Research Article

The Natural Approach And Short Story Reading: Enhancing English Language Acquisition

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ARTICLE INFO	ABSTRACT
	This study investigates the effectiveness of the Natural Approach in facilitating English language acquisition among intermediate learners through short story reading. A quasi-experimental design compared an experimental group, exposed to short stories without explicit grammar instruction, to a control group receiving traditional instruction. Results indicate significant improvements in reading comprehension and vocabulary for the experimental group, aligning with Natural Approach principles emphasizing comprehensible input and low-anxiety environments. These findings support short story reading as a valuable tool for language acquisition, particularly within the Natural Approach framework. Further research is recommended to explore long-term effects and integration with other pedagogical tools like social media. **Keywords**: Natural Approach, short story reading, English language acquisition, comprehensible input, second language acquisition

Introduction

The acquisition of a second language is a complex process that involves various factors, including the learner's age, motivation, and exposure to the target language. The Natural Approach, proposed by linguists Stephen Krashen and Tracy Terrell, suggests that language acquisition is most effective when learners are exposed to comprehensible input in a low-anxiety environment, without explicit grammar instruction. This study aims to investigate the effectiveness of the Natural Approach in facilitating the acquisition of English as a second language through the reading of short stories. Existing research has explored the benefits of short story reading in language learning. Summarizing short stories has been shown to enhance vocabulary, critical thinking, and writing skills. The use of culturally relevant stories can also help English learners employ a wider range of reading strategies. Additionally, linguistic comprehension instruction that incorporates storytelling and text reading has demonstrated positive effects on language and reading comprehension. This paper "The Natural Approach and Short Story Reading: Enhancing English Language Acquisition" analyses in-depth Stephen Krashen's Natural Approach.

Literature Review

The effectiveness of the Natural Approach in facilitating the acquisition of English as a second language has been explored in various studies. For instance, a study by (Social Media Platforms as Pedagogical Tools in Language Acquisition, n.d.) explored the use of social media platforms as pedagogical tools in language acquisition, and found that exposure to authentic language input through social media can provide learners with the 'comprehensible input' necessary for language acquisition, as suggested by Krashen's theory. (Alshammari & Ahmed, 2019)
Furthermore, a study by incorporated task-based learning in an extensive reading programme, and found that the combination of interesting reading materials and meaningful tasks created positive experiences in language learning, with comprehensible input from extensive reading and productive output in the follow-up tasks proving to be effective in facilitating language development. (Chen, 2018).

Another study by investigated the use of social media in improving EFL learner writing skills, and found that the interactive nature of social media platforms can enhance language learning and make it more enjoyable for students. (Santos 2022), (Dewi & Rizal, 2023), (Zhou, 2021).

The findings of this study are aligned with Krashen's theory of second language acquisition, which emphasizes the importance of providing learners with comprehensible input in a low-anxiety environment.

In summary, the existing literature suggests that the Natural Approach, which emphasizes the role of comprehensible input and anxiety reduction in language acquisition, can be an effective approach to teaching English as a second language. The use of social media platforms as pedagogical tools in language acquisition can further support the principles of the Natural Approach by providing learners with access to authentic, comprehensible input.

Theoretical Background

In the Natural Approach, language output is not forced but permitted to arise spontaneously. In 1977, Tracey Terrell introduced the natural approach to language instruction. This methodology was shaped by Stephen Krashen's language learning theory from 1983. The natural approach emphasises communication as the primary function of language. This approach views language as a medium for transmitting messages and information. The natural approach was fundamentally grounded in the observation and comprehension of first and second language acquisition in informal contexts. This strategy relies entirely on exposure to the target language. This approach divides the linguistic process into four phases. The teacher's fluency is also a determining factor. During the initial phase of preproduction, students receive approximately 10 hours to 6 months of exposure to the language for foundational learning. The pupils are prohibited from speaking during this session; they are encouraged just to listen to the instructors. This timeframe is commonly referred to as the "Silent Period". The kids are not pushed beyond their capabilities under any circumstances. The teachers advance this process further. Teachers endeavour to incorporate it into linguistic contexts referred to as Basic Interpersonal Communication Skills. After a brief period, the teacher offers questions during a specific session to assess the students' understanding skills. During the production phase, the children has the capability to acquire a vocabulary of 1,000 words or more within a year. At this stage, the learners possess the ability to construct a phrase utilising two or three words. Upon reaching the stage known as "speech emergence", adolescents typically acquire approximately 7,000 words within three years and demonstrate the ability to utilise phrases and sentences effectively. At this point, despite their ability to communicate clearly, they nevertheless commit simple grammatical errors. The fourth stage is "Intermediate Fluency", in which learners achieve proficiency in both spoken and written English. After four years, students acquire up to 12,000 words and often possess a vocabulary comparable to that of native speakers. The Natural Approach dismisses the conventional teaching of the grammatical foundation of language. It emphasises clear and meaningful practice exercises. It employs techniques and activities from several integrated sources.

The Natural Approach is a method designed to demonstrate to English Language Learners the conventional process of Second Language Acquisition. Its principal function is to facilitate language acquisition in the classroom by creating an optimal and tranquil environment. Instructors can occasionally exacerbate challenging situations unnecessarily; therefore, it is crucial for educators to assess the classroom environment. The method was developed by Stephen Krashen and Tracy Terrell in 1983. The Natural Approach significantly differs from conventional methods of language acquisition. Various strategies often emphasise a robust linguistic approach that facilitates comprehension and error correction. The conventional approach is typically anticipated for beginners acquiring a new language.

The Natural Approach is grounded in Krashen's theory of second language acquisition, which posits that language is acquired subconsciously through exposure to comprehensible input, rather than learned through explicit instruction ("Natural Acquisition"). Krashen's theory emphasises the importance of providing learners with "i+1" input, which is slightly beyond their current level of proficiency, as this encourages language acquisition. (Santos 2022). Additionally, the Natural Approach emphasizes the role of anxiety reduction in the language learning process, as a low-anxiety environment is believed to be more conducive to language acquisition.

Recent research has also explored the potential of social media platforms as pedagogical tools in language acquisition. These studies suggest that exposure to authentic language input through social media can provide learners with the 'comprehensible input' necessary for language acquisition.

Standards of Natural Approach

According to Krashen and Terrell (1983), the Natural Approach is divided into three standards:
1. Emphasis on guidance as a type of correspondence rather than a structure.
2. Oral creation is never compelled to produce, but rather in due course.
3. Early discourse undergoes "standard stages"

The Natural Approach emphasises the importance of speaking the new second language in order to have meaningful interactions with ELL students. These types of exchanges are intended to help students develop their writing skills and considerably enhance their speech communication skills in a way that is meaningful and relevant to them. Teachers that use this method are advised to provide a lot of feedback in English rather than in the students' native language. They are also encouraged to speak at a somewhat higher language level

than the student; this is what Krashen and Terrell refer to as "comprehensible input". Every homeroom activity or occasion ought to be important and with a reason; they ought not concentrate on "cognisant" learning and linguistic concepts. The process of learning that children go through as they acquire their first language is an example of what Krashen and Terrell meant by principled learning. Instructors must demonstrate to students who are learning English in such a way that they are unaware that they are actually learning a language. This will allow the language to grow gradually over time, similar to how children who speak English as their first language acquire the language. In order to facilitate these important discussions, the use of signaling and other Total Physical Response tactics can be employed jointly to help with the understanding of a new language.

Phases of Natural Approach
There are a few stages that understudies go through when acquiring a second language. Some understudies go through a silent stage, while others quickly pick up the new dialect. Understudies who go through the quiet stage usually pay a lot of attention to the thorough information provided by the instructor. During this phase, teachers do not force students to use English at all until they feel more comfortable speaking it. Most of the time, when students feel ready, they will begin to say a few words in order to communicate. According to Krashen and Terrell, as well as Richards and Rogers, language students go through three stages:
1. Stage of Perception 2. Stage of Early Speech 3. The Stage of Discourse Emergence
In the midst of the perception arrangement, Natural Approach ought to focus more on the vocabulary information of students and emphasise the ability of students to retain vocabulary in their long-term memory. According to Terrell, this method is also referred to as "authoritative". Given that Terrell stated that there are a few ways that help with this period of language acquisition, this is a crucial aspect of the inquiry. Terrell recommends using motioning or exercises, such as Total Physical Response, as a more "authoritative" procedure. During the Early Speech Stage, students begin to use single words and a few phrases. When kids reach the Discourse Emergence stages, they create a more advanced language, which includes things like pretend play and more challenging activities such as problem-solving.

Acquisition using Natural Approach
There are many different ways to teach English in schools and colleges. Some of these methods may be appropriate for particular groups of individuals, while others may not be. In this situation, the researcher has used the Natural Approach to teach the students how to improve the conflicts they encounter. One of the most common mistakes that teachers make is not being aware of what their students require. The teachers have been instructed to adhere to a specific teaching pattern, yet they often forget what the kids actually require. Not being aware of the students' disabilities can lead to problems. A person cannot find a solution if they do not know what the problem is. If the problem is not recognised, it will remain a problem at the most basic level, regardless of how skilled the teachers are, and the outcome will be disastrous. First and foremost, the question is, "What do they want?" begins with them asking themselves, "Is my class enjoyable and engaging?" The students are naturally proactive and energetic. They require a lesson that will allow them to investigate what they already know. They must have a shared responsibility in the learning process. They usually do not enjoy classes that are passive. When a class is passive, communication is one-sided and focused on the teacher. Students enjoy talking to one another and feel the need to share their knowledge. Stephen Krashen and Tracy Terrell believe that the main purpose of language is communication. They are convinced that the process of learning a language begins with communication. The researcher believes that the Natural method is a valuable tool that can help pupils become more engaged. The pupils do not require traditional learning, which is still being used in some schools today. For example, the Grammar Translation Method is one of the excellent approaches that helped students learn English better; it served its purpose. As time went on, that strategy became antiquated, and pupils require a more advanced and logical approach. GTM does not prioritise the students. This is one of the strategies that focuses on the teacher rather than the learner. The relationships between teachers and students should be characterised by a healthy balance. If the balance between the teacher and the students is not perfect, the learning process will be disrupted. A student-centered method, such as the Natural Approach, is preferred.
The Natural Approach, as outlined by Krashen and Terrell, relies on the following principles:
1. Natural communication: The main goal of language learning is to be able to communicate in the target language.
2. Comprehensible input: Learners should be exposed to language that is slightly above their current proficiency level.
3. Low anxiety: The learning environment should be low-stress and supportive to encourage language acquisition.
The core idea behind the Natural Approach is that language is best acquired through natural communication, rather than through explicit grammar instruction and repetitive drills.

Procedure
The researcher has chosen the short story "Retrieved Reformation", which was written by O. Henry and published in 1903. Choosing the right content is the most important part of learning effectively. A curriculum that can help students set realistic goals and create opportunities for development activities in class. It might

be difficult to choose the right information at times, therefore it is important to consider how trustworthy it is. In this instance, the researcher was confident that the information was reliable and beneficial to the participants in the study. Because the written material is formal and different from the spoken language, it might be difficult for students to understand the content. For those who have difficulty with spoken language, reading and writing could be quite challenging. Additionally, it is essential that the researcher selects material that is not too simple or too difficult to comprehend. If the material is significantly more difficult than what the pupils are capable of, then the outcome is likely to be less than what the researcher expected. Additionally, the content must be simple either. The researcher also selected the goal material based on the amount of time that was available to finish it. Students in the 17-19 age group can be quite enthused about the elements in the short narrative "Retrieved Reformation." The researcher has selected forty students who are at the college level in order to test the theory of Stephen Krashen and Tracy Terrell. The researcher administers a pre-test to assess the students' fundamental skills. It is believed that doing pre- and post-tests is more effective and powerful. First of all, a pre-test can help the researcher figure out which students are struggling and which kids are excelling in a class. It allows the researcher to identify the specific areas in which they are weak and the areas in which they excel. Because the questionnaire comprises twenty target questions, which also require twenty sentences, the questions include the target terms from the short tale. According to the Natural Approach approach, pupils must not experience any worry during the learning process. The questionnaire does not include the word "test" at all, according to the facts presented in the theory. The researcher did not say anything that could be connected to the word "test". The researcher spoke with the test subjects who did not make them insufficient before administering the pre-test. He is an outlier. The researcher ensured that the subjects of the study were completely relaxed when they took the test. It is believed that people would do better if they were unconscious that they were being tested opposed than being conscious they had been evaluated.

Following the completion of the pre-test, the students were required to read the provided text line by line by the researcher. In the classroom, the researcher underscored the importance of the reading process. In conventional approach, the teacher read the text at a moderate pace and with the correct tone. However, in this procedure, the researcher did not read it upfront. Students were given time to study the book and think about it on their own. One of the main reasons why reading is emphasised is that it helps young ones develop their imagination and think critically about the book they are reading. Reading also helps pupils develop their creative side. When the pupils read with focus, they are able to visualise what is happening in the text. There were several pupils who had trouble pronouncing words that were in the text, such as "guile" and "assiduous". When the students read the material on their own, they were able to see the mistakes they were making. The researcher then required the students to participate in silent reading. The individual silent reading demonstrated to them the correct way to have read it.

The researcher provided a summary of the full material and discussed it line by line after the reading process was complete in order to help with understanding. The researcher continued to clarify and described the content words that were present in the text. He produced a phrase using the term that was defined after the students had a clear definition. The objective is for the students to understand how to use the words they are learning. The researcher instructed the students to create some examples using the terms that were provided. The researcher not only discussed the important components in the book, but also provided a vivid imagination, which allows the pupils to visualise. The researcher assisted the students in summarising the full story on the second day. The researcher also confirmed that the students were capable of using the phrases that were provided to them. The students took the post-test with the identical target words, but they were not introduced to the idea of a test like they were the last time. However, because the students were aware that this was a test, the researcher had to persuade them to think that it was not a test. It was guaranteed that the students had no anxiety whatsoever. The test participants were not involved in the pre-test, but there was a slight improvement in the approach during the post-test. The students took the test seriously. Students finished the test in less time than they did the last one.

The following day, the information was repeated all over again. The students read the whole chapter during class. In the Natural Approach, repeated reading is a crucial component of the learning process. Going over a text multiple times improves fluency in a natural way. Reading aloud multiple times gives students a better opportunity to improve their pronunciation, emphasis, and intonation. Furthermore, it improved the students' understanding when they read the material multiple times. Reading the same material multiple times can assist children learn vocabulary, sentence structures, and grammatical structures without them even realising it. The researcher summarised the text for the subjects for the third time. The students also explained the meanings of the target terms and how to use them. In the Natural Approach, every feature is closely connected to the viewpoints of first language acquisition. According to Stephen Krashen, the students receive recurrent exposure when the Natural Approach is used. The students are able to remember all of the words for a period of time after they have been exposed to them repeatedly, and the likelihood that they would forget the terms is lower. The researcher conducted a delayed post-test on the same group of persons in order to confirm the notion. The identical approach was followed, and there was no mention of any tests or anything similar in the class. Needless to say, the results were as expected.

Pre Test - Vocabulary

Zero	Below 5	Above 5	Above10	Above 15	20
0	5	11	18	6	0
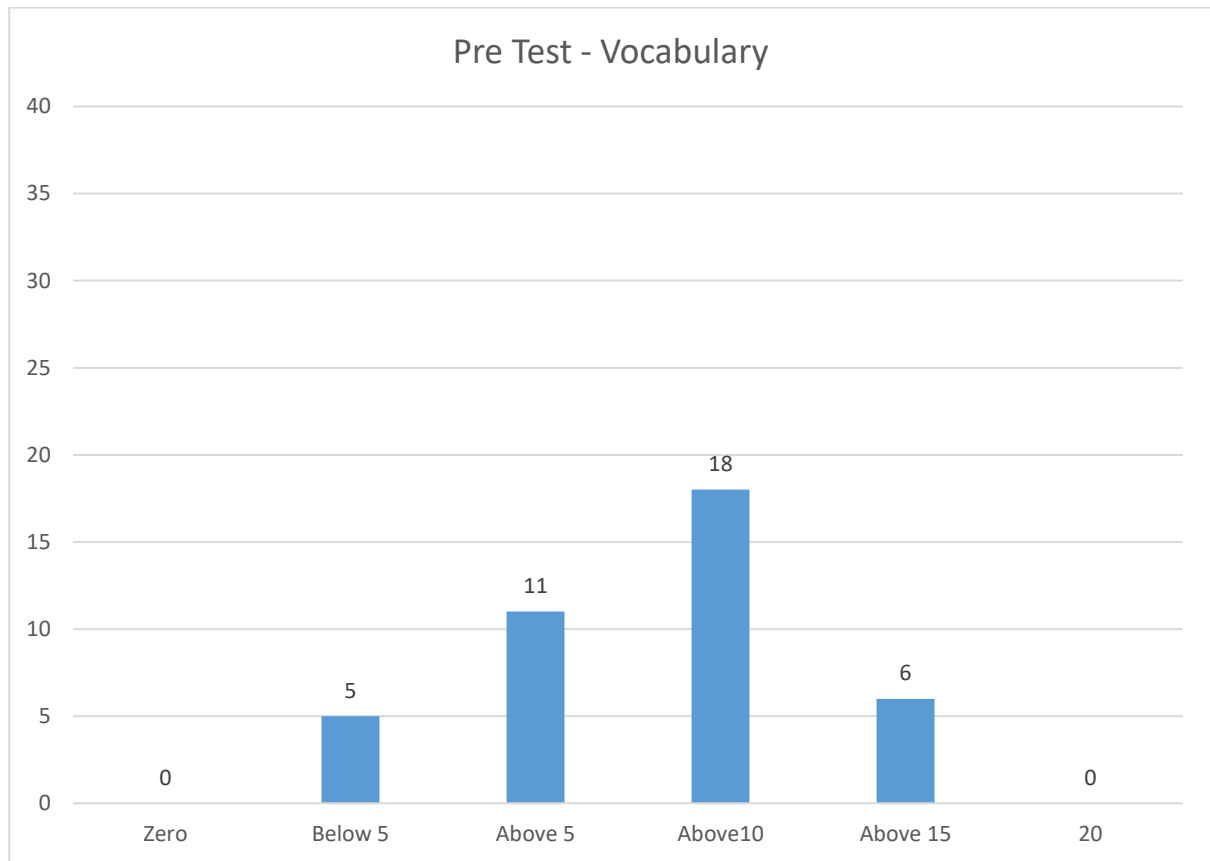
The above column chart expounds the test results of the forty subjects in the Pre-test(vocabulary). As it can be inferred, none of the subjects have scored twenty marks and none of the students scored zero either. The majority of the test subjects have seemed to score above ten marks. And some of the subjects have even scored below five marks. Only six subjects managed to score above fifteen in the Pre-Test. Eighteen subjects have scored above ten marks in the test. Eleven pupils managed to score above five marks.

Pre Test - Sentence

| Zero	Below 5	Above 5	Above10	Above 15	Twenty
0	29	10	0	1	0
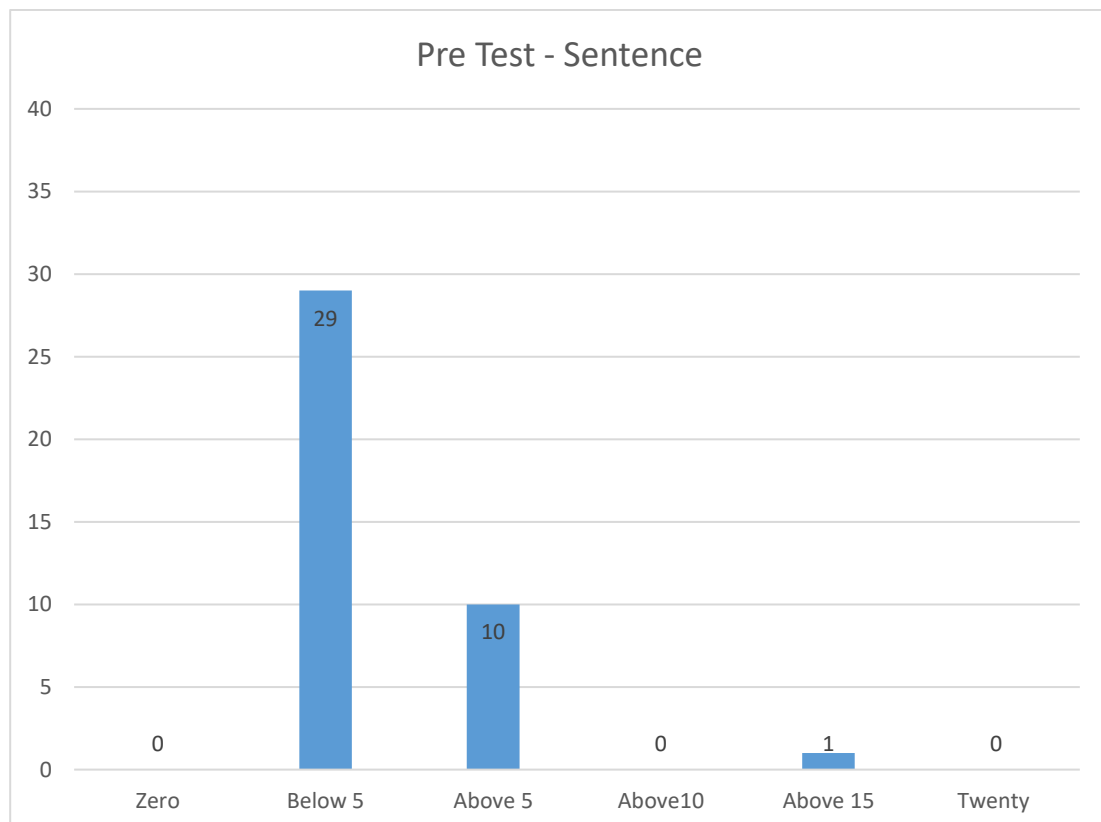
The column above chart expounds the test results of the forty subjects in the Pre- test(sentence). As it can be seen, none of the subjects have scored twenty marks like the Pre-test(vocabulary). The majority of twenty nine test subjects have scored below five marks unlikely. And about ten test subjects have gained above five marks. Only one subject managed to score above fifteen in the Pre-Test. One of the reasons why the result is quite decrepit comparing to the Pre-test(vocabulary) is that some of the students have guesstimated the answers.

Post Test - Vocabulary

Category	Value
Zero	0
Below 5	0
Above 5	0
Above10	6
Above 15	19
Twenty	15
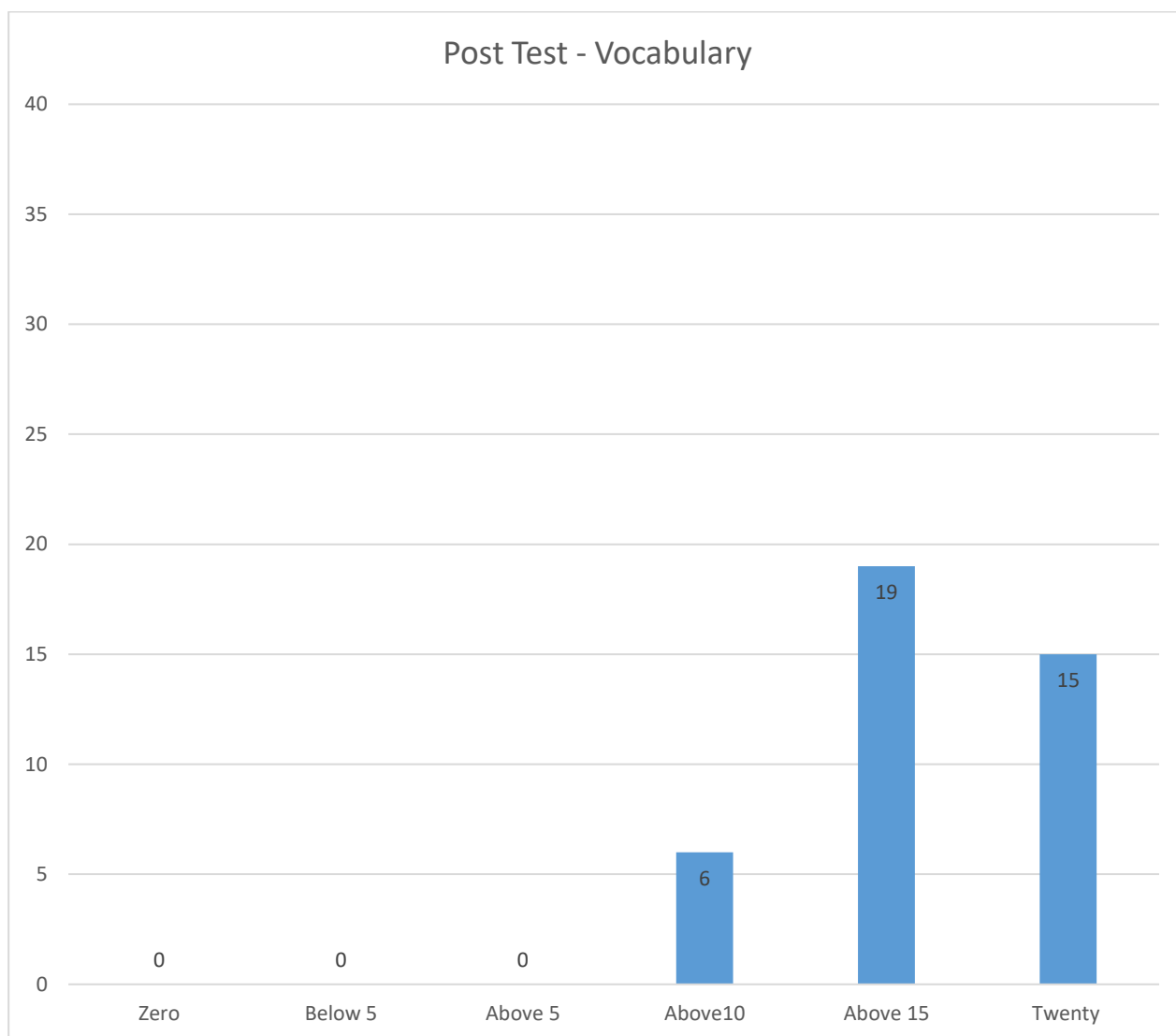
The column chart shows the results which had been acquired from the Post-Test(vocabulary) with the same subjects as the Pre-Test. Unlike the previous test that was conducted by the researcher here the result seems to differ. About nineteen subjects have scored above fifteen marks whereas in the Pre-Test this had the least. Fifteen subjects have scored above twenty marks unlike the Pre-Test. And only six subjects have scored above ten. There can be inferred a colossal difference in the rate of improvement. It is to be noted that applying the Stephen Krashen's theory has indeed made a significant improvement in the result.
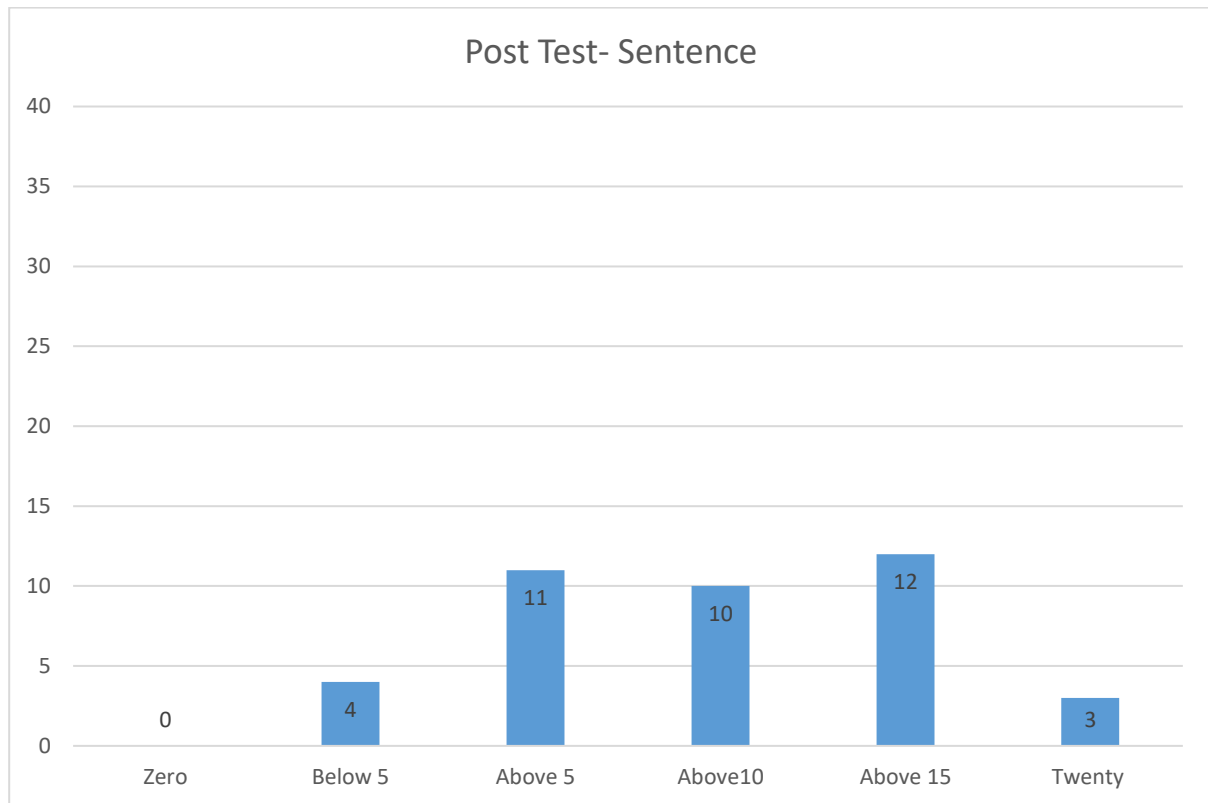
Post Test- Sentence

The column chart shows the results which had been acquired from the Post-Test(Sentence) with the same subjects as the Pre-Test. Unlike the previous test that was conducted by the researcher, here the result seems to be a little different and unpredicted. Unlike Post-Test(vocabulary) only three subjects have scored twenty marks. The larger part of about twelve students have scored above fifteen marks in the test. Only four test subjects have scored below five marks. Eleven pupils have gained above five marks. And ten test subjects have scored above ten marks in the Post-Test(Sentence).

Pre and Post test difference(Vocabulary)
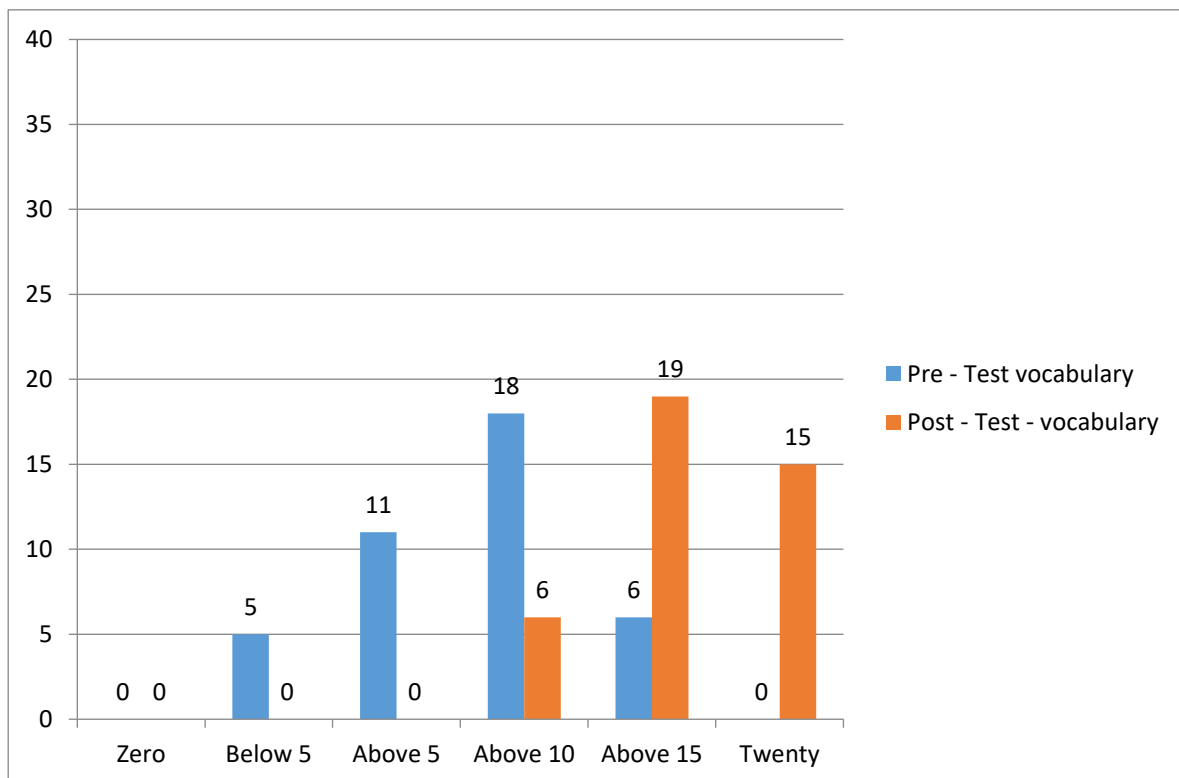
The above clustered chart explicates the percentage of difference of Pre and Post Test (vocabulary). As it is seen in the chart five pupils have scored below five marks in the Pre-Test(vocabulary) yet in the Post-Test(vocabulary) the result is dissimilar, none of the subjects have scored below five marks. The rate of efficiency of the students who have scored above fifteen can be apparently seen. Just as we compare the results in the Pre-Test(vocabulary) only six subjects have scored above fifteen marks whereas in the Post-Test(vocabulary) nineteen pupils have scored above fifteen marks. For the most part amongst the fourty students fifteen students have scored twenty marks.

Pre and Post test difference(Sentence)
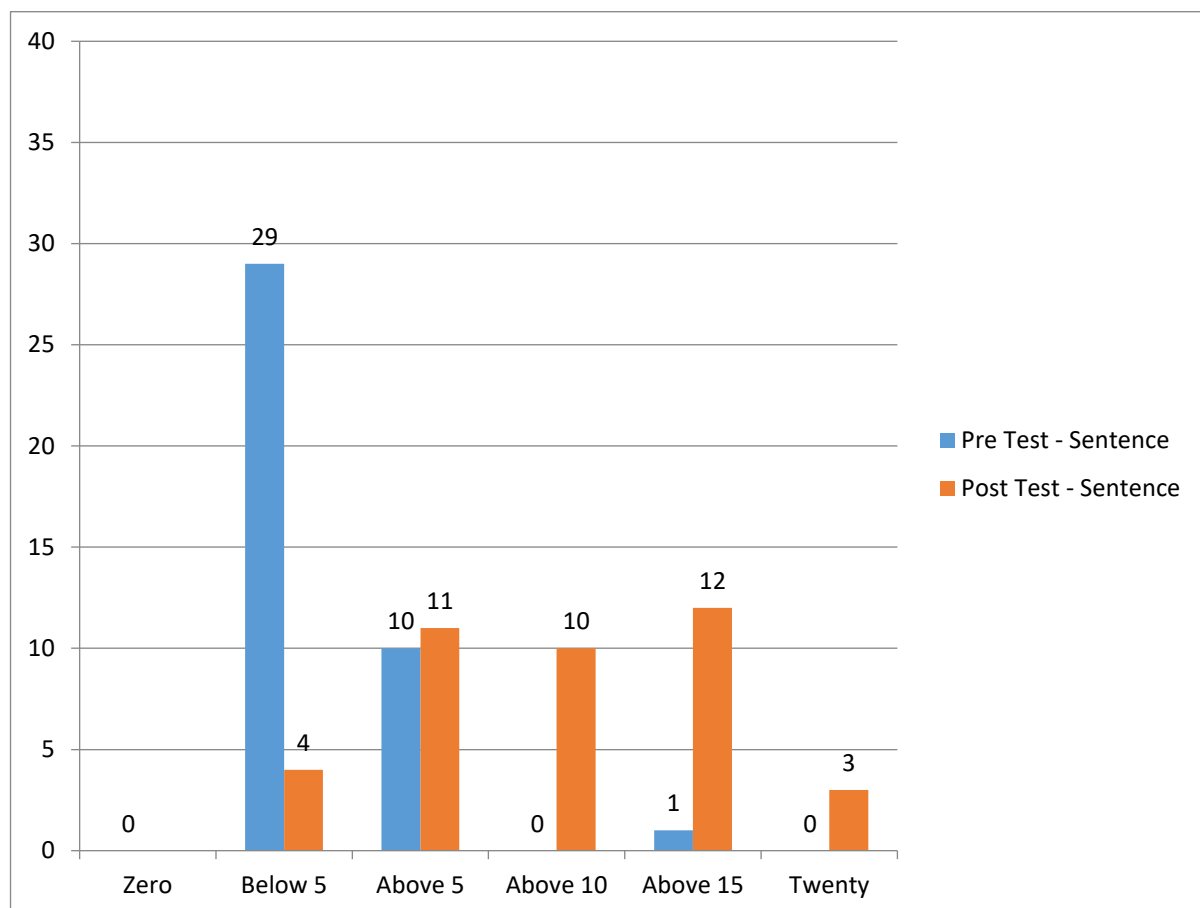
The above clustered chart explicates the percentage of difference of Pre and Post Test (Sentence). As it is seen in the chart, in the most part twenty-nine pupils have scored below five marks in the Pre-Test(Sentence) yet in the Post-Test(Sentence) the result is unlike, only four subjects have scored below five marks. The rate of efficiency of the students who have scored above fifteen can be apparently inferred. Just as we set side by side the results in the Pre-Test(Sentence) only one subject has scored above fifteen whereas in the Post-Test(Sentence) twelve pupils have scored above fifteen marks. For the most part amongst the fifteen students three students have scored twenty marks.

Percentage of acquisition of Pre-test and Post-test(Vocabulary)
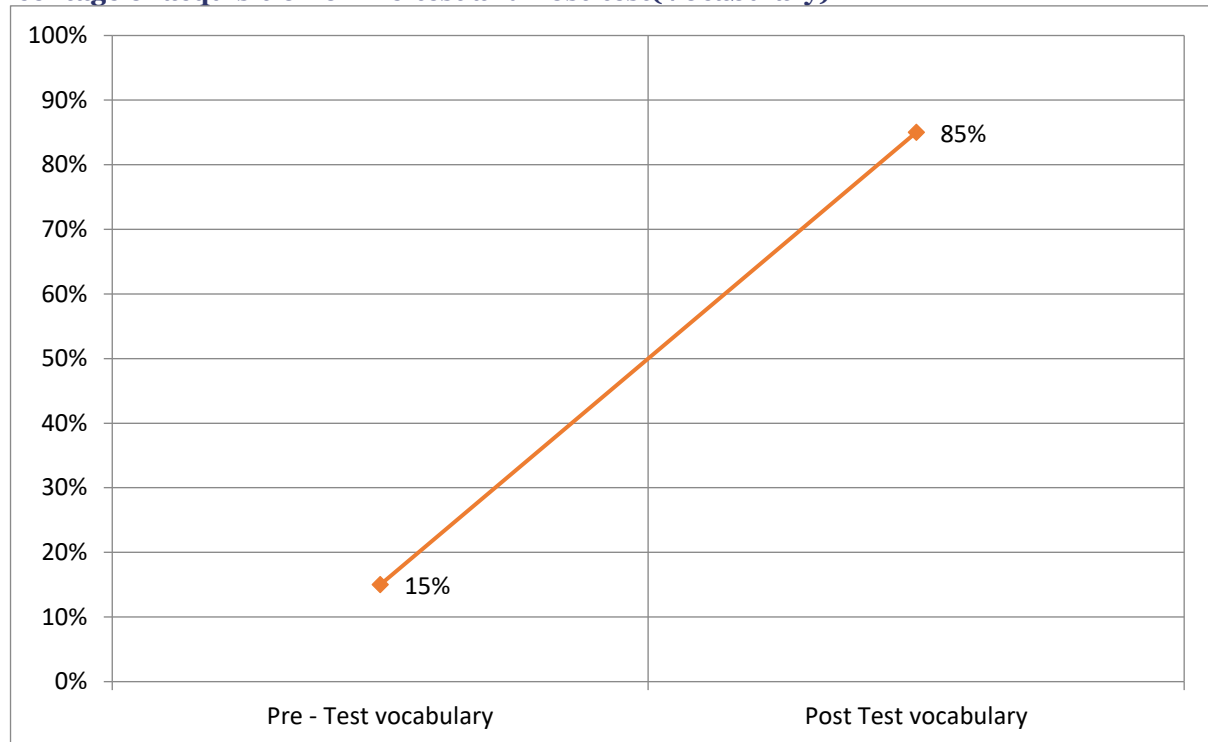
The above line chart shows the percentage of efficiency gained of the Pre and Post Test(vocabulary). As it can be inferred the rate of acquisition is fifteen percentage in the Pre-Test(choose) and eighty five percentage in the the Post-Test(vocabulary).

Percentage of acquisition of Pre-test and Post-test(sentence)
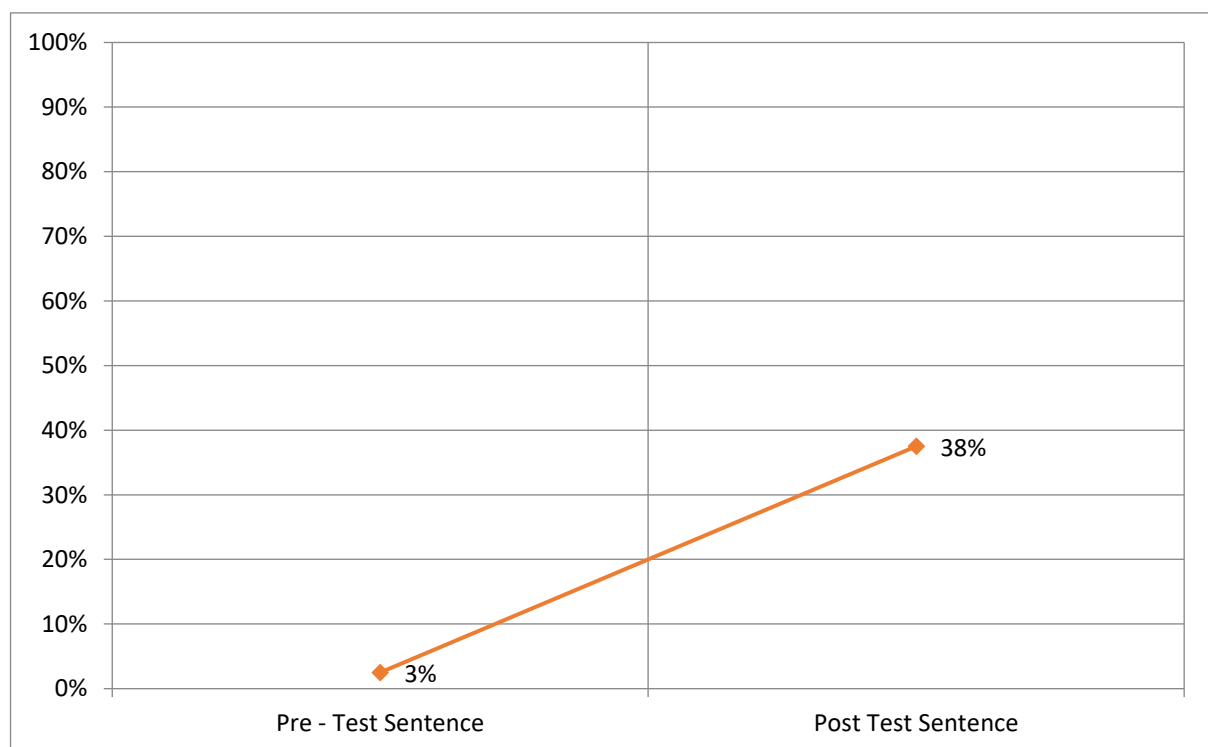
The above chart shows the percentage of efficiency gained of the Pre and Post Test(Sentence). As it can be inferred the rate of acquisition is three percentage in the Pre-Test(sentence) and thirty eight percentage in the the Post-Test(sentence).

Delayed Post Test - Vocabulary
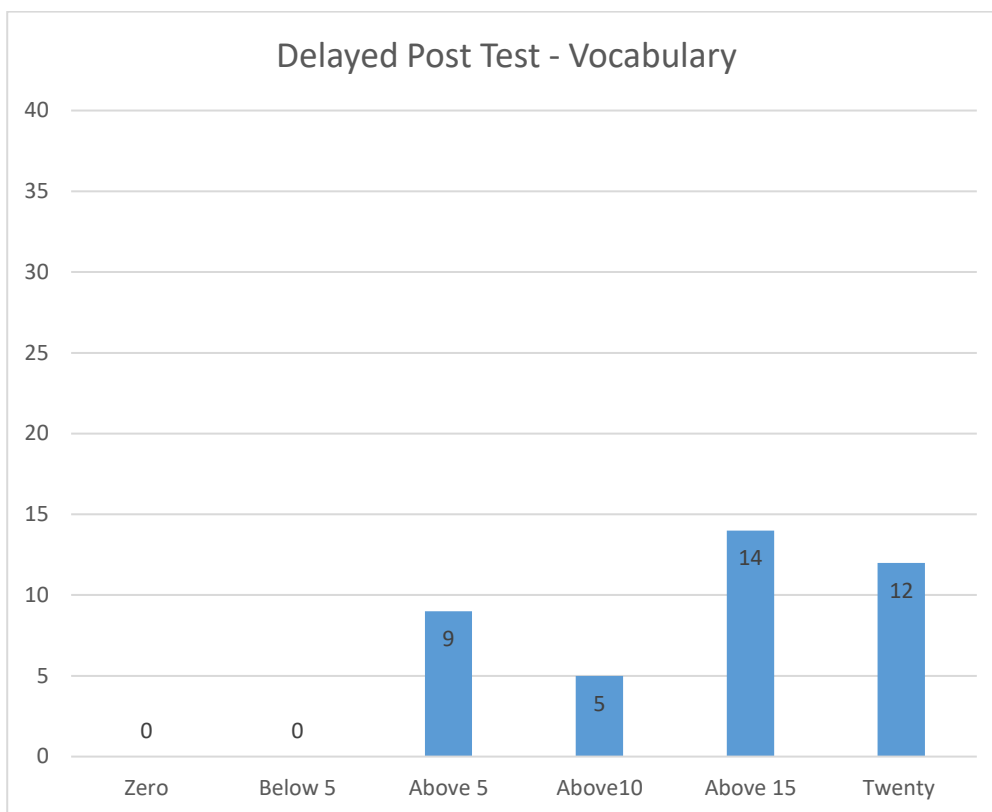
The above column chart defines the percentage of acquisition that has been acquired in the delayed Post-Test(vocabulary) after the intervention of the new method on the test subjects. As it is seen there is a subtle drop in the rate of competency of the subjects who have scored twenty marks, twelve subjects have scored twenty marks. Fourteen test subjects have scored fifteen marks in the delayed Post-test(vocabulary). Among the forty test subjects nine subjects have scored above five marks and five test subjects have scored above ten marks.

Delayed Post Test - Sentence
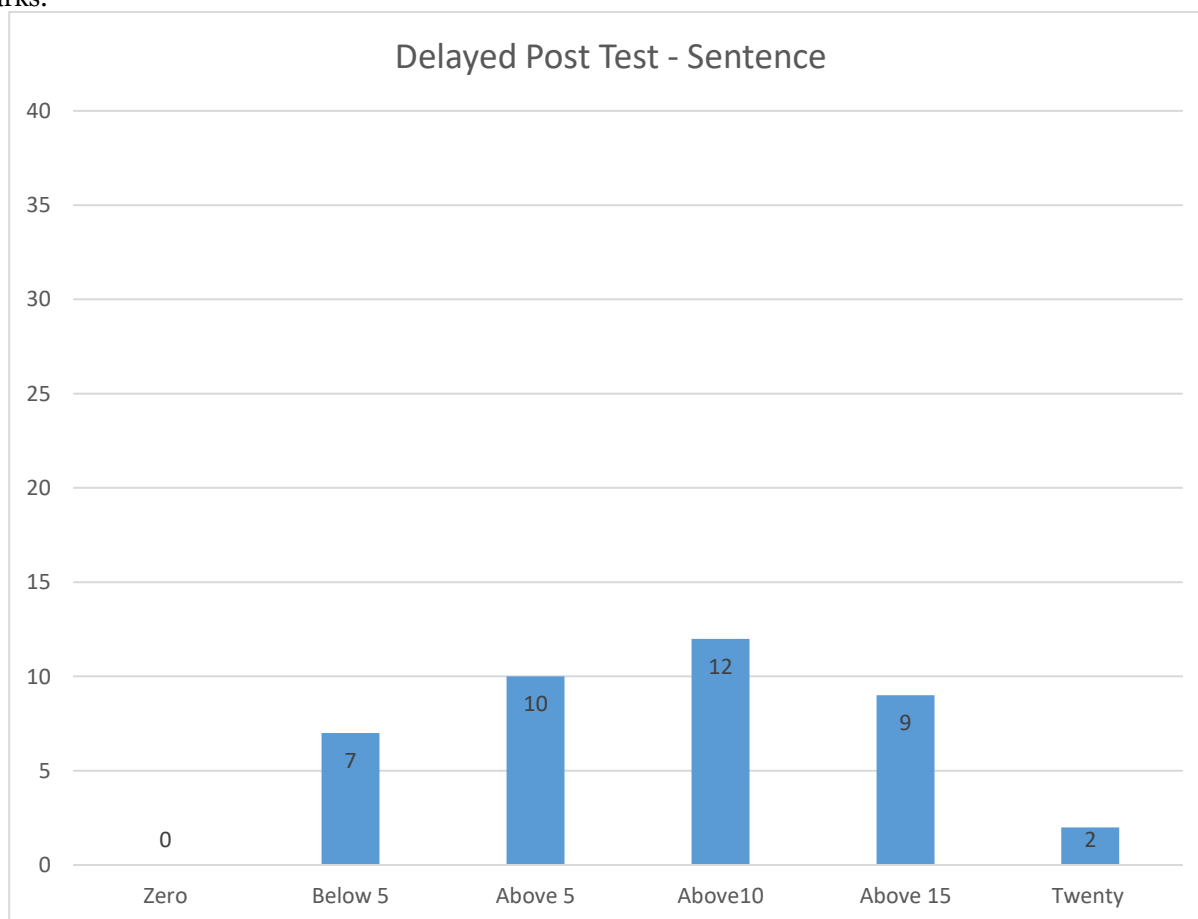
The above column chart defines the percentage of acquisition of delayed Post-Test(Sentence) that has happened after the implication of the new method on the test subjects. As the previous result, there is a trivial difference in the rate of acquisition. Among the forty test subjects only two subjects have scored twenty marks and nine pupils have scored above fifteen marks. Twelve students have scored above ten marks where seven students have scored below five marks. Ten students could not scored above ten marks.

Post-test and Delayed Post-test (Vocabulary)
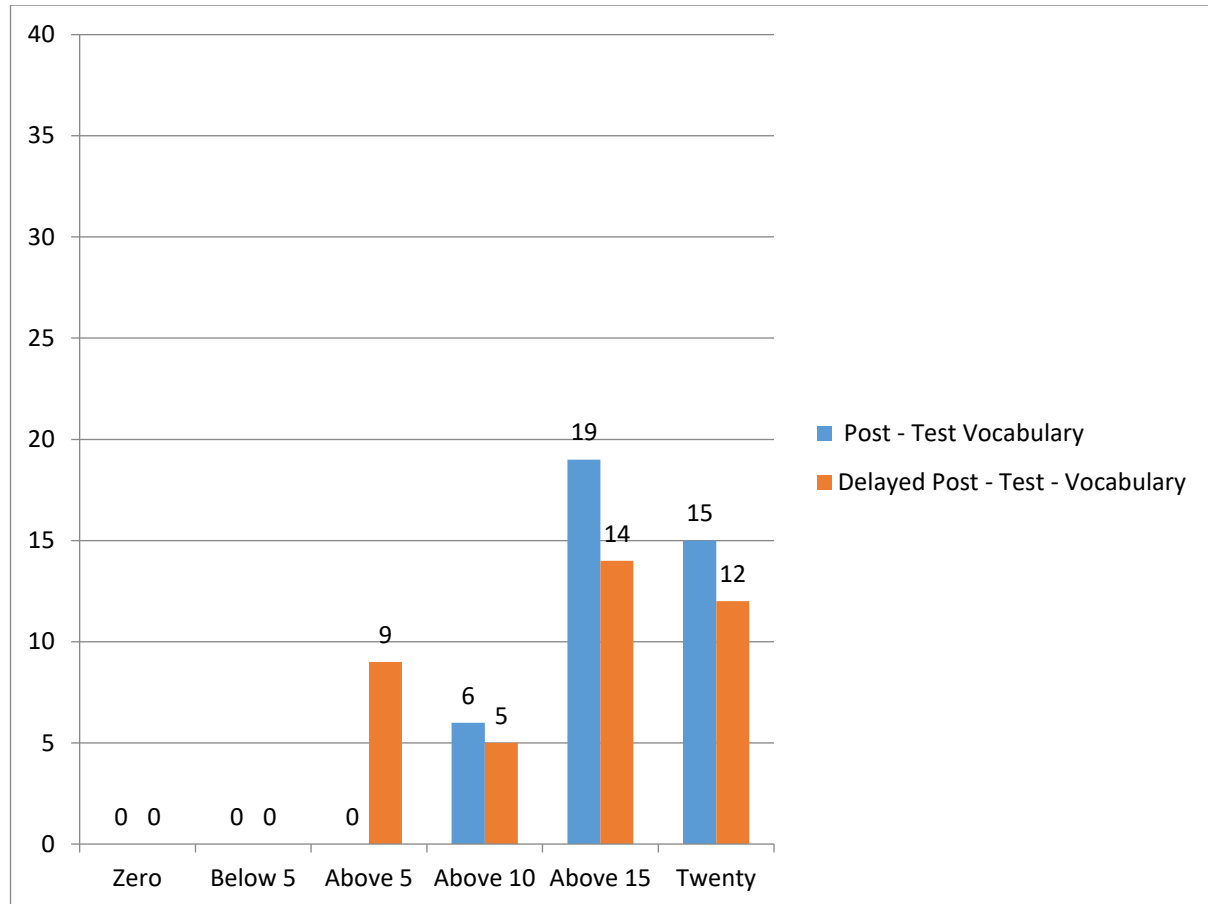
This clustered chart explicates the percentage of difference of Post and Delayed Post Test (vocabulary). The rate of efficiency of the students can be apparently seen. Just as we compare the marks there can be seen only a subtle difference in the competency level. Twelve students have scored twenty marks in the delayed Post-test whereas fifteen test subjects have scored twenty marks in the Delayed Post Test (vocabulary). Nineteen pupils have scored above fifteen marks where fourteen pupils have scored above fifteen in the Delayed Post Test (vocabulary). There is a delicate difference in the number of pupils who have scored above ten marks. Six pupils have scored above ten marks in Post-test where five subjects have scored above ten marks in Delayed Post Test (vocabulary). None of the subjects have scored above five in the Post-test but, in the Delayed Post Test (vocabulary) nine pupils have scored above five marks.

Post-test and Delayed Post-test (Sentence)
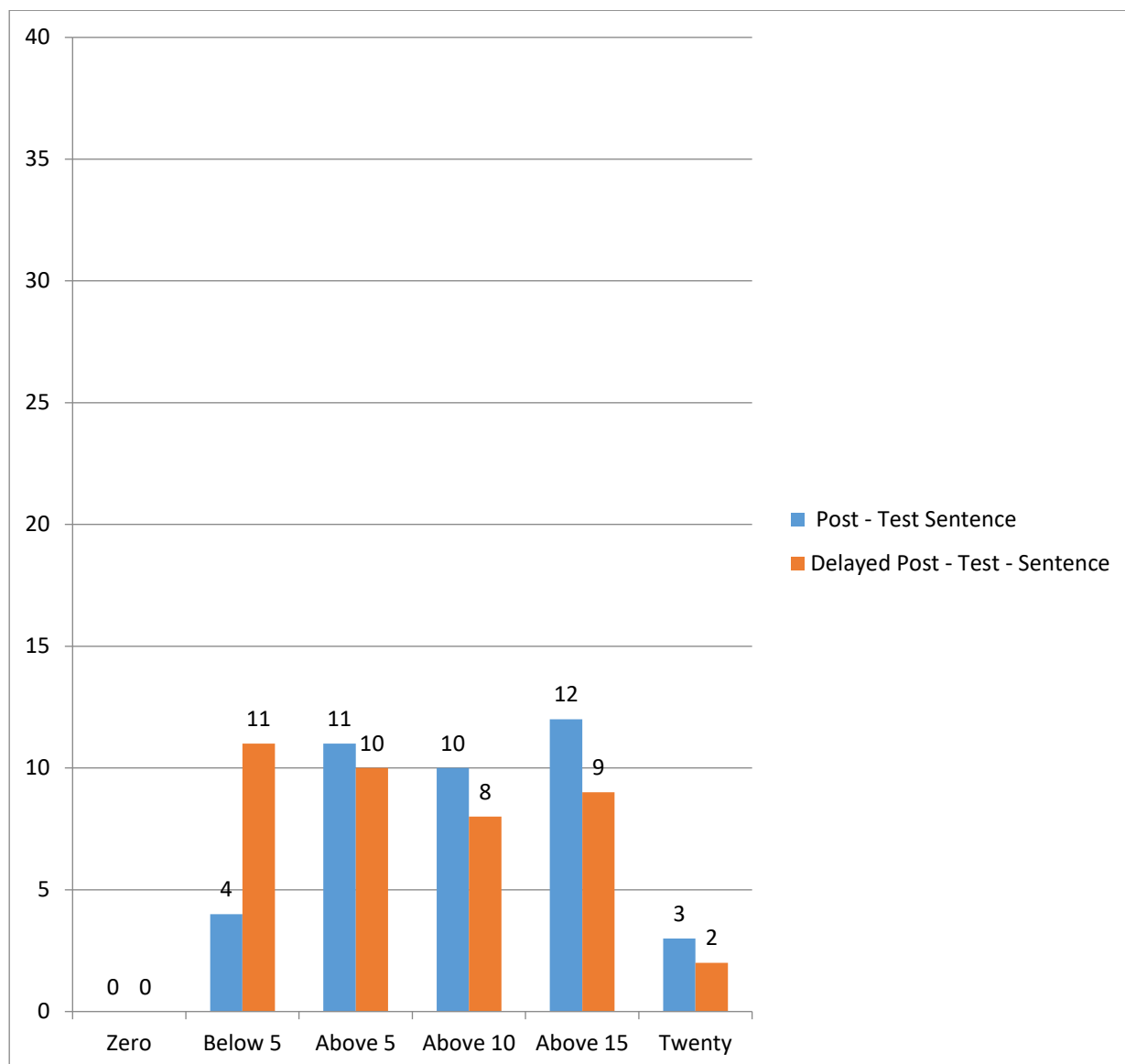
This clustered chart explicates the percentage of difference of Post and Delayed Post Test (sentence). Just as we compare the marks there can be seen only a considerable difference in the competency level. In the Post-test(sentence) three subjects have scored twenty marks in the Delayed Post Test (sentence). Nine subjects were able to score above fifteen marks in the Delayed Post Test (sentence) where twelve students were able to score above fifteen marks. Ten pupils have scored above ten marks in the post-test where eight subjects scored above ten marks in the Delayed Post Test (sentence). Ten subjects have scored above five marks in the Delayed Post Test (sentence) where eleven subjects have scored above five marks in the Post-test (sentence). Eleven subjects have scored below five marks in the Delayed Post Test (sentence) whereas only four subjects have scored below five marks in the Post-test (sentence).

Percentage of acquisition of Post-test and Delayed Post-test(Vocabulary)
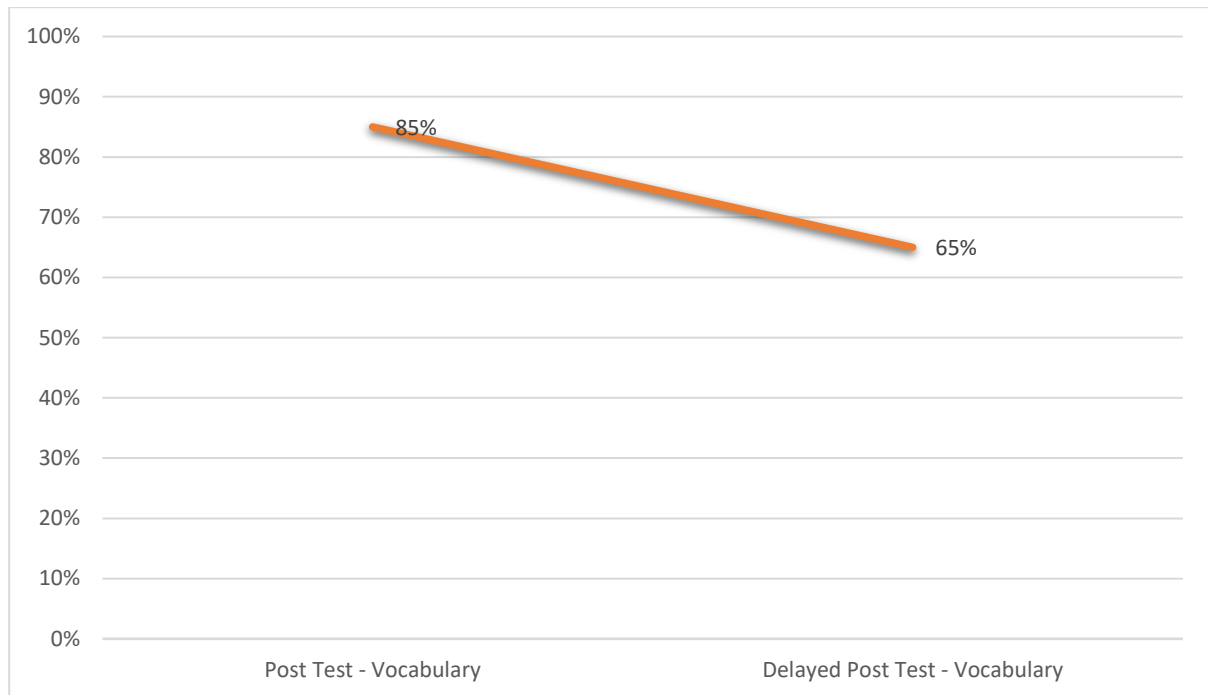
The above line chart expounds the comparison of the percentage of subjects who have gained above fifteen marks in the Post and Delayed Post test(vocabulary). In the Post-test(vocabulary) the percentage of acquisition is eighty five where the percentage of acquisition is sixty five in the Post-test(vocabulary).

Percentage of acquisition of Post-test and Delayed Post-test(Sentence)
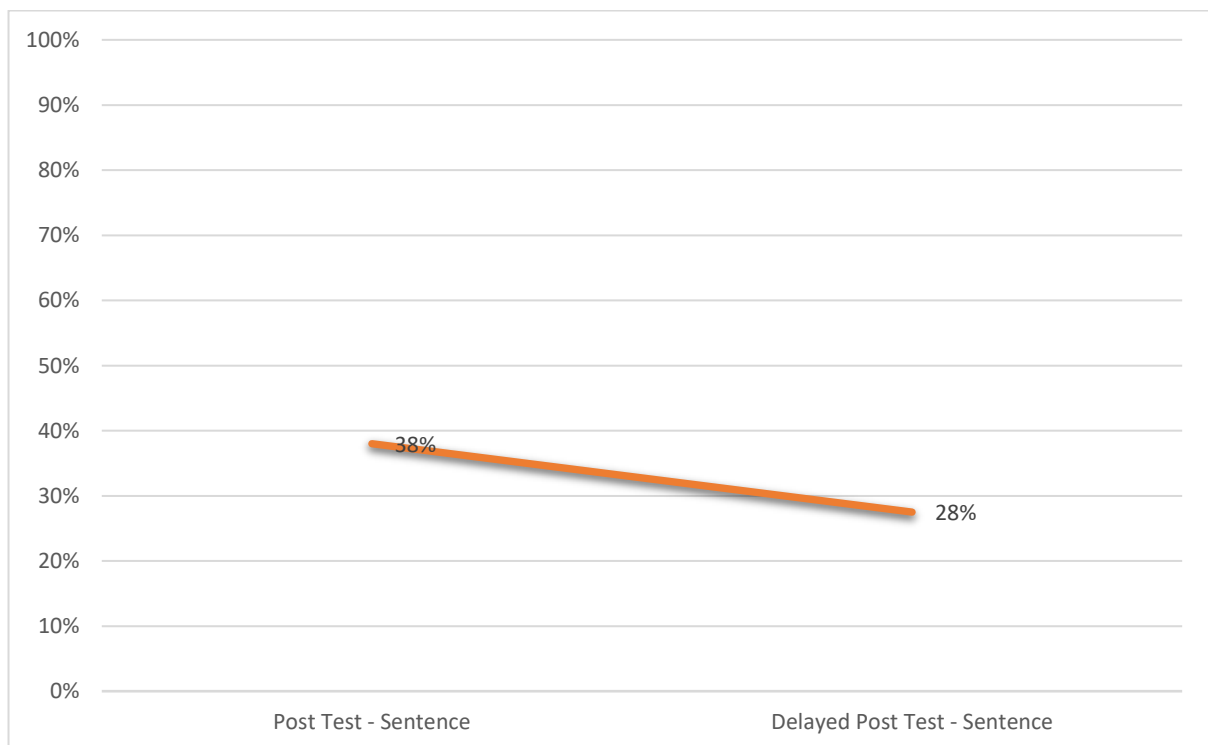
The above chart expounds the comparison of the percentage of subjects who have gained above fifteen marks in the Post and Delayed Post test(sentence). In the Post-test(sentence) the percentage of acquisition is thirty eight where the percentage of acquisition is twenty eight in the Post-test(sentence).

PERSONAL DATA

S.No	Socio-demographic variable	No of Respondents(n:40)	Percentage
1.	**Age** 18 years 19 years	23 17	57.5 42.5
2.	**Gender** Male Female	12 28	30.0 70.0
3.	**Domicile** Rural Urban	25 15	62.5 37.5
4.	**Type of family** Nuclear Joint	33 7	82.5 17.5

The above chart gives an idea about the age, gender, domicile and type of family of the test subjects. As we can understand from the table 62.5% of the students are from rural places and 30% of the pupils are from the urban. Among the forty subjects 30% are male and 70% are female. More than 57% in the class are 18 years old and more than 42% are 19 years old.

Mark details:
Vocabulary:

S.No	One word mark(vocabulary)	No of Respondents (n:40)	Percentage
1.	**Pre test for one word** Below 5 marks 5 to 10 marks 11 to 15 marks 16 to 19 marks	 5 11 18 6	 12.5 27.5 45.0 15.0
2.	**Post test for one word** 11 to 15 marks 16 to 19 marks 20 marks	6 19 15	15.0 47.5 37.5
3.	**Delayed post test for one word** 5 to 10 marks 11 to 15 marks 16 to 19 marks 20 marks	 9 5 14 12	 22.5 12.5 35.0 30.0

The above table explains the competency percentage of Pre, Post and Delayed post- test (vocabulary). In the Pre-test (vocabulary) 12.5% students have scored below 5 marks, 27.5% students have scored above 5 marks, 45% students have scored above 10 marks and 15% students have scored above 15 marks. In the Post-test (vocabulary) 15% students have scored above 10 marks, 47% students have scored above 15 marks and 37% students have scored 20 marks. In the Delayed Post-test (vocabulary) 22.5% students have scored above 5 marks, 12.5% students have scored above 10 marks, 35.0% students have scored above 15 marks and 30.0% students have scored 20 marks.

Sentence formation marks

S.No	Sentence formation marks	No of Respondents (n:40)	Percentage
1.	**Pre test for sentence formation mark**		
	Below 5 marks	29	72.5
	5 to 10 marks	10	25.0
	16 to 19 marks	1	2.5
2.	**Post test for sentence formation marks**		
	Below 5 marks	4	10.0
	5 to 10 marks	11	27.5
	11 to 15 marks	10	25.0
	16 to 19 marks	12	30.0
	20 marks	3	7.5
3.	**Delayed post test for sentence formation marks**		
	Below 5 marks	11	27.5
	5 to 10 marks	10	25.0
	11 to 15 marks	8	20.0
	16 to 19 marks	9	22.5
	20 marks	2	5.0

The above table explains the competency percentage of Pre, Post and Delayed post- test (sentence). In the Pre-test (Sentence 72% students have scored below 5 marks, 25.0% students have scored above 5 marks, and 2.5% students have scored above 15 marks. In the Post-test (sentence) 10.0% students have scored below 5 marks, 27.5% students have scored above 10 marks, 25.0% students have scored above 10 marks and 7.5% students have scored 20 marks. In the Delayed Post-test (Sentence) 27.5% students have scored below 5 marks, 25.0% students have scored above 5 marks, 20.0% students have scored above 10 marks, 22.5% students have scored above 15 marks and 5.0% students have scored 20 marks

Mean and Standard Deviation for One word marks(vocabulary)

S.No	Type of test	Mean	Std. Deviation	Rank
1.	Pre test for one word marks	9.75	3.875	3
2.	Post test for one word marks	17.22	3.198	1
3.	Delayed post test for one word marks	11.73	6.714	2

The above table gives an insight to the fact that the result is P.T>D.P.T>Pr.T in one word. The percentage of acquisition in the Post-test is higher than that of Delayed Post-test and percentage of acquisition in the delayed Post-test is higher than that of Pre-test. It is apparent that there is only a subtle difference when comparing Post and Delayed Post-test.

Mean and Standard Deviation for sentence formation mark

S.No	Type of test	Mean	Std. Deviation	Rank
1.	Pre test for sentence formation mark	3.55	2.621	3
2.	Post test for sentence formation mark	12.67	5.210	1
3.	Delayed post test for sentence formation mark	9.20	5.703	2

The above table gives an insight to the fact that the result is P.T>D.P.T>Pr.T in Sentence formation. The percentage of acquisition in the Post-test is higher than that of Delayed Post-test and percentage of acquisition in the delayed Post-test is higher than that of Pre-test. Same as the previous tabular column here the result is same. The mean average of Pre-test is 3.55 where it is 12.67 in the Post-test and there is a delicate drop in the average of Delayed post-test.

't' TEST BETWEEN RESPONDENTS' AGE AND ONE WORD MARK(vocabulary)

S.No	One word mark(vocabulary)	$\overline{X}$	S.D	Statistical Inference
1.	**Pre test for one word mark** 18 years **(N:23)** 19 years **(N:17)**	7.04 13.41	2.671 1.417	**t =8.926** p < 0.001 **Significant**
2.	**Post test for one word mark** 18 years **(N:23)** 19 years **(N:17)**	15.26 19.88	2.927 .332	**t =6.458** p < 0.001 **Significant**
3.	**Delayed post test for one word mark** 18 years **(N:23)** 19 years **(N:17)**	6.96 18.18	4.216 2.921	**t =9.416** p < 0.001 **Significant**

The above table explicates how age affects the competency value of the test subjects (vocabulary). Pupils who were nineteen years old have scored more than who were eighteen years old in Pre-test, Post- test and Delayed Post test. The majority of the students in the class were eighteen years old. It can be seen that in the Pre-test, Post-test and Delayed Post-test pupils who were 19 years old have scored higher than the ones who are 18 years old in the class. It is evident that pupils who were 19 years old were able to write the test with more precise and focus than the students who were 18 years old.

't' TEST BETWEEN RESPONDENTS' AGE AND SENTENCE FORMATION MARK

S.No	Sentence formation mark	$\overline{X}$	S.D	Statistical Inference
1.	**Pre test for Sentence formation mark** 18 years **(N:23)** 19 years **(N:17)**	1.96 5.71	.825 2.687	**t =6.326** p < 0.001 **Significant**
2.	**Post test for Sentence formation mark** 18 years **(N:23)** 19 years **(N:17)**	8.91 17.76	3.343 1.715	**t =9.968** p < 0.001 **Significant**
3.	**Delayed post test for Sentence formation mark** 18 years **(N:23)** 19 years **(N:17)**	4.91 15.00	2.539 2.872	**t =11.748** p < 0.001 **Significant**

The above table explicates how age affects the competency value of the test subjects(Sentence). Pupils who were nineteen years old have scored more than who were eighteen years old in Pre-test, Post- test and Delayed Post test. The majority of the students were eighteen years old in the class. . It can be inferred that in the Pre-test, Post-test and Delayed Post-test pupils who were 19 years old have scored higher than the ones who are 18 years

old in the class. Pupils who were 19 years old were able to write the test with more precise and focus than the students who were 18 years old.

't' TEST BETWEEN RESPONDENTS' GENDER AND ONE WORD MARK(Vocabulary)

S.No	One word mark(Vocabulary)	$\overline{X}$	S.D	Statistical Inference
1.	**Pre test for one word mark** Male **(N:12)** Female **(N:28)**	4.83 11.86	1.267 2.384	**t =9.594** p < 0.001 **Significant**
2.	**Post test for one word mark** Male **(N:12)** Female **(N:28)**	13.25 18.93	2.598 1.412	**t =8.964** p < 0.001 **Significant**
3.	**Delayed post test for one word mark** Male **(N:12)** Female **(N:28)**	3.42 15.29	1.832 4.463	**t =8.846** p < 0.001 **Significant**

The above table explicates how gender affects the competency value of the test subjects (vocabulary). Girls have scored higher than boys in Pre-test, Post- test and Delayed Post test (vocabulary). It is generally seen that girls tend to stay more comprehensible than boys. And it is proved here that girls have preformed better than boys in the all the three tests that was conducted. Girls tend to have self discipline and self regulation. Examines demonstrate that young girls prevail over young men in school on the grounds that a large portion of them have a characteristic attribute which makes them well-suited to prepare, set scholarly objectives and place exertion into accomplishing those objectives. Boys are less conscientious than girls. Boys are more performance based and target only the final grades in the schools whereas girls are more focused and consistent learners. Girls tend to feel satisfied when they impress their teachers with their grades but, boys do not tend to do that, they are less concerned about what their teachers are going to think about their grades. The next tabular column has also given the result as the last. Girls have performed better than the boys. Even in the Pre-test their performance percentage is above average. There can be seen 40% difference in their performance value in all the three tests. Especially in the Delayed Post-test there can be seen an immense value drift in the acquisition value of the girls, they have gained the mean average value of 11.89.

't' TEST BETWEEN RESPONDENTS' GENDER AND SENTENCE FORMATION MARK(Vocabulary)

S.No	Sentence formation mark	$\overline{X}$	S.D	Statistical Inference
1.	**Pre test for Sentence formation mark**			
	Male **(N:12)**	1.33	.492	**t =4.175**
	Female **(N:28)**	4.50	2.589	p < 0.001 **Significant**
2.	**Post test for Sentence formation mark**			
	Male **(N:12)**	6.33	2.188	**t =8.422**
	Female **(N:28)**	15.39	3.425	p < 0.001 **Significant**
3.	**Delayed post test for Sentence formation mark**			
	Male **(N:12)**	2.92	.996	**t =6.593** p < 0.001
	Female **(N:28)**	11.89	4.638	**Significant**

't' TEST BETWEEN RESPONDENTS' DOMICILE AND ONE WORD MARK(Vocabulary)

S.No	One word mark(Vocabulary)	$\overline{X}$	S.D	Statistical Inference
1.	**Pre test for one word mark** Rural **(N:25)** Urban **(N:15)**	7.40 13.67	2.843 1.291	**t =8.023** p < 0.001 **Significant**
2.	**Post test for one word mark** Rural **(N:25)** Urban **(N:15)**	15.56 20.00	2.987 .0001	**t =5.727** p < 0.001 **Significant**
3.	**Delayed post test for one word mark** Rural **(N:25)** Urban **(N:15)**	7.48 18.80	4.426 2.484	**t =9.056** p < 0.001 **Significant**

't' TEST BETWEEN RESPONDENTS' DOMICILE AND SENTENCE FORMATION MARK

S.No	Sentence formation mark	$\overline{X}$	S.D	Statistical Inference
1.	**Pre test for Sentence formation mark** Rural **(N:25)** Urban **(N:15)**	2.08 6.00	.909 2.726	**t =6.649** p < 0.001 **Significant**
2.	**Post test for Sentence formation mark** Rural **(N:25)** Urban **(N:15)**	9.40 18.13	3.617 1.457	**t =8.891** p < 0.001 **Significant**
3.	**Delayed post test - Sentence formation mark** Rural **(N:25)** Urban **(N:15)**	5.40 15.53	2.958 2.615	**t =10.939** p < 0.001 **Significant**

Previous tables explicate how domicile can have an affect on the competency value of the test subjects in One word and Sentence formation. Pupils who were from urban places have scored more than who were from Rural places in Pre-test, Post- test and Delayed Post test. This is the case because in rural places people do not get enough influences and they do not have proper education system. As a result the urban pupils are better than the rural pupils. Even in the Pre test the students from Urban places have managed to score higher than the ones from rural places. The majority of the students were from rural places in the class.

't' TEST BETWEEN TYPE OF TESTS AND PRE & POST TEST FOR ONE WORD MARK(Vocabulary)

S.No	Pre & Post test for one-word mark (Vocabulary)	$\overline{X}$	S.D	Statistical Inference
1.	**Type of tests** Pre test **(N:40)** Post test **(N:40)**	 9.75 17.23	 3.875 3.198	**t =9.410** p < 0.001 **Significant**

't' TEST BETWEEN TYPE OF TESTS AND PRE & POST TEST FOR SENTENCE FORMATION MARK

S.No	Pre & Post test for sentence formation mark	$\overline{X}$	S.D	Statistical Inference
1.	**Type of tests** Pre test **(N:40)** Post test **(N:40)**	 3.55 12.68	 2.621 5.210	**t =9.895** p < 0.001 **Significant**

't' TEST BETWEEN TYPE OF TESTS AND PRE & DELAYED POST TEST FOR ONE WORD MARK(Vocabulary)

S.No	Pre & Delayed post test for one word mark(Vocabulary)	$\overline{X}$	S.D	Statistical Inference
1.	**Type of tests** Pre test **(N:40)** Delayed post test **(N:40)**	 9.75 11.73	 3.875 6.714	t =1.611 p > 0.05 Not Significant

't' TEST BETWEEN TYPE OF TESTS AND PRE & DELAYED POST TEST FOR SENTENCE FORMATION MARK

S.No	Pre & Delayed Post test for sentence formation mark	$\overline{X}$	S.D	Statistical Inference
1.	**Type of tests** Pre test **(N:40)**	 3.55	 2.621	**t =5.693** p < 0.001 **Significant**

ONE WAY ANALYSIS OF VARIANCE AMONG THE TYPE OF TESTS WITH REGARD TO PRE, POST & DELAYED POST TEST FOR ONE WORD MARK(VOCABULARY)

S.NO	Source	Df	SS	MS	$\overline{X}$	Statistical Inference
1.	**Type of tests**					
	Between Groups	2	1200.350	600.175	G1=9.75 G2=17.23 G3=11.73	**F=25.605** P < 0.001 **Significant**
	Within Groups	117	2742.450	23.440		

G1= Pre test
G2= Post test
G3= Delayed post test

ONE WAY ANALYSIS OF VARIANCE AMONG THE TYPE OF TESTS WITH REGARD TO PRE, POST & DELAYED POST TEST FOR SENTENCE FORMATION MARK

S.NO	Source	Df	SS	MS	$\overline{X}$	Statistical Inference
1.	**Type of tests**					
	Between Groups	2	1696.850	848.425	G1=3.55 G2=12.68 G3=9.20	**F=38.252** P < 0.001 **Significant**
	Within Groups	117	2595.075	22.180		

G1= Pre test
G2= Post test
G3= Delayed post test

Methodology

This study employed a quasi-experimental design to investigate the effectiveness of the Natural Approach in facilitating English language acquisition through the reading of short stories. The participants were a group of intermediate-level English language learners, who were divided into two groups: a control group and an experimental group.
The control group received traditional English language instruction, including explicit grammar lessons and vocabulary activities. The experimental group, on the other hand, engaged in a series of short story reading sessions, where they were exposed to authentic, comprehensible input without explicit grammar instruction.
Both groups were assessed on their English language proficiency before and after the intervention, using standardized tests of reading comprehension, vocabulary, and grammar.

Results

The results of the study indicate that the experimental group, which engaged in the short story reading sessions, demonstrated significantly greater improvements in their English language proficiency compared to the control group. Specifically, the experimental group showed marked improvements in their reading comprehension and vocabulary knowledge, while the control group did not show comparable gains. (Rogde, 2019), (Freeman & Freeman, 1987). These findings are consistent with the principles of the Natural Approach, which emphasize the importance of providing learners with comprehensible input in a low-anxiety environment. The exposure to authentic language input through the short stories, coupled with the absence of explicit grammar instruction, appears to have facilitated the acquisition of English language skills among the

participants. The results of this study are also aligned with recent research on the use of social media platforms in language acquisition. The exposure to authentic language input through social media can provide learners with the "comprehensible input" necessary for language acquisition, as suggested by Krashen's theory.

Discussion

The education system has become so accustomed to the previous teaching methods, which were once practical, that it is now stuck in the past. However, we have been forced to the point where we have to use traditional techniques to educate, and we forget that we have sufficient approaches that can be applied to the kids. Kumaravadivadivelu, one of India's prominent theorists, argues that we would not be able to make any changes to the education system as long as we continue to confine ourselves to traditional techniques. Using modern approaches not only changes the way students learn, but it also allows them to study the material with intrinsic incentive instead of extrinsic motivation. The purpose of this study is to demonstrate that the application of Stephen Krashen and Tracy Terrell's theory has resulted in significant improvements in the way that the individuals learn. To begin with, forty students at a college were the subjects of the study. The experiment began with the administration of a Pre-Test to the test subjects in order to assess their fundamental level of ability. The researcher ensured that the students were unaware that they were being tested. This was kept in place to reduce the students' anxiety levels. This will also mean that the test subjects will not be held accountable for the outcomes, but it will ultimately improve their performance in the Pre-Test. The questionnaire does not include the phrase "test" at all. The researcher selected "A Retrieved Reformation", a work by O. Henry, as the content to be analysed. The subjects were instructed by the researcher to read the text for a few minutes. The researcher provided an overview of the material they were going to work with by summarising the full text after the reading session. The researcher provided the students with a more detailed explanation of the character sketch. The subjects were given a thorough education on the entire manuscript as it was being completed. The test subjects were shown the target terms along with examples. The students were required to listen to the audio book of the target material as part of the research. The subjects wrote a post-test, which showed that the students had made significant progress in their level of competency. The subjects were exposed to the same target words repeatedly over a period of time to ensure that they learnt them. They were required to take the Delayed Post-Test in order to determine whether or not the individuals were able to recall the material. The data collected in this study suggests that there is a difference in the findings of the Pre and Posttest. When we compare the Pre and Posttest, the data from the pre-test appears to be slightly worse than the data from the post-test. When comparing the post-test to the delayed post-test, a small difference in the results can be observed.

Learners of a second language often encounter challenges that cannot be resolved using the means now available in our education system. The techniques that we use in schools and universities are no longer current. The so-called methods that were used in schools and universities had their own impacts throughout their time, but as time went on, they were no longer able to serve their goal. The traditional methods, such as GTM and Structural approach, never provided the upgrades that the schools and colleges required. Teachers often find it difficult to determine which approach is the ideal one to use because there are so many different methods available. This can be a frustrating experience. However, the natural approach may be a low-cost and flexible strategy for teaching a second language. It has been demonstrated that utilising the Natural approach to teach the target language can be an effective way to improve the proficiency level of the subjects. The natural approach is different from other techniques because it allows students to learn in a way that is more natural to them. This means that they do not feel forced to study, which helps them remember what they have learnt for a longer period of time. The customised input of the teacher is the most effective way for learners to acquire language. Students learn the target language in a way that is simple and natural. The teaching materials are well-designed. The teacher is always paying attention to the students. According to Stephen Krashen, L1=L2, which means that a language should be learnt in the same way that we learnt our first language. Second language learners should acquire the language instead of learning it. The results of this study will serve as a catalyst for the creation of new ideas in the Natural Approach, which will help learners acquire foreign languages more rapidly and efficiently.

The findings of this study contribute to the growing body of research on the effectiveness of the Natural Approach in facilitating second language acquisition. The results suggest that the reading of short stories can be a valuable tool in promoting the acquisition of English language skills, particularly in the areas of reading comprehension and vocabulary development.

Furthermore, the study highlights the importance of creating a low-anxiety learning environment, where learners can focus on understanding the content rather than explicit grammar instruction. In addition to the use of short stories, the integration of social media platforms as a source of authentic language input may also be a promising avenue for future research, as it aligns with the principles of the Natural Approach.

The study's limitations include the relatively small sample size and the short duration of the intervention. Future studies should consider larger sample sizes and longer-term interventions to further investigate the long-term effects of the Natural Approach in English language acquisition (Schechter, 2015), (Alshammari & Ahmed, 2019), (Avci, H., & Adiguzel, T, 2017), (Chen, 2018).

Conclusion

This study investigated the effectiveness of the Natural Approach in facilitating the acquisition of English as a second language through the reading of short stories. The results suggest that the experimental group, which engaged in the short story reading sessions, demonstrated significantly greater improvements in their English language proficiency compared to the control group. These findings contribute to the growing body of research on the effectiveness of the Natural Approach and the potential of using social media platforms as pedagogical tools in language acquisition. In conclusion, this study provides empirical evidence for the effectiveness of the Natural Approach in facilitating English language acquisition through the reading of short stories. The results suggest that exposing learners to comprehensible input in a low-anxiety environment can lead to significant improvements in their language proficiency, particularly in the areas of reading comprehension and vocabulary development. The findings have important implications for language instructors and curriculum designers, who may consider incorporating the Natural Approach and the use of short stories into their teaching practices.

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