students along with the researcher. The students were graded to A, B or C based on their responses.

Facet 3 – Expression. Students were assigned to learn a very short story and tell it in group on next day. Here also researcher received the support of the same hired qualified persons. Students had to narrate the story in English. Their competencies were assessed by the hired qualified supporters and researcher. The students were graded into A, B or C in this task also.

Facet 4 - Test Paper. Students were directed to attend a test paper in English. The test was of 8th standard first quarter English examination of Kerala state School Education Board, which is available question paper in all schools. Answers were collected in the given response sheets. The answer scripts of the students are evaluated by the researcher and they were graded to A, B or C based on the scores.

The same procedures are employed to assess the homogeneity of the untreated control group. An 8th standard class of 39 students from KHMHSS Alathiyur was selected for the process. After homogeneity assuring process, control group is finalized with 39 students.

Selection of the Homogenous Group for Conduct of Experiment

After completion of the four facets of the process, the assessment reports of the assessors and the grade sheet of the competency test were sorted carefully. The students who scored (i) scored two B grade and two C grades or (ii) students

who scored one B grade and three 'C' grades, and(iii) the students who scored four C grades were not considered to form the final sample group for the intervention. All others were selected to form the final group. As mentioned previously, nine students were not considered for the final sample and it is constituted with 77 students.

Grouping of Sample

The students for intervention procedure divided into two groups – EG-I and EG-II. To divide the whole students, researcher employed the random assignment. Random assignment is employed to create two groups that include participants with similar characteristics (Bandari, 2017). The equivalence of students is assured at the beginning of the study and formed groups from them randomly. With this method, every member of the sample had assured equal chance of being placed either in EG-I or in EG-II.

The Control Group

The control group is formed with 39 students of 08th standard by following all the procedures applied to the formation of experimental groups.

There is a research supposition that the testing of results between control group and experimental group is essential to state the effectiveness of treatment in an experimental study. The analysis of the data between control group and experimental group may give strong internal validity to the result and it support for the generalization of the research results. In order to prove the effect of teaching English with native stories and nonnative stories on language adeptness, the data from the groups were compared with that of the control group. The untreated control group has all the features of the experimental groups. But the group didn't receive experimental treatment.

A teaching process will have effect on learners' learning and academic achievement. The school teaching will promote learning and achievement of the students, those who are with normal learning capacities and interests. Students of all the three groups in the present study received formal English language teaching from schools that is based on the Kerala state school education syllabus of 08th standard. The teaching of English with native and non-native stories is given along with the syllabus based formal lessons to the experimental groups only.

Tools and Procedures for Data Collection

Tools were prepared to assess the effect of teaching with native and nonnative stories on developing language adeptness and value inculcation of students. Separate test formats and devices are used to assess the skills. All these tools are developed by following the procedures of test framing, testing strategy and method of implementation.

The set of tests to assess four skills are placed in a single title- Language Adeptness Assessment Battery. The battery includes the tools or materials to assess the skills such as listening, speaking, reading (comprehensive reading skill and reading proficiency) and writing (replication & short note writing and substitution table based writing).

The list of tools also included the compiled Language Adeptness Test for 40 marks. The details of materials and tools are explained here after under appropriate titles.

Procedures for Text Book Analysis

Content analysis of English language test book is done before the conduct of experiment. The English language text books of 8th, 9th and 10th standards of Kerala school education syllabus are analysed. The analyses of text books are followed the procedures of content analysis.

The process for content analysis as reported by Allen and Reser (1990) included six major steps. The steps are;

1. Selecting the text books
2. Define the units and categories of content analysis
3. Reading the content, desirably minimum two times
4. Develop categories and coding scheme
5. Assess the content consistency
6. Report the findings of the content nature and consistency

The text book analysis followed qualitative analytical strategy. The text books are to be analysed according to the predetermined aims and destines. The book or document to be analysed are to be proved with specific characteristics, content quality and perceived accessibility (Miles & Huberman, 1994; Berg, 2001).

The content analysis of the English language text books of the secondary level is followed the method as prescribed above. To realize the objective, analyses of the text books followed the predetermined methods of;

1. Identify and examine the English language text books to assort the stories.
2. Read the stories in the text books carefully, ideally more than twice.
3. Frame arguments on the stories
4. Segregate the identified stories to native and non-native stories.
5. Formulate the list of stories from text books of 8th, 9th and 10th levels
6. Report the cultural representation of stories- native or nonnative.

Determining the Levels of Language Adeptness

Language adeptness, in the present study stands for the skilful performance in English language or the ability to use the language without difficulty in different contexts. The term adeptness specifically emphasizes the skilful use of English language by the learners across the four language skills: Listening, Speaking, Reading and Writing. It is supposed that the integration of all the four language skills alone help the learners to be proficient users of the language. The study focused on selected skills required for attaining the Basic Interpersonal Communication Skills. Basic Interpersonal communication skills (BICS) is often referred to as “playground English”, “survival English” or “social language.” It is the “basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context called context-embedded language” (Cummins, 2000). BICS is part of a theory of language proficiency developed by Jim Cummins. It is the language of everyday communication. The term language adeptness used in the study is more related to the BICS aspect of proficiency proposed by Jim Cummins.

The term proficiency level is used to denote the ability of language use of a person. However, it is not possible to pin point exactly what a person’s proficiency level is. There are some similar terms for proficiency such as competency, mastery, or a superior performance. So the concept of proficiency often overlaps with those terms. Proficiency is also related to the judgement or evaluation of a person and it is more related to the assessment of the language ability of the person in the instructional setting (Narkar, 2011). So the term language adeptness used in this study indicates the performance aspect of proficiency in one’s language use. It is the ability of using the language across all four language skills namely, listening, speaking, reading and writing.

The European Union produced the document, 'The Common European Framework of Reference for Languages' (CEFR) which places the different proficiency levels of language speakers into six levels from A1 to C2 and to the three broad levels called Basic speaker, Independent speaker, and Proficient speaker (The Council of Europe, 2011)

For the present study, the Language adeptness is tested based on the performance of the learners in the four language skills. The students are segregated into different levels on the basis of the scores or grades attained. Along with the three broad levels of proficiency, devised by CEFR- Basic user, Independent user and proficient user, a fourth level is also adopted for the study, i.e. Emergent user. The Emergent users include those learners who are not capable of understanding even very basic nuances of using the language. They are identified with very limited or practically no competence.

The levels of students based on the performance categorized as:-

1. Proficient Users
2. Independent Users
3. Basic Users
4. Emergent Users

On the basis of the performances, students may be placed on any of the levels from proficient user to emergent user. The performance levels are described below:

Proficient Users

The proficient users can understand a wide range of longer texts and they can use language flexibly and effectively in both formal and informal contexts (Council of Europe, 2011).

Independent Users

The Independent users are able to understand main ideas of standard and complex inputs on familiar matters. They can interact with a degree of fluency and spontaneity even with the native speakers (Council of Europe, 2011).

Basic Users

Basic users are the persons who are able to understand or use some familiar and simple everyday expressions. They can use very basic phrases and able to communicate simple and routine tasks (Council of Europe, 2011).

Emergent Users

The Emergent users are not able to communicate properly. Their speech is often characterized by long pauses, unintelligibility and use isolated words or memorised utterances. They are not able to produce basic sentence forms.

Based on this categorisation, the list of proficiency level for each skill is given in the table 5.

Table 5***Proficiency Levels in Listening, Speaking, Reading and Writing Skills***

Categorization	Listening Skill	Speaking Skill	Reading Skill	Writing Skill
High Level (Proficient Users)	Proficient listeners	Proficient speakers	Proficient Readers	Proficient writers
Good Level (Independent Users)	Independent listeners	Independent speakers	Independent Readers	Independent writers
Average Level (Basic Users)	Basic listeners	Basic speakers	Basic Readers	Basic writers
Low level (Emergent Users)	Emergent listeners	Emergent speakers	Emergent Readers	Emergent writers

As illustrated in table 5 the students are categorised into any of the four levels. This categorisation is applicable to all the skills.

Listening Skill Assessment Test

Testing listening skills is not an easy task at the classroom setting. It is to be followed a combination of listening opportunity in a formal situation followed by the paper pencil test. The listening skill assessment in this study is carried out based on the approach of IELTS (International English Language Testing System). The model test of IELTS is simulated for this study (IELTS, 2019), however the test materials and questions were made considering the cultural background of the learners.

The Method of Testing. The listening activity included one audio story and two conversation clips. Students directed to attend the audio of these three recordings. The files are (i) a monologue story and (ii) conversations from native speakers (iii) conversations from nonnative speakers. There are 10 questions for each part of the Listening test.

The audio clips were played one by one. After playing the first audio clip, students are asked to answer question numbers 01-10; then played the second audio clips and they are asked to answer questions 11- 20; finally the third audio clip is played and the students are asked to write answers for the questions 21-30. Totally, the test booklet included 30 questions for 30 marks.

The types of questions are:

- a. Selection from multiple answers: one word/phrase answer questions.
- b. Sentence completion based on the listened content
- c. Select the missing word questions

The story used for the audio test was ‘The Lost Child’ written by Mulk Raj Anand. Out of the two pieces of conversations, one was about ‘At the Bookshop’ the other was ‘At the Restaurant’. The details of the tool for listening skill are précised below;

Recording 1. Audio story – author: Mulk Raj Anand. Title of the story: The Lost Child

Recording 2. An audio clip on conversation ‘At the Bookshop’

Recording 3. An audio clip on ‘At the restaurant’

Listeners are directed to follow the instructions very carefully to attend the audios and answering the questions.

Scoring of Listening Test and Categorization of Respondents. As described above, the listening test was for 30 marks. One question carried one mark. Four types of proficiency level at listening are categorized based up on the scores obtained by the students. The students were categorized according to their performance in the skill based on the settled norms. Details are:

Total score	: 30
Proficient listeners	: the students who scored 23 or above out of 30 (23-30/30)
Independent listeners	: the students who scored 17 to 22 (both values included) out of 30 (17-22/30)
Basic listeners	: the students who scored 12 to 16 (both values included) out of 30 (12-16/30)
Emergent listeners	: the students who scored 11 or below

As described above, the tool contained total 30 questions in three parts. The part-I is on first audio clip, part II is on second audio clip and Part III on third audio clip.

Validity and Reliability of the Listening Skill Test. The formation of the listening skill test is perfectly followed the IELTS method of testing the listening skill. Hence, it is assured construction validity. After writing the test items, it has distributed to 06 selected English language teachers of six different schools along with the audio clips. The teachers tested the quality of audio clips. They also analyzed language quality, age appropriateness and suitability and credibility of questions. Their suggestions on modifying the questions are integrated and reframed accordingly. The teachers examined the quality of each question and assured the suitability of the test for secondary level. Thus assured the content and face validity of the test. Since the questions are completely based on the audio clips only, they are adaptable to the tool without further reliability checking. However, the Cronbach alpha reliability of the questions is also tested and found the value 0.89. The Cronbach's alpha coefficient explains the internal consistency and reliability of a set of items in a test or tool. Thus it is assured the reliability of the listening skill test that included in the language adeptness testing battery.

Speaking Skill Assessment Test

Luoma (2004) notes that “assessing speaking skill is challenging because there are many factors that influence impression of how well someone can speak a language”. Testing oral proficiency is one of the most important concerns in language testing; the reason is that the role of speaking ability has become more focus in language teaching (Fulcher, 1997 & 2003). Fulcher points out that there are many factors that could be included in the definition of the construct: phonology, fluency, accuracy and strategy.

Researcher, with support of supervisor, has developed the test by following the significant principles and procedures of IELTS speaking part. IELTS speaking test has three parts:-

- Part- 1- The test takers will answer questions about themselves and their family
- Part- 2- The test takers will speak about a given topic which will be introduced by the examiner on that day
- Part- 3- The test taker will have a longer discussion with the examiner about the topic introduced in part-2

So, in order to ensure the appropriateness of the test items considering the age level and cultural aspects, a learner friendly assessment has been carried out. The questions were prepared based on self-introduction, describing objects and Informal conversation related to likes, dislikes hobbies and interests of the learners.

The speaking skill is tested in formal situation by providing opportunities to the students to speak deliberately. Total score for the speaking skill assessment test is 40.

The speaking skill test included three testing phases. They are (i) Self Introduction, (ii) Describing things and (iii) informal conversation.

Part-1- Self-Introduction : Students were directed to introduce themselves.
The student's talk was observed keenly.

Part-2- Describing things : Students were given an object and asked them to describe it. One out of the things, like pen, sanitizer bottle, bag, duster, water bottle, chalk, pencil, mobile, book and clock, which are familiar to students, was given to each student and asked them to explain about it in their own words.

Part-3- Informal Conversations : Teacher/assessor engaged in a conversation with the student by considering their hobbies and interests, likes and dislikes (Face to face talk)

Scoring and Process of Assessment. The speaking test was totally for 40 marks and total time was 15 minutes. A rubric framed to assess the performances of the students (Rubric is given in appendices). The rubric has options to give mark on performance aspects of the respondents. The scores are given by the teachers/assessors.

The norm based analysis is employed on the test scores to determine the levels of speaking. Procedure of testing is as follows:

- The speaking test was conducted individually
- Opportunity to express on the three sections.
- Testing by the assessors.
- The performance of the students assessed and recorded based on the rubric prepared for assessing speaking skill
- Assessment done on four sub areas of speaking -Fluency and coherence; Lexical resources; Grammar range and accuracy; Pronunciation.
- Each section carries 10 marks out of total 40 marks. Each of the four sections carries 0 to 10 mark based on the ability level of the user.
 - Proficient speaker, Independent speaker, Basic speaker and Emergent speaker are placed in the appropriate mark range 8-10, 5-7, 3-4 and 0-2 respectively in each sect based on their ability level across the four sub skills of speaking.

- Those who scored 30 marks or above out of 40 are being considered as proficient speaker
- Those who scored in between 23 and 29 (both scores included) are being considered as independent speaker.
- The students with the score of 16 to 22 are being considered Basic speakers.
- The students who scored 15 or below, are being considered as Emergent speakers

Validity and Reliability of the Speaking Skill Test. As mentioned above, the first session of speaking skill test was self-introduction. For self-introduction, students are given freedom to introduce themselves. It is directed to include certain fundamentals in self-introduction. They are – name, native place, school and division, about their family and home town. Some relevant questions were asked to the students, whenever it is needed. It is conducted on a free atmosphere in conversation mode.

For speaking about the given objects, 10 items are provided- pen, sanitizer bottle, bag, duster, water bottle, chalk, pencil, mobile, book and clock. The items are chosen after discussing with teachers by focusing the facts such as (i) familiarity of the students with the items (ii) easiness to express the idea on things and (iii) possibility of framing sentences. These items are selected based on the suggestions of experts and school teachers. The items are identified as apt items for the process. Students were directed to speak on any two items that are randomly selected.

The conversation was conducted informally. Teacher/assessors engaged in conversation with the student by considering their hobbies, interests, expectations

and relationships. The conversation was not structured. The students had freedom to talk. By assuring the methodical formation of the test, it is established the content validity and face validity.

Luoma (2004) presents three types of reliability that are relevant for speaking test -Intra reliability, Inter reliability and parallel form reliability: examinees are asked to take two or more of the different forms of tests, and their scores are analyzed for consistency. If the scores are not consistent, the forms cannot be considered parallel. By following these methods in the framing of the phases of the speaking skill test, the reliability is established.

Reading Skill Assessment Test

Rasinski (2004) defines reading required two kinds of control over the text. One is comprehension of the text for control over the deeper meaning of the text i.e. reading comprehension. The next is processing of the text for surface level control i.e. reading fluency. So in order to assess reading skills, two tests are developed – Reading comprehension test and reading fluency test.

The Reading Comprehension Test. In order to assess the comprehensive reading skill, reading passages were given. Students were directed to read the given passage and assimilate the information to answer a given set of questions. They are directed to read, reread and interpret the passage to answer the questions. The process had time stipulation of 20 minutes.

Scoring and Process of Assessment. The reading passage was followed with 10 questions. The questions carry 2 marks each. Fraction of marks is awarded to the answers, if necessary. For example, students were eligible to get 0.5 or 1.5 marks to an answer.

Students were given time to read the passage. Separate answer sheet is given to the students. The respondents are to give answer by numbering the questions. After the stipulated time, the answer sheets are collected back. Researcher evaluated the answer scripts of students.

Students were divided in to four levels based on the scores:

Proficient Readers : The students who scored 16 to 20 marks out of 20

Independent Readers : Those who scored 13 to 15.5 marks

Basic Readers : Those with 10 to 12.5 marks

Emergent Readers : Those who scored 9.5 or below

Validity and Reliability of Reading Comprehension Test. Since all the questions are based on the given passages and all are answerable based on the passage, separate reliability testing is not compulsory for the reading comprehension test. Assuring readability of the passage is to be considered. Readability scores aim to measure the linguistic complexity of texts (Alderson, 2000). The selection of passage is followed teachers' assessment. Researcher selected three passages those are suitable for 8th standard students. The passages along with questions were given to six selected English Language teachers. They were directed to suggest most suitable passage and questions. They were also directed to suggest needed corrections on the questions. All the six teachers suggested same passage as the most suitable one. The teachers also suggested reframing and restructuring the questions. The passage is selected and questions are reframed according to their suggestions. Thus it is assured the content validity of the Reading Comprehension Test.

Reading Fluency Test

The reading skill includes control over both deeper meaning of the text and surface level processing of the text. The surface level processing of the text is

called reading fluency (Rasinski, 2004) and it will also help one to focus the understanding of deeper level meaning of the text. For assessing reading fluency, the present study adopted the four dimensions of reading fluency- accuracy, pace, expression and phrasing (Rasinski, 2004). A rubric has been created for assessing the reading fluency of the students considering the socio- cultural background of the learners and placed the readers into the four proficiency levels: Emergent reader, Basic reader, Independent reader and Proficient reader. Accuracy is the ability to read without errors. Pace means reading with a conversational speed or natural pace. Expression refers to use of appropriate punctuation and intonation while reading. Phrasing means reading with appropriate meaningful chunks or phrases and good phrasing mostly with clause and sentence units (Rasinski, 2004).

The fluency in reading is assessed based on the rubric prepared. Students are given opportunities to read randomly from the selected texts, stories, poems and prose excerpts.

The content parts to read are selected from the 08th Standard English language text book of Kerala state school syllabus. Students are allowed to select any part from any prose unit from the text book. They are also allowed to select any poem or any literary content to read from the text book. The process of selecting reading content was followed random selection. Readability and sameness of the content are assured by the teacher/assessor. Each piece of work is to be read by the students within a time span of 03 to 04 minutes. It means student has to read each content piece within minimum for three minutes and maximum for 04 minutes and total for 09 to 12 minutes.

Conduct of Test and Scoring Procedure. The conduct of reading proficiency test was followed the steps described below;

- First step in the test is selection of the passage/poem/story lines to read aloud. Students have freedom to select the area to read from the prescribed text book while assessor assigned each one's turn.
- After selection of the content by student, teacher/assessor verifies its readability and consistency for the reading process.
- Student reads the passage/poem/story line. Time stipulated to 3-4 minutes to each sect and 09-12 minutes in total.
- Assessment reports are made by the teacher/assessor
- The four dimensions of reading fluency- accuracy, pace, expression and phrasing were assessed and placed students into four levels of proficiency namely, Emergent reader, Basic reader, Independent reader and Proficient reader according to their ability level.

As mentioned above, students were given nine to twelve minutes to read the randomly selected content parts from their English language text book. The teacher/assessor acted as time keeper also. Reading is directed to continue for minimum of three minutes and maximum of four minutes on each content piece.

A teacher, as assessor is employed to assess the reading proficiency of students in deferent aspects. The teacher/assessor assessed the reading competence based on the rubric across four dimensions such as accuracy, pace, expression and phrasing. The score from 0-2 to 8-10 was given to each of the four items based on

the descriptor at different levels and scores are marked in a competence identifier. Maximum score of the rubric was 40.

Students were segregated to different groups such as Proficient readers, Independent readers, Basic readers and Emergent readers based on the score awarded to them. The divisions are:

Score of Proficient reader is in between 32 to 40

Score of Independent reader is in between 24 to 31.5

Score of Basic reader is in between 20 to 23.5

Those who scored 19.5 or below are considered as Emergent readers

The processes of selecting materials for reading test and making of assessment sheet are done with appropriate validation process. The assessment sheet is supplied to 06 teachers and experts to validate its appropriateness. Their suggestions and directions are incorporated to finalize the assessment sheet.

Writing Skill Assessment Tests

The writing skill is assessed in two ways - (i) replication writing and writing short notes and (ii) substitution table based writing drill. The replication writing and short notes were tested by using portfolio assessment. For the Substitution Table based drill students were asked to write 30 grammatically correct and meaningful sentences.

The writing skill was tested based on the rubric with the following descriptors: Legibility, fluency in writing, completeness of the script, grammar and structure, vocabulary and overall quality in writing.

Skill of Replication Writing and Writing Short Notes. This test has two faces, rewriting paragraphs in replication and preparing a short note on a topic. The test contains a booklet with two paragraphs and a topic for a short essay. This booklet was given to all.

- a. Students have to rewrite the two paragraphs that are given in booklet into the white sheets.
- b. The paragraphs to rewrite is selected from the prose of the English language text book of 08th standard of Kerala state school syllabus
- c. “My school days – experiences and hopes” was the topic given to write short note
- d. Duration of 25 minutes is given to attend the paragraph rewriting and writing short notes. Equal time was allotted to all.
- e. The students can use time as they preferred. Time distributed for two faces, rewriting the paragraphs and writing short paragraph.
- f. The students are directed to write the content in the supplied white sheets
- g. Students’ engagement in writing was properly monitored.
- h. After completing the process, the scripts from students were collected by the researcher. The portfolios of students’ writing activities were used for assessment.
- i. Direct grading is followed to assess the skill of replication writing & writing short note.

Procedure of Assessment. The rewritten paragraph and short note were evaluated by the teacher/ researcher as assessors. The evaluation of the portfolio

is focused on the collectives such as the legibility, neatness, quality of writing, size of letters, shape of letters, space among letters and words, slant of letters, structural framework, and time consumption. These are the points of assessment on replication writing. Along with all these factors, fluency, content, grammar and structure and vocabulary are considered to evaluate the substitution table based writing drill.

Portfolio assessment is a method of assessing students' progress over the portfolios created by students. A portfolio is an organised form of students' works/ files/ documents collected based on certain criteria that talk about students' progress. The portfolio is a purposive collection of students learning products collected in a selective, systematic and organised manner according to the objectives stated in the curriculum, that reflects the students' progress and development based on those learning objectives (Kan, 2007). In this study, the progress of students in terms of their selected language skills is to be assessed. Therefore, technique of portfolio assessment is used to assess the writing skill.

Five grades are given for portfolio assessment. The grades are A, B, C, D and E. The representation of each grade is;

- Grade A : Proficient writers – high level
- Grade B : Independent writers - good level
- Grade C : Basic writers – average level
- Grade D and E : Emergent writers – low level

Assessors could mark the grade based on the overall assessment after considering the points of assessment.

The assessment strategy is finalized after verified by the experts and teachers. It assured the construct and conduct validity.

Substitution Table Based Writing Drill

The substitution table based writing drill is the second approach used to assess the writing skill. Substitution Table Based Writing is a very effective method to teach and test the grammatical aspect of writing. Substitution table based drill is a classroom technique and students' methodical practice of syntactic structures that usually check errors (Maharida, 2014). Substitution tables are very important in language learning and it will give the learners the opportunity to perform what they learnt (Mart, 2013), it is a technique of practicing pronunciation and sentence structure through repetition and practice (Richard, 2002).

The output from Substitution Table based writing drill is considered for assessment. Total score for this test is 30. Students were given opportunity to frame sentences based up on the substitution table provided. The sentences framed by the students were assessed to determine its mark. Each student was directed to frame 30 or more sentences from the substitution tables. The sentence with grammaticality and acceptability carried one mark. Partial marking is restricted to 0.5 marks. Maximum score considered for indirect grading was 30. Total time allotted for the substitution table based writing test was 30 minutes.

The used substitution tables are verified by the assigned teachers to state its consistency, quality and appropriateness. Since the method of adopting the table is according to the stipulations of the drill, this test is valid and reliable to test the writing skill.

Inventory for Assessing Value Inculcation among Students

In the present study, it is aimed at finding out the effectiveness of teaching with native and non-native stories on inculcating values among secondary school

students. It is not specifically the values that are possessed by the students but the propensity i.e. the natural tendency of inculcating values in the students is tested. In order to test the value inculcation, a Value Inculcation Testing Inventory is developed with the support of supervising teacher.

Researcher has reviewed the construction and details of certain value inventories to construct a new one. Some of those tools are:

- a. Rokeach Value Survey – RVS- (Rokeach, 1973)
- b. Scale of teacher trainee perception on human values –the values as professional requirement of teachers (Celine Sister James, 1992)
- c. Life Values Inventory (Crace & Brown, 1995)
- d. Value Identification Test in Social Sciences – VITSS- (Vijayan & Ayshabi, 2005)
- e. Student Teacher Values Inventory (Paleeri & Raj, 2015)

The review of the construction procedures and statements of these value inventory tools gave clear path to the investigator to frame a tool for the present purpose. The framework of the student teacher values inventory was adapted by the researcher to construct the Value Inculcation Testing Inventory.

Researcher has collected wide range of opinions from experts and teachers regarding assessing the value inculcation. Taking their suggestions in to consideration, researcher has developed a draft of inventory with 44 statements.

The indented value inculcation inventory is not focused on a single value or a particular set of values. It aimed to assess the students' value inculcation in general by considering Social Values, Democratic Values, Patriotic Values and

Universal Human Values, namely Truth, Peace, Love, Non-violence and Righteousness. The inventory is focused on students' capacity to inculcate values.

Items Writing and Preparation

The items are prepared after three steps of discussion: after developing the first draft, a preliminary discussion was conducted on each item with the supervisor. After incorporating the suggestions, discussion was held with two teachers and also with two experts. All the relevant suggestions of the teachers and experts are incorporated to finalize the items in the inventory. The final draft of the value inculcation inventory is constituted with 44 items. After this, the draft tool made ready for standardization.

Item Try-out

After constructing the draft with 44 items, as following the method suggested by Edward (1969), the inventory is tried out among a sample of 124 students who are from eighth standard of two schools. The item selected to the final inventory based on the discriminating power of each item that is determined up on the merit of t-value. The items which have significant t-value at 0.05 levels only are selected to the final tool. It means, the items that determined with the t-value 1.96 or above only are considered to include in the final version of the inventory. Totally 09 items in the draft have not obtained significant t-value. The t-value to 09 items was below to the significant tabled value, which is 1.96. All these items are deleted from the draft to frame the final version. Thus the final inventory included 35 items. This 35 items Value Inculcation Testing inventory is utilized to collect data from the students.

Scoring Procedure

Respondents are given five alternatives to mark their response. The score to most appropriate response is 05 and most distant suit response is 01. It means, scores to response extended from 01 to 05. Total score of a respondent denotes her/his level of value inculcation. The final tool included 35 statements. So the total score of the tool is extended from the minimum score 35 to maximum 175. High score indicates high level of value inculcation.

Validity and Reliability

The construction of the value inculcation inventory is followed review of similar tools developed by eminent researchers, discussion with teachers and experts and a primary try out with five students to know the language fitness of the items. By following these steps, the face validity, content and construct validity of the inventory is assured.

The reliability of the tool is established by reliability coefficient of Kuder Richardson. As per the reliability statistics employed, the value of Cronbach's Alpha is 0.88. This value indicates that the tool is reliable to measure the value inculcation propensity of the secondary school students.

Compiled Language Adeptness Test

The compiled language adeptness test is made with a total score of 40 marks; 10 marks equal to each of the four skills. It means, listening- 10, speaking- 10, reading- 10 and writing 10. The items for compiling to the test are taken from the already developed battery. The scoring procedures are same as it used for the testing item in the Language Adeptness Testing Battery. Conducting

all of the skill assessment tests in the Language Adeptness Testing Battery is time consuming. The testing may take three to four days to complete, because it is to be implemented as four separate tests of stipulated time. And the process of assessment needs assistance from teachers/assessors. Considering the difficulties, researcher used a compact form of language adeptness test for assessing the variable whenever intermittent tests are needed. Mainly the test is used for testing the control group and experimental groups at pre and post experimental stages.

The Pilot Study and Selection of Methods to Transact Stories

A pilot study was carried out to test the tools to be used for the main study. The quality, usability and adaptability of the language adeptness testing battery and value inculcation inventory are tested by implementing them to group students in the pilot study. Along with that, the suitable strategy for teaching English with stories also tested in the pilot study. Two stories, one story belongs to native culture and other belongs to nonnative culture were taught to the groups. Two different divisions of 8th standard of KHMHSS, Alathiyur were selected for the purpose.

Other than testing the adaptability of tools, the pilot study was conducted to find-

- (a) The appropriate method of teaching native and nonnative stories
- (b) Whether teaching through stories makes assessable changes among students, *and*
- (c) Students' perception on appropriate method of teaching stories.

The procedures of pilot study are explained below;

- Two divisions were selected for the pilot study. The divisions were considered as Pilot Group A and Group B. Both groups were taught with native stories and by nonnative stories. Teaching English with a story is planned for three lessons of 40 minutes each.
- Strength of both groups were 46 students
- Lessons based on native stories and non-native stories were prepared.
- Both groups were taught three lessons based on native stories and three lessons based on non-native stories; total six lessons. Out of which three lessons in digital story telling method and another three were in narrative storytelling method.
- After completion of lessons, opinions from students were collected on the suitability of method to teach English through stories.
- Based on their response the method of teaching is selected

Students' interest and engagement in the teaching task of storytelling were observed and examined. After six lessons in the method of narrative storytelling and digital storytelling, students were directed to mark their interest in the method of teaching. If they favoured digital story telling method, they could mark their interest on digital story telling. If they favoured narrative story telling method, they could mark their interest on narrative story telling.

The responses of the students proved that most of the students favour the digital story telling method. In the Group A, 78.26% of students are interested in Digital Storytelling Method and 21.74% of students are interested in Narrative Story

Telling method. In Group B, 76.09% of students are interested in Digital Story Telling Method and 23.91% of students are interested in Narrative Story Telling Method.

Other than finding the interests, the researcher discussed with the students on the method used for teaching lessons through stories. Both groups were reached on a conclusion that digital story telling is the active approach. Students of both groups were unanimous on the opinion that explanation with visuals was highly supportive to understand the crux of the story, and the digital method helped them to be more interactive.

Researcher decided to consider the results from the two groups to select method of teaching for intervention. She also discussed with some English teachers and with the supervisor for deciding the method of teaching. Based on the revealed interest from Group A and Group B and also based on the discussions, the investigator decided to use digital storytelling method for a greater number of lessons in the experiment and narrative story telling for a smaller number of lessons. More clearly, researcher used both methods for intervention session, but priority was given to digital story telling method.

The Main Study

The broad objective of the study is to develop the language skills of the learners. Hence the performances in students' Language Adeptness based on language skills such as listening, speaking, reading and writing have been tested.

The main aim of the experiment was not to teach stories but to teach the English language skills through the stories. The number of stories used in the experiment was 15 stories for each group. There are 15 stories based on native culture and 15 stories related to nonnative culture. For Group I, the fifteen native

stories were divided into 41 lessons and for group II, the twelve nonnative stories were divided into 42 lessons. All the lessons could be transacted within the stipulated time. The assessment of students' performance was obtained and recorded in the equal interval of time. In between the experiment sessions, three high school teachers (teachers of English language) were invited to assess the performance of the learners. The teachers interviewed randomly selected students to ascertain the students' performance and documented their assessment. By this way, the progress of intervention is assured. The assessment reports and comments of these teachers are used to determine the development of students in language skills.

The tests to assess the language adeptness pertaining to the skills listening, speaking, reading and writing are administered before and after the experiment session. The data from these tests are used for the process of analyses. Conducting the test was not a single day task. It took three days each to complete the tests in pre and post experimental stages as per the stipulated time duration.

Statistical and other Techniques Used for Analysis

The analyses for the present study are done both quantitatively and qualitatively. The techniques used are:

- a. Percentage analysis to find out the status of language adeptness among students at pre and posttest stages.
- b. Independent sample t-test to compare Means
- c. Paired sample t-test to compare Means
- d. Portfolio assessment to state the performance
- e. Performance based qualitative analysis to prove effectiveness

For the statistical analysis, researcher used the packages SPSS and Jamovi.

Overview of the Chapter

The overall plan that followed in the current study was placed in this chapter. This blueprint of the appropriate methods and mechanisms helped the investigator to gather data needed for finding the answer to the research questions posed at the outset. The chapter started with explaining the research design, methodology and operational definitions then elaborately discussed the setting, research population and the sample used for the study. The chapter also discussed in detail, the tools used for collecting data and data collection procedure. The chapter was concluded with a section of statistical tools used in the study. The next chapter discusses the analysis and interpretation of data collected in the current study.

Chapter - IV

ANALYSIS, RESULTS AND INTERPRETATION

- *Research objectives*
- *Analysis of English language text books*
- *Levels of language adeptness among secondary school students at Pre Experimental stage*
- *Effectiveness teaching native and non-native stories on language adeptness*
- *Comparative effect of teaching with native and non-native stories*

ANALYSIS, RESULTS AND INTERPRETATION

Analysis of data is the heart of a research project. It is studying the tabulated data, whether quantitative or qualitative, in order to determine the interest of facts or meaning (Best & Khan, 2010). Sukhia and Mehrotra (1974) noted that ‘analysis of the data in a research means studying the collected data in order to determine the inherent facts or meaning in it. Interpretation is the critical examination of the results of analysis in the light of all the information gathered from the process of analysis.’ They mention mainly the statistical ways of data analyses.

This study on the effect of native and nonnative stories based teaching to develop English language adeptness and inculcating values among the students followed mixed method approach. The researcher collected data through content analysis for pre experiment investigation of determining the cultural representation in secondary level English language text books of Kerala state school syllabus. For collecting data from students to explore their status of language adeptness and values, the tools developed by researcher are employed.

Analyses in the present study have different facets. In order to find the distribution of the native and nonnative stories in the secondary school English language text books of Kerala state school syllabus, the content analysis was employed. To find the results of the experiment, both qualitative and quantitative analyses are applied. This chapter deals with all the procedures of analyses conducted to realize the objectives of the study.

The major purpose of the present study is to find out the comparative effect of teaching English with native and non-native stories on language adeptness and

value inculcation among secondary level students. The experimental design used for the study was Pretest - Posttest Experimental Group design. The comparative effect was found out by following step by step descriptive analysis and mean comparison. The effect of teaching on one component of writing skill, i.e., replication writing and writing short notes, analysed using qualitative method. Appropriate methods of analyses were applied to realize each objective of the study.

The objectives and hypothesis of the research are restated here for convenient referencing.

The details of objectives wise analyses are given under separate titles in this chapter. The title wise presentation based on objectives has been made up with the interest of accessing the procedure of analyses accurately and easily.

Objectives of the Study

1. To analyse comprehensively the secondary level English language text books of Kerala State school to identify and assort the native and non-native stories in them
2. To explore the language adeptness among secondary level school students at pre experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading and (d) writing.
3. To find out the effect of teaching English with native stories on developing language adeptness among secondary school students pertaining to the language skills (a) Listening(b) Speaking(c) Reading, *and* (d) Writing
4. To find out the effect of teaching English with non-native stories on developing language adeptness among secondary school students pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) Writing

5. To find out the comparative effect of teaching English with native and non-native stories on developing language adeptness among secondary school students pertaining to the linguistic skills: (a) Listening (b) Speaking (c) Reading, and (d) Writing
6. To explore the language adeptness among secondary level students at post experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading and (d) writing
7. To find out the comparative effect of teaching native and non-native stories on developing value inculcation among secondary school students.
8. To examine the delayed post-test scores of comparative effect on language adeptness among students at delayed post experimental stage
9. To examine the delayed post-test scores of comparative effect on value inculcation among students at delayed post experimental stage

Hypotheses of the Study

1. The language adeptness among secondary level students at pre experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading and (d) writing is varied.
2. There will be significant difference between the Mean Pretest and Mean Posttest scores of language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing
 - a. Teaching English with native stories is effective to develop language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing
 - b. Teaching English with non-native stories is effective to develop language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing

3. There will be no significant Mean difference between Experimental Group-I and Experimental Group -II on the Posttest scores of language adeptness pertaining to the language skills: (a) Listening, (b) Speaking (c) Reading, and (d) Writing
 - 3a. There will be no difference of comparative effect between teaching English with native stories and with non-native stories on developing language adeptness pertaining to the linguistic skills: (a) Listening (b) Speaking (c)Reading, and (d) Writing
4. The language adeptness among secondary level school students at post experimental stage pertaining to the linguistic skills (a) listening, (b)speaking, (c) reading and (d) writing is varied.
5. There will be no significant Mean difference on the Posttest scores of value inculcation between Experimental Group -I and Experimental Group -II.
 - a. There will be no difference in comparative effect on teaching native and non-native stories in developing value inculcation among secondary school students.

Native Stories and Nonnative Stories Prevailing in the High School Level English Language Textbooks of Kerala State School Syllabus

The first objective of the present research was to review comprehensively the secondary level English language text books of Kerala State School Syllabus to identify and assort the cultural representation in them with respect to the prevailing native stories and nonnative stories. These text books were reviewed during the academic year 2020-2021. The books considered for reviewing were the English language textbooks for 8th, 9th and 10th standard which were in use in 2021 in the schools with Kerala state school syllabus.

The text books were analysed by the following predetermined methods:-

1. Examine and identify the English language text books to assort the stories according to their cultural orientation.
2. Read the stories in the text books carefully, ideally more than twice.
3. Gather arguments on the stories
4. Segregate the identified stories to native and non-native stories.
5. Prepare the list of stories from each text books.

The textbooks for secondary levels, Standard VIII, IX and X published in two parts- Part A and Part B which together have five units in each. The first book includes first three units and the second part of the textbook consists of the last two units. In the textbooks for all the three levels, the units are arranged in such a manner. Language textbooks are a collection of stories, poems and other texts, specifically, prose and poems, which followed by certain language activities or discourses based on them. However, in the Standard VIII English language textbook, each unit consists of two prose lessons and two poems unlike the Standard IX and the X textbooks in them each unit include two prose lessons, and a poem. Therefore, the standard VIII textbook includes 10 prose lessons and 10 poems; on the other hand, Standard IX and X textbooks consisted of 10 prose lessons and 5 poems. In this study, the analysis of textbook was limited to only the stories in the textbooks. Poems in the textbooks are not considered for present analysis of identifying cultural representation. The analysis of the standard VIII, IX and X textbooks in terms of the native and non-native representation was listed in the Table 6.

Table 6

Native and Non Native stories in Standard VIII, IX and X English text books in Kerala

Level of Textbook	Publisher	Year of Publication	Total No of lessons	Total No. of stories	Native stories	Non-native stories
Standard VIII	SCERT Kerala	2021	20	10	0	10
Standard IX	SCERT Kerala	2021	15	10	7	3
Standard X	SCERT Kerala	2021	15	10	4	6

Native and Non Native Stories Prevailing in the Standard VIII English Language Textbooks of Kerala State Syllabus

The native stories mean the stories based on the cultural background of the learners who study English. Native stories here mean the stories that have cultural background of Kerala or the whole India. This may include the stories or fictional excerpts portrayed native Indian themes or Indian based characters, places and events, which are supposed to be good learning materials for teaching and learning English as a second language. On this basis, the analysis of 'Kerala Reader English' (name of the text book) for Standard VIII done by the researcher, it was found that no native stories included in the textbook. The Part-1 and Part-2 of Kerala Reader English –Standard VIII, contains 20 literary pieces i.e., 10 prose lessons and 10 poems. All the 10 prose lessons are based on the nonnative themes, places, characters and culture. The Standard VIII English textbook has five units namely, Hues and Views, Wings and Wheels, Seeds and Deeds, Flowers and Showers, and Care and Share. Each unit contains four literary pieces- two prose and two poems. Therefore the textbook contains 20 lessons in five units. Out of which 10 lessons are stories. The stories included in the standard VIII text book are given in the Table 7.

Table 7*Stories in the Standard VIII English Language Text Book*

Sl. No.	Name of the story	Writer	Country/ Region
1	The Mysterious Picture	Charles De Coster	Belgium
2	The Boy who Drew Cats	Hasegawa Takejiro	Japan
3	A Shipwrecked Sailor	Gabriel García Márquez	Columbia
4	The Little Round Red House	Carolyn Sherwin Bailey	America
5	The Light on the Hills	Lucy Clifford	UK
6	Rosa Parks Sat Still	Rosa Parks	America
7	The Nightingale and the Rose	Oscar Wilde	UK
8	A Day in the Country	Anton Chekhov	Russia
9	The School for Sympathy	E.V Lucas	UK
10	The Merchant of Venice	William Shakespeare	UK

Table 7 indicates that no native stories are included in the English textbook, 2021, for Standard VIII of Kerala State School Syllabus. The textbook contains 10 nonnative stories based on the countries/ regions ranging from Belgium, Japan, Columbia, America and UK. Stories written by Indian authors or based on the native culture of the learner are not found in this textbook. However, out of the 10 poems included in the textbook, three are from Indian authors namely, Rabindranath Tagore, Kamala Das, and Nalini Sharma.

Native and Non Native Stories Prevailing in the Standard IX English Textbooks of Kerala State School Syllabus

The Kerala Reader English –Standard IX, contains 15 literary pieces i.e., 10 prose lessons and 5 poems in five units namely, Aspire to Win, Bonds of love, Care for the Morrow, Dawn of Hope and Enlightening Souls. Each unit contains three literary pieces- two prose and one poem. Therefore the textbook contains 15 lessons

in 05 units. Out of which 10 lessons are stories. The stories included in the standard IX text book are given in the Table 8.

Table 8

Stories in the Standard IX English Language Textbook

Sl. No.	Name of the Story	Writer	Country/Region
1	The Race	Nisha Punjabi	India
2	Learning the Game	Sachin Ramesh Tendulkar	India
3	Maternity	Lilika Nakos	Greece
4	Tolstoy Farm	Mahatma Gandhi	India/S.A
5	Listen to the Mountain	Kavery Nambisan	India
6	Climate Change is Not Hysteria It's A Fact	Leonardo Di Caprio	America
7	The Jungle Air Crash	Juliane Koepcke	German/Peru
8	The Last Leaf	O. Henry	America
9	The Happiness Machine	Ray Douglas Bradbury	America
10	The Trio	RK Narayan	India

The table 8 shows that out of the 10 stories, 5 are from native culture of the learner. Though the 'Tolstoy Farm' based on the experience of the author in South Africa, it is also considered as a native story because, Mahatma Gandhi wrote about his own experience in South Africa based on his own viewpoints. The rest of the stories are from Greece, German/Peru and America. It is surprising that no content is based on the culture of UK. Interestingly, out of the 5 poems, two poems are also from Indian poets namely, Sarojini Naidu and Gieve Patel. The textbook has given due representation to the native culture of the learner as well as the international culture.

Native and Non Native Stories Prevailing in the Standard X English Textbooks of Kerala State School Syllabus

The Kerala Reader English Standard X, like Standard IX textbook, contains 15 literary pieces i.e., 10 prose lessons and 5 poems in five units namely, Glimpses

of Green, The Frames, Lore of Values, Flights of Fancy and Ray of Hope. Each unit contains three literary pieces- two prose and one poem. Therefore the textbook contains 15 lessons in five units. Out of which 10 lessons are stories. The stories included in the standard IX text book are given in the table 9.

Table 9*Stories in the Standard X English Language Text Book*

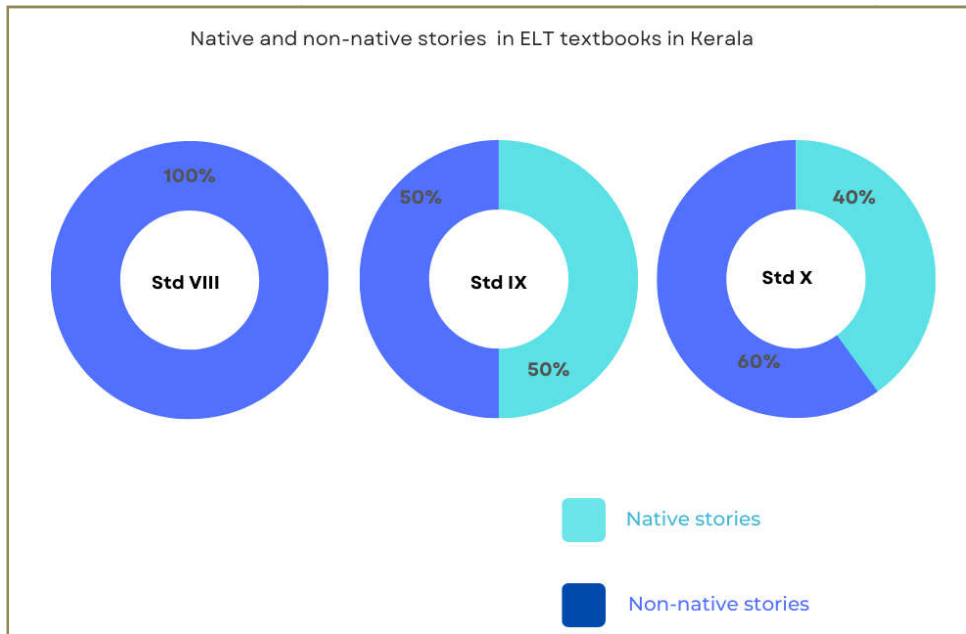
Sl. No.	Name of the story	Writer	Country/Region
1	Adventures in a Banyan Tree	Ruskin Bond	India
2	The Snake and the Mirror	Vaikom Muhammed Basheer	India
3	Project Tiger	Satyajit Ray	India
4	My Sister's Shoes	Majid Majidi	Iran
5	The Best Investment I Ever Made	A J Cronin	UK
6	The Danger of a Single Story	Chimamanda Ngozi Adichie	Nigeria
7	The Scholarship Jacket	Marta Salinas	America
8	The Never Never Nest	Cedric Mount	UK
9	Vanka	Anton Chekhov	Russia
10	The Castaway	Rabindranath Tagore	India

The table indicates that 4 out of 10 lessons in standard X textbook are based on the native culture of the learners. Though, Ruskin Bond is an Anglo-Indian author, his story 'Adventures in a Banyan Tree' is based on Indian theme. The rest of the stories are based on the culture of the countries like UK, Nigeria, America and Russia.

The figure 2 gives glimpses of the proportion of native and non-native culture based stories in the textbooks of standard VIII, IX and X.

Figure 2

Native and Non-native Stories Prevalled in Secondary Level English Language Text Books



Based on the analysis of the secondary level English language textbooks, it is evident to state that Standard VIII textbook of English in Kerala school syllabus does not contain any story related to the native culture of the learners. On the contrary both standard IX and X textbooks have considerable representation of the native culture of the learners, 50% and 40% respectively.

Language Adeptness of Secondary Level Students at Pre-Experimental Stage

Testing of language adeptness of secondary school students at pre experimental stage is the second objective of the study. The language adeptness of the sample group is tested at four different skill areas- listening, speaking, reading, and writing. These are tested separately with the tools as explained in the former chapter. In order to realize this objective, the researcher has analysed the gathered data of each of the skills. The collected data were analysed separately and results are provided below pertaining to each skill.

Listening Skills

In a sense, language learning is strappingly integrated with listening. Listening is resulted in decoding the situation and meaning for accurate understanding of a learning content. Proper listening enhances appropriate responses.

The listening skill among students has been assessed with the help of audio tests. The processes are explained here for convenience (details are given in chapter III):-

The researcher, as teacher in the experiment session, consigns the pre-listening activities. The investigator selected and graded 3 audio clips and prepared a test consisted of 30 questions, ten questions for each audio clip. This Listening Skill assessment test was administered in the classroom to assess students' listening skill. The listening activity included one audio story and two conversation clips. The story used for the audio test was 'The Lost Child' written by Mulk Raj Anand. Out of the two pieces of conversations, one was about 'At the Bookshop' the other was 'At the Restaurant'. The students were given opportunity to listen to the audio story and the conversations. The three audio clips were played one by one in the classroom and at the end of listening to each clip, students were asked to fill the questionnaire which included 10 objective type questions for each clip (total 30), like one word answer questions, sentence completion, and summary completion based on the listened content.

The audio clip was played one by one. After playing the first audio clip, students were asked to attempt question number 1-10; then played the second audio clips and they were asked to attempt questions 11- 20; finally the third audio clip was played and the students were asked to write answers for the questions 21-30. Appropriate instructions were given to all students from time to time to listen

carefully and to answer properly. Teacher explained the questions that follow the listening session.

In order to find out the levels of students in the listening skill, the norm based analyses was employed on the test scores that are obtained by the students. The test includes 30 questions and right answer carries 01 mark each. Those who scored 23 marks or above out of 30 (adjusted to 75 % of the maximum marks) being considered as ‘Proficient Listener’ who have high level of listening skill and having capacity to respond properly to the questions based on the listened content. Those who score in between 17 to 22 (both scores included) are being considered ‘Independent Listener’ with good level of listening skills. It means if the score is in between 56% to 74%, the students are being considered as students with good listening skills in English. The students with the score of 16 to 12 (both values included) are being considered ‘Basic Listener’ with low level of listening skill. These scores remain within 55 % (adjusted to the next higher value) to 40% of the total score. The students who obtained score 11 or below out of 30 are being considered ‘Emergent Listeners’ with very low level of listening skill. It is below 40% of the total score. This is summarized in the table 10.

Table 10

Determinants of Listening Skill Levels (Marks out of 30)

Levels	Proficient Listener	Independent Listener	Basic Listener	Emergent Listener
Score	23 or above	17 to 22	16 to 12	11 or below
Percent	75% or above	56 to 74 %	40 to 55%	Below 40 %

Listening Skill among Secondary School Students at Pre-experimental Stage

The scores obtained by the students in the listening test are tabulated. The marks of students scrutinized and arranged under four heads; from proficient listener

to emergent listener. The analyses revealed that all of the students, except one, in the Experimental Group - I (EG-I) scored below 50 % of marks in the listening skill test at pre experimental stage. The maximum mark obtained is 15 in the EG-I. The range of obtained marks in the group is 10. The lowest score in the group is 5 and highest score is 15, which means the students' scores in the listening skill test are distributed from 16% of marks to 50 %. No student scored above 50% in the EG-I in the test.

See the details of the students in EG –I who have placed in different levels of listening skill in the table 11.

Table 11

Listening Skill Levels in English Language among Secondary School Students –EG-I (N= 38)

Variable	Proficient Listener		Independent Listener		Basic Listener		Emergent Listener	
	N	%	N	%	N	%	N	%
Listening skill	00	00	00	00	10	26.31%	28	73.68%

While analyzing the marks of the students in the EG-I, it is clear that there are no students in the group who are Proficient listeners or Independent listeners as per the defined norms. There are 26.31% of students found as independent listeners. Among the students, 73.68% of students fall into the category of Emergent listeners which indicates that the level of listening skills of the students is very low.

In the Experimental Group -II (EG-II), the maximum mark obtained is 16 and minimum is 3. The range of the score distribution is 13, from the lowest mark 3 to the highest 16, which means the students' scores in the listening skill test in the EG-II are distributed from 10% to 53.33 % of marks. The levels of students in the listening skill is identified in this group also as per the norm based analysis employed in the EG-I.

The levels of students of EG –II in the listening skill are tabulated and details are given in the table 12.

Table 12

Listening Skill Levels in English Language among Secondary School Students (N= 39)

variable	Percent of students in Different Levels							
	Proficient		Independent		Basic		Emergent	
	N	%	N	%	N	%	N	%
Listening skill	00	00	01	2.60	11	26.31	27	69.23

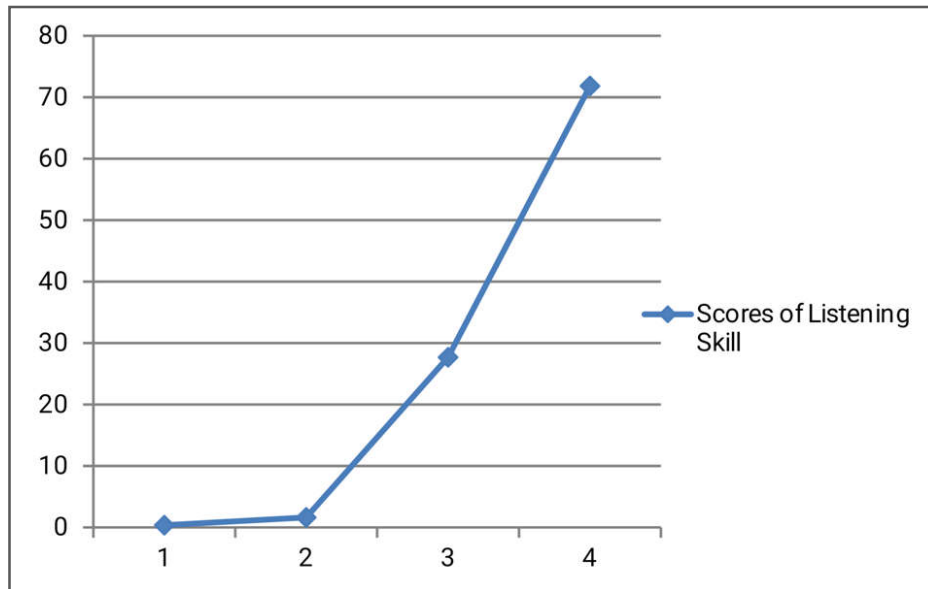
The table 12 indicates that there are no Proficient listeners in the EG-II in terms of their listening skills. In the group, 2.6% of students are independent listeners of English in level of listening skill and 26.31% of students possessing the ability level of a basic user in their listening skills. A large number of students possess very low level of listening skills of an emergent listeners i.e., 69.23% of students are having very low level listening skill.

Conclusion

The results of the analyses conducted with the data from EG-I and EG-II indicate that the listening skills among secondary school students is at low level in the both groups at pre-experimental stage. No student possesses high level of Listening skill as a proficient listener. Only 1.29% of the total sample, (i.e, 01 student out of 77) possess good level of listening skill i.e. the ability level of an independent listener. Among the total sample 27.28% of students (i.e., 21 students out of 77) possess low level listening skill as a basic listener and 71.42% of students (i.e., 55 students out of 77) possess very low level listening skill as they were only emergent listener of English in terms of their skills in listening to English. This is shown in the figure 1.

Figure 3

Distributions of the Scores of Students in Listening Skill at Pre-experimental Stage



1 = Proficient listener, 2= Independent listener, 3=Basic listener, 4= Emergent listener

This result explains that the students are not possessing appropriate or needed levels of listening skill in English language since listening is the basic skill to acquire other linguistic skills. Listening skill in English language learning process is to be enhanced with appropriate training. The reason may be the lack of proper training, strangeness to the pronunciation and lack of exposure to listening to English.

Speaking Skills

Development of speaking skills is the essential quality for the development of different linguistic qualities to use language for effective communication and presentation. As described in the III chapter, the speaking skill is tested in a formal situation by providing opportunities to students. Total score for the speaking skill assessment test is 40.

The oral proficiency of students was assessed based on their responses at provided situations. In order to give a situation, certain tasks are provided. The situations provided are:-

- Self-Introduction : Students were directed to introduce themselves. The student's talk was observed keenly.
- Describing things : Students were given an object and asked them to describe it. One out of the things like pen, sanitizer bottle, bag, duster, water bottle, chalk, pencil, mobile, book and so on, which are familiar to students, was given to each student and asked them to explain it in their own words.
- Informal Conversations : Teacher engaged in a conversation with the student by considering their hobbies and interests.

Researcher, with the hired assessor, organized the speaking skill test session. After employing the test, the score is given (out of 40) by the assessors based on the rubric. The rubric is given in Appendices. The scores were tabulated and made use for analysis.

In order to find out the ability level of students in the speaking skills, the norm based analysis was employed on the test scores. The speaking skills assessment test included three sections namely, Self Introduction, Describing Objects and Engaging Informal Conversation. The researcher with the help of hired assessor conducted speaking test individually, and asked questions regarding the three sections. The performance of the students assessed based on the rubric prepared for assessing speaking skills. It assessed four sub skills of speaking -Fluency and coherence; Lexical resources; Grammar range and accuracy; Pronunciation- each section carries 10 mark out of 40 marks in total. Each of the four sections carries 0 to 10 mark based on the ability level of the user. Proficient speaker, Independent speaker, Basic speaker and Emergent speaker gets mark range 8-10, 5-7, 3-4 and 0-2 respectively based on their ability level across the four sub skills of speaking. The students also placed in the four categories according to their final score. Those who scored 30 (75%) marks or above,

out of 40 are being considered as proficient user of English language. Those who scored in between (56% to 74%) 23 and 29 (both scores included) are being considered as independent user. The students with the score of 16 to 22 (40% to 55%) are being considered Basic user. The students who scored 15 or below, are being considered as Emergent user of English, which means that they are only beginners in their speaking the language. It is below 40% of the total score. This is summarised in the table 13.

Table 13

Determinants of Speaking Skill Levels (Marks out of 40)

Levels	Proficient Speakers	Independent Speakers	Basic Speakers	Emergent Speakers
Marks	30 and above	23 to 29	15 to 22	Below 16
Percent	75% or above	56 to 74 %	40 to 55%	Below 40 %

Speaking Skill among Secondary Level Students at Pre experimental Stage

In speaking skill assessment test at the pre-intervention stage, 33 students scored below 50% of the total score. The maximum mark obtained is 21 in the Experimental Group- I (EG –I). The range of obtained mark in the group is 10. The lowest score in the group is 11 and highest score is 21, which means that the students’ scores in the speaking skill test are in between 27% and 52% of the total score. Only 5 students in the EG- I scored above 50% in the test.

The details of the students of EG–I who have placed in different levels of speaking skill are given in the table 14.

Table 14

Speaking Skill in English among Secondary School Students-EG-I (N= 38)

Variable	Proficient		Independent		Basic		Emergent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Speaking skill	00	00	00	00	27	71%	11	29%

While analysing the marks scored by the students of the EG-I, it is clear that there are no students in the group with high level and mid-level (Proficient or independent user) of ability in speaking skills as per the defined norms. But surprisingly, there is 71% of students possess low level of speaking skill. They considered as the basic speakers of English having limited linguistic competence. In the group, 29% of students have very low level speaking skill. Their score and performance indicate that they are emergent speakers or beginners in speaking English as they are not able to communicate properly.

Marks obtained by students in the EG-II is slightly different from the EG-I. In the EG-II, the maximum mark obtained is 22 and minimum is 12. The range of the score distribution is 10, from the lowest mark 12 to the highest 22, which means the students' scores in the speaking skill test in the EG-II is distributed from 30% to 55 % of marks.

The levels of students in the speaking skill are identified in this group also by following the norm based analyses employed in EG-I. The level of students of EG – II in the listening skill is tabulated and details are given in the table 15.

Table 15

Levels of Speaking Skills in English Language among Secondary School Students (N= 39)

Variable	Percent of students in Different Levels							
	Proficient		Independent		Basic		Emergent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Speaking Skills	00	00	00	00	33	85%	6	15%

The table 15 indicates that there are no students in the EG-II who possess high level and mid-level of speaking skill i.e., there was no students in the category of Proficient speaker or Independent speaker. But 85% of the students in the group are Basic speakers of English who possessed low level of speaking skill and 15% of

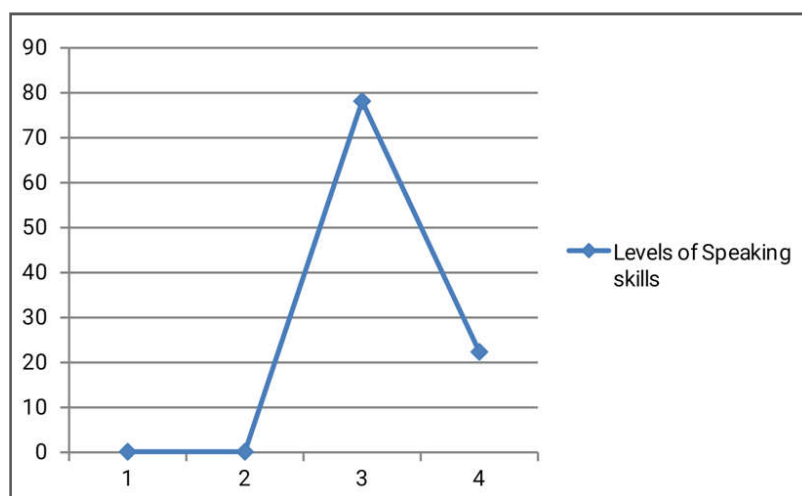
students are Emergent speakers as they have very low level speaking skill. Interestingly, the result showed that the students in both Experimental Group I and II possessed the listening skill and speaking skill differently. Majority of the students in both groups are in Emergent level in listening skill whereas most of the students are in Basic level in speaking skill. It is advent from the result that students possess speaking skill better than listening skill but not up to the satisfactory level.

Conclusion

The results of the analyses conducted with the data from EG-I and EG-II indicate that the Speaking skill among secondary school students is at low level, but not in very low level as compared to listening skill of students in the pre experimental stage. No student possesses the ability of proficient or independent speaker as per the norm based analyses of the scores in the speaking skill test. Among the total sample, 78% of students (i.e., 60 students out of 77) possess low level and 22% of students (i.e., 17 students out of 77) possess very low level speaking skill. This can further be perceived from the figure 4.

Figure 4

Distributions of Scores of Speaking Skills among Secondary School Students at Pre-Experimental Stage



1 = Proficient speaker 2= Independent speaker, 3= Basic speaker, 4= Emergent speaker

This result explains that secondary school students are not possessing appropriate or needed levels of speaking skill in English language. Speaking skill is extremely important as far as any language is concerned. It helps the speakers of that language to communicate effectively among themselves, which is considered as the prime concern of a language. Speaking skill of students in English is to be enhanced with appropriate training and by giving exposure to learn language in the classroom.

Reading Skills

Reading skill of the students is assessed in two ways- Reading Comprehension and 'Reading Fluency'

Students' reading comprehension is assessed with the strategy 'reading the passage and answer the questions'. Students were directed to read a given passage and assimilate the information to answer a given set of questions in it. They are allowed to read, reread and interpret the passage to answer the questions. The process had time stipulation.

Reading Fluency is assessed with the help of reading fluency rubric. Researcher as assessor used the Reading Fluency Rubric and marked the observation.

Reading Comprehension Skill

The reading passage was followed with 10 questions. The questions carry 2 marks each. Fraction of marks is awarded to the answers, if necessary. For example, students were eligible to get 0.5 or 1.5 marks to an answer. Researcher evaluated the answer scripts of students.

The maximum score for the test was 20. Slight change was made from the formerly discussed skills to determine the levels of students in comprehensive reading skill. The students who scored 16 to 20 marks out of 20 (i.e., 80% or above)

considered as Proficient Reader (students with high level of comprehensive reading skill). Those who scored 13 to 15.5 marks (65% and above but below 80%) came under Independent Reader (good level), those with 10 to 12.5 marks (50 % and above and below 65%) are fell in the category of Basic Reader (Low Level). Those who scored 9.5 or below (i.e., below 50% of total mark) considered as Emergent Reader (students with very low level) in reading skills. This is summarized in the table 16.

Table 16

Determinants of Reading Comprehension at Different Levels (Marks out of 20)

Levels	Proficient Readers	Independent Readers	Basic Readers	Emergent Readers
Marks	16 and above	13 to 15.5	10 to 12.5	9.5 or below
Percent	80% or above	65 to 80%	50 to 65%	Below 50 %

Reading Comprehension among Secondary School Students at Pre Experimental Stage. The table 17 shows the details of students in each levels of comprehensive reading.

Table 17

Reading Comprehension among Secondary Students at Pre Experimental Stage in EG-I (N=38)

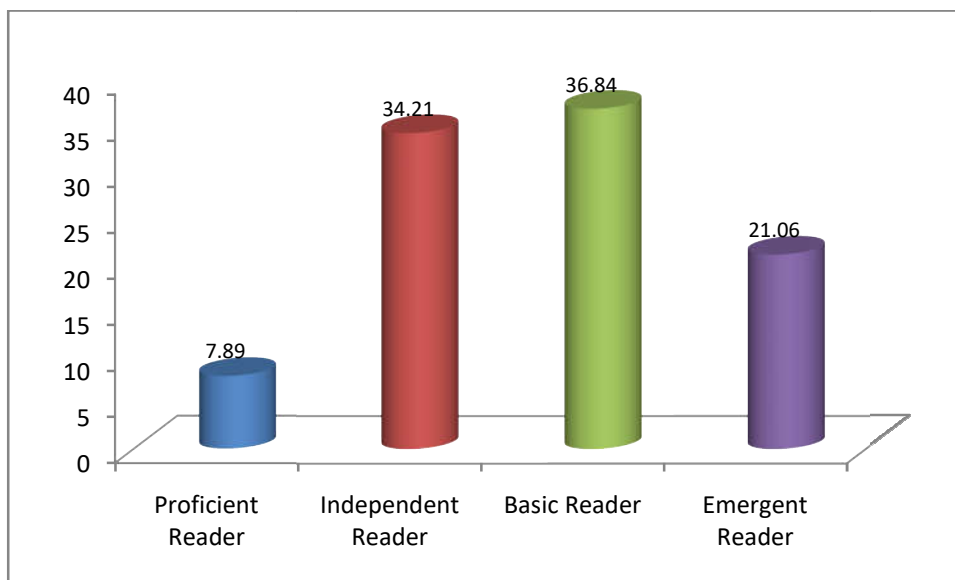
Levels Marks	Proficient Reader (16-20)	Independent Reader (13-15.5)	Basic Reader (10-12)	Emergent Reader (0-9.5)	Total
n	03	13	14	08	38
Percent	7.89	34.21	36.84	21.06	100

The table 17 shows that reading comprehension of students in the EG-I is distributed to all levels. There is a few numbers of students (7.89%) who are proficient readers with high level ability in comprehensive reading. This result is

different from the case of listening and speaking skills, in which no students possess high level competency. A considerable number of students (34.21%) are Independent readers having good level of comprehensive reading skills. Most of the students in the group, i.e. 36.84%, are Basic readers (low level) in comprehensive reading skills. The 21.06% of students are Emergent readers with very low level comprehensive reading skill. This result shows that much of the students are Independent and Basic readers in comprehensive reading skill at pre experimental stage. The students already have experience in ‘reading passage and answering questions’ at schools. This may be the reason for the favourable result in comprehensive reading. The distribution of students at various levels of reading can be further grasped from the figure 5.

Figure 5

Reading Comprehension among Students in EG-I



Details of students in each levels of Reading comprehension in EG-II are given in table 18.

Table 18

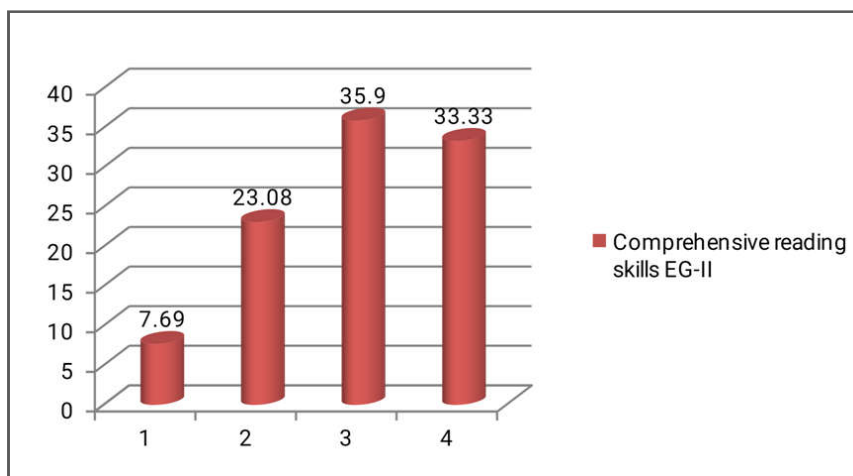
Reading Comprehension Levels at Pre Experimental Stage in EG-II (N=39)

Levels Marks	Proficient readers (16-20)	Independent readers (13-15.5)	Basic readers (10-12)	Emergent readers (9.5-00)	Total
n	03	09	14	13	39
Percent	7.69	23.08	35.90	33.33	100

The table 18 shows that reading comprehension of students at various levels in the EG-II. It was also distributed to all levels. A few numbers of students (7.69%) belong to the category of Proficient readers. This result is similar to EG-I, where students were also distributed to all the four levels. A good number of students (23.08%) are Independent readers in comprehensive reading skill. Almost equal numbers of students belong to the category of Basic readers and Emergent readers (35.90% and 33.33% respectively). The result shows that a considerable number of students are either Basic readers or Emergent readers at pre experimental stage which is contrary to the EG-I, in which most of the students belonged to the category of Independent readers or Basic readers. The distribution of students at various levels of reading can be perceived from the following figure 6.

Figure 6

Reading Comprehension among Students EG-II



1. Proficient readers, 2- Independent readers, 3- Basic readers, 4- Emergent readers

Reading Fluency

The Reading Fluency is assessed with the help of a rubric with the four dimensions- accuracy, pace, expression and phrasing (Rasinski, 2004). Students were given 9 to 12 minutes to read the text provided. A teacher, as assessor is employed to assess the reading fluency of students. The reading materials included two paragraphs of prose from secondary school English text book, small poems and literary write ups. Each student was invited to read the materials. The materials to read were kept on the table. Teacher randomly selected a piece of prose out of them and asked to read it followed by a poem and write up. The teacher was directed to select a descriptor and give appropriate score. Score was given to each item based on the descriptor. Maximum score to the identifier was 40. The score were employed for percent analysis to find out the numbers of students at different levels of reading fluency.

The Reading fluency was tested by the teacher with the help of a proficiency identifier. The 20 items identifier was used for this purpose. The performances of the student in each of the item were keenly assessed by the researcher/teacher and marked appropriate score. It was identified to what extent the competency was performed by the student. The maximum score that can be awarded by the teacher to the performance of a student was 40 and minimum score was 0. Students were segregated to different groups such as Proficient readers, Independent readers, Basic readers and Emergent readers based on the score awarded to them.

The Reading fluency was assessed based on the teacher's score in the identifier check list. The score for Proficient user is in between 32 to 40, Independent user level is in between 24 to 31.5 and Basic user level is a score in between 20 to 23.5. Those who scored in between 19.5 to 0 are considered Emergent user level performance. The determinants of levels in reading fluency are précised in table 19.

Table 19

Determinants of Reading Fluency (Marks out of 40)

Levels	Proficient Readers	Independent Readers	Basic Readers	Emergent Readers
Marks	32 and above	24 to 31.5	20 to 23.5	19.5 or below
Percent	80% or above	60 to 80%	50 to 60%	Below 50 %

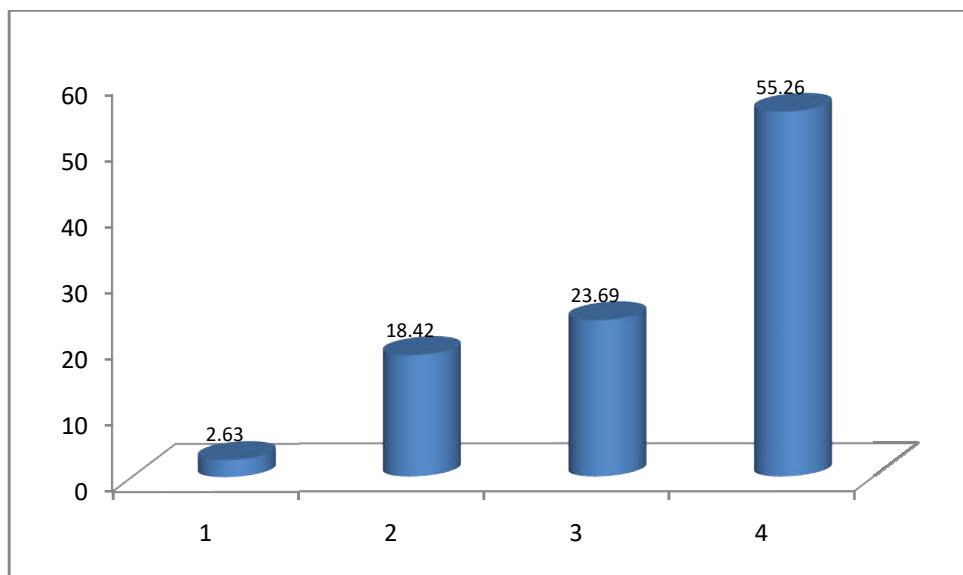
Reading Fluency among Secondary School Students at Pre Experimental Stage. The details of analysis are given in table 20.

Table 20

Performance Level of Students in Reading Fluency at Pre-experimental Stage in EG-I (N=38)

Performance Levels	Proficient reader	Independent reader	Basic reader	Emergent reader	Total
Assessment scores	(32-40)	(24-31.5)	(20-23.5)	(19.5-10)	
n	01	07	9	21	38
Percent	2.63	18.42	23.69	55.26	100

The table 20 presents that Reading Fluency of students in the EG-I is distributed to all levels. Only one student possessed skill as Proficient reader in Reading fluency (2.63%). Almost equal numbers of students are identified as Independent readers and Basic readers, i.e. 18.42% and 23.69% respectively. In contrast to the result of reading comprehension skill, more than half of the students are Emergent readers in Reading fluency at the pre experimental stage in EG-I. The distribution of students at various levels of reading is presented in the figure7.

Figure 7*Reading Fluency among Students EG-I at Pre-experimental Stage*

1-Proficient reader, 2- Independent reader 3- Basic reader, 4- Emergent reader

The assessment of the teacher on the performance of students on reading fluency in EG-II is scrutinized and analysed. Details are given in table 21.

Table 21

Performance Levels of Students– Reading Fluency at Pre-experimental Stage in EG-II (N=39)

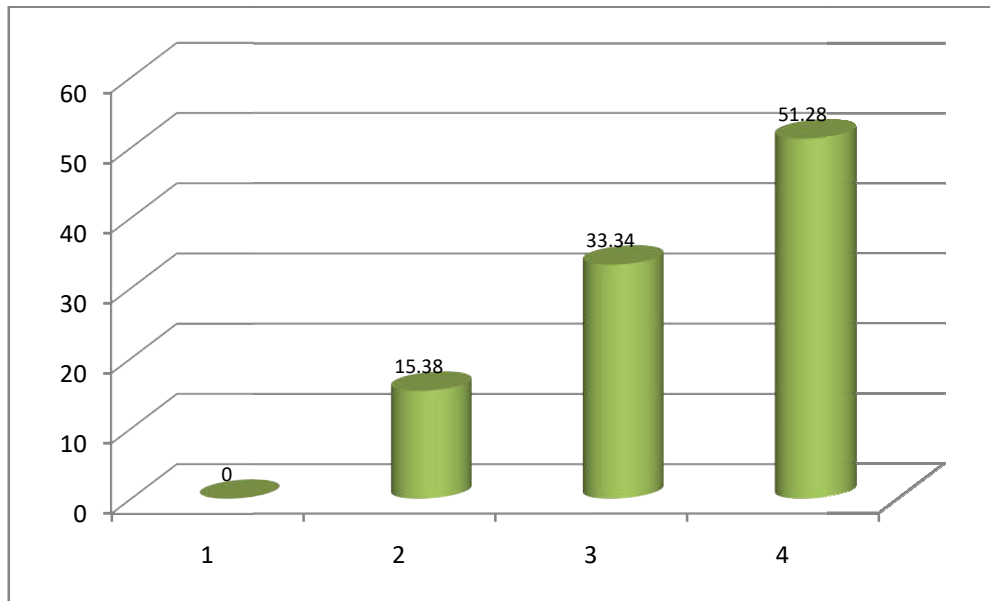
Performance Levels	Proficient reader	Independent reader	Basic reader	Emergent reader	Total
Assessment scores	(32-40)	(24-31.5)	(20-23.5)	(19.5-10)	
n	00	06	13	20	39
Percent	00	15.38	33.34	51.28	100

The table 21 shows that Reading Fluency of students in the EG-II is not distributed to all levels. No student belonged to the Proficient reader category in fluency in reading skill. The percent of students who possessed Independent reader level of fluency in reading skill is 15.38 and Basic reader level is 33.34. In comparison to the result of EG-I, the students who belong to the Emergent reader

category is more or less same. Half of the students come under this group as they possess very low level ability in Reading fluency. The distribution of students at various levels of reading was presented in the following figure 8.

Figure 8

Reading Fluency among Students EG II at Pre-experimental Stage



1-Proficient readers, 2- Independent readers, 3- Basicreaders, 4- Emergent readers

Writing Skills

The present research intended to assess the writing skills of the students at pre experimental level and the effect of the intervention on developing expertise in this skill. The writing skill is tested based on the output factors such as fluency of language writing, content orientation, syntax and usage of vocabulary. In other words they are identified as fluency, content, grammar and structure and vocabulary. The skill is tested by using portfolio assessment and performance in Substitution Table based writing drill.

The students are given live classroom assignments to perform their skill in writing. They were provided an environment to feel that writing is not a dull task but

an interesting activity. The responses of students on each assignment are properly evaluated and analysed. The writing tasks were;

1. Replication writing (Rewriting paragraphs in replication) and writing short notes
2. Substitution Table based writing drill

Replication Writing (Rewriting Paragraphs in Replication) and Writing Short Notes among Students at Pre Experimental Stage

As mentioned above, the students are given opportunity to be in a free environment to do the writing activity. A booklet that contains two paragraphs and a topic for a short essay was given to all students and supplied white sheets to rewrite the given script. After rewriting the paragraph, they were also directed to write a short essay on the topic assigned. *(See the details in Chapter III)*. Equal time was allotted to all. Students' engagement in writing was properly monitored. After completing the process, the scripts from students were collected by the researcher. The portfolios of student activities were assessed based on the rubric. The assessment reports were used for further analysis. Direct grading was followed to assess the skill of replication writing and writing short note.

The assessment report explained that most of the students in writing replication and short notes are at average or below average level. Only 5% of students possess grade B in Experimental Group I whereas no students obtained B grade or above in the Experimental Group II. The grades C and D have secured by most of the students in the both groups. The conclusion of the distribution of students based up on the achieved grade levels in the replication and short note writing skills are given in the table 22.

Table 22

Distribution of Students based up on the Obtained Grade Levels in Replication writing and Writing Short Notes at Pre-experimental Stage

Determinants Group	Grade Proficient writers		Independent writers		Basic writers		Emergent writers			
	A		B		C		D		E	
	n	%	n	%	n	%	n	%	n	%
EG I	0	0	2	5	16	42	17	45	3	8
EG II	0	0	0	0	19	49	15	38	5	13

To conclude, the table 22 explains that no proficient writers were found, while 05% of students in the EG-I were Independent writers in Replication writing skill, and 42% were Basic users. More than fifty percent of the students fall into the category of Emergent users with D and E grades (45% and 8% respectively) in replication writing skill and writing short notes.

In EG-II, there were no students who were either Proficient user or Independent user in replication writing skill. In the group 49% of students were Basic users and more than fifty percent of users were found Emergent users with D (38%) and E (13%) grades in replication writing and writing short notes.

Substitution Table Based Writing among Students at Pre Experimental Stage

The writing skills were assessed based on the output from Substitution Table based writing drill also. Students were given opportunity to frame sentences based on the provided substitution table. The sentences framed by the students were assessed to determine its grade/quality. Each student was directed to frame 30 or more sentences from the substitution tables. Maximum score was 30. Though followed indirect grading; the grading levels that applied to the replication writing are followed here also.

The distribution of Grade levels of students in the substitution table based writing drill is varied. The result indicated that no students scored grade A or B from the groups. In EG-I and EG-II 18% and 10% of students scored C grade respectively. In both groups most number of students scored grade D, 50% from EG-I and 53% from EG-II. The substitution tables are generally used for younger learners like primary or upper primary classes at their initial stages of language learning. Here the respondents are from secondary level schools. The substitution tables made for them were complex in character by adding, gaps, more adjectives and adverbs. Hence, may be because of its complexity, a considerable number of students (31% and 36% respectively in EG-I and EG-II) secured E grade. The conclusion of the distribution of the students in each grade levels is given in the table 23.

Table 23

Distribution of Students based on the Achieved Grade Levels in Substitution Table based Writing Drill at Pre-experimental Stage

Groups	Grade Proficient writer		Independent writer		Basic writer		Emergent user			
	grade A		grade B		grade C		grade D		grade E	
	n	%	n	%	n	%	n	%	n	%
EG I	0	0	0	0	7	18	19	50	12	32
EG II	0	0	0	0	4	10	21	54	14	36

The table 23 indicates that there were no students found as either Proficient writer or Independent writer in terms of their score in substitution based drill at pre-experimental stage in both groups. The percent of Basic users in both groups were 18% and 10% respectively. In both groups more than 80 percent of the students were found Emergent users with D grade (50% and 54% respectively) and E grade (32% and 36% respectively).

Conclusion

The scores obtained in the different tests administered to assess the levels of students in four language skills were analysed and the results revealed that they are varied in the language adeptness at pre-experimental stage with respect to the skills- listening, speaking, reading and writing. In total, most of the students are showing low levels of adeptness in English language. There are no notable differences between two groups (EG-I and EG-II) in language adeptness. Specifically it can be stated that the secondary level school students possess low level of language adeptness in English as per the analysis of the data collected at pre experimental level. The following Radar charts visualise the language adeptness skill of learners at four different levels across the four language skills listening, speaking, reading and writing. However, the study tested the two macro skills reading and writing with two sub skills- reading comprehension and reading fluency for reading and writing short notes and substitution table based writing for writing skills. In order to get a broad view of the four skills the sub skills of reading and writing have been considered as one unit through percentage analysis.

Figure 9

Radar Chart- Language Adeptness Skills of Learners at Different Level EG-I Pretest

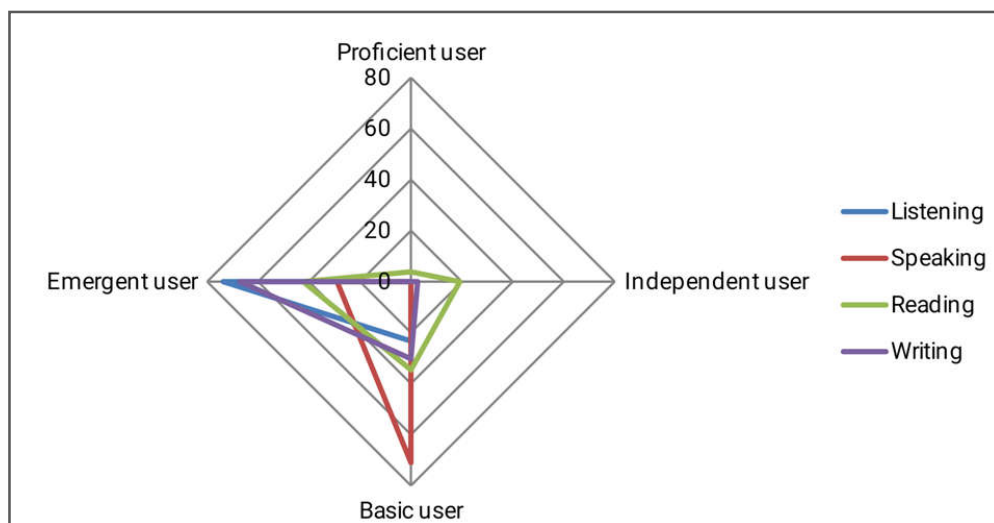
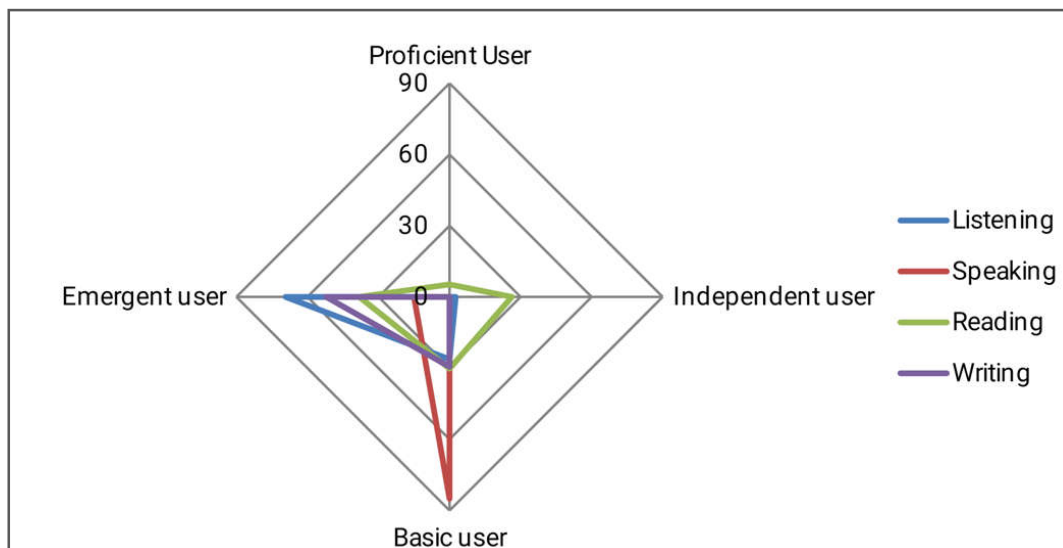


Figure 10

Radar Chart- Language Adeptness Skills of Learners in Different Level EG-II Pretest



Comparative Effect of Teaching English with Native and Nonnative Stories on Developing Language Adeptness

Analysis under this title is organised to examine the comparative effect of teaching English with native and non-native stories on developing language adeptness among secondary school students pertaining to the language skills (a) Listening, (b) Speaking, (c) Reading, and (d) Writing.

The language adeptness is studied pertaining to the language skills - listening, speaking, reading and writing. The experiment of the research was teaching English with native stories in one group and teaching English with non-native stories in another group. The Experimental Group-I is taught with the native stories and Experimental Group-II is taught with non-native stories. The effect of teaching with native and non-native stories on language adeptness is found out by analyzing the comparative effect of teaching on each of the four skills.

Step by step processes of preliminary descriptive analyses and mean comparison at different levels are administered to realize the objective. Results from

these analyses are utilized to establish the comparative effect. The details of analyses of each skill are given under separate titles.

In order to find out the comparative effect of teaching with native and nonnative stories on language adeptness, the statistical analysis such as preliminary analysis, independent sample t-test and paired sample t-test are administered. Percentage analysis is employed to find the effect of the experiment on replication and short note writing skill. Specifically, the following steps are followed:

- Step -1: Preliminary analysis of the scores obtained by the students of EG-I and EG-II at pre experimental stage
- Step - 2: Mean comparison of pretest scores of EG-I and EG-II at pre experimental stage by applying independent sample t test.
- Step - 3: Preliminary analysis of the scores attained by the students of EG-I and EG-II at post experimental stage
- Step - 4: Comparison of Mean posttest scores of EG-I and EG-II at post experimental stage by applying independent sample t test.
- Step – 5: Comparison of Mean pretest scores with Mean posttest scores in EG-I by applying paired sample t test to find out the effect of teaching with native stories
- Step – 5a. Comparison of Mean pretest scores with Mean posttest scores in EG-II by applying paired sample t test to find out the effect of teaching with nonnative stories
- Step – 6: Comparison of Mean score of EG-I with EG-II at post experimental stage to establish the comparative effect of teaching with native and nonnative stories on language adeptness pertaining to the four skills

Step – 7: Mean comparison of the scores of EG- I and EG- II with the scores of control group to establish the effectiveness of language adeptness.

Step – 8: Percentage analysis of the students' levels of adeptness on language skills at pre and post experiment levels for the replication writing

Step – 9: Establish delayed comparative effect by administering Mean comparison test at delayed post-test stage.

Step – 10: Mean comparison of the scores of value inculcation between EG- I and EG-II to find out the effectiveness of teaching with native and nonnative stories.

Based on these steps, the analyses are conducted. The processes of analysis and results of each skill are given under appropriate titles.

Listening Skill among Students at Pre Experimental Stage: Descriptive Analysis and Interpretation

The descriptive analysis of the scores on Listening Skill of the students at pre experiment level is conducted to find the temperament of the distribution. Details of the descriptive statistical analysis are given in the table 24. The listening skill test was for 30 marks.

Table 24

Descriptive Statistical Scores Obtained by Students of the EG-I and EG-II in the Listening Skill Test at Pre-experiment Level

Variable	Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
Listening Skill	EG-I	38	9.97	10	2.66	9	-.098	-.721
Listening Skill	EG-II	39	10.6	11	3.17	11	-.089	-.157

The table 24 indicates the Mean scores for the listening skill test for the EG-I and EG–II. The mean of the listening skill scores of EG-I is 9.97, Median is 10 and Mode is 9. The most repeated score in the distribution is 9 out of 30, which means most

of the students scored only 30% of the total marks. The skewness is slightly negatively skewed and which means most of the scores are concentrated near to the Mean. The descriptive statistical scores are evident to state that the students have no high level of listening skill and ability to respond on the listened content at per experiment stage.

Marks obtained by the students in the EG-II is slightly different from the EG-I. The results in the table 24 explain that the Mean score for the listening skill test for EG-II is 10.6, values of Median and Mode are 11. The Standard Deviation of the distribution is 3.17. The Mode, i.e., 11, indicates that most of the students scored above the mean score. The most repeated score in the distribution is 11 out of 30, which means most of the students scored 36.66% of the total marks. The descriptive statistical scores are evident to explain that the students' listening skill and ability to respond on the listened content is not high in this group. The marks obtained in this group are observably different with high scores than the students of EG-I and the significance of difference is to be tested.

Comparison of the Mean Pretest Scores of EG-I and EG-II at Pre Experimental Stage - Listening Skill

The objective is to compare the mean scores of Listening Skill of EG-I and EG- II at pre experimental stage. The data are analysed with the independent sample t-test and results are given in table 25.

Table 25

Comparison of the Mean Scores of Listening Skill among Secondary School Students of EG-I and EG-II at Pre Experimental Stage

Group	N	Mean	SD	t- Value
GE-I	38	9.97	2.66	0.923
GE-II	39	10.6	3.17	

From the table 25, it is seen that the 't' value is 0.923 and which is not a significant score of mean difference. It reflects that the mean scores of Listening Skill of secondary school students of EG-I and EG-II at pre experimental stage do not differ significantly. In other words, the students of the two groups possess almost same level of Listening Skill at pre experimental stage. The language adeptness of students with respect to the listening skill is not significantly different among the students of the EG-I and EG II at pre experimental level.

Listening Skill among Students at Post Experimental stage in EG –I and EG- II: Descriptive Analysis

Total mark of the listening skill test was 30. In EG-I, highest score is 26 and lowest score is 14 in the listening skill test at post experimental stage. This means that the students' scores in the listening skill test at post experimental stage are distributed from 46.67 % of marks to 86.66 % of marks.

In the EG-II, the maximum mark obtained is 27 and minimum is 11. This means students scored in between 36.67% to 90% in the EG-II at post experimental level.

The details of descriptive statistics of the score distributions are given in the table 26.

Table 26

Descriptive Statistical Scores Obtained of the EG-I and EG-II in the Listening Skill Test at Post Experimental Stage

Variable	N	Mean	Median	SD	Mode	Skewness	Kurtosis
Listening Skills GE-I	38	21	22	3.77	24	-.747	-.665
Listening Skills GE-II	39	18.4	18	4.23	14	0.320	-.702

As per the table 26 the Mean value for the scores of listening skill in EG-I at post experimental stage is 21, Median is 22 and Mode is 24. The value of Mode

proves that most of the students scored above the Mean value. The scores and the descriptive statistical values prove that most of the students in the group are having high marks at the post experimental level in the listening skill test. The scores in EG-I is negatively skewed and leptokurtic. It means that most of the scores are concentrated near to the Mean value.

The table 26 indicates that the Mean score for the listening skill test for the EG-II at post experimental stage is 18.4, Median is 18 and Mode is 14. The Standard Deviation of the distribution is 4.23. The value of Mode, i.e., 14, indicates that most of the students have low score than the mean value. An overall observation of the descriptive statistical scores are evident to explicate that the students' listening skill and ability to respond on the listened content is high in this group also, but less than that of the EG-I.

The effect of teaching with native and non-native stories is further established by administering the paired sample t-test to compare the mean pretest and mean posttest scores in EG-I and GE-II. The results are given under.

Effect of Teaching English with Native Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Listening Skill in EG-I

In order to find out the effect of teaching with native stories, the Mean pretest and posttest scores of the EG-I are compared by applying paired sample t test. Observably, there are differences between the scores of students in pretest and posttest. The paired sample t test proved the differences in the score. Results are given in the table 27.

Table 27*Comparison of Mean Pretest and Posttest Scores of EG-I on Listening Skill*

Test level	N	Mean	SD	t value
Pre test	38	9.97	2.66	35.1*
Posttest		21	3.77	

*Significant at 0.01 levels

Table 27 explains that the t-value of the comparison of pre and Posttest scores of listening skill in EG-I is 35.1. The t value 35.1 is a high value and it is significant at 0.01 levels. The significant t value explains that there exist significant difference between the scores of pretest and posttest. The Mean value is 9.97, Median is 10 and Mode is 09 for Pretest scores and Mean is 21, Median is 22 and Mode is 24 for the Posttest scores. All these values for the Posttest are comparatively very high than that of the pre test scores and these are evident to explain that the students are scored highly at posttest level. These high scores are the result of the competency development in listening skill among the students. The high Mean value of the Posttest scores and the significant t value of the comparison of pretest- Posttest scores are indicating the effect of the teaching with native stories on developing the language adeptness with respect to the listening skill. In other words, teaching with native stories is effective to develop listening skill among students.

Effect of Teaching English with Nonnative Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Listening Skill in EG-II

The Mean pretest and Posttest scores of EG-II is compared by employing paired sample t test. Result is given in the table 28.

Table 28*Comparison of Mean Pretest and Post-test Scores of EG-II on Listening Skill*

Test level	N	Mean	SD	t value
Pre test	39	10.6	3.17	37.1*
Posttest		18.4	4.23	

*Significant at 0.01 levels

As per the table 28 the obtained t value of the comparison of the Mean scores of pretest and posttest of EG-II based on paired sample t test is 37.1. This t value indicates that there exists significant difference between the Mean pretest and Posttest scores of EG-II in listening skill. In the pretest, Mean value is 10.60, Mode is 09 and Median is 11. In the Posttest the Mean is 18.4, Mode is 14 and Median is 18. These values indicate that the scores in the Posttest are observably high than that of the pretest on listening skill in GE-II. The significant difference between Mean pretest and posttest with the 37.1 t- value is evident to explain that the students are able to score highly in the listening test as the effect of teaching English with nonnative stories.

Comparative Effect of Teaching Native and Non-native stories on Language Adeptness – Listening Skill

In order to find out the comparative effect of teaching English with native and nonnative stories on language adeptness with respect to listening skill, the Mean Posttest scores of EG-I and EG-II are compared by administering independent sample t-test. The details of analysis are précised in table 29.

Table 29

Mean Comparison of the Listening Skill scores of Secondary school students in EG-I and EG-II at Post Experimental stage

Group	N	Mean	SD	t value
Experimental Group-I	38	21	3.77	2.86*
Experimental Group-II	39	18.4	4.23	

*Significant at 0.01 levels

From the table 29, it is seen that the 't' value for the Mean comparison of the scores in EG-I and EG -II is 2.86 and the value is significant at 0.01 levels. In other words it can be explained that there exist significant mean difference on the scores of listening skill test among the students of EG-I and EG-II. It is noted that the t-value of Mean difference is not high and the difference of the measures of central tendencies also not highly different between the groups. However, it is affirmed to state that the mean scores of Listening Skill of secondary school students of EG-I and EG-II at post experimental stage differ significantly. Based on the comparatively high cores favoured with EG-I and the significant t- value of Mean difference, it can be stated that teaching with native stories is more effective than teaching with nonnative stories to develop listening skill. Students in EG-I are taught by Native Stories and the EG-II are taught by Nonnative stories.

Interpretation

The result of comparison of the Mean scores of the Experimental Group-I and Experimental Group-II at post experiment stage is evident to state that the scores are significantly different. It means the students have different levels of performance in the listening skill test at post experimental stage. At posttest, the Mean score of the Experimental Group-I is 21 and Mode is 24. The value of skewness is negative, i.e.,-.747. The Mode value in the Experimental Group-I indicates that most of the scores of the students are above the Mean value and it

means students have high scores in the test. In the case of Experimental Group-II at the Posttest the Mean value is 18.4 and Mode is 14 and that indicates most of the students are scored below to the Mean value. The Mode in the Experimental Group-I is very less than that of the Experimental Group-II, with a difference of 10.

The values of the Mean and Median and Mode of the scores of Experimental Group-I are higher than that of the scores of Experimental Group-II. These differences explain that the students of Experimental Group-I scored highly than the Experimental Group-II in the case of listening skill at post experiment stage. The students of the Experimental Group-I show higher level of adeptness in listening skill than the students of Experimental Group-II.

The revealed result is supportive to state that the teaching with native stories is comparatively more effective than the teaching with non-native stories to enhance the language adeptness of students with respect to the listening skill. In other words, the students who taught with native stories acquired more competencies in listening skill as the effect of the teaching they experienced than the students who taught with non-native stories. The native stories are comparatively more effective than teaching with non-native stories to promote listening skill among students.

Speaking Skill of Students at Pre Experimental Stage: Descriptive Analysis and Interpretation

The speaking skill of students at pre and posttest levels is tested by administering appropriate testing techniques as explained in the chapter III. The speaking skill test was for 40 marks. The tabulated data is administered for step by step analyses as in the case of listening skill.

The descriptive statistical scores of the Pre and Posttest stages in Experimental Group I (EG-I) and Experimental Group II (EG-II) are found out. The Mean scores of EG-I and EG-II are compared at pre and posttest levels. Based on these analyses the interpretation is framed.

The results of the descriptive statistical analysis of the scores of speaking skill at pre experimental stage in EG-I and EG-II are given in table 30.

Table 30

Descriptive Statistical Scores Obtained for the EG-I and EG-II in the Speaking Skill at Pre Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
EG-I	38	16.4	17	2.72	17	-0.634	-0.276
EG-II	39	17.8	18	2.55	16	-0.0489	-0.651

The table 30 indicates that the Mean score for the Speaking skill test for the EG-I, is 16.4 and Median is 17. The most repeated score, the Mode, in the distribution is 17 out of 40, which means most of the students scored 42% of the total marks. The value of median and mode are same in EG-I and these scores are not much distant from the Mean value. The distribution is negatively skewed. These tendencies indicate that most of the scores are concentrated near to the typical higher value in the distribution. However, it can be observably state that students in the EG-I.

The results provided in the table 30 explain that the Mean score for the speaking skill test in the EG-II is 17.8, Median is 18 and Mode is 16. The Standard Deviation of the distribution is 2.55. The distribution is slightly negatively skewed. The Mode, i.e., 16, which means, most of the students scored 40% of the total marks. All these statistical scores are evident to explain that the students' speaking skills is not high in this group also.

Comparison of the Mean Scores of Speaking Skill in EG-I and EG-II at Pre-Experimental Stage: Analysis and Interpretation

The objective is to compare the mean scores of Speaking Skill of EG-I and EG- II at pre experimental stage. The data are analysed with the t-test and results are given in table 31.

Table 31***Comparison of the Scores of Speaking Skills in EG-I and EG-II at Pre Experimental Stage***

Group	N	Mean	SD	t- Value
EG-I	38	16.4	2.72	2.33*
EG-II	39	17.8	2.55	

*significant at 0.05 levels

From the table 31 it is seen that the ‘t’ value is 2.33 and which is significant value of mean difference at 0.05 levels. It reflects that the mean scores of Speaking Skills of secondary school students in EG-I and EG-II at pre experimental stage differ significantly at 0.05 levels. Observably, the scores of the students of EG-II is better than that of the EG-I. In other words, students of EG-II have more adeptness in speaking skill than the students in EG-II at pre experimental level.

Speaking Skill of Students at Post Experimental Stage in EG –I and EG- II: Analysis and Interpretation

The scores of the speaking skill test in the EG-I and EG-II are tabulated and administered for descriptive statistical analysis. This analysis aimed to state the status of the students in speaking skill after the experiment. Details of the descriptive statistical analysis are given in the table 32.

Table 32

Descriptive Statistical Scores Obtained for the EG-I and EG-II in the Speaking Skill at Post-experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
GE-I	38	28.2	27	4.99	27	-.117	-.262
GE-II	39	23.4	24	5.07	24	.577	.371

As per the table 32 the Mean value for the scores of the speaking skill in EG-I at post experimental stage is 28.2, Median and Mode are 27, SD is 4.99, skewness is -.117 and kurtosis is – 262. The value of Mode proves that most of the students scored very near, but below to the Mean value. The descriptive statistical values are supportive to explain that most of the students are highly performed in the speaking skill test at post experimental stage in EG-I.

The Mean score for the speaking skill test in the EG-II at post experimental stage is 23.4, Median is 24, Mode also 24. The Standard Deviation of the distribution is 5.07, skewness is .577 and kurtosis is .371. The positive value of skewness indicates that scores are slightly distant from the Mean value. The results of the analysis prove that the students in EG-I and EG-II possess comparatively high level of language adeptness with respect to speaking skill at post experimental stage.

Effect of Teaching English with Native Stories: Comparison of the Mean Pre test and Mean Posttest Scores of Speaking Skill in EG-I

In order to find out the effect of teaching with native stories in EG-I, the Mean pre test and Posttest scores of the group are compared by applying paired sample t test. Results are given in the table 33.

Table 33*Comparison of Mean Pretest and Posttest Scores of EG-I on Speaking Skill*

Test level	N	Mean	SD	t value
Pre test	38	16.4	2.72	11.2*
Posttest		28.2	4.99	

*Significant at 0.01 levels

As per the table the t-value of the comparison of pre and Posttest scores of speaking skill in GE I is 11.2. The value is significant at 0.01 levels. The t value supports to state that there exist significant difference between the scores of speaking skill test at pre and post experimental stages in the GE-I. Here, Mean value is 16.4 and Median and Mode is same value i.e., 17 for Pretest scores. In the Posttest, the Mean is 28.2, Median is 27 and Mode also 27. These values of the measures of central tendencies in the speaking skill test for the Posttest are higher than that of the pre test scores. It is evident to explain that the students are scored highly at posttest level and the high performance is the result of the intervention. The high Mean value of the Posttest scores and the significant t value of the Mean comparison of Pretest and Posttest scores are indicating the effect of the teaching with native stories on developing the language adeptness with respect to the speaking skill.

Effect of Teaching English with Nonnative Stories: Comparison of the Mean Pretest and Posttest Scores of Speaking Skill in EG-II

The Mean pretest and Posttest scores of speaking skill in EG-II is compared by employing paired sample t-test. Table 34 shows the result of the t-test.

Table 34*Comparison of Mean Pretest and Posttest Scores of EG-II on Speaking Skill*

Test Level	N	Mean	SD	t value
Pre test	39	17.8	2.55	12.4*
Posttest		23.4	5.07	

*Significant at 0.01 levels

The comparison of the Mean pretest and Posttest scores of speaking skill in EG-II based on paired sample t test is 12.4, which is a significant t value of Mean difference. There exists significant difference between the Mean pretest and posttest scores of EG-II in speaking skill. The values of descriptive analysis indicate that the scores in the Posttest are higher than that of the pretest on speaking skill in EG-II. The students are able to score highly in the speaking test and it is implicit as the effect of teaching English with nonnative stories.

Comparative Effect of Teaching Native and Nonnative Stories on Language Adeptness – Speaking Skill

To find the comparative effect of teaching English with native and nonnative stories on language adeptness with respect to the component speaking skill, the Mean Posttest scores of EG-I and EG-II are compared by administering independent sample t-test. The details of analysis are given in table 35.

Table 35*Independent Sample t-test of the Mean Scores of Speaking Skill in EG-I and EG-II at Post Experimental Stage*

Group	N	Mean	SD	t value
EG-I	38	28.2	4.99	4.12*
EG-II	39	23.4	5.07	

*Significant at 0.01 levels

As per the table 35, the 't' value is 4.12 for the Mean comparison of the scores of speaking skill in EG-I and EG -II at post experiment level. This value is significant and that stands to state that there exist significant difference in the Mean scores of EG-I and EG-II on speaking skill at post experiment level.

Interpretation

The Mean Posttest scores of speaking skill in Experimental Group-I and Experimental Group-II are compared and the result is evident to state that the scores are significantly different. It means that the students have different levels of performance in the speaking skill test at post experimental stage. The performance difference may be depending the teaching they experienced. The analyses employed on the scores of the speaking skill test such as Comparison of the Mean Scores of Experimental Group-I and Experimental Group-II at Pre experimental Stage, Comparison of the Mean Pretest and Mean Posttest Scores of Speaking Skill in Experimental Group-I and in Experimental Group-II and comparison of the Mean scores of Experimental Group-I and Experimental Group-II at Post experimental stage clearly proved that the intervention of teaching with native stories and nonnative stories is effective to develop the adeptness of speaking skill.

As per the table 33 and 34 it is evident to state that the students scored very high in the post experimental test on speaking skill. The statistical t value of Mean comparison is significant at the post experiment test. The values of the Mean, Median and Mode of the scores of Experimental Group-I are higher than that of the scores of Experimental Group-II at post experimental stage. These differences are evident to state that the students of Experimental Group-I scored highly than the students of Experimental Group-II in the case of speaking skill at post experimental stage. The results of the comparative analyses are supportive to state that the

teaching with native stories is more effective than the teaching with nonnative stories to develop the language adeptness of students in the speaking skill. The Experimental Group-I is taught with native stories and Experimental Group-II is taught with nonnative stories.

Reading Skill among Secondary Level School Students

The reading skill of the students is analysed on two dimensions – comprehensive reading skill and Reading Fluency. Separate methods are used to measure the performances of students. The procedure used to find out the comparative effect of listening and speaking skills are applied here also. Analyses are given under separate titles.

Reading Comprehension of Students at Pre Experimental Stage: Descriptive Analysis and Interpretation

The Reading comprehension test in the present study is for 20 marks. In order to find the comparative effect of the intervention, the descriptive analyses and the comparative analyses are employed same way as in the case of listening and speaking skill. The scores obtained on comprehensive reading test in Experimental Group-I (EG-I) and Experimental Group-II (EG-II) at pre experimental stage is employed for descriptive analysis. Results are furnished in table 36.

Table 36

Descriptive Statistical Scores Obtained for the EG-I and EG-II in the Comprehensive Reading Skill at Pre-experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
EG-I	38	12	11.3	2.55	10	.221	-1.29
GE-II	39	11.4	11	2.62	11	.561	-.837

As per the table 36, the Mean value is 12, Median is 11.3, Mode is 10 and SD is 2.55. The distribution is slightly positively skewed. Most of the students scored 50% or slightly above 50% of marks in the test. The values are supportive to explain that the comprehensive reading skill is at average level among the students at pre experimental stage in EG-I.

In EG-II, the Mean is 11.4, Median and Mode is 11 and SD is 2.62. Distribution is positively skewed. The values indicate that most of the students scored very near to the Mean value in the comprehensive reading skill test. It is observed that most of the students scored at average level in the comprehensive reading test at pre experimental stage in the EG-II also.

Comparison of the Mean Pretest Scores of EG-I and EG-II in Comprehensive Reading Skill: Analysis and Interpretation. The Mean scores of the comprehensive reading skill test at pre experimental stage in EG-I and EG-II are proposed for the independent sample t test. Results are given in table 37.

Table 37

Comparison of the Mean Scores of Comprehensive Reading Skill of EG-I and EG-II at Pre Experimental Stage

Group	N	Mean	SD	t- Value	Remarks
EG-I	38	12	2.55	1.05	Not Significant
EG-II	39	11.4	2.62		

As per the table 37, t value is 1.05 in the comparison of the Mean scores of comprehensive reading skill in EG-I and EG-II at pre experimental stage. The t value is not significant. It means there is no significant difference in the Mean pretest scores of EG-I and EG-II. The students of the two groups possess same level of skill in comprehensive reading at pre experimental stage.

Comprehensive Reading Skill of Students at Post Experimental stage in EG –I and EG- II: Analysis and Interpretation. The scores of the EG-I and EG-II at post experimental level in comprehensive reading skill test are administered for descriptive statistical analysis. Results of the descriptive statistical analysis are given in the table 38.

Table 38

Descriptive Statistical Scores Obtained for the EG-I and EG-II in the Speaking Skill at Post Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
GE-I	38	16.9	17	2.54	17	-1.31	1.48
GE-II	39	15.2	15	2.22	15	-.302	.594

The table 38 show that the Mean value for the scores of the comprehensive reading skill test in EG-I at post experimental stage is 16.9, Median and Mode is 17, SD is 2.54, skewness is -1.31 and kurtosis is 1.48. In the group, most of the students scored above the Mean value. The descriptive statistical values are supportive to state that most of the students are possessing high scores in the comprehensive reading skill test at post experimental stage in EG-I.

The descriptive statistical values in the table 38 are evident to state that most of the students scored highly in the comprehensive reading skill test at post experimental stage in the EG-II. The Mean is 15.2 and Mode and Median are 15 in the test. The negative value of skewness indicates that the values concentrated near to the high scores. The analysis proves that the students are having comparatively average level of skill in comprehensive reading at pre experimental stage.

Effect of Teaching English with Native Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Comprehensive Reading Skill in EG-I. The effect of the teaching with native stories in EG-I is proved by administering the paired sample t test. The Mean pretest and Posttest scores of the comprehensive reading skill are compared and the results are given in the table 39.

Table 39

Comparison of Mean Pretest and Posttest Scores of EG-I on Comprehensive Reading Skill

Test Level	N	Mean	SD	t value
Pre test	38	12	2.55	20.1*
Posttest		16.9	2.54	

*Significant at 0.01 levels

As per the table 39 the comparison of pre and Posttest scores of comprehensive reading skill in EG-I is resulted with the t-value 20.1. The value is significant at 0.01 levels. Based on this, it can be stated that there exist significant difference between the scores of reading skill at pre and post experimental stages in the Experimental Group-I. As per the table 39, all the values of descriptive statistics are higher in the Posttest. Based on these values it is substantial to explain that the students are scored highly at posttest level in the comprehensive reading and the high performance is the result of the intervention with native stories. The high Mean value of the Posttest scores and the significant t-value of the Mean comparison of Pretest and Posttest scores are indicating that teaching with native stories is effective to develop the comprehensive reading skill.

Effect of Teaching English with Nonnative Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Comprehensive Reading Skill in EG-II. The Mean pretest and Posttest scores of comprehensive reading skill in EG-II is compared by using paired sample t test. Table 40 shows the result.

Table 40*Comparison of Mean Pretest and Posttest Scores of EG-II on Comprehensive Reading*

Test level	N	Mean	SD	t value
Pre test	39	11.4	2.62	19*
Posttest		15.2	2.22	

*Significant at 0.01 levels

The comparison of the Mean pretest and Posttest scores of comprehensive reading skill in EG-II resulted with a t-value of 19, and which is significant at 0.01 levels. Based on the descriptive values and the t-value it can be stated that the students performed highly in comprehensive reading at post experiment level. It epitomize that teaching English with nonnative stories is effective to enhance the comprehensive reading skill among students.

Comparative Effect of Teaching Native and Nonnative Stories on Language Adeptness – Comprehensive Reading Skill. The comparative effect of teaching English with native and nonnative stories on language adeptness with respect to the comprehensive reading skill is examined on the basis of Mean comparison between EG-I and EG-II by using independent sample t-test at posttest level. The details of analysis are given in table 41.

Table 41*Mean Comparison of the Scores of Comprehensive Reading Skill in EG-I and EG-II at Post Experimental Stage*

Group	N	Mean	SD	t value
EG-I	38	16.9	2.54	3.23*
EG-II	39	15.2	2.22	

*Significant at 0.01 levels

It is readable from the table 41, that the 't' value is 3.23 for the Mean comparison of the scores of the EG-I and EG -II at post experiment level on

comprehensive reading skill. The t value 3.23 is significant and that stands to state that there exist significant difference in the Mean scores of EG-I and EG-II on comprehensive reading skill at post experiment level.

Interpretation. The significant t-value, i.e., 3.23, of the Mean comparison of Posttest scores of Experimental Group-I and Experimental Group-II is evident to state that there exists significant difference between the groups, on the language adeptness of students with respect to comprehensive reading skill. In other words, the students of the EG-I and EG-II have different levels of adeptness in the comprehensive reading skill test at post experimental level. As per the intervention conducted, it can be stated that the difference might be due to the teaching they experienced. Based on the Comparison of the Mean Scores of EG-I and EG-II at Pre experimental Stage, Comparison of the Mean pretest and Mean Posttest Scores of comprehensive reading skill in EG-I and in EG-II proved that the experiment of teaching with native and nonnative stories is effective to develop the adeptness of comprehensive reading skill.

The students scored highly in the post experimental test on comprehensive reading skill. At the post experiment level, the adeptness of comprehensive reading is significantly different among the groups. The values of the Mean, Median and Mode of the scores of EG-I are higher than that of the scores of EG-II at post experimental level in the case of comprehensive reading. Based on these values and the significantly different t-value of Mean comparison of Posttest scores of EG-I and EG-II, it can be stated that the students of EG-I have high level of adeptness on comprehensive reading skill than that of the EG-II. The results of the comparative analyses are supportive to state that the teaching with native stories is more effective than the teaching with non-native

stories to develop the language adeptness of students in comprehensive reading skill.

Reading Fluency among Students at Pre Experimental Stage in EG –I and EG-II: Descriptive Analysis and Interpretation

The effectiveness of teaching with native and nonnative stories on Reading Fluency is found out by the step by step analyses; such as descriptive analysis, comparative analysis of Mean scores at pre and post experiment level.

The scores of students on proficiency in extensive reading in the EG-I and EG-II at pre experimental stage are administered for descriptive analyses. The test for Reading fluency was for 40 marks. The details are given in the table 42.

Table 42

Descriptive Statistical Scores Obtained for the EG-I and EG-II for Reading Fluency at Pre Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
GE-I	38	20.8	19.3	4.36	19	.850	.028
GE-II	39	20.5	20.5	4.88	19.5	.308	-1.04

As per the table 42 the Mean score for the Reading fluency test for the EG-I is 20.8 and Median is 19.3. The Mode, in the distribution is 19 out of the total score 40. Value of SD is 4.36. The distribution is positively skewed. These tendencies indicate that most of the students scored below 50% of the total marks.

The results in the table 42 show that the Mean score for the proficiency in extensive reading for the Group E-II is 20.5, Median also 20.5 and Mode is 19.5. The Standard Deviation of the distribution is 4.88. The distribution is positively skewed. All these statistical scores are evident to explain that the students' Reading

fluency is at average level in EG-II also, but observably good performance than the EG-I.

Comparison of the Mean Scores of EG-I and EG-II at Pre Experimental Stage on Reading Fluency: Analysis and Interpretation. The Mean scores of Reading fluency at pre experimental stage in EG-I and EG-II are compared by administering independent sample t-test. The details are given in table 43.

Table 43

Comparison of the Mean Scores of Reading Fluency of EG-I and EG-II at Pre Experimental Stage

Group	N	Mean	SD	t- Value	Remarks
GE-I	38	20.8	4.36	.225	t-value is not significant
GE-II	39	20.5	4.88		

The table 43, shows that the 't' value of the comparison of the scores of Reading fluency test is .225 and it is not a significant t value of Mean difference. It reflects that the mean scores of proficiency in Reading fluency of secondary school students in EG-I and EG-II at pre experimental stage do not differ significantly. In other words, the students of the two groups possess same level of proficiency in extensive reading at pre experimental stage.

Reading Fluency among Students at Post Experimental Stage in EG –I and EG- II: Descriptive Analysis and Interpretation. The scores of the students of Reading fluency are administered for descriptive analysis. The results are given in table 44.

Table 44

Descriptive Statistical Scores Obtained for the EG-I and EG-II in Reading Fluency at Post Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
GE-I	38	31.4	31.5	3.68	31	-.588	-.498
GE-II	39	30.3	30	3.70	29	-.064	-.497

Observably, as pre the table 44, students of the EG-I and EG-II are scored highly in the assessment of reading fluency at post experimental level. The Mean scores are comparatively very high value in the post experiment level in the assessment of reading fluency. Value of skewness in both group are negative and it means that most of the students are scored near to the typical high value in the distribution. In EG-I, at post experimental stage, Mean value is 31.4, Median is 31.5, Mode is 31 and SD is 3.68 and in EG-II, the value of Mean is 30.3, Median is 30, Mode is 29 and SD is 3.70. The results of the descriptive analysis prove that the students in EG-I and EG-II possess high level of language adeptness with respect to reading fluency at post experimental stage.

Effect of Teaching English with Native Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Reading Fluency in EG-I

In order to find out the effect of teaching with native stories on Reading fluency, the scores of students at pre and post experimental stages are compared. The comparison of the Mean pretest and posttest of the scores of EG-I supports to establish the effect of teaching with native stories of language adeptness. The results of the paired sample t-test are given in the table 45.

Table 45

Comparison of Mean Pretest and Posttest Scores of EG-I on Reading Proficiency – EG-I

Test level	N	Mean	SD	t value
Pre test	38	20.8	4.36	11.1*
Posttest		31.4	3.68	

*Significant at 0.01 levels

As per the table 45, the t-value of the comparison of pre and Posttest scores of reading fluency is 11.1, and it is significant value. Based on the t value, it can be stated that there exist significant difference between the scores of pretest and Posttests on Reading fluency. The descriptive statistical values of Posttest scores are comparatively very high than that of the pre test scores on Reading fluency. Students got high scores on the Reading fluency in EG-I at post experimental stage. Comparatively high Mean value and other descriptive values of the Posttest scores than the pretest values and the significant t value of the comparison of Pretest Posttest scores are indicating the effect of the teaching with native stories on developing the language adeptness with respect to the reading fluency.

Effect of Teaching English with Nonnative Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Reading Fluency in EG-II. As a step of comparative analysis, the pretest and Posttest scores of EG-II on Reading fluency are compared by employing paired sample t test. Detail of paired sample t-test is given in the table 46.

Table 46

Comparison of Mean Pretest and Posttest Scores of EG-II on Reading Fluency

Test level	N	Mean	SD	t value
Pretest	39	20.5	4.88	20.1*
Posttest		30.3	3.70	

*Significant at 0.01 levels

The table 46 gives the result of mean comparison of the scores of proficiency in extensive reading. The t-value of the Mean comparison is 20.1. This t value indicates that there exists significant difference between the Mean pretest and Posttest scores of EG-II on proficiency in extensive reading. The values derived from the descriptive analysis prove that students have high performance in the reading fluency at post experimental level than at pre experiment level. The significant difference between Mean pretest and posttest with the significant t-value 20.1 is evident to explain that the students scored highly in the reading fluency assessment as the effect of teaching English with nonnative stories. It means, teaching with nonnative stories is effective to develop language adeptness with respect to reading fluency.

Comparative Effect of Teaching Native and Nonnative Stories on Language Adeptness – Reading Fluency. The formerly done comparative analyses of Mean pretest and Posttest scores in EG-I and EG-II prove that the teaching with native and nonnative stories is effective in enhancing the proficiency in extensive reading. The comparative effect of the native and nonnative stories on reading fluency is being established with the Mean comparison of the assessment scores of the post experiment stage. The Mean scores of EG-I and EG-II at Post experimental stage on reading fluency are compared by administering independent sample t-test. The details of analysis are given in table 47.

Table 47

Comparison of the Assessment Scores of Reading Fluency of GE-I and GE-II at Post Experimental Stage

Group	N	Mean	SD	t value	Remarks
EG-I	38	31.4	3.68	1.20	t-value is not significant
EG-II	39	30.3	3.70		

The table 47, shows that the 't' value of the Mean comparison of the scores of the EG-I and EG -II at post experimental stage on reading fluency is 1.20. The obtained t-value is not significant. It means there exist no significant difference in the scores of reading fluency between EG-I and EG-II at post experimental stage. In other words it can be explained that the students of the EG I and EG II are having almost same level of reading fluency at post experimental stage. The teaching with native and non-native stories is equally effective to develop language adeptness among the students. The result of the comparisons of the Posttest scores explains that effect of teaching with native stories and with nonnative stories are having comparatively same effect on developing reading fluency among the students of EG-I and EG-II.

Interpretation. The comparisons of the Mean scores of reading fluency in the EG-I and EG-II at pre experimental stage and also at post experimental stage are proved that there exist no significant difference among the students on reading fluency, both at pre and post experiment stages. The values of the measure of central tendencies are almost same in both groups, both stages. It is revealed that students of both groups have development in language adeptness with respect to reading fluency as effect of the experiment, i.e., teaching with native and nonnative stories. But it is proved that the development is at same level and comparatively there is no difference of effect on reading fluency. In other words, teaching with native stories and teaching with nonnative stories are equally effective in developing reading fluency.

Based on the analyses and results, it can be stated that teaching English with native and non-native stories is partially effective in developing reading skill. The native stories based English teaching effectively resulted on comprehensive reading than the non-native stories based teaching. But in the case of reading fluency,

teaching with native and non-native stories is found equally effective. There is no comparable difference of effectiveness in teaching with native stories and nonnative stories on enhancing the reading fluency. Thus, it is explained that comparatively, teaching English with native and nonnative stories are partially effective in developing the reading skill.

Writing Skill among Secondary School Students

Writing skill is assessed up on two performances; (i) replication writing and writing short notes and (ii) substitution table based writing drill. The writing skill was assessed and reported on grade basis. Assessor gave Grade indication from the highest grade A to lowest grade E. Grade A is for best performance and Grade E is for poor performance in the 5 point grading format. Based on the obtained grade, the students are identified in separate levels. Performance Development Index is used to define the effect of the experiment on the replication writing and writing short notes. The skill of students on replication writing and writing short notes is assessed on direct grading basis and the substitution table based writing is assessed on indirect grading basis.

The writing skill assessment based on the output from Substitution Table supported writing drill was followed indirect grading method. Assessor was directed to give mark and the grades on obtained marks. The given grades are utilized to find out the levels of students in substitution table based writing skill. The marks given by the assessor are utilized to find the comparative effect. Maximum marks to a student in the substitution table based writing drill are 30.

The percentage analysis and performance based index are used to establish the comparative effect of teaching with native and non-native stories on developing skill of replication writing and writing short notes. As described in the chapter III, the qualitative analysis followed in this case. Details are given under appropriate titles.

Effect of Teaching with Native and Nonnative Stories on Replication Writing and Writing Short Notes among Students

The effect of teaching is examined on the basis of the obtained Grade levels of the students in assessment of replication and short note writing. Total percent of students with Grade A at pre experimental level and at post experimental level are cross checked. The same procedure is applied in the case of other Grade levels also. The procedure evidently reported the levels of performances in the prescribed skill.

The details of performance development of students on replication writing and writing short notes is given in the table 48 and explained below.

Table 48

Details of Obtained Grades in Pre Experiment and Post Experiment Stages by Students in EG-I and EG-II on Replication Writing and Writing Short Notes

Groups↓		Grade Level									
		A		B		C		D		E	
		Proficient Writers		Independent Writers		Basic Writers		Emergent writers			
		n	%	n	%	N	%	n	%	n	%
EG-I	Pre	0	0	2	5	16	42	17	45	3	8
EG-II	Experimental Stage	0	0	0	0	19	48.72	15	38.46	5	12.82
EG-I	Post	14	36.84	15	39.47	9	23.69	00	00	00	00
EG-II	Experimental Stage	16	41.03	15	38.46	8	20.51	00	00	00	00

Note: Grade D and E are falling in ' emergent writer ' group

The table 48 clearly explains the performance development of students in replication writing and writing short notes. There are no students in EG-I with Grade A at pre experimental stage. In EG-I, there have-

- 05% of students obtained Grade B,
- 42% of students obtained Grade C,
- 45% obtained Grade D and
- 08% obtained Grade E.

These results are evident to state that the students are at average or below average level at pre experimental stage in the writing skill with respect to replication writing and writing short notes. Most of the students are fell in the levels Basic writer with Grade C and emergent writer with grade D or E.

While analyse the obtained grades at post experimental stage in EG-I, as shown in the table it is observed that students have notable development in replication writing and writing short notes. 36.84% of students have obtained grade A in EG-I at post experimental stage. It means, in replication writing and writing short notes, students in the EG-I have obtained considerable development as result of intervention. This development is summarized thus;

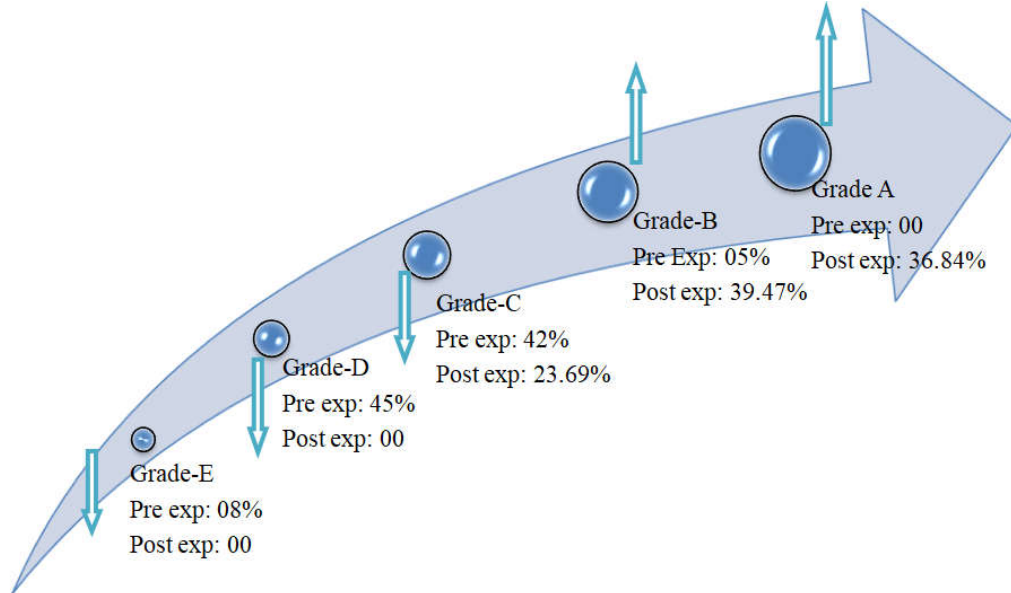
- In EG-I, the increase of students who obtained grade A is from Zero percent to 36.84% and students with grade B is from 5% to 39.47%.
- In EG-I the students with lower grade are decreased considerably. Students with grade C are decreased to 23.69% from 42%.
- The students with grade D are 45% and with grade E are 08% at pre experiment stage. At post experimental stage, there have no students with the lower grades, D and E.

The considerable increase of students with higher grade in replication writing and writing short notes is the indication of competence development of students in language adeptness with respect to the specific skill. It means that teaching with native stories has considerable effect on developing the competencies of students in replication writing and writing short notes. In other words, the competence development in writing skill among students in EG-I is the effect of teaching with native stories.

The performance index development of students can be further illustrated as in the figure 11.

Figure 11

Performance Development in Replication Writing and Writing Short Notes in EG-I



(Note: Pre exp- pre experimental stage. Post exp- Post experimental stage)

In EG-II, there have no students obtained Grade A or B at pre experimental stage. Whereas 48.72% obtained Grade C, 38.41% obtained Grade D and 12.82% obtained Grade E at this stage in EG-II. It can be stated that performance of students in replication writing and writing short notes at pre experimental stage in EG-II is average or below average. No students obtained higher level Grade a pre experimental stage in EG-II.

While analyze the EG-II, it is observed the following developments.

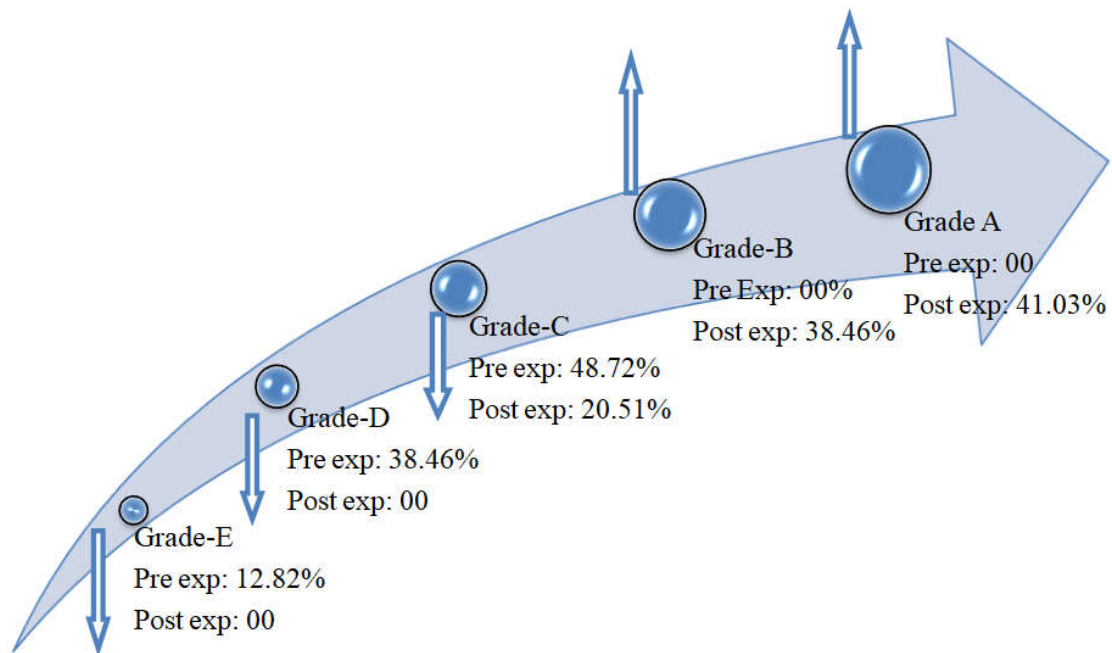
- In EG-II, the increase of students who obtained grade A is from Zero percent to 41.03% and students with grade B from 00 % to 38.46 %.
- In EG-II the students with lower grade are decreased considerably. Students with grade C are decreased to 20.51% from 48.72%.
- Students with grade D and E are 38.46% and 12% respectively in GE-II at pre experimental stage. At post experimental stage, there have no students with grade D or E in EG-II.

The considerable increase of students with higher grade and decrease in lower grades on replication writing and writing short notes in EG-II at post experimental stage is the indication of competence development of students in language adeptness with respect to replication writing and writing short notes. The result is evident to state that teaching with nonnative stories has considerable effect on developing the skill of replication writing and writing short notes. In other words, the competence development in writing skill among students in EG-II is the effect of teaching with nonnative stories.

The development of performance in replication writing and writing short notes are illustrated below. The figure 11 is supportive to prove the development of students in writing skill with respect to replication writing and writing short notes. See the figure 12.

Figure 12

Performance Development in Replication Writing and Writing Short Notes in EG-II



(Note: Pre exp- pre experimental stage. Post exp- Post experimental stage)

Comparison of the Effect of Teaching with Native and Nonnative Stories on Replication Writing and Writing Short Notes among Students. The comparative effect of teaching with native and nonnative stories on replication writing and writing short notes is explained qualitatively with the support of percent indexes. The percent of students who obtained higher grades and lower grades in replication writing and writing short notes at post experimental level are compared qualitatively and explained the effect.

The explanations given above based on the table 48 and figures 11 and 12 proved that teaching with native and nonnative stories are effective to develop skill in replication writing and writing short notes. The explanation for comparative effect is established by analyzing the percentage of performance at post experimental level among the students in EG-I and EG-II

The percent of students with higher grades and lower grades at post experimental stage in Eg-I and EG-II are given in the table 49.

Table 49

Number and Percent of Students in Each Grade Level in EG-I and EG-II at Post Experimental Stage in Replication Writing and Writing Short Notes

Group	A		B		C		D		E	
	N	%	N	%	N	%	N	%	N	%
EG-I	14	36.84	15	39.47	9	23.69	00	00	00	00
EG-II	16	41.03	15	38.46	8	20.51	00	00	00	00

The table 49 explains that most of the students scored high grades in the assessment of replication writing and writing short notes in EG- I and EG-II at the post experiment stage. The students performances based on the obtained direct grades can be summarized as follows;

- Grade A is obtained by 36.84 % of students in EG-I and 41.03 % of students in EG II at post experimental stage. More students obtained grade A in EG-II. The performance index of the students who obtained grade A in the EG-I is 0.969 and in the EG-II is 1.052. The difference between the percent of students who obtained grade A in EG-I and EG-II is very low. There exist very low performance index of differences between the groups in the case of obtained grade A.
- Grade B is obtained by 39.47% of students in EG-I and 38.46% of students in EG-II. More students obtained grade B in EG-I. The performance index of the students who obtained grade B in the EG-I is 1.038 and in EG-II is 0.986. it is observed very low difference between the percent of students who obtained grade B in EG-I and EG-II. The difference between the performance indexes of students of both groups is also very low.
- Grade C is obtained by 23.69 % of students in EG-I and 20.51% of students in EG-II. More students obtained grade C in EG-I. The performance index of the students who obtained grade C in the EG-I is 0.623 and in EG-II is 0.526. The observed difference between the percent of students who obtained grade B in EG-I and EG-II is very low. The difference between the performance indexes of students of both groups is also observed very low.
- No students obtained grade D or grade E in both groups at post experimental level.

The above mentioned observations are supportive to state that there is no considerable difference between the students of EG-I and EG-II at post experimental stage on their performance in replication writing and writing short notes. Teaching with native stories and with nonnative stories are effective on developing the skill of

replication writing and writing short notes. But there have no observable difference of comparative effect between teaching with native stories and teaching with non-native stories on developing the competence of respective writing skill. In other words teaching with native stories and nonnative stories are equally effective on developing the competence in replication writing and writing short notes.

Substitution Table based Writing Skill among Students at Pre Experimental stage: Descriptive Analysis and Interpretation. The substitution table based writing drill (test) in the present study is for 30 marks. Obtained scores of the drill in Experimental Group-I (EG-I) and Experimental Group-II (EG-II) at pre experimental stage is administered for descriptive analysis. Results are given in table 50.

Table 50

Descriptive Statistical Scores Obtained for the EG-I and EG-II in the Substitution Table based Writing Skill at Pre Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
EG-I	38	12.6	13	2.58	14	-0.102	-1.18
EG-II	39	12.1	12	2.90	9	0.687	0.114

The table 50 shows that in the EG-I, the Mean value is 12.6, Median is 13, Mode is 14 and SD is 2.58. The distribution is negatively skewed. The values of descriptive analysis indicate that most of the students in EG-I are scored below to 50% of the test score. Based on the table 50, it can be stated that the students' performances in the substitution table based writing skill are at average level at pre experimental stage in EG-I.

In GE-II the Mean is 12.1, Median is 12, Mode is 9 and SD is 2.90 for the substitution table based writing. Distribution is slightly positively skewed. It is

observed that most of the students scored at average level in the substitution table based writing test at pre experimental stage in the EG-II.

Comparison of the Mean Scores of EG-I and EG-II at Pre Experimental Stage on Substitution Table based Writing: Analysis and Interpretation. The Mean scores of the substitution table based writing test at pre experimental stage in EG-I and EG-II are proposed for the independent sample t test. Results are given in table 51.

Table 51

Comparison of the Mean Scores of substitution Table based Writing Skill of EG-I and EG-II at Pre Experimental Stage

Group	N	Mean	SD	t- value	Remarks
GE-I	38	12.6	2.58	.76	t-value is not Significant
GE-II	39	12.1	2.90		

As per the table 51, the t value is .76 in the comparison of the Mean scores of substitution table based writing drill in GE-I and GE-II at pre experimental stage. The t value is not significant. It means there is no significant difference in the Mean pretest scores of GE-I and GE-II on the prescribed writing skill. The students of the two groups possess same level of competence in substitution table based writing at pre experimental stage.

Substitution Table based Writing Skill among Students at Post Experimental stage: Descriptive Analysis and Interpretation. The scores of the EG-I and EG-II at post experimental level in substitution table based writing test are administered for descriptive statistical analysis. Results of the analysis are given in the table 52.

Table 52

Descriptive Statistical Scores Obtained for the Scores of Students in the EG-I and EG-II in the Substitution Table based Writing Skill at Post Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
GE-I	38	21.3	23	3.82	23	-0.717	-0.565
GE-II	39	17.7	19	5.32	24	-0.081	-1.30

The table 52 shows that the Mean value for the scores of the substitution table based writing test in EG-I at post experimental stage is 21.3, Median and Mode is 23, SD is 3.82, skewness is -717 and kurtosis is -565. In the group, most of the students scored above the Mean value. The negatively skewed value of skewness indicates that most of the values are concentrated near to the high score. All these values are supportive to state that most of the students are possessing high scores in the substitution table based writing test at post experimental stage in EG-I.

In the EG-II, the Mean is 17.7, Median is 19 and Mode is 24. The SD is 5.32. The skewness is -081. Negatively skewed value indicates that the values concentrated near to the high scores. The descriptive statistical values in the table 52 are evident to state that most of the students scored highly in the substitution table based writing test at post experimental stage in the EG-II.

Effect of Teaching English with Native Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Substitution Table based Writing Skill in EG-I. The effect of the teaching with native stories on substitution table based writing in EG-I is proved by administering the paired sample t-test. The Mean pretest and Posttest scores of the specified writing skill are compared. Results are given in the table 53.

Table 53

Comparison of Mean Pretest and Posttest Scores of EG-I on Substitution Table based Writing Skill

Test Level	N	Mean	SD	t value
Pre test	38	12.6	2.58	35.3*
Posttest		21.3	3.82	

*Significant at 0.01 levels

The table 53 shows the comparison of pre and Posttest scores of substitution table based writing skill in EG-I is resulted with a t value 35.3. The value is significant at 0.01 levels. Based on the obtained t-value, it can be stated that there exist significant difference between the scores of the specific writing skill test at pre and post experimental stages in the EG-I. All the values of descriptive statistics are higher in the Posttest and it is explainable that the students are scored highly at posttest level in the substitution table based writing. To be clear, the high Mean, Median and Mode values of the Posttest scores and the significant t-value of the Mean comparison of Pretest and post-test scores are indicating that teaching with native stories is effective to develop the writing skill.

Effect of Teaching English with Nonnative Stories: Comparison of the Mean Pretest and Mean Posttest Scores of Substitution Table based Writing Skill in EG-II. In EG-II, the effect of the teaching with nonnative stories on substitution table based writing is proved by administering the paired sample t-test. The Mean pretest and Posttest scores of the skill are compared. Results are given in the table 54.

Table 54

Comparison of Mean Pretest and Posttest scores of EG-II on Substitution Table based Writing Skill

Test Level	N	Mean	SD	t value
Pre test	39	12.1	2.90	12.8*
Posttest		17.7	5.32	

*Significant at 0.01 levels

As per the table 54 the t value of the comparison of pre and Posttest scores of substitution table based writing skill in EG-II is 12.8. The t-value is significant at 0.01 levels. Based on the obtained t-value, it can be stated that there exist significant difference between the scores of the substitution table based writing skill test at pre and post experimental stages in the EG-II. The table 54 explains that all descriptive values are higher in the Posttest stage. The obtained t-value of the Mean comparison is significant. Students are scored highly at posttest. All the high values of descriptive analysis in the Posttest scores and the significant t-value of the Mean comparison of Pretest and Posttest scores are indicating that teaching with nonnative stories is effective to develop language adeptness with respect to substitution table based writing drill.

Comparative Effect of Teaching Native and Non-native Stories on Language Adeptness – Substitution Table based Writing Skill. The comparative effect of the native and nonnative stories on enhancing the substitution table based writing skill is being established with the Mean comparison of the scores at the post experimental stage. The Mean scores of EG-I and EG-II at Post experimental stage on the specified writing skill are compared by administering independent sample t-test. The details of analysis are given in table 55.

Table 55

Comparison of the Mean Scores of Substitution Table based Writing Skill in EG-I and EG-II at Post Experimental Stage

Group	N	Mean	SD	t value
EG-I	38	21.3	3.82	3.41*
EG-II	39	17.7	5.32	

*significant at 0.01 levels

The table 55, shows that the ‘t’ value of the Mean comparison of the scores of EG-I and EG -II at post experimental stage on substitution table based writing is 3.41. The obtained t-value, i.e., 3.41, is significant and 0.01 levels. This explains that there exist significant difference in the mean scores on substitution table based writing skill test between EG-I and EG-II at post experimental stage. The higher values obtained in the EG-I in the descriptive analysis and the significant t-value of pretest - posttest mean comparison are supportive to explain that the performance of the students in the prescribed writing skill is higher among the students of EG-I than that of the EG-II. Comparatively, teaching with native stories is more effective than teaching with non-native stories. The high scores applicable to the EG-I is substantiating this result.

Interpretation. The Mean Posttest scores on substitution table based writing test are compared among the EG-I and EG-II and the result is evident to state that the scores are significantly different. It means the students have different levels of performance in the substitution table based writing test at post experimental level. The difference in performance may be depending the teaching they have experienced. The analyses employed on the scores of the substitution table based writing such as Comparison of the Mean Scores of EG-I and EG-II at Pre experimental Stage, Comparison of the Mean pretest and Mean Posttest scores separately in EG-I and in EG-II and comparison of the Mean scores of EG-I and

EG-II at Post experimental stage are evidently proved that the intervention of teaching with native and nonnative stories is effective to develop the adeptness of writing skill.

Higher values of descriptive analysis on the scores of EG-I at post experimental stage than that of the EG-II and the significant t-value of Mean posttest comparison of EG-I and EG-II are explaining that comparatively, teaching with native stories are more effective than teaching with nonnative stories to develop the writing skill with respect to the substitution table based drill.

The comparison of the effect of teaching with native and nonnative stories on replication writing and writing short notes is explained equally effective. However, there have more number of students in the EG-I who obtained high grades in the skill than the students of EG-II. The results are supportive to state that the teaching with native stories is more effective than teaching with non-native stories to develop the language adeptness of students in the writing skill. The students in EG-I are taught with native stories and EG-II is taught with nonnative stories. Hence, it is concluded that comparatively teaching with native stories are more effective to enhance writing skill than teaching with non-native stories.

Comparative Analyses of the Scores in Language Adeptness between Control Group and Experimental Groups

As it is explained in the chapter III, the data are collected from three groups; two experimental groups and one control group. All the three groups received formal school teaching during the period of experiment.

In the present study, attempt is made to assess students' competence in listening, speaking, reading and writing. The compiled language adeptness test for 40 marks is administered for this purpose. The scores of the language adeptness test

are analysed to find out the effectiveness of teaching English with native and non-native stories among the control group and experimental groups.

Comparison of Mean Scores of Control Group and Experimental Group-I (EG-I) at Pre Experimental Stage

The language adeptness test for 40 marks is administered at the pre experimental stage in the control group and EG-I to see the students' performance in language adeptness at pre experimental stage. Details of analysis are given in table 56.

Table 56

Mean Comparison of the scores of Language Adeptness between Control Group and EG-I at Pre Experimental Stage

Group	N	Mean	SD	t value	Remarks
Control Group	39	13.1	2.65	.187	Not significant
EG-I	38	13.0	2.12		

While compared to the Mean scores of EG-I and the control group at pre experimental stage, it is found that the t-value is 0.187. The obtained t-value is not significant and it means that there exists no significant difference between control group and EG-I on language adeptness at pre experimental stage. It means the students in the control group and EG-I are possessing same level of language adeptness in English at pre experimental stage.

Comparison of Mean Scores of Control Group and Experimental Group-II (EG-II) at Pre Experimental Stage

The scores of students in language adeptness test in control group and EG-II is compared at the pre experimental stage. The comparison explains the competence of language adeptness among the students of the two groups. Details are given in table 57.

Table 57

Mean Comparison of the Scores of Language Adeptness between Control Group and EG-II at Pre Experimental Stage

Group	N	Mean	SD	t value	Remarks
Control Group	39	13.1	2.65	.584	Not significant
EG-II	39	13.4	1.94		

The Mean comparison of EG-II and control group on language adeptness at pre experimental stage is resulted with a t-value of 0.584. The obtained t-value is not significant. It is proved that there is no significant Mean difference between control group and EG-II on language adeptness at pre experimental stage. The students of control group and EG-II are possessing almost same level of language adeptness in English at pre experimental stage.

Comparison of the Mean Scores of Control Group and EG-I on Language Adeptness at Post Experimental Stage

In order to find out the effectiveness of teaching English with native stories on language adeptness, the Posttest scores of EG-I with that of the control group is compared. This analysis is done to rectify the effect of the experimented variables. Details of the inferential analyses are given here. Result of the Mean comparison by applying independent sample t-test is given in table 58.

Table 58

Mean Comparison of the Scores of Language Adeptness between Control Group and EG-I at Posttest Stage

Group	N	Mean	SD	t value
Control Group	39	19.4	4.34	14.2*
EG-I	38	31.7	3.15	

*Significant at 0.01 levels

It is intelligible from the table 58 that the 't' value is 14.2 for the Mean comparison of the scores of the Control Group and EG-I at post experimental stage on language adeptness. The t-value is significant at 0.01 levels. The values of the measures of central tendencies derived from the descriptive analysis are high in EG-I than those of the control group. It is comprehensible that students in the EG-I are scored highly in the language adeptness test than that of the control group. The high Mean score of the EG-I than the control group and the significant t-value of Mean comparison is supportive to state that teaching English with native stories is effective to develop the language adeptness. The students in the control group and EG-I received English teaching based on the 08th standard text book in the school atmosphere. Along with the school experience, the EG-I received the teaching of English with native stories. The result proved that the students who received the teaching with native stories performed very highly in the language adeptness test. This result is evident to state that teaching English with native stories is highly effective to develop language adeptness among students.

Interpretation

The students of the Control Group and EG-I have significantly different levels of language adeptness at post experimental stage. It can be affirmed that the difference is due to the treatment they received. Teaching English with native stories is highly effective to develop language adeptness than teaching with the text book content among secondary school students. In other words, the teaching English with native stories strengthened their language adeptness. This result is indicative to state that the school English text book must be enriched with stories and the stories are to be transacted by using appropriate strategies.

Comparison of the Mean scores of Control Group and EG-II on Language Adeptness at Post experimental Stage

The scores on language adeptness are compared between the control group and EG-II at post experimental stage. Result of the Mean comparison by applying independent sample t-test is given in table 59.

Table 59

Mean Comparison of the Scores of Language Adeptness between Control Group and EG-II at Posttest Stage

Group	N	Mean	SD	t value
Control Group	39	19.4	4.34	10.5*
EG-II	39	28.9	3.21	

*Significant at 0.01 levels

As per the table, the Mean comparison of the control group and EG-II is resulted with the t-value of 10.5, and the value is significant at 0.01 levels. This is evident to state that there exists significant Mean difference between the groups on the scores of language adeptness. The high Mean score of the EG II indicates that the students' performance in the test is very high than that of the students in the control group.

As it is observed from the Mean comparison of control group and EG-I, here also the teaching experience with non-native stories promoted the competence of students on language adeptness. In other words, the result proves that teaching English with non-native stories is effective to develop language adeptness.

Interpretation

The result from the Mean comparison of control group and EG-II proved that the teaching with nonnative stories is highly effective to develop the competency in

language adeptness. The Kerala state school syllabus insists on the development of all language skills through the teaching of English language text book. The titular learning outcomes or learning objectives stipulated in the text book may not be achieved by the students only through the text book based content learning. The present text book in English and its transaction in the formal atmosphere are essential, but it is not sufficiently effective to promote the learners to the needed levels of achievement in language adeptness. The high level of performance among the students of experimental groups in the language adeptness is the effect of teaching English with native and nonnative stories.

Conclusion

The comparative effect of teaching with native and non-native stories is found out by employing step by step analyses on the pre and Posttest scores of the variable. The data analyses proved that both the native and non- native stories based teaching have effect on developing language adeptness among students.

The language adeptness is tested with respect to the four skills – listening, speaking, reading and writing. On the basis of the analyses conducted, it is revealed that teaching English with native stories is more effective than teaching non-native stories to develop the linguistic skills. Specifically the details of analysis can be summarised as below;

- It is found out that teaching with native stories is more effective than teaching with non-native stories to develop listening skill and speaking skill.
- The reading skill is tested on two dimensions- comprehensive reading skill and reading fluency. It is found out that teaching with native stories is more effective than teaching with non-native stories to develop comprehensive reading skill. In the case of reading fluency, the comparative effect is not significantly revealed. Students' scores are favoured highly with native

stories based teaching, but the difference is not significant. Hence, it can be stated that the teaching with native stories and teaching with non-native stories are almost equal effect on developing reading fluency. On overall basis, it can be stated that teaching with native stories is more effective than teaching with non-native stories on developing the language adeptness with respect to reading skill.

- Writing skill is tested on two dimensions: replication writing & writing short notes and substitution table based writing. The comparative effect of teaching with native stories and non-native stories on replication writing and writing short notes is assessed qualitatively up on performance index. It is proved that teaching with native and nonnative stories are having almost equal effect on developing replication writing and writing short notes. In the case of substitution table based writing skill, it is found out that teaching with native stories is more effective than teaching with nonnative stories. On an overall assessment, it can be stated that teaching with native stories is comparatively more effective than teaching with non-native stories to develop the language adeptness with respect to writing skill.

From the analyses it is proved that the teaching English with native stories is more effective to develop language adeptness among secondary school students. The native stories represent the culture were the students are living. Language development is associated with the cultural experiences. Availing the learning materials based on the own culture of students will scaffold their learning interest and competence. The teaching based up on the cultural representation may positively affect the linguistic skill development of learners. This might be the reason for this empirical finding that teaching with native stories is comparatively more effective than teaching with non-native stories on developing language adeptness.

The comparative effect of teaching with native stories and nonnative stories is further established by analyzing the language adeptness of students at post experimental level. The analyses of the students' scores on tests of all skills are given under appropriate titles in the following pages.

Language Adeptness of Secondary School Students at Post Experimental Stage

The present study is intended to explore the language adeptness of secondary level school students at post experimental stage pertaining with the linguistic skills such as (a) listening, (b) speaking, (c) reading and (d) writing. The collected data are employed for analysis to find out the level of language adeptness among students at post experimental level. The assessment of the levels of language adeptness among students at posttest level is supportive to the results of comparative analyses. The analysis and result of each skill are given below under appropriate titles.

Listening Skill among Students at Post Experimental Stage in EG –I

The listening skill of the students at post experimental stage is tested by using the same tools and procedures used to find out the listening skill of secondary students at the pre experimental stage.

Total mark of the listening skill test was 30. The analyses revealed that at the post experimental stage most of the students scored above 50% of marks in the EG-I. Out of 30 marks, 16 students scored 23 or above and 15 students scored in between 17 to 22 and 07 students scored between 12 and 16. (See the Chapter III for this classification)

In EG-I at post experimental stage, highest score is 26 and lowest score is 14 for the listening skill test. This means that the students' scores in the listening skill test at post experimental stage are distributed from 46.67 % to 86.66 % of marks.

As per the norm based analysis, the details of the scores of the students in EG-I, and the levels at which they are placed at post experimental level is given in table 60.

Table 60

Listening Skill Levels in English Language among Secondary School Students at Post Experimental Level–EG-I (N= 38)

Variable	Proficient		Independent		Basic		Emergent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Listening skill	16	42.11	15	39.47	7	18.42	00	00

While analyzing the obtained marks of the students of EG-I at post experimental stage, it is clear that there are no students in the group who are in the lowest level, i.e., level of Emergent listeners. Out of the students, 42.11% are proficient listeners, 39.47% are the independent listeners and 18.42% are basic listeners. This explains that most of the students are possessing high level of listening skill in the post experimental stage.

Listening Skill among Students at Post Experimental Stage in EG -II

In the Experimental Group -II (EG-II), the highest mark obtained by the students is 27 and lowest is 11. This means students scored in between 36.67% to 90% of marks in the EG-II at post experimental level. In this group 08 students scored 23 or above. Total 19 students scored in between 17 to 22 and 11 students scored in between 12 to 16. One student scored 11 marks only.

The levels of students of EG –II in the listening skill at post experimental stage are given in the table 61.

Table 61

Listening Skill Levels in English Language among Secondary School Students in the EG II at Post Experimental Stage (N= 39)

Variable	Percent of students in Different Levels							
	Proficient listeners		Independent listeners		Basic listeners		Emergent listeners	
	<i>N</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
Listening skill	8	20.51	17	43.59	13	33.33	01	2.56

As per the table 61, 20.51 % of students are Proficient users in the listening skill in the GE-II. In the group, 43.59% of students were independent users, 33.33% of students are at basic user level and 2.56% students are at Emergent user level. These values indicate that most of the students in the EG-II are at high level or above average level in the listening skill at post experimental stage. There are students with very low level listening skill at the post experiment stage in the EG-II and that is 2.56 % of the students.

Speaking Skill among Secondary School Students in EG -I at Post Experimental Stage

The speaking skill assessment test is for 40 marks. In the speaking skill assessment test at the post-experimental stage in the EG-I, 11 students scored 30 or above out of 40. Among them 22 students scored in between 23 to 29, and 05 students scored in between 16 to 22. Lowest score obtained by the students at post experiment stage was 17 and highest was 37. It means students in the EG-I scored in between 42.5% to 92.5% of marks in the speaking skill test at post experimental stage.

As per the norm based analysis, students were placed at different levels in the case of Speaking Skill in the EG-I at post experimental stage. Details are given in table 62.

Table 62

Levels of Speaking Skills in English Language among Secondary School Students at Post Experimental Stage in the EG-I (N= 38)

Variable	Proficient Speaker		Independent speaker		Basic speaker		Emergent user	
	<i>N</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
Speaking Skill	11	28.95	22	57.89	05	13.16	00	00

In the GE-1 at post experiment analysis, it is evident that most of the students obtained high score in the speaking skill test. 28.95% of students are identified as proficient users, 57.89% of students are independent users and 13.16% of students are basic users in the speaking skill. There are no students recognised as emergent users in the group at post experiment level. It means there have no students with very low level of speaking skill in the group at post experimental stage. Most of the students have very high or high levels of speaking skill in the Posttest.

Speaking Skill among Students in EG –II at Post Experimental Stage

In EG-II, students scored marks in between 15 to 35 out of 40. In the group, 05 students scored 30 and above, 18 students obtained marks in between 23 to 29, 12 students scored in between 16-22 and 03 students have scored 15 or below. Highest score is 87.5% and lowest score is 37.5% of the total score.

As per the norm based analyses, students are placed in different levels. Details are given in table 63.

Table 63

Levels of Speaking Skills in English Language among Secondary School Students at Post Experimental Stage in EG- II (N= 39)

Variable	Percent of Students in Different Levels							
	Proficient Speaker		Independent speaker		Basic speaker		Emergent user	
	<i>N</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
Speaking Skill	05	12.82	19	48.71	12	30.77	3	7.69

The table 63 indicates that maximum students are at high level in speaking skill in the GE-II. 12.82% students are in the category of proficient user. In the group, 48.72% of students are recognised as independent users in the speaking skill. There have 30.77% students in the category of Basic speakers and 7.69% in the Emergent speakers group.

Comprehensive Reading Skill among Students in EG-I at Post Experimental Stage

As explained before, the reading skill is assessed in two dimensions: comprehensive reading and proficiency in extensive reading. The maximum score for the comprehensive reading test was 20. The score of the students in the test are employed for norm based analysis. The results are given in table 64.

Table 64

Distribution of Students in the Comprehensive Reading Skill at Different Levels at Post Experimental Stage in EG-I (N=38)

Levels Marks	Proficient reader (16-20)	Independent reader (13-15.5)	Basic reader (10-12)	Emergent reader (0-9.5)	Total
<i>n</i>	32	2	4	00	38
Percent	84.21	5.26	10.53	00	100

As per the table 64 most of the students are being recognized as proficient readers with high level of reading skill in EG-I at post experimental level. Among the students in the EG-I at post experimental level, 84.21% are assessed as proficient readers, 5.26% students are assessed as independent readers and 10.53% of students are recognized as basic readers. There is no student in the level of emergent readers. It is interesting to see that majority of the students possess very high level skill in reading at the post experiment level in the EG-I.

Comprehensive Reading Skill among Secondary Students in EG-II at Post Experimental Stage

Details of students in each levels of comprehensive reading in EG-II at post experimental level are given in table 65.

Table 65

Comprehensive Reading Skill Levels at Post experimental Stage in EG-II (N=39)

Levels Marks	Proficient readers (16-20)	Independent readers (13-15.5)	Basic readers (10-12)	Emergent readers (00-9.5)	Total
n	13	20	05	01	39
Percent	33.33	51.28	12.83	2.56	100

The table 65 shows that the students are having varied levels of reading skill in the EG- II at post experimental level. In the group, 33.33% are having very high level of reading skill and recognized as proficient readers, 51.28% are recognized as independent readers and 12.83% are being identified as basic readers. 2.56% of students are having only very low level of reading skill and they are recognized as emergent readers. Comparatively, magnitude of proficient users is high in EG-I than that in the EG-II at post experimental level.

Reading Fluency among Students in EG-I at Post experimental Stage

The analysis of the proficiency in extensive reading at post experiment stage is given under. Details of the assessment in EG-I are given in the table 66.

Table 66

Performance Levels of Students in Reading Fluency Skill at Post Experimental Stage in EG-I (N=38)

Performance Levels	Proficient readers	Independent readers	Basic readers	Emergent readers	Total
Assessment Scores	(32-40)	(24-31.5)	(20-23.5)	(19.5-10)	
n	19	16	03	00	38
Percent	50	42.11	7.89	00	100

The table 66 shows that reading fluency skill of students in the EG-I is observably high. There are no students placed in the lower level. 50 % of students are possessing very high skill in reading fluency where as 42.11% of students are with high skill in reading and recognized as independent readers and 7.89% are recognized as basic readers. There is no student identified as emergent reader.

Reading Fluency: EG-II at Post experimental Stage

The assessment of the teacher on the performance of students on reading fluency at post experimental stage in EG-II is scrutinized and analysed. Details are given in table 67.

Table 67

Performance in Reading Fluency at Pre Experimental Stage in EG-II (N=39)

Performance Levels	Proficient Readers	Independent Readers	Basic Readers	Emergent Readers	Total
Assessment scores	(32-40)	(24-31.5)	(20-23.5)	(19.5-10)	
n	16	21	02	00	39
Percent	41.03	53.85	5.12	00	100

As per the table 67, it is evident that the fluency in reading of students in the EG-II is at high level. Among the students, 41.03% of students have high level

fluency in reading and they recognized as proficient readers, 53.85% are recognized as independent readers, and 5.12% of readers are recognized as basic readers. There are no students in the lowest level, i.e., emergent readers.

Replication Writing and Writing Short Notes among Students at Post Experimental Level

The writing skill is assessed at post experimental level and results are given here. As at pre experimental level, the skill is tested at two phases in posttest also – rewriting paragraphs in replication and writing short notes and output on Substitution Table based writing drill. The details are given under.

The assessment report explained that most of the students in writing replication and short notes are in the level of proficient writers and independent writers at post experiment level. In EG-I, it is seen that 36.84% of students are awarded Grade A and 39.47% students are with Grade B and they recognised as proficient writers and independent writers. In the group 23.69% of students are with Grade C and recognised as basic writers and no students are with Grade D/E. In the EG-II, 41.03% of students are recognised as proficient writers, 38.46% are recognised as independent writers, 20.52% are the basic writers. There are no students recognised as emergent writers in the EG-II. Details are given in the table 68.

Table 68

Distribution of Students based on the Obtained Grade Levels in Replication Writing and Writing Short Notes at Post-experimental Stage

Groups↓	Proficient Writer		Independent Writer		Basic Writer		Emergent Writer			
	Grade A		Grade B		Grade C		Grade D		Grade E	
Grade →	N	%	N	%	n	%	n	%	n	%
EG I	14	36.84	15	39.47	9	23.69	00	00	00	00
EG II	16	41.03	15	38.46	8	20.52	00	00	00	00

It is clear to state that, both in EG-I and EG-II the students possess high level of writing skill based on the replication writing. Most of the students are recognised as proficient writers and independent writers.

Substitution Table based Writing Skill among Students at Post Experimental Stage

The distribution of Grade levels of students in the substitution table based writing drill at post experiment stage is analysed. The table 69 shows that most of the students scored grade A and B in both groups. In group EG-I, 31.58% of students are recognised as proficient writers, 36.84% of students are independent writers, 18.42% of students are Basic writers and 13.16% of students are the emergent users. The emergent users are with grade D.

In EG-II 23.08% students scored A grade and recognised as proficient users, 28.21% of students are independent writers, 15.38% are basic writers and 28.21% of students are recognised as emergent writers awarded with Grade D and E.

In both groups most of students are recognised as proficient writers and independent writers. Unlike in the case of replication writing, here students are placed in the low level as emergent users. Details are given in table 69.

Table 69

Distribution of Students Based up on the Achieved Grade Levels in Substitution Table based Writing Drill at post-experimental Stage

Groups↓ Grade→	Proficient writers		Independent writers		Basic writers		Emergent writers			
	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%	N	%	n	%	n	%	n	%
EG- I	12	31.58	14	36.84	7	18.42	5	13.16	0	0
EG- II	9	23.08	11	28.21	6	15.38	11	28.21	2	5.13

To sum up, the table explains that students are placed in all levels such as proficient writers, independent writers, basic writers and emergent writers.

Interpretation

It is revealed from the analyses that most of the students are possessing high level of adeptness in language at post experiment level. As revealed from the comparative analysis, it can be stated that the high level of performance is due to the intervention with native and nonnative stories. As per the revealed results, it is evident that more numbers of students are recognized as proficient and independent users in all the four skills (listening, speaking, reading and writing) at post experiment level. This result is congruent with the results of comparative analysis. Reasonably, more students are recognized as proficient and independent users in EG-I than in EG-II. The numbers of students who are placed as basic users and emergent users are high in EG-II than in EG-I. The EG-I is intervened by teaching with native stories and EG-II is intervened by teaching with nonnative stories. These results also prove that the teaching with native stories is comparatively more effective than teaching with non-native stories to develop language adeptness among students.

The overall postulation of assessments conducted on the comparative effect is proved that teaching English with native stories is more effective than teaching with nonnative stories. Students are always familiar with the native incidents, life and of course with native stories. This familiarity will help individuals to learn the content that may be discussed from native stories. Cultural representation in teaching will support the learners to understand the contents transacted from their own culture. The familiarities with the representation of culture through the native stories are helpful to adept them easily with the linguistic skills. Hence, the teaching through culturally familiar and emotionally connected stories, which are the native stories, may be the reasons for development of language adeptness among the students than those who were taught through non-native stories.

Figure 13

Radar Chart – Language Adeptness of Learners at Different Levels- EG-I Posttest

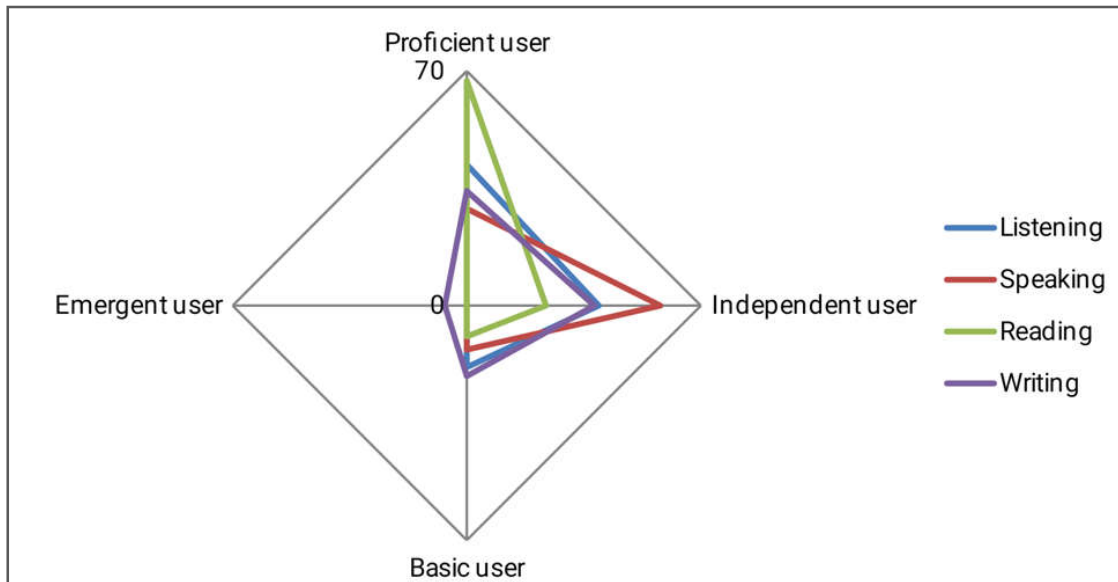
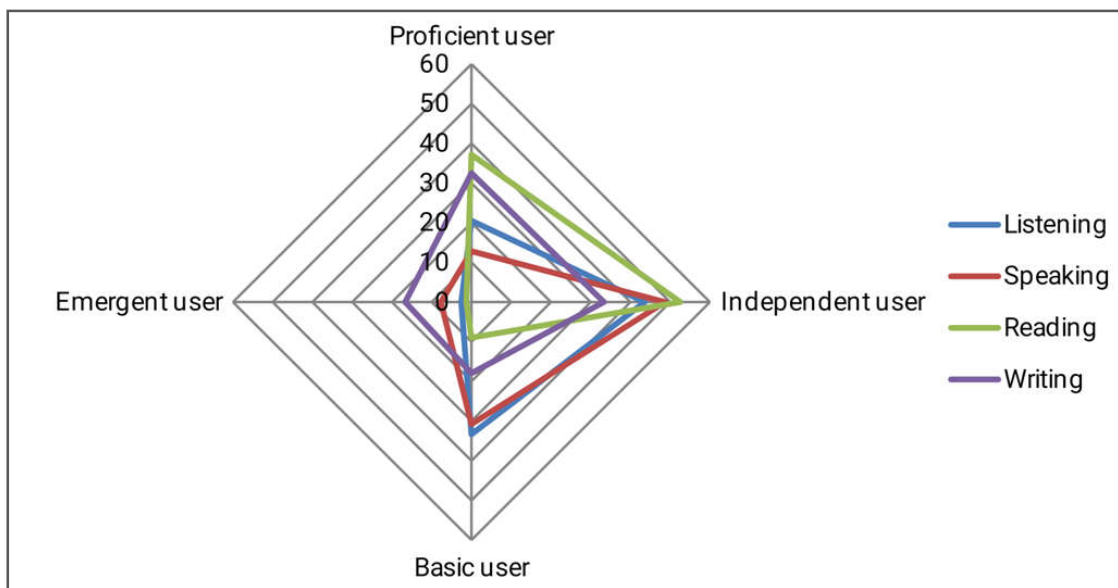


Figure 14

Radar Chart – Language Adeptness of Learners at Different Levels- EG-II Posttest



Value Inculcation among Secondary School Students

The comparative effect of teaching with native and non-native stories on inculcating values among students is established by the step by step statistical analysis. The processes of analyses include (i) descriptive analysis of the pre

experimental scores of EG-I and EG-II to see the status of value inculcation among secondary students (ii) comparison of Mean scores of EG-I and EG-II at pre experimental stage, (iii) comparison of Mean pretest and Mean posttest scores of EG-I and EG-II and (iv) comparison of mean scores of EG-I and EG-II at post experimental stage. The value inculcation testing inventory has the score range from 35 to 175. The analyses are given under appropriate titles.

Value Inculcation among Students at Pre Experimental Stage

The descriptive analysis is employed to find the status of secondary school students on value inculcation at pre experimental stage. The descriptive analysis of the scores obtained on the testing inventory in Experimental Group-I (EG-I) and Experimental Group-II (EG-II) are given in table 70.

Table 70

Descriptive Statistical Scores Obtained in the EG-I and EG-II for Value Inculcation Inventory at Pre Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
GE-I	38	131	133	13.7	133	-0.806	0.469
GE-II	39	130	132	11.5	132	-0.750	0.140

The table 70 shows the obtained values of the descriptive analysis on the value inculcation among students at pre experiment stage. As per the table 70, the Mean value is 131, Median is 133 and Mode also 133. The value of SD is 13.7. The distribution is negatively skewed. The leptokurtic distribution means that relatively higher numbers of scores are falling near to the typical higher score. The range of the score distribution in EG-I ate pre experimental stage is 60. (Lowest score is 93 and highest score is 153 in the score range of 35 to 175). The median value is 133. Most repeated score is 133, which is 76% of the total score. Based on all these

values it can be stated that the students are with above average level of value inculcation at pre experimental stage in EG-I.

In EG-II the Mean is 132, Median and Mode are 132 and SD is 11.5. Distribution is leptokurtic. Range of the distribution is 47. (Lowest score in the distribution is 103 and higher score is 150) the Median and Mode are same value (132) and that means most repeated score in the distribution is 75.43% of the total score. The values indicate that most of the students obtained the scores very near to the Mean value in the value inculcation inventory. It is observed that most of the students are at above average level in the value inculcation at pre experimental stage in the EG-II also, as it is found in EG-I.

Comparison of the Mean Pretest Scores of EG-I and EG-II in Value Inculcation: Analysis and Interpretation

Independent sample t-test is administered to compare the Mean scores of the Value Inculcation at pre experimental stage in EG-I and EG-II. Results are given in table 71.

Table 71

Comparison of the Mean of Value Inculcation Scores at Pre Experimental Stage in EG-I and EG-II

Group	N	Mean	SD	t- Value	Remarks
EG-I	38	131	13.7	0.35	t value is not significant
EG-II	39	130	11.5		

The table 71 gives the result of the Mean comparison of the scores of value inculcation in EG-I and EG-II. As per the table t-value is 0.35 and it is not a significant t-value of mean difference. It means, there exist no significant difference between the students of EG-I and EG-II on value inculcation at pre experiment

stage. In other words, it can be explained that the students of the two groups possess same level of value inculcation at pre experimental stage.

Value Inculcation among Students at Post Experimental stage: Analysis and Interpretation

The scores obtained for the value inculcation at post experimental stage in EG-I and EG-II are administered for descriptive statistical analysis. Results of the analysis are given in the table 72.

Table 72

Descriptive Statistical Scores Obtained for the Value Inculcation in EG-I and EG-II at Post Experimental Stage

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
EG-I	38	163	166	8.95	169	-.909	-.108
EG-II	39	147	148	12.6	140	-.211	-.675

The table 72 shows that the Mean value for the scores of value inculcation in EG-I at post experimental stage is 163, Median is 166, Mode is 169, SD is 8.95, skewness is -.909 and kurtosis is -.675. The most repeated value is 169 and the value is above the Mean. In the group, most of the students scored above the Mean value. The descriptive statistical values are supportive to state that big part of the students is possessing high scores in the value inculcation at post experimental stage in EG-I.

The descriptive statistical values in the table 72 are evident to state that most of the students scored highly in the value inculcation at post experimental stage in the EG-II also. The Mean is 147, Median is 148 and mode is 140. The distribution is negatively skewed with a value of -.211 and kurtosis is -.675. This leptokurtic distribution indicates that the values concentrated near to the typical high score. The analysis proves that the students are having high level of value inculcation at post experimental stage in EG-II.

Effect of Teaching with Native Story on Inculcating Values: Comparison of the Mean Pretest and Mean Posttest Scores of Value Inculcation in EG-I

The effect of the teaching with native stories on inculcating values among students in EG-I is proved by administering the paired sample t-test. The Mean pretest and posttest scores of the value inculcation are compared. Results are given in the table 73.

Table 73

Comparison of Mean Pretest and Posttest Scores of EG-I on Value Inculcation

Test level	N	Mean	SD	t value
Pre test	38	131	13.7	36.3*
Posttest		163	8.95	

*Significant at 0.01 levels

The table 73 shows the result of Mean comparison of the pre and Posttest scores of value inculcation among students in EG-I. The paired sample t-test is resulted with the t value 36.3 and the value is significant at 0.01 levels. Based on this, it can be stated that there exist significant difference between the scores of value inculcation in the pre and post experimental stages in the EG-I. The values exposed from the descriptive statistics at post experimental stage are higher than that of the pre experimental stage. These values prove that the students are scored highly at Posttest level in the variable value inculcation. The analysis proved that students have comparatively very high level of value inculcation at post experimental stage than that at pre experimental stage. This result is due to the intervention of teaching with native stories. In other words, the high Mean, Median and Mode values of the Posttest scores and the significant t value of the Mean comparison of Pretest and Posttest scores are proved that the intervention with native stories effectively promotes value inculcation among students. It is concluded that teaching with native stories is effective to inculcate values among students. .

Effect of Teaching with Nonnative Stories on Inculcating Values: Comparison of the Mean Pretest and Mean Posttest Scores of Value Inculcation in EG-II

The Mean pretest and posttest scores of value inculcation in EG-II is compared by using paired sample t test. Table 74 shows the result.

Table 74

Comparison of Mean Pretest and Posttest Scores of EG-II on Value Inculcation

Test level	N	Mean	SD	t value
Pretest	39	130	11.5	31.9*
Posttest		147	12.6	

*Significant at 0.01 levels

The comparison of the Mean pretest and Posttest scores of value inculcation in EG-II resulted with the t-value 31.9 and it is a significant value of Mean difference. The obtained measures of central tendencies such as Mean, Median and Mode of the value inculcation scores at post experimental stage in EG-II are higher than those at pre experimental stage. Based on the descriptive values and significant t value of pretest - posttest Mean comparison, it can be stated that the students have high value inculcation at post experimental stage. It epitomize that teaching English with non-native stories is effective to inculcate values among students.

The above mentioned analyses proved that teaching with native stories and with non-native stories are effective in inculcating values among students. In order to find out which one is more effective, the scores of both groups at posttest level are compared. Details are given under.

Comparative Effect of Teaching Native and Non-native Stories on Inculcating Values

The comparative effect of teaching English with native and non-native stories on inculcating values is examined on the basis of Mean comparison by using independent sample t-test of the Posttest scores. The details of analysis are given in table 75.

Table 75

Independent Sample t-test of the Mean Scores of Value Inculcation in EG-I and EG-II at Post Experimental Stage

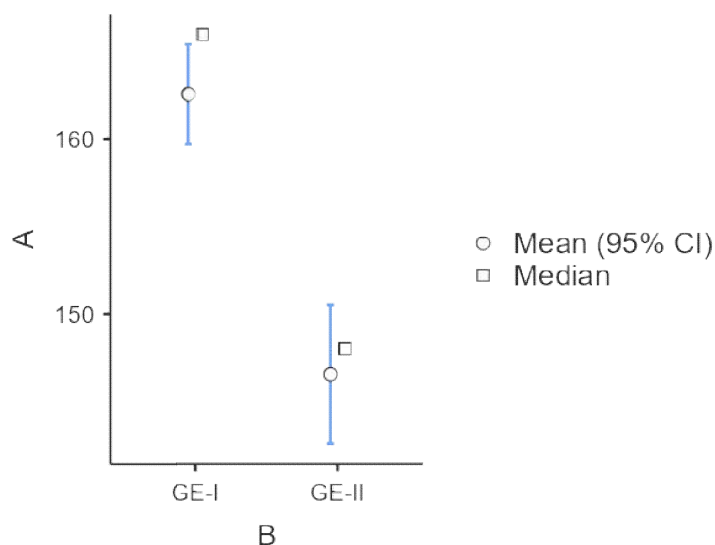
Group	N	Mean	SD	t value
EG-I	38	163	8.95	6.44*
EG-II	39	147	12.6	

*Significant at 0.01 levels

It is decipherable from the table 75 that the 't' value is 6.44 for the Mean comparison of the scores of the EG-I and EG -II at post experiment level on value inculcation. The obtained t-value, i.e., 6.44 is significant and it explains that there exist significant difference between the Mean scores of EG-I and EG-II on value inculcation at post experiment level. All the values of the measures of central tendencies derived from descriptive analysis are high in EG-I than those of the EG-II at post experimental level. It is evident to state that teaching with native stories is more effective than teaching with non-native stories for inculcating values among students. This can be further observed from the figure 15.

Figure 15

Descriptive Plots of Mean Comparison of EG-I and EG-II at Post Experimental Stage on Value Inculcation



Interpretation

The Mean comparison by administering independent sample t-test on Posttest scores of EG-I and EG-II on value inculcation is resulted with significant t-value and proved that there exist significant difference between the scores of groups. In other words, the students of the EG-I and EG-II have significantly different levels of value inculcation at post experimental level. As per the intervention conducted, it can be stated that the difference might be due to the teaching they experienced. As envisioned in the figure 15, and the difference of the scores of Mean, Median and Mode, and up on the significant t-value of Mean comparison, it can be stated that comparatively the students of EG-I have high value inculcation than the students of the EG-II at the post experiment stage. The obtained results of comparisons proved that the experiment of teaching with native and nonnative stories is effective to inculcate values among students and comparatively, teaching with native stories is more effective. In other words, comparatively, teaching with native stories are highly effective than teaching with nonnative stories to inculcate values among secondary school students.

Retention of Language Adeptness and Value Inculcation among Students: Delayed Post Experimental Assessments

In order to measure the retention or continued existence or the endurance of the acquired language adeptness and value inculcation among the students, two methods of data collection and analyses are followed the posttest analysis. The outcomes of the learning experiences are tested through compound achievement test for students and value inculcation testing inventory (see details from chapter III). The procedures are;

- 1) Conduct of a delayed posttest among the students to find out the continued existence of comparative effect of teaching with native and non-native stories

- 2) Administering the value inculcation testing inventory among students to find the endurance of value inculcation among students

Retention of Language Adeptness among Students: Delayed Post Experimental Assessments

The students were reorganized in a hall, two months later from the period of the experiment. The test is administered for students of both groups together. The test was for 40 marks. The marks obtained by the students are administered for descriptive analysis. Results of the descriptive analysis are given in the table 76.

Table 76

Descriptive Analysis of the Scores of Delayed Posttest on Language Adeptness among Students

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
GE-I	38	31.7	33	3.15	29	-407	-623
GE-II	39	28.9	27.5	3.21	27	1.01	1.06

At the delayed posttest, the scores of the EG-I show that Mean is 31.7, Median is 33, Mode is 29 and SD is 3.15. The distribution is negatively skewed with the value -.407 and the kurtosis is -623. All the values of central tendencies are high values. The leptokurtic distribution proves that most of the scores near to the typical high value. The Mode of the distribution is 29 and it explains that 72.5% of the total score is the mostly repeated score. These values are supportive to explain that the students of EG-I have high level of language adeptness in the test.

The Mean is 28.9, Median is 27.5, Mode is 27 and SD is 3.21 for the scores in EG-II at this stage. The value of skewness is 1.01 and kurtosis is 1.06. The distribution has extreme value character of normal distribution. The Mode, i.e., 27 indicates that mostly repeated scores is 67.5% of the total score. The high values indicate that the students in the group possess high level of language adeptness at this stage.

Retention of Comparative Effect on Language Adeptness among Students in EG-I and EG-II

In order to find out the continued existence of comparative effect on language adeptness at delayed posttest level in EG-I and EG-II, the Independent sample t-test is administered. Details of the Mean comparison are provided on the table 77.

Table 77

Details of the Mean Comparison of EG-I and EG -II

Group	N	Mean	SD	t- Value
EG-I	38	31.7	3.15	3.73*
EG-II	39	28.9	3.21	

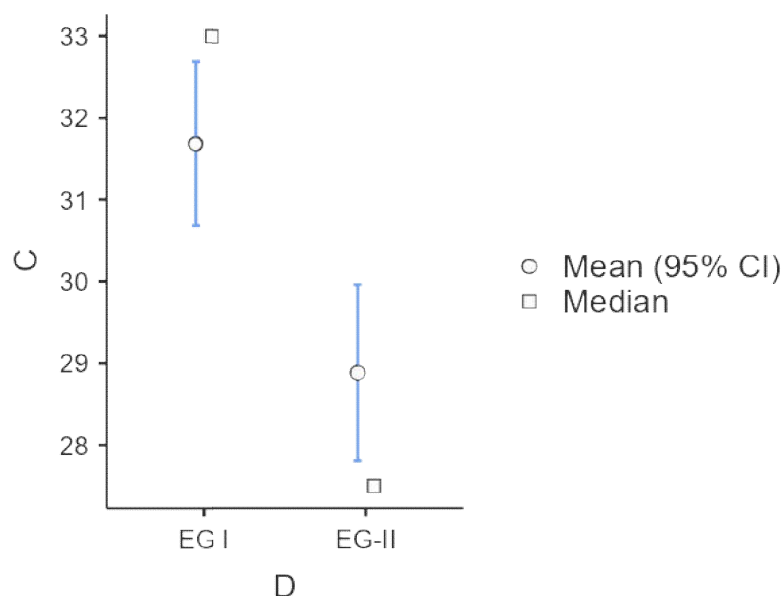
*significant at 0.01 levels

As per the table 77, the t value is 3.73 for the Mean comparison at the delayed posttest stage on the scores of language adeptness and the obtained t-value is significant at 0.01 levels. It means that there exist significant difference between the scores of EG-I and EG-II on language adeptness at delayed posttest stage. It is found out in the Posttest analysis that teaching with native stories is comparatively more effective in developing language adeptness among students than teaching with non-native stories. The high Mean value, and the high values of Median and Mode and the negatively skewed distribution of the EG-I at delayed posttest level, and also the significant t-value of Mean difference between the scores of EG-I and EG-II are evidently prove that the comparative effect that highly favoured for teaching with native stories is being continually existed. In other words, the retention of the result proves that teaching English with native stories is comparatively more effective to develop language adeptness than teaching with non-native stories at delayed posttest stage.

The distribution of scores in both groups in delayed posttest level on language adeptness is further illustrated in the figure 16.

Figure 16

Descriptive Plots of Mean comparison of EG-I and EG-II at Delayed Post Experimental Stage on Language Adeptness



The analysis at delayed post experiment stage proved that teaching with native stories is comparatively more effective than teaching with nonnative stories to develop the language adeptness among the students. The delayed posttest analysis proves that the revealed result of comparative effect continuously exists.

Retention of Value Inculcation among Students in EG-I and EG-II: Delayed Post Experimental Assessments

The value inculcation testing inventory for secondary school students is administered in EG-I and EG-II at delayed posttest stage. The responses of the students are tabulated and applied for descriptive analysis and Mean comparison. The strength of EG-I was 38 and EG-II was 39. The result of descriptive analysis is given in the table 78.

Table 78

Descriptive Analysis of the Scores of Delayed Posttest on Inculcating Values among Students

Group	N	Mean	Median	SD	Mode	Skewness	Kurtosis
EG-I	38	164	167	8.38	167	-.974	.530
EG-II	39	153	156	8.20	157	-.298	-.565

At the delayed posttest to assess the value inculcation, the scores of the EG-I show that Mean is 164, Median and Mode are 167 and SD is 8.38, skewness is -.974 and kurtosis is .530. The values of Mode and Median are above the Mean in the distribution. Negative value of skewness denotes concentration of scores near to the typical high value. These values of the central tendencies and dispersion are supportive to explain that the students of EG-I have high level of value inculcation.

The Mean is 153, Median is 156, Mode is 157 and SD is 8.20 for the scores on value inculcation in EG-II at this stage. The value of skewness is -.298 and kurtosis is -.565 the distribution is negatively skewed and leptokurtic. All these values indicate that students in EG-II possess high level of value inculcation at this stage.

Retention of Comparative Effect on Value Inculcation among Secondary School Students

The continued existence of comparative effect on value inculcation at delayed posttest level in EG-I and EG-II, the Independent sample t-test is administered. Details of the Mean comparison are provided on the table 79.

Table 79

Comparative Effect on Value Inculcation at Delayed Posttest Level in EG-I and EG-II

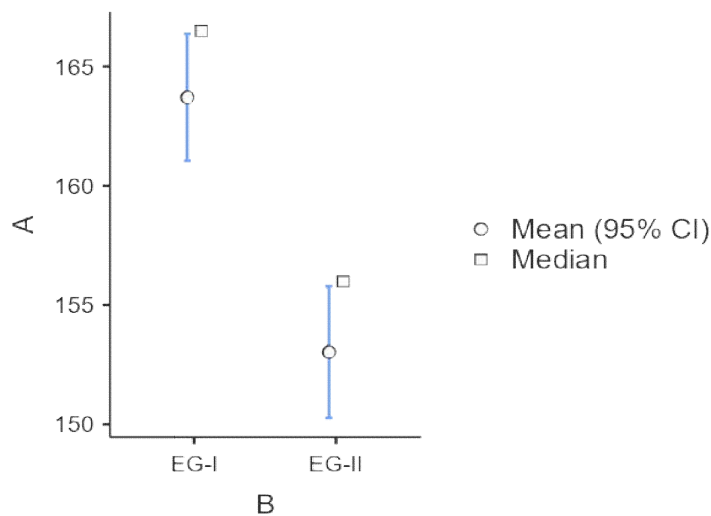
Group	N	Mean	SD	t- Value
GE-I	38	164	8.38	5.45*
GE-II	39	153	8.20	

*significant at 0.01 levels

The table 79 shows that the t value is 5.45 for the Mean comparison at the delayed posttest level on the scores of value inculcation. The obtained t-value is significant at 0.01 levels. It means that there exist significant difference between the scores of EG-I and EG-II on value inculcation at delayed posttest stage. The Mean value, the Median and Mode are comparatively higher to the scores of EG-I than to the EG-II. The higher values and significant t-value of Mean difference between the scores of EG-I and EG-II for the value inculcation are evidently prove that comparative high effect of teaching with native stories is being continually existed among the students on the case of inculcating values. The result is further illustrated in the figure 17.

Figure 17

Descriptive plots of Mean Comparison of EG-I and EG-II at Delayed Post Experimental Stage on Value Inculcation



The analysis at delayed post experiment stage proved that teaching with native stories is comparatively more effective than teaching with non-native stories to develop the value inculcation among the students. The result is retention of the same result revealed at posttest analysis. The delayed posttest analysis proves that the revealed result of comparative effect of teaching with native stories over the teaching with non-native stories has retention and continuously exists.

Chapter - V

SUMMARY, FINDINGS AND CONCLUSION

- *Restatement of the research problem*
- *Variables of the study*
- *Objectives of the study*
- *Hypotheses of the study*
- *Methodology*
- *Major Findings of the research*
- *Tenability of the hypotheses*
- *Conclusion*
- *Suggestions for carrying out further research*

SUMMARY, FINDINGS AND CONCLUSION

This chapter restates the research problem, explains the significant stages of present study, major findings, tenability of hypotheses and possibilities for further research. The research is summarized and findings are listed in this chapter for expounding the entire research project conducted.

Restatement of the Research Problem

The research pursued among the secondary level school students of Kerala. As the first step of research, the English language text books for secondary schools following Kerala syllabus are analysed to find out the cultural representation in them with respect to the native and non-native stories. Researcher has organized an anthology of native and nonnative stories and taught the English language through those stories. The effect of teaching is assessed up on the performance of students in Experimental Group-I and Experimental Group II. The obtained scores of students at pretest and posttest levels on a set of tools were utilized to estimate the effect of the intervention among the students. Following these research back ground, the research is entitled “Effectiveness of Native and Nonnative Stories on Developing English Language Adeptness and Inculcating Values among Secondary School Students”

Variables of the Study

The study aimed to find the effect of teaching English through native stories and non-native stories on the language adeptness of the students. It also examines whether the teaching in these ways inculcate values among students. On this supposition, the ‘teaching English through native stories and teaching English through nonnative stories are being treated as the independent variables in the study. It is proposed to study the manipulative effect of the independent variable on the language adeptness and inculcating values among the students. Hence, the ‘language adeptness and inculcating values’ are the depending variables in the study.

Objectives of the Study

1. To analyse comprehensively the secondary level English language text books of Kerala state school to identify and assort the native and non-native stories in them.
2. To explore the language adeptness among secondary level school students at pre experimental stage pertaining to the language skills (a) listening (b) speaking (c) reading, and (d) writing.
3. To find out the effect of teaching English with native stories on developing language adeptness among secondary school students pertaining to the language skills (a) Listening (b) Speaking (c) Reading, and (d) writing
4. To find out the effect of teaching English with nonnative stories on developing language adeptness among secondary school students pertaining to the language skills (a) Listening (b) Speaking (c) Reading, and (d) Writing
5. To find out the comparative effect of teaching English with native and nonnative stories on developing language adeptness among secondary school students pertaining to the language skills: (a) Listening (b) Speaking (c) Reading, and (d) Writing
6. To explore the language adeptness among secondary level school students at post experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading, and (d) writing
7. To find out the comparative effect of teaching native and nonnative stories on inculcating values among secondary school students.
8. To examine the comparative effect on language adeptness among students at delayed post experimental stage
9. To examine the comparative effect on value inculcation among students at delayed post experimental stage

Hypotheses of the Study

1. The language adeptness among secondary level school students at pre experimental stage pertaining to the language skills (a) listening (b) speaking (c) reading, and (d) writing is varied.
2. There will be significant difference between the Mean pretest and Mean Posttest scores of language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, and (d) writing
 - 2.a. Teaching English with native stories is effective to develop language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, and (d) writing
 - 2.b. Teaching English with non-native stories is effective to develop language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, and (d) writing
3. There will be no significant Mean difference between Experimental Group-I and Experimental Group -II on the Posttest scores of language adeptness pertaining to the language skills: (a) Listening (b) Speaking (c) Reading, (d) Writing
 - 3.a. There will be no significant difference of comparative effect between teaching English with native stories and nonnative stories on developing language adeptness pertaining to the language skills: (a) Listening (b) Speaking (c) Reading, and (d) Writing
4. The language adeptness among secondary level school students at post experimental stage pertaining to the language skills (a) listening (b) speaking (c) reading, and (d) writing is varied.
5. There will be no significant Mean difference on the Posttest scores of inculcating values between Experimental Group -I and Experimental Group -II.

5. a. There will be no difference of comparative effect on teaching native and nonnative stories in developing value inculcation among secondary school students.

Methodology

Experimental method was adopted since the study intended to find out the effectiveness of native story based teaching and nonnative story based teaching on English language adeptness and inculcating values among secondary school students.

Design of the Study

The design adopted for this study was Pretest Posttest quasi experimental design with qualitative - quantitative analyses procedures. There were two experimental groups and one untreated control group in the study. Experimental Group I is taught with Native Stories. The pre test scores in Language adeptness test battery compared with Posttest scores to find the effectiveness of teaching English with native stories. Experimental Group II is taught with nonnative stories. The pretest scores in language adeptness test battery scores compared with the Posttest scores to find out the effectiveness of teaching English with non-native stories. The control group is not taught by the researcher either with native stories or nonnative stories. The group remained as untreated control group. The data from the control group are compared with EG-I and EG-II separately to establish the effectiveness of teaching English with native or non-native stories on developing language adeptness.

Sample used for the Study

The sample group of students was constituted from secondary level schools. Final sample included 77 high school students who studied in 8th standard in government and aided schools. The students were divided into two groups, 38 students in experimental group I and 39 students in experimental group II. The

control group is formed with 39 students of 08th standard. The homogeneity of sample groups was established by proper methods.

Tools used for the Study

For the present study the investigator has used the following tools for collecting data.

1. English Language Adeptness Assessment Battery (E-LAAB) (Naseena & Paleeri, 2020). The battery includes tests to assess four language skills: listening, speaking, reading and writing.
2. Compiled test for Assessing Language Adeptness (Naseena & Paleeri, 2020)
3. Value Inculcation Inventory (Naseena & Paleeri, 2020)

Limitations of the Study

The researcher has faced the following limitations during the investigation period. Limitations are the constraints occurred during the investigation that is beyond the control of the researcher (Simon and Goes, 2011).

Initially, the study was planned to conduct in school had to be revised due to the Covid-19 pandemic. Schools were closed fully for six months and partially for one year. So the researcher was unable to organize the study in a school setting. Hence the sample for the study was selected from the students who live in the locality of the researcher and those students were studying indifferent schools in the locality. Though it was a difficulty experienced, it is fruitfully helped to conduct the experimental study in a formal pedagogic atmosphere and students are readily available for the study as they had only limited online classes for school subjects that are too conducted by television programmes and YouTube channels and through WhatsApp monitoring then. So the offline class was whole heartedly

welcomed by the students and they were found enthusiastic to come to the class regularly. However more effort was needed to assure homogeneity of the sample groups, as the students selected for the study were from different schools in the locality. Another constraint faced by the researcher was the difficulty to arrange the students for the Posttest. The study involved the assessment of all four skills of language. So, specific tests were prepared for assessing the macro skills. Administering the speaking test individually was time consuming also. In order to save time, researcher compelled to limit the control group assessment to the compiled language adeptness test. This was an experienced limitation in the research process. Other limitation was that the Experimental Groups were tested with the Language adeptness test and by the Compiled Language Adeptness test. However, it was administered with proper interval and students enjoyed the assessment processes. Another shortcoming experienced was that the study limited only to the eight standard students of the secondary level.

Major Findings of the Research

The research reached on certain specific findings. The findings are described below.

1. As part of the investigation, the English language text books of secondary level Kerala state school syllabus (in the periods 2019-2022) were analysed. It is found out that the Standard VIII textbook of English in Kerala school syllabus does not contain any story related to the native culture of the learners. On the contrary both standard IX and X textbooks have considerable representation of the native culture of the learners, 50% and 40% respectively. The cultural representation through stories in the secondary level English language text books is not satisfactory.

2. The language adeptness with respect to the skills listening, speaking, reading and writing among the secondary level school students at the pre experimental stage is at low level (Basic Level). Most of the students are showing low levels of adeptness in English language. Specifically it can be stated that the secondary level school students possess low level of language adeptness in English as per the analysis of the data collected at pre experimental level.
 - 2.a. The listening skill among secondary school students is at low level in the pre-experimental stage. No student possesses high level of Listening skill as a proficient listener at the pre experimental stage. Only 1.29% of the total sample possesses good level of listening skill, i.e., the ability level of an independent listener. Among the total sample 27.28% of students possess low level listening skill as a basic listeners and 71.42% of students possess very low level listening skill as emergent listeners in English language.
 - 2.b. The Speaking skill among secondary school students is at low level, but not in very low level as compared to listening skill of students in the pre experimental stage. No student possesses the ability of proficient or independent speakers as per the norm based analyses of the scores in the speaking skill test. Among the total sample, 78% of students possess low level as basic speakers and 22% of students possess very low level speaking skill as emergent speakers. This result explains that the secondary school students are not possessing appropriate or needed levels of speaking skill in English language
 - 2.c. The reading skill of students is assessed on two dimensions – comprehensive reading skill and Reading fluency. Students are at

various levels in comprehensive reading skill at pre experimental stage. While considering the analyses on comprehensive reading for the total sample (77), 7.97% students are recognised as proficient readers, 28.57% are recognised as independent readers, 36.36% are recognised as basic readers and 27.28% are recognised as emergent readers. This means, though very less percent of students are placed in higher level of comprehensive reading, the skill competency is partially satisfactory among them.

2.d. Reading Fluency of students at pre experimental stage is distributed to four levels. While considering the total sample (77), most of the students are at very low level. Out of 77 students, only 1.29% (01/77) students are recognized as proficient readers, 16.88% are recognized as independent readers, 28.58% are as basic readers and 53.25% are recognized as emergent readers. Most of the students are placed at basic or emergent reader level in the case of proficiency in extensive reading.

2.e. Writing skill of the students assessed at two faces: replication writing & writing short notes and substitution table based writing drill. Out of 77 students, no students are recognized as proficient writers in the case of replication writing and writing short notes. Only 2.59% are recognized as independent writers. Among the others, 45.46% are recognized as basic writers and 51.95% are recognized as emergent writers in replication writing. The performance of students is not satisfactory in replication writing and writing short notes at pre experimental stage.

2.f. In the case of substitution table based writing at pre experimental stage, the performances of students are at very low level. Out of 77 students no students are recognized as proficient writers or independent writers at

pre experimental level. 14.28% are recognized as basic writers and 85.72% are recognized as emergent writers.

3. Based on the comparative analysis of the scores of students on the tests of language skills, it is found out that teaching English with native stories and non-native stories are effective to develop language adeptness among students. In other words, it is proved that teaching with native stories and non-native stories are effective as teaching approach to promote the skills – listening speaking, reading and writing.
 - 3.a. The Mean scores of listening skill in Experimental Group-I (EG-I) in pre testis 9.97 and posttest is 21. The t-value of Mean comparison of pre and posttest scores is 35.1. It is proved that teaching with native stories is effective to promote listening skill.
 - 3.b. The Mean scores of listening skill in Experimental Group-II (EG-II) in pretest is 10.6 and posttest is 18.4. The obtained t-value of Mean comparison is 37.1. It is proved that teaching with non-native stories is effective to promote listening skill.
 - 3.c In the case of speaking skill, the pretest Mean score is 16.4 and posttest Mean score is 28.2 in EG-I. The Mean comparison resulted with the t-value 11.2. It is proved that teaching with native stories is effective to promote speaking skill.
 - 3.d. The mean scores of speaking skill at pre experimental and post experimental tests are 17.8 and 23.4 respectively in EG-II. The t-value of mean comparison is 12.4. It is found out that teaching with non-native stories is effective to develop speaking skill of secondary school students.

3.e. Teaching with native stories is found effective to promote the comprehensive reading skill and proficiency in extensive reading among students. The Mean of the scores on comprehensive reading in the EG-I at pre experimental level is 12 and that of Posttest level is 16.9. The t-value of Mean comparison is 20.1.

The Mean scores at pretest level and posttest level are 20.8 and 31.4 respectively in the case of reading fluency in EG-I and the Mean comparison obtained a t-value of 11.1. The analysis proved that teaching with native stories is effectively developing comprehensive reading and reading fluency.

3.f. The Mean of the scores on comprehensive reading in the EG-II at pre experimental level is 11.4 and that of posttest level is 1.2. The t-value of Mean comparison is 19. In the case of reading fluency in EG-II and the Mean score of pretest is 20.5 and posttest is 30.3 and t value of Mean comparison is 20.1. The analysis proved that teaching with non-native stories is effectively developing comprehensive reading and proficiency in extensive reading among secondary school students.

3.g. Based on the percentage analysis and performance index, it is proved that teaching with native stories and teaching with nonnative stories are effective to develop the skill in replication writing and writing short notes.

3.h. It is found out that teaching with native stories and teaching with non-natives stories are effective to promotes the skill of substitution table based writing. In EG-I the Mean is 12.6 at pretest and 21.3at posttest. The t value of Mean comparison is 35.3. In EG –II, 12.1 and 17.7 were

the Mean scores respectively for the pretest and posttest in substitution table based writing with a t value of 12.8. The analysis proved that teaching English with native and nonnative stories is effective in this case.

4. It is found out that teaching English with native stories is more effective than teaching with non-native stories to develop language adeptness among students. Comparatively, teaching English with native stories effectively develop language adeptness among secondary school students pertaining to the linguistic skills - listening, speaking, comprehensive reading and substitution table based writing. Teaching English with native and non-native stories is equally effective to promote the proficiency in reading fluency and the skill of replication writing and writing short notes.

The Experimental Group-I (EG-I) is taught by native stories and Experimental Group-II (EG-II) is taught by nonnative stories.

- a) At posttest level, the Mean scores for the listening skill in the Experimental Group-I is 21 and Experimental Group II is 18.4. The t-value of Mean comparison is 2.86 and it is significant at 0.01 levels. It is proved that the students have different levels of performance in the listening skill test at post experimental stage and comparatively teaching English with native stories is more effective than teaching with nonnative stories to develop listening skill.
- b) The Mean Posttest scores for speaking skill in EG-I is 28.2 and that of and EG-II is 23.4. The t-value of mean comparison of the posttest scores is 4.12, which is significant at 0.01 levels. The students have different levels of performance in the speaking skill test at post experimental

stage. The results of the comparative analysis are proved that the teaching English with native stories is more effective than the teaching with nonnative stories to develop the speaking skill.

- c) The obtained t value is 3.23 for the Mean comparison of the Posttest scores of the EG-I and EG -II on comprehensive reading skill. Mean for the EG-I is 16.9 and EG-II is 15.2 in the posttest. The values of the measures of central tendencies are high in the EG-I, the group which is taught by native stories. The values and the significantly different t-value of Mean comparison of Posttest scores are proved that teaching English with native stories is more effective than teaching with nonnative stories to develop the comprehensive reading skill among students.
- d) The t value for the Mean comparison for the posttest scores of reading fluency in EG-I and EG-II is 1.20, which is not a significant value. The Mean scores were 31.4 and 30.3 respectively for the EG-I and EG-II at the Posttest of the reading fluency. It is proved that teaching with native stories and with nonnative stories is having comparatively same effect on developing reading fluency among the students.
- e) The skill of replication writing and writing short notes among students is assessed qualitatively based on the performance index and obtained grade levels of the students. The analysis proved that students have almost same level of performance in the skill of replication and short notes writing at post experimental stage. It is proved that teaching English with native stories and nonnative stories are equally effective on developing the competence in replication writing and writing short notes among students.

- f) The Mean values for the scores of EG-I and EG-II in substitution table based writing at posttest level are 21.3 and 17.7 respectively. The obtained t-value of Mean comparison is 3.41. The t-value is significant. The analysis proved that teaching English with native stories is comparatively more effective than teaching with nonnative stories to develop the skill of substitution table based writing.
5. A comparative analysis between Control group and Experimental group I and Control group and Experimental group II was done at the pre experimental stage and post experimental stage.
- a. The Mean scores of EG-I and EG-II were compared with the mean score of the control group at pre experimental stage, it is found that the t-value is 0.187 and 0.584 respectively. The obtained t-value is not significant and it means that there exists no significant difference between control group and EG-I and EG-II on language adeptness at pre experimental stage. It means the students in the control group and EG-I and EG-II are possessing same level of language adeptness in English at pre experimental stage.
- b. The t value for the mean comparison of the scores of the control group and EG-I at the post experimental stage is 14.2, The t-value is significant at 0.01 levels. The students of the Control Group and EG-I have significantly different levels of language adeptness at post experimental stage. It can be affirmed that the difference is due to the treatment they received. Teaching English with native stories is highly effective to develop language adeptness than teaching with the text book content among secondary school students.

- c. The Mean comparison of the control group and EG-II is resulted with the t-value of 10.5, and the value is significant at 0.01 levels. This is evident to state that there exists significant Mean difference between the groups on the scores of language adeptness. The high Mean score of the EG II indicates that the students' performance in the test is very high than that of the students in the control group.
6. The scores of the students at post experimental test is analysed and found out that the students are possessing high level of language adeptness at post experimental stage. It is proved that students have obtained high scores in all linguistic skills- listening, speaking, reading and writing at posttest level. More numbers of students are recognized as proficient and independent users in all the four skills among the whole students. While comparing the performances of students of the experimental groups separately, more students are recognized as proficient and independent users in EG-I than in EG-II. The numbers of students who are placed as basic users and emergent users are high in EG-II than in EG-I. (The EG-I is intervened by teaching with native stories and EG-II is intervened by teaching with nonnative stories) These results prove that the teaching with native stories is comparatively more effective than teaching with non-native stories to develop language adeptness among students
7. The comparison of Mean pretest and posttest on value inculcation for the scores of value inculcation testing inventory, it proved that students are having high level of value inculcation at posttest level. The comparison of pre test scores with Mean Posttest scores in EG-I and EG-II proved that teaching English with native stories and with nonnative stories are effective to promote inculcation of values among secondary school students.

8. The Mean Posttest scores for value inculcation in EG-I is 163 and in EG-II is 147 (at post experiment stage). The obtained t-value is 6.44 for the Mean comparison, which is a significant t-value. All the values of the measures of central tendencies derived from descriptive analysis are high in EG-I than those of the EG-II at post experimental level. It is proved that teaching with native stories is more effective than teaching with nonnative stories for inculcating values among students.
9. The delayed posttest analyses proved that the effect of teaching with native stories than teaching with non-native stories continually exists in the case of language adeptness and value inculcation. It is proved that comparatively teaching English with native stories is more effective than teaching English with non-naive stories in developing language adeptness and value inculcation at the delayed posttest also.

Tenability of the Hypotheses

Based on the analyses conducted, the tenability of each of the hypotheses is tested. The details are given under.

1. The first hypothesis stated that the language adeptness among secondary level school students at pre experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading and (d) writing is varied. The descriptive analyses conducted on the obtained scores/grades of all the language skills and the qualitative analysis conducted on the skill of replication and short note writing proved that students are varied in four levels of language adeptness. A few students are placed as Proficient users, a considerable number of students are recognised as independent users and a large number of students are recognised as basic users or emergent users in

all the four skills at pre experimental stage. Thus, the **hypothesis- 1 is substantiated and accepted.**

2. The second hypothesis has a main part and two subsequent parts. The first part of the second hypotheses states that there will be significant difference between the Mean pretest and Mean posttest scores of language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing. The analyses proved that there exist significant differences with significant t-values between Mean pretest and Mean post scores of listening skill, speaking skill, comprehensive reading skill, reading fluency and skill of substitution table based writing. Thus, **the first main part of the second hypothesis is substantiated and accepted.**

- 2.a. The second part of the second hypothesis states that teaching English with native stories is effective to develop language adeptness pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing. The Experimental Group-I (EG-I) is taught English with native stories as part of the experiment. The comparative analysis of the scores of Mean pretest and Mean posttest scores of the skills listening, speaking, comprehensive reading, reading fluency and substitution table based writing proved that teaching with native stories is effective to promote language adeptness of students. Effect of teaching with native stories on the skill of replication writing and writing short notes also proved qualitatively. Thus, **second part of the second hypothesis is accepted.**

- 2.b. The third part of the second hypothesis states that teaching English with non-native stories is effective to develop language adeptness

pertaining to the language skills (a) Listening (b) Speaking (c) Reading, *and* (d) writing. The Experimental Group-II (EG-II) is taught English with nonnative stories. The Mean pretest and Mean posttest scores of the skills listening, speaking, comprehensive reading, proficiency in extensive reading and substitution table based writing are resulted with significant t-values of Mean differences on each. The results proved that teaching with nonnative stories is effective to promote language adeptness among secondary school students. The effect of teaching with nonnative stories on the skill of replication writing and writing short notes were proved qualitatively. Based on the results it is stated that **third part of the second hypothesis is accepted.**

3. The third hypothesis has a major part and a subsequent part. The major part of the third hypothesis state that there will be no significant Mean difference between Experimental Group-I and Experimental Group -II on the Posttest scores of language adeptness pertaining to the language skills-(a) Listening, (b) Speaking, (c) Reading, *and* (d) Writing (substitution table based writing). The mean Posttest scores of EG-I and EG-II on the skills such as listening, speaking, comprehensive reading, reading fluency and substitution table based writing are compared by administering t-test. The comparison of Posttest scores is proved with significant difference on listening, speaking, comprehensive reading and substitution table based writing. The t-value of Mean comparison between the Posttest scores of reading fluency is resulted with a t-value of 1.20 and the value is not significant. It is proved that there exist significant

Mean difference between EG-I and EG-II on listening, speaking, comprehensive reading and substitution table based writing. There exist no significant difference between the Mean scores of reading fluency at posttest level between EG-I and EG-II. Thus, it is stated that the first major part of the third hypothesis is not fully substantiated. **The hypothesis is partially accepted.**

3.a. The second or subsequent part of the third hypothesis states that there will be no difference of comparative effect between teaching English with native stories and with non-native stories on developing language adeptness pertaining to the language skills such as (a) Listening, (b) Speaking, (c) Reading, *and* (d) Writing. Based on the analyses conducted, it is found out that comparatively teaching with native stories is more effective than teaching with nonnative stories on developing the skills listening, speaking, comprehensive reading and substitution table based writing. It is found out that teaching with native stories and nonnative stories are equally effective to promote the reading fluency and the skill of replication and short essay writing. On an overall assessment it is proved that teaching with native stories is more effective to develop language adeptness than teaching with nonnative stories. The hypothesis is null in character and states that there exist no difference of comparative effect between teaching with native stories and nonnative stories. Results of analysis proved that there exists significant comparative effect in between the two approaches of teaching. Thus, it is stated that the second part of the third hypothesis is not substantiated. **The hypothesis is not accepted.**

4. The fourth hypothesis states that language adeptness among secondary level school students at post experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading and (d) writing is varied. The result proved that students are varied on their language adeptness at posttest level. Most of the students are recognised as proficient users and independent users of the skills at posttest level. A few numbers of students are placed in basic user and emergent user levels. It is proved that students are placed at different levels of language adeptness and most of the students are at higher level. Based on the result it is stated that the **fourth hypothesis is substantiated and accepted.**

5. The fifth hypothesis has two parts. First part of the hypothesis states that there will be no significant Mean difference on the Posttest scores of value inculcation between Experimental Group -I and Experimental Group -II. It is proved on the basis of analysis that there exists significant Mean difference on the scores of value inculcation among EG-I and EG-II at post experimental stage. Therefore the **first part of the fifth hypothesis is not substantiated.**
 - 5.a. The second part of the fifth hypothesis states that there will be no difference of comparative effect on teaching native and nonnative stories in inculcating values among secondary school students. The comparative analysis proved that there exists significant difference between the Mean posttest scores of EG-I and EG-II on value inculcation. It is found out that teaching with native stories is more effective than teaching with nonnative stories to inculcating values among students. Based on the result it is stated that **the second part of the fifth hypothesis not substantiated.**

Conclusion

The present study is an attempt to develop English language adeptness skills and inculcating values among the secondary students through culturally relevant story based teaching. So the study aimed at finding out the effectiveness of native stories and effectiveness of nonnative stories on English language skills and inculcating values. The study found that both native stories and nonnative stories are effective on developing language skills and inculcating values. However, native story based teaching has more effect on developing language skills and inculcating values than nonnative stories.

At the outset both the experimental group I and experimental group II are found to be the same in terms of their language skills. In both groups only a few students are included in the category of proficient and independent level users at their language ability level and a large number of students were recognised either as in the level of basic users or emergent users. At the Posttest level, the analyses indicated that both native stories and nonnative stories are effective on developing listening, speaking, comprehensive reading, reading fluency and substitution table based writing. Based on the analyses conducted, it is found that comparatively teaching with native stories is more effective than teaching with nonnative stories on developing the skills listening, speaking, comprehensive reading and substitution table based writing. It has also shown that teaching with native stories and nonnative stories are equally effective to promote the reading fluency and the skill of replication and short essay writing. On an overall assessment it is proved that teaching with native stories is more effective to develop language adeptness than teaching with non-native stories. The Study also found out that language adeptness among secondary level school students at post experimental stage pertaining to the language skills (a) listening, (b) speaking, (c) reading and (d)

writing is varied. The result proved that students are varied on their language adeptness at posttest level. Most of the students are recognised as proficient users and independent users of the skills at posttest level. A few numbers of students are placed in basic user and emergent user levels. The result proved that culture based teaching is effective. The study is also found out that teaching with native stories is more effective than teaching with nonnative stories to develop value inculcation among students.

Suggestions for Carrying out Further Researches

The following are the suggestions for future research in the area.

- The culture of the learner can be incorporated into language teaching of all other languages like Arabic, Hindi, Sanskrit, Urdu, etc. So the similar study can be attempted in other languages also.
- The present study can be extended to other subjects also. Culture of the learners can be integrated to subjects like Mathematics, Science, Social sciences etc.
- The present study investigated the effect of culturally relevant material on the acquisition of four language skills; studies can be conducted focusing the effect of culturally relevant materials on each skill separately.
- The influence of Cultural familiarity on listening comprehension, speaking and writing is a least researched area. So more studies in these topics can be done. However, effect of cultural familiarity and reading comprehension is a much researched area.
- The present study can be conducted among upper primary, higher secondary and university level students.

- For the present study the data was collected from students only. Data can be collected from teachers also regarding their opinion or attitude of using culturally relevant learning materials for language learning.
- The present study only focused the effect of native and nonnative culturally relevant materials on students' language skill development and inculcation of values only, other studies can focus on students' understanding or attitude towards such culturally relevant materials.
- The present study can be replicated with the Solomon four group experimental designs with two experimental groups and two control groups. Such a study may support more relevant generalizations.

Chapter - VI

GENERALISATIONS AND RECOMMENDATIONS

- *Overview of the research*
- *Educational implications of the present research*
- *Generalization and recommendations*

GENERALISATIONS AND RECOMMENDATIONS

Culture cannot be separable from the language teaching as culture and language are complementary to each other. However, a new way of thinking is needed when it comes to the teaching of English as a Second Language (ESL) and English as a Foreign Language (EFL). Apart from the preconceived notion of culture in language teaching, there are some changes occurred in the relation between language and culture. The introduction of Culturally Relevant Pedagogy into the education also heralded a new change in the concept of cultural aspects in the English Language Teaching (ELT). Recent researches in the area suggested a culturally relevant or culturally familiar approach in language curriculum. In order to make the learning more culturally relevant and familiar to ensure effective language acquisition, the curriculum of English at the school level should include more culturally relevant language learning resources and materials. Hence the present study is aimed at finding out the effect of using native culture based stories and nonnative culture based stories on developing the English language adeptness and inculcating values among secondary school students.

Overview of the Research

The study attempted to find out the effectiveness and comparative effect of teaching English with native stories and nonnative stories among the secondary school students. It tried to reveal the need of integrating cultural representation in teaching units through stories for the better development of students' language learning and value development. This research is followed mixed method in quasi experimental research design. The study developed with Pretest post-test

experimental design following Nunan's third paradigm of mixed research i.e., Experimental – Quantitative-Qualitative – Interpretative research paradigm.

Sample for the experiment included 77 secondary level school students who studied 8th standard in government or government aided schools following Kerala state school syllabus. The sample was divided into two groups, 38 students in Experimental Group-I and 39 students in Group-II. In addition to the total sample for both experimental groups, a control group was also formed with 39 students.

Language Adeptness Test Battery (that included listening skill test, speaking skill test, comprehensive reading skill test, reading fluency assessment test, replication and short note writing skill assessment test and substitution table based writing drill), Value Inculcation testing Inventory, Compiled Language Adeptness Test, Teaching manuals based on native stories and non-native stories, and Content analysis for analyzing English language text books of secondary level were the tools, techniques and materials used for data collection. Major techniques of analyses are Preliminary Analysis, Percentage Analyses on data at pre and posttest levels, Test of Significance of Difference between Means (Independent sample 't' test and paired sample 't' test), Qualitative analysis with performance index and Content analysis.

Based on the analyses conducted, it is found out that comparatively, teaching with native stories is more effective than teaching with non-native stories on developing the skills listening, and speaking, comprehensive reading and substitution table based writing. It is also noted that teaching with native stories and nonnative stories are equally effective to promote the reading fluency and the skill of replication and short essay writing. On an overall assessment it is proved that teaching with native stories is more effective to develop language adeptness than

teaching with non-native stories. The study is also found out that teaching with native stories is more effective than teaching with non-native stories to develop value inculcation among students.

Educational Implications of the Present Research

The important implications of the study are discussed in this section based on the evidences from the previous researches in the area of cultural familiar language learning materials and its effect on language skills and on inculcating values among learners. Most of the studies were conducted in the area of schematic or cultural familiarity on reading comprehension. The studies related to schematic and cultural familiarity and language skills other than reading comprehension are very few. Little studies focused on listening and speaking skills. So this study is beneficial to language teachers as they can incorporate more culturally familiar content in the classroom teaching to develop the four language skills of the learners. Secondly, material developers can include more culturally familiar stories and other texts into English language textbooks. For developing listening skills, audio texts can also be included in the textbook and provisions to be given to listen to the text and assess their listening. For developing speaking skills relevant tasks based on the daily life situations of the learners can be included in the curriculum and ensure its assessment also. More culturally familiar texts can include in the textbooks toward a culturally familiar approach in reading and writing. Various language tests used in the study will help teachers to frame tests as per the classroom needs. As far as second language learning is concerned, it is very important for the learners to know the processes involved in listening comprehension and nuances of speaking. So this study also adds to the existing research in classroom methodology and teaching learning process.

The key aspect of the second language teaching and learning is actually performance based. So one of the important outputs of this study is to place the learners in different proficiency levels according to their ability in language use at different contexts like the major global language proficiency tests like IELTS and CEFR do. The study rated and placed the students into four proficiency levels namely, Emergent user, Basic user, Independent user, and Proficient user based on their skilful performance across the four language skills- listening, speaking, reading and writing. The teachers, material developers and policy makers can consider the English language teaching as a task based instruction and improve students' language skills. Unfortunately, at present, the assessment of language learning is solely based on the terminal examination that evaluate learner's reading and writing skills alone, the other two primary skills- listening and speaking left unaddressed and devaluated.

Every subject is a repository of values. English language textbook is also a value repository since it includes poems, stories, grammar lessons and everything that is useful for language learning is also useful for value inculcation. This is certainly true as Johnston (2008) identified English language teaching and learning is a value laden activity. Perceiving this importance, the present study also focused on the process of inculcating values through English lessons and found out that comparatively, teaching with native stories are more effective than teaching with nonnative stories to develop value inculcation among students. However, little research has been found on this area, the present research throws some light on highlighting the importance of value concerns in English language textbooks. Teachers can identify the values discussed in the text and focus it through various activities to enable the learners to identify what is good for them and defining one's

own values. Material developers can ensure inclusion of texts with appropriate value clarification.

Generalizations and Recommendations

The textbooks for teaching English contain various cultures but dominantly the culture of the countries where English is used as a first language is the best choice of ELT textbook setters all over the world. The study analysed Kerala state school syllabus based English textbooks for secondary classes and found that the English language text books for the mentioned levels (8th, 9th and 10th standard) do not have proportionate native cultural representation in content. The standard 8th textbook does not contain any stories related to the native cultural representation of the learners. The textbook contains 10 non-native stories based on the countries or regions ranging from Belgium, Japan, Columbia, America and UK. Stories written by Indian authors or based on the native culture of the learner are not found in this textbook. However, out of the 10 poems included in the textbook, three poems are from Indian authors namely, Rabindranath Tagore, Kamala Das, and Nalini Sharma. These findings are similar to the findings of Bose and Gao (2022) who found that the Indian textbooks dominated the cultural content of Britain or Irish and white characters and lowest source culture and culture of South Asian characters.

It is found out that the secondary school students have very low level of language adeptness and moderate level of value inculcation at the pre experimental stage. Teaching English with native stories and nonnative stories are effective to develop language adeptness among school students. The present study found that teaching English with native stories is more effective than teaching with non-native stories to develop language adeptness with respect to the skills listening, speaking, reading comprehension and substitution table based writing. This finding is certainly

true and supports with the findings of the previous researchers (Petnoosed and Palanukulwong, 2019; Sheridan et al., 2016; Kelley et al., 2015; Pujol and Corrius, 2013; Sasaki, 2000) who argue that culturally familiar texts, contexts and culturally responsive teaching have a positive impact on language teaching. The evidence presented thus far supports the idea and several studies have been conducted in the area of cultural familiarity and language learning. Participants in the studies of (Sheridan & Condon, 2020; Erten and Razi, 2009) have preferred culturally familiar texts to unfamiliar texts and second language proficiency had a significant effect on the cultural context. The stories which reflected the socio-cultural perspectives of the learners facilitated their ability to recall and comprehension (Bell and Clark, 1998). The previous studies indicated a positive effect on using familiar culture based learning materials in English language Teaching (ELT) and those finding thoroughly supports the findings of present study also.

On the other hand the present study also found that there exist no significant difference in comparative effect between teaching English with native stories and non-native stories in developing language adeptness with respect to reading fluency and replication writing skill. Reading fluency is the ability of the learner to read the given passage with normal speed, accuracy and proper expression. Replication writing means copy writing the given passage which is meant to assess learner's hand writing, spelling, punctuation etc. Both of these skills are related to the peripheral or structural aspect of the language. So both native and nonnative stories are helpful to develop these skills.

As far as English language education is concerned, the materials used for language learning such as poems, stories, grammar lessons and everything that is useful for language learning is also useful for value inculcation. It is true that "English

language teaching and learning are occurring through values, because language teaching is a profoundly value laden activity” (Johnston, 2008). Besides that the interrelated topics of global issues, moral dilemmas and peace education can be imparted through language classroom. Every language is aimed at developing the skills- listening, speaking, reading and writing. In every lesson, some values are presented directly or indirectly in the form of stories, poems, biographical references etc. Perceiving this importance, the present study also focused on the process of inculcating values through English lessons and found out that comparatively, teaching with native stories are more effective than teaching with non-native stories to develop value inculcation among students. However, little research has been found on this area. In a similar study, Ndura (2004) observed that the cultural bias and stereotypes presented in the textbooks may affect the self-image and world view of the learners. Hence, while selecting the text materials for language learning, the textbook setters should ensure the value concerns included in it is suitable for the learners.

The study indicates teaching native stories will help more for developing language adeptness and values inculcation than non-native stories. Since stories possess major proportion of texts in the language textbooks, more stories rooted in the native culture of the learner can be included. Culturally familiar texts will enhance students overall language skills. More over English language text book is also a good repository of values; hence inclusion of more native content will help students to be morally upright as well.

The present study put forth the following recommendations. Based on the results, more culturally relevant or familiar learning materials, preferably, related to learners’ culture can be included in the textbooks. Teachers and other educators can adopt tasks in classroom teaching related to the culture of the learners. Material

developers can include more native stories and texts to the curriculum with a view to nourish students and make them linguistically competent and morally upright.

Based on the findings, teachers and material developers are recommended to update or revise the present class 8th English textbook of Kerala school syllabus which does not contain culture representation from learners region. Another important recommendation of the study is that the language text books must include due representation for contemporary children's literature also. In order to improve the current status of English language learning in Kerala state schools, more listening and speaking activities should be included into the curriculum. It should also be ensured that the same should be properly evaluated using appropriate assessment techniques. In language classroom importance should be given to all language skills instead of using written examination only to evaluate students. Appropriate language tests for assessing listening and speaking skills like the tests used in the study can be adopted. Researchers are recommended to pursue research in the area of language assessments, especially tests for listening and speaking. In schools, each student's language should be tested like IELTS or CEFR testing procedure (as done in the present study) and assign appropriate proficiency levels to the students in order to make them proficient language users.

The findings of this research have a number of important implications to the agencies of education like SCERT, NCERT, CBSE, and ICSE to enrich their English language textbooks by incorporating more local contents, culturally relevant materials and contemporary stories and other texts into ELT curriculum. This study also supports the recommendations of National Education Policy (2020) which advocated that all curricula and pedagogy from the foundational stage onwards should be redesigned to accommodate Indian culture and local context that more relatable, relevant, interesting and effective to the students by incorporating stories, arts, games etc. rooted in the Indian and local geographic context.

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APPENDICES

Appendix I

N.S.S. TRAINING COLLEGE OTTAPPALAM
Research Centre in Education

LIST OF NATIVE AND NONNATIVE STORIES

NATIVE STORIES

Sl. No	Story	Writer
1	The Blue Umbrella	Ruskin Bond
2	Wishes Granted	Rabindranath Tagore
3	The Crafty Crane And The Craftier Crab	Vishnu Sharman (Panchathantra Tales)
4	Childhood	Mahathma Gandhi
5	The Nose Jewel	C. Rajagopalachari
6	The Swimmer who does not Need her Legs!	Shevlin Sebastian
7	The Missile Man of India	Manas Renjan Senapathi
8	Man Overboard	Vasantha Murthi
9	Christmas Bell	R K Murthi
10	Mother Teresa	Larry Anderson
11	Children at work	Gita Wolf, Anushka Ravishankar, Orijit Sen
12	Outwitted	Thara Parameswaran
13	Crossing the River	Manoj Das
14	A Birthday Letter	Jawaharlal Nehru
15	In a Guava Orchard	N P Singh

NONNATIVE STORIES

Sl. No	Story	Writer
1	The best Christmas present in the World	Micael Morpurgo
2	The Modal Millionaire	Oscar Wilde
3	The old Man at the Bridge	Ernest Hemingway
4	Three Questions	Leo Tolstoy
5	The Hike	T Albert
6	Abebe and the English Boys	Kokeb
7	Queen of Soweto	Jessica Taylor
8	The shoemaker of the Paris	Charles Dickens
9	The Shocking arrival	Gerald Durrel
10	The Little girl	Catherine Mansfiels
11	The five Orange Pips	Sherlock Holmes
12	A Heroin of the Sea	Bessie Marchant
13	Thank You Ma'am	Langton Hughes
14	The Magic Flute	Wolfgang Amadeus Mozart
15	Princess September	Somerset Maugham

Appendix II

N.S.S. TRAINING COLLEGE OTTAPPALAM
Research Centre in Education

MODEL LESSON TRANSCRIPT USED FOR TEACHING STORY WITH DIGITAL STORYTELLING MODEL

Fathimath Naseena P. P.
Research Scholar

Dr. Sankaranarayanan Paleeri
Assistant Professor

Preliminary Details

Name of Teacher	: Fathimath Naseena P.P.	Class: VIII
Subject	: English	Duration: 1 hour
Topic	:	

Objectives	<ol style="list-style-type: none"> 1. To develop the listening skills of the students 2. To develop the skills of retelling the story 3. To enable the students read and comprehend the story 4. To enable the students write discourses based on the story
Materials	<ul style="list-style-type: none"> • Story-text, Digital story
Procedures	<ol style="list-style-type: none"> 1. Teacher introduces the story to the class 2. Teacher plays the digital story in the class with the help of a projector 3. After watching it teacher initiates a discussion by asking relevant questions about the story 4. Then provide text, Students read it aloud individually and in group. 5. Students silently read and comprehend the text. Provide answer for Reading Comprehension questions asked 6. Writing a summary/ a part of the story/ short note/create another story 7. Presentation
Teachers' Role	Organises classroom, provides inputs, monitors learners, provides feedback, consolidates learning
Students' Role	Engage in tasks, listen, watch and respond, monitor each other's presentation
Problems anticipated/ found	

Appendix III

N.S.S. TRAINING COLLEGE OTTAPPALAM
Research Centre in Education

MODEL LESSON TRANSCRIPT USED FOR TEACHING STORY WITH NARRATIVE STORYTELLING MODEL

Fathimath Naseena P. P.
Research Scholar

Dr. Sankaranarayanan Paleeri
Assistant Professor

Preliminary Details

Name of Teacher : Fathimath Naseena P.P. Class: VIII
Subject : English Duration: 1 hour
Topic :

Objectives	Students <ol style="list-style-type: none">1. listens to the story2. retells the story3. read and comprehend the story4. Write discourses based on the story
Materials	<ul style="list-style-type: none">• Story-text
Procedures	<ol style="list-style-type: none">1. Teacher introduces the story to the class2. Teacher narrates the story3. Students listened to the story carefully4. Then discussion based on their listening to the story5. Then Students read it aloud individually and in group.6. Students silently read and comprehend the text. Provide answer for Reading Comprehension questions asked7. Writing a summary/ a part of the story/ short note/create another story8. Presentation : Students present the discourses prepared by them before the class
Teachers' Role	Organises classroom activity, provides inputs, monitors learners, provides feedback, consolidates learning
Students' Role	Engage in tasks, listen, respond, monitor each other's presentation
Problems anticipated/ found	

Appendix IV

N.S.S. TRAINING COLLEGE OTTAPPALAM
Research Centre in Education

LISTENING TEST

Fathimath Naseena P. P.
Research Scholar

Dr. Sankaranarayanan Paleeri
Assistant Professor

Maximum Score: 30

Each Question Carries One Mark

PART- I

Listen to the audio carefully and answer the following questions



1. The name of the story is.....
 - a. The Lost Child
 - b. The Last Child
2. Why does he lag behind?
 - a. He is sad
 - b. He is looking at every shop
3. What is a cautionary call?
 - a. A warning call
 - b. A loving call
4. Pick the one the boy does not see on his way to the fair from the list below.
 - a. Elephant
 - b. Horse
5. What is his favourite sweet?
 - a. Burfi
 - b. Jalebi
6. At the fair, he wants to buy.....
 - a. A ball
 - b. A garland

Effectiveness of Native and Nonnative Stories

7. When does he realize that he has lost his way?
 - a. Near the roundabout
 - b. At the snake charmer
8. Why does the lost child lose interest in the things that he had wanted earlier?
 - a. Because his parents didn't buy anything
 - b. Because he lost his parents
9. Who has come to the rescue of the child?
 - a. A policeman
 - b. A man
10. Does the child find his parents at the end?
 - a. Yes
 - b. No

PART – II

Listen to the audio clip and fill in the blanks with appropriate words.



11. The conversation was in a.....
12. They are looking for seats for.....persons.
13. "Would you give us the, please."
14. The man orderedto drink.
15. The lady ordered..... to drink.
16. The main course the man asked for is.....
17. The lady orderedsoup as a starter.
18. For the main course, the lady ordered grilled.....
19. The daughter asked.....for the main course.
20. The boy ordered..... as the main course.

PART – III

Listen to the conversation and fill the space with appropriate word/words.



21. The conversation is at a.....
22. The conversation is between aand.....
23. The man is looking for a good book on.....
24. Do you want any specific.....or publication?
25. This.....has Indian publications.
26. This section is full of publications.
27. The shopkeeper showed him.....andpublications.
28. The Indian publication is.....
29. The man asked for a at the end.
30. A.....percent off was given.

(This listening test is a part of the Language Adeptness Test Battery Prepared by Naseena & Paleeri, 2019)

Appendix V

N.S.S. TRAINING COLLEGE OTTAPPALAM
Research Centre in Education

RUBRIC FOR SPEAKING SKILLS ASSESSMENT

Score	Fluency and coherence	Lexical resources	Grammar range and accuracy	Pronunciation
8-10	Fluent speaker with rare repetition and self-correction. Speak coherently	Flexible and wide range of vocabulary. Use idiomatic language naturally	Uses wide range of structures flexibly. Error free sentences	Uses full range of pronunciation features with precision and accuracy Effortless to understand
5-7	Usually maintains flow of speech but occasional repetition and self-correction. Link basic sentences but not always appropriately	Managed to talk with limited vocabulary.	Uses a mix of simple and error free sentences and complex structures with limited flexibility	Uses a range of pronunciation features with mixed control Generally understood though mispronunciation of individual words or sounds reduces clarity at times
3-4	Noticeable pauses, may speak slowly gives simple responses, unable to convey messages	Uses simple vocabulary for familiar but insufficient vocabulary for less familiar things	Use basic sentences with reasonable accuracy but often make some comprehension problems	Uses a limited range of control of pronunciation features Mispronunciation is frequent and cause some difficulty for the listener
0-2	Long pauses, little communication possible	Use isolated words or memorised utterances	Cannot produce basic sentence forms	Speech is often unintelligible

Adapted from IELTS Speaking: Band Descriptors

Appendix VI

N.S.S. TRAINING COLLEGE OTTAPPALAM

Research Centre in Education

READING FLUENCY RUBRIC

Score	Accuracy	Pace	Expression	Phrasing
8-10	Able to read naturally without errors	Maintain a natural pace. Read all words correctly	Able to read with natural intonation and pays attention to punctuations	Use natural pauses always and read with very good phrasing
5-7	Read with some occasional errors only	Usually maintains a good flow of reading with occasional errors only	Read with good intonation and attending punctuation. However sometimes not able to maintain a natural expression	Usually maintains natural pauses but occasional run-ons and midsentence pausing for breath
3-4	Able to read but often errors found in reading	Read slowly but able to read with a reasonable pace	Read with considerable intonation but does not always maintain appropriate voice	Read two or three word phrases without considering intonation or punctuation
0-2	Not able to read. Reading individual words or letters	Read very slowly with long pauses	No intonation, monotonous reading	Use monotone and read word by word

Appendix VII

N.S.S. TRAINING COLLEGE OTTAPPALAM

Research Centre in Education

RUBRIC FOR ASSESSING WRITING SKILLS

Score	Legibility	Fluency	Completeness of the script	Grammar and structure	Vocabulary	Overall quality
25-30 grade A	No/Very rarely miss letters/ words/numbers. Proper spacing, no messy or smudged	No/Very rare run-ons or fragmented sentence. Consistent variety of sentences	All required components included. Very good format and lay out	Full range of structures. No /minor rare errors	Full range of vocabulary. Correct word forms and word choice.	Ideas are focused, developed and organised in a very good manner
19 to 24 grade B	Rarely miss letters/numbers /words. Rare errors in spacing. Rarely messy or smudged	Rare run-ons or fragmented sentences. Frequent varied sentence	Almost all required components included. Good format and lay out	Good range of structures Occasional grammatical errors	Good range of vocabulary Almost correct word forms and word choice	Ideas are focused, developed and organised well
13 to 18 grade C	Occasional missing space/letters/ numbers/words. Occasionally messy/smudged	Some run-ons and fragmented sentences.	Some required components included. Though, some problems found in format and lay out, it is easy to read	Sentence patterns most often used successfully. Several grammatical errors,	Adequate range of vocabulary. Often incorrect use of word forms and word choice	Ideas are focused, developed and organised in a limited manner
07 to 12 grade	Frequently miss letters/words numbers/ spaces. Messy/ smudged	Many run-ons and fragmented sentence	Required components are mostly absent. Format and lay out are inconsistent	Many sentence structure problems. Errors distract meaning	Limited vocabulary. Many word form errors	Minimal development and insufficient details
00 to 06 grade E	Very frequent miss in space/letters/ words/numbers. Very messy or smudged	Frequent run-ons and fragmented	Deviated from topic/ no related components. Formatting and lay out not followed	No proper sentence structure followed, fragmented, run-on sentences	Inappropriate use of vocabulary. No control of word forms and word choice	Minimal development, too short, no focus

Appendix VIII

N.S.S. TRAINING COLLEGE OTTAPPALAM

Research Centre in Education

VALUE INCULCATION INVENTORY

(ENGLISH)

Fathimath Naseena P. P.
Research Scholar

Dr. Sankaranarayanan Paleeri
Assistant Professor

No.	Items	Rarely	Sometimes	Always		
The learning of stories in English supported my values of						
1	Being accountable	1	2	3	4	5
2	Being benevolent and help my needy friends	1	2	3	4	5
3	Being a person who loves and respects his teachers and friends	1	2	3	4	5
4	Being a democratic decision maker at home and classroom	1	2	3	4	5
5	Being adjustable to some situations in order to avoid getting it worse	1	2	3	4	5
6	Avoiding temptations to go out for playing when I have to do home works	1	2	3	4	5
7	Being friendly to all my classmates	1	2	3	4	5
8	Being diligent and try to continue working hard even if there are hardships	1	2	3	4	5
9	Being capable of conforming to the rules of the school	1	2	3	4	5
10	Having faith in non-violence and try to avoid problems among friends	1	2	3	4	5
11	Having faith in equality before law.	1	2	3	4	5
12	Being able to assimilate into my life what I perceive good in others	1	2	3	4	5
13	Developing good habits	1	2	3	4	5
14	Being humble to my teachers and other elders	1	2	3	4	5

Effectiveness of Native and Nonnative Stories

No.	Items	Rarely	Sometimes	Always		
15	Being honest and having strong moral principles	1	2	3	4	5
16	Being patriotic	1	2	3	4	5
17	Being a peace lover who enjoys peace of self and peace of others	1	2	3	4	5
18	Being one who believes that freedom is to enjoy the right to act, speak, or think considering others' freedom	1	2	3	4	5
19	Being able to cultivate and share knowledge	1	2	3	4	5
20	Being able to follow a routine in life	1	2	3	4	5
21	Not interrupting others while they are talking	1	2	3	4	5
22	Being loyal to the works assigned to me by my teachers	1	2	3	4	5
23	Respecting the human dignity	1	2	3	4	5
24	Doing good deeds for others	1	2	3	4	5
25	Respecting others freedom to talk	1	2	3	4	5
26	Being dutiful	1	2	3	4	5
27	Being self-disciplined	1	2	3	4	5
28	Having patience while standing in the queue	1	2	3	4	5
29	Having perseverance in achieving my goals	1	2	3	4	5
30	Being responsible to the work assigned by teachers	1	2	3	4	5
31	Being truthful	1	2	3	4	5
32	Having faith in social justice	1	2	3	4	5
33	Having tolerance to the religious beliefs of my friends	1	2	3	4	5
34	Being true to my word	1	2	3	4	5
35	Being polite and pleasant to my elders and teachers	1	2	3	4	5

Appendix IX
N.S.S. TRAINING COLLEGE OTTAPPALAM
Research Centre in Education
VALUE INCULCATION INVENTORY
(MALAYALAM)

Fathimath Naseena P. P.
 Research Scholar

Dr. Sankaranarayanan Paleeri
 Assistant Professor

No.	Items	തീരെ ലഭിക്കാറില്ല	ചിലപ്പോൾ ലഭിക്കാറുണ്ട്	മിക്കപ്പോഴും ലഭിക്കാറുണ്ട്	എല്ലായ്പ്പോഴും ലഭിക്കാറുണ്ട്	
<p>ഞാൻ പഠിച്ച ഇംഗ്ലീഷ് കഥാ പാഠഭാഗങ്ങളിൽനിന്നും താഴെ പറയുന്ന ഗുണപാഠം / സന്ദേശം എനിക്ക് ലഭിച്ചിട്ടുണ്ട്.</p>						
1	എന്റെ പ്രവൃത്തിയുടെ എല്ലാ ഉത്തരവാദിത്വവും എനിക്ക് തന്നെയാണ്.	1	2	3	4	5
2	എന്റെ ക്ലാസിൽ പഠനോപകരണങ്ങൾ വാങ്ങാനോ വിനോദയാത്രക്ക് പോകാനോ പണമില്ലാതെ വിഷമിക്കുന്ന കുട്ടുകാർക്കു എന്റെ കാൾ കൂടുകയിൽനിന്നും പണമെടുത്തു കൊടുക്കണം.	1	2	3	4	5
3	എന്റെ കുട്ടുകാരോടും അധ്യാപകരോടും മറ്റു എല്ലാവരോടും എനിക്ക് സ്നേഹവും ബഹുമാനവും ഉണ്ടാവണം.	1	2	3	4	5
4	വീട്ടിലോ സ്കൂളിലോ ഏതു പൊതുകാര്യങ്ങളിലും തീരുമാനങ്ങൾ എടുക്കുന്നത് ജനാധിപത്യപരമായിരിക്കണം .	1	2	3	4	5
5	ചില സന്ദർഭങ്ങളിൽ കൂടുതൽ പ്രശ്നങ്ങൾ ഒഴിവാക്കുന്നതിന് വേണ്ടി നാം അഡ്ജസ്റ്റ് ചെയ്യേണ്ടതുണ്ട്.	1	2	3	4	5
6	ഹോം വർക്ക് ചെയ്യാനോ പഠിക്കാനോ ഉള്ളപ്പോൾ ഞാൻ ടീവി കാണുകയോ കളിക്കാൻ പോവുകയോ ചെയ്യരുത്.	1	2	3	4	5
7	ഞാൻ എന്റെ എല്ലാ സഹപാഠികളോടും വളരെ സൗഹൃദപരമായി പെരുമാറാൻ ശ്രമിക്കണം.	1	2	3	4	5
8	ചിലപ്പോൾ പഠനകാര്യങ്ങളിൽ മുഷിച്ച് തോന്നുമെങ്കിലും ലക്ഷ്യത്തിലെത്തുന്നതിനു വേണ്ടി നാം നിരന്തരം പരിശ്രമിക്കണം.	1	2	3	4	5
9	സ്കൂളിനകത്തു പാലിക്കേണ്ട പൊതുമതികൾ നാം പാലിക്കണം.	1	2	3	4	5
10	ക്ലാസ്സിൽ കുട്ടുകാർക്കിടയിൽ ഉണ്ടാവുന്ന ചെറിയ പ്രശ്നങ്ങൾ ഞാൻ ഇടപെട്ട് തീർക്കാൻ ശ്രമിക്കണം.	1	2	3	4	5

Effectiveness of Native and Nonnative Stories

No.	Items	തീരെ ലഭിക്കാറില്ല	1	2	3	4	5
11	ഒരു സ്കൂളിലെ ഏതൊരു വിദ്യാർത്ഥിക്കും ആ സ്കൂളിന്റെ എല്ലാ സൗകര്യങ്ങളും ഉപയോഗപ്പെടുത്താൻ തുല്യ അവകാശമാണ് ഉള്ളത്.	1	2	3	4	5	
12	മറ്റുള്ളവരിൽനിന്ന് എനിക്ക് നല്ലതെന്നു തോന്നിയ കാര്യങ്ങൾ സ്വീകരിക്കാനും അത് ജീവിതത്തിൽ പ്രാവർത്തികമാക്കാനും ഞാൻ ശ്രമിക്കണം.	1	2	3	4	5	
13	സഹപാഠികൾ ലഹരി പദാർത്ഥങ്ങൾ ഉപയോഗിക്കുന്നതായി എന്റെ ശ്രദ്ധയിൽപ്പെട്ടാൽ ഉടനെ തന്നെ അധ്യാപകരെ അറിയിക്കാൻ ഞാൻ ശ്രമിക്കണം.	1	2	3	4	5	
14	എന്റെ അധ്യാപകരോടും മറ്റു മുതിർന്നവരോടും വളരെ വിനയത്തോടു കൂടി മാത്രം സംസാരിക്കണം.	1	2	3	4	5	
15	സത്യസന്ധതയും ധർമ്മികതയും നല്ല വ്യക്തിത്വത്തിന്റെ അടയാളമാണ്.	1	2	3	4	5	
16	ദേശീയ ഗാനം കേൾക്കുമ്പോൾ ഞാൻ ആദരവോടെ എഴുന്നേറ്റുനിന്നു ശ്രദ്ധയോടെ കേൾക്കുകയും ഒരു ഇന്ത്യക്കാരനായതിൽ എനിക്ക് അഭിമാനം തോന്നുകയും ചെയ്യേണ്ടതുണ്ട് .	1	2	3	4	5	
17	എന്നെപോലെ എനിക്ക് ചുറ്റുമുള്ളവർക്കും സമാധാനം ലഭിക്കണം.	1	2	3	4	5	
18	മറ്റുള്ളവർക്ക് കൂടി പരിഗണന നൽകുകൊണ്ട് നമുക്ക് ജീവിക്കാനുള്ള അവകാശമാണ് സ്വാതന്ത്ര്യം.	1	2	3	4	5	
19	കൂടുതൽ അറിവ് നേടാനും, നേടിയ അറിവുകൾ മറ്റുള്ളവർക്ക് പറഞ്ഞു കൊടുക്കാനും ഞാൻ ശ്രമിക്കണം.	1	2	3	4	5	
20	ഞാൻ എന്നും ഒരേ സമയത്തു ഉറങ്ങാനും ഒരേ സമയത്തുതന്നെ ഉണരാനും ശ്രമിക്കണം.	1	2	3	4	5	
21	മറ്റുള്ളവർ സംസാരിച്ചു കൊണ്ടിരിക്കുമ്പോൾ ഇടയ്ക്കുകയറി തടസപ്പെടുത്താതെ അവർക്കു പറയാനുള്ളത് കഴിഞ്ഞശേഷം മാത്രം ഞാൻ സംസാരിക്കണം.	1	2	3	4	5	
22	അധ്യാപകർ തരാറുള്ള അസൈൻമെന്റ്, പ്രോജക്റ്റ്, മറ്റു വർക്കുകളെല്ലാം ഏറ്റവും ആത്മാർത്ഥതയോടെ ഞാൻ ചെയ്തു തീർക്കണം.	1	2	3	4	5	
23	എന്റെ കൂട്ടുകാർക്കിടയിൽ പണക്കാരൻ പാവപ്പെട്ടവൻ എന്ന രീതിയിലുള്ള വേർതിരിവുകൾ പാടില്ല.	1	2	3	4	5	
24	മറ്റുള്ളവർക്ക് നന്മയുണ്ടാകുന്ന പ്രവൃത്തികൾ ഞാൻ ചെയ്യണം.	1	2	3	4	5	

No.	Items	തീരെ ലഭിക്കാറില്ല	1	2	3	4	5
25	എല്ലാവരുടെയും അഭിപ്രായ സ്വാതന്ത്ര്യത്തെ മാനിക്കണം.	1	2	3	4	5	
26	ഒരു സാമൂഹ്യ ജീവി എന്ന നിലയിലുള്ള എന്റെ എല്ലാ രോജുകളും ഏറ്റവും ഭംഗിയായും ആത്മാർത്ഥതയോടെയും നിർവഹിക്കണം.	1	2	3	4	5	
27	അധ്യാപകർ ക്ലാസ് എടുക്കുമ്പോൾ അനാവശ്യമായി ബഹളം വെയ്ക്കുന്ന എന്റെ സഹപാഠികളെ തിരുത്താൻ ഞാൻ ശ്രമിക്കണം.	1	2	3	4	5	
28	ഞാൻ ഒരു ക്യൂവിൽ നിൽക്കുമ്പോൾ എന്റെ ഊഴം എത്തുന്നതുവരെ ക്ഷമയോടെ കാത്തുനിൽക്കണം.	1	2	3	4	5	
29	എന്തൊക്കെ തടസങ്ങൾ വന്നാലും പഠനവുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങൾ പൂർത്തീകരിക്കുക എന്ന ഉറച്ച തീരുമാനത്തിൽനിന്നു ഞാൻ പിറകോട്ടു പോകരുത്.	1	2	3	4	5	
30	ക്ലാസിൽ പഠനവുമായി ബന്ധപ്പെട്ടോ അല്ലാതെയോ അധ്യാപകർ ഏൽപ്പിക്കുന്ന കാര്യങ്ങൾ ഉത്തരവാദിത്വത്തോടെ ഞാൻ ചെയ്തു തീർക്കണം.	1	2	3	4	5	
31	കള്ളം പറയുന്നതും ചെയ്യുന്നതും മോശം വ്യക്തിത്വത്തിന്റെ ലക്ഷണമാണ്.	1	2	3	4	5	
32	ഒരു സ്കൂളിലെ ഏതൊരു വിദ്യാർത്ഥിക്കും ആ സ്കൂളിലെ ഒരു പഠിതാവ് എന്ന നിലയിൽ എല്ലാ തരത്തിലുമുള്ള തുല്യ നീതി കിട്ടാൻ അർഹതയുണ്ട്.	1	2	3	4	5	
33	മറ്റു മത വിശ്വാസികളായ എന്റെ കുട്ടുകാരുടെ വിശ്വാസങ്ങളെയും ആചാരങ്ങളെയും ഞാൻ ബഹുമാനിക്കണം.	1	2	3	4	5	
34	ഞാൻ ഒരു കാര്യം ചെയ്യണമെന്ന് തീരുമാനിച്ചാൽ തക്ക കാരണമില്ലാതെ അതിൽനിന്നും പിന്മാറരുത്.	1	2	3	4	5	
35	ഞാൻ എന്റെ വീട്ടിലുള്ളവരോടും അധ്യാപകരോടും വളരെ ഭവ്യതയോടെ, കഴിവതും പ്രസന്നമായ മുഖത്തോടെ ഇടപെടണം.	1	2	3	4	5	

Appendix X

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COMPILED LANGUAGE ADEPTNESS TEST

Fathimath Naseena P. P.
Research Scholar

Dr. Sankaranarayanan Paleeri
Assistant Professor

Maximum Mark: 40

PART I- Listening

I. Listen to the conversation and fill the space with appropriate word/words.
Each question carries 1 mark

(10x1=10)



1. The conversation is at a.....
2. The conversation is between aand.....
3. The man is looking for a good book on.....
4. Do you want any specific.....or publication?
5. This.....has Indian publications.
6. This section is full of publications.
7. The shopkeeper showed him.....andpublications.
8. The Indian publication is.....
9. A.....percent off was given.
10. The man asked for a at the end.

PART- II Speaking

11. Introduce yourself (1x5=5)
12. Describe any of the object given in the bracket [pen, sanitizer bottle, bag, duster, water bottle, chalk, pencil, mobile, book] (1x5=5)

PART- III Reading

- a) Reading Comprehension:** Read the following passage and find answers to the following questions (5 mark)

As a child, I had only one set of cricket clothes and the routine was to wash them as soon as I'd returned from the morning session. While I had my lunch, the clothes would dry out in the sun and I would wear them again in the afternoon. The pattern was repeated in the evening so that I could use the same set of clothes the following morning. The system worked well – apart from my pockets. There was never quite enough time for the pockets to dry out completely, and for the entire duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an active interest in my batting and at the end of the two months, informed Ajit that I had the potential to be a good cricketer if I practiced all year round. However, my school – the New English School in Bandra – did not have cricket facilities and Sir was keen for me to change schools if I wanted to pursue cricket seriously.

13. What routine did Sachin follow in washing his cloths? (2)
 14. Why did Sachin play with wet pockets? (1)
 15. What did the Sir inform Ajit? (2)

b) Reading Fluency:-

16. Read the above paragraph with appropriate stress and intonation (5 mark)

PART – IV Writing

17. Copy the following paragraph legibly on your answer sheet (2 mark)

The Smith family from South-East England were celebrating Christmas at a beach resort in southern Thailand. Tilly Smith was a ten-year-old schoolgirl; her sister was seven years old. Their parents were Penny and Colin Smith. It was 26 December 2004. Deadly tsunami waves were already on their way. They had been triggered by a massive earthquake off northern Sumatra earlier that morning.

18. Write a short note on any one of the following topics (3 mark)
 a. My home town
 b. An unforgettable trip to my village

19. Write five sentences based on the substitution table below (5x1=5)

I	like	Reading listening to	Books. the radio.
He	likes		
She	don't like		
It	doesn't like		
We	dislike		
They	dislikes		

Appendix XI

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SUBSTITUTION TABLE BASED DRILL- I

Fathimath Naseena P. P.
Research Scholar

Dr. Sankaranarayanan Paleeri
Assistant Professor

Substitution Table for Describing an Object/Person/Event

Look at the picture carefully. Write 30 sentences from the substitution table given below



The friends	is	Having	lunch	
They			her baby	
The woman			two babies	
The baby			on the lap of his father	
The food			cheese on the table	
The drink		holding	a fork	
The babies			dinner	
There			at the food	
The man			three women	
The men			a baby	
Delicious food		are	laughing	five plates on the table
The women				two men
The people				delicious
				on the table
				five people and two babies
	looking	two cute babies		
		Two pieces of cheese		
		At the table in the dining room		

SUBSTITUTION TABLE BASED DRILL -II

Write 30 sentences from the substitution table below:-

I	like love enjoy	reading	Books.
You	don't like dislike hate	listening to	the radio.
He	likes loves	reading	books.
She	enjoys doesn't like		
It	dislikes hates	listening to	the radio.
We	like love	reading	books.
You	enjoy don't like		
They	dislike hate	listening to	the radio.