INNOVATIVE PARADIGMS IN ENGLISH LANGUAGE INSTRUCTION: AN EXPERIMENTAL STUDY

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ARTICLE INFO	ABSTRACT
	This experimental study investigates the effectiveness of innovative approaches in English language instruction, with a particular focus on narrative methodologies. In the context of English language learning, especially among engineering students from non-English medium backgrounds, there exists a notable gap in communicative competence despite exposure to the language as a subject. Traditional methods have often prioritized structural competencies over practical application, resulting in students' lack of confidence in speaking and writing. This research adopts a narrative approach inspired by natural language acquisition processes observed in early childhood. Through the use of short stories and digital narratives, students are immersed in engaging linguistic experiences aimed at enhancing their communicative skills while fostering autonomy and responsibility in language learning. The study employs an experimental design to evaluate the impact of the narrative approach on the English language proficiency of first-year B.E./B.Tech. Engineering students. Drawing on insights from educational theorists advocating for the transformative potential of storytelling, the research explores how narrative methodologies enrich communication skills across listening, speaking, reading, and writing domains. By emphasizing the cultural and creative dimensions of language learning through storytelling, the study aims to deepen learners' understanding and appreciation of the English language. The findings of this research contribute to the ongoing discourse on innovative approaches in language teaching, offering practical insights into the efficacy of narrative strategies in enhancing English language proficiency among diverse student populations. This study provides empirical evidence supporting the adoption of narrative methodologies in English language instruction, thereby addressing the persistent challenges faced by students in developing communicative competence. **Keywords:** Innovative approaches, English language instruction, Experimental study, Narrative methodologies, Communicative competence, Language acquisition, Short stories, Digital narratives, Language proficiency, Student populations

1. INTRODUCTION

Effective communication encompasses the skills of listening and speaking, which are crucial for proficiency in any language. However, in the context of English language learning, particularly among engineering students hailing from non-English medium backgrounds in towns and villages, there exists a significant gap in communicative competence. Despite exposure to English as a subject, often taught in vernacular languages for better comprehension, these students face challenges in adapting to the demands of English proficiency, especially in competitive placement scenarios.

Traditionally, English language education in India has emphasized structural competencies over communicative skills, leading to a deficiency in practical application and hindering students' confidence in speaking and writing. Recognizing the need for innovative teaching methodologies to bridge this gap, this study explores into the effectiveness of narrative approaches in English language instruction.

Drawing on the concept of narrative pedagogy, which mimics the natural process of language acquisition observed in early childhood, this study explores the use of short stories and digital narratives as instructional tools. By immersing students in engaging narrative experiences, this approach aims to enhance their communicative skills while fostering autonomy and responsibility in the language learning process.

Through an experimental design, this study evaluates the impact of the narrative approach on the English language proficiency of first-year B.E./B.Tech. Engineering students. By comparing outcomes between control and experimental groups, this research seeks to provide empirical evidence supporting the efficacy of narrative methodologies in language instruction.

Incorporating insights from educational theorists such as Erric Miller and Dujmovic, who advocate for the transformative power of storytelling in language learning, this study underscores the potential of narrative approaches to enrich communication skills across listening, speaking, reading, and writing domains. Additionally, by emphasizing the cultural and creative dimensions of language learning through storytelling, this research aims to cultivate a deeper understanding and appreciation for the English language among learners.

Fundamentally, this study contributes to the ongoing discourse on innovative approaches in language teaching, offering practical insights into the efficacy of narrative strategies in enhancing English language proficiency among diverse student populations.

1.1 Research Questions
The research work considered the following questions:
1. Despite undergoing English language education for over twelve years, why do first-year engineering students hesitate to speak and write in English?
2. Which pedagogical approach would be most effective in addressing students' hesitancy to use English proficiently?
3. Can the incorporation of short stories influence students' attitudes towards learning English language?
4. Will exposure to short stories featuring simple past tense, digital short stories, and personal narration through a narrative approach aid students in speaking fluently?
5. To what extent will the narrative approach motivate and enhance the communication skills of students learning English?

1.2 Scope of the Study
This study focuses on the implementation and impact of the Narrative Method (NM) in language education. The Narrative Method integrates various elements such as short stories, digital short stories, and personal narration to facilitate language acquisition. Drawing inspiration from the natural language learning process observed in children, this approach emphasizes listening, imitating, and repeating as fundamental strategies for language development.

The utilization of short stories, digital narratives, and personal narration adds a creative and enjoyable dimension to language learning, enhancing motivation and engagement among learners. This research adopts an experimental design to assess the effectiveness of the narrative approach in English Language Teaching (ELT) classrooms.

By investigating the outcomes of implementing the narrative approach, this study aims to provide insights into its potential to improve language proficiency and foster a positive learning environment in ELT settings.

1.3 Objective of the Study
1. To enhance the narrative skill of first-year B.E./B.Tech. Engineering students through active participation in the narrative approach, thereby facilitating their proficiency in basic oral presentation.
2. To cultivate students' creative thinking abilities and promote better academic performance by engaging them in activities facilitated by the narrative approach.
3. To facilitate vocabulary acquisition and increase confidence in spoken English by encouraging students to share their personal experiences through narration.
4. To improve students' fluency in English and enhance their prospects of securing placement in reputed organizations by engaging them in the imitation and repetition of digital short stories narrated by native speakers.

1.4 Methods and Approaches in English Language Teaching
The demand for English language proficiency and the requirement to teach large groups of students have prompted significant changes in teaching methodologies. Historically, during the eighteenth and nineteenth centuries, English language instruction primarily relied on the grammar translation method and the direct

method. However, as the twentieth century progressed, a plethora of teaching methods emerged, garnering recognition and adoption by language experts.

Over time, the field of teaching English as a foreign language has witnessed the proliferation of various approaches and methods. These diverse methodologies reflect ongoing efforts to effectively impart English language skills to learners across different contexts and learning environments.

1.5 Design of the Experiment and Choice of the Method

The research methodology employed is empirical, combining qualitative and quantitative analyses in an experimental framework. It involves firsthand data collection through observation and experience, aiming to stimulate student interest in language learning and test hypotheses regarding variable interactions. The chosen research design is a 'two-group Pre-test, Post-test design.'

1.6 Two-Group Pre-test, Post-test Design

The research design comprises experimental and control groups. The control group undergoes traditional lecture-based instruction, while the experimental group receives a specialized narrative approach using short stories. The experimental group also receives counseling for linguistic and non-linguistic issues. Pre-tests are administered at the outset, followed by Post-tests after a 15-week treatment period, enabling assessment of the alternative approach's effectiveness.

1.7 Research Tools
- Short stories with simple past tense
- Digital short stories
- Personal narration

1.8 Distribution of the Work Done
- A diagnostic test was administered to randomly selected groups for formulation.
- Pre-tests on narration were conducted for both the experimental and control groups in the first week.
- Over four weeks, short stories with simple past tense were utilized to focus on a specific tense crucial for narration. Students listened to and paraphrased these stories.
- Digital short stories were introduced for a nine-week intervention period. Students engaged in listening, imitation, repetition, and personal connection with the stories.
- In the final week, Post-tests were administered to assess language competency in narration for both groups.

1.9 Samples of the Study

The study focuses on two randomly selected sections, each comprising 120 students from the 2022- 2023 batch of first-year B.E./B.Tech. students at Anna University, Regional Campus, Tiruchirappalli. It utilizes short stories, digital short stories, and personal narration as tools to experiment with the narrative approach in one group (experimental) while employing conventional lecturing alongside Interactive Learning Method (ILM) with tasks in the other group (control). The aim is to address the objectives of the second-semester syllabus of Anna University.

1.10 Uniqueness of the Study

This study seeks to enhance students' oral competencies through the narrative approach, aiming for proficiency in academic language functions such as laboratory report writing, project reports, interview skills, and overall academic excellence. By utilizing short stories with simple past tense, students gain clarity in tense usage during narration. Digital short stories expose students to native speakers, while personal narration fosters creativity and language acquisition akin to a child's natural learning process.

2. REVIEW OF LITERATURE

This section synthesizes existing research pertinent to innovative paradigms in English language instruction, incorporating insights from various authors. Understanding these areas informs the development and uniqueness of the current study.

Students' attitudes towards learning English are crucial for effective language pedagogy. Choy and Troudi (2006) emphasize the importance of students' attitudes, which significantly impact their learning outcomes. Majid et al. (2012) studied Libyan secondary school students' attitudes towards English learning and found adverse attitudes across cognitive, behavioral, and emotional aspects. Similarly, Gajalakshmi (2013) investigated attitudes among IX standard students, noting a significant impact of classroom activities on students' interest in English. Shameem (2015) surveyed undergraduate students in Malaysia, revealing positive attitudes towards English but negative feelings about classroom instruction.

Child language acquisition research sheds light on the natural language learning process. Kuczaj (1982) highlights observational learning in children, emphasizing the importance of word associations. Nelson (1983) describes the transition from preverbal to linguistic competence during preschool years, indicating a gradual

development of language components. Halliday (2004) proposes seven functions of language in early childhood, emphasizing its role in social interaction and meaning-making. Snyder (2007) discusses grammatical variation in child language acquisition, suggesting that children acquire grammatical structures through abstract learning processes. Benny (2014) emphasizes fluency over accuracy in language learning, advocating for natural language input to promote fluency.

Short stories in the English language classroom have been shown to enhance language skills and motivation. Wright (1995) offers a range of activities for various age groups to enhance language skills using short stories. These activities focus on grammar, language functions, vocabulary, and pronunciation, providing teachers with practical methods to engage students effectively. Erkaya (2005) emphasizes the motivational benefits of short stories in language teaching, facilitating listening, speaking, reading, and writing skills development. Martinez (2007) describes innovative strategies for integrating stories into language teaching, fostering meaningful connections between learners' experiences and English language learning.

Yang (2009) examines the impact of short stories on junior secondary school students' interest and confidence in English, highlighting the importance of engaging and relevant content. Pardede (2011) investigates teacher trainee students' perceptions of using short stories in language classrooms, emphasizing the value of creativity and literature in language learning. Namdev (2011) explores the use of animated tales to improve oral communication skills among secondary school students, demonstrating significant improvement in language competencies.

Pathan (2012) explores Libyan EFL students' attitudes towards short stories for reading comprehension, noting enhanced linguistic, personal, and emotional development. Anitha (2012) focuses on enhancing writing skills through short story-based assignments, emphasizing creativity and imagination in language learning. Brenner (2014) discusses the benefits of digital storytelling in improving English language skills, offering engaging and creative opportunities for language learners.

Stevens (2014) examines the cultural insights gained from analyzing short stories in English language teaching, emphasizing the importance of diverse perspectives in literature. Ceylan (2016) investigates students' attitudes towards short stories in improving reading skills, highlighting the broadening of perspectives and critical thinking. Zahra and Farrah (2016) explore the attitudes of English major students towards short stories, finding positive perceptions and engagement with the material.

Rodriguez (2017) describes the impact of short stories on linguistic proficiency and oral competence among university students, demonstrating significant gains in vocabulary and speaking skills. Morgan et al. (2018) discuss the benefits of short story creative writing assignments in stimulating critical thinking and creativity among students. Nassim (2018) presents a case study on the effectiveness of digital storytelling in improving language skills and collaboration among English language learners. Balaman (2018) investigates the effectiveness of digital storytelling integrated with narrative writing instruction, showing significant improvement in writing proficiency compared to traditional methods. Moradi and Chen (2019) highlight the potential of digital storytelling in education, emphasizing its role in enhancing all four language skills and recommending further research in this area.

The review of literature incorporates insights from various authors to provide comprehensive insights into the use of short stories and digital storytelling in English language teaching. These studies collectively demonstrate the effectiveness of innovative paradigms, such as narrative-based methods, in enhancing English language instruction. This review informs the current study's focus on narrative methodologies and their potential to address the communicative competence gap among engineering students from non-English medium backgrounds.

3. RESEARCH ANALYSIS AND DISCUSSION

The study employed an experimental approach subjected to qualitative and quantitative analyses (mixed method) to assess the effects of short stories, used as a reinforcement tool, through a narrative approach at the tertiary level. Data collection encompassed questionnaire-I on personal and academic details from both control and experimental groups, a semi-structured interview on English language proficiency questionnaire-IV exclusively from the experimental group, and feedback on narration questionnaire-VIII and short stories questionnaire-IX from the experimental group. These data were tabulated and qualitatively analyzed descriptively. Additionally, data from Pre-test and Post-test were inferentially analyzed using 't' tests and ANOVA via SPSS 20.0 to ascertain significant differences among variables concerning narrative approach in language enrichment. Furthermore, a comparative analysis was conducted on the marks obtained by students from both experimental and control groups in Continuous Assessment Tests I and II and the Model Examination in Professional English during and after the treatment period.

3.1 Results and Interpretation
Primarily, Study I and Study II aimed to explore the attitudes of first-year B.E./B.Tech. students towards learning the English language and how storytelling and personal stories stimulate interest in language acquisition.

3.1.1 Study – I

The initial study on 40 students from Anna University, Regional Campus, Tiruchirappalli, titled 'Students' Attitude towards English Language Learning and their Academic Achievement among First Year Engineering Graduates: A Case Study,' conducted in the first week of August 2022, revealed a positive attitude towards English language learning among students. However, it was observed that students lacked interest in the classroom, perceiving English as inferior to Science and Engineering subjects. This study aimed to investigate the attitude of first-year B.E./ B.Tech. students towards learning the English language.

3.1.1.1 Findings
The study disclosed positive attitudes towards English language learning among participants. For instance, a significant majority expressed pride and excitement in studying English, perceived its positive impact on other subjects, and expressed a willingness to continue studying English in the future. Moreover, participants considered English learning beneficial for job opportunities, acquiring new knowledge, and enhancing confidence in self-expression.

3.2.2 Study – II
It was observed that students exhibited interest in short stories and personal narration during their language class. Subsequently, a case-study titled 'Storytelling: Creating a Positive Attitude towards Narration among Engineering Graduates' was conducted in the third week of August 2022. This study highlighted the significant impact of storytelling on language learning, exposing students to speak about their personal stories and triggering their interest in language acquisition. It emphasized that language learning is possible when participants are given the opportunity to speak.

4.2.2.1 Findings
The findings of this study indicated a positive attitude towards English language learning among both first-year students with average competency and final-year students with above-average competency. Both groups demonstrated mastery in language expression and exhibited improvement in narrating incidents. This method may be beneficial for students with special needs in ESL and EFL classrooms, enhancing their confidence and social and psychological skills. The study suggested storytelling as a powerful tool for inculcating positive attitudes towards narration and creating engaging learning environments.

3.3 Descriptive Analysis of Samples
The students' background information was collected, and percentage analysis was conducted to describe the characteristics of the samples comprehensively. This analysis involved computing measures of selected variables of the study, revealing a clear interpretation of the input data.

3.3.1 Personal Background
Table 4.1 delineates the distribution of students according to various classifications of their personal backgrounds. The table provides insights into the demographic characteristics of the sample population, facilitating a better understanding of the study findings.

HYPOTHESIS- I
Null Hypothesis: There is no association among the students' personal backgrounds between the control group and the experimental group.

Table 4.1 Composition of Students for Various Classifications of Personal Backgrounds.

Factor of Personal Background	Classification of Personal Background	Control Group			Experimental Group			Total	
		N	%R	%C	N	%R	%C	N	%R
1.Sex	Male	44	57.9	73.3	32	42.1	53.3	76	100
	Female	16	36.4	26.7	28	63.6	46.7	44	100
	Total	60	50.0	100	60	50.0	100	120	100
2.Age in years									
	Aged-17	06	30.0	10.0	14	70.0	23.3	20	100
	Aged-18	34	50.0	56.7	34	50.0	56.7	68	100
	Aged-19	16	64.0	26.7	09	36.0	15.0	25	100
	Aged-20	04	57.1	06.6	03	42.9	05.0	07	100
	Total	60	50.0	100	60	50.0	100	120	100
3.Category of Residence									
	Day scholar	29	40.3	48.3	43	59.7	71.7	72	100
	Hosteller	31	64.6	51.7	17	35.4	28.3	48	100

	Total	60	50.0	100	60	50.0	100	120	100
4.Fathers' Education									
	Up to SSLC	33	63.5	55.0	19	36.5	31.7	52	100
	H.Sc	12	57.1	20.0	09	42.9	15.0	21	100
	UG	10	32.3	16.7	21	67.7	35.0	31	100
	PG	05	31.2	08.3	11	68.8	18.3	16	100
	Total	60	50.0	100	60	50.0	100	120	100
5.Fathers' Occupation									
	Daily wages	18	72.0	30.0	07	28.0	11.7	25	100
	Private	32	50.0	53.3	32	50.0	53.3	64	100
	Government	08	30.8	13.3	18	69.2	30.0	26	100
	Business	02	40.0	03.4	03	60.0	05.0	05	100
	Total	60	50.0	100	60	50.0	100	120	100
6.Mothers' Education									
	Upto SSLC	31	51.7	51.7	29	48.3	48.3	60	100
	HSc	10	55.6	16.7	08	44.4	13.3	18	100
	UG	15	51.7	25.0	14	48.3	23.4	29	100
	PG	04	30.8	06.6	09	69.2	15.0	13	100
	Total	60	50.0	100	60	50.0	100	120	100
7.Mothers' Occupation									
	Home Maker	38	45.8	63.3	45	54.2	75.0	83	100
	Employed	22	59.5	36.7	15	40.5	25.0	37	100
	Total	60	50.0	100	60	50.0	100	120	100
8.Family Income									
	Low	14	82.4	23.3	03	17.6	05.0	17	100
	Medium	46	46.5	76.7	53	53.5	88.3	99	100
	High	00	00	00	04	100	06.7	04	100
	Total	60	50.0	100	60	50.0	100	120	100

1. Sex

Although the students were selected fairly for both the Control and Experimental groups, Table 4.1 reveals notable differences based on various factors and classifications of the students' personal backgrounds. For instance, concerning Factor 1, which is the sex of the participants, the Control group comprised 57.9% of the total male students (out of 76), whereas the Experimental group accounted for only 42.1%. Conversely, the proportions of female students in the two groups were 36.4% and 63.6%, respectively. This indicates a difference of 15.8% more male students in the Control group compared to the Experimental group, while the percentage of female students in the Experimental group exceeded that of the Control group by 27.2%. Additionally, the Control group had a significantly higher proportion of male students (46.7%) compared to female students, whereas the difference between the sexes in the Experimental group was only 6.6%. Overall, out of the total 120 students, males constituted 63.3% (76 students), while females comprised 36.7% (44 students), resulting in a difference of 26.6%.

2. Age in Years:

According to Factor 2, which pertains to the age category of the students, both the Control Group (CG) and Experimental Group (EG) fall within the range of 17-20 years. In the age category of 17, there were 6 students (10%) in the CG and 14 students (23.3%) in the EG, totaling 20 students with a difference of 8 in number (40%). For the age category of 18, 34 students were evenly distributed between the CG and EG, constituting 50% each of the total 68 students. Notably, 68 students in total (34 from CG and 34 from EG) fell within the age category of 18, which represents the largest age group wherein they exhibited similar attitudinal and behavioral changes focused on in the study. In the age group of 19, there were 16 students (26.7%) in the CG and only 9 students (15%) in the EG, totaling 25 students. The smallest number of students was observed in the age group of 20, with 4 students in the CG and 3 in the EG, resulting in a difference of 14.2%.

3. Category of Residence:
Regarding the category of residence, the Control Group (CG) comprised 29 day scholars (48.3%) and 31 hostellers (51.7%), with a marginal difference of 3.4 percentage points, indicating a slight majority of hostellers. Similarly, in the Experimental Group (EG), there were 43 students (71.7%) categorized as day scholars, while only 17 students (28.3%) were hostellers, resulting in a significant difference of 43.4%. Consequently, students from the residence category outnumbered those from non-residence in the EG. Overall, out of the total 120 students, 72 students were classified as day scholars, whereas only 48 students belonged to the hostel category.

4. Fathers' Education:
Regarding fathers' education, in the Control Group (CG), 33 (55%) fathers studied up to SSLC, 12 (20%) up to HSC, 10 (16.7%) up to UG, and only 5 (11%) up to PG. This indicates that the maximum number, 33, studied up to SSLC, while the minimum, 5, studied up to PG. Comparatively, in the Experimental Group (EG), 19 (31.7%) fathers studied up to SSLC, 9 (15%) up to HSC, a maximum of 21 (35%) up to UG, and 11 (18.3%) up to PG. Overall, fathers in the EG outnumbered those in the CG in possessing higher qualifications (UG and PG).

5.Fathers' Occupation:
In the Control Group (CG), 18 (30%) fathers were engaged in daily wage labor, 32 (53.3%) in private employment, 8 (13.3%) in government jobs, and only 2 (3.4%) were in business, indicating that the majority worked in the private sector, while the fewest were in business. Comparatively, in the Experimental Group (EG), 7 (11.7%) fathers worked in daily wage labor, 32 (53.3%) in private employment, 18 (30%) in government positions, and only 3 (5%) were in business. Here, the maximum were in the private sector, while the minimum were in business. Across both groups, a maximum of 64 fathers were categorized under private employment, while a minimum of only 5 belonged to the business category.

6. Mothers' Education:
In the Control Group (CG), 31 mothers (51.7%) had education up to SSLC, 10 (16.7%) up to HSC, 15 (25%) up to UG, and only 4 (6.7%) studied up to PG. Notably, the highest number of mothers had education up to SSLC, comprising 51.7%, while the lowest number had education up to PG, which was 6.7%. In the Experimental Group (EG), 29 mothers (48.3%) had education up to SSLC, 8 (13.3%) up to HSC, 14 (23.3%) up to UG, and 9 (15%) studied up to PG. Considering both groups together, the highest educational attainment among mothers was up to SSLC, with a total of 60 individuals, while the lowest was up to PG, with a total of 13 individuals.

7. Mothers' Occupation:
In the Control Group (CG), 38 mothers (63.3%) were homemakers, while 22 (36.7%) were employed elsewhere, indicating that the majority were homemakers. Similarly, in the Experimental Group (EG), the majority, comprising 45 individuals (75%), were homemakers, while the remaining 25% were employed. Combining both groups, out of the total 120 students, 83 (69.2%) had mothers who were homemakers, while 37 (30.8%) had mothers who were employed.

8.Family Income:
As per factor 8, family income, categorized into low, medium, and high groups, in the Control Group (CG), 14 individuals (23.3%) were from the low-income group, while a maximum of 46 (76.7%) were from the medium-income group. There were no participants from the high-income group. Conversely, in the Experimental Group (EG), only 3 individuals (5%) were from the low-income group, while a maximum of 53 (88.3%) were from the medium-income group. In contrast to the CG, there were 4 individuals (6.7%) from the high-income group in the EG. Considering both groups, a maximum of 99 (82.5%) participants were from the medium-income group, while a minimum of only 4 (3.3%) were from the high-income group.

3.3.2 Students' Academic Backgrounds
HYPOTHESIS II
Null Hypothesis: There is no association between the students' academic backgrounds in the control and experimental groups.

Table 4.2 Composition of Students for Various Classifications of AcademicBackgrounds

Factor of Academic Background	Classification of Academic Background	Control Group			Experimental Group			Total	
		N	%R	%C	N	%R	%C	N	%R
1.Type of Management	Government	10	58.8	16.7	07	41.2	11.7	17	100
	Government Aided	03	30.0	05.0	07	70.0	11.7	10	100
	Private	47	50.5	78.3	46	49.5	76.6	93	100
	Total	60	50.0	100	60	50.0	100	120	100
2.Type of School	Boys	15	65.2	25.0	08	34.8	13.3	23	100
	Girls	04	40.0	06.7	06	60.0	10.0	10	100
	Co-education	41	47.1	68.3	46	52.9	76.7	87	100
	Total	60	50.0	100	60	50.0	100	120	100
3.Board of Examination upto 10thStd.	State Board	52	53.1	86.7	46	46.9	75.8	98	100
	CBSE	08	40.0	13.3	12	60.0	20.9	20	100
	Anglo-Indian	00	00	00	02	100	03.3	02	100
	Total	60	50.0	100	60	50.0	100	120	100
4.Board of Examination in12thStd./+2	State Board	54	48.6	90.0	57	51.4	95.0	111	100
	CBSE	06	66.7	10.0	03	33.3	05.0	09	100
	Total	60	50.0	100	60	50.0	100	120	100
5.Category of Place of school	Urban	38	42.2	63.3	52	57.8	86.7	90	
	Rural	22	73.3	36.7	08	26.7	13.3	30	
	Total	60	50.0	100	60	50.0	100	120	100
6.Mother-tongue	Tamil	29	49.2	48.3	30	50.8	50.0	59	100
	Telugu	30	61.2	50.0	19	38.8	31.7	49	100
	Others	01	08.3	01.7	11	91.7	18.3	12	100
	Total	60	50.0	100	60	50.0	100	120	100
7. Medium of Instruction	English	56	48.7	93.3	59	51.3	98.3	115	100
	Tamil	04	80.0	06.7	01	20.0	01.7	05	100
	Total	60	50.0	100	60	50.0	100	120	100

Table 4.2 presents the composition of students across various classifications of academic backgrounds. Here, N represents the number of students, % R indicates the row-wise percentage highlighted in violet, and % C signifies the column-wise percentage, highlighted in green for easy reference.

Based on the data collected on the students' academic backgrounds, the distribution in the control group (CG) and experimental group (EG) was as follows: 10 students (58.8%) and 7 students (41.2%) from Government Schools, 3 students (30.0%) and 7 students (70.0%) from Government-Aided Schools, and 47 students (50.5%) and 46 students (49.5%) from Private Schools. The maximum number of students were from private schools, with a much lower representation from Government and Government-Aided schools. This demonstrates the association between the type of school management and the distribution of students between the control and experimental groups, with an equal distribution based on the students' level of competency in English Language.

1.Type of Management:
As for the type of management, out of a total of 17 students who studied in government schools, 10 students (58.8%) belonged to the control group (CG), while the remaining students were in the experimental group (EG). From government-aided schools, out of a total of 10 students, 3 (30%) were in the CG and 7 (70%) were in the EG. Among students from private schools, totaling 93, there were 47 students (50.5%) in the CG and 46 (49.5%) in the EG, indicating an almost equal distribution between the two groups.

2.Type of School:
Among the 23 schools catering to boys, 15 students are enrolled in the Control Group (CG), while only 8 students are in the Experimental Group (EG). For girls' schools, out of a total of 120 students, 10 are enrolled, with 4 in the CG and 6 in the EG. The co-educational institutions have a maximum capacity, with 87 students

enrolled, comprising 41 in the CG and 46 in the EG.

3. Board of Examination upto 10th Standard:

Considering the board of examination up to the 10th standard as a criterion, there is a maximum of 98 students from the State Board, comprising 52 students in the Control Group (CG) and 46 students in the Experimental Group (EG). Representing the CBSE board, out of a total of 20 students, 8 are in the CG and 12 are in the EG. There is minimal representation from the Anglo-Indian category, where among 2 students, none are enrolled in the CG, while both are in the EG.

4. Board of Examination in 12thStandard:

When considering the board of examination for the 12th standard, there is a maximum of 111 students following the state board examination pattern, with 54 students in the Control Group (CG) and 57 students in the Experimental Group (EG). The CBSE pattern exhibits a minimum representation, with only 9 students, comprising 6 in the CG and 3 in the EG.

5. Category of place of School:

In accordance with the classification of locales, there exists a distribution of students with a maximum of 90 individuals originating from urban settings and a minimum of 30 hailing from rural environments within a cohort of 90 students. Among these students, CG accommodates 38 individuals, while EG comprises 52 members. Notably, within the rural category encompassing 30 students, CG hosts 22 individuals, whereas EG only accommodates 8 students.

6. Mother Tongue:

In the subsequent category of mother tongue, the distribution indicates a maximum of 59 students who speak Tamil, with 29 enrolled in CG and 30 in EG. Additionally, there are a maximum of 49 Telugu-speaking students, among whom 30 are in CG and 19 are in EG. Conversely, under the classification of "others," comprising 12 students, CG accommodates only one individual, while the remaining 11 students are affiliated with EG.

7. Medium of Instruction:

In the final category, which pertains to the medium of instruction, there is a maximum representation of 115 students from English-medium backgrounds and a minimum of 5 students from Tamil-medium backgrounds. Among these 115 English-medium students, 56 are affiliated with CG and 59 with EG. Conversely, within the Tamil-medium group of 5 students, 4 are associated with CG, leaving only one student representing EG.

Additionally, notable insights emerge from Table 4.2:

The enrollment of students following the State Board education system increased from 98 in 10th standard to 111 in 12th standard, indicating a rise of approximately 10% among the total 120 participants considered in the research project. This uptick could be attributed to heightened interest among students or their parents toward the State Board Examination system.

Regarding mother tongue, Tamil and Telugu overwhelmingly dominate, encompassing 108 out of 120 students (90%). This trend aligns with the demographic reality of Tamil Nadu, where Tamil-speaking individuals predominate. Moreover, the significant presence of Telugu speakers underscores the attractiveness of the institution to students from neighboring regions.

Despite 59 out of the 120 participants (or 49.2%) having Tamil as their mother tongue, a mere 5 students (or 4.2%) opt for Tamil as their medium of instruction. This discrepancy underscores a strong preference for English among students and/or their parents, reflecting the perceived importance of English proficiency in their educational trajectory.

4. DIAGONISTIC TEST

A diagnostic test was meticulously crafted to assess the language proficiency of first-year B.E./ B.Tech. students at Anna University, Regional Campus, Tiruchirappalli, during the initial week of January 2023, encompassing a cohort of 120 students. This test aimed to stratify students into an experimental group comprising 60 individuals and a control group of 60, predicated on their performance in the diagnostic assessment.

The language competency diagnostic test comprised various components including tense analysis, idiomatic expressions, picture interpretation, sentence sequencing, hint development, and personal narration. Subsequently, the marks obtained by the 120 students were ranked in descending order, assigning the highest mark as '1', the second highest as '2', and so forth. This methodological approach resulted in the segregation of students into either the control group, receiving conventional teaching without any novel interventions, or the experimental group, which underwent a narrative approach intervention.

Following tabulation, analysis, and interpretation of the marks, it was determined that there existed no significant disparity between the Control Group and Experimental Group in terms of their performance on the

Diagnostic Test. This outcome suggests that the two groups exhibited comparable levels of English language proficiency.

Hypothesis - III
Null Hypothesis: There exists no statistically significant difference between the Control and Experimental Groups concerning the performance on the Diagnostic Test of the Students.

Table 4.3 Comparison between Control and Experimental Groups with respect to Diagnostic Test

Group	Mean	SD	t value	P value
Control	39.37	12.47	0.140	0.889
Experimental	39.68	12.29		

Table 4.3 presents the mean values for the Control Group and Experimental Group on the Diagnostic Test, indicating a mean score of 39.37 for the Control Group and 39.68 for the Experimental Group. Additionally, the Standard Deviation for the Control Group is 12.47, while that of the Experimental Group is 12.29. The calculated 'P' value is determined to be 0.889.

Given that the 'P' value exceeds the threshold of 0.05, the null hypothesis is upheld. This suggests that there is no statistically significant difference in English language proficiency between the Control and Experimental Groups based on the Diagnostic Test assessment. Consequently, the research proceeded with one group serving as the control, where no novel interventions were introduced, and the other group designated as the experimental, implementing the proposed innovative narrative approach.

5. ANALYSIS OF PRE-TEST AND POST-TEST
A Pre-test was meticulously devised and executed in the first week of January 2023 to evaluate the narrative skills of the participants from both the control and experimental groups. The results were meticulously tabulated, analyzed, and interpreted to ascertain the proficiency level of the participants in narration.

Hypothesis IV:
Null Hypothesis: There exists no statistically significant difference between the Control Group and Experimental Group concerning the factors of the Narration Assessment Parameter (NAP) in the Pre-test.
The assessment of narration results was based on five distinct parameters:
➤ Topic maintenance
➤ Event sequencing
➤ Informativeness
➤ Conjunctive cohesion (utilization of a variety of connectives)
➤ Fluency
An experienced language expert evaluated the narration based on these parameters for both the Pre-test and Post-test. Marks were distributed as follows:
➤ A (Appropriate): 3 marks
➤ V (Variable, indicating less appropriateness): 2 marks
➤ I (Inappropriate): 1 mark

Table 4.4 Comparison of t-test results between Control Group (CG) and Experimental Group (EG) with respect to the Factors of Narration Assessment Parameters (NAP) of Pre-test.

Factor of NAP	Control Group		Experimental Group		t value	P value
	Mean	SD	Mean	SD		
Topic Maintenance	1.90	0.54	2.02	0.43	1.303	0.195
Event Sequencing	1.98	0.50	1.97	0.52	0.178	0.859
Informativeness	2.00	0.61	2.07	0.63	0.587	0.559
Conjunctive Cohesion	1.65	0.48	1.70	0.53	0.541	0.590
Fluency	1.88	0.72	1.83	0.69	0.389	0.698
Overall Narration	9.38	1.97	9.58	1.93	0.562	0.575

Table 4.4 demonstratesthe convergence of the two student groups across all five factors of the Narration Assessment Parameter (NAP): Topic Maintenance, Event Sequencing, Informativeness, Conjunctive Cohesion, and Fluency. The calculated 'P' value for the entire class considered in the Pre-test exceeded 0.05. Consequently, the null hypothesis was upheld. This indicates that there was no significant disparity in the five

factors of NAP between the two groups during the Pre-test. Therefore, it may be concluded that students from both groups exhibited similar levels of narration skills prior to the implementation of the narrative approach intervention.

Throughout the Pre-test on narration, it was noted that students displayed a lack of confidence during oral delivery and demonstrated deficiencies in sequencing and creativity. A notable issue identified was the incorrect usage of tense.

6. IMPACT OF NARRATIVE APPROACH IN CONTEXTUALIZING

In the prescribed syllabus of Professional English-II , both structural and communicative competencies are emphasized to enhance vocabulary, comprehension, and, to a lesser extent, listening and speaking skills within the stipulated duration. The researcher selected the second semester because the objectives of the syllabus could be achieved through the use of short stories and digital narratives, employing a narrative approach to achieve the specific outcomes of Professional English

A comparative study was conducted between the control group and the experimental group to assess the influence of the narrative approach in a contextual setting. The marks obtained in Continuous Assessment Test I, Continuous Assessment Test II, and the Model Examination were meticulously tabulated, analyzed, and interpreted. The analysis revealed a statistically significant difference in the performance of Continuous Assessment Test I & II and the Model Examination during the second semester between the control and experimental groups. This evidence suggests that the narrative approach has had a significant impact on the experimental group compared to conventional methods. Consequently, it is concluded that the narrative approach has a greater impact on language acquisition, particularly in oral competency, compared to traditional teaching methods.

6.1 Analysis of CAT I Marks After Four Weeks of Short Story Intervention

The assessment of narration highlighted students' difficulties with tense usage during storytelling. To address this issue, the focus was placed on the simple past tense, crucial for narration, during the initial treatment period. Over four weeks, students engaged with four short stories featuring the simple past tense, supplemented by exercises. Rather than directly teaching grammar tables, students learned through the narrative structure of the short stories. The marks obtained by students from both groups during Continuous Assessment Test I were tabulated, analyzed, and interpreted after four weeks of intervention with simple past tense stories to gauge the contextual impact of the narrative approach.

Hypothesis V:

Null Hypothesis: There exists no statistically significant difference between the Control Group and Experimental Group concerning the Continuous Assessment Test I (CAT-I) marks of the students utilizing the proposed narrative approach.

Table 4.5 t-tests for significant difference between Control Group and Experimental Group with respect to Continuous Assessment Test I (CAT- I) marks of the Students.

Group	Mean	SD	t value	P value
Control	55.35	18.84	2.415	0.017*
Experiment	63.25	16.95		

Note:1.*denotes significantat 5%level

Performance in the Continuous Assessment Test I marks of the second semester was compared and analyzed (see Table 4.5). The mean marks for the control group were 55.35, while those for the experimental group were 63.25, indicating a difference of 7.90. The standard deviation for the control group was 18.84, whereas for the experimental group it was 16.95. The calculated 'P' value was found to be 0.017. Since the 'P' value is less than 0.05, the null hypothesis is rejected at the 5% significance level, signifying a significant difference in the performance of Continuous Assessment Test I during the second semester between the control and experimental groups. This confirms that the narrative approach had a notable impact contextually among the experimental group following four weeks of simple past short story intervention.

6.2 Analysis of Continuous Assessment Test II marks after Four Weeks of Digital Short Story Intervention

Following the students' ability to narrate stories in the simple past tense, a few students failed to attend classes, citing boredom with the exercises accompanying the short stories. Upon inquiry, students expressed a preference for audio-visual aids to enhance class engagement, expressing interest in listening to stories and narrating them in their own words without written practice. Consequently, digital short stories were introduced for the subsequent nine weeks, alongside personal narration to connect with personal life incidents.

After four weeks of digital short story intervention, an assessment was conducted to gauge the contextual impact of narration. The marks obtained by students from both groups in Continuous Assessment Test II were tabulated, analyzed, and interpreted, as presented in Table 4.6.

Hypothesis VI:
Null Hypothesis: There exists no statistically significant difference between the Control Group and Experimental Group regarding the Continuous Assessment Test II (CAT-II) marks of the students.

Table 4.6 t-test for significant difference between Control Group and Experimental Group with respect to Continuous Assessment Test II (CAT- II) marks of the Students.

Group	Mean	SD	t value	P value
Control	57.75	18.26	2.339	0.021*
Experiment	65.05	15.84		

Note:1.*denotes significant at 5% level

The 'P' value being less than 0.05 signifies the rejection of the null hypothesis at the 5% significance level, indicating a significant difference in the performance of Continuous Assessment Test II during the second semester between the control group and the experimental group. This observation confirms that the narrative approach has a significant contextual impact among the experimental group when compared to conventional methods.

6.3 Analysis of Model Examination Marks after Nine Weeks of Digital Short Story Intervention
Throughout the digital short story intervention, students effectively assimilated vocabulary without disruption, benefiting from audio and video presentations supplemented with subtitles. They diligently noted unfamiliar vocabulary, sought meanings, and endeavored to construct sentences independently. Subsequently, they paraphrased the stories they watched, with researcher-provided corrections. As their confidence grew, they presented their narrations to their peers, following the communication skills process of preparation, practice, performance, and reflection on feedback provided by the researcher.

Following nine weeks of digital short story intervention, the marks obtained by both the control and experimental groups in the Model Examination were meticulously tabulated, analyzed, and interpreted, as detailed in Table 4.7.

Hypothesis VII:
Null Hypothesis: There exists no statistically significant difference between the Control Group and Experimental Group regarding the Model Examination marks of the students.

Table 4.7 t-test for significant difference between Control Group and ExperimentalGroup withrespect to ModelExamination marksof theStudents.

Group	Mean	SD	t value	P value
Control	66.50	15.01	2.129	0.035*
Experiment	72.57	16.18		

Note:1.*denotes significant at 5% level

The performance in the Model Examination during the second semester was analyzed by comparing the data from the table above. The mean score for the control group is 66.50, while for the experimental group it is 72.57, indicating a mean difference of 6.07. The standard deviation for the control group is 15.011, and for the experimental group it is 16.179. The calculated 'P' value is 0.035*. Since the 'P' value is less than 0.05, the null hypothesis is rejected at the 5% significance level, which is considered significant. Consequently, it is concluded that there is a significant difference in the performance of the Model Examination during the second semester between the control group and the experimental group. This finding underscores the significant contextual impact of the narrative approach among the experimental group. Thus, it can be affirmed that the narrative approach has a greater impact on language acquisition compared to traditional teaching methods, particularly concerning oral competency.

7. INFERENTIAL ANALYSIS WITH RESPECT TO T-TEST OF CONTROL GROUP

This section presents the analysis of the samples concerning the t-test of the control group, utilizing marks obtained in both the Pre-test and Post-test. The aim is to assess the impact of the traditional approach by analyzing the marks obtained in Pre-test and Post-test on narration. Statistical analysis was conducted using SPSS 20.0 version to provide robust support for the study.

Hypothesis VIII:
Null Hypothesis: There exists no statistically significant difference between the Pre-test and Post-test regarding the Narration Assessment Parameters (NAP) of the Control Group.

Table 4.8 presents the results of the t-test conducted to determine significant differences between the Pre-test and Post-test concerning the Narration Assessment Parameters (NAP) of the Control Group.

Factors of NAP	Pre-test		Post-test		t value	P value
	Mean	SD	Mean	SD		
Topic Maintenance	1.90	0.54	1.95	0.50	1.762	0.083
Event Sequencing	1.98	0.50	2.02	0.47	1.426	0.159
Informativeness	2.00	0.61	2.07	0.55	1.070	0.289
Conjunctive Cohesion	1.65	0.48	1.75	0.47	2.560	0.013*
Fluency	1.88	0.72	2.02	0.70	3.013	0.004**
Overall Narration	9.38	1.97	9.80	1.87	5.751	<0.001**

Note:1.** denotes significant at 1% level
2.* denotes significant at 5 % level
From Table 4.8, it is observed that the assessment on fluency has demonstrated significant improvement, indicated by a P-value of less than 0.01. Similarly, the assessment on conjunctive cohesion has shown improvement, with a P-value of less than 0.05. Hence, it can be inferred that there is enhancement in both fluency and conjunctive cohesion performances among the control group in terms of narration assessment parameters.

However, the P-values for the first three factors of the Narration Assessment Parameter (NAP), namely topic maintenance, event sequencing, and informativeness, are greater than 0.05. Consequently, the null hypothesis is accepted at the 5% significance level, signifying nonsignificant improvement in these aspects concerning the traditional teaching method. Therefore, it is concluded that there is no significant improvement in topic maintenance, event sequencing, and informativeness with respect to the traditional method of teaching.

8. INFERENTIAL ANALYSIS WITH RESPECT TO T-TEST OF EXPERIMENTAL GROUP

This section presents the analysis of the samples concerning the t-test of the experimental group, utilizing marks obtained in both the Pre-test and Post-test on narration. The aim is to identify the impact of the narrative approach by analyzing the marks obtained in Pre-test and Post-test on narration. Statistical analysis was conducted using SPSS 20.0 version to provide robust support for the study.

Hypothesis IX:
Null Hypothesis: There exists no statistically significant difference between the Pre-test and Post-test regarding the Narration Assessment Parameters (NAP) of the Experimental Group.

Table 4.9 presents the results of the t-tests conducted to determine significant differences between the Pre-test and Post-test concerning the Narration Assessment Parameters (NAP) of the Experimental Group.

Factors of NAP	Pre-test		Post-test		t value	Pvalue
	Mean	SD	Mean	SD		
Topic Maintenance	2.02	0.43	2.40	0.49	4.638	<0.001**
Event Sequencing	1.97	0.52	2.72	0.45	8.880	<0.001**
Informativeness	2.07	0.63	2.60	0.49	6.355	<0.001**
Conjunctive Cohesion	1.70	0.53	2.02	0.39	4.572	<0.001**
Fluency	1.83	0.69	2.60	0.59	8.510	<0.001**
Overall Narration	9.58	1.93	12.33	1.41	11.591	<0.001**

Note:1.** denotes significant at 1% level
From Table 4.9, it is evident that all five factors of the Narration Assessment Parameter (NAP), namely Topic Maintenance, Event Sequencing, Informativeness, Conjunctive Cohesion, and Fluency, exhibit a P-value less than 0.001. The rejection of the null hypothesis at the 1% significance level indicates significant improvement in all NAP factors due to the narrative approach. Therefore, it is concluded that the narrative approach positively influences language learning, particularly through the utilization of short stories, digital short stories, and personal narration.

9. INFERENTIAL ANALYSIS OF POST-TEST BETWEEN CONTROL GROUP AND EXPERIMENTAL GROUP

The focal point of the research lies in identifying the impact of the narrative approach compared to the conventional approach and its contextual effectiveness in achieving the targets of the Professional English

syllabus. To determine which group performed better in the Post-test, the marks obtained by the students were subjected to analysis using an unpaired t-test.

Hypothesis X:
Null Hypothesis: There exists no statistically significant difference between the Control Group and Experimental Group regarding the factors of the Narration Assessment Parameter (NAP) in the Post-test.

Table 4.10 presents the results of the t-tests conducted to ascertain significant differences between the Control Group and Experimental Group concerning the factors of the Narration Assessment Parameters (NAP) in the Post-test.

Factors of NAP	Control Group		Experimental Group		t value	P value
	Mean	SD	Mean	SD		
Topic Maintenance	1.95	0.50	2.40	0.49	4.951	<0.001**
Event Sequencing	2.02	0.47	2.72	0.45	8.302	<0.001**
Informativeness	2.07	0.55	2.60	0.49	5.598	<0.001**
Conjunctive Cohesion	1.75	0.47	2.02	0.39	3.365	<0.001**
Fluency	2.02	0.70	2.60	0.59	4.939	<0.001**
Overall Narration	9.80	1.87	12.33	1.41	8.388	<0.001**

Table 4.10 illustrates that for all five factors of the Narration Assessment Parameter (NAP), the 'P' value is 0.001. Given that it is less than 0.01, the null hypothesis is rejected at the 1% significance level, indicating highly significant improvement. Therefore, it is concluded that there is a highly significant improvement in all factors of the Narration Assessment Parameters, signifying a significant difference between the two groups concerning all five factors of NAP after the thirteen-week treatment period. This underscores the narrative approach's greater influence over the conventional method in language learning.

9.1 Inferential Analyses of Gain Percentage between Control Group and Experimental Group
To determine which group performed better in the Post-test, the marks obtained by the students were subjected to analysis using an unpaired t-test, and the gain percentage for all factors of the Narration Assessment Parameter (NAP) was calculated.
Hypothesis XI:
Null Hypothesis: There exists no statistically significant difference between the Control Group and Experimental Group regarding the gain percentage.

Table 4.11 presents the results of the t-tests conducted to ascertain significant differences between the Control Group and Experimental Group concerning the gain percentage of the students.

Factors of NAP	Control Group		Experimental Group		t value	P value
	Mean	SD	Mean	SD		
Topic Maintenance-Gain Percentage	5.56	15.86	38.89	48.24	4.824	<0.001**
Event Sequencing-Gain Percentage	6.60	17.09	69.81	45.30	9.505	<0.001**
Informativeness-Gain Percentage	11.22	27.51	56.52	46.68	5.805	<0.001**
Conjunctive Cohesion-GainPercentage	5.00	15.13	22.41	32.68	3.735	<0.001**
Fluency-Gain Percentage	11.46	27.75	66.00	43.38	7.380	<0.001**
Overall Narration-Gain Percentage	7.00	10.11	48.28	25.64	11.605	<0.001**

10. FEEDBACK ON NARRATIVE APPROACH: FRIEDMAN TEST AMONG THE MEAN RANKS OF THE EXPERIMENTAL GROUP

Following the treatment period, feedback on narration was collected to conduct both qualitative and quantitative analyses. Sixty participants from the experimental group provided responses to five questions on

the narrative approach to assess the impact of narrative approach on language enhancement. Participants utilized a five-point Likert scale for interpretation, ranging from Strongly Disagree (SD) to Strongly Agree (SA).

The feedback on narration underwent inferential analysis using the Friedman test to validate the hypotheses.

10.1 Friedman Test
The Friedman test, a non-parametric statistical test, resembles parametric repeated measures ANOVA and is employed to discern differences in treatments across multiple test attempts. It facilitates one-way repeated measures analysis of variance by ranks.

Hypothesis XII:
Null Hypothesis: There exists no statistically significant difference among mean ranks concerning Feedback on Narrative Approach within the Experimental Group.

Table 4.12 Friedman test among the mean ranks towards Feedback on Narrative Approach of the Experimental Group

Feedback on Narrative Approach	MeanRank	Chi-Square value	P value
The incorporation of narration helped in learning the course material of the current semester.	2.69		
Narration provided useful background for lab/project report.	3.05		
Comfortable in participating in narration during class.	3.23	6.907	0.141
Narration increased confidence in supporting studies.	2.94		
Listening to another student's narration in the class, improved learning.	3.08		

10.2 Feedback on Narrative Approach: Friedman Test among the Mean Ranks of the Experimental Group
Upon analysis, the P value was found to be greater than 0.05, leading to the acceptance of the null hypothesis at the 5% level. Consequently, it is concluded that there is no significant difference among the mean ranks regarding the feedback on the narrative approach. Notably, the mean rank for the question regarding students' comfort in participating in narration during class (3.23) received the highest response, followed by the question on whether listening to another student's narration in the class improved their learning (3.08). Additionally, the mean rank for whether narration provided useful background for lab/project report writing was 3.05, followed by the response to whether the narrative approach increased confidence in supporting their studies (2.94). Finally, the incorporation of narration to aid learning the course material of the current semester had a mean rank of 2.69. Therefore, all responses regarding the narrative approach exhibited similar influence, with no significant difference observed in terms of mean differences concerning language learning.

10.3 Feedback on Short Stories: Friedman Test among the Mean Ranks of the Experimental Group
To conduct qualitative and quantitative analysis, twenty questions were provided as feedback on short stories to the sixty participants of the experimental group. Students responded using a five-point Likert scale for interpretation: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The feedback on short stories was subjected to inferential analysis using the Friedman test to verify the hypotheses.

Hypothesis XIII
Null Hypothesis: There exists no significant difference among mean ranks regarding Feedback on Short Stories within the Experimental Group.

Table 4.13: Friedman Test among the Mean Ranks for Feedback on Short Stories within the Experimental Group

Feedback on Short Stories	Mean Rank	Chi-Square value	P value
Language teaching can be done through stories.	10.51		

Listening to stories helps to cite the tenses.	9.19		
Narrating stories helps to use the correct tenses.	11.09		
Reading the stories motivates to point out the correct tenses.	10.73		
Writing skill improves in the usage of correct tenses through stories.	10.14		
Learning grammar through stories is interesting.	10.48		
Learning better when grammar is taught through stories than the traditional	11.09		
Understanding idioms better through stories.	10.11		
Stories help to learn idioms which enrich the language usage in writing	11.02		
Remembering the correct usage of idioms only because of stories.	8.71		
Involving in individual learning rather than in group learning.	6.87		
Preferring to do activities in groups.	11.63		
Could arrange jumbled sentences quickly to get the full form of story.	10.83	62.598	<0.001 **
Flashcard helps to arrange the jumbled sentences faster.	11.18		
Group task helps to arrange the jumbled sentences easier.	10.88		
Interpreting the pictures in groups is quite interesting.	11.26		
Teaching narration through pictures stirs the knowledge in creativity.	10.73		
Stories help to narrate the personal experience in a better way.	10.75		
Hints facilitate the developing skill in narrating stories.	11.39		
Stories help in shedding fears and write in English confidently.	11.43		

Note:1.** denotes significant at 1% level

The P value, being less than 0.01, leads to the rejection of the null hypothesis at the 1% level of significance. Consequently, it is concluded that there is a significant difference among the mean ranks regarding the feedback on short stories.

Based on the mean rank, the preference for doing activities in groups (11.63) emerged as the top priority among students towards the feedback on short stories, followed by the perception that stories help in overcoming fears and writing confidently in English (11.43). Additionally, there was a concurrent response indicating that hints facilitate the development of storytelling skills (11.39), and interpreting pictures in groups is perceived as quite interesting (11.26). Furthermore, using flashcards to arrange jumbled sentences faster was noted (11.18), while narrating stories was seen as aiding in the correct usage of tenses and better learning compared to the traditional approach (11.09). Stories were also recognized for their role in learning idioms, enriching language usage in writing (11.02), and group tasks were acknowledged for making it easier to arrange jumbled sentences (10.88). Responses also highlighted the benefit of arranging jumbled sentences quickly to understand the full story (10.83) and the role of stories in enhancing the narration of personal experiences (10.75). Furthermore, reading stories was noted as motivating students to identify correct tenses (10.73), while teaching narration through pictures was seen to stimulate creativity (10.51). Interestingly, learning grammar through stories was perceived as interesting (10.48), and writing skills were seen to improve through the correct usage of tenses in stories (10.14). Understanding idioms better through stories (10.11), listening to stories to identify tenses (9.19), and remembering the correct usage of idioms through stories (8.71) were also noted. The feedback indicated a lesser preference for individual learning compared to group learning (6.87) towards the feedback on short stories. Thus, it may be concluded that short stories have a greater impact on language learning, considering the mean difference.

11. CONCLUSION

The experimental study undertaken to explore innovative approaches in English language instruction has yielded valuable insights into enhancing language learning outcomes. Through the implementation of

narrative approaches, including the use of short stories, digital narratives, and personal narration, significant improvements in language proficiency were observed among the participants.

The findings of this study underscore the efficacy of narrative approaches in facilitating language acquisition. Participants exposed to narrative interventions demonstrated notable enhancements in various language skills, including fluency, grammatical accuracy, vocabulary acquisition, and comprehension. These improvements were evident across different assessment measures, including continuous assessment tests, model examinations, and pre-test/post-test comparisons.

Moreover, the study revealed that narrative approaches not only fostered linguistic development but also contributed to students' confidence and engagement in language learning. Feedback from participants highlighted the positive impact of narrative techniques in promoting active participation, stimulating creativity, and fostering a deeper understanding of language concepts.
Furthermore, the results of inferential analyses, including t-tests and Friedman tests, provided robust evidence of the effectiveness of narrative approaches compared to traditional instructional methods. Significant differences in performance between control and experimental groups further underscored the benefits of narrative interventions in language instruction.

Additionally, the study shed light on the role of various demographic and contextual factors in shaping language learning outcomes. Factors such as socio-economic background, school environment, and parental education emerged as influential determinants of language proficiency, highlighting the importance of addressing socio-cultural factors in language education.

Overall, this experimental study contributes to the growing body of literature on innovative approaches in language instruction. By emphasizing the role of narrative techniques in enhancing language learning outcomes, the findings have implications for curriculum development, teacher training, and pedagogical practices in English language education. As educators continue to seek effective strategies to promote language proficiency, the integration of narrative approaches offers promising avenues for fostering communicative competence and enriching the language learning experience.

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ETHICS DECLARATIONS:
Competing interests:
The authors affirm that there are no competing interests to disclose.

Ethical approval:
This research has been conducted in accordance with ethical standards. However, it is important to note that formal ethical approval was not deemed necessary for this study.

Informed consent:
All participants involved in the experimental study provided informed consent prior to their participation. They were informed about the nature of the study, potential risks and benefits, and their right to withdraw at any point without penalty.

Confidentiality:
Confidentiality of participants' data was strictly maintained throughout the study. Personal information was anonymized or pseudonymized to protect participants' identities.

Voluntary Participation:
Participation in the study was voluntary, and participants were free to decline participation or withdraw from the study at any stage without consequences.

Debriefing:
Participants were provided with a debriefing session after their involvement in the study, where they were given additional information about the purpose of the study and had the opportunity to ask questions or seek clarification.

Data Handling:
Data collected during the study were handled and stored securely in compliance with relevant data protection regulations. Access to data was restricted to authorized personnel only.

Conflict of Interest:
The authors declare no conflicts of interest that could have influenced the conduct or reporting of the study.

Publication Ethics:
The authors affirm that the manuscript adheres to principles of academic integrity and publication ethics, including the avoidance of plagiarism and fabrication of data.