

ROLE OF READING MATERIALS IN ACTIVATING THINKING SKILLS OF SENIOR SECONDARY SCHOOL LEARNERS: A SOCIO-CULTURAL APPROACH

**A THESIS SUBMITTED TO THE UNIVERSITY OF HYDERABAD IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE**

**OF
DOCTOR OF PHILOSOPHY
IN
ENGLISH LANGUAGE STUDIES
BY**

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DECLARATION

I hereby declare that the work embodied in this thesis titled **Role of Reading Materials in Activating Thinking Skills of Senior Secondary School Learners: A Socio-Cultural Approach** has not been submitted for any degree or diploma in part or in full to this University or any other University, and is carried out by me under the supervision of **Prof. Sunita Mishra**, Centre for English Language Studies, University of Hyderabad, Hyderabad. I hereby agree that my thesis can be deposited in Shodhganga/INFLIBNET.

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This is to certify that **Ms. Parul Bakshi** (Reg. No. **15HGPH03**) has carried out the work embodied in the present thesis titled **Role of Reading Materials in Activating Thinking Skills of Senior Secondary School Learners: A Socio-Cultural Approach** under the supervision of **Prof. Sunita Mishra**, Centre for English Language Studies, University of Hyderabad, Hyderabad. This thesis has not been submitted for any degree in part or in full to this University or any other University.

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

A. Publications

1. Bakshi, P. (2022). Developing Higher Order Thinking Skills of School Learners by using Reflective Journals”, *FORTELL* (a peer reviewed and UGC CARE listed journal),(44), 156-168.DOI: <https://www.fortell.org/wp-content/uploads/2022/10/January-2022-Print-copy-156-168.pdf>
2. Bakshi, P. (2017). Developing Thinking Skills in English Language Education at School Level. *In Education for Skill Development* edited by Balaramulu, Murthy, Dasu & Balaji. Canadian Academic Publishing: Canada, ISBN: 978-1-926488-57-8
3. Bakshi, P. (2017). Developing Paragraph Writing Skill of School Learners: An Action Research based Study. *Language Forum: A Journal of Language and Literature*, Vol. 43 (1-2), ISSN: 0253-9071
4. Bakshi, P. (2016). Developing Essay Writing Skill Through Awareness Raising”, in *Pedagogy and Methodology for Teaching English Language Skills to Undergraduates in Colleges of India Under the CBCS System*, Edited by Pradip Sharan, Bahari Publications: New Delhi, ISBN- 978-93-83469-08-6

B. Conference presentations

- 1.“*Activating Thinking Skills of School Learners through Reading Comprehensions*”, in National Conference on Emerging Trends in Education, Management and Society, organised by Atal Bihari Vajpayee Government College, Takipur, H.P., April 02,2022.
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3. “*Activating Thinking Skills of Secondary School Learners by Using Reflective Journal Writing: An Exploratory Study*”, 40th International Conference of the Linguistic Society of India, organised by Central Institute of Indian Languages, MHRD India, Mysuru and Linguistic Society of India, December 05-08, 2018.
- 4.“*Developing Thinking skills in English language learning at school level*”, International Multidisciplinary Conference on Education for Future: Issues and Challenges, organised by Department of Education, Osmania University, Hyderabad, July 08-09, 2017
5. “*Developing Thinking Skills of Rural Learners at Secondary Level: An Exploratory Study*”, National Conference on English Language-learning in Rural Areas and English as Medium of Instruction, organised by Department of Education in Languages, NCERT, New Delhi, March 20-23, 2017.

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1.	EG- 801	Theoretical Foundations of Language Teaching	4.00	Pass
2.	EG- 802	Research Methodology	4.00	Pass
3.	EG- 824	Syllabus Design and Materials Development	8.00	Pass
4.	EG- 825	Analysing Texts and Contexts: Perspectives from Critical Pedagogy	4.00	Pass
5.	EG- 828	Cognitive Linguistics and Second Language Learning and Technology	4.00	Pass

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This work is dedicated to my parents
Mummy and Papaji

Acknowledgements

I would like to express my heartfelt thanks to my supervisor, Prof. Sunita Mishra, whose guidance, valuable feedback and support made this research study possible as a thesis. She nurtured me as a researcher by allowing me freedom to share and explore my ideas and also her timely insights to shape this study. There were many hiccups during this journey where she always extended her support. Thank you, Maam for all the support and guidance.

I would also like to express my heartfelt thanks to my Doctoral Committee members, Prof. P. Sailaja and Dr Joy. During the doctoral committee meetings, both professors provided significant insights, which enhanced my confidence to conduct the study and also added to my perspective. My sincere thanks to Prof. P. Sailaja for reaching out to students at a university in Germany and tried the reading materials with them. It provided interesting and significant inputs to this study.

My parents have been very patient, enthusiastic and always encouraging me to pursue my interests. With their unwavering support, efforts and blessings, I have been able to achieve in my life and the person I am today. I am fortunate to have them like rocks in my life. Also, I would like to express my deepest thanks to my sister Pearl, for her faith, care and unshakeable support, especially in the challenging times. Heartfelt thanks to my younger brother Vishav, for being patient and providing me with words of love, care and encouragement. My friend and husband, Swapnadeep has been a great pillar of support and love. Thanks, Sippy for the laughter you brought whenever I felt the gloom. All of you make me feel blessed which kept me going throughout this research journey.

I would like to thank my friend Ram Muni, who always encouraged me to reach the finishing line with his kind words and chats over good food.

I would like to express my gratitude to my Guruji for his eternal blessings, Swami Pushpranjan ji for the blessings and kind words, Arpita and Shivam for their support, especially when I was stuck in the pandemic.

I would also like to say thanks to Venella, Kandharaja, Dinesh and Akram for providing valuable feedback regarding the reading materials during our weekend discussions. My sincere thanks to Sneha, Raja, Kandharaja, Pearl, Ram Muni for going through the chapters of the thesis and providing their valuable insights. I would also like to thank Harini for her help.

I thank Anu and Pramod for sending me the research articles that I asked for.

I would like to extend my heartfelt thanks to Dr Rashmi Jamwal, principal, of DAV School-Rehan, H.P. for encouraging and allowing me to conduct sessions in her school.

I would like to express my thanks to the Principal- Dr Reddy of Jawahar Navodaya Vidyalaya School, Hyderabad, who was kind and enthusiastic to allow me for the fieldwork.

A warm thanks to the dear students who participated in this study with their sincere efforts and made this study possible in every way. This study took its shape because of their participation and ideas.

My sincere thanks to my friends on campus. Thanks a lot to Sneha for giving her scooty to me to commute for my field study and Arpna for taking care when I fell sick. My heartfelt thanks to Bhargavi, Hemant and Anitha for their help and lovely company on campus.

I would also thank the library staff and xerox shop at Gops for their services.

My sincere thanks to all my well-wishers.

Abstract

For many decades, various research studies have attempted to explore and understand thinking skills in language education. A large number of studies considered thinking skills within the cognitive paradigm as psychological outputs operating in the human cognitive process. However, in recent years, there is a growing interest to study and understand thinking skills in the background of sociocultural theory. As a result, various socio-cultural factors, social interactions in group or pair activities, different classroom contexts and other relevant dynamics received attention in English language learning. As part of this attempt, a few studies have been carried out to examine the impact of culture on the thinking skills of participants in language education. This study too aims to study the influence of culturally familiar (CFM) and culturally unfamiliar (CUFM) reading materials on thinking skills such as higher-order thinking skills (HOTS) and LOTS (lower-order thinking skills) of school learners, in the Indian context.

The study drew its theoretical framework mainly from Vygotsky's sociocultural theory of language learning and also Bloom's taxonomy (2001 edition) for the thinking skills framework. The methodological framework used Vygotsky's sociocultural theory and related concepts such as mediation and zone of proximal development (ZPD) in the study. Frameworks drawn from these concepts were used to analyse the process of channelisation of thinking skills when learners were engaged with CFM and CUFM. To study the channelisation of thinking skills in this study, the following three research questions were framed as given;

1. How do the culturally familiar and culturally unfamiliar reading materials activate the HOTS of learners?
2. How do the culturally familiar and culturally unfamiliar reading materials activate the LOTS of learners?

3. What is the role of individual or pair activity in negotiating the culturally familiar and culturally unfamiliar reading materials?

To find out the answers to the above-stated questions, an exploratory and qualitative study was designed for 48 learners as participants at Jawahar Navodaya Vidyalaya School, Hyderabad. This study was carried out by giving the learners a total of 13 lessons categorised into culturally familiar and culturally unfamiliar materials, accompanied by questions on HOTS and LOTS. Apart from this, three qualitative tools were used to collect data – reflective journals (RJ), focus group interviews (FGI) and the researcher's diary. The data collected from HOTS-LOTS answers and the three research tools were analysed using Braun and Clarke's (2006) thematic analysis. The analysis of the data revealed the findings of the study.

The findings from the HOTS-LOTS answers found that the HOTS did not occur in isolation. There was a co-existence of thinking skills like 'creativity' and 'evaluation' which mutually supported each other to think and answer efficiently. Moreover, cultural familiarity in the CFM also played a positive role in enhancing learners' performance and thinking ability, especially in HOTS. It equipped them to utilise their prior knowledge to process and gather information in their answers. It helped the learners to think creatively by adding new ideas from their socio-cultural surroundings and varied points of view and exercising their evaluative thinking, which mostly happened in the CFM. In the CUFM, it was found that a lack of cultural familiarity made learners rely more on textual information to comprehend lessons and respond to the HOTS questions.

Interestingly, the responses in the LOTS answers were found to be neutral to cultural familiarity and unfamiliarity. This highlighted that the learners were proficient in basic comprehension of information, remembering information and summarising irrespective of the contexts given in lessons.

Although initially, the responses to the CUFM did not include inputs from their socio-cultural knowledge in answers to HOTS, the study found that eventually, the learners could refer to their socio-cultural contexts while responding to the CUFM too. They did this primarily by imagining situations or providing viewpoints while responding to the HOTS questions.

Similarly, in the reflective journals, the findings revealed that learners related to socio-cultural contexts, cultural festivals, beliefs, mythologies, childhood memories and social evil and incidents such as dowry deaths, girl-child discrimination etc. in the CFM. They could recall various personal past experiences, events or incidents and compare them while completing the reflective journal given to them at fixed intervals. This resulted in better comprehension of the lessons and the ability to think effectively, especially in the CFM. Interestingly, it was found that in the process of writing reflective entries, the learners significantly developed their metacognitive and reflective thinking skills. This was evident in the manner they gradually reflected more comprehensively on their past and personal experiences, recalled incidents and reported their thinking abilities and patterns in the CFM and CUFM. However, metacognitive and reflective thinking was majorly observed in the CFM as compared to the CUFM.

The analysis of the researcher's diary revealed various learning strategies used by the learners such as cognitive, affective and social while being involved with the reading of the materials and answering the HOTS-LOTS questions in both individual and pair activities.

On the whole, the findings of the study suggest that cultural familiarity and unfamiliarity in the reading materials channelise the higher-order thinking skills of learners differently. But it also highlights the possibility of skill transference from CFM to CUFM like using prior knowledge to think and write effectively, specifically when learners respond to HOTS.

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Chapter I. INTRODUCTION

1.0 Introduction

In the twenty-first century, innovations, technological advancements, socio-political changes, highly competitive economies and knowledge-driven forces have entered the various aspects of human life. In addition, globalisation has become a medium of wider interaction in various sectors with inter and intranational exchange of business, trade, communication, education and so on. Hence, the contexts have become dynamic in day-to-day life with emerging challenges and novel opportunities. Furthermore, skilful learning has been gaining ground since the beginning of the 21st century. These myriad forces have created a need for skilled individuals who must know how to think critically and creatively, offer solutions, be effective at decision-making and innovation, adapt and absorb new information rather than relying on the basic skill of memorisation and rote learning. In the academic settings too, there is a shift in the paradigm of knowledge and skills where content knowledge is no more perceived as a standard for a student's success. The necessity of meaningful thinking, engaging in new information and navigating multiple perspectives etc. has entered into both academic and professional setups. The emerging need for thinking skills is addressed by Edward de Bono (2004), who writes, "Knowledge is not enough. The creative, constructive, design and operating aspects of thinking are just as important as knowledge" (p. 6). Thus, the inculcation of efficient thinking skills becomes paramount for the progress of individual minds in academics. It is believed that school education sows seeds for the life-long learning and development of an individual. Hence, studying the activation of thinking skills among school learners in English language learning is important for teachers, students, textbook designers and curriculum planners.

1.1 Need for thinking skills

The accelerating growth in numerous sectors worldwide has generated the necessity for thinking skills to meet significant goals. Several countries including India have attempted to consider and incorporate thinking skills in their policies and academic practices. Some of these are presented in the coming section.

Educational policies and documents at the national and international level

In recent times, National Educational Policy (NEP) 2020 in India has aimed for an effective contemporary teaching-learning environment to remain abreast with the dynamic times and challenges. It recognises the purpose of an efficient education system “to develop good human beings capable of rational thought and action...” (p. 4). In this light, the NEP 2020 document has visibly foregrounded thinking skills in the Indian education system by emphasising “creativity and critical thinking to encourage logical and decision-making abilities” (p. 5) as one of the fundamental principles guiding both the education setting and individual institution. The document has also stressed the need for holistic development of the students, emphasising the nurturing of 21st century skills such as critical thinking skills rather than following the culture of rote learning. In this direction, it has also proposed to decrease curriculum content to its fundamental essentials and pave way for “critical thinking and more holistic, inquiry-based, discussion-based and analysis-based learning” (p. 12). With an emphasis on critical thinking, problem-solving application and so on, this policy aims to bring multifaceted thinking skills into the Indian education system. Furthermore, the policy also identifies “scientific temper and evidence-based thinking; creativity and innovativeness...” (p. 15) which can be inculcated by students in the proposed integration of essential subjects and skills to become more productive. This policy explicitly recognises higher-order thinking skills such as analysis, creativity, problem-solving, etc. and their need for incorporation into

the overall education system to make India a global superpower. Thus, it envisions creating a novel, innovative and efficient education system, equipped with 21st century skills.

Another significant document, National Curriculum Framework (NCF) 2005, was a revolutionary step in upgrading the teaching, learning, materials and other aspects like evaluation in Indian education. Specifically, in the context of language education, two major objectives have been mentioned— “attainment of a basic proficiency, such as is acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy” (p. 39). Hence, the incorporation of thinking skills in English language education becomes essential to enable students to gain various abilities and skills to compete, develop and grow in future. This document also stresses the need for the development of language skills and “life skills such as critical thinking skills, interpersonal communication skills, negotiation/refusal skills, decision making/ problem-solving skills and coping and self-management skills” (p. 40) to deal with everyday challenges. It also lays stress on inculcating thinking skills by stating, “schools must provide opportunities to question, enquire, debate, reflect and arrive at concepts or create new ideas” (p. 18). These skills of questioning, evaluating, reflecting and creating ideas, stated in the document, comprise the higher-order thinking skills such as analysis, evaluation and creativity according to Bloom’s Taxonomy, 2001. Furthermore, the Focus Group Position Paper for the teaching of English (2006) highlights the possibility of operationalisation of critical thinking in more complex functioning of language skills which can enhance students’ cognitive development and language proficiency. On the whole, keeping the global requirements and skills learning in the 21st century in mind, the documents – NEP 2020, NCF 2005 have emphasised the need for thinking skills and the necessity of including them in the curriculum.

Several countries like Malaysia, China, South Africa, the USA, the UK and so on also emphasise the importance of the incorporation of thinking skills. In the Malaysian context, higher-order thinking skills have been emphasised in their education curriculum called Malaysia Education Development Plan (2013-2025). It aims to inculcate higher-order thinking to build critical and creative students who can compete at the international level and contribute to the development, growth and economic prosperity of the nation. In China, the importance of thinking skills is stressed in English language teaching and learning, considering the fierce global competition. Wen and Zhou (2006) commented that the learning focus of English majors did not incorporate ‘challenging’ and ‘complex thinking, but was restricted to rote learning, recitation, imitation etc. which hampered the development of critical thinking abilities. Recognising the need for critical thinking skills in China, some studies have emphasised their integration into English writing courses (Mu, 2016), also to promote speaking skills such as debate and public speaking (Tian & Yang, 2015; Lin, 2012). Further, the teaching of thinking skills is also addressed in South Africa, aiming to upgrade its educational levels and enhance social inclusion (Moseley et al., 2005) by becoming a tool of empowerment to participate in national and international activities. Research studies (Grosser & Lombard, 2008; Meintjes & Grosser 2010; Booysen & Grosser, 2013; Grosser & Nel, 2013) from South Africa have also studied and examined various socio-cultural factors and academic language proficiency impacting the thinking skills. In Singapore, the Ministry of Education launched an initiative called the “Thinking School, Learning Nation” (TSLN) in 1997. This initiative aimed to incorporate critical and creative thinking skills into the school curriculum. This firmly established thinking skills in the teaching-learning environment of the Singapore school education system. Furthermore, the Partnership for 21st Century (P21), a national organisation in Washington DC US, founded in 2001, aims to promote critical thinking and creativity along with communication and collaboration as key skills in the P21 framework for 21st century

skills. Many western, Asian and European countries have adopted educational policies to inculcate similar 21st century skills. In 2015, World Economic Forum along with The Boston consulting group published a report called ‘New Vision for Education which includes “critical thinking” and “creativity” under 16 key skills in the 21st century to be acquired by students. Several nations have recognised the pressing need for thinking skills for economic and social upliftment.

Gold collar jobs

In recent years many routine jobs have been overtaken by technology in different working sectors. As a result, several sectors have witnessed a shift in worldwide labour and demand for efficient individuals. Wonacott (2002) calls these intelligent, creative, skilled individuals "gold collar workers" who are efficient in decision-making, problem-solving, critical thinking and equipped with a multidisciplinary approach. Moreover, globalisation has also made interaction, communication and exchange of information extensive at the global level. For this, skilful individuals such as the gold-collar workforce are prioritised and needed. Thus, the role of thinking skills becomes crucial in educational setups in both local and global contexts.

Industrial requirement

In the industrial front, there have been surveys highlighting the necessity of efficient thinking skills to gain employability among Indian engineering graduates from time to time. In 2018, World Bank and Stanford University surveyed Indian, Russian and Chinese engineering students. It surveyed 5000 first-year and third-year B. Tech students from randomly selected 200 engineering institutions in India, excluding IITs. Similar surveys were conducted in Russia and China also. The survey found that Indian students were substantially better in academic subjects like mathematics in the first two years of education. However, they lacked higher order

-thinking skills, when compared to students from Russia and China. The challenge of engineering students lacking efficient higher-order thinking skills was also highlighted by Blom and Saeki in 2011 in their survey conducted by FICCI (Federation of Indian Chambers of Commerce and Industry) and the World Bank. This report revealed that engineering graduates did not possess effective thinking skills like problem-solving, creative thinking and decision-making. It recommended the incorporation of higher-order thinking skills (HOTS) into the engineering curriculum following Bloom's taxonomy, as lower-order thinking (LOTS) promoted rote learning. This survey established the dire need for HOTS by emphasising that the skills acquired in school and the workplace become outdated in the era of rapid development. Therefore, the HOTS and the ability to learn novel and complex skills are essential to meet accelerating technology developments (Blom & Saeki, 2011). This survey also highlighted the requirement of HOTS as effective thinking skills to gain employability opportunities among engineering graduates. As early as 2005, a survey was conducted in India by NASSCOM (National Assessment of Software and Services Companies) in association with McKinsey and Company. This survey revealed that only 25% of the engineering students in India were employable. It revealed that the employers were interested to hire candidates who could challenge the status quo of the company, help them to adapt to the dynamic times and innovate. All these skills addressed in the surveys called for the exigency of introducing thinking skills in the Indian education system to overcome the paucity of skilled individuals for economic upliftment.

1.2 Background to the problem

In language acquisition research, there are three broad approaches – behaviourism, cognitivism and social interactionism. The schools of thought from behaviourism and cognitivism have predominantly approached second language acquisition (SLA), relying on forms of behaviour, stimulus, rewards, reinforcement and isolated psychological processing of

information. However, in the past years, the assumptions associated with behaviourism and cognitivism have been challenged by socio-cultural dimensions in language research (Firth & Wagner, 2007). Behaviourism placed importance on ‘verbal behaviour’ and described linguistic processes too as ‘verbal behaviour’, ‘stimulus and response’, ‘habits’ or ‘skills’. It stressed achieving “results that were measured, observed and tested objectively” (Budiman, 2017). An influential work in Behaviourism, B.F. Skinner’s *Verbal Behaviour* (1957) emphasised on drilling of oral skills. His theory of operant conditioning focussed on positive and negative reinforcement during learning. However, behaviourism as an approach failed to explain the creative abilities of children. They could not explain “children’s ability to make up phrases that they never heard before” (Pinninti, 2015, p. 2). Noam Chomsky, in his review of Skinner’s *Verbal Behaviour* (1959) criticised it as “inadequate” and “misleading”. The review of Skinner’s work signalled the arrival of new ideas and showed a declining interest in behaviourism. It paved way for cognitivism as a better alternative to exploring the process of mental functioning.

With the advent of cognitivism, there were several theoretical and empirical works recognising cognitive processes like “...memory, attention, concept formation and information processing...”. (Yilmaz, 2011, p. 205). It subscribed to concepts from Gestalt psychology, emphasising meaningful comprehension of information. According to Chomsky, one of the leading figures of cognitivism, the linguistic structures produced by human beings were innate. For him, these structures reflect “universal grammar” which underlies all human languages (Cook & Newson, 2007). Chomsky also introduced LAD, a hypothetical mechanism, to elucidate how children acquire languages. He explained that humans with the help of LAD, understand and articulate an infinite number of expressions with finite sets of words and structures. Cognitivism had a significant contribution to the understanding of language

learning, but their focus was on the mental process only, without acknowledging the sociocultural aspects (Jang & Jinnenez, 2011).

Social interactionists believed that psychological functions extend beyond the individual mind and mental activity. The functions are formed and developed as a result of social and cultural interactions. The sociocultural theories offer a framework through which human cognition works within a social context in second language acquisition (Leont'ev, 1981; Lantolf & Thorne, 2006; Lantolf, 1994, 2010;). This approach widely emerged from the work of Vygotsky's sociocultural theory which emphasised the importance of social contexts and interaction in human cognitive development. From the 1980s', James Lantolf and his associates advocated sociocultural theory in language learning. The wider circulation of Vygotsky's ideas and application of his theory in diverse contexts further gave rise to a variety of sociocultural approaches (Steiner & Mahn, 1996; Alanen, 2003). Vygotsky's sociocultural theory recognises that human cognitive functioning is primarily impacted by the social and cultural tools at interpsychological and intrapsychological levels that operate through socio-cultural interaction. Thus, according to him, language, thinking, memory and so on are social in origin.

Generally, thinking skills are discussed as psychological entities which occur in a neutral environment — in the absence of social and cultural contexts. Some research studies (Suvarna Lakshmi, 2007; Swamy, 2011, 2014; Fahim, Barjesteh & Vaseghi, 2012; Ganpathy & Kaur, 2014; Yoke et al., 2015; Lili, 2016) treated thinking skills as psychological, not considering the impact of socio-cultural factors in moulding the thinking skills of participants. However, the sociocultural approach argues that higher mental functioning such as thinking is mediated by socio-cultural tools and signs before they become part of the psychological process inside the human mind. Therefore, higher cognitive functioning such as creative thinking, logical thinking, memory, language learning etc. is seen as social in origin. The sociocultural theory also opposes the idea of the discrete teaching of skills. It centralises the learner in a

learning situation while participating actively in meaning-making and problem-solving (Williams & Burden, 1997). According to Ellis (2000), sociocultural theory arises in interaction, not isolation. It recognises the role of peer interaction and teacher-student interaction which are embedded in the institutional practices of a classroom (Coyle, 2007). Furthermore, some of the studies (Jabeen & Akhter, 2013; Rassei, 2014; Mirzaee & Maftoon, 2016; Soojandehfar & Soojandehfar, 2020) done within a sociocultural theoretical framework highlight the role of factors like culture, peer interaction, teacher interaction, socio-economic background and cultural orientation influencing thinking skills. Specifically, in EFL and ESL settings, a few studies (Meintejes & Grosser, 2010; Booyesen & Grosser 2013; Akhtar, 2019) have established and investigated the role of culture in channelising various thinking skills. These studies have mentioned individual personality factors, linguistic ability, family education, environmental circle and cultural orientation as factors that impact the thinking skills of individuals. In addition, the impact of cultural familiarity with the themes being dealt with while working on the thinking skills was also studied by Indah (2017) and Kyung-Eh-Oh (2017). The findings from such studies have foregrounded the position of culture in facilitating cognitive functions or processes in educational contexts. Here, it is also implied that people from different cultures depend on qualitatively different thinking strategies to negotiate the same challenges (Meintjes & Grosser, 2010). Similarly, in teaching-learning contexts, several socio-cultural factors are responsible for shaping and impacting language skills. However, it is notable that even if several research studies stress the significance of thinking skills, the influence of these on education and instruction is not clear (Dam & Volman, 2004).

A lot of research on thinking skills in language education has focussed on task performance, critical thinking scales, test scores and mixed methods including the use of statistics and interviews to study and analyse results. However, very few studies have approached thinking skills within the framework of Vygotsky's theory in English language

learning. In ESL and EFL settings, the sociocultural theory is a necessary step to bring significant insights from various learning and teaching realities. Therefore, it is necessary to develop tools and frameworks to understand the processing of thinking skills in the context of culture using Vygotsky's sociocultural theory, its concepts of mediation and zone of proximal development (ZPD). With this aim, this study attempts to introduce the socio-cultural aspect through the usage of two types of reading materials— 1) culturally familiar materials (CFM) and culturally unfamiliar materials (CUFM). The study also looks at the impact of individual and pair activity in processing the thinking skills. In the present study, Vygotsky's sociocultural theory and Bloom's taxonomy (2001 edition) serve as a theoretical framework.

1.3 Theoretical framework

In this study, Vygotsky's sociocultural theory (1978) and Bloom's taxonomy (2001 edition) serve as the theoretical foundation. The central tenet of Vygotsky's theory is that higher mental functioning such as language and thinking is social in origin. Following the theory, the genesis of human development which is biological in origin is mediated by tools and signs that are sociological. As Vygotsky (1978) says:

Every function in the child's cultural development appears twice: first on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and the formation of concepts. All the higher functions originate as actual relations between human individuals. (p. 57)

In stressing the nature of the socio-cultural origins of mental activity, Vygotsky discusses the internalisation of cultural tools and signs impacting psychological operations. For him, internalisation happens first at the interpsychological level through human interactions and then reconstructing continues through developmental events, forming inward activity.

Later, at the intrapsychological level, the higher psychological process like memory, language, thinking, logical reasoning, voluntary attention etc. are shaped by social and cultural interactions while internalising the tools and signs. In this way, Vygotsky asserts that the tools and signs are the outcomes of societies and they tend to change over time, also with the form of society and culture. Therefore, for Vygotsky (1978), “the mechanism of individual developmental change is rooted in society and culture” (p. 7). To understand the higher mental functioning of human beings, it is significant to see individual participation or engagement in social activities and then how they rematerialize as mental activity in the individual (Leont'ev, 1981; Vygotsky, 1978; Werstch, 1985; Lantolf & Appel, 1994; Lantolf, 2000). Hence in this paradigm, learning is not a simple activity of imbibing skills and knowledge from an external source, but a “progressive movement from socially mediated activity to internal mediational control by individual learners, which results in the transformation of both the self and the activity” (Johnson, 2006, p. 238). Moreover, from a sociocultural perspective, learners are social beings and participate actively in meaningful learning through collaborative efforts (Pinninti, 2015). This establishes the interactive or dialogic nature of the theory in language learning and teaching. Furthermore, in the classroom environment, Pinninti (2015) stated that classroom learning is a developmental process mediated by semiotic resources. These resources include “textbooks, classroom tasks, classroom projects, and most notably, classroom discourse. Therefore, learning a second language is not internalizing the grammar and structures of that language, but a process directly linked to the socio-cultural practices of the classroom and the society” (p. 10). Gibbons (2003) also points out that the success of the language abilities of learners is not innate but also shaped by interactions among learners, between teachers and learners in the learning and teaching context. These studies recognise the socio-cultural nature of language learning-teaching, classroom interactions, textbooks, tasks, projects etc.

As discussed above, Vygotsky asserts that biological factors are not only the basis of human thinking but are “insufficient to account for our ability to voluntarily and intentionally regulate our mental activity. We achieve this ability as a result of the internalization of culturally constructed mediating artefacts” (Lantolf & Thorne, 2006, p. 202). The process of internalisation of cultural artefacts can be further understood by looking at the concept of mediation.

1.3.1 Mediation

Generally, mediation has been described as a situation where one object plays an intermediary role between two other objects. However, in the Vygotskian approach, mediation is channelised by using culturally acquired tools like texts and utterances in spoken or sign language which alters the relations between psychological inputs and outputs (Ferryhough, 2005). In other words, according to Vygotsky’s theory, mediation facilitates the higher mental process such as language, memory, thinking, problem-solving and so on by operating through cultural tools and signs. According to him, ‘tools’ play a key role to mediate human perception of the world and themselves. In Vygotskian theory, ‘tools’ are artefacts which are culture-specific because they are created by humans and carry characteristics of the culture and therefore, occur in historical conditions. The elementary process occurs due to biological maturation and is then mediated through social, cultural tools and signs at the higher mental process, thus bringing cognitive change. Considering cognitive changes, Jacob (1992) argues that change is “a social process and sociocultural, mediation is the central means through which change occurs” (as cited in Donato & McCormick, 1994, p. 456). Hence, mediation is a key concept through which transformation occurs. Sociocultural tools and signs mediate our understanding and later impact human thinking as a higher cognitive function. Another widely

known concept from Vygotsky's sociocultural theory is the Zone of Proximal Development (ZPD), discussed in the coming section.

1.3.2 Zone of Proximal Development (ZPD)

The concept of the zone of proximal development (ZPD) is one of the most widely recognised concepts of Vygotsky's sociocultural theory (Kozulin et al., 2003). According to Vygotsky (1978), ZPD, "is the distance between the actual development level (Level 1) as determined by independent problem solving and the level of potential development (Level 2) as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86). ZPD also evaluates the role of imitation in a learning context where a child imitates an action within his/her developmental level. This takes place in collective activity such as in pairs or groups with peers or under the guidance of an adult. Here, imitation is not mindless copying of actions, but certain kinds of activity performed by a learner in collaboration with another learner (Chaiklin, 2004). Vygotsky believed that a sequence of developmental processes occurs in ZPD while interacting with others while learning. He says (1978):

...an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and cooperation with his peers. Once these processes are internalised, they become part of the child's independent developmental achievement. (p. 90)

In the above-stated lines, learning is perceived as "a necessary and universal aspect of the process of developing culturally organized, specifically human, psychological functions (p.90). Another crucial aspect of the ZPD is 'dialogic interaction', where learners engage among themselves to discover what they can or cannot do with and without assistance. Precisely, the

learner's "ZPD is an act of negotiated discovery" (Lantolf & Aljaafreh, 1995, p. 620) realised through dialogic interaction.

Framework for thinking skills in this study

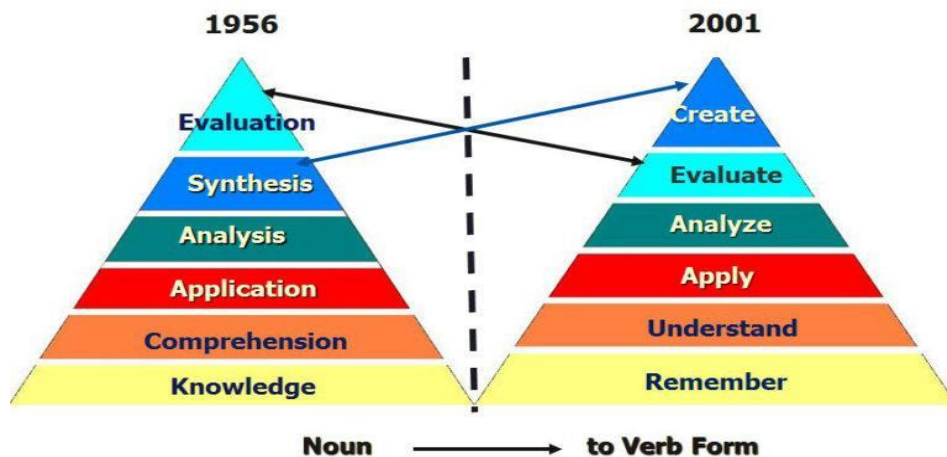
A major framework focusing on the thinking skills of learners known as Bloom's Taxonomy is a towering work in educational psychology. In 1956, the first taxonomy was created by Bloom and his associates to address learning outcomes. The taxonomy contains three domains — cognitive, affective and psychomotor. Under the cognitive domain, there are six categories labelled as 'Knowledge', 'Comprehension' and 'Application' (lower-order thinking skills - LOTS), which progress to higher-order thinking skills (HOTS) - 'Analysis', 'Synthesis' and 'Evaluation'. This taxonomy is considered to have well-arranged categories with "clear definitions and provides a coherent framework for classifying thinking and learning outcomes..." (Moseley et al., 2005, p. 52) to benefit educators, curriculum designers, teachers, and administrators. The arrangement of LOTS and HOTS is a cumulative hierarchy considering the complex nature of each category from bottom to top. For example, "application is above comprehension in the hierarchy and 'to apply something requires "comprehension" of the method, theory, principle, or abstraction applied" (Bloom, 1956, p. 120). However, the 1956 taxonomy was subjected to criticism, especially because of the arrangement of cumulative hierarchy following cognitive complexity. In 2001, Anderson and Krathwohl revised the taxonomy with some changes in the terminology of the categories. The definitions of the categories given in the latest 2001 edition by Anderson and Krathwohl are given as under;

'Remember' means to retrieve relevant knowledge from long-term memory.

'Understand' is defined as constructing the meaning of instructional messages, including oral, written, and graphic communication. 'Apply' means carrying out or using a procedure in a given situation. 'Analyze' is breaking material into its constituent parts and determining how the parts are related to one another as well as to an overall

structure or purpose. ‘Evaluate’ means making judgments based on criteria and or standards. Finally, ‘Create’ is putting elements together to form a novel, coherent whole or to make an original product. (p. 32)

As stated above, the 2001 version carried out changes in the terminology of the categories which has been illustrated in the diagram given below.



(Wilson, Leslie O. 2001, <https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/>)

The diagram shows that the revised terminology of the categories is changed from nouns to verbs. The three categories of the 1956 version – ‘Knowledge’, ‘Comprehension’ and ‘Synthesis’ are revised as ‘Remember’, ‘Understand’ and ‘Create’ respectively in the 2001 edition. Moreover, the 2001 version of the taxonomy positions ‘evaluate’ lower than ‘create’ contrary to the top category in HOTS of the 1956 version. The cumulative arrangement of LOTS and HOTS are retained in the 2001 edition to categorise them appropriately. The 2001 framework orders “the six cognitive categories according to their degree of complexity. In the original framework, it was claimed that mastery of a more complex category required mastery of all the preceding, less complex categories” (Moseley et al., 2005, p. 104). Therefore, Bloom’s Taxonomy, 2001 made some changes by renaming and adding categorisations which also cater to elementary and secondary school education. However, the updated version

remains under criticism for not accommodating other forms of thinking skills like problem-solving within the six categories. The range of skills in LOTS and HOTS are given in the taxonomy. It includes problem-solving skills in HOTS such finding a solution to a problem while exercising ‘evaluation’ or thinking of alternative context as part of ‘creativity’. Bloom’s taxonomy is an extensively studied and widely applied framework in language education and other disciplines. In the present study, it has been used as the theoretical framework for studying thinking skills.

1.4 Statement of the problem

There has been ongoing research on thinking skills over many years in education and other disciplines. The focus of many of these studies has been on its application to teaching, learning, tasks, assessment and so on. A lot of research investigating second language learning happens within cognitive processes, usually in experimental conditions and does not consider the wider social context (Mohammadzadeh, Ahour & Saeidi, 2020). Generally, thinking skills are associated with psychological processes in isolation. As a result, the sociocultural aspect of thinking skills has been ignored. However, Vygotsky identifies and positions the higher mental functioning like ‘thinking’ within social and cultural interactions. According to his approach, “culture shapes apprenticeships of thinking and diverse ways of knowing” (Mahn & Steiner, 2003, p. 4). Eventually, there have been studies (Meintjes & Grosser, 2010; Booysen & Grosser, 2013; Akhter, 2019) recognising the importance of socio-cultural factors and looking at how they shape various thinking skills in different contexts. They highlight the significance of these factors in the exercise of creativity, analysis, metacognition, reflection and other thinking skills. However, these studies have not addressed thinking skills within the theoretical position of Vygotsky’s sociocultural theory. Further, some studies (Alptekin, 2006; Tavakoli, Shrinibaksh & Rezazadeh, 2012; Sheridan, Tanaka & Tang, 2019; Sheridan & Condon, 2020) in EFL and ESL contexts have examined the potential of culturally familiar and culturally

unfamiliar materials to influence language skills, specifically reading skills. The few studies (Indah, 2017; Kyung-Ae Oh, 2017) have also examined the impact of topic and cultural familiarity in operationalising the thinking skills of learners which were found to be positive. However, the impact of culturally familiar and unfamiliar reading materials on the thinking skills of school learners within Vygotsky's sociocultural theory remains under-researched, especially in the Indian context. Therefore, the present study is an attempt to explore and understand the influence of culturally familiar and culturally unfamiliar reading materials in activating the HOTS and LOTS.

1.5 Purpose of the study

The primary aim of this study is to explore and understand the activation of thinking skills (HOTS and LOTS) when learners are exposed to culturally familiar (CFM) and culturally unfamiliar (CUFM) reading materials following Vygotsky's sociocultural theory and the concepts of mediation and ZPD. The study is exploratory and follows a qualitative approach. Furthermore, to facilitate the data collection from the learners, the study uses tools like reflective journals, focus group interviews and the researcher's diary. These tools aim to collect in-depth data to study the channelisation of HOTS and LOTS in both CFM and CUFM.

1.6 Significance of the study

The present study is an attempt to understand and explore the activation of thinking skills under the influence of CFM and CUFM through the theoretical lens of Vygotsky's sociocultural theory. This study highlights the role of various socio-cultural factors in shaping the thinking skills of school learners during language learning. Therefore, it carries the potential to contribute significantly to mainstream research on thinking skills in ESL and EFL settings and sociocultural approaches. Furthermore, detailed qualitative data from reflective journals, focus group interviews and the researcher's diary reveals multiple perspectives, reflections,

opinions, socio-cultural knowledge of learners and so on shaping the thinking skills. The learners also become active participants in the meaning-making process of thinking skills and reading activity in the study. In this direction, this study explores and reveals important findings about the channelisation of thinking skills of school learners in the Indian context. The present study is also significant because it has the potential to contribute findings for materials and syllabus designing, teaching, teacher training programmes and other mainstream concerns in the field of thinking skills and sociocultural approach.

1.7 Research design of the study

An exploratory and qualitative research design was used in this study to answer the research questions. The research focus was to study the activation of thinking skills when learners were exposed to two types of reading materials — i) culturally familiar (CFM) and ii) culturally unfamiliar (CUFM). These reading materials consisted of 13 lessons, accompanied by HOTS-LOTS questions. The participants of this study were 48 class IX learners from Jawahar Navodaya Vidyalaya School, Hyderabad. The total duration of the study was for 3.5 months. To collect data, reflective journals, focus group interviews and the researcher's diary was used in the study. The data was analysed by doing thematic analysis.

1.8 Research questions

In this study, there are three research questions;

1. How do the culturally familiar and culturally unfamiliar reading materials activate the HOTS of learners?
2. How do the culturally familiar and culturally unfamiliar reading materials activate the LOTS of learners?
3. What is the role of individual or pair activity in negotiating the culturally familiar and culturally unfamiliar reading materials.

1.9 Definition of terms

The operational definitions of the terms which are used frequently in this study are given below;

i) Culturally familiar (CFM) and culturally unfamiliar (CUFM) reading materials: In this study, there are two categories in the reading materials — culturally familiar (CFM) and culturally unfamiliar (CUFM). The CFM and CUFM comprise the Indian and foreign cultural milieus respectively, in terms of context, characterisation, cultural values, myths etc. This study contains a total of 13 lessons involving both CFM (Indian) and CUFM (foreign) contexts.

ii) Thinking Skills- LOTS and HOTS: According to Bloom's taxonomy, 2001 edition, thinking skills are divided into Higher order thinking skills (HOTS) and Lower order thinking skills (LOTS) in the cognitive domain. All the thinking skills are arranged in hierarchical order from lower to higher. The LOTS in Bloom's taxonomy (2001) are — 'Remember', 'Understand', 'Apply' and the HOTS are- 'Analyse', 'Evaluate', and 'Create'.

iii) Prior knowledge: The term is defined in several ways, but in the present study it is perceived as knowledge or information which is available to an individual as schemata, recall of information from personal or world knowledge, beliefs, experiences and various contexts from the socio-cultural environment.

1.10 Structure of the thesis

The thesis has been structured in the following way. This first chapter gives a detailed background of the present study. It presents the introduction of the research focus, background problem, purpose and significance of the study, research questions and operational definitions. In the 2nd chapter, a review of related literature is presented. Subsequently, in chapter 3, the research design is discussed in detail. This chapter provides the study's research questions and research design such as setting and participants. The chapter further provides a detailed

description of the research tools and steps undertaken to analyse data. In the 4th chapter, the analysis of data is presented from the HOTS-LOTS answers in the CFM and CUFM and the research tools- reflective journals, focus group interviews and the researcher's diary. In the concluding chapter 5, the answers to the research questions, implications, suggestions and limitations are given along with the overall conclusion of the thesis.

Chapter II. REVIEW OF LITERATURE

2.0 Introduction

This chapter begins with the perspectives on thinking skills within philosophical, psychological and sociological approaches. Then, it provides summaries of the taxonomies and definitions of thinking skills. Subsequently, the sections review relevant studies in the area of thinking skills and sociocultural approach. Lastly, it presents the research gap in the field and locates the study within the research done.

2.1 Perspectives on thinking skills

Thinking skills have been widely implemented in various contexts worldwide. As a result, various academicians, researchers, psychologists and philosophers viewed the concept of ‘thinking’ or ‘thinking skills’ diversely. Furthermore, there are philosophical, psychological and sociological approaches or perspectives considering the concept of thinking at an individual and cultural level (Moseley et al., 2005).

To begin with Indian philosophy, the theory of Nyaya is one of the oldest traditions of philosophy, dealing with the process of thinking. The Nyaya school is one of the six schools of Hindu philosophy. It states four pramanas or methods of knowledge: 1) Pratyaksha pramana — perception, 2) Anumana pramana — inference, 3) Upamana — comparison, 4) Sabda — testimony. The theory of Nyaya does not exclusively articulate these four pramanas as thinking skills, but the pramanas reflect on the kinds and nature of thinking in Indian philosophy. In Western philosophy, the foundation of discourses on thinking can be traced to the period of Greek philosophers. Socrates used questioning as a tool with his students to seek evidence, analyse information, recognise fallacious reasoning etc. Plato viewed the material world as an illusion and urged all to go beyond by following reason and intellect. The ancient Greek

tradition raised awareness to think systematically through questioning and well-reasoned argumentation (Swamy, 2014). Moseley et al. (2005) collected 55 frameworks on thinking skills in their book, “Framework for Thinking: A Handbook for Teaching and Learning” and studied them. According to them, the concept of thinking is identified under three perspectives- psychological, sociological and philosophical. The psychological perspective dwells on cognitive psychology which perceives thinking as “an internal, mental process that constructs and operates on mental representations of information” (Moseley, 2005, p. 15). Here, thinking is regarded as a function of the human mind or psychological entity of the mind, which processes information at certain levels. As per the sociological perspective, thinking happens in a context, influenced by social and cultural interactions. Therefore, an individual’s thinking is an embodiment of varied socio-cultural contexts. According to Moseley et al. (2005) in contemporary educational philosophy, there are divisions of thought either generalise as “general thinking or critical thinking skills” (p. 18) or characterise thinking as “always context-specific” (p. 19). The review of literature on critical thinking presents two (Lewis & Smith, 1993) or three theoretical perspectives (Sternberg, 1986; Lai, 2011), relevant to philosophy, cognitive psychology and education sciences. In addition to the three perspectives, the dialogic or sociocultural perspective was proposed by Imperio, Starrman and Bosso (2020), focusing on the “relationship among thoughts, social interactions, communication and dialogue, rather than defining what thinking is” (p. 8). This approach concentrates on the holistic aspect of the thinking process by studying the linguistic behaviour of individuals rather than the process underlying the thinking skills.

The discussion above shows that thinking skills formed an important part of western educational psychology. The forthcoming section provides an account of the taxonomies of thinking skills briefly.

2.2 Various taxonomies of thinking skills

In the past, various taxonomies of thinking skills have been introduced in psychology, especially in educational psychology. Consequently, a variety of categories of thinking skills exist in different kinds of taxonomies which are based on teaching, learning, learning outcomes or educational objectives. The following sections briefly present a few of them addressing the educational objectives.

- **Bloom's taxonomy (1956)**

In 1956, an eminent work popularly called Bloom's taxonomy emerged in educational psychology. The work was done by Bloom and his associates with the aim of testing and examining learning outcomes. Bloom's taxonomy (1956) introduced six categories under the cognitive domain known as — 'knowledge', 'comprehension', 'application' labelled as LOTS (lower order thinking skills) and 'analysis', 'synthesis' and 'evaluation' as HOTS (higher order thinking skills). This taxonomy was significantly useful in the educational setting because of its clear objectives, learning outcomes and list of categories. However, it was subjected to criticism due to its cumulative hierarchal arrangement which insisted on the mastery of LOTS before the HOTS.

- **Ausubel's taxonomy (1969)**

In 1969, Ausubel and Robinson proposed a taxonomy of six hierarchically-ordered categories — i) Representational learning, ii) Concept learning, iii) Propositional learning, iv) Application, v) Problem-solving, vi) Creativity. They emphasised the role of teachers in scaffolding the learning of learners, rather than focusing on learners' knowledge and skills. Moreover, this taxonomy contained some of the categories from Bloom's taxonomy like application and creativity.

- **Stahl and Murphy taxonomy (1981)**

In 1981, Stahl and Murphy's domain of the Cognition Taxonomic System listed various mental processes involved in thinking and learning. These mental processes are- "1. Associating, 2. Classifying, 3. Combining, 4. Comparing, 5. Condensing, 6. Converting, 7. Describing, 8. Designating, 9. Discriminating, 10. Extending, 11. Extracting, 12. Interpreting, 13. Organising, 14. Proposing, 15. Reconciliating, 16. Selecting, 17. Separating, 18 translating, 19. Utilising, 20. Valuating, 21. Verifying" (p. 30).

This taxonomy introduced an exhaustive list of processes to adapt to teaching-learning outcomes. However, many of these terms were already addressed by Bloom's Taxonomy.

- **Bloom's taxonomy (revised version, 2001) by Anderson and Krathwohl**

Anderson and Krathwohl revised the 1956 version of Bloom's Taxonomy and introduced a revised version in 2001. This taxonomy known as Bloom's taxonomy revised version constituted similar six categories under the cognitive domain with some changes in the terminology like- 'remember', 'understand', 'analyse' as LOTS and 'apply', 'evaluate', 'create' as HOTS. Moreover, the taxonomy altered the noun forms of the categories from the 1956 edition into verb forms in the 2001 edition. It also discarded the cumulative hierarchy of the categories of the LOTS and HOTS.

- **Marzano taxonomy (2001)**

In 2001, Robert Marzano and John Kendall proposed 'The New Taxonomy of Educational Objectives'. This taxonomy consisted of three systems- i) Self-system, ii) Metacognitive system, iii) Cognitive system. Under the cognitive system, there were six-tiered hierarchical taxonomy listed as- i) retrieval, ii) comprehension, iii) analysis, iv) knowledge utilisation, v) metacognition, vi) self-system thinking. They incorporated a wide range of aspects which

aimed at developing students' thinking. In addition, this taxonomy incorporated terms like 'comprehension' and 'analysis' from Bloom's taxonomy.

- **Fink's taxonomy of significant learning (2003)**

In 2003, L. Dee Fink (2003) introduced a taxonomy called 'Taxonomy of Significant learning' to cater to higher education needs. It consisted of categories such as — 'foundational knowledge', 'application', 'human dimension', 'caring' and 'learning how to learn'. It emphasised human development and affective factors as efficient thinking skills and learning outcomes along with mastery of concepts within foundational knowledge.

The taxonomies mentioned above highlight the wide diversity of thinking skills in an educational setting with learning outcomes and objectives. However, Bloom's taxonomy remains an exemplary work for many to follow and theorists like Ausbel, Robinson and others also have even adapted features and categories of Bloom's taxonomy. The multiplicity of psychological, sociological and philosophical traditions and taxonomies perceive thinking skills in various ways, but all of them aim to develop and advance human thinking and cognitive functions. The coming section sheds light on the definitions of thinking skills.

2.3 Definition of thinking skills

The literature available on defining thinking skills is extensive and diverse, resulting in multiple definitions under various terms like critical thinking skills, creative thinking, metacognitive thinking, problem-solving, comparing-contrasting etc. They have been widely defined, perceived and shaped by various traditions of thought from different fields such as philosophy, neuroscience, psychology, educational psychology and so on. The multiplicity of the term- 'thinking skills' is also addressed as "polymorphous or multi-form enterprise" (Bailin et al., 1999, p. 279). Moseley et al. (2005) collected nearly 40 definitions of critical thinking, showing its wider applicability in the US. Furthermore, in the US, "the term critical thinking

is considered synonymous with thinking skills” (Moseley et al., 2005, p. 20). Similarly, this study considers thinking skills as synonymous with critical thinking skills in the definitions given below;

In 1990, Facione stated, “We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based...” (p. 3).

Fisher and Scriven in 1997, defined critical thinking, as “skilled and active interpretation and evaluation of observations, communications, information and argumentation” (p. 21).

In 2005 Cottrell stated, “Critical thinking is a cognitive activity, associated with using the mind. Learning to think in critically analytical and evaluative ways means using mental processes such as attention, categorisation, selection, and judgement” (p. 1).

The above-given definitions of thinking skills mention frequent terms used by the authors such as application, analyse, synthesis, evaluation, inference, creative thinking, problem-solving, understanding etc. as essential thinking skills. In all these definitions, the cognitive functioning and learning outcomes of thinking skills are similar to critical thinking skills. Moreover, most of the definitions of critical thinking aim to attain results by thinking rationally in a goal-oriented manner (Butler, 2017). Interestingly, the categorisation of HOTS and LOTS in Bloom’s taxonomy is consistent with the other definitions of thinking skills (critical thinking skills), learning outcomes and taxonomies. Therefore, this study specifically adopts Bloom’s Taxonomy (2001 edition) as the comprehensible framework to define the thinking skills- HOTS and LOTS.

The next sections review the literature relevant to thinking skills, sociocultural approach, Vygotsky's theory, cultural familiarity with learning materials and so on.

2.4 Studies on thinking skills

Many researchers have studied and examined thinking skills in varied language learning and teaching contexts. The coming sections review studies on thinking skills in EFL, ESL and Indian settings.

2.4.1 Studies on thinking skills in ESL and EFL settings

This section focuses on studies conducted on thinking skills in English language teaching and learning contexts.

Fahim, Barjesteh and Vaseghi (2012) investigated the impact of training in critical thinking skills on the reading comprehension of 240 male and female learners at a college in Iran. The learners were divided into categories — low and high proficiency learners, critical and non-critical learners, male and female learners in experimental and control groups. This study used reading comprehension tests as pre-test and post-test for the participants. The statistical results of the study showed that there was no significant interaction between 'proficiency' and 'gender', indicating that the gender did not impact proficiency. The subsequent results confirmed the positive effect of critical thinking training on the reading comprehension of EFL learners.

Ganpathy and Kaur (2014) studied the impact of higher-order thinking skills (HOTS) in secondary ESL writing of 120 students in Malaysia. 1 ESL teacher also participated in the study and was trained for 4 weeks to incorporate HOTS in the designing of the lesson plans on writing. These plans were designed under Frangenhim's model (2006) of thinking skills framework based on Bloom's Taxonomy for higher-order thinking skills. The performance of the learners in the tasks was studied. The verbal responses of 48 students were also collected

by conducting focus group interviews and analysed deductively. The major findings of the study from the focus group interviews revealed that the students found the HOTS lessons enhanced their involvement and discussion. To be specific, the HOTS encouraged them to compare, interrogate, validate, reflect and discuss the ideas of their own and peers in the study. The students also activated their prior knowledge by addressing the HOTS. This also led to the improvement of their writing skills. The study found that the thinking skills framework nurtured the learners to utilise their critical, creative thinking and cooperative learning. This study recommended an explicit infusion of HOTS into the lessons to promote better language skills among learners.

Yoke et al. (2015) examined how HOTS can be integrated with ESL reading classes and the perception of the students in a quasi-experimental design with 30 undergraduate students. The tools included two reading response tasks and semi-structured interviews. There were two tasks used in the study— Task1 was done online by using a newspaper article on Crimes using the university' I portal and Task 2— a newspaper article on GST in which students had to comment and post their ideas on a topic displayed in the classroom. To gain students' perspectives on the HOTS and tasks, structured interviews were conducted with 10 students. The scores of the two tasks were analysed statistically showing the mean score higher in task 2 with 5.6000 as compared to task 1 with 5.1667. The responses in the interviews were also analysed statistically with the frequency of the responses for each question item. The results revealed that the HOTS tasks helped the students to overcome the challenges in the learning process. 90% agreed that the HOTS activities enhanced their reading and 80% of students felt confident to use the novel reading and thinking skills. The feedback on whether the tasks on HOTS enhanced their thinking revealed that 40% found themselves thinking creatively and 50% mentioned recalling information by using prior knowledge to answer the questions. 70% of the students provided suggestions by using thinking skills like 'analyse' and

‘evaluate’. The findings from the interviews showed that the students found the tasks creative, innovative and useful for the ESL reading course. The findings also highlighted the positive perceptions regarding the HOTS tasks such as understanding the topic, analysing and synthesising the issue, evaluating their peers’ opinions in the tasks and also bringing awareness of one’s opinions.

LiLi (2016) studied 473 teachers in Beijing, China to get a broad overview of the teachers on teaching thinking skills in an EFL setting. This study used questionnaires and focus group interviews to collect the data. The questionnaire constituted sections such as attitudes towards teaching thinking skills, their practice and familiarity of the skills and factors impacting their decision making. The questionnaire was analysed using descriptive statistics like mean and standard deviation. Focus group interviews were conducted with the teachers which were transcribed and later coded into themes while analysing the responses. The analysis of the tools showed that the teachers had a fragmented understanding of thinking skills. Their perception of thinking skills was restricted to memorisation, developing intelligence and cognitive potential. This study also revealed the need of teaching thinking skills, especially HOTS to teachers in teacher training programmes and development.

The studies in the section highlight the positive impact of thinking skills on improving reading comprehension (Fahim, Brajesteh & Vaseghi, 2012), developing various LOTS and HOTS in writing (Ganapathy & Kaur, 2014), enhancement of LOTS and HOTS in reading skills (Yoke et al., 2015). In addition, the study by Li Li (2016) also highlights the lack and need for thinking skills in teacher training. These studies recognise thinking skills as cognitive functions operating in isolated settings except the studies by Ganpathy and Kaur (2014) and Yoke et al. (2015). Both studies recognise the use of prior knowledge and collaborative learning in a restrictive manner to impact the thinking skills of participants. This section

indicates the need to address and inculcate thinking skills within a sociocultural approach in ESL and EFL contexts.

2.4.2 Studies on thinking skills in the Indian context

In the Indian context, some studies were conducted to examine thinking skills by organising tasks and activities for school learners. These studies are presented in this section.

Suvarna Lakshmi (2007) reported a case study to develop the critical thinking skills of 6 school learners (age 12 years old) and improve their language proficiency. The study used strategic training in critical thinking skills such as comprehension, interpretation, problem solving, logical thinking and metacognitive thinking by organising 60 tasks according to cognitive and linguistic complexity. The analysis of the collected data showed that the learners revealed their thinking patterns in tools like think-aloud, interviews and retrospective reports on the study. The analysis also revealed that the continuous exposure of learners to ‘what and how they have learned’ nurtured their metacognitive thinking. In every task, reading of texts was included to critically analyse, infer, interpret and anticipate texts and thus their critical reading was enhanced. Some of the major findings of the study showed that the learners benefitted from the strategic training to develop their critical thinking skills. There was also an enhancement in their language skills and learning abilities. It was found that the gradation of the tasks based on different critical thinking skills played a crucial role. Moreover, the background knowledge of learners was varied which had an impact on the facilitation of their higher-order thinking abilities and therefore all the learners did not perform uniformly in these skills. The study also negated the relationship between critical thinking skills and language proficiency of the learners because the learners who were proficient in the English language were not good in higher-order thinking skills and vice-versa.

Swamy (2011) carried out a study for class VIII regional medium (Telugu) learners to develop their higher-order thinking skills (HOTS) through explicit instruction at Hyderabad.

The researcher designed tasks for preliminary, intervention and post-intervention studies. The preliminary study investigated their levels of thinking skills based on HOTS. In the intervention study, there were 5 lessons introduced through explicit instruction on HOTS for 16 hours. Later, the post-intervention tasks were analysed to find out the results. The findings of the study revealed that the learners improved their HOTS, particularly in noting the similarities and differences such as by comparing information which helped them to judge and decide. In addition, the learners showed growth in identifying facts and opinions and modest development of metacognitive thinking. The learners also showed improvement in their writing skills by organising written responses such as including topic sentences, supporting details, concluding sentences, use of cohesive devices etc. There was more usage of content words despite some spelling errors. The study concluded that explicit instruction developed higher-order thinking skills and also improved the writing skills of learners.

Swamy (2014) investigated the effectiveness of teaching thinking skills and dispositions as a component of the ESL curriculum. The researcher designed tasks based on the thinking skills such as tasks for pre-intervention assessment, intervention assignment and post-intervention assessment for class 9 school learners. These tasks were analysed through specific rubrics. The findings of the study showed that the learners improved significantly in critical thinking skills like filling verbal information in the graphic organiser, identifying conclusions, premises and underlying assumptions, recognising similarities, differences, facts and opinions, distinguishing between relevant and irrelevant information, forming multiple viewpoints and metacognitive thinking. In addition, the learners used interrogative sentences to display their attitude of inquiry to understand the information. It also showed that there were fewer errors related to subject-verb agreement and spelling of content words. The study suggested including thinking skills along with other skills in the ESL curriculum.

Vijayalakshmi (2016) studied the development of critical thinking skills and language skills by using task-based language teaching (TBLT) for 30 learners from class VIII (12-13 years old) in a school. Using a mixed-method design in this study, a preliminary study was conducted using questionnaires and classroom observations. It showed that the majority of the learners belonged to poor economic backgrounds and had English and Telegu medium of instruction from class VIII to class X. Further, it used a quantitative design by introducing pre-test, intervention and post-test. The pre-test was conducted to find out the existing proficiency levels in critical thinking skills and language skills. This was followed by an intervention which exposed the learners to 10 tasks on critical thinking skills like categorising, identifying, matching, problem-solving etc. At the end of the intervention, a post-test was conducted to find out the impact of tasks on the targeted skills. The analysis of the tasks was done by using 5 categories of assessment (using Suvarna Lakshmi, 2007 work). The results showed that the learners significantly improved their critical thinking skills such as creative thinking, reasoning and problem-solving. However, a similar rate of improvement was not found in speaking, reading and writing skills. The findings of the study showed that TBLT had a positive impact on the critical thinking and language skills of the learners. The low scores in the pre-test also showed that the learners did not gain from traditional teaching to develop critical thinking skills. In addition, the involvement of strategic instruction by involving tasks developed the critical thinking skills and strategies of the learners.

Nanda (2018) carried out a study to explore the possibility of teaching thinking skills through explicit instruction in L1 and its' impact on the thinking skills of learners. The participants of the study were 47 learners of class XII (Arts Subject) at a rural college in Orissa. The study followed a mixed-method approach. To categorise thinking skills, this study utilised Bloom's taxonomy (1956) and Marzano's taxonomy (2000). In the main study, there was an intervention through tasks based on thinking skills at three levels. Level 1 had tasks on thinking

skills, proficiency tests and assignments in Odia language (L1); Level 2 had tasks on thinking skills, proficiency test in English and Odia; Level 3 had tasks on thinking skills, proficiency tests and assignments in English only. All the levels also consisted of a self-reflection list for the learners to observe their perceptions and attitudes towards thinking skills and tasks. The thinking skills of the learners were assessed by using rubrics. The findings of the study revealed that the learners performed well in the pre-designed tasks in Odia and their test scores also improved slightly at level 1. At level 2, the findings revealed that the learners used Odia (L1) orally to perform tasks based on thinking skills which were English instruction based. Later, at level 3, the learners were familiarised with the structure and strategies of the tasks on thinking skills and showed improvement in thinking skills and proficiency in English also. The results of the study showed that it was feasible to teach thinking skills to learners who were underachievers in the English language. Furthermore, the findings revealed that a bilingual model was significantly helpful to develop thinking skills for low-proficiency learners, specifically those who face anxiety with L2 learning and use. This study also highlighted the role of L1 as a scaffold to enhance the thinking skills of learners.

The studies reviewed above highlight different types of tasks based on the thinking skills of school learners in Indian settings. The studies show the impact of the tasks such as arrangement of tasks based on linguistic and cognitive complexity (Suvarna Lakshmi, 2007), tasks through explicit instruction (Swamy, 2011), intervention assessment tasks (Swamy, 2014), tasks based on the TBLT approach (Vijayalakshmi, 2016) and bilingual tasks (Nanda, 2018). These studies situate thinking skills within the cognitive domain of the learners by focusing elaborately on the nature of tasks and their outcomes by conducting pre-test and post-test. However, these studies do not explore or recognise the socio-cultural factors impacting the thinking skills of school learners. Thus, there is a need to explore the development of thinking skills within the sociocultural approach of school learners in the Indian context.

2.4.3 Studies using Bloom's taxonomy in ESL and EFL setting

The studies (Assaly & Smadi, 2015; Aghaei & Rad, 2018; Koksai & Klum, 2018; Bejelloun & Allame, 2019; Khosgower & Pandey, 2021; Muhayimana, Kwizera & Nyirahabimana, 2022) given in this section focus on Bloom's taxonomy being used in ESL and EFL settings. They are presented as under;

Assaly and Smadi (2015) aimed to evaluate the cognitive levels of the questions given in the textbook according to Bloom's taxonomy, 1956 edition. A checklist was created to analyse the textbook which recorded the cognitive levels of the questions. During the analysis, the frequency for each cognitive level of the coded questions was calculated. The results of the study showed that both LOTS and HOTS were provided in the textbook, but the level of 'comprehension' representing LOTS was very high. This study recommended to include tasks of various cognitive levels in English textbooks to equip a student to perform tasks at school and university levels. In addition, textbook authors would also gain awareness of the different cognitive levels in every grade, consider students' needs and present questions requiring them to think and participate.

Aghaei and Rad (2018), carried out a study to find the relationship between critical thinking skills and listening comprehension by considering the role of gender. There were 40 males and 40 females randomly selected elementary-level Iranian EFL learners. This study used tools like the California Critical Thinking Skills Test and the Listening Comprehension Test (designed by Danar Wijanarko, 2010) based on Bloom's Taxonomy (1956) six categories of thinking skills to find the possible significant relationship between the variables. Descriptive and inferential statistics were used to analyse the data from the tests. The statistical results showed the F ratio, $F(17,61) = 68.88$, $p < 0.11$, which indicated that the score of the learners on critical thinking significantly impacted their listening comprehension. Regarding the relationship between critical thinking and gender, the F ratio showed no

significant role of gender in the critical thinking of the participants. This study recommended the exercise of critical thinking instruction to develop the listening comprehension ability of EFL learners. Moreover, it also suggested that both genders should receive the teaching and learning of critical thinking skills to improve their abilities.

Koksal and Ulum (2018) aimed to identify to what extent Bloom's taxonomy is referred to in the exam paper of general English courses at universities around Turkey. To achieve this, exam papers were analysed by using a descriptive content analysis design. In addition, there were also interviews conducted with 29 instructors. The statistical results showed that the questions in the exams were majorly based on LOTS such as — knowledge (81.7%), comprehension (18.3%), analysis (0%) and none was found on HOTS with scores of - application (0%), synthesis (0%), evaluation (0%). Each section such as grammar and vocabulary, reading, writing, speaking and listening contained questions majorly on knowledge and comprehension- representing the lower-order cognitive levels of Bloom's taxonomy. In addition, the results of the interviews revealed that out of 29 instructors, only 8 were aware of Bloom's taxonomy. 7 of the instructors attempted to include levels of Bloom's taxonomy in their exam question papers and 1 instructor did not. The study recommended the inclusion of lower-order and higher-order thinking skills in the exams of English courses which could benefit the learning and also the inculcation of higher-order thinking skills to help in better decision-making.

Bejelloun and Allame (2019) aimed to investigate the role of Bloom's Taxonomy in the development of vocabulary and critical thinking skills of Moroccan EFL learners. They studied the writing process of 30 pre-intermediate learners (8-10 years old) when they were exposed to Bloom's taxonomy for 12 weeks. The study was an action research project following a qualitative method and used tools like - i) written reviews of two different stories at the start and end of the 2nd term, ii) a focus group with parents and children to collect

background information. For the data analysis, the participants were divided into 3 groups — weak, average and good, according to the levels provided in the Common European Framework of Reference (CEFR). The results revealed that the students showed progress in their lexical diversity, improvement in coherent writing and usage of linking phrases. It was found that the weak students showed a range of vocabulary in their second review of the story along with average and good students. They showed the use of the first level of Bloom's Taxonomy - 'remembering' the important words of the story. In addition, the students showed their critical thinking skills by 'analysing' the events of the story, 'evaluating' the story and providing their opinions. It was also found that the average students analysed in a more logical and relevant manner in the second review of the story. The striking finding of the study revealed that average students showed major progress in their vocabulary, linguistic and cognitive abilities. This study significantly highlighted that most of the features of Bloom's Taxonomy were found in the student's language production. The weak students remembered, understood and analysed the events in the story. The average and good students responded in a clear, coherent and critical manner by using a wider range of vocabulary.

Khoshgouar and Pandey (2021) investigated whether the EFL teachers at Afghan high schools practice enhancing their critical thinking skills through questioning in their teaching. To study it, the researchers employed qualitative and quantitative methods to find out the number of questions posed by 10 high school teachers based on LOTS and HOTS from Bloom's Taxonomy (1956). The teachers' classroom teaching was audio recorded and the data was collected for 400 minutes which was later transcribed. The findings of the study revealed that there was a total of 125 questions asked by the teachers during their classroom teaching. The results highlighted that the teachers placed more emphasis on LOTS and HOTS were ignored. The findings of the study revealed that the appropriate questions were not used to foster critical thinking. This study recommended that critical thinking skills and their

importance should be introduced to English teachers to become aware of their significance in students' academic and everyday life. Therefore, more HOTS' based questions were to be posed by the teachers in their classroom teaching to enhance the skills of students.

Muhayimana, Kwizera and Nyirahabimana (2022) investigated the cognitive levels of the questions used in the English primary learning examinations in Rawandan school, from 2013 to 2019. Each exam paper included 4 areas of language skills — comprehension, grammar, vocabulary and composition. There was a total of 574 questions scrutinised according to the revised Bloom's Taxonomy (2001). The data was collected through content analysis methodology. The results of the study showed that most of the questions in the exams were based on lower-order thinking skills (LOTS). Overall, in all the exam papers from 2013 to 2019, a remarkable percentage of exam questions i.e., 98.79% were based on lower-order thinking skills with 'remember' as the highest — 88.00%. Whereas, the HOTS accounted for only 10.79% of the questions.

These studies given above utilise and examine Bloom's taxonomy in EFL and ESL contexts. There was an evaluation of cognitive levels of questions in the textbook (Assaly & Smadi, 2015), studying the relationship between critical thinking skills and listening comprehension (Ahmad & Rad, 2018), addressing the questions based on LOTS and HOTS in university general English exams (Koksal & Ulu, 2018). Furthermore, there were studies on developing vocabulary and critical thinking skills of EFL learners (Bejelloun & Allame, 2019), examining the teachers' questions based on LOTS and HOTS in classroom teaching (Khoshgoar & Pandey, 2021), studying the levels (LOTS and HOTS) of questions in English paper (Muhayimana, Kwizera & Nyirahabimana, 2022). These studies reveal the wider applicability of Bloom's taxonomy to categorise thinking skills comprehensively under LOTS and HOTS and use them for different purposes in English language education. Both the skills — LOTS and HOTS play a key role in developing human cognitive functions but the studies

(Asslay & Smadi, 2015; Kokasal & Ulum, 2018; Khosgowar & Pandey, 2021; Muhayimana, Kwizer & Nyirahabimana, 2022) highlight the overemphasis on LOTS and lack of HOTS in EFL and ESL contexts. Therefore, it becomes crucial to incorporate questions from both LOTS and HOTS equally in learning materials (textbooks), exams, classroom teaching process and so on for the overall development of skills and individuals.

2.5 Studies using the sociocultural approach

A considerable number of studies have been carried out on thinking skills in EFL, ESL contexts involving participants from secondary and tertiary levels, based on frameworks involving several thinking skills, treatments, tests (pre-test and post-test) and methods of enquiry (quantitative and qualitative). As a result, it makes it challenging to formulate generalisations about thinking skills. Most studies have attempted to use thinking skills within the cognitive paradigm. Hence, there is an emerging need of conducting an in-depth inquiry to understand thinking skills within the sociocultural approach.

Though few, some researchers have been attracted to the sociocultural approach and have examined its impact on developing thinking skills in ESL and EFL settings. These studies are discussed in the forthcoming sections.

2.5.1 Sociocultural approach in EFL and ESL setting

The study by Jabeen and Akhtar (2013) examined the impact of sociocultural theory on the speaking skills of class 10 learners in Pakistan. It employed an experimental study with pre-test and post-test designs. The results of the pre-test showed that the learners did not complete the tasks, lacked fluency and displayed hesitancy while speaking. Thus, their performance was unsatisfactory. The intervention study included activities like picture description, group discussion and dialogue presentation to optimise the speaking skills of

learners. To facilitate collaboration in the activities, clear demonstrations were made available and the learners were also assigned specific roles to ensure participation. The results of the post-test showed that the learners became confident and used the English language better. For example, “unnatural pauses and halts, faulty grammatical structures and incomplete or inconsistent thoughts were visibly reduced” (p. 113). The other significant changes found in the oral performance were comprehensible command over grammar, pronunciation and fluency in expression. The learners showed improvement in their dialogues by providing clarifications, adding and channelising conversational discourse efficiently.

Rassei (2014) investigated the efficacy of two types of corrective feedback — i) scaffold feedback (from a sociocultural perspective), ii) recasts (from the cognitive-interactionist perspective). The study conducted an experimental design of a pre-test, intervention and post-test for Persian learners in Iran. The learners were assigned to the experimental group- a recast group (n=28), a scaffolded feedback group (n=27), and a control group (n=27) who did not receive recasts or scaffold feedback for their errors from the interlocutors. The linguistic target was to learn ‘wh questions forms’. “During the treatment sessions, learners who either failed to produce a wh question form or produced ungrammatical form received feedback according to their group designation” (p. 423). Furthermore, the learners received recasts when they spoke incorrect utterances. The interlocutors provided scaffolding feedback to the learners and increased the scaffold whenever it was required during the utterances. There were two instruments used in the study to find the impact of the feedback sessions on the learners- i) Untimed Grammaticality judgement test (UGJT), ii) Oral production test. These tests were carried out during the pre-test and post-test and the analysis was done by using ANOVA. The results showed that the corrective feedback had a significant impact on the learners and their performance after receiving recasts. In addition, the results of the Oral production tests showed that the learners in the scaffold feedback group outperformed the

learners in the recast and control groups. The findings from the study suggested that scaffolded feedback within the learners' ZPD helped learners to be independent and autonomous.

Both the studies (Jabeen & Akhtar, 2013; Rassei, 2014) highlight the contribution of the sociocultural approach in achieving learning outcomes in speaking skills. Jabeen and Akther (2013) establish in their study that a collaborative learning environment through picture description tasks and group discussions can be used within the sociocultural approach to communicate better and achieve fluency in speaking activities. Further, Rassei (2014) highlights the role of scaffolding to assist the learners in their utterances within learners' ZPD. In doing so, this study shows that corrective feedback enhances learners' performance through a dialogic process. Overall, both studies indicate the operationalisation of sociocultural theory, specifically ZPD, scaffolding and collaboration in EFL and ESL settings. Thus, it becomes necessary to incorporate sociocultural theory or approach to English language learning.

2.5.2 Research studies using Vygotsky's sociocultural theory in the Indian context

This section presents studies in the Indian ELT context- using sociocultural theory (SCT) to develop group discussion skills of undergraduate learners (Akram, 2014) and improve reading comprehension and reading strategies (Pinninti, 2015) of school learners.

Akram (2014) carried out a study to develop group discussion (GD) skills of undergraduate students to prepare for recruitment. A course was designed based on a functional approach to teaching GD skills by incorporating the concepts of Sociocultural theory — collaboration and scaffolding. This course focussed on the various functions such as initiating, giving opinions and (dis)agreeing to engage students in pair and group tasks for the GD. In addition, the teacher in the classroom raised the students' awareness of the functions of GDs by showing texts, videos and websites. The learners were also scaffolded by providing inputs during preparation and feedback. At the production stage, a group of students participated in a

GD and other students assessed their performance by using peer assessment. The students who participated in the GD also did self-assessments. Moreover, the teacher also provided feedback to the students and involved them in reflective journal writing. The study concluded that the learners gained from the sociocultural approach to develop GD skills for employability.

Pinninti (2015) conducted a pre-test-post-test control and exploratory research design to investigate the impact of sociocultural theory on reading strategies and reading comprehension of class IX learners in India. The tools used in the study were a reading comprehension test, a survey of reading strategies and reflective journals. The data was collected and analysed both quantitatively and qualitatively. The intervention consisted of scaffolding, peer-collaborated strategic reading and reflective journals. The results of the pre-test showed that there was no significant difference between the control and experimental groups regarding reading strategy and reading comprehension. After the intervention, the results of the post-test ($M=16.05$, $SD=3.77$) showed that the experimental group performed significantly better than the pre-test ($M=13.47$, $SD=4.21$) in reading comprehension. In reading strategy use, the experimental group again performed significantly better in post-test ($M=3.86$, $SD=.39$) than in the pre-test ($M=3.30$, $SD=.47$). This established that the intervention within a sociocultural approach improved the reading comprehension and reading strategy use of the learners. The analysis of reflective journals showed the frequency of reading strategies such as ‘discussing with friends’ was the most frequently used post-reading strategy and became the source of understanding, confirming and discussing information. The other two most frequently used post-reading strategies were ‘recalling summary’ and ‘noting down summary’. The findings of the study also revealed that the type of passage — expository and narrative also shaped the preference for reading strategies. It showed that the participants reported ‘memory-driven strategies’ whilst reading expository passages and ‘schemata-driven

strategies' in narrative passages. The study concluded that within the sociocultural approach, the learners utilised and developed reading strategies in English language learning.

The studies show the role of sociocultural theory, its concepts like scaffolding and collaboration in developing group discussion skills of tertiary learners (Akram, 2014) and the reading strategies and reading comprehension of school learners (Pinninti, 2015) in the Indian context. Both the studies utilise the reflective journals, to bring insights about the participant's thought processes and reflections and also as an instrument to scaffold the learning of GD skills and reading strategies. These studies indicate the potential of the sociocultural approach in Indian classrooms for secondary and tertiary learners. They pave the way for further studies in the Indian context to merge socio-cultural realities, social interactions and language learning context in a meaningful and effective manner.

2.5.3 Studies exploring sociocultural theory and sociocultural factors in teaching or learning thinking skills

There have been studies by Mirzaee and Maftoon (2016), Chen (2019), Johansson (2020) and Soojandehfar and Soojandehfar (2020) using the sociocultural theory, specifically Vygotskian framework in teaching and learning thinking skills. Furthermore, the studies conducted by Meintjes and Grosser (2010), Booysen and Grosser (2013) and Akhter (2019) find sociocultural factors influencing the creative thinking abilities and critical thinking skills of teachers and learners.

Mirzaee and Maftoon (2016) investigated the higher-order thinking techniques in enhancing the reasoning of 60 EFL undergraduates by using Vygotsky's private speech production at a university in Iran. These undergraduates studied the English courses in ELT major. They were divided into 30 learners in each experimental and control group in a quasi-experimental design and conducted pre-test and post-test. The researchers also conducted a

placement test to check the learners' language proficiency level. The result of the test showed that there was no statistically significant difference between the experimental group ($M = 86.53$, $SD = 7.20$) and the control group ($M = 86.53$, $SD = 7.20$). The intervention consisted of tasks focussing on 5 sections to think analytically and logically- 'i) inference making, ii) recognising assumptions, iii) deduction, iv) interpretation, v) evaluation.' The WGCTA test (Watson Glaser Critical Thinking Test Appraisal) was conducted as a pre-test and post-test focussing on the 5 sections of the thinking abilities of the learners. The private speech was audio-recorded and later transcribed for analysis. The results showed that there was a strong and positive relationship between the private speech and reasoning power of the students by using Pearson product correlation ($r = .47$, $n = 60$, $P < 0.05$). The frequency of private speech was higher in the experimental group ($n = 1097$) than in the control group ($n = 620$). The results also showed that while doing the tasks, "the EFL learners produced four types of private speech, repetition, translation, filler and question, in both their L1 and L2" (p. 22). This study also revealed that the experimental group which received higher-order enhancing techniques were more successful in the self-regulation and production of private speech in L1 and L2. Consequently, they obtained higher scores in their reasoning gap activities. The results also indicated that the 2 techniques — concept mapping and argumentation positively and significantly shaped logical reasoning. The study suggested that private speech could also be regarded as a form of thinking and problem-solving.

Chen (2019) used the sociocultural perspective to study the effects of pre-designed teachers' questions as a mediation tool to develop critical thinking skills of the sophomores (undergraduates) in English majors at a university, in Beijing. It also included discourse-level writing skills in English. Keeping in mind the goal of the course, a two-hour weekly course including lectures and discussions was organised. The first draft of the essay written by the students showed a paucity of critical thinking skills. Later, with the help of the teacher's well

thought directed questions; the students could make corrections. Overall, the results of the study showed that the teachers' questions had an impact on the thinking patterns of the participants which indicated the activation of the ZPD. It was found that pre-designed teacher questions developed the participants' higher-order thinking skills, impacting their higher learning abilities and also improving their writing skills. The study indicated that the development of critical thinking skills could lead to the development of the language proficiency of learners through ZPD and scaffolding.

Johansson (2020) aimed to examine the relationship between HOTS e-assessments tasks and collaborative e-assessment tasks based on Bloom's Taxonomy (2001) — HOTS and LOTS in Sweden. There was a total of 500 e-tasks collected by the researcher and content analysis was done to find the results. The results of the study revealed that the HOTS and LOTS were calculated as per credit. It further showed that the credit module contained 5.7 HOTS credits and 1.8 LOTS credits. Moreover, it revealed that there were 177 tasks in the literature module and 323 in the linguistics module. The study showed that there was a high frequency of HOTS in the e-assessment tasks which also indicated online teachers' awareness of HOTS. In addition, the e-assessment tasks encouraged HOTS more than LOTS in this study, because writing literary essays demanded more cognitive effort. Furthermore, there were more collaborative e-assessment tasks in the HOTS than in the LOTS. Thus, collaborative tasks in e-assessment were found to be more suitable for developing students' HOTS.

Soojandehfar and Soojandehfar (2020) examined university instructors whether teaching interrupted or facilitated the development of thinking skills through classroom interactions of BA, MA and PhD students at a university in Iran. The sample of the study was 6 university TEFL professors, selected through convenience sampling. The undergraduates, graduates and doctoral students were randomly selected. The classes were video-recorded. After each class observation, the researcher asked the students about any difference they

noticed between the observed session and other sessions in the semester with regard to the instructor's conduct of classroom management. These video records were later transcribed and analysed by using discourse analysis. The findings of the study showed that the university instructors provided fewer opportunities for "interaction, discussion and development of thinking skills" (p. 35). This finding was contrary to the instructors' calling students, particularly in postgraduate courses as critical thinkers in class discussions and arguments. It revealed that the teachers did not exercise thinking skills in their teaching-learning practice and also resisted the inculcation of these skills in the learners.

Meintjes and Grosser (2010) conducted an experimental ex post facto design to study the creative thinking abilities and contextual factors of pre-service teachers in South Africa. The sample of the study was divided into two groups of African and non-African students. This study involved instruments like- i) the ATTA (Abbreviated Torrance Test for Adults) to assess creative thinking abilities, ii) a questionnaire to find out the personal (age, gender) and contextual factors- parental education, socio-economic status of a family, school education they received etc. The results of the ATTA showed that the mean score for African students was 66.7 and non-African students was 53.1. Moreover, the creativity index showed that African students ranged between 11 and 68, with a median of 56 and the non-African ranged between 24 and 82, with a median of 67. In addition, there were strong relationships found between some contextual factors (school model and culture) and the creativity index. Other contextual factors like role models, family factors also influenced the creativity index. The findings of the study showed that contextual factors such as "culture, school models attended, socio-economic factors, acculturation of parents" (p. 381) had an impact on the creative thinking abilities of the students in this study. It suggested introducing creative thinking in the school curriculum and also emphasised that teachers must know how to teach them explicitly by creating contexts and

opportunities. This would help students to develop multiple ideas to solve the problem, value originality and perceive situations from multiple viewpoints.

Booyesen and Grosser (2013) conducted a study with a total of 30 learners from grade 3 school learners in South Africa. This study aimed to develop the thinking skills of primary school learners and also find out the efficacy of a ‘cooperative teaching and learning intervention programme’ to enhance thinking skills. The study followed a mixed-method research design, consisting of tools- pre-test, post-test, semi-structured interviews with teachers and focus group interviews with learners. There were two teachers from both groups who also became part of the study. There were 15 activities which were implemented in the study based on various thinking skills such as problem-solving, reasoning, analysing information and so on in cooperative learning groups. The results of the pre-test and post-test showed a positive difference in the performance of the learners after the intervention programme and regular classroom teaching. The analysis of the responses of the semi-structured interviews of the two teachers revealed the potential of cooperative learning for thinking skills. The teachers also talked about the importance of “internal factors such as intelligence, ability, autonomy, self-esteem and language proficiency, and external factors such as home and school environments, their peers and their teachers” (p. 63) influencing the thinking skills of learners. The analysis of the focus group interviews with the learners indicated the benefits of cooperative learning for the development of their thinking skills.

Akhter (2019) explored the relationship between culture and critical thinking skills of 70 undergraduate students (32 females and 38 males) from 3 private universities in Bangladesh. In addition, 10 teachers from various private universities were also included in the study. This study used quantitative and qualitative methodology to examine and study the cultural factors in the application of critical thinking skills in the English language classroom. The data were collected in 2 phases by the researchers. The first phase contained language

activities with 5 open-ended questions based on everyday life contexts. The second phase included a questionnaire with 38 questions aiming to collect information on the intellectual standards for critical thinking and the impact of culture on skills. Furthermore, the 10 teachers were interviewed individually. The findings showed that the students preferred expressing their opinions in a group and being accepted by the teachers in the classroom. The students also had a tendency to be guided by their ideas which were culturally established. In addition, it was found that the female students were unsure of their opinions. The study highlighted the “cultural conditioning of the females to be submissive, polite, indirect in expression and unwilling to give an overt opinion” (p. 139). The findings of the teacher interviews also revealed that cultural upbringing was a factor influencing the critical thinking skills of the students in the classroom. Other factors such as economic independence, social security, religion, educational background of the family etc. also had an impact on the critical thinking skills and perspectives of the students. This study concluded that cultural conditioning to think critically played a key role, especially in a multicultural learning environment.

The studies of Mirzaee and Maftoon (2016), Chen (2019), Soojandehfar and Soojandehfar (2020) and Johansson (2020) use Vygotsky’s sociocultural theory to develop or enhance the thinking skills of learners. Mirzaee and Maftoon (2016) use Vygotsky’s concept of private speech and tasks based on thinking skills to think analytically and logically. In addition, Chen (2019) shows that teachers' pre-designed questions mediate the thinking skills of learners and operate ZPD to develop thinking skills one by one. Soojandehfar and Soojandehfar (2020) point out that university teachers provide lesser opportunities for social interaction and discussion for students who lack critical thinking skills in the classroom. Johansson (2020) creates HOTS e-assessment tasks and collaborative e-assessment tasks within the sociocultural approach to study the higher-order thinking skills of tertiary learners. The results and findings of these studies show a positive impact of Vygotsky’s sociocultural

theory and concepts like private speech, mediation and ZPD on thinking skills. Most of these studies focus on the thinking skills of tertiary-level learners in EFL and ESL contexts.

In the later section, the studies reveal that socio-cultural factors such as socio-economic background, home and school environment, cultural upbringing, peers etc. along with other cognitive factors such as language proficiency play a key role in shaping the thinking skills of individuals in pre-service teacher training programmes (Meintjes & Grosser 2010), primary school education (Booyesen & Grosser, 2013) and under graduation setting (Akhter, 2019). However, these studies have not utilised Vygotsky's sociocultural theory to assert their views. They lacked in-depth enquiries and relied more on statistical data and questionnaires to collect and analyse data. These studies used qualitative tools restrictively like interviews to collect limited data from participants. Therefore, there is a need to explore to study the under-researched area of thinking skills within sociocultural theory and concepts of mediation and ZPD and recognising various socio-cultural factors, especially for school learners in the Indian setting.

Studies rejecting the relationship between thinking skills and cultural factors

There have been studies discussing the relationship between thinking skills and various socio-cultural factors such as cultural conditioning, family culture, social setting, socio-economic background etc. In this direction, the previous section established the relationship between thinking skills and socio-cultural factors in EFL and ESL contexts. However, the present section mentions the studies (Indah & Kusuma, 2016; Lun, Fisher & Ward, 2016) negating the relationship between culture and the thinking skills of learners in language learning.

Indah and Kusuma (2016) employed a case study design to describe the assessment of critical thinking and also identify the factors impacting them. This study comprised 130 English department students at a state university in Indonesia. There was a critical thinking assessment

based on argumentative writing as an activity and questionnaire to collect information about the culture, family background education, learning strategy and reading habit. The argumentative writing was assessed based on 5 elements of critical thinking such as “argument, content, evidence, organisation and conclusion” (p. 88). The responses collected from the questionnaire were calculated statistically using mean and standard deviation. The results showed that cultural background had less impact and learning strategy had a major impact on the critical thinking skill of the learners. It also showed a weak correlation of 0.2 between critical thinking and students’ culture. Therefore, it indicated that the elements of critical thinking were not influenced by the students’ culture.

Lun, Fischer and Ward (2016) investigated the difference in critical thinking abilities between Asian and western students at a university in New Zealand. It also explored the roles of English language ability and dialectical thinking styles. In this experiment, there were two studies conducted. Study 1 — finding the difference between the critical thinking abilities of Chinese and New Zealand European students through an assessment instrument called Halpern Critical Thinking assessment using everyday situations (HCTAES). Study 2 was conducted by using a different critical thinking skills assessment known as Watson Glaser Critical Thinking Appraisal Short Form. The overall findings of the study showed that New Zealand European students performed significantly better than Asian students in 2 measurement scales of critical thinking. The study concluded that the difference in critical thinking appeared because of linguistic differences, rather than cultural ones. The cultural adoption did not mediate the difference in culture impacting critical thinking. It also revealed that Asian students lacked critical thinking as a consequence of not being proficient in ESL.

Both studies examine the relationship between culture and critical thinking skills of tertiary-level learners in Indonesia (Indah & Kusuma, 2016) and New Zealand (Lun, Fischer & Ward, 2016). And both the studies indicate the lack of English language proficiency resulting

in the underdevelopment of the critical thinking skills of the participants, denying the role of the cultural background of learners.

2.5.4 Use of culturally familiar and culturally unfamiliar learning materials in EFL and ESL settings

This section looks at studies (Alptekin, 2006; Tavakoli, Shirinbaksh & Rezazdeh, 2012; Sheridan, Tanaka & Tang, 2019; Sheridan & Condon, 2020) that present the socio-cultural influence on the reading materials in English language learning. Finally, there are two studies (Indah, 2017; Kyung-Ae-Oh, 2017) identifying the impact of cultural familiarity in operationalising thinking skills.

Alptekin (2006) explored the role of culturally familiar background in the inferential and literal comprehension of university learners in Istanbul, Turkey. There was a total of 98 participants (aged, 18 to 20) from a Turkish university, enrolled in the EFL program who were further divided into experimental and control groups. The experimental group was given a nativised story as culturally familiar text which was modified contextually considering the Turkish culture. The control group got an original American story to read — a culturally unfamiliar text. Both the stories had inferential and literal comprehension questions and their scores were analysed statistically. The results showed that the mean score of the experiment group was, $M = 6.49$, $SD = 1.56$ and the control group scored $M = 5.49$, $SD = 1.73$, $t(96) = 3.01$, $p = .003$ in inference. Both the groups were at the same level of language proficiency, but the participants who read the nativised story were more efficient in drawing inferences than those reading the original story in the control group. Furthermore, the t-test results on items relating to the literal understanding showed that the performance of the experimental group ($M = 8.12$, $SD = 1.87$) was slightly better than that of the control group ($M = 7.98$, $SD = 1.75$), $t(96) = .39$, $p = .70$. The findings of the study suggested that a relationship existed between culturally familiar texts and the cultural knowledge of the L2 readers while reading. The

familiarity of the text and cultural content positively impacted the drawing of inferences from text and enhanced the reading comprehension ability. The literal comprehension, however, was not affected by text familiarity with the culture-specific content.

Similarly, Tavakoli, Shirinbaksh and Rezazdeh (2012) examined the impact of cultural background knowledge on reading comprehension by using culturally familiar (nativised) and culturally unfamiliar (original) versions of an American story. This study involved 60 participants (age range of 18-32 years old), at the intermediate level from an English language institute in Iran. The culturally familiar story was nativised by using cultural contextual clues like specific customs, rituals, notions, structures and names of places in the story. Whereas, the culturally unfamiliar story remained in its original form. After examining the reading comprehension test, attitude questionnaire and interview, the results showed that the nativisation of the story had a positive impact on the literal and inference comprehension of the participants. Though, in the attitude questionnaire, it was found that the participants also preferred reading an original story in English and learning about their culture. Furthermore, in the interviews, it was confirmed that the original story helped them to learn a new culture and language.

Sheridan, Tanaka and Tang (2019) studied the benefits of culturally familiar materials in a Japanese university EFL setting. 102 students (age group, 19-21 years old) participated from two private universities in Japan which were further divided into two groups based on scores in a test. The study contained reading assignments based on modified newspaper articles — 2 articles from the Japanese cultural context, and other 2 from American culture, which included either culturally familiar or unfamiliar proper nouns. The findings of this study showed that students had more vocabulary gains in reading culturally familiar articles. It increased their vocabulary recall. It also showed that they achieved a greater mean comprehension score than the culturally unfamiliar articles. Moreover, the qualitative analysis

of the data from homework assignments revealed that the learners connected to the cultural familiarity in the articles. It also highlighted the cultural biases of the learners when they compared and connected with their culture in the learning materials.

Sheridan and Condon (2020) investigated the preference for reading culturally familiar texts over culturally unfamiliar ones in EFL classrooms in Japan. 43 students from a university participated and were instructed to select and read one simplified English newspaper article each week for the next 12 weeks by choosing from 6 topics. The results showed that the students, especially the ones with low proficiency, selected culturally familiar texts significantly more frequently than culturally unfamiliar texts, with a ratio of 3:1.

Indah (2017) studied the relationship between critical thinking, writing performance and topic familiarity of EFL students at a university, in Indonesia. Following an ex-post facto design, the study utilised writing prompts and rubrics for assessing the three stated variables. The data was collected by administering the tests to obtain scores on writing, reading and critical thinking skills. The analysis of the relationship among the three variables in this study covered two sections: students'-initiated topic and teacher-initiated topic. The statistical analysis showed the correlation between topic familiarity and writing performance at the value of 0.388. It indicated that the topic familiarity in the students'-initiated topic had a higher impact on their writing performance. Furthermore, the correlation between writing performance and critical thinking skills was 0.397 in the students'-initiated topic. It indicated that the students' higher performance in writing also consisted of a better exercise of critical thinking skills. In the teacher-initiated topic, a positive correlation of 0.447 existed between writing and critical thinking skills. It indicated that the students writing performance were also higher in the teacher-initiated topic and so were their critical thinking skills. However, there was no significant correlation found between topic familiarity and critical thinking skills in the

teacher-initiated topic. This finding in the study was relevant to critical thinking if it was context-specific and involved background knowledge of the subject and content (Emilia, 2010).

Kyung-Ae Oh (2017) aimed to investigate through action research whether critical thinking skills could be developed through English courses at a college in Seoul. It was found that the regular English language textbook used by the participants hardly contained critical thinking skills. In the process of data collection, the researcher introduced four online reports based on the chapters from the textbook and also focussed on critical thinking skills for each report of 52 participants. Consequently, a total of 208 reports were analysed by using thematic analysis. The findings of the study revealed the following — i) the participants critically analysed the text of direct critical thinking and reading of the textual information in the first report and then in the second report the participants exercised their critical thinking skills independently, ii) in the third report it was found the participants did not accept the opinions of the author and showed their reasons for articulating different perspectives, iii) In the fourth report, after being exposed to presentations and discussions on the topic, the participants provided more critical stances as compared to the first report. It was also found that the participants' critical thinking skills were enhanced whilst exposing them to authentic Korean contexts. They were able to provide arguments for their changes in perceptions, which led to social transformation or self-reflection. The study concluded that “culturally enriched information empowers students' critical thinking skills even more” (p. 77).

The studies discussed in this section present the role of cultural familiarity and unfamiliarity through reading materials in language classrooms. Alptekin (2006), Tavakoli, Shirinbaksh & Rezazdeh (2012) study the impact of the nativised story and original American story on learners where vocabulary recall, better comprehension ability are prominent in the nativized story. Moreover, Sheridan, Tanaka & Tang (2019) and Sheridan & Condon (2020) find the benefits of culturally familiar materials and preference for reading culturally familiar

texts to low proficiency students in their studies in Japan. In a further section, Indah (2017) also highlights the role of topic familiarity in the writing performance and critical thinking skills of students. Another study by Kyung-Ae-Oh (2017) finds that cultural familiarisation in Korean contexts is beneficial for participants to enhance their critical thinking skills. These studies have shown successful results of using culturally familiar materials in language classrooms to develop better language and thinking skills of participants in various contexts worldwide.

2.6 Research gap

The review of the studies in the above-given sections signifies the importance of thinking skills in various ESL and EFL contexts. Furthermore, it highlights how the sociocultural theory of Vygotsky can bring significant insights into students' learning, teaching context, social interactions and socio-cultural factors in both language learning and thinking skills. However, in the Indian context, Vygotsky's sociocultural theory remains a less researched area in the field of thinking skills, especially at the school level. Theoretically, the review of the literature shows that Vygotsky's sociocultural theory can be studied to develop an understanding and explore varied socio-cultural aspects of learning and teaching thinking skills.

Methodologically, many of the studies use a quantitative approach or mixed methods to study thinking skills. Several studies used pre-test and post-test designs, performance-based critical thinking scales, and descriptive statistical analysis to discuss the results, usage of interviews and document analysis. As a result, the results and findings of such studies emphasise statistical data and provide perspectives of participants in a restricted manner through interviews. However, in these studies, the activation of thinking skills under the influence of socio-cultural factors is not studied qualitatively. Hence, it requires an in-depth

study using qualitative tools to throw light on various perspectives, reflections and responses of participants.

There have been studies investigating the impact of culturally familiar and culturally unfamiliar texts in ESL and EFL settings. The findings of these studies highlight the positive impact of cultural familiarity on the language abilities of the participants. However, it has been found in the review of these studies that the impact of culturally familiar and unfamiliar materials on the activation of thinking skills of ESL school learners has not received enough attention in academic research, specifically in the Indian context. Thus, the present study aims to explore the operationalisation of thinking skills using qualitative tools and examine socio-cultural factors that play a crucial role when school learners interact with culturally familiar (CFM) and culturally unfamiliar (CUFM) reading materials.

2.7 Conclusion

The review of literature brought various stances and investigation studies on thinking skills in various contexts of English language learning. It also showed the role of socio-cultural aspects like cultural familiarity and unfamiliarity of the learning materials in shaping thinking skills which remained less researched in the academia. In the end, this chapter identified the research gap which led to the present study to explore the activation of thinking skills within the CFM and CUFM. The forthcoming chapter discusses the research methodology, research design and tools of the present study in detail.

Chapter III. RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the description of the research method used in the study. Firstly, this chapter revisits the research questions from chapter 1. Secondly, it presents the details of the research design, participants, setting, the three research tools — reflective journals, focus group interviews, researcher's diary and then the reading materials used in the study. Thirdly, it briefly describes the research procedure and ethical considerations followed in the study. At last, the chapter describes the six steps of Braun and Clarke's (2006) thematic analysis to analyse the collected data from the reading materials and the tools.

3.1 Research questions

The primary aim of the study was to understand the process of activation of the thinking skills- HOTS and LOTS in culturally familiar and culturally unfamiliar reading materials. Therefore, the following three questions were designed to conduct a detailed inquiry.

1. How do the culturally familiar and culturally unfamiliar reading materials activate the higher-order thinking skills of learners?
2. How do the culturally familiar and culturally unfamiliar reading materials activate the lower-order thinking skills of learners?
3. What is the role of individual and pair activity in negotiating the culturally familiar and culturally unfamiliar reading materials in this study?

3.2 Qualitative study

The present study is an exploratory study which employed a qualitative approach to conduct an in-depth inquiry to understand the activation of the thinking skills in the culturally

familiar (CFM) and culturally unfamiliar (CUFM) reading materials. Concerning qualitative research, some authors (Marshall & Rossman, 2001; Hatch, 2002) have discussed the characteristics of qualitative research which are given briefly as under;

- Data is collected by using multiple tools like interviews, analysing documents, diaries, audio-visual medium, reflective journals and so on.
- Participants here are significant contributors to information. Therefore, the interpretation of participants' experiences, contexts etc. become imperative to understand their real-world setting (Creswell, 2013).
- This method draws meanings from multiple perspectives and various factors involved in the study (Creswell & Brown, 1992).

The characteristics given above are relevant to this study because it aims to gain enriched information and perspectives by using multiple qualitative tools to collect data. In this direction, thick data was collected from the participants by using various qualitative tools in which the learners' thinking skills, interpretation of their experiences, reflections, feelings, views and so on were revealed. In qualitative research, data is generally obtained from humans and therefore their experiences, emotions, feelings, opinions etc. become more significant for interpretation rather than other issues in a study (Cumming, 2001; Silverman, 2010). Qualitative research also offers flexibility to study the issue by thoroughly analysing and reconstructing it as per the requirements. It provides opportunities to study complex contexts that can be understood easily. "Researchers acknowledged that, because of the nature of classroom dynamics, learners' behaviour may be affected by numerous factors outside of research focus. In this respect, the qualitative research approach is required to capture these dynamics" (Rahman, 2016, p. 104). Therefore, to capture learners' experiences, thought processes, feelings, opinions etc. while they were engaged within the CFM and CUFM, the qualitative approach became suitable for the present study.

3.3 Setting of the study

The setting of the study was a central government school, Jawahar Navodaya Vidyalaya (JNV), Hyderabad, District Rangareddy - Telangana, India. These co-educational residential schools were established under the National Education Policy 1986 to provide modern education to rural children. At present, these schools are run by an autonomous body under the Ministry of Education, Government of India, known as Navodaya Vidyalaya Samithi. Their vision is to provide modernised quality education to talented children chiefly from rural areas irrespective of their family's socio-economic status. There is a selection test for interested candidates called Jawahar Navodaya Vidyalaya Selection Test conducted by CBSE. The admission procedure includes a provision of 75% reservation for rural-based children, SC/ST reservation and 1/3 reservation for girls and disabled children. Moreover, all these schools follow the Three Language Formula which is regional language, English and Hindi.

3.4 Participants of the study

The participants of this study were 48 Class IX learners. These learners were residential students and stayed in campus hostels (separate boys' and girls' hostels). Nearly 75% of learners in the class were from rural areas and the rest were from the suburban or urban areas of Telangana. All of them had access to the facilities provided by the school authorities such as Samsung Smart classrooms which constituted 40 laptops, a LED TV, a projector and wi-fi connectivity. The school had a library, computer lab, music room, art classroom and playground. There were extra co-curricular activities organized by the school like debate competitions, elocution, sports activities, rangoli competitions etc. The learners also availed the internet facilities in their computer labs and Samsung smart classroom where they watched educational videos to do their assignments, projects and other academic activities. The school also encouraged inter-school competitions and government-organized events such as

International Children Film Festival where learners had the opportunity to travel to other JNV schools and events.

Duration of study

As per the school curriculum, there was an allotment of study hours for all learners after formal teaching hours like — i) afternoon study hours, 02:45 hours to 04:15 pm, ii) evening study hour, 6:15 pm to 7:45 pm) and iii) Sunday or any national/state holiday - 10:15 am to 12 pm. The study hours were held every day as per the schedule and monitored by school teachers. These study hours were allocated to the researcher to conduct the study with the learners in the classroom. The duration of the study was 3.5 months with the learners at school.

3.5 Sampling

Convenience sampling was adopted for the present study, where class IX learners were selected. The researcher wanted to conduct the study with senior secondary learners chosen from any one of the classes from IX to XII. This decision was also based on Piaget's theory because learners at this time were capable of abstract thinking and reasoning according to Piaget's formal operational stage. The researcher was informed by the school authority regarding the rigorous study schedule of Class X and XII learners for board examinations. Furthermore, learners from classes XI and XII were engaged in coaching sessions to prepare for competitive examinations. Therefore, the researcher chose class IX learners who were conveniently available during the study hours in the school and were not involved with the preparation of board exams and coaching classes. In addition, English as a medium of instruction is also introduced to learners of JNV from class IX onwards, so this study would have helped them in developing their English language usage as well as thinking skills. Moreover, the 'Foreword' section of the NCERT English textbook for Class 9, mentions inculcating creativity and reflection among learners at school by this stage. Since this also is a

pointer at developing thinking skills, class IX learners as participants were considered in this study.

3.6 Reading materials in this study

In this study, there were two types of materials used — i) culturally familiar materials (CFM) from the Indian context and ii) culturally unfamiliar materials (CUFM) from the non-Indian and foreign contexts respectively. These reading materials consisted of 13 lessons and each of the lessons was accompanied by 2-3 HOTS and 3-4 HOTS questions. To be specific, the lessons contained the cultural representation, based on the socio-cultural contexts, mythology, behaviour, belief system and cultural values of characters, cultural festivals etc., related to the Indian and non-Indian milieu. Furthermore, the learners were instructed to do these lessons in pairs or individual activities according to their willingness. This was done to test Vygotsky's theory that culture shapes human thinking and language memory and also observe learners' behaviour in pair and individual activity in the light of Vygotsky's zone of proximal development (ZPD). Several studies (Alptekin, 2006; Jalilifar & Assi 2008; Tavakoli, Shirinbaksh & Rezazdeh ,2013; Sheridan, Tanaka & Tang, 2019) showed that 'nativising'/localising texts i.e., using familiar contexts resulted in improved comprehension. These studies have positioned cultural familiarity of the reading materials and their influence on learners' language skills and proficiency in ESL and EFL contexts. Furthermore, the studies conducted by Indah (2017) and Kyung-Ae-Oh (2017) highlighted the topic familiarity and authentic cultural contexts enhancing the thinking skills of learners in language learning. In the present study, the reading materials consisted of lessons which were adapted from various English language textbooks of NCERT, State boards such as Tamil Nadu, Karnataka, Assam, Chhattisgarh and other online sources. Before designing the final reading materials used in the study, a few lessons from NCERT and other state board textbooks for class IX were calculated through a GFI (Gunning Fox Index) scale to get an idea regarding level of readability for class

IX learners. These scores were considered to select the final lessons for the study and also a few of them were taken from class X textbook after careful changes like simplifying, addition or subtraction in the lessons. Furthermore, to maintain uniformity in the readability of the lessons, an online readability text analyser scale called Gunning Fox Index (GFI) was used. It estimated each text's level of readability by analysing a number of words and sentences. The details of the scores of all the lessons are given below in table 1;

Name of Lessons and Word Length	GFI
1.The Mango Sum (620 words)	6.26
2.The Enchanted Pool (824 words)	7.43
3.True Height (894 words)	7.36
4.Painting the Fence (497 words)	8.28
5. Tataki Wins Again (573 words)	9.30
6.Madam Rides the Bus (854 words)	7.21
7.The Ransom of Red Chief (853 words)	6.01
8.Bholi (888 words)	6.11
9.The Drover's Wife (756 words)	5.48
10.The Jamun Tree (910 words)	6.33
11. Lamb to the Slaughter (895 words)	4.90
12. How I taught My Grandmother (757 words)	7.69
13. Perseus and Medusa (673 words)	7.63

Table1. Arrangement of the lessons according to the GFI scale

The table given above showed that various lessons were scored differently from 6 to 9.30. The higher the score was, the more difficult the text was to be. The text scores represented the level of a student to read and comprehend a lesson. The lessons were arranged after the readability analysis which also considered the word length.

All the lessons in this study were accompanied by HOTS and LOTS questions according to Bloom's Taxonomy, 2001. Before the beginning of the study, the lessons, HOTS and LOTS-based questions were given to three in-service school teachers and three researchers who had experience in materials design. Their feedback and suggestions were incorporated by the researcher in these materials and a few questions were reworded for a better comprehension.

3.7 Research tools

There were three research tools used in this study to gather data from multiple sources. These tools are described in the forthcoming sections.

3.7.1 Reflective journals (RJ)

There were 5 Reflective journals- each one consisting of 5 prompts (see appendix from O to S) used in this study to gather information from the learners by reflecting on the CFM and CUFM and thinking skills questions. The prompts in the RJ provided the focus for the learners to reflect on specific details of the lessons and thinking skills and avoid unnecessary details or diversions. In language research, journal writing is recognized as an imperative tool to capture students' self-reflection (Nunan, 1992; Brown & Abeywickrama, 2011). It is also found that students valued the opportunity to critically think and develop their ideas about the course content in reflective writing (Nesoff, 2004). There have been research studies mentioning the benefits of a reflective journal in improving writing proficiency, enhancing creativity and critical thinking among university students (Farrah, 2012). In this study, RJ was selected as a

tool to collect detailed responses from the learners by reflecting on the reading materials – CFM and CUFM, thinking skills and other aspects relevant to the research focus.

However, reflective writing has some problems — there could be hesitation among individuals to reveal their thoughts and self-reflections due to cultural conditioning (Pinninti, 2015). Hence, in this study, the learners were encouraged and motivated to honestly report their opinions, feelings, or thoughts without hesitation. Care was taken to ensure that the learners did not feel being judged for their language proficiency. They were also assured that their reflections would remain confidential and anonymous in the final reporting of the study.

3.7.2 Focus group interviews (FGI)

Focus group interviews were conducted to gather learners' responses regarding their experiences with the reading of culturally familiar and unfamiliar materials. The purpose of the interview was to gather more information about the activation of thinking skills and other factors related to the focus of the study. In this study, FGIs' consisted of additional questions similar to the prompts of the RJs to gather their honest and elaborate responses. These questions targeted learners' views, opinions, feelings and thinking patterns and focused on their interpretation of the experiences in both CFM and CUFM. Some of the questions were, "Why was the character interesting to you?", "Why was it shocking for you to encounter this character?", "Why were you more comfortable in writing your answers in this lesson?" etc. According to Krueger (1994), a focus group comprised 7-10 participants, sharing some common characteristics. During this study, the FGI provided opportunities to collect enriched data from the group of learners in less time. Furthermore, the learners were comfortable in the FGI because in a group they did not feel intimidated by the questions. Some researchers (Greenbaum, 1988; Kitzinger, 1995; Vaughn, Shay & Sinagub, 1996; Morgan, 1998) have highlighted the advantages of focus group interviews as they enable the researcher to create a

safe and secure environment, spontaneity, direct contact with individuals and their responses. Despite these advantages, the involvement of all participants may not always be assured because of some dominant or aggressive individuals who try to influence discussions. It may result in debates or reduce opportunities for others to participate and interact (Krueger 1994; Liamputtong, 2011). In this study, the interviewer (researcher) ensured the participation of all randomly selected learners (8-10 in a group) by motivating them to articulate their view, ideas, feelings, etc. The learners in the FGI responded to the questions by actively participating in the discussion without being dominant in the group. The researcher encouraged all of them from time to time in the study to articulate their views. The learners in the FGIs' supported each other's points of view by adding more information, narrated personal incidents and related the experiences events and various socio-cultural contexts in the reading materials, especially in CFM. In this process, they also demonstrated their thinking skills and reflected on the cognitive and affective factors. A few learners in these interviews also used non-verbal communication such as nodding their heads in agreement after carefully listening to each other and laughing while recalling funny incidents.

3.7.3 Researcher's diary

The storage of information in a systematic way which includes entries, reflections, observations etc. has been in existence of human understanding for centuries now. In this study, a researcher's diary was used to gather information by observing the learners when they were involved in reading and comprehending the lessons, discussing, answering the thinking skills-based questions, etc. It provided data related to the learners' strategies, behaviour and other vivid details concerning the focus of the study. The late twentieth century marked the importance of diary research in various fields such as linguistics, psychology, sociology, feminist theories and so on (Hyers, 2018). Research diaries have been used for both quantitative and qualitative studies. In qualitative research, it provides thicker descriptions by observing

various incidents, behaviour and information. The systematic storage of information in the form of observations has various benefits for research. Descriptive observations provide ample data over longer periods. In this way, frequent or recurring observations are validated. Another benefit it provides is that observations and other inputs from diary provide data for triangulation with other data sources and incorporation of participants' voices and perspectives (Hyers, 2018). Furthermore, diary records provide accounts of uncensored and realistic behaviour, resulting in reliable data in natural states (Alazewski, 2006). However, there is a possibility of voluntary omission of information. In order to maintain consistent note-taking, the researcher consciously wrote the significant details and observations that were relevant during the entire duration of the study. This ensured continuity of information without causing a delay or omission of information. It was a time and effort-consuming process but provided systematic data relating to the research context. In addition, the researcher got several insights into the activation process of various thinking skills in the CFM and CUFM.

3.8 Research procedure

The following sections describe the research procedure used in this study.

i) Introductory session

Before the beginning of the study, it was necessary to introduce the study to the learners. The introductory session aimed to introduce the research study briefly, like usage of the reading materials and the research tools, the timing of the classes and phases of the study such as after the completion of the two lessons, a reflective journal and focus group interview would be conducted. They were assured of the confidentiality and anonymity of their participation in the study. Some important instructions were also given to the learners for the reading materials such as given below;

- *If you face any doubt, confusion and difficulty in understanding the lesson and questions, you can either ask me or your classmates. You are free to decide on this.*
- *You can use dictionaries in this classroom.*
- *You are required to do 6 questions in each lesson after reading it.*

ii) Reading materials in the various phases of the study — All 13 lessons were categorised as CFM (Indian) and CUFM (non-Indian) in the study. These lessons were further arranged in phases as illustrated in table 3. Each phase constituted one culturally familiar lesson and one culturally unfamiliar lesson for the learners to read and answer the LOTS-HOTS questions in the study followed by a reflective journal and focus group interview. Relatively, the learners took more time to understand the lessons and answer the questions in the first three lessons. Therefore, the first reflective journal and focus group interview was delayed and given to them after lesson 5. By this time in the study, the learners had done pair and individual activities, discussions with their peers, used a dictionary and performed other relevant acts which they could report, reflect in RJ1 and also respond to FGI 1. In phases 2, 3, 4 and 5 of the study, the learners received their handouts first, then they were given a culturally familiar lesson to read along with the questions on thinking skills. And then, the next day, they were given handouts on culturally unfamiliar lessons. These handouts were collected by the researcher after each lesson in the classroom.

iii) Reflective journals, focus group interviews and researcher's diary — After the learners completed the two lessons in each phase, they were given RJ to reflect on the prompts in two hours. In the process of RJ writing, the researcher did not influence or instruct the learners, but only monitored the writing activity. These reflections in the RJs' were thoroughly read by the researcher and also used as input to frame questions for the FGIs'. Some of the questions were similar to the prompts of the RJ to confirm the authenticity of their thought process. The other questions were inquiry-based and open-ended to enable the learners to elaborate on their

feelings, thoughts, suggestions, the experience of reading the lessons and reflecting on the questions. These interviews were conducted in a separate classroom with audio equipment to record their responses without any external or environmental interruption. The duration of these interviews was 35-50 minutes. The learners were informed about the confidentiality and anonymity of their participation in these interviews which encouraged them to respond honestly. In this study, the RJs and FGIs' were conducted immediately after the learners did their lessons and wrote the answers. The researcher avoided the long gaps of time between the reading materials, RJ and FGI in this study to ensure that no information is lost while recalling their experiences of reading the materials and writing the journals. The FGIs' provided significant verbal data from the learners on various aspects of the study. In this study, the researcher also maintained a diary to record and note important observations, learners' behaviour, etc. The learners were not aware of the diary maintenance throughout the study because it could inhibit their natural behaviour and thereby hamper it. The same procedure was followed in all the phases of the study. Table 2 illustrates the phases of the study with the details of lessons, RJ and FGI.

Phases of the study	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Lessons in the study	Lesson 1- The mango sum Lesson 2- The enchanted pool Lesson 3- True height	Lesson 6 - Madam rides the bus Lesson 7- The ransom of red chief	Lesson 8- Bholi Lesson 9- The drover's wife	Lesson 10- The jamun tree Lesson 11- Lamb to the slaughter	Lesson 12- How I taught my grandmother Lesson13- Perseus and Medusa

	Lesson 4 - Painting the fence				
	Lesson 5- Tataki wins again				
Reflective journals	Reflective journal 1	Reflective journal 2	Reflective journal 3	Reflective journal 4	Reflective journal 5
Focus group interviews	Focus group interview1	Focus group interview 2	Focus group interview 3	Focus group Interview 4	Focus group interview 5

Table 2. *Phases of the study*

3.9 Ethical considerations

The research plan was submitted to the Institutional Ethical Committee of the University for clearance adhering to the norms and rules to ensure fairness, appropriacy and accountability. For the ethical consideration, the researcher took permission from the Principal of the school who was also the administrative head of the school. The Principal was informed about the study in detail such as the role of the study, benefits for participants, the anonymity of learners, voluntary participation or possibility of withdrawal of learners if they so desire, the confidentiality of data collected etc. The learners were also informed about the study, confidentiality and anonymity of their identities and their consent was collected in the presence of the Principal. After written permission from the Principal, the study was presented before the ethical committee of the university. The study began only after the clearance was approved

by the committee (see appendix A). The anonymity of the learners in this study was maintained by naming them with the numbers like S1, S2...S48.

3.10 Data analysis

The data collected from the HOTS-LOTS answers in the CFM and CUFM and the tools were analysed by using Braun and Clarke's (2006) thematic analysis (TA). The data was qualitative in nature and significantly large — especially from the answers and reflective journals. According to Braun and Clarke (2006), “thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail” (p. 6). The purpose of introducing thematic analysis in this study was to construct meanings, patterns and themes from the learners' responses. The researcher carried out qualitative analysis of the data by following the six phases for thematic analysis as given below;

1) Getting Familiar with the data: In this phase of the analysis, the researcher gathered data from various tools. Then, the researcher immersed herself to gain familiarity by doing repeated readings of the data from the answers and each tool to identify themes and patterns. The steps followed for the tools are given as under;

a) HOTS-LOTS answers in the reading materials — The data from the reading materials were arranged carefully according to the chronological order of the lessons in the study. The written answers in these materials were read carefully and repeatedly to search for meanings and patterns relevant to the research focus. Therefore, a list of ideas such as using a socio-cultural background in the answers and several thinking skills were identified to search for meaningful patterns emerging from their answers.

b) Reflective journals — The researcher read the reflective entries during the study whenever they were completed by the learners in each phase. This practice helped the researcher to

understand the thinking and reflective patterns of the learners in the RJs on CFM and CUFM and their thinking skills. In addition, it was also useful in conducting the FGI's because it provided the researcher insights to probe further and collect detailed responses from learners which might not be expressed clearly in the RJs'. After the completion of this study, the researcher read the RJ entries repeatedly to gain an in-depth understanding of the data and made rough notes from the raw data to identify meaningful patterns. These rough notes were like the reflection on the nature of the lessons, the socio-cultural background and on their work during individual and pair activities.

c) Focus group interviews — The researcher listened to the responses of the FGIs several times and then transcribed the verbal data which was also checked thoroughly after listening to the recordings many times for accuracy. Later, these transcriptions were read repeatedly to gain familiarity with the responses of the learners. Rough notes were made when there was a mention of personal experiences and comparing of social-cultural knowledge and imagination.

d) Researcher's diary — The arrangement of the chronological observations in the diary was read repeatedly by the researcher to gain familiarity and find meaningful patterns. In this phase, it helped in developing some ideas like – learning strategies, participation of learners, etc.

2) Generating initial codes: In this phase, the ideas generated from the first phase led to the production of the initial codes which addressed the research focus, were interesting, meaningful and appeared frequently across the data. The coding was done manually by identifying the excerpts which were significant for the study. To facilitate coding, the excerpts were typed in Microsoft word document under different file names like RM data (reading materials) RJ data (reflective journals), FGI data (focus group interviews) and RD data (researcher's diary) by the researcher. Then, the initial codes were identified and matched with the data extracts which demonstrated the specific code. At this point, several responses the learners provided while

working on the materials and on other tools were coded according to their relevance in this study. The range of the list of codes was very long, so only a few of them are given below in table 3 as samples.

Reading Materials	Reflective Journals	Focus Group Interviews	Researcher's Diary
● Recalling textual information (RT) ● Social-cultural aspects (SCA) ● Indian culture (IC) ● Lower order thinking (LOT) ● Higher-order thinking (HOT)	● Mythologies (M) ● Gender discrimination (GD) ● Rural background (RB) ● Background knowledge (BK) ● Critique in writing (CW) ● Creativity in writing (CrW)	● Motivation (Mo) ● Confidence(C) ● Achievement (A) ● Imagination (I) ● Personal experiences (PE) ● Witnessing the surroundings (WS)	● Sharing jokes (SJ) ● Sharing funny incidents (SF) ● Narrating personal experience (NP)

Table 3. Example of a list of initial codes for the research tools in phase 2 of the thematic analysis

3) Searching for themes: During this phase, for each tool used in the study, various initial codes were collated after identifying them across the data set. Then, the potential themes were developed by bringing several codes together and clubbing them under an overarching theme. The data excerpts were read carefully and several times under the codes to form a meaningful pattern which could be identified as a relevant theme.

4) Reviewing themes: At this phase of the analysis, the refinement of the themes was done. All the extracts placed under the themes were reviewed by the researcher. This was done to ensure the internal homogeneity of each theme. External heterogeneity was also ensured by placing each theme distinctly constructed from other themes and not overlapping (Patton, 1990). At this stage, some themes appeared separate but later subsumed into the other themes and vice-versa. Consequently, this led to the thematic arrangement of the extracts under well-defined themes. The reviewing process of the themes was completed after multiple attempts to rework, discard and create themes that were relevant and meaningful for the study.

5) Naming and defining themes: During this stage, the themes were named and defined by identifying their essence, scope and data extracts. To refine the themes, they were organized coherently. Each theme was well defined and accompanied by an analytical narrative which provided interesting information related to the study. Furthermore, the sub-themes were defined and named. This was done by i) shaping a complex and large theme into sub-themes, and ii) demonstrating the process of meaning held in the data. For example, in reading materials, the theme of exercising higher and lower order thinking skills were defined according to Bloom's Taxonomy, 2001. In RJ, the theme of 'Associating and dissociating with the culture' was defined as the learner's relatability with the socio-cultural aspects of the lessons like the characters, their behaviours, contexts and themes of the lessons in both CFM and CUFM. In FGI, the theme of 'Narrating personal incidents' referred to the narratives of the learners' experiences in their personal life or their socio-cultural setups while mentioning the CFM and CUFM. Finally, in the researcher's diary, several learning strategies were extracted based on Rebecca Oxford's (1990) work on learning strategies. They were used by the learners to aid and channelise their learning process.

6)Producing the report: The final and significant step was to produce the report in the form of analysis from HOTS-LOTS answers, reflective journals, focus group interviews and the

researcher's diary. All the patterns and themes that emerged during the data analysis of HOTS-LOTS-based answers and the other research tools were also presented with the relevant extracts in the figures.

3.11 Conclusion

This chapter presented the research method, reading materials, tools, ethical considerations and research procedure in the study. Then, it provided a detailed description of the phases followed during data analysis through thematic analysis. The next chapter presents the analysis of data from the HOTS-LOTS answers and the research tools.

Chapter IV. ANALYSIS OF THE DATA

4.0 Introduction

This chapter presents the detailed analysis of data after doing a thematic analysis of the HOTS-LOTS answers in the CFM and CUFM and the three research tools — reflective journals, focus group interviews and the researcher's diary. To begin with, the chapter presents an analysis of the answers based on HOTS-LOTS in the reading materials. This is followed by the analysis of the data from the research tools. As for the learners' reflections, the analysis of reflective journals is presented. Then, the section presents the analysis of learners' responses in focus group interviews. Finally, the analysis is presented from the researcher's diary highlighting the learners' learning strategies. Since 48 learners participated in the study, their responses were too large to include in the figures. Therefore, the excerpts presented in the figures are selected by considering their significance and relevance to the research focus of this study. The following sections present the analysis of the data.

4.1 Analysis of the HOTS-LOTS answers in the reading materials

There was a total of 13 lessons used in this study 7 culturally familiar lessons (CFM) and 6 culturally unfamiliar lessons (CUFM). Each lesson contained HOTS and LOTS questions. The analysis of the answers is presented in the coming sections.

4.1.1 HOTS in this study

There were questions based on two HOTS from Bloom's Taxonomy, 2001 edition — 'Create' and 'Evaluate'. The forthcoming sections are based on the analysis of the HOTS in this study;

4.1.1.1 Responses to questions based on creativity (HOTS) in CFM and CUFM

It was observed that the learners spend more time responding to the creativity-based questions which sometimes exceeded the classroom hours. Therefore, the questions based on creativity were given in lessons 2,4,5,8,9,10,11 in phases 1,3,4 and 5. These questions were based on providing alternative endings, creating novel information by imagining, giving alternative perspectives, creating a new title for the story, etc. The responses of the learners based on creativity are illustrated in figure 1.

Phases in the study	Characteristics of creativity in the answers	Excerpts from the answers
1	-Mentioning new information about 'Bhim' in a limited manner from Mahabharat: S1 -Summarising textual information: S1, S30	<u>Lesson 2 The enchanted pool (CFM)</u> Q6. Can you imagine the Pandava brothers sharing their experiences after coming back to life? Write a conversation in which they talk about their experience with each other. You can pick out and use lines from the story which will make the conversation natural and interesting. You can begin with something like this... Yudhistira :I can't tell you how happy I am! I could not imagine what happened to you. Nakula: I don't remember what happened when I drank the water. <i>Yudhistr: Because the we had a thirst. Bhima: have strength of 16000 elephants Even though I couldn't understood that magic.Yudhistr: You all are foolish. You shouldn't ignored the voice of Yaksha. Arjuna: I thought that was killer of my Brothers That's why I react... (S1)</i> <i>Yudhistr:I can't tell you how happy I am ! I could not imagine what happened to you.....Arjuna: I saw the Brothers lying near the pool Heart-Broken with grief I wanted to avenge their death and I was very angry the warning came from pool I began to shot arrows I too felt Thirsty and drank water & felt Thirsty. (S30)</i>

	-Summarising feelings and disappointments of the character by using textual information: S26, S34, S45	<u>Lesson 4 Painting the fence (CUFM)</u> Q.6 How do you think the story would have ended if nobody had painted Tom's fence? <i>...He would be burdened to paint the whole fence He would feel so distressed and so unhappy because the other children are playing happily except him. (S26)</i> <i>...he wouldn't be getting those return gifts and he would only have to whitewash the total fence. And Tom would feel as again, distressed, nervous, feel burden, etc. (S34)</i> <i>If nobody had painted Tom's fence, then tom would had got punishment from his master or else Tom lonely would paint whole fence alone. Tom would feel distressed and would do the work compulsory or took punishment from this master Tom would feel alone and distressed and would feel irritated for whole work. (S45)</i> <u>Lesson 5 Tataki wins again (CFM)</u> Q.6 How do you think the story would have ended if Balamma got afraid of Karaman's old labour and also could not catch the rabbit? <i>...the story would ended like this --"An undared person would can't do any work and can't succeeded in their life." As it is a girl or a boy should not afraid of anything. The confidence is more important to a person. (S21)</i> <i>...her elders may parents will scold her to not fight with labourer about her fields. If she didn't catch rabbit All the villager's think she is not dare girl. She didn't have any guts and they may think she didn't put any efforts to catch rabbit. Their parents may feel very sad and unhappy about her daughter. (S22)</i> <i>If Balamma got afraid of Karanam's old labourer she would wait till the old labourer water his beds and she would water her beds later and she would not go for play Gilli Danda And she would not found rabbit and she also wouldn't chase rabbit In my opinion I think she would stay near fields with her friends till evening to water her two beds and she wouldn't found rabbit. (S33)</i>
	-Providing an alternative ending to the story by expressing an opinion to some extent along with summarising textual information: S21, S22, S33	

	-Expressing one's opinion on the role of the dog: S18, 29	<i>...Dogs have that power that to know the action will have to play know, they know that before. The dog also played a main role in the story. Dog Pull back the snake from the cracks. Mother would face the difficult more when Dog is not there... (S18)</i> <i>...In my opinion the dog is the only animal which is having intelligence and some sensations too which is observed for one surroundings. If there is dog, it is more helpful to kill the snake because it is the animal who kill the snake in easy way... (S22)</i> <i>...As the dog pulled out the snake, the mother was able kill the snake. Otherwise, the snake would disappear in no time...But without the dog, the woman alone would not kill the snake. She would feel terrific by seeing its appearance, length 5 foot long (S29)</i>
4	-Providing novel ideas by imagining alternative context: S18, S36, S43 -Offering solutions by planting trees: S36 -Mentioning feelings of guilt, sadness by imagining: S36, S43	<u>Lesson 10 The jamun tree (CFM)</u> Q6. Imagine yourself as one of the children who had cut the Jamun tree. How do you feel about it? Write your answer in 100 words. <i>...I would feel sad When I cut the Jamun Tree. It is Because the chick of the Hawk- Kite, the beehive and mainly the sturdy branch will disturb because of me... If I cut the tree when the chicks all down, there way no shelter for them, I will make a Artificial Nest by the straw and keep them in it and I wil keep that nest in my room in my house with the mother... I will built a artificial beehive for the ehoneybees on the other branch of tree... (S18)</i> <i>If I were a one of the children in the story and if I had cut the Jamun Tree. Naturally after cutting the tress, I would enjoy very much firing the Majhi at the Bihu festival. I must also get scoldings from my parents... All the visitors and birds made their homes would become sad and lose their children and hard work for building this for these many days. I hope I would generally retify my mistake by planting again a small sapling and I would personally take care of it for what I have done. Really, I would feel shame for the work for what I have done. I think I would cry also, for something losing such a wonderful tree... (S36)</i> <i>I would feel utterly bad if i had cut the Jamun Tree because I would think about the creatures which lived in the Jamun tree and how they lost their shelter. I would feel very bad for those ones. The trees take a</i>

	-Providing new title of the story by expressing opinion and summarising the textual information: S20, S26, S38	long time to grow and we cut it in on single stroke. I would think all these and I would feel shame on myself for doing that thing. I will miss the tree very much as it was our playing place and it was the place where we used to rest in summer. My parents would also be very angry on me for cutting the tree. (S43) <u>Lesson 11 Lamb to the slaughter (CUFM)</u> Q6. Write a title which is apt for the story according to you (not of author's). How does this title justify the story? Write your answer in 100 words. <i>The Secret Murderer...She kills the husband, acted very normal for all. She also secretly hidden the weapon like by cooking and made it disappear. She secretly disappeared the fingerprints. So I think The secret murder is the lady Everybody is looking for weapon but she...(S20)</i> <i>The daring and dangerous woman -- She is dangerous woman. She killed her husband without any body doubt her. I think she was so daring and dangerous both to murder her husband. She planned so perfectly and did not fear it at all. So she was daring. But she killed the man with lamb's leg, then pretended normal, went to shop. She behaved normally so she was very dangerous also... (S26)</i> <i>The Lamb Killer- The lady killer is like a lamb. She looked innocent and acted so emotional in front of policemen. Nobody doubted her and her plans. Everybody was busy in looking for the weapon... The lamb leg was a weapon and she acted weak like a lamb to plan the muder so she is a lamb killer. I think her husband had done something bad to her like an affair with other woman... (S38)</i>
5		<u>Lesson 12 How I taught my grandmother (CFM)</u> (No question) <u>Lesson 13 Perseus and Medusa (CUFM)</u> The story has mentioned various gifts such as polished shield, magical flying sandals, cap of invisibility, Medusa's head. Imagine that you have the choice to pick any one gift for yourself from the story. How would you like to use the gift? Write your response in about 100-120 words.

	-Creating new ideas by referring to a Bollywood movie, Mr. India: S1 -Referring to political ideology: S1 - Referring to various places in India and abroad: S36 -Referring to personal experiences like teasing friends and also catching criminals: S28 -Creating new ideas by expressing personal wishes: S30	<i>...I 'll Become the Mr. India. Then I hope that our country will also become the great,loved, and developed country will also Become the great, loved, and developed country. In our country day by daymany diaster are happenings. I will stops them. I will gave judge to all people of country. Then all will be Become equal as our Constitution Rule. I will camera for record that corrupted take money or demand for money from poor people for govt... I'll punish them. All the Indian citizen should getot their rights such as free to speak, equality, freedom, Justice, liberty, Sovereign,sociality,secular Dmocracy etc. Jai Bharat, Jai Bheem. (S1)</i> <i>... I would take the magical flying sandals. I would go all around the world like great monuments (Taj mahal, red fort, lotus temple and great museums where I would .Find all the things that are used by our ancisters. And I would go to forin countries and see the Life Styles & understand their Living conditions. And I also wanted to take Cap of Invisibility as I would go in aeroplane & would reach many places Eg Rastrapathi Bhavan see inside & what would happen inside I owld go to museums & touch all the objects and see them... (S36)</i> <i>I think I will chose cap of invisibilty and I will us ethis cap for entertainment and sometimes to irritate my friends. Play with my friends and if also possible I will help somebody who needs help. And with this I may be can solve many mysteries which cannot be solve and something else such as helping police to catch criminals & theifs & doing some silly things such as irritating my frinds & scaring them with my cap of invisibility. (S28)</i> <i>...And we can do magic's with that cap. If we wear that cap we can see every one but they could not see us. We can also see what the people are doing but they could not see what we are doing. And we can also earn money by the cap of invisibility by doing magic's and all people would think that we are ghost's and they will not come to us whom are wearing the cap. Another gift I choose is that magical flying sandals because it mean that the gift will help us to fly and give us on the way. If we wear that sandals we can go where we want and we can see all the things aroused us. We can fly like bird. Normally Human beings did no fly but they had chance to fly if they wear the magical flying sandals. (S30)</i>
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Figure.1 Excerpts showing the answers based on creativity in the various phases of the study

Phase 1- The analysis of the answers in lessons — 2, 4 and 5 showed that the learners wrote their answers creatively in a limited manner during phase 1. Here, these answers contained more textual information than novel ideas of their own. In lesson 2 *The Enchanted pool*, the

majority of the answers contained textual information like S30 wrote in the answer — ‘Yudhistra: What about you Sehdeva? Sehdeva: I foolishly drank water and fall unconscious’. However, 5 learners mentioned new details in a limited manner by using input from their knowledge of the Indian epic — ‘Mahabharat’ in their answers. For example, S1 wrote, ‘Bhima: I have strength of 16000 elephants’. Further, in Lesson 4 *Painting the fence*, the majority of the learners wrote their answers describing Tom's feelings, disappointment and helplessness. There was a restricted usage of creativity based on Tom's emotions. In lesson 5 *Tataki wins again*, the majority of the learners wrote their responses by using the inputs from the story. However, 16 learners also expressed their views to support their answers. For example, S29 mentioned of gender discrimination and wrote, ‘a girl can also do anything like any other boy. I think the story is related to gender discrimination’. On the whole, there were only 16 learners who mentioned a few new ideas in their answers in lesson 5. In this phase, the use of creativity was found more in lesson 5, *Tataki Wins Again* (CFM) as compared to the earlier lessons.

Phase 3- In this phase, in lesson 8 *Bholi*, all the learners wrote the answers elaborately and provided alternative context and also expressed their opinions. The learners mentioned about dowry and discrimination due to disability. S11 wrote in the answer, ‘she will be asked more dowry for her disabilities’. In lesson 9, *The Drover's wife*, all the learners could elaborate details by providing alternative contexts. 12 learners expressed their opinions about the significance of the dog in the story. They wrote about intuitive qualities of dog. S18 wrote, ‘Dogs have that power to know the action will have to play know, they know that before’. It showed that the learners had information regarding qualities of dogs which they used to express their opinions in the answers. It was also found that the learners expressed their opinions more frequently in lesson 8 (CFM) as compared to lesson 9 (CUFM).

Phase 4- Here, all the learners showed enhancement in their creativity. They elaborated the answers by adding new ideas and expressing opinions to support the answers. For example, in lesson 10 *The jamun tree (CFM)*, the majority of the learners expressed their opinions and mentioned of ecological imbalances such as S18 wrote, *‘I will never do deforestation or disturb the nature I will make a artificial nest. S43 wrote, it disturbs the ecological balance’*. The statements of the learners indicated the use of creativity by suggesting alternative solutions, novel ideas to support their answers, bringing references from their knowledge of environment conservation and so on. In lesson 11 *Lamb to the slaughter (CUFM)*, the majority of the learners suggested novel titles and also provided reasons to justify the title. The learners summarised textual information from the lesson to elaborate their responses. S26 gave a new title of the story, *‘The daring and dangerous woman’* and then summarised the events of the story to support the answer. It was found in this phase that the learners elaborated their answers in both CFM and CUFM. However, the learners used more ideas from their socio-cultural contexts in CFM (lesson 10) and summarised textual information more in CUFM (lesson 11).

Phase 5- In this phase, all the learners showed an increase in the creativity of their answers. The analysis of the answers in lesson 13 *Perseus and Medusa (CUFM)* showed usage of new information such as remembering places in India and overseas, commenting on the law and order of the country and expressing personal wishes etc by imagining. 18 learners chose magic flying sandals in their answers. For example, S22 mentioned various places in India and abroad and expressed her wish by stating *‘I fly go to Hyderabad, eat by deferent sweets and toyse and cloths.....tourist places like Taj Mahal, Lotus temple, effel tower without going by vehicle’*. 26 learners choose option — a cap of invisibility in their answers. The majority of the learners also mentioned the context of law and order in the country and the mischief they would do with their friends. For example, S1 mentioned the context of a Bollywood movie called, *‘Mr. India’* while referring to the law and order in India by stating *‘I will become the Mr. India...I will give*

judge all people of country. then all will be become equal as our constitution rule'. S16 also wrote about fundamental rights in India in the answer such as *'All the Indian citizen should got their rights such as free to speak, equality, freedom, justice'*. There were also statements pertaining to the mischievous plans. For instance, S17 wrote, *'do mischief with my friends. I would irritate them without they get to know'*. However, there was one learner who mentioned using a cap of invisibility to kill medusa in the story and imagined himself as Perseus.

The overview of the analysis from phases 1 to 5 showed a progression in the effective usage of creativity (HOTS) by the learners in their answers. The analysis also revealed that the learners were more creatively active in the CFM. They added novel ideas and referred to various sources of information from their socio-cultural background. Later, they also used the inputs from socio-cultural background in the CUFM such as in lessons 9, 11 and 13, especially by imagining themselves in the contexts.

4.1.1.2 Responses to questions based on evaluation (HOTS) in CFM and CUFM

The questions on evaluation were given in all 13 lessons. These questions focused on expressing opinions about the characters, suggesting new title of the story, humorous parts of the story and so on. In the initial phase of the study, the answers consisted of summarised textual information. In the later phases, the learners elaborated their opinions and provided enriched answers. The excerpts of the answers from all the phases are illustrated below in figure 2.

Phases in the study	Characteristics of evaluation found in the answers	Excerpts from the answers
1		<u>Lesson 1 The mango sum (CFM)</u> Q5. What do you think about Swaminathan in this story? Pick one option from a), b), c) and write your answer in about 120 words. a)practical, b)logical, c)lazy

	-Evaluating Swami's character by directly quoting from text and summarising: S1, S18, S27, S32	<i>Logical- ...He was trying to solve the problem by a logic. He asked to his father that mangoes are ripe or unripe. He would not be able to expect fifteen annas for ten unripe mangoes...H e could not decide wheather the solution could be found by addition, subtraction,multiplication or division... (S1)</i> <i>In my opinion Swaminathan was practical because we can see the answer in the text, that is he was thinking about Rama wants to sell the Ripen mangoes (or) unripen mangoes. And he also thinking about but how could be the price? Was it the roght Price?... (S18)</i> <i>I think that Swaminathan was being practical in this story.... strongly that the answer to his question contained the key to the whole problem. It would be unfair to expect fifteen annas for ten unripe mangoes..." shows his practicality... (S27)</i> <i>Swaminathan was very practical in the story because of the lines he says "Father, will you tell me if the mangoes were ripe... (S32)</i> <u>Lesson 2 The enchanted pool (CFM)</u> Q5. After reading the story, what are the qualities you think can describe each character? Please write your reason for choosing a quality in the table given below. (Please see appendix C for the answer) <u>Lesson3 True height (CUFM)</u> Q5. How does the title justify the story? Pick one option and write your answer in 100-120 words. a) the new height that Michael Stone achieved in the competition. b) the accomplishment of Michael's Dreams after overcoming the obstacles in life. <i>I pick option b...Because in his life his a big obstacle or problem is he was blind but he does not care...his mother talks to his that his numerous stories and that stories always described about the land from bird's eye. Then he thought to fly like an eagle and he was prepaire for dram by his father and he is also like his coach and triainer. He carefully monitored his weight-lifting programs and his workout everyday with wight and running work on the astroturt... (S16)</i>
	-Evaluating title by directly quoting from the text and summarising: S16, S21, S31	

	-Evaluating Tom's character by summarising textual information: S6, S25, S34, S42	<i>According to me option b would be suitable for the story... Because, in his childhood his mother would say some numerous stories like the flying of a bird. As he is blind he would not see the birds. So, he would imagine the birds. At that time he had a dream that he would also go to the top where the birds would fly. His father's Motto is If you want anything, work for it. Michael would follow his father's motto and did it... (S21)</i> <i>I think option b ...the correct to the title justify the story... His mother read him numerous stories about flying that described the land from a bird eye view. That all incidents he was imagined. His imagination in dreams and stories of his mother made him to see the world without eyes and he made the record in National and International Junior Olympic by clearing the bar of 17 inches that was three inches higher than his personal best. And also his father's approach made him to hardwork... (S31)</i> <u>Lesson 4 Painting the fence (CUFM)</u> Q5. Tom can be described as helpful, b) naughty, c) smart, d) lazy. Choose one of the options given above to describe Tom. Give reasons to support your answer and write it down. <i>smart- Tom is a very smart boy in my thought. Because in starting only Tom is doing work and everybody also are playing in ground then feel very bad and in distress and he is alone but he don't give up and do so hard work and also start making plan when he saw his friend Ben to come. I heard of him and he do so much of hard work and bring very pleasant expression on his face...(S6)</i> <i>I chose option Lazy why because he don't do painting work he thinking like my friends are playing funny games together and he feel Distress. He don't do work He was planning. Ben to work with him, by seeing Tom's expression Ben thought that his work was Interesting he also painted But Tom was do not painted...(S25)</i> <i>Tom was naughty because before the Ben Rogers moving he felt distressed and after he given a pleasant expression to his face as he was enjoying his work. And made his friends believe/feel that painting the fence was surely a very special job...This way he was</i>
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	-Evaluating Tataki by summarising and expressing opinion: S1, S18,S23, S32	naughty to escape the work and making others to do...(S34) <i>I feel he was smart because he escapes from doing painting and with his smartness he made all his frineds to do painting. She made them to feel interest and will for oainting. He also changed his expression& said I will enjoy while oainting & no one would get such opportunity with these his frinds gets interest and they painted whole fence giving tom something. (S42)</i> <u>Lesson 5, Tataki wins again (CFM)</u> Q5. Which of the following qualities do you like the most about Balamma? Choose one quality from the options given below. Write down your reasons for choosing the option. a) brave, b) smart, c) determined, d) helpful. <i>...She could play gilli danda with a Boys she always step together with a Boys. And she could challenge Boys a last qualities which was went about a How a Caught a rabbit. Where other Boys were stood there But she thought and swam into the stream. She can swam as like as swimmer. I thought could do all the thing do a Boy's – no one couldn't thought about a girl who could do everything... (S1)</i> <i>...she dared to swim to catch the Rabbit which was fleeing from the behalf of them. She darely pushed the Karnam's bunded labour to water her two groundnut beds. As a child she has that much dareness and Braveness. So, I selected the option a that is Brave. (S18)</i> <i>I like most about Balamma is her bravery because she was jumped into water for catch the rabbit. Firstly she asled her friends to swim in water and that tell them to bring that rabbit but their friends fiere''wont fiere I am here'' she tell that go darely and bring the rabbit my dear friends but they don't go then at that time Balamma jumps in canel and swims like a fish and brings the rabbit out & it to their house. (S23)</i> <i>...no one could date to swim as fast as rabbit to chase it. Mainly girls frighten most to swim or to chase animals. But she was so brave that she chased rabbit where as her frinds kept staring at her. I feel she was brave because she dared to chase rabbit by swimming in lake as fast as rabbit.'' (S32)</i>
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	-Expressing opinion by commenting on kidnappings in India: S18 -Expressing opinion by relating the context to oneself: S30 -Expressing opinion by summarising textual information: S21, S25, S29, S33 -Quoting textual information: S23	about that also. I think there must have the option dare in the group of options foolish or clever. She was so bold and dare with conductor by talking and we discussed this in the previous question. So I picked up the option dare which was not given there. (S18) In my opinion she was clever to travel... also she was so younger in her age but she had did a great thing that is individually going in bus without Knowing any person in the bus. She was so clever because going darelly, confidently, bravely without any fearness and she also returned home carefully and successfully. (S23) My option about valli in the story is that she is a very brave and clever, Independent girl. I think she was clever to travel on her own If I were in the place of Valli I would not be travelled as Valli travelled I would be afraid . as a little girl it as very great to Travel Independently. She gathered Informtion about journey Because she is a very clever. When she was getting into the bus all commuters laughed at her but she didn't mind at them and went and sat in a empty seat. We should take her as a Insipiration while travelling in a bus. (S30) <u>Lesson 7 The ransom of red chief (CUFM)</u> Q6. Do you think that the child is a victim of kidnapping in this story, or the kidnappers become the victims? Write down your response in about 100 words. According to me, the kidnapers in the story become the victim but not the child as a victim...in the story child have totured by asking the stupid questions like why the oranges were round? A parrot can talk, but a monkey or a fish can't. The child is a mischeives boy because the boy have tried to kill the kidnappers. They boy have iirritated the Kidnappers by doing naughty things in the story. By this the kidnappers are victims... (S21) I think the kidnappers become the victims in the story...The child asked a stuppel question like:- # Why can only Human beings talk why cant animals. # Why oranges are round in shape. # How many does it take to make twelve. #Are the stars are hot. #Did you like the girls, I didn't like them and he asked lot of stuppel and follish questions...And at last
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		mainly kidnapper only suffered a lot by loosening their money... (S23) ...Kidnappers asked Red chief are you willing to go home The redchief replied I don't have fun at home. I hat to go to the school. I like to camp out. He thought this kidnapers comping out... (S25) ...The boy also played Indian by naming himself as Redchief, Bill as oldhank & Sam as snake eye. Johnny said Bill (oldhank) that he would take his scalp out & he also said Sam (snake eye) that he would burn him at the stake... (S29) I think the kidnappers become the victims.... He refused to go home because ein home does not have any fun. He also named them Bill-Old Hank, Sam-snake eyed one night the boy was sitting on Bill's chest with one hand in Bill's hair in other hand the sharp case knife to trying to lae Bill's scalp... (S33)
3	-Providing opinion elaborately by referring to girl child discrimination, education, gender roles : S25, S26,S32, S34,S36,	<u>Lesson 8 Bholi (CFM)</u> Q6. Do you think girls and boys should have equal rights, duties, privileges in our society? Write your answer in 100-120 words. Yes, I think girls and boys should have equal rights.... Beacsue has given us different genders but he never said us to discrimante ourselves. God has given heart, brain , organs and everything equally to everyone either it may be boy or girl. Then evryonne shold utilise them equally. Many of the people think that girls are not needed education. The girls are the one who new generations. Then if girls gets educated then their children also can learn their knowledge at ahime. Both boys and girls should have equal rights as they are humnan beings. No discrimination should be followed in oour society. girls and boys should have equal rights, duties and priviliges in our own society. (S25) Because by god's creation they are equal to boys. Actually, without a girl there 's no boy as the boys are born to mother who is also a girl. By this girls are greater than boys but in our society boys were given high privileges... (S34) ...But in some villages, they are not equally treated Girls o & boys some changes have to be taken to have

	-Referring to girl child discrimination in villages and dowry system in India: S36 -Referring to cultural beliefs: S26 -Referring to current status or achievements of women in Indian society: S32 -Referring to government policy for girl child: S32 -Providing opinion by using textual information to some extent: S6, S29, S32	<i>equal rights as some part of the society girls are not encouraged to study as boys are encouraged to study & girls are encouraged to do some work in Home. They are marrying girl child in the younger age.... Girls are not encouraged to move here and there in public spaces but boys are allowed. When girl child is also well studied but parents have to give dowry in the time of marriage to the boys while... These all changes should be taken so that our society will be without discrimination... (S36)</i> <i>...Because girls are treated as goddesses in our society... There is a saying that without girls there is no life and even god must be born from a mother's womb. So please respect girls. (S26)</i> <i>"...But nowadays, girls are toppers, and first in every aspect. Girls are I.P.S, I.A.S, Doctors, Engineers etc. They are singers, dancers, teachers, also in politics, scientists everything not less than boys... in present days, for example in Telangana, the CM is providing some new schemes for girl child such as Kalyana Lakshmi etc. To encourage girl children in society. Girls should have equal rights as boys to maintain equality in our society..." (S32)</i> <u>Lesson 9 The drover's wife (CUFM)</u> <i>Q 5. In the story the character of mother is important. Do you agree with the author when he says, "she is not a coward"? Write your opinion in about 100 words.</i> <i>...She killed the five feet long snake in mid night without taking help of any one. She never afraid... she had not educated, rich But showed herself as a warrior or man... She didn't sleep in night and do all work alone except the dog. She use her talent, power and mind by different way other women's are afraid in night to kill the snake but she didn't afraid and faced all problems and in end she was kill the snake... (S6)</i> <i>...She was like a father in the story. She was so dare, she and the dog both killed the snake. Mother carried a stick and beaten the snake like anything. Usually girls will frighten when they see some lizards, cockroaches etc. In this story Mother not frighten to the back, five feet long snake and she killed it. So, I</i>
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		agree with the author when he says she is not a cowards. (S18) ...Some snakes are very dangerous whose venom can just destroy the humans. The role of mother was very crucial in this story. She saved the lives of her children by killing the snake. It is very hard to kill a snake without the support of a man. I appreciate her for her bravery. Also, when she stayed alone with her children that night, she was very daring. The dog also helped her in catching the snake. (S29) ...she takes the children and run out near the dog house and make the dog to go in and chase the snake. She also arranges two small dishes of milk, that she thought the snake would come out to drink. As it is becoming dark she takes the children in, makes to get on the table, places at the centre. They take supper there itself, she also make them sleep there. But she sit while night watching the snake... By all this we can say that she is so much courageous and brave... (S32)
4	-Providing opinion elaborately to protect environment: S1, S17 -Referring to the uses of trees: S31, S32	<u>Lesson 10 The jamun tree (CFM)</u> Q5. According to you, what is the message given by the author to readers in this story? Write your response in about 100 words. ...We should love our nature. Nature is a greatest source we should use it as we requires. Don't harm or disturb the nature. The nature give us many things day by day. All the animal uses the nature. We should know about every animal feelings. Every festival we celebrate this is not mean that harm the nature or disturb the nature... (S1) ...Message was not to cut the trees...Because eof that environment will spoiled because ofthem. The message was do not cut trees. Trees gives us many things we should not. Save trees, Save Eatrth, Sav eteh environment, Save the nature... (S17) ... we should not cut trees it help us in many ways it gives us shelter, fruits, flowers and home for many creatures. So we have to protect ttrees and it gives us oxygen for respiration and medicines for us to cure many diseases and we are alive because of trees also without trees we can't live....It takes years and years for a tree to grow, mature, brear floewers and fruits... Don't t do deforestation, restore for next generrations by doing afforestation and think about the things we use that come from trees like paper, wood, etc. (S31)

		<i>...They even cure us by giving ayurvedic medicines rubber , gum not one thing everything is given by tree for us. When we are cutting at least we have to plant 2 trees. We should take care about them & they will take care of us definitely. They provide shelter to many and even to us. If we are in necessity we can plant & then cut... (S32)</i> <u>Lesson 11 Lamb to the slaughter (CUFM)</u> Q5.Given below in the table are some of the extracts from the story about Mary Maloney. Read them and then, write down the attributes that describe her. (Please see appendix L for the answer)
5	-Providing opinion by summarising textual information: S18, S21, S27, S30	<u>Lesson 12 How I taught my grandmother (CFM)</u> Q5. The grandmother and granddaughter are from two different generations, yet they share some similarities. You have to find any three similar qualities in both the characters. You also have to find the lines from the story to support your answer. (Please see appendix M for the answer) <u>Lesson 13 Perseus and Medusa (CUFM)</u> Q5. Please read the story carefully. The story has various characters in it. According to you, which two are the most important characters in the story and why? Write the names of the characters and also your reasons. <i>i) Perseus- According to me Perseus was a important character and a hero for this story because he was the eperson who killed Medusa...</i> <i>ii) Danae- ...King Polydected wants to marry her but her son perseus didn't llike him . King believd that he was an obstacle to him. So, he arrange a great feast and order to bring a great gift. Perseus didn't bring a gift... (S18)</i> <i>.i) Perseus- Because the story fully dependent on this character. If the character is not there the story would be incomplete.</i> <i>ii) Medusa- As the character in the story fully dependent on this character Medusa. If this character is not there the story will be bored and there will not be interest on the story. (S21)</i> <i>i) perseus-...he is the one who makes all the adventures & he is the one who kills the hideous Gorgon Medusa.</i>

		ii) Daane-...because, the plot is established by her. Without her, everything in the story doesn't even happen... (S27) i) Godess Athene- ...she told perseus to go to country where cold north winds blow and told him the way to three grey sisters... ” ii) God Hermes-...He also told the way to perseus to meet three grey sisters and he hgave perseus his magic sandals and his sword... (S30)
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Figure 2. Excerpts showing answers based on evaluation in various phases of the study

Phase 1- The analysis of the answers in lessons 1, 2,3,4 and 5 showed a gradual development of higher order thinking — evaluation of the learners. In lesson 1 *The mango sum (CFM)*, the learners did not express their views elaborately. The supporting details in the answers consisted of direct quotations from the lesson. For example, S36 directly quoted from the lesson, ‘*It would be unfair to expect fifteen annas for ten unripe mango*’. In lesson 2 *The enchanted pool (CFM)*, the majority of the learners provided reasons to choose the qualities of each character in their answers. They did not elaborate on their reasons in the answers. In lesson 3 *True heights (CUFM)*, the majority of the learners expressed their opinions and provided textual information either by directly quoting from the lesson or summarising them in the answers. For example, S6 wrote, ‘*when Michael cleared the bar at 17 feet, 2 inches and 17 feet, 4 inches*’. Similarly in lesson 4 *Painting the fence (CUFM)*, the majority of the learners again restricted themselves to the context of the lesson and did not elaborate on their opinions. However, in lesson 5 *Tataki wins again (CFM)*, 20 of the learners expressed their opinions and brought references from their socio-cultural contexts to write their answers. For example, there were statements in the answers such as ‘*as she had will power and dare she has become a determined girl*’ by S21 and S32 stated *Balamma is brave...Mainly girls frighten most to swim or to chase animals*. In this phase, the analysis indicated that the majority of the learners quoted textual lines from the lessons mostly and sometime summarised them in lessons — 1,2,3, and 4. And finally, in lesson

5, they expressed their opinions to some extent, avoided quoting lines from the lesson and also performed better.

Phase 2- In this phase, the analysis showed that the learners began to express their opinions elaborately and brought in references from their socio-cultural understanding regarding the status of women in CFM. In lesson 6 *Madam rides the bus (CFM)*, the answers showed the usage of textual knowledge along with their cultural beliefs. S3 mentioned his/her opinion on respecting elders by stating — *‘In the society girls shouldn’t move here and there. She should respect the conductor because conductor was very elder than the valli.* S33 wrote about the bravery act of Valli, *but she go alone without her parents. travelling alone needs courage’*. In lesson 7 *The ransom of red chief (CUFM)*, the learners provided their opinions in both Q5 and Q6. It was found that the majority of the learners wrote the answers either by directly quoting from the text or summarising them in their answers. For example, S3 directly quoted from the lesson, *‘I received your letter today by post...I think you are a little high in your demands, and I hereby make you a counter- proposition’*. The majority of the learners found the incident of Johnny torturing both the kidnappers funny and mentioned the textual details in their answers.

Phase 3- In lesson 8 *Bholi (CFM)*, the learners elaborated their opinions by stating their stance clearly, provided supporting details by comparing societal realities especially related to the status of women in the answers. S16 mentioned how girls and boys were not perceived equally by the Indian society and gave example of discrimination. For example, S16 stated, *‘in some villages are not girls and boys are equal Boys are high level high school, college and BA pass and girls are not a 8th pass girls’*. The majority of the answers consisted of thick information from their socio-cultural understanding of gender and girl-child discrimination in India. In lesson 9 *The drover’s wife (CUFM)*, all the learners expressed their opinions in the answers. They also supported their answers by elaborating on the context of the lesson either by directly quoting from the text or summarising them. For example, S18 directly quoted the textual

information in the answer, *'As it is becoming dark she takes the children in, makes to get bed on the table, placed at the centre. They take supper there itself, she also make them sleep there'*.

The analysis revealed that they primarily used textual information to express their opinions which showed their dependence over the text to comprehend the information and provide their opinions.

Phase 4- In this phase, we find learners substantiating their opinions by extensively using supporting details from their socio-cultural understanding. In lesson 10 *The jamun tree (CFM)*, all the learners expressed their opinions and elaborated on the supporting details by utilising their socio-cultural information. They mentioned environmental conservation, planting trees, benefits from trees etc. For example, S32 wrote of preserving nature and the benefits of trees by stating *'trees gives us a lot...They even cure us by giving ayurvedic medicines, rubber, gum not one thing, everything is given by tree for us. When we are cutting at least we have to plant 2 trees'*. All the learners, in this phase, expressed their opinions by providing new information from outside the text by using socio-cultural knowledge. In lesson 11, *Lamb to the slaughter (CUFM)* the majority of the learners wrote their answers and mentioned the qualities of the character. All the learners performed well in this question.

Phase 5- The analysis of the answers in lesson 12 *How I taught my grandmother (CFM)* showed that the majority of the learners expressed their opinions in their answers. They provided the reasons for the qualities of both the characters in the story. The learners performed well in this answer. In lesson 13 *Perseus and Medusa (CUFM)*, all the learners stated their opinions by presenting various reasons and elaborated on them by using textual information. For example, S33 wrote in the answer, *'i) perseus — 'He is the most important character because he played an important role. He darely goes to get medusa... ii) Athene and Hermes — Because if these god and goddess doesn't appear and help them, Perseus may not be able to get the head of medusa'*.

The overview of the analysis in this section showed that the learners effectively expressed their opinions in both CFM and CUFM. In CFM, the supporting details in the answers presented by the learners contained opinions from their understanding of socio-cultural contexts along with textual information. However, in the CUFM, the supporting details of the answers primarily consisted of textual information and showed their dependence on the text to comprehend and elaborate their answers.

4.1.1.3 Interplay of HOTS in the answers based on creativity and evaluation

The analysis of the HOTS answers revealed that the exercise of HOTS was not operated individually in a confined manner, but HOTS like to create and evaluate were intertwined to think and answer effectively. The following points on activation of HOTS are stated below;

- a) Use of evaluation as HOTS in creative answers** — Interestingly, it was found that the answers based on creativity also contained traces of evaluation in the answers. 15 learners expressed their opinions in the creative answers in lessons 8, 9 and 10. Some of these examples from the learners' answers are given in figure 3.

Name of lessons	Evidence of evaluation	Excerpts of the answers
Lesson 8, <i>Bholi</i> (CFM)	-Expressing an opinion on the character and girl child education: S29, S32, S34	<i>...Education made Bholi lead a successful life. It also made her brave and courageous... (S29)</i> <i>... I also think that her parents might have marry her to some old man like Bishambar... I feel generally girls become nervous and they miss their parents after marriage... (S32)</i> <i>...She was dared to speak with loud voice and opposed the bridegroom, she was able to do job and live on her legs, by serving for her parents in their old age... (S31)</i>

		<i>...By going to school, she had become dare & dashing girl, studies well...Education have changed her life and made it beautiful... (S34)</i>
Lesson 9 <i>The drover's wife</i> (CUFM)	-Expressing an opinion on the characters and context of lesson: S22, S29, S30, S32	<i>...In my opinion the dog is the only animal which is having intelligence and some sensations too which is observed for our surroundings. If there is dog, it is more helpful to kill the snake because it is the animal who kill the snake in easy way... (S22)</i> <i>...As the dogs are verry advanced in smelling something, they give us immediate information about the particular thing... (S29)</i> <i>...If there is no dog in the house I think she would not able to kill the snake...So, I think the dog's is necessary to the mother when she would have faced the situation. (S30)</i> <i>...Some people keep dogs & some do not like to keep dogs. But the dogs are faithful and useful animal in many ways It can anything or anyone in less time...For example, if there are no people and if the theif enter the dog chases & protects the house... (S32)</i>
Lesson 10 <i>The jamun tree</i> (CFM)	-Expressing an opinion on environment conservation: S17, S26, S33	<i>...My cotation was If you cut a tree when that time we plant many saps. This my opinion and I feel it also. That's' why do not cut the trees. If you cut one tree, you saps 100 plants... (S17)</i> <i>We should also plant more trees to save our planet from the deforestation and plant 100 saplings when one tree is cut... (S26)</i> <i>...we should plant the tree and do not the trees trees give us oxygn. One tree grows it takes years and years time... (S33)</i>

Figure 3 Excerpts showing the use of evaluation in the creativity based answers

The analysis showed that the learners expressed their opinions on importance of education for girls in lesson 8 *Bholi* (CFM). For example, S34 stated — ‘By going to school,

she had become dare & dashing girl, studies well...Education have changed her life and made it beautiful'. Then, in lesson 9 *The Drover's wife (CUFM)*, 12 learners expressed their opinion on the qualities of dogs. For instance, S29 wrote, *'As the dogs are very advanced in smelling something, they give us immediate information about the particular thing'*. The analysis here indicated that the creativity of the learners was also accompanied by evaluation.

b) Use of creativity as HOTS in evaluation based answers — It was revealed that the answers based on evaluation also showed the usage of various novel ideas and information which indicated their creativity in generating new information. It helped them in elaborating and supporting their opinions in the answers. Some of the excerpts of learners' responses are illustrated in figure 4 to show the inclusion of creativity in the evaluation based answers.

Name of the lessons	Activation of creativity in the answers on evaluation	Excerpts from the answers
Lesson 5 <i>Tataki wins again (CFM)</i>	-Expressing opinion by bringing new ideas: S21	<i>I think Balamma is a determined girl. The reason I choosed the option determined is that she had a will power that she can catch the rabbit and she have dare to ask the old labour and As she had will power and dare she has become a determined girl. "If there is confidence no one can stop the work want we are doing. (S21)</i>
Lesson 6 <i>Madam rides the bus (CFM)</i>	-Expressing opinion by adding one's ideas and commenting on the character: S22	<i>In my opinion Valli was an independent girl means she didn't depend on any one. She is a brave, clever girl. I think she is thinking like a mechure- minded means like a experienced person in society. She is very dared. And she also have some shyness in -front of people who are there in the bus. But Valli's way of thinking is different she also asked questions to the neighbours "what were happened and how much money we have to pay like that. So, these lines tell that she plan the things before the work and she went to the town. Really she is very talented girl. (S22)</i>
Lesson 8 <i>Bholi (CFM)</i>	-Expressing opinion by comparing and also adding new information on gender roles and discrimination: S26	<i>...Because girls are treated as goddesses in our society. They do all the house hold works and in those days all are afraid to send girls to school. They even take care of children... We have stereotypic vision that Girls shouldn't send to schools. They are only meant for household works & if they are send to</i>

		<i>schools nobody will marry them. These types of visions should be abolished girls should have the equal rights... There is a saying that without girls there is no life and even god must be born from a mother's womb. So please respect girls. (S26)</i>
Lesson 10 <i>The jamun tree (CFM)</i>	-Expressing opinion by referring to conservation of trees and nature: S31 -Adding new information about various uses of trees: S31	<i>According to me the message given by the author to readers in this story is we should not cut trees it help us in many ways it gives us shelter, fruits, flowers and home for many creatures. So we have to protect trees and it gives us oxygen for respiration and medicines for us to cure many diseases and we are alive because of trees also without trees we can't live. All the children climb the tree, eat its fruits, play in its shade. It takes years and years for a tree to grow, mature, bear flowers and fruits... Don't do deforestation, restore for next generations by doing afforestation and think about the things we use that come from trees like paper, wood, etc. (S31)</i>

Figure 4. Excerpts showing the inclusion of creativity in evaluation based answers

The analysis of the answers showed that at the beginning of the study, the majority of learners elaborated their opinions by adding and comparing information from their socio-cultural knowledge, especially in the CFM. For example, in lesson 6 *Madam rides the bus (CFM)*, the learners mentioned their ideas by judging the character and wrote 'daring', 'bold', 'clever' etc in their answers. In lessons 8 *Bholi (CFM)* and 10 *The jamun tree (CFM)*, the majority of the learners mentioned challenges from their socio-cultural contexts in India such as gender discrimination, the dowry system, girl child education and environment conservation. The analysis of the answers revealed that the learners in CFM could bring new ideas and information from their socio-cultural knowledge to express and elaborate their views in evaluation-based questions. This also resulted in the enhancement of their creative skills to generate new information to elaborate and express their opinions efficiently. However, in CUFM, the usage of creativity was absent in the answers on evaluation due to unfamiliar context and inability to recall or relate to their socio-cultural settings.

4.1.1.4 Usage of prior knowledge in HOTS answers

It is evident in the previously discussed sections that prior knowledge repeatedly was a major source of information for the learners to think and answer. The analysis of the HOTS answers highlights the role of prior knowledge as a vital input to — a) create new information and b) express opinions.

a) To create new information (creativity) — The analysis of the answers on creativity showed that the learners generated novel information by utilising their prior knowledge in CFM and CUFM. This pattern was prominently found in the later phases of the study such as in lessons 8 and 9 (phase 3), 10 and 11 (phase 4), and 13 (phase 5). Some of these answers are illustrated in figure 5.

Phases of the study	Evidence of prior knowledge	Excerpts of the answers
1	-Referring to Indian mythology, Mahabharat: S1, S6, S12, S17 and S18	<u>Lesson 2 The enchanted pool (CFM)</u> <i>...Bhima: I have strength of 16000 elephants... (S1, S6, S12, S17, S18,)</i>
3	-Referring to socio-cultural surroundings and personal belief on the marriage of girl: S31, S34, S32 -Referring to qualities of dogs: S18, S22, S45	<u>Lesson 8 Bholi (CFM)</u> <i>...If she was not sent to school, then she is not aware of so many outside things and how to live in the society... (S31)</i> <i>...Education have changed her life and made it beautiful... (S34)</i> <i>... I feel generally girls become nervous and they miss their parents after marriage... (S32)</i> <u>Lesson 9 The drover's wife (CUFM)</u> <i>...Dogs have that power to know the action will have to play know, they j know that before. (S18)</i> <i>...In my opinion the dog is the only animal which is having intelligence and some sensations too which is observed for one surroundings. If there is dog, it is</i>

		more helpful to kill the snake because it is the animal who kill the snake in easy way... (S22) ...Dogs are kept home because eof security purposes also. They guard us in night, run after theiefs... (S45)
4	-Referring to uses of trees like providing oxygen and rain: S4, S6, S18, S33	<u>Lesson 10 The jamun tree (CFM)</u> ...I said to all that, “trees are more important to us. They produced oxygen. By them today we are survive.without them we can’t survive. So, plants are more important to us in any way. (S4) ...I says to others it is a good friends for me its gives to many substance and happy...save trees for us because it very less number (population) in trees... it brings to rain in our areas so I gives some ideas and says it is today very less number in our country and save them... (S6) ...I will make an artificial nest by the straw and keep them in it...From this day I take a oath that will never do deforestation or disturb the nature... (S18) ...we should plant the trees...trees are give us oxygen... (S33)
5	-Referring to Bollywood movie called ‘Mr. India’, constitutional rights and ideology: S1 -Referring to crimes in India and offering possible solutions: S5 -Referring to various places in India and abroad: S11, S18 -Referring to a popular cartoon show, Doremon: S23	<u>Lesson 13 Perseus and Medusa (CUFM)</u> I will become Mr. India... all the Indian citizen should got their rights such as free to speak, equality, freedom, Justice, liberty. Jai Bharat, Jai Bheem. (S1) ...I may help the police. And I help them to kill terrorourist that are want to come in country from Border and collect the black money to the CBI. And make the corruption les... (S5) ...to see all beautiful places in the world ansd touirest places like Taj Mahal, Lotus temple, effel tower without going by vehivle... (S11) ...I can visit so many turist places like Agra, Delhi, Mumbai etc. with free of cost... (S18) ...I like to fly in the Sky like ‘Doremon” and like ‘birds’ because I will visit whole world daily twice. (S23)

Figure 5. Excerpts showing the inclusion of prior knowledge in the answers based on creativity

The analysis of the HOTS answers revealed that the learners in phase 1 could not use their prior knowledge effectively to present creative ideas despite having enriched knowledge of Mahabharat in lesson 2 *The enchanted ool (CFM)*. Furthermore, in lesson 2, there were only 10 learners who mentioned Bhim's strength and compared it to elephants. In phase 3, lesson 8 *Bholi (CFM)*, 8 learners referred to the role of education in a girl's life. They also mentioned how girls feel after marriage. For example, S32 stated, '*generally girls become nervous and they miss their parents after marriage. At last, I feel Bholi's life would be waste if she would not study*'. Another learner, S34 stated the role of education, *Education have changed her life and made it beautiful*. In lesson 9 *The drover's wife (CUFM)*, 20 learners emphasised the role of the dog in the story and expressed their opinion by referring to the dog as a faithful, intuitive and intelligent animal. In phase 4, lesson 10 *The Jamun Tree (CFM)*, the majority of the learners emphasised feelings of sadness and suggested various uses of trees to convince their friends to not to cut trees in future. 15 learners mentioned the uses of trees in their answers like S4 stated, '*they produced oxygen. By them today we are survive*'. In phase 5, lesson 13 *Perseus and Medusa (CUFM)*, 47 learners used prior knowledge by bringing references from multiple sources such as various tourist places in New Delhi. For example, '*Taj Mahal, red fort, lotus temple*' was mentioned by S36 in the answer. Another learner, S1 referred to a Bollywood movie — 'Mr. India', took hints from the movie and suggested ways of curbing crimes in India and helping poor people. The analysis of the answers highlighted that in lesson 13, even though the reading material was unfamiliar, the learners could relate and draw from their existing prior knowledge to create new ideas.

b) To express and elaborate opinions (evaluation) — The analysis of the evaluation based answers showed a progression in the learners' skill of evaluation (HOTS) like in the supporting details used to elaborate their opinions. These details included information from prior knowledge, usage of quotations along with summarised textual details in the CFM. Some of

such examples of prior knowledge in ‘evaluation’ (HOTS) are illustrated from the CFM in figure 6.

Phases in the study	Evidence of prior knowledge	Excerpts of the answers
1	-Reference to girl child status in Indian society: S1, S20, S32	<u>Lesson 5 Tataki wins again (CFM)</u> <i>...She could play gilli danda with a Boys she always step together with a boys... Where other boys were stood there Vut she thought and swam into the stream... I thought cold do all the things do a Boys'-no one couldn't thought about a girl who could do everything... (S1)</i> <i>...She showed bravery by acting more than boys. Generally girls don't show much courage, but she was so powerful in pushing old labour, swam like a duck, and better that her friend show were boys also. (S20)</i> <i>...Mainly girls frighten most to swim or to chase animals. But she was so brave that she chased rabbit whereas frinds kept staring at her... (S32)</i>
3	-Reference to gender discrimination, female foeticide: S18, S25 -Reference of state government policy: S18 -Reference to special girls' colleges in India and reservation of seats for women in politics: S2 -Reference to Indian female P.M and wage inequality: S25 -Reference to cultural belief of women as goddesses, gender	<u>Lesson 8 Bholi (CFM)</u> <i>...In the past everyone feel that we should have sons. If they give birth to daughters they must throw them or sometimes they kill also...In present days for example in Telangana the C.M is provding some new schemes for girl child such as Kalyana Lakshmi etc. to encourage girl children in society... (S18)</i> <i>...our country doing some privliges for girls. Example is our country in special school and college are opened to only girls and today girls are doing to hard works and make to a equal member of our country and that are king of our counry and our politics seats in sitting to many ladies... Educated girl Educated India. (S2)</i> <i>...at the same both should have holding political rights men and women hold political like Indiragandi...in the work, boys get high wages but girls get low wages which I think both should get equal wages... (S25)</i> <i>...Because egirls are treated as goddesses in our socity. They do all the house hold works and in the those days all are afraid to send girls to school... They do more</i>

	discrimination in Indian society: S26 -Using quotations to reinforce the answers: S16, S36, S40	<i>work than the boys but girls are not recognised in our society We have a stereotypic vision that girls shouldn't send to schools... (S26)</i> <i>...Educated girl, educated India... (S16)</i> <i>...All are Equal Before Law. (S36)</i> <i>...Daughter is equal to ten sons, not tension... (S40)</i>
	-Reference to uses of trees in Ayurvedic medicines by S31, S32 -Reference to state environmental scheme: S29 -Reference to trees giving us oxygen by S33 and majority of the learners -Using quotations to enhance the answers: S26, S30	<u>Lesson 10 The jamun tree (CFM)</u> <i>...so we have to protect trees and it gives us oxygen for respiration and medicines to cure diseases and we are alive because of trees also... (S31)</i> <i>...Trees gives us a lot...They even cure us by giving ayurvedic medicines , rubber, gum...(S32)</i> <i>...In Hyderabad, we have also taken up many schemes like “ Harithaharam” which helps to increase the number of trees in the city... (S29)</i> <i>...the trees they gives us oxygen . they take carbondioxude... (S33)</i> <i>...Save Mother Earth, Save mother nature, save environment. (S26)</i> <i>Do not cut trees, save mother nature. (S30)</i>

Figure 6 Evidence of prior knowledge in the answers based on 'evaluation in CFM

The analysis of the responses showed that 40 learners elaborated their opinions in the CFM because they had access to prior knowledge in various contexts from socio-cultural settings. They utilised the knowledge of various topics such as girl child discrimination, the status of girl children in Indian society and government policy in lesson 8 *Bholi (CFM)*. S18 mentioned about a government scheme in their state to help girl child by stating, '*in Telangana the C.M is providing some new schemes for girl child such as Kalyana Lakshmi etc. to encourage girl children in society*'. In Lesson 10 *The Jamun Tree (CUFM)*, 43 learners mentioned uses of trees to provide oxygen, ayurvedic medicines, bring rains, state government schemes etc. S29 stated about government scheme of planting trees, '*like Harithaharam which helps to increase the number of trees in the city*'. In addition, in lesson 8 and 10, 10 learners

also used quotations in their answers as supporting details to elaborate the answers. For example, S40 stated, ‘*Daughter is equal to ten sons, not tension*’ in lesson 8. S26 stated, ‘*Save mother earth, save mother nature, save environment*’ in lesson 10. These answers highlighted thick details provided by the learners which also indicated their ability to use various socio-cultural knowledge to think efficiently and respond to the HOTS. To be specific, the usage of prior knowledge was mostly prevalent in the CFM because of the relevance, relatability with their experiences, socio-cultural understanding of contexts, characters etc.

4.1.2 LOTS in this study

There were 3-4 questions based on LOTS like analysis, understand and remember in all the lessons of this study. The analysis of the LOTS answers is given in the following sections.

4.1.2.1 ‘Analyse’ as LOTS in CFM and CUFM

The analysis of the answers based on questions that needed learners to analyse’ (LOTS) showed that the learners were able to understand and conclude the underlying information which was not explicitly stated by the authors in the lessons. All the learners comprehended such information effectively in both CFM and CUFM in all the phases of the study without any difficulty and thus performed well. The excerpts from the lessons are illustrated in figure 7.

Phases in the study	Characteristics of analysis found in the answers	Name of lessons, questions, excerpts from the answers
1	-Inferred reasons for the frustration of the character: S1, S18, S25, S41	<u>Lesson 1 The mango sum (CFM)</u> <i>Q4. Why did Swami burst into tears in the end?</i> <i>Because He was sicked of maths. He didn’t like to solve Mathematics problem. But on his pressure of father to solve and in the end so he solve correct. That’s why Swami Burst into tears in the end. (S1)</i>

	-Inferred the qualities of Yudhistra: S1, S11, S21, S35	<i>He bursted into tears because he was frustrated to do maths sum. (S18)</i> <i>Swami can't do the problem irritated and phrustedated by the fathers questions and he cannot get the price of mangoes and then said to his father but his father ask some of it so Swami burst to tears. (S25)</i> <i>...because he had tried a lot and suffered a lot to do the airthemetic problem which his father had given him. At last he had aolved it so he had burst into tear for which his father had harassed him for. (S41)</i> <u>Lesson 2 The enchanted pool (CFM)</u> Q4. Why was Yudhistra able to answer all the questions? <i>Because he wanted to rscused her brothers from die. He was able to anwer allthe questions of Yaksha. He was intelegent and obedient person Because he didn't ignored the Yaksha's voice. He was wise person. He didn't want to lose her Brother anywhere. He loves his Brothers' very much. (S1)</i> <i>Yudhistira able to answer all the questions of Yaksha because he want to returned to her brothers back. And also he was very intelligent. (S11)</i> <i>He was intelligent and he was patient and he was also brave. He was able to answer because he want to save his four of the brothers. (S21)</i> <i>Yudhistra was able to able to answer all questions because he is intelligent and wise in telling answer and was peace minded and can think about a situation clearly and he was patient in answering questions of yaksha. (S35)</i> <u>Lesson 3 True height (CUFM)</u> Q4. Why did the writer of the story tell us only in the end about Michael Stone's blindness?
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	-Inferred the intention of author to surprise the readers and also normalise the disability of the character: S16, S22, S29, S31	<i>Because writer want to make this story interesting and shockin at the end by the Michael Stone's abnormal coelty to describe like normal. In real life Michael Stone work very hard and he was blind but work and do stugle like a normal man or work hard thn a normal man. (S16)</i> <i>Because we learnt a lesson at the end also it is a moral even though he is blind he is confident & done hard work to achive his goal like a normal person. (S22)</i> <i>The writer of the story want to surprise the readers by revealing the main point at the end. He also wanted to say that blind person can achieve whatever he want as every ordinary person. (S29)</i> <i>...to keep attatentfon of reader and to tell Michael also can do all like ordinary man. (S31)</i> <u>Lesson 4 Painting the fence (CUFM)</u> <i>Q4. 'Tom began to work with total concentration, bringing a pleasant expression to his face...' Was this part of Tom's plan? Can you guess Tom's plan in the story?</i>
	-Inferred the intention of the character: S1, S23, S34, S43	<i>Yes, this was part of his plan. Yes I can guess that Tom didn't share his distress. He thought that I shared his incident with other than they make fun with me... (S1)</i> <i>...Yes I guessed the Tom's plan in the story that he had planed; that by deeing his face their friends would think that painting the fence is joyfull and enjoyfull like a very special job... (S23)</i> <i>Tom's plan was to whitewash the fence with anyone, as he hated to work alone. So he, acted as he was enjoying the ork immensely and said " Well, this is not work for Tom Sawyer. Does a boy get a chance to whitewash the fence everydsay... (S34)</i> <i>Tom Sawyer was not interested in painting the fence & when he saw Ben Rogers coming</i>

	-Inferred the brave and unusual qualities of Balamma: S1, S17, S21, S32	towards him, he started working seriously it was part of his plan . Tom wanted to create an interest & enjoyment in painting the fence so he could paint the rest of the fence.it was successful. In this story his plan was to complete his work with others help & get instead profit from them. (S43) <u>Lesson 5 Tataki wins again (CFM)</u> ‘Balamma took the rabbit home. The whole village was talking about it.’ What was the village talking about and why? <i>...she swam into the lake and caught it wherer what did do other Boys the Balamma greatness, encourage, news heard all the people of village... A girl which means in society that’s she cant do everything. But she took a opportunity and challenged. She was very smart, Brave and helpful. (S1)</i> <i>Balamma took the rabbit home. The whole village thinking that she was very kindful for others. The girl she did it. Balamma was a twelve years old. She did this. The whole village thinking about Balamma was very good girl and she w also kindful to others. (S17)</i> <i>The people of whole village is talking about Balamma that a girl catch the rabbit as she is very strong women. The friends of Balamma they are boys but no one had catch the rabbit But a little girl catch the rabbit. (S21)</i> <i>The village was talking about Balamma who has bought a rabbit home by chasing it in water. The villagers were talking about 12 years old girl had chased a rabbit without leaving, bravely by swimming. Generally, all will feel that girl do not ha dare to do anything and they are meant for household chores in village. But whereas Balamma bravely chased it and brought home. (S32)</i>
2		<u>Lesson 6 Madam rides the bus (CFM)</u> Q4. Why did the conductor refer to Valli as ‘Madam’ in the story? Write the reason. <i>Because she was a indenpendily, confidence. She showed her to as a elder and replied for</i>

		<i>...because he know that his son always irritates somebody by doing mischievous things and plays and also put stupid questions. By expecting that his son irritated them, he offer Sam & Bill to pay him ransom money & also bring his son to his house. (S40)</i>
3	- Inferred the intention in the texts by providing logical reasons: S9, S18, S29, S32 -Understood the context of the lesson by providing logical reasons: S1, S18,S34,S45	<u>Lesson 8 Bholi (CFM)</u> <u>Q4. “Are you crazy? If girls go to school, who will marry them?” Why did Ramlal’s wife say these lines to him?</u> <i>...because they think the girls are only for house work. But they studied if they raised the voice upon husband. That is why boy’s don’t marry. (S9)</i> <i>...In my opininon she was firstly uneducated ands living in a undeveloped village. There is a lot of discrimination to girls in that village. (S18)</i> <i>In those days, girls were not allowed to study. The people of those day sthought that girls would be spoiled if they studied and no one would marry them, so ramlal wife said those lines. (S29)</i> <i>...in those days itf girls are educated it must seems like someone doing crime. Generally no one will dare to educate girl in older days because every parent believe that no man come forward to marry the educated girls. Because of this reason her mother said no one will marry them if they study. (S32)</i> <u>Lesson 9 The drover’s wife (CUFM)</u> <u>Q4. Why did the mother bring the dog into the room?</u> <i>Because ethe dog has some sense which’s man does not have. The dog can help her. The dog can help in kill the snake. The dog can save and secure by the snake. The dog can warn them first about the snake. The dog is active animal.it can see in a night. (S1)</i> <i>Because she may have thought that the dog will help her to kill the snake. This is true because it is the dog which first finds where</i>

		he snake is and it also gather it with its mouth. (S18) The mother brings the dog into the room because the dog can help her inkilling the snake as in the story it pulls the snake and the mother beats the snake with the stick making sounds as “thud’. (S34) ...the snake may come from any side as to know about the snakes movement the mother bring the dog into the room. (S45)
4	-Inferred the intention of character: S10, S18, S24, S32	<u>Lesson 11 Lamb to the slaughter (CUFM)</u> Q4. “... it would be a favour to me if you eat it up.” Why did Mary Maloney say it to the policeman? ...because she was very clever to di the muder. She though if they ate this lamb then her fingerprints cannot be find by anyone and she is saved... (S10) ...to save herself from arrest she said the policemen to eat it. The weapon is destroyed and nobody can find her as a culprit.... (S18) She wanted to destroy all the facts relate to murder in the house and once the major weapon is destroyed , she is safe and risk free... (S24) She said it so the policemen eat the lamb and she feel safe and proud of her mastermind plan inside her brain... (S32)
5	-Inferred the intention and qualities of grandmother: S6, S19, S36, S42	<u>Lesson 12 How I taught my grandmother (CFM)</u> Q4. “Avva, all your hair is grey, your hands are wrinkled, you wear spectacles...” Why did the granddaughter say these lines to her grandmother in the story? ...because she joked with her granddaughter. The grandmother was old so she crossed that age to study and learn. (S6) ...her age was old, so she had to study a lot. And it might created difficulty for her at that age so that is why she made fun of it. (S19)

	-Inferred the intention of the character by providing logical reasoning : S3,S16,S26,S34	<i>...because her grandmother laughed at her in a light manner and also the grandmother is so interested in becoming literate at old age. (S36)</i> <i>The grandmother grew old and the granddaughter jokingly told her, but she did not mean anything serious... (S42)</i> <u>Lesson 13 Perseus and Medusa (CUFM)</u> Q4.Perseus said to King Polydectes, “I will bring you any other gift that you desire”. Despite his dislike for the king, why did Polydectes agree to get Medusa’s head ? <i>Because He knew his Bad intentions the king would be the snatched his mother Because the king was very difficult. No one cant cut the had Because Medusa was a gorgons. He took a challenges a hero and done with no harm and with succesfully he was a hero of this story. He took more opportunity and fight against them. (S3)</i> <i>Because perseus know that if I disagreed than he will depefaly give me punishment of death and he married with my mother and she cannot do anything. If I will successful to kill the Medusa than I can kill the king also... (S16)</i> <i>The king polydected gave a grand feast & invited all in the island and said to bring gifts to him. Perseus, being poor had not brought any gift so perseus said that he will bring want the king derives although he didn’t liked him & agrees to bring medusa’s head because if he bring the head of medusa & give it to the king he will become stone. (S26)</i> <i>perseus said so because the king was angry on him and he may do/give him any punishment as he was not a well and good king. He may take it as chance and marry his mother... (S34)</i>
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Figure 7. Evidence of analysis in the answers in all phases of the study

The analysis of these answers indicated that the learners were efficiently able to activate to analyse in both CFM and CUFM. They could understand and infer the underlying meaning of the textual information in all the lessons and therefore answered well.

4.1.2.2 Other lower-order thinking skills (LOTS)

The analysis of the answers based on LOTS questions such as Q 1, 2 and 3 showed that the learners understood the LOTS questions which targeted the explicitly stated meaning of the texts. The learners interpreted the basic information and were able to summarise the textual information. Some of the responses are illustrated in figure 8. They show responses to questions on LOTS in all the phases of the study.

Phases of the study	Characteristics of LOTS found in the answers	Answers of the learners
1	-Use of LOTS like remembering, understanding and comprehending basic textual information in the answers: S32, S24, S11, S23 -Directly quoting textual information: S32, S24, S11	<u>Lesson1 The Mango sum (CFM)</u> Q2. What did Swaminathan reply when his father said, “Have you done the sum?” <i>Swaminthan replied “Father, will you tell me if the mangoes were ripen” (S32)</i> <u>Lesson 2 The Enchanted pool (CFM)</u> Q1. Why did Nakul ignore the warning and start drinking water? <i>...he was thirsty himself and start drinking water. (S24)</i> <u>Lesson 3, True height (CUFM)</u> Q1. What was the most challenging day of Michael Stone’s career? <i>The most challenging day...the pole vault was set at 17 feet that was three inches higher than his personal best Michael Stone confronted the most challenging day of his pole vaulting career. (S11)</i> <u>Lesson 4 Painting the fence (CUFM)</u> Q3. Why did Tom become distressed?

		<i>...because he had a work to paint fence while painting there was no one are their for company to him. And allof his age boys are playing joyfully but he was working like a slae.(S23)</i> <u>Lesson 5 Tataki wins again (CFM)</u> Q3. Why did Balamma stamp down the mud bank made by the old labourer? <i>Because labour Began to Block the stream which is flowing in her beds. And divert the water into Karnam Beds. She wanted to gave water her two Beds which were not filled with water. That's why She stamped down the mud... (S1)</i>
2	-Use of LOTS like by remembering, understanding and comprehending basic textual information in the answers: S23, S27 -Summarising textual information: S23, S27	<u>Lesson 6 Madam rides the bus (CFM)</u> Q2. How did Valli find out the details of the bus journey? <i>Valli find out the details of the bus journey by over many days and months Valli listened carefully conversation between neighbours and she also asked questions related to avoid causing embarrassment (or) careful to keep something secret. (S23)</i> <u>Lesson 7 The ransom of red chief (CUFM)</u> Q2. How did Red chief respond to the offer of going home? <i>Red Chief responded very negatively at this offer. He said he had no fun at home & he found it boring to go to school. (S27)</i>
3	-Use of LOTS by remembering, understanding and comprehending basic textual information in the answers: S30	<u>Lesson 8 Bholi (CFM)</u> (Please see appendix I for the answers) <u>Lesson 9 The drover's wife (CUFM)</u> Q1. Why did one of the children yell? <i>One of the children yell because they saw the snake and they were afraid on seeing the snake. (S30)</i>
4		<u>Lesson 10 The jamun tree (CFM)</u> Q1. Why was the Jamun tree a source of joy to the children?

	-Use of LOTS by remembering, understanding and comprehending basic textual information in the answers: S18, S16 -Summarising textual information: S18, S16	<i>“Children loved to climb it and play hide and seek among the foilage. During summer, hot and tired after playing in the backyard the children took rest under it. (S18)</i> <u>Lesson 11 Lamb to the slaughter (CUFM)</u> Q3. What did Mary do after killing the husband? <i>She acted very smartly and calm. She did not show any fear and went to the shopkeeper to but eatables and acted normal. (S16)</i>
5	- Use of LOTS by remembering, understanding and comprehending basic textual information: S33 -Summarising textual information: S33	<u>Lesson 12, How I taught my grandmother (CFM)</u> (See appendix no.) <u>Lesson 13, Perseus and Medusa (CUFM)</u> Q3. How did goddess Athene and god Hermes help Perseus? <i>Godess Athene gave perseus her shining shield Hermes gave perseus his magic sandals and his sword. (S33)</i>

Figure 8. Answers of the learners on LOTS in all the phases of the study

It was found in the analysis of the answers that the majority of the learners understood basic information by remembering and recalling information as required in the questions. In all the phases of the study, the analysis revealed that in both CFM and CUFM, the majority of the learners performed well. It was also indicated that the cultural familiarity and unfamiliarity in the reading materials did not influence the channelisation of LOTS in this study. The answers showed that the learners provided correct answers by directly quoting the texts in their answers and summarising them. For example, in lesson 3 *True Height (phase 1)*, 30 learners quoted directly from the lesson while answering the LOTS questions. For instance, S14 wrote, ‘*The pole was set at 17 feet. That was three inches higher than his personal best*’. In lesson 4 *Painting the Fence* and Lesson 5 *Tataki Wins Again*, 15 learners wrote directly from the lesson and the majority of the learners summarised their answers. For example, S1 stated, ‘*labour*

Began to Block the stream which is flowing in her beds. And divert the water into Karnam Beds. She wanted to gave water her two Beds which were not filled with water’.

In the later phases 2, 3, 4 and 5 the majority of the learners attempted to summarise and interpret the answers. For example, in lesson 6 *Madam rides the bus (CFM)*, S23 wrote in Q2, ‘*Valli listened carefully conversation between her neighbours and she also asked questions related to avoid causing embarrassment or careful to keep something secret’*. In lesson 7 *The Ransom of red chief (CUFM)*, S27 wrote, ‘*Red Chief responded very negatively at this offer. He said he had no fun at home & he found it boring to go to school’*. Similarly, summarising was used frequently by the learners in their answers in the later phases of the study. The analysis revealed that the learners were proficient in the LOTS in both CFM and CUFM.

4.1.2.3 Role of LOTS in the exercise of HOTS

In this study, the analysis of the HOTS answers showed that the learners used various lower-order thinking skills such as recalling information from their memory and summarising textual information to elaborate and illustrate their answers. For example, in *lesson 1 The Mango Sum (CFM)*, S4 summarised the textual information to support the answer while expressing an opinion. Some more of these examples from various phases of the study which illustrate the usage of LOTS are given in figure 9.

Phases of the study	Usage of LOTS	Excerpts of the answers based on HOTS
1	-Quoting textual information to express opinion: S4 - Recalling information from long term memory to use it creatively: S1	<u>Lesson 1 The mango sum (CFM)</u> <i>...He asked to his father that mangoes are rip or unripened. He would not be able to expect fifteen annas for ten unripe mangoes... (S4)</i> <u>Lesson 2 The enchanted pool (CFM)</u> <i>Yudhistras: Because the we had a thirst. Bhim: I have strength of 16000 elephants... (S1)</i>

	-Quoting textual information to express opinion: S31 -Summarising textual information to create alternative ending: S45 -Summarising textual information to create alternative ending: S33	<u>Lesson 3 True heights (CUFM)</u> <i>...His mother read him numerous stories about flying that described the land from a bird eye view....stories of his mother made him to see the world without eyes... (S31)</i> <u>Lesson 4 Painting the fence (CUFM)</u> <i>if nobody had painted Tom's fence, then tom would had got punishment from his master or else Tom lonely would paint whole fence alone... (S45)</i> <u>Lesson 5 Tataki wins again (CFM)</u> <i>If Balamma got afraid of Karnam's old labourer she would wait till the old labourer ater his beds and she would water her beds later...Ans she would not chase rabbit... (S33)</i>
2	-Providing information from outside text to express opinion: S30 -Summarising textual information to express opinion: S29	<u>Lesson 6 Madam rides the bus (CFM)</u> <i>My option about valli in the story is that she is very brave and clever, Independent girl. I think she was clever on her own If I were in the place of Valli I would not be travelled as Valli travelled I would be afraid... (S30)</i> <u>Lesson 7 The ransom of red chief (CUFM)</u> <i>...The boy also played Indian by naming himself as Redchief, Bill as Old Hank,Sam as snake eye. Johnny said Bill (old hank) that he would take his scalp out & he also said Sam snake eyes that he would burn him at the stake... (S29)</i>
3	- Recalling information from socio-cultural to express opinion: S32 - Summarising textual information to express opinion: S19	<u>Lesson 8 Bholi (CFM)</u> <i>...God has given heart , brain, organs and everything equally to everone either it my be boy or girl. Then everyone should utilise them them equally. Many of the people think that girls are not needed education... (S32)</i> <u>Lesson 9 The drover's wife (CUFM)</u> <i>...she played a major role on killing the snake. She was like a father in the story. She was so dare, she and the dog both killed the snake. Mother carried a stick and beaten the snake like anything. Usually girls will frighten when they see some lzards, cockroaches etc... (S19)</i>
4	- Providing information from outside the text to express opinion: S39	<u>Lesson 10 The jamun tree (CFM)</u> <i>...I would plant so many trees. if I had cut one then I would plant 100 saplings to overcome my guilt... I would also tell my fiends to plant more trees and take care of them and never cut a tree... (S39)</i>

	-Summarising textual information to create a new title for the story and justify it: S45	<u>Lesson 11 Lamb to the slaughter (CUFM)</u> ...She was dangerous and intelligent to kill her. That's why I used the title of the The Intelligent killer for this story....She pretended to behave normally so that nobody doubts her at all.... She was smiling inside when the policemen ate all the lamb meat... (S45)
5	-Providing information from outside the text to express opinion: S42 -Recalling names of places in India to create new information: S12	<u>Lesson 11 How I taught my grandmother (CFM)</u> ...Option c because she had powerful mind to decide to study at this stage without feeling of shame or grief of her old age...She proved through her efforts that if one has enthusiasm to learn with hardwork and determination, then nothing is impossible in this world. She set an example for others to become an inspiration... (S42) <u>Lesson 13 Perseus and Medusa (CUFM)</u> ...I would go all around the world like great monuments (taj mahal, red fort, lotus temple and great museums where I would. Find all the things that are used by our ancistors... (S12)

Figure 9 Excerpts showing the usage of LOTS in facilitating the HOTS answers

The responses showed that the learners compared various contexts in the lessons which resulted in the effective activation of the thinking skills. In this way, LOTS became operative to enhance the exercise of HOTS. LOTS such as recalling information from their memory, summarising text to support answers and building logical arrangement of the ideas were consistently put to use in various answers of the HOTS. In the CFM, it was found that the majority of the learners used LOTS such as recalling from long-term memory and socio-cultural knowledge along with summarising textual information. In the CUFM, usage of LOTS like summarising of textual information occurred in the answers. But in lesson 13 *Perseus and Medusa (CUFM)*, the learners had the opportunity to create novel ideas by imagining and remembering information from multiple sources to elaborate their answers. It was found that the learners recalled information from their socio-cultural knowledge to use it as answers in the CUFM such as in lessons 9 and 13, especially where they were independent to include their ideas while imagining themselves as characters or adding contexts according to the questions. The analysis of the answers indicated that on the whole, LOTS like recalling information from

prior knowledge along with summarising were used mostly in CFM and summarising was mostly used in the answers of the CUFM.

4.1.3 Transition in the answers from thinner to the thicker description

In this study, the analysis of the answers indicated an improvement in the HOTS answers from thinner to thicker descriptions by the majority of the learners. The excerpts given below in figure 7 illustrate the transition of answers from the early phase to the later phases of the study. To exemplify this, excerpts of three learners — S1, S20, and S40 are illustrated in figure 10.

Learners	Thin descriptions	Thick descriptions
S1	<u>Lesson 5 Tataki wins again (Phase 1)</u> — Response to Q6. <i>I think that if she got afraid of Karnam's old labour Then she couldnot got a water to field.her ground nuts. Then everybody old laboured Block a stream and got a more water then Balamma fields. Then she always felt down and she had not no encourage to speak against old laboured. We should took a challenge against that type of people who always thought about their field and he always used to Block water.”</i> (75 words)	<u>Lesson 13 Perseus and Medusa (Phase5)</u> — Response to Q6. <i>...I would like & take this cap I used everywhere. And I most use for corrupted people. I will Ctach the Unhonest. Terorsts, Bad politician, chilter etc. I'll Become the Mr. India. Then I hope that our country will also Become the Great, loveful, and developed Country in our country day by day many disaster or heppinegs. I will stops them. I will gave Judge to all people of country. Then all will be Become equal our constitution Rule. And then I or my friends will complete in police station. If any inspector dmand for Bribe then we will complete in high. If here is not take this complete then we'll go to Supremme Court and redues punished them who are spils not a society, not a district But they spoils whole country. That's why take care of them. They are depend on god. I will kill the terrorists and some harmful terror organization which are in our country. And govt. workers who take money every month But don't do anything. I'll punish them. All the Indian citizen should get their rights Such as free to peak,equality,freedom,Justice,liberty,sovereign,sociali ty, Secular, Democracy etc. Jai Bharat, Jai Bheem.</i> (197 words)

S32	Lesson 1, The mango sum (Phase 1) — Response to Q5 Swaminathan in this story was practical. In my opinion he was practical because he was disinterested to do the sum but he was interested to know about the mangoes were ripen or unripen ones. He feels that it is unfair to expect fifteen annas for ten unripen mangies,. He feels that how he could know how much Krishna would for four mangoes. He was also practical because he says that if he would see how rama sells then he could know the price exactly. Because of these reasons I feel he was practical. (93 words)	Lesson 8, Bholi (Phase 3) — Response to Q6 Yes, I think Girls & Boys should have equal rights, duties & privileges in our society. In the past everyone feel that we should have sons. If they give birth to daughters they must throw them or sometimes they kill also. But now a days we can see some difference they are encouraging girl child also. Everyone should know if there is no girl child they would be no future generation. But Nowadays girls are toppers, and first in every aspect. Girls are I.P.S, I.A.S, Doctors, Engineers etc. They are singers, dancers, teachers, also in politics, scientists everything not less than boys. I feel girls are also in sports, games, writing etc. Now, or government is providing equal rights, duties, privileges to girl child also. If any boy is teasing, harassing, misbehaving with the girl child they are strictly punished. Girls now are not as before girls, but they are courageous, and coming forward in all aspects. Every girl child is now educating and settling their lives in good position. They have all rights to dominating boys in all the aspects. In present days for example in Telangana the C.M is providing some new schemes for girl child such as Kalyana Lakshmi etc. To encourage girl children in society. Girls should have equal rights has boys to maintain equality in our society. So, I feel both of them should have equal rights, duties & equal privileges. (235 words)
S40	Lesson 4, Painting the fence (Phase 1) — Response to Q6 If nobody had painted Tom's fence. He would feel very unhappy and didn't have interest to paint, willing to paint. He would be distressed even more. He would be distressed even more. He would always be condemned to work like a slave while other children are playing. I think He used to paint to earn money so his owner will get bad	Lesson 11, How I taught my grandmother (Phase 5) — Response to Q5 I will choose 'Learning has no age Bar' Because this lesson teaches us that age has no number to learn new things in life. The grandmother has zeal to learn what she could not manage in her childhood and the urge to read and write. She did not worry about her age. She worked like a student who was dedicated, hardworking and determined to learn the subject knowledge from her grand daughter, She did not feel ashamed also that a small child was teaching her. She kept on working hard without worrying about her old age. With efforts and hardwork, she succeeded and managed her learning to read. This story shows in the end that even the grandmother was old but she did not leave her interest behind. She made all the efforts to learn to read the books. She also became independent and happy.

	name Because Tom was not Interested he would not do the workin proper way. Then the owner will scorld the Tomand tom will be sad. Usually we people do not Interest to work daily Then How can children get Interst to work (103 words)	This story also tells us that age has no impact on the learning. Even it's a small child or elder or aged person, one can learn to read and write at any time and gain from it. I like this story very much. (188 words)
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Figure 10. Excerpts of the thinner and thicker descriptions of S1, S20 and S40 in this study

In Phase 1, the majority of the learners limited their writing to textual information. For example, S1 in lesson 5 *Tataki wins again*, mentioned textual information by summarising it in the answer. There was no new information given in the answer which also resulted in fewer words. Whereas, in lesson 13 *Perseus and Medusa*, S1 gathered information by using prior knowledge, provided references on the law and order of the country, offering solutions to help the government and so on. In this lesson, the learners showed progress in the answers by enhancing their thinking skills and also improving their writing skills. S30 also showed evidence of summarising textual information in lesson 1 *The Mango sum*, but in lesson 8 *Bholi*, there was an elaboration of ideas, inclusion of a variety of ideas on female empowerment, gender roles etc.

4.1.4 Findings from the HOTS-LOTS answers in CFM and CUFM

This section summarises the findings from the responses of learners in the reading materials-CFM and CUFM.

4.1.4.1 HOTS in CFM and CUFM

The analysis showed that the cultural familiarity and unfamiliarity in the reading materials influenced the activation of the HOTS in this study. The learners relied on prior knowledge in CFM by recalling memories, experiences, events and knowledge from their

socio-cultural background to activate their HOTS. Whereas, in the CUFM, the learners were found to be dependent on textual information to activate their HOTS. However, in the later phases, especially from the 2nd and 3rd phases onwards, there was a transfer of information from prior knowledge in the CUFM too wherever the learners found the opportunity to draw inputs to elaborate their answers.

4.1.4.2 Interplay of HOTS

As found in the answers, the HOTS such as ‘evaluate’ and ‘create’ supported each other to operate efficiently. In evaluation-based answers, the majority of the learners brought in extra-textual knowledge by using prior knowledge which resulted in generating new information and ideas and thus added creativity to their answers. In creativity-based answers, some learners also included their opinions along with their new ideas. It was evident in the study that both the HOTS were mutually supportive.

4.1.4.3 LOTS in CFM and CUFM

It was evident that the learners were proficient in the LOTS in this study. They could remember, understand basic information and analyse underlying information in both CFM and CUFM. Therefore, in this study, it was found that the activation of LOTS was not affected by cultural familiarity and unfamiliarity of the reading materials.

4.1.4.4 LOTS facilitate HOTS

The answers of the learners revealed that in HOTS answers that were based on evaluation and creativity, the majority of the learners in CFM recalled information, elaborated their opinions and generated novel ideas by recalling and gathering information from their prior knowledge. Therefore, LOTS helped in enhancing the functioning of HOTS in this study.

4.2 Analysis of the reflective journals

In the present study, there were 5 reflective journals (RJs) used to collect learners' reflective responses to the reading materials and thinking skills-based questions. Each reflective journal contained 5 prompts which are given as under;

1. Which lessons from the following were you able to understand easily and better? Why? Please tick the option and write your response.

2. In which of the lessons (given in 1.) did you find the characters, events and situations known to you or similar to your surroundings? Write down the details.

3. In which of the texts did you find it easy or difficult to think about the answers? Why? Write down the reasons in the space provided.

4. Which of these activities helped you to think of more ideas and write better answers to the questions in the given lessons? Please write your reasons.

a) Individual Activity () b) Pair Activity ()

5. Did you notice any difference in the lessons given to you? Please write your response below.

The data was collected from the RJs' and the analysis of the data is given in the forthcoming sections.

4.2.1 A sense of association and dissociation in the lessons

The analysis of the reflections showed that the learners related easily to the various aspects of the lessons such as themes, characters and their behaviour, contexts etc., especially in CFM. However, in the CUFM such as in lesson 4 *Painting the Fence* and lesson 9 *The Drover's wife*, the learners related to the characters in a limited manner. In all the 5 RJs', the

learners mentioned their personal experiences and events while reflecting on prompts 1 and 2.

The excerpts given in figure 11 illustrate the reflections of the learners.

Reflective Journals	Factors to associate with the CFM	Responses of the learners
RJ1	-Relating to personal experience of studying and recalling memory: S23, S27, S46 -Mentioning various Indian mythological works, like Mahabharat: S23, S29 -Mentioning cultural values related to relationships: S29 -Relating personal experience of being deceived: S18, S29, S36	<u>Lesson 1 The Mango Sum (CFM)</u> <i>...I had understand easily and better because when iam in 3rd class I had the situation that what was happen in this story. At that time I am poor in maths so, I also had some thoughts like this and sometimes I would like to escape from my father. (S23)</i> <i>...It resembled the way my father told his childhood...Like my father was in blue shorts with a baggy shirt...his teacher's behaviour, I find it fascinating and similar to my father's flashback. (S27)</i> <i>...I felt same frustration like Swami when I don't like one subject that I hate. My tution teacher was also like that.I was reminded when I read this story... (S46)</i> <u>Lesson 2 The Enchanted Pool (CFM)</u> <i>...I am see this story in television. I like this story. I was understanding easily and battar...”(S3)</i> <i>I had understood easily and better because I am interested reading holibooks like Bagavithgita, Mahabhartham etc. so this story was related to Mahabhatham... (S23)</i> <i>...it is related to puranas (Mahabharat)... I think my imagination standard/ level in this story was high. Because I started imagining the forest, pool, Pandvas and Yaksha while I was reading the story...The story is also related to relations. It shows the bond between brothers... (S29)</i> <u>Lesson 4 Painting the Fence (CUFM)</u> <i>When I read about Tom's situation in this lessons, I was also once cheated by a friend. He told me to do his homework because he was so sick. I helped him. I wrote the entire homework and then another friends told me that was me that he lied to me. After that I felt so bad. (S18)</i>

	-Relating personal experience of playing gilli-danda, visiting rural areas: S30, S38	one situation I found similar to me in this lesson was that Tom left by his friends. Sometimes, when we get cheated by someone, it feels very sad. (S29) ... I also felt like Tom when friends did not help me in needful times... (S36) <u>Lesson 5 Tataki Wins Again (CFM)</u> ...Tataki was very interesting story. I came from village that' why I did find it very familiar because I saw the groundnut beds in my village. I saw children playing gilli danda. I saw both... (S18) I saw same groundnut beds when I visited my grandparents home for holidays.... I enjoyed watching green lush fields. (S30) I also played gillidanda. So I knew this game so well when I read this lesson. (S38)
RJ2	-Relating personal experience of travelling alone in a bus and making other observations like Valli: S25, S23, S31, S45	<u>Lesson 6 Madam Rides the Bus (CFM)</u> ...I am shouting to bus conductor and driver to stop the bus driver stopped us. I am showing my bus pass to the conductor and...And I sitting on a seat and looking at the window side trees came along with me and some animals like cow, buffaloes I saw in these lessons. (S25) ...in 3rd standard, I went to medhak with my...So I called my parents that I am homesick at that time they were in Zehrabad...I had cried and said that you don't caring on me. Then one of my uncle was a bus conductor so he had taken to me to the bus. (S23) ...Vallis 's behaviour is so funny and interesting to read and that village bus cows all our like our surroundings and like our culture. (S31) ...I travel in the bus alone. The first time, I was very frightened but I didn't show my inner feelings in my facial expression. I acted as if I am very brave. Till date, I don't forget that journey as it is very memorable to me. (S42)
RJ3		<u>Lesson 8 Bholi (CFM)</u> When I have went with my uncles village the same situation I have seen there. It is in the place of Bholi,

	-Witnessing similar situations in their surroundings: S21 -Relating to the status of women in society: S34, S42 -Mentioning incidents of killing snakes: S1, S10, S25, S35	<i>here the name of her is Yamuna (nickname chitti). In chittis' s life the same situation have occurred. When I was reading the story, I have stricked out that the situation have happened in my uncles village... (S21)</i> <i>In villages the marriages will be happening like in the story. Such that marrying girls at the small age with old ones... We also see in the society girls like Bholi getting feared off & also like speaking out and studying well. And such ones bring changes in the society. The situation of having no. of girls & waiting for male child is similar to our surroundings. The situation of bridegroom asking/demanding money exactly at the time of the marriage though he was very old... (S34)</i> <i>...I have seen girls do not get equal status in society. They think they are meant for house work, cooking, washing. Bholi parents also think that way. But Bholi sis also modern when she studied so well and took care of herself in front of everyone... (S42)</i> <u>Lesson 9 The Drover's Wife (CUFM)</u> <i>Many women in my villages they killed many times snakes. They seems like Drover wife.my aunt once killed a snake in a evening burned it... (S1)</i> <i>I have seen milk offered to the snake . It drinks and it goes away. Maybe that's why mother put a milk bowl in front so that snake goes away and everyone is safe at home. (S10)</i> <i>...I too faced a situation at grandmaa's house that a small snake entered into our balcony when I was alone in my balcony but at last my uncle caught that snake and killed it off. As I was in the same situation like mother I could imagine the situation easily. (S25)</i> <i>...Like drover man in this lesson go away from village with some eatables and water bottle. Only man go, remaining people like wife and children remain behind...I know about what purpos they will go and stay many days because of their earn their family and they leave their mother, father and children at home because at the place not available all things that they are used. (S35)</i>
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RJ4	-Mentioning cultural festivals like Holi, Pongal, Bhogi, Lohri: S1, S18, -Remembering personal experience of climbing trees: S30, S45	<u>Lesson 10 The Jamun Tree (CFM)</u> <i>... When holy festivals comes we all thought that this time we should collect the woods and burn large or huge woods on Holy...All the Indians use and know about the Jamun fruits and gulab jamun also... (S1)</i> <i>similarly as the story we have banyan tree in our backyard. It is so large, that sometimes the branches come into the house...I love my Banyan tree very much. Pongal celebrations are also similiarly celebrate the Bhogi collecting wood... (S18)</i> <i>...When the word climbing the tree I hear I have remembered my old friends Because I and with me 5 of them, totally 6 of us would climb the mango tree... (S30)</i> <i>...Once when I was in class 4. Around my house there are many trees and flowers. So birds come on to the trees and they built there home at that time... And also many animals also came there to take rest and other things... (S45)</i>
RJ5	-Relating the lesson to experience of teaching grandparents at home: S15, S21 -Mentioning the holy place of Kashi in India S34	<u>Lesson 12 How I taught my Grandmother (CFM)</u> <i>...I remembered my grandmother while reading the lesson. She is also an illiterate and daily I read newspaper to her. Events are totally same with my grandmother. Once I taught her to keep signature. She used to stamp but I became teacher to her and target her to sign. My sister also teacher her varanmala, writing her name, my father name, and our family names... (S15)</i> <i>...My grandmother don't know her name how to write in English. Importantly, she don't know the sign to put in English. I am writing homework she eagerly seeing in my book said I like English and I want to to learn English and I want to learn Alphabets... I laughed at her because in that age my mind set is also like a kid. Bur she felt sad and said that learning doesn't have age bar. I taught all she what she want and some sentences. Now she write our names and talk some English to me. Her sign is also in English very nice that I am very lucky girl for her. (S21)</i> <i>This lesson has mentioned Kashi...I know Kashi yatra.It is very sacred for Hindu... (S34)</i>

	-Mentioning Indian cultural festivals: S42	<i>We celebrate Dusherra and Saraswati Puja like given in this lesson... (S42)</i>
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Figure 11. Responses of the learners associating with culture in CFM and CUFM

The analysis of the responses in the RJs showed that in the CFM, all the learners recalled various personal experiences and events by relating to the character, contexts etc. of the lessons. It indicated that the learners associated themselves with these lessons in various ways such as watching the mythological stories and reading Indian holy scriptures, visiting similar rural landscapes and playing Gilli-danda, travelling alone, witnessing child marriages, participating in cultural festivals and so on. For example, in lesson 2 *The Enchanted Pool (RJ1)*, the majority of the learners remembered watching Indian mythological shows like Mahabharata and Ramayana on TV and reading Indian holy books like Bhagwad Gita. For example, S3 stated, '*I am see this story in television*'. In lesson 6 *Madam rides the bus (RJ2)*, all the learners mentioned their experience of travelling alone and related it to the experience of Valli like S25 wrote, *These incidents happned to me*. In lesson 8 *Bholi (RJ3)*, the majority of the learners mentioned gender discrimination, the status of women in society, child marriage and the role of education. For example, S34 wrote, '*The situation of having no. of girls & waiting for male child is similar to our surrounding*'. In lesson 10 *The Jamun Tree (RJ4)*, the majority of the learners remembered climbing trees in their childhood days and recalled their cultural festivals such as Bhogi, Lohri. S30 stated, '*Pongal celebrations are also similiarly celebrate the Bhogi collecting wood*'. The majority of the learners in lesson 12 *How I taught my grandmother (RJ5)* mentioned teaching their grandparents at home who were illiterate. S40 wrote, '*I taught all she what she want and some sentences. Now she is able to write our names and talk some English to me*'.

On the contrary, the majority of the learners did not reflect on the CUFM except two lessons — 4 and 9. In lesson 4 *Paining the Fence (RJ1)*, 20 learners recalled their past

experiences of feeling cheated by their friends like Tom's character in the lesson. S18 mentioned, 'I was also once cheated by a friend'. In lesson 9 *The Drover's Wife (RJ3)*, the learners recalled the memories of women killing snakes either in their house or neighbourhood, fathers going outside for work and act of offering milk to snakes to chase them away. S1 mentioned, 'Many women in my villages they killed many times snakes'. The analysis showed that generally the learners could not recall experiences, memories related to CUFM and therefore, indicated disassociation with various aspects of these lessons.

4.2.2 Reflection on language and vocabulary of the lessons

The analysis of the reflections showed that the learners commented on the vocabulary, language and narrative style of the lessons while reflecting on prompts 1 and 3. The analysis showed that in CFM, the learners were familiar with the socio-cultural aspects of the lessons and drew on their schemata. Whereas, in the CUFM, the learners found difficulty in comprehending the lesson and thinking effectively while reading and answering the questions. Figure 12 shows the responses of the learners on the easy and difficult parts of the lessons in the CFM and CUFM.

Reflective journals	Factors related to vocabulary	Responses of the learners
RJ1	-Relating vocabulary to TV and books in CFM-S1, S24 -Difficulty in understanding sentences and words in CUFM-S11, S34	<u>Lesson 2 The enchanted fool (CFM)</u> <i>The Enchanted Pool was easy – Because all I knew through tv and books and knew many vocabulary. true height was difficult because some sentences not understand.” (S1)</i> <i>“...I could understand this lesson. The words andsentenecs were easy... (S24)</i> <u>Lesson 4 Painting the Fence (CUFM)</u> <i>was difficult because some words difficult reading... (S11)</i> <i>...because language is difficult. Never heard about it before I read. (S34)</i>

RJ2	-Relating existing vocabulary to personal experiences in CFM: S8, S28 -Difficulty in understanding words and sentences: S8, S23, S33	<u>Lesson 6 Madam rides the bus (CFM)</u> <i>...very easy Because all incident I have already experienced, this lesson was very easy because I didn't find difficult words in this...(S8)</i> <i>"Lesson 6 Madam Rides the Bus Madam rides the bus was very easy because, this is similar to our surroundings and I know Bus travelling.... (S28)</i> <u>Lesson 7, The ransom of red chief(CUFM)</u> <i>...difficult-because I didn't find this anywhere and it was difficult to me because different kinds of words and sentences. (S8)</i> <i>The Ransom of red chief-because I had not able to understand the difficult words in this lesson and the sentences are also not able to understand by me easily. (S23).</i> <i>There is so much difficulty in this lesson. The writing is not going straight. I feel it is difficult to understand in this story vocabulary to understand some difficult. (S33)</i>
RJ3	-Relating vocabulary with day-to-day life, common words: S6, S26 -Difficult words in the lesson: S6, S23	<u>Lesson 8 Bholi (CFM)</u> <i>We see in surroundings & vocabulary is easy & used in our daily life & could do individually. As Indian writer English is understandable. (S6)</i> <i>Bholi was very easy-"In this story is very easy to understand and I felt Vocabulary also easy the language used in this is common words are used. (S26)</i> <u>Lesson 9 The drover's wife (CUFM)</u> <i>...As foreign writer some vocabulary is not understood. As we discussed in pairs it is easy to understand. (S6)</i> <i>...Some words I could not understand... (S23)</i>
RJ4	-Relating vocabulary with day-to-day life: S20, S26	<u>Lesson 10 The jamun tree (CFM)</u> <i>...very easy to understand and vocabulary also easily. It is happened our surroundings also. In</i>

	-Difficulty in understanding vocabulary in CUFM: S20, S40	tis story there are common words we use in daily life. (S20) <i>It was easy...The words and language was easy. I had same experince like this so it ws easy to understand... (S26)</i> <u>Lesson 11 Lamb to the slaughter (CUFM)</u> <i>...because it is vocabulary somewhat difficult It is difficult to understand slowly I understand this story. (S20)</i> <i>...The lesson had difficult words... (S40)</i>
RJ5	-Recognising language as local in CFM: S12, S40, S45 -Difficulty in remembering foreign names and pronunciations in CUFM: S22, S29, S40	<u>Lesson 12 How I taught my grandmother (CFM)</u> <i>The story was familiar. All the grammer was easy. It was Interesting. It also had a good moral & a happy ending. Also It feels like Indigenous. (S12)</i> <i>I am able to understand very easy.in this story vocabulary also very easy.common words are used on this story that I am used in daily life. (S40)</i> <i>...common sentences were used. And similar to my surroundings. Interesting to read by rembering our grandparents it is very easy to understand.” (S45)</i> <u>Lesson 13 Perseus and Medusa (CUFM)</u> <i>Because some what confusion because so many characters involve in this.It is also unfamiliar to me.It is also which we didnt see like that in my real life. So it is not ver easy. (S22)</i> <i>This too was easy because I think I am capable of reading more complex stories and I also am interested in mythologies of the world. But the characters were foreign & It was some-what hard... (S29)</i> <i>the characteristics are new and names are different to remember and pronounce... (S40)</i>

Figure 12. Responses of the learners on the vocabulary, language and writing style in CFM and CUFM

The reflective entries indicated the usage of prior knowledge to understand the vocabulary and language of the lessons in the CFM. For example, in lesson 2 *The enchanted pool (RJ1)*, S1 stated, ‘*Because all I knew through tv and books and knew many vocabulary*’ exemplified the information from their socio-cultural context, specifically of Hindu mythology. The learners also found vocabulary easy because of similar personal experiences. For example, in lesson 6 *Madam rides the bus (RJ2)*, S8 stated, ‘*all incident I have already experienced, this lesson was very easy*’. The majority of the learners also found that CFM contained vocabulary from their day-to-day life. For example, in lesson 8 *Bholi*, S6 wrote, ‘*We see in surroundings & used in our daily life & could do individually*’. S20 also wrote in lesson 10 *The Jamun Tree (RJ4)*, ‘*It is happened our surroundings also*’. S29 wrote in lesson 12 *How I taught my grandmother (RJ5)*, ‘*Also it feels like Indigenous*’.

On the other hand, the analysis of the RJ also showed that the majority of learners in the CUFM found vocabulary, language and narrative style difficult such as S11 stated in lesson 3 *True heights (RJ1)*, ‘*true height was difficult because some sentences not understand*’. S34 wrote in lesson 4 *Painting the fence (RJ1)*, *language was difficult*. The majority of the learners found vocabulary and sentences difficult in lesson 7 *The ransom of red chief (RJ2)*. For example, S23 stated, ‘*I had not able to understand the difficult words in this lesson and the sentences are also able to understand*’. S6 stated in lesson 9 *The drover’s wife (RJ3)*, ‘*As foreign writer some vocabulary is not understood*’. Then in lesson 11 *Lamb to the slaughter (RJ4)*, S40 wrote, ‘*because it is vocabulary somewhat difficult*’.

The analysis also showed that 6 learners found the narrative style in lessons 3 and 7 difficult. In lesson 3 *True Heights*, S34 stated, ‘*the story described is somewhat up and down*’. S19 stated in lesson 7 *The ransom of red chief*, ‘*the lesson goes zig-zag way. It was not straight*’. These statements indicated that the learners found non-linear narrative styles in these two lessons difficult to read and follow. Moreover, in lessons 7 and 13, the majority of the

learners found the names of the characters new and foreign. For example, S40 stated in lesson 13 Perseus and Medusa, *‘the characteristics are new and names are difficult to remember and pronounce’*.

On the whole, analysis of this section revealed that language, vocabulary and narrative style also played a key role in the CFM and CUFM in comprehending the lessons and channeling of their thinking skills.

4.2.3 Reflection on pair and individual activity

The analysis of the reflections on prompt 4 revealed that the preferences of the learners to do pair and individual activity happened in four ways — i) Pair activity in CFM and CUFM, ii) Individual activity in CFM, iii) Restricted use of pair activity in CUFM, iv) Individual activity in CFM and CUFM.

i)Pair activity in both CFM and CUFM — The analysis showed that in the early phases of the study-RJ1 and RJ2, the majority of the learners collaborated in pairs to read the lessons and write their answers. There was an exception of 12 learners who did individual activity throughout the study. Some of these responses are given below in figure 13;

Reflective Journals	Reasons for doing pair activity in CFM and CUFM	Responses of the Learners
RJ 1	-Ability to correct and bring in diverse thinking in pair activity: S1, S10. - -Overcoming the difficulties: S10	<i>Pair activity- Because if we discussed in group then we can write a more ideas and write better because in this we more innovative ideas come from our mind...and correct end automatically a came good answers in which we have different 2 ideas and thinking skills. Many answers are different. (S1)</i> <i>Pair activity- when I do not understood anything, I asked each other to discuss and it became easy with so many ideas and help... (S10)</i>
RJ 2	-Thinking efficiently and writing better answers: S10	<i>Pair activities helped to me to think of more ideas and when group discussion when sitting together with friends and better answers to the question of the given lessons and easily to understand very well. (S10)</i>

-Ease in understanding: S10, S15	<i>Because pair activity means two member or more than two members. Two members have different ideas and they became a good idea with both ideas. The performance pair activity better than the individual activit... (S15)</i>
-Better ideas, efficient thinking: S10, S15, S32	<i>...in pair activity can discuss and can write better answers....Every child has different ideas and different thinking on writing or putting the answers. So it is all better to have pair activity to outpour good answer and better answers. (S32)</i>
-Ability to correct each other: S40	<i>...helped me in answering the questions by discussing the opinion on each other and in fairing the answer in a correct form and by pair activity we can know our mistakes in doing the answers. (S40)</i>

Figure 13. Responses showing preferences of learners for doing pair activity in RJ 1 and RJ2

The analysis of the RJ1 and RJ2 on prompt 4 brought out the following points;

- **Gathering multiple ideas from each other during a discussion** — The learners found pair activity effective because it allowed them to collect a variety of ideas from each other while discussing the lessons and also answering the questions. For example, S1 (RJ1) stated, *‘Because if we discussed in group then we can write a more ideas’*.
- **Correcting** — The pair activity provided the opportunity for the learners to help each other, correct themselves and their peers, comprehend the lessons and answer the questions appropriately. For example, S40 (RJ2) wrote, *‘in fairing the answer in a correct form and by pair activity we can know our mistakes in doing the answers’*.
- **Expansion of one’s ideas** — It also helped them to add new information to their own and expand their thinking abilities. For example, S1 stated, *‘automatically came good answers in which we have different 2 ideas and thinking skills. Many answers are different’*.

ii) Use of Individual activity in CFM — The analysis of the RJ 3, 4, and 5 showed that gradually the majority of the learners began to do the CFM and the answers based on HOTS individually. Figure 13.1 illustrates the learners’ responses to the use of individual activity in CFM.

Reflective Journals	Reasons for doing individual activity in CFM	Responses of learners
RJ3	-Use of local language: S12, Cultural familiarity in the lesson: S12, S40	<u>Lesson 8 Bholi (CFM)</u> <i>...this is so easy to understand and its language is soo easy and some words are taken from in our local langage...This happening in India so much. (S12)</i> <i>I did individually because I find this lesson so easy . The language, words were like from our culture the storyline was also similar. I did not face any difficuti in undertsnaidng this lesson. So I did individually. (S40)</i>
RJ4	-Finding cultural familiarity supportive: S1 -Finding vocabulary easy: S6 -Finding words from day-to-day life: S11 -Feeling of independence and confidence: S16	<u>Lesson 10 The jamun tree (CFM)</u> <i>It support to understand story. We knew about and we have experience about Indian culture and if we read the Indians story then we all feel more comfortable and get confidence .already it give us a mechanical support to mind...When we read Indian story then we find it interesting and attractive. (S1)</i> <i>...I felt it is so easy and vocabulary and I am able to understand it well... (S6)</i> <i>The Jamun tree...It was able to understand easily In thi story the words are common words whiuch we are use daily in life it is happened our surroundings also... (S11)</i> <i>In lesson The Jamun Tree I do Individual activity Because I can understand it easily and I can full confident to write the answers of this lesson. Because I understand it easily and I my full independent to write and full of confident... (S16)</i>
RJ5	-Finding similar experiences and feelings of self -dependency: S22 -Easy to comprehend: S25 -Easy to imagine and think better: S32	<u>Lesson15 How I taught my grandmother (CUFM)</u> <i>...it is a familiar story to me and easy language used. I have the capability to think on my own in this lesson and write my better answers in this lesson. (S22)</i> <i>...because I read first time understand it is related to Indian English... (S25)</i> <i>...because the vocabulary is easy and I can imagine it well & I can relate to my family and surroudings and think of more ideas & better asnwrs. (S32)</i>

	-Finding cultural familiarity in the lesson: S41	<i>This chapter was easy to read and understand because emotion was familiar like love between grandparent and grandchild...The language and vocabulary was easy to understand. I did not require the need to discuss it with my friends. I do it my own. (S41)</i>
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Figure 13.1 Responses showing a preference for doing individual activities in the CFM

The analysis of RJ 3, 4 and 5 indicated the following points with regard to individual activity in the CFM;

- **Cultural familiarity and relevance** — The learners found that the CFM were from their culture and hence reminded them of personal experiences which made vocabulary and language comprehensible and familiar. For example, S16 wrote in lesson 8 *Bholi (RJ3)*, ‘its language is so easy and some words are taken from in our local language’. Then in lesson 10 *The jamun tree (RJ4)*, S1 stated, ‘When we read Indian story then we find it interesting and attractive’.
- **Independent thinking and confidence** — In the CFM, cultural familiarity and personal experiences also enhanced their confidence and helped them to read and write independently. For example, in lesson 12 *How I taught my grandmother (RJ5)*, S41 stated, ‘The language and vocabulary was easy to understand. I did not require the need to discuss it with my friends. I do it my own’. Such statements exemplified independent thinking and self-reliance in reading comprehension and writing HOTS answers in CFM.

iii) Use of pair activity in CUFM — The analysis of the CUFM showed that here even in the later lessons, the learners preferred paired activity. For example, in lesson 9 *The drover’s wife (RJ3)*, lesson 11 *Lamb to the slaughter (RJ4)* and lesson 13 *Perseus and Medusa (RJ5)*, pair activity was used. It was used either to understand words and expressions in the lessons or discuss the storyline and characters. Figure 13.2 given below illustrates the responses of the learners in the CUFM concerning pair activity.

Reflective Journals	Reasons for using pair activity	Responses of learners
RJ 3	-Overcome difficulty in some parts of the lesson: S16, S35 -To understand difficult words: S42	<u>Lesson 9 The drover's wife (CUFM)</u> <i>...difficult for me to understand and its language is not so much different for understanding...but some parts language is difficult that's why I do pair activity and share ideas and write the answers. (S16)</i> <i>I found pair activity helpful because it helped me to understand the lessons in a better way and easily... (S35)</i> <i>I think of pair activity in this lesson. I did not understand some words, so I asked my friend. We discussed them... (S42)</i>
RJ4	-Helpful in effective thinking: S1 -To avoid frustration: S24 -To comprehend difficult vocabulary: S32 -To understand difficult words: S33	<u>Lesson 11 Lamb to the slaughter (CUFM)</u> <i>...When all mind meet together many ideas came out. If somebody is think some some but if anybody guided him then he think better. (S1)</i> <i>...suppose one lesson given to me that is not understand me again will read another time that time also not understand I will more irritated that tme so I discuss with my friends and translated so I was easy to write the answers. (S24)</i> <i>...the vocabulary is not easily understandable and it is interesting to me but I am unable to understand it as fast as Jamun Tree. (S32)</i> <i>...It was very diffikult to understand . in this story words are also difficult vocabulary also some what difficult. (S33)</i>
RJ5	-To understand difficult words and understand foreign culture : S11 -Discussed only difficult words, but wrote their own answers: S27 -Difficult to understand foreign	<u>Lesson 13 Perseus and Medusa (CUFM)</u> <i>...I find some difficult vocabulary first story I heard how hard it is and I found difficult. (S11)</i> <i>...there were some difficult words I did not understand. This story was very different from a Greek Mythology which I never read....But we wrote our own answers... (S27)</i> <i>... because this story is not related to my surroundings and it is of foreign culture and the lesson is somewhat confusing vocabulary used are some what difficult</i>

	culture and characters: S30	<i>Normally I did not say any person who have snakes instead of hair on his/her head so I thought it is somewhat difficult. (S30)</i>
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Figure 13.2 Responses showing the use of pair activity in the CUFM

The analysis showed that the learners found some words difficult in the CUFM and decided to discuss them with their peers. For example, in lesson 9 *The Drover's Wife* (RJ3) S16 stated, '*but some parts are difficult that's why I do pair activity and share ideas and write the answers*'. In lesson 13 *Perseus and Medusa* (RJ5), all the learners did not know of Greek mythology, their gods and goddesses and various other characters like Medusa, Nymphs and therefore found pair activity useful. For example, S27 stated, '*This story was different from Greek Mythology which I never read*'. 30 learners could not relate to the culture in lesson 13 *Perseus and Medusa*. S30 in RJ5 wrote, '*this story is not related to my surrounding and it is of foreign culture and the lesson is a somewhat confusing vocabulary used are somewhat difficult. Normally I did not say any person who has snakes instead of hair on his/her head*'. The analysis revealed that the learners' used pair activity in CUFM to discuss the vocabulary and understand the context of lessons. Gradually, it was found that they preferred to work independently while answering the thinking skills questions in the later phases of the study in CUFM.

iv) Use of individual activity in CFM and CUFM — The analysis revealed that from RJ3 onwards, 12 learners found working with both the CFM and CUFM easy. They preferred to do these lessons individually without any discussion or help from others. Some of the responses are given in figure 13.3 as under;

Reflective journals	Reasons for doing individual activity in the CFM and CUFM	Responses of the learners
RJ3	-Language was easy in CFM and CUFM: S23	<i>In this time I helped by 'Individual activities to think of more ideas and write better answers to the questions of this two chapters because their was the language given is easy and I can understand anything</i>

	-Able to formulate ideas independently- S33	by doing alone. And there were no doubts to clarify it... (S23) <i>In 2 chapters is very easy to understand so we do not need pair activity I am written only my Ideas. I am written Individual activity I written well... (S33)</i>
RJ 4	-Vocabulary was easy: S22 -Able to think and write independently: S35	<i>In my opinion Vocabulary is easy to understand. Two lessons are not too hard for this lessons Pair activity is not necessary... (S22)</i> <i>...As the both lesson were not so hard I can do them in my own view. Absolutely we can get only some ideas in our mind when compared to pair activity I can write many answers without any confusion that which answer I should write. (S35)</i>
RJ 5	-Gained confidence: S1, S25 -Easy to understand: SS1, 25	<i>Because when I read the topic of story Then I promise to me that I take no help from anyone. Then I got more confidence in me. Snetence by sentences I found very easy and in the end I read the story sucessfully. When I readings the story then I Became more independent and Bravely. (S1)</i> <i>...both the lessons easy and understandable on my own. Bith the lessons had evry interesting stoyline but different themes. I was confident about my ideas and thinking. So I did do them on my own. (S25)</i>

Figure 13.3 Reponses showing a preference of for individual activity in CFM and CUFM

The analysis indicated that the learners, after reading the lessons in pairs, found the vocabulary, language and writing style of the lessons easy in CFM and CUFM and therefore preferred doing individual activities. For example, S33 wrote in RJ3, ‘*In 2 chapters is very easy to understand ...I am written only my ideas*’. In RJ4, S35 wrote, ‘*As both the lessons were not so hard I can do them in my own view*’. Furthermore, it was also found that these learners gained confidence and did independent thinking individually while reading both the CFM and CUFM. In RJ4, S35 wrote, ‘*I have thought in many ways and written the best answers in my mind... I can write many answers without any confusion that which answer I should write*’. The analysis indicated that learners gained confidence and became self-sufficient in comprehending the lessons and thinking skills.

4.2.4 Evidence of thinking skills in the reflective journals

In this study, the analysis of reflective entries showed a gradual inclusion of thinking skills- HOTS and LOTS in the responses of the learners. To begin with RJ1, all the learners showed evidence of minimal use of thinking skills while reflecting but in the later reflective journals, there was more usage of these skills. The extracts given in figure 14 illustrate learners' use of thinking skills in the RJs'.

Reflective journals	Evidence of thinking skills	Responses of the learners
RJ1	-Recalling personal experience: S23 -Recalling mythological show and plot: S1 -Relating oneself to the character's situation: S22 -Recalling personal experience: S23 -Comparing context of lesson with real life: S1 -Judging the character's bravery: S32	<u>Lesson 1 The mango sum (CFM)</u> <i>...when iam in 3rd class I had the situation that what was happen in this tsory. At that time iam poor in math...</i> (S23) <u>Lesson 2 The enchanted pool (CFM)</u> <i>...before read this tsory we all know the incident knew through books, television, teachers and grandmother and grandfather and our surroundings people... They went in exile for some years and some incident were happened in the story... (S1)</i> <u>Lesson 4 Painting the fence (CUFM)</u> <i>...if my parents or any neighbour told me any work If I don't have any interest How can I do the work? So, it is a natural situation. (S22)</i> <i>...She given all the work to me you are writing very fastly This also write this related to some this story. (S23)</i> <u>Lesson 5 Tataki wins again (CFM)</u> <i>...In my village girls play cricket, gilli danda and marbles with hus when we are busy... (S1)</i> <i>... she was very famous by doing brave things. Basically most of the girls are not much brave to do all outside things and to talk to against the men. But she didn't feel like... (S32)</i>

RJ2	-Recalling the personal experience of travelling alone, judging the character, expressing one's opinion: S29, S30	<u>Lesson 6 Madam rides the bus (CFM)</u> <i>...She described her first journey in the bus very clearly that the whole scene flashed in front of my eyes. Though, Valli was a little girl from a hamlet she was very courageous and brave. I also liked her independence. She was also smart enough to board the bus alone.. (S29)</i> <i>...She reminded me of my first journey alone in the bus. I also sat near the window side, saw so much beautiful outside scenery, animals running on roads, trees also running with bus, cool air coming on my face. I also felt confident in travelling alone after that. Valli is also a confident girl and bold to take her decision alone and find so much details about her bus journey. (S30)</i>
RJ4	-Providing opinions on nature, environment conversation: S29, S36	<u>Lesson 10 The jamun tree (CFM)</u> <i>...This story tells about the importance of nature & environment around us. The mentality of children in the lesson is similar to children in society as cutting trees for wood i.e. Bhogi and again realizing of the destruction of many living creatures and nature, these things are similar to the mentality of the children in the society... (S20)</i> <i>...So many people are cutting trees for various reasons like interior construction, increase of population...we cut the trees, we cut the homes of birds, nests will be destroyed. How we think our homes are destroyed birds also think like that and it is hard to make a nest for a bird....I think this lesson would be inspirational to the society not to cut the trees. Without trees we cannot expect our life. As we need oxygen... (S36)</i>
RJ5	-Emotional references on relationship with grandparents: S1, S22	<u>Lesson 12 How I taught my grandmother (CFM)</u> <i>...I knew the love Between grandmother and grandchildren. And this story Both characters love each other very much. It is traditional story. its author belonging or belonged to india. I think this is not a story, it is as a short moral, to feel energy in old people...The story tells about festival and religious place in our india. I didn't use dictionary when I read this story about Dassera festival, Kashi</i>

	-Expressing an opinion on the theme of the lesson: S1, S22	yatra are similar in my surroundings. That is why very easy. (S1) ...It is known story about our past which they not allow girls to study. In this story the Relations are very good. There is no age for any work. It make me very interest to read their emotion so it is very easy to understand . It is not our state but our culture. Love nad affection towards our grandparents. It is also a theme. It makes me to read deeply and it makes me understand easily and better to me. (S22)
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Figure 14. Responses of the learners showing evidence of thinking skills

- HOTS** — Later, the analysis showed that some of the learners channelised their HOTS by comparing the social status of the girl child in lesson 5 *Tataki wins again*. They also expressed their opinion like finding ‘Tataki’ courageous, daring and inspirational. For example, S11 in lesson 5 stated, ‘*Basically most of the girls are not much brave to do all outside things and to talk against the men...She proved that girls all not less than boys in theis story, they will also do great things than a man*’. The analysis of the reflective responses in RJ2, 3, 4 and 5 showed more instances of thinking skills in the study. Most of the learners started providing elaborate accounts of their personal experiences by relating them to the broader contexts of their society, culture, values etc. from 2nd RJ onwards. In RJ3, the majority of the learners expressed their opinions about girl child discrimination and education, empowerment, the dowry system in India, etc. while reflecting on lesson 8 *Bholi*. For example, S 43 stated, ‘*I knew the power of village girls. In india most of the states they doing marry of child before age of boy 21 and girls 18. The india is sick by dowry system*’. In lesson 10 *The Jamun Tree (RJ4)*, S36 stated, ‘*so many people are cutting trees for various reasons like interior construction, increase of population...we cut the trees, we cut the the homes of birds, nests will be destroyed...I think this lesson would be insipirational to the society not to cut the trees*’. The analysis of the RJs indicated the exercise of higher-order thinking such as expressing opinions, critiquing the events in lessons and comparing the contexts of the lesson to their socio-cultural milieu in the

CFM. On the contrary, as evident in the RJs, the learners did not show similar usage of thinking skills while reflecting on the CUFM except in lesson 4 *Painting the fence* to some extent only.

- **LOTS** — The analysis of the reflections showed that in the initial phases of the study such as in RJ1, the majority of the learners exercised the lower order thinking skills such as ‘remembering’ and ‘recalling’ past events and then related them with the character, themes etc. of the lessons. For example, in lesson 1 *The mango sum (RJ1)* S23 stated *when iam in 3rd Class I had the situation that what was happen in this story*. Then, in lesson 2 *The enchanted pool*, S1 stated in RJ1, *we all know the incident knew through books, television, teachers and grandmother and grandfather and our surroundings people*. In lesson 4 *Painting the Fence (RJ1)*, learners recalled their personal experience of getting deceived. S23 stated, *‘She given all the works to me you are writing very fastly This also write this related to some this story’*. The analysis of the reflective responses showed that the learners exercised their LOTS in CFM more while recalling past memories or events as compared to the CUFM.

4.2.5 Learner autonomy

The analysis of the reflective journals highlighted the learners’ autonomy in the following ways:

- a) **Self-dependence** — The learners took the responsibility for their learning and meaning-making process while reflecting on the CFM from the very beginning. They used ‘self’ as a source of information by mentioning their socio-cultural background and experiences to reflect and explained their ideas in reflective writing. They were not dependent on instructions given by the researcher in the classroom to facilitate their learning process. They took ownership of their reflective writing and developed ‘self-direction’ and ‘self-awareness’ to pursue learning in this study.

b) Independent decision-making — The analysis of the responses in prompt 4 of the RJ revealed that the decision to do individual activity in the majority of the CFM lessons was taken by the learners. Gradually, the usage of individual activity in these lessons showed their independence to comprehend the lessons and write the answers. In the later part of the study, the minimal usage of pair activity to do the CUFM also showed a gradual increase of autonomy to do reflective thinking and channelise their thinking skills. It indicated a decrease in dependence on their peers and an enhancement of autonomy.

c) Role of cultural familiarity — It was also highlighted in the CFM that cultural familiarity led to the usage of prior knowledge, activation of higher order thinking skills and being able to find vocabulary and language easy. However, in the CUFM, gradually the learners channelised their thinking skills, especially the HOTS. They drew information from the prior knowledge provided creative inputs in their responses.

4.2.6 Findings from the reflective journals

The major findings from this tool are given as under;

4.2.6.1 Impact of prior knowledge on learners

As found in the reflective journals, the learners used prior knowledge that had a positive impact on reading comprehension and activation of the thinking skills of the learners. The reflections showed that prior knowledge was more prevalent in the CFM as compared to minimal usage in the CUFM to comprehend the lessons and gather information to write the answers, specifically in the HOTS.

4.2.6.2 Enhancement of reflective and metacognitive thinking

The findings from this tool suggested that learners were involved in reflective thinking while writing their entries. The learners learned to think of what, why and how they had gone

during the learning process through reflective practices. It also indicated that the learners developed their metacognitive thinking which focussed on speculating while negotiating the reading materials and answering the HOTS-LOTS.

4.2.6.3 Pair activity as a tool to enhance thinking and language skills

According to the reflections, initially the learners found pair activity useful in thinking efficiently by listening to each other's ideas and perspectives in both CFM and CUFM. Later in the study, the learners used pair activity more in CUFM to overcome the difficulties in understanding vocabulary or do analysis of character.

4.2.6.4 Development of self-reliance in individual activity

The analysis also found that the learners became more self-dependent if they were familiar with the socio-cultural background in lessons. This significantly impacted their decision of doing pair and individual activities to read and write answers.

4.3 Analysis of focus group interviews

In this study, there were 5 focus group interviews (FGI) to collect detailed verbal responses on the CFM and CUFM, thinking skills and other relevant aspects related to the study. The analysis of the responses in the FGIs' is given in the following sections.

4.3.1 Narrating personal experiences

The analysis of the responses in the interviews showed that the majority of the learners narrated their personal experiences, memories and shared their beliefs while reading the lessons, especially CFM. However, in CUFM, the majority of the learners expressed their unfamiliarity and did not mention personal experiences or related lessons to socio-cultural backgrounds. The excerpts given in figure 15 present the personal experiences, incidents etc. narrated by the learners in all the FGIs'.

Focus group interviews	Evidence of using prior knowledge	Responses of learners
FGI 1	-Remembering past experience of studying and personal life: S1, S3, S28, S40 -Recalling mythological work, Mahabharat: S8, S16, S21 -No personal experience and no knowledge of character: S12, S28, S30 -Familiarity with the names in the lesson: S10	<u>Lesson 1 The mango sum (CFM)</u> <i>I am reminded of their experiences at school, tuitions for being scolded either by teachers or parents for not doing the sum correctly or not doing well in a specific subject. (S1)</i> <i>I can relate to Swami's frustration for not doing well in subject. (S3)</i> <i>I have a teacher who is exactly like Swami's father and I hate that subject now. (S28)</i> <i>...I can understand the pain. I hated learning the tables. My father would be after my life. I used to get scolded by him. So even I was reminded of this incident in my life. (S40)</i> <u>Lesson 2 The enchanted pool (CFM)</u> <i>I have watched so many episodes of Mahabharat. I know all the pandavas and Kauravs. I liked this story so much. I recalled this TV serial when I was reading this. (S8)</i> <i>I knew the story when I was reading it. It is from our culture. So many times heard it from grandfather at home. (S16)</i> <i>My grandmother told me this story so many times to me and my siblings and cousins. (S21)</i> <u>Lesson 3 True heights (CUFM)</u> <i>I had no knowledge who Michael Stone is. I had never heard of pole vault too. (S12)</i> <i>I do not know what is pole vault in games. I know other games like cricket, football, volleyball, badminton. (S28)</i> <i>I love playing Kho-Kho. I have also represented my school in Kho Kho. But I never heard Pole Vault and Michael Stone. (S30)</i> <u>Lesson 5 Tataki wins again (CFM)</u> <i>...and some rural names are also there like Balamma, Yelladu, Narsadu which are interesting and funny... (S10)</i>

	-Relevance to Indian culture: S18, S24 -Knowledge of gilli-danda: S32	<i>This story is from Indian culture and also about a girl. She is smart. She catches rabbit, not afraid of going into the river... (S18)</i> <i>The surroundings which are in the story, it seems familiar...we find it easy to understand , read it and write (S24)</i> <i>I find it easy... It was so familiar like Indian culture, characters,and game of guilli danda... (S32)</i>
FGI 2	-Recalling personal experience, other observations of travelling alone: S8, S16, S28 -Finding relevance to Indian culture: S40 -Inability to relate to the story, character, culture: S1, S8, S12, S18, S37 -Unfamiliarity with names of the characters: S42	<u>Lesson 6 Madam rides the bus (CFM)</u> <i>We also travel in the bus. We have the experience so from the experience we know how a conductor behaves and look like. (S8)</i> <i>Sometime when we are going in the bus, I am seeing outside the window. The trees are coming, the moon running with us. I know how fun it feels to sit at the window and feel. (S16)</i> <i>...the conductors usually are very funny in the bus. They crack jokes, say funny things and then we laugh so much. (S28)</i> <i>Sometimes when we in the bus, we see cows , buffaloes running on the road in the villages or coming to us (S35)</i> <i>This is an Indian story and that's why I liked it so much... (S40)</i> <u>Lesson 7 The ransom of red chief (CUFM)</u> <i>I didn't know what is red Indian, whether it's a tribe or name of a game. (S1)</i> <i>incident didn't happen to us, so it was difficult to understand. (S8)</i> <i>...difficult to understand Johnny's character. (S12)</i> <i>...culture is different. Their culture is different, their imagination is different, their language is different (S18)</i> <i>...Here the father is asking for the money to the kidnappers. It doesn't happen here. (S37)</i> <i>I find it difficult to remember the names in this lesson like snake eyes, ebenzer... (S42)</i>

FGI 3	-Relating to the socio-cultural context of girl child, dowry in India, dowry: S6, S8, -Recalling incidents of child marriage and dowry: S16 -Finding Indian English easy in the lesson: S21	<u>Lesson 8 Bholi (CFM)</u> <i>The situation reminded me of girl child marriage and discrimination, dowry. In our backward villages I have seen similar situations. (S6)</i> <i>Recently there was a child marriage going on in my village. Then we called the police. They stopped the marriage. (S8)</i> <i>Bholi become smart and courageous after education... It is necessary to educate girls these days so that they did not suffer like Bholi. (S16)</i> <i>I like this chapter so much. Simple Indian language. The dowry system is so common in India. So many people demand dowry. But our parents educate us and told us to get a job. (S21)</i>
FGI 4	-Witnessing the biggest tree in the region: S1 -Relating to cultural festivals like Bhogi, Lohri, Holi: S6, S18, S20 -Reflecting on superstitions: S32, S37	<u>Lesson 10 The jamun tree (CFM)</u> <i>While reading this lesson, I was reminded of one big banyan tree at Pillalamarri at Mehbubnagar. I went there with my family. (S1)</i> <i>During Bhogi, we also go out and collect woods, sticks. Early morning we celebrate Bhogi. It's so cool at that time. (S6)</i> <i>But in my village at Rajasthan, we celebrate Lohri in the evening. In th elsson its bhogi, but we have lohri. (S18)</i> <i>We get up early morning to do pujas on bhogi day. Oh! Its so cold sometime at 4 in the morning. (S20)</i> <i>In my village we have one Jamun tree in front of our house. If you open door, we used to see Jamun trees. Somebody told my grandmother that there should not be a tree in front of house, so my grandfather cut it down. It is a superstition. (S32)</i> <i>Somebody told my grandfather that tress should not be in the house. So he got it cut. It was so bad because they believed in the superstitions which is not true. I told that it is destruction of trees and nature only. I feel bad for it... (S37)</i>
FGI5	-Recalling personal experience of teaching	<u>Lesson 12 How I taught my grandmother (CFM)</u> <i>When I read this lesson, I was reminded of my grandmother. She got married very young age. She cannot study at that time. But she was very interested to learn from us at home. I teach her how to sign and write her name. Now, she does sign and write her name</i>

	grandparents: S1, S16, S21, S34 -Mentioning holy places in India: S16 -Inability to relate to Greek mythology: S8, S30 -Finding unfamiliar names, characters and story: S30, S37	<i>in English. She is very happy and shows to everyone. (S1)</i> <i>My grandparents also went to kashi. It is called benaras also.they were interesting in doing tirth yatra... (S8)</i> <i>I taught my grandparents English alphabets and they were happy to learn. I could relate to the emotion of the lesson. The love and relationship of grandmother and the girl. It's like I share same love and affection towards them. (S16)</i> <i>One thing is important in this lesson that age has no bar. Our grandmothers were not studied because of old thinking that girls do not study . they work at home . But now time is changing. Girls and boys study and make their carreer. They make parents pride... (S21)</i> <i>Yes, even my grandmother could not studied well because her brothers educations was more important and she had to help her mother in the kitchen. But she also decided that she educate her all children. Her all childer are well educated and she is very happy (S34)</i> <u>Lesson 13 Perseus and Medusa (CUFM)</u> <i>...I heard such characters like Medusa, Nymphs, Perseus for the first time in my life. I never read Greek mythology, but Indian stories at home or watched on TV... (S8)</i> <i>...These names are so difficult to remember because I never heard of them in my surroundings... (S12)</i> <i>Medusa character is so different .I never read about girl with snakes instead of hair... (S30)</i> <i>...this lesson was new to me to read Greek mythology... (S37)</i>
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Figure 15. Responses of the learners mentioning personal experiences

The responses showed that the majority of the learners narrated their personal experiences in the CFM which resulted in recalling personal experiences, incidents, cultural festivals, local regions, superstitions, etc. The learners recalled the experience of travelling on the bus in India by mentioning about it in lesson 6, *Madam rides the bus* (FGI2). For example, S 35 said, ‘Sometimes when we in the bus, we see cows, buffaloes running on the road in the villages or coming to us’. Similarly, in lesson 8 *Bholi* (FGI 3) S1 stated, ‘The situation

reminded me of girl child marriage and discrimination, dowry. In our backward villages I have seen similar situations'. In lesson 10 *The Jamun tree (FGI 4)* and lesson 12 *How I Taught my Grandmother (FGI 5)*, all the learners spoke of the cultural festivals such as Pongal, Bhogi, Lohri, Dusherra and Saraswati Puja.

On the contrary in the CUFM, the majority of the learners expressed their unfamiliarity with the characters, contexts and mythology and also expressed cultural shock. In lesson 3, *True height (FGI1)*, S40 stated, *'I have also represented my school in Kho Kho. But I never heard pole vault and Michael Stone'*. In lesson 7 *The ransom of red chief (FGI2)*, the majority of the learners expressed their unfamiliarity with the culture like S18 said, *'Their culture is different, their imagination is different, their language is different'*. In lesson 13 *Perseus and Medusa (FGI 5)*, all the learners did not know about Greek mythology and found the name of the characters difficult to pronounce and remember and called them 'foreign'. For instance, S26 stated, *'I heard such characters like medusa, nymphs, perseus for the first time in my life. I never read Greek mythology, but Indian stories at home or watched on TV. S34 stated, These names are so difficult to remember because I never heard of them in surroundings because maybe they are foreign'*. In lessons 7 and 11, the majority of the learners expressed their shock regarding the behaviour of the characters. For instance, in lesson 7 *The ransom of red chief (FGI 2)*, S37 stated, *'there the father is asking for the money the kidnappers. It doesn't happen here'*. In lesson 11 *Lamb to the Slaughter (FGI 4)*, S32 stated, *'The lady killed her husband. It doesn't happen in India. Sometimes they show such cases on crime patrol on tv, but it is rare'*.

The analysis of the interviews like the RJs' and learners' answers, indicated that the learners recalled, narrated experiences and events from their prior knowledge in the CFM. Whereas, they could not narrate personal experiences in the CUFM due to unfamiliar or foreign cultures. Similarly, the analysis of the reflections in section 4.2.3 elaborately presented the

preference of the learners for doing pair and individual activities which also focussed on the cultural familiarity and unfamiliarity of the reading materials.

4.3.2 Predictability and imagination

The responses in the interviews highlighted that the majority of the learners were able to predict and imagine the events and situations in the story in the CFM. Their personal experiences, familiarity with the socio-cultural setting and prior knowledge helped them to predict the story in advance. They also found these lessons relatable to themselves and were able to imagine the characters and context. However, in CUFM, they lacked prior knowledge and also encountered unfamiliar cultures which hampered their predictability and imagination. Some of such examples from all the interviews are given in figure 16 which illustrate the responses of the learners to predict and imagine in the CFM.

Focus group interviews	Evidence of predictability and imagination	Responses of the learners
FGI 1	-Relating with Swami's frustration : S10 -Imagining the character: S12 -Predicting and imagining the story due to knowledge of Mahabharat: S10, S16, S28	<u>Lesson 1 The mango sum (CFM)</u> <i>I imagined myself while reading the mango sum because I have felt like Swami and for me it was easy to relate to it while imagining myself. (S10)</i> <i>I imagined my father because he exactly told me the same story of how he hated maths and ears got pulled by his father at home. He cried with so much frustration. (S12)</i> <u>Lesson 2 The enchanted pool (CFM)</u> <i>I knew Mahabharata story so I knew that the pandvas will not die in this story. I also heard about their bravery. (S10)</i> <i>...I have heard so many stories of Mahabharat and ramayan that I imagined all the characters in my mind and I also watched them on TV... (S16)</i> <i>I heard of Mahabharat since my childhood days and watched shows on TV, so I find it easy to imagine the story in this lesson. (S28)</i>

	-Imagining the familiar rural landscape: S18 - Imagining playing Gilli- danda, and recalling a variety of trees in the surroundings: S37	<u>Lesson 5 Tataki wins again (CFM)</u> <i>We can't imagine things which are alienated from us. For eg. If there is a story which mentions lines like I am standing on a grey pavement, silver fields surrounding me, walking in a dolace forest....but if it's a same story with lines like- walking on a kachha road, lush green fields, banyan, mangos trees, people planting in fields. These lines are easy to imagine because we have experienced such things in our day-to-day life. (S18)</i> <i>I imagined playing gilli danda wuth my friends when I go to grandparents house...I imagined the groundnut beds, tamarind trees, coconut trees...: I enjoy reading this lesson. (S37)</i>
FGI 2	-Predicting the story and meanings of words because of personal experience: S1, S7, S12 -Imagining because of familiarity with the Indian socio-cultural setting: S22, S28 -Difficulty in imagining because of unfamiliarity and lack of personal experience :S12, S34	<u>Lesson 6 Madam rides the bus (CFM)</u> <i>Valli was so easy because it was so same to what I have experinecd also as a kid. So I understood that what happned next in the storyline. I enjoyed reading this story so much. (S1)</i> <i>It is because of experience I get to know about it. If I think, I can predict about it. (S7)</i> <i>If we have experienced like Valli. Even if don't know the meanings, we can think or guess the meaning by placing it in the situation... (S12)</i> <i>Our imagination is very strong in familiar lessons because we are habituated to such surroundings and Indian standard of living. (S22)</i> <i>When we know something, our personal experiences and the feelings come from our heart. So we just imagine all things and we don't add things. We just can write the absolute answers directly which is in our heart. (S28)</i> <u>Lesson 7 The ransom of red chief (CUFM)</u> <i>...But in foreign lessons (culturally unfamiliar) we don't have personal experiences; we can't place the meanings so we are confused at that time. (S12)</i> <i>I find it difficult to understand first. Because I didn't know what is Red Indian or Red Indian Tribe. I couldn't imagine the story and characters firstly. (S34)</i>

FGI 3	-Imagining because of familiarity of culture: S2, S8 -Predicting because of familiar Indian culture and context: S22, S32	<u>Lesson 8 Bholi (CFM)</u> <i>We have seen all these things in our culture. It was easy to imagine. (S2)</i> <i>In lesson Bholi, it was easy to imagine because the story was so familiar to us. (S8)</i> <i>...I have seen dowry cases and child marriages happening, so I predicted this story because todays girls are empowered when they get education... (S22)</i> <i>...So many Indian words were used also, it was easy to imagine the story beacus eit has so much Indian culture in it. I could easily understand the story... (S32)</i>
FGI 5	-Imagining and predicting because of personal experience of teaching grandparents: S6, S10, S28, S32 -Unable to predict and imagine because of unfamiliarity with the Greek mythology, characters and story: S12, S16, S32	<u>Lesson 12 How I taught my grandmother (CFM)</u> <i>In lesson How I taught my grandmother is like our grandparents only, I could predict that the grandmother was very interested inkearning and she learner in the coming lines successfully just like my grandmother also learned her varanmala. (S6)</i> <i>...I have same experience like my grandmother so I knew the story already in my head... (S10)</i> <i>...I imagined my grandmother when I read this story... (S28)</i> <i>...When I also made fun of my grandmother like the girl in the story. Same way my grandmother told me that age has no bar. (S32)</i> <u>Lesson 13 Perseus and Medusa (CUFM)</u> <i>I did not know about Greek mythology at all. I never heard these characters. I did not know how to pronounce Nymphs also. So I was not able to predict what happen next in the story. It was so new to me. I never heard such stories. (S12)</i> <i>...First time I am hearing such characters names I never heard such names or read about them in my books also... (S16)</i> <i>I could not imagine medusa , a lady with snakes on head. Such characters are not there even in our Indian myths or stories... (S32)</i>

Figure 16. Responses of the learners showing the use of predictability and imagination

The analysis of the responses indicated that the majority of the learners predicted and imagined in the CFM because they had faced similar experiences, witnessed them in their surroundings, read about the mythologies, etc. For example, S18 stated in Lesson 5 *Tataki wins again (FGI 1)*, ‘*but if it’s a same story with lines like- walking on a kachha road, lush green fields, banyan, mangos trees, people planting in fields. These lines are easy to imagine because we have experienced such things in our day-to-day life*’. Similarly in other lessons (CFM), the majority of the learners found lessons easy to predict and imagine. For instance, in lesson 12 *How I taught my grandmother (FGI 5)*, S10 said, ‘*I have same experience like my grandmother so I knew the story already in my head*’.

However, in the CUFM, it was found that the learners were not aware of the target culture, context, characters’ names, etc. They found it difficult to predict and imagine in these lessons. For example, S12 stated in lesson 13 *Perseus and Medusa (FGI 5)*, ‘*I did not know how to pronounce Nymphs also. So I was not able to predict what happen next in the story*’. The analysis of the statements indicated that the majority of the learners found CFM easy to predict and imagine which also impacted their comprehension and thinking skills. In the CUFM, the unfamiliarity with the culture, characters and contexts hampered their ability to predict the storyline and imagine the context or characters.

4.3.3 Gaining confidence and a sense of achievement

The responses of the learners showed that they gained confidence in the CFM gradually from FGI 3 onwards. They felt a sense of achievement while doing these lessons. It was more prominent in the CFM because they used their socio-cultural knowledge to understand lessons, contexts, characters’ behaviours, cultural values, societal factors etc. All of these equipped them with the confidence to read, understand and think effectively. For example, S30 stated (FGI 3), ‘*I did not feel nervous this time to answer my questions because I knew its from our*

culture and I understand it so easily'. Some of the responses of the learners are given below in figure 17 which provides statements of the learners on gaining confidence.

FGI	Evidence of confidence	Responses of the learners
FGI 3	-Felt confident and at ease in reading and writing the answers because of socio-cultural familiarity with the lesson: S8 -Had more ideas to write answers: S22 -No feeling of nervousness because of familiar culture: S26, S32	<u>Lesson 8 Bholi (CFM)</u> <i>When I read Bholi. I got so much ideas. I was confident about this to read and write my answers. Because it was from Indian background and easy to understand. I know of dowry cases. I know girl discrimination which happens at school, home and so many areas...I was very confident in this lesson. (S8)</i> <i>I knew such situation in the chapter happening so much around us. It is bad to ask for dowry and to think that girls are less. They are very important same like boys. I was so confident to write tehse answers because I have so much ideas to think and explain my points... (S22)</i> <i>I did not feel nervous this time to answer my questions because I knew its from our culture and I understand it so easily. So many words which are common. I did my reading and answers alone without discussion. I became confident here. (S26)</i> <i>I had many ideas to write I was sure of my answers and understanding... (S32)</i>
FGI5	-Felt confident to think and present diverse ideas: S12, S40	<i>In your classes I was bit hesitant to share my opinions on the last questions of every lesson. But then I realised that I can use my ideas and they are not wrong, I gained confidence. There is not one correct answer for one question, so I was able to think a lot and express. (S12)</i> <i>I felt confident when I realised that I have so many points to write the answers. Our teachers do not tell us to use our points this way. In these classes I learned to think in so many ways and I am confident in writing and speaking now. (S40)</i>

Figure 17. Responses of the learners showing their confidence

The responses of the learners in FGI 3 and 4 revealed that they gained confidence in the CFM because of the familiarity with the Indian culture portrayed in the lessons. It helped them answer the questions on thinking skills effectively by utilising a variety of ideas from their understanding of the socio-cultural knowledge that they had. In lesson 10 *The jamun tree*

(FGI 4), the learners were confident about working on the lessons by including inputs from their prior knowledge to write better answers and add different views. For example, S18 stated, *'I have more information and I can write better. I added information from my understanding and felt good for myself and answers'*. In addition, the learners also expressed that they could write answers by including their views while attempting higher order thinking skills without being instructed by teachers. This also resulted in gaining confidence while writing their HOTS answers and helped them to develop their own ideas and opinions and create information rather than relying on textual information. For example, in FGI 5, S28 stated, *'I can use my ideas and they are not wrong, I gained confidence. There is not one correct answer for one question, so I was able to think a lot and express'*. The analysis in the section revealed divergent thinking of the learners by accumulating information from various sources of prior knowledge in the HOTS answers.

4.3.4 Doing pair and individual activity

The statements of the learners showed that at the beginning of the study such as in FGI 1 and 2, the learners used pair activities to collaborate to a) write better answers, b) overcome challenges in language proficiency, c) discuss a variety of ideas. In later FGIs' like 3,4 and 5, the analysis showed that the learners preferred doing individual activity most of the time in CFM and pair activity in the CUFM. Some of the responses from FGIs' on doing pair and individual activities are provided in figure 18.

Focus group interviews	Reasons for preferring to do pair activity	Responses of learners
FGI1	Pair activity: -Ease in writing answers -Better answers	<u>Lesson 1 The mango sum (CFM), Lesson 2 (The enchanted pool) , Lesson 3 True height (CUFM), Lesson 4 Painting the fence (CUFM) and Lesson 5 Tataki wins again (CFM)</u>

	-Sharing of ideas -Dealing with difficulty in the lesson	<i>While discussing the answer, there is a direction and we write our answers easily.</i> <i>In pairs, we discuss better and write answers better also.</i> <i>We can share our ideas, mix our ideas with each other. We get good answers.</i> <i>Also, when we find chapter very difficult, we discuss it with each other.</i>
FGI 3	Pair activity -Easy to understand the lesson because of socio-cultural familiarity: S8, S21 -Use of Indian English in the lesson: S12 -Overcoming difficulty in the in pairs: S10, S30 -Understanding difficult words: S16,	<u>Lesson 8 Bholi (CFM)</u> <i>We did not discuss anything in Bholi because we found it very easy to understand like girl marriages in India. All this happen here also so we could understand everything easily. (S8)</i> <i>This lesson had Indian English and words, which I found easy to read. So, I did myself. (S12)</i> <i>I felt the lesson was easy so I wanted to do it alone. (S18)</i> <i>This lesson was so familiar. We have seen so much incidents like this on tv news and surroundings. So, I understood easily and did it individually. (S21)</i> <u>Lesson 9 The drover's wife (CUFM)</u> <i>This lesson was easy and difficult also. So I used pair activity to discuss some difficult parts. (S10)</i> <i>I used pair activity to undertand some words in the lesson. (S16)</i> <i>... Compared to Bholi chapter, this lesson was more difficult, but not much also...So we both discussed our ideas in pair activity."(S30)</i>
FGI 4	Pair activity: -Sharing of experiences. Similar to their experience of climbing trees and other observations: S1, S8, S28	<u>Lesson 10 The jamun tree (CFM)</u> <i>We didn't do in pair because we understood everything very well, so we don't discuss because we find it similar of what we have seen. (S1)</i> <i>I have also climbed so many trees and saw bees, squirrels, birds and their nests. I understood this lesson so easily... I also felt it is same like I experienced, so I did it on my own. (S8)</i> <i>The lesson reminded me of my childhood days to climb trees and watching birds nests. I understood</i>

	-Expressing cultural shock: S22, S24 Understanding difficult words in the lesson: S28, S32,	the words easily in this. Storyline was like our culture only so I did it individually. (S28) <u>Lesson 11 Lamb to the slaughter (CUFM)</u> <i>This lesson was confusing to me because I was shocked also what the wife did to husband...Some words were difficult to understand also. (S22)</i> <i>...yes it was shocking to know that how wife killed her husband. We both thought that the husband had an affair with other woman so she killed him. We discussed some words with each other. (S24)</i> <i>It was somewhat difficult to understand. it read it again, then I understand it... Second time when I read it, we discussed with each in a pair activity also about the wife's behaviour and the difficult words. (S28)</i> <i>This lesson I understood but I wanted to discuss some words with my partner. After discussion it became easy. (S32)</i>
FGI 5	Individual and pair activity -Finding cultural familiarity and personal experience: S10 -Finding use of Indian English: S12 -Able to relate to the lesson: S24 -The expression of confidence: S28, S45	<u>Lesson 11 How I taught my grandmother(CFM)</u> <i>We find the lesson similar to what we see at our home with our grandparents. We have personal experiences so we understood it very easily. No help required. (S10)</i> <i>Indian english as used in this lesson. It was simple to understand the story... I did not feel to discuss it with anyone. (S12)</i> <i>I did this chapter individually. I knew the emotion of love of grandparents, kashi yatra, dusherra and saraswati puja. So I easily understood all... (S24)</i> <i>The chapter was very simple Madam, I felt I can do it on my own. So I did not do it in pair activity... (S28)</i> <i>...I had confidence when I read this lesson because in first go I understood all of it. I did it individually... (S45)</i> <u>Lesson 12, Perseus and Medusa (CUFM)</u> <i>In Perseus and Medusa, I didn't understand the Greek gods and this character of Medusa.. So, I discussed only about the characters with my peers. I had</i>

	-Understanding the characters and story: S18, S30, S34, S45	written my own answers, not discussing it with anybody. (S18) <i>I find it difficult to rembers so many characters. They had foreign names also. I never heard of the. So me and my friend discussed the story. But we know to write answers. This is why I used pair activity... (S30)</i> <i>The lesson was somewhat difficult to me. First time, I am reading such a Greek mythology lesson. It was so new to me. I discussed it with my classmate sometime only... (S34)</i> <i>I wanted to do it in a pair activity. I knew it had some difficult parts for me and I needed help to understand and discuss. So I did it in pair activity. (S45)</i>
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Figure 18. Responses of the learners on FGI 1 and FGI 2 on the preference of using pair activity.

The responses in the FGI 1 and 2 showed that the majority of the learners preferred pair activity to write better answers by sharing their views, opinions and ideas and also helping each other, whenever required. For example, in FGI 1 S28 said, ‘*we can share our ideas, mix our ideas with each other. We get good answers*’. The learners also expressed that they were comfortable discussing in pair activity because it created a positive atmosphere and they had no fear of judgement while expressing their ideas. They could use informal language or their first language and were comfortable during communication, etc. On the whole, it helped the learners to feel safe and comfortable and also think effectively. In FGI 2, S8 stated, ‘*There is no fear with friends but more comfortable*’, S16 said, ‘*but with my friends I can use any language like informal language*’ and S34 stated, ‘*I don’t get judged by my peer if I right or wrong*’.

The verbal statements showed that from the 3rd FGI onwards, some learners began to use individual activities to read the CFM and answer the questions. Here, the learners did not feel the need to discuss their ideas with friends because these lessons were similar to their

socio-cultural background and they found Indian English easy. For instance, in lesson 8 *Bholi* (FGI3), S20 stated, ‘*We did not discuss anything in Bholi because we found it very easy to understand like girl marriages in India*’. And in lesson 12 *How I taught my grandmother* (FGI5), S12 stated, ‘*I did this chapter individually. I knew the emotion of love of grandparents, kashi yatra, dusherra and saraswati puja*’. Furthermore, S12 stated in lesson 12, ‘*Indian English as used in this lesson*’. It was simple to understand. However, in CUFM, there were learners who used pair activity to understand the difficult parts of the lesson such as words, expressions used by the author, even characters and plots to overcome the difficulty in reading comprehension. In lesson 9 *The drover’s wife* (FGI 3) S32 stated, ‘*I used pair activity to understand some words in the lesson*’. In lesson 13 *Perseus and Medusa* (FGI 5), S40 stated, ‘*The lesson was somewhat difficult to me. First time, I am reading such a Greek mythology lesson...it was so new to me. I discussed it with my classmate sometime only*’.

The analysis of this section revealed that the learners gradually gained confidence, developed strategies to comprehend the lessons and also wrote their answers in both CFM and CUFM. The learners changed their preferences for doing pair and individual activities. It was found that most of the learners began to do the CFM individually and towards the end of the study, the learners used the pair activity restrictively in the CUFM.

4.3.5 Interest in new cultures while reading CUFM

Despite facing difficulties, it was found that the learners showed interest in the CUFM to develop their awareness of other cultures. In addition, the CUFM also exposed them to new words and expressions and enhanced their language proficiency in English. They also stated that the culturally unfamiliar lessons would help them to read a variety of texts and channelise their thinking skills. Moreover, they thought that the CUFM would help them in higher classes

to develop their comprehension ability and thinking skills. The responses of the learners presenting their interest to read CUFM are given in figure 19.

Focus group interviews	Reasons demonstrating interest in CUFM	Responses of learners
FGI 3	-Learning new words and using them in answers: S1 -Interest and curiosity in other cultures and stories: S12 -Interest in learning new words from other cultures: S40, S42	<i>...I could not understand complexed words, but I can try learning new words and use them in my answers. (S1)</i> <i>I like reading stories. I have read Panchtantra stories, Mahabhartar and Ramyana stories.... So I have also heard so many Indian mythological stories from them. But now I know most of them and it is easy to understand and remember these stories. These new stories interest me because I don't know anything about them and I get curious to know about it. So I like to read new culture stories. (S12)</i> <i>I like to read new story from different culture because I get to learn new words from their culture which we don't get to know from our culture stories. (S40)</i> <i>I learned so many new words like Drover. I did not it is shepherd. There were so many new words I learned in this lesson... (S42)</i>
FGI 5	-Learned Greek mythology and names of characters: S6 -Learned new information in CUFM: S18, S32, S38	<i>I liked reading Perseus and Medusa. I learned so many new things from the chapter like Greek mythology, characters, different culture. It was all new to me. I also learned so many new words which is good. (S6)</i> <i>It is good to learn new words and cultures. Because we know our culture as we are born here and know almost everything. But new culture provide us so much extra knowledge. (S18)</i> <i>I heard all these characters for the first time. Greek mythology is very new to me. So im happy that I learned many new words and characters in the lesson... (S32)</i> <i>...I have never read lesson like this. I did not hear characters like medusa and nymphs. New pronunciation was also there... (S38)</i>

Figure 19. Responses of the learners showing a preference for reading CUFM

The statements in the interviews revealed that the learners preferred to read CUFM because it provided the opportunity to learn new words, expressions, characters

and pronunciation. For example, in FGI 3, S40 stated, *‘I get to learn new words from their culture which we don’t get to know from our culture stories’*. In FGI 5, S38 responded, *‘I did not hear characters like medusa and nymphs. New pronunciation was also there’*.

4.3.6 Findings from the FGI

The responses of the FGIs led to some major findings related to the study are given in the forthcoming sections.

4.3.6.1 Cultural familiarity facilitates thinking skills effectively

Like the findings from the student responses and the RJs, the finding from the FGIs’ showed that cultural familiarity is a constructive support in reading comprehension and operationalising thinking skills.

4.3.6.2 CFM facilitates better cognitive functioning

The responses of the learners also suggested that learners developed cognitive functions such as prediction and imagination when they accessed the socio-cultural background of the lessons in the CFM.

4.3.6.3 Channelisation of positive emotions in a pair activity

The responses in the FGI indicated that the learners generated positive emotions in the pair activity by sharing funny incidents and jokes, using informal language and their first language to communicate which also helped to preserve their self-esteem especially because they were not being judged for language proficiency in English.

4.4 Analysis of data from the researcher’s diary

In this study, the researcher used a diary to write the observations when the learners were involved in reading the lessons, discussing during pair activity and individual activity and

answering LOTS-HOTS in both CFM and CUFM. The researcher observed the various activities of learners without their knowledge because it helped in collecting natural responses, acts, behaviours etc. In addition, various learning strategies were observed and noted in the diary chronologically. These strategies were identified by referring to Rebecca Oxford's (1990) language learning strategies. The strategies found in this study are discussed below.

4.4.1 Use of cognitive strategy (translating words, expressions)

In this study, the cognitive strategy of using translations to analyse words and expressions in the lessons by using TL (target language) and FL (first language) was used. It was observed that the learners used translations while reading the lessons, writing the answers and communicating during the FGIs'.

- **To comprehend the words by converting TL into FL while reading**

The observations in the diary showed that the translations were done in three ways- a) By asking the researcher, b) By consulting peers during pair activity and c) By using bilingual dictionaries during individual activity. The following are some of the main observations about the strategies used-

a) During phase1 in the study, the learners asked the researcher to provide Hindi and Telugu translations of English words in both the CFM and CUFM. Some of the words they asked for were *Enchanted, unconscious* (lesson 2), *Astroturf, pole vault, sprinting, soaring* (lesson 3) *jews-herp, dog collar* (lesson 4), *red chief, ransom, mortgage fancier* (lesson 4), *chest, nymphs, Medusa* (lesson 13). The researcher asked the Telegu native speakers to translate the English words into Telugu whenever required for the other learners.

b) During pair activity, the learners discussed the meanings of words which they did not understand or were unaware of in both CFM and CUFM. But this pattern was

mostly observed in CUFM because they were unable to understand or infer the meanings without the familiarity of the socio-cultural contexts in the lessons. Some of the words which were translated into FL in CUFM are-, *vegetation, yards, marbles, dog collar* (lesson 4), *freckles, provisions, terror of the plains, quilts, counter proposition* (lesson 7), *seized, chest, shield, cold north winds, nymphs* (lesson 13).

c) Later from phase 3 onwards, the majority of the learners began to read the lessons individually, especially in the CFM. At this time, they used bilingual dictionaries such as Oxford Pocket Dictionary — English to Hindi, English to English and local dictionaries from Hindi to English while reading. The observations revealed that some of the learners used a bilingual dictionary to find meanings of the words and write their meanings in FL by underlining them in the lesson. The researcher's diary also revealed that more translations were discussed in pair activity while reading the CUFM.

- **To write the answers of HOTS-LOTS by converting FL into TL**

At the beginning of the study, the learners used translations and consulted one another to write the answers efficiently in both CFM and CUFM in pair activity. Later, some of the learners used bilingual dictionaries and tried to find English words for the words or expressions in their first language, especially while answering the HOTS answers. However, in the CUFM, the majority of the learners continued using translations while discussing to comprehend the lessons.

- **To use translations while responding to the FGIs'**

The notes in the diary revealed that 8 learners asked for the translations from FL to TL to communicate their views during the FGIs'. It was also indicated that such learners found translations useful to speak appropriately while communicating their opinions and ideas during FGIs'. Some of these translated words from FL into TL are illustrated in figure 20.

Words, expressions from NL	Translated words, expressions into TL by the learners
1. <i>Mera bhi yehi matlab hai...</i>	1. I also mean the same...
2. <i>apne jaisa laga...</i>	2. It felt familiar...
3. <i>Prerna</i>	3. inspiration
4. <i>apne jaisa</i>	4. relatable
5. <i>bahut hi nirdayi thi...</i>	5. very cruel...
6. <i>sochne mein asaani hui...</i>	6. It was easy to think...
7. <i>Yeh sabh Anubhav kar rakha hai...</i>	7. I have experienced all this....
8. <i>Ise padh kar, apne samaj ke kaafi saari.... make it more complete.</i>	8. after reading it I was reminded of so many things from my surroundings....
9. <i>putla</i>	9. effigy
10. <i>Bhagyashali</i>	10. Lucky

Figure 20. Translations of words and expressions in FGIs' by the learners from FL into TL

4.4.2 Use of compensation strategy (guessing intelligently by using non-linguistic clues)

The observations showed that 5 learners guessed intelligently by using non-linguistic clues such as prior knowledge, knowledge of contexts and text structure in both CFM and CUFM while reading the lessons. The learners reported the following points to the researcher while doing pair activity

Madam, there is something different in this lesson. It is difficult to go through past and present and the past detail of the character. The storyline is given in zig-zag way.

We are reading mostly simple stories in the class like they start and they end in straight manner. This story is not ending in the straight manner. It is going first in past and then comes back in present. I take time to read such stories. (Lesson 3, True height)

It is taking time to read. The story is very funny, but so many things are happening here. We are not used to read such lessons Madam.

Madam rides the bus is so simple, but this lesson – ‘The ransom of red chief’ is not simple. So many new words and written by foreign author. Writing style is different. We don’t read such stories in our school. (Lesson 7, The ransom of red chief)

It showed that the learners noticed and compared the non-linear narrative style in the CUFM while reading lessons 3 *True height* and 7 *The ransom of red chief*. Similarly in the reflective journals, it was found that a few learners also mentioned the same in section 4.2.2 while reflecting on easy and difficult parts of the lessons.

4.4.3 Use of affective strategy (reduce stress by using laughter)

The recorded observations indicated the use of affective strategy to eliminate stress and boredom by sharing jokes and funny incidents while discussing the lessons in pairs. During the pair activity, they told the researcher that interactions helped them release their stress during the reading activity. It was found that the learners shared funny incidents of childhood, going to tuitions or being scolded at home and school while reading lesson 1 *The Mango sum*. In lesson 6 *Madam rides the bus*, the learners spoke excitedly about their experiences of travelling alone and the independence and joy they experienced. In lesson 12 *How I taught my grandmother*, the learners spoke of their good times and memories with their grandparents. During such discussions in the CFM, the body language of the learners in the pair activity was relaxed with no sign of fatigue or stress. However, in the CUFM, the learners could not recall similar incidents or share jokes or funny incidents. They focused more on comprehending the textual information by discussing words, expressions, the behaviour of characters and contexts in these lessons.

4.4.4 Use of social strategy by asking for clarification from researcher and seeking approval

The notes in the diary also revealed that at the beginning of this study, the learners wanted the researcher to clarify their doubts and approve their way of answering the questions on HOTS-LOTS as well as framing responses in the reflective journals. The majority of the learners asked questions to clarify and seek the approval of the researcher so that they could write correct and effective answers, especially while doing the HOTS. The following are some of the questions asked.

Madam, Is this how we should write the answer to this question?

This question means that I have to explain all the details...?

Madam, is this right?

Maam, is this the right answer?

The researcher decided to clarify some instructions and encouraged them to exercise their thinking skills without apprehension or anxiety. The following instructions were given to the students;

There is no single interpretation of the contexts given in the lessons. Each of you can interpret the lessons in your way.

Questions from Q4 to Q6 can have more than one correct answer. These questions can have multiple interpretations. Therefore, do not worry having one correct answer.

Gradually, these instructions were internalised by the learners and they began to show more confidence in writing their answers on thinking skills instead of seeking the researcher's approval in the study.

4.4.5 Role of the researcher as a facilitator and monitor in this study

In this study, the researcher's role was to monitor and facilitate when learners were involved in reading the lessons, doing individual and pair activities and writing the answers on HOTS-LOTS. The analysis of the diary revealed that the role of the researcher as facilitator varied from being active and less active to passive in CFM and CUFM as per the need for involvement of the researcher required in different lessons. The details of the researcher's role in all the lessons are illustrated in figure 21 in both CFM and CUFM.

Name of the lessons	Researcher's role in the facilitation
Lesson 1 <i>The mango sum (CFM)</i>	<i>active-</i> discussed the lesson with learners, motivated them to write the answers, monitored peer activity, clarified doubts of learners regarding lesson, LOTS and HOTS questions.
Lesson 2 <i>The enchanted pool (CFM)</i>	<i>less active-</i> learners knew the storyline of Mahabharata. They could understand the lesson and be able to answer the LOTS and HOTS questions. Monitored the peer discussion and provided translations of a few words.
Lesson 3 <i>True height (CUFM)</i>	<i>active-</i> discussed the storyline with learners and translations of some words that learners asked the researcher while reading.
Lesson 4 <i>Painting the fence (CFM)</i>	<i>less active-</i> translations of some words, monitored peer discussions
Lesson 5 <i>Tataki wins again (CUFM)</i>	<i>passive-</i> no translations were done, no monitoring as there was no peer discussion by learners
Lesson 6 <i>Madam rides the bus (CFM)</i>	<i>passive-</i> no translations were done, no monitoring as there was no peer discussion by learners
Lesson 7 <i>The ransom of red chief (CUFM)</i>	<i>active-</i> discussed the storyline with learners, translated some words while reading the lesson, and monitored the peer activity.
Lesson 8 <i>Bholi (CFM)</i>	<i>passive-</i> no translations were done, no monitoring as there was no peer discussion by learners

Lesson 9 <i>The drover's wife</i> (CUFM)	<i>less active</i> - less translations in pair activity
Lesson 10 <i>The jamun tree</i> (CFM)	<i>passive</i> - no translations were done, no monitoring as there was no peer discussion by learners
Lesson 11 <i>Lamb to the slaughter</i> (CUFM)	<i>less active</i> - translations of some words were done and answered the enquiries regarding the behaviour of female character in the story.
Lesson 12 <i>How I taught my grandmother</i> (CFM)	<i>passive</i> - no translations were done, no monitoring as there was no peer discussion by learners
Lesson 13 <i>Perseus and Medusa</i> (CUFM)	<i>less active</i> - described Greek mythology, Greek gods, characters from the story like Medusa, pronunciations of words like nymph.

Figure 21. Role of the researcher in facilitating learning in this study

The analysis of this section showed that the role of the researcher in providing translations, monitoring the pair activities and clarifying doubts was more active in the CUFM as compared to the CFM in the duration of the study. In the beginning, the researcher had to actively participate in lesson 1 due to the novelty of the study introduced to the learners. Later, the researcher's role was found to be less active in lesson 2 (CFM) and then passive in the CFM such as lessons 5, 6, 10 and 12. However, in the CUFM, the role of the researcher became active in lessons 3 and 7 and then gradually, less active in lessons 9, 11 and 13. It was also revealed that the dependence on the researcher decreased in this study and learners either relied on their peers or themselves to think effectively and respond to the answers.

4.4.6 Findings from the researcher's diary

This section presents the major findings from the researcher's diary in this study. The following findings provide insights into the learning strategies while reading the lessons and the involvement of the learners in the pair and individual activity in both CFM and CUFM.

4.4.6.1 Developing the learning strategies

The significant finding in the diary suggested that the learners independently developed various learning strategies in both CFM and CUFM while reading the lessons and writing the HOTS-LOTS answers. These strategies were not part of their formal instruction at school and were not taught by their language teacher or researcher in the study. Therefore, it showed that learners could autonomously develop and apply the strategies on their own during interactive activities in pairs and also sometimes individually.

4.4.6.2 Transferability of the learning strategies from CFM to CUFM

A significant finding from the observations showed that CFM became the basis of transferability of the learning strategies through tools like translations, asking peers etc. This ability was eventually extended to the CUFM while comprehending the lessons, thinking and responding to the HOTS-LOTS effectively.

4.5 Findings from the interviews of teachers

There were two focus group interviews conducted with English language teachers at two CBSE-affiliated schools in Himachal Pradesh and Telangana. The following are the findings.

4.5.1 Lack of awareness of thinking skills among English language teachers

The English language teachers were not aware of categorisations or different types of thinking skills such as HOTS and LOTS etc. Their responses highlighted the lack of awareness as to what thinking skills are and how to incorporate them into language teaching and learning, activities and materials. It was found that only two teachers thought creativity shown by students in writing, fluent speaking skill, proficiency in grammar and vocabulary signified exercise of efficient thinking skills.

4.5.2 A preferred arrangement of lessons in language textbooks

The teachers expressed the need to include the lessons from Indian culture and authors first, followed by reading materials from foreign contexts in English language textbooks. According to the personal experiences of the teachers in their classrooms, the Indian lessons added more confidence among students and resulted in a better understanding of language and vocabulary. They also suggested that arrangement of lessons could start with Indian contexts and eventually move to foreign contexts to help learners to think effectively. It would help them to learn from familiar contexts and then transfer learning strategies to unfamiliar contexts.

4.5.3 Reduction in the number of lessons in textbooks to enhance thinking skills

The statements of the teachers highlighted that they wanted the policymakers and syllabus designers to reduce the number of lessons in English language textbooks. They felt that the number of lessons in two textbooks along with a novel at the senior secondary level compelled them to focus only on the syllabus and had no time for the enhancement of language skills. They were of the view that thinking skills also needed time for practice in classrooms.

4.5.4 Introduction of thinking skills in teacher training programs, seminars and workshops

The teachers expressed the need to be introduced to thinking skills, strategies or methods of teaching them, in both their pre-service and in-service teaching programs. Their responses also revealed that none of the teachers received training or exposure through seminars or workshops on teaching thinking skills in English language education. The teachers showed interest to upgrade their thinking skills in language teaching and learning for professional development.

4.6 Conclusion

This chapter presented a detailed analysis and then summarised findings from the HOTS-LOTS answers in the CFM and CUFM, reflective journals, focus group interviews and the researcher's diary. The findings revealed that cultural familiarity in the reading materials played a crucial role to comprehend the lessons better and also effective channelisation of thinking skills, specifically HOTS. On the contrary, the LOTS remained neutral to the cultural familiarity and unfamiliarity in the reading materials. The findings highlighted various socio-cultural aspects responsible for the operationalisation of thinking skills such as in HOTS- 'creativity' and 'evaluation' while writing the answers, reflections in the RJ and narrating several personal incidents and memories from socio-cultural contexts in the focus group interviews. There was also the development of various learning strategies used by the learners to read the lessons, discuss with peers and exercise thinking skills. Interestingly, the findings also indicated the role of peer discussions in the enhancement of thinking skills. It also revealed that the learners used pair activity more in the CUFM and individual activity in the CFM in the different phases of the study.

The forthcoming chapter provides answers to the three research questions in the study. It also presents implications, suggestions and limitations along with the overall conclusion of the study.

Chapter V. DISCUSSION AND CONCLUSION

5.0 Introduction

The study set out to understand the role of culturally familiar and unfamiliar reading materials in the activation of the thinking skills of Class IX learners at Jawahar Navodaya Vidyalaya School, Hyderabad, India. The sociocultural theory of Vygotsky was used as the study's theoretical framework. In this direction, the data was collected from HOTS-LOTS answers in the CFM and CUFM and the research tools — reflective journals, focus group interviews and researcher's diary. The findings from the tools suggested that the CFM and CUFM differently influenced the activation of the thinking skills and reading comprehension of the school learners. It also showed that pair and individual activity impacted their thinking skills while working with CFM and CUFM. The findings of the study offered implications for teachers, teacher training programs, material designers and policymakers. The suggestions for further research, limitations and conclusion of the study are presented. The forthcoming section revisits the research questions and attempts to answer them.

5.1 Answering the research questions

The following sections present the answers and findings of the three research questions;

Research question 1- How do the culturally familiar reading materials and culturally unfamiliar reading materials activate the higher order thinking skills of the learners?

The study showed that the reading materials (CFM and CUFM) had differently influenced the activation of the HOTS such as to 'create' and 'evaluate' of the learners. The analysis of the data from the answers based on HOTS and LOTS, reflective journals, focus group interviews and the researcher's diary showed evidence of how culture played a crucial

role in reading and operationalising thinking skills, especially in the CFM. The learners used prior knowledge efficiently to recollect their experiences, memories and events from their personal and socio-cultural backgrounds in the CFM. Consequently, the learners brought various new ideas from outside the lessons in the CFM and elaborated their answers based on HOTS — creativity and evaluation. This also resulted in thicker descriptions and information in the answers. This finding concurred with the finding of Sheridan and Condon's (2020) study. They used 156 newspaper articles — 78 from Japanese cultural contexts and 78 more from outside of Japan. They found in the study that “when students are given the freedom to choose between culturally familiar and unfamiliar reading texts, they selected culturally familiar texts significantly more frequently than unfamiliar ones at a ratio of almost 3:1” (p. 531). The finding also indicated that the students had increased language acquisition such as “vocabulary recall and inference, content comprehension, and interest” (p. 531) while studying the culturally familiar content. The difference between these two studies was that Sheridan and Condon (2020) used culturally familiar and unfamiliar reading materials only for learners' reading comprehension. The present study used CFM and CUFM to activate thinking skills and reading comprehension. Another study by Ganpathy and Kaur (2017) highlighted that HOTS lessons promoted the students' involvement by tapping the prior knowledge through context-enriched language resources. Interestingly, it was found in this study that the learners were self-directed in the activation of HOTS by gathering inputs from their prior knowledge which largely happened in the CFM.

On the other hand, the responses of learners were different in the CUFM. It indicated that the learners were not familiar with the socio-cultural settings in the CUFM and this resulted in not being able to access their prior knowledge. Therefore, more textual information was found in the HOTS answers in the CUFM. A significant finding in this context was that learners gradually transferred skills and strategies which they incorporated while doing CFM and also

used them in the answers of CUFM. This was done by using translations, discussing with peers, recalling information from their experiences and surroundings and at times even seeking help from the researcher. In the CUFM, the learners faced some challenges in understanding the new culture and the vocabulary used in the lessons. Despite these challenges, they showed interest to learn new cultures and languages because it would help them to advance their comprehension skills and also expose them to other cultures. This finding corresponded with the findings from the study by Tavakoli, Shirinbaksh and Rezazadeh (2012). In their study, the participants found the original American story more difficult than the nativised story. But they also preferred reading the original story because it helped them to learn a new culture, language and expanded their knowledge.

Furthermore, it was found in the study that the HOTS did not operate discreetly but subsumed into each other while answering the questions in both CFM and CUFM. To add more ideas or generate new information from the prior knowledge, the learners displayed creativity in their answers while responding to the questions based on evaluation. Occasionally, the learners also added their opinions and judgements in the answers on creativity to elaborate their ideas. This study highlighted that the HOTS were not exercised strictly in a hierarchical order, but co-existed and complimented one another. This finding challenges the compartmentalised hierarchy of categories given in the 1956 taxonomy.

Research question 2- How do the culturally familiar reading materials and culturally unfamiliar reading materials activate the lower order thinking skills of the learners?

The impact of the cultural familiarity and unfamiliarity of the reading materials on the LOTS such as remembering basic information, understanding and inferring the underlying information was found to be neutral in this study. The learners did not show or mention challenges while operating their LOTS in CFM and CUFM. It was also found that the learners

were comfortable and confident while answering the LOTS independently. This indicated that the cultural familiarity and unfamiliarity did not hamper the basic understanding of textual information while responding to the LOTS.

Interestingly, while answering the HOTS based on creativity and evaluation, the learners used LOTS such as ‘recalling information’ from prior knowledge along with ‘summarising’ in the CFM to write effectively. Further, in the CUFM, the use of LOTS like ‘summarising’ or ‘quoting’ the textual lines from the lessons were used by the learners in their HOTS answers. An important finding of this study is that the LOTS played a key role in the functioning of HOTS in both CFM and CUFM. Therefore, in this study, the LOTS also supported the facilitation of the HOTS and confirmed their co-existence with HOTS.

Research question 3- What is the role of pair and individual activity in determining the culturally familiar and culturally unfamiliar reading materials?

The role of pair activity and individual activity was paramount in activating the thinking skills and comprehending the lessons based on CFM and CUFM. The data gathered from the three tools — reflective journals, focus group interviews and researcher’s diary showed that subsequently, the learners chose the pair and individual activity differently in the CFM and CUFM. The pair activity provided a conducive, interactive environment for the learners to discuss their ideas and ask each other for help like doing translations, correcting each other, developing and exercising different thinking skills and writing efficiently in both CFM and CUFM. These interactions not only helped them in responding effectively but also developed their learning strategies and interpersonal skills. The present study also concurred with three key findings from a study by Hurst, Wallace and Nixon (2013). They concluded that — i) students learned from each other which enhanced their comprehension and activation of prior knowledge to relate and gather new ideas; (b) interactions developed a positive context, and

(c) interactions also enabled the students to develop multiple perspectives and critical thinking skills.

The study also showed that eventually, individual activity became the dominant tool of thinking and writing in the CFM. Later, pair activity was restricted to discussions while overcoming challenges in comprehending, understanding vocabulary and contexts in the CUFM but not for writing the answers. Predominantly, the study showed that the majority of the learners relied more on individual activity in the CFM and pair activity in the CUFM. Exceptionally, 12 learners preferred to work individually in both the CFM and CUFM once they acquired confidence and develop strategies to work independently.

Furthermore, the learners employed support from each other to develop their ideas, shared their socio-cultural knowledge, gathered inputs and afterwards improved their thinking skills in reading comprehension. This study's setting was not a common traditional classroom, where the teacher was perceived as the only functioning source of knowledge. The present study builds itself on interactive classroom learning to facilitate the effective thinking skills of learners. Li (2006) stated, "Teachers need to create a safe and non-threatening learning community in which students feel comfortable participating and in which students develop confidence that they can learn and achieve high academic standards" (p. 39). Here, the learners became the stakeholders of their learning process, enhanced their skills and abilities without any formal instruction or teaching. It empowered the learners to take charge of their thinking skills rather than being instructed on what and how to think and write. Therefore, this study also enhanced the learners' autonomy to develop and practice their thinking skills.

The previous sections discussed the answers to the research questions and summarised various findings of the study pertaining to the research focus. Interestingly, another finding emerged while analysing and the readability scale (discussed in chapter 3). The readability

scale marked most of the CFM which were Indian as more difficult compared to the CUFM. During the course of this research, an informal attempt was made to try out two of these lessons — lesson 6, *Madam rides the bus* and Lesson 9, *The Drover's wife*, on a group of German students who were enrolled in a teacher training program at a university in Germany. This was done with the help of one of the Professors at Center for English Language Studies, University of Hyderabad who was visiting the university. The responses of these participants revealed that they found the culturally familiar lesson *Madam rides the bus*, more difficult to understand. The narrative style of the lesson too was difficult for them to follow. On the contrary, they found the culturally unfamiliar lesson, *The Drover's wife* easy to comprehend and were comfortable with its narrative style. This indicated that the readability scale cannot be homogenised for all teaching-learning contexts and cultural familiarity plays an important role in deciding what learners find easy or difficult. This finding highlights the necessity of creating different readability scales in different EFL and ESL contexts.

5.2 Implications

The findings of the study have the following implications for teachers, teacher training programs, material designers and policymakers.

5.2.1 Implications for teachers

- a) In multicultural classrooms with ESL and EFL settings, teachers need to be aware of the role of socio-cultural knowledge in facilitating teaching or learning of thinking skills.
- b) Teachers can use a variety of learning materials representing various national and international cultures to motivate learners and expand their thinking and language abilities.
- c) To think effectively and gain multiple perspectives, teachers should allow and encourage learners to interact freely with peers in the classroom. This can create a 'learning-centred and interaction-friendly environment to facilitate thinking skills efficiently. In such classrooms, the

teacher plays the role of facilitator, monitor and motivator to stimulate the thinking skills of learners.

5.2.2 Implications for teacher training programs

a) In a pedagogic setting, to teach effectively for lifelong learning and to inculcate skills, abilities and qualities, the onus is on a teacher to a large extent. In this direction, teacher training programs (both pre-service and in-service) should include the teaching of thinking skills along with other language skills to help trainees to learn and practice them.

5.2.3 Implications for syllabus and material designers

a) Syllabus designers should incorporate thinking skills in English language education in schools. They can decide on the kinds of textbooks, lessons and activities that should promote the thinking skills of learners in school education.

b) Material designers can also focus on including pair and group activities or tasks in textbooks to encourage learners to collaborate in a dialogical environment to exercise their thinking skills efficiently.

c) Material designers should emphasise the inclusion of both national and international cultures in textbooks. Lessons in textbooks should be arranged in such a way which helps learners to move from familiar to unfamiliar contexts.

5.2.4 Implications for policy-makers

a) Policymakers can set guidelines for teachers and material designers to collaborate, discuss and create learning materials to develop thinking skills. These materials can include materials from local, national and international sources and different socio-cultural settings.

5.3 Suggestions for further research

The following are the suggestions to conduct studies in future;

- a) Future research can be conducted to teach and learn thinking skills using the two approaches – cognitive and sociocultural approaches. The results from both approaches can be compared by using quantitative measures to examine their impact on the development of thinking skills.
- b) There is a possibility of using sociocultural theory by integrating thinking skills and other language skills like listening, speaking and writing. In addition, there can be a quantitative study that may have experimental and control groups. The experimental and controlled groups can be given culturally familiar and culturally unfamiliar materials respectively to work with. Then, the result can be drawn using quantitative tools like descriptive statistics to find out the impact of the reading materials on thinking skills and different language skills.
- d) This study provides the scope of using a variety of texts using descriptive, argumentative styles etc., to activate the thinking skills of learners. It can investigate and assess the thinking skills of learners in different types of passages.
- e) Future studies can be conducted with students from two different settings like rural and urban. They can be provided with similar reading materials in two different schools. The study can investigate the impact of lessons representing CFM and CUFM in activating thinking skills of students and observe their responses and reactions. There is also a possibility to use the CFM and CUFM with students in international settings and study their processing of thinking skills.

5.4 Limitations

The limitations of the study are given as under:

- a) This study focused on one particular style of reading passages — narratives. A variety of texts could provide more interesting results.

b) The present study used a non-probability sampling technique. The findings from the study became limited in the setting of the school and the number of participants. Notwithstanding the small sample size, this study offered significant insights relevant to thinking skills and materials design.

c) The study was conducted with semi-rural learners in a specific setting of central government-funded residential schools. Hence, it did not have students with divergent backgrounds like rural or urban areas and private or international board schools.

5.5 Conclusion

The present study studied and explored the impact of the sociocultural theory of Vygotsky on the thinking skills of school learners. The approach was operationalised by using culturally familiar (CFM) and culturally unfamiliar (CUFM) reading materials to activate the higher and lower order thinking skills of the learners. The study was guided by three research questions. To gather the data from the learners, a qualitative study was carried out using tools such as reflective journals, focus group interviews and the researcher's diary. The findings from the tools provided significant outcomes which emerged from the learners' participation, reflections and learning strategies. These findings also confirmed the positive role of familiar culture in channelising the thinking skills of learners. Investigation into the use of individual and pair activity and the role of cultural familiarity were crucial pointers at the significance of Vygotsky's theory of ZPD and the role of mediation in promoting learning. This study significantly highlighted the role of socio-cultural knowledge, peer interactions, various cognitive and affective factors, metacognitive thinking and learning strategies in operationalising thinking skills at the school level in the Indian context.

The study contributes to the existing knowledge on thinking skills within the contexts of familiar and unfamiliar cultural representation. It also throws light on the important role of

collaborative techniques, skills and strategies like in pair activities and discussions. The findings from this study reinforces the importance of Vygotsky's sociocultural theory in the ESL setting. This study shows that the act of thinking and facilitation of thinking skills is largely dependent on culture. Therefore, thinking skills have to be perceived in the background of socio-cultural factors and conditions, learners' background and other relevant contexts. In the light of these findings, it is evident that sociocultural theory of language learning should play a significant role in shaping various thinking skills, EFL and ESL curriculum.

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Appendix A- Ethical clearance certificate



Institutional Ethics Committee University of Hyderabad

Justice TNC Rangarajan
Chairperson

Prof. Geeta K. Vemuganti
Member Secretary

Decision Letter of Institute Ethics Committee

IEC No.	UH/IEC/2019/164	Date of review	30-07-2019
Application No:			
Project Title:	Developing Thinking Skills of Secondary School Learner: An Exploratory Study		
Principal Investigator/ Co-PI:	PI: Parul Bakshi CI: Sunita Mishra		
Participating Institutes if any	Jawahar Navodaya Vidyalaya	Approval from Participating Institute	Yes
Documents received and reviewed	Protocol, ICF		
In case of renewal submission of update	----		
Decision of the IEC:	Approved after the conditions suggested at the IEC meeting were fulfilled on 19.08.2019 Duration: One year from date of approval		
Any other Comments Requirements for conditional Approval	----		
Members Present	Sri Justice Rangarajan, Prof. Geeta K. Vemuganti, Dr. C.T. Anitha, Dr. Sunita Mishra, Dr. Suvashisa Rana, Dr. Savitri Sharma, Smt. Vimala Sthanikam, Dr. Insaf Ahmed		

Please note:

- Any amendments in the protocol must be informed to the Ethics committee and fresh approval taken.
- Any serious adverse event must be reported to the Ethics Committee within 48 hours in writing (mentioning the protocol No. or the study ID)
- Any advertisement placed in the newspapers, magazines must be submitted for approval.
- The results of the study should be presented in any of the academic forums of the hospital annually.
- If the conduct of the study is to be continued beyond the approved period, an application for the same must be forwarded to the Ethics Committee.
- It is hereby confirmed that neither you nor any of the members of the study team participated in the decision making/voting procedures.

Chairperson

(Justice Rangarajan)

Chairperson
Institutional Ethics Committee (IEC)
School of Medical Sciences
University of Hyderabad
Hyderabad-500 046, Telangana

Member Secretary

(Prof. Geeta K. Vemuganti)
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Appendix B- Lesson 1 *The Mango Sum* (Sample of learner, S 33)

S 33

The Mango Sum

Swaminathan sat in father's room in a chair, with a slate in his hand and pencil ready. Father held the arithmetic book open and dedicated, "Rama has ten mangoes with which he wants to earn fifteen annas. Krishna wants only four mangoes. How much money will Krishna have to pay?" Swaminathan **gazed** and gazed at this sum, and everytime he read it, a new thought came to his mind. His mouth began to water at the thought of mangoes.

"Have you done the sum?" father asked, looking over the newspaper he was reading.

"Father, will you tell me if the mangoes were ripe?" father watched him for a while and **smothering** a smile remarked: "Do the sum first. I will tell you whether the fruits were ripe or not afterwards.

Swaminathan felt utterly helpless. If only father could tell him whether Rama was trying to sell ripe fruits or unripe ones. Of what use would it be to tell him afterwards? He felt strongly that the answer to this question contained the key to the whole problem. It would be unfair to expect fifteen annas for ten unripe mangoes.

"Father, I cannot do the sum, Swaminathan said, pushing away the slate."

"What is the matter with you? You can't solve a simple problem in simple **proportions**?"

"We are not taught this kind of thing at school".

"Get the slate here. I will make you give the answer now". Swaminathan waited for a miracle to happen.

Father studied the sum for a second and asked: "What is the price of ten mangoes?"

"Fifteen annas, of course," Swaminathan thought, but how could it be the price? Was it the right price? And then he was not sure whether the mangoes were ripe or not. If they were ripe, fifteen annas shouldn't be an unfair price. If only he could get more light on this point.

"How much does Rama want for his mangoes?"

"Fifteen annas", replied Swaminathan.

"Very good. How many mangoes does Krishna want?"

"Four."

"What is the price of four mangoes?" Father seemed to be delighted in torturing him. How could he know? How could he know what that fool Krishna would pay?

"Look here, boy. I have half a mind to **thrash** you. What have you in your head? Ten mangoes cost fifteen annas. What is the price of one? Come on if you don't say it..." His hands took Swaminathan's ear and gently twisted it. Swaminathan could not open his mouth because he could not decide whether the solution could be found by addition, subtraction, multiplication or division. The longer he hesitated the more violent the twist was becoming. In the end when father was waiting with a

scowl for an answer, he received only a **squeal** from his son. "I am not going to leave you till you tell me how much a single mango costs at fifteen annas for ten".

What was the matter with father? Swaminathan kept blinking. Where was the urgency to know its price? Anyway if father wanted to know so badly, instead of harassing him, let him go to the market and find it out. Father admitted defeat by declaring: "One mango costs fifteen over ten annas. Simplify it". Here he was being led to the most difficult part of arithmetic fractions. "Give me the slate, father. I will find out". He worked and found out at the end of fifteen minutes: "The price of one mango is three over two annas." He expected to be **contradicted** any moment. But father said, "very good, simplify it further." It was plain sailing after that. Swaminathan announced at the end of half an hour's agony: "Krishna must pay six annas," and burst into tears.

-- By RK Narayan

Glossary:

Gazed: to look at something for a long time

Smothering: to prevent something from being expressed

Proportions: part or share of something

Thrash: to hit somebody with a stick many times as a punishment

Scowl: to look at somebody angrily

Squeal: to make a high, long sound

Contradicted: to have a different opinion

Answer the following questions.

1. Why did Swaminathan's mouth begin to water?

swaminathan's mouth begin to water at the thought of mangoes

2. What did Swaminathan reply when his father said, "Have you done the sum?"

swaminatham replied "father will you tell me if the mangoes were ripen"

3. Write any two lines from the story which tells us that Swaminathan was disinterested in solving the sum?

what was the matter with father? Swaminathan kept blinking where was the urgency to know its price? anyway if father wanted to know so badly, instead of harassing, let him go to market to find out

4. Why did Swaminathan want his father to go to the market and what to find there?

swaminathan went his father to go market because he want his father to go the market and find the cost of mangoes.

5. Why did Swami burst into tears in the end of the story?

Swaminathan burst into tears in the end of the story because he was disinterested and his father was insisting him to do the sum. He was getting angry, frustrating and he also lost interest as he was not getting the answer. So, he burst into tears.

5. What do you think about Swaminathan in this story? Pick one option from a), b), c) and write your answer in about 120 words.

a. Practical (✓), b. Logical (), c. Lazy ()

Swaminathan in this story was practical. In my opinion he was practical because he was disinterested to do the sum but he was interested to know about the mangoes were ripen or unripen ones. He feels that it is unfair to expect fifteen annas for ten unripen mangoes. He feels how he could know how much Krishna would for four mangoes. He was also practical because he says that if he would see how Rama sells then he could know the price exactly. Because of these reasons I feel he was practical.

Appendix C- Lesson 2 The enchanted pool (Sample of learner, S31)

S 31

The Enchanted Pool

The sun was hot overhead and the five brothers grew more and more **weary** and thirsty. Yudhistira sank down under a tree to rest and said to Nakula, "Brother, climb that tree and see whether there is any pool or river nearby." Nakula climbed the tree, looked around and said, "At a little distance I see water plants and **cranes**. There must certainly be water there."

Yudhistira sent him to fetch some water to drink. Nakula was glad when he got to the place and saw there was a pool. He was very thirsty himself and so thought of **quenching** his thirst first before taking water in the **quiver** for his brothers; but no sooner did he dip his hand in the transparent water than he heard a voice which said: "Stop! Nakula! Do not drink. This pool belongs to me. O son of Madri, answer my questions and then drink the water." Nakula was surprised, but carried away by his **intense** thirst and **heedless** of the warning, he knelt down and began to drink the water. At once he began to feel terribly **drowsy** and he fell down; to all appearance dead.

When Nakula did not return for a long time, Yudhistira sent Sahadeva to see what the matter was. Sahadeva also ignored the warning. He drank the water and at once dropped down. When Sahadeva too failed to return, Yudhistira sent Arjuna to see whether the brothers had met with any danger. Arjuna went swiftly. He saw his brothers lying dead near the pool. Heart-broken with grief, he wanted to **avenge** their deaths. However he too was **overwhelmed** by his intense thirst, which **compelled** him towards the fatal pool.

Again the warning voice was heard: "Answer my questions before you drink the water. This pool is mine. If you disobey me, you'll follow your brothers." Arjuna became very angry. He cried, "Who are you? Come and stand up to me and I will kill you." He shot sharp arrows in the direction of the voice. The invisible being laughed in **scorn** and said, "Your arrows can't touch me." Arjuna wanted to destroy this unseen foe, but first he had to quench his terrible thirst. So he drank the water and also fell down dead.

After another anxious wait, Yudhistira turned to Bhima, "Dear brother, even Arjuna, the great hero hasn't returned. Something terrible must have happened to our brothers. Please find them quickly." Bhima hurried away without another word. Like Arjuna, Bhima also did not heed the warning and drank water **eagerly**. He also fell down.

Puzzled and worried that his brothers had not returned, Yudhistira himself **proceeded** in the direction his brothers had taken. When he came near a pool he saw his four brothers lying on the ground, to all appearance dead. He was shocked. He got into the pool to quench his thirst. At once a voice without form warned him. "Your brothers died because they did not pay heed to my words. Do not follow them. Answer my questions first and then quench your thirst. This pool is mine."

Yudhistira knew that these could be none other than the words of a **Yaksha** and guessed what had happened to his brothers. He said, "Please ask your questions".

It asked: "What makes sun shine every day?"

Yudhistira replied, "The power of God."

"What rescues man in danger?"

Yudhistira quickly answered, "Courage."

"What is faster than wind?"

"Mind", Yudhistira replied.

"Who accompanies a man in death?"

"Dharma. That alone accompanies the soul in its **solitary** journey after death."

"Which is the biggest vessel?"

"The earth, which contains all within itself, is the greatest vessel."

"What is happiness?"

"Happiness is the result of good conduct."

"What is the loss which brings joy and not sorrow?"

"Anger - giving it up, we will no longer be subjected to sorrow."

"What is that, by giving up which, man becomes wealthy?"

"Desire - getting rid of it, man becomes wealthy."

Thus, the Yaksha posed many questions and Yudhistira answered them all.

In the end the Yaksha asked, "O king, one of your dead brothers can now be **revived**. Whom do you want revived? He shall come back to life."

Yudhistira thought for a moment and then replied, "Nakula".

The Yaksha asked Yudhistira: "Why did you choose Nakula in preference to Bhima who has the strength of sixteen thousand elephants? I have heard that Bhima is most dear to you. And why not Arjuna, whose **prowess** in arms is your protection? Tell me why you choose Nakula rather than either of these two."

Yudhistira replied: "O Yaksha, Kunti and Madri were the two wives of my father. I am surviving, a son of Kunti, and so, she is not completely **bereaved**. So, to be fair, I ask that Madri's son Nakula, may revive."

The Yaksha was pleased with Yudhistira's impartiality and **granted** that all his brothers would come back to life.

--- By C. Rajagopalachari

Glossary

Enchant: placed under a magic spell

Weary: very tired

Crane: a white bird with a long leg and long neck

Quench : satisfy thirst by drinking something

Quiver: case for arrows

Intense: very strong

Heedless: not paying careful attention to somebody/something

Drowsy: sleepy

Avenge: to do something to hurt or punish somebody

Overwhelm: strong emotional effect that one feels and does not know how to react

Compel: to force somebody to do something

Scorn: a strong feeling that somebody is not good enough

Eager: very interested or excited to do

Proceed: to continue doing something

Yaksha: semi divine being

Solitary: lonely

Revive: to bring back

Prowess: great skill at doing something

Bereaved: having lost a relative or close friend who has recently died

Granted: to agree to give something what they ask for

Answer the following questions

Q1. Why did Nakul ignore the warning and start drinking water?

Ans: Nakul ignore the warning and started drinking water because, he was very thirsty.

Q2. Why did the brothers fall unconscious after drinking the water from the pool?

They ignored the warnings of Yaksha, so they fall unconscious after drinking the water from the pool.

Q3. Why did Arjun become angry when he heard the warning voice? How did he react to it?

Arjun became angry, because he saw his brothers dead and he felt very sad. Then he wanted to avenge their deaths and he cried. Then he shot 3 sharp arrows in the direction of the voice.

Q4. Why was Yudhistira able to answer all the questions of Yaksha?

He was wise and patient, take care of his brothers he know dharma to save his brother. Yudhistira able to answer all the question of Yaksha.

Q5. After reading the story, what are the qualities can you think of describing each character? Please write your reason for choosing a quality for the characters. An example is given for you.

Qualities	Nakul	Sehdeva	Bhim	Arjuna	Yudhistira
foolish			he didn't heed the warning. After seeing three brothers death.		
arrogant				he shoted sharp arrows to Yaksha without thinking.	
intelligent					he answered all the questions of Yaksha
obedient	he obeyed the words of brother for water.	he also obeyed the brother's cusions to see Nakul.			
kind					

Q6. Can you imagine the Pandava brothers sharing their experience after coming back to life? Write a conversation in which they talk about their experience to each other. You can pick out and use such lines from the story which will make the conversation natural and interesting. You can begin with something like this... **Yudhistira** : I can't tell you how happy I am! I could not imagine what happened to you. **Nakula** : I don't remember what happened when I drank the water.

Sehdeva : I also faced same Nakula. +

Arjuna : I was shocked after seeing brother's death. I was very angry after listening the warning. In the intensions to kill him. I have shoted arrows on him. But I was very thirsty. So I drank water to fight. I don't know what happened after.

Bhim : Sorry brother's I could not listened his instructions. So that's why I was fell concious.

Nakula : Thank you very much brother. If you are not there in this time. we could imagine of our life again.

You are very wise. We are all very thankful to you.
Yudhistira : Don't worry my dear brother's I there to save you in every where. If you believe in Dharma. It will help you. So follow the Dharma.

Appendix D- Lesson 3 True height (Sample of learner, S 25)

S 25

True Height

His palms were sweating. He needed a towel to dry his **grip** and a glass of ice water **quenched** his thirst. The **Astroturf** he was sitting on was as hot as the competition he faced today at the National Junior Olympics. The pole was set at 17 feet. That was three inches higher than his personal best. Michael Stone confronted the most challenging day of his pole-vaulting career.

The stands were still filled with about 20,000 people, even though the final race had ended an hour earlier. The **pole vault** is truly the glamour event of any track-and-field competition. It combines the grace of a gymnast with the strength of a body builder. It also has the element of flying, and the thought of flying as high as a two-story building is a mere **fantasy** to anyone watching such an event.

As long as Michael could remember, he had always dreamed of flying. Michael's mother read him numerous stories about flying when he was growing up. Her stories were always ones that described the land from a bird's eye view. Michael had this one **recurring** dream. He would be running down country road. He could feel the rocks and **chunks** of dirt at his feet. As he raced down the golden-lined wheat fields, he always **out-ran** the railway engine passing by. It was at the exact moment he took a deep breath that he lifted off the ground. He would **soar** like an eagle.

Bert Stone, his father was a **realist**. He believed in hard work and sweat. His motto: If you want something, work for it!

From the age of 14, Michael did just that. He began a very careful and **regimented** weight-lifting program. He worked out every other day with weights, with some kind of running work on alternate days. The program was carefully monitored by Michael's coach, trainer and father.

Michael's dedication, determination and discipline were a coach's dream. Besides being an honour student and an only child, Michael Stone continued to help his parents with their farm chores.

All of Michael's vaults today seemed to be the reward for his hard work. If Michael Stone was surprised, thrilled or arrogant about clearing the bar at 17 feet, you couldn't tell. As soon as he landed on the landing mat, Michael immediately began preparing for his next attempt at flight. He seemed **oblivious** of the fact he had just **surpassed** his personal best by three inches. And that he was one of the final two competitors in the pole-vaulting event at the National Junior Olympics.

When Michael cleared the bar at 17 feet, 2 inches and 17 feet, 4 inches, again he showed no emotion. Constant preparation and determination were his vision. As he lay on his back and heard the crowd **moan**, he knew the other vaulter had missed his final jump. He knew it was time for his final jump.

Since the other vaulter had fewer misses, Michael **needed** to clear this vault to win. A miss would get him second place. Nothing to be ashamed of, but Michael would not allow himself the thought of not winning first place.

The intensity of the moment filled his mind with anxiety. He began shaking the tension from his body. It wasn't working. He became tenser. Then he **envisioned** his mother. His mother always used to tell him that when you felt tense, anxious, or even scared, to take deep breaths.

So he did. Along with shaking the tension from his legs, he gently laid his pole at his feet. He began

to stretch out his arms and upper body. The light breeze that was once there was now gone. He could feel a **trickle** of cold sweat running down his back.

He carefully picked up his pole. He felt his heart **pounding**. He was sure the crowd did, too. There was silence all around. When he heard the singing of some distant **robins** in flight, he knew it was his time to fly.

As he began **sprinting** down the runway, something felt wonderfully different, yet familiar. The surface below him felt like the country road he used to dream about. The rocks and chunks of dirt, the visions of the golden wheat fields seemed to fill his thoughts.

When he took a **deep** breath, it happened. He began to fly. His take-off was effortless. Michael Stone was now flying, just like in his childhood dreams. Only this time he knew he wasn't dreaming. The air around him seemed the purest and freshest he had ever sensed. Michael was soaring like an eagle.

It was either the **eruption** of the people in the stands or the **thump** of his landing that brought Michael back to earth. Michael was immediately **swarmed** with people hugging and congratulating him on the greatest achievement thus far in his life. He later went on that day to clear 17 feet and 6 1/2 inches: National and International Junior Olympics record.

With all the media attention and herds of heartfelt congratulations, Michael's life would never be the same. It wasn't just because he won the National Junior Olympics and set a new world record. And it wasn't because he had just increased his personal best by 9 1/2 inches. It was simply because Michael Stone is blind.

Glossary

Grip: to hold something tightly

Quench: satisfy thirst by drinking something

Astroturf: an artificial surface that looks like grass for playing sports

Pole Vault: a sporting event in which people jump over a high bar

Fantasy: a pleasant situation that one imagine

Recur: to happen a number of times/ repeat

Chunk: large piece of something

Out-ran: to run faster than something

Soar: to fly very high in the air

Realist: a person who thinks practical

Regimented: involve strict discipline

Chores: a task which one does regularly

Oblivious: not aware of something

Surpass: to do better than somebody

Moan: to make a long, deep sound

Envision: to imagine something what will be a situation like in future

Trickle: to flow

Pounding: the sound of heart beating strongly

Robins: small European birds

Sprint: to run a short distance very fast

Eruption: loud shouting

Thump: to hit something hard

Swarm: a large group of people who move together in same direction

Answer the following questions:

1. What was the most challenging day of Michael's Stone's career?

That was three inches higher than his personal best. Michael Stone confronted the most challenging day of his pole-vaulting career.

2. Why did the author say, "The pole vault is truly the glamour event of any track-and-field competition?" Write the answer in one sentence.

It combines the grace of gymnast with the strength of a body builder. It also has the element of flying, and the thought of flying as high as a two-story building is a mere fantasy to anyone watching such an event.

3. How did the two different approaches of Michael Stone's parents help him to achieve his dream?

Michael's mother read him numerous stories about flying when he was growing up, and his father but Stone will believed in hard work and sweat. Like this his mother & father supported him in reaching his goal in his life.

4. Why did the writer of the story tell us in the end only about Michael Stone's blindness?

The writer of the told us about Michael Stone's blindness in end because he ~~want~~ want to show that a blind man also can do as best as a normal person. As a blind Michael showed his determination on his own work and writer ~~want~~ want to make the readers surprised at the end.

5. How does the title justify the story? Pick one option and write your answer in 100-120 words.

a) the new height that Michael Stone achieved in the competition.

b) the accomplishment of his dream after overcoming the obstacles in life.

I think, In the story, Michael Stone has overcome all the problems of his life and got a success in his life. Like Michael was a blind but he didn't thought he was blind. and he did everything as a normal

man's life. When he was at national olympics the
~~the~~ height of the pole was the best height of his personal
practice. but ~~the~~ despite of fearing he focused on his success.
If like this Michael was coming over ~~away~~ when once more
time when he was again in national olympics of pole
vaulting he found it surpassed his personal but by
three inches. he tensed and was shaking with anxiety.
eventhough he don't want first place but he just needed
to come over it. he has got success in this competition.
also. we can observe that Michael was blind but with
his determination and hard work. he over came all the heights
in his life. and fulfilled his dream. so, I think the
"Four heights" title of the story is correct in the accomplish-
ment of his dream after overcoming the obstacles in a life.

Appendix E- Lesson 4 Painting the fence (Sample of learner, S11)

Name: S 11

Painting the Fence

The locust-trees were in bloom and the fragrance of the blossoms filled the air. Cardiff Hill, beyond the village and above it, was green with vegetation. But with a bucket of whitewash in one hand and a brush in the other, Tom sawyer decided that it was definitely not a fine morning, at least not for him.

Thirty yards of fence that was nine feet high had to be painted! It was quite certainly the most boring that anyone in the world would undertake. However, there was no escape for Tom. So he dipped the brush in the paint and began to work. While other boys of his age were having fun playing together, he had been condemned to work like a slave! What distressed him even more was that there was no one to keep him company while he worked.

After sometime Tom took out all his toys, marbles and other odds and ends. As he looked at them, he thought of a plan and it cheered him.

Soon enough, Tom saw Ben Rogers moving in his direction. As Ben came closer, Tom noticed that he was eating an apple and his gait was more a hop and a skip than a walk. Obviously, he had no worries in the world. As Ben moved towards him, Tom began to work with total concentration, bringing a pleasant expression to his face as if he were enjoying his work immensely.

Ben walked up to him and said, 'Hey Tom, you working on such a beautiful day?'

Tom turned around with a look of surprise on his face. 'Why, it's you Ben! I didn't notice.'

'Well, this is not work for Tom Sawyer. Does a boy get a chance to white wash a fence every day?' Saying that, Tom turned back to painting the rest fence with renewed interest. Ben stopped eating his apple and eyed Tom thoughtfully. Painting the fence surely looked like a very special job. Finally, Ben said, 'Hey Tom, will you let me whitewash a little?'

Tom pretended to think about it and then agreed at last. He did so as if he was doing Ben a favour. By the time Ben finished, Tom had traded the next chance to Billy Fisher for a kite, in good repair. Johnny Miller bought in for a dead rat and a string to swing it with—and so on, and so on, hour after hour. When the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was rolling in wealth. He had twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn't unlock anything, a fragment of chalk. He also collected a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass doorknob, a dog-collar, the handle of a knife, four pieces of orange-peel, and an old window sash. Tom Sawyer plan was successful!

--- By Mark Twain

Glossary

Cardiff Hill: a place in Missouri, USA

Distress: a feeling of great worry or unhappiness

Gait: a way of walking

Immensely: largely or greatly

Jews Harper: a small musical instrument which is played between the teeth

Spool cannon: a homemade toy for children

Tadpoles: small creatures live in the water

Dog collar: a collar worn by a dog

Answer the following questions.

1. Why was it not a fine morning for Tom?

Ans Candiff Hill a place in Missouri, USA Candiff Hill beyond the village and above it, was green with vegetation. But the with a bucket of white wash in one hand and a brush in other, Tom sawyer decided that it was

2. Name any four characters of the story? definitely not a fine morning, at least not for him.

Ans - Tom Sawyer

- Johnny Miller

- Ben Rogers

- Billie Fisher

3. Why did Tom become distressed?

Ans Tom become distress because a feeling of great worry or unhappiness. Tom think I lonely doing this work while other boys of his age playing fun games together. He had been condemned to work like a slave. I think that Tom feeling very sadly.

4. 'Tom began to work with total concentration, bringing a pleasant expression to his face... Was this part of Tom's plan? Can you guess Tom's plan in the story?

Ans Tom began to work when bringing a pleasant expression to his face when Ben Tom saw Ben Rogers moving in his direction. As Ben came closer to him Tom began work intrestly. Tom think that Ben Rogers Tom to ^{his} work. Tom said to Ben Rogers this work is very nice. I did not give this work. Ben asked to tom please tom I we also do work once give brush and bucket.

Tom give him bucket and brush do this
Tom sit and all his friends painting

5. Tom can be described as- involve in his work.

a) helpful

b) naughty

☒ c) smart

d) lazy

Choose one of the options given above to describe Tom. Give reason to support your answer and write it down.

Ans I think that Tom was smart, ^{because} Tom involved his friends ⁱⁿ his work by taking gifts from them this shows that ~~Tom~~ He was very smart.

6. How do you think the story would have ended, if nobody had painted Tom's fence? What would Tom feel about it?

Ans if nobody had painted Tom's fence the painting was not finished to sit and painting all through day to do hard work He was ~~for~~ not do the painting His elements was ~~scold~~ punish him Tom friends did not help him in painting the fence He thinking There were all enjoying. He think lonely and unhappiness very sadly.

Appendix F - Lesson 5 Tataki wins again (Sample of learner, S 15)

Name: S 15

Tataki Wins Again

With a **spade** on her shoulder, twelve years old Balamma happily watched the water flowing from the canal into her groundnuts beds. She had just broken the **bund** to let the water in and as the mud walls around the other fields had not been broken, the water flowed plentifully into her field. By the time the Karanam's **bonded labourer** arrived to water the Karanam's fields, Balamma had watered all but two of her plots. Swearing at her for coming earlier and watering her plots, the labourer began to block the stream flowing into her field with mud and divert the water into Karanam's field. At this, the girl moved fast and **stamped down** the mud bank he had just built. She pushed the old man away saying, "I have two more beds to water, grandfather, and they will fill in no time. You can divert the flow after I leave." But by the time Balamma had finished watering the last two beds, the workers in the fields upstream had begun to draw water and the level in the canal dropped completely and there was only a **trickle** of water into the Karanam's fields and the old labourer was worried.

Meanwhile Balamma, after washing her feet and adjusting her skirt, plucked a neem **twig**, cleaned her teeth and began looking for her friends. Happy on seeing Narsadu and Yelladu, she quickly washed her face, ate some groundnuts from the fields, drank water and rushed to meet her friends and play gilli danda.

Yelladu had scraped his knees the previous day. So before playing, Balamma quickly applied the yellow milk of the tender leaves of the jarri-potha plant on Yelladu's hurt knees and his cracked lips and rushed to play with both of them near the lake. Hitching up her skirt over her knees, Balamma gently tapped the edge of the gilli, skillfully spinning in the air, hit it mid-flight. The gilli landed in a bush and to their delight, a rabbit **scampered** out and ran into the open. A rabbit! They shouted and chased it till the lake and blocked all the efforts of the rabbit to escape. They also yelled and sang loudly to confuse the creature.

"Ho, Ho, Ho, laba laba labaa..."

"Anantagiri Sam wants to play"

Where has this rabbit gone away?"

Unable to escape, the rabbit jumped into the lake and started swimming to the other side. This was just what Balamma had wanted. This rabbit is done today, she thought. Yelladu could not swim. His knee was injured. Narsadu was scared because he thought swimming across the lake would make him breathless. These fellows are useless, thought Balamma. She tucked up her skirt between her legs, jumped into the lake and swam like a fish. She caught the **fleeing** rabbit and swam back to the bank.

Balamma took the rabbit home. The whole village was talking about it. Her father heard the news on his way back from the bazaar and decided to take a toddy bottle for the family to celebrate with the rabbit curry. Both father and daughter entered home at the same time. Seeing them Anantamma, Balamma's mother teasingly told her husband- "How did you find out? Did you get a dream that your daughter would bring a rabbit home today? Otherwise why would you think of the toddy! Anyway, you father and daughter are a perfect pair!"

Glossary

Spade: a tool used for cutting or digging earth or ground

Bund: a wall of stone or earth, built to stop water

Bonded labourer: a person who is forced to work for an employer for paying the debt

Stamped down: to break something

Trickle: to flow

Twig: a small and thin branch which comes out from a large branch

Hitching up: to pull up

Scampered: move quickly in light steps

Fleeing: to leave quickly because of danger

Answer the following questions.

Fill in the blanks:

1. Balamma was Twelve years old.
2. Balamma wanted to water her Groundnut beds.
3. Why did Balamma stamp down the mud bank made by the old labourer?

Ans: Balamma stamp down the mud bank made by the old labourer. Because the labourer began to block the stream, ^{diverted the water into his field} and she got angry and told she had two more plots to water. you can direct the water after she leave.

4. "Balamma took the rabbit home. The whole village was talking about it." What was the village talking about and why?

Ans: "Balamma took the Rabbit home". The whole village was about Balamma ^{that} ~~Because~~ She was very Brave, courage and she was daring girl. The Two friends who are playing with her are afraid that one is Intoxed and other one is afraid of swimming but She ~~was~~ courageously Jumped into water and Swam as a fish, and They village was also Talking that the Girls in our village were so Scared to do swimming and Hard work but she had done it.

5. Which of the following qualities do you like the most about Balamma? Choose one quality from the options given below. Write down your reason for choosing the option.

a) brave, b) smart c) determined d) helpful

Ans: I Think the determination quality I like the most about the Balamma Because she Thought that she should water the Groundnut bed and came early and watered her bed she also stamped ^{down} ~~out~~ the mud bunk that old labourer had built. The other one is that ^{when} she and her friends are ~~swi~~ playing They saw a Rabbit and chased that ~~to~~ ^{till} the lake and at last it Jumped into water. ~~BA~~ Balamma want to catch the Rabbit so she also Jumped into water and ~~catched it~~ keeping the determination to catch it.

6. How do you think that the story would have ended, if Balamma got afraid of Karanam's old labourer and also could not catch rabbit? Write your answer.

Ans: If Balamma got afraid of Karanam's old labourer and also could not catch rabbit The story would have ended like this, If she got of Karanam's old labourer she would not water her bed and her parents will scold her with that disappointment she didn't play the game very well and she wouldn't catch the rabbit ^{so} she feels ^{so} sad. and also The villagers will scold her that being a village girl she is not able to catch Rabbit atleast. and also she will be afraid of to everyone. The people ~~in the~~ village Parents of Balamma will not let her ~~do~~ to go anywhere because she ~~was~~ ^{will be} afraid.

Appendix G- Lesson 6 Madam rides the bus (Sample of S23)

S 23

Madam Rides the Bus

There was a girl named Valliammai who was called Valli for short. She was eight years old and very curious about things. Her favourite pastime was standing in the front doorway of her house, watching what was happening in the street outside. There were no playmates of her own age on her street, and this was all she had to do.

The most **fascinating** thing of all was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back. The sight of the bus, filled each time with a new set of passengers, was a source of unending joy for Valli.

Over many days and months Valli listened carefully to conversations between her neighbours and people regularly used the bus. She also asked a few **discreet** questions here and there. This way she picked up various small details about the bus journey. The town was six miles from her village. The fare was thirty paise one way-“which is almost nothing at all,” she heard one well-dressed man say. The trip to the town took forty-five minutes. On reaching town, if she stayed in her seat and paid another thirty paise, she could return home on the same bus.

Well, one fine spring day the afternoon bus was just on the point of leaving the village, a small voice was heard shouting: “Stop the bus! Stop the bus!” And a tiny hand was raised.

The bus slowed down to a **crawl**, and the conductor, sticking his head out the door, said, “Hurry then! Tell whoever it is to come quickly.”

“It’s me,” shouted Valli. “I’m the one who has to get on.”

By now the bus had come to a stop, and the conductor said, “Oh, really! You don’t say so!”

“Yes, I simply have to go to town,” said Valli, still standing outside the bus, “and here’s my money.” She showed him coins.

“Okay, okay, but first you must get on the bus,” said the conductor, and he stretched out a hand to help her up.

“Never mind,” she said, “I can get on by myself. You don’t have to help me.”

The conductor was a jolly sort, fond of joking. “Oh, please don’t be angry with me, my fine madam,” he said. “Here, have a seat right up in front. Every one move aside please- make way for madam.”

It was the **slack** time of day, and there were only six or seven passengers on the bus. They were all looking at Valli and laughing with the conductor. Valli was overcome with shyness. Avoiding everyone’s eyes, she walked quickly to an empty seat and sat down.

The conductor blew his whistle twice, and the bus moved forward with a roar.

The bus was now going along the bank of a canal. The road was very narrow. On one side there was the canal and, beyond it, palm trees, grassland, distant mountains, and the blue, blue sky. On the other side was a deep ditch and then acres and acres of green fields- green, green, green, as far as the eye could see.

Oh, it was all so wonderful!

The conductor **punched** a ticket and handed it to her.

The bus rolled on now cutting across a bare landscape, now rushing through a tiny **hamlet** or past an odd wayside shop. Sometimes the bus seemed on the point of **gobbling** up another vehicle that was coming towards them or a **pedestrian** crossing the road. But somehow it passed on smoothly, leaving all obstacles safely behind. Trees came running towards them but then stopped as the bus reached them and simply stood there helpless for a moment by the side of the road before rushing away in other direction.

Suddenly Valli clapped her hands with **glee**. A young cow, tail high in the air, was running very fast, right in the middle of the road, right in front of the bus. The bus allowed slowed to a crawl, and the driver sounded his horn loudly again and again. But the more he honked, the more **frightened** the animal became and faster it **galloped**- always right in front of the bus. Somehow this was very funny to Valli. She laughed and laughed until there were tears in her eyes.

At last the cow moved off the road. And soon the bus came to a railroad crossing. A **speck** of a train could be seen in the distance, growing bigger and bigger as it drew near. Then it rushed past the crossing gate with a roar and **rattle**, shaking the bus. Then the bus went on and passed the train station. From there it **traversed** a busy, well-laid out shopping street and, turning, entered a wider **thoroughfare**. Such big, bright-looking shops! What glittering displays of clothes and the other **merchandise**! Such big crowds!

Then the bus reached the town and stopped. Valli did not get off because she planned to go back to her village on the same bus.

----- By Vallikkannan

Glossary

Fascinate: to have interest in something very much

Discreet: careful in what you say and do

Crawl: to move forward slowly

Slack: not busy because of less customers

Punch: to make a hole in something with a sharp object

Hamlet: a very small village

Gobbling: to eat something very fast

Pedestrian: a person walking in the street, not travelling in any vehicle

Glee: a feeling of happiness

Frighten: to get very afraid

Gallop: to run very fast

Speck: very small spot

Rattle: (of a vehicle) to make a series of short loud sounds as it moves somewhere

Traverse: to cross an area of land and water

Thoroughfare: a public road or street used as main road in a city

Merchandise: goods that are for sale in a shop

Answer the following questions.

1. What was Valli's favourite pastime?

Ans:- Her favourite pastime was standing in the front doorway of her house, and watching what was happening in the street outside.

2. How did Valli find out the details of the bus journey?

Ans:- Valli find out the details of the bus journey by over many days and months Valli listened carefully conversation between her neighbours and she also asked questions related to avoid causing embarrassment (or) careful to keep something secret.

3. Why did the conductor and other passengers in the bus laugh on seeing Valli?

Ans:- The conductor and other passengers in the bus laugh on seeing Valli because the conductor was a jolly sort, fond of joking. So she was making by having jokes on Valli. H.H. slack time and also being her behaviour is.

4. Why did the conductor refer to Valli as Madam in the story? Write the reason.

Ans:- The conductor refers Valli as madam like an elder one because she her behaviour is matured like an adult person. So she was also saying, jokingly madam, throw words "Valli".

5. "Never mind," she said, "I can get on by myself. You don't have to help me." What do these lines tell you about Valli in the story? Write your response in about 100 words (You can use other textual information to support your answer).

Ans- "Never mind," she said, "I can get on by myself. You don't have to help me". These lines tell us Valli is that she was brave and courageous also confident in her works I hope that she may be thought like this :- that I would only do my works in this small age also it means to learn all the things in the younger age. "awake, awake tell you reach your goals" going in bus is her interest. So she also want to go where ever she want by her own. "Try and try but don't cry". So she tried her better in going in bus successfully. "Don't sit like a stock work like a clock" she don't waited for some one to get accompanying with.

6. What is your opinion about Valli in the story? Was she foolish or clever to travel on her own? Write your answer in 100-120 words.

Ans- In my opinion she was what I thought. She was clever. clever to travel on her own because she had a lot of interest in going in bus. So she did that with out any one's help. and also she was so younger in her age but she had did a great thing that is individually going in bus with out knowing any person in the bus. She was so clever because going bravely, confidently, bravely with out any fearness and she also returned home peacefully and successfully.

S 24

The Ransom of Red Chief

We thought of a kidnapping project. We selected for our victim the only child of a well known citizen named Ebenezer Dorset. The father was respectable, a **mortgage fancier**. His child was a boy of ten, with **freckles**, and red hair.

About two miles from **Summit** was a little mountain, covered with dense **cedar**. On the height of this mountain was a cave. There we stored **provisions**.

One evening after sundown, we drove in a buggy near old Dorset's house. The kid was in the street, throwing rocks at a kitten on the opposite fence.

The boy put up a fight like a bear; but, at last, we got him. We took him up to the cave.

After dark I drove the buggy to the little village and walked back to the mountain.

When I got back there was a fire burning behind the big rock at the entrance of the cave, and the boy with two **buzzard** tail feathers stuck in his red hair. He points a stick at me when I come up, and says:

'Ha! cursed paleface, do you dare to enter the camp of Red Chief, the terror of the plains?'

'He's all right now,' says Bill, rolling up his trousers and examining some bruises on his legs. 'We're playing Indian. I'm Old Hank, the Trapper, Red Chief's **captive**, and I'm to be **scalped** at daybreak.'

Yes, sir, that boy seemed to be having the time of his life. The fun of camping out in a cave had made him forget that he was a captive himself. He immediately named me Snake-eye, the Spy. He announced that I was to be burned **at the stake** in the morning, next day.

At night, he made a speech during:

'I like this fine. I never camped out before. I hate to go to school. Rats ate up sixteen of Jimmy Talbot's aunt's hen's eggs. I want some more gravy. Do the trees moving make the wind blow? We had five puppies. What makes your nose so red, Hank? Are the stars hot? I don't like girls. Why are oranges round? Have you got beds to sleep on in this cave? Amos Murray has got six toes. A parrot can talk, but a monkey or a fish can't. How many does it take to make twelve?'

'Red Chief,' says I to the kid, 'would you like to go home?'

'Aw, what for?' says he. 'I don't have any fun at home. I hate to go to school. I like to

camp out.'

We went to bed about eleven o'clock. We spread down some wide blankets and quilts and put Red Chief between us. We weren't afraid he'd run away.

Just at daybreak, I was awakened by awful screams from Bill.

I jumped up to see what the matter was. Red Chief was sitting on Bill's chest, with one hand in Bill's hair. In the other he had the sharp case-knife and he was trying to take Bill's scalp.

I got the knife away from the kid and made him lie down again. But from that moment, Bill's never closed an eye again in sleep as long as that boy was with us. I remembered that Red Chief had said I was to be burned at the stake in the morning. I wasn't nervous or afraid; but I sat up and lit my pipe and leaned against a rock.

Later Bill and I decided to write a letter to his father asking for ransom of fifteen hundred dollars for the kid's safe return.

To our surprise the father replied-

Two Desperate Men.

Gentlemen: I received your letter today by post..I think you are a little high in your demands, and I hereby make you a counter-**proposition**, which I believe you will accept. You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands...

EBENEZER DORSET.

'Tell you the truth, Bill,' says I, 'this kid has somewhat got on my nerves too. We'll take him home, pay the ransom and make our get-away.'

We took him home that night. We got him to go by telling him that his father had bought a silver-mounted rifle and we were going to hunt bears the next day.

It was just twelve o'clock when we knocked at Ebenezer's front door.

The kid found out we were going to leave him at home he started up a **howl** and fastened himself tight to Bill's leg. His father took him away gradually.

'How long can you hold him?' asks Bill.

'I'm not as strong as I used to be,' says old Dorset, 'but I think I can promise you

ten minutes.'

'Enough,' says Bill. 'In ten minutes I shall be **legging** it for the Canadian border.'

And, as dark as it was, and as fat as Bill was, he was a good mile and a half out of summit before I could catch up with him.

----- By O. Henry

Glossary

Mortgage:

Fancier: a person who takes special interest

Freckles: brown spots on a pale skin caused due to sunlight

Summit: the highest point of a mountain

Cedar: a tall green tree found in high mountains

Provisions: supplies of food and drink for future use

Buzzard: a large American bird that eats flesh of dead animals

Captive: kept as a prisoner

Scalped: the skin and hair removed from the scalp as a mark of victory

At the stake: a wooden piece on which somebody is tied to be burnt

Proposition: an idea or action which is suggested

Howl: to make a long cry in pain

Legging: running away

Answer the following questions.

1. Describe some of the things that the Red Chief does to annoy Bill. Write in three sentences?

The boy was asking stupid questions to the Bill.

The boy have tried to take out the scalp of Bill.

The boy use to call, Bill as Old Hank.

2. How did Red chief respond to the offer of going home?

The Red chief would not like to go home and also to go to school. ^{he hate} He was ~~board~~^{board} in his house and would not hang any fun at home.

3. How did Sam wake up the next morning? What was Red Chief doing?

Sam wake up the next morning. by awful scratans from Bill. The Red chief have sat on the Bill chest and in one hand a shapened ^{knife} and another hand in Bill hair.

4. Why did Ebenezer Dorset ask Sam and Bill to pay him the ransom money and also bring his son to the house?

The Ebenezer Dorset know that his son was set a naughty boy and also irritates the others. The father know the boy would ask the stupid questions. The boy like to camp out. ^{so} these ~~at~~ the father asked to pay him money and also his son.

5. In your opinion, what is the funniest part of the story and why? Write your answer in about 100-120 words.

In my opinion. the funniest part of the story is The boy (Red chief) was sitting on Bill's chest, with one hand in Bill's hair, and Red chief another hand he had the sharp case-knife and The boy want to was trying to take Bill's scalp. and Sam was listen the sound and Sam see the boy was cutting the Bill's hair and Sam go and take knife away from him and made him lie

down again. But from the moment Bills never close an eyes and in sleep as long as the boy with him.. and and This incident is very funniest part and the boy was so small and the boy was ~~not~~ very naughty. things and he doing very naughty things. after sleeping also. The boy was involved in the characters. and This moment was funniest part is ~~the~~

6. Do you think that the child is a victim of kidnapping in this story or the ~~st~~ to me. kidnappers become the victims? Write down your response in about 100 words.

According to me ^{the} kidnappers. in the story Lelomus the victim out not the child as a victim of kidnapping. Because the child have harassed the kidnapping and child tortured the kidnappers. But in the real which I know is the kidnapper would torture the kidnapped one. but here it is reversed the boy tortured the kidnapper. in the story. and The child have tortured by asking the stupid questions. and the cutting the hair. like. why parrot ~~was~~ ^{can} talk and but monkey and fish can't? and he boy ask. why orange was round? He was asking stupid question.. and The boy was cutting the hair was Bill's and he ~~incubate~~ the kidnappers in the story.

Appendix I- Lesson 8 *Bholi* (Sample of learner, S29)

Name:

S 29

Bholi

Her name was Sulekha, but since her childhood everyone had been calling her Bholi, the **simpleton**.

She was the fourth daughter of Numberdar Ramlal. When she was ten months old, she had fallen off the cot on her head and perhaps it damaged some part of her brain.

When Sulekha was two years old, she had an attack of small-pox. Only the eyes were saved, the entire body was permanently disfigured by deep black **pockmarks**. Little Sulekha could not speak till she was five, and when at last she learnt to speak, she **stammered**. The other children often made fun of her. As a result, she talked very little.

When Bholi turned seven, a primary school for girls was opened in their village. The Tehsildar Sahib came to perform its opening ceremony. He said to Ramlal, "As a revenue official you must set an example to the villagers. You must send your daughters to your school."

That night when Ramlal consulted his wife, she cried, "Are you crazy? If girls go to school, who will marry them?"

But Ramlal had not the courage to disobey the Tehsildar. At last his wife gave him an idea to send Bholi to the school as she is useless.

The next day Bholi was sent to school. She was **frightened** and did not know what a school was like. When Ramlal and Bholi reached the school, the children were already in their classrooms. There were several rooms, and in each room girls like her were sitting on the mats. They were reading from books or writing on slates. The headmistress asked Bholi to sit down in a corner in one of the classrooms.

Then the lady teacher arrived. She was saying something to the girls but Bholi could not understand nothing. She looked at the pictures on the wall. The colours **fascinated** her. The horse was brown just like the horse on which the Tehsildar had come to visit their village. The goat was black like the goat of their neighbour; the parrot was green like the parrots she had seen in the mango orchard. And the cow was like their cow at home. Suddenly Bholi noticed that the teacher was standing by her side, smiling at her.

"What's your name, little one?"

"Bh-Bho-Bho-." She could stammer no further than that.

Then she began to cry and tears flowed from her eyes. The school bell rang and girls left the classroom. But Bholi dared not leave her corner.

"Bholi."

The teacher's voice was so soft and **soothing**! In all her life she had never been called like that. It touched her heart.

"Tell me your name."

"Bho-Bho-Bho-," she began to stammer.

"Well done, well done, the teacher encouraged her. "Come on, now- the fullname?"

"Bho-Bho-Bho-Bholi." At last she was able to say it and felt relieved as if it was a great achievement.

"Well done." The teacher **patted** her affectionately and said, "Put the fear out of your heart and you will be able to speak like everyone else."

Bholi looked up as if to ask, 'Really?'

"Yes, yes, it will be very easy. You just come to school everyday. Will you come?"

Bholi nodded.

"No, say it aloud."

"Ye-Ye-Yes."

Bholi's heart was **throbbing** with a new hope and a new life.

Thus the years passed.

One night, after dinner, Ramlal said to his wife, "Then, shall I accept Bishambar's proposal?"

"Yes, certainly," his wife said.

The marriage was fixed without asking Bholi's opinion. When the **auspicious** moment came the priest said, "Bring the bride."

Bholi, **clad** in a red silken bridal saree, was led to the bride's place near the sacred fire.

The bridegroom lifted the garlands of yellow marigolds. A woman slipped back the silken **veil** from the bride's face. Bishambar took a quick glance.

"Have you seen her?" said Bishambar to his friend.

"So what? You are not young either."

Bishambar demanded five thousand rupees from Bholi's father in order to marry her.

"Five thousand, or we go back. Keep your daughter."

Tears streaming down Ramlal's face. He went in, opened the safe and counted out the notes. He placed the bundle at the bridegroom's feet.

Bishambar had won the gamble. He said, "Give me the garland".

Bishambar raised the garland to place it round the bride's neck; but before he could do so, Bholi's hand raised and the garland was **flung** into the fire. She got up and threw away the veil.

"Pitaji!" said Bholi in a clear loud voice.

"Pitaji! Take back your money. I am not going to marry this man."

Ramlal was **thunderstruck**.

"For the sake of your izzat, I was willing to marry this **lame** old man. But I will not have such a mean, greedy and coward as my husband. I won't, I won't, I won't."

Ramlal turned to Bholi and said, "But what about you, no one will ever marry you now. What shall we do with you?"

And Sulekha said in a voice that was calm and steady, "Don't you worry Pitaji! In your old age I will serve you and Mother and I will teach in the same school where I learnt so much.

--- By *KA Abbas*

Glossary

Simpleton: a person who is not very intelligent

Pockmarks: marks on the skin

Stammer: to speak by repeating sounds or words before speaking clearly

Frighten: to feel suddenly afraid

Fascinate: to get interested in something very much

Soothing: calming

Patted: to touch someone gently with hand

Throb: to beat or a sound with a strong rhythm

Auspicious: showing signs that something is likely to be successful in future

Clad: wearing a cloth

Veil: to hide face or head with cloth

Flung: to throw away something with force

Thunderstruck: extremely surprised and shocked

Lame: unable to walk properly

Answer the following questions.

(Tick one correct option from 1 to 3)

1. "....and so you must set an example to the villagers." What example is Tehsildar talking about?

- a) Ramlal being a revenue official in the village ()
- b) Ramlal must send his daughters to the school in the village (✓)
- c) Ramlal being a representative of the government in the village ()

2. For what unusual reason Bholi was sent to school?

- a) She had never gone to the school ()
- b) She was considered unfit because she would talk less. ()
- c) She was of no use because she would stammer and had pockmarks on entire body (✓)

3. Why did Bholi cry when teacher asked her name?

- a) It was her first day at the school and she was frightened (✓)
- b) She could not tell her name to the teacher in the class ()
- c) She was not enough confident to go to school ()

4. "Are you crazy? If girls go to school, who will marry them?" Why did Ramlal's wife say these lines to him?

Ans:- In those days, girls were not allowed to study. The people of those days thought that girls would be spoiled if they studied and no one would marry them. So, Ramlal's wife said those lines.

5. What would have happened to Bholi if Ramlal had disobeyed the Tehsildar? Write your answer in about 100 words.

Ans:- If Ramlal had disobeyed the Tehsildar, Bholi would not go to school. She would not learn how to speak without stammering. She would not meet the teacher who encouraged Bholi to speak clearly. She would be

the "old Bholi" who talked very little and used to frighten a lot. Education made Bholi lead a successful life. It also made her brave and courageous. If at all she did not study, she would marry that same old man (Bishambhar) who demanded money from her father in order to marry her. She would be useless if she did not study. So, if Lamal disobeyed the Tehsildar and did not send Bholi to the school, these all ^{points} would be the consequences.

6. Do you think girls and boys should have equal rights, duties and privileges in our society? Write your answer in 100-120 words.

Ans:- Yes, Obviously. Girls and boys must have equal rights, duties and privileges in our society. I don't understand what ^{difference} the society find between a boy and a girl. It is the way that generation has been changed and has been advanced. But, even now, some of the people say that girls must stick to the kitchen and boys must go to the office. Is this the advancement in generation? A girl is the one who produce generations. But the same girl doesn't have the right to study. Is this the boon the society is giving to the girl? They also have the equal rights as they are also living on the same land on which the boys are living. I think an educated girl can do many miracles in our society. We must give equal preference to boys and girls. Nowadays, we can see that girls are being even more advanced than boys. We must encourage them in all the fields and they must have equal rights, duties and privileges like boys.

Appendix J- Lesson 9 *The drover's wife* (Sample of learner, S 30)

Name: **S 30**

THE DROVER'S WIFE

The two-roomed house is built of round timber and slabs. A big dark kitchen standing at one end is larger than the house itself, veranda included. Bush all round--bush with no **horizon**, for the country is flat. No ranges in the distance.

Nineteen miles to the nearest sign of civilization--a **shanty** is on the main road. The **drover**, an ex-squatter, is away with sheep. His wife and children are left here alone. Four **ragged**, dried-up-looking children are playing about the house.

Suddenly one of them yells: "Snake! Mother, here's a snake!"

The skinny, sun-browned woman came quickly from the kitchen and reaches for a stick.

"Where is it?" asked the mother.

"Here! gone into the wood-heap!"

"Stop there, mother! I'll have him. Stand back!"

"Tommy, come here, or you'll be bit. Come here at once when I tell you!"

The youngster carrying a stick bigger than himself yells, "There it goes--under the house!"

At the same time the big, black, yellow-eyed dog breaks his chain and rushes after that snake. His nose reaches the crack in the slabs just as the end of snake's tail disappears.

They cannot afford to lose the snake. The drover's wife makes the children stand together near the dog-house while she watches for the snake.

She gets two small dishes of milk and sets them down near the wall; but an hour goes by and it does not show itself.

It is near sunset, and a thunderstorm is coming. The children must be brought inside. She will not take them into the house, for she knows the snake is there. At any moment it can come up through a crack in the rough slab floor. She carries several **armfuls** of firewood into the kitchen, and then takes the children there.

The kitchen has no floor--or, rather, an earthen one--called a "ground floor" in this part of the bush. There is a large, roughly-made table in the centre of the place. She brings the children in, and makes them get on this table. They are two boys and two girls--mere babies. She gives them some **supper**. Before it gets dark, she goes into the house. She snatches up some pillows and bedclothes--expecting to see or lay her hand on the snake any minute. She makes a bed on the kitchen table for the children, and sits down beside it to watch all night. She has brought the dog into the room.

Tommy asks, "Will you wake me if the snake comes out?"

"Yes. Go to sleep."

The children are all asleep and she sits there still, sewing and reading by turns. From time to time she glances round the floor. Whenever she hears a noise, she reaches for the stick. The dog lies on the floor, with his eyes turned towards the partition. She knows by this that the snake is there. There are large cracks in that wall opening under the floor of the house. She is not a **coward**, but recent events have shaken her nerves. A little son of her brother-in-law was lately bitten by a snake, and died.

Suddenly the dog becomes active and draws himself a few inches nearer the partition. She knows what this means, and lays her hand on the stick. The snake--a black one--comes slowly out, about a foot, and moves its head up and down. The dog lies still, and the woman sits as one fascinated. The snake comes out a foot farther. She lifts her stick. The dog has the snake now, and pulls it out. **Thud**, thud comes the woman's heavy stick on the ground. The dog pulls again- Thud, thud. The dog gives another pull and he has the snake out--a black one, five foot long. The head rises to move quickly, but the dog has the enemy close to the neck. He is a big, heavy dog but an active one.

The eldest boy wakes up, seizes his stick, and tries to get out of bed. But his mother forces him back with a grip of iron. Thud, thud--the snake's back is broken in several places. Thud, thud--its head is crushed. She lifts the lifeless snake on the point of her stick, carries it to the fire, and throws it. The boy and dog watch it burning. The younger children are quite, and go to sleep. The boy stands for a moment, watching the fire.

--- By Henry Lawson

Glossary

Horizon: the furthest point that one can see

Shanty: a small house where very poor people live

Drover: a person who moves group of sheep or cows from one place to another

Squatter: a person who lives in a building or on land, without permission and without paying rent

Ragged: wearing old and torn clothes

Armfuls: A quantity that one can carry in one or both arms

Supper: last meal of the day, usually before dinner

Reluctantly: with hesitation

Coward: a person who is not brave

Thud: a sound comes when a heavy object hits something

Answer the following questions.

1. Why did one of the children yell?

Ans:- One of the children yell because they saw the snake and they were afraid on seeing the snake.

2. Why did the youngster, Tommy carry a bigger stick than himself?

Ans:- The youngster, Tommy a carry a bigger stick than himself because youngster's have curiosity about things and he also wants to kill the snake.

3. Why was the family scared to lose sight of the snake in the house?

Ans: the family could not afford to lose the snake because if the family lose the snake it may harm the children and bite them and it will come again when they sleep and bite the dog.

4. Why did the mother bring the dog into the room?

Ans: The mother bring the dog into the room because to have a companion with her to kill the snake. She knows that the dog can kill a snake, and it is a intelligent animals and it helps human. She think that dogs knows how to kill the Snake.

5. In the story the character of mother is important. Do you agree with the author when he says, "she is not a coward"? Write your opinion in about 100 words.

Ans: Yes, I agree with author that "she is not a coward". Because, in passage given that she is not a coward, but recent events have shaken her nerves. I know that she is a brave by the way that she gets two small dishes of milk and puts them down near the wall to come the snake and drink if the snake comes and drink then it is easy for her to kill the snake, she will not take children into the house for she knows the snake is there in the house, and she is brave and goes somewhere and carries several firewood, and she snatches up some pillows and bed clothes. When she went into a house where there is snake, only brave people can expect that snake will come night and bite them and she expected in this way too, whenever she hears a noise she reaches for the stick. As a brave woman, she beats the snake with stick and carry's it to fire to throw it, only brave people can do this incident. by this way I can ^{write} ~~say~~ that she is not a coward.

6. How do you think the mother would have faced the situation if there was no dog in the house? Write your answer in 120-150 words.

Ans. If there was no dog in the house ^{I think} she would have faced a different ~~six~~ and bad situation. I think if there was no dog with her then she feels that alone and she is afraid to kill the snake, then she will be tensed and she would be loosed her confidence to kill the snake. actually at that moment it is a bad situation to her that in the house ^{the husband} there is no there, and she had to save her children and herself also. and dogs are also useful in many ways like in the story they help to kill the snakes. dogs are faithful and animous. not only they help us in many ways but they also save us from enemies. like in the story the dog had help the ~~Qorev's~~ wife and also the dog saved her life and also her children's life. If there is no dog in the house I think she would not ^{able to} kill the ~~se~~ snake. and the snake would have entered the house and toried all the cuttoms, etc and even it may have bite the children too and ~~hous~~ ~~Qorev's~~ wife too. and it would be a difficult situation for ~~Qorev's~~ wife to fight with such a difficult situation. So, I think the dog ~~is~~ is necessary to the mother when she would have faced the situation.

Appendix K- Lesson 10 The Jamun Tree (Sample of learner, S 32)

Name:

S 32

The Jamun Tree

In the backyard of the house where Ricky, Jonak, Monpi and Tinky lived, stood a lovely Jamun tree. The Jamun tree was a source of joy to the children. They loved to climb it and play hide and seek among the foliage. During the summer, hot and tired after playing in the backyard, the children took rest under its shade.

During summer too, the fruits of the Jamun tree ripened. At first these appeared in tiny, unripe green clusters which gradually swelled into juicy, purple-coloured fruits. The branches of the tree drooped with the weight of their luscious burden. The greatest joy for the children was to eat the ripe Jamuns while sitting on a long, sturdy branch of the tree.

The syrupy sweetness of the Jamuns invited other visitors too. A pair of squirrels, who lived in a nearby bamboo grove, came regularly to nibble at the fruits. Honeybees, who seemed to be forever busy, filled the air with their urgent buzzing. Ants arrived in great numbers, marching in straight lines to carry off the fruit which had fallen onto the ground. The children would spend hours watching the ants. But the visitors that the children loved most were the birds—chirping sparrows and squawking parrots being the commonest.

The month was January. The Bihu festival was fast approaching. There would be much feasting and merriment during the festival. Each household would build a mejhi - a pile of firewood stacked neatly together in their backyard. On the first morning of the festival the mejhi would be set alight invoking the blessings of Agni, the god of fire.

"Let's build a champion mejhi this year." Ricky suggested a few days before the festival.

Jonak, Monpi and Tinky warmed to the idea. Monpi, the most practical one, saw the difficulties ahead. "But where will we get so much wood from? Father might buy some firewood but that'll be just enough for a tiny mejhi."

"True," agreed Tinky. "Mother uses a gas stove in the kitchen. There's no firewood in the house."

Ricky's gaze fell on the Jamun tree and his eyes lit up. "We can chop down some of the biggest branches of the Jamun tree!" he exclaimed. "It'll provide us with so much firewood, that we can easily build a giant mejhi."

Jonak clapped Ricky on the back. "Good idea!" he said approvingly.

Monpi and Tinky were equally enthusiastic. How could they cut down those enormous branches? If their parents knew they would surely be angry.

But the chance came one day just before the festival. Their grandmother had fallen ill in Calcutta and she wanted their parents with her. Before they left, their mother gave them very clear last minute instructions.

The following day, happily for the children, was a Saturday. Borrowing an extra axe from their neighbours, they divided up the duties. Ricky and Jonak, being older, took on the heavy job of cutting the branches. Monpi and Tinky were to stock the wood in neat piles on the ground.

Ricky climbed to one of the top branches. It wasn't easy getting there but he managed it. Picking up the axe, he began a systematic chop-chop close to his body.

Suddenly he could hear a shrill, high-pitched scream. It was the hawk-kite that used to nest in the tree. He could only see one—did that mean the other had gone off to hunt for food for fledglings? Were there little ones in the nest? Curious, he climbed a little further. And sure enough—there were two nearly full grown chicks.

"Hey, Jonak!" cried Ricky climbing down. "There is a nest with two young hawk-kites here!"

"And look, Ricky—there! There's an enormous beehive!"

Sitting astride two branches they wondered what was to be done now.

"Obviously, we can't cut that side of the tree down. What will happen to the chicks?"

"Nor this side. And think of all the effort that's gone into the making of that beehive!"

"And there must be many others nests that are used regularly by the birds."

"And look—this hole is obviously a squirrel's home! I can see peanuts inside!"

They climbed down slowly.

Down below Monpi and Tinky were gathering whatever sticks and twigs they could find. They were surprised to see the brothers down so soon.

"What happened?" they asked.

Somewhat embarrassed, Ricky explained, "You see, this tree is a home for so many creatures that we couldn't bring ourselves to cut it down."

"Oh, that's not fair!" cried the youngsters together. "What'll happen to our mejhi?"

"Well, let's think," said Jonak. "We can't cut the tree, that's obvious. How would we feel if someone burnt our house down?"

"Hmmm ..." said Monpi, looking thoughtful.

The four of them sat in the shade of the tree, leaning against the gnarled trunk. Finally Ricky spoke. "I think we have to forget our plans for a big mejhi this year. Maybe next year ...?"

When their parents returned, Monpi and Tinky told them about how the Jamun tree had nearly become a mejhi. Father smiled. "I'm glad you didn't cut it down. Think what would have happened. You and your friends climb the tree, eat its fruit, play in its shade.... It takes years and years for a tree to grow, mature, bear flowers and fruits. To cut one down takes just a few hours."

Glossary

Foliage

Clusters

Luscious

Sturdy

Nibble

Squawking

Fledglings

Twigs

Gnarled

Answer the following questions.

1. Why was the Jamun tree a source of joy to the children?

The jamun tree is a source of joy to the children because the play hide and seek, they climb the branches, after playing in the backyard, they rest under the tree. They also eat the ripen fruits in summer, they also eat the syrupy sweets of fruits. Trees keep the environment cool, so they used to rest under the shade after playing in hot sun. In these way tree is a - source of

joy for children.

2. Who were the visitors to the Jamun tree? What activities did they do on the Jamun tree? Write your answer in the table given below.

Visitors to the Jamun tree	Description of activities
1) A pair of Squirrels	they come regularly to the Jamun tree to take small bits of fruits to eat.
2) Ants	carry away the fruits fallen on the ground
3) Chirping sparrows	They come to taste the syrupy fruits which was full of sweetness.
4) Honey bee	They come for syrupy sweetness of Jamun
5) Parrot	They too come for syrupy sweetness of Jamun fruits.

3. The children in the story decided to cut the Jamun tree at first and then they did not want to cut the tree. Why did they decide not to cut the Jamun tree? Write your answer.

They decided not to cut the Jamun tree because they saw that they are many living in the tree. They felt that if they chop the tree they would lose their homes and suffer a lot. They by working hard built nests, beehives, made holes etc. So, to remove them is not correct. So, because of these reasons they did not cut the Jamun tree as they thought before to cut.

5. According to you what is the message given by the author to readers in this story? Write your response in about 100 words.

According to me the message given by the author to readers in the story is to not to cut the trees. By reading we can understand that for growing it takes many years and years but it takes very few hours to cut the tree. So when we were about to cut a tree, we should know that how difficult to become such a very big tree. Trees gives us a lot, they give whatever we need. They even cure us by giving ayurvedic medicines, rubber, gum not one thing everything is given by tree for us. When we are cutting at least we have to plant 2 trees. We should take care about them & they

will take care of us definitely. They provide shelter to many & even to us. If we are in necessity we can plant & then cut. We should not waste any resource as everything mostly getting from trees. So, finally the message is not to cut the tree.

Q6. Imagine yourself as one of the children in this story. You had cut the Jamun Tree. How did you feel about it? Write your response in about 100 words.

If I were a one of the children in the story and if I had cut the Jamun tree. Naturally after cutting the tree, I would enjoy very much firing the majhi at the Bihu festival. I must also get scoldings from my parents. Not all this, But after some days I would feel that something is missing. Nothing but Jamun tree. Playing hide and seek is not possible, resting under trees, hearing to the sounds of birds, playing each other with the foliage of the Jamun tree.

After more affectionate becoming for anything it would be very hard to forget it easily. I would feel very sad and unhappy for each and every minute for what I have done.

while cutting I would enjoy a lot, enjoying Bihu, but after I would suffer more as I enjoyed while cutting. All the visitors and birds made this house would become sad and lose their children and hard work for building this for these many days. I hope I would generally rectify my mistake by planting again a small sapling and I would personally take care of it for what I have done. Really, I would feel shame for the work for what I have done.

I think I would cry also, for something losing such a wonderful tree. Even no one could rescue me for such a mistake what I have done. So it is so unhappy for me for cutting.

Appendix L – Lesson 11, *Lamb to the slaughter* (Sample of learner, S 16)

Name: **S 16**

Lamb to the Slaughter by Roald Dahl

Mary Maloney was waiting for her husband to come home from work. When the clock said ten minutes to five, she began to listen. A few moments later, she heard the car tires on the stones outside, the car door closing and footsteps passing the window. She stood up and went forward to kiss him as he entered.

"Hello, darling," she said.

"Hello," he answered.

She took his coat and hung it up. Then she made the drinks, a strong one for him and a weak one for herself; and soon she was back again in her chair with the sewing, and he was in the other chair, holding the tall glass.

"Tired, darling?"

"Yes," he sighed.

"I'm very exhausted. He got up and went slowly to get himself another drink.

"I'll get it!" she cried, jumping up.

"Sit down," he said.

When he came back, she noticed that the new drink was a very strong one. She watched him as he began to drink.

"Darling," she said, "If you're too tired to eat out tonight, as we had planned, I can **fix you something up**. There's plenty of meat and stuff in the freezer." Her eyes waited to an answer, a smile, a **nod**, but he made no sign.

"Anyway," she went on. "I'll get you some bread and cheese."

"I don't want it," he said.

She moved uneasily in her chair. "But you have to have **supper**. I can easily fix you something up. I'd like to do it. We can have lamb. Anything you want. Everything's in the freezer."

"Forget it," he said.

"Sit down," he said. "Just for a minute, sit down." It wasn't until then that she began to get **frightened**.

"Go on," he said. "Sit down." She lowered herself into the chair.

"Listen," he said. "I've got something to tell you."

"This is going to be a big shock to you, I'm afraid," he said. He told her.

"So there it is," he added. "And I know it's a tough time to be telling you this, but there simply wasn't any other way. Of course, I'll give you money and see that you're taken care of."

She acted as though she had not heard him, she would find out that none of it had ever happened.

"I'll fix some supper," she whispered. When she walked across the room, she couldn't feel her feet touching the floor. She couldn't feel anything except a slight sickness. She did everything without thinking. She went downstairs to the freezer and took hold of the first object she found. She lifted it out, and looked at it. It was wrapped in paper, so she took off the paper and looked at again --- a leg of lamb.

All right, then, they would have lamb for supper. She carried it upstairs, held the thin end with both her hands. She went into the living room.

"I've already told you," he said. "Don't make supper for me. I'm going out."

At that point, Mary Maloney simply walked up behind him. She **swung** the big frozen leg of lamb high in the air and hit the back of his head. He remained standing there for at least four or five seconds. Then he **crashed** onto the carpet.

She was a wife of detective, so she thought of the punishment, **imprisonment** and all the possibilities when people would get to know about her husband.

She decided to go out and purchase some **groceries** and act normal as if nothing happened at home. She purchased the potatoes and a slice of cake for cooking the supper. She thanked the shopkeeper with a bright smile and returned home in usual manner with calmness.

She put the package on the table and went into the living room; and when she saw him lying there on the floor. She ran over to him, knelt down beside him, and began to cry hard.

A few minutes later, she got up and went to the phone. She knew the number of the police station, and when the man at the other end answered, she cried to him. "Quick! Come quickly! Patrick's dead."

"Who's speaking?"

"Mrs. Maloney. Mrs. Patrick Maloney."

"Do you mean that Patrick's dead?"

"I think so," she cried.

"We'll be there immediately," the man said.

The car came very quickly and two policemen walked in.

"Is he dead?" she cried.

"I'm afraid he is. What happened?"

She told them how she'd put the meat into the oven -- "it's there now"--and how she had gone to the grocer's shop for vegetables and how she came back to find him lying on the floor.

The men in the house interrogated her. They searched for the fingerprints, weapon which had killed her husband. But there was nothing which they could find to **expose** the killer.

The wife requested the men to eat up the lamb in the oven. "Please," she begged. "Personally, I couldn't eat a thing, but it'd be a favour to me if you ate it up. Then you can go on with your work."

The detectives hesitated, but they were hungry, and in the end, they went into the kitchen, helped themselves to supper. The men were discussing about the weapon and how it could be under their nose somewhere.

Listening to them, Mary Maloney began to laugh in the other room.

--- By Roald Dahl

Glossary

Lamb to the slaughter: someone does something or goes somewhere like a **lamb to the slaughter**, they do it without knowing that something bad is going to happen and therefore act calmly, without fighting against the situation.

Slaughter: to kill an animal for meat

Exhausted: very tired

Fix something up: to arrange something

Nod: to move your head up or down to show agreement or understanding

Supper: last meal of the day, before dinner

Frightened: to feel suddenly afraid

Swung (past form of swing): to move backwards or forwards or from side to side while hanging from a fixed point

Crashed: a sudden loud noise when somebody or something falls down or break

Imprisonment: the act of putting somebody in a prison

Groceries: items or goods that we use at home

Expose: show something hidden

Answer the following questions:

1. What did Mary Maloney do when her husband arrive home? Write the answer in two sentences.

1. She washed him saying, "Hello Darling?"
2. She asked for the supper and told him the options.

2. What did Mary tell her husband for the supper?

She asked him what he wanted or wished to eat for the supper. She told there were lamb, bread and other eatable in the kitchen.

3. Why did Mary go outside to buy the groceries? Was this a part of her plan?

Yes; this is a part of her plan because he did not want to show any emotion of fear to anyone and also caught for her crime or murder she does. So she pretended to normal to others.

4. ".....it would be a favour to me if you eat it up". Why did Mary Maloney say it to the policemen?

Mary Maloney said it to the policemen because she was very clever to the murder. She thought if they ate this lamb then her fingerprints cannot be found by anyone and she is saved.

5. Given below in the table are some of the extracts from the story about Mary Maloney. Read them and then, write down the attributes that describe her.

Lines from the story	Qualities
1. She stood up and went forward to kiss him.	loveable
2. If you're too tired to eat out tonight, as we had planned, I can fix you something.	caring, planning
3. She swung the big frozen leg of lamb high in the air and brought it down as hard as she could on the back of his head.	cruel, unkind, criminal mind
4. She decided to go out and purchase some groceries and act normal as if nothing happened at home.	clever, daring
5. Listening to them, Mary Maloney laughed in the other room.	clever, mysterious

6. Write a title that is apt for the story according to you (not of the author's). How does the title given by you justify the story?
Write your answer in 100 words.

Ans: 66 the Mysterious Murderer 99 Title

I have given this title because there was no one in the town to find out that who murdered the husband. The shopkeeper did not find it. The policemen also did not find who murdered the Patrick. Everybody was shocked and busy in finding the murderer but they failed to solve this puzzle of the killer. In fact very cleverly, the murderer lady served the lamb to them to eat which was the weapon for the murdering. So, she also hid her fingerprints or any other clue by serving it to the police officers. This way the weapon was gone.

She was so clever and smart in doing the weapon lost for everyone just in front of their eyes only. She hid the murder, murder weapon so well. Nobody knew about it what she did and they remained ignorant and foolish in front of her. In this story she made the mystery of murder so perfect, like murderer is not known, the murder weapon is not known. For policemen, shopkeeper, neighbours - there is a mystery.

All of them are searching and discussing the mystery of murder but nobody knows that she is the real mystery murderer. Nobody is clever, clavier like her to think and find out.

6. Write a title that is apt for the story according to you (not of the author's). How does the title given by you justify the story?
Write your answer in 100 words.

Ans: 66 the Mysterious Murderer 99 Title

I have given this title because there was no one in the town to find out that who murdered the husband. The shopkeeper did not find it. The policemen also did not find who murdered the Patrick. Everybody was shocked and busy in finding the murderer but they failed to solve this puzzle of the killer. In fact very cleverly, the murderer lady served the lamb to them to eat which was the weapon for the murdering. So, she also hid her fingerprints or any other clue by serving it to the police officers. This way the weapon was gone.

She was so clever and smart in doing the weapon lost for everyone just in front of their eyes only. She hid the murder, murder weapon so well. Nobody knew about it what she did and they remained ignorant and foolish in front of her. In this story she made the mystery of murder so perfect, like murderer is not known, the murder weapon is not known. For policemen, shopkeeper, neighbours - there is a mystery.

All of them are searching and discussing the mystery of murder but nobody knows that she is the real mystery murderer. Nobody is clever, clavier like her to think and find out.

Appendix M- Lesson 12 How I taught my grandmother (Sample of learner, S 19)

Name:

S 19

How I Taught My Grandmother

When I was a girl of about twelve, I used to stay in a village in north Karnataka with my grandparents. At that time, Triveni was a very popular writer in the Kannada language. She was a wonderful writer. One of her novels, called Kashi Yatre, was appearing as a serial in the Kannada weekly Karmaveera then. It is the story of an old lady and her ardent desire to go to Kashi or Varanasi. Most Hindus believe that going to Kashi and worshipping Lord Vishweshwara is the ultimate punya.'

My grandmother, Krishtakka, never went to school so she could not read. Every Wednesday, the magazine would come and I would read the next episode of this story to her. During that time, she would forget all her work and listen with the greatest concentration.

Once I went for a wedding with my cousins to the neighbouring village for a week.

When I came back to my village, I saw my grandmother in tears. I was surprised, for I had never seen her cry even in the most difficult situations. What had happened? I was worried.

'Avva, is everything all right? Are you ok?'

She nodded but did not reply. In the night, after dinner, we were sleeping in the open terrace of the house. It was a summer night and there was a full moon. Avva came and sat next to me. I asked her, 'What is the matter?'

'When I was a young girl I lost my mother. There was nobody to look after and guide me. In those days people never considered education essential for girls, so I never went to school. I got married very young and had children. I became very busy. Later I had grandchildren and always felt so much happiness in cooking and feeding all of you. At times I used to regret not going to school, so I made sure that my children and grandchildren studied well'

I looked at her face. Her eyes were filled with tears.

'Avva, don't cry. What is the matter? Can I help you in any way?'

'Yes, I need your help. You know when you were away, Karmaveera came as usual. I opened the magazine. I saw the picture that accompanies the story of Kashi Yatre and I could not understand anything that was written. I waited eagerly for you to return. I felt so very dependent and helpless. We are well-off, but what use is money when I cannot be independent?'

'I have decided I want to learn the Kannada alphabet from tomorrow onwards. I will work very hard. I will keep Saraswati Pooja day during Dassara as the deadline. That day I should be able to read a novel on my own. I want to be independent''.

'Avva, all your hair is grey, your hands are wrinkled, you wear spectacles...', I said. But she just smiled. 'For a good cause if you are determined, you can overcome any obstacle. I will work harder than anybody but I will do it. For learning there is no age bar.' The next day onwards, I started my tuition.

Avva was a wonderful student. The amount of homework she did was amazing. She would read, repeat, write and recite. I was her only teacher and she was my first student.

The Dassara festival came as usual. Secretly I bought Kashi Yatre which had been published as a novel by that time. My grandmother called me to the pooja place and made me sit down on a stool. She gave me a gift of a frock material. Then she bent down and touched my feet. I taken aback. Elders never touch the feet of youngsters. We have always touched the feet of God, elders and teachers. We consider that as a mark of respect. She said, "I am touching the feet of a teacher, not my granddaughter; a teacher who taught me so well, with so much of affection that I can read any novel confidently in such a short period. Now I am independent. It is my duty to respect a teacher. Is it not written in our scriptures that a teacher should be respected, irrespective of the gender and age?" I did return namaskara to her by touching her feet and gave my gift to my first student. She opened it and read immediately the title Kashi Yatre by Triveni and the publisher's name. I knew then that my student had passed with flying colours.

--- By Sudha Murthy

Glossary

Ardent: showing strong feelings

Avva: Mother in Kanadda language

Nodded: move head to agree or understand something

Eagerly: very interested in something that you want to do

Taken aback: to be shocked or surprised by something

With flying colours: passing with success

Answer the following questions:

(Tick one correct option in 1, 2 and 3)

1. The granddaughter found her grandmother in tears on her return because _____

- i) the grandmother was unable to read the story on her own. (✓)
- ii) the grandmother felt lonely. ()
- iii) the grandmother wanted to accompany her granddaughter. ()
- iv) she wanted to go to Kashi. ()

2. The grandmother was unable to study in her young age because

- i) she lost her mother at a young age. ()
- ii) education was not thought to be necessary for girls. (✓)
- iii) she wanted to get married soon as there was no one to take care of her. ()
- iv) she enjoyed cooking more than studying. ()

3. "I felt so very dependent and helpless. We are well-off, but what use is money when I cannot be independent?"

The grandmother said these lines because

- i) she had no one to look after her in the old age. ()
- ii) she had money but did not know how to use it. ()
- iii) she could not read and felt dependent. (✓)
- iv) she felt lonely without her granddaughter. ()

4. "Avva, all your hair is grey, your hands are wrinkled, you wear spectacles....". Why did the granddaughter say these lines to her grandmother in the story?

The granddaughter say these lines because she joked with grandmother. The grandmother was old so she crossed that age to study and learn.

5. The grandmother and the granddaughter in this story are from two different generations, yet they share some similar qualities. You have to find any three similar qualities in both (given below) and then find the lines from the story to support your answer.

Qualities: hardworking, curious, dutiful, determined, loveable, humorous, respectful

Qualities of grandmother	Lines from the story
1. <i>determined</i>	① I have decided to learn the Kannada... ② I will work harder than anyone... ③ She would read, repeat, write...
2. <i>hardworking</i>	① You can overcome any obstacle.. ② She would read, repeat, write... ③ She opened it and read immediately...
3. <i>respectful</i>	① Then she bent down and touched my feet...
Qualities of granddaughter	Lines from the story
1. <i>loveable</i>	① 'Avva, is everything all right? Are you OK?.. ② She was my first student...
2. <i>humorous</i>	① Avva, all your hair is grey, your hands are wrinkled....
3. <i>respectful</i>	① I did return namaskara to her by touching her gift....

6. What does the story tell us? Pick one option and write your response in 120-150 words.

- a) Learning has no age bar. ()
- b) Love, care and respect in relationships. ()
- c) Hard work and determination are important to overcome obstacles. ✓

This story clearly showed that the grandmother worked so hard to learn education - specially Kannada language. She was fully determined to learn and because she wanted to become independent. She had guts, determination to also learn like a school student. She wrote, read, recite and learned Kannada. Her granddaughter also doubted her will-power to learn at old age but she proved her wrong with her hardwork. She did not feel shame to behave like a student. Such attitude of grandmother helped her to learn without guilty or shamefull. She reached her goal with her strong mind, total dedication, hardwork, determination. In end, she became successful in her aim and literate. She read her novel independently. She also thanked her granddaughter like a teacher - by touching feet. She was very inspirational for every generation to study hard and become independent with determination and hardwork.

Appendix N- Lesson 13 Perseus and Medusa (Sample of learner, S 1)

Name: _____

S 1

Perseus and Medusa

Thousands of years ago, an old fisherman lived on an island in Greece called Seriphos. One day, he was catching a fish, he found an open **chest** floating on the waves. In it sat a beautiful lady, with a baby in her lap. The lady named Danae was crying out for help, "Someone help me! Save me from drowning!" The fisherman saved both of them. He took **pity** on them and told them that Danae would be a daughter to him and his wife.

Many years passed by and Danae's son grew to be a tall and strong young man. His mother called him Perseus. He became a sailor and went on many **voyages**. He was the most skilful of all sports like running, wrestling and **fencing**.

Polydectes who was the king of the island fell in love with Danae. He wanted to marry her. Polydectes was not a well-liked king, and Perseus did not like the attentions he paid to his mother, Danae. Polydectes knew that Perseus would be an **obstacle** to his marriage to Danae and so he thought of something.

The next day Polydectes gave a great **feast** at his palace and ordered everyone on the island to bring a great gift. Perseus arrived at the feast but, being very poor, he had no gift to give to the King. Polydectes was angry at this and so Perseus said, 'I will bring you any other gift that you desire.' Polydectes seized his chance, 'Bring me the head of Medusa the **gorgon**,' he declared.

Medusa was one of the gorgons; she had once been a beautiful maiden, but she had offended the gods and so had been turned into a **hideous monster**. She had snakes for hair, **scaly** skin and was very ugly. Anyone she looked at or who looked at her was instantly turned to stone.

Perseus stood on a cliff by the sea, wondering how to find Medusa, one of the three gorgons. Shortly after this, goddess Athene along with god Hermes appeared. They told him to go the country where cold north winds blow. There he would find the three grey sisters who knew the way to the **Nymphs**. These Nymphs could tell Perseus the way to Medusa.

"Go and attack Medusa, but beware of looking at her face. See her reflection on my polished **shield**, and strike her." Saying this, Athene gave Perseus her shining shield. Hermes gave Perseus his magic sandals and his sword. "These sandals will help you to fly and guide you on the way, and the sword will kill Medusa in one stroke," he said. After flying for many days, Perseus reached the place of the three grey sisters.

The three grey sisters had one eye and one tooth that were **shared** between them and the sisters took turns in using them. He asked them for help, but the sisters refused. Perseus **snatched** their eye and threatened, "I will throw the eye into the sea." The grey sisters finally told him the way to the Nymphs.

Perseus met the nymphs who were singing around a tree. Perseus asked them the way to reach Medusa. The Nymphs gave him the cap of **invisibility** to help him escape unseen by Medusa's gorgon sisters and a bag to carry Medusa's head.

Perseus travelled for many days in search of Medusa. After many days, he found the three gorgons. They could not see him as he was wearing the cap of invisibility. He saw Medusa was awake. Instead of the hair, she had live snakes growing on her head. Perseus looked at her reflection on the shield and with a sweep of his sword, cut off her head. He kept the head in the magical bag and flew away to his island.

The king thought Perseus was not successful and made fun of him. Perseus took out the head of Medusa from the bag and showed it to the king. The king and the lords in his court were instantly turned to stone.

Glossary

Chest: a large wooden box used for storing things

Voyage: a long journey by sea

Fencing: the sport of fighting with long thin swords

Feast: a large meal for people to celebrate something

Gorgon: (in ancient Greek stories) one of three sisters with snakes on their heads instead of hair, who can change anyone that looks at them into stone

Hideous: very ugly or unpleasant

Scaly: covered with hard and dry skin that comes off

Nymph: (in ancient Greek and Roman stories) a spirit of nature in the form of a young woman, that lives in rivers, woods, etc.

Shield: a large piece of leather or metal carried by soldiers in the past to protect themselves

Invisible: that cannot be seen

Answer the following questions.

1. Why did not Perseus like King Polydectes? He had very bad intentions. Because the king polydectes was not a well liked king. He was very selfish and were not care of his public. He loved this Perseus mother. He was not a wise king, and foolish king and mad. He had cruelty and he done many cruel on public.
2. Who was Medusa? What had happened to her? Write your answer in three sentences. She was one of the gorgons, she had once been a beautiful maiden, but she had offended the gods and so had been turned into a hideous monster. She had snakes for hair, scaly skin and was very ugly. anyone she looked at or who looked at her instantly turned to stone.

3. How did goddess Athene and god Hermes help Perseus? they told him to go to the country where cold north winds blow. There he ~~for~~ would find the three grey sisters who know the way to the Nymphs. They told about protection and power of Medusa. They increase the Perseus' courage. Athene gave ~~her~~ Perseus her shining shield. Hermes gave his magic sandals and his sword. These two things will help much to

4. Perseus said to King Polydectes, "I will bring you any other gift that you desire". Despite his dislike ^{kill the} for the king, why did Polydectes agree to get Medusa's head? ^{Medusa}

Because ~~a~~ He knew his bad intentions. The ~~the~~ king would be the ~~shatched~~ his mother because the king was fallen in love ~~of~~ with Danae. and this big incident he couldn't afford. the king ~~can~~ could give hard punishment if he ~~to~~ didn't agree. the Perseus knew his own power, wisdom, and skilful things. He believe very much in god and goddess that they will absolutely help him.

5. You have read the story. The story has various characters in it. According to you which are the two most important characters in the story and why? Write the name of characters and also your reasons.

Ans. i) Character's name: Perseus

Reasons:

Because he was very poor but he had all the skilful thing. He cut the head of Medusa which was very very difficult. no one can cut the head because Medusa was a gorgon. ~~a~~ He took a challenge as a hero and done with no harm and with successfully. he was a hero of this story. He took ^{many} opportunity and fight against them.

ii) Character's name:

The fisherman

Reasons:

if he couldn't save the Danae or his son then the story can't be go for. The fisherman took pity and save them. if he nothing done then the imagine of this story would not go ago. the story can't become. the main characters never seen or suppose.

6. The story has mentioned various gifts such as polished shield, magical flying sandals, cap of invisibility, Medusa's head. Imagine that you have the choice to pick any one gift for yourself from the story. What would you like to do by using the gift? Write your response in about 100-120 words.

I would like to take the cap of invisibility. I like very of invisible. This cap I used ~~to~~ everywhere. and I most use for corrupted people. I will catch the Unhonest terrorists, Bad politician, Chitter etc. I knew that the cap of invisibility help a lot in my plan. I'll become the Mr. India. Then I hope that our Country will also become the great, lovely, and developed country. In our country day by day many disaster or happiness. I will stop them. I will give Judge to all people of country. then all will be become equal as our Constitution Rule. I will camera for record that as corrupted take money or demand for money from poor people for govt. works. and then I will or my friend will complete in Police station. if any inspector demand for bribe then we will complete in high. if there is not take this complete then we'll go to Supreme Court and reduce, punished them who are spoils not a society, not a district but they spoils whole country. That's why our poor people become day by day poor. No one take care of them. they are depend on god. I will kill the terrorists and some harmful terror organization which are in our country. and govt. workers who take money every month ^{but} don't do anything. I'll punish them. All the Indian citizen should get their rights such as free to speak, equality, freedom, justice, liberty, soverigen, Sociality, Secular Democracy etc.

Tai Bhorat, Tai Bheem.

Appendix O- Reflective journal 1-RJ1 (Sample of learner, S 34)

Name: _____

S 34

RJW 1

1. Which lessons from the following were you able to understand easily and better? Why?
Please tick the options and write your response.

- a. The Mango Sum (✓), b. The Enchanted Pool (✓), c. True Height ()
d. Painting the Fence (), e. Tataki Wins Again (✓)

Firstly, I was able to understand 'The Mango Sum' very easily and better because the little boy who faces the problems in real learning, those problems were also faced by other children too. The story runs in the atmosphere of children/students, that is why, I can understand very easily and better.

Secondly in the 'Enchanted Pool' I was able to understand easily because I know a little part of Mahabharata and I used to read such type of stories as when I was interested. My interest on such stories made me understand better.

And I was also able to understand 'Tataki Wins Again' easily and better because it's all about a girl who is around my age. I may not be in such livelihood but I saw my friends in such livelihood in my village. I.e. I had seen all that in my real life. That is why, I can understand better.

2. In which of the lessons (given in 1.) did you find the characters, events, situations known to you or similar to your surroundings? Write down the details.

In the lesson 'Taki wins again' I find the characters, events, situations known to me and also similar to my surroundings because the story is set in a village background. When I used to visit my village in my holidays I saw such situations happening. Though the girls in the village go for school, they are very dare & dash. They do such things and village people talking about the incident is very common and familiar thing to observe.

And also in the lesson of 'The Hango Gun' I find the characters, events, situations similar to my surroundings because I saw my brother, and sister, children in my surroundings facing such problems similar to the little boy in the story.

In the lesson 'Painting the fence' also I find the characters, events, situations known to me because in the story Tom face the situation that working alone makes him distressed. In my real life I used to face those situations many times. I believe working together makes the work easy and feel better. So that is why I find the characters, events, situations in these lessons similar to my surroundings.

3. In which of the texts did you find it easier to think about the answers? Why?

Title of the lessons	Very easy	Easy		Difficult	Very difficult
The Mango Sum	Reasons:	Reasons: It is easy because it contains less characters & related to a little one like me.		Reasons:	Reasons:
The Enchnated Pool					
True Height				It is because it surrounds on only one event and story described as somewhat up & down i.e. it is not in a correct way.	
Painting the Fence	It is because the story is similar to the event which I used to face many times.				
Tataki Wins Again	Because the story is related to many of my friends who lives in a village.				

4. Which of these activities helped you to think of more ideas and write better answers to the questions of the lessons? Please write your reasons.

a) Individual activity ()

Reasons:

a) Pair activity (✓)

Reasons:

Because in a pair activity, each one has different ideas. So, if a pair when discussed their ideas, they get more ideas and write better answers. Like one may understand the story in one way and other may understand in another way. So, in that way, we can choose a better way to think of more ideas & write better answers.

5. Did you notice any difference in the lessons given to you? Please write your response below.

Yes, the lessons given were inter-related. Every lesson has its own purpose. Each lesson contains different story and all stories based on different/ various aspects. Like in the lesson 'The Mango Sun' it contains/ tells about a boy who face the problems in learning. And in 'The Enchanted Pool' it tells about the brothers and attention towards the precaution. In the 'Tune Height' it tells about a blind one who success in his life. In the 'Painting the fence' - it tells about to work together and, child's mentality when he alone works. And in the 'Tatuki wins again' it tells about a girl who has a lot of courage. In this way, the lessons given to us are very different.

Appendix P- Reflective journal 2- RJ 2 (Sample of S 1)

Name: _____

S 1

RJW 2

1. Which lesson from the following were you able to understand easily and better? Why? Please tick the option and write your response.

a. Madam Rides the Bus (✓)

b. The Ransom of Red Chief ()

② the Madam Rides the Bus lesson were easily to understand and better understand. Because this type of incident always happened in a bus. and what type of girl's and how they confident in themselves in a small town. Some girls are very fascinate in some thing here Valli very fascinated about the bus journey. in most of people ^{they} got idea for any journey and here Valli Discreet the two ^{first} people of conversations asked few question's. these above all are constant things in a town or village some behavior is different from other which we always seeing here Valli behavior with the conductor is so hard and angry. we always or sometime travel in a bus that's why we know the situations of bus, when driver push the break and when bus having what's around happening when ^{only} Some customers ~~to~~ travel in a bus ~~or we all~~ these all thing to make a easy for me. we all had travel in a bus and ~~we~~ also have experience about journey. this is familiar or known. all which happened in the story I have experience about it. these always happen in my surrounding happen.

2. In which of the lessons (given in 1.) did you find the characters, events, situations known to you or similar to your surroundings? Write down the details.

The madam rides the Bus in this lesson
I find characters, events, situation similar to my
similar. characters $\Rightarrow$ I always found that in
more buses the conductor are very humorous, $\rightarrow$
and make a joke or fun and they always
help for get in a bus for a child or old person
or luggage. in my village bus's passes always
and sometime I travel in those bus and I
found these incident which happened in a story.

Valli type of girl sometime found. they
are very eager to sit near the windows. they
run fast and first they got a seat near the windows.

events $\Rightarrow$ I always found's when a conductor
~~make~~ crack a joke in a bus then all the passengers
laugh and enjoyed. when I got a chance to sit
a near windows I always see goat, cow, ox,
camel, sheep, source, house or home. Some children
see the bus and say by the passengers of bus.
when bus goes on a part of canal it was very
very happiness a beautiful scene. when driver pushed
a break and we go forward. these all common
incident happened again and again in my surroundings.
Some times on a station many people are there
and a big crowd.

3. In which of the lessons did you find it easy or difficult to think about the answers? Why? Write down the reasons in the space provided.

Title of the lessons	Very easy	Easy	Difficult	Very difficult
Madam Rides the Bus	Reasons:	Reasons: Because all incident I have already experience from Bus Journey because I have many Traveler and Bus and I found those thing Common in a Bus Journey - always happened	Reasons:	Reasons:
The Ransom of Red Chief	Reasons:	Reasons:	Reasons: because this story I heard only first and read. no one accept think about this story that the two people give money to his father. the two people got very much problem and disturbance these all	Reasons:

unbelievable
nice gift for
fat.

4. Which of these activities helped you to think of more ideas and write better answers to the questions of the given lessons? Please write your reasons.

a) Individual activity ()

Reasons:

a) Pair activity (✓)

Reasons:

because if we discussed in a group all students share their own different different idea and some students share better and good idea and in end of share we got many idea and write a many very good answers. Some of students share some time wrong but other can to it correct and understand the questions and know about his mis mistake. all the people have different thinking skills and view.

5. Did you notice any difference in the lessons given to you? Please write your response below.

yes. I find notice many difference in the both lessons. all the characters, events, situations were different. in first story (madan rides the bus) Valli Behavior, Bus Journey, happiness, enjoy in Bus window seat. She was very independent. She was very brave but foolish. In other story all the events different. how a small boy fight the people and got them many problem one by one. they were kidnappers but they can't afford the boy. the boy was very naughty. he never afraid the two people. they got a lot of fun from kidnapping. I think two people were very foolish.

Appendix Q- Reflective journal 3 (R34) (Sample of S 22)

Name: S 22 RJW 3

1. Which lessons from the following were you able to understand easily and better? Why? Please tick the option and write your response.

a. Bholi (☒) b. The Drover's Wife (☐)

Ans:- I love the lesson Bholi because the vocabulary is used is as common language where you all used and that is the reason to me to understand easily and better. Importantly I am very connected to this lesson because it's a heart touching story. It reminds ~~to~~ us how to talk in front of others, decisions which we take and how to be brave and intelligent after our studies. Mainly it's a girl story so my heart get very excited and felt some what sad after reading this story. But it is a inspirational story too for us. It has some suspense in the way that if she really married (or) not like that it gets more interest to read and that is why it understand easy to me.

2. In which of the lessons (given in 1.) did you find the characters, events, situations known to you or similar to your surroundings? Write down the details.

Ans: I find the characters, events, situations are very similar in Bholi's lessons. It is a very common story which now all happening in our society. So it is known and also in this the Dowry System, Child Marriage this all are social issues which we mostly seen in the villages, towns etc. It is interlinked in our Social lessons also that is the reason mostly I found it very familiar whereas I read about this in some lessons in Telugu also. Most of our surroundings in the villages the girl gets discriminated and doesn't get proper study and proper husband in her future. It gets deflected to her bright future. The Characters who played like Mother & father is also familiar to me which I saw near my grand parents home. These situations are also coming in newspapers daily. We must aware about that!

3. In which of the texts did you find it easy or difficult to think about the answers? Why? Write down the reasons in the space provided.

Title of the lessons	Very easy	Easy	Difficult	Very difficult
Bholi	Reasons: It is a common story which happens in our society. That is why I found it is very easy to think about the answer. Language is also very easy to understand.	Reasons:	Reasons:	Reasons:
The Drover's Wife	Reasons:	Reasons: Actually it is easy story but I felt that is some what pose to think answers. Because it is all about only women and dog. There fighting on snake. but it is easy to write the answers.	Reasons:	Reasons:

4. Which of these activities helped you to think of more ideas and write better answers to the questions of the given lessons? Please write your reasons.

a) Individual activity (✓)

Reasons:

Because In My Opinion Vocabulary is easy to understand. Two lessons are not too hard. For this lessons Pair activity is not necessary because the stories are good and common as happened in our surroundings.

b) Pair activity ()

Reasons:

5. Did you notice any difference in the lessons given to you? Please write your response below.

Ans:- Both the lessons are two different language means one is from foreign writer and one is from our Indian writer the language means the words which used are totally different. For example in Bholi the words used is some what Hindi like Izzat and that which is garland like that but in Grover's wife the word Grover is different and slab and that house background is totally different. Bholi is the one which is happening in the society the problems faced by girls she only help her from the old man. But in other's she also take help from Dog.

Appendix R- Reflective journal 4 - RJ4 (Sample of learner, S 32)

Name: _____

S 32

RJW 4

1. Which lessons from the following were you able to understand easily and better? Why? Please tick the option and write your response.

a. The Jamun Tree (✓)

b. Lamb to the Slaughter ()

The Jamun tree is understandable easily and better. Because The Jamun Tree nature related lesson, which I like the most. In this lesson I felt the vocabulary is so ordinary and common, able to understand easily. For example twigs, syrupy etc. I felt very much interesting while reading. It is so common story which is found everywhere. It is as the same language which I read daily, so it is easy to understand. The names of characters, description of story is also same. The landscape is exactly described which I see daily. Pongal celebrations also we have heard before.

As it is related to our surroundings we can easily imagine and write the answers easily and as we imagine it is so easy to understand. Lamb to the Slaughter is also interesting but felt some difficult to understand. So, because of these reasons I felt easy and able to understand easily. Also, it is from our culture, so I felt more easy than Lamb to the Slaughter.

2. In which of the lessons (given in 1.) did you find the characters, events, situations known to you or similar to your surroundings? Write down the details.

In The Jamun Tree I find the characters, events, situations known to me or my surroundings. Similarly as the story we have banyan tree in our backyard. It is so large, that sometimes the branches come into the house. I and my sister almost all the time spend in the banyan tree. We have two swings to the tree. Sometimes my mother also play with us. It our unluck we have no fruits to banyan tree. It gives lot of shade. Interestingly our tree has a whole in the tree me and my sister play in that hole, hide and seek also, we have pet dog in our home which stay in that only the whole time in the day. Also it has many nests on the branches. many parrots during summer come there and make sounds. Also in summer we sleep under the tree after lunch and also sometimes in night. I love my banyan tree very much. Pongal celebrations are also similarly celebrate the Bhogi collecting wood. We also cut some branches when they grow very large.

3. In which of the texts did you find it easy or difficult to think about the answers? Why? Write down the reasons in the space provided.

Title of the lessons	Very easy ✓	Easy	Difficult	Very difficult
The Jamun Tree	Reasons: It is very easy because it is so interesting and also related to my surroundings. So, I felt easy.	Reasons:	Reasons:	Reasons:
Lamb to the Slaughter	Reasons:	Reasons:	Reasons: ✓ I felt difficult because when I was reading it first time I am unable to understand and I read three times	Reasons: to understand. Because vocabulary is hard. ex: Slaughter

4. Which of these activities helped you to think of more ideas and write better answers to the questions of the given lessons? Please write your reasons.

a) Individual activity (✓)

Reasons:

I preferred individual activity for Jamon Tree because I felt it is so easy and the vocabulary and I am able to understand it well. So I preferred individual activity.

a) Pair activity ()

Reasons:

I preferred pair activity for Lamb to the Slaughter because the vocabulary is not easily understandable and it is interesting to me but I am unable to understand it as fast as the Jamon tree.

5. Did you notice any difference in the lessons given to you? Please write your response below.

There is a lot of difference in the lessons given to me. The Jamon tree is related totally to my life at childhood and now but Lamb to the Slaughter I had not experienced. Situations is different, characters are different. Landscape description is also different. Vocabulary used in Jamon tree is in easy and vocabulary used in Lamb to the Slaughter is hard. Events, situations are also totally different. It's about Nature and This is about killing and escaping.

Appendix S- Reflective journal 5- RJ 5 (Sample of learner, S 31)

Name: **S 31** RJW 5

1. Which lessons from the following were you able to understand easily and better? Why? Please tick the option and write your response.

a. How I taught my Grandmother (✓) b. Perseus and Medusa ()

I able to understand easily and better lesson is "How I taught my Grandmother". It is known and familiar to me and my experienced incident that was happened to me with my grandfather. I learned him how to sign without putting handprint on some forms. I remembered that incident when I am reading this story so I understand the incidents in the story and I able to answer easily to the given questions. And the story was described with simple and common sentences. It is easy to read and understand. Grandchildren is more affectionated to their Grandparents in those days respect were given for elders and Grand-parent stay with them like Joint families like us but now. Joint families are less oldage home are came. Now growing children didn't spend much time to their grandparents. But in 2nd lesson the characters are new and difficult to remember and understand.

2. In which of the lessons (given in 1.) did you find the characters, events, situations known to you or similar to your surroundings? Write down the details.

In the lesson "How I taught my Grandmother," the characters, events, situations are known to me and very similar to my experienced incident that is when I am studying in 5th Standard my teacher told us the affection between Grandparents and children and she told us to learn them something because most of our Grandparents are uneducated in those poor olden days. So when I ~~when~~ went to my home I asked to write anything to my grandfather but he said he don't know how to write. So then I said "I will teach you to how to ~~right~~ write your name today." I taught first time to my grandfather like acting like teacher. I enjoyed very much and my grandfather brought me Badsha from the sweet shop. Now when he want to sign any where he writes his name instead of putting ~~hand~~ ~~for~~ finger prints like earlier he feels very happy to write his name and proud. He also teaches us moral values and respecting elders. Sometime by seeing us he also talks in english funny and play with us.

3. In which of the texts did you find it easy or difficult to think about the answers? Why? Write down the reasons in the space provided.

Title of the lessons	Very easy	Easy	Difficult	Very difficult
How I Taught my Grandmother	Reasons: Common sentences were used. And similar to my surrounding. Interesting to read by remembering our Grand parents it is very easy to understand.	Reasons:	Reasons:	Reasons:
Perseus and Medusa	Reasons:	Reasons: The characteristics are new and names are difficult to remember or pronounce. But it is interesting, so, easy for me and it is unknown story and events are unfamiliar.	Reasons:	Reasons:

4. Which of these activities helped you to think of more ideas and write better answers to the questions of the given lessons? Please write your reasons.

a) Individual activity ()

Reasons: I did individual activity in the 1st lesson because I am able to understand easily and better because it is similar to my surroundings so I am able to answer the question by own with asking my friends. I got ideas and answers quickly to write.

a) Pair activity ()

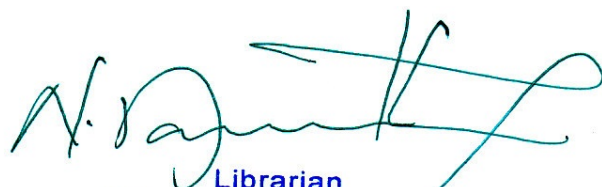
Reasons: I chose pair activity in the 2nd lesson because it is somewhat difficult to remember the character's names and unknown, different. I was never heard before and more incidents are there so I discussed with my friend and remembered all the incident and it is interesting. We shared our ideas to write answers.

5. Did you notice any difference in the lessons given to you? Please write your response below.

Yes I noticed many differences in the lessons they are the themes and plots are different and 1st lesson is related to rural background and the festivals all the relationships are similar to our surroundings. but in the 2nd lesson the character's names are different and they are not in our culture some character's are like evil we never see in real life that the creature having snakes in the place of hair.

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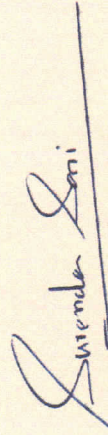
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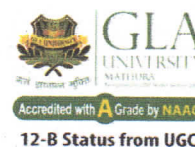
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Developing Higher Order Thinking Skills of School Learners by Using Reflective Journals

Parul Bakshi

Abstract

In the twenty-first century, many countries and international organizations have expressed their views on the incorporation of thinking skills to produce effective, efficient individuals for social-economic prosperity. Therefore, it becomes imperative to introduce thinking skills from an early period of education to inculcate thinking abilities in students and gain benefits for their personal and professional goals. In this light, this study examines the use of journals as a tool for reflection and higher-order thinking. The findings of the study revealed that reflective journal writing helped learners to activate their higher-order thinking skills, develop strategies and achieve autonomy.

Keywords: thinking skills, higher order thinking, reflective journal writing, autonomy, strategies

Introduction

The twenty-first century witnessed a shift in the demand for human skills to progress in various aspects of life. From simple memorization of information to complex and challenging thinking abilities, there is a transition of skills that recognize thinking skills as paramount for personal and economic prosperity. Many nations have recognized the potential and opportunities at the global level and therefore the emphasis is on competing with the worldwide labour market which is characterized by creativity, innovation, global thinking and problem-solving abilities etc. The new cultural, technological and pedagogical reality which is globally dominant has called for a more realistic, experiential and meaningful learning at all educational stages (Leu et al., 2005). In this

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No. 1-2

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Developing Paragraph Writing Skill of School Learners: An Action Research Based Study

PARUL BAKSHI

University of Hyderabad, Hyderabad

1. INTRODUCTION

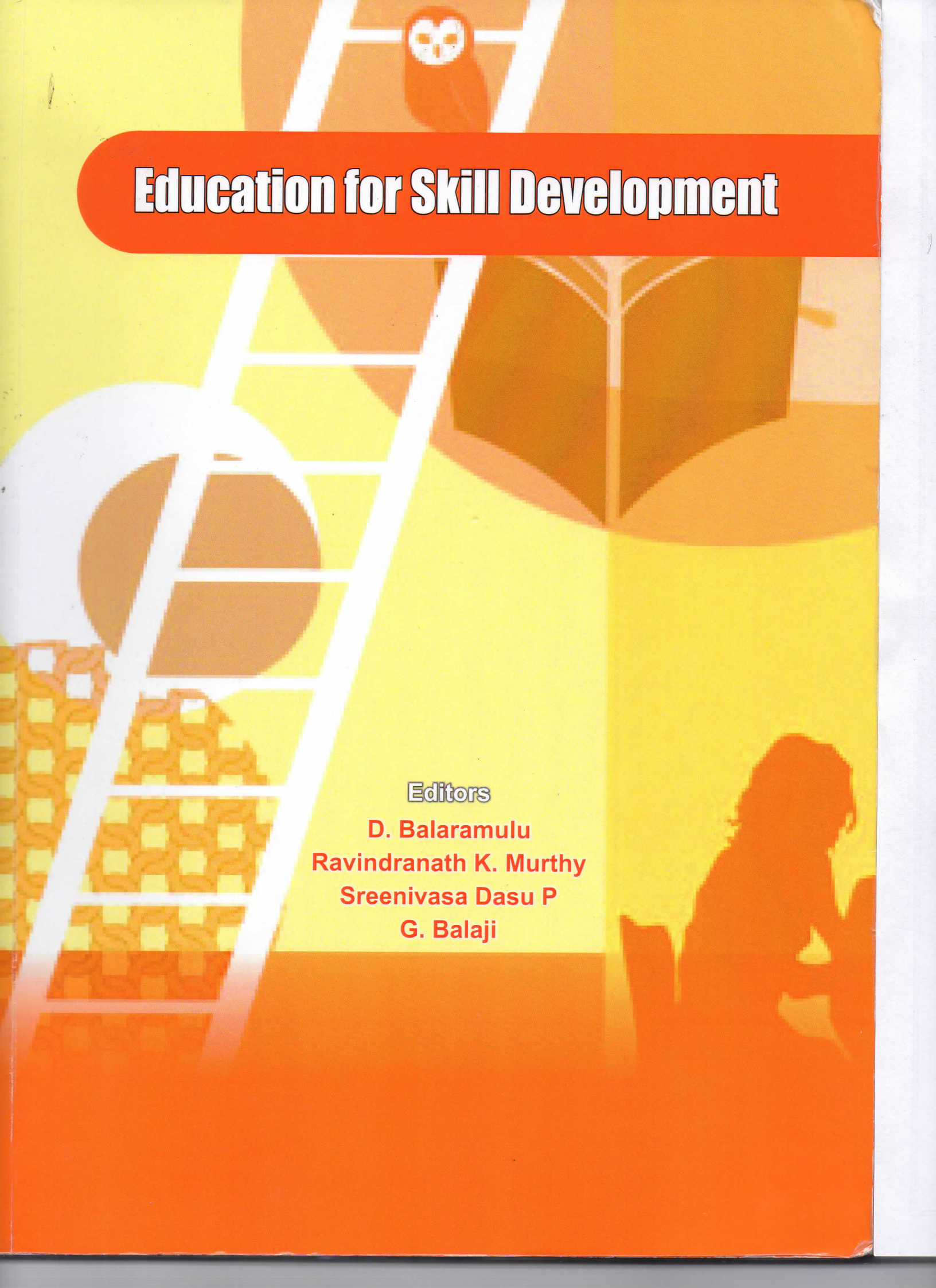
Writing is an essential part in day to day domain of life. It is essential not only in terms of academics, where students have to write their tests, exams, reports or projects but also provides scope for a larger level interaction where country's official communication is mostly dealt in written manner i.e. individual expression in the form of diary, letter, or any form of personal writing. In the digital era, emails, blogs, social networking websites also put a great demand to have effective writing skill. It is clear that writing skill is an innate expression of human communication. In order to ensure successful communication in writing, it is important to develop learners' paragraph writing skill, as it is an innate part of various types of writing skill.

This study aims to develop paragraph writing skill for secondary school learners through "action-research".

2. LITERATURE REVIEW

2.1. *The genesis of second language writing*

The genesis of studies in second language (L2) writing was earlier considered to be in the 1990s, but researchers like Leki (1992); Raimes (1991); Silva (1990) feel that 1960s was the beginning of the discipline. Matsuda (1999) feels that L2 writing instruction did not become an issue in the 1960s. In the early 1990s, the nature of second language writing studies began to change. It was the beginning of historical consciousness in the early 1990s that the nature of second language writing began to



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DEVELOPING THINKING SKILLS IN ENGLISH LANGUAGE LEARNING AT SCHOOL LEVEL

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Email id: parulbakshi30@gmail.com

Introduction

In the twenty first century various knowledge driven forces have entered the different aspects of life. Furthermore globalisation has become a medium of wider interaction in various sectors of our country with inter and intra national exchange of trade, ideas, education and so on. This creates a space and also a need for effective and skilled individuals to deal with novel ideas, challenges and opportunities available to them. This leads to the emergence and recognition of twenty first century skills among the population worldwide and thinking skill is considered to be one of the important skills to be acquired. Therefore, it has become important and also necessary that our educational institutes incorporate thinking skills in their curriculum in order to equip learners to enable their personal, professional growth and development. Keeping these needs in mind, this study attempts to study the development of thinking skills in secondary school learners in the context of English language learning. Before I move to other sections of this study it is needful to understand the nature of thinking skills or concept of thinking in the present study.

Thinking skills in this study

The present study focuses on developing thinking skills in English language learning of secondary school learners. Therefore it is appropriate to use Bloom's taxonomy (revised version 2001) from educational psychology and Vygotsky's sociocultural theory because the study is based in an educational setting for secondary school learners in specific sociocultural setting.

Bloom's taxonomy (2001) has been in practice of education field for many years and also highly approached from academic psychological perspective. Moreover Bloom's taxonomy (2001) has organised the categories of thinking skills under lower order and higher order thinking skills -Remembering, Understanding, Applying, Analysing, Evaluating and Creating. The taxonomy provides a clear categorisation of thinking skills which is easy to understand and apply in academic activity. In addition this study also targets learners in a specific social-cultural setting. As we know Vygotsky laid the foundation of sociocultural theory of cognitive development where thinking – a higher mental process is an outcome of social and cultural interaction. Keeping Vygotsky's view in mind, the study has to incorporate the sociocultural factors in the reading materials of learners which can help us to understand the impact of familiar and unfamiliar sociocultural materials on the thinking skills of learners.

Thus in this study thinking skills are viewed as a part of educational psychology in Bloom's taxonomy and also an outcome of sociocultural interaction in Vygotsky's sociocultural theory.

Theoretical Framework

The following theories constitute the theoretical framework of this study.

Piaget's Theory of development

Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. The theory identifies four major stages of cognitive development of humans. These are given below;

The first stage, *Sensorimotor* (0 to 18 months), this stage involves the use of motor activity without the use of symbols. Knowledge is limited in this stage, because it is based on physical interactions and experiences. Object permanence occurs at 7-9 months, demonstrating that memory is developing. Infants realize that an object exists after it can no longer be seen.

The *preoperational* stage, occurs during the period between toddlerhood (18-24 months) and early childhood (7 years). During this stage children begin to use language; memory and imagination also develop. Intelligence is egocentric and intuitive, not logical.

Pedagogy and Methodology for Teaching English Language Skills to Undergraduates in Colleges of India Under the CBCS System

**Edited by
PRADIP SHARAN**



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Developing Essay Writing Skill Through Awareness Raising

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ABSTRACT

Writing is an integral part of one's life and a necessity in various domains. Writing is an act of personal development which is used by oneself for self expression, by organizing his/her ideas, thoughts and creativity. In academics, learners are required to write their assignments, projects, reports, examinations etc. In social context, writing helps in interaction between writer and reader, fulfilling the bridge of communication. Formal communication in various sectors of the country is also dealt in writing. As a result writing skill has become a useful and inescapable tool in human communication. Therefore, it becomes imperative that writing skill should be taught and learned effectively in classrooms. It would help them to become efficient writers and utilise opportunities for higher studies and also career development.

In the light of developing writing skill, this study focuses on developing essay writing through Awareness-raising. Consciousness-raising or Awareness-raising (C-R) is mainly concerned with the learning of grammatical features, but it can also be applied to other language skills (various researches on the use of C-R in writing skill have been successfully done). By awareness raising, we mean the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language. This study was conducted by using awareness-raising in various tasks, focusing on different sub-skills of essay writing for students (age group, 16-18 years) as according to their needs. The findings of the study showed that awareness-raising helped and developed essay-writing skill of students.