

Impact of indigenization of English materials on reading and writing proficiency of ESL learners

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Abstract

This study aims at finding the impact of indigenization of the learning material on teaching reading and writing skills of ESL learners. The term “indigenization” is used to describe when natives take something from outside and make it their own. The process of language indigenization implies the adaption of language to fit the communicative needs of those adopting it. Indigenization of contents affects learners’ procedural memory and knowledge absorption capacities. Experimental research design was adopted to measure the effectiveness of independent variable (Indigenized material) on the dependent variable (reading and writing skills). The sample was drawn from a private college of intermediate level students and distributed into two homogenous groups through random assignment technique. To ascertain the impact of indigenized material on the reading and writing skills, treatment was applied for 8 weeks. Findings revealed significant increase in the reading and writing grades of ESL learners who were taught through indigenized material. It is acclaimed fact that target language cultural competence enhances English proficiency skills among language learners, however contextualization and indigenization of material according to local settings also develop effective language proficiency skills in countries where English is used as second language.

Keywords: indigenization, reading and writing skills, English teaching, material development

1. Introduction

The English language has a “distinctive level” in each and every field of life in Pakistan. Importance of English language is may be due to its international usage. It is a fact that a great amount of knowledge of the universe has been demonstrated in English language. It is the language of academics, politics, literature, and media. Skills of English language helps students in finding a high standard jobs everywhere in the world. After the identification of the importance given to English, educationists pay special attention to this language in teaching process to achieve the desired goals. Various linguists and language experienced teachers as Warsi (2004) ascertain that the method of teaching English language is unsatisfactory in Pakistan. The factors are absence of indigenized teaching resources, inexperienced teachers and imperfect syllabi. Akram and Mahmood (as cited in Rustam, 2008) said that teaching of English in Pakistan has been text book based since independence 1947. In English textbooks, a text mostly draws the picture of foreign culture. It poses some problems in reading and writing skills of ESL learners due to unfamiliarity to foreign culture.

Language is effective factor that plays an important role in our social lives. Although, it is considered that language and culture are interrelated. Peterson and Coltrane (2003) emphasize that in order to convey feelings emotions in words, language should be culturally appropriate. It is observed that reading and writing skills of learners are greatly influenced by known cultural settings despite the complicated structure of the text. The delineation of foreign culture in textbooks constrains the comprehension of the

text; it creates difficulties in learning. The use of original English text is modified by utilizing all the more socially realized terms comprehensively connected by Alptekin (2002) who displayed the possibility of social nativization in the comprehension of the objective dialect short stories. It depends on sociological, semantic, and even minded elements of culture. Semantic measurement, as indicated by Alptekin (2006), incorporates the adjustment of culture-explicit ideas and structures. Alptekin (2006) clarify practical measurement as substitution of local social qualities for target dialect social values. Alptekin (2006) states that nativization or changing the way of life explicit terms helps in normal comprehension.

1.1 Background of the Study

According to cognitive science, the schema theory has influenced on L2 reading comprehension. According to Brown (2001) this theory states that the reader is the person that gives meaning to the text. The reader after reading brings out the cultural knowledge, information & emotion from the text. For ESL learners there is need of modification of the text and in this connection, Tomlinson (1998) supports the indigenization of the text to help the ESL learners in this regard.

The research study aims at finding out the influence of indigenization on the learners’ reading and writing skills. Reading is an activity which involves reader’s close contact with the text in order to understand and build up meaning from the text. The reader needs background information related to the topic and some understanding of the situational context of the topic. Reading is a great way of

helping students builds up their vocabulary. Writing skills are among the most important skills in communication. It makes you able to convey your message with clarity and easily. It includes grammar, spelling, punctuation, tenses etc.

Indigenization or nativization is the act of making something more native to suit a local culture. Each of us has gifts to offer to our community and it is educator's role to motivate and encourage the development of each learner's gift. Reading and writing are skills necessary in every field of academic study and in most other aspects of life. When ESL learners read a text, they are faced with the outlook of interpreting the text. Within many postsecondary English classrooms, instructors often expect from students one or two types of interpretation, to provide a literal interpretation of the words and sentences and paragraphs of the text or to explain solely what the author means to say by the text. Both highly restricted forms of interpretation negate the experiences of the learner in interpreting the text. When instructors create hindrance in the way of learners in the process of interpretation, they negate the life experiences and learning of learners. The learning will be difficult, when learners possess no personal framework which helps to comprehend the texts that they are reading.

In indigenization process for ESL learners, the constructivist model of interpretation is proposed. The constructivist model emphasizes more on creating meaning rather than on the analytical process of exclusively interpreting the literal or author's meaning. Learners relate the text to the context of their lives, whereby their prior knowledge and experiences come play important role. In other words, learners are good creators as well as interpreters of texts.

The constructivist model, according to Battiste (2002), has important advantages for learners. The constructivist approach enables ESL learners in the act of interpreting texts much more than understands the literal meaning of the text. When learners read, they construct their knowledge according to their comprehension. It enables learner to build their knowledge by correlating with prior knowledge gained through experiences in social lives. They experience a greater motivation to explore the world and purposes of literacy. The connection between language and culture has always been a cause of special attention of ESL learners and teachers. Change is an everlasting quality for presence. In view of requesting circumstances of globalization, mechanical change and quick advancement in social, etymological, political, the instructional system on the planet are experiencing steady change. English is the main dialect that can be effectively singled out to interface the entire world.

Subsequently, in order to be stronger in lifecycle, fruitful correspondence has pushed toward getting to be need of every master, man or woman. In various stages, to live on socially, people and authorities want higher skill in languages for more extensive correspondence. English is the mind-boggling overall dialect in loads of fields of enhancement: which incorporates change, inquire about, mechanical know-how, business, the travel industry, barrier and universal relations. Prevalent English ability now not only advantages numerous individuals over the span of their investigations, but also encourages with marketing and profession advancement.

In general, Pakistan is multicultural and multilingual nation. With the end goal to make homogeneous climate among the

general population to discuss and connect, Urdu was embraced as national dialect. Without English, we ought to be handicapped in our improvement and our progression will be fundamentally ended in few key circles of life. Because of this hugeness, Pakistani English educators have been making a decent attempt to adjust with students' issues by method for completing research considers on ELT in Pakistan. Very considerable studies have been worked out to find the strategies, methods and ways to deal with to enhance language learning abilities of ESL learners at various dimensions.

1.2 Statement of the problem

Present research recognized role of indigenization to make learning process simple and fascinating. Language learning is a complex phenomenon. Language learning in foreign context creates trouble for students in comprehension. While studying text in foreign culture, Students cannot understand the meaning of text, thus it affects their learning and motivation level. Language learning in local context helps students in better comprehension of text. When a learner reads indigenized text, he finds it as experiences of their own lives in the form of stories. Thus, they will experience a greater sense of motivation to learn more. It makes ESL learners to explore other aspects and purposes of literacy. It helps in developing critical thinking and action-based skills in ESL learners, these skills essential for solving their own problems or problems facing by their communities.

1.3 Research Questions

1. What is the impact of indigenized material on writing proficiency skills of ESL learners at intermediate level?
2. What is the effect of indigenized material on reading proficiency skills of ESL learners at intermediate level?
3. What kind of role indigenized texts play on the motivation and interest level of ESL learners?
4. What are ESL teachers' perceptions towards teaching through indigenized material?

1.4 Signification of the study

This research goes for to give direction to both teacher and learner. Also, the discoveries of this study upheld the basic and most required methods to enhance reading and writing skills of ESL learners in English classes. It will move students to another method for learning which is more fruitful and appropriate. Students will improve presentation about the utilization of indigenization and it will encourage them in understanding extraordinary and troublesome ideas. The discoveries of study likewise portrayed the dimension of challenges looked by different students in obscure context. These valuable findings reinforce the fundamental and required adjustments in the teaching strategy. The findings were strong in upgrading reading and writing skills. This study contrasted old customary techniques for teaching and the strategies intensely impacted by indigenization. The present study sought out the causes including to enhance students' execution and capability. This study bolstered teachers to instruct L2 with the assistance of various tools to conquer individual contrasts of the students. Basic purpose of current study was to investigate the effect, adequacy and impact of indigenization on ESL student to enhance reading and writing skills at intermediate level. Present research work was arranged and intended to survey the advancement

of students by applying an alternate strategy in learning reading and writing skill in English class. This study evaluated the role of indigenization to create premium, give ease and motivate students in enhancing reading and writing skills of ESL learner. The study will help out in language learning process of ESL learners. It will help the teachers to get greater results in familiar context. It will also help the teachers to utilize their teaching method. In practical field, indigenization is suitable for educational institutions, particularly institutions which offer language training program. Moreover, it also functions as a diagnosis tool in which teachers would get to know about the students' strengths and weaknesses and offer enrichment or remedial help when needed. This research could serve as a basis for further study as well. It will be very useful in curriculum development.

2. Literature Review

Indigenization requires non-indigenous individuals to know about indigenous perspectives and to regard that those perspectives are equivalent to different perspectives. Indigenization is tied in with joining indigenous perspectives, information and points of view into the instruction framework, ideal from essential evaluations to universities. It must be recognized that there isn't a homogenous indigenous perspective, and that each indigenous country or group will have their perspective. There might be likenesses and basic point however it is a habitually made suspicion that they are all the same. The term is utilized to depict the way toward passing on a specific area's way of life and ideas as far as the dialect that is being presented. This dialect shares social angles from the two societies, making it unmistakable and typically done so as to comprehend the outside dialect with regards to the nearby locale. Now and then it conveys no negative implications and does not infer any hidden importance. Indigenization is viewed as the way toward transforming somebody to a man of more confirmation towards their environment. Indigenization has had a vital influence in the monetary parts of society.

While indigenization was not the standard, it was an approach to not just habituate others to an encompassing perspective, yet additionally understanding both where these individuals originated from and furthermore their heritage. However, some contend that while the indigenization of social work may work with regards to outsiders being brought into Western societies, it would not act too non-Western societies were those that were being taken in. Among the four language skills, reading is potentially the most. The consequences of the researches directed for a long time on nature of reading - how individuals figure out how to process textual information - have contributed differentiating speculations about what works best in the educating of reading. Sometimes students act at an elevated level in reading than in some other abilities. They can precisely comprehend composed materials that they could not examine orally or in composing with comparable exactness or painstaking quality. Such condition will without a doubt increase their motivation to learn. Second, reading requires exceptionally least prerequisites. Third, reading is an administration skill. In the wake of figuring out how to read viably, students will be capacity to learn adequately by reading. Up until now, there are three

principle theories which clarify the idea of figuring out how to read.

The customary base-up way to deal with reading was impacted by behaviourist psychology of the 1950s, which asserted learning depend on "habit formation, brought about by the repeated association of a stimulus with a response" and language learning was described as a "reaction framework that people get through programmed moulding forms," where "few examples of dialect are strengthened and others are not," and "just those examples fortified by the group of dialect clients will hold on" (Omaggio 1993, 45-46). As indicated by this approach, reading is a direct procedure by which readers unravel content word by word, connecting the words into expressions and after that sentence. The base-up model portrays information stream as a progression of stages that changes the info and passes it to the following stage with no criticism or possibility of later stages of the procedure affecting prior stages (Stanovich, 1980).

The ESL and EFL course books impacted by this point of view incorporate activities that emphasis on literal understanding and give next to zero significance to the reader's information or involvement with the topic, and the main collaboration is with the fundamental building blocks of sounds and words. In the 1960s, Behaviourism turned out to be to some degree undermined as the new psychological hypothesis spoke to the mind's inborn limit for learning, which gave new illustrative energy to how people obtained their first language; this likewise tremendously affected the field of ESL/EFL as psycholinguists clarified "how such inner portrayals of the foreign language create inside the learner's brain" (Omaggio, 1993: 57).

Significant learning, then again, happens when new data is introduced in an applicable setting and is identified with what the student definitely knows, so it can be effortlessly coordinated into one's current intellectual structure. A discovering that isn't significant will not turned out to be changeless. Another hypothesis firmly identified with top-down approach is known as schema theory likewise majorly affected reading guideline. It portrays how the foundational information of the student cooperates with the reading assignment and shows how a learner's learning and past involvement with the world is critical to translating content. The capacity to utilize these schemata, or foundation learning, assumes a major part in one's trial to understand the content. Schema scholars separate formal schemata (learning about the structure of a content) from content schemata (information about the topic of a content), and a reader's earlier information of both schemata empowers him to anticipate occasions and significance and to surmise importance from a more extensive setting.

In light of the previously mentioned thoughts, clearly keeping in mind the end goal to show reading adequately, the educator's part to actuate and assemble schemata is foremost. To accomplish it, he ought to ahead of time select writings that are applicable to the learners' needs, inclinations, individual contrasts, and societies keeping in mind the end goal to give important messages so the learners comprehend the message, which involves initiating existing schemata and helping assemble new schemata. At that point, in the wake of choosing the content, he needs to do the accompanying three phases of exercises to initiate and fabricate the learners' schemata.

Pre-reading exercises is expected to actuate existing schemata, assemble new schemata, and give data to the instructor about what the learners know. Different exercises and materials can enable the instructor to present key vocabulary and fortify idea association to initiate both formal and content schemata. Formal schemata will be initiated by utilizing gadgets, for example advance organizers and reviews to attract consideration regarding the structure of the content. The content schemata will be actuated by utilizing different pre-reading exercises to enable students to conceptualize and anticipate how the data fits in with their past information.

A standout amongst the most critical pre-reading exercises proposed by schematic scholars is forecast. As indicated by Goodman (1988: 16), forecast is vital on the grounds that “the mind is continually foreseeing and anticipating as it looks for request and hugeness in tactile data sources”. Smith (1994, 19–20) characterizes forecast as “the earlier end of improbable options”. As indicated by him, expectations are questions the readers ask the world and cognizance is accepting the appropriate responses. He stresses that it is forecast that makes talented readers compelling when reading writings that contain recognizable topic. “Forecast conveys potential significance to writing skill by diminishing equivocalness and wiping out ahead of time unimportant choices” (Smith 1994, 18).

As indicated by Block (1992), there is presently no more level headed discussion on “in the case of reading is a base-up, language-based process or a top-down, information-based process.” With regard to reading, meta-cognition includes contemplating what one is doing at the same time reading. Strategic readers do not just specimen the content, influence speculations, to affirm or dismiss them, and make new theories while reading. They likewise include numerous exercises along the way toward reading, whose stages can be partitioned into three, i.e. before reading, while at the same time reading, and subsequent to reading. In the second stage (while reading), they consider the general character and highlights of the frame or kind of the content, for example, attempting to find a point sentence and take after supporting subtle elements toward a conclusion, venture the writer’s motivation for composing the content, pick, sweep, or read in detail, influence consistent expectations about what will happen next in light of data got earlier, prior information, and conclusions acquired inside the past stages. At long last, in the last stage, they endeavour to frame an outline, or finish up.

Writing is a type of correspondence that enables learners to put their emotions and thoughts on paper, to sort out their insight and convictions into persuading contentions, and to pass on importance through all around built content. In its most progressive frame, composed articulation can be as striking as a gem. As youngsters take in the means of writing, and as they assemble new abilities upon old, written work develops from the main basic sentences to expand stories and expositions. Spelling, vocabulary, language structure, and association meet up and become together to enable the learners to show further developed written work abilities every year. Writing is considered as a medium of human correspondence that presents language and feelings with signs and images. In many languages, writing is a supplement to discourse or talked language.

The initial segment expounds the theory in organization guideline presenting writing as a critical language expertise,

writing as a reasoning procedure, sub-abilities of writing, the written work speculations, the kinds of written composition, oral structure, exercises to be taken up at various levels of instructing, reading-composing connections, and so on. It features the graphological, expository assets and authoritative aptitudes of the language. Different issues related with composing direction are likewise tended to. In the second section, a definite portrayal of the main considerations affecting the written work aptitudes is given and other critical zones as associate gathering collaboration, update, adjustment work, remedial work, part of teacher, and so on are additionally touched upon.

Language is an apparatus that makes people interestingly not the same as different creatures and composing is without question a critical capacity that individuals are blessed with. It is vital in light of the fact that it causes the learners to learn. As indicated by Raimes (1983:3), how can it help one to learn? At first, writing fortifies the syntactic structures, figure of speech and vocabulary that the learners may have been educated; at second, when the learners compose they have an opportunity to utilize language to investigate what they need to state and settle on how best to state what they need to state. Thirdly, when learners compose, the push to clarify thoughts is there. As the journalists battle with what to put down next or how to put it down on paper -they regularly find something new to compose or better approach for communication their thought.

Writing additionally includes building up a thought and refining it. As per Shaughnessey (1977, p.234), “written work is the record of a thought creating. It is a procedure whereby an underlying thought gets expanded and refined. He considers, toys with a thought and creates it”. The presentation and routine with regards to some type of writing empowers us to accommodate diverse learning styles and needs. A few students feel more secure if they are permitted to write in the language. For such students it is a guide to maintenance. Since the beginning of the audio-lingual development, the oral aptitudes have gotten real consideration and writing has been viewed as less critical of the language abilities. Be that as it may it relies on students’ needs. Writing is a significant resource in the classroom as the student tries to pick up capability and functionalize gainful aptitudes. The survival of our vote based system is particularly in the hands of our students and ought to be instructed how to think, talk, and compose reasonably. The learners ought not to be outsiders to the craft of discourse, level headed discussion and composing. They will have the capacity to take an interest viably just when they have sharp thinking capacities and effective informative abilities. Right now our example of educating in various schools and universities is not intended to advance such abilities. There is a greater amount of instructing than handy work. When listening enhances listening abilities, no one but writing can enhance writing aptitudes.

In instructive process the focal thought is learning and there are sure broad standards of learning. We need to give reasonable climate to youngsters to learn. The instructor will be fruitful in delivering figuring out how to the degree that he can comprehend the procedure by which it happens, to empower, control and direct the procedure. One needs legitimate information of the way toward taking in, its inclination and different means and methods of learning. Smith (1962:260) says that, “learning is the procurement of

conduct or the fortifying or debilitating of old conduct as the consequence of the experience". Learning is the obtaining of propensities, information and dispositions. It includes better approaches for getting things done, and it works in a person's endeavours to beat obstructions or to change in accordance with new circumstances. It presents dynamic change in conduct.

In the behaviourist school of psychology which is an observationally based way to deal with the investigation of human conduct, there are two imperative things to be viewed as: the nature of learning and the variables that impact learning and the way instructors can make educating viable. The three essential components in learning are: a stimulus which serves to inspire behaviour; a reaction activated by a boost; and support, which serves to stamp the reaction as being suitable (or wrong) and energizes the reiteration (or concealment), of the reaction. Language is learnt through utilize, and it is subject to important circumstance. The student should attempt with consideration.

As per the cognitivists there is something which intercedes between the stimulus and the response and this is the subjective capacity. The intellectual capacity is the faculty which allows the student to screen and assess the distinctive stimuli being gotten, to organize and direct them, to dismiss some of them, and to create suitable reactions to those stimuli which are acknowledged. The student, at any given time, has a psychological guide of his condition, which speaks to the whole of all the learning that he has so far experienced. At the point when the student experiences another learning experience, it is screened through the intellectual guide, and retained into it. The intellectual guide empowers the student to break down and decipher the new experience and the guide itself might be redrawn.

This learning hypothesis named as learning by insight is the contribution of Gestalt psychologists. Gestalt is an arrangement or basically a sorted out entire rather than a gathering of parts. A thing cannot be comprehended by the investigation of its constituent parts however just by its investigation as a totality. Learning is a purposive, exploratory and imaginative endeavour rather than experimentation or straightforward boost reaction instrument. A student, while learning, dependably sees the circumstance all in all and in the wake of seeing and assessing the distinctive connections, takes a legitimate choice in a savvy way. Gestalt psychology utilized the term student and his knowledge in reacting to the correct connections.

Reading has a vital influence in a written work program and the fundamental motivation behind reading is change of general language proficiency. Reading advances compositional abilities thus; reading is given essential significance by instructors and researchers. Reading is an intrapersonal critical thinking assignment that happens inside the brains information structures. Reading changes the reader's condition of learning. Writing proficiency creates because of readers associations with print. Whenever inexhaustible and meaningful input is made accessible to students, they acquire more knowledge. Studies have demonstrated broad reading relates highly with enhanced written work performances in L1 and L2 courses additionally. Assigned reading has a positive impact on developing composing skills. Students must be presented to various types of writings. Reading and writing ought to be

produced in close coordinated effort and the educators must assume up the liability of advancing reading habits and abilities among their students. The more experience students have writing on particular subjects specifically genres and settings, the more certainty they pick up and the more fluent their written work becomes. There is a subjective and quantitative connection between reading capacity and writing performance and great essayist are often great readers. The obligation of mingling their students to the requests of scholarly foundations lies on the educator. L2 students likewise can draw their artistic aptitudes and information of literacy practice from first language (interlingual transfer) and can likewise use the input from literacy exercises reading and writing (intralingual input).

3. Research Methodology

The basic structure of a set of ideas and realities that provide support for research is called research methodology. It depicts a line that portrays the ways and methods; research is going to utilize in exploring the topic and to attain objectives. It begins with the description of research population and participants of the study in addition with methods utilized for data collection.

3.1 Research Design

Quantitative approach involves in the collection of data to explain the findings of the research numerically. It manages statistical presentation of data. The purpose of this study was to survey the interest and motivational level of ESL learners in reading and writing, to check the difficulties faced by the learners and the impact of indigenized short stories on reading and writing. Research design is thought to be the judgment or code of research that tosses light on research process. As indicated by Mouton (1996), p.175) research design is to plan structure, and perform the research to make best utilization of the validity of the findings. Research design is a source of direction from the original philosophical suppositions to research design and data collection. In this study the research design was exploratory and the data required for the examination was quantitative. Experimental research is estimation or observation of facts and figures under sorted out and restricted circumstances. Experimental research looks at the reasons and conclusion or causes and effect. It gave all data and knowledge about the impact and effect of indigenized short stories on reading and writing. As per distinctive scholars experimental study is what happens when the researcher quests outside the explanation of observation, other than they make inductions about the contributors of the event of procedures by controlling situations and the utilization of treatment (Beaumont, 2009; Shadish, Cook & Campbell, 2002)

The data gathered in the examination was quantitative in nature. In this examination the researcher has checked the interest and motivational level of students through checklist in reading and writing by giving the questions about English language learning, indigenization and reading writing skills. Furthermore, pre-test and post-test were composed. Two groups were observed in this study. One was group-A (controlled group) and other was group-B (experimental group). Both the groups were of the same sizes. Both the groups were provided same textbooks. The experiment continued for eight weeks. The record of the procedure of teaching short stories was also maintained in addition to the

record of their improvement in reading and writing skill was also maintained. The data was presented in numerical form and was analysed through statistical method of analysis.

3.2 Participants

It was impossible to get the data of the complete population so the participants of this research study were fifty students of intermediate level of a government college in district Bahawalpur. Students were selected through random sampling technique. Two groups were made from these fifty students of equal ability on the bases of their school test results. One was experimental group, the other was controlled group and each group comprised of twenty five students. Controlled group was named as Group A and experimental Group was tagged and regarded as Group B. Both the groups were made homogeneous by applying random assignment technique on the selected sample statistic.

3.3 Research Instruments

Data required for the current study was gathered with the aid of following research instruments: Firstly, checklist was given to the learners to check the motivational level and interest towards learning English and have command on reading and writing skill. Second, test (pre-test and post-test) was used to evaluate the learners 'achievement before and after experiment. Thirdly, questionnaire was developed to gather information from the learners and teachers regarding the improvement in reading and writing skills.

The study also pointed out the challenges faced by the ESL learners in reading and writing. Students were given questionnaire in the classes to check the impact of indigenization of material in reading and writing which consist of language proficiency and writing proficiency as well as those questions were of five levels of the scale indicating agree, strongly agree, neutral, disagree, strongly disagree. The criterion was set to estimate ESL learners' own understanding and learning during treatment period. The researchers gathered the data through the questionnaire, which was prepared under the guidance of a supervisor. The researchers maintained proper record of the student's and teacher's questionnaire. Descriptive statistics was used and tables and graphs were made, while further the data was evaluated in qualitative section.

4. Findings of the study

In order to find out the impact of indigenized material on reading and writing skills, treatment is applied on experimental group and control group for 8 weeks. A checklist is considered as the most important research. A checklist is a list of items that aids the researcher to record the absence and presence of the items. To collect the information of intermediate students and to check the interest and their level of motivation checklist was prepared. Checklist was used by the researcher to know about students' responses about English language learning, teaching methodology, views on text books based on cultural stories and indigenization. Data of checklist was collected and evaluated.

Test was organized in order to check the impact of indigenized text through short stories on reading and writing skills. The test was conducted at two different stages. At first stage pre-test was taken before the treatment. A treatment was given to the students after the pre-test, which

were based on different reading and writing activities. When treatment was completed a post-test was conducted to check the improvement in the students. Both tests comprises on three different sections including questions related to use of vocabulary, essay writing, punctuation, skimming, scanning and inferential meaning in order to check reading and writing skills. Pre-test carry 40 marks and same is the case with post-test. The data was collected from the participants, from pre-test and post-test, was recorded in data sheets. The collected data further arranged by using paired sample t-test formula by using SPSS to compare the mean score of both groups. The differences in mean scores depicts that indigenized short stories has remarkable improvement in learners' skills. Their performance and interest towards learning was admirable.

To check the perception of the teachers, questionnaire was prepared under the supervision of supervisor. First segment of the questionnaire was about the proficiency level of the students. The second segment was about getting data to check the level of the students in reading and writing. Brown (2001:6) states that questionnaire is an instrument which is in a written form that presents respondents with succession of statements and questions in a written form by writing out their answers and selecting from previous given answers. Moreover, Gay (1992) defines that questionnaire offers independence to the respondents to express their own opinions for their own suggestions. It is utilized for demographic information and used to gather data from the students on reading and writing skills, strategies for learning reading and writing skills and suggestions. The researcher used questionnaire to find out the various aspect and difficulties i.e. their Language proficiency and reading and writing proficiency.

5. Discussions

Teachers use variety of methodologies for teaching second language reading and writing because second language reading and writing are complex skills and needs lots of effort on the behalf of both teacher and learner. This study utilizes indigenized short stories as a way of teaching writing skills through reading. The results of the study demonstrated that the use of indigenized short stories as a teaching methodology has a positive impact on the motivation and interest level of the students. Students actively participated more in the activities and learn new words during lessons. When control group results were compared with experimental group the data showed that the participants of experimental group were eager to learn and their achievements were higher than those of control group. Teaching through short stories is an effective method as the results of this study suggest. It helps ESL in effective learning spelling, sentence structure, punctuation and composition.

Researcher investigated with the help of research tools that reading has positive impact on the students' personalities. It not only motivates them to involved in reading activities but also engage them till the end of the short story. Students find it interesting that they can read in English and understand English as indigenized text is very close to mother language. To develop reading habits in students it is necessary to facilitate them with interesting indigenized reading books. Indigenized short stories are interesting material and make them curious learner by enhancing their confidence as ESL. Indigenized material make student's

independent learner as they can read through self-study. The uses of local words motivate their interest level.

5.1 Interpretation of the research questions

What is the impact of indigenized material on writing proficiency skills of ESL learners at intermediate level?

Materials assume an important part in language learning and the field of curriculum is one of the dynamic zones of education. The educational modules fundamentally sets limits to what the students will learn and how he will learn. Needs analysis in language teaching is the way toward deciding the requirements for which the learner or group of learners require a language and arranging the necessities as indicated by needs. Needs assessment makes utilization of both subjective and objective data and seeks data on (a) the circumstance in which the language will be utilized (b) the objectives and purposes for which the language is required (c) the kinds of communication that will be utilized (composed, spoken, formal or causal) (d) the level of proficiency that will be required. In broader terms, needs assessment comprises of strategies for identifying and validating needs, and setting up among them. The educational programs improvement revolves around three noteworthy elements: (a) decisions on what to teach, which are educational ends at various levels of specificity and immediacy to the learner; (b) decisions on how to teach, concerning with procedures as far as selecting and organizing learning opportunities, and (c) decisions concerning the extent to which educational ends are being accomplished through the methodologies or means provided. A textbook is a very important device of teaching a language and if we teach a language without a textbook, it may result in unnecessary repetitions, sometimes omissions, wastage of time. It helps the teacher and the learner in many ways giving a form to the portion of the language to be covered in a given time. It provides examples for items of vocabulary and structures to be taught. They also help to consolidate learning orally and serve as a record of the achievement. They provide a basis for writing and comprehension.

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What kind of role indigenized texts play on the motivation and interest level of ESL learners?

Students find it interesting that they can read in English and understand English as indigenized text is very close to mother language. To develop reading habits in students it is necessary to facilitate them with interesting indigenized reading books. Indigenized short stories are interesting

material and make them curious learner. It enhances their confidence. Indigenized material makes students independent learners. They can read through self-study. The students can learn ESL more rapidly through the story having the familiar culture and setting. The indigenized stories help students develop their concepts of language better. Indigenized text creates positive attitude towards learning. It makes learner an active participant in classroom. The use of indigenized text in teaching ESL raises the level of learner's interest and understanding.

What are ESL teachers' perceptions towards teaching through indigenized material?

Teaching through indigenization helps in enhancing ESL proficiency. Teacher can use understandable vocabulary in classroom. Teacher can easily clear the concepts. The unknown words can be related to known everyday words. Through indigenization teacher can engage students in meaningful tasks and activities. Sentence structure can easily be understood. In curriculum design what to teach and what learners should learn, it is viewed as essential component. The materials suggest objectives, content, learning activities and learner and teacher roles. The content defines linguistic content in terms of language elements structures, topics, notions, functions or learning tasks. The goal of materials is to present content, to practice content, facilitate communication between learners, etc. Materials should be familiar text-based and task-based. To teach the structures and vocabulary the subject matter should be given on a variety of topics to create interest in the students. The topics should deal with different forms like pieces of compositions, stories, essays, dialogues, letters, notices, invitations, skits, conversations, autobiographies, jokes, riddles, etc. They should expose the learners to different kinds of writing. A good textbook must not only teach but also test. The consolidation of learning takes place at the time of practice and testing.

6. Conclusion

The findings of the present study suggest that language teacher can work best with the curiosity of the learners. Teachers can motivate learners to learn reading and writing skills by using indigenized teaching material. Indigenized text arouses the interest of learners and solves their problems in the areas of reading and writing skills. Language teachers can get best output from the students by using effective writing and reading techniques. Furthermore, teachers can make their classes more interesting by assigning creative tasks, open ended questions, group activities and individual achievement tasks. It is mostly observed that one teaching method is not suitable for all. That's why different new and innovative methods were used for in the field of teaching. Teachers may adopt different methods without being stick to one method. Indigenized teaching material arouses the interest of the learners and it did not impose language on their minds.

7. Recommendations

This study aimed to establish an enhanced English teaching methodological design that can better serve learners. This study suggests improvement towards teaching methodologies. Much of these if they could have been improved may affect the reading and writing ability of the learners differently. The researchers suggest some of the

recommendations for future researches. The recommendations are:

1. It is recommended in this context that more researchers should be involved in this process. There is not a one size fits all method, and perhaps there will never be. However, the more research that is conducted in this thread, the more teachers will be able to modernize their lessons to better oblige the learners and to use time more efficiently.
2. As this study is limited to the female students so it can be done on male students and also be done on both male and female students.
3. It is also suggested that future research can be made at graduate level or even at university level.
4. The replication of the study should be conducted to monitor the availability of libraries having good reading materials in colleges.
5. It is also helpful in curriculum development.

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