

SKILL TRANSFER FROM DOMINANT LANGUAGE TO ENGLISH

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BY**

**MADA SRILATHA
18HGPH01**

SUPERVISOR

Dr. SHREE DEEPA



**CENTRE FOR ENGLISH LANGUAGE STUDIES
SCHOOL OF HUMANITIES
UNIVERSITY OF HYDERABAD
HYDERABAD, INDIA, 500 046
DECEMBER 2022**



**Centre for English Language Studies
University of Hyderabad**

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I hereby declare that the work embodied in this thesis titled **Skill Transfer from Dominant Language to English** has not been submitted for any degree in part or in full to this University or any other University, and is carried out by me under the supervision of **Dr. Shree Deepa**, Centre for English Language Studies, University of Hyderabad, Hyderabad. I hereby agree that my thesis can be deposited in Shodhganga/INFLIBNET.

**Date:
Hyderabad**

MADA SRILATHA



**Centre for English Language Studies
University of Hyderabad**

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(Prof. P. Sailaja)
Head
Centre for English Language Studies

(Dr. Shree Deepa)
Supervisor
Centre for English Language Studies

(Prof. V. Krishna)
Dean
School of Humanities
University of Hyderabad
Hyderabad



CERTIFICATE

This is to certify that the thesis titled **Skill Transfer from Dominant Language to English** submitted by **Ms. Mada Srilatha** bearing registration number **18HGPH01** in partial fulfilment of the requirements for the award of Doctor of Philosophy in the School of Humanities is a bonafide work carried out by her under my supervision and guidance. This thesis is free from plagiarism and has not been submitted previously in part or in full to this or any other University or Institution for the award of any degree or diploma.

The following publications and conference presentations were carried out by the candidate during the Ph.D. programme:

A. Publications

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Further, the student has passed the following courses towards fulfilment of coursework requirements during his Ph.D. program:

S.No	Course Code	Name of the Course	Credits	Pass/Fail
1	EG801	RESEARCH METHODS	4	PASS
2	EG802	THEORETICAL FOUNDATIONS OF LANGUAGE TEACHING	4	PASS
3	EG821	LANGUAGE ASSESSMENT	4	PASS

Supervisor
(Dr. Shree Deepa)

Head of the Department
(Prof. P. Sailaja)

Dean of the School
(Prof. V. Krishna)

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Abstract

Skill transfer from dominant language to English

This thesis represents an attempt to explore whether dominant language capabilities in general, reading and writing capabilities/strategies in particular, can be transferred from one language to another with the help of reading and writing tasks (skimming, scanning and summary writing) by using short stories as a reading prompt. This exploration is grounded in Indian grassroots multilingual reality and focuses on students who have done their schooling in their dominant language and transferred to English medium instruction only for their graduation. The underlying premise is that these capabilities/strategies that exist in their dominant language Telugu, can be transferred to enable the development and use of reading and writing capabilities/strategies in English.

These students who are learning to read and write in English, by default, possess knowledge of the dominant language, reading capability and writing capability and some strategies. However, in the context of teaching reading in ESL classes, these prior reading experiences are not acknowledged and are hardly explored. In the context of Indian bi/multilingualism, where children frequently live with and, more crucially, easily operate in at least two languages, such an exposure becomes crucial.

The study is therefore exploratory and a mixed method study. By using a strategy based intervention, the students were taught for about months using Telugu-English parallel short stories to transfer their skimming, scanning and summary writing skills across languages. This interventionist study demonstrated the students' ability to understand reading and writing strategies, use prior knowledge and their dominant language knowledge to understand text, read and take notes, plan for a task arrange the information, using the main and supporting ideas, practising a task before doing it, using their own words to write a summary, and employ summarization of the short stories. This enabling in English was made possible through an awareness and exploitation of existing reading and writing strategies in Telugu. This study found that English is not a difficult language, this enabling in English was made possible through an awareness and exploitation of existing reading and writing strategies in their dominant language Telugu, namely cognitive, metacognitive compensatory and social strategies and invoking the cognitive abilities of the sample to succeed in English language learning. From this study a few findings were observed from fifth summary writing, nine students used the main and the supporting ideas in the summary writing of fifth English story. All ten students summarised the story with the pattern, the introduction, the body, and the theme of the story. Seven students organised the text before doing the tasks, six students underlined the sentences with the sequence of the story. Seven students practised before doing the task and eight students used their own words in the writing summary. Six students discussed with others to clarify their doubts. The findings showed that with awareness raising of capabilities available in the dominant language (Telugu) these students were able to transfer the skills to English.

Chapter-I

1. Introduction

This exploratory study looks at how skills from a language such as Telugu by students that have studied in Telugu medium from their formative years of schooling can be transferred to the process of learning English when they come to undergraduate classrooms, and begin their primary degree programmes at a mainstream higher education context such as a university. The English language is also taught in many such universities as one of the courses to facilitate better communication skills in the language and primarily focused on scholarly communication. Language, in many forms, is a common communication tool for all human beings. Every human child acquires his/her first language very easily by a certain age. The main characteristic that sets humans apart from other creatures is Language. Accordingly, from a psychological and cognitive perspective, language acquisition is considered the most impressive aspect of human growth. However, every normal person learns the language they initially come into contact with as a child. They might then pick up additional languages, but they may never be the same as the first language they were exposed to. A person's mother tongue or native language is often their first language. Still, their second language is one they learn to communicate with people who speak it as their first language or in similar contexts. The development of the first language is similar to an instinct that is set off by birth and nurtured by exposure to it. A person's decision to learn a second language is often driven by a particular need to communicate. There is no substitute for learning one's first language. One cannot choose their first language. He or she receives it often as an inheritance, legacy, or birth right. A second language, however, is always chosen by the individual. A second language is one of several options. A person or society may select a second language from various languages. Therefore, it is clear that a person's first language and second language have many variances from one another. All learners cannot develop into effective learners unless they put forth some effort and receive similar exposure to the learning environment when studying a second/foreign language. In a progressive civilisation, society felt the need to learn languages other than the first language for reasons that include social, political, economic, geographical, or historical conditions. To teach and learn a second language, several ideas, approaches, and methods have been established. However, all these are not seen as either inclusive or complete in every aspect. Adequate proficiency in the English language, a second language to millions of people around the world, has become an unavoidable requirement and one of the important aspects of education today in India. The efforts are at the government and non-government levels to improve English Language Teaching (ELT) in India. The introduction of Communicative Language Teaching (CLT) (Lee & VanPatten, 1995) was one of the outcomes of these efforts. The Indian classroom saw a transformation in the final years of the 20th century as English started to become the dominant language in the world as a result of the shift in the

learner's surroundings. Suddenly, every language user seemed to be hopping onto the 'learn English' bandwagon, whereas the previous environment lacked English learning (Gupta, 2005). Acknowledging the importance of good English language skills and enhancing them in mainstream education, the Indian government has established institutions and organisations at both the national and state levels. Some such institutions and organisations are the English and Foreign Languages University (EFLU, formerly Central Institute of English and Foreign Languages), the National Council for Educational Research and Training (NCERT), the English Language Teaching Institute (ELTI), etc. In recent years several universities in India have opened ELT departments. The major functions of those institutions and organisations are to design a syllabus, prepare textbooks, train teachers, and organise research and extension activities related to ELT in India. A sizable number of learners find reading and writing in English difficult and exhibit proficiency below expectation. The adoption of language learning strategies (LLSs) is crucial to proficiency in learning a language. However, there still seems to be a lack of good proficiency in the English language, particularly among the students who have studied in their mother tongues or regional languages. English is placed above the regional languages regarding the time and effort allotted to learning or teaching it.

1.1 Learning a language

Each language has its structure, and different structures offer users different suggestions for meaning. The first language/mother tongue is a language that a person learns from birth or during a vital moment, i.e., in this critical period, the person can learn more than one language simultaneously. When we acquire our first language, our brain tunes in to how that particular first language (L1) operates, and we learn to pay attention to the most beneficial indications of meaning. Our brain tries to apply the L1 experience by hunting for recognisable clues when encountering different languages. The ability to transfer knowledge, abilities, and strategies across languages is highly dependent on our mastery of one language (Corder, 1992).

1.2 First Language: Every language spoken now on earth has been used as a first or second language somewhere on earth. Speaking them serves as a means of expression, thought, and recording (Gurrey, 1970). Language one is called the mother tongue even now in many contexts. It is the language that a child learns by himself or from his parents. It helps her/him develop her/his logical and verbal skills. Learning an L1 is seen as a natural process in a child's natural environment. The child uses the language at home and in school. The mother tongue learning process is unconscious but gradually learned, is the popular opinion. The child learns to listen and speak at home. This is the reason why the teacher must build a foundation in the mother tongue, no doubt. L1 and L2 acquisition is also seen as being aided by the human brain. Even though the brain's capacity is limited, one can speak and understand an infinite amount of sentences. In a country like India, a land of many languages and cultures, a child may have exposure to many languages since birth as India is naturally multilingual in its composition. In a true but hypothetical situation, a child (hereafter referred to as a hypothetical multilingual child- HMC) may have a mother who speaks one language (for example Hindi) and a father who speaks another language (For example Telugu). The child may be exposed to the state language (for example Kannada) if the parents are employed in a non-home state by way of the market language. And if the family resides in a gated community and plays with other children in a common park or has a caretaker from a different language background, then the

simultaneous exposure to many languages distances one from the concept of a first language. There may be many first languages for this child as s/he is exposed to many languages at the language acquisition age.

1.3 Second Language: In a general sense, the term ‘second language acquisition’ refers to acquiring a non-native language after the first language (L1), or native language, has been mastered, whether in a formal classroom setting or a naturalistic environment. It is necessary to define a few terms used frequently in the field before we get into the specifics. Through various sources, such as teacher presentations, learning materials, and interaction with the learner, language input can be provided. The goal is for the students to be able to practice their language abilities in a variety of situations. For people to improve their receptive skills, they should have a minimum of knowledge about the new language and its constituent parts. Learning a language can be more efficient if the students do not have to produce all the material they are exposed to. This allows them to focus on the meaning of the language without being limited by the time they have to memorise. The second language learner must understand the language's lexical and syntactic processing to communicate effectively with others.

During the initial phases of learning the English language, the brain processes and makes sense of the incoming. This process helps the learners develop their language forms. They then learn to use them confidently and without being afraid to make mistakes. Factors such as motivation, attitude, and enthusiasm are also important to consider when it comes to language learning. Learning is made easier if the environment is motivating and provides the necessary support to enable individuals to develop their language skills. The learner must be very attentive when listening in the early stages of learning a second language. In this regard, the learners must be engaged in speaking for a long time so that they can hear and understand.

Whatever the literature says about the ‘second language’ in the case of the HMC discussed above, when the child’s ‘*second*’ language is being labelled, it becomes a challenging context as the ‘*second*’ may very well be the actual third or fourth language. Many more in-depth case studies are needed in this area in such multilingual contexts to delve further into the paradigms.

1.4 Learning English as a second language: Second language learning is defined as in a natural or instructed environment, learning a language different than one's mother tongue can occur subconsciously or consciously (Ellis. R., 1994). For people with limited or no previous knowledge of English, the process of learning another language can be considered conscious and voluntary. This learning method generally includes acquiring the four skills, namely listening, speaking, reading, and writing. Since English is one of the most commonly spoken languages in the world, and it is the official associate language of the country, it is taught in India. English is also used to communicate with people from various cultures. Such a term is generally understood in the Indian context as a taught language in educational contexts such as schools. In a country like India, unlike the popular belief system, there is no zero level of English in India (Deepa and Durairajan, 2022). Various studies are/have been underway to prove this.

1.5 Communication skills: Language is the main vehicle of communication for humans. It is their expression of thoughts and feelings. Without it, the world would have been different. Language learning is a process that involves acquiring various skills to improve one's ability to communicate. Strong English communication comprises four modes: reading, writing, speaking, and listening for native and ESOL speakers. For these skills, different persons

naturally have different aptitudes. If there is someone with excellent English conversational abilities who responds to others' arguments with insightful commentary and effortlessly offers up amusing views. Additionally, that person may not ever pick up a book and become anxious when asked to write a brief cover letter, then there should be another person who is the exact reverse of that: an introvert who appears awkward in social situations or whose thoughts. These skills are interrelated. Through receptive skill reading, the students can improve their productive skills in writing in general.

1.5.1 Reading: Reading skills are essential nowadays. They are required for academic success and professional purposes. A good reading technique is a must to excel in academic and professional tasks. Over the years, various researchers(Hudson, 1982; Adams, 1990; Smith, 2004; Belmeki, 2009; Lamri, 2015) have studied the process of reading comprehension. Their theories have shed light on the various facets of this complex process. Goodman (1996) and his insights have shown the intricate nature of reading practices. Reading is a process that involves acquiring and developing meaning from text. It is done to connect with and predict new meanings from the existing information. When the reader engages with the text in a way that they feel comfortable with, they develop strategies to improve their reading skills. The reader is concerned with four elements while receiving and comprehending the written word: 1. Trying to decode, 2. Comprehension 3. Analyse the text 4. Interpretation of Responses In reading, decoding or interpreting converts a coded message into information. This is because it entails the comprehension of written language, it requires the ability to correctly identify words, comprehend their definitions, and understand how they are employed in various contexts. Only after the reader has learned the language in which the words are employed can a written message be understood. The complexity of the message and the context in which it is written may affect the reader's interpretation. The meta-skills of reading, such as skimming and scanning, may be the same across languages, while skills such as syntax and vocabulary may be language specific.

1.5.2 Writing: Although the four language skills are important for any learner, most of the students at the tertiary level are not very good at writing. This is mainly due to the lack of time and resources allocated for developing writing skills for the specific needs of the students. To improve their written communication skills, it has been suggested that they develop their listening, reading, and speaking skills together. It will help them overcome the various problems they might face while writing. Writing helps one to think critically about what we experience and what others have to say about a topic or issue. It is also used to stimulate thought and to create a sense of what is meaningful to us. People must develop the skills necessary to use language (Richard, 1985). As writing calls for both creativity and thought, it aids learners in improving their language proficiency. It depends on how a writer would employ symbols in a more straightforward way to convey the thoughts (Murray, 1976). Writing as a form of communication relies on grammatical and graphological systems of language and the visual medium to convey meaning (Widdowson, 1978). Writing is more than just putting a message down on paper; it's also a way to think clearly and choose the right words to advance ideas (Hedge, 1988). Writing is a kind of communication that allows the reader to understand an idea. It's crucial to remember that strong speaking abilities may not translate well into writing abilities. Writing differs from speaking in the same way, swimming differs from walking

(Brown, 2001). Nevertheless, some sub-skills of writing, such as summary writing, may be applicable across languages without the issue of language specificity.

1.6 Skill transfer:

When students begin to learn a new language while using skills/schemata from a previous language, it is called language transfer. In learning L2, they begin to use linguistic knowledge from their L1 to L2 (Leafstedt & Gerber, 2005). Learners use the L1 to obtain skills in the L2 through cross-linguistic transfer. Written and spoken language are the most common examples of these abilities (Cardenas-Hagan, Carlson, & Pollard-Durodola, 2007). According to this study, skill transfer refers to when a learner uses language learning strategies to improve his proficiency in a second language. Skill transfer refers to the influence of commonalities and contrasts between a second language and a previously learned first language. When learning or acquiring a language, the learner or acquirer is immersed in a language paradigm in which they switch between skills. They engage with L1 sub-skills during this process. The remnants of these talents can be transferred from the first language to the second language (Odlin, 1989). The present study looked at how such a skill transfer behaves in an undergraduate context when students from the Telugu medium background attempt to learn and, more importantly, use English for academic purposes at the university level.

1.7 Role of the first language (L1) in learning a second language (L2)

For a long time, using the learner's first language in L2 learning has been a polarising topic. L1 in L2 instruction is one of the longest-running arguments in language pedagogy development (Stern, 1992). It's divisive because different models of L2 learning allow for quite diverse ideas about the importance of L1 use within the classroom. For example, from an interactionist perspective, it is critical to ensure that learners receive as much L2 input as possible. Yet, from a sociocultural perspective, the L1 can be used to scaffold learner output in the L2 (Ellis 2008). According to Krashen (1981), learners' L1 knowledge is a source of errors in their L2 performance, hence an English context in the English language classroom is necessary. It was decided that the level of L1 use in the classrooms should be determined based on the learners' L2 competency level without impacting the learners' exposure to the second language. The first language adds a new depth to the program, making it more interactive and engaging for the students. Once a cognitive pattern is formed in the brain, it is stored there and influences how one expresses themselves in language. The L1 is the first part of the brain to create a thinking pattern. The L1's thought pattern, once created, will have an intentional or unintended impact on L2 learning. Many L1 concepts, certain thinking styles, and language habits are created in the learner's mind before L2 learning. Learners normally use their mother tongue to assist them in understanding and acquiring L2.

In this study, the researcher is not using the term first language because, in India, the learner will not stay with one particular language. After all, India is a multilingual country, and the sample of this study is from various mother tongues. Still, the sample students' more enabled language is Telugu in this particular case. Therefore the researcher is using the term dominant language. The sample students in this study have various mother tongues, Telugu, Hindi, Urdu, and Lambadi languages. Still, they were using Telugu as a more/enabled language in their every communication, so the researcher called it the dominant language of the sample. It is

important to recollect the case of the HMC here to understand the choice of the term ‘Dominant language’ more clearly.

1.8 Dominant language: A dominant language comprises a linguistic competency component, an external input component, and a fully specified (context and use) component (Montrul, 2016). Language dominance in direct measurements that tap into linguistic proficiency features is problematic due to contextual differences between languages and the difficulty of exams in both languages (Treffers-Daller, J., 2019). They agree that the dominant language is primarily a mental quality but also admit that sociolinguistic elements like input quantity impact it and that it can be indirectly observed through fluency markers and other phenomena. (Yip & Matthew, 2006). The term “dominant language” describes a preferred language for communication, typically the mother tongue or native language (Casanova, 2013). First/dominant language speakers are distinguished by the fact that they have been exposed to their native tongue from an early age, either solely or in conjunction with the language of the majority. The aural channel is used to acquire the first/dominant language in a realistic setting (Montrul & Ionin, 2012).

In this study, the term 'dominant language' is used to indicate a language where a high level of proficiency is present, here in this study, it is Telugu, which is not a mother tongue for some but is a language that is dominantly used for academic purposes, as it is the medium of instruction for the sample chosen in this study. The dominant language, Telugu, is used in this sense, and it also subsumes the fact that the sample students can read, write, speak and listen in this dominant language Telugu for all their academic and other language functions. The term is NOT used in terms of its *dominance* over other languages but on the lines of considering it as a language used to fulfil both academic functions and study skills. The term ‘more enabled’ language was not suited to this study as the term is usually associated with the spoken and the listening aspects of the language. Also, it is not very easy to take into account the different levels of enablement present in the sample as such tools are not yet available and would have complicated the study and led it astray as many of the students resonate with the HMC. The sheer number of disparate and multiple more ‘enabled’ languages in the sample would not be suited to this study. Hence to simplify and to clarify, the language of academics and formal instruction, here Telugu, is termed as the ‘dominant language’ as it is **not** just a ‘more enabled’ language but a common dominant language in the context of academics in formal instruction.

1.9 Statement of the problem:

Teaching English at the higher education level means training the students to be proficient in the four skills, i.e. Listening, Speaking, Reading, and Writing. Due to the growing need for second language usage, studies on first language acquisition and foreign/second language learning have sparked much interest. The acquisition of a first language (L1) and the acquisition of a second language (L2) are seen as two distinct processes. L2 learners carry all of their information from their first language to the foreign/second language, and they transfer their L1 language strategies to the L2 language strategies. Learning a second language is a worldwide phenomenon as it is seen in contexts, particularly non-indic contexts. It is primarily concerned with discovering appropriate strategies for learning another language. This is the era of the World Wide Web when people's communication has grown beyond their native tongues. People have never had to study a second language as a way of acquiring an education or securing a job as they have in the past (Ellis, 2003). Previous language strategy transfer

research (Eric Kellerman, 1997; Gas, 1979; Paramasivam, 2009; Kim, 2016) has focused on the influence of the L1 language on the L2 language. Lack of qualified teachers, lack of interest in the learner, instructional features, and related issues such as parental participation, community meetings, and so on could all be considered barriers. Besides, no specific consideration has been given to this field of English language teaching. The researcher has, therefore, aimed to study the English language learning issues and strategies of the learners to find out how the learners are dealing with the contexts. In general, English dominates the other regional languages. Many people view the term ‘dominant language’ as the language that dominates the other languages; if this were to be accepted, then, in the Indian context, English should be identified as the dominant language. But in this study, the term has been used by the researcher to denote the language that is dominant and therefore preferred by the speakers (Casanova, 2013) and, by implication, those who are a part of the study speakers. The students (similar to the HMC) who formed the sample have different mother tongues. Still, their medium of instruction right through school was Telugu, which is their dominant academic language. The term ‘more enabled language’ has been used often to refer to speaking and listening and for use in non-formal contexts, but in this context, the sample of this study was using Telugu as their dominant/academic language; as such, Telugu has been identified as the dominant language. These students were proficient users of Telugu dominantly for all their academic needs using the skills of listening, speaking, reading and writing in all formal academic contexts. People usually move from Telugu, Hindi, and Urdu mediums to English, but they never move from English to these language mediums. The students chosen for this study had different languages as their L1 and L2, Telugu being one of them for many students. So, the term L1 or L2 did not apply to the context of this study. In this study, Telugu was the medium of instruction, in some other studies, it could be Hindi, Urdu or another language. The students could transfer their academic skills from the dominant language to English if their awareness was raised. The study sample could listen, speak, read and write well in their dominant language as it was the medium of instruction. And it’s not an empirical and interventional study in the traditional sense because the researcher did not teach them stories in the regular class. The focus was on the assumption that receptive skills will lead to good production in writing skills. The background of these students was also similar to the researcher and her hypothesis. In her case, she had used similar awareness-raising strategies to function in English medium coming from Telugu medium up to her 10+2 levels. She used her dominant language Telugu to help her negotiate academics in English medium in her undergraduate and postgraduate classrooms.

The dominant language, in this context, is also seen as an asset to the sample and not as an interference (Deepa and Srilatha, 2022; Deepa and Durairajan, 2022). The more enabled language has always been viewed as a resource up to a point, but in this study, the dominant language is not being used merely as a resource but as an asset. In this study and further contexts, the term ‘students’ shall be defined or understood as students from the undergraduate level whose dominant language is Telugu. The study’s rationale was that the researcher had chosen this area because she knows the problems of such Telugu dominant language students since she also belongs to the same background. The learners have all completed their secondary school education or intermediate education in their dominant language medium and then joined

in English medium for them under graduation. There is a wide range of studies related to such skill transfer with school-level students (Naidu. K.V, 2004; Mukherjee, 2010; Devaki & Pushpam, 2011; Naik. D., 2017). Not many studies, however, have been carried out in the context of mainstream higher education where the students are adults. In this thesis, the student sample is from those who are registered for an undergraduate programme and as such, the work done is in an anthropogenic context (Deepa, 2022a; Deepa, 2022b). All the students are adults and have diverse abilities, including multilingualism. There are very few studies that have been carried out in the Indian context with adult learners at the college level. This is also why the term dominant language, rather than the one more often used, 'more enabled language' or 'first language as a resource', has been used. Enabling is a pedagogic term for enabling done by the teacher in the classroom. In this context, the students know that their dominant language is Telugu. It is up to the teacher to use this as an asset in the classroom.

1.10 Objectives of the study:

The proposed research aimed to study the issues and strategies of students at the undergraduate level in a multidisciplinary central university who studied through Telugu medium at the school level. The sample of this study is undergraduate-level students whose dominant language is Telugu but who had moved to English medium and/or were studying many common subjects through English. The specific objectives were:

1. To determine whether there are any issues with reading (skimming and scanning) and writing (summary writing) in English.
2. To find out the strategies that the students used in reading (skimming and scanning) and writing (summary writing) in the dominant language Telugu.
3. To know if the strategies used in reading (skimming and scanning) and writing (summary writing) in English are the same as that in the dominant language Telugu.
4. To check if there is any impact of skills transfer from the dominant language, Telugu, to English.

1.11 Research Questions framed based on the objectives:

1. Are there any problems with reading (skimming and scanning) and writing (summary writing) in English?
2. What strategies are used in reading (skimming and scanning) and writing(summary writing) in the dominant language Telugu?
3. Are reading (skimming and scanning) and writing strategies used in English the same as in the dominant language Telugu?
4. Is there any impact of strategies in English language skills by using skill transfer from the dominant language Telugu to English?

Conclusion: By addressing numerous issues, this chapter introduced the domain of the current research study. It covered the research issue and the justification for the study to hint at its importance. It briefly mentioned the objectives of this study. Additionally, it included the presumptive hypotheses based on the research questions. The next chapter addressed the literature review that supports the research work.

Chapter-2

2. Theoretical Framework and Literature Review

In this chapter, a base-level theoretical framework followed by a brief literature review of the work done within the paradigm that applies to this study is presented. The process of arriving at the applicable mode of interpretation of the whole study is reviewed. An attempt is also made to situate the English language as it is seen from various angles. The number of speakers who use English as their first language is from 320 to 380 million, while 300 to 500 million also use it as a second language, and 500 to 1000 million learn it as a foreign language (Crystal, 2003). This implies that only one out of four people who speak English do so as a first language. As English is used more frequently, it becomes vital to consider not only how this development will affect how English is conceptualised and taught but also develop ideas that use English as a lingua franca in the context of teaching and learning at a practical level. To effectively prepare people for living in a globalised society, it is imperative to teach them the English language skills that are necessary for effective communication. India is a multilingual country with many different regional tongues and customs, as well as an official language for communication between provinces. The English language, along with Hindi, excels at fulfilling that role. Additionally, English is recognised as a second official language. There is a high level of awareness regarding the usefulness of English: the legal system, government administration, secondary and higher education, the armed forces, the media, business, and tourism continue to use English, maintaining its status within Indian society. It is a potent force for unity (Crystal, 2003). At the same time, in India, which is a grassroots multilingual country, the other languages available are 22 major languages and many more minor ones, which also have to be valued. As such, it is necessary to use a theoretical framework that does not see these other languages as interferences but as assets (Deepa and Durairajan, 2022). For this purpose, proficiency in the mind of a bi/multilingual individual mustn't be perceived as having a separate underlying proficiency but a common one inside the mind of the speaker/language user. Thus, this whole thesis is based on Cummins' premise of a common and not a separate underlying proficiency (CUP versus SUP) (Cummins (1981). The nature of bilingualism, however, is not always that of balanced bilingualism because, in India, we use a range of languages to fulfil our communicative functions.

2.1 The theoretical framework:

The framework adopted in this thesis is based on the assumption that multilingualism is the norm and not an exception and that in India, in particular, everyone is bi/multilingual, using different languages for different purposes. The levels and, therefore, the uses of these different languages will differ from person to person.

Linguistic Threshold Hypothesis: The Linguistic Threshold Hypothesis proposed by Cummins in 1976 shows the importance and relationship between bilingualism and academic achievement.

Balanced Bilinguals:

- ☐ High-level competence in both languages
- ☐ Positive cognitive advantages

Less Balanced Bilinguals:

- ☐ native-like competence in one language
- ☐ Unlikely positive or negative advantages

Limited Bilinguals:

- ☐ Low levels of competence in both languages
- ☐ Likely negative cognitive consequences (Cummins, 1976).

As per the context of this study, this theoretical framework, in this format, could not be directly applied to this study because very few people in India are balanced bilinguals. More importantly, the more versus less balanced bilingual framework was articulated, researched and later proved in the context of countries like Canada, where two different languages, French and English, are spoken in the country by different pockets of speakers; it was also applicable in the context of North America regarding immigrants in that country who aspire to speak the ‘target language’ (in this case English) with native-like proficiency. The concept of the ‘native speaker’ as a reference point also does not fit. India is linguistically diverse: many languages are a fact of life. Expecting that we will be able to fulfil all our communicative needs with only one language is uneconomical, and that we can fulfil all of them equally well using the languages we know is absurd (Pattanayak, 2014). The more commonly accepted definitions of bilinguals as those who can speak the languages they know and native speakers (Skuttnabb-Kangas, 1981) also do not apply to Indians. In India, bilingual persons or communities need to be accepted as those who can effectively meet the communicative demands of the self and society in their normal functioning and interaction with speakers of any or all of these languages. (Mohanty, 1994). From another perspective, Indians live in societies which are bi/multilingual, or even if they are from a monolingual society, under schooling, second and third languages are always learnt. The Indian government’s three-language formula, in the context of schooling, ensures this, with one of the languages being English. In such a context, students who have done their schooling through a regional medium and choose to do their graduation using English as their medium of instruction could probably be described, but only up to a point, as belonging to the less balanced bilingual category. More importantly, it is the threshold hypothesis that can work in their favour because they can, with a little assistance, be helped and guided to draw on the more enabled abilities in their dominant language to enable the transfer of skills to English.

CUP versus SUP: In this paradigm, it is assumed that no bilingual has a Separate Underlying Proficiency inside their brains, with different languages stored in different parts of the brain. This is the construct that led to postulations on semi-bilingualism. Instead, the postulation of a common underlying proficiency has to be accepted. This is like a central operating system inside the brain of the individual. It is like a dual iceberg, where only small parts of the iceberg are visible. What is not visible are the common parts: the visible tips are the differences across languages which are superficial (Cummins, 1979). This common underlying proficiency (CUP) has two parts to it: conversational language and academic language, or BICS (basic interpersonal communication skills) and CALP (cognitive academic language proficiency), which exhibit distinct acquisition and developmental patterns. The conceptual difference between these two levels draws attention to misunderstandings about the nature of language proficiency, which help explain why bilingual students struggle academically. Consequently, the academic language instruction of bilingual children with strong conversational English

skills must take into account differences in the rates of learning of the two levels. The following areas would be covered in a lesson plan for bilingual students: cognitive skills, academic content, and critical language awareness. The assumptions behind the threshold hypothesis, along with a CUP (common underlying proficiency), provided the basis for the argument in this study that the abilities in the dominant language, Telugu, can be transferred to English. The mother tongue of the students chosen for this study was one of many languages Telugu, Hindi, Urdu or Lambada, but for all of them, their dominant language (the language used as a medium of instruction) was Telugu; additionally, they were also proficient in at least one more language. Therefore, the critical issue in this study had to be addressed differently. So, the direct application of the Cummins' framework was not possible but had to be adapted for this study to suit not only the naturally multilingual nature of India but the particular language profiles of the students. Some of the cognitive academic language proficiency abilities were available in both Telugu and English, but some others were accessible only in Telugu. It was also possible that some of the Basic Interpersonal Communication Skills may have been more easily accessed through the mother tongue of the students and not necessarily in Telugu, their dominant language. For this reason, although the focus is on the transfer of skills from the dominant language to English, strategies used by students to make such transfer possible were also focused upon. Reading and writing are two language skills: skimming, scanning and summarising could have been easily interpreted as sub-skills available in the dominant language. But with proficiency being at least trilingual, these subskills, in line with the strategy transfer model (Oxford, 1990), have also been perceived as strategies. The discussion on which model of strategy use is the most preferable, and why, ought to be presented here as part of the theoretical framework, but for sheer convenience, it is placed later in the chapter, after the presentation of the status of English in India and studies on broad and narrow aspects of English enabling in multilingual contexts.

2.2 English in India in the 21st Century

The importance and the functional impact and status of the English language in India is of mammoth presence in all its varieties and communicative forms and formats. The sheer volume of studies cannot be undermined, but the ones that matter to the context of this study are critically examined. Nevertheless, English occupies a prestigious position in the 21st century as a 'lingua franca'. Whenever required, it is used for both intra- and inter-state communication within the country. It has been and remains to be the language used for international communication from India. The language of social and economic mobility and the language of opportunity is no longer perceived as the language of the coloniser. It is now the language of business, media, mass communication, and the internet. With the passing of time, people have become more conscious of the role of English in their everyday life. Language is associated with academic success and professional growth. It is today perceived as a passport to the world (Durairajan, 2013).

English was the language of 'the learned' two decades ago and was also viewed only as a library language (Tickoo, 2003). It is now the language of business, and being able to read and write the language is no longer adequate. Proficiency in oral skills has become equally important. At all levels of education, there is a demand for English, and one outcome is the increase in English medium schools in India. A temple dedicated to "Goddess English" is the upcoming and nondescript village in the UP's Lakhimpur Kheri district to encourage the local

dalit to learn the language (Times of India, 2010). The English language never ceases to be coveted, studied, deified, feared and worshipped in various forms and facets in India.

2.3 Some Studies based on English in the Indian Educational Context focused on multilingualism

English is seen as the key to academic success and therefore given great importance. During the colonial reign, English was learnt by Indians to access social and economic resources. Still, now, “over the post-Independence years, English has become the single most important predictor of socio-economic mobility” (Mohanty, 2006:268). There is a degree of prestige associated with being fluent in English. It is observed that in the “educational sphere, projected as a global language of science, technology, and commerce, English has been seen as having a primary role” (Mohanty, 2006:269).

This prominence of English in the education sector resulted in the “pushing out of major state-level official and scheduled languages” in India (Mohanty, 2006: 269). Although the government proposed a three-language formula for education in 1957, which gave importance to the mother tongue, regional languages, Hindi and English, and got revised in 1964, “no uniform policy perspective ever emerged in respect to the role of languages in Indian education” (Mohanty, 2006: 275).

In India, English is employed as a medium of teaching at all levels of learning. English is taught as a required ‘subject’ in practically all Indian states from the first years of schooling. English is the one subject, other than Mathematics and Science probably, that is given importance by parents, teachers, and learners. It has now become the most favoured medium of instruction (Mohanty, 2006).

The mushrooming of English medium schools everywhere in India is evidence of this. The most sought-after schools are the ones run by private management. However, only the privileged society can afford to send their children to such schools because they are more expensive than government-run institutions. There has also been an increase in the number of low-cost private English medium schools, and this has further resulted in dividing Indian society into four levels, namely:

- “1. The privileged social class educated in high-cost English-medium schools;
2. The less privileged social class is educated in low-cost English medium schools;
3. The underprivileged class is educated in the regional language (also the Mother Tongue) in medium schools; and
4. The least privileged stratum, who are forced to be schooled in the medium of a regional language other than their home language” (Mohanty, 2006:277). English, knowingly or unknowingly, has played an instrumental role in maintaining the diversity of India’s language scene because the existence of English has meant that it has not been necessary to select any one Indian language as a national language. English today is almost a compulsory second language. Once-deprived sections of society now perceive language as an instrument for progress (Meghanadhan, 2011). In any case, this study resonates with the above perspectives but is applied to the context of the undergraduate degree in India, and the focus is not on children.

2.4 Some Studies Based on the Need to Value Multilinguality

Indians are socially and individually bi/ multilingual, but English is more prominent. Moreover, the urge to get an education through English medium schools creates “an unnecessary duality and tension that ignores the possibility of bridging the language gap in the existing multilingual ethos of Indian society” (Mohanty, 2006:277). The notion of being fluent in English and getting educated through English is an embedded prestige emblem in the current Indian social psyche. There is a tendency to marginalise the mother tongue and other regional languages. There is a visible urge towards the “English only” dictum. Research in the area of bi/multilingualism maintains: Bilingualism allows youngsters to develop some cognitive flexibility, as well as an analytic and objective approach to language and heightened sensitivity to signals. It gives individuals the ability to employ language as a thinking object as well as to effectively use linguistic and paralinguistic clues for effective communication (Mohanty, 1994). The cognitive and metacognitive abilities of the multilingual person will always be better than that of the monolingual language learner (Mohanty, 2006; Garcia, 2006). The bilingual child develops many metalinguistic skills such as “analytic orientation, sensitivity to feedback cues, etc. Research in the field suggests that there may be negative effects if the existence of different languages in the learners’ repertoire is ignored. Providing language instruction in a language that the learner does not understand usually ends up in failure. Failure in awareness and interaction is certain if the dominant language domain does not include the children’s language and the teacher does not enhance communication by utilising the children’s language practices (Garcia, 2009). As a result, knowing multiple languages is advantageous when learning a new one. It is a mistake to believe that learning a second or foreign language is only possible if the learner’s native language is removed from their repertoire. The underlying language proficiency is common and not separate (Cummins, 1979). However, the role played by the more enabled language in classrooms where students are multilingual needs to be examined. This becomes even more crucial in the Indian context, with policies in place that are attempting to make education inclusive. For many such students, the first language is the language of thinking. The first language is used in English classrooms in India. Still, it is like the use of white lies – something that “cannot be advocated nor avoided” (Durairajan, 2016:11). The recent attempts, however, have been focused on viewing multilingualism as an asset and not just as a resource. (Deepa and Srilatha, 2022; Deepa and Durairajan, 2022). In this study, too such an approach has been used.

2.5 Some Studies related to the role of the First Language in Second Language classrooms

This study does not look at languages as L1 and L2 nevertheless, it is pertinent to examine the dialogues of the roles of L1 in L2 classrooms though it is not the direct focus of this study. This is done primarily to situate the context of this study against the backdrop of similar studies using a different critical lens without devaluing or undervaluing them. The ease of learning a second language was dependent on the similarity it had with the first language. Similarly, difficulty learning a second language depended on the differences between the two languages (Corder, 1992). However, recent research which investigated the effects of knowledge of one language on the learning of another suggested that, regardless of the relationship between the two languages, there can be a positive influence exerted by any known language on the learning

of any unknown language (Garcia, 2009). In the classroom, the L1 can provide instructions and explanations, build interconnected L1 and L2 knowledge in students' minds, carry out learning tasks through group work with peers, and develop L2 tasks such as code-switching for later real-life applications (Cook, 2001). Secondly, there is a case of incidental use of L1 when the learners use L1 as partial support for accomplishing their L2 tasks. The L1 can be used for brainstorming, idea generation, and pretext formation. When it comes to pair work and group work activities, the learners use their L1 to talk to each other and to generate and compare ideas while attempting communicative tasks.

The L1 can assist the learners in preparation for fluency development tasks by ensuring that the content they are working with is familiar. This perception can include assisting learners in recalling L1 stories and information, which they then use in the L2, or assisting learners in discussing and becoming very relatable with second Language input, such as newspaper articles, TV news reports, and short factual texts, which are then used as the basis for L2 fluency tasks (Nation, 2003).

The L1 can also be used as a scaffold in co-curricular activities where speaking or writing has to be done in the second language, English, with children. If the task structure represents certain features present in a similar task in the learners' L1, the use of the L1 can be beneficial for the learners. For example, if the oral task that the student has to perform is to deliver a vote of thanks or a farewell speech, and if the learners are familiar with the same tasks, in a real-life context, in their mother tongue, they can organise their ideas around the familiar structure present in their L1.

Finally, the L1 can be used by the learners to reflect on their learning and thinking in L2 learning. When it comes to the monitoring and evaluating aspects, the learners can use their L1 to ask themselves several questions that might guide them through their learning. When the language teacher does not share a common first language with learners, she or he can encourage the students to use their first language, and the teacher can also be a learner of their L1 (Aggarwal, 2013). Importantly, she concludes that "the freedom given to children to answer/speak in their L1 (Gondi) led them to think and answer more freely" (Aggarwal, 2013: 62). The first, or more enabled language in the classroom, can also be the language or resource of metacognitive practices of language learners; it can be "the language of discussion to enable thinking and reflection" (Durairajan, 2012: 4). This implies that the first language can not only be seen as a scaffold but can enable the transfer of capabilities across languages. The studies of Corder (1992), Cook (2001), Nation (2003), Garcia (2009), Durairajan(2012), and Aggarwal (2013) used L1 in their studies, which meant that the focus was on skill transfer from L1 to L2. Still, in this study, the researcher used the term dominant language instead of L1, according to the sample of this study. In this study, everywhere, the researcher used the term dominant language but did not use the term L1. These were studies based on L1 to L2 skill transfer. Since this present study focused on reading and writing skills, it was found pertinent to briefly examine studies done in the area to the level applicable to the present study.

2.6 Some Studies related to reading skills as applicable to this study

The primary focus of this study was limited to certain skills of reading and the possibility of transfer of these language-independent skills to English it was found necessary to examine

briefly some important studies done in the area. Since the reading skill requires responding to text rather than producing it, reading is one of the four language skills that is classified as a receptive talent. It also entails deciphering a written text at the level of words, sentences, or the entire text. Reading reinforces the learner's other language skills. It is a complex communicative process of receiving and interpreting the written word. Reading means Decoding – Comprehending – Analyzing – Responding. Reading starts with precise, quick, and instinctive visual detection of language, regardless of the context (Adams, 1990). It happens naturally as any other comprehensible aspect of existence (Smith, 2004). It is merely decoding words, comprehending and analysing, and responding to them, but it needs continual practice. Reading is not just passing through a passage with the eyes seeing the words and the tongue and lips understanding the contents but being able to apply the knowledge and respond to it, but it needs continual practice. Reading is not just passing through a passage with the eyes seeing the words and the tongue and lips understanding the contents but being able to apply the knowledge in a new situation. This significant concentration necessitates the use of a variety of linguistic, systematic, and schematic expertise (Lamri, 2015). This idea of systematic and schematic knowledge will be dealt with later on in models of reading. What is explained above means that focus in reading turns to comprehension, i.e. comprehension of structure and organisation. Students must practice reading regularly to enhance their fluency (Belmeki, 2009). He states that expressions that bind ideas together are frequently used to suggest the appropriate framework of a paragraph to assist the reader in navigating the text (Belmeki, 2009).

In this vein, reading is largely seen as an interaction of processes, and the notion of reading and comprehension have developed through “three stages

1. Reading as transference of information.
2. Reading is an interaction between thought and language.
3. Reading as an interaction between thought, language, reader, text, and context of each of these elements”(Lamri, 2015:34).

Reading is a process of interaction between cognition and language, and then as a result of that interaction (Goodman, 1976). Careful perception and identification of all objects in a text do not lead to efficient and productive readers; instead, successful readers are competent at choosing the least, most productive cues required to make correct judgments the first time. The purpose of reading is to gain information about specific or private purposes; hence, reading comprehension entails comprehending, decoding, and building meaning from a text, as well as reading as a process (Hudson, 1982).

The above definitions highlight the various sub-activities involved in reading. Reading is what happens in the mind of the reader when s/he goes through the printed letters. S/He reads the words, sentences, and paragraphs; understands them in her/his way, and interprets them in the way s/he understands them. It may go along with the idea of the author or may not. The ability to understand the content and interpret it is real reading and not merely reading the words without understanding them. So, in the context of the present study, all the subskills of reading were not taken up for examination, but only language-independent skills of skimming and scanning were chosen. Since writing was also chosen for this study, a brief review of practical perspectives needed a brief examination.

2.7 Some Studies related to writing skills as applicable to this study

If language is considered to be the dress of thought that gives it a shape, it is the writing that retains the shape of that thought. Writing is the documentation of thoughts hidden in the mind of human beings. Writing with select words and placement of words in order not only helps in attaining meaning but also offers rich context to help readers understand. Stressing the importance of writing said that ‘writing is the skill which can unlock the language arts.’ Writing helps learners to evolve in terms of their language proficiency as it demands cognition accompanied by creativity. It depends on how a writer is going to make use of symbols more simply to communicate ideas (Murray, 1976). Writing was a mode of communication using the visual medium to manifest meaning, relying upon graphological and grammatical systems of language (Widdowson, 1978). Writing should not be restricted to planning ahead of time on what is going to be written on the paper but should be treated as a means of thinking where ideas are integrated to be written on the paper. Writing is not just a communication of a message on paper but is the means of thinking effectively to use appropriate words to improve ideas (Hedge, 1988).

Writing is a mode of communication where an idea is communicated to the reader. It is important to note that good speaking skills may not result in good writing skills. Writing is “as different from speaking as swimming is from walking” (Brown, 2001: 335). Writing skill is a productive skill that needs to be learnt under the tutorship of academic experts. Writing is a productive skill that generates language when a writer writes. Language is produced when writing takes place. But in the context of a Telugu medium classroom writing in English is a rare thing to happen as the context for learners to write in English is limited, and the purpose of writing in English does not arise in day-to-day life. Selecting appropriate words and placing them in order of priority to attain the essence of communication at the syntactic level is certainly a difficult task for these students. The words suitable in a context are to be used to transform obscure thoughts in the mind into a tangible ideas in the form of writing. Mere selection of the right words does not suffice to produce good writing, but a good writer needs to be informed of ideas which cannot happen without content knowledge in the given subject in consonance with the theme. Further, it includes organising the ideas in a sequential order using cohesive devices to maintain the theme across the entire write-up. To maintain social semantics, a good writer follows conventions of writing along with eclectic vocabulary to make it lucid communication. Thus writing involves a lot of cognition at every level, right from building up an idea by using apt vocabulary to organising them with cohesion to express a theme that the writer may want to communicate to the reader.

In this study, all the sub-skills of writing were not explored as it was beyond the scope of the objectives of the study. So, only aspects of summary writing were the focus of this study.

2.8 Some Studies on transferring capabilities from L1 to L2

The first language can be deliberately used by the teacher as a scaffold in the English classroom to enable better proficiency in that language. In such a scenario, languages cannot be considered isolated entities in a language classroom. There has to be an organic relationship between the two languages for this to happen.

Durairajan (2016), by drawing on research work done in this field in the Indian setting, suggests a large number of possibilities in which abilities in L1 can be employed not only for the development of the four language skills but also in the teaching of literature (Ghosh, 2010; Kumar, 2011; Pathak, 2013). Brainstorming, planning, and organisation can be done in homogeneous L1 classrooms with the entire class to enable writing abilities. Once the ideational preparation is complete, students might be encouraged to search for and identify corresponding words in English and then invited to write their essays in English. Feedback can also be offered in the first language (Durairajan, 2016).

According to Durairajan (2016), an enabled reading ability is when students can be given texts in English but asked to write their answers in their L1. They could be taught to mind map the texts they hear in their L1 to improve their listening abilities. The learners' first language can also enable higher-order thinking skills. Cognitively demanding tasks, if they get done first in the first language and then in the target language, can function as a "prop" to transfer ideas, strategies, and later capabilities (Durairajan, 2016:12). However, such enabling may require a reorientation for the teacher. With guidance and assistance that can be provided in teacher education courses and "a reorientation away from the colonial hegemony, teachers can be encouraged and enabled to use children's capability in L1 to develop capability in L2" (Pathak, 2013:6).

The notion of 'English only for English learning' dictum seems to have been broken, in the Indian context, as far as reading and writing capabilities are concerned (Pathak, 2005; Kumar, 2011; Chimirala, 2013; Pathak 2013). The oral skills, however, have not been focused on; being a productive skill, there is a need to focus on the skill of speaking. Group discussions and interviews are the two ways candidates are shortlisted and selected for jobs. Even pupils who can write fluently in English struggle to talk convincingly, especially in formal settings. If this talent is to be improved, these pupils' first-language speaking abilities must be utilised. They may also need to be constantly reminded of the tactics they employ in their L1 so they can be instructed on how to apply them in English. Many of these studies have been carried out with school children, and therefore the term 'scaffold' has been used. This is pedagogic in its orientation. This study is being carried out with adult learners and has an anthropologic perspective (Deepa, 2022a, Deepa, 2022b). As such, it is important to remember that scaffolds are teacher-centric, and the outcomes are predetermined by the teacher (Deepa, 2022c, Durairajan, 2022). This is one of the reasons why this study is a mix of observation and intervention, as discussed in Chapter 3 on Research Methodology.

2.9 Some Studies on dominant language:

The word 'dominant language' refers to a favoured mode of communication, which is frequently the native language/mother tongue (Casanova, 2013). The fact that first/dominant language speakers have been exposed to their native language since birth, either exclusively or in combination with the majority language, is a distinguishing feature. The first/dominant language is learned through the aural channel in a real situation (Montrul & Ionin, 2012). The dominant language can be dominant in the sense that it is the one that is used the most commonly in education, authorities, and other services (Fishman, 1972). The dominant language is, first and foremost, a mental quality. At the same time, they acknowledge that it is impacted by sociolinguistic factors such as input quantity and manifests itself indirectly

through observable phenomena such as fluency markers. Because linguistic domination has so many facets (Yip & Matthew, 2006). A linguistic competency component, an external component (input), and a fully detailed (context and use) make up the dominant language (Montrul, 2016). Because of contextual variations between languages and the level of difficulty of exams in both languages, language domination in terms of direct measurements that tap into characteristics of linguistic competency is complicated (Treffers & Daller, J., 2019). The researcher defined the dominant language as a native/most frequently used language of a speaker. In that language, the speaker can express their emotions, opinions, and ideas without any doubt/stress. In this study, the researcher can not take it as a mother tongue because India is a country of multilingualism, and the learners of a particular classroom are not only from one mother tongue. The sample of this study was learners with various mother tongues. The dominant language in this study is the language in which the students do their academics, as they were enrolled in Telugu medium school. This also assumes that, unlike in other contexts, the 'dominant language', Telugu is the language in which they use all four skills of listening, speaking, reading and writing as a routine and are not limited to just a few skills/sub-skills. In this study, the emphasis is on reading and writing skills and not so much on listening and speaking. The exploration, too, was to study whether the meta-skills, language-independent skills of reading and writing, were transferable. The term 'dominant' is not used in this study to indicate power equations but on the more frequently preferred or by default occurred language (in this case, Telugu) as the medium of instruction, wherein there is a 'dominant' engagement in a language (in this study, Telugu) for all academic reasons.

2.10 Some Studies on skill transfer:

Learners of a second language, whenever they try to learn a second language, attempt to try and use their first/dominant language to improve their proficiency in the second language. This is particularly true of those who have completed their education in their mother tongue medium and joined in English medium for further studies. They will try to understand their target language through their knowledge of the mother tongue if they get a good opportunity to practice the language while learning the second language. The learner tries to transfer their knowledge from the first language to the second language. The transfer effect could be positive or negative, and from L1 to L2, L2 to L1, it depends on the learner's dominant language. Individuals tend to transfer the forms and meanings of their native language and culture, as well as the distribution of those forms and meanings, to the foreign language and culture, both productively when attempting to speak the language and act in the cultural contexts, and receptively when attempting to grasp and understand the language and culture as practised by natives Lado (1957). L2 competency, task complexity, and language group all had an impact on L1 use in L2 language skills. Users of L2 learners who were less skilled shifted to L1 more often to transfer skills from L1 to L2 (Woodall, B. R., 2002). It is typical for languages to impact each other in diverse ways when they come into contact with each other, whether at the individual level, as in L2 learning, or at the regional level, as when languages are spoken in similar geographical vicinity (Dorian, 1981). A bilingual learner may gain a heightened sensitivity to a complicated structure concept in one language and then transfer this attention to the target language (Chung S. et. al, 2019). The skill transfer is a non-volitional and non-selective automatic activation of first-language proficiency initiated by information in a second

language (Koda, 2008). That is, a transfer occurs regardless of the learners' intentions and is difficult to manage. Given the ongoing interplay between well-established L1 capabilities and continuous exposure to L2 print information, Koda views transfer as a continuous, rather than static, process (Koda, 2008). Skill transfer refers to the influence of commonalities and contrasts between a second language and a previously learned first language. When learning or acquiring a language, the learner or acquirer is immersed in a language paradigm in which they switch between skills. They engage with L1 sub-skills during this process. The remnants of these talents can be transferred from the second language to the first language (Odlin, 1989). When students begin to learn a new language, it is called language transfer. In the process of learning L2, they begin to use linguistic knowledge from their L1 to L2 (Leafstedt & Gerber, 2005). Learners use the L1 to obtain skills in the L2 through cross-linguistic transfer. Written and verbal language are the most common examples of these abilities (Cardenas-Hagan, Carlson, & Pollard-Durodola, 2007). In this study, skill transfer is defined as the learner who wants to improve his skills in a second language, they have to follow/use language learning strategies in the learning process. Language Learning strategies are defined as “specific actions, behaviours, steps, or techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their learning skills” (Scarcella & Oxford, 1992). From the above studies, the skill transfer had both positive and negative effects on the learners. But in this study, the researcher focused on the positive effects of aspects of the skill transfer because the sample had more than sufficient abilities in their dominant language.

2.11 Classification of Language Learning Strategies:

It was found pertinent to review appropriate paradigms of language learning strategies because, in this study, the strategies used were the focus and one of the aims of the study that led to the framing of research questions. Many academics have sought to categorise learning strategies. To explain the information collected from descriptive studies that strive to record the complex variations and frequently imprecise definitions of learners' self-reported methods, comprehensive classification systems of learners' strategies were devised.

2. 11.1 Wenden's Classification:

Adolescent foreign language learners utilise tactics to direct their learning, according to Wenden's (1983) research. As a result, Wenden concentrates on what O'Malley and Chamot refer to as meta-cognitive methods. She categorises self-directing methods into three main categories:

1. Knowing the language and an understanding of what language and language learning entails;
2. Creating a plan for the what and how of language acquisition;
3. assessing oneself. It has to do with how well students are learning and how they are responding to their lessons (Wenden, 1983).

2.11.2 Dansereau's Classification:

Dansereau (1985) draws a distinction between a primary strategy and support strategies, the former is used to directly manage learning materials, and the latter helps to establish an appropriate learning attitude and therefore aids in coping with distractions, fatigue, and

frustrations. Later Oxford suggested two broad categories paralleling Dansereau's primary and support strategies (Liu, 2010).

2.11.3 Rubin's Classification:

Rubin classified the language learning strategies into two basic groupings and several subclasses based on whether the strategy helps actively or passively learning. Acquisition, interaction, and social strategies are the three basic strategies she outlines in her classification. Language acquisition strategies are further categorised into cognitive and metacognitive strategies, which directly affect the development of the language system constructed by the learner.

Clarification/verification, guessing/inductive inference, deductive reasoning, practice, memorisation, and monitoring are some of Rubin's cognitive strategies. Planning, prioritising, creating objectives, and self-management are all examples of meta-cognitive methods. Planning, prioritising, creating objectives, and self-management are all examples of meta-cognitive methods. Because they engage in the process of engaging in a discussion and making the speaker understand or explain his original intention, these are compensatory strategies. Rubin defines social strategies as actions that give them opportunities to be exposed to and exercise their knowledge, which indirectly contributes to language development. Questions to fellow students/teachers/native speakers, initiating dialogues, and listening to L2 media are just a few examples.

2.11.4 Oxford's Classification

Oxford (1990) distinguishes direct and indirect methods. Direct strategies are classified into three categories: memory strategies, cognitive strategies, and compensating strategies. Direct strategies include instruction in and application of the subject matter, in this case, acquiring a new language (Liu, 2010). Indirect language learning strategies are split into three categories: meta-cognitive strategies, affective strategies, and social strategies, all of which indirectly but effectively increase learning (Liu, 2010). Memory strategies such as mental links and actions, according to Oxford (1990), aid in storing information in long-term memory and recovering knowledge when needed for interaction. Forming and revising internal mental modes and receiving and creating messages in the target language requires the application of cognitive methods like analysing and reasoning (Liu, 2010). When a language task is beyond their proficiency in the target language, learners will utilise compensatory tactics, such as guessing new words when listening and reading or utilising circumlocution in speaking and writing, to continue the communication (Liu, 2010). Planning, organising, concentrating, and analysing their learning process are all examples of meta-cognitive methods that assist students in controlling their learning (Liu, 2010). Learners can manage their feelings by using effective methods, such as confidence, motivation, and attitudes that are connected to language learning (Liu, 2010). Asking questions and working together with others are two social tactics that help people interact with one another, frequently in a discourse environment (Liu, 2010). Although a variety of factors may influence the extent to which and how language learners employ specific strategies, they will generally employ all of them depending on their cultural and ethnic background, personality, gender, proficiency, language learning goal, cognitive style, the task at hand, and so on. As a result, individual learners may be able to adapt or further develop a variety of appropriate language learning strategies, and teachers may be encouraged to include

their active use in a regular class. Language learning strategies are particularly significant because they provide instruments for active, self-directed participation, which is critical for establishing communicative competence.

2.11.5 O'Malley's Classification:

O'Malley and Chamot's (1990) Interviews with experts and novices, as well as theoretical evaluations of reading comprehension and problem-solving, led to the classification. And language learning strategies are classified into three different categories cognitive, meta-cognitive, and affective or social strategies. In their opinion, meta-cognitive strategies involve knowing about learning and controlling learning through planning (including advance organisers, directed attention, operational planning, selective attention, and self-management), monitoring (checking, verifying, or correcting one's comprehension or performance in the course of language task) and evaluating the learning activity (checking the outcomes of one's own language learning against a standard after it has been completed (Liu, 2010). Cognitive strategies resourcing, recurrence, combining, deduction, visualisation, auditory representation, keyword technique, extension, transfer, making inferences, note-taking, summarising, recombination, and translation are all examples of manipulating or transforming the material to be learned. And when cooperating with peers in problem-solving exercises, for example, social/affective techniques primarily involve the learner in interpersonal interactions with another person.

2.11.6 Cohen's Classification

According to Cohen (2000), Learners' language acquisition and language learning strategies are characterised as procedures that they consciously choose. Language learning strategies are techniques that are utilised with the stated objective of improving a learner's understanding of certain language cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Communication strategies are typically concentrated on the behaviours that aid individuals in learning or using a second or foreign language more effectively through the storage, recollection, and application of the information in or about the target language. The pre-assessment and pre-planning, online planning and evaluation, and post-evaluation of language learning activities and language use events are all covered by meta-cognitive techniques. By coordinating the planning, organising, and evaluating of the learning process, such strategies enable learners to have control over their cognition. Identification, grouping, retention, and storing of language information as well as retrieval, practice, and comprehension or generation of words, sentences, and another second language components. Affective strategies, such as those for anxiety reduction and self-encouragement, work to control emotions, motivation, and attitudes. The acts that students choose to perform to communicate with other students and native speakers, such as clarification and cooperation, are referred to as social strategies. Retrieval methods are those that aid in retrieving language data from storage using any memory-searching techniques the learner can muster, such as the keyword mnemonic. Compensatory or cover strategies are coping mechanisms that learners employ to mask their linguistic deficiencies or give the appearance that they are in control of a situation when they are not. Common cover strategies include simplification and complexification (Liu, 2010).

2.12 The strategies which were adopted for this study:

Upon review of various methods of suggested strategy studies, the researcher opined that Oxford's(1990) was the most relevant and applicable and closer to the context chosen for this study and hence has adopted the strategies from Oxford (1990). The elaborate classification presented by Oxford wherein classifies the strategies into six types; those six types have subtypes, and those types have macro, and micro types, that resonate with the researcher's mindset and fit the cognitive waves and thinking amplitudes of the researcher. This elaborate classification of strategies of Oxford provided more clarity to the researcher to enable her to implement/use a few of those strategies for two of the language skills (reading: skimming and scanning and writing: summary writing), not for all four language skills in second language learning. The strategies of Oxford (1990) were most relevant to the reading and writing skills in second language learning. However, in this context, their application of them was explored from the paradigm of the skill transfer from the dominant language Telugu to English. But it was not possible and relevant to use all of the catalogued strategies. From the six strategies, only three strategies were taken for this study, namely cognitive, metacognitive, and social strategies.

The remaining classifications of the strategies (other than Oxford's) summarised above that were found classified generally did not resonate well with the researcher. She did not find them applicable in the context of reading and writing while using the context of the dominant language and tracing its impact on the learning of English and also did not comprehend their relevance in the context of this study.

2.13 Some Studies on language learning strategies in India: Since these are the second language learning strategies in the Indian context related to the different aspects not only related to English as a second language but also related to various other subjects at various levels of education, the studies of language learning strategies in India have been reviewed. Since we do not yet have such classification systems, we are applying most of these strategies by taking them from studies conducted in western countries and adapting them to fit our situation. A study of how learning strategies and styles affect student growth. Manikonda's (1998) research showed that it is only possible to address how different learners use tactics when they select those most suited to their learning preferences. This study also showed that not all readers agreed with the strategies presented. A technique was only employed or embraced because the learner believed it beneficial and simple to add to their toolkit of approach options (Manikonda. S, 1998). The goal of learner training in language learning strategies for second language growth is to give students content-based instruction in learning techniques. She contends that language impairments could impede knowledge and development in other learning domains, such as chemistry, History, etc., and examines the connections between language development, learning, and cognition. She works to connect language in general and language learning/acquisition in particular, and she also looks at the possibility of teaching students learner autonomy strategies. Ten class X pupils from an English-medium school in Hyderabad participated in the study. The learners' learning styles, cognitive variations, and prior learning strategies were recorded using the Brash learning style assessment, brain dominance inventory, and SILL. However, the trainees' low competence level renders the knowledge acquired useless. The study is divided into two sections. It was shown that instruction in content-based learning strategies helped learners pick up the second language. The efficient application of appropriate strategies allowed the students to get through

their learning challenges. The study did identify a few barriers that hinder strategy training from being incorporated into the curriculum, though. Therefore, it was essential to have a thorough understanding of the factors that could affect how a strategy was implemented. An intriguing finding of this study is the efficacy of content-based strategy training, or creating strategy training programmes with the help of subject matter such as biology, which also offers opportunities for language use. This shows that language proficiency can improve learning generally and broadens the number of language learning approaches that can be applied. The learner's capacity to employ language-learning strategies should be improved (Naidu K.V, 2004). She argued in her paper that teaching strategies should be included in every class. The author argues that for students to generalise problem-solving techniques to different contexts and develop into independent learners in life, teachers should serve as good role models for students and supervise their application. Teachers must show students how to analyse problems, come up with solutions, and verify the rationality of the solution. Teachers should have a variety of strategies to choose from, practise new techniques until they are comfortable using them, match the strategies to the curriculum, and consistently encourage students to use learning strategies in learning scenarios (Susai Mary. K. A, 2007). The influence of learner personality types and learner beliefs on language learning practices. She makes it abundantly evident that learners' learning strategies are influenced by their personality types and philosophical ideas. The results showed that language learners with similar viewpoints share dominating personality traits and employ comparable language learning strategies. Even though they have distinct personality types and different opinions, most students use social and compensatory strategies. According to the report, social strategies are the most popular language-learning strategies. Even introverts seem to use a variety of social and coping mechanisms (Mukherjee, 2010). The focus of a study on metacognition, achievement, and academics was undergraduate students. This study's main objective is to ascertain how academic metacognition and achievement among undergraduate students from various disciplines relate to one another (B.A, B.Com, & B.Sc.). The results showed significant differences in academic achievement between undergraduate students in science, the arts, and business and that the field of the study has little bearing on undergraduate students' metacognition. Academic success among undergraduate students is significantly and favourably correlated with metacognition (Singh & Raza, 2012). The study's findings showed that while corporate school students' metacognitive capacity is lower than that of the other two schools, it is slightly greater than that of kids in government and aided schools. The metacognitive capacity of boys' school students is lower than that of girls' and coeducational students. The teaching method, the student's placement in groups, and the family's financial situation have no bearing on metacognitive competence (Devaki & Pushpam, 2011). The eighth-grade Lambada students at Telangana Government Schools were the study subjects. At the Telangana Govt School, the researcher teaches English. Two classes of eighth-grade lambada students from two distinct schools. For this study, the researcher used storytelling as a method. The researcher recounted stories to the lambada students that were culturally appropriate for them based on the concept of the material in the eighth standard English textbook. The researcher carried out tasks on the text itself using a storytelling tool. The story must be narrated and acted out by the students, among other things. The study's conclusions were superior to its first intervention. This demonstrated how students' enthusiasm for learning

English as a second language could be increased by a culturally relevant curriculum (Naik. D., 2017).

2.14: Studies on the advantages of story-telling as a teaching tool:

By enhancing writing, oral communication, and reading and writing skills, the use of a story-telling tool in the classroom would aid in the growth of literacy among students. Additionally, they support the use of storytelling as a powerful teaching method because it can improve students' competency across the board (Miller and Penncuff, 2008). The following five odd benefits of using a storytelling technique: When we narrate a narrative as opposed to writing it, five storytelling languages are in use (Davis, 1993:33). A storyteller keeps up a language of movement (gestures), a language of sound (teller forms and mimes), an attitude and emotions (maintains intonation). He or she instils trust in the audience by using a language of moulding (listener feedback) through orally uttered words. When a storyteller narrates a tale, the learners' conceptual understanding is enhanced by the language of movement, which includes gestures. Researchers assert that learners are more likely to recall language, thematic control, and story structure when a story is read aloud or narrated numerous times from a book (Davis, 1993). The story-telling technology also collects student stories from various backgrounds inside the classroom, which is even more significant. The phenomena of storytelling allow for meaningful communication via a shared storytelling language. This is because stories about others always have some connection to stories about one or the other, regardless of how different one's cultural background may be from that of others (Wallace, 2000). Unlike a written story, storytelling would not insult the students. Even if textbooks are filled with story content, students do not read because either they have low reading skills or the stories do not relate to their culture. Therefore, students will undoubtedly become motivated when a teacher narrates a story aloud (Sara and Lisa, 2008). These studies provide a methodological framework for the application of storytelling/using narrative as a prompt in this study. Storytelling is used to increase learners' interest in second language learning.

2.15 Studies based on story-telling as a tool to develop reading and writing skills:

Children who like writing and reading their own stories can develop lifelong reading and writing habits (Blake and Bartel, 1999). Students would choose a written story because they felt more comfortable telling it. Students' self-assurance in telling stories might inspire them to write one (NCTE, 1992). These findings gave the researcher the idea to use storytelling as a teaching tool for Telugu-speaking students.

When asked to write essays, our pupils frequently submit stereotypical book essays that can typically be linked back to a manual. We anticipate them to think and plan, therefore and write in English, a skill that is frequently beyond the student's comprehension. In homogeneous L1 classes, brainstorming, planning, and organising can all be done in the class's more proficient language. After conceptual planning is complete, students might be encouraged to look for and identify English words that are analogous before being asked to write their essays in the language. The students can be divided into language groups if the class is diverse and includes a variety of first languages so that planning and organising can take place at the group level rather than at the level of the entire class. It should be feasible to acquire similar articles produced in different languages if it is possible to collaborate with another language teacher. It is possible to compare language feedback capabilities and find commonalities among them (Durairajan, G, 2016).

2.16 Studies on summary writing: A few studies based on summary writing were consulted: Zinar (1990) looked at causal awareness and its impact on oral recall in the L1 context. While another (Freebody and Anderson, 1986) looked at the connection between a crucial idea's serial location in a text in terms of its primacy and recency effects, as well as the significance and likelihood of its appearance in free recall in an L1 context. Children's strategies for understanding and remembering new information through vocal summaries of informational texts were explored in another study (Cote, Goldman, and Soul, 1998). Kucer (2011) looked at how oral summaries are used to retell meanings in narrative and expository texts. The instant oral recall protocol measures reading comprehension in a second language and was studied in another significant source (Bernhardt, 1983). The basic condensation rules used by both adults and children when they summarise expository texts were the crux of another related study (Brown and Day, 1983). The impact of test methods employing global response modes of summary and the recall protocol was ascertained in another study (Riley and Lee, 1996). According to Winograd (1984), there are tactical differences between weak and competent learners in their understanding of the needs of the work in a summarisation task, their capacity to recognise key components, and their capacity to distil a text into its core. The ability of EFL readers to distinguish between important and less important ideas in L2 texts, as well as how they apply the rules of summarisation when writing summaries (Kim, 2001). The degree to which the rules of summarisation are transferred from the first language to the second language was explored by Corbeil (2010). The completion of a summary exercise to test reading comprehension using a key of summary statements was studied by Taylor (2013). These studies showed that summary writing skills could improve when some sense of transfer is focussed from the first language of the learner by thinking freely in their first language. All of the above-mentioned studies were done in the West or a different context than the present study and did not look at the term 'dominant language' or direct 'skill transfer' with awareness raising and were not done at the undergraduate levels such as the one in this study. Some of the studies done on children had to be reviewed to gain an in-depth understanding of the process of summary writing. But in this study, Telugu was the dominant language of the sample, and the objective was to cash in on this dominant language as the academic language as a medium of instruction while using it as an asset and not just as a more enabled language or as an interference. The assumption in the present study was to tap the skills already present in the dominant language and enable a conscious transfer to English, in this case, the writing summaries. To do this, the meta-strategies outlined by Oxford (1990) were found most suitable to the context of this study and hence adopted from that model. The actual task dissemination was also inspired by the model outlined therein.

2.17 Oxford's Model (Theoretical framework for strategies by Oxford (1990)).

Oxford's Model (1990) has proposed a theoretical framework for SILL. It is carried out in a step-by-step manner:

1. Without any indications from the teacher, learners are asked to engage in a realistic language activity.
2. Include the need for greater self-direction and the predicted benefits when suggesting and demonstrating additional useful tactics, and make sure the students understand the justification for approach use.

3. Give students enough time to practise the new techniques with language activities and demonstrate how the techniques can be applied to other tasks;
4. Allow learners to select the methods they will employ to complete the language learning objectives and provide them practice using the techniques with new assignments;
5. Assist students in understanding how to gauge their development into more responsible and self-directed learners by showing them how to assess the effectiveness of their strategy use (Oxford, 1990).

This framework was adapted by the researcher for this study. This theoretical framework was found appropriate for this study because it included the steps that are mentioned, such as conducting the tasks before instructional cues, explaining strategy usage and its advantages, allowing time for task preparation, giving the learner tasks and strategies, and assisting the learner in comprehending the strategies in both language usages. This stepwise description inspired the researcher to plan her tasks similarly to her sample in the present study as it was found logical and more suited to the context therein. The steps of the intervention mentioned in the next chapter were inspired and adapted from the above model given by Oxford (1990). Due to the distinct separation between English speakers and non-English speakers, this framework was suitable for Oxford's study. For English speakers and non-English speakers, she suggested several solutions. For English speakers, there were 80 strategies, and for non-English speakers, there were 50. She put up a universally applicable framework, and for this reason of sheer volume and meticulous cataloguing of micro and macro strategies outlined therein also, since the present study was exploratory, an adaptation and adoption of some appropriate strategies were taken for conducting this study. The other similar studies were not found suited at face value to the present study.

Conclusion: This chapter discussed various theories on language learning, dominant language, capabilities of transferring skills from L1 to L2, second language learning strategies, reading and writing skills, classification of strategies in second language learning by various authors, the importance of using story-telling as a teaching tool and studies done on summary writing and presented the review of literature available in the area. The next chapter will deal with the research methodology that has been followed in the present research.

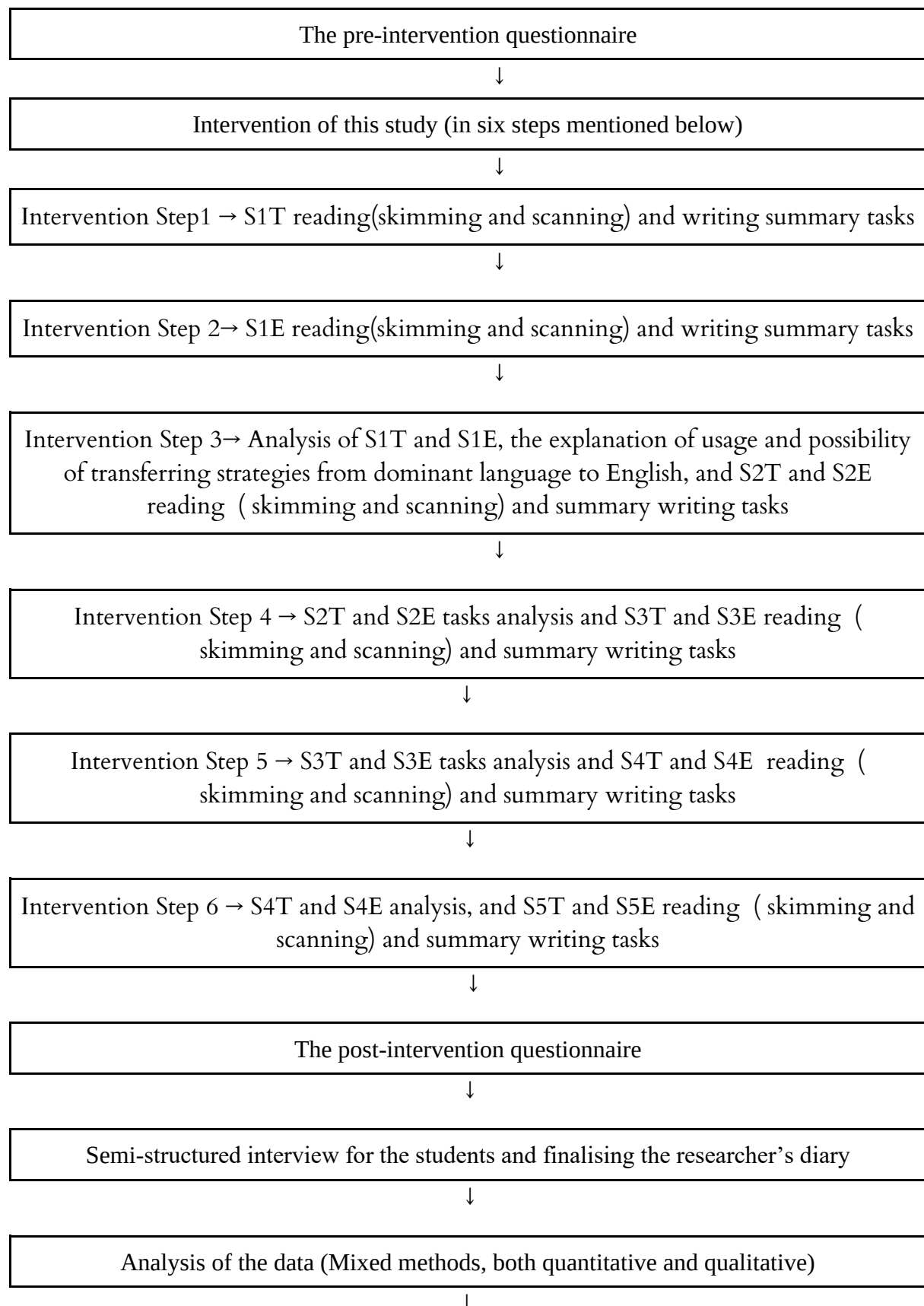
Chapter-3

3. Methodology

This skill transfer study focused on improving the reading and writing skills of Telugu medium students who completed their higher secondary education in Telugu medium and joined the English medium for graduation. To improve reading and writing skills, the researcher used culturally relevant and age-appropriate stories as a reading prompt after conducting the pre-test in Telugu and English languages based on the strategies (Oxford, 1990). This chapter discusses the details of the research methodology adopted for the present study. To carry out this study, the researcher used questionnaires, classroom observations, pre-test, interventions, and post-test as research tools discussed in this chapter. The chapter discusses the research procedure along with the description of tools and their significance.

The research design of the study was as follows:

Figure1: Research design of the study



3.1 Research methodology:

Mixed methods research methodology was used to get more clarification of the Telugu medium students in the learning process of English as a second language by analyzing the data in both methods, quantitative and qualitative. Through this mixed methodology, the researcher explored more about the problems and the different methods of teaching the English language to Telugu medium students. The researcher analysed the data from semi-structured interview questions using the qualitative method, and the questionnaire of the pre-test and post-test was analysed using the quantitative method. Through this data analysis, the researcher was able to gain insights into the Telugu medium students and understand how they can be taught to use their dominant language as an asset to learning English.

3.2 Research design: The research design was experimental research design, where, in this research design, only one group was used for the pre-test, intervention, and post-test. In the pre-test, the questionnaire was based on the process of English language learning. The same questionnaire was again used in the post-test to know about the possibility of transfer of skills from the dominant language to English. In this study, the researcher was also an observer of the classroom while the sample was doing their reading and writing tasks in both languages. The conversations among the students and the observations of students while doing tasks were noted in the researcher's diary. In this study, the studies related to skill transfer and strategies used in the dominant language were studied to get more skills in a multilingual classroom. The sample was from Telugu medium background, and they joined in English medium for their undergraduate degree. The pre-test and post-test questionnaires had the same questions of different strategies. These strategies were taken from Oxford (SILL, 1990), and for that questionnaire, five points Likert scale was used. The intervention consisted of five-story sets consisting of one Telugu (from Subrahmanyam, 2016) and one English story (from Ambaru, 2018). Though the content was familiar and similar without any serious cognitive challenge, the language of the presentation of the stories was different.

3.3 Research site: In this section, the college and student profile and researcher profile will be presented to understand the research site. The research site was the capital city of Telangana, Hyderabad, where the commonly used local language is Telugu. Apart from Telugu, Urdu and Hindi are also used for communication by the public. It is a cosmopolitan city with a sizable floating population of varied cultures and languages.

3.3.1 College Purposively Sampled students' Profile: The profile of the college was college for integrated studies (CIS), it's one of the parts of the University of Hyderabad/Hyderabad Central University (HCU) located at Gachibowli, Hyderabad, India. This central university, established in 1974, comes under the Department of Higher Education in the Ministry of Education. This college for integrated studies was started in the 2006-07 academic year. Students pursuing their integrated master's in this college were purposely selected and chosen

only if they had studied through Telugu medium up to class 12 for this study. There were initially 26 students in this study, consisting of 14 males and 12 females, but gender was not a variable. Still, finally, only 10 of them were consistently present and were used as contributors to this study. The others were not consistently present throughout the intervention of the study. These students were registered for their Integrated Masters in Arts- Telugu; Hindi; Language Sciences (IMA), but while the study was conducted, they were in their third year, the fifth semester but enrolled in different courses. These students had completed their tenth and twelfth grades in Telugu medium and thereafter had joined the IMA programme to study undergraduate at the University of Hyderabad. They were from the IMA programme registered in the disciplines of Telugu, Hindi, and Language sciences. As they had completed their primary education in Telugu medium, Telugu was their dominant language. Most of the students are from south India, and a few students are from north India. Most of the student's family background was poor and middle-class, most of the students' parents were illiterate, and a few just knew how to write their names in their mother tongue. Many students were from the Dalit community. Except for their dominant language being Telugu, none of the above-mentioned profiling, including gender, were important in this study. Most of the students were not proficient in English, and interaction among students inside the classroom and outside the classroom was always in Telugu. They think that they don't have enough proficiency in English and think that they are unable to speak and write in English. In this sample, most of the students have Telugu as their mother tongue, a few of them have Urdu as their mother tongue, and a few of them have Hindi as their mother tongue they are from outside of Telangana, but their families settled in Telangana long ago, and a few of them have Lambadi as their mother tongue.

3.3.2 Researcher's Profile: It is important to elucidate the researcher's profile because this was a study that she wanted to do right from her undergraduate days. She wanted to study the nuances of her language struggles and research them to benefit the community that was common to her. Though she knew that many studies looked at two languages (even Telugu and English medium), she could never resonate with them as her experiences told her otherwise. Hence she wanted to look at how the language Telugu could be positively used to help learn English. The researcher is also from Telugu medium academic background and comes from a socially and financially backward background and a reserved category. She is a first-generation learner, and her parents could not contribute to her academically. She is also a person with an orthopaedic disability. The researcher studied Telugu medium up to her tenth class, and she joined in English for her twelfth. Still, in her intermediate, she was not proficient in English due to lack of practice, lack of interest, and lack of proficient teachers. When she joined the English medium for her undergraduate, she faced many problems in the starting days of it. The researcher's parents knew how to write their names in their mother tongue. The researcher completed her education in government residential systems (APRS and APRJC). In school and inter-college, the researcher communicated with other students in Telugu only, the students didn't have any instruction to speak only in English. After that, the researcher joined the University of Hyderabad for her IMA Language sciences course. First two or three years, she faced many problems while speaking English. This was the motivation to take up this study on Telugu medium students who are facing problems while studying English/English medium in their undergraduate. In general, the students, whoever are doing their engineering, have a

separate English-speaking lab for their practice in English. Still, for the undergraduates, there are no English-practicing labs available anywhere in Telangana.

3.4 Intervention material (Stories) profile:

The short stories were taken as an intervention for this study. These stories were versions of the popular Vikram- Betala stories. These were there in India, reportedly from ancient times. These were seen as culturally appropriate and conspicuously had adult characters, adult problems, and adult problem-solving issues being discussed in these stories. The same type of stories was given in both Telugu and English. The text of the stories went through a readability test, there was no complexity in the text of both languages, so the students had no cognitive burden while doing the tasks related to these stories. The content was not challenging for the sample and for the study too. Hence, the transfer of skills could be examined. The content of the stories remains similar, and the skills of those stories remain similar, but only the skills need to be transferred from the dominant language Telugu to English. These stories are about king Vikramarka and the spirit Betala. In all these stories in general and the chosen ones for this study in both Telugu and English, king Vikramarka tries to bring Betala to yagna's place, while walking, Betala would relate stories to Vikramarka to break his silence. The end of each story has questions about various issues that do not have a clear-cut answer, and the correctness would depend on the rationalisations rather than absolute answers. These questions and answers are deeply rooted in the Indian culture and value systems and function as classical socratic questioning methods. These are also very close to issues faced by the adult communities at large. Answering these questions cleverly with wisdom is checked in each of these stories. Each of these stories has adult characters with different aspects, and the undergraduate students as adults can easily understand the text. The textual, contextual, cultural and linguistic complexity was also comfortable for the students. They could easily understand the words in that text, too, as there was no cognitive challenge involved as many students were already familiar with many of these stories from an earlier reading/listening or watching them on television. So, the content was not a variable but was used as an asset to enable the transfer of skills of reading and writing from their encounter with Telugu stories to English. For this purpose, printed storybooks were taken. Telugu Betala Kathalu (Subrahmanyam, 2016) and its English language counterpart (Ambaru, 2018) were taken for intervention, and only five sets (of one Telugu and one English) of similar stories were taken for this study.

3.5 Data Collection Tools:

In this study, three research tools were used.

1. Questionnaire
2. Semi-structured interview with the students
3. Researcher's diary

Table:1 Data collection tools with the type of the analysis

Data collection tools	purpose	Type of the analysis
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The questionnaire	To understand the strategies used by the students in reading (skimming and scanning) and writing (summary writing) in Telugu and English before intervention and the same questionnaire was used after the intervention.	Quantitative This data was compared from the pre-intervention questionnaire with the post-intervention questionnaire to check the transfer of skills from Telugu to English.
Semi-structured interview with the students	To understand the students' problems with reading and writing in English and the impact after the intervention is also to be considered in this study	Qualitative Qualitatively analysed to get more clarification about the strategy usage and the importance of the intervention.
Researcher's diary	To understand the students' perspectives while doing tasks in English and Telugu in the intervention phase.	Qualitative This data was used to triangulate the findings of the study.

In Table 1, the three data collection tools employed to collect data from the sample students of an undergraduate classroom are presented. The questionnaire helped to understand how the students used strategies in Telugu and English while reading and writing in both languages. Semi-structured interviews with the students were the primary data source to study the problems of the second language learners in the classroom, which is qualitative data. The data from the researcher's diary were corroborated with the findings of the other two research tools to get a naturalist perspective of the usage of strategies and transfer of skills from Telugu to English. The data collection process will be explained in detail in the following sections.

3.6 Research Plan

In this study, there are four sets of data sources: 1) Set -1: data collected from the pre-intervention and post-intervention with the same questionnaire in both stages. 2) Set -2 the answer scripts of reading and writing tasks in both languages 3) Set 3 semi-structured interviews with the students after the intervention. 4) Set 4 the researcher's diary. These four data sets contribute to the naturalistic understanding of strategy usage and skill transfer in Indian classrooms.

Table2: Data types with sets of tools

Data type	Set-1	Set-2	Ste-3	Set-4
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The data	The pre-intervention questionnaire and the post-intervention questionnaire	The answer scripts of reading and writing tasks	Semi-structured interviews of the students'	Researcher's diary
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Table 2 explains the four sets of data that are collected for this study. In these sets, the data will be triangulated with one another to get a holistic picture of skill transfer in classrooms.

Table 3: Research objectives mapped with data collection tools

Research objective	Data set	Data collection tools	Type of analysis
Are there any problems while reading (skimming and scanning) and writing (summary writing) in English?	Set-3, set-4	Semi-structured interview data and the researcher's diary	Qualitative data analysis
What are the reading (skimming and scanning) and writing (summary writing) strategies used in Telugu?	Set-1 and set-2	Questionnaire of the pre-intervention and from the first story in the intervention phase	Quantitative analysis
Are reading (skimming and scanning) and writing (summary writing) strategies used in English the same as that in Telugu?	Set-1 and set-2	Questionnaire of the pre-intervention and from the first story in the intervention phase	Quantitative analysis by using SPSS software
Is there any impact of strategies in the English language skills by using skill transfer from the dominant language Telugu?	Set-1 and set-2	In set-1, two data sets are there. One from the pre-intervention questionnaire and another set from the post-intervention questionnaire. From the last set of tasks of reading and writing in both languages.	Quantitative analysis by using SPSS software

In this table 3, how each research question will be studied by using different sets of data collected from the students and the researcher's diary is explained in detail. This table also presents the data collection tools used and the type of analysis employed to explore the data.

In the above tables, research objectives, research methodology, and research design are explained in detail. In addition to that, components of the research design, like participant profiles, data collection tools, and research plan, are explained in detail. In the following sections, a detailed description of the three different phases of the research study will be

explained. The three phases of the study: are 1) data collection, 2) data processing, and 3) data analysis. In these phases, this study was conducted.

Conclusion: This chapter presented the overall view on the research methodology, and the procedures followed in this research study. It also discussed the tasks that were designed and used during the intervention phase. Further, it discussed the objectives and justification for using different research tools and their advantages. The following few chapters will present the data collection and analysis of the data.

Chapter- 4

4. Data collection

In this section, pre-data collection procedures and processes during the data collection will be reported in detail. Pre-data collection procedures involve obtaining permission from the College of Integrated Studies (CIS), explaining and getting participants' consent for the data collection, and establishing rapport with the participants. All these procedures will be described in the following section. The process of data collection includes the pre-intervention questionnaire, an intervention, an observation of the classroom interaction, the role of the researcher, and a semi-structured interview with students. All the processes involved during the data collection will be reported in detail. An important point of departure and emphasis to be noted that created by the researcher wherein she translated the texts that were originally written in Telugu by the students during the intervention to facilitate easy access to those readers who do not know the language. So, the translations are by the researcher only. Where present in this study are only indicative and are not to be taken as absolute, they are present in this thesis to clear the language barriers of readers who do not know Telugu. The data from the dominant language, Telugu, was used as actual data and considered for analyses, the English translations were not used for analyses.

4.1 Pre-data collection procedure

The researcher approached the dean of the college of integrated studies (CIS) and the respective English language teacher. The researcher made a detailed presentation about the study and its implications. After the presentation, the dean of the college permitted the researcher to collect data. The researcher had taken the undertaking form with both the college and the students that confidentiality of the data was maintained, the identity entity of the participants protected and the data used for research purposes. After obtaining permission, the researcher met teachers in the college to establish a professional rapport with the teachers. The teacher enthusiastically participated in a casual discussion about English language teaching and language studies. Once the rapport was established, the researcher explained the study and its importance to the teacher. Teachers and the researcher jointly addressed the students about the study, and preliminary information about the study was delivered to the students. Students were also briefed about the ethics procedure, and information in the informed consent forms was read to them in front of their English teacher. The ethics procedure and the information in the consent forms were also explained in the dominant language Telugu by the researcher only to give more

clarity to the students. At the end of the twenty-minute session, students signed their informed consent forms and returned them to the researcher. Once the rapport with the teachers was established, and informed consent forms were collected, the researcher decided to begin the process of data collection. The researcher started observing the English classroom with the teacher's permission to get a better understanding of the students in the classroom. The researcher took the pre-intervention questionnaire from the students in both Telugu and English. During this week, the researcher planned everything to start the process of data collection. After a week, the researcher started the process of data collection after the regular classes of the students in the evening time. The researcher tried to minimise the Observers' Paradox and effects due to the presence of the researcher.

4.2 The pre-intervention questionnaire:

In this study, this is the first phase of the data collection process. In this, the researcher gave a questionnaire to the students and asked them to complete it. This questionnaire was based on the strategies of second language learning in reading (skimming and scanning) and writing (summary writing) skills. This questionnaire was written in both languages, Telugu and English, hence a bilingual instrument. The questions were based on the strategies taken from Oxford (1990). She divided these strategies into six categories. Of those six categories, the researcher had taken three of them, which were most suitable for reading and writing skills in the second language learning process. They were cognitive, metacognitive, and social strategies. Cognitive strategies define as those strategies that enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesising, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing naturalistic settings, and practicing structures and sounds. Metacognitive strategies are defined by her as identifying one's learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy. Social strategies are defined as asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, exploring cultural and social norms, helping the learner work with others and understand the target culture as well as the language. Though these strategies were based on the L1 and L2 descriptions of language, this was the closest that applied to this research context that uses the dominant language Telugu -English context. This strategies-based questionnaire was given to the students, they slowly filled this questionnaire and gave it to the researcher within one hour. This questionnaire was considered as the pre-intervention questionnaire to know the strategy usage in reading and writing skills of Telugu (see appendix-E) and English (see appendix-D). The questionnaire (Pre and post-intervention questionnaire) for this study was adopted from Oxford's SILL (1990). There were a total of 40 questions, 19 questions were in reading, and 21 questions were in writing skills. These questions had the options of Likert's five-point scale. a. Never or rarely true of me, b. Usually not true of me, c. Somewhat true of me, d. Usually true of me, e. Always or almost always true of me.

4.3 The intervention of the study:

In this phase, the researcher used short stories as an intervention for this study. This study had a two-three month intervention period. The intervention was conducted for the students after their regular class, these students were from the third year and didn't have a regular English classroom. And towards the end of the ten weeks, the learners came to class to improve their proficiency in English. It was a ten-week intervention process to improve reading and writing skills in English. These stories were taken from Vikram- Bethala storybooks in both languages. These stories were similar in both languages. In this study, five sets of stories were taken for the intervention after the pre-intervention questionnaire analysis. Each set had one Telugu story and one English story, and these were similar stories. Ten stories were taken as an intervention of this study, five from the Telugu language and five from the English language. These storybooks in Telugu and English were published by Vishalandhra publications in 2016 and 2018 respectively. These are the five Telugu stories (Subrahmanyam, 2016) – "Vikramarkudu-Mantrikudu" (TS1), "Adbhuta Vidyalu" (TS2), and "Mugguru Yuvakulu" (TS3), "Mugguru Ranulu" (TS4), "Gandaragolam Varasalu" (TS5), and five English stories (Ambaru, 2018) - "The tales of Betala- the Vampire" (ES1), "Whose fault is it?" (ES2), "Whom should She Marry?" (ES3), "The Most Delicate Queen" (ES4), "Betala's final story" (ES5) culturally relevant stories with adult characters were used. Parallel stories across English and Telugu were used. Thus, the chosen stories were similar in content and cognitive requirements in both languages. After completion of each story-reading in each language in a stepwise manner, the relevant tasks of it, reading comprehension, and summary writing tasks were given to the students to check their usage of the strategies in reading to check the skimming and scanning questions in reading comprehension, and in writing skill the strategies namely identifying the main and supporting ideas, note-taking information, organising information, practising task before doing it, using their own words, and summarising the text (the pattern of summary writing namely the theme of the story, and maintaining the accuracy of the content). The reading comprehension and summary writing tasks were given to a total of 26 students (N=26). Still, for the in-depth analysis of strategies in these tasks, the researcher took ten student responses for each story in Telugu and English in reading (skimming and scanning) and (summary) writing wherein only 10 of these 26 were consistently present throughout the intervention phase. So, these complete ten student responses were selected from the data for they had completed all the tasks in reading comprehension and summary writing. The researcher has presented the summaries of five sets of stories below. The summaries of all these stories in both Telugu and English were presented (see appendix-A) by the researcher, along with translations of Telugu stories to English done to benefit the reader who may not know Telugu and also as a key for the analysis of the data, which was collected from the sample. Still, as data, the Telugu version alone was used and not the translations. The translations were kept as close as possible to the Telugu responses as the researcher is not a trained professional in translation though she is proficient in both languages.

Table 4: Both English and Telugu Stories with coding:

S No	Telugu story	Code	English Story	Code
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1	Vikramarkudu-Mantrikudu	TS1	The tales of Betala- the Vampire	ES1
2	Adbhuta Vidyalu	TS2	Whose fault, is it?	ES2
3	Mugguru Yuvakulu	TS3	Whom should She Marry?	ES3
4	Mugguru Ranulu	TS4	The Most Delicate Queen	ES4
5	Gandaragolam Varasalu	TS5	Betala's final story	ES5

The intervention was conducted in the following steps.

Step 1: The researcher gave TS1 to the students. The researcher instructed the students to read that story for reading comprehension and summary writing.

Step 2: After completing the tasks of reading comprehension and summary writing in Telugu through TS1, the researcher gave ES1 to the students and gave a one-day gap for preparation to do the reading comprehension task and abridgement writing in English.

Step 3: After checking the tasks of ES1, the researcher understood that the students could not use the strategies of reading and writing in English. By using the tasks reading comprehension, and summary writing of TS1, the researcher, explained the strategies in reading namely skimming and scanning questions in reading comprehension, and in writing skills, namely thinking about the main and supporting ideas, sequencing the primary and supportive ideas, arranging the information before doing a task, using their own words in the task. The pattern of summary writing, namely sequencing the events, the theme of the story, and maintaining the accuracy of the content, which were used in TS1 reading comprehension, and writing the summary. The researcher indicated that these elements were common to all languages, including English, and indicated that they were able to do it with the task that they had done in TS earlier. After this explanation and awareness-raising that was connected to their abilities displayed while working in Telugu, the students confessed that they were “tension-free” and “happy” and reiterated that they “felt free”. After that, the students had the same tasks in Telugu in TS2 immediately. With a one-day gap, the students had ES2 reading and summary writing tasks. They voluntarily asked for another similar story to be given, and since the researcher had already planned and prepared for this possibility, the researcher gave them the stories TS3 and ES3.

Step 4: After completion of the tasks TS2 and ES2, the researcher conducted the tasks in reading comprehension and writing a summary of TS3. The researcher gave a one-day gap for preparation for tasks of ES3.

Step 5: The students had another task on TS4 and ES4, respectively. The students had a one-day gap for the preparation of ES4 tasks reading comprehension, and summary writing.

Step 6: After the fourth task in Telugu and English languages, the students had one more task on TS5 and ES5. The students had a one-day gap for the preparation of tasks in ES5.

For reading comprehension of these stories, the strategies of skimming and scanning were taken as questions of reading comprehension.

This was the intervention briefly:

Figure2: Intervention of the study

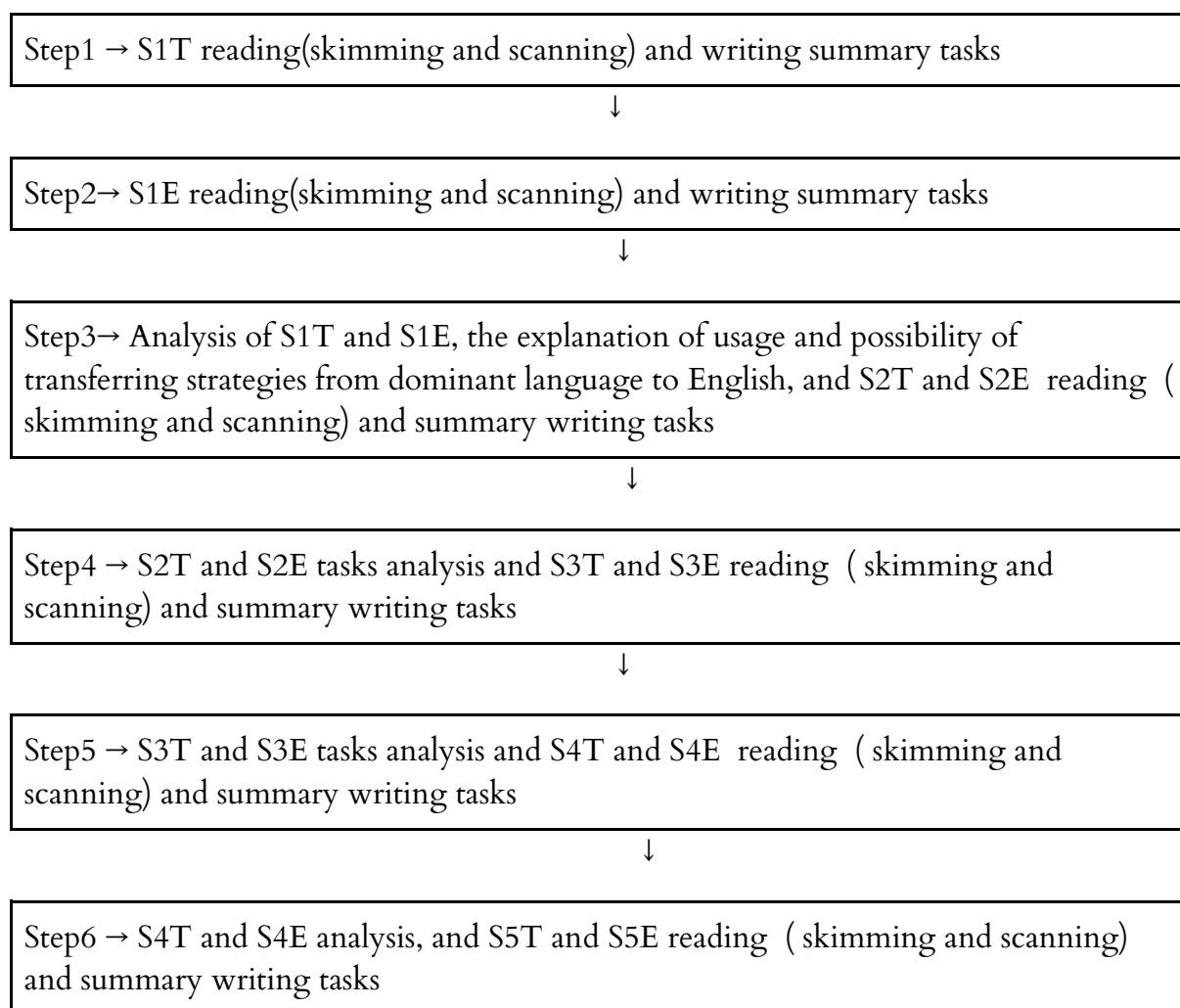


Table 5: The strategies of reading skills

Strategy Type	Sub-type	Macro strategy	Micro strategy
Cognitive strategies (Oxford, 1990)	receiving and sending messages (Oxford, 1990)	Getting the idea quickly (Oxford, 1990)	Skimming and Scanning. (Oxford, 1990)

For summary writing, the strategies are taken from SILL Oxford (1990). The strategies are classified below.

Table 6: The strategies of summary writing:

Strategy type	Subtype	Macro strategy	Micro strategy
Metacognitive strategies (Oxford, 1990)	Arranging and planning your learning (Oxford, 1990)	planning for a language task (Oxford, 1990)	identifying the main and supportive ideas of the text (Oxford, 1990)
Cognitive strategies (Oxford, 1990)	creating a structure for input and output (Oxford, 1990)	taking notes (Oxford, 1990)	
Metacognitive strategies(Oxford, 1990)	Arranging and planning your learning(Oxford, 1990)	organizing (Oxford, 1990)	
Cognitive strategies (Oxford, 1990)	practicing task (Oxford, 1990)		
Cognitive strategies (Oxford, 1990)	Analyzing and reasoning (Oxford, 1990)	transferring (Oxford, 1990)	using their own words (Oxford, 1990)
Cognitive strategies (Oxford, 1990)	creating a structure for input and output(Oxford, 1990)	summarizing (Oxford, 1990)	

4.4 Researchers' role during data collection (researcher's diary):

The researcher has also been an observer in this study. The reasons for being an observer are 1) to study the operation of skill transfer in a natural setting with an intervention by the researcher and 2) to avoid distracting the students' attention from the tasks in English and Telugu. During the data collection, the researcher also observed and noted other factors, such as social and cultural. The objectives of the researcher's diary were as follows:

- Plan of action for each class was noted in the researcher's diary
- Explanation about the strategies to the students
- Time taken for the explanation
- Tasks of reading and writing skills
- Feedback of the previous tasks

- Behaviour of the students while doing tasks
- Informal interaction of the students about English language learning
- Any other observation as applicable

4.5 Semi-structured interviews of Students:

At the end of the data collection, the researcher conducted semi-structured interviews with the students. In total, fifteen interviews were conducted in the ESL classroom. The duration of each focus group interview is 20-30 minutes. The students at first were frightened to answer the questions, but later on, they felt comfortable with the researcher and answered all questions elaborately. And the students gave different reasons for their low proficiency in English. They spoke about the problems while reading and writing in English before the intervention and their positive feelings about strategy usage after the intervention. They confessed that they felt very confident while doing the last set of tasks in English and that this improved their strategy usage in reading and writing in English. They said they can now transfer skills from Telugu to English with the help of the intervention. The list of questions asked during this interview has been attached in appendix B.

4.6 The rationale for the chosen sets of stories:

The five sets of short stories are taken from both English (Ambaru, 2018) and Telugu (Subrahmanyam, 2016). In Telugu, a total of seventeen stories, and in English, twenty-four stories are there. Still, only ten sets of stories are more similar in comparison to the remaining stories. From those ten sets of stories, only five sets of stories were taken. Due to the time duration of the intervention and the relevance of the stories had to be taken in this study. These stories have adult characters. The learner is also an adult, they can show more interest in the story. The first story gives an introduction to all these stories. The second, third and fourth stories are the middle stories of these books, and the fifth story gives the conclusion to all the stories. It gives clarity to the learner about how Vikramarka brought Bethala to the yagna place. So, it is an essential part of this storybook. Five more sets of stories were not used in this study due to time constraints.

4.7 The post-intervention questionnaire:

In this study, this is the last phase of the data collection process. In this, the researcher gave a questionnaire to the students and asked them to complete the process of it. This questionnaire was about the strategies for second language learning in reading and writing skills. This questionnaire was the same in both languages, Telugu and English. These strategies were taken from R.L. Oxford's SILL 1990. This strategies-based questionnaire was given to the students, they fastly filled this questionnaire and gave it to the researcher. This questionnaire was considered as the post-intervention questionnaire to know the strategy usage in reading and writing skills of Telugu (see appendix- E) and English (see appendix- D). After analysis of this data, the researcher understood that the students could transfer skills from Telugu to English. This data was used in the quantitative analysis of the data of this study. The questionnaire (Pre and post-intervention questionnaire) for this study was adopted from Oxford's SILL (1990).

There were a total of 42 questions, 21 questions were in reading, and 21 questions were in writing skills. These questions had the options of Likert's five-point scale.

- a. Never or rarely true of me,
- b. Usually not true of me,
- c. Somewhat true of me,
- d. Usually true of me,
- e. Always or almost always true of me.

Conclusion: In this chapter, the researcher explained the research methodology, the research tools, the intervention material, the procedure of the data collection and the methods of analysis. This study was an exploratory study by using mixed methods in the analysis of the data.

Chapter- 5

5. Data presentation

In this chapter, the data, which was collected from the sample in both languages with the tasks reading (skimming and scanning) and summary writing skills, were presented. Ten responses from students who completed all the tasks throughout the study were presented. For reading skill data presentation. A brief view of this chapter was presented below,

Reading comprehension: The questions of each story in both languages were presented.

Each story had five questions. And those were related to skimming (12 questions) and scanning (13 questions) in English and Telugu. A total of 25 questions were there in English, and 25 questions were in Telugu during the whole intervention.

Summary writing: A few chunks of every summary in both languages are presented below in a table format. There were five summaries in English and Telugu.

The researcher coded the questions as follows for easy understanding of each story in both languages.

Table7: RC Questions with coding

S No	Question	Code
1	First question	Q1
2	Second question	Q2

3	Third question	Q3
4	Fourth question	Q4
5	Fifth question	Q5

5.1: 1st set of data:

This data contains the first set of stories in Telugu and English, which were the responses of the students in both reading comprehension (skimming and scanning) and summary writing tasks. These stories were (S1T) "Vikramarkudu- Mantrikudu" and (S1E) "The tales of Bhethala-the Vampire". It has two tasks in reading and writing skills, i.e., reading comprehension and writing a summary of those stories in both languages. The first set of data was S1T reading comprehension and writing summary tasks. Another set of data was S1E reading comprehension and writing summary tasks.

5.1.1 Reading comprehension task in Telugu:

In the S1T reading comprehension task, total questions were there. Three scanning and two skimming questions. Q1 and Q5 were skimming questions, and Q2, Q3, and Q4 were scanning questions. A few questions about reading comprehension were added in appendix C from all the stories.

5.1.2 Writing task in Telugu:

In the S1T writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study. The summaries in Telugu and translations of those summaries were added below of every summary in Telugu.

Student1: writing the summary of S1T:

ఉపోద్ఘాతం: ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఈ కథలో ఉంది.

వివరణ: ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకొని ఒక పండు ని విక్రమార్కుడికి ఇచ్చి వెళ్తున్నాడు....

ముగింపు: ఈ కథలో విక్రమార్కుడు బేతాళుడిని తీసుకురావడం గురించి ఉంది, మరియు బేతాళుడి శాపం గురించి వివరించారు.

Introduction: This story is about king Vikramarka and a vampire.

Explanation/Body: A vampire is wearing a monk's form every day and gives fruit to Vikramarka....

Conclusion: In this story, Vikrama is about bringing Bethala, and explaining the curse of Bethala.

Student2: writing summary in S1T:

ఉపోద్ఘాతం :విక్రమార్కుడు మరియు మాంత్రికుడు, బేతాళుడి గురించి ఈ కథలో ఉంది.

వివరణ: విక్రమార్కుడు ఉజ్జయిని నగరాన్ని చాలా బాగా పరిపాలిస్తున్నాడు. ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి, ప్రతిరోజు విక్రమార్కుడికి ఒక పండు ని ఇచ్చి వెళ్తున్నాడు....

ముగింపు: ఈ కథలో సన్యాసి విక్రమార్కుడి సహాయం కోరడం గురించి ఉంది,మరియు బేతాళుడి శాపం గురించి వివరించారు.

Introduction: Vikramarka and Betala are in this story.

Explanation/Body: Vikrama Marka rules Ujjain very well. A magician is wearing a monk's form and giving Vikrama a fruit every day....

Conclusion: In this story, the monk is about seeking the help of Vikramarka, and explains the curse of Betala.

Student3: writing summary in S1T:

"ఉపోద్ఘాతం: : ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఈ కథలో ఉంది

విషయం/వివరణ:ఉజ్జయిని నగరాన్న విక్రమార్కుడు జనరంజకంగా పరిపాలిస్తున్న కాలంలో ఒకనాడు విక్రమార్కుడికి పండు ఇవ్వడానికి ఒక మాంత్రికుడు రాగ...

ముగింపు: ఈ కథలో విక్రమార్కుడు, బేతాళుడి శాపం గురించి వివరించారు".

"Introduction:: A king Vikramarka and Betala are in this story.

Body: Ujjain city was ruled by Vikramarka, there was once a vampire who came to give fruit to Vikramarka.

Conclusion: In this story, Vikramarka, and explains the curse of Betala ".

Student4: writing summary in S1T:

ఉపోద్ఘాతం: విక్రమార్కుడు – మాంత్రికుడు గురించి ఈ కథ లో ఉంది

విషయం: ఉజ్జయిని నగరాన్ని విక్రమార్కుడు జనరంజకంగా పరిపాలిస్తున్న కాలంలో ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకుని, ఒక పండుని ఇవ్వడానికి వచ్చేవాడు...

Introduction: This story is about Vikramarka and the Vampire.

Body: During the popular rule of the city of Ujjain, Vampire who dressed in the form of a monk in the popularity of Vikramarka, who came to give a fruit

Student5: writing summary in S1T:

ఉపోద్ఘాతం: ఈ కథలో విక్రమార్కుడు, సన్యాసి, మరియు బేతాలుడి గురించి ఉంది.

విషయం: విక్రమార్కుడు ఉజ్జయిని రాజ్యాన్ని సంతోషం గా పరిపాలిస్తున్న కాలంలో, ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకోని ఒక పండును విక్రమార్కుడికి సమర్పించే వాడు...

ముగింపు: ఈ కథ లో బేతాలుడి శాపం గురించి ఉంది.

Introduction: In this story, Vikramarka, the monk, and Betala are there.

Body: Vikramarka is a joyful ruler of Ujjain's kingdom, a vampire wearing a monk's form and presenting a fruit, he does visit Vikramarka every day...

Conclusion: This story is about Betala curse.

Student6: writing summary in S1T:

ఉపోద్ఘాతం:- ఈ కథ లో ఒక మాంత్రికుడు, రాజైన విక్రమార్కుడు మరియు బేతాలుడి గురించి ఉంది.

వివరణ: ఉజ్జయిని నగరాన్ని విక్రమార్కుడు జనరంజకంగా పరిపాలించే కాలంలో ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజూ విక్రమార్కుడి దర్శనం చేసుకుని ఒక పండుని విక్రమార్కుడికి సమర్పించి అతడు ఏమిచూసినా తీసుకోకుండా మౌనంగా వెళ్ళిపోతాడని....

ముగింపు:- విక్రమార్కుడి యొక్క ధైర్య సహనాల గురించి ఉంది.

Introduction:- This story is about a vampire, king Vikramarka and Betala.

Body: Ujjain city's king Vikramarka. In the popular administration of Vikramarka, a vampire, dressed like a monk, visited Vikramarka every day and presented a fruit to Vikramarka and left silent.

Conclusion: -The-Vikramarka's bravery is about.

Student7: writing summary in S1T:

"ఉపోద్ఘాతం: : ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఈ కథలో ఉంది

వివరణ : "ఒక మాంత్రికుడు రూపం ధరించి, విక్రమార్కుడి దర్శనం చేసుకొని ఒక పండును సమర్పించాడు. విక్రమార్కుడు సాధువు రూపంలో ఉన్న మాంత్రికుడు అడిగిన సహాయానికి , విక్రమార్కుడు తూర్పున రెండు ఫర్లాలంగు దూరం వెళితే , బాటకు ప్రక్కన ఏళ్ల నాటి మహావృక్షం కనిపిస్తుంది.....

ముగింపు: ఎవరు సహాయం అడిగిన కూడా కాదనరాదు.

"Introduction:: This story is about Vikramarka and a vampire.

Body: "A vampire dressed like a monk and presented a fruit of Vikramarka's vision. For the help of a wizard in the form of a saint, Vikramarka went to the east with the help of the two -miles in the east, there was an old banyan tree.

Conclusion: We have to say for whoever wants help.

Student8: writing summary in S1T

ఉపోద్ఘాతం: ఒక రాజు విక్రమార్కుడు మరియు సన్యాసి, అతని యజ్ఞం గురించి ఈ కథలో ఉంది

విషయము :- ఒక సన్యాసి రూపంలో ఒక మాంత్రికుడు ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకుని , ఒక పండును ఇవ్వసాగాడు .శివు నాతో రావాలి యజ్ఞ స్థలానికి బేతాళుడిని తీసుకురావాలి.

నాకు అప్పగించాలి. ఆ సహాయం చేస్తే చాలు ఇది నాకు కావలసిన సహాయం అని సన్యాసి చెప్పాడు ...

ముగింపు: ముఖ్యంగా బేతాళుడి శాపం గురించి ఉంది.

Introduction: A king Vikramarka, a monk, and about monk's yagna were there in this story.

Body:- In the form of a monk, a vampire visited Vikramarka and gave him fruit every day. You must come with me. Should be handed over to me. The monk said that it would be helpful to me if you help ...

Conclusion: Important is about the curse of Bethala.

Student9: writing summary in S1T

ఉపోద్ఘాతం : ఈ కథలో విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఉంది.

వివరణ: ఒక మాంత్రికుడు సన్యాసి రూపం ద్వారా ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకొని ఒక పండు ని విక్రమార్కుడి ఇచ్చి వెళ్తున్నాడు....

ముగింపు: ఈ కథలో విక్రమార్కుడు బేతాళుడిని తీసుకురావడం గురించి ఉంది, మరియు బేతాళుడి శాపం గురించి వివరించారు.

Introduction: This story is about Vikramarka and the vampire.

Body: A vampire is wearing a monk's form, and every day gives fruit to Vikramarka

Conclusion: In this story, Vikramarka is about bringing Bethala, and explained the curse of Bethala.

Student10: writing summary in S1T

ఉపోద్ఘాతం:- ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు, అతడి యజ్ఞం గురించి ఈ కథలో ఉంది

విషయా/ వివరణ :- ఉజ్జయిని నగరాన్ని విక్రమార్కుడు జనరంజకంగా పరిపాలిస్తున్న కాలంలో ఒక మాంత్రికుడు సన్యాసి రూపం ద్వారా , ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకుని ఒక పండు

ను విక్రమార్కుడికి సమర్పించి అతడు ఏమిచూసా తీసుకోకుండా వినయంగా వెళ్ళిపోసాగాడు...

ముగింపు:-ఈ కథ ద్వారా ఒకరు మనకి ఏదైనా ఊరికే చేయరాని తెలుసుకోవాలి.

Introduction: in this story, king Vikramarka, a vampire, and his yagna were there.

Body: Ujjain city was ruled by Vikramarka with great popularity, at that time a vampire dressed like a monk and visited Vikramakra every day and gave fruit to the king, and he did not take anything, which was given by the king..

Conclusion/moral: we have to know that nothing will come easily.

5.1.3 Reading comprehension(RC) task in English:

In the S1E reading comprehension task, a total of 5 questions were there. Three scanning and two skimming questions. Q1 and Q5 were skimming questions and Q2, Q3, and Q4 were scanning questions.

5.1.4 Writing task in English:

In the S1E writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study.

Student1: writing summary in S1E:

- "One day, when he was doing so, a monkey was nearby. The king's Priest gave the fruit to the monkey.
- when You try to bring the dead
- Vikramarka exclaimed, what! A dead person can speak.
- The monkey took a bite. Lo and behold, Precious stones fell from the fruit.
- The king received him graciously....

Student2: writing summary in S1E:

"The king Vikramaditya Kingdom enjoyed peace and prosperity under his rule. Once a Sage arrived at his count. The king received him graciously. The Sage With fruit. The king's priest gave war Came every day and blessed him gave a fruit. ...

Student3: writing summary in S1E:

"Summary: "In this short story, Vikramaditya decides to help the sage and go to yagna place. He met the sage, and went to bring bethala to yagna. Bethala told vikramarka to talk with him when he said a story vikramarka"...

Student4: writing summary in S1E:

The King Vikramaditya! Kingdom enjoyed with peace and moon night Vikamaditya bowed to the same sage. One day one monkey nearby the priest gave the fruit to the monkey. When monkey took a bite from fruit, all germs and diamonds fell down....

Student5: writing summary in S1E:

The king Vikramadithya, The king's priest gave a fruit to monkey, then precious Stones fell down. Lo and behold every Ione was amazed. The king asked the yagna O saint? You have what is the service you seek for me from me?...

Student6: writing summary in S1E:

The people in king vikramaditya.one day yagna going to vikramaditya. Yagna The king kept it aside. The sage come everyday and give a fruit. The king's priest gave the fruit to the monkey. Lo and behold, stones, and Diamands....

Student7: writing summary in S1E:

In This short story, the king vikramaditya and his kingdom was happy. One day sage came and gave one fruit to king. He kept aside it. Next day the priest give fruit to monkey. When monkey took a bite fruit. So many germs fallen. Everyone was shocked.....

Student8: writing summary in S1E:

Summary: In the people in king vikramaditya's Kingdom once a sage arrived in his court, the King's Priest gave the fruit to the monkey, "O saint! You have been I have decided to perform a great ritual that is why I gave these gems to you" vikranarka then asked the sage how to reach the place...

Student9: writing summary in S1E:

The people in king vikramaditya's kingdom enjoyed peace and prosperity under his rule. The sage was pleased with his devation and blessed him with fruit. The king kept it aside. One day, when he was doing so, a mokey was bearby. The king's priest gave the fruit to the monkey....

Student10: writing summary in S1E:

The king Vikramaditya and his Kingdom enjoyed and peace under his rule, once a sage arrived in his court. Received him graciously. The Sage fruit. The Sage Came every day was blessed him and gave a fruit to the king, king's priest gave it the monkey....

5.2: 2nd set of data:

This data contains the second set of stories in Telugu and English, which were the responses of the students in both reading comprehension (skimming and scanning) and summary writing tasks. These stories were S2T, "Adbhuta Vidyalu", and S2E "Whose fault is it?". It has two tasks in reading and writing skills, i.e. reading comprehension and summary writing of those stories in both languages. The first data set was S2T reading comprehension and writing summary tasks. Another set of data was S1E reading comprehension and writing summary tasks.

5.2.1 Reading comprehension task in Telugu:

In the S2T reading comprehension task, five questions were there. Three scanning and two skimming questions, Q3 and Q4, were skimming questions and Q1, Q2, and Q5 were scanning questions.

5.2.2 Writing task in Telugu:

In the S2T writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study.

Student1: writing the summary of S2T:

ఉపోద్ఘాతం: బేతాళుడు విక్రమార్కుడి చెప్తున్నా కథ "ఒక వర్తకుడు మరియు అతని నలుగురు కొడుకులు" ఇందులో ఉంది.

వివరణ: నందనవనం అనే గ్రామంలో వర్తకుడు ఉండేవాడు అతడు బాగా ధనం సంపాదించి కుబేరుడంతటి ధనవంతుడైయ్యాడు....

నీతి : ఈ కథలో నేను తెలుసుకున్నది ఏంటంటే తొందర పటు మన ప్రాణాల మీదికి తెస్తుంది. కాబట్టి ఆలోచించి నిర్ణయం తీసుకోవాలి.

Introduction: The story of Bethala Vikramarka is about "a trader and his four sons".

Body: There was a trader in a village called Nandanavanam, and he became rich in Kubera....

Moral: What I know in this story is that hasty leads to death. So think and make a decision.

Student2: writing summary in S2T:

ఉపోద్ఘాతం : ఈ కథ లో ఒక వర్తకుడు మరియు అతని నలుగురు కొడుకుల గురించి ఉంది

వివరణ: ఒక వర్తకుడు నందనవనం అనే గ్రామంలో ఉండేవాడు. అతడు బాగా ధనం సంపాదించి చాలా మంచి పనులు చేశాడు....

నీతి: తొందర పటు మన ప్రాణాల మీదికి తెస్తుంది. కాబట్టి ఏది చేసిన ఆలోచించి చేయాలి.

Introduction: In this story is a trader and his four sons

Body: A trader was in a village called Nandanavanam. He has made a lot of money and has done perfect things....

Moral: Hasty has brought our lives into a danger zone. So do whatever after thinking.

Student3: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు. దీనిలో పాత్రలు నలుగురు కొడుకులు, రాజు, రాణి.

వివరణ: పూర్వం నందనవనంలో ఒక రాజు ఉండేవాడు. అతడు ఊరూరా తిరిగి చాలా ధనాన్ని సంపాదించాడు. అతనికి నలుగురు కొడుకులు.....

ముగింపు: నాలుగవవాడు కొంచెంసేపు ఆలోచించి ఉంటే వారు అందరూ బ్రతికేవారు.

Introduction: This story is the name of outstanding education. The characters include four sons, a king, and a queen.

Body: Earlier, there was a king in Nandanavan. He made a lot of money. He has four sons.

Conclusion: If the fourth man has been thinking for a while, they will be alive.

Student4: writing summary in S2T:

ఉపోద్ఘాతం:- విక్రమార్కుడికి బేతాడులు ఈ కథ చెప్పాడు.

విషయం : విక్రమార్కుడికి మౌనభంగం కలిగించడానికి బేతాడులు ఈ కథ మొదలు పెట్టాడు. పూర్వం నందనవనం అనే గ్రామంలో ఒక రాజు అంతులేని ధనాన్ని పోగుచేసుకున్నాడు....

ముగింపు: ఈ కథ ద్వారా నేను తెలుసుకున్నది ఏంటంటే తొందర పాటు ప్రాణాల మీదికి తెస్తుంది.

Introduction:- This story was telling Betala to Vikramarka.

Body: This story starts to make Vikramarka's silence. Earlier in the village of Nandanavanam, a king accumulated endless money....

Conclusion/moral: What I know through this story is that hasty brings life to death.

Student5: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు. దీనిలో రాజు, రాణి, మరియు వాళ్ల నలుగురు కొడుకుల గురించి ఉంది.

విషయం:పూర్వం నందనవనం అనే నందనవనం అనే గ్రామం లో ఒక వర్తకుడు ఉండేవాడు. అతడు బాగా ఆస్తులు సంపాదించి, దేవాలములు నిర్మించాడు. బావులను తవ్వించాడు....

ముగింపు: నాలుగవవాడు ఆలోచించకుండా చేసిన పని వల్ల వాళ్ళు అందరూ చనిపోయారు. ఆలోచించి ఉంటే వాళ్ళు అందరు బ్రతికేవారు.

Introduction: This story is the name of an amazing education. This includes the king, the queen, and their four sons.

Body: Formerly there was a trader in a village called Nandanavanam. He acquired assets and built temples. Excavated the wells....

Conclusion/moral: All of them died because of the work done by the fourth brother. If he thinks once, they will be alive.

Student6: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు. దీనిలో నలుగురు కొడుకులు, రాజు, రాణి. ఉన్నారు.

విషయం: ఈ కథ పేరు అద్భుత విద్యలు ఒక ఊరిలో అంటే నందనవనంలో ఒకరాజు ఉండేవాడు. అతడికి నలుగురు కుమారులు అయితే ఆయనకు ఓంట్లో బాగోకా చనిపోయారు దాంతో తన భార్య ఊరు వదిలి వెళ్లిపోయింది. అయితే వీరి ఇద్దరికీ నలుగురు కుమారులు. అయితే వారు తల ఒక వైపుకి వెళ్లి విద్యాలు నేర్చుకొని వచ్చారు..

ముగింపు: నాలుగవవాడు కొంచెంసేపు ఆలోచించి ఉంటే వారు అందరూ బ్రతికేవారు.

Introduction: This story is the name of an amazing education. This includes four sons, a king, and a queen.

Body: This story was the name of Nandanavanam. He had four sons, but he had died in Oh and left his wife's hometown. However, the two have four sons. However, they went to one side of the head and learned the education.

Conclusion: If the fourth one has been thinking for a while, they will be alive.

Student7: writing summary in S2T:

ఉపోద్ఘాతం:- బేతాలుడు విక్రమార్కుడికి చెబుతున్న కథ. ఈ కథలో వర్తకుడు, అతడి నలుగురు కుమారులు , మరియు వారి విద్యలు గురించి ఉంది.

వివరణ :- నందనవనం అనే గ్రామం లో బాగా ధనం సంపాదించి ఒక వర్తకుడు ఉండేవాడు. అతడు బాగా దానధర్మాలు చేసి, భవనాలను నిర్మించాడు. దేవాలయాలు నిర్మించాడు. బావులను తవ్వించాడు. సత్రాలను కట్టించాడు....

నితి : ఈ కథ ద్వారా నేను తెలుసుకున్నది ఏమిటంటే తొందరపాటు మన ప్రాణాల మీదికి వస్తుంది. కాబట్టి ఆలోచించి నిర్ణయం తీసుకోవాలి అని ఈ కథ యొక్క సారాంశం.

Introduction:- The story Betala tells to Vikramarka. The story is about the trader, his four sons, and their education.

Body:- There was a trader who earned a lot of money in a village called Nandanavanam. He performed well and built the buildings. Built temples. Excavated the wells. Build the free hotels....

Moral: What I have learned through this story is that through hasty we get to our lives into death. So the essence of this story is to think and make a decision.

Student8: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ లో నలుగురు కొడుకులు, రాజు, రాణి ఉన్నారు.

విషయం: ఈ కథ పేరు అద్భుత విద్యలు. నందనవనం ఊరిలో ఒకరాజు ఉండేవాడు. అతడికి నలుగురు కుమారులు అయితే ఆయనకు ఓంట్లో బాగోకా చనిపోయారు దాంతో తన భార్య ఊరు వదిలి వెళ్లిపోయింది... నీతి: కొంచెం నేపు ఆలోచించాల్సింది. దీనిని బట్టి తొందరపాటు ఉండకూడదు అని మనం అర్థం చేసుకోవాలి.

Introduction: In this story, there are four sons, a king, and a queen.

Body: This story is the name of the amazing education. Nandanavanam had one king. If he had four sons, he would have died due to bad health, and his wife left her hometown...

Moral: To think for a while. We need to understand that there should be no hasty.

Student9: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు, ఇందులో నలుగురు యువకుల విద్యాలయ గురించి ఉంది.

విషయం: పూర్వం నందనవనం అనే గ్రామం లో ఒక రాజు ఉండే వాడు. అతడు బాగా ధనాన్ని సంపాదించాడు.

దేవాలములు నిర్మించాడు. బావులను తవ్వించాడు....

ముగింపు: నాలుగవవాడి తొందరపాటు వల్ల అందరూ చనిపోయారు.

Introduction: The story is about fairy education, including four youths' college.

Body: Formerly a king in a village called Nandanavanam. He made a lot of money. He built the temples. Excavated the wells....

Conclusion: All died due to the hurry of The fourth person.

Student10: writing summary in S2T:

ఉపోద్ఘాతం : బేతాళుడు విక్రమార్కుడికి చెప్తున్నా కథ "ఒక వర్తకుడు మరియు అతని నలుగురు కొడుకులు" ఇందులో ఉంది.

వివరణ: నందనవనం అనే గ్రామంలో వర్తకుడు ఉండేవాడు అతడు బాగా ధనం సంపాదించి కుబేరుడంతటి ధనవంతుడైపోయాడు....

ముగింపు: ఈ కథలో నేను తెలుసుకున్నది ఏంటంటే ఏది చేసిన ఆలోచించి నిర్ణయం తీసుకోవాలి.

Introduction: This story Betala tells to Vikramarka is about "a trader and his four sons".

Body: There was a trader in a village called Nandanavanam and he became rich in Kubera....

Conclusion: What I know in this story is to think and make a decision.

5.2.3 Reading comprehension task in English:

In the S2E reading comprehension task, a total of 5 questions were there. Three scanning and two skimming questions, Q3 and Q4 were skimming questions and Q1, Q2, and Q5 were scanning questions.

5.2.4 Writing task in English:

In the S2E writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study:

Student1: writing the summary of S2E:

Introduction: Bethala tells the story "whose fault is it" to Vikramarka.
Body: Once there were four brothers who decided to test their powers, they came across a bone and the youngest one of them trying to use his powers. By chanting singles. Bone an animal, he decided to test his ability....
The theme: Do not make mistakes through eagerness.

Student2: writing summary of S2E

"Introduction - Bhetala tell the story and ask the question and answer the king vikramarka to Betala. The intention is to take him to send immediately to tree.
Body - Once four brothers were engaged in the study of hymns. Fully learned & everything, they decided to test their powers.
Conclusion/The theme: the moral story of thinking is very important in eagerness".

Student3: writing summary of S2E

"Introduction: - Bethala tells this story to vikramarka. Vikramarka give answer to Bethala.
Body: The story is about four brothers who learned the study of hymns and they decided to test their powers.They were going through a forest, they saw one bone....
The theme: thinking is more important, so do things in eagerness"

Student4: writing summary of S2E

Introduction - Betala tell to vikramarka king, story Name "whose fault is it?"
Body: Powers of four brothers, they decided to test their powers. They came across a bone. The youngest brother wanted to test his power. He chanted hymns to that bone, gave skin, hair and nails...
Conclusion: This story is an enareness story.

Student5: writing summary of S2E

Introduction: this story name is "whose fault is it?"

Body: As they were walking through a forest they came across a bone, the youngest one of them tried his powers. He gave flesh and blood to it....

Conclusion/the theme of the story: If the eldest brother thinks about it before using his powers, they will live.

Student6: writing summary of S2E

Introduction: this story is about four brothers and their powers.

Body: The four brothers going through a forest and they saw one bone. And they decided to test their powers. The youngest brother gave skeleton to the bone by his powers. Third brother gave flesh and blood by his powers.....

Conclusion/the theme of the story:-it was the eldest brother's fault because he gave life to a dead lion.

Student7: writing summary of S2E

Introduction: Bhethala telling story vikramaditya. Whose fault is it? In story the story four brothers are there.

Body: There were four brothers who were engaged in the study of hymns (mantras) They decided to test their powers. They came and tried to use them. As they were walking through a forest across a bone

Conclusion/the theme of the story: this story is about eagerness.

Student8: writing summary of S2E

Introduction - Bhethala Tells and walk with vikramarka, the story Name: whose fault is it

Body: in this story, four brothers are there, they learned all hymns and they decided to test their powers and they went to the forest. These brothers found a bone. And they tested their powers. youngest one tried to his powers and gave skeleton to the bone...

Conclusion/the theme of the story: Eagerness is dangerous thing.

Student9: writing summary of S2E

Introduction – four brothers are there in this story. It is “Whose fault is it?”

Body: As they were walking through a forest they came across a bone, the youngest one of them tried his powers. By chanting a hymn, he could transform the single bone into his power's skeleton, developed flesh, 1st blood, and organs. Power's 2 one....

Conclusion/the theme of the story: if you do anything, thinking is more important.

Student10: writing summary of S2E

Introduction – Bethala wanted to make vikramrka speak to him. So bethala tell this story.
 Body: the four brothers completed their education, and wanted to test their powers. As one of The four brothers, decided to test their powers. They were across a bone. The yongent one of they tried to use his powers and make skeleton with that bone.....
 Conclusion/the theme of the story: this story tell eagerness is not important.

5.3: 3rd set of data:

This data contains the third set of stories in Telugu and English. These stories were S3 T's "Mugguru Yuvakulu" and S3E's "Whom Should She Marry?" It has two tasks in reading and writing skills, i.e. reading comprehension and summary writing of those stories in both languages. The first data set was S2T reading comprehension and writing summary tasks. Another set of data was S1e reading comprehension and writing summary tasks.

5.3.1 Reading comprehension task in Telugu:

In the S3T reading comprehension task, there were a total of 5 questions. Three scanning and two skimming questions, Q1, Q2, and Q3, were scanning questions, and Q4, and Q5 were skimming questions.

5.3.2 Writing task in Telugu:

In the S3T writing task, ten sample responses were used in the data presentation and analysis of the data too, who completed all the tasks throughout the study, those tasks were based on reading (skimming and scanning) and writing summary skills in both languages Telugu and English.

Student1: writing the summary in S3T:

ఉపోద్ఘాతం: ఈ కథలో ఒక బ్రాహ్మణుడు మరియు అతని కుమార్తె గురించి ఉంది.
 వివరణ: పూర్వం స్వర్ణపురం అనే నగరం లో ఒక బ్రాహ్మణుడు ఉండేవాడు. ఆ బ్రాహ్మణుడికి ఒక కుమార్తె ఉండేది. ఆమె చాలా అందగత్తె. ఆమె ని పెళ్లి చేసుకోడానికి ముగ్గురు యువకులు వచ్చారు. వాళ్ళని రేపు రమ్మని వాళ్ళ నాన్న పంపుతాడు...
 ముగింపు: ఈ కథలో ఒక భర్త కి కావాల్సిన లక్షణాలు మూడో వాడికి ఉన్నందున అతన్నే ఆ అమ్మాయి పెళ్లి చేసుకోడం కరెక్ట్. సొంత శక్తి, తెలివి తేటలు ఎప్పటికైనా విజయాన్ని చేకూరుస్తాయి.

introduction: This story is about a Brahmin and his daughter.
 Body: once upon a time there was a Brahmin in the city of Swarnapuram. The Brahman had a daughter. She was very blonde. Three young men came to marry her. They send them tomorrow to come...
 Conclusion: In this story, the third person has the qualities that a husband needs and the girl is married to the girl. Own energy and intelligence can always succeed.

Student2: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకుల గురించి తెలియజేస్తుంది. ఈ కథలో మదనమంజరి, ముగ్గురు యువకులు, బ్రాహ్మణుడు, బేతాళుడు, విక్రమార్కుడు మొదలగువారు ఉన్నారు.

విషయం: బ్రాహ్మణుడు తన కుమార్తె అయిన మదనమంజరి పెళ్లి వయస్సుకు వచ్చిన కారణంగా ఆమెకి పెళ్లి చేయాలనుకున్నాడు. ఆమె కోసం చాలా మంది రాజులు వచ్చి అడుగుతున్నారు, కానీ వాళ్ళ నాన్న, ఆ అమ్మాయి కి ముగ్గురు మామయ్యలు ఉన్నారు అని చెప్తూ వస్తున్నాడు...

ముగింపు: మదనామంజరిని కాపాడడానికి ముగ్గురు ప్రయత్నించారు, కానీ చివరకు మూడవ వ్యక్తిని మదనమంజరి వివాహం చేసుకోవడానికి ఒప్పుకుంది.

Introduction: This story tells about three young people. The story includes Madanamanjari, three young men, Brahmin, Bethala, and Vikramarka.

Body: Brahmin, Madanamanjari, his daughter, wants to marry her because she is at the age of marriage. Many kings are asking for her, but their father said that the girl has three uncles...

Conclusion: Three tried to save Madanamanjari but eventually agreed to marry a third man.

Student3: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ఒక అమ్మాయి మరియు ముగ్గురు యువకుల గురించి తెలియజేస్తుంది.

విషయం/ వివరణ: ఒక బ్రాహ్మణుడికి ఒక కుమార్తె మదన మంజరి ఉంటుంది. వాళ్ళ ముగ్గురు మామయ్యలు ఆమెని పెళ్లి చేసుకోవడానికి వచ్చారు. బ్రాహ్మణుడు వాళ్ళని మరుసటిరోజు రమ్మనడంతో వాళ్ళు వెళ్ళిపోయారు. తిరిగి వచ్చేసరికి మదనమంజరిని రాక్షసుడు తిస్కెళ్ళాడు....

ముగింపు: ఈ కథ నుండి నేర్చుకుంది ఏంటంటే పోరాడిన వాడికి తప్పకుండా విజయం దక్కుతుంది.

Introduction: This story tells about a girl and three young people.

Body: A Brahmin has a daughter Madanamanjari. Three of their uncles came to marry her. The Brahmin came and told them they would come the next day. Upon returning to Madanamanjari, the monster is sweeping....

Conclusion: What has been learned from this story is that the fighter will be successful.

Student4: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ఒక బ్రాహ్మణుడు మరియు అతని కుమార్తె, ఆమె పెళ్లి గురించి చెప్తుంది.

వివరణ: పూర్వం స్వర్ణపూరి అనే నగరంలో పండితుడయిన బ్రాహ్మణుడు ఉండేవాడు. అతనికి కుమార్తె అందాలరాశి మందనమంజారి. ఆమె పెళ్లి వయస్సుకి వచ్చింది. ఒకనాడు అతడికింటికి ముగ్గురు యువకులు వచ్చారు...

ముగింపు: ఈ కథ నుండి నేర్చుకుంది ఏంటంటే పోరాడిన వాడికి తప్పకుండా విజయం దక్కుతుంది

Introduction: The story is about a Brahmin and his daughter, telling her about her wedding.
Body: Earlier, there was a priest in a city called Swarashapuram. He is the daughter of beauty. She gets to be married. One day he had three young men....
Conclusion: What has been learned from this story is that the fighter will be successful.

Student5: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకుల పెళ్లి సమస్య గురించి తెలియజేస్తుంది.

వివరణ: ముగ్గురు యువకులు వీరు ముగ్గురు ఒక బ్రాహ్మణుడి కుమార్తె, అయినా మదన మాసలిని పెళ్లి చేసుకోవాలి అనుకున్నారు కాని ముగ్గురు యువకులకు ఒక సమస్య ఏర్పడింది ఏమిటంటే మదనమంజరిని రాక్షసుడు ఎత్తుకుని వెళ్లిపోయాడు. కారణంగా మొదటి వాడికి రాక్షసుడు ఎక్కడ ఉన్నాడో తెలుసుకునే శక్తి వీళ్ళకి ఉండడం తో వాళ్ళే ఆమె ని రక్షిస్తారు...

ముగింపు: ఈ కథ ద్వారా సొంత తెలివి తేటలు ఎప్పటికైనా ఉపయోగపడతాయి.

Introduction: The story tells about the wedding problem of three young people.
Body: Three young men wanted to marry Madana Manjari, who was a Brahmin's daughter, but the three young people had a problem. Due to the power to find out where the monster is, they will save her ...
Conclusion: This story can always be useful for their own intellectuals.

Student6: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ లో ఒక బ్రాహ్మణుడు మరియు అతని కుమార్తె పెళ్లి సమస్య ఉంది.

నిషేధం : బ్రాహ్మణుడు కుమార్తె అయిన మదనమంజరి పెళ్లి వయసుకు వచ్చిన కారణంగా మదనమంజరి తండ్రి అయినటువంటి బ్రాహ్మణుడు మదనమంజరి కి పెళ్లి చేయాలనుకున్నాడు...

ముగింపు: మూడో వ్యక్తి కి తగిన తెలివితేటలు ఉండడం వల్ల తాను గెలిచాడు.

introduction: In this story, there is a Brahmin and his daughter's marriage problem.
Body: Madanamanjari, the daughter of a Brahmin, wants to do marriage of Madanamanjari,
...
Conclusion: The third person has won due intelligence.

Student7: writing summary in S3T:

ఉపోద్ఘాతం:- ఈ కథ ఒక బ్రాహ్మణుడి గురించి చెబుతోంది.

విషయం : స్వర్ణపురం అనే నగరంలో ఒక బ్రాహ్మణుడు ఉండేవాడు. తనకు ఒక కుమార్తె ఉంది. ఆమెను పెళ్ళి చేసుకోవాలని ముగ్గురు వ్యక్తులు ఆమె దగ్గరకు వచ్చారు. పెండ్లి చేసుకోవాలని వస్తారు కానీ వాళ్ళు నాన్న రేపు రమ్మని పంపించేస్తారు.

ముగింపు:- తనకు మూడవ వ్యక్తి తగిన వాడు భర్తకు ఉండవలసిన లక్షణాలు ఉన్నాయి కావున తన మూడవ వ్యక్తి పెండ్లి చేసుకోవడం మంచిది.

introduction:- This story tells about a Brahmin.

Body: There was a Brahmin in a city called Swarnapuram. She has a daughter. Three people came to her to get married. They come to get married but they will send her father tomorrow.

Conclusion:- It is good for the third person to have the characteristics of a husband. It's good to marry a third person.

Student8: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకుల పెళ్లి గురించి తెలియజేస్తుంది.

విషయము/వివరణ:- ఈ సారాంశం పేరు "ముగ్గురు యువకులు, ఒక బ్రాహ్మణుడికి ఒక కుమార్తె ఉంది. కుమార్తెను ఎవరు చేసుకోవాలి అనేది ఉంటుంది. ఆమెను ఒక రాక్షసుడు ఎత్తుకెళ్ళడంతో ఎవరు ఆమెను కాపాడితే వారికి చేసుకోవాలనిచెతే ముగ్గురు కష్టపడుతారు...

ముగింపు:- ఈ సారాంశంలో పోరాడిన వాడికి విజయం దక్కుతుంది.

Introduction: The story tells about the wedding of three young people.

Body:- This summary name is "Three young men", a brahmin has a daughter. Who should marry his daughter? a monster kidnapped her, who will be saved, that person marries her. For that, those three men worked hard.

Conclusion:- This summary tells that the man who fought succeeds.

Student9: writing summary in S3T:

ఉపోద్ఘాతం:- ఈ కథ పేరు ముగ్గురు యువకులు. ఇందులో ఒక అమ్మాయి పెళ్లి గురించి తెలియజేస్తుంది.

విషయం : స్వర్ణపురం అనే గ్రామం లో ఒక బ్రాహ్మణుడికి ఒక కుమార్తె ఉంది. రాక్షసుడు ఎత్తుకెళ్ళడంతో, ముగ్గురు యువకుల్లో ఎవరు ఆమెను కాపాడితే వారిని చేసుకోవాలని అమ్మాయి నాన్న చెప్తాడు.

ముగింపు: పోరాడిన వ్యక్తికి ఎప్పటికైనా విజయం దక్కుతుంది.

Introduction:- The name of this story is three young men. This includes a girl's wedding.

Body: A Brahmin has a daughter in a village called Swarnapuram. The girl's father says that the monster has been taken away, and whoever saves that girl, that person will be married to her.

Conclusion: The person who fought will always win.

Student10: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకులు గురించి తెలియజేస్తుంది. ఇందులో మదనమంజరి, మరెండు ముగ్గురు యువకులు పాత్రలు పోషిస్తారు.

విషయం : బ్రాహ్మణుడు కుమార్తె అయిన మదనమంజరి పెళ్లి వయసుకు వచ్చిన కారణంగా మదనమంజరి తండ్రి అయినటువంటి బ్రాహ్మణుడు మదనమంజరికి పెళ్లి చేయాలనుకున్నాడు.

ముగింపు: మదనమంజరిని కాపాడడానికి ముగ్గురు యువకులు ప్రయత్నించారు. కాని చివరకు మూడవ వ్యక్తిని మదనమంజరి వివాహం చేసుకోవడానికి ఒప్పుకుంది. ఎందుకంటే మూడో వాడు కష్ట పడి ఆమెని రాక్షసుడి నుండి కాపాడినందుకు.

Introduction: This story tells about three young people. This includes Madanamanjari, and three young men.

Body: Madanamanjari, the daughter of a Brahmin. Her father wants to do marriage of Madanamanjari.

Conclusion: Three young men tried to save Madanamanjari. But in the end, Madanamanjari agreed to marry the third person. Because the third man struggled and saved her from the monster.

5.3.3 Reading comprehension task in English:

In the S3E reading comprehension task, a total of 5 questions were there. Three scanning and two skimming questions, Q1, Q2 and Q3 were scanning questions and Q4, and Q5 were skimming questions.

5.3.4 Writing summary task in English:

In the S3E writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study

Student1: writing summary of S3E:

"Introduction: - This story is about a brahmin and his daughter.

Body: In the town of Swapnapura, there was a brahmin named Nigama Sharma. He had a beautiful daughter. One day all the three brothers came to marry her. The youngest then looked in his mirror, He said, "brothers; all our efforts immediately the second brother ground" o young girl get up: the younger sail the eldest then said....

Conclusion/the theme of the story: Vikramarka satisfied bhatala's question but had broken his silence once again, Betala free from the dead body".

Student2: writing summary of S3T:

"Introduction - the story was of the Swapnapura king, Nigama Sharma. His daughter who's the marriage in this story.

Body:- In the town of swapnapura, King is Nigama sarma. His daughter is very beautiful, to marry her so many members came, but Nigama sarma not accepted. He told my daughter has three uncles who have the right to marry her.

The theme of the story: Hence the eldest brother has the right to marry her".

Student3: writing summary of S3E:

Introduction - the story was about a brahmin named Nijama Sharma, his daughter, and about her marriage.

Body: In swarnapura, a Brahmin named Nijama sarma. He had a daughter. Very beautiful daughter. Even Kings would come and ask for her hand in marriage, but Nigama Sharma used to tell my daughter has three uncles who have the right to marry her...

The theme of the story– Vikramarka satisfied Betala. But had broken his silence. The dead flew back to the tree.

Student4: writing summary of S3E:

Introduction: In this story, a brahmin and his daughter were there.

Body: nigama sharma lived in swapnapura and he had a very beautiful daughter, one day all the three brothers came to marry her, and they said "youngest one of the brothers looked in his mirror, said brothers, all our efforts vained...

The theme of the story: Hardwork gives victory at any time.

Student5: writing summary of S3E:

Introduction: the story was about one girl's marriage.

Body: In swapnapura town, one brahmin lived. He had a very beautiful daughter. Many Kings came and asked for her hand in marriage. But she had three uncles who had the right to marry her.....

Conclusion' - Vikramarka answered bhatala's question but broke his silence.

Student6: writing summary of S3E:

Introduction - The story was about Swapnapura king Nigama sarma. His daughter, whose marriage of the girl in this story.

Body: the town of Swapnapura, King is Nigama sarma. His had daughter, is very beautiful. Many people came to her and ask for marriage.but he's not accepted my daughter have three uncles said. And one day three uncles fighting among themselves to marry her.....

Conclusion: Hence the eldest brother has right to marry her.

Student7: writing summary of S3E:

Introduction:- Bhethala telling story Vikramadhitya, whom should She Marry
Body: - Nigama Sarma. He had a very beautiful daughter, who has three uncles, who have the right to marry her. The three uncles came one day and they were fighting with one another. The village people said they should come by tomorrow to get clarity about it....
Conclusion' - Vikramarka satisfied bethala's question and bethala went to the banyan tree.

Student8: writing summary of S3E:

Introduction - the story was about Swapnapura king Nigama sarma.
Body: In Swapnapura town, there was a brahmin named Nigama Sharma. He had an unmarried daughter. Her beauty is so captivating that even kings come and ask for her hand but her father always tells them, daughter has three uncles who have the right to marry her....
Conclusion' – eldest brother has the right to marry her, because he has his own energy to fight problems.

Student9: writing summary of S3E:

Introduction:- In this story, one brahmin and his daughter's marriage.
Body: In Swapnapura, a brahmin named Nigame Sharma. He had daughter, one day all the three brothers came to marry her, they fought themselves and went back, suddenly, the youngest then looked in his mirror, He said, "brothers; all our efforts immediately the second brother ground" o young girl get up: the younger said the eldest then said....
The theme of the story: Vikramarka satisfied bethala's question but had broken his silence once again, the bethala free from the dead body and flew back to the tree.

Student10: writing summary of S3E:

Introduction- The story was about Swapnapura king Nigama sarma.
Body: He has a daughter. She is so beautiful, to get married to her so many people came and asked about it but her father didn't accept because she has three uncles, and they are ready to marry her. One day, they came and fought among themselves to marry her. And they went to their place, but suddenly, the youngest one told them that his niece had died.....
Conclusion/the theme of the story: Hence the eldest brother has the right to marry her.

5.4: 4th set of data:

This data contains the fourth set of stories in Telugu and English. These stories were S4 T's "Mugguru Ranulu" and S4E's "The Most Delicate Queen". It has two tasks in reading and writing skills, i.e. reading comprehension and writing a summary of those stories in both languages.

5.4.1 Reading comprehension task in Telugu:

In the S4T reading comprehension task, five questions were there. Two scanning and three skimming questions, Q1, Q2 and Q5 were skimming questions and Q1, and Q3 were scanning questions.

5.4.2 Writing summary task in Telugu:

In the S4T writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study

Student1: writing summary of S4T:

ఉపోద్ఘాతం:- ఈ కథ విక్రమార్కుడికి బేతాళుడు, విక్రమార్కుడి మౌనవ్రతానికి భంగం కలిగించడానికి చేసే ప్రయత్నంలో చెప్తాడు.

విషయం:- విక్రమార్కుడు బేతాళుడని భుజాన వేసుకొని వెళ్తుండగా బేతాళుడు విక్రమార్కుడితో మాట్లాడించానికి ఈ కథని చెప్తున్నాడు. ఒక రాజుకి ముగ్గురు భార్యలు ఉండేవారు. ఒక రోజు రాజు గారు మరియు వారి మొదటి భార్య ఒక తోటలో నడుస్తుండగా ఆమె చేయికి ఒక పువ్వు తగిలి ఎర్రగా అయ్యింది...

ముగింపు :- బేతాళుడి ప్రశ్నకి విక్రమార్కుడికి సమాధానం తెలియడం తో సమాధానం చెప్పడంతో బేతాళుడు యాదస్థితికి ఎళ్లిపోయాడు.

Introduction:- This story Betala tells Vikramarka, to disturb the silence of Vikramarka.

Body:- Vikramarka is carrying Betala and starts walking. at that time Betala tells this story to Vikramarka to break his silence. One king had three wives. One day the king and his first wife were walking in a garden, and her hand hit a flower and became red...

Conclusion:- Vikramarka answered the question, and Betala flew back to the banyan tree.

Student2: writing summary of S4T

ఉపోద్ఘాతం : ఒక రాజు మరియు అతని ముగ్గురు భార్యలు గురించి ఈ కథ తెలియజేస్తుంది.

విషయం: రాజు ముగ్గురి భార్యలలో ఎవరు ఎక్కువ సున్నితమైన వారో తెలుసుకోవాలని అనుకుంటాడు, ఒకసారి రాజు గారు, అతని మొదటి భార్యతో కలిసి ఒక తోటలో నడుస్తుండగా ఒక పువ్వు ఆమె చేయి పైన పడి, ఆమె చేయి ఎర్రగా అవుతుంది..

ముగింపు: ముగ్గురిలో మూడో భార్య సున్నితమైంది ఎందుకంటే ఎక్కడో ఉన్న పిల్లవాడి ఏడుపు కి ఆమె చెవులు వాసిపోనందుకు. ఆమె మనసు చాలా సున్నితమైంది.

Introduction: This story tells about a king and his three wives.

Subject: The king wants to know who is more sensitive to the three wives. Once the king was walking in a garden with his first wife, a flower on top of her hand, and her arm became red.

Conclusion: The third wife of the three is sensitive because her ears were swelled to the cry of a child somewhere. Her mind was very sensitive.

Student3: writing summary of S4T:

ఉష్టోగతం:- బేతాళుడు విక్రమార్కుడికి ఒక రాజు మరియు అతని ముగ్గురు భార్యల గురించి చెప్తున్నాడు.
విషయా/ వివరణ : ఒక రాజ్యం లో చంద్రపాలుడు అనే రాజు ఉండేవాడు. అతను తన మొదటి భార్యతో కలిసి ఒక తోటలో నడుస్తుండగా, ఆమె చేతిపైన ఒక పువ్వు పడడంతో ఆమె చేయి ఎర్రగా కండిపోయింది...
ముగింపు :విక్రమార్కుడికి మౌనభంగం కలగటం వల్ల బేతాళుడు తిరిగి మహావృక్షాన్ని ఆశ్రయించాడు.

Introduction:- Betala is telling Vikramarka about a king and his three wives.

Body: There was a king named Chandrapaladu in a kingdom. He was walking in a garden with his first wife, and her hand turned red as a flower fell on her hand ...

Conclusion: Vikramarka's silence was broken, then Betala flew back to the banyan tree.

Student4: writing summary of S4T

ఉష్టోగతం : ఈ కథ చంద్రపాలుడు, మరియు అతని ముగ్గురు భార్యల గురించి తెలియజేస్తుంది.
విషయం :ఈ కథలో రాజుకి ముగ్గురు భార్యలు అయితే రాజు తన రాణుల ముగ్గురిలో ఎవ్వరు సున్నితంగా ఉంటారు అని తెలుసుకోవాలనుకున్నాడు కాని అతనికి ఎలా తెలుసుకోవాలో అర్థం కాలేదు అయితే ఒక రోజు మొదటి భార్య అయినా చంద్రప్రభతో తోటకు వెళ్తుండగా పువ్వు వచ్చి ఆమె నుదిటి పైనా పడడంతో ఆమె అక్కడ నలుస్తుంది అక్కడ ఎర్రగా గాయం అవుతాంది దానికి ఆమె సున్నితమైంది అనుకుంటాడు..
ముగింపు: శరీర పరంగా కాకుండా మనసు పరంగా కూడా ఆలోచించి మూడో భార్య సున్నితమైంది అని తెలుస్తుంది.

Introduction: This story tells about Chandrapaladu and his three wives.

Body: In this story, the king wanted to know that the king would be sensitive to the three of her queens, but he did not understand how to know. One day the king and his first wife Chandraprabha went to the garden, a flower fell on her forehead and she rubbed in that place, it became red, then the king fixed that she is the most sensitive among three wives..

Conclusion: It seems that the third wife is sensitive to thinking not only in the body but also in the mind.

Student5: writing summary of S4T

ఉపోద్ఘాతం :చంద్రపాలుడు అనే రాజు, తన 3 రాణుల గురించి ఉంది.

వివరణ :- చంద్రపాలుడికి తన ముగ్గురు రాణులలో ఎవరు సున్నితమైన వారో తెలుసుకోవాలనే కోరిక పుట్టింది. ఒక రోజు రాజు తన మొదటి భార్య ఒక తోటలో తిరుగుతుండగా ఆమె చేతిపైన ఒక పువ్వు పడింది, ఆ పువ్వు పడిన ఆమె చేయి అంతా ఎర్రగా అవుతుంది...

ముగింపు :- ఒక చిన్న పిల్లడి ఏడుపు ని కూడా తట్టుకోలేని మూడో భార్య అతి సుకుమారీ.

Introduction: The king of Chandrapaladu and his 3 queens.

Body:- The desire to know the sensitive one of his three queens. One day the king and his first wife were in a garden, a flower fell on her hand, and her hand became red ...

End:- The third wife who cannot even tolerate the crying of a child is very sensitive.

Student6: writing summary of S4T

ఉపోద్ఘాతం :ఒక రాజు మరియు అతని ముగ్గురు రాణుల గురించి బేతాలుడు విక్రమార్కుడికి చెప్తున్నాడు.

వివరణ :ఈ కథలో చంద్రపాలుడు అనే రాజుకి ముగ్గురు భార్యాలు. వారిలో ఎవరు సుకుమారీ అని తెలుసుకోవాలనుకున్నాడు కాని అతనికి ఎలా తెలుసుకోవాలో అర్థం కాలేదు అయితే ఒక రోజు మొదటి భార్య అయినా చంద్రప్రభలో తోటకు వెళ్తుండగా పువ్వు వచ్చి ఆమె నుదిటి పైనా ఏడడంలో ఆమె అక్కడ నలుస్తుంది అక్కడ ఎర్రగా గాయం అవుతాంది...

ముగింపు: సుకుమారీ మూడో భార్య. ఆమె చిన్న పిల్లాడి ఏడుపును కూడా తట్టుకోలేకపోయింది.

Introduction: Betala tells Vikramarka about a king and his three queens.

Body: In this story, the king named Chandrapaladu, and his three wives. Who among them wanted to know about who is the most sensitive person , but he did not understand how to find out, but one day the first wife was going to the garden with Chandraprabha and a flower fell on her forehead and she rubbed it and that place became red...

Conclusion: The sensitive person was the third wife. She could not even tolerate a little child crying.

Student7: writing summary of S4T

ఉపోద్ఘాతం:- బేతాళుడు విక్రమార్కుడి మౌనవ్రతానికి భంగం కలిగించే దానికి చేసే ప్రయత్నాలు ఈ కథ చెప్తున్నాడు.

విషయం:- విక్రమార్కుడు బేతాళుడని భుజాన వేసుకొని వెళ్తుండగా బేతాళుడు విక్రమార్కుడితో మాట్లాడించానికి చూస్తూ ఉండేవాడు. అందులో భాగంగా ఒక రాజు చంద్రపాలుడు, అతనికి ముగ్గురు భార్యాలు

ఉండే వారు. ఒక రోజు, రాజు, వారు మొదటి భార్య ఒక తోటలో నడుస్తుండగా ఆమె చేయకి ఒక పువ్వు తగిలి, ఆమె చేయి ఎర్ర గాయం అయ్యింది...

ముగింపు:- బేతాళుడు విక్రమార్కుడితో మాట్లాడించడానికి ప్రయత్నించామ మాట్లాడించాడు.బేతాళుడి ప్రశ్న కి విక్రమార్కుడు మూడో భార్య సుకుమారి అని సమాధానం చెప్పడం తో బేతాళుడు మళ్ళీ చెట్టు పైకి వెళ్ళాడు.

Introduction:- Betala is telling the story to break Vikramarka's silence.

Body:- Betala is looking to speak Vikramarka as Vikramarka wore Betala on his shoulder. As part of that, a king Chandrapaludu had three wives. One day, the king and his first wife were in a garden, when they were walking in a garden, a flower fell on her hand and her hand became a red wound...

Conclusion:- Betala went back to tree dues Vikramarka answered as the third wife was very sensitive.

Student8: writing summary of S4T

ఉపోద్ఘాతం:- విక్రమార్కుడికి మౌనభంగం కల్గించటానికి బేతాళుడు ఒక కథను చెప్పటం ప్రారంభించాడు.

విషయా/వివరణ:ఒక రాజ్యం లో ఒక రాజు ఉండేవాడు. అతనికి ముగ్గురు భార్యలు ఉండేవారు. వారిలో ఎవరు సుకుమారనో తెలుసుకోవాలనే కోరిక తో, ఒక రోజు రాజు, అతని మొదటి భార్య ఒక తోటలో విహరిస్తుండగా, ఒక పువ్వు ఆమె చేతిపైన పడింది,ఆమె చేయి ఎర్రగా అయిపోయింది....

ముగింపు :విక్రమార్కుడికి మౌనభంగం కలగటం వల్ల బేతాళుడు తిరిగి మహావృక్షాన్ని ఆశ్రయించాడు.

Introduction:- Betala began to tell a story to break the silence of Vikramarka.

Body: There was a king in a kingdom. He had three wives. With the desire to know who is more sensitive among them, one day the king, his first wife were wandering in a garden, a flower fell on her hand, and her arm became red.

Conclusion: Vikramarka's silence was broken, then Betala flew back to the tree again.

Student9: writing summary of S4T

ఉపోద్ఘాతం:- బేతాళుడు ఒక రాజు మరియు అతని ముగ్గురు రాణుల గురించి విక్రమార్కుడికి చెప్తున్నాడు.

విషయా/ వివరణ: విక్రమార్కుడికి మౌనభంగం కలిగించడానికి బేతాళుడు ఈ కథని చెప్పాడు, ఇందులో ఒక రాజు కి తన ముగ్గురు భార్యలలో ఎవరు సుకుమారి అని తెలుసుకోవాలనిపించింది కానీ ఏం చేయాలో అర్థం కాలేదు. అనుకోకుండా ఒక రోజు,రాజు ,అతని మొదటి భార్య ఒక వనంలో నడుస్తుండగా ఆమె పైన ఒక పువ్వు పడి, ఆమె చర్మం ఎర్రగా అవుతుంది....

ముగింపు: రాజు కి తన మూడో భార్య అతి సుకుమారి అని తెలిసింది.

introduction:- Betala is telling Vikramarka about a king and his three queens.

Body: Betala told the story to make Vikramarka speak, in which a king wanted to know who was very sensitive in his three wives but could not do what to do. One day, the king and his first wife were walking in a forest, a flower fell on top of her, her skin became red

Conclusion: The king got to know that his third wife was very sensitive.

Student10: writing summary of S4T

ఉపోద్ఘాతం:- బేతాళుడు విక్రమార్కుడికి ఒక రాజ్యంలో ఉన్నా రాజు మరియు అతని ముగ్గురు భార్యల గురించి చెప్తున్నాడు.

విషయా/వివరణ: రాజు తన ముగ్గురి భార్యలలో ఎవరు సుకుమారి అని తెలుసుకోవాలని అనుకుంటాడు కాని ఏం చేయాలో తెలియదు, అలా ఒక రోజు రాజు, తన మొదటి భార్య కలిసి ఒక తోటలో తిరుగుతుండగా ఆమె నోదటి పైన ఒక పువ్వు పడి, అక్కడ ఎర్రగా అవుతుంది....

ముగింపు :విక్రమార్కుడికి మౌనభంగం కలగటం వల్ల బేతాళుడు తిరిగి మహావృక్షాన్ని ఆశ్రయించాడు.

Introduction:- Betala tells Vikramarka about the king and his three wives in a kingdom.

Body: The king wants to know who is Sukumari in her three wives but does not know what to do, so one day the king, his first wife were roaming in a garden, a flower fell on her forehead, and it turned red.

Conclusion: Vikramarka's silence was broken, then Betala again resorted to the great tree.

5.4.3 Reading comprehension task in English:

In the S4E reading comprehension task, a total of 5 questions were there. Two scanning and three skimming questions, Q2, Q4 and Q5 were skimming questions and Q1, and Q3 were scanning questions.

5.4.4 Writing summary task in English:

In the S4E writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study

Student1: writing summary of S4E:

Introduction: there was a Kingdom, a king, and his three wives.

Body: once there was a kingdom ruled by the king Meenaketa and he has three wives. One day his first wife and he were walking in the garden, one flower fell on her hand, and suddenly her hand became red, the king thought that his wife was very delicate...

Conclusion:- The third wife is very sensitive among three wives of the king.

Student2: writing summary of S4E

Introduction:- This story is about a King and his three wives.

Body: Once upon a time, there was a king and he had three wives. He loved all three equally. One day the king, and his first wife were roaming in a garden, suddenly, one flower fell down on his wife, then her hand became red with the flower.....

Conclusion- Hence she is very sensitive. The most dedicated was the third wife. Because she can't hear a child cry.

Student3: writing summary of S4E

Introduction – In this story, a king tried to know about his wives' sensitivity.

Body – bethala is telling a story to vikramarka, once was a king and he had three wives, one day he thought who is more sensitive in three of them. But he don't know to find out that. One day the king and his first wife went for walking, on that time a flower fell in her hand and her hand got wound...

Conclusion:- The third wife was the most dedicated wife.

Student4: writing summary of S4E

Introduction - this story is about the most delicate queen.

Body: There must have been an insect or an, "ant, on the flower that had fallen, on soundaryavati's hand. And a full Moon can sometimes have a bad effect. Young people may be suffering from a particular reason....

Conclusion: she could not even bear a small child crying Hence, she was the most delicate of the three.

Student5: writing summary of S4E

Introduction – Betala telling this story to Vikramarka, that is “the Most Delicate Queen”.

Body: Meenaketa The King had three wives. First wife soudaryvati, second wife shubhangi, Third wife name Vilasavati. The king loved all of them equally. They are very delicate in particular things...

Conclusion:- Vikramarka answered betala's question and bethala flew back to the tree again.

Student 6: writing summary of S4E

Introduction: The Most Delicate Queen.

Body: Meenaketa, The king had three wives. He loved all of them equally. Once, he told his minister that his wife, soundaryavati and he were roaming in a garden, suddenly a flower fell from a tree on his wife's hand, hand became red just by the touch of a flower. And the second wife was relaxing on a full moon night.....

Conclusion: The third wife was very delicate than the other two wives.

Student 7: writing summary of S4E

Introduction - this story is about a King and his wives.

Body: Betala trying to make Vikramarka talk with him. In that process only he is telling a story to Vikramarka. Once there was a king, he had three wives, he thought who was the most delicate person among these three wives. But he didn't know how to find out . One day his first wife and he went for a walk, suddenly a flower fell on her hand and it became red....

Conclusion:- The third wife was the most delicated Person.

Student 8: writing summary of S4E

Introduction: this story is about the sensitivity of three wives.

Body: mandapura's king meenaketa. He had three wives they are the most beautiiful ladies in the world. And he thought about who is the most delicate person among these three but he didn't know how to find out. One day he and his first wife were roaming in their garden and suddenly a flower fell on his wife's hand

Conclusion:- The third wife is the most delicate queen.

Student9: writing summary of S4E

Introduction – in this story, a king and his three wives sensitivity is there.

Body: Betala keeps on trying to speak vikramarka with him because once vikramarka speaks to betala. Bethala will go to the banyan tree again. In that process only, bethala tells about a king and his three wive, and how the king got to know their sensitivity in their particular situations. The king and his first wife went roaming in a garden.....

Conclusion:- the third wife was the most sensitive Person.

Student 10: writing summary in S4E

Introduction - this story is about a King and his wives.

Body: king Meenaketa ruled madanapura kingdom. He has three wives, they are the most beautiful women in the world. One day the king and his first wife were roaming in the garden, one flower fell on her hand and suddenly, she became red like a wound, at that time the king thought that she was the most delicate queen of his all three wives...

Conclusion:- the most delicated queen was the third wife, she can't hear a child crying.

5.5: 5th set data:

This data contains the fifth set of stories in Telugu and English. These stories were S5T “Gandaragolam Varasalu” and S5E “Bhetala’s final story”. It has two tasks in reading and writing skills, i.e. reading comprehension and writing a summary of those stories in both languages. The first set of data was S2T reading comprehension and writing summary tasks. Another set of data was S1e reading comprehension and writing summary tasks.

5.5.1 Reading comprehension task in Telugu:

In the S5T reading comprehension task, a total of five questions were there. Two scanning and three skimming questions, Q1, Q3 and Q5 were skimming questions and Q2, and Q4 were scanning questions.

5.5.2 Writing summary task in Telugu:

In S5T writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study

Student1: writing summary of S5T:

ఉపోద్ఘాతం:- బేతాళుడు విక్రమార్కుడితో ఒక రాజ్యం లో ఉండే వర్తకుడు మరియు అతని కుమార్తె గురించి చెప్తున్నాడు.

విషయం :- బేతాళుడు విక్రమార్కుడికి కథ వివరిస్తూ, అందులో మణి భద్రుడు అనే వర్తకుడు ఉండేవాడు. అతనికి ఒక కుమార్తె ఆమె పేరు మంజరి, ఆమెకు పెళ్ళి చేయడంతో తన బాధ్యత తీరుతుందని, ఒక స్వామీజీ దగ్గరకు వెళతాడు. ఆ స్వామీజీ నువ్వు కాశీ యాత్రకి బయలుదేరండి మధ్యమార్గంలోనే నీ కూమర్తికు పెళ్ళి అవుతుందని చెప్పగా వర్తకుడు, అతని భార్య మరియు కుమార్తె కాశీ యాత్రకి బయలుదేరారు.....

ముగింపు/నీతి :- నిజం తెలుసుకోకుండా దేని గురించి నిర్ణయం తీసుకోరాదు.

Introduction:- Betala is talking about a trader in a kingdom and his daughter with Vikramarka.

Body:- Betala explained the story to Vikramarka and in which there was a merchant named Mani Bhadra. One daughter, Manjari, goes to a Swamiji and asks about his daughter's marriage. Swamiji said Manibhadra go for Kashi Yatra and in the middle of the journey only, your daughter is getting married. The trader, his wife, and his daughter started to go to Kashi. conclusion/moral:- Don't decide on anything without knowing the truth.

Student2: writing summary of S5T:

ఉపోద్ఘాతం:ఈ కథ వేరు గందరగోళం వరసలు. ఇందులో పాత్రలు మణిభద్రుడు, కుమార్తె మంజరి, ఇద్దరు బ్రహ్మణులు.

వివరణ :- హేమంత రాజ్యం లో మణిభద్రుడు అనే వర్తకుడు ఉండేవాడు. ఒక సన్యాసి వచ్చి మీరు, మీ భార్య పిల్లలు కలిసి కాశీ యాత్ర చేయండి. మీ కుమార్తెకి విహహం జరుగుతుంది అని చెప్పారు. ముగ్గురు కలిసి వెళ్తుండగా, అక్కడ కొంత మంది దొంగలు మణిభద్రుడి తల నరికి వెళ్ళారు.....

ముగింపు/నీతి:- ఎవరిని చూడకుండానే ఏది ఊహించకోదు.

Introduction: This story is named confused relations. The characters are Manibhadra, daughter Manjari, and two Brahmins.

Body:- There was a trader named Manibhadra in the Hemanta Kingdom. A monk came and told him to go on a Kashi trip with his wife and his daughter. his daughter will be married in the middle of the way. While the three were going together, some thieves cut off the head of Manibhadra and went.....

Moral:- do not imagine anything without seeing the person.

Student3: writing summary of S5T:

ఉపోద్ఘాతం:- హేమంతా రాజ్యాన్ని పాలించేరాజు రుద్రనాగుడు, అతని రాజ్యం లో ఉండే ఒక వర్తకుడి గురించి ఈ కథ లో ఉంది.

వివరణ :- ఒక రాజ్యం లో నాగ రుద్రుడు అనే రాజు ఉండేవాడు. అతని రాజ్యం లో మనీభద్రుడు అనే ఒక వర్తకుడు ఉండేవాడు. అతనికి ఒక కూతురు, ఆమె పెళ్లి వయసుకి రావడం తో ఆమె కి పెళ్లి చేయాలనుకుంటాడు వాళ్ళ నాన్న. కానీ ఆమెకి ఏ ఒక్క సంబంధం కూడా కుదరదు...

ముగింపు :- బేతాలుడు అడిగిన ప్రశ్న కి విక్రమార్కుడు సమాధానం చెప్పలేకపోయాడు.

Introduction:- The story is about a king Rudranagadu, who ruled the kingdom Hemanta, and a trader in his kingdom,

Body:- There was a king named Naga Rudra in a kingdom. In his kingdom, there was a merchant named Manibhadra. He wants to do marriage of his daughter. But she did not get any suitable match ...

Conclusion:- Vikramarka was unable to answer the question asked by Betala.

Student4: writing summary of S5T:

ఉపోద్ఘాతం :- ఈకథ లో ఒక రాజు, ఒక వర్తకుడు, అతని భార్య, కూతురు మరియు ఇద్దరు బ్రాహ్మణులు ఉన్నారు.

వివరణ:- హేమంతా రాష్ట్రాన్ని పాలించే రాజు రుద్రనాగుడు రాచనగరంలోని గొప్ప వర్తకుడు అతడికి ఒక భార్య ఒక కుమార్తె ఉన్నారు అయితే కూమార్తె పేరు మంజరి, తనకి వివాహం జరగడం లేదని ఒక సన్యాసి దగ్గరకి వెళతాడు...

ముగింపు :- ఈ కథ చివరలో బేతాలుడు విక్రమారుడిని అడిగాడు ఏమిటంటే వారు ఎవ్వరిని ఎవ్వరు ఏమని పిలుస్తుంటారు. కానీ విక్రమార్కుడికి నిజంగానే సమాధానం తెలియక మౌనంగా ఉండిపోయాడు.

Introduction:- This story includes a king, a trader, his wife, daughter, and two Brahmins.

Body:- King Rudranagudu, who ruled the state of Hemanta, has a great trader in Rachanagar, he has a wife and daughter. He went to a monk to ask about his daughter's marriage...

Conclusion:- At the end of this story, Betala asked Vikramarka with which relationship they were saying. But Vikramarka was really silent about the answer.

Student5: writing summary of S5T:

ఉపోద్ఘాతం :- ఈకథ పేరు గందరగోళం వరసలు ఇందులో పాత్రలు మనీభద్రుడు, వారి భార్య కుమార్తె గురించి బేతాళుడు విక్రమార్కుకి చెప్పుతున్నాడు.

వివరణ:- మనీభద్రుడు అతని కూతురు పెళ్లి చేయాలని అనుకుంటాడు కానీ ఎంతకీ అవ్వకపోవడం తో ఒక సన్యాసి ని కలుస్తాడు. ఆ సన్యాసి మనీభద్రుడికి “నువ్వు ఒక పని చెయ్యి నీ భార్య పుత్రికలతో కలిసి కాశీ ప్రయాణం చేయి,దారిలో నీ పుత్రికకు వివాహం జరుగుతుంది” అంటూ చెప్పాడు...

ముగింపు:- నిజం ఎంతో తెలుసుకోకుండా తొందర పడరాదు.

Introduction:- The name of the story is confusing relations, in which the characters are Manibhadra, his wife, and their daughter, Betala tells Vikramarka.

Body:- Manibhadra wants his daughter to marry but she did not get any match. Then Manibhadra went to meet a monk. The monk said, "Do you do a job with your wife and daughter? You go to Kashi and in the middle of the way she will be married ...

Conclusion:- do not hurry without knowing the truth.

Student6: writing summary of S5T:

ఉపోద్ఘాతం: ఒక రాజ్యాన్ని పాలించే రాజు రుద్రనాగుడు,ఆ రాజ్యం లో ఉండే ఒక వర్తకుడు మణిభద్రుడికి ఒక కుమార్తె ఉంది, వాళ్ళ గురించి ఈ కథలో ఉంది.

వివరణ: మణిభద్రుడు అనే వర్తకుడు ఉండేవాడు అతనికి ఒక కుమార్తెఉంది. ఆమెకి వివాహం కావడం లేదని, అతను ఒక పూజరిని కలవడానికి వెళ్తే ఆయన నీ కుటుంబం తో సహా కాశీకి వెళ్ళాలి అని చెప్తాడు...

ముగింపు/నీతి : కళ్ళతో చూస్తే కానీ ఏ విషయం లో నిర్ణయం తీసుకోరాదు.

Introduction: The king Rudranagudu, who ruled a kingdom, has a trader Manibhadra in that kingdom and his daughter is in this story.

Body: a trader Manibhadra had a daughter. She is not getting married, the trader goes to meet a priest, the priest tells him that the priest and his family should go to Kashi...

Moral: without looking with the eyes, do not make a decision in any matter.

Student7: writing summary of S5T:

ఉపోద్ఘాతం :- ఈకథ పేరు గందరగోళం వరసలు.

వివరణ:- హేమంత రాజ్యం రాజు రుద్రనాగుడు, అతని ఒక పట్టణం లో మనిబభద్రుడు అనే ఒక వర్తకుడు ఉండేవాడు. అతని కూతురుకి వివాహం కావడం లేదని ఒక సన్యాసి ని కలుస్తాడు, ఆ సన్యాసి వాళ్ళ కుటుంబాన్ని కాశీ యాత్ర కి వెళ్ళమని చెప్పాడు....

ముగింపు/నీతి:- ఊహల్లో జీవించడం వల్ల చాలా సమస్యలు వస్తాయి.

Introduction:- This story is about confused relations.

Body:- Hemanta King Rudranagudu, in his town, a trader was named Manibabhadra. He meets a monk asking about his daughter's marriage, and the monk told him to go on Kashi Yatra with his family....

MOral:- Living in imagination can cause many problems.

Student8: writing summary of S5T:

ఉపోద్ఘాతం: ఒక రాజ్యాన్ని పాలించే రాజు నాగరుద్రుడు మరియు ఒక వర్తకుడు మనిబభద్రుడి గురించి ఈ కథలో ఉంది.

విషయం:- నాగరుద్రుడు అనే రాజు హేమంత రాజ్యాన్ని పరిపాలిస్తున్నాడు. అక్కడ మణిబభద్రుడు అనే ఒక వర్తకుడు ఉండేవాడు. అతనికి ఒక కుమార్తె ఉంది. ఆమెను వివాహంచేసుకోవాడానికి ఎవరు రావడం లేదని బాధ పడుతాడు. ఒక పూజారిని కలవాడినికి వెళ్తే ఆయన మనిబభద్రుడి కుటుంబాన్ని కాశీకి వెళ్ళమని చెప్తాడు...

ముగింపు/నీతి :- లొందర పాటు వల్ల తండ్రి కొడుకులు తల్లి కూతుళ్ళని చేసుకోవాల్సి వచ్చింది.

Introduction: The story is about the king Nagarudra, who ruled a kingdom and was a merchant.

Body:- The king of Nagarudra ruled the kingdom of Hemanta. There was a trader named Manibadra. He has a daughter. No one is coming to marry her. He went to meet a priest, who told him to go on a Kashi trip with his family...

Moral:- Because of the father and son's hastiness, they had to marry mother and daughter.

Student9: writing summary of S5T:

ఉపోద్ఘాతం: ఈ కథలో ఒక వర్తకుడి జీవితం గురించి ఉంది.

విషయం:- హేమంత రాజ్యం లో మనీభద్రుడు అనే వర్తకుడికి ఒక కూతురు ఉంది, ఎన్ని రోజులైనా ఆమెకి పెళ్లి కాకపోవడంతో మణిబద్రుడు చాలా బాధ పడతాడు, ఒక రోజు అనుకోకుండా ఒక సన్యాసిని కలుస్తాడు, ఆ సన్యాసి చెప్పిన ప్రకారం వాళ్ళ కుటుంబం అంతా కలిసి కాశీ కి బయలుదేరారు...

ముగింపు/నీతి :- బ్రాహ్మణ తండ్రికోడుకులు ఆలోచించి నిర్ణయం తీసుకునుంటే బాగుండేది.

Introduction: This story is about the life of a trader.

Body:- In the Kingdom of Hemanta, a merchant named Manibhadra is a daughter, Manibadra suffers from her marriage issue, one day accidentally meets a monk, all their family start to Kashi...

Moral:- It would be nice if Brahmin father and son thought and decided.

Student10: writing summary of S5T:

ఉపోద్ఘాతం: ఒక రాజ్యం లో ఉండే ప్రజల గురించి ఈ కథలో ఉంది.

విషయం:-ఒక రాజ్యంలో మణిబద్రుడు అనే వర్తకుడు ఉండేవాడు. అతని కుమార్తె మంజరి, చాలా అందంగా ఉంది కానీ పెళ్లి కావడం లేదు, మనీభద్రుడు ఒక పూజారిని అడుగుతాడు. అప్పుడు ఆ పూజారి వాళ్ళందరినీ కాశీ వెళ్ళి రమ్మని చెప్పాడు...

ముగింపు/నీతి:-ఆలోచించి నిర్ణయం తీసుకోడం వల్ల మంచి జరుగుతాది.

Introduction: This story is about the people in a kingdom.

Body:-There was a trader named Manibadra in a kingdom. His daughter Manjari is very beautiful but not getting married, Manibhadra asks a priest. Then the priest told them to go to Kashi ...

Moral: -it's good to think about it before taking a decision on anything.

5.5.3 Reading comprehension task in English:

In the S5E reading comprehension task, a total of 5 questions were there. Two scanning and three skimming questions, Q1, Q3 and Q5 were skimming questions and Q2, and Q4 were scanning questions.

5.5.4 Writing summary task in English:

In the S5E writing task, ten sample responses were used for analysis, who completed all the tasks throughout the study

Student1: writing summary of S5E:

Introduction: this story is about a king who was overthrown from his throne by enemies.
Body: king who was overthrown from his throne by the enemies. Fearing for his life, the king escaped with his queen and princess, unfortunately, the king was caught enemy's soldiers who killed him. The dead body was sent to the kingdom and at that time the queen and princess ran away to stay alive.....
Conclusion: Vikramarka gave no answer to bethala's question. Because he doesn't know about their relationship.

Student2: writing summary of S5E:

Introduction: Bhelala try to talk him Vikramarka, in that process this is the final story.
Body - the king was thrown from his kingdom by his enemies and the king, queen and the princess ran away to stay alive somewhere, at that time the king caught by the enemies and killed. And the queen and the princess escaped and they went to a forest and they met a father and son there....
Conclusion - Vikramarka listened to Bhetala and didn't give any reply for his question.

Student3: writing summary of S5E:

Introduction: this story is about a king, queen and the princess.
Body: The king was overthrown from his throne by enemies, the king and his family ran away from the kingdom to stay somewhere. While he went to search for food, unfortunately the king was caught by the enemy's soldiers who killed him they took his dead body back to the kingdom meanwhile. At the time a father and son were travelling through that forest....
Conclusion/the theme of the story: don't do anything before thinking or seeing what it is.

Student4: writing summary of S5E:

Introduction: In this story, the defeated king and his family are there.
Body: once there was a king, who was thrown from his kingdom by his enemies, king and his family escaped with Fearing. As per these Men agreement, they surprised by the results, the one had bigger feet was daughter and smaller feet that was the queen...
Conclusion: Vikramarka didn't understand their relations through this story. So he didn't answer betala's question.

Student5: writing summary of S5E:

Introduction: In this story a defeated king is there.
Body: King left his kingdom to stay somewhere because of the fear of enemies. In between the king was caught by enemies and killed. The queen and the princess went through a forest

and they met with two brahmins as father and son. Depending on the agreement of both of them, they were shocked and married to them according to agreement. But they didn't understand how to relate to each other.....

Conclusion: vikramarka didn't answer bathala's question, because he didn't answer.

Student6: writing summary of S5E:

Introduction: This story is about a king, defeated in enemies hands.

Body:-The king thrown by his kingdom, with the fear of enemies, and for his life, the king escaped with his queen and princess, on their way while going through a forest. Walked they The king went to search for food and he was killed by enemies. As the father and son saw two pairs of footprints in that forest and they thought that the bigger one was older than the other woman, so they decided to marry according to footprints size.....

Conclusion: Betala questioned vikramarka, but vikramarka did not open his mouth.

Student7: writing summary of S5E:

Introduction: in this story, a king and his family troubles are there.

Body: there was a king who was thrown from his throne by his enemies, to stay somewhere the king escaped with his queen and Princess. On their way, the enemies killed the king and sent dead body to the kingdom. The queen and princess went through a forest and at the same time one father and son gone through it.....

Conclusion: - betala told that vikramarka about the sage, who is not a sage, he is a vampire.

Student8: writing summary of S5E:

Introduction: In this story the king and his enemies are there.

Body-the king was thrown from his kingdom and fearing for his life the king escaped with his queen and Princess on their way they while walked through a forest, the king went to search for food. And killed by enemies. As the father and son saw two pairs of foot points in front of them, the son said without a doubt. I can say that these footprints I feel one of them are bigger than the other....

Conclusion: Vikramarka doesn't have betala's question.

Student9: writing summary of S5E:

Introduction: this story is about the king who was overthrown.

Body: The king escaped with his family and went to search for food and was killed by enemies in between. At the same time a father and son were travelling through that forest.....

Conclusion: The sage is not an ordinary man he was gained every knowledge what is availed in the world hence, when you sacrifice him to Betala in silence soon he reached the place where the sage was Performing his ritual

Student10: writing summary of S5E:

Introduction: in this story a king, his queen and the princess are there.
 Body: The king was overthrown from his throne by their enemies, fearing for his life; the king escaped with his family and told his wife and daughter to stay in. While he went to search for food I unfortunately the king was caught by the enemy's soldiers who killed him. They took his dead body back to the kingdom meanwhile. At the time a father and son were traveling through that forest.....
 Conclusion: Vikramarka doesn't have an answer to betala's question.

Conclusion: This had all five sets of the data in the table format in both reading and writing skills in both languages English and Telugu.

Chapter- 6

6. Analysis and the results of the data

In this chapter, the data analysis with each and every aspect of the data. The researcher focused on the strategies (Oxford, 1990), which are used in the reading comprehension and summary writing tasks after observing the data, which was given by the students in reading comprehension and summary writing tasks. The strategies for reading (comprehension)(RC) skills were “skimming and scanning”.

Table 8: The strategies of reading skills of this study

Strategy Type	Sub-type	Macro strategy	Micro strategy
Cognitive strategies (Oxford, 1990)	receiving and sending messages (Oxford, 1990)	Getting the idea quickly (Oxford, 1990)	Skimming and Scanning. (Oxford, 1990)

For summary writing, the strategies are taken from SILL Oxford (1990). The strategies are classified below.

Table9: The strategies of summary writing of this study

Strategy type	Subtype	Macro strategy	Micro strategy
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Metacognitive strategies (Oxford, 1990)	Arranging and planning your learning (Oxford, 1990)	planning for a language task (Oxford, 1990)	identifying the main and supportive ideas of the text (Oxford, 1990)
Cognitive strategies (Oxford, 1990)	creating a structure for input and output (Oxford, 1990)	taking notes (Oxford, 1990)	
Metacognitive strategies(Oxford, 1990)	Arranging and planning your learning(Oxford, 1990)	organizing (Oxford, 1990)	
Cognitive strategies (Oxford, 1990)	practicing task (Oxford, 1990)		
Cognitive strategies (Oxford, 1990)	Analyzing and reasoning (Oxford, 1990)	transferring (Oxford, 1990)	using their own words (Oxford, 1990)
Cognitive strategies (Oxford, 1990)	creating a structure for input and output(Oxford, 1990)	summarizing (Oxford, 1990)	

Of the cognitive strategies enumerated by Oxford (1990), the researcher created an evaluation rubric for convenience of sorting the responses given by the students taken for this study. The four chosen response types for reading comprehension were as follows:

Table 10: RC questions with types

S. No	Types of answers	Types
1	Exact answer of the question	1
2	answered in the text	2
3	wrong answers	3
4	blank space	4

Based on these types of answers, the researcher analysed the data quantitatively to show the impact of intervention through short stories. The answers to questions of these stories are quantifiable, so the researcher has done the analysis in a quantitative method.

6.1 Analysis of the first set of stories:

6.1.1 Analysis of Reading comprehension (RC) of S1T: In the first Telugu story, three scanning questions (2,3,4) and two skimming questions (1,5).

Table 11: Skimming questions analyzed in table format. 1 and 5 questions were coded as Q1 and Q5.

	Q1				Q5			
S. No	type 1	type 2	type 3	type 4	type 1	type2	type3	type4
std1	✓				✓			
std2	✓				✓			
std3	✓							✓
std4	✓					✓		
std5	✓					✓		
std6	✓						✓	
std7		✓						✓
std8	✓					✓		
std9	✓				✓			
std10	✓					✓		
Total	9	1	0	0	3	4	1	2

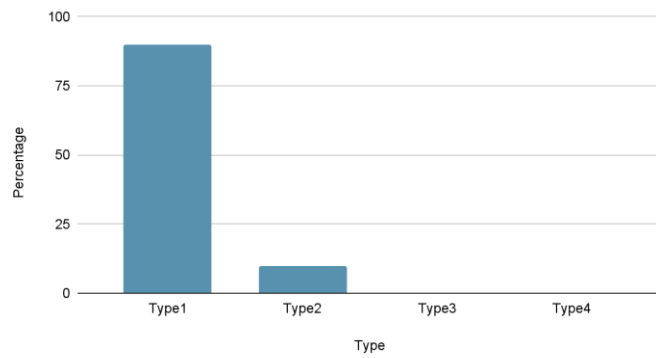
In the above table, the skimming questions of S1T were analysed. 9 students of students answered as type 1 for Q1, and 1 student answered as 2nd type. In Q5, 3 members answered as type 1, four members answered as type 2, one student answered as type 3 and 2 students answered as type 4.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 12: For Q1 of S1T, Type vs Percentage:

Type	Percentage
Type1	90
Type2	10
Type3	0
Type4	0

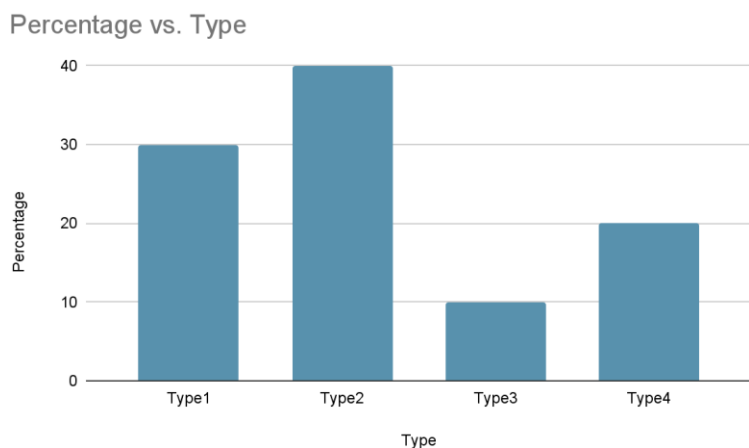
Percentage vs. Type



In table 12, for Q1 of S1T, type 1 answers got 90%, which means direct answers were given by the students in the first story of Telugu. And 10% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 13: For Q5 of S1T, Type vs Percentage:

Type	Percentage
Type1	30
Type2	40
Type3	10
Type4	20



In table13, for Q5 of S1T, type 1 got 30%, which means direct answers were given by the students in the first story of Telugu. And 40% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 10% for type 3, which means wrong answers to the question and 20% for type 4, which means leaving the question without any answer with empty space.

Table 14: Scanning questions of S1T were analyzed below. Questions 2, 3, and 4 were coded as Q2, Q3, and Q4.

	Q2				Q3				Q4			
S. No	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1		✓			✓				✓			
std2	✓				✓				✓			
std3	✓				✓				✓			
std4	✓							✓			✓	
std5	✓						✓				✓	
std6	✓				✓						✓	
std7		✓						✓				✓
std8	✓					✓			✓			
std9		✓				✓			✓			

st10	✓				✓				✓			
Total	7	3			5	2	1	2	6		3	1

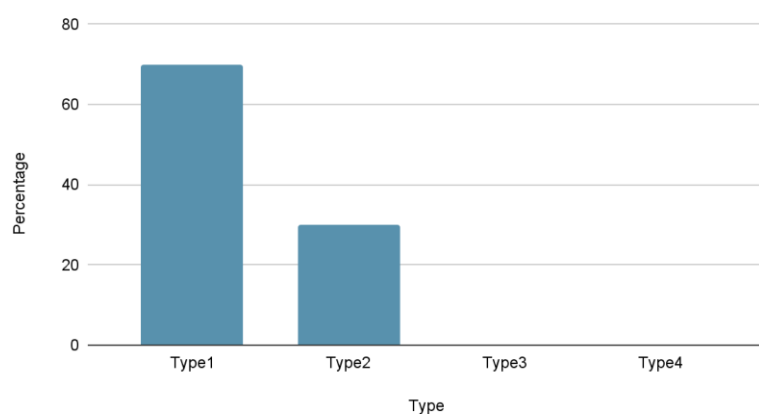
In the above table, the analysis of scanning questions of S1T was there. In Q2, 7 members answered as type 1 and 3 members answered as type2. In Q3, 5 members answered as type 1; 2 members answered as type 2; 1 answered as type 3, and 2 answered as type 4. In Q4, 6 members answered as type 1, 3 members answered as type 3, and 1 answered as type 4.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 15: For Q2 of S1T, types vs percentage

Type	Percentage
Type1	70
Type2	30
Type3	0
Type4	0

Percentage vs. Type



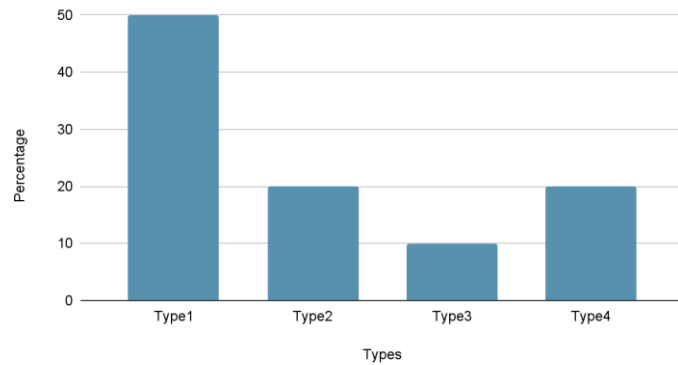
In table 15, for Q2 of S1T, type 1 got 70%, which means direct answers were given by the students in the S1T. And 30% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2.

Table 16: For Q3 of S1T, types vs Percentage

Types	Percentage
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Type1	50
Type2	20
Type3	10
Type4	20

Percentage vs. Types

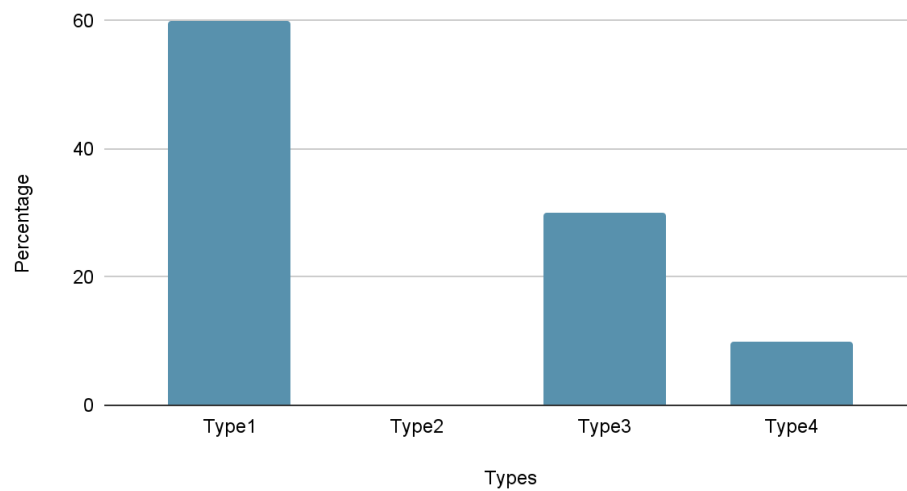


In table 16, for Q3 of S1T, type 1 got 50%, which means direct answers were given by the students in the first story of Telugu. And 20% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 10 % for type 3 means wrong answers to the question and 20% for type 4, which means leaving the question without any answer with empty space.

Table 17: For Q4 of S1T, types vs percentage

Types	Percentage
Type1	60
Type2	0
Type3	30
Type4	10

Percentage vs. Types



In table 17, for Q4 of S1T, type 1 got 60% out of 100%, which means direct answers were given by the students in the first story of Telugu. And 0% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 30% for type 3, which means wrong answers to the question and 10% for type 4, which means leaving the question without any answer with empty space.

6.1.2 Analysis of Reading comprehension (RC) of S1E: The first in the Telugu story has three scanning questions (2,3,4) and two skimming questions (1,5).

Table 18: The skimming questions were analyzed below. Questions 1, and 5 were coded as Q1 and Q5.

	Q1				Q5			
S. No	type1	type2	type3	type4	type1	type2	type3	type4
std1		✓					✓	
std2	✓						✓	
std3			✓				✓	
std4			✓				✓	
std5			✓				✓	
std6		✓				✓		
std7		✓				✓		
std8			✓				✓	

std9			✓				✓	
std10			✓				✓	
Total	1	3	6	0	0	2	8	0

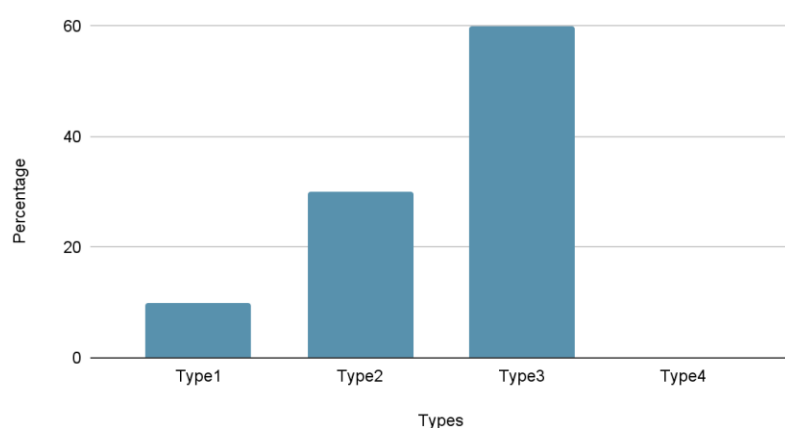
In the above table, the skimming questions of S1E were analyzed. In Q1, 1 member answered as type 1, 3 members answered as type 3, and 6 members answered as type 3. In Q5, 2 members answered as type 2, and 8 members answered as type 3.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 19: For Q1 of S1E, types vs percentage

Types	Percentage
Type1	10
Type2	30
Type3	60
Type4	0

Percentage vs. Types

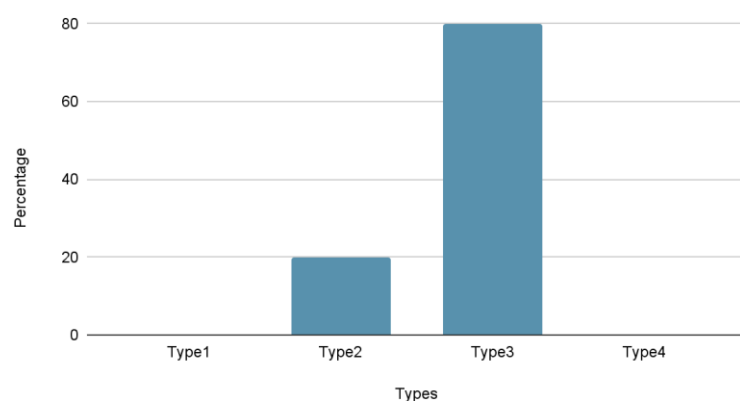


In table 19, for Q1 of S1E, type 1 got 10%, which means direct answers were given by the students. And 30% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 60% for type 3, which means wrong answers to the question and 0% for type 4, which means leaving the question without any answer with empty space.

Table 20: For Q5 of S1E, types vs percentage

Types	Percentage
Type1	0
Type2	20
Type3	80
Type4	0

Percentage vs. Types



In table 20, for Q5 of S1E, type 1 got 0%, which means direct answers were given by the students. And 20% were type 2 answers meaning the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 80% for type 3 means wrong answers to the question and 0% for type 4, which means the student left blank space.

Table 21: Scanning questions were analyzed below. Questions 2, 3, and 4 were coded as Q2, Q3, and Q4.

	Q2				Q3				Q4			
S.No	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1	✓				✓							✓
std2	✓					✓						✓
std3			✓			✓					✓	
std4				✓	✓						✓	
sdt5	✓					✓				✓		

std6	✓				✓				✓			
std7			✓		✓						✓	
std8				✓		✓				✓		
std9			✓				✓				✓	
std10	✓				✓				✓			
Total	5	0	3	2	5	4	1	0	2	2	4	2

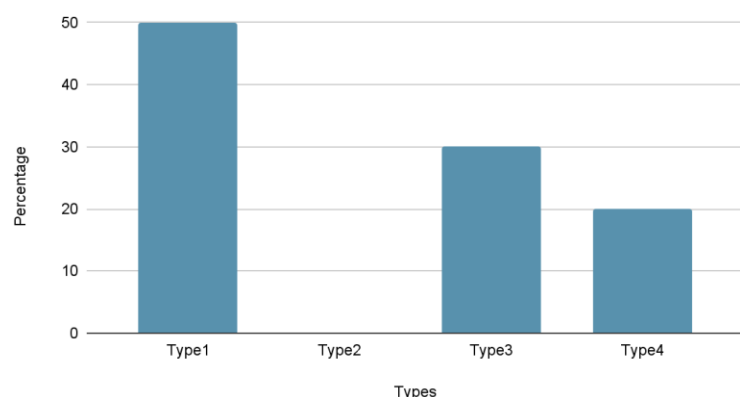
In the above table, the scanning questions of S1E were analysed. In Q2, nine students answered as type 1, and 1 student answered as type 3. In Q3, five students answered as type 1, 4 students answered as type 2, and 1 student answered as type 3. In Q4, eight students answered as type 1, and 2 students answered as type 2.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 22: For Q2 of S1E, types vs percentage

Types	Percentage
Type1	50
Type2	0
Type3	30
Type4	20

Percentage vs. Types

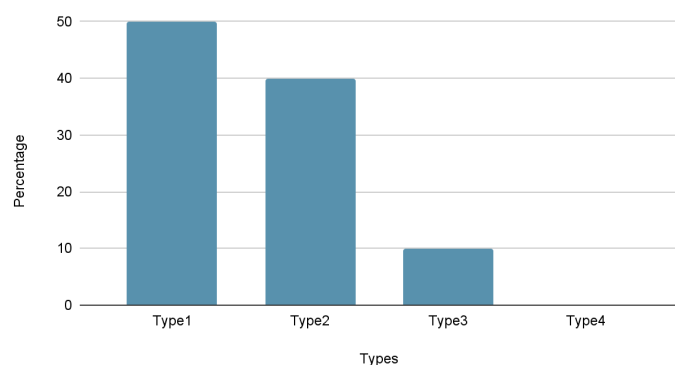


In table 22, for Q2 of S1E, type 1 got 50%, which means direct answers were given by the students. And 0% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 30% for type 3, which means wrong answers to the question and 20% for type 4, which means leaving the question without any answer with blank space.

Table 23: For Q3 of S1E, Types vs percentage

Types	Percentage
Type1	50
Type2	40
Type3	10
Type4	0

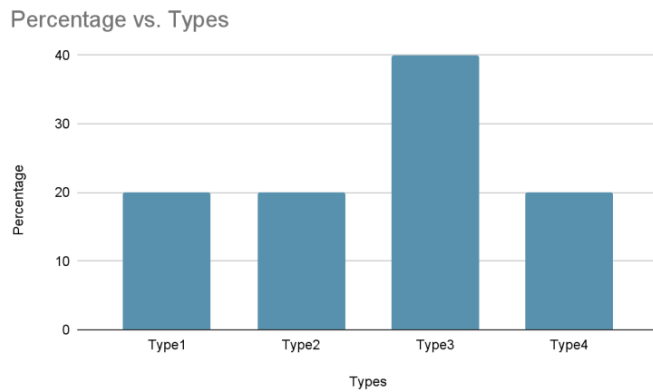
Percentage vs. Types



In the above table 23, for Q3 of S1E, type 1 got 50%, which means direct answers were given by the students. And 40% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 10% for type 3, which means wrong answers to the question and 0% for type 4, which means the students left a blank space.

Table 24: For Q4 of S1E, types vs percentage

Types	Percentage
Type1	20
Type2	20
Type3	40
Type4	20



In table 24, for Q4 of S1E, type 1 got 20%, which means direct answers were given by the students. And 20% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. The students answered 40% type3, and 20% of the students left a blank space.

6.2 Analysis of 2nd set of data:

6.2.1 Analysis of Reading comprehension (RC) of S2T: The first in the Telugu story has three scanning questions (1,2,5) and two skimming questions (3,4).

Table 25: Analysis of skimming questions of S2T was done below. Questions 3, and 4 are coded as Q3 and Q4.

	Q3				Q4			
S. No	type1	type2	type3	type4	type1	type2	type3	type4
std1		✓				✓		
std2	✓				✓			
std3		✓					✓	
std4			✓			✓		
std5	✓							✓

std6	✓						✓	
std7		✓						✓
std8		✓				✓		
std9		✓				✓		
std10		✓					✓	
Total	3	6	1	0	1	4	3	2

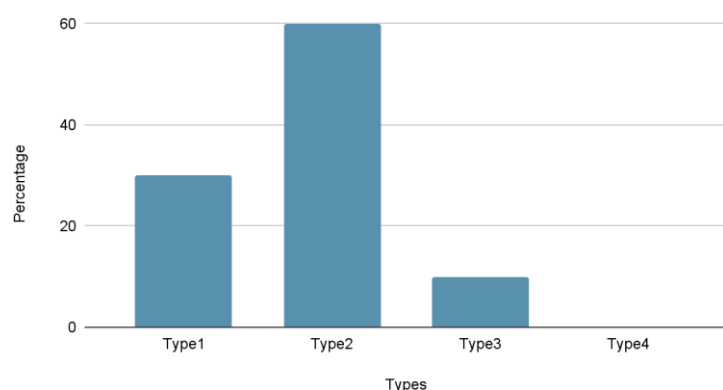
In the above table, the skimming questions of S2T were analyzed. In Q3, three members answered as type 1, 6 members answered as type 2, and 1 member answered as type 3. In Q4, one member answered as type 1, 4 members answered as type 2, 3 members answered as type 3, and 2 members answered as type 4.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 26: For Q3 of S2T, types vs percentage

Types	Percentage
Type1	30
Type2	60
Type3	10
Type4	0

Percentage vs. Types



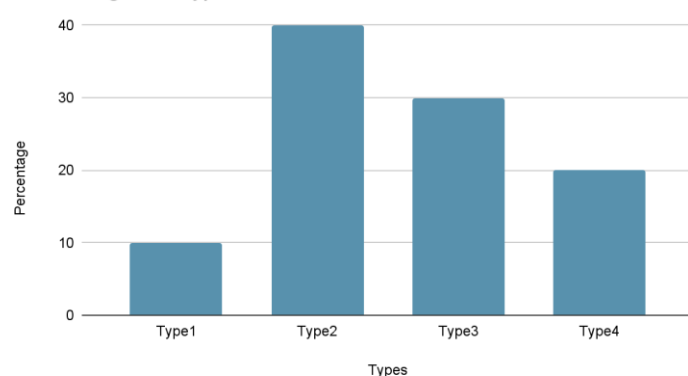
In the above table 26, for Q3 of S2T, type 1 got 30%, which means direct answers were given by the students. And 60% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 10% for type 3 means wrong

answers to the question, and 0% for type 4 means left the question without any answer with blank space.

Table 27: For Q4 of S2T, types vs percentage

Types	Percentage
Type1	10
Type2	40
Type3	30
Type4	20

Percentage vs. Types



In table 27 above, for Q4 of S2T, type 1 got 10%, which means direct answers were given by the students. And 40% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 30% for type 3 means wrong answers to the question, and 20% for type 4 means leaving the blank space.

Table 28: Analysis of scanning questions was done below. Questions 1, 2, and 5 were coded as Q1, Q2, and Q5.

	Q1				Q2				Q5			
S.No	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1	✓				✓				✓			
std2		✓			✓				✓			
std3			✓		✓				✓			
sdt4		✓				✓					✓	

std5		✓			✓					✓		
std6		✓			✓					✓		
std7		✓						✓		✓		
std8	✓				✓				✓			
std9	✓				✓						✓	
std10			✓			✓			✓			
Total	3	5	2	0	7	2	0	1	5	3	2	0

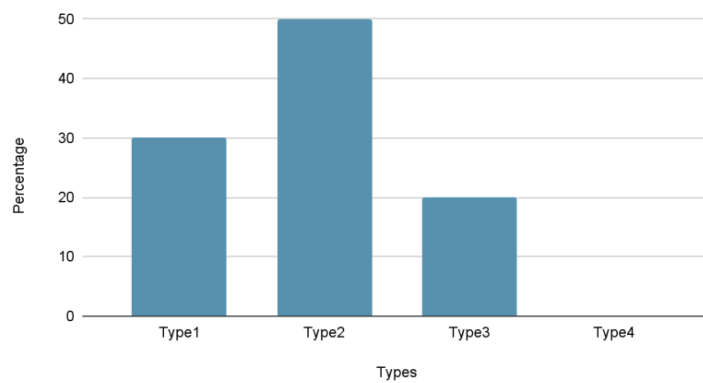
In the above table, the scanning questions of S2T were analyzed. To Q1, three students answered as type 1, 5 students answered as type 2, and 2 students answered as type 3. To Q2, seven students answered as type 1, 2 students answered as type 2, and 1 student answered as type 4. To Q5, five students answered as type 1, 3 students answered as type 2, and 2 students answered as type 3.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 29: For Q1 of S2T, types vs percentage

Types	Percentage
Type1	30
Type2	50
Type3	20
Type4	0

Percentage vs. Types

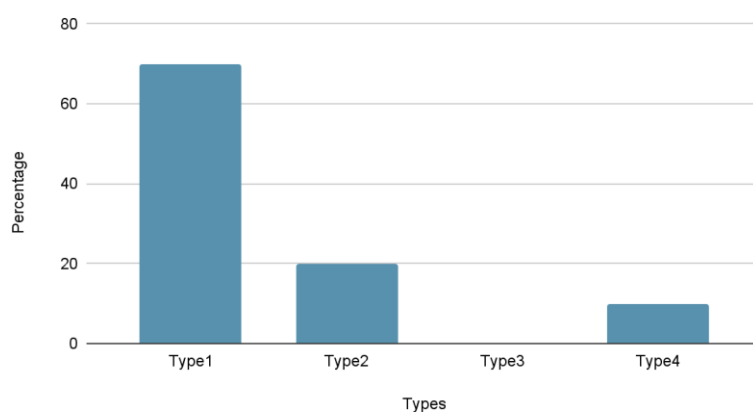


In table 29, for Q1 of S2T, type 1 got 30%, which means direct answers were given by the students. And 50% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 20% for type 3, which means wrong answers to the questions.

Table 30: For Q2 of S2T, types vs percentage

Types	Percentage
Type1	70
Type2	20
Type3	0
Type4	10

Percentage vs. Types

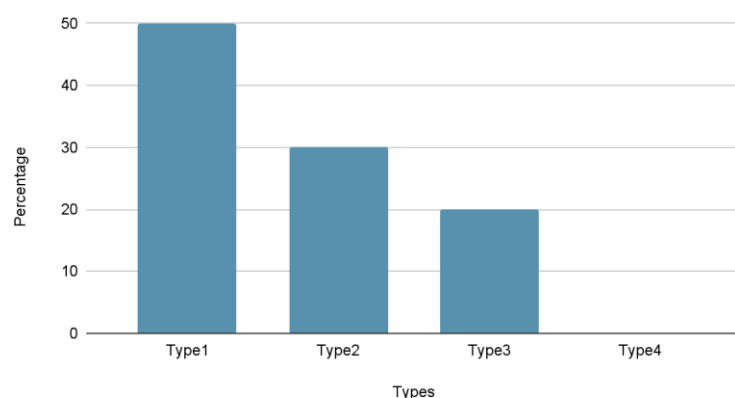


In table 30, for Q2 of S2T, type 1 got 70%, which means direct answers were given by the students. And 20% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 0% for type 3 means wrong answers to the question and 10% for type 4, which means leaving the question without any answer with blank space.

Table 31: For Q5 of S2T, types vs percentage

Types	Percentage
Type1	50
Type2	30
Type3	20
Type4	0

Percentage vs. Types



In the above table 31, for Q5 of S2T, type 1 got 50%, which means direct answers were given by the students. And 30% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 20% for type 3, which means wrong answers to the question.

6.2.2 Analysis of S2E reading comprehension:

Analysis of Reading comprehension (RC) of S2E: The first in the Telugu story has three scanning questions (1,2,5) and two skimming questions (3,4).

Table 32: Analysis of skimming questions was done below. Questions 3, and 4 were coded as Q3 and Q4.

	Q3				Q4			
S.No	type1	type2	type3	type4	type1	type2	type3	type4
std1	✓				✓			
std2	✓				✓			

std3			✓		✓			
std4	✓				✓			
std5			✓			✓		
std6			✓			✓		
std7		✓			✓			
std8	✓				✓			
std9	✓				✓			
std10				✓	✓			
total	5	1	3	1	8	2	0	0

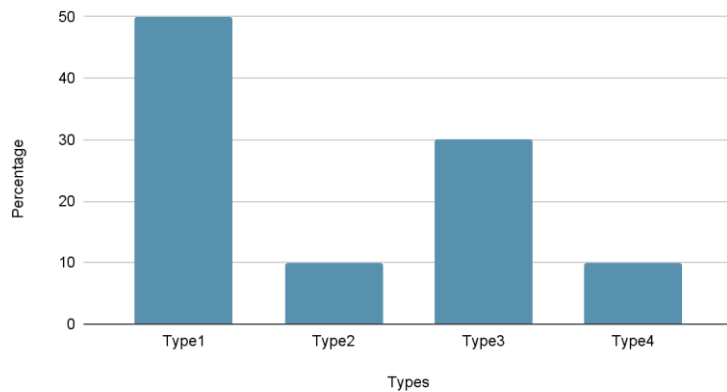
In the above table, the skimming questions of S2E were analyzed. In Q3, five students answered as type 1, 1 student answered as type 2, 3 students answered as type 3, and 1 student answered as type 4. In Q4, eight students answered as type 1, and 2 students answered as type 2.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 33: For Q3 of S2E, types vs percentage

Types	Percentage
Type1	50
Type2	10
Type3	30
Type4	10

Percentage vs. Types

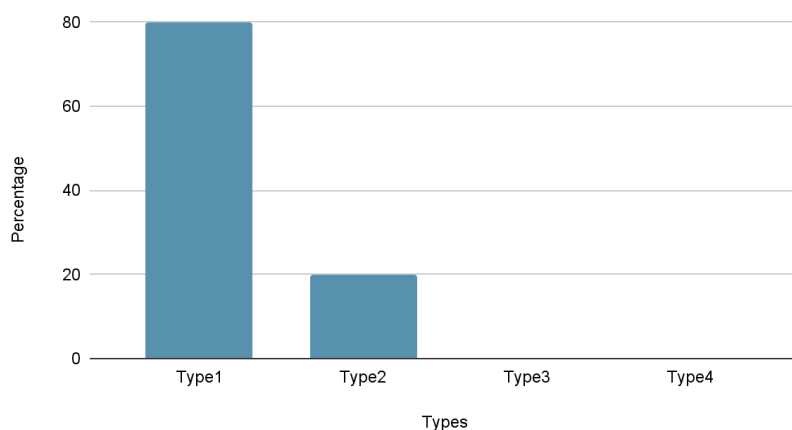


In table 33, for Q3 of S2E, type 1 got 50%, which means direct answers were given by the students. And 10% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 30% for type3, which means wrong answers to the question, and 10% for type 4, which means leaving the question without any answer with blank space.

Table 34: For Q4 of S2E, types vs percentage

Types	Percentage
Type1	80
Type2	20
Type3	0
Type4	0

Percentage vs. Types



In table 34, for Q4 of S2E, type 1 got 80 %, which means direct answers were given by the students. And 20% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 35: Analysis of scanning questions was done below. Questions 1, 2, and 5 were coded as Q1, Q2 and Q5.

	Q1				Q2				Q5			
s.no	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1	✓				✓				✓			
std2	✓				✓				✓			
std3	✓				✓				✓			
std4	✓				✓				✓			
std5			✓		✓						✓	
std6	✓				✓						✓	
std7	✓				✓				✓			
std8	✓				✓				✓			
std9	✓				✓				✓			
std10			✓				✓				✓	
total	8	0	2	0	9	0	1	0	7	0	3	0

In the above table, the scanning questions of S2E were analyzed. In Q1, eight students answered as type 1, and 2 students answered as type 3. In Q2, nine students answered as type 1, and 1 student answered as type 3. In Q5, seven students answered as type 1, and 3 answered as type 3.

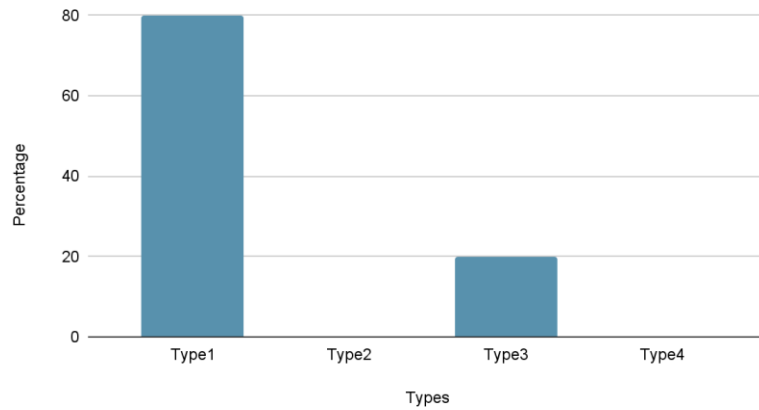
Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 36: For Q1 of S2E, types vs percentage

Types	Percentage
Type1	80
Type2	0

Type3	20
Type4	0

Percentage vs. Types

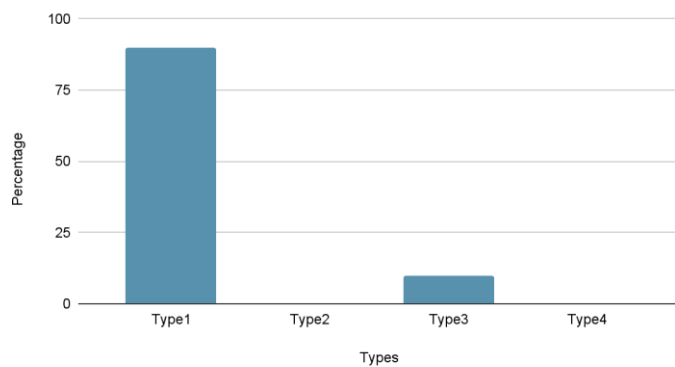


In table 36, for Q1 of S2E, type 1 got 80%, which means the students gave direct answers. And 0% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 20% for type 3, which means wrong answers to the question, and 0% for type 4, which means leaving the question without any answer with blank space.

Table 37: For Q2 of S2E, types vs percentage

Types	Percentage
Type1	90
Type2	0
Type3	10
Type4	0

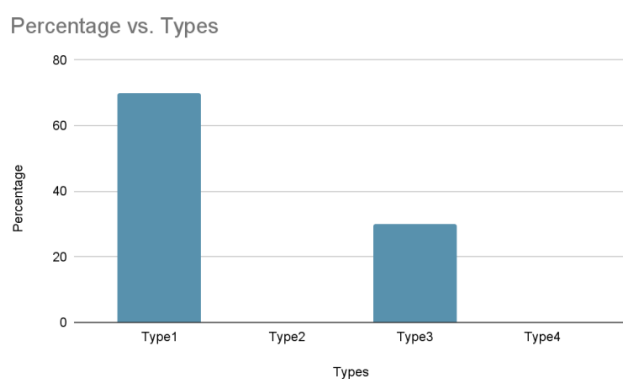
Percentage vs. Types



In table 37, for Q2 of S2E, type 1 got 90%, which means the students gave direct answers. And 0% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 10% for type 3, which means wrong answers to the question and 0% for type 4, which means leaving the question without any answer with blank space.

Table 38: For Q5 of S2E, types vs percentage

Types	Percentage
Type1	70
Type2	0
Type3	30
Type4	0



In table 38, for Q5 of S2E, type 1 got 70%, which means the students gave direct answers. And 0%t was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 30% for type 3, which means wrong answers to the question, and 0% for type 4, which means leaving the question without any answer with blank space.

6.3 Analysis of the third set of stories:

6.3.1 Analysis of S3T RC:

Table 39: Analysis of S3T RC: Questions 1,2, and 3 were scanning questions coded as Q1, Q2, and Q3.

	Q1				Q2				Q3			
s no	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4

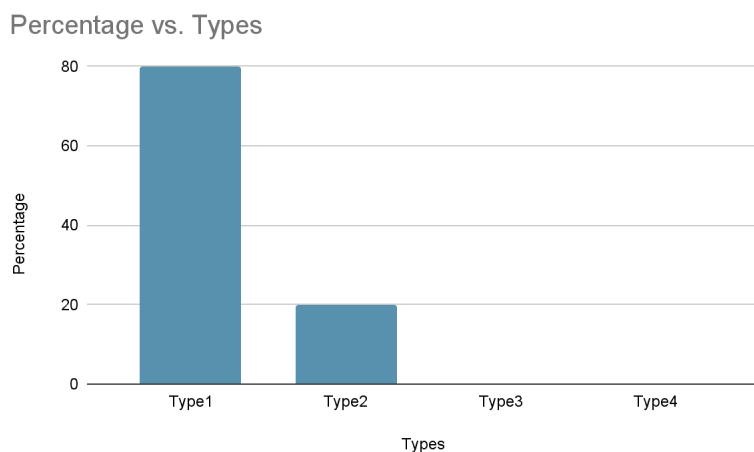
std1	✓				✓						✓	
std2	✓				✓						✓	
std3		✓			✓					✓		
std4	✓				✓							✓
std5	✓				✓						✓	
std6	✓				✓				✓			
std7	✓				✓				✓			
std8		✓			✓							✓
std9	✓				✓						✓	
std10	✓				✓					✓		
Total	8	2	0	0	10	0	0	0	2	2	4	2

In the above table the scanning questions of S3T analysed. In Q1, eight students answered as type 1, and 2 answered as type 2. In Q2, ten students answered as type 1. In Q3, 2 students answered as type 1, 2 students answered as type 2, 4 students answered as type 3, and 2 students answered as type 4.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 40: For Q1of S3T, types vs percentage

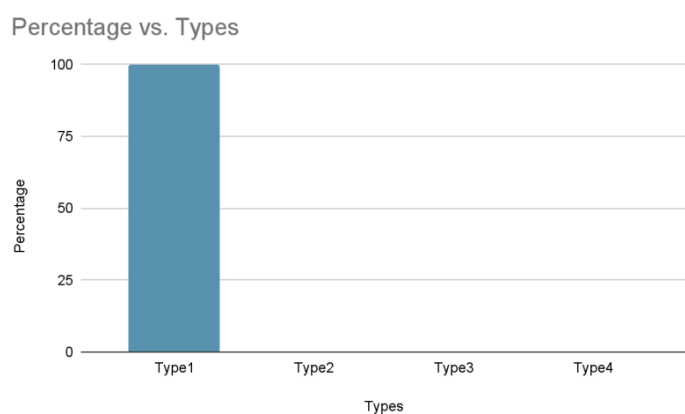
Types	Percentage
Type1	80
Type2	20
Type3	0
Type4	0



In table 40, for Q1 of S3T, type 1 got 80%, which means the students gave direct answers. And 20% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 41: For Q2 of S3T, types vs percentage

Types	Percentage
Type1	100
Type2	0
Type3	0
Type4	0

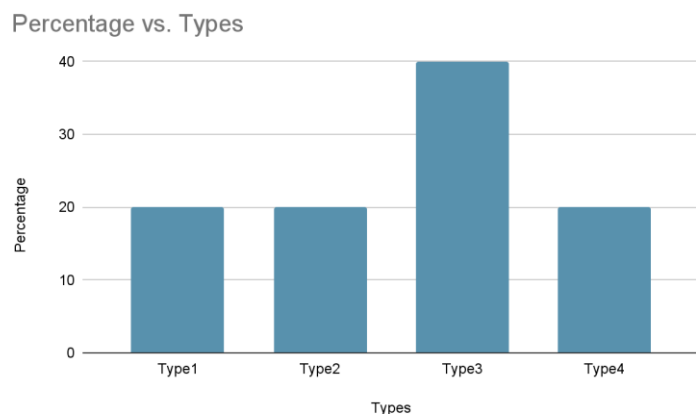


In table 41, for Q2 of S3T, type 1 got 100%, which means the students gave direct answers.

Table 42: For Q3 of S3T, types vs percentage

Types	Percentage
Type1	20

Type2	20
Type3	40
Type4	20



In table 42, for Q3 of S3T, type 1 got 20%, which means the students gave direct answers. And 20% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 40% for type 3, which means wrong answers to the question, and 20% for type 4, which means leaving the question without any answer with blank space.

Table 43: Analysis of skimming questions of S3T RC. Questions 4, and 5 were coded as Q4 and Q5.

	Q4				Q5			
S No	type1	type2	type3	type4	type1	type2	type3	type4
std1			✓			✓		
std2			✓			✓		
std3	✓				✓			
std4			✓		✓			
std5	✓				✓			
std6	✓				✓			

std7	✓				✓			
std8	✓						✓	
std9	✓						✓	
std10	✓					✓		
Total	7	0	3	0	5	3	2	0

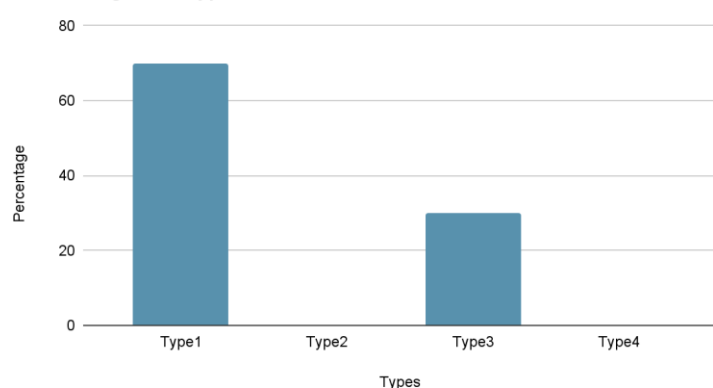
In the above table, the skimming questions of S3T were analyzed. In Q4, 7 students answered as type 1, and 3 students answered as type 3. In Q5, 5 students answered as type 1, 3 students answered as type 2, and 2 students answered as type 3.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 44: For Q4 of S3T, types vs percentage

Types	Percentage
Type1	70
Type2	0
Type3	30
Type4	0

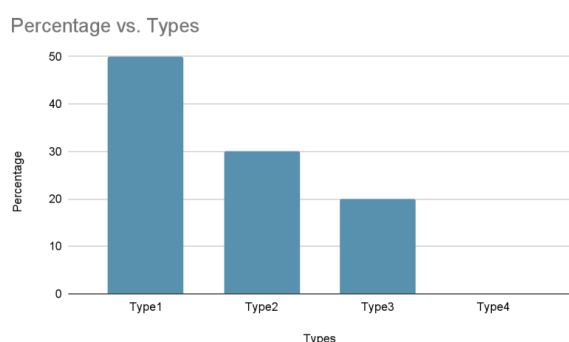
Percentage vs. Types



In table 44, for Q4 of S3T, type 1 got 70%, which means the students gave direct answers. And 0% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 30% for type 3, which means wrong answers of the question, and 0% for type 4, which means left the question without any answer with blank space.

Table 45: For Q5 of S3E, types vs percentage

Types	Percentage
Type1	50
Type2	30
Type3	20
Type4	0



In table 45, for Q5 of S3T, type 1 got 50%, which means the students gave direct answers. And 30% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 20% for type 3, which means wrong answers to the question, and 0% for type 4, which means left the question without any answer with blank space.

6.3.2 Analysis of S3E RC:

This story had three scanning questions and two skimming questions.

Table 46: The analysis of questions 1, 2, and 3 were scanning questions coded as Q1, Q2 and Q3.

	Q1				Q2				Q3			
s no	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1	✓					✓					✓	
std2	✓				✓				✓			
std3	✓				✓				✓			
std4	✓					✓			✓			

std5	✓					✓			✓			
std6	✓				✓				✓			
std7	✓				✓				✓			
std8	✓				✓				✓			
std9		✓				✓				✓		
std10		✓				✓				✓		
Total	8	2	0	0	5	5	0	0	7	2	1	0

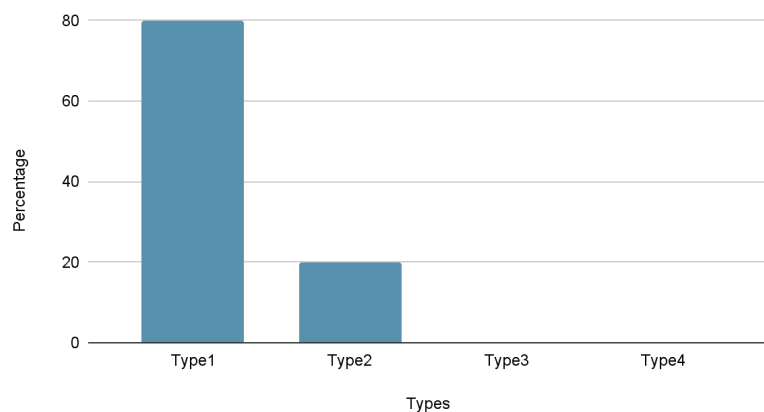
In the above table, the scanning questions of S3E were analyzed. In Q1, 8 students answered as type 1, and 2 students answered as type 2. In Q2, 5 students answered as type 1, and 5 students answered as type 2. In Q3, 7 students answered as type 1, and 3 students answered as type 2.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 47: For Q1 of S3E, types vs percentage

Types	Percentage
Type1	80
Type2	20
Type3	0
Type4	0

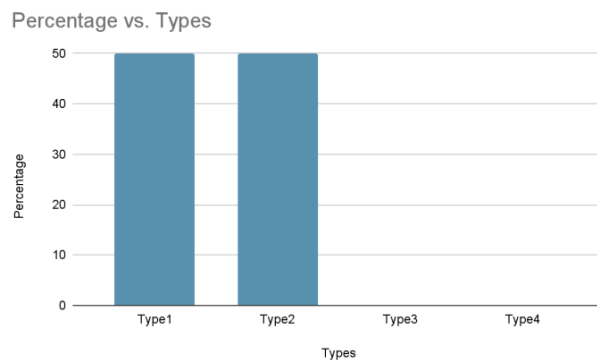
Percentage vs. Types



In the above table 47, for Q1 of S3E, type 1 got 80%, which means direct answers were given by the students. And 20 percent was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2.

Table 48: For Q2 of S3E, types vs percentage

Types	Percentage
Type1	50
Type2	50
Type3	0
Type4	0

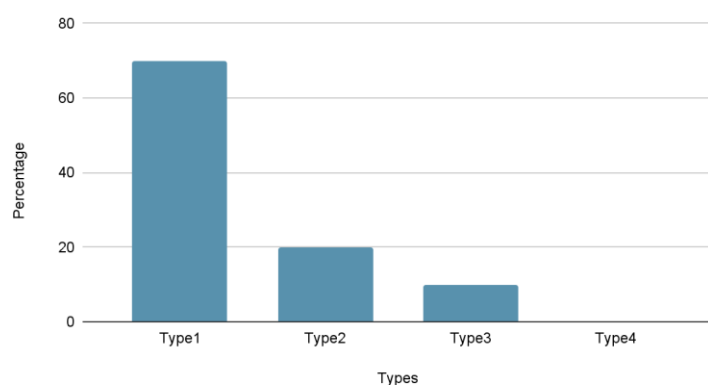


In table 48, for Q2 of S3E, type 1 got 50%, which means the students gave direct answers. And 50% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 49: For Q3 of S3E, types vs percentage

Types	Percentage
Type1	70
Type2	20
Type3	10
Type4	0

Percentage vs. Types



In table 49, for Q3 of S3E, type 1 got 70%, which means the students gave direct answers. And 20% were type 2 answers, which means the students underlined the answers in the text itself or indirectly answered for the questions of type 2. 10% for type 3, which means wrong answers to the question, and 0% for type 4, which means left the question without any answer with blank space.

Table 50: Analysis of skimming questions of S3E RC. Questions 4, and 5 were coded as Q4 and Q5.

	Q4				Q5			
S No	type1	type2	type3	type4	type1	type2	type3	type4
std1			✓				✓	
std2		✓					✓	
std3		✓				✓		
std4				✓		✓		
std5		✓					✓	
std6		✓				✓		
std7			✓			✓		
std8		✓				✓		
std9		✓				✓		
std10	✓						✓	

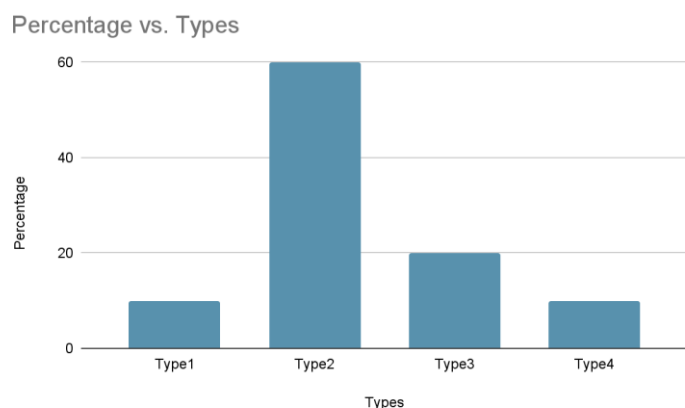
Total	1	6	2	1	0	6	4	0
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In the above table, the skimming questions of S3E were analyzed. In Q4, 1 student answered as type 1, 6 students answered as type 2, 2 students answered as type 3, and 1 student answered as type 4. In Q5, students answered as type 1, and 4 students answered as type 2.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 51: For Q4 of S3E, types vs percentage

Types	Percentage
Type1	10
Type2	60
Type3	20
Type4	10



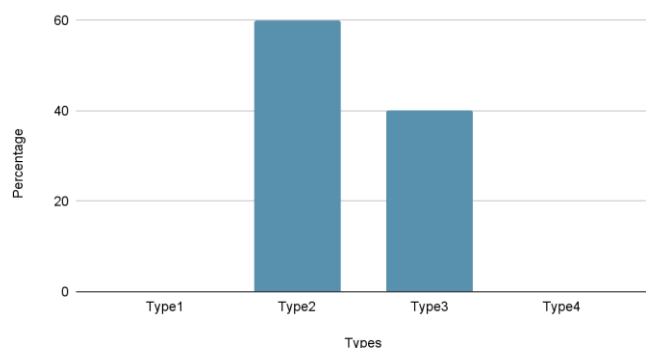
In table 51, for Q4 of S3E, type 1 got 10%, which means the students gave direct answers. And 60% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 20% for type 3, which means wrong answers of the question.

Table 52: For Q5 of S3E, types vs percentage

Types	Percentage
Type1	0
Type2	60

Type3	40
Type4	0

Percentage vs. Types



In table 52, for Q5 of S3E, type 1 got 0%, which means the students gave direct answers. 60% was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 40% for type 3, which means wrong answers of the question, and 0% for type 4, which means leaving the question without any answer with empty space.

6.4 Analysis of the fourth set of stories:

6.4.1 Analysis of S4T RC: This story contains five questions. Questions 1, and 3 were scanning questions, and 2, 4, and 5 were skimming questions.

Table 53: Analysis of scanning questions of S4T RC, the questions 1, and 3 were coded as Q1 and Q3.

	Q1				Q3			
S. No	type1	type2	type3	type4	type1	type2	type3	type4
std1		✓			✓			
std2	✓							✓
std3		✓				✓		
std4	✓					✓		
std5		✓			✓			
std6	✓				✓			
std7		✓				✓		

std8		✓			✓			
std9		✓						✓
std10	✓					✓		
Total	4	6	0	0	4	4	0	2

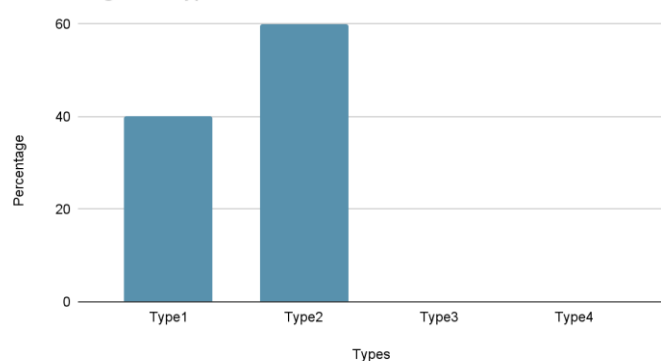
In the above table, the scanning questions of S4T were analyzed. In Q1, 4 students answered as type 1, and 6 students answered as type 2. In Q3, 4 students answered as type 1, 4 students answered as type 2, and 2 students answered as type 4.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 54: For Q1 of S4T, types vs percentage

Types	Percentage
Type1	40
Type2	60
Type3	0
Type4	0

Percentage vs. Types



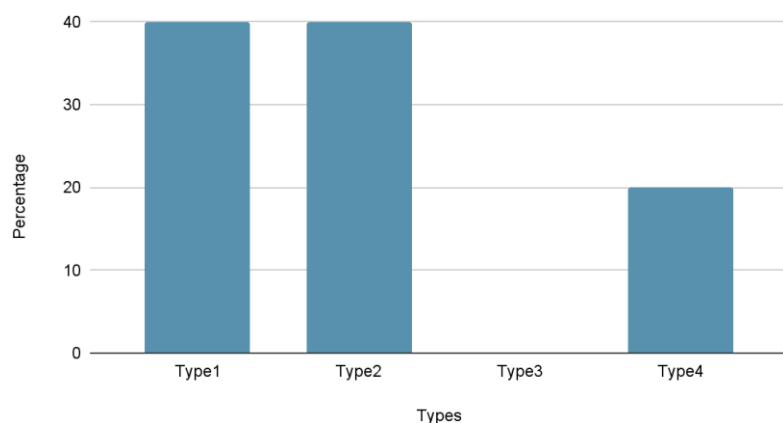
In table 54, for Q1 of S4T, type 1 got 40%, which means the students gave direct answers. And 60% were type 2 answers meaning the students underlined the answer in the text itself or indirectly answered for the questions of type 2.

Table 55: For Q3 of S4T, types vs percentage

Types	Percentage
Type1	40

Type2	40
Type3	0
Type4	20

Percentage vs. Types



In table 55, for Q3 of S4T, type 1 got 40%, which means the students gave direct answers. And 40 percent was type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 0 percent for type 3, which means wrong answers to the question, and 20% for type 4, which means left the question without any answer with blank space.

Table 56: Analysis of skimming questions of S4T RC. Questions 2, 4, and 5 were coded as Q2, Q4 and Q5.

	Q2				Q4				Q5			
s no	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1	✓				✓				✓			
std2	✓				✓				✓			
std3	✓				✓					✓		
std4	✓				✓					✓		
std5		✓			✓					✓		
std6	✓				✓						✓	
std7	✓						✓			✓		

std8		✓				✓				✓		
std9	✓							✓			✓	
std10	✓				✓				✓			
Total	8	2	0	0	7	1	1	1	3	5	2	0

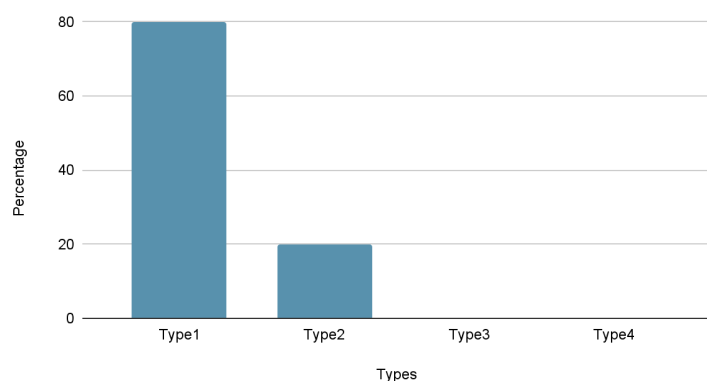
In the above table, the skimming questions of S4T were analyzed. In Q2, 8 students answered as type1, and 2 students answered as type 2. In Q4, 7 students answered as type 1, 1 student answered as type 2, 1 student answered as type 3, and 1 student answered as type 4. In Q5, 3 students answered as type 1, 5 students answered as type 2, and 2 students answered as type 3.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 57: For Q2 of S4T, types vs percentage

Types	Percentage
Type1	80
Type2	20
Type3	0
Type4	0

Percentage vs. Types

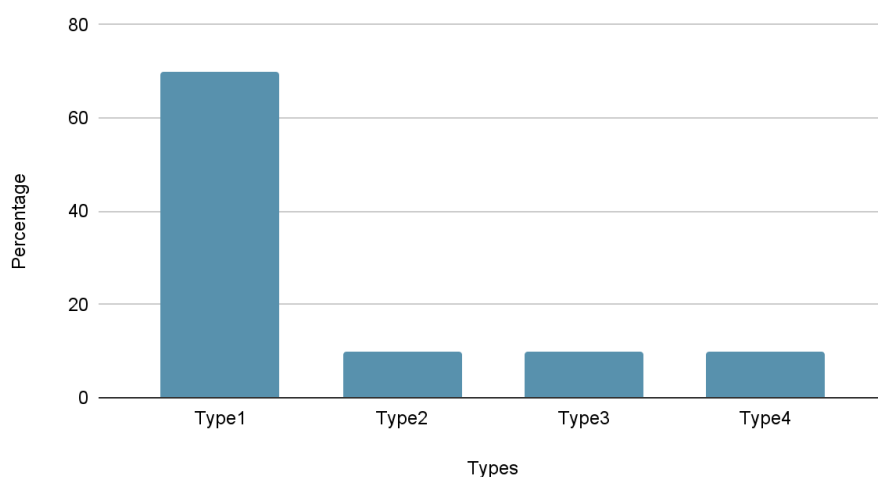


In table 57, for Q2 of S4T, type 1 got 80%, which means the students gave the direct answers. And 20% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 58: For Q4 of S4T, types vs percentage

Types	Percentage
Type1	70
Type2	10
Type3	10
Type4	10

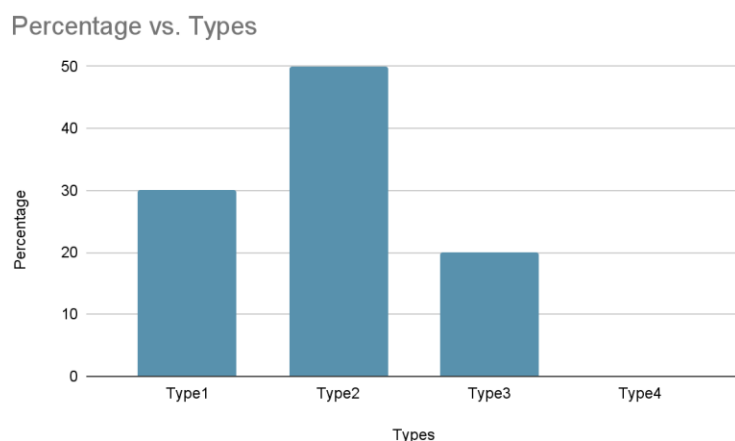
Percentage vs. Types



In table 58, for Q4 of S4T, type 1 got 70%, which means the students gave direct answers. And 10% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 10% for type 3, which means wrong answers of the question, and 10% for type 4, which means left the question without any answer with empty space.

Table 59: For Q5 of S4T, types vs percentage

Types	Percentage
Type1	30
Type2	50
Type3	20
Type4	0



In the above table 59, for Q5 of S4T, type 1 got 30%, which means the students gave direct answers. And 50% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 20% for type 3, which means wrong answers to the question.

6.4.2 Analysis of S4E RC: Questions 1, and 3 were scanning questions, and 2, 4, and 5 were skimming questions.

Table 60: Analysis of scanning questions 1, and 3 coded as Q1 and Q3.

	Q1				Q3			
S No	type1	type2	type3	type4	type1	type2	type3	type4
std1	✓					✓		
std2	✓				✓			
std3	✓				✓			
std4				✓	✓			
std5	✓				✓			
std6	✓				✓			
std7		✓				✓		
std8	✓				✓			
std9	✓				✓			
std10	✓				✓			

Total	8	1	0	1	8	2	0	0
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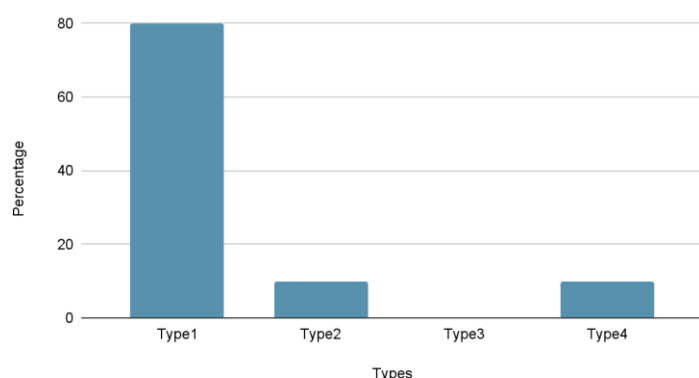
In the above table, the scanning questions of S4E were analyzed. In Q1, eight students answered as type 1, 1 student answered as type 2, and 1 student answered as type 4. In Q3, eight students answered as type 1, and 2 answered as type 2.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 61: For Q1 of S4E, types vs percentage

Types	Percentage
Type1	80
Type2	10
Type3	0
Type4	10

Percentage vs. Types



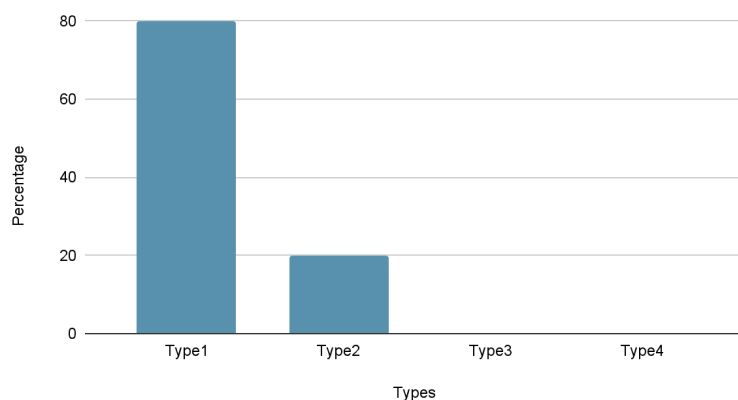
In table 61, for Q1 of S4E, type 1 got 80%, which means the students gave direct answers. And 10% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 10% for type 3, which means wrong answers to the question.

Table 62: For Q3 of S4E, types vs percentage

Types	Percentage
Type1	80

Type2	20
Type3	0
Type4	0

Percentage vs. Types



In table 62, for Q3 of S4E, type 1 got 80%, which means the students gave direct answers. And 20% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 63: Analysis of skimming questions 2, 4, and 5 coded as Q2, Q4, and Q5.

	Q2				Q4				Q5			
s no	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1		✓				✓				✓		
std2		✓			✓					✓		
std3		✓			✓					✓		
std4		✓						✓			✓	
std5		✓					✓			✓		
std6		✓					✓			✓		
std7		✓				✓						✓
std8		✓				✓				✓		
std9			✓			✓			✓			

std1 0		✓				✓				✓		
Total	0	9	1	0	2	5	2	1	1	7	1	1

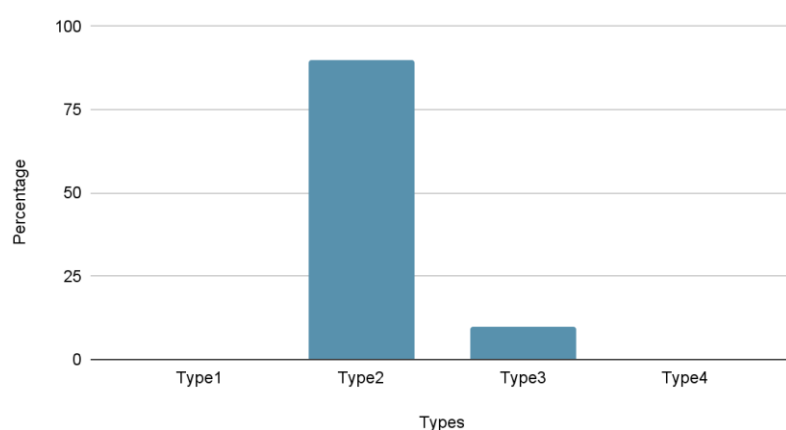
In the above table, the skimming questions of S4E were analyzed. In Q2, nine students answered as type 1, and 1 student answered as type 2. In Q4, two students answered as type 1, 5 students answered as type 2, 2 students answered as type 3, and 1 student answered as type 4. In Q5, one student answered as type 1, 7 students answered as type 2, 1 student answered as type 3, and 1 student answered as type 4.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 64: For Q2 of S4E, types vs percentage

Types	Percentage
Type1	0
Type2	90
Type3	10
Type4	0

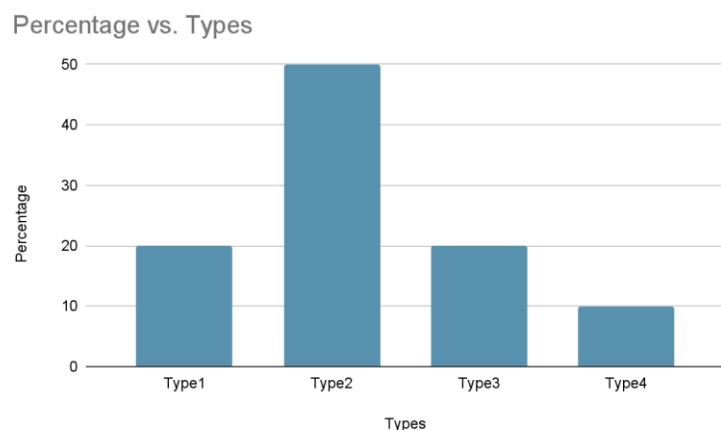
Percentage vs. Types



In table 64, for Q2 of S4E, type 1 got 0%, which means the students gave direct answers. And 90% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 10% for type 3, which means wrong answers to the question, and 0% for type 4, which means leaving the question without any answer with blank space.

Table 65 : For Q4 of S4E, types vs percentage

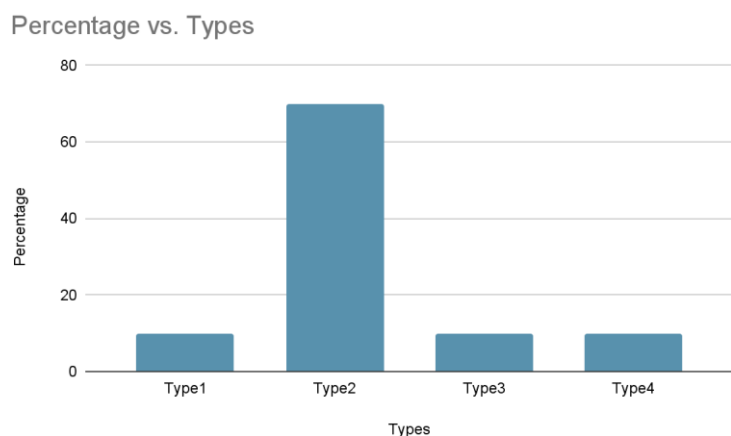
Types	Percentage
Type1	20
Type2	50
Type3	20
Type4	10



In table65, for Q4 of S4E, type 1 got 20%, which means the students gave direct answers. And 50% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 20% for type 3, which means wrong answers to the question, and 10% for type 4, which means leaving the question without any answer with blank space.

Table 66: For Q5 of S4E, types vs percentage

Types	Percentage
Type1	10
Type2	70
Type3	10
Type4	10



In table 66, for Q5 of S4E, type 1 got 10%, which means the students gave direct answers. And 70% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered for the questions of type 2. 10% for type 3, which means wrong answers to the question, and 10% for type 4, which means leaving the question without any answer with blank space.

6.5 Analysis of the fifth set of stories:

6.5.1 Analysis of S5T RC: Questions 1, 3, and 5 were skimming questions, and 2 and 4 were scanning questions.

Table 67: Analysis of skimming questions 1, 3, and 5 coded as Q1, Q3, and Q5.

	Q1				Q3				Q5			
s no	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1	✓				✓				✓			
std2	✓				✓				✓			
std3	✓				✓				✓			
std4	✓				✓				✓			
std5	✓					✓			✓			
std6	✓				✓				✓			
std7	✓				✓					✓		
std8	✓					✓				✓		

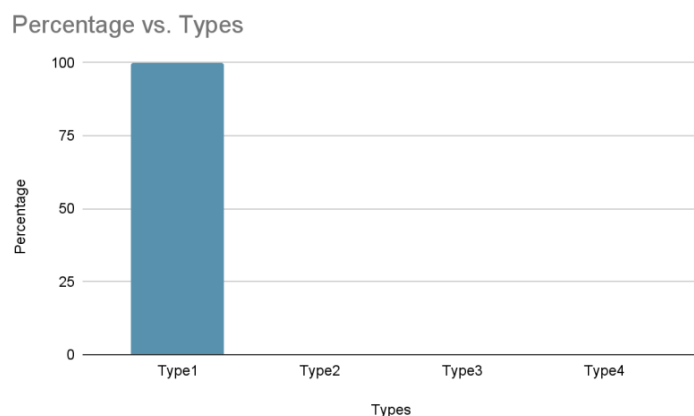
std9	✓				✓					✓		
std10	✓				✓				✓			
Total	10	0	0	0	8	2	0	0	7	3	0	0

In the above table, the skimming questions of S5T were analyzed. In Q1, ten students answered as type 1. In Q3, eight students answered as type 1, and 2 answered as type 2. In Q5, seven students answered as type 1, and 3 students answered as type 2.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 68: For Q1 of S5T RC: types vs percentage

Types	Percentage
Type1	100
Type2	0
Type3	0
Type4	0



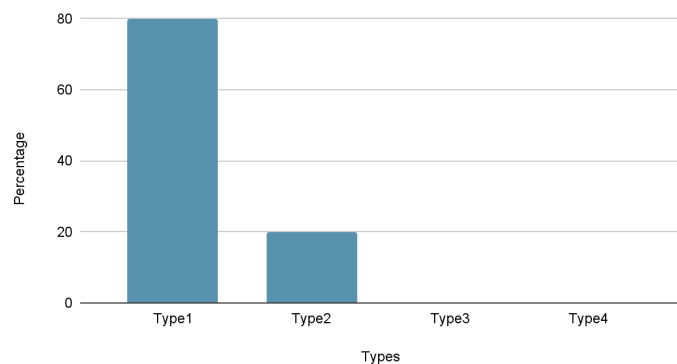
In table 68, for Q1 of S5T, type 1 got 100%, which means the students gave direct answers.

Table 69: For Q3 of S5T RC: types vs percentage

Types	Percentage
Type1	80
Type2	20

Type3	0
Type4	0

Percentage vs. Types

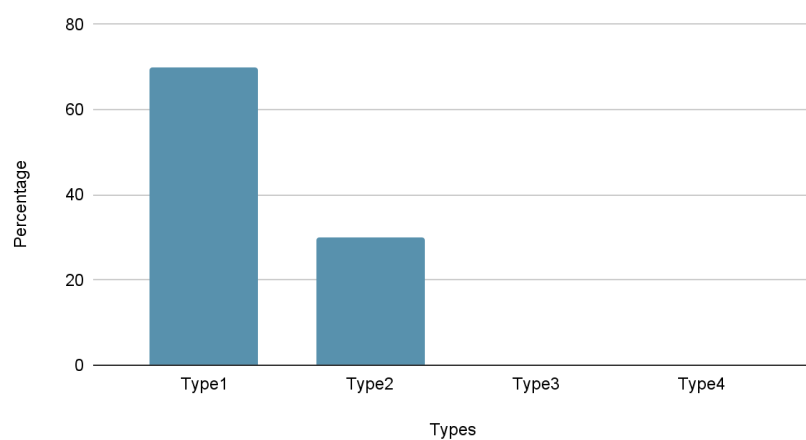


In table 69, for Q3 of S5T, type 1 got 80%, which means the students gave direct answers. And 20% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 70 : For Q5 of S5T RC: types vs percentage

Types	Percentage
Type1	70
Type2	30
Type3	0
Type4	0

Percentage vs. Types



In table 70, for Q5 of S5T, type 1 got 70%, which means the students gave direct answers. And 30% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 71: Analysis of scanning questions 2 and 4 were coded as Q2 and Q4.

	Q2				Q4			
S No	type1	type2	type3	type4	type1	type2	type3	type4
std1	✓				✓			
std2	✓				✓			
std3	✓				✓			
std4	✓				✓			
std5	✓					✓		
std6	✓				✓			
std7	✓					✓		
std8	✓					✓		
std9	✓				✓			
std10	✓				✓			
Total	10	0	0	0	7	3	0	0

In the above table, the scanning questions were analyzed. In Q2, ten students answered as type 1. In Q4, seven students answered as type 1, and 3 students answered as type 2.

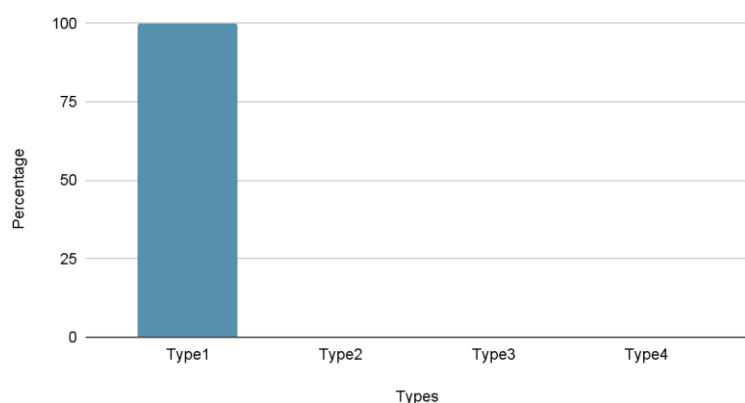
Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 72: For Q2 of S5T RC: types vs percentage

Types	Percentage
Type1	100
Type2	0
Type3	0

Type4	0
-------	---

Percentage vs. Types

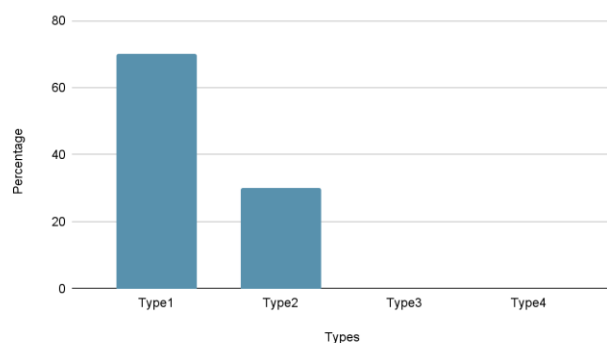


In table 72, for Q2 of S5T, type 1 got 100%, which means the students gave direct answers.

Table 73: For Q4 of S5T RC: types vs percentage

Types	Percentage
Type1	70
Type2	30
Type3	0
Type4	0

Percentage vs. Types



In table 73, for Q4 of S5T, type 1 got 70%, which means the students gave direct answers. And 30% were type 2 answers, which means the students underlined the answers in the text itself or indirectly answered for the questions of type 2.

6.5.2 Analysis of S5E RC: This story has questions 1,3, and 5 are skimming questions, and 2 and 4 are scanning questions.

Table 74: Analysis of skimming questions 1, 3, and 5 coded as Q1, Q3, and Q5.

	Q1				Q3				Q5			
s no	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4	type 1	type 2	type 3	type 4
std1	✓					✓			✓			
std2		✓				✓			✓			
std3		✓				✓			✓			
std4	✓				✓				✓			
std5	✓				✓				✓			
std6		✓			✓				✓			
std7		✓				✓			✓			
std8	✓				✓				✓			
std9	✓				✓				✓			
std10	✓					✓			✓			
Total	6	4	0	0	5	5	0	0	10	0	0	0

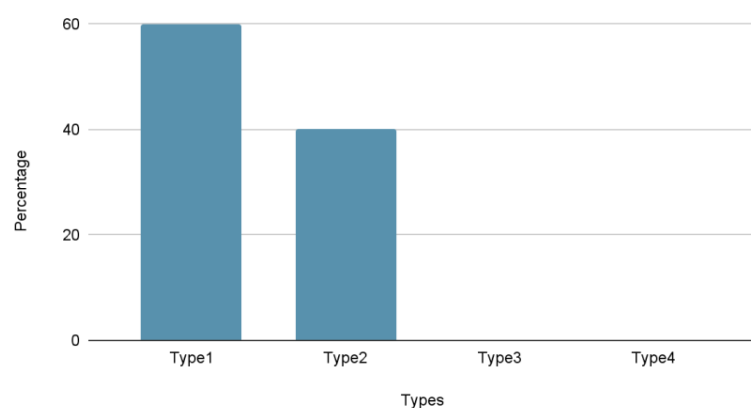
In the above table, the skimming questions of S5E were analyzed. In Q1, 6 students answered as type 1, and 4 students answered as type 2. In Q3, 5 students answered as type 1, and 5 students answered as type 2. In Q5, 10 students answered as type 1.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question to).

Table 75: For Q1 of S5E RC: types vs percentage

Types	Percentage
Type1	60
Type2	40
Type3	0
Type4	0

Percentage vs. Types

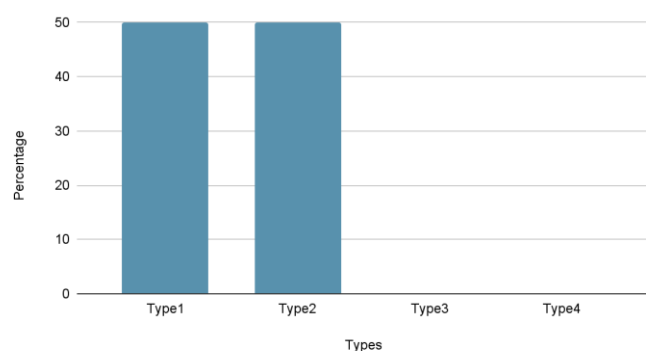


In table 75, for Q1 of S5E, type 1 got 60%, which means the students gave direct answers. And 40% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 76: For Q3 of S5E RC: types vs percentage

Types	Percentage
Type1	50
Type2	50
Type3	0
Type4	0

Percentage vs. Types



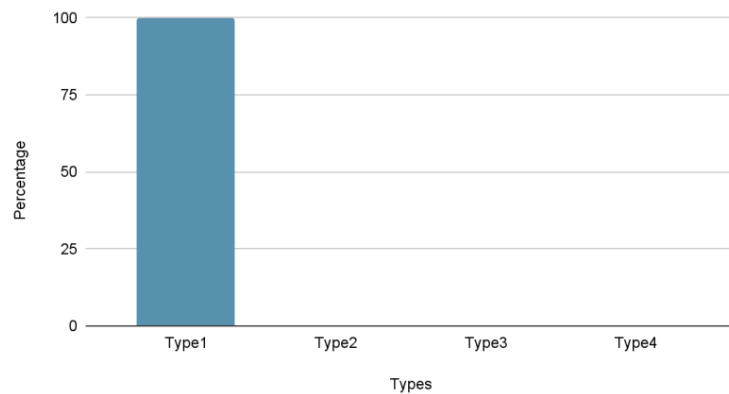
In table 76, for Q3 of S5E, type 1 got 50%, which means the students gave direct answers. And 50% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 77: For Q5 of S5E RC: types vs percentage

Types	Percentage
-------	------------

Type1	100
Type2	0
Type3	0
Type4	0

Percentage vs. Types



In table 77, for Q3 of S5E, type 1 got 100%, which means the students gave direct answers.

Table 78: Analysis of scanning questions 2, and 4 coded as Q2 and Q4.

	Q2				Q4			
S No	type1	type2	type3	type4	type1	type2	type3	type4
std1		✓					✓	
std2		✓				✓		
std3		✓				✓		
std4	✓				✓			
std5	✓				✓			
std6	✓					✓		
std7	✓				✓			
std8		✓			✓			
std9	✓				✓			

std10	✓					✓		
Total	6	4	0	0	5	4	1	0

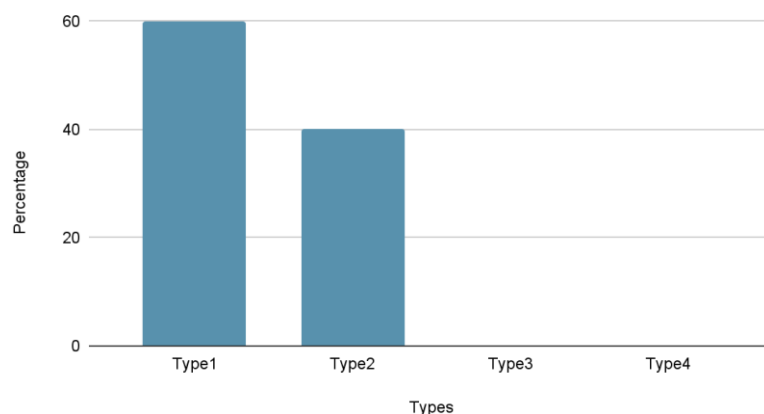
In the above table, the scanning questions of S5E were analyzed. In Q2, 6 students answered as type 1, and 4 students answered as type 2. In Q4, 5 students answered as type 1, 4 students answered as type 2, and 1 student answered as type 3.

Note: Type 1=exact answer to the question; Type 2= relevant answer to the question(answered in the relevant information in the text itself); Type 3= wrong answer; Type 4=Blank space (not answered the question in the text or beside the question too).

Table 79: For Q2 of S5E RC: types vs percentage

Types	Percentage
Type1	60
Type2	40
Type3	0
Type4	0

Percentage vs. Types



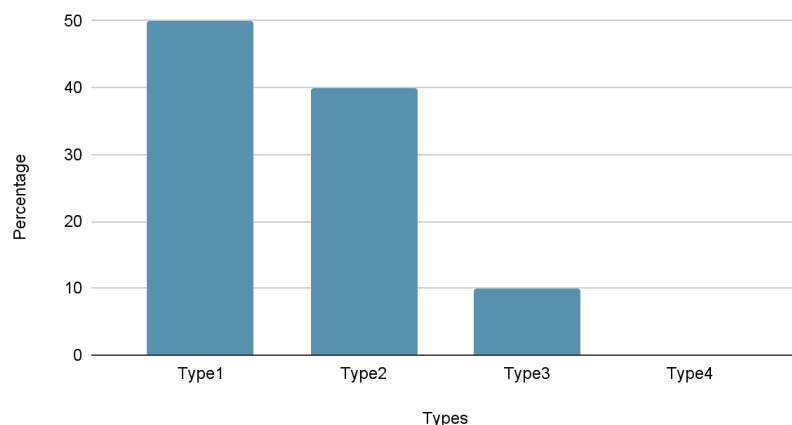
In table 79, for Q2 of S5E, type 1 got 60%, which means the students gave direct answers. And 40% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2.

Table 80: For Q4 of S5E RC: types vs percentage

Types	Percentage
Type1	50
Type2	40

Type3	10
Type4	0

Percentage vs. Types



In table 80, for Q4 of S5E, type 1 got 50%, which means the students gave direct answers. And 40% were type 2 answers, which means the students underlined the answer in the text itself or indirectly answered the questions of type 2. 10% for type 3 answers, which means wrong answers to the question.

6.6 Results of Reading comprehension:

The study's results were presented in this chapter. Reading comprehension tasks were analyzed quantitatively for the sake of understanding and the empirical evidence of the study. The results of reading comprehension (RC) tasks of each set of stories were shown with the percentage of each type of answer in a table format.

6.6.1 Results of RC tasks in S1T and S1E:

Results of skimming questions of RC in S1T and S1E:

S1T = Story one in Telugu

S1E = Story one in English

Type 1=exact answer of the question;

Type 2= relevant answer of the question(answered in the relevant information in the text itself);

Type 3=wrong answer;

Type 4=Blank space (not answered the question in the text or beside the question too).

Q1= Question 1, Q2= Question 2, Q3= Question 3, Q4= Question 4, and Q5= Question 5

Table 81: Results of skimming questions of RC in S1T and S1E

S1T	Q1 (%)	Q5 (%)	S1E	Q1(%)	Q5(%)
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Type1	90	30	Type1	10	-
Type2	10	40	Type2	30	20
Type3	-	10	Type3	60	80
Type4	-	20	Type4	-	-

In the analysis of skimming questions of each story, the students performed better in Telugu than in English. In Q1 of S1T, the students gave 90% direct answers, and 10% answered in the text. In Q1 in S1E, the students gave 10% direct answers, 30% answered in the text itself, and 60% wrong answers.

In Q5 of S1T, the students gave 30% direct answers, 40% answered in the text itself, answered wrongly 10%, and the blank space for this question 20%. In Q5 of S1E, 30% of students answered in the text itself, and 80% of students gave wrong answers.

Table 82: Results of scanning questions of S1T and S1E

S1T	Q2(%)	Q3(%)	Q5(%)	S1E	Q2(%)	Q3(%)	Q4(%)
Type1	90	50	60	Type1	50	50	20
Type2	10	20	-	Type2	-	40	20
Type3	-	10	30	Type3	30	10	40
Type4	-	20	10	Type4	20	-	20

In the analysis of scanning questions of each story, the students performed better in English than in Telugu. In Q2 of S1T, the students gave 90% direct answers, and 10% answered in the text. In Q2 of S1E, the students gave 50% direct answers, 30% answered wrongly, and 20% gave blank space. In Q3 of S1T, the students gave 50% direct answers, 20% answered in the text, 10% wrong answers and 20% blank space. In Q3 of S1E, 50% answered directly, 40% answered in the text itself, and 10% answered wrongly by the students.

And in Q4 of S1T, the students gave 60% direct answers, 30% incorrectly answered, and the blank space for this question was 10%. In Q4 of S1E, 20% of students answered directly, 20% in the text itself, 40% answered wrongly by the students, and 20% left a blank space.

6.6.2 Results of S2T and S2E RC analysis:

Results of skimming questions of S2T and S2E RC:

S2T = Story two in Telugu

S2E = Story two in English

Type 1=exact answer of the question;

Type 2= relevant answer of the question(answered in the relevant information in the text itself);

Type 3=wrong answer;

Type 4=Blank space (not answered the question in the text or beside the question too).

Q1= Question 1, Q2= Question 2, Q3= Question 3, Q4= Question 4, and Q5= Question 5

Table 83:Results of skimming questions of S2T and S2E RC

S2T	Q3(%)	Q4(%)	S2E	Q3(%)	Q4(%)
Type1	30	10	Type1	50	80
Type2	60	40	Type2	10	20
Type3	10	30	Type3	30	-
Type4	-	20	Type4	10	-

In the analysis of skimming questions of each story of S2T and S2E, the students performed much better in English and Telugu. In Q3 of S2T, the students gave 30% direct answers, 60% answered in the text itself, and 10% wrong answers were given by the students. In Q3 of S2E, the students gave 50% direct answers, 10% answered in the text, 30% answered wrongly, and 10% gave blank space.

And In Q4 of S2T, the students gave 10% direct answers, 40% answered in the text itself, 30% answered wrongly, and the blank space for this question was 20%. In Q4 of S2E, 80% of students answered directly and 20% answered in the text.

Table 84:Results of scanning questions of S2T and S2E RC:

S2T	Q1(%)	Q2(%)	Q5(%)	S2E	Q1(%)	Q2(%)	Q5(%)
Type1	30	70	50	Type1	80	90	70
Type2	50	20	30	Type2	-	-	-
Type3	20	-	20	Type3	20	10	30
Type4	-	10	-	Type4	-	-	-

In the analysis of scanning questions of each story, the students performed better in English than before. In Q1 of S2T, the students gave 30% direct answers, 50% answered in the text itself, and 20% answered wrongly. In Q1, in S2E, the students gave 80% direct answers, and 20% answered wrongly. In Q2 of S2T, the students gave 70% direct answers, 20% answered

in the text itself, and 10% the students left blank spaces. In Q2 of S2E, 90% answered directly, and 10% answered wrongly by the students.

And in Q5 of S2T, the students gave 50% direct answers, 30% incorrectly answered, and the blank space for this question was 10%. In Q5 of S2E, 70% of students answered directly, and 30% answered wrongly.

6.6.3 Results of RC in S3T and S3E:

Results of scanning questions of RC in S3T and S3E:

S3T = Story three in Telugu

S3E = Story three in English

Type 1=exact answer of the question;

Type 2= relevant answer of the question(answered in the relevant information in the text itself);

Type 3=wrong answer;

Type 4=Blank space (not answered the question in the text or beside the question too).

Q1= Question 1, Q2= Question 2, Q3= Question 3, Q4= Question 4, and Q5= Question 5

Table85: Results of scanning questions of RC in S3T and S3E

S3T	Q1(%)	Q2(%)	Q3(%)	S3E	Q1(%)	Q2(%)	Q3(%)
Type1	80	100	20	Type1	80	50	70
Type2	20	-	20	Type2	20	50	20
Type3	-	-	40	Type3	-	-	10
Type4	-	-	20	Type4	-	-	-

In the analysis of scanning questions of each story, the students performed better in English than before. In Q1 of S3T, the students gave 80% direct answers, and 20% answered in the text. In Q1 of S3E, the students gave 80% direct answers, and 20% answered in the text. In Q2 of S3T, the students gave 100% direct answers. In Q2 of S3E, 90% answered directly, and 50% answered in the text the students.

And in Q3 of S3T, the students gave 20% direct answers, 20% answered in the text itself, 40% answered wrongly, and the blank space for this question was 20%. In Q3 of S3E, 70% of students answered directly, 20% answered in the text, and 10% answered wrongly.

Table 86: Results of skimming questions of RC in S3E and S3T

S3T	Q4(%)	Q5(%)	S3E	Q4(%)	Q5(%)
Type1	70	50	Type1	10	-

Type2	-	30	Type2	60	60
Type3	30	20	Type3	20	40
Type4	-	-	Type4	10	-

In the analysis of skimming questions of each story of S3T and S3E, the students performed much better in English and Telugu. In Q4 of S3T, the students gave 70% direct answers and 30% wrong answers were given by the students. In Q4 of S3E, the students gave 10% direct answers, 60% answered in the text itself, 20% answered wrongly, and 10% students gave blank space.

And in Q5 of S3T, the students gave 50% direct answers, 30% answered in the text itself, and 20% answered wrongly. In Q5 of S3E, 60% answered in the text itself, and 40% answered wrongly.

6.6.4 Results of RC analysis of S4T and S4E:

Results of scanning questions of RC in S4T and S4E:

S4T = Story four in Telugu

S4E = Story four in English

Type 1=exact answer of the question;

Type 2= relevant answer of the question(answered in the relevance information in the text itself);

Type 3=wrong answer;

Type 4=Blank space (not answered the question in the text or beside the question too).

Q1= Question 1, Q2= Question 2, Q3= Question 3, Q4= Question 4, and Q5= Question 5

Table 87: Results of scanning questions of RC in S4T and S4E

S4T	Q1(%)	Q3(%)	S4E	Q1(%)	Q3(%)
Type1	40	40	Type1	80	80
Type2	60	40	Type2	10	20
Type3	-	-	Type3	-	-
Type4	-	20	Type4	10	-

In the analysis of scanning questions of each story of S4T and S4E, the students performed much better in English and Telugu. In Q1 of S4T, the students gave 40% direct answers, and 60% answered in the text. In Q1 of S4E, the students gave 80% direct answers, 10% answered in the text itself, and 10% students gave blank space.

And in Q3 of S4T, the students gave 40% direct answers, 40% answered in the text itself, and 20% left a blank space. In Q3 of S4E, 80% answered directly, and 20% answered in the text.

Table 88: Results of skimming questions of RC in S4T and S4E

S4T	Q2(%)	Q4(%)	Q5(%)	S4E	Q2(%)	Q4(%)	Q5(%)
Type1	80	70	30	Type1	-	20	10
Type2	20	10	50	Type2	90	50	70
Type3	-	10	20	Type3	10	20	10
Type4	-	10	-	Type4	-	10	10

In the analysis of skimming questions of each story of S4T and S4E, the students performed much better in English and Telugu. In Q2 of S4T, the students gave 80% direct answers, and 20% answered in the text. In Q2 of S4E, 90% answered in the text, and 10% answered wrongly. In Q4 of S4T, the students gave 70% direct answers, 10% answered in the text, 10% answered wrongly, and 10% gave blank space. In Q4 of S4E, the students gave 20% direct answers, 50% answered in the text, 20% answered wrongly, and 10% gave blank space.

And in Q5 of S4T, the students gave 30% direct answers, 50% answered in the text itself, and 20% answered wrongly. In Q5 of S4E, 10% of students answered directly, 70% in the text, 10% answered wrongly, and 10% gave blank space.

6.6.5 Results of RC analysis of S5T and S5E:

Results of skimming questions of RC in S5T and S5E:

S5T = Story five in Telugu

S5E = Story five in English

Type 1=exact answer of the question;

Type 2= relevant answer of the question(answered in the relevant information in the text itself);

Type 3=wrong answer;

Type 4=Blank space (not answered the question in the text or beside the question too).

Q1= Question 1, Q2= Question 2, Q3= Question 3, Q4= Question 4, and Q5= Question 5

Table 89: Results of skimming questions of RC in S5T and S5E

S5T	Q1(%)	Q3(%)	Q5(%)	S5E	Q1(%)	Q3(%)	Q5(%)
Type1	100	80	70	Type1	60	50	100
Type2	-	20	30	Type2	40	50	-
Type3	-	-	-	Type3	-	-	-
Type4	-	-	-	Type4	-	-	-

In the analysis of skimming questions of each story of S5T and S5E, the students performed much better in English and Telugu. In Q1 of S5T, the students gave 100% direct answers. In Q1 of S5E, 60% answered directly, and 40% answered in the text. In Q3 of S5T, the students gave 80% direct answers, and 20% answered in the text. In Q3 of S5E, the students gave 50% direct answers and 50% answered in the text itself.

And in Q5 of S5T, the students gave 70% direct answers, and 30% answered in the text. In Q5 of S5E, 100% of students answered directly.

Table 90: Results of scanning questions of RC in S5T and S5E

S5T	Q2(%)	Q4(%)	S5E	Q2(%)	Q4(%)
Type1	100	70	Type1	60	50
Type2	-	30	Type2	40	40
Type3	-	-	Type3	-	10
Type4	-	-	Type4	-	-

In the analysis of scanning questions of each story of S5T and S5E, the students performed well in English and Telugu. In Q2 of S5T, the students gave 100% direct answers. In Q2 of S5E, 60% answered directly, and 40% in the text. In Q4 of S5T, the students gave 70% direct answers, and 30% answered in the text. In Q4 of S5E, the students gave 50% direct answers, 40% answered in the text, and 10% answered wrongly.

6.7 Analysis of writing summaries:

After observing the responses of the students, the researcher found those were the strategies for writing summary tasks used by the students, which were identifying the main and supporting ideas, note-taking information, organising information, practising the task before doing it, using their own words, and summarising the text (the pattern of summary writing, namely the theme of the story, and maintaining the accuracy of the content) (Oxford, 1990). The data of summary writing tasks is to observe every summary writing of each student and find out the strategies used in summary writing from the first set of stories to the fifth. According to the data, the researcher has analysed a qualitative method. In six steps, the data collection process was done. All the students summarised the Telugu and English stories, a total of 10 stories (5 stories were in the Telugu language, and five stories were in English).

S1T= Story 1 in Telugu, S1E= Story 1 in English; S2T= Story 2 in Telugu, S2E= Story 2 in English; S3T= Story 3 in Telugu, S3E= Story 3 in English; S4T= Story 4 in Telugu, S4E= Story 4 in English; and S5T= Story 5 in Telugu, S5E= Story 5 in English.

Std1 to Std 10 = Student 1 to Student 10.

6.7.1 Analysis of summary writing of S1T:

The strategies used by the students in the summary writing tasks, as given in the following pages as part of the analyses, were coloured differently from each other after observing the students' responses **by the researcher** before doing the analysis. The students have not used this colouring system as they wrote on paper in ink. Based on the strategies used, the researcher gave colour coding to them in the analysis of each summary writing in both languages, Telugu and English. Those strategies and the colours were:

Table 91: Colour coding for Strategies, in summary, writing

S. No	Strategy	Colour code
1	Summarization pattern (Intro, body, conclusion/moral)	Blue
2	Using the main ideas	Light green
3	Using the supporting ideas	Pink
4	Using their words/ Paraphrasing	Brown
5	Conclusion	Light sky blue
6	Moral of the story	Thick green

Std1: writing the summary of S1T

ఉపోద్ఘాతం: ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఈ కథలో ఉంది.

వివరణ: ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకొని ఒక పండు ని విక్రమార్కుడికి ఇచ్చి వెళ్తున్నాడు....నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా డానికి మీరు బేతాళుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు.....

ముగింపు: ఈ కథలో విక్రమార్కుడు బేతాళుడిని తీసుకురావడం గురించి ఉంది, మరియు బేతాళుడి శాపం గురించి వివరించారు.

Introduction: This story is about a king who is a miscreant and a magician.

Body: A magician wearing the form of a monk visits Vikramarka every day and gives fruit to Vikramarka....he says you should bring Betalu's soul from a great tree to perform a yajna....

Conclusion: The story is about Vikramarka bringing Betala, and describing the curse of Betala.

In this summary, the student 1 followed summarising the text, which was coloured in blue, and the student used the main ideas of the text, coloured in light green, and the supporting ideas of the text, which was coloured in light pink colour. The student underlined the text in the text itself, did not practice the task before doing it, and the student used their own words, coloured in brown. In conclusion, the student mentioned this story about what it is, which was coloured in light sky blue. She had completed the summary in their own words, but in the process of identifying other strategies, are coloured differently. She used a few strategies in summary writing in Telugu due to their prior knowledge and command of that language.

Std2: writing summary in S1T:

ఉపోద్ఘాతం :విక్రమార్కుడు మరియు మాంత్రికుడు, బేతాలుడి గురించి ఈ కథలో ఉంది.

వివరణ: విక్రమార్కుడు ఉజ్జయిని నగరాన్ని చాలా బాగా పరిపాలిస్తున్నాడు. ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి, ప్రతిరోజు విక్రమార్కుడికి ఒక పండు ని ఇచ్చి వెళ్తున్నాడు. అది గమనించిన రాజు గారు, తమేవరో నాకు తెలియదు కానీ మీరు రోజూ ఇలా పండ్లు ఇస్తుంటే, మీరేదో న నుండి కోరుతున్నారని అర్థం అవుతుంది నేను మీకు ఏ సహాయం చేయగలనో చెప్పండి అనగానే...నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా డానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు.....

ముగింపు: ఈ కథలో సన్యాసి విక్రమార్కుడి సహాయం కోరడం గురించి ఉంది, మరియు బేతాళుడి శాపం గురించి వివరించారు.

Introduction: This story is about Vikramarka and the sorcerer, Betalu.

Body: Vikramarku ruled the city of Ujjain very well. A magician dressed as a monk was giving fruit to Vikramarka every day. The king noticed that I didn't know who they were, but if you give fruits like this every day, it means that you are asking for something from me. Tell me what I can do for you. He says you must bring Betalu's soul from a great tree so that I can perform a yajna....

Conclusion: The story is about the ascetic seeking help from Vikramarka, and explains the curse of Betala.

In this summary, student2 followed by summarizing the text, which was coloured in blue, and she used the main ideas, which were coloured in light green, and the supporting ideas of the text, which were coloured in light pink. She did not take note-taking, did not practice before the task, and she used their own words, which were coloured brown. In conclusion, the student mentioned the overall story in one sentence, which was coloured in light blue colour. She used their own words in summary writing, but in the process of identifying other strategies, were coloured differently. Due to prior knowledge of the Telugu language, she used a few strategies in summary writing.

Std3: writing summary in S1T:

ఉపోద్ఘాతం: ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఈ కథలో ఉంది

విషయం/వివరణ: ఉజ్జయిని నగరాన్ని విక్రమార్కుడు జనరజకంగా పరిపాలిస్తున్న కాలంలో ఒకనాడు విక్రమార్కుడికి పండు ఇవ్వడానికి ఒక మాంత్రికుడు రాగ... నేను మీకు ఏ సహాయం చేయగలనో చెప్పండి అనగానే ఆ సన్యాసి, మహారాజా మీరు మాత్రమే చేయగలిగే సాయం అది. అందుకే మీరు ఏదోక రోజు ఆడగాపోతారని ఎదురు చూస్తున్న అంటాడు. నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా దానికి మీరు బేతాల్నుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు...

ముగింపు: ఈ కథలో విక్రమార్కుడు, బేతాల్నుడి శాపం గురించి వివరించారు.

"Introduction: The story is about a king who is a miscreant and a magician

Subject/Description: One day, when Vikramarku of the city of Ujjain was ruling the city of Ujjain, a sorcerer gave the fruit to Vikramarka... Tell me what I can do for you, that monk, Maharaja, said that only you can help. That's why he says he is waiting for you to become a girl one day. He says you should fetch Betalu's soul from a great tree so that I can perform a yajna...

Conclusion: In this story the curse of Vikramarka and Betalu is described.

In this summary, the student3 followed by summarizing the text, which was colored in light blue, and he used the main ideas, which were colored in light green, and the supporting ideas of the text, which was colored in light pink color. He gave numbers to the sentences in the sequence. He did not practice before the task, and he used their own words. In conclusion, the student wrote that the story is between them, colored in light sky blue. He had completed summary writing by using different strategies, due to sufficient knowledge in Telugu with the help of own words.

Std4: writing summary in S1T:

ఉపోద్ఘాతం: విక్రమార్కుడు – మాంత్రికుడు గురించి ఈ కథ లో ఉంది.

విషయం: ఉజ్జయిని నగరాన్ని విక్రమార్కుడు జనరంజకంగా పరిపాలిస్తున్న కాలంలో ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకుని, ఒక పండుని ఇవ్వడానికి వచ్చేవాడు...నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా దానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు.

Introduction: This story is about Vikramarka – a magician.

Subject: At the time when Vikramarka was popularly ruling the city of Ujjuin, a matrika dressed as a monk used to pay darshan of Vikramarka every day and come to give a fruit...I want to perform a yajna for which you should fetch the soul of Betalu from a great tree.

In this summary, student4 followed summarizing the text, which was coloured in light blue, and he used the main ideas, which were coloured in light green and supporting ideas of the text, it was coloured in light pink colour. He did not take note-taking. He did not practice before the task, and he used their own words. In summarizing strategy, introduced the summary, mentioned the body, but did not mention the end or the theme of the story. He used their own words in summary writing, but in the process of identifying other strategies are colored differently. He used a few strategies in summary writing, due to Telugu as their dominant language.

Std5: writing summary in S1T:

ఉపోద్ఘాతం: ఈ కథలో విక్రమార్కుడు, సన్యాసి, మరియు బేతాలుడి గురించి ఉంది.

విషయం: విక్రమార్కుడు ఉజ్జయిని రాజ్యాన్ని సంతోషం గా పరిపాలిస్తున్న కాలంలో, ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకోని ఒక పండును విక్రమార్కుడికి సమర్పించే వాడు. అది గమనించిన రాజు గారు, తమేవరో నాకు తెలియదు. నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా దానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు

ముగింపు: ఈ కథ లో బేతాలుడి శాపం గురించి ఉంది.

Introduction: This story is about Vikramarka, Sanyasi, and Betalu.

Subject: During the time when Vikramarku was happily ruling the kingdom of Ujjain, a sorcerer disguised as a monk used to offer a fruit to Vikramarka which Vikramarku did not

see everyday. The king noticed that, I don't know who they are. He says that you should bring Betalu's soul from a great tree so that I can perform a yajna.
Conclusion: This story is about the curse of Bethal.

In this summary, student5 followed by summarizing the text, which was coloured in light blue, and he used the main ideas, which were colored in light green and supporting ideas of the text, it was coloured in light pink colour. He did arrange the text in the sequence. He did not practice before the task, and he used their own words. In summarizing strategy, introduction of the summary, mentioned the body, but the student mentioned the ending of the story. He used their own words in summary writing, but in the process of identifying other strategies are colored differently.

Std6: writing summary in S1T:

ఉపోద్ఘాతం:- ఈ కథ లో ఒక మాంత్రికుడు, రాజైన విక్రమార్కుడు మరియు బేతాలుడి గురించి ఉంది.

వివరణ:-ఉజ్జయిని నగరాన్ని విక్రమార్కుడు జనరంజకంగా పరిపాల కావాలంటే ఒక మాంత్రికుడు సన్యాసి రూపం..... నేను మీకు ఏ సహాయం చేయగలనో చెప్పండి అనగానే ఆ సన్యాసి, మహారాజా మీరు మాత్రమే చేయగలిగే సాయం అది. అందుకే మీరు ఏదోక రోజు ఆడగాపోతారని ఎదురు చూస్తున్న అంటాడు. నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా దానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు...

ముగింపు:-విక్రమార్కుడి యొక్క ధైర్య సహసాల గురించి ఉంది.

Introduction:- This story is about a magician, king Vikramarka and Betala.

Description: During the reign of Janaranjankanga, the city of Ujjain was transformed into a sorcerer in the form of a monk.....Tell me what can I do for you? That's why he says he is waiting for you to become a girl one day. He says that I want to perform a yajna for which you have to fetch Betalu's soul from a great tree...

Conclusion:-About Vikramarka's bravery.

In this summary, student6 followed summarizing the text, which was coloured in light blue, and she used the main ideas of the text, coloured in light green and supporting ideas of the text, which was coloured in light pink colour. She did arrange the text in the sequence. She did not practice before the task, and she used their own words. In summarizing strategy, introduction of the summary, mentioned the body, but the student mentioned the end not about the theme of the story. She used their own words in summary writing, but in the

process of identifying other strategies are colored differently. She used a few strategies, which were more used in Telugu without knowing them as these are strategies.

Std7: writing summary in S1T:

"ఉపోద్ఘాతం: ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఈ కథలో ఉంది

వివరణ : "ఒక మాంత్రికుడు రూపం ధరించి, విక్రమార్కుడి దర్శనం చేసుకొని ఒక పండును సమర్పించాడు. విక్రమార్కుడు సాధువు రూపంలో ఉన్న మాంత్రికుడు అడిగిన సహాయానికి , విక్రమార్కుడు తూర్పున రెండు ఫర్లాలంగు దూరం వెళితే , బాటకు ప్రక్కన ఏళ్ల నాటి మహావృక్షం కనిపిస్తుంది... నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా దానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు...

ముగింపు/నీతి: ఎవరు సహాయం అడిగిన కూడా కాదనరాదు.

"Introduction: The story is about a king who is a miscreant and a magician

Description: "A magician disguised as Vikramarka and presented a fruit. For the help of Vikramarka, asked by the magician in the form of a saint, if Vikramarka goes two furlongs to the east, a year-old Mahavriksha will be seen beside the path... I want to perform a yajna for which you take Betalu's soul from a Mahavriksha. He says to come...

Conclusion/Moral: No one should be denied help who asks for it.

In this summary, student7 followed summarizing the text, which was coloured in light blue, and he used the main ideas of the text, which were coloured in light green and supporting ideas of the text, which was coloured in light pink. He did not arrange the text. He did not practice before the task, and he used their own words. In summarizing strategy, introduced the summary, mentioned the body, but he mentioned the theme of the story with end/the theme of the story subheading. He used their own words in summary writing, but in the process of identifying other strategies are colored differently. Due to prior knowledge in the Telugu language, the students used a few strategies in summary writing. He had used the theme of the story strategy by understanding the story from the beginning.

Std8: writing summary in S1T

ఉపోద్ఘాతం: ఒక రాజు విక్రమార్కుడు మరియు సన్యాసి, అతని యజ్ఞం గురించి ఈ కథలో ఉంది

విషయము :- ఒక సన్యాసి రూపంలో ఒక మాంత్రికుడు ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకుని , ఒక పండును ఇవ్వసాగాడు. అది గమనించిన రాజు గారు, తమేవరో నాకు తెలియదు కానీ మీరు రోజూ ఇలా పండ్లు ఇస్తుంటే, మీరేదో న నుండి కోరుతున్నారని అర్థం అవుతుంది నేను మీకు ఏ సహాయం చేయగలనో చెప్పండి అనగానే.....నీవు నాతో రావాలి యజ్ఞ స్థలానికి బేతాళుడిని తీసుకురావాలి. నాకు అప్పగించాలి. ఆ సహాయం చేస్తే చాలు ఇది నాకు కావలసిన సహాయం అని సన్యాసి చెప్పాడు ...

ముగింపు: ముఖ్యం గా బేతాళుడి శాపం గురించి ఉంది.

Introduction: This story is about a king Vikramarka and a monk, his yajna

Body:- A magician in the form of a monk visited Vikramarka every day and gave him a fruit. The king noticed that, I don't know who they are, but if you are giving fruits like this every day, it means that you are asking for something from me. Tell me what I can do for you. I have to hand it over. The monk said that this is the help I need...

Conclusion: Mainly about the curse of Bethal.

In this summary, student8 followed by summarizing the text, which was coloured in light blue, and she used the main ideas of the text, coloured in light green and supporting ideas of the text, which was coloured in light pink colour. She did not arrange the text. She did not practice before the task, and she used their own words. In summarizing strategy, introduced the summary, mentioned the body, but she mentioned the end instead of the theme of the story. She had completed a summary writing task by using their own words, but in the process of identifying other strategies are colored differently. She used a few strategies in summary writing in Telugu as their dominant language.

Std9: writing summary in S1T

ఉపోద్ఘాతం: ఈ కథలో విక్రమార్కుడు మరియు మాంత్రికుడు గురించి ఉంది.

వివరణ: ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకొని ఒక పండు ని విక్రమార్కుడి ఇచ్చి వెళ్తున్నాడు....అది గమనించిన రాజు గారు, తమేవరో నాకు తెలియదు...నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా డానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు...

ముగింపు: ఈ కథలో విక్రమార్కుడు బేతాళుడిని తీసుకురావడం గురించి ఉంది,మరియు బేతాళుడి శాపం గురించి వివరించారు.

Introduction: This story is about a magician and a magician.

Description: A magician wearing the form of a monk is visiting Vikramarka every day and giving a fruit to Vikramarka....the king noticed that, I don't know who they are...he says you should bring Betalu's soul from a great tree to perform a yajna...

Conclusion: The story is about Vikramarka bringing Betala, and describing the curse of Betala.

In this summary, student9 followed by summarizing the text, which was coloured in light blue, and she used the main ideas of the text, which was coloured in light green and supporting ideas of the text, which was coloured in light pink. She did arrange the text in sequences. She did not practice before the task, and she used their own words. In summarizing strategy, introduced the summary and mentioned the body, but she mentioned the end instead of the theme of the story. She used their own words in summary writing, but in the process of identifying other strategies, are coloured differently. Due to prior knowledge of the Telugu language, the students used a few strategies in summary writing.

Std10: writing summary in S1T

ఉపోద్ఘాతం:- ఒక రాజు విక్రమార్కుడు మరియు మాంత్రికుడు, అతడి యజ్ఞం గురించి ఈ కథలో ఉంది

విషయా/ వివరణ:- ఉజ్జయిని నగరాన్ని విక్రమార్కుడు జనరంజకంగా పరిపాలిస్తున్న కాలంలో ఒక మాంత్రికుడు సన్యాసి రూపం ధరించి, ప్రతిరోజు విక్రమార్కుడి దర్శనం చేసుకుని ఒక పండు ను విక్రమార్కుడికి సమర్పించి అతడు ఏమిచ్చానా తీసుకోకుండా వినయంగా వెళ్ళిపోసాగాడు.....నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా డానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు...

ముగింపు:--ఈ కథ ద్వారా ఒకరు మనకి ఏదైనా ఊరికే చేయరాని తెలుసుకోవాలి.

Introduction:- This story is about a king Vikramarka and a sorcerer and his yajna.
Subject/Explanation:- At the time when Vikramarka was popularly ruling the city of Ujjain, a sorcerer dressed as a monk, visited Vikramarka every day and offered a fruit to Vikramarka and he humbly left without taking anything.....he says that I want to perform a yajna, you should bring the soul of Betalu from a great tree....
Conclusion:--Through this story one should know that something cannot be done by chance.

In this summary, student10 followed by summarising the text, which was coloured in light blue, and he used the main ideas of the text, which was coloured in light green, and supporting ideas of the text, which was colored in light pink. He did not note-take the text for the task. He did not organize the text. He did not practice before the task, and he used their own words. In summarizing strategy, introduced the summary, and mentioned the body, but he mentioned the end instead of the theme of the story. He had completed the summary writing task by using their own words, but in the process of identifying other strategies are colored differently. He mentioned the theme of the story through an understanding of the story.

6.7.2 Analysis of summary writing in S1E:

Std1: writing summary in S1E

- "One day, when he was doing so, a monkey was nearby. The king's Priest gave the fruit to the monkey.
- when You try to bring the dead
- Vikramarka exclaimed, what! A dead person can speak.
- The monkey took a bite. Lo and behold, Precious stones fell from the fruit.
- The king received him graciously....

In this summary, student1 did not follow any strategies, like the main and supporting ideas, note-taking information, organizing information, practicing tasks before doing it, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). She copy pasted the sentences from the text. And she had written the summary points wise.

She did not use any strategy in summarizing the story in English. She used capital letters in between the sentences in summary writing.

Std2: writing summary in S1E:

"The king Vikramaditya Kingdom enjoyed peace and prosperity under his rule. Once a Sage arrived at his count. The king received him graciously. The Sage With fruit. The king's priest gave Was Came every day and blessed him gave a fruit. ...

In this summary, student2 completed the summary in a short paragraph, using capital letters in a single sentence. the sentences in the summary were copied from the text. **She did not use any strategy**, like the main and supporting ideas, note-taking information, organizing information, practicing tasks before doing it, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). She did not use any strategy in summarizing the story in English, but she performed well in Telugu summary writing.

Std3: writing summary in S1E:

“**Summary:** "In this short story, Vikramaditya decides to help the sage and go to yagna place. He met the sage, and went to bring bethala to yagna. Bethala told vikramarka to talk with him when he said a story vikramarka”...

In this summary, student3 completed in a short paragraph. He used their own words, coloured in light brown, and he used the supporting ideas, coloured in light pink. The student did not follow any other strategies. He kept the side heading summary and wrote the summary of the text. He tried to use their own words, but it made no sense in the form of content, and there was no particular situation to explain the story clearly.

Std4: writing summary in S1E:

The King Vikramaditya! Kingdom enjoyed with peace and moon night Vikamaditya bowed to the same sage. One day one monkey nearby the priest gave the fruit to the monkey. When monkey took a bite from fruit, all germs and diamonds fell down....

In this summary, student4 took a few words from the text and had written a summary of the text, and completed it in a short paragraph. **He did not use any strategies** like the main and supporting ideas, note-taking information, organising information, practising tasks before doing it, using their own words, and summarising the text (the theme of the story and the accuracy of the story). He copies pasted the text, but there was no sequence for it also.

Std5: writing summary in S1E:

The king Vikramadithya, The king's priest gave a fruit to monkey, then precious Stones fell down. Lo and behold every Ione was amazed. The king asked the yagna O saint? You have what is the service you seek for me from me?...

In this summary student5 completed the summary in four or five lines. He took a few words from the text and tried to write a summary in a false sense. He did not use any strategies like the main and supporting ideas, note-taking information, organizing information, practicing tasks before doing them, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). He completed the summary writing as a task, they did not try to use any strategies which were used in Telugu summary writing.

Std6: writing summary in S1E:

The people in king vikramaditya.one day yagna going to vikramaditya. Yagna The king kept it aside. The sage come everyday and give a fruit. The king's priest gave the fruit to the monkey. Lo and behold, stones, and Diamands....

In this summary, student6 took a few words from the text and wrote a summary in an incorrect sense. She did not use any strategies like the main and supporting ideas, note-taking information, organizing information, practicing tasks before doing it, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). She completed summary writing in a short paragraph with the help of words from the text; she did not know how to write a summary in English.

Std7: writing summary in S1E:

In This short story, the king vikramaditya and his kingdom was happy. One day sage came and gave one fruit to king. He kept aside it. Next day the priest give fruit to monkey. When monkey took a bite fruit. So many germs fallen. Everyone was shocked.....

In this summary, student7 used their own words. He used the supporting ideas of the text to complete the summary. He did not use any other strategies like main ideas, note-taking information, organizing information, practising tasks before doing them, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). He did not try to use any strategies in English summary writing except by using their own words in a single sentence.

Std8: writing summary in S1E:

Summary: In the people in king vikramaditya's Kingdom once a sage arrived in his court, the King's Priest gave the fruit to the monkey, "O King! You have been I have decided to perform a great ritual that is why I gave these gems to you" vikranarka then asked the sage how to reach the place...

In this summary, student8 used a few of their own words. She used the main ideas of the text to complete the summary. **She did not use any other strategies** like supporting ideas, note-taking information, organising information, practising tasks before doing them, using their own words, and summarising the text (the theme of the story and the accuracy of the story). She kept a summary as a side heading and completed summary writing. She used capital letters in between a single sentence.

Std9: writing summary in S1E:

The people in king vikramaditya's kingdom enjoyed peace and prosperity under his rule. The sage was pleased with his devation and blessed him with fruit. The king kept it aside. One day, when he was doing so, a mokey was bearby. The king's priest gave the fruit to the monkey....

In this summary, student9 used their own words, but there was no sense. She used the supporting ideas of the text to complete the summary. **She did not use any other strategies** like main ideas, note-taking information, organising information, practising tasks before doing them, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). She wrote a few sentences from the text randomly.

Std10: writing summary in S1E:

The king Vikramaditya and his Kingdom enjoyed and peace under his rule, once a sage arrived in his court. Received him graciously. The Sage fruit. The Sage Came every day was blessed him and gave a fruit to the king, king's priest gave it the monkey....

In this summary, student10 took a few sentences from the text. He used capital letters in a single sentence. He used the supporting ideas from the text. **He did not use any other strategies** like main ideas, note-taking information, organising information, practising tasks before doing them, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). He did not try to use any strategy from Telugu summary writing.

6.7.3 Analysis of summary writing of S2T:

Std1: writing the summary of S2T

ఉపోద్ఘాతం: బేతాళుడు విక్రమార్కుడి చెప్పున్నా కథ "ఒక వర్తకుడు మరియు అతని నలుగురు కొడుకులు" ఇందులో ఉంది.

వివరణ:నందనవనం అనే గ్రామంలో వర్తకుడు ఉండేవాడు అతడు బాగా ధనం సంపాదించి కుబేరుడంతటి ధనవంతుడైయ్యాడు....మొదటి వాడు ఒక ఎముకని తీసుకుని దాన్ని అస్త్రీపంజరం ల చేశాడు. రెండో వాడు దానికి రక్త మాంసాలు వచ్చేలా చేశాడు. మూడో వాడు దానికి చర్మం సృష్టించాడు. అప్పటికి అది చనిపోయిన సింహం శరీరంలా ఉంది కానీ చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

నీతి: ఈ కథలో నేను తెలుసుకున్నది ఏంటంటే తొందర పటు మన ప్రాణాల మీదికి తెస్తుంది. కాబట్టి ఆలోచించి నిర్ణయం తీసుకోవాలి.

In this summary, the student1 followed by summarizing the text, which was coloured in light blue, and she used the main ideas of the text, which was coloured in light green and supporting ideas of the text, which was coloured in light pink. She did not note-take the text for the task. She did not organise the text. She did not practice before the task and used their own words, which were coloured brown. She used the theme of the story, coloured in thick green.

Std2: writing summary in S2T:

ఉపోద్ఘాతం : ఈ కథ లో ఒక వర్తకుడు మరియు అతని నలుగురు కొడుకుల గురించి ఉంది.

వివరణ: ఒక వర్తకుడు నందనవనం అనే గ్రామంలో ఉండేవాడు. అతడు బాగా ధనం సంపాదించి చాలా మంచి పనులు చేశాడు....అప్పటికి అది చనిపోయిన సింహం శరీరంలా ఉంది కానీ చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

నీతి: తొందర పటు మన ప్రాణాల మీదికి తెస్తుంది. కాబట్టి ఏది చేసిన ఆలోచించి చేయాలి.

In this summary, student2 followed by summarizing the text, which was coloured in light blue, and she used the main ideas of the text, which was coloured in light green and supporting ideas of the text, which was coloured in light pink colour. She did not note-take the text for the task. She did not organize the text. She did not practice before the task and used their own words, coloured in brown. She used the theme of the story, coloured in thick green.

Std3: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు. దీనిలో పాత్రలు నలుగురు కొడుకులు, రాజు, రాణి.

వివరణ: పూర్వం నందనవనంలో ఒక రాజు ఉండేవాడు. అతడు ఊరూరా తిరిగి చాలా ధనాన్ని సంపాదించాడు. అతనికి నలుగురు కొడుకులు.....మొదటి వాడు ఒక ఎముకని తీసుకుని దాన్ని అస్త్రపంజరం ల చేశాడు. రెండో వాడు దానికి రక్త మాంసాలు వచ్చేలా చేశాడు. మూడో వాడు దానికి చర్మం సృష్టించాడు. అప్పటికి అది చనిపోయిన సింహం శరీరంలా ఉంది కానీ చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

ముగింపు/నీతి: నాలుగవవాడు కొంచెంసేపు అలోచించి ఉంటే వారు అందరు బ్రతికేవారు.

In this summary, student3 followed by summarizing the pattern of the text, which was coloured in light blue, and he used the main ideas of the text, which was coloured in light green and supporting ideas of the text, which was coloured in light pink. He did note-taking the text for the task. He did organize the text. He did not practice before the task and used their own words, coloured in brown. He used the theme of the story, coloured in thick green.

Std4: writing summary in S2T:

ఉపోద్ఘాతం:- విక్రమార్కుడికి బేతాడులు ఈ కథ చెప్పాడు.

విషయం: విక్రమార్కుడికి మౌనభంగం కలిగించడానికి బేతాడులు ఈ కథ మొదలు పెట్టాడు. పూర్వం నందనవనం అనే గ్రామంలో ఒక రాజు అంతులేని ధనాన్ని పోగుచేసుకున్నాడు.....మూడో వాడు దానికి చర్మం సృష్టించాడు. అప్పటికి అది చనిపోయిన సింహం శరీరంలా ఉంది కానీ చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

ముగింపు/నీతి: ఈ కథ ద్వారా నేను తెలుసుకున్నది ఏంటంటే తొందర పాటు ప్రాణాల మీదికి తెస్తుంది.

In this summary, student4 followed by summarizing the pattern of the text, which was colored in light blue, and he used the main ideas of the text, which was coloured in light green and supporting ideas of the text, which was colored in light pink colour. He did note-taking the text for the task. He did organize the text. He did not practice before the task, and he used their own words, which were coloured in brown. He used the theme of the story,

which was coloured in thick green. He tried to use the strategies in this summary, and he understood the story, wrote the theme about it.

Std5: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు. దీనిలో రాజు, రాణి, మరియు వాళ్ళ నలుగురు కొడుకులు గురించి ఉంది.

విషయం: పూర్వం నందనవనం అనే నందనవనం అనే గ్రామం లో ఒక వర్తకుడు ఉండేవాడు. అతడు బాగా ఆస్తులు సంపాదించి, దేవాలములు నిర్మించాడు. బావులను తవ్వించాడు....మొదటి వాడు ఒక ఎముకని తీసుకుని దాన్ని అస్తిపంజరం ల చేశాడు. రెండో వాడు దానికి రక్త మాంసాలు వచ్చేలా చేశాడు...నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

నీతి: నాలుగవవాడు ఆలోచించకుండా చేసిన పని వల్ల వాళ్ళు అందరూ చనిపోయారు. ఆలోచించి ఉంటే వాళ్ళు అందరూ బ్రతికేవారు.

In this summary, student5 followed by summarizing the pattern of the text, which was coloured in light blue, and he used the main ideas of the text, which were coloured in light green and supporting ideas of the text, which was coloured in light pink colour. He did organize the text. He did not practice before the task, and he used their own words, coloured in brown. He used the theme of the story, coloured in thick green. He tried to use the strategies and he wrote the theme of the story.

Std6: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు. దీనిలో నలుగురు కొడుకులు, రాజు, రాణి, ఉన్నారు.

విషయం: ఈ కథ పేరు అద్భుత విద్యలు ఒక ఊరిలో అంటే నందనవనంలో ఒకరాజు ఉండేవాడు. అతడికి నలుగురు కుమారులు అయితే అయినకు ఓంట్లో బాగాకా చనిపోయారు. రాంతో తన భార్య ఊరు వదిలి వెళ్లిపోయింది. అయితే వారి ఇద్దరికి నలుగురు కుమారులు. అయితే వారు తల ఒక వైపుకి వెళ్లి విద్యాలు నేర్చుకొని వచ్చారు...నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

నీతి: నాలుగవవాడు కొంచెంసేపు అలోచించి ఉంటే వారు అందరూ బ్రతికేవారు.

In this summary, student6 followed by summarizing the pattern of the text, which was coloured in light blue, and she used the main ideas of the text, which coloured in light green

and supporting ideas of the text, which was coloured in light pink colour. She did note-taking of the text. She did not practice before the task, and she used their own words, which were coloured in brown. She used the theme of the story, which was coloured in thick green. She completed the task very quickly with their own words, by understanding the story she had written the theme of the story.

Std7: writing summary in S2T:

ఉపోద్ఘాతం:- బేజాలుడు విక్రమార్కుడికి చెబుతున్న కథ. ఈ కథలో వర్తకుడు, అతడి నలుగురు కుమారులు , మరయు వారి విద్యలు గురించి ఉంది.

వివరణ :- నందనవనం అనే గ్రామం లో బాగా ధనం సంపాదించి ఒక వర్తకుడు ఉండేవాడు. అతడు బాగా దానధర్మలు చేసి, భవనాలను నిర్మించాడు. దేవాలయాలు నిర్మించాడు. బావులను తవ్వించాడు. సత్రాలను కట్టించాడు....**అప్పటికి అది చనిపోయిన సింహం శరీరంలా ఉంది కానీ చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.**

నిత్య : ఈ కథ ద్వారా నేను తెలుసుకున్నది ఏమిటంటే తొందరపాటు మన ప్రాణాల మీదికి వస్తుంది. కాబట్టి ఆలోచించి నిర్ణయం తీసుకోవాలి అని ఈ కథ యొక్క సారాంశం.

In this summary, student7 followed a summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, which was coloured in light green and supporting ideas of the text, which was coloured in light pink. She did organize the text. She did not practice before the task, and she used their own words, which were coloured in brown. She used the theme of the story, which was coloured in thick green. She used their own words in summary writing and thoroughly understood the story and wrote the theme of the story.

Std8: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ లో నలుగురు కొడుకులు,రాజు, రాణి ఉన్నారు.

విషయం:ఈ కథ పేరు అద్భుత విద్యలు. నందనవనం ఉరిలో ఒకరాజు ఉండేవాడు. అతడికి నలుగురు కుమారులు అయితే ఆయనకు ఓంల్లో బాగాకా చనిపోయారు దాంతో తన భార్య ఉరు వదిలి వెళ్లిపోయింది....**మొదటి వాడు ఒక ఎముకని తీసుకుని దాన్ని అస్త్రపంజరం ల చేశాడు. రెండో వాడు దానికి రక్త మాంసాలు వచ్చేలా చేశాడు. మూడో వాడు దానికి చర్మం సృష్టించాడు. అప్పటికి అది చనిపోయిన సింహం శరీరంలా ఉంది కానీ చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.**

నిత్య : కొంచెం సేపు ఆలోచించాల్సింది. దీనిని బట్టి తొందరపాటు ఉండకూడదు అని మనం అర్థం చేసుకోవాలి.

In this summary, student8 followed a summarizing pattern of the text, which was coloured in light blue, and she used the main ideas of the text, which was coloured in light green and supporting ideas of the text, which was coloured in light pink. She did note-taking of the text. She did not practice before the task, and she used their own words, which were coloured in brown. She used the theme of the story, which was coloured in thick green. She tried to use the strategies, and she gained moral from the story.

Std9: writing summary in S2T:

ఉపోద్ఘాతం: ఈ కథ పేరు అద్భుత విద్యలు, ఇందులో నలుగురు యువకుల విద్యాలయ గురించి ఉంది.

విషయం: పూర్వం నందనవనం అనే గ్రామం లో ఒక రాజు ఉండే వాడు. అతడు బాగా ధనాన్ని సంపాదించాడు. దేవాలములు నిర్మించాడు. బావులను తవ్వించాడు.... చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

ముగింపు/నీతి: నాలుగవవాడి తొందరపాటు వల్ల అందరూ చనిపోయారు.

In this summary, student9 followed a summarizing pattern of the text, which was coloured in light blue, and she used the main ideas of the text, which was coloured in light green. She did note-taking of the text. She did not practice before the task, and she used their own words, which were coloured in brown. She used the theme of the story, which was coloured in thick green. She tried to use the strategies clearly in this summary writing and she gained the moral from the story.

Std10: writing summary in S2T:

ఉపోద్ఘాతం : బేజాతుడు విక్రమార్కుడికి చెప్పున్నా కథ "ఒక వర్తకుడు మరియు అతని నలుగురు కొడుకులు" ఇందులో ఉంది.

వివరణ: నందనవనం అనే గ్రామంలో వర్తకుడు ఉండేవాడు అతడు బాగా ధనం సంపాదించి కుబేరుడంతటి ధనవంతుడైపోయాడు.... మొదటి వాడు ఒక ఎముకని తీసుకుని దాన్ని అస్త్రపంజరం ల చేశాడు. రెండో వాడు దానికి రక్త మాంసాలు వచ్చేలా చేశాడు. మూడో వాడు దానికి చర్మం సృష్టించాడు. చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది.

ముగింపు/నీతి: ఈ కథలో నేను తెలుసుకున్నది ఏంటంటే ఏది చేసిన ఆలోచించి నిర్ణయం తీసుకోవాలి.

In this summary, student10 followed a summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, which were coloured in light green. He did organize the text. He did not practice before the task, and he used their own words, which were coloured in brown. He used the theme of the story, which was coloured in thick green.

He tried to use the pattern of summary writing and the strategies of summary writing. He mentioned the theme of the story in summary writing.

6.7.4 Analysis of summary writing of S2E:

Std1: writing the summary of S2E:

Introduction: Betala tells the story "whose fault is it" to Vikramarka.

Body: Once there were four brothers who decided to test their powers, they came across a bone and the youngest one of them trying to use his powers. By chanting singles. Bone an animal, he decided to test his ability....

The theme: Do not make mistakes through eagerness.

In this summary, student1 tried to follow a pattern of summary writing, which was colored in blue. She took a few sentences from the text. She used supporting ideas from the text, which were colored in light pink. She mentioned the theme of the story, which was colored in thick green. She tried to use their own words, which were colored in brown. **She did not use any strategies** like note-taking information, organizing information, and practicing tasks before doing it. She tried to use the strategies in English summary writing and mentioned the theme of the story in English.

Std2: writing summary of S2E

"Introduction - Bhatala tell the story and ask the question and answer the king vikramarka to Betala. The intention is to take him to send immediately to tree.

Body - Once four brothers were engaged in the study of hymns. Fully learned & everything, they decided to test their powers.

Conclusion/The theme: The moral story of thinking is very important in eagerness".

In this summary, student2 tried to follow a pattern of summary writing, which was colored in blue. She summarized the text within two lines. She mentioned the theme of the story, which was colored in thick green. She tried to use their own words, colored in brown. **She did not use any strategies** like note-taking information, organizing information, and practicing tasks before doing it. She changed the pattern of summary writing in English when compared with the summary writing in S1E.

Std3: writing summary of S2E

"Introduction: - Bethala tells this story to vikramarka. Vikramarka give answer to Bethala.

Body: The story is about four brothers who learned the study of hymns and they decided to test their powers. They were going through a forest, they saw one bone....

The theme: Thinking is more important, so do not things in eagerness"

In this summary, student3 tried to follow the pattern of summary writing, which was colored in blue. He used the supporting ideas, which were colored in pink, and then the main idea of the story, which was colored in light green. He mentioned the theme of the story, which was colored in thick green. He tried to use their own words, which were colored in brown. He organized the supporting and the main idea of the story. He did not use other strategies like note-taking information and practicing tasks before doing it. He tried to use the strategies in English summary writing. He showed excitement in writing summaries in English after the discussion of strategies by the researcher.

Std4: writing summary of S2E

Introduction - Betala tell to vikramarka king, story Name "whose fault is it?"

Body: Powers of four brothers, they decided to test their powers. They came across a bone. The youngest brother wanted to test his power. He chanted hymns to that bone, gave skin, hair and nails...

Conclusion: This story is an awareness story.

In this summary, student4 tried to follow the pattern of summary writing, which was colored in blue. He used the supporting ideas, which were colored in pink, and then the main idea of the story, which was colored in light green. He mentioned the theme of the story, which was colored in thick green. He tried to use their own words, which was colored in brown. He identified the supporting and the main idea of the story. He did not use any strategies like note-taking information, organizing information, and practicing tasks before doing it. He tried to use a few strategies in summary writing in English, and he showed some improvement when compared with first summary writing in English.

Std5: writing a summary of S2E

Introduction: This story name is “whose fault is it?”

Body: As they were walking through a forest they came across a bone, the youngest one of them tried his powers. He gives flesh and blood to it....

Conclusion/the theme of the story: If the eldest brother think about it before using his hymns, they will alive.

In this summary, student5 tried to follow the pattern of summary writing, coloured in blue. He used the supporting ideas, which were coloured pink, and then the main idea of the story, which was coloured light green. He mentioned the story's theme, which was coloured in thick green. He tried to use their own words, which were coloured in brown. He did not use any strategies like note-taking information, organising information, and practising tasks before doing them. He tried to follow the strategies, and he wrote about the theme of the story by understanding the text in the process of writing the summary.

Std6: writing summary of S2E

Introduction: This story is about four brothers and their powers.

Body: The four brothers going through a forest and they saw one bone. And they decided to test their powers. The yougest brother gave skeleton to the bone by hi spowers. Third brother gave flesh and blood by his powers.....

Condusion/the theme of the story:-It was the eldest brother fault.because he gave life to a dead lion.

In this summary, student6 tried to follow the pattern of summary writing, which was coloured in blue. She used the main idea of the story, which was coloured light green, and the supporting ideas, which were coloured pink. She mentioned the story's theme, which was coloured in thick green. She tried to use their own words, which were coloured brown. She organised the text before doing a task. She did not use any strategies like note-taking information and practising tasks before doing them. She tried to use the strategies after the explanation by the researcher. She tried to write the theme of the story.

Std7: writing summary of S2E

Introduction: Bhethala telling story vikramadhitya. Whose fault is it? In story the story four brothers are there.

Body: There was four brothers who were engaged in the study of hymns (mantras) They decided to test their they power's Come tried to wanted As they were walking throught a foret across a bone

Conclusion/the theme of the story: This story is about eagerness.

In this summary, student7 tried to follow the pattern of summary writing, coloured in blue. He used the main idea of the story, which was coloured in light green, and the supporting ideas, coloured in pink. He mentioned the story's theme, which was coloured in thick green. He tried to use their own words, which were coloured brown. He practised the text before doing a task. He did not use strategies like note-taking information and organisation of the story. He tried to use the strategies after the explanation by the researcher. He wrote the story's theme by understanding the story from the text.

Std8: writing summary of S2E

Introduction - Bhethala Tells and walk with vikarmarka, the story Name: whose fault is it

Body: In this story, four brothers are there, they learned all hymns and they decides to test their powers and they went to the forest. These brothers found a bone. And they tested their powers.youngest one tried to his powers and gave skeleton to the bone...

Conclusion/the theme of the story: Eagerness is dangerous thing.

In this summary, student8 tried to follow the pattern of summary writing, coloured in blue. She used the main idea of the story, which was coloured light green, and the supporting ideas, which were coloured pink. She mentioned the story's theme, which was coloured in thick green. She tried to use their own words, which were coloured brown. She did note-taking of the story. She did not use other strategies like practising the task before doing it and organisation the story. She tried to use the strategies after the researcher's explanation about strategy usage and the possibility of transferring them from one language to another.

Std9: writing summary of S2E

Introduction – Four brother are there in this story. It is “Whose fault is it?”

Body: As they were walking through a forest they came across abone, the youngest one of them tried his powers. By chanting a hymn, he could tranform the single bone his power's the skeleton, develpoed flesh, 1st blood, and organy is Power's 2 one....

Conclusion/the theme of the story: If you do anything, thinking is more important.

In this summary, student9 tried to follow the pattern of summary writing, coloured in blue. She used supporting ideas, which were coloured pink. She mentioned the story's theme, which was coloured in thick green. She tried to use their own words, which were coloured brown. She did organise the story. **She did not use other strategies** like practising the task before doing it and the organisation the story. She tried to show the strategies in summary writing in English, and the theme of the story was mentioned by her.

Std10: writing summary of S2E

Introduction – Bethala wanted to make vikramrka speak to him. So bethala tell this story.

Body: the four brothers completed their education, and wanted to test their powers. As one of The four brothers, decided to test their powers. They were across a bone. The yongent one of they tried to use his powers and make skeleton with that bone.....

Conclusion/the theme of the story: this story tell eagerness is not important.

In this summary, student10 tried to follow the pattern of summary writing, coloured in blue. He used the main ideas of the story, which were coloured light green, and supporting ideas, which were coloured pink. He mentioned the story's theme, which was coloured in thick green. He tried to use their own words, which were coloured brown. He did practice before doing the task. **He did not use other strategies** like note-taking and organization of the story. He tried to use the strategies that showed improvement from first summary writing to second summary writing in English.

6.7.5 Analysis of summary writing of S3T:

Std1: writing the summary in S3T:

ఉపోద్ఘాతం: ఈ కథలో ఒక బ్రాహ్మణుడు మరియు అతని కుమార్తె గురించి ఉంది.

వివరణ: పూర్వం స్వర్ణపురం అనే నగరం లో ఒక బ్రాహ్మణుడు ఉండేవాడు. ఆ బ్రాహ్మణుడికి ఒక కుమార్తె ఉండేది. ఆమె చాలా అందగత్తె.ఆమె ని పెళ్లి చేసుకోడానికి ముగ్గురు యువకులు వచ్చారు....దాంతో వారు ముగ్గురిలో మొదటి వాడు నాకున్న శక్తి తో రాక్షసుడు ఎక్కడున్నాడో తెలుసుకోగలను అన్నాడు, రెండో వాడు నాకున్న శక్తి తో అక్కడికి క్షణాల్లో చేరుకోగలిగే రథాన్ని సృష్టించగలను అంటాడు. మూడో వాడు నాకేం శక్తులు లేవు కానీ నేను రాక్షసుడితో పోరాడగలను అంటాడు.వాళ్ళందరూ రాక్షసుడి స్థావరానికి చేరుకుంటారు. మూడో వాడు తన ధైర్యం తో రాక్షసుడితో పోట్లాడి మదనమంజరి ని కాపాడుతాడు. ఆ ముగ్గురు నేను చేసుకుంటాను నేను చేసుకుంటాను అని కొట్టుకోడం మొదలుపెట్టారు.

ముగింపు/నీతి: ఈ కథలో ఒక భర్త కి కావాల్సిన లక్షణాలు మూడో వాడికి ఉన్నందున అతన్నే ఆ అమ్మాయి పెళ్లి చేసుకోడం కరెక్ట్. సొంత శక్తి, తెలివి తేటలు ఎప్పటికైనా విజయాన్ని చేకూరుస్తాయి.

In this summary, the student1 followed the summarizing pattern of the text, which was coloured in light blue, and she used the main ideas of the text, which were coloured in light green, and used the supporting ideas, which were coloured in light pink. She did organise the text. She did not practice before the task, and she used their own words, which were coloured brown. She had written the story's theme, which was coloured in thick green but kept the side heading as an end. She used the strategies in summary writing in Telugu, then she improved from first summary writing to third summary writing in Telugu by using the strategies.

Std2: writing summary in S3T

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకుల గురించి తెలియజేస్తుంది. ఈ కథలో మదనమంజరి,ముగ్గురుయువకులు,బ్రాహ్మణుడు,బేతాళుడు,విక్రమార్కుడు మొదలగువారు ఉన్నారు.

విషయం: బ్రాహ్మణుడు తన కుమార్తె అయిన మదనమంజరి పెళ్లి వయస్సుకు వచ్చిన కారణంగా ఆమెకి పెళ్లి చేయాలనుకున్నాడు. ఆమె కోసం చాలా మంది రాజులు వచ్చి అడుగుతున్నారు, కానీ వాళ్ళ నాన్న, ఆ అమ్మాయి కి ముగ్గురు మామయ్యలు ఉన్నారు అని చెప్తూ వస్తున్నాడు....మూడో వాడు తన ధైర్యం తో రాక్షసుడితో పోట్లాడి మదనమంజరి ని కాపాడుతాడు. ఆ ముగ్గురు నేను చేసుకుంటాను నేను చేసుకుంటాను అని కొట్టుకోడం మొదలుపెట్టారు.

ముగింపు: మదనామంజరిని కాపాడడానికి ముగ్గురు ప్రయత్నించారు,కాని చివరకు మూడవ వ్యక్తిని మదనమంజరి వివాహం చేసుకోవడానికి ఒప్పుకుంది.

In this summary, the student2 followed the summarizing pattern of the text, which was colored in light blue, and she used the main ideas of the text, which were colored in light green, and used the supporting ideas, which were colored in light pink. She did organise the text. She did note-taking the text, and she used their own words, coloured in brown. She had written the story's ending, which was coloured in light sky blue with the side heading end. She used the strategies from the explanation by the researcher. She showed improvement from first to third summary writing in Telugu.

Std3: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ఒక అమ్మాయి మరియు ముగ్గురు యువకుల గురించి తెలియజేస్తుంది.

విషయం/ వివరణ: ఒక బ్రాహ్మణుడికి ఒక కుమార్తె మదన మంజరి ఉంటుంది. వాళ్ళ ముగ్గురు మామయ్యలు ఆమెని పెళ్లి చేసుకోవడానికి వచ్చారు. బ్రాహ్మణుడు వాళ్ళని మరుసటిరోజు రమ్మనడంతో వాళ్ళు వెళ్ళిపోయారు. తిరిగి వచ్చేసరికి మదనమంజరిని రాక్షసుడు తిస్కొళ్ళాడు....వాళ్ళందరూ రాక్షసుడి స్థావరానికి చేరుకుంటారు. మూడో వాడు తన ధైర్యం తో రాక్షసుడితో పోట్లాడి మదనమంజరి ని కాపాడుతాడు. ఆ ముగ్గురు నేను చేసుకుంటాను నేను చేసుకుంటాను అని కొట్టుకోడం మొదలుపెట్టారు. బేతాలుడు విక్రమార్కు డీని ఒక ప్రశ్న అడుగుతాడు...కాబట్టి అతన్ని చేసుకోడమే కరెక్ట్ అని చెప్తాడు. దీంతో బేతాలు మరలా మహావృషాన్ని ఆశ్రయిస్తాడు.

ముగింపు/నీతి: ఈ కథ నుండి నేర్చుకుంది ఏంటంటే పోరాడిన వాడికి తప్పకుండా విజయం దక్కుతుంది.

In this summary, the student3 followed the summarizing pattern of the text, which was colored in light blue, and he used the main ideas of the text, which were colored in light green

green, and used the supporting ideas, which were colored in light pink. She did note-taking the text, and she used their own words, which were coloured brown. She had written the story's theme, with the side heading end. She used the strategies from the researcher's explanation and showed improvement in summary writing.

Std4: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ఒక బ్రాహ్మణుడు మరియు అతని కుమార్తె, ఆమె పెళ్లి గురించి చెప్పుంది.

వివరణ: పూర్వం స్వర్ణపూరి అనే నగరంలో పండితుడయిన బ్రాహ్మణుడు ఉండేవాడు. అతనికి కుమార్తె అందాలరాశి మందనమంజారి. ఆమె పెళ్లి వయస్సుకి వచ్చింది. ఒకనాడు అతడికింటికి ముగ్గురు యువకులు వచ్చారు...దాంతో వారు ముగ్గురిలో మొదటి వాడు నాకున్న శక్తి తో రాక్షసుడు ఎక్కడున్నాడో తెలుసుకోగలను అన్నాడు....బేతాలుడు విక్రమార్కు డిని ఒక ప్రశ్న అడుగుతాడు. వీరి ముగ్గురిలో ఆ అమ్మాయి ఎవరిని చేసుకోడం కరెక్ట్ అంటారు అని. డానికి విక్రమార్కుడు, మూడో వ్యక్తిని చేసుకోడం కరెక్ట్ ఎందుకంటే తన తెలివి తేటలు , తన శక్తి ఉపయోగించి, రాక్షసుడితో పోరాడి ఆమె ని కాపాడాడు కాబట్టి అతన్ని చేసుకోడమే కరెక్ట్ అని చెప్తాడు. దీంతో బేతాలు మరలా మహావ్యసాన్ని ఆశ్రయిస్తాడు.

నీతి: ఈ కథ నుండి నేర్చుకుంది ఏంటంటే పోరాడిన వాడికి తప్పకుండా విజయం దక్కుతుంది

In this summary, the student4 followed the summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, which were coloured in light green, and used the supporting ideas, which were coloured in light pink. He did practice before doing the task, and he used their own words, which were coloured in brown. He had written the theme of the story, with the side heading end. He completed the task by using the strategies after the explanation of the researcher. He gained the moral from the story.

Std5: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకుల పెళ్లి సమస్య గురించి తెలియజేస్తుంది.

వివరణ: ముగ్గురు యువకులు వీరు ముగ్గురు ఒక బ్రహ్మముడి కుమార్తె, అయినా మదన మాసలిని పెళ్లి చేసుకోవాలి అనుకున్నారు కాని ముగ్గురు యువకులకు ఒక సమస్య ఏర్పడింది ఏమిటంటే మదనమంజరిని రాక్షసుడు ఎత్తుకుని వెళ్లిపోయాడు....వాళ్ళందరూ రాక్షసుడి స్థావరానికి చేరుకుంటారు. మూడో వాడు తన దైర్యం తో రాక్షసుడితో పోట్లాడి మదనమంజరి ని కాపాడుతాడు. ఆ ముగ్గురు నేను చేసుకుంటాను నేను చేసుకుంటాను అని కొట్టుకోడం మొదలుపెట్టారు....మూడో వ్యక్తిని చేసుకోడం కరెక్ట్ ఎందుకంటే తన తెలివి తేటలు , తన శక్తి ఉపయోగించి, రాక్షసుడితో పోరాడి ఆమె ని కాపాడాడు కాబట్టి అతన్ని చేసుకోడమే కరెక్ట్ అని చెప్తాడు. దీంతో బేతాలు మరలా మహావృషాన్ని ఆశ్రయిస్తాడు.

నీతి: ఈ కథ ద్వారా సొంత తెలివి తేటలు ఎప్పటికైనా ఉపయోగపడతాయి.

In this summary, the student5 followed the summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, which were coloured in light green, and used the supporting ideas, coloured in light pink. He did note-taking of the task, and the student organized the text. He used their own words, coloured in brown. He had written the theme of the story, with the side heading end. He used the strategies from the researcher's explanation about strategy usage in writing skills. He gained the theme of the story.

Std6: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ లో ఒక బ్రాహ్మణుడు మరియు అతని కుమార్తె పెళ్లి సమస్య ఉంది.

విషయం: బ్రాహ్మణుడు కుమార్తె అయిన మదనమంజరి పెళ్లి వయసుకు వచ్చిన కారణంగా మదనమంజరి తండ్రి అయినటువంటి బ్రాహ్మణుడు మదనమంజరి కి పెళ్లి చేయాలనుకున్నాడు....వాళ్ళందరూ రాక్షసుడి స్థావరానికి చేరుకుంటారు. మూడో వాడు తన దైర్యం తో రాక్షసుడితో పోట్లాడి మదనమంజరి ని కాపాడుతాడు. ఆ ముగ్గురు నేను చేసుకుంటాను నేను చేసుకుంటాను అని కొట్టుకోడం మొదలుపెట్టారు....

ముగింపు/నీతి: మూడో వ్యక్తి కి తగిన తెలివి ఉండడం వల్ల తాను గెలిచాడు.

In this summary, the student6 followed the summarizing pattern of the text, which was coloured light blue, and she used the main ideas of the text, coloured light green, and used the supporting ideas, coloured light pink. She practiced the task before doing it. She used their

own words, colored in brown. She had written the theme of the story, with the side heading end. She used the strategies after the explanation by the researcher about strategy usage. She gained some knowledge from the story, so the student mentioned the theme of the story at the end.

Std7: writing summary in S3T:

ఉపోద్ఘాతం:- ఈ కథ ఒక బ్రాహ్మణుడి గురించి చెప్పుంది.

వివరణ: స్వర్ణపురం అనే నగరంలో ఒక బ్రాహ్మణుడు ఉండేవాడు. తనకు ఒక కుమార్తె ఉంది. ఆమెను పెళ్ళి చెసుకోవాడానికి ముగ్గురు వ్యక్తులు ఆమె దగ్గరకు వచ్చారు. పెండ్లి చెసుకోవాలని వస్తారు కానీ వాళ్ళ నాన్న రేపు రమ్మని పంపించేస్తారు...వాళ్ళందరూ రాక్షసుడి స్థావరానికి చేరుకుంటారు. బేతాలుడు విక్రమార్కు డిని ఒక ప్రశ్న అడుగుతాడు....విక్రమార్కుడు, మూడో వ్యక్తిని చేసుకోడం కరెక్ట్ ఎందుకంటే తన తెలివి తేటలు , తన శక్తి ఉపయోగించి, రాక్షసుడితో పోరాడి ఆమె ని కాపాడాడు కాబట్టి అతన్ని చేసుకోడమే కరెక్ట్ అని చెప్తాడు. దీంతో బేతాలు మరలా మహావ్యసాన్ని ఆశ్రయిస్తాడు.

ముగింపు/నీతి:- తనకు మూడవ వ్యక్తి తగిన వాడు భర్తకు ఉండవలసిన లక్షణాలు ఉన్నాయి కావున తన మూడవ వ్యక్తి పెండి చేసుకోవడం మంచిది.

In this summary, the student7 followed the summarizing pattern of the text, it was coloured light blue, and he used the main ideas of the text, coloured light green, and used the supporting ideas, coloured light pink. He practiced the text before doing it. He used their own words, coloured brown. He had written the theme of the story, with the side heading end. He used the strategies in a summary writing task in Telugu and the student understood the story, mentioned the theme of the story.

Std8: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకుల పెళ్లి గురించి తెలియజేస్తుంది.

విషయము/వివరణ:- ఈ సారాంశం పేరు "ముగ్గురు యువకులు, ఒక బ్రహ్మకుడికి ఒక కుమార్తె ఉంది. కుమార్తెను ఎవరు చేసుకోవాలి అనేది ఉంటుంది. ఆమెను ఒక రాక్షసుడు ఎత్తుకెళ్ళడంతో ఎవరు ఆమెను కాపాడితే వారికి చేసుకోవాలనిచెలితే ముగ్గురు కష్టపడుతారు...దాంతో వారు ముగ్గురిలో మొదటి వాడు నాకున్న శక్తి తో రాక్షసుడు ఎక్కడున్నాడో తెలుసుకోగలను అన్నాడు, రెండో వాడు నాకున్న శక్తి తో అక్కడికి క్షణాల్లో చేరుకోగలిగే రథాన్ని సృష్టించగలను అంటాడు. మూడో వాడు నాకేం శక్తులు లేవు కానీ నేను రాక్షసుడితో పోరాడగలను అంటాడు. వాళ్ళందరూ రాక్షసుడి స్థావరానికి చేరుకుంటారు. మూడో వాడు తన ధైర్యం తో రాక్షసుడితో పోట్లాడి మదనమంజరి ని కాపాడుతాడు. ఆ ముగ్గురు నేను చేసుకుంటాను నేను చేసుకుంటాను అని కొట్టుకోడం మొదలుపెట్టారు.

ముగింపు/నీతి:- ఈ సారాంశంలో పోరాడిన వాడికి విజయం దక్కుతుంది.

In this summary, the student8 followed the summarizing pattern of the text, which was coloured light blue, and she used the main ideas of the text, coloured light green, and used the supporting ideas, coloured light pink. She organized the text. She used their own words, coloured brown. She had written the theme of the story, with the side heading at the end. She used the strategies from the explanation of the researcher and thoroughly understood the story, and mentioned the theme of the story.

Std9: writing summary in S3T:

ఉపోద్ఘాతం:- ఈ కథ పేరు ముగ్గురు యువకులు. ఇందులో ఒక అమ్మాయి పెళ్లి గురించి తెలియజేస్తుంది.

విషయం: స్వర్ణపురం అనే గ్రామం లో ఒక బ్రాహ్మణుడుకి ఒక కుమార్తె ఉంది. రాక్షసుడు ఎత్తుకెళ్ళడంతో, ముగ్గురు యువకుల్లో ఎవరు ఆమెను కాపాడితే వారిని చేసుకోవాలని అమ్మాయి నాన్న చెప్తాడు.దాంతో వారు ముగ్గురిలో మొదటి వాడు నాకున్న శక్తి తో రాక్షసుడు ఎక్కడున్నాడో తెలుసుకోగలను అన్నాడు, రెండో వాడు నాకున్న శక్తి తో అక్కడికి క్షణాల్లో చేరుకోగలిగే రథాన్ని సృష్టించగలను అంటాడు. మూడో వాడు నాకేం శక్తులు లేవు కానీ నేను రాక్షసుడితో పోరాడగలను అంటాడు.... బేతాలుడు విక్రమార్కు డిని ఒక ప్రశ్న అడుగుతాడు. వీరి ముగ్గురిలో ఆ అమ్మాయి ఎవర్ని చేసుకోడం కరెక్ట్ అంటారు అని, విక్రమార్కుడు, మూడో వ్యక్తిని చేసుకోడం కరెక్ట్ ఎందుకంటే తన తెలివి

తేటలు , తన శక్తి ఉపయోగించి, రాక్షసుడితో పోరాడి ఆమె ని కాపాడాడు కాబట్టి అతన్ని చేసుకోడమే కరెక్ట్ అని చెప్తాడు. దీంతో బేతాలు మరలా మహావృషాన్ని ఆశ్రయిస్తాడు.

ముగింపు: పోరాడిన వ్యక్తికి ఎప్పటికైనా విజయం దక్కుతుంది.

In this summary, the student9 followed the summarizing pattern of the text, which was coloured light blue, and she used the main ideas of the text, coloured light green, and used the supporting ideas, coloured light pink. She did note-taking of the text. She used their own words, coloured brown. She had written the theme of the story, with the side heading end. She used the strategies after the first summary writing task with the help of the researcher's explanation about strategies usage from one language to another language.

Std10: writing summary in S3T:

ఉపోద్ఘాతం: ఈ కథ ముగ్గురు యువకులు గురించి తెలియజేస్తుంది. ఇందులో మదనమంజరి, మరియు ముగ్గురు యువకులు పాత్రలు ఉన్నాయి.

విషయం: బ్రాహ్మణుడు కుమార్తె అయిన మదనమంజరి పెళ్లి వయసుకు వచ్చిన కారణంగా మదనమంజరి తండ్రి అయినటువంటి బ్రాహ్మణుడు మదనమంజరికి పెళ్లి చేయాలనుకున్నాడు...విక్రమార్కుడు, మూడో వ్యక్తిని చేసుకోడం కరెక్ట్ ఎందుకంటే తన తెలివి తేటలు , తన శక్తి ఉపయోగించి, రాక్షసుడితో పోరాడి ఆమె ని కాపాడాడు కాబట్టి అతన్ని చేసుకోడమే కరెక్ట్ అని చెప్తాడు. దీంతో బేతాలు మరలా మహావృషాన్ని ఆశ్రయిస్తాడు.

ముగింపు: మదనమంజరిని కాపాడడానికి ముగ్గురు యువకులు ప్రయత్నించారు. కాని చివరకు మూడవ వ్యక్తిని మదనమంజరి వివాహం చేసుకోవడానికి ఒప్పుకుంది. ఎందుకంటే మూడో వాడు కష్ట పడి ఆమెని రాక్షసుడి నుండి కాపాడినందుకు.

In this summary, the student10 followed the summarizing pattern of the text, which was coloured light blue, and he used the main ideas of the text, coloured light green, and used the supporting ideas, coloured light pink. He did organize the text. He used their own words, coloured brown. He had written the theme of the story, with the side heading end. He used the strategies from the explanation of the researcher.

6.7.6 Analysis of summary writing of S3E:

Std1: writing summary of S3E:

"**Introduction:** - This story is about a brahmin and his daughter.

Body: In the town of swaphapura, there was a brahmin named Nigama Sharma. He had a beautiful daughter. One day all the three brothers came to marry her. The youngest then looked in his mirror, He said, "brothers; all our efforts immediately the second brother ground" o young girl get up: the younger sail the eldest then said....

Conclusion/the theme of the story: Vikramarka satisfied bhetal's question but had broken his silence once again, the betala free from the dead body".

In this summary, the student1 used the pattern of summary writing, colored in light lue. She tried to use their own words, colored in brown. She used the supporting ideas of the story, colored in pink. She mentioned the end of the story, colored in light sky blue. She tried to follow a few strategies, which were involved in summary writing. She did not write the theme of the story and took a few sentences from the text.

Std2: writing summary of S3T:

"**Introduction** - The story was of the Swapnapura king, Nigama Sharma. His daughter who's the marriage in this story.

Body:- In the town of swapnapura, King is Nigama sarma. His daughter is very beautiful, to marry her so many members came, but Nigama sarma not accepted. He told my daughter has three uncles who have the right to marry her.

The theme of the story: Hence the eldest brother has the right to marry her".

In this summary, the student2 used the pattern of summary writing, coloured light blue. She tried to use their own words, coloured brown. She used the supporting ideas of the story, coloured pink. She mentioned the end of the story, coloured light sky blue. She tried to use the strategies in summary writing in English, and the student did not write the theme but kept the heading as the story's theme. But she tried to use strategies when it compared to the first summary writing in English.

Std3: writing summary of S3E:

Introduction - The story was about a brahmin named Nijama Sharma, his daughter, and about her marriage.

Body: In swarnapura, a Brahmin named Nijama sarma. He had a daughter. Very beautiful daughter. Even Kings would come and ask for her hand in marriage, but Nigama Sharma used to tell my daughter has three uncles who have the right to marry her...

The theme of the story– Vikramarka satisfied bhetala. But had broken his silence. The dead flew back to the tree.

In this summary, student3 used the pattern of summary writing coloured light blue. He tried to use their own words, coloured in brown. He used the supporting ideas of the story, coloured in pink. He mentioned the end of the story, coloured in light sky blue. He mentioned the main ideas in the introduction part, coloured in light green. He tried the strategies in summary writing in English. He did not write the theme but kept the side heading as the story's theme.

Std4: writing summary of S3E:

Introduction: In this story, a brahmin and his daughter were there.

Body: Nigama sharma lived in swapnapura and he had a very beautiful daughter, one day all the three brothers came to marry her, and they said "youngest one of the brothers looked in his mirror, said brothers, all our efforts veined..."

Condusion/the theme of the story: Hardwork gives victory at anytime.

In this summary, student4 used the pattern of summary writing coloured in light blue. He tried to use their own words, coloured in brown. He used the supporting ideas of the story, coloured in pink. He mentioned the theme of the story, coloured in thick green. He did not use the main ideas of the text and wrote the theme of the story in English by gaining the moral of the story.

Std5: writing summary of S3E:

Introduction: The story was about one girl marriage.

Body: In swapnapura town, one brahmin lived. He had a very beautiful daughter. many Kings came and ask for her hand in marriage. But she had three uncles who have the right to marry her.....

Conclusion - Vikramarka answered bhetala's question but broken his silence.

In this summary, student5 used the pattern of summary writing coloured in light blue. He tried to use their own words, coloured in brown. He used the supporting ideas of the story, coloured in pink. He mentioned the end of the story, coloured in light sky blue. He tried to use the strategies in English summary writing. He did not write the theme of the story. But showed an improvement in the usage of strategies from first summary writing to third summary writing.

Std6: writing summary of S3E:

Introduction - The story was swapnapura king nigama sarma. His daughter, whose marriage of the girl in this story.

Body: In the town of swapnapura, King is Nigama sarma. His had daughter, is very beautiful. Many people came to her and ask for marriage.but his not accepted my daughter have three uncles said. And one day three uncles fighting among themselves to marry her.....

Conclusion: Hence the eldest brother has the right to marry her.

In this summary, student 6 used the pattern of summary writing, coloured in blue. She tried to use their own words, coloured in brown. She used the supporting ideas of the story, coloured in pink. She mentioned the end of the story, coloured in light sky blue. She tried to follow the strategies of summary writing in English after the explanation by the researcher. She did not mention the theme of the story but showed improvement in the usage of strategies.

Std7: writing summary of S3E:

Introduction:- Bhatala telling story vikramadhitya, whom should She Marry

Body: - Nigama Sarma. He had a very beautiful daughter, who has three uncles, who have the right to marry her. The three uncles came one day and they were fighting with one another. The village people said they should come by tomorrow to get clarity about it....

Conclusion - Vikramarka satisfied betala's question and betala went to the banyan tree.

In this summary, student 7 used the pattern of summary writing, coloured in blue. He tried to use their own words, coloured in brown. He used the supporting ideas of the story, coloured in pink. He mentioned the end of the story, coloured in light sky blue. He did note-taking of the story. He practised the text before doing it. He tried to use the strategies in summary writing, and he did not mention the theme of the story.

Std8: writing summary of S3E:

Introduction - The story was about swapnapura king nigama sarma.

Body: In swapnapura town, there was a brahmin named Nigama Sharma. He had an unmarried daughter. Her beauty is so captivating that even kings come and ask for her hand but her father always tells them, that his daughter has three uncles who have the right to marry her....

Conclusion– Eldest brother has the right to marry her because he has his own energy to fight problems.

In this summary, student 8 used the pattern of summary writing, coloured in blue. She tried to use their own words, coloured in brown. She used the supporting ideas of the story, coloured in pink. She mentioned the end of the story, coloured in light sky blue. She did organise the text. She practised the text before doing it. She tried to use the strategies in summary writing, and she mentioned the theme of the story by understanding the text thoroughly.

Std9: writing summary of S3E:

Introduction:- In this story, one brahmin and his daughter's marriage.

Body: In swapnapura, a brahmin named Nigame Sharma. He had daughter, one day all the three brothers came to marry her, they fought themselves and went back, suddenly, the youngest then looked in his mirror, He said, "brothers; all our efforts immediately the second brother ground" o young girl get up: the younger sail the eldest then said....

The theme of the story: vikramarka satisfied bhetala's question but had broken his silence once again, the bethala free from the dead body and flew back to the tree.

In this summary, student 9 used the pattern of summary writing, coloured in blue. She tried to use their own words, coloured in brown. She used the supporting ideas of the story, coloured in pink. She mentioned the end of the story, colored in light sky blue. She did note-taking of the text. She practised the text before doing it. She tried to use the strategies from the explanation by the researcher about the strategies used in writing skills.

Std10: writing summary of S3E:

Introduction- The story was about swapnapura king nigama sarma.

Body: He has a daughter. She is so beautiful, to get married to her so many people came and asked about it but her father didn't accept because she has three uncles, and they are ready to marry her. One day, they came and fought among themselves to marry her. And they went to their place, but suddenly, the youngest one told them that his niece had died.....

Conclusion/the theme of the story: Hence the eldest brother has the right to marry her.

In this summary, student 10 used the pattern of summary writing, colored in blue. He tried to use their own words, coloured in brown. He used the supporting ideas of the story, colored in pink. He mentioned the theme of the story, colored in thick green. He did organise the text. He practised the text before doing it. He tried to use the strategies in summary writing. He tried to use the strategies when compared with the first summary writing in English.

6.7.7 Analysis of summary writing of S4T:

Std1: Analysis of writing summary of S4T

ఉపోద్ఘాతం:- ఈ కథ విక్రమార్కుడికి బేతాళుడు, విక్రమార్కుడి మౌనవ్రతానికి భంగం కలిగించడానికి చేసే ప్రయత్నంలో చెప్తాడు.

విషయం:- విక్రమార్కుడు బేతాళుడని భుజాన వేసుకొని వెళ్తుండగా బేతాళుడు విక్రమార్కుడితో మాట్లాడించానికి ఈ కథని చెప్తున్నాడు. ఒక రాజుకి ముగ్గురు భార్యలు ఉండేవారు....వీరిలో అతి సుకుమారి ఎవరని తెలుసుకోవాలనుకున్నాడు కానీ ఎలానో అర్థం కాలేదు. బేతాళుడు విక్రమార్కు డిని వీరిలో ఎవరు అతి సుకుమారీ అని అడగగా, విక్రమార్కుడు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు. శారీరకంగా కాకుండా మానసికం గా కూడా ఆవిడే సుకుమారీ అని చెప్పడం బేతాళుడు మళ్ళీ మహావ్యపాన్ని ఆశ్రయిస్తాడు.

ముగింపు :- బేతాళుడి ప్రశ్నకి విక్రమార్కుడికి సమాధానం చెప్పడంతో బేతాళుడు యాదస్థితికి ఎళ్ళిపోయాడు.

In this summary, student1 used the summarizing pattern of the text, which was colored in light blue, and she used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. She used the main ideas coloured in light green. She did organize the text. She used their own words, coloured in brown. She had written the end

of the story, with the side heading end. She used the strategies when compared with the first summary writing in Telugu. She got to know the usage of the strategies in a particular language.

Std2: writing summary of S4T

ఉపోద్ఘాతం: ఒక రాజు మరియు అతని ముగ్గురు భార్యలు గురించి ఈ కథ తెలియజేస్తుంది.

విషయం: రాజు ముగ్గురి భార్యలలో ఎవరు ఎక్కువ సున్నితమైన వారో తెలుసుకోవాలని అనుకుంటాడు, ఒకసారి రాజు గారు, అతని మొదటి భార్యతో కలిసి ఒక తోటలో నడుస్తుండగా ఒక పువ్వు ఆమె చేయి పైన పడి, ఆమె చేయి ఎర్రగా అవుతుంది.. వీరిలో అతి సుకుమారి ఎవరని తెలుసుకోవాలనుకున్నాడు కానీ ఎలానో అర్థం కాలేదు. బేతాలుడు విక్రమార్కు డిని వీరిలో ఎవరు అతి సుకుమారీ అని ఆడగగా, విక్రమార్కు డు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు. శారీరకంగా కాకుండా మానసికం గా కూడా ఆవిడే సుకుమారీ అని చెప్పడం బేతాలుడు మళ్ళీ మహావృషాన్ని ఆశ్రయిస్తాడు.

నీతి: ముగ్గురిలో మూడో భార్య సున్నితమైంది ఎందుకంటే ఎక్కడో ఉన్న పిల్లవాడి ఏడుపు కి ఆమె చెవులు వాసిపోనందుకు. ఆమె మనసు చాలా సున్నితమైంది.

In this summary, student2 used the summarizing pattern of the text, which was coloured in light blue, and she used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. She used the main ideas, coloured in light green. She used their own words, coloured in brown. She had written the theme of the story, which was coloured in thick green. She used the strategies of summary writing in Telugu after the explanation of the researcher. It gave more clarity to the student.

Std3: writing summary of S4T:

ఉష్టోగతం:- బేతాళుడు విక్రమార్కుడికి ఒక రాజు మరియు అతని ముగ్గురు భార్యల గురించి చెప్తున్నాడు.

విషయా/ వివరణ : ఒక రాజ్యం లో చంద్రపాలుడు అనే రాజు ఉండేవాడు. అతను తన మొదటి భార్యతో కలిసి ఒక తోటలో నడుస్తుండగా, ఆమె చేతిపైన ఒక పువ్వు పడడంతో ఆమె చేయి ఎర్రగా కండిపోయింది..అతి సుకుమారి ఎవరని తెలుసుకోవాలనుకున్నాడు కానీ ఎలానో అర్థం కాలేదు... బేతాలుడు విక్రమార్కు డిని వీరిలో ఎవరు అతి సుకుమారీ అని ఆడగగా, విక్రమార్కు డు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు.

ముగింపు : విక్రమార్కుడికి మౌనభంగం కలగటం వల్ల బేతాలుడు తిరిగి మహావృక్షాన్ని ఆశ్రయించాడు.

In this summary, student3 used the summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. He used the main ideas, coloured in light green. He used their own words. He had written the ending of the story, which was coloured in light sky blue. He used the strategies of summary writing in a particular language, he did not use the theme of the story.

Std4: writing summary of S4T

ఉపోద్ఘాతం : ఈ కథ చంద్రపాలుడు, మరియు అతని ముగ్గురు భార్యల గురించి తెలియజేస్తుంది.

విషయం : ఈ కథలో రాజుకి ముగ్గురు భార్యాలు అయితే రాజు తన రాణుల ముగ్గురిలో ఎవ్వరు సున్నితంగా ఉంటారు అని తెలుసుకోవాలనుకున్నాడు కాని అతనికి ఎలా తెలుసుకోవాలో అర్థం కాలేదు....బేతాలుడు విక్రమార్కుడిని వీరిలో ఎవరు అతి సుకుమారీ అని ఆడగగా, విక్రమార్కు డు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు.

ముగింపు: శరీర పరంగా కాకుండా మనసు పరంగా కూడా ఆలోచించి మూడో భార్య సున్నితమైంది అని తెలుస్తుంది.

In this summary, student4 used the summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. He used their own words. He practiced the task before doing it. He had written the theme of the story, which was coloured in thick green. He used the strategies by the researcher's explanation. He mentioned the theme of the story.

Std5: writing summary of S4T

ఉపోద్ఘాతం : చంద్రపాలుడు అనే రాజు, తన 3 రాణుల గురించి ఉంది.

వివరణ :- చంద్రపాలుడికి తన ముగ్గురు రాణులలో ఎవరు సున్నితమైన వారో తెలుసుకోవాలనే కోరిక పుట్టింది....బేతాలుడు విక్రమార్కుడిని వీరిలో ఎవరు అతి సుకుమారీ అని ఆడగగా, విక్రమార్కు డు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు.

నీతి :- ఒక చిన్న పిల్లడి ఏడుపు ని కూడా తట్టుకోలేని మూడో భార్య అతి సుకుమారీ.

In this summary, student5 used a summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. He used their own words. He organized the text. He had written

the theme of the story, which was coloured in thick green. He used the strategies of summary writing in a particular language. He showed improvement from summary writing to fourth summary writing.

Std6: writing summary of S4T

ఉపోద్ఘాతం:- ఒక రాజు మరియు అతని ముగ్గురు రాణుల గురించి బేతాలుడు విక్రమార్కుడికి చెప్పున్నాడు.

వివరణ :- ఈ కథలో చంద్రపాలుడు అనే రాజుకి ముగ్గురు భార్యాలు. వారిలో ఎవరు సుకుమారీ అని తెలుసుకోవాలనుకున్నాడు కాని అతనికి ఎలా తెలుసుకోవాలో అర్థం కాలేదు.

బేతాలుడు విక్రమార్కు డిని వీరిలో ఎవరు అతి సుకుమారీ అని ఆడగగా, విక్రమార్కు డు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు. శారీరకంగా కాకుండా మానసికంగా కూడా ఆవిడే సుకుమారీ అని చెప్పడం బేతాలుడు మళ్ళీ మహావృషాన్ని ఆశ్రయిస్తాడు.

ముగింపు:- సుకుమారీ మూడో భార్య. ఆమె బిన్ను పెళ్లైంది ఏడుపును కూడా తట్టుకోలేకపోయింది.

In this summary, student 6 used the summarizing pattern of the text, which was coloured in light blue, and she used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. She used their own words. She practiced the task before doing it. She had written the ending of the story, which was coloured in light sky blue. She used the strategies of summary writing after the researcher's explanation. She mentioned the theme of the story from the story.

Std7: writing summary of S4T

ఉపోద్ఘాతం:- బేతాలుడు విక్రమార్కుడి మనోవ్రతానికి భంగం కలిగించే దానికి చేసే ప్రయత్నాలు ఈ కథ చెప్పున్నాడు.

విషయం:- విక్రమార్కుడు బేతాలుడని భుజాన వేసుకొని వెళ్తుండగా బేతాలుడు విక్రమార్కుడితో మాట్లాడించడానికి చూస్తూ ఉండేవాడు. అందులో భాగంగా ఒక రాజు చంద్రపాలుడు, అతనికి ముగ్గురు భార్యలు ఉండే వారు. వీరిలో అతి సుకుమారి ఎవరని తెలుసుకోవాలనుకున్నాడు కానీ ఎలానో అర్థం కాలేదు. బేతాలుడు విక్రమార్కు డిని వీరిలో ఎవరు అతి సుకుమారీ అని ఆడగగా, విక్రమార్కు డు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు.

ముగింపు:- బేతాలుడు విక్రమార్కుడితో మాట్లాడించడానికి ప్రయత్నించాడు మాట్లాడించాడు. బేతాలుడి ప్రశ్న కి విక్రమార్కుడు మూడో భార్య సుకుమారీ అని సమాధానం చెప్పడం తో బేతాలుడు మళ్ళీ చెట్టు పైకి వెళ్ళాడు.

In this summary, student7 used the summarizing pattern of the text, which was coloured in light blue, and he used the main ideas of the text, coloured in light green, and used the

supporting ideas, coloured in light pink. He used their own words. He organized the task before doing it. He had written the ending of the story, which was coloured in light sky blue. He used the strategies of summary writing , and the student did not mention the theme of the story.

Std8: writing summary of S4T

ఉపోద్ఘాతం:- విక్రమార్కుడికి మరెనభంగం కల్గించడానికి బేజాలుడు ఒక కథను చెప్పటం ప్రారంభించాడు.

విషయం/వివరం:- ఒక రాజ్యం లో ఒక రాజు ఉండేవాడు. అతనికి ముగ్గురు భార్యలు ఉండేవారు. వారిలో ఎవరు సుకుమారనో తెలుసుకోవాలనే కోరిక తో, ఒక రోజు రాజు, అతని మొదటి భార్య ఒక తోటలో విహరిస్తుండగా, ఒక పువ్వు ఆమె చేతిపై న పడింది,ఆమె చేయి ఎర్రగా అయిపోయింది.....శారీరకంగా కాకుండా మానసికంగా కూడా ఆవిడే సుకుమారి అని చెప్పడం బేజాలుడు మళ్ళీ మహావృషాన్ని ఆశ్రయిస్తాడు.

ముగింపు :-విక్రమార్కుడికి మరెనభంగం కలగటం వల్ల బేజాలుడు తిరిగి మహావృక్షాన్ని ఆశ్రయించాడు.

In this summary, student8 used the summarizing pattern of the text, which was coloured in light blue, and she used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. She used their own words. She practiced the task before doing it. She had written the ending of the story, which was coloured in light sky blue. She used the strategies in summary writing, and she did not use the theme of the story. But showed improved in the usage of strategies.

Std9: writing summary of S4T

ఉపోద్ఘాతం:- బేజాలుడు ఒక రాజు మరియు అతని ముగ్గురు రాణుల గురించి విక్రమార్కుడికి చెప్పాడు.

విషయం/ వివరం:- విక్రమార్కుడికి మరెనభంగం కలిగించడానికి బేజాలుడు ఈ కథను చెప్పాడు, ఇందులో ఒక రాజు కి తన ముగ్గురు భార్యలలో ఎవరు సుకుమారి అని తెలుసుకోవాలనిపించింది కానీ ఏం చేయాలో అర్థం కాలేదు. అనుకోకుండా ఒక రోజు,రాజు ,అతని మొదటి భార్య ఒక వనంలో నడుస్తుండగా ఆమె పై న ఒక పువ్వు పడి, ఆమె చర్మం ఎర్రగా అవుతుంది.....

ముగింపు:- రాజు కి తన మూడో భార్య అతి సుకుమారి అని తెలిసింది.

In this summary, student9 used a summarizing pattern of the text, which was coloured in light blue, and she used the main ideas of the text, coloured in light green, and used the supporting ideas, coloured in light pink. She used their own words. She practiced the task before doing it. She had written the ending of the story, which was coloured in light sky blue. She used the strategies in summary writing. She did not mention the theme of the story.

Std10: writing summary of S4T

ఉపోద్ఘాతం:- బేజాబుడు ఐక్రమార్కుడికి ఒక రాజ్యంలో ఉన్నా రాజు మరియు అతని ముగ్గురు భార్యల గురించి చెప్తున్నాడు.

విషయం/వివరణ:- రాజు తన ముగ్గురు భార్యలలో ఎవరు సుకుమారీ అని తెలుసుకోవాలని అనుకుంటాడు కాని ఏం చేయాలో తెలియదు. ఒక రోజు తన మొదటి భార్య అయిన చంద్రప్రభ, తాను వెన్నెలలో విహరిస్తుండగా , చంద్రకిరణాల తాకిడి కి చంద్రప్రభ చర్మం కందిపోతుంది. దాంతో ఆవిడే అతి సుకుమారీ అనుకుంటాడు. మరునాడు అతని రెండో భార్య , తాను తోటలో తిరుగుతుండగా, ఒక పువ్వు ఆమె నుదుటిని తాకి అక్కడ గాయమవుతుంది....

ముగింపు : ఐక్రమార్కుడికి మరెనభంగం కలగటం వల్ల బేజాబుడు తిరిగి మహావృక్షాన్ని ఆశ్రయించాడు.

In this summary, student10 used the summarizing pattern of the text, which was coloured in light blue, and the student used the main ideas of the text, colored in light green, and used the supporting ideas, coloured in light pink. He used their own words. He did note-taking of the text and practiced the task before doing it. He had written the ending of the story, which was coloured in light sky blue. He used the strategies in summary writing, it's showing an improvement when compared with the first summary writing in Telugu.

6.7.8 Analysis of summary writing of S4E:

Std1: writing summary of S4E:

Intruduction: There was a Kingdom, a king, and his three wives.

Body: Once there was a kingdom ruled by the king Meenaketa and he has three wives. One day his first wife and he were walking in the garden, one flower fell on her hand, and suddenly her hand became red, the king thought that his wife was very delicate...

Conclusion – The third wife is very sensitive among three wives of the king.

In this summary, Student1 tried to use their own words, and followed the pattern of summary writing, coloured in blue. She used the supporting ideas, coloured in light pink. She practiced the task before doing it and mentioned the ending of the story in the conclusion part, coloured in light sky blue. She did not use the main ideas of the story, and she used a few strategies in summary writing, but showed an improvement when it compared with the first summary writing to fourth summary writing.

Std2: writing summary of S4E

Introduction:- This story is about a King and his three wives.

Body: Once upon a time, there was a king and he had three wives. He loved all three equally. One day the king, and his first wife were roaming in a garden, suddenly, one flower fell down on his wife, then her hand became red with the flower.....He wants to know the most sensitive person among them..

Conclusion/moral- Hence she is very sensitive. The most dedicated was the third wife. Because she can't hear a child cry.

In this summary, Student2 tried to use their own words and followed the pattern of summary writing, coloured in blue. She used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. She did note-taking of the text and mentioned the theme of the story in the conclusion part, coloured in thick green. She used the strategies in summary writing, and she used the theme of the story in summary writing.

Std3: writing summary of S4E

Introduction – In this story, a king tried to know about his wives' sensitivity.

Body – Bethala is telling a story to vikramarka, once was a king and he had three wives, one day he thought who is more sensitive in three of them. But he don't know to find out that. One day the king and his first wife went for walking, on that time a flower fell in her hand and her hand got wound...

Conclusion:- The third wife was the most dedicated wife.

In this summary, Student3 tried to use their own words and followed the pattern of summary writing, coloured in blue. He used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. He did organise the text and mentioned the ending of the story in the conclusion part, coloured in light sky blue. He used the strategies from the explanation of the researcher. He did not mention the theme of the story.

Std4: writing summary of S4E

Introduction - This story is about the most delicate queen.

Body: The king wanted to know the sensitive wife of him. There must have been an insect or an, "ant, on the flower that had fallen, on soundaryavati's hand. And a full Moon can sometimes have a bad effect. Young people may be suffering from a particular reason....

Conclusion/Moral: She could not even bear a small child crying Hence, she was the most delicate of the three.

In this summary, Student4 tried to use their own words and followed the pattern of summary writing, coloured in blue. He used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. He took sentences from the text, and mentioned the theme of the story, tried to follow the particular steps of summary writing. He tried to use the strategies from the researcher's explanation about strategy usage in summary writing.

Std5: writing summary of S4E

Introduction – Betala telling this story to vikramarka, that is “the Most Delicate Queen”.

Body: Meenaketa The King had three wives. First wife soudaryvati, second wife shubhangi, Third wife name vilasavati. The king loved all of them equally. They are very delicate in particular things. The king wanted to know the most sensitive wife of him...

Conclusion:- vikramarka answered betala's question and bethala flew back to the tree again.

In this summary, Student5 tried to use their own words and followed the pattern of summary writing, coloured in blue. He used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. He took sentences from the text and tried to follow summary writing steps. He mentioned the ending of the story, coloured in light sky blue. He tried to use the strategies in summary writing, and he did not use the theme of the story. But he tried to use the strategies.

Std6: writing summary of S4E

Introduction: The Most Delicate Queen.

Body: Meenaketa, The king had three wives. He loved all of them equally. He wanted to now the delicate wife. Once, he told his minister that his wife, soundaryavati and he were roaming in a garden, suddenly a flower fell from a tree on his wife's hand, hand became red just by the touch of a flower. And the second wife was relaxing on a full moon night.....

Conclusion: The third wife was very delicate than the other two wives.

In this summary, Student6 tried to use their own words and followed the pattern of summary writing, coloured in blue. She used the title in the introduction, coloured in thick orange. She used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. She tried their own words and tried to follow summary writing steps. She mentioned the ending of the story, coloured in light sky blue. She tried to use the strategies in summary writing. She did not mention the theme of the story.

Std7: writing summary of S4E

Introduction - This story is about a King and his wives.

Body: Betala trying to make vikramarka talk with him. In that process only he is telling a story to vikramarka. Once there was a king, he had three wives, he thought who was the most delicate person among these three wives. But he didn't know how to find out. One day his first wife and he went for a walk, suddenly a flower fell on her hand and it became red....

Conclusion:- The third wife was the most delicate Person.

In this summary, Student7 tried to use their own words and followed the pattern of summary writing, coloured in blue. He used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. He tried their own words and tried to follow summary writing steps. He mentioned the ending of the story, coloured in light sky blue. He tried to use the strategies in summary writing, and he did not mention the theme of the story

Std8: writing summary of S4E

Introduction: This story is about the sensitivity of three wives.

Body: Mandapura's king meenaketa. He had three wives they are the most beautiful ladies in the world. And he thought about who is the most delicate person among these three but he didn't know how to find out. One day he and his first wife were roaming in their garden and suddenly a flower fell on his wife's hand

Conclusion:- The third wife is the most delicate queen.

In this summary, Student8 tried to use their own words and followed the pattern of summary writing, coloured in blue. She used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. She tried their own words and tried to organize the text before doing the task. She tried to follow the summary writing steps. She mentioned the ending of the story, coloured in light sky blue. She did use the strategies in summary writing, and she did not mention the theme of the story.

Std9: writing summary of S4E

Introduction – In this story, a king and his three wives sensitivity is there.

Body: Bethala keeps on trying to speak vikramarka with him because once vikramarka speaks to bethala. Bethala will go to the banyan tree again. In that process only, bethala tells about a king and his three wife, and how the king got to know their sensitivity in their particular situations. The king and his first wife went roaming in a garden.....

Conclusion:- The third wife was the most delicate wife.

In this summary, Student9 tried to use their own words and followed the pattern of summary writing, coloured in blue. He used the main ideas in the introduction, coloured in light green, and the supporting ideas, coloured in light pink. He tried their own words and tried to organize the text before doing the task. He tried to follow the summary writing steps. He mentioned the ending of the story, coloured in light sky blue. He tried to use the strategies in summary writing, and he did not mention the theme of the story.

Std10: writing summary in S4E

Introduction - This story is about a King and his wives.

Body: King Meenaketa ruled madanapura kingdom. He has three wives, they are the most beautiful women in the world. The king get an idea to know the delicate wife. One day the king and his first wife were roaming in the garden, one flower fell on her hand and suddenly, she became red like a wound, at that time the king thought that she was the most delicate queen of his all three wives...

Moral:- The most delicated queen was the third wife, she can't hear a child crying.

In this summary, Student10 tried to use their own words and followed the pattern of summary writing, coloured in blue. He used the main ideas, coloured in light green, and the supporting ideas, coloured in light pink. He tried their own words, and tried note-taking and practising the task before doing it. He tried to follow the summary writing steps. He mentioned the theme of the story, coloured in thick green. He tried to show improvement in the strategies used when compared with the first summary writing and he did not mention the theme of the story.

6.7.9 Analysis of summary writing of S5T:

Std1: writing summary of S5T

ఉపోద్ఘాతం:- బేతాళుడు విక్రమార్కుడితో ఒక రాజ్యం లో ఉండే వర్తకుడు మరియు అతని కుమార్తె గురించి చెప్తున్నాడు.

విషయం:- బేతాళుడు విక్రమార్కుడికి కథ వివరిస్తూ, అందులో మణి భద్రుడు అనే వర్తకుడు ఉండేవాడు. అతనికి ఒక కుమార్తె ఆమె పేరు మంజరి, ఆమెకు పెళ్ళి చేయడంతో తన బాధ్యత తీరుతుందని, ఒక స్వామీజీ దగ్గరకు వెళతాడు. ఆ స్వామీజీ నువ్వు కాశీ యాత్రకి బయలుదేరండి మధ్యమార్గంలోనే నీ కూమర్తికు పెళ్ళి అవుతుందని చెప్పగా వర్తకుడు, అతని భార్య మరియు కుమార్తె కాశీ యాత్రకి బయలుదేరారు..... అలా ఇద్దరు ఆ తల్లి కూతుర్లని కలుస్తారు. వారి పాదాలు చూసి ఆశ్చర్యపోతారు. చిన్న పాదాలు కలిగింది తల్లి. పెద్ద పాదాలు కలిగింది కూతురు. తండ్రి కొడుకులు అనుకున్నట్టుగానే వారిని పెళ్ళి చేసుకుంటారు. బేతాళుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు. దాంతో బేతాళుడు విక్రమార్కుడితో పాటు వెళ్లిపోయాడు.

ముగింపు/నీతి :- నిజం తెలుసుకోకుండా దేని గురించి నిర్ణయం తీసుకోరాదు.

Introduction:- Betala tells Vikramarka about a merchant and his daughter in a kingdom.

Body:- Betalu was narrating a story to Vikramarku, in which there was a merchant named Mani Bhadra. He has a daughter named Manjari and goes to a Swamiji to fulfil his responsibility by marrying her. That Swamiji told you to leave for the Kashi Yatra and your daughter will get married midway, so the merchant, his wife and daughter left for the Kashi Yatra....That's how the two meet that mother's daughter. They wonder at their feet. Mother has small feet. The daughter has big feet. Father and son marry them as they think. Bethalu Vikramarku, the king's now-born children will be called by what names? Vikramarka did not give any answer to that. With that, Betalu went out with Vikramarku.

Moral:- No decision should be taken about anything without knowing the truth.

In this summary, student1 used the pattern of summary writing, coloured in light blue. She used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in pink. She wrote the theme of the story, coloured in thick green. She did note-taking of the text before doing the task and used their own words in the writing summary. She tried to follow the strategies of summary writing. She improved from the first summary writing to the fifth summary writing.

Std2: writing summary of S5T:

ఉపోద్ఘాతం: ఈ కథ వేరు గందరగోళం వరసలు. ఇందులో పాత్రలు మణిభద్రుడు, కుమార్తె మంజరి, ఇద్దరు బ్రహ్మణులు.

వివరణ :- హేమంత రాజ్యం లో మణిభద్రుడు అనే వర్తకుడు ఉండేవాడు. ఒక సన్యాసి వచ్చి మీరు, మీ భార్య పిల్లలు కలిసి కాశీ యాత్ర చేయండి. మీ కుమార్తెకి విహహం జరుగుతుంది అని చెప్పారు..... తండ్రి కొడుకులు అనుకునట్టుగానే వారిని పెళ్లి చేసుకుంటారు. మణిభద్రుడు దాచిన ధనం ని తెప్పించుకుని సుఖం గా ఉన్నారు. కొద్దిరోజులకి వారికి పిల్లలు పుట్టారు. బేతాలుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని...

ముగింపు/నీతి:- ఎవరిని చూడకుండానే ఏది ఊహించకోదు.

Introduction: This story is full of chaos. The characters are Manibhadra, daughter Manjari and two Brahmins.

Body :- There was a merchant named Manibhadra in the kingdom of Hemanta. A monk comes and you and your wife and children do the Kashi Yatra together. They said that your daughter will get married..... Father and son will marry them as expected. Manibhadra brings the hidden money and they are happy. After a few days they had children. Betalu Vikramarku, Raja's newborn children will be called by what name...

Conclusion/Moral:- One cannot assume anything without seeing someone.

In this summary, student2 used the pattern of summary writing, coloured in light blue. She used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in pink. She wrote the theme of the story, coloured in thick green. She did practice the task before doing the task, and used their own words in the writing summary. She tried to use the strategies of summary writing. She showed improvement from first to fifth summary writing.

Std3: writing summary of S5T

ఉపోద్ఘాతం:- హేమంతా రాజ్యాన్ని పాలించేరాజు రుద్రనాగుడు, అతని రాజ్యం లో ఉండే ఒక వర్తకుడి గురించి ఈ కథ లో ఉంది.

వివరణ :- ఒక రాజ్యం లో నాగ రుద్రుడు అనే రాజు ఉండేవాడు. అతని రాజ్యం లో మనీభద్రుడు అనే ఒక వర్తకుడు ఉండేవాడు. అతనికి ఒక కూతురు, ఆమె పెళ్లి వయసుకి రావడం తో ఆమె కి పెళ్లి చేయాలనుకుంటాడు వాళ్ళ నాన్న. కానీ ఆమెకి ఏ ఒక్క సంబంధం కూడా కుదరదు... భార్య లేని తండ్రి, బ్రహ్మచారి అయిన కొడుకు ఉన్నారు. వారు సంధ్య వందనం కోసం ఆ నది ఒడ్డుకు వస్తుండగా వారికి పాద ముద్రలు కనిపిస్తాయి. అవి ఆడ వారివాని గమనించి,చిన్న గా ఉన్న పాదాలు కల ఆమె ని నేను పెళ్లి చేసుకుంటాను అని కొడుకు అనగా తండ్రి తదస్థు అన్నారు. తండ్రి కొడుకులు అనుకునట్టుగానే వారిని పెళ్లి చేసుకుంటారు.మనీభద్రుడు దాచిన ధనం ని తెప్పించుకుని సుఖం గా ఉన్నారు. కొద్దిరోజులకి వారికి పిల్లలు పుట్టారు..

ముగింపు:- బేతాలుడు అడిగిన ప్రశ్న కి విక్రమార్కుడు సమాధానం చెప్పలేకపోయాడు.

Introduction:- This story is about the king Rudranaga who rules the kingdom of Hemanta and a merchant in his kingdom.

Body :- In a kingdom there was a king named Naga Rudra. In his kingdom there was a merchant named Manibhadra. He has a daughter and their father wants to marry her when she is of marriageable age. But she can't have a single relationship... She has a father without a wife and a son who is a bachelor. As they come to the bank of the river for the evening salutation, they see footprints. Noticing that they were female, the son said, "I will marry her with small feet." Father and son get married as expected. Manibhadra brings the hidden money and they are happy. A few days later they had children.

Conclusion:- Vikramarka could not answer the question asked by Betala.

In this summary, student3 used the pattern of summary writing, coloured in light blue. He used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in pink. He wrote the theme of the story, colored in thick green. He did organization of the text before doing the task, and used their own words in the writing summary. He tried to use the strategies of summary writing and he showed improvement when it compared with first summary writing.

Std4: writing summary of S5T:

ఉపోద్ఘాతం :- ఈకథ లో ఒక రాజు, ఒక వర్తకుడు, అతని భార్య, కూతురు మరియు ఇద్దరు బ్రాహ్మణులు ఉన్నారు.

వివరణ:- హేమంతా రాష్ట్రాన్ని పాలించే రాజు రుద్రనాగుడు రాచనగరంలోని గొప్ప వర్తకుడు అతడికి ఒక భార్య ఒక కుమార్తె ఉన్నారు అయితే కూమార్తె పేరు మంజరి, తనకి వివాహం జరగడం లేదని ఒక సన్యాసి దగ్గరకి వెళతాడు...

ముగింపు:- ఈ కథ చివరలో బేతాలుడు విక్రమారుడిని అడిగాడు ఏమిటంటే వారు ఎవ్వరిని ఎవ్వరు ఏమని పిలుచుకుంటారు. కానీ విక్రమార్కుడికి నిజంగానే సమాధానం తెలియక మౌనంగా ఉండిపోయాడు.

Introduction :- In this story there is a king, a merchant, his wife, daughter and two Brahmins.

Body:- King Rudranaga who rules the state of Hemanta is a great merchant in Rachanagaram. He has a wife and a daughter but the daughter's name is Manjari.

Conclusion:- At the end of this story Betalu asks Vikramaru what they call anyone. But Vikramarka don't really know the answer and remained silent.

In this summary, student4 used the pattern of summary writing, coloured in light blue. He used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in pink. He wrote the end of the story, coloured in light blue. He did note-taking of the text before doing the task, and used their own words in the writing summary. He used the strategies of summary writing. He improved from first to fifth summary writing.

Std5: writing summary of S5T

ఉపోద్ఘాతం :- ఈకథ పేరు గందరగోళం వరసలు ఇందులో పాత్రలు మనీభద్రుడు, వారి భార్య కుమార్తె గురించి బేతాళుడు విక్రమార్కుకి చెప్పుతున్నాడు.

వివరణ:- మనీభద్రుడు అతని కూతురు పెళ్లి చేయాలని అనుకుంటాడు కానీ ఎంతకీ అవ్వకపోవడం తో ఒక సన్యాసి ని కలుస్తాడు. ఆ సన్యాసి మనీభద్రుడికి “నువ్వు ఒక పని చెయ్యి నీ భార్య పుత్రికలతో కలిసి కాశీ ప్రయాణం చేయి, దారిలో నీ పుత్రికకు వివాహం జరుగుతుంది” అంటూ చెప్పాడు....ఆ నది ఒడ్డున ఒక గ్రామం ఉంది, అక్కడ ఒక బ్రాహ్మణ కుటుంబం ఉంది. భార్య లేని తండ్రి, బ్రహ్మచారి అయిన కొడుకు ఉన్నారు. వారు సంధ్య వందనం కోసం ఆ నది ఒడ్డుకు వస్తుండగా వారికి పాద ముద్రలు

కనిపిస్తాయి.కొద్దిరోజులకి వారికి పిల్లలు పుట్టారు. బేతాలుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు. దాంతో బేతాలుడు విక్రమార్కుడితో పాటు వెళ్లిపోయాడు.

ముగింపు:- నిజం ఎంతో తెలుసుకోకుండా తొందర పడరాదు.

Introduction :- The name of this story is Chaos Varasalu in which the characters are Manibhadra and Betala is telling Vikramarka about their wife's daughter.

Body:- Manibhadra wants his daughter to get married but with no luck he meets a monk. The monk said to Manibhadra, "You do one thing, travel to Kashi along with your wife's daughters, and on the way your daughter will get married." There was a village on the bank of that river, where there was a Brahmin family. There is a father without a wife and a son who is a bachelor. As they were coming to the bank of that river for Sandhya Vandanam, they saw footprints. After a few days, they gave birth to children. Bethalu Vikramarku, the king's now-born children will be called by what names. Vikramarka did not give any answer to that. With that, Betalu went out with Vikramarku.

Conclusion:- Don't rush without knowing the truth

In this summary, student5 used the pattern of summary writing, coloured in light blue. He used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in pink. He wrote the theme of the story, coloured in thick green. He practiced the text before doing the task, and used their own words in the writing summary. He used the strategies of summary writing. He wrote the theme of the story by understanding the story.

Std6: writing summary of S5T:

ఉపోద్ఘాతం: ఒక రాజ్యాన్ని పాలించే రాజు రుద్రనాగుడు, ఆ రాజ్యం లో ఉండే ఒక వర్తకుడు మణిభద్రుడికి ఒక కుమార్తె ఉంది, వాళ్ళు గురించి ఈ కథలో ఉంది.

వివరణ: మణిభద్రుడు అనే వర్తకుడు ఉండేవాడు అతనికి ఒక కుమార్తెఉంది. ఆమెకి వివాహం కావడం లేదని, అతను ఒక పూజారిని కలవడానికి వెళ్తే ఆయన నీ కుటుంబం తో సహా కాశీకి వెళ్ళాలి అని చెప్పాడు... **తండ్రి కొడుకులు అనుకునట్టుగానే వారిని పెళ్లి చేసుకుంటారు.మనీభద్రుడు దాచిన ధనం ని తెప్పించుకుని సుఖం గా ఉన్నాడు. కొద్దిరోజులకి వారికి పిల్లలు పుట్టారు. బేతాలుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు.**

మొగింపు/నీతి : కళ్ళతో చూస్తే కానీ ఏ విషయం లో నెర్పయం తీసుకోరాదు.

Introduction: Rudranaga, the king of a kingdom, Manibhadra, a merchant in that kingdom, had a daughter, and this story is about them.
Body: There was a merchant named Manibhadra who had a daughter. He says that she is not getting married, if he goes to meet a priest he should go to Kashi with your family... Father and son get married as expected. Manibhadra brings the hidden money and they are happy. After a few days they had children. Bethalu Vikramarku, the king's now-born children will be called by what names. Vikramarka did not give any answer to that.
Moral: No decision should be taken in any matter by seeing with the eyes.

In this summary, student6 used the pattern of summary writing, coloured in light blue. She used the main ideas of the story, coloured in light green, and the supporting ideas, colored in pink. She wrote the theme of the story, colored in thick green. She did organise the text before doing the task and used their own words in the writing summary. She used the strategies of summary writing. She showed improvement in summary writing when compared with the first summary writing.

Std7: writing summary of S5T:

ఉపోద్ఘాతం :- ఈకథ పేరు గందరగోళం వరసలు.

వివరణ :- హేమంతా రాజ్యం రాజు రుద్రనాగుడు, అతని ఒక పట్టణం లో మనిబధ్రుడు అనే ఒక వర్తకుడు ఉండేవాడు. అతని కూతురుకి వివాహం కావడం లేదని ఒక సన్యాసి ని కలుస్తాడు. ఆ సన్యాసి వాళ్ళ కుటుంబాన్ని కాశీ యాత్ర కి వెళ్ళమని చెప్పాడు.... బేతాలుడు విక్రమార్కుడిని, రాజు ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు.

మొగింపు/నీతి :- ఉపదేశంలో జీవించడం వల్ల చాలా సమస్యలు వస్తాయి.

Introduction :- The name of this story is Descendants of Chaos.

Body:- The king of Hemanta kingdom was Rudranaga, in one of his towns there was a merchant named Manibhadra. He meets a monk who tells him that his daughter is not getting married, and the monk tells his family to go on a pilgrimage to Kashi. Vikramarka did not give any answer to that.

Conclusion/Moral:- Living in illusions leads to many problems.

In this summary, student7 used the pattern of summary writing coloured in light blue. He used the main ideas of the story, coloured in light green, and the supporting ideas, colored in pink. He wrote the theme of the story, coloured in thick green. He did note-taking the text before doing the task, and used their own words in the writing summary. He used the strategies in summary writing. He improved in usage of strategies in summary writing.

Std8: writing summary of S5T:

ఉపోద్ఘాతం:- ఒక రాజ్యాన్ని పాలించే రాజు నాగరుడు మరియు ఒక వర్తకుడు మనీభద్రుడి గురించి ఈ కథలో ఉంది.

విషయం:- నాగరుడు అనే రాజు హేమంత రాజ్యాన్ని పరిపాలిస్తున్నాడు. అక్కడ మణిభద్రుడు అనే ఒక వర్తకుడు ఉండేవాడు. భార్య లేని తండ్రి, బ్రహ్మచారి అయిన కొడుకు ఉన్నారు. వారు సంద్య వందనం కోసం ఆ నది ఒడ్డుకు వస్తుండగా వారికి పాద ముద్రలు కనిపిస్తాయి. అవి ఆడ వారివాని గమనించి, చిన్న గా ఉన్న పాదాలు కల ఆమె ని నేను పెళ్లి చేసుకుంటాను అని కొడుకు అనగా తండ్రి తదస్తూ అన్నారు. బేతాలుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు. దాంతో బేతాలుడు విక్రమార్కుడితో పాటు వెళ్లిపోయాడు.

ముగింపు/నీతి :- తొందర పాటు వల్ల తండ్రి కొడుకులు తల్లి కూతుళ్లని చేసుకోవాల్సి వచ్చింది.

Introduction: The story is about a king Nagarudra who rules a kingdom and a merchant Manibhadra.

Subject:- A king named Nagarudra was ruling the kingdom of Hemanta. There was a merchant named Manibhadra. There is a father without a wife and a son who is a bachelor. As they come to the bank of the river for the evening salutation, they see footprints. Noticing that they were female, the son said, "I will marry her with small feet. Betala tells Vikramarka, the king's now-born children will be called by what names. Vikramarka did not give any answer to that. With that, Betalu went out with Vikramarku.

Conclusion/Niti :- Due to haste, father's sons had to become mother's daughters.

In this summary, student8 used the pattern of summary writing, coloured in light blue. She used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in

pink. She wrote the theme of the story, coloured in thick green. She did organize the text before doing the task, used their own words in the writing summary. She used the strategies in summary writing. She showed improvement in the usage of strategies from first to fifth summary writing.

Std9: writing summary of S5T:

ఉపోద్ఘాతం:- ఈ కథలో ఒక వర్తకుడి జీవితం గురించి ఉంది.

విషయం:- హేమంత రాజ్యం లో మణిభద్రుడు అనే వర్తకుడికి ఒక కూతురు ఉంది, ఎక్కువ రోజులైనా ఆమెకి పెళ్లి కాకపోవడంతో మణిభద్రుడు చాలా బాధ పడతాడు, ఒక రోజు అనుకోకుండా ఒక సన్యాసిని కలుస్తాడు, ఆ సన్యాసి చెప్పిన ప్రకారం వాళ్ళ కుటుంబం అంతా కలిసి కాశీ కి బయలుదేరారు.... కొద్దిరోజులకి వారికి పిల్లలు పుట్టారు. బేతాలుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు.

ముగింపు/నీతి:- బ్రాహ్మణ తండ్రికొడుకులు ఆలోచించి నిర్ణయం తీసుకునుంటే బాగుండేది.

Introduction: This story is about the life of a businessman.

Subject:- In the kingdom of Hemanta, a merchant named Manibhadra had a daughter, Manibhadra was very sad because she did not get married for many days, one day he accidentally met a monk. Bethalu Vikramarku, the king's now-born children will be called by what names. Vikramarka did not give any answer to that.

Conclusion/Niti:- It would have been better if the sons of the Brahmin father had thought and taken a decision.

In this summary, student9 used the pattern of summary writing, coloured in light blue. She used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in pink. She wrote the theme of the story, coloured in thick green. She did note-taking before doing the task, and used their own words in the writing summary. She used the strategies in summary writing. She improved from first to fifth summary writing in Telugu. She understood the story and wrote the theme of the story.

Std10: writing summary of S5T:

ఉపోద్ఘాతం:- ఒక రాజ్యం లో ఉండే ప్రజల గురించి ఈ కథలో ఉంది.

నిషేధం:- ఒక రాజ్యంలో మణిబద్రుడు అనే వర్తకుడు ఉండేవాడు. అతని కుమార్తె మంజరి, చాలా అందంగా ఉంది కానీ పెళ్లి కావడం లేదు, మణిబద్రుడు ఒక ప్రాజారని అడుగుతాడు....వారి పాదాలు చూసి ఆశ్చర్యపోతారు. చిన్న పాదాలు కలిగింది తల్లి. పెద్ద పాదాలు కలిగింది కూతురు. తండ్రి కొడుకులు అనుకునట్టుగానే వారిని పెళ్లి చేసుకుంటారు. మనీభద్రుడు దాచిన ధనం ని తెప్పించుకుని సుఖం గా ఉన్నారు. కొద్దిరోజులకి వారికి పిల్లలు పుట్టారు. బేతాలుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు. దాంతో బేతాలుడు విక్రమార్కుడితో పాటు వెళ్లిపోయాడు.

ముగింపు/నీతి:- అలోచించి నిర్ణయం తీసుకోవడం వల్ల మంచి జరుగుతాది.

Introduction: The story is about people living in a kingdom.

Subject:-In a kingdom there was a merchant named Manibhadra. His daughter Manjari, very beautiful but unmarried, Manibhadra asks a priest....and is surprised to see their feet. Mother has small feet. The daughter has big feet. Father and son get married as expected. Manibhadra brings the hidden money and they are happy. After a few days they had children. Betalu is the son of Vikramarku, Raja..now a born child what they are called each other. Vikramarka did not give any answer to that. With that, Betalu went out with Vikramarku.

Conclusion/Ethical:-Thoughtful decision-making leads to good.

In this summary, student10 used the pattern of summary writing, coloured in light blue. He used the main ideas of the story, coloured in light green, the supporting ideas, coloured in pink, and the student wrote the theme of the story, coloured in thick green. He practiced before doing the task, and used their own words in the writing summary. He used the strategies in summary writing. He improved in the usage of the strategies from the first summary writing to fifth summary writing.

6.7.10 Analysis of summary writing of S5E:

Std1: writing summary of S5E:

Introduction: This story is about a king who was overthrown from his throne by enemies.

Body: King who was overthrown from his throne by the enemies. Fearing for his life, the king escaped with his queen and princess, unfortunately, the king was caught enemy's soldiers who killed him. The dead body was sent to the kingdom and at that time the queen and princess ran away to stay alive.....Betala asked Vikramarka, how they relate to each other? but vikramarka has no answer to tell..

Conclusion/the theme of the story: Know the truth before taking decisions.

In this summary, the student1 used the pattern of summary writing, colored in light blue. She used the main ideas of the story, colored in light green, the supporting ideas, colored in pink, and the student wrote the theme of the story, colored in thick green. She practiced before doing the task, used their own words in the writing summary. She tried to use the strategies in summary writing. She showed improvement in the usage of strategies from the first to fifth summary writing.

Std2: writing summary of S5E:

Introduction: Bhelala try to talk him Viramarka, in that process this is the final story.

Body - The king was thrown from his kingdom by his enemies and the king, queen and the princess ran away to stay alive somewhere, at that time the king caught by the enemies and killed. And the queen and the princess escaped and they went to a forest and they met a father and son there....Vikramarka does not know the answer to betala's question, how they relate to each other in this story?

Conclusion - Before taking decisions, know truth is important.

In this summary, student2 used the pattern of summary writing, coloured in light blue. She used the main ideas of the story, coloured in light green, the supporting ideas, coloured in pink, and she wrote the theme of the story, coloured in thick green. She practiced before doing the task and used their own words in writing a summary. She tried to use the strategies much better when compared with the first summary writing to the fifth summary writing in English.

Std3: writing summary of S5E:

Introduction: This story is about a king, queen and the princess.

Body: The king was overthrown from his throne by enemies, the king and his family ran away from kingdom to stay somewhere. While he went to search for food I unfortunately the king was caught by the enemy's soldiers who killed him they took his dead body back to the kingdom meanwhile. At the time a father and son were travelling through that forest.....Betala asked a question to Vikramarka, How they relate to each other? but Vikramarka doesnot know the answer for it...

Conclusion/the theme of the story: Don't do anything before thinking or seeing what it is.

In this summary, student3 used the pattern of summary writing, coloured in light blue. He used the main ideas of the story, coloured in light green, the supporting ideas, coloured in pink, and he wrote the theme of the story, coloured in thick green. He practiced before doing the task and used third their own words in writing the summary. He tried to use the strategies in summary writing. He increased the usage of the strategies from first to fifth summary writing in English.

Std4: writing summary of S5E:

Introduction: In this story, the defeated king and his family are there.

Body: Once there was a king, who was thrown from his kingdom by his enemies, king and his family escaped with Fearing....As per these Men agreement, they surprised by the results, the one had bigger feet was daughter and smaller feet that was the queen...Betala asked Vikramarka how they relate to each other? but Vikramarka is silent...

Conclusion/the theme of the story: Without thinking donot any thing

In this summary, student 4 used the pattern of summary writing, coloured in light blue. He used the main ideas of the story, coloured in light green, and the supporting ideas, coloured in pink, and he wrote the theme part of the story in the conclusion, coloured in thick green. He practiced before doing the task and used the sentences from the text in writing the summary. He tried to use the strategies in summary writing. The student improved from first to fifth summary writing in English.

Std5: writing summary of S5E:

Introduction: In this story a defeated king is there.

Body: King left his kingdom to stay somewhere because of the fear of enemies. In between the king was caught by enemies and killed. The queen and the princess went through a forest and they met with two brahmins as father and son.....Betala ask Vikramrka bout the relationship of them, but Vikramarka do not know answer to that...

Conclusion/the theme of the story: thinking is more important.

In this summary, student 5 used the pattern of summary writing, which was coloured light blue. He used the main ideas of the story, coloured in light green, the supporting ideas, which were coloured in pink, and he wrote the theme of the story in the conclusion, which was coloured in thick green. He practiced before doing the task and used the sentences from the text in writing a summary. He improved from first to fifth in summary writing in English. He got to know the usage of strategies in writing skills.

Std6: writing summary of S5E:

Introduction: This story is about a king, defeated in enemies hands.

Body:-The king thrown by his kingdom, with the fear of enemies, and for his life, the king escaped with his queen and princess, on their way while going through a forest.Walked they The king went to search for food and he was killed by enemies. As the father and son saw two pairs of footprints in that forest and they thought that the bigger one was older than the other woman, so they decided to marry according to footprints size...Betala asked Vikramarka, how they relate to each other? but Vikramarka did not answer him...

Conclusionthe theme of the story: do not things with eagerness.

In this summary, student 6 used the pattern of summary writing, which was coloured light blue. She used the main ideas, which were coloured in light green, the supporting ideas, coloured in pink, and she wrote the theme of the story, which was coloured in thick green. She practiced before doing the task and used the sentences from the text in writing a summary. She tried to follow the strategies of summary writing. The student improved from the first to fifth summary writing tasks in English.

Std7: writing summary of S5E:

Introduction: in this story, a king and his family troubles are there.

Body: there was a king who was thrown from his throne by his enemies, to stay somewhere the king escaped with his queen and Princess. On their way, the enemies killed the king and sent dead body to the kingdom. The queen and princess went through a forest and at the same time one father and son gone through it.....betala asked Vikramarka, about the relationship of them. Vikramarka is silent.

Conclusion: - betala told that vikramarka about the sage, who is not a sage, he is a vampire.

In this summary, student 7 used the pattern of summary writing, which was coloured light blue. He used the main ideas, which were coloured in light green, the supporting ideas, coloured in pink, and he wrote the last part of the story in the conclusion, which was coloured in light sky blue. He practiced before doing the task, using the sentences from the text in writing the summary. He tried to use the strategies in summary writing and improved from the first to fifth summary writing.

Std8: writing summary of S5E:

Introduction: In this story the king and his enemies are there.

Body-The king was thrown from his kingdom and fearing for his life the king escaped with his queen and Princess on their way they while walked through a forest, the king went to search for food. And killed by enemies. As the father and son saw two pairs of foot points in front of them, the son said without a doubt. I can say that these footprints I feel one of them are bigger than the other.....betala asked Vikramarka, how the children of these relate to each other?Vikramarka doesn't have an answer.

Conclusion/the theme of the story: Do not take decisions without know truth. .

In this summary, student 8 used the pattern of summary writing, which was coloured in light blue. She used the main ideas of the story, which were coloured in light green, the supporting ideas, which were coloured in pink, and the student wrote the story's theme, colored in thick green. She practiced before doing the task and used their own words in writing a summary. She improved from the first to the fifth summary writing.

Std9: writing summary of S5E:

Introduction: This story is about the king who was overthrown.

Body: The king escaped with his family and went to search for food and was killed by enemies in between. At the same time a father and son were travelling through that forest.....betala asked Vikramarka, how they relate? but Vikramarka did not answer.

Conclusion: The sage is not an ordinary man he was gained every knowledge what is availed in the world hence, when you sacrifice him to Betala in silence soon he reached the place where the sage was Performing his ritual.

In this summary, student 9 used their own words and used the pattern of summary writing, coloured in light blue. She used the main ideas of the story, which were coloured light green, the supporting ideas, which were colored pink, and the student wrote the last part of the story in conclusion, which was colored in light sky blue. She practiced before doing the task and used their own words in writing a summary. She tried to follow the strategies of summary writing. She improved from the first to the fifth summary writing.

Std10: writing summary of S5E:

Introduction: In this story a king, his queen and the princess are there.

Body: The king was overthrown from his throne by their enemies, fearing for his life; the king escaped with his family and told his wife and daughter to stay in. While he went to search for food I unfortunately the king was caught by the enemy's soldiers who killed him. They took his dead body back to the kingdom meanwhile. At the time a father and son were traveling through that forest.....Betala asked Vikramarka, o king! how can relate the children of these to each other?Vikramarka doesn't have an answer to betala's question.

Conclusion/the theme of the story: Do not take decisions with eagerness.

In this summary, student 10 used their own words and the pattern of summary writing, coloured in light blue. He used the main ideas of the story, colored in light green, and the supporting ideas, colored in pink. He wrote the theme of the story in the conclusion part, colored in thick green. He took a few sentences from the text and organized those for summary writing. He tried to increase the strategies' usage from the first to the fifth summary writing in English.

6.8 Results of pre-intervention and post-intervention questionnaire

The questionnaire (Oxford, 1990) of this study was the same as the pre and post-intervention questionnaire with a five-point Likert scale. For the preparation of the questionnaire, the researcher adopted three types of strategies from Oxford's SILL (1990), those were cognitive strategies, metacognitive strategies and social strategies. The analysis of the pre and post-

intervention questionnaires was done in a quantitative method by comparing the pre and post-intervention questionnaires according to the strategies in reading and writing skills in English and Telugu.

6.8.1.1 T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreRedCSMean	2.414529914529 915	26	.22345810181521 0	.04382373929331 4
	PostRedCS_Mean	3.692307692307 692	26	.22290493419081 1	.04371525419673 3
Pair 2	PreRedMCSMean	2.34615	26	.170689	.033475
	PostRedMCS_Mean	3.67788	26	.255375	.050083
Pair 3	PreRedSSMean	2.442	26	.4081	.0800
	PostRedSS_Mean	3.904	26	.3747	.0735
Pair 4	PreWrtCS_Mean	2.369	26	.1543	.0303
	PostWrtCS_Mean	3.723	26	.2006	.0393
Pair 5	PreWrtMCS_Mean	2.46154	26	.179476	.035198
	PostWrtMCS_Mean	3.876068376068 377	26	.24810774855048 0	.04865793274355 7
Pair 6	PreWrtSS_Mean	2.481	26	.4118	.0808
	PostWrtSS_Mean	3.961538461538 462	26	.27206082778873 9	.05335551806842 3

The paired samples of pre and post reading skills:

Pair Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair1	PreRead	2.4010	26	.15279	.02996
	PostRead	3.7580	26	.19637	.03851

In the above table, the mean of the reading skill between the pre-intervention questionnaire was 2.4010, and the post-intervention questionnaire 3.7580, which means the results showed there is an impact in the reading skill through the intervention. The standard deviation of the pre-intervention questionnaire was 0.15279 and the post-intervention questionnaire was 0.19637. The difference between the reading skill of the pre and post- intervention questionnaire was 0.04358. Through the results of these reading skills, the researcher found there is a significant impact of the intervention on reading skills.

6.8.1.2 Paired Sample T-test of the reading skill in the pre and post-intervention questionnaire:

Table 92: T-test for pre and post-intervention reading skill

Paired Samples Test									
		Paired Differences			95% confidence intr of the diff		t	dt	Sig (2-tailed)
		Mean	Std	Std error mean	Lower	Upper			
Pair 1	PreRead PostRead	1.35702	0.27002	.5295	1.46608	1.24795	12.626	14	.000

The significance of the T-test was 0.000, which means the significance of the probability (P) was less than .001. The standard value P was less than .005 means there was no significance, if the P value was greater than .005 means there was a significance between the two means of the date. In this study, the P value was less than .001 which means there was an impact through the intervention on reading skills in English.

6.8.2.1

Paired Sample Test of the writing skill in the pre and post-intervention questionnaire:

		Pair Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Prewriting	2.8876	26	.11984	.02356
	Post writing	3.1162	26	.15236	.03134

In the above table, the mean of the writing skill between the pre-intervention questionnaire was 2.0876, and the post-intervention questionnaire was 3.2643, which means the results showed there is an impact on the writing skill through the intervention. The standard deviation of the pre-intervention questionnaire was 0.11984, and the post-intervention questionnaire was 0.15236. The difference between the writing skill of the pre and post-intervention questionnaire was 0.03296. Through the results of these writing skills, the researcher found there is a significant impact of the intervention writing skills in English.

6.8.2.2 Paired Sample T-test of the writing skill in the pre and post-intervention questionnaire:

Table 93: T-test for pre and post-intervention writing skill

Paired Samples Test									
		Paired Differences			95% confidence intr of the diff		t	dt	Sig (2-tailed)
		Mean	Std	Std error mean	Lower	Upper			
Pair 1	Prewrit Postwr it	1.1048 5	.23576	.3268	1.0126 7	1.3578 3	10.26	08	.000

The significance of the T-test was 0.000, which means the significance of the probability (P) was less than .001. The standard value P was less than .005 means there was no significance, if the P value was greater than .005 means there was a significance between the two means of the date. In this study, the P value was less than .001 which means there was an impact through the intervention on writing skills in English.

Chapter 7

7. Findings and discussions:

The findings of reading comprehension, summary writing and questionnaire of the pre and post-intervention were presented in this section along with the discussions of the study.

7.1 Findings of the reading comprehension (RC) tasks analysis in both Telugu and English:

7.1.1 The comparison between the results of skimming questions in S1T & S5T and S1E & S5E:

In the analysis of skimming questions of each story, the students performed better in Telugu than in English. In Q1 of S1T, the students gave 90% direct answers, and 10% answered in the text. In Q5 of S1T, the students gave 30% direct answers, 40% answered in the text itself, answered wrongly 10%, and the blank space for this question 20%. In Q1 of S5T, the students gave 100% direct answers. In Q3 of S5T, the students gave 80% direct answers, and 20% answered in the text. And in Q5 of S5T, the students gave 70% direct answers, and 30% answered in the text.

In Q1 of S1E, the students gave 10% direct answers, 30% answered in the text itself, and 60% wrong answers were given by the students. In Q5 of S1E, 30% of students answered in the text, and 80% gave wrong answers. In the Q1 of S5E, 60% answered directly, and 40% in the text. In the Q3 of S5E, the students gave 50% direct answers and 50% answered in the text. In the Q5 of S5E, 100% of students answered directly.

7.1.2 The comparison between the results of scanning questions in S1T & S5T and S1E & S5E:

In the analysis of scanning questions of each story, the students performed better in English than in Telugu. In Q2 of S1T, the students gave 90% direct answers, and 10% answered in the text. In Q3 of S1T, the students gave 50% direct answers, 20% answered in the text, 10% wrong answers and 20% blank space. And in Q4 of S1T, the students gave 60% direct answers, 30% incorrectly answered, and the blank space for this question was 10%. In Q2 of S5T, the students gave 100% direct answers. In Q4 of S5T, the students gave 70% direct answers, and 30% answered in the text.

In Q2 in S1E, the students gave 50% direct answers, 30% answered wrongly, and 20% gave blank space. In Q3 of S1E, 50% answered directly, 40% answered in the text itself, and 10% answered wrongly by the students. In Q4 of S1E, 20% of students answered directly, 20 % in the text itself, the students 40% answered wrongly, and 20% left a blank space. In Q2 of S5E, 60% answered directly, and 40% in the text. In Q4 of S5E, the students gave 50% direct answers, 40% answered in the text, and 10% answered wrongly.

Table 94:Results of Skimming questions of S1E and S5E:

S1E	Q1(%)	Q5(%)	S5E	Q1(%)	Q3(%)	Q5(%)
Type1	10	-	Type1	60	50	100
Type2	30	20	Type2	40	50	-
Type3	60	80	Type3	-	-	-
Type4	-	-	Type4	-	-	-

Table 95: Scanning questions results of S1E and S5E:

S1E	Q1(%)	Q5(%)	S5E	Q1(%)	Q3(%)	Q5(%)
Type1	10	-	Type1	60	50	100
Type2	30	20	Type2	40	50	-
Type3	60	80	Type3	-	-	-
Type4	-	-	Type4	-	-	-

The students showed improvement in their usage from the first reading comprehension to the fifth reading comprehension. The students learned how the usage and transfer of strategies benefit the process of increasing knowledge in reading comprehension from their dominant language to English. When we compare each set with the fifth set of stories, we can recognise the difference between the usage and transfer of the strategies from their dominant language to English. In Telugu reading comprehension, the students gave all direct answers to a few questions in S5T, and the students improved in reading comprehension of English also, they gave more than half of the answers were direct answers, remaining answers were answered in the text itself, and the students did not many mistakes in S5E, due to the students gained the knowledge relates to transferring strategies from their dominant language to English. When the researcher compared the results between S1T & S5T and S1E & S5E, the researcher found a significant difference between the results of these two sets. In the first set of tasks, the students did not use many strategies in Telugu reading comprehension, and they did not use the strategies in English clearly, but after the explanation by the researcher about the usage of the strategies in Telugu and the possibility of transferring strategies from Telugu to English, the students used the strategies in Telugu reading comprehension, and the students transferred the strategies in English reading comprehension.

7.2 Findings of the summary writing analysis in both Telugu and English:

7.2.1 The comparison between the first set of stories to the fifth set of stories according to the strategies used by the students.

The findings of the S1T summary writing task with the help of strategies used in this task:

The students used the strategies in Telugu summary writing without knowing them. These were the strategies in Telugu, and the strategies used by six students commonly in S1T summary writing were the main ideas and the supporting ideas, and seven students used their own words in writing summary tasks. Six students summarized the story in the pattern, the introduction, the body, and the conclusion. Four students underlined the text in the text and did not practice the task before doing it. Five students gave numbers to the sentences in the sequence and did not take note-taking. Three students arranged the text in sequences. Nine did not practice before the task, and all the students used their own words in summary writing.

The findings of the S5T summary writing task with the help of strategies used in this task:

In the S5T summary writing, seven did take note-taking of the text before doing the task and used their own words in the writing summary. The strategies, the main ideas, and the supporting ideas used by eight students commonly in S1T summary writing were, and six students used their own words in writing summary tasks. Six students summarized the story in the pattern, the introduction, the body, and the conclusion. Five students underlined the text in the text itself and did not practice the task before doing it. Four students gave numbers to the sentences in the sequence and did not take note-taking. Three students arranged the text in sequences. Eight students did not practice before the task, and nine used their own words in summary writing. All ten students used the strategies in summary writing in S5T compared with S1T summary writing.

7.2.2 The findings of the S1E summary writing task with the help of strategies used in this task:

Table 96: The findings and comparison of results of S1E and S5E

Strategy	S1E	S5E
Using the main ideas	2	9
Using the supporting ideas	2	9
Arranging/organising the information before doing the task	0	7
Practising the task before doing it	0	7
The pattern of summarisation	0	10
Using their own words/paraphrasing	2	8
The theme of the story	0	8

Discussing with others to clarify doubts	0	6
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In the S1E summary, ten students did not follow any strategies, like the main and supporting ideas, note-taking information, organizing information, practicing tasks before doing it, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). Two students tried to use the main ideas, two students tried to use the supporting ideas, and two students used their own words in summary writing. Four students copy pasted the sentences from the text. Three students had written the summary points-wise. Three students used capital letters in between sentences in summary writing. Five students completed the summary in a short paragraph and used capital letters in a single sentence. Four students took a few words from the text and had written a summary of the text, and completed it in a short paragraph. Three students took a few words from the text and tried to write a summary in a false sense of the content. One student did not try to use any strategies in English summary writing except by using their own words in a single sentence. Six students used capital letters in between a single sentence. Two students used their own words, but there was no sense of the content. Four students wrote a few sentences from the text randomly.

The findings of S5E summary writing task with the help of strategies used in this task:

In S5E summary writing, nine students used the main and the supporting ideas in the summary writing of S5E. All ten students summarized the story with the pattern, the introduction, the body, and the theme of the story. Seven students organized the text before doing the tasks, six students underlined the sentences with the sequence of the story. Seven students practised before doing the task and eight students used their own words in the writing summary. Six students took a few sentences from the text and organized those for summary writing. Eight students wrote the theme of the story in the conclusion part, coloured in thick green. Six students discussed with others to clarify their doubts. All ten students tried to use the strategies in S5E summary writing when compared with S1E summary writing, after the explanation by the researcher about the strategy used in the dominant language and the possibility of transferring the strategies from the dominant language to English. All the students tried to transfer the strategies from the dominant language to English due to the knowledge gained from the researcher and through the practice of writing the summaries of four sets of parallel stories in both Telugu and English after the first set of stories in Telugu and English summary writing tasks.

This indicates that there was an improvement in the skills of summary writing from S1E to S5E.

7.3 Findings of the pre- and post-intervention questionnaire:

The findings of the analysis of the pre- and post-intervention questionnaire were 1. there was an impact on reading and writing skills in English after the intervention. The researcher found there was a difference between the means and the standard deviations of the pre- and post-

intervention questionnaire. In the above table, the mean of the writing skill between the pre-intervention questionnaire was 2.0876, and the post-intervention questionnaire was 3.2643, which means the results showed there is an impact on the writing skill through the intervention. The standard deviation of the pre-intervention questionnaire was 0.11984 and the post-intervention questionnaire was 0.15236. The difference between the writing skill of the pre and post-intervention questionnaire was 0.03296. 2. The P value was less than .001 means there was no significance between the two sets of data, though the reading and writing skills had an impact of intervention after the actual intervention. The researcher explained everything about the usage of the strategies in the sample's dominant language and the importance and possibility of transferring skills from their dominant language to English. By triangulating all the data, whatever the researcher had collected through the questionnaire, the semi-structured interviews of the students, and the researcher's diary, the researcher concluded that there was an impact through the intervention on reading and writing skills in English, there were a few changes in usage of the strategies in reading and writing skills in Telugu as well.

7.4 Discussions:

As an exploratory study, the four research questions the study set out to answer were as follows:

5. Are there any problems with reading (skimming and scanning) and writing (summary writing) in English?
6. What strategies are used in reading (skimming and scanning) and writing(summary writing) in the dominant language Telugu?
7. Are reading (skimming and scanning) and writing strategies used in English the same as in the dominant language Telugu?
8. Is there any impact of strategies in English language skills by using skill transfer from the dominant language Telugu to English?

It is necessary to find out from the research findings whether the research questions are validated or not. The following sections deal with the objectives and their validity.

The first research question of this study was, "Are there any problems with reading and writing in English?" To answer this research question, the researcher gave all the evidence from the semi-structured interview, the pre-intervention questionnaire and the researcher's diary. The students completed their secondary school education or their intermediate education in their dominant language, and they joined the English medium for their undergraduate-level education. They have enough abilities in reading and writing skills in their dominant language. Still, they don't know about the usage of strategies, and they think they don't have prior knowledge of English, so they think they were unable to learn the English language. In the semi-structured interview, the students mentioned that they have many problems in English while reading and writing. Most of the student's parents don't help them with clarification of their doubts due to a lack of academic knowledge. Most of the students said they were the first child of their parents, and they don't seek help from their parents due to their busy agricultural work. Most students said they were agitated about communicating with other students who were proficient in English due to their inferior complex. They said they don't try to speak or write in English, at least due to underestimation. They did not explain any doubts about their

siblings too. They thought that they were unable to learn English because they studied in their dominant language. They said they did not understand their English textbook, they did not ask questions of the teacher in front of everyone/personally too. From the researcher's diary, the students asked the researcher to write the tasks in Telugu, and they didn't ask any questions to the researcher during the first stage of the tasks. They did not discuss amongst themselves before doing the task; also, they sat separately from the other students, who spoke English better than them. They did not like to read the text in front of the whole class. They did not write in English, anything or simple sentences either. In the starting stage of tasks, seven of them had taken so much time to complete a task. Three of them completed the task without any sense within a short time period. For all these reasons, the researcher found that the students have many problems while reading and writing in English.

The second research question of the study was "What are the strategies used in reading and writing in Telugu?" to show this is validated in this study, the students performed well in their pre-intervention questionnaire in Telugu. They attempted most questions, those were the strategies in Telugu, but they did not know those were the strategies in Telugu due to their background knowledge, they completed the questionnaire without thinking about the strategies or knowledge of their dominant language. Most students mentioned that they would complete any type of task without any second thought. They said they had sufficient knowledge of Telugu and felt happy that they were proficient in their dominant language. The students said they freely communicate with others in Telugu. From the researcher's diary, the students confidently completed their tasks in Telugu. They practiced the task before it, and they completed the tasks very neatly without any striking-off sentences. Most students were asked to complete more tasks in Telugu in one class. They discussed themselves to solve their doubts in Telugu, they did not expect the teacher to clarify their doubts in Telugu. Most of the students tried to follow the strategies in their reading comprehension tasks and summary writing tasks. They read the text very clearly, and with that understanding, they performed well in the tasks. if they did not understand anything in the text, they read the text again and again until they understood that. They said they practiced the words, which were difficult for them in reading and writing also. Most of the students used exact and meaningful words in sentence formation. In the first story tasks in Telugu, most of the students performed well without any prior instructions to them. They completed reading comprehension and summary writing tasks well in their dominant language. A few of them followed the pattern of summary writing in Telugu, and a few of them were completed in one paragraph. They didn't know about the strategies in Telugu, but they used their dominant language knowledge without any tension in reading and writing tasks in Telugu. A few followed the instructions for writing in Telugu due to a good understanding of reading only possible in writing tasks. By observing and analysing all the data, the researcher found that the students used the strategies of reading and writing skills in Telugu. In the analysis of scanning questions of each story, the students performed better in Telugu than in English. In the analysis of skimming questions of each story, the students performed better in Telugu than in English. In Q2 of S1T, the students gave 90% direct answers, and 10% answered in the text. In Q3 of S1T, the students gave 50% direct answers, 20% answered in the text, 10% wrong answers and 20% blank space. And in Q4 of S1T, the students gave 60% direct answers, 30% incorrectly answered, and the blank space for this question was 10%. In summary writing tasks of the first story in Telugu, the students used the

strategies in Telugu summary writing without knowing them. The students said, “Mam, we don’t know this word strategies”, “we know how to write a summary in Telugu”, “we don’t know how to read and write in English, we don’t have sufficient knowledge in English, we studied in Telugu, suddenly we joined the English medium”. The researcher translated those statements into Telugu, the students said those in Telugu. These were the strategies in Telugu, and the strategies used by the students commonly in S1T summary writing were the main ideas and the supporting ideas. The students used their own words in writing summary tasks. Six students summarised the story in the pattern, the introduction, the body, and the conclusion. Five students underlined the text in the text itself and did not practice the task before doing it. Four students gave numbers to the sentences in the sequence and did not take note-taking. Three students arranged the text in sequences. Eight students did not practice before the task, and nine used their own words in summary writing. Through all these activities, the students used the strategies in their dominant language.

The third research question of the study was “are reading and writing strategies used in English the same as that in Telugu?” To validate this question, the researcher provided all the data, which was collected through the pre-intervention question, the students' tasks responses, and the semi-structured interviews. The students mentioned they didn’t use any strategy in English while reading and writing in the pre-intervention questionnaire. The researcher found a significant difference in the pre and post-intervention questionnaire analysis using SPSS software. To validate this research question, the researcher provided the results of the first story tasks in reading and writing skills in English.

1. In the skimming Q1 of S1E, the students gave 10% direct answers, 30% answered in the text itself, and 60% wrong answers were given by the students. In Q5 of S1E, 30% of students answered in the text, and 80% gave wrong answers. In the scanning Q2 in S1E, the students gave 50% direct answers, 30% answered wrongly, and 20% gave blank space. In Q3 of S1E, 50% answered directly, 40% answered in the text itself, and 10% answered wrongly by the students. In Q4 of S1E, 20% of students answered directly, 20 % in the text itself, the students 40% answered wrongly, and 20% left a blank space. Through these results, the researcher found that the students did not use any strategy in English reading skills while doing reading comprehension tasks.

2. In the S1E summary, ten students did not follow any strategies, like the main and supporting ideas, note-taking information, organizing information, practicing tasks before doing it, using their own words, and summarizing the text (the theme of the story and the accuracy of the story). Four students copy pasted the sentences from the text. Three students had written the summary points-wise. Three students used capital letters in between sentences in summary writing. Five students completed the summary in a short paragraph and used capital letters in a single sentence. Two students used their own words. Four students took a few words from the text and had written a summary of the text, and completed it in a short paragraph. Three students took a few words from the text and tried to write a summary in a false sense of the content. One student did not try to use any strategies in English summary writing except by using their own words in a single sentence. Two students used the main ideas of the text to complete the summary. Six students used capital letters in between a single sentence. Two students used their own words, but there was no sense of the content. Four students wrote a few sentences from the text randomly. So, they did not know about strategy usage in the English

language. From the semi-structured interview, a few of them said they don't think about what they are going to write in English and don't try to read in front of their friends either. They always tried to communicate with others in their dominant language only. In the beginning, they asked the researcher to complete the task in their dominant language, and they said if they found any difficult words in English, they do not use/practice those again, or they would leave the concept without understanding the text. They said they do not get any help from their parents in learning English due to a lack of knowledge or the busy work of their agricultural profession. Most of the students said they were the first child in their families, and they didn't have anyone to help them learn English. These are the main reasons to prove that they did not use any strategies in English while reading and writing. By triangulating all these data from the pre-intervention questionnaire, the student's responses to the first story tasks, and the semi-structured interviews, the researcher found that the students did not use any strategies used in Telugu while reading and writing.

The fourth research question was, "Is there any impact of strategies in English language skills by using skill transfer from the dominant language?" To answer this question, the researcher provided all the data, which was collected from the analysis of the post-intervention questionnaire, the analysis of the fifth story in English, and the semi-structured interviews of the students. From the analysis of the fifth story tasks in English, In S5E summary writing, nine students used the main and supporting ideas in the summary writing of S5E. All ten students summarised the story with the pattern, the introduction, the body, and the theme of the story. Seven students organised the text before doing the tasks, six students underlined the sentences with the sequence of the story. Seven students practiced before doing the task, and eight students used their own words in the writing summary. Six students took a few sentences from the text and organised those for summary writing. Eight students wrote the theme of the story in the conclusion part, colored in thick green. Six students discussed with others to clarify their doubts. After the explanation of the strategy usage, the importance and the possibility of the transfer of skills from their dominant language to English, the researcher, the students practiced well through the remaining four sets of stories, and they performed well in the fifth story in English by transferring skills from their dominant language to English. From the post-intervention questionnaire, the students transferred their skills from the dominant language to English by using the strategies through the intervention. In the post-intervention questionnaire analysis, the researcher found that the P (probability) value was 0.000, which means the P value was less than 0.005, there was no significant difference between the pre and post-intervention questionnaire, which means the intervention showed a positive impact on the students through the reading (skimming and scanning) skills and writing (summary) skills. If the P value is greater than 0.005, there should be a negative impact through the intervention. So, the students improved their reading and writing skills by transferring strategies from their dominant language to English. From the researcher's diary, the students said they improved a lot in using strategies in their dominant language and tried all the strategies to transfer into English reading and writing skills. They said they were trying to improve their reading and writing skills in English. They said they did overcome the fear of reading and writing skills in English. They said they were trying to clarify their doubts wherever they had in the text with the researcher or the others in the class. They said they tried to use their dominant language knowledge in regular classes to better understand the concept. These are the main reasons to support the

impact of the intervention through strategies in reading and writing skills of English. By using adult stories in the intervention, they gained more interest in improving their English reading and writing skills through reading comprehension (skimming and scanning questions) and writing summary tasks.

7.5 Limitations of the study:

The researcher restricted the study to two skills, reading and writing skills, at the undergraduate level of education and limited it further to only short stories, and five parallel stories in Telugu and English. The researcher focused only on the content of the text and did not include grammar and vocabulary in this study. Summary writing of expository texts is much more difficult than narratives. It was, however, beyond the scope of this thesis to work with those texts as well. The researcher also restricted this study only to undergraduate students who had Telugu as their dominant language. Also, it was not possible, owing to time limitations, to carry out a retrospective discussion with the students to get insights into the strategies they used and how they felt about the whole experiment. If such a retrospection had been possible, we might have been able to find out whether the undergraduate students, mentally, if not physically, wrote the summaries of the English stories in Telugu before attempting to do so in English. Such information would have provided valuable information which would have implications for both teaching and testing of English as a second language in Indian classrooms.

7.6 Implications for the undergraduate classroom:

This study showed that undergraduate students have problems in reading and writing in English. Hence, this can be duplicated in other undergraduate classrooms in Indian universities, where students have transferred from the regional to the English medium at the college level. Even though the students initially felt that they were not able to read and write in English, they were able to do so by the end of the intervention. This intervention was more impactful on the students because the stories used had adult-related themes in both languages. Also, the stories chosen were from Indic literature. The implication of this is that age, and cognitive-appropriate texts must be chosen. Also, instead of stopping with one skill, this study proves that skill integration is a good possibility. Most importantly, without using the dominant language, Telugu, in this context, and the use of parallel stories in both languages, Telugu and English, the students may not have learnt to use the strategies that easily. This implies that in a grassroots multilingual country like India, bilingual resources must be made available. Teachers need to find out what abilities their students have in their dominant languages and be able to use those abilities as assets in the English classroom.

7.7 Scope for further work:

Researchers can attempt to provide listening texts in two languages and ask students to record their responses to enable such transfer in the oral skills. The study using the dominant language to enable skill transfer in reading and writing to English could be carried out across a range of students with varying family and educational backgrounds to check if these variables play a part. The choice of texts could be extended to include expository and descriptive texts, for the

summarisation of such texts is more problematic than the summarisation of narratives. It is also possible to research and find out whether a transfer of strategies is restricted only to the skills or whether it would happen in the areas of grammar and vocabulary.

7.8 Conclusion:

This exploratory study on using the dominant language as an asset to enable skill transfer to English was something that I, as a researcher, wanted to take up for many reasons. The most important one is that I am a Telugu medium student who has struggled with academic requirements in English at college and University. Even today, if I am asked to do some critical thinking and link ideas to come up with an argument of my own, I often go back to doing that in Telugu before I put it down in English. I wonder how confident I would have been if someone had taught me to do this in my undergraduate days.

English is the language not only of social and economic but also of academic mobility and growth. Our country has a proud grassroots multilingual heritage, but despite compulsory primary education, there are many first-generation learners. It is important, therefore, to ensure that the other languages known to any speaker/writer in academic domains are not just respected but be used as an asset to ensure that skills available in those dominant languages be transferred to English. Such an act will go a long way to ensure that all of us, as teachers and researchers, perceive all students as human beings with their own skill sets and abilities which can be drawn upon and not as deficient students always struggling to reach higher levels. Many like me have struggled to come to where I am. As the teachers of future generations. I and all other teachers need to go into the English classroom asking how I can enable my students, what they can do and how I can use those abilities.

The age-old practice of transmitting knowledge through using stories has been acknowledged by a large number of teachers. There has always been a strong belief that stories as an intervention could well be used as an instructional tool for imparting education, enabling higher-order thinking skills and also for language skills development both in reading and writing mode. The objectives of this study were fulfilled by using short stories as an intervention through strategies the students activated their cognitive abilities in strategy use in their dominant language, and they were able to transfer skills (skimming and scanning), reading and (summary writing) writing skills from their dominant language into English reading (skimming and scanning) and writing (summary writing) writing skills. The objectives of this study were fulfilled by using an intervention of the tasks in reading (skimming and scanning) and writing (summary writing) through short stories as a reading prompt for the students. The objectives of this study were fulfilled by using reading and tasks as an intervention through strategies by using the short stories as a reading prompt for the students, and they activated their cognitive abilities in strategy usage in their dominant language. They were able to transfer their dominant language skills into English. From this study, the researcher found that English is not a difficult language and that if we tap into the existing knowledge and skills of the sample, they can achieve a lot in the English language.

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Appendix-A

Summaries of ten stories along with the translation of Telugu stories were presented here.

1st set of summaries of the study:

S1T Summary: పూర్వం ఉజ్జయిని నగరాన్ని విక్రమార్కుడు అనే రాజు చాలా వైభవంగా పరిపాలిస్తుండగా, ఒక మాంత్రికుడు, సన్యాసి రూపం ధరించి వచ్చి, రోజు రాజు గారి దర్శనం చేసుకుని, ఒక పండు ఇచ్చేసి, ఏం అడగకుండా అక్కడ నుండి వెళ్లిపోసాగాడు. ఏదోక రోజు ఆ సన్యాసి తనకేం కావాలో అడిగిన రోజే ఈ పండ్లని తినాలని భావించిన రాజు గారు సన్యాసి, అతను ఇచ్చిన పండ్లను భద్రంగా ఒక దగ్గర పెట్టసాగారు. ఒక రోజు సన్యాసి సమర్పించిన పండు చేయి జారి కింద పడి , అందులో నుండి వజ్రాలు, వైడూర్యలు . గోమేధికాలు మరియు విలువైన రాళ్ళు బయట పడ్డాయి. అది గమనించిన రాజు గారు, తమేవరో నాకు తెలియదు కానీ మీరు రోజు ఇలా పండ్లు ఇస్తుంటే, మీరేదో న నుండి కోరుతున్నారని అర్థం అవుతుంది నేను మీకు ఏ సహాయం చేయగలనో చెప్పండి అనగానే ఆ సన్యాసి, మహారాజా మీరు మాత్రమే చేయగలిగే సాయం అది. అందుకే మీరు ఏదోక రోజు ఆడగాపోతారని ఎదురు చూస్తున్న అంటాడు. నేను ఒక యజ్ఞం చేయాలనుకుంటున్నా డానికి మీరు బేతాలుడి ఆత్మ ని ఒక మహావృక్షం నుండి తీసుకుని రావాలని చెప్తాడు.

తర్వాత రాజు గారిని తనతో పాటు తీసుకెళ్ళి, ఎలా వెళ్ళి బేతాలుడి ఆత్మ ని తీసుకురావలో చెప్తూ, మహారాజా ! మీరు ఆత్మని తీసుకు వస్తున్న సమయం లో అది మిమ్మల్ని మాట్లాడించడానికి ప్రయత్నిస్తుంది, కానీ మీరు మౌనం వీడరాదు. మీరు మౌనం వీడారో, బేతాలుడి ఆత్మ మరలా మహావృషాన్ని ఆశ్రయిస్తుంది అని చెప్తాడు. తర్వాత రాజు మహావృషాన్ని చేసుకుని, బేతాలుడిని తీసుకు వస్తుండగా, బేతాలుడు రాజు తో మాట్లాడించడానికి చూస్తూ, రాజు నీకు అలసట రాకుండా నేను నీకు కథలు చెప్తుంటాను, కథ అయిపోయిన వెంటనే నిన్ను ఒక ప్రశ్న అడుగుతాను, దానికి సమాధానం తెలిసి చెప్పకపోతే మీ తల వెయ్యి వక్కలు అవుతుంది అని చెప్తాడు.

Translation of S1T summary:

Formerly ruled by a king Vikramarka, a king of Ujjain. A vampire dressed in the form of a monk visited the king on a regular basis, gave fruit, and went from there without asking. The fruit submitted by the monk fell down unexpectedly, from which diamonds and precious stones are out. Then the king asked the monk, ``Who are you sage? Why are you giving these fruits to me every day? Then the monk said O king, I started yagna, which is good for the world. I would like to seek your help to complete that yagna. you have to bring the spirit of bethala to yagna place.the king said okay for that. The monk took Vikramarka to the yagna place and said directions to go there and bring the spirit of bethala. Maharaja! In the time you bring the soul it will try to talk to you, but you should not let go of silence. You will go to silence, Betala says that the soul will resort to the great tree again. Then the king reached the great tree and took Betala's dead body on his shoulder. Betala was looking to talk to the king and said I tell you stories without getting tired of the journey. I will ask you a question as soon as the story is exhausted. you have to answer the question. if you know the answer and you don't answer me then your head breaks into a thousand pieces. This is a curse of mine. you have to answer for what you know.

Summary of S1E: Once there lived a king, Vikramaditya. One day a monk came to his court and gave him a fruit and left in silence and the king kept the fruit aside. This continued for a few days until one day a monkey bit one of the fruits and found precious stones in it, same with the rest of the fruits. The next day the king asked the monk what help he could do to the monk. Monk said he is going to perform a ritual, for that he needed a dead body that was hanging from a Banyan tree, in which the spirit of Betala resides, and tries his best to break the king's silence. As the monk said the king went and brought down the dead body on his shoulder and Betala started talking and Vikramarka started walking with the spirit of Betala. Betala said to the king Vikramarka "O King! In this journey, I will tell a story to you. After every story, I will ask one question, if you know the answer, you have to answer it otherwise your head breaks into a thousand pieces." Vikramarka maintained his silence and Betala started telling a story to Vikramarka.

Summaries of second set of stories:

S2T Summary : బేతాలుడి ఆత్మని భుజాన వేసుకుని నడుస్తున్న విక్రమార్కుడితో బేతాలు ఈ కథని చెప్తున్నాడు. పూర్వం నందనవనం అనే ఊరిలో ఒక గొప్ప వర్కుడు ఉండేవాడు. అతను బాగా డబ్బు సంపాదించి, కుబేరంతటి ధనవంతుడు అయ్యాడు. సత్రాలు కట్టించాడు, బావులు తవ్వించాడు, దానధర్మాలు చేశాడు. తన చివరి కాలం లో ధనాన్ని అంతా కరిగించేసి , మరణించాడు. అతనికి నలుగురు కొడుకులు, తండ్రి మరణం తో డబ్బు అంతా పోయిందని , ఊరు విడిచివెళ్ళి పోవాలని, ఏదోకటి సంపాదించుకుని తిరిగి రావాలని నిర్ణయించుకుని తలోక దిక్కుకి వెళ్ళిపోయారు. పెద్ద వాడు ఒక మాంత్రికుడిని కలిశాడు. రెండో వాడు ఒక వైద్యుడిని కలిశాడు. మూడో వాడు ఒక కసాయి ని కలిశాడు. నాలుగో వాడు ఒక ముని ని కలిశాడు. విధ్యాలు నేర్చుకుని తిరిగి ప్రయాణం అయ్యి, అందరూ ఒకే కలుసుకున్నారు. మొదటి వాడు ఒక ఎముకని తీసుకుని దాన్ని అస్త్రపంజరం ల చేశాడు. రెండో వాడు దానికి రక్త మాంసాలు వచ్చేలా చేశాడు. మూడో వాడు దానికి చర్మం సృష్టించాడు. అప్పటికి అది చనిపోయిన సింహం శరీరంలా ఉంది కానీ చివరగా నాల్గవ వాడు, దానికి ప్రాణం పోశాడు. సింహం నిద్ర నుండి లేచినట్టు లేచి ఆ నలుగురు అన్నతమ్ములని చంపి తినేసింది. ఇందులో ఎవరి తప్పు వాళ్ళ ఆ నలుగురు చనిపోయారని బేతాలుడు విక్రమార్కుడిని ప్రశ్న ఆడగా , విక్రమార్కుడు నాల్గవ వాడు ఆలోచించి నిర్ణయం తీసుకోనందుకు, అతని తొందరపాటు వల్లే వాళ్ళందరూ చనిపోయారని చెప్తాడు. రాజు గారి మాన భంగం కావడంతో బేతాడు మళ్ళీ మహావృషాన్ని ఆశ్రయిస్తాడు.

Translation of S2T summary:

Betala tells the story with Vikramarka, who is wearing the spirit of Betala. Previously there was a great trader in Nandanavanam. He made a lot of money and became a rich man. He built the inn, dug wells, and donated. In his last period, the money melted and died. He had four sons. They decided to leave the village and come back with some knowledge or wealth, and return to the direction. The eldest man met with a vampire. The second man met a doctor. The third man met a butcher. The fourth man met a sage. Returning and traveling back, everyone met at the same place. The first man took a bone and made it into a skeleton. The second brother gave blood and flesh. The third man created the skin. By then it was like a dead lion's body but was the last fourth, and he gave life to the dead lion. The lion got up from sleep and killed the four of them. Betala asked Vikramarka, whose fault is it? Vikramarka said the fourth man did not think and decide, because of him all of them died. Vikramarka broke his silence and Betala flew back to the banyan tree again.

Summary of S2E: Once upon a time, four brothers were there. They learnt hymns. They went through a forest and they found a bone. With that bone, the youngest brother made a skeleton by using his powers. The third brother gave flesh, blood, and organs to that skeleton. and the second brother gave hair and nails to that dead body. then it looks like a dead lion's body. Even though the eldest brother tested his powers on the dead lion's body, he gave life to that dead body. Then, the hungry lion immediately sprang on them and killed all of them. Betala asked Vikramarka "O King! Whose fault is it?" Then the king replied to Betala, that it was the fault

of the eldest brother, because of his haste, he gave life to the dead lion's body. Then Betala flew back to the banyan tree again because king Vikramarka had broken his silence.

Summaries of third set of stories

S3T Summary:

పూర్వం స్వర్ణపురి అనే నగరం లో ఒక బ్రాహ్మణుడు ఉండేవాడు. అతనికి ఒక అందమైన కూతురు మదనమంజరి ఉంది. ఆమె యువనం లో ఉంది. ఆమె ని పెళ్లి చేసుకోడానికి ముగ్గురు యువకులు వచ్చారు. ఆ అమ్మాయి తండ్రి, వాళ్ళని తిరిగి మరునాడు రమ్మన్నాడు. వారు మరునాడు వచ్చేసరికి, ఆమె కుటుంబం రోదిస్తూ ఉంది. ఆమె ని ఒక రాక్షసుడు ఎత్తుకెళ్లాడని చెప్పారు. దాంతో వారు ముగ్గురిలో మొదటి వాడు నాకున్న శక్తి తో రాక్షసుడు ఎక్కడున్నాడో తెలుసుకోగలను అన్నాడు, రెండో వాడు నాకున్న శక్తి తో అక్కడికి క్షణాల్లో చేరుకోగలిగే రథాన్ని సృష్టించగలను అంటాడు. మూడో వాడు నాకేం శక్తులు లేవు కానీ నేను రాక్షసుడితో పోరాడగలను అంటాడు. వాళ్ళందరూ రాక్షసుడి స్థావరానికి చేరుకుంటారు. మూడో వాడు తన ధైర్యం తో రాక్షసుడితో పోట్లాడి మదనమంజరి ని కాపాడుతాడు. ఆ ముగ్గురు నేను చేసుకుంటాను నేను చేసుకుంటాను అని కొట్టుకోడం మొదలుపెట్టారు. బేతాలుడు విక్రమార్కు డిని ఒక ప్రశ్న అడుగుతాడు. వీరి ముగ్గురిలో ఆ అమ్మాయి ఎవర్ని చేసుకోడం కరెక్ట్ అంటారు అని. డానికి విక్రమార్కుడు, మూడో వ్యక్తిని చేసుకోడం కరెక్ట్ ఎందుకంటే తన తెలివి తేటలు , తన శక్తి ఉపయోగించి, రాక్షసుడితో పోరాడి ఆమె ని కాపాడాడు కాబట్టి అతన్ని చేసుకోడమే కరెక్ట్ అని చెప్తాడు. దీంతో బేతాలు మరలా మహావృషాన్ని ఆశ్రయిస్తాడు.

Translation of S3T:

Previously there was a Brahmin in the city of Swarnapuram. He has a beautiful daughter Madanamanjari. She is in youth. Three young men came to marry her. The girl's father returned to them the next day. When they arrived the next day, her family was grieving. They said she had taken a monster. So the first one said I can find out where the monster is with my energy, and the second person said that I can create a chariot that can be reached in a matter of seconds. The third man has no powers but I can fight with the monster. All of them reach the monster base. The third man protects Madanamanjari with his courage. Those three started to argue about who is going to marry her. Betala asks a question to Vikramarka. Which of the three, is the girl called the right one? Vikramarka said the third person is the correct person to marry her, because he has fought with the monster, using his power and intelligence. Vikramarka had broken his silence again then Betala flew back to the tree again.

Summary of S3E:

In the town of Swapanapura, there was a brahmin called Nigama Sharma. he had one daughter. She was so beautiful. all the kings came and asked her to marry. But the brahmin said “O Kings! My daughter has three uncles, who have the right to marry her, for the sake of riches I

can't avoid their right. One day all three brothers came to marry her and they started augmenting themselves. The elders of the village said you three take six months' time and come back with the most unique and extraordinary thing, who will get that thing, they have the right to marry her. according to that the three brothers left Swapnapura and reached the next town. They decided they will go in one direction and after six months they have to meet at the same place with three unique things. The eldest brother brought a cane made from a palm tree. The second brother brought a wooden horse. The youngest one brought a mirror. The youngest then looked in his mirror. He said their niece was dead. The Brahmin family carried her dead body to the funeral ground. He said he can see her lying on the funeral pyre. Immediately the second brother told the others to get on the horse. Within moments, all the three brothers were next to the niece's dead body. The eldest brother then took out his cane. He touched the dead body of his niece with the cane thrice. After the third time, the girl got up as if she had just woken up from a deep sleep. The three brothers began quarreling again. The question that Betala asked Vikramarka was "whom should the girl marry, o king?" Vikramarka replied, "As per the task, all three of them performed it equally. Each of them brought a unique and extraordinary thing. But according to tradition, if the girl has to marry an uncle, then rightfully, the eldest brother that brought her back to life. Hence, the eldest brother has the right to marry her. This is the law of our shastras." Vikramarka satisfied Betala's question but had broken his silence. Betala flew back to the tree.

Summaries of fourth set of stories:

S4T summary:

విక్రమార్కుడు మళ్ళీ బేతాలుడిని తన భుజం మీద వేసుకుని నడుస్తుండగా బేతాలుడు మారాలు ఒక కథ చెప్పడం ప్రారంభించాడు. పూర్వం త్రిముఖ ద్వీపాన్ని చంద్రపాలుడనే రాజు పరిపాలిస్తుండేవాడు. అతనికి ముగ్గురు భార్యలు. చంద్రప్రభ, రత్నప్రభ, స్వర్ణప్రభ. వీరిలో అతి సుకుమారి ఎవరని తెలుసుకోవాలనుకున్నాడు కానీ ఎలానో అర్థం కాలేదు. ఒక రోజు తన మొదటి భార్య అయిన చంద్రప్రభ, తాను వెన్నెలలో విహరిస్తుండగా, చంద్రకిరణాల తాకిడి కి చంద్రప్రభ చర్మం కందిపోతుంది. దాంతో ఆవిడే అతి సుకుమారీ అనుకుంటాడు. మరునాడు అతని రెండో భార్య, తాను తోటలో తిరుగుతుండగా, ఒక పువ్వు ఆమె నుదుటిని తాకి అక్కడ గాయమవుతుంది. దీంతో ఆవిడే అతి సుకుమారీ అనుకుంటాడు. మరొకసారి, మూడో భార్య స్వర్ణప్రభ సూహ కోల్పోతుంది. కారణం ఎక్కడో ఉన్న ఒక చిన్న పిల్లాడి ఏడుపుని ఆమె తట్టుకోలేక సూహ కోల్పోతుంది. బేతాలుడు విక్రమార్కు డిని వీరిలో ఎవరు అతి సుకుమారీ అని అడగగా, విక్రమార్కు డు మూడ భార్య స్వర్ణ ప్రభ అని చెప్తాడు. శారీరకంగా కాకుండా మానసికం గా కూడా ఆవిడే సుకుమారీ అని చెప్పడం బేతాలుడు మళ్ళీ మహావృషాన్ని ఆశ్రయిస్తాడు.

Translation of S4T summary:

Vikramarka was once again walking while keeping Betala on his shoulder and Betala started telling a story. Formerly the king ruled Trimukha Island. He had three wives. Chandraprabha,

Ratnaprabha, Swarnaprabha. He wanted to know who was the most sensitive among them but did not understand how. One day, he and Chandraprabha, who is his first wife, were relaxing in the moonlight, the rays of the moon fell on her cheeks, then turned red. He thinks that she is the most sensitive person. The next day, he and his second wife were in the garden. A flower touched her forehead and hurt there, he thinks that she is the most sensitive person. Once again, the third wife Swarnaprabha loses consciousness. The reason is that a small child crying somewhere is unable to cope with her. Betala asked Vikramarka, “Who is the most sensitive among them? Vikramarka said the third wife is the most sensitive person not only physically but also mentally. Again Vikramarka broke his silence then Betala flew back to the tree.

Summary of S4E:

Betala tells this story to Vikramarka. Once there was a king, Meenaketa, who ruled the Madanapura kingdom. He had three wives. He loved all of them equally. He told his minister that one day, he and his first wife Sowdaryavati were walking in a garden. At that time a flower fell on her hand, and suddenly her hand became red like a wound. Another day, the king and his second wife Shubhangi were relaxing in the moonlight. The rays of the moon fell on them and his wife fell down unconsciously. The next time, the third wife Vilasavati lost consciousness because of a child’s cry. her ears were swollen due to hearing that child’s cry. Betala asked Vikramarka “O King! Who is the most delicate queen?” among these three. Vikramarka replied the third wife was the most delicate queen among those three queens. because the third wife didn’t even bear a child’s cry. She was not only physically sensitive but mentally also. Betala flew back to the banyan tree due to Vikramarka breaking his silence.

Summaries of fifth set of stories:

S5T summary :

హేమంత రాజ్యాన్ని రుద్రనాగూడనే ఒక రాజు సలక్షణంగా పరిపాలిస్తున్నాడు. అతని రాజ్యం లో కల రచనగరులో మనీభద్రుడు అనే ఒక గొప్ప వర్తకుడు ఉండేవాడు. అతనికి ఒక అందమైన కూతురు ఉంది కానీ ఆమెకి అసలు పెళ్లి కావడం లేదు. దాంతో దిగులు పడుతున్న మణిభద్రుడి ఇంటికి ఒక సన్యాసి వస్తాడు. అతనికి అతిథ్యం ఇచ్చి తన కూతురు పెళ్లి విషయం గురించి చెప్తాడు. అప్పుడు ఆ సన్యాసి ఉండి , నువ్వు, నీ కుటుంబం తో కలిసి కాశీ యాత్రకి వెళ్ళండి అని చెప్తాడు. సరే అని మనీభద్రుడు వ్యాపారాన్ని నమ్మకాస్తులకు అప్పజెప్పి, తాను కూడబెట్టిన ధనాన్ని రాజైన రుద్రనాగూడికి ఇచ్చి, ఒక సంవత్సర కాలంలో మాలో ఎవరైనా వచ్చి, అడిగితే ఈ ధనం ఇవ్వండి లేదంటే ప్రజాలకొరకు ఉపయోగించుండాని చెప్పి వెళతాడు. మార్గమధ్యలో దొంగల మూటని గమనించిన మనీభద్రుడు, భార్య, బిడ్డని చెట్ల చాటుకు వెళ్లమంటాడు. దొంగలు తన దగ్గర ఏమి లేదని గమనించి తన తల నరిగేసి వెళతారు. అది చూసి భయపడిన తల్లి, కూతుర్లు భయంతో తిరుగు ప్రయాణానికి సిద్ధమై అడవిలో తప్పిపోతారు. అలా ఒక నది తీరానికి చేరుకుంటారు. ఆ నది ఒడ్డున ఒక గ్రామం ఉంది, అక్కడ ఒక బ్రాహ్మణ కుటుంబం ఉంది. భార్య లేని తండ్రి, బ్రహ్మచారి అయిన కొడుకు ఉన్నారు. వారు సంధ్య వందనం కోసం ఆ నది ఒడ్డుకు వస్తుండగా వారికి పాద ముద్రలు కనిపిస్తాయి. అవి

ఆడ వారివాని గమనించి,చిన్న గా ఉన్న పాదాలు కల ఆమె ని నేను పెళ్లి చేసుకుంటాను అని కొడుకు అనగా తండ్రి తదస్తూ అన్నారు. తర్వాత తండ్రి పెద్ద పాదాలు కల ఆమె ని నేను చేసుకుంటాని అంటాడు. కొడుకు తదస్తూ అంటాడు. అలా ఇద్దరు ఆ తల్లి కూతుర్లని కలుస్తారు. వారి పాదాలు చూసి ఆశ్చర్యపోతారు. చిన్న పాదాలు కలిగింది తల్లి. పెద్ద పాదాలు కలిగింది కూతురు. తండ్రి కొడుకులు అనుకునట్టుగానే వారిని పెళ్లి చేసుకుంటారు.మనీభద్రుడు దాచిన ధనం ని తెప్పించుకుని సుఖం గా ఉన్నారు. కొద్దిరోజులకి వారికి పిల్లలు పుట్టారు. బేతాలుడు విక్రమార్కుడిని, రాజా ఇప్పుడు పుట్టిన పిల్లలు ఏ వారుసలతో పిలుచుకుంటారు అని. దానికి విక్రమార్కుడు ఏ సమాధానం చెప్పలేదు. దాంతో బేతాలుడు విక్రమార్కుడితో పాటు వెళ్లిపోయాడు.

Translation of S5T summary:

Rudranaguda ruled the kingdom of Hemanta as a king. In his kingdom, there was a great trader named Manibhadra. He has a beautiful daughter but she's not getting married. A monk comes to the house of Manibhadra, who is worried. Manibhadra tells him about the wedding of his daughter. Then the monk stays and says that you and your family go on Kashi Yatra. He said okay for that, handed over the business to believe in the business, and gave the money he had accumulated to Rudranaga, told the king that within a year if any one of us come to take this money back, otherwise you can use it for the public. Manibhadra, who has noticed the robbery in the middle of the way, reveals his wife and child to the trees. The thieves will notice that he does not have anything to do robbery and they cut his head. The mother and daughters who are afraid of seeing it decided to come back home but they missed in the forest. so they reached a river shore. There is a village on the banks of the river, where there is a Brahmin family. There is a father who has no wife and a bachelor son. They appear to be on the banks of the river for the Sandhya salute. The father and son noticed the footprints of two women. one is a bigger one, the other one is a smaller one, the son said "I will marry the smaller foot one" and the father said, "I will marry the bigger foot one". So the two meet the mother's daughters. They are surprised to see their feet. The mother had little feet. The daughter had big feet. Father's sons are married to them as they think. They had children for a few days. Betala asked Vikramarka "Raja! Now the children of those, how can they relate to each other? Vikramarka did not answer. Betala was accompanied by Vikramarka.

Summary of S5E:

Once there was a king who was overthrown from his throne by enemies. Fearing for his life, the king escaped with his queen and princess. On their way, they reached a lonely forest. The king told his wife and daughter to stay in a place while he went to search for food. Unfortunately, the king was caught by the enemy's soldiers who killed him. They took his dead body back to the kingdom. Meanwhile, the queen and princess waited for the king to come back. At this time, a father and son were traveling through that forest. Both of them were on a pilgrimage on foot to Varanasi. As the father and son walked, they saw two pairs of footprints in front of them. The son said, he can say that these footprints have been made by two women. The father agreed. He said yes, he thinks so too. He feels one of them is an older woman and the other a young girl. The son said yes, one pair of footprints is bigger than the other. So, the

bigger footprints must have been made by the older woman. The younger woman, who must have small feet, must have made these small footprints. The father agreed and said he will marry the older woman who has the bigger feet. Immediately, the son said he will marry the young girl with the smaller feet. The father then said let us walk fast and try to search for them. Accordingly, as they walked further. They came to the place where the queen and the princess stood. When the women realized that these men were not enemies, they relaxed. As per the agreement, the men agreed to marry the women. But to their surprise, the queen was the one with smaller feet while the princess had bigger feet. The father and son were confused. But the father had agreed to marry the woman with bigger feet; and the son the woman with smaller feet. Hence, the father married the princess and the son married the queen. After a few years, the father and the son had children. Betala asked Vikramarka "O King, how will the children be related to each other? By what name will they call each other?" Vikramarka was struck by this strange story and stranger question. He thought for a long time. He did not appreciate the twisted nature of the story. Whether he felt it was morally wrong or whether he did not know the exact answer, Vikramarka remained silent. Betala observed Vikramarka's silence. He laughed and said, "Finally, you have no answer to give me. Or have you decided to be silent and defeat my purpose? Let me tell you, O Vikramarka. I have many great men and brave kings. But no one is as brave, intelligent and wise as you are. You have patiently answered all the questions I have asked you. Seen each time, you came back to take the dead body. I appreciate your determination and patience. Hence, I would like to do you a favor". All the time that Betala spoke, Vikramarka did not open his mouth. He walked steadily through the darkness with the dead body on his shoulder. He could see a glow in the distance. It was the fire lit by the sage for his ritual. Vikramarka knew he was near his destination. Betala continued, "The sage has asked you to bring me to the ritual. But do you know why he has asked you to do it? Let me tell you the truth. This sage is performing a ritual to please a powerful god dess. The goddess has promised the sage complete power over me as a reward. But for that, he has to perform a sacrifice." "The sage has to sacrifice either a Kshatriya king, who possesses all the noble qualities or a sage, who has the knowledge of all the scriptures. Therefore, the sage cheated you by telling you to bring me. Do you know what will happen when you go there?" "The sage will ask you to bow to the goddess. When you do so, the sage will kill you and offer your head to the god dess. But listen now to what you have to do. When the sage asks you to bow, tell him that as a king, you do not know how to bow. The sage will then show you how to do it. Then is your chance to slay the sage and offer him to the goddess. The sage is not an ordinary man. He has gained every knowledge that is available in the world. Hence, when you sacrifice him to the goddess, she will be pleased and bless you instead." Vikramarka listened to Bethala in silence. Soon, he reached the place where the sage was performing his ritual.

Appendix- B

Questions of semi-structured interview:

1.Do you find any problem while reading and writing in English? If yes/no, specify the reasons.

2. Do you use your dominant language knowledge in understanding English? If yes/no, specify the reasons?

3. As per your opinion the teaching materials can affect the interest in English?

4. Can you tell me the reasons for the students' low academic performance in English?

5. What do you think about group and individual work in English and Telugu? Which work shows more impact on your interest? why?

Appendix-C:

A few reading comprehension (skimming and scanning) questions and summary writing tasks were added here.

1. What is the intention of the saint to give fruits to the King Vikramarka?
2. When Vikramarka have to go to yagna? *New moon night*
3. The word "penance" intend to *penance*
4. The spirit of whom resides on tree *Bird, Bhetala c. animal d. devil*
5. What is the main aim of Bhetala to tell story to Vikramarka?

II. Write summary of the story?

In these (short) story in Vikramaditya's gives are telling in this. very nice story But when the kingdom to one's gives to gether. this story in monkey it to beatter behold to gives fruit. the other fruits to gether monkey Vikramaditya, mid night New moon. so beatter. so kaem along with place by my yagna. in this story enjoyed.

II. Write summary of the story?

one day when he was doing so a monkey was beasby the king's priest gave the fruit to you monkey.

II. Write summary of the story?

Vikramaditya and sage story good and I like it
* very very moon new moon night is a very bad time and
Haza time Bhetalaman is very interested. and I will try
to talk with you Vikramaditya. plasing try to understand
Vikramarka open your mouth and Bhetala Antundhi
Vikramarka matalad, the Bhetala Bhatyan to side the dead
body flay back to the thore I am interested
story is a very interested.

Questions:

1. What is the name of Visalahrudaya's daughter? *Kamalakshi*
2. How many persons came to talk with her daughter to get marry her? *Three*
3. What did Dhanagupta do with Kamalaksi's ashes?
4. Who did come everyday to funeral ground?
5. What did vikramraka say to Bhetala's question?

II. Write summary of the story?

Ans 1. Name of Visalahrudaya's daughter is Kamalaksi.

2. Three persons came to talk with her daughter named Krupakara, Dhanagupta, Jeevasiddhi.

3. Dhanagupta took Kamalaksi's ashes and travelled to various sacred places.

4. Krupakara came everyday to funeral ground.

5. P.T.O. (marked in 1st Page)

Conclusion

Now Bhetala asked vikramraka was her decision to marry Krupakara is correct?

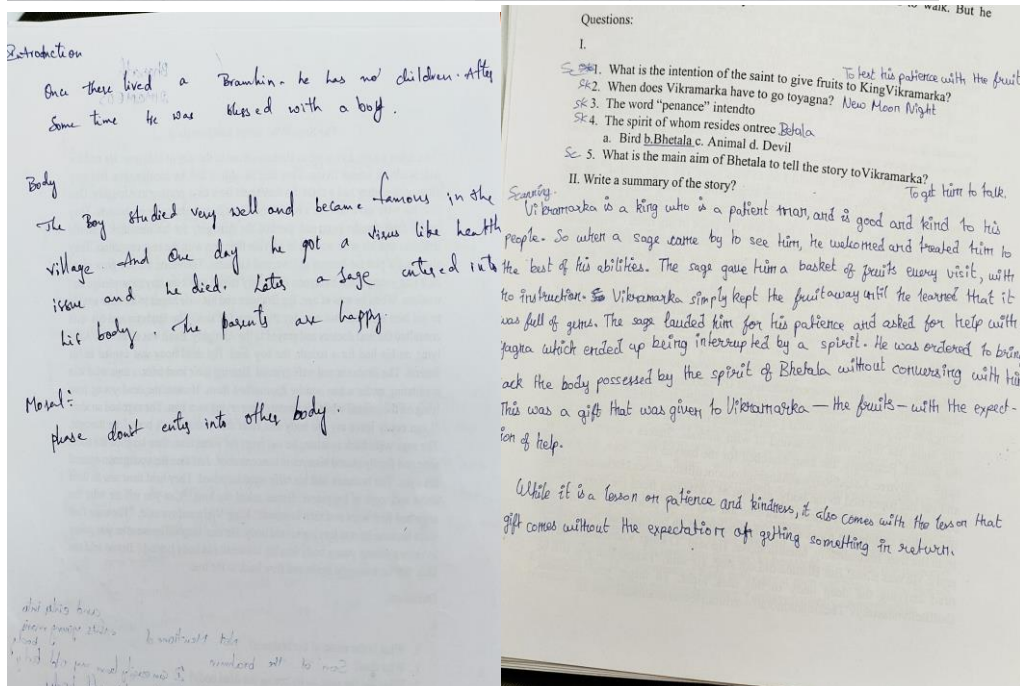
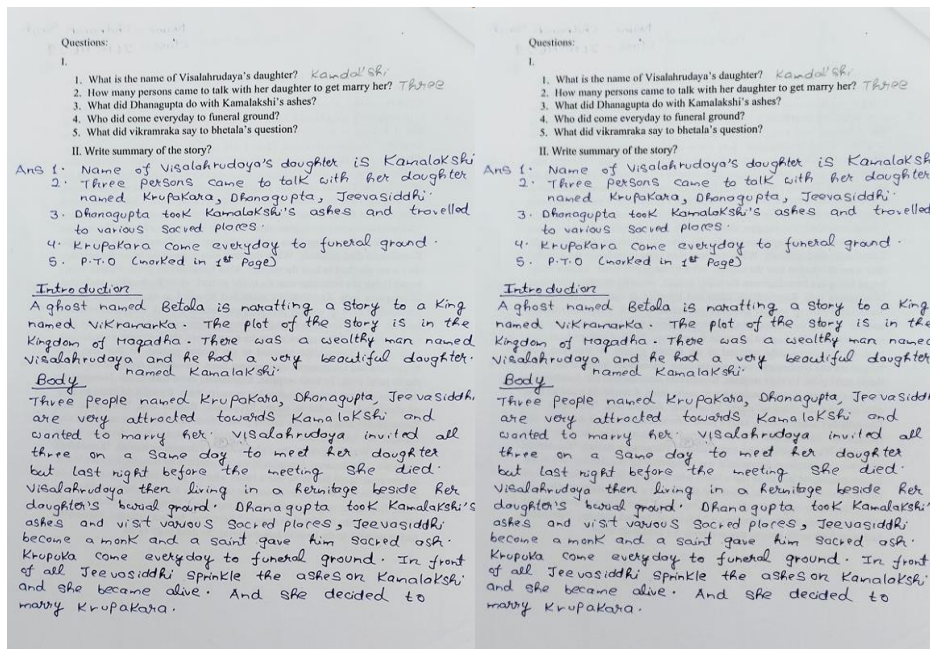
Vikramraka said Kamalaksi made the right decision.

Introduction

This is a story told by Bhetala to Vikramaditya. This story describes the situation of a old couple and their son. His story who includes the concept of spirit transfer and magical powers.

Once upon a time, there lived a couple in Udaypur. The husband was a Religious Brahmin but he was very absent and due to absence of children. After praying for a long time to their god, they had a holy boy. With the Brahmin's upbringing by teaching him many things, he has grown into a handsome young man. But due to an unfortunate accident, he died. An old sage who saw this, with his powers, the parents were brought back to life with his powers. The parents were rejoicing at their son's awakening and prayed for eternity.

There, the story revolves around the concept of spirit transfer and the moral concept of identity. In this story, the parents who think their son is actually the sage.



Appendix- D:

Questionnaire of the pre and post- intervention of the study

Questionnaire of reading and writing skill in English:

Questionnaire of reading skill in English:

1. Do you try identifying the main and supporting ideas while reading the passages?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

2. While reading, do you stop at certain places to re-read something you could not understand?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

3. Do you try to guess the probable meaning of some unknown word or expression from the context?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

4. Do you underline the important words and sentences while reading?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

5. Do you scan the text for specific words when reading comprehension?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

6. Do you read as much as possible in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

7. Do you first skim-read an English passage when you do reading comprehension?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

8. Do you look for words in your language similar to new words in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

9. Do you plan your schedule so that you will have enough time to read English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

10. Do you plan out in advance how you are going to read a text in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

11. Do you look for opportunities to read as much as possible in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me

12. Do you practice English reading with other students?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

13. Do you try to find out how to be a better reader of English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

14. Do you understand the text easily when read in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

15. Do you practice the problematic sounds in English text?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

16. Do you analyse the text when you read it?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

17. Do you follow specific styles when you read an English text?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

18. Do you correct your mistakes in reading in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

19. Do you ask others to get clarification about confusing words in English reading?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

Questionnaire of writing skill in English:

1. Before writing the essay, do you think about the main ideas and the supporting ideas expressed in the summary?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

2. Do you note the main and supporting ideas on a separate paper before writing the summary?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

3. Do you plan the sequence of the main and supporting ideas presented in summary?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

4. While writing the summary, do you try to elaborate on the main ideas and the supporting ideas?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

5. Do you try to summarise the passage's main ideas and supporting ideas in summary?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

6. Do you try using your own words while writing the summary?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

7. Do you write notes, messages, letters, or reports in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

8. Do you summarise the information you hear or read in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

9. Do you try to find as many ways as possible to use in your English writing?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me

10. Do you look for opportunities to write as much as possible in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

11. Do you ask for help from English speakers in writing?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me.

12. Do you practice English writing with other students?

A. Never or almost never true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me

13. Do you try to learn how to be a better writer of English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true of me

14. Do you synthesise the text before writing a summary?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me
D. Usually true of me, E. Always or almost always true of me.

15. Do you take note-taking before writing a text summary in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me
D. Usually true of me, E. Always or almost always true of me

16. Do you practice structures and sounds in a text before writing a summary?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me
D. Usually true of me, E. Always or almost always true of me.

17. Do you gather and organise materials before you write an essay in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me D.
Usually true of me, E. Always or almost always true of me.

18. Do you monitor your mistakes in your writing in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D.
Usually true of me, E. Always or almost always true of me.

19. Do you evaluate your tasks/essays/summaries in English?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D.
Usually true of me, E. Always or almost always true of me.

20. Do you ask others to monitor your mistakes in your English writing?

A. Never or rarely true of me, B. Usually not true of me, C. Somewhat true of me, D. Usually true of me, E. Always or almost always true

Appendix- E:

తెలుగు చదవడానికి మరియు రాయడానికి ఉపయోగించే వ్యూహాలు

తెలుగు చదవడానికి ఉపయోగించే వ్యూహాలు :

1. మీరు గద్యాలు చదివేటప్పుడు ప్రధానమైన అలోచనలను మరియు మద్దతు అలోచనలను గుర్తించడానికి ప్రయత్నించారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

2. ముఖ్యంగా చదివేటప్పుడు ఏదైనా అర్థం కాకపోతే అది మళ్ళీ చదువుతారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

3. ఇచ్చిన సందర్భం లో మీకు తెలియని పదాల లేదా వ్యక్తీకరణల అర్థాన్ని అంచనా వేయగలరు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

4. మీరు చదివేటప్పుడు ముఖ్యమైన పదాలను మరియు వాక్యాలను గుర్తిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

5. ముఖ్యంగా రీడింగ్ కాంట్రబ్యూషన్ చేసేటప్పుడు సర్టిఫైడ్ పదాల కోసం ఇచ్చిన పేరాల్లో అన్వేషిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

6. ముఖ్యంగా సాధ్యమైనంత ఎక్కువ తెలుగు లో చదువుతారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం

e. ఎప్పుడూ నిజం

7. మీరు తెలుగు లో బీడింగ్ కాంప్రహెన్షన్ చేసేటప్పుడు ముందు ఇచ్చిన ప్రకరణం యొక్క సారాంశం తెలుసుకున్నారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

8. మీరు తెలుగు లో మీకు తెలియని పదాల అర్థాల కోసం మీకు తెలిసిన పదాలని చూసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

9. ము్దు కావల్సినంత తెలుగు చదవడానికి షెడ్యూల్ వేసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

10. ము్దు తెలుగు లో ప్రకరణం చదవడానికి ముందే ప్రణాళిక వేసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

11. ము్దు తెలుగు లో చదవడానికి వీలైనన్ని అవకాశాలు వెతుక్కుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

12. ము్దు తోటి నిద్రాస్థులతో కలిసి తెలుగు చదవడం సాధన చేస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

13. మీరు తెలుగు లో ఉత్తమ పటకుడు అవ్వడానికి ఎలా ప్రయత్నించారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

14. ము్దు తెలుగు లో చదివినప్పుడు చాలా త్వరగా అర్థం చేసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

15. మీరు తెలుగు లో కఠిన శబ్దాలను సాధన చేస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

16. మీరు చదివేటప్పుడు వచనంని విశ్లేషణ చేస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

17. మీరు తెలుగు చదివేటప్పుడు నిర్దిష్ట శైలిని అనుసరిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

18. మీరు తెలుగు చదివేటప్పుడు మీ తప్పులను సరిచేసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

19. మీరు తెలుగు చదివేటప్పుడు గందరగోళంగా ఉన్న పదాల స్పష్టత కోసం ఇతరులని అడుగుతారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

తెలుగు రాయడానికి ఉపయోగించే వ్యూహాలు:

1. మీరు తెలుగు లో వ్యాసం రాయడానికి ముందు దానికి సంబంధించిన ప్రధానమైన అలోచనలు మరియు మద్దతు అలోచనల గురించి అలోచిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

2. మీరు వ్యాసం రాయడానికి ముందు ప్రధానమైన అలోచనలని మరియు మద్దతు అలోచనలని ఒక పేపర్ పైన రాసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

3. మీరు వ్యాసానికి సంబంధించిన ప్రధానమైన అలోచనలని మరియు మద్దతు అలోచనలని వరుస ప్రమంలో అమర్చుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

4. మీరు వ్యాసం రాసేటప్పుడు ప్రధానమైన మరియు మద్దతు అలోచనలని వివరించి రాయడానికి ప్రయత్నిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

5. మీరు వ్యాస సారాంశంలో ప్రధానమైన మరియు మద్దతు అలోచనల సారాంశాన్ని రాయడానికి ప్రయత్నిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

6. మీరు సారాంశం రాసేటప్పుడు మీ సొంత పదాలని ఉపయోగిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

7. మీరు నోట్స్, సందేశాలు మరియు నివేదికలు తెలుగు లోనే రాస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

8. మీరు ఐస్క్రీమ్ లేదా చీదెని సహజావాస్తవిక సారాంశంగా తయారు చేసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

9. మీరు సాధ్యమైనంత వరకు తెలుగు లో రాయడానికి ప్రయత్నిస్తారు ?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

10. మీరు తెలుగు లో రాయడానికి కావలసినన్ని అవకాశాలని వెతుక్కుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

11. మీరు తెలుగు రాయడం లో ఇతరుల నుండి సహాయం తీసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

12. మీరు జోబ్ విద్యార్థులతో కలిసి తెలుగు రాయడం సాధన చేస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

13. మీరు తెలుగు లో ఉత్తమ రైటర్ గా ఎలా ఉండాలో కనుకోవడానికి ప్రయత్నిస్తారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

14. మీరు సారాంశం రాయడానికి ముందు దాన్ని అవగాహన చేసుకుంటారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

15. మీరు సారాంశాన్ని రాయడానికి ముందు ఐషయ సేకరణ చేస్తారు?

o. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

16. మీరు సారాంశాన్ని రాయడానికి ముందు శబ్దాలని మరియు నిర్మాణాలని సాధన చేస్తారు?

o. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

17. మీరు వ్యాసం రాయడానికి కావాల్సిన సమాశాసాన్ని సేకరించి ఉంచుకుంటారు?

o. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

18. మీరు తెలుగు లో మీ తప్పులని సరిచేసుకుంటారు?

o. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

19. మీరు మీ పనులని/వ్యాసాన్ని/సారాంశాన్ని మీరే మూల్యాంకనం(బద్ధుకుంటారు) చేసుకుంటారు?

o. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

20. మీరు ఇతరులని మీ తప్పులని సరిచేయమని అడుగుతారు?

a. ఎప్పుడూ నిజం కాదు b. సాధారణంగా నిజం కాదు c. కొంత వరకు నిజం d. సాధారణంగా నిజం e. ఎప్పుడూ నిజం

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by Srilatha Mada

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