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CONCLUSION
An evaluation of the entire project with the benefit of hindsight provided by theoretical discussions on classroom oriented research identified discourse creation as the macro-skill focus of the reported research. The input provided to the learners in terms of instructions as to how to process information available concentrated not on the discrete grammatical structures of the input but on the rhetorical structures of the text. The code and the message were not treated as separate entities, understanding the message results in the code being created, the final product being less important than the processes of learning.

The term 'communication' in the classroom has been narrowed down to refer to communication with the text inclusive of teacher-learner communication through oral interaction and written performance. Communication in the classroom in the sense of conversational exchanges replicable in the real world was not the mainstay of the programme, as the context warranted only the study of the target language as a subject. The aim of communication had therefore to be linked to the study of language as a subject. It is true that this kind of communication does not produce participatory competence which includes skills like turn taking, holding the floor, using conversational routines, using gap-fillers, pausing for appropriate expressions etc. Such interactional routines introduced in the second language class may not promote learning as improvisation of real world tasks in the classroom. Such decontextualized interaction routines, moreover, reduce the challenge involved in making sense of a stretch of language, thereby lacking in motivational value. In
terms of actual classroom management such activities do not provide sustained learning experience in the target language for a considerable stretch of time.

The programme given to the learners was obtained through applying the seminal principles of communicative language teaching to a set of pre-specified materials. A meaningful dimension was given to the syllabus by expanding it into learning items. As the lessons progressed it was realized that a syllabus structured with items on a gradience anticipating learning outcomes is not very crucial to classroom language learning. In any learning teaching situation, in the final analysis the syllabus will have disappeared in the process of accommodating the official syllabus into the teacher's syllabus and the learner's syllabus. It is concluded here that a topic based syllabus will be more valid educationally than a structure or skills based syllabus as the topic based syllabuses might bring in a host of non-language learning outcomes along with language learning outcomes, which phenomenon might relate language learning to other spheres of learning.

While skills based syllabuses attain a definite shape in the making, topic based syllabuses defy strict definitions. Topic based syllabuses can achieve their aim through exposing the learners to the subject matter of chosen topics. This conclusion was arrived at through watching the learners' reaction to the content of the course materials prescribed. While selecting topics one can have the criteria of availability of materials along with affective considerations. In actual operation the topics can be relegated to the background, only to be used as a
Materials used in the project, are not to be viewed as separable from the tasks through which the learners had access to them. An evaluation of tasks incorporates an evaluation of the course. A good number of tasks were directed at the passage of the text. The tasks were devised with an express purpose of enabling the learners to process the text. It was observed that the communicative value of a lesson was in direct proportion to the affective element in the lesson unit and the extent to which the task was framed to enlist the learners' reactions feelings and opinions. Framing of tasks as an important pedagogic principle promoted learner response. This is by way of responding to Keith Morrow's observation "It is a moot point whether students are able to perform better on tasks where they "play themselves" or on tasks where they take on the role of another person..." It is submitted here that tasks which were addressed to individual learners, asking for their reactions, feelings and opinions had more response value than objective type tasks like filling in missing information in a tabular column, filling in words in a close framework, or completing the given dialogue. Even though CLT was the dominant methodology, resorting to an eclectic blend was not to be avoided in the actual conduct of the course at certain levels of teaching. During the error analysis and correction phase, teacher feedback, comprised mainly of structural paradigms worked out for the benefit of students' reference. When the learners self corrected their own writing they needed a model frame of sentences against which they had to compare their own sentences. The methodology in use had a
definite focus on learner output continuum; macro structures of a lesson were concentrated on with a clear direction of gearing language processing towards writing. This was largely due to the written examination which had its wash back effect on the course offered. Instead of using a spate of methods in isolation an integrated approach directed towards written communication was tried out.

The future direction in ESL can therefore retain the basic structure of a topic oriented syllabus, a syllabus of content without radically changing the format of a conventional topic based syllabus with an additional communicative dimension. This type of topic based subject oriented syllabus is teacher friendly whereas real world tasks require the teacher to be extraordinarily resourceful to cope with the communication situation.

The course offered, left many points desirable. There were not enough practice opportunities to repeat and consolidate a single type of task to enable the learners to become task wise. As the lesson units were disparate offering differing language experiences everytime when a new task was introduced much time was spent on teacher explanation of the task. The kind of intensive reading of texts pursued in the project perhaps would have developed certain abilities but the students were not trained to read a variety of texts just to retrieve information.

Communication through oral and written performance of low achievers should have specially designed assessment criteria. While evaluating whether the learner has improved her repertoire of communication skills, if one applies the criterion of
grammatical accuracy as it happens in almost all academic testing situations, then one has to recognize the lacuna between the teaching and testing procedures. Therefore, in the project, evidence for learning was gathered largely from classwork done by each individual on a day to day basis. Learners' spoken and written performance were assessed from the content angle even though instructions on structure manipulation were given time and again.

While communication through the text, resulted in the learners' expanding their resources for communication through memorization of routines, this attempt at communication resulted in firming up of structures of the language. Some learners, who were not in a position to perceive the fit between meaning and structures did not show any evidence of acquisition of grammatical competence in their writing. The acquisition of grammatical competence at least from the teacher's point of view, was not an automatic process in the context reported. It was the result of deliberate attention calling teaching strategies highlighting the logic behind language system.

A change in the learners' attitude, motivational level, thinking and reasoning ability along with their attempts at creating a sustained full length written piece were some of the frequently occurring events to show that learning was taking place. The ability to construct one's own text "at different levels of linguistic adequacy" corresponded with the ability to construct paragraphs and essays in the summative examination; it was also observed that the memorized chunks from the text situation could be successfully used only by students who
constructed their own discourse in the span of two years; learning took place through imitation and practice but the behaviourist model of learning could not explain fully the learner's capacity for creative construction.

The causes of under involvement on the part of some learners can be attributed to the following reasons.

1. The methodology used along with the role played by the teacher as a manager of activities was not appealing to some of the learners who wanted the teacher to be an arbiter of knowledge in keeping with the rest of the curriculum. They were not familiar with the concept of managing their own learning. A sudden shift from a passive listener to an active learner was not to be easily reconciled with.

2. The texts used in the college course might have put off some of the learners since the texts did not start from where the learners had to begin really from point of view of linguistic as well as conceptual difficulties involved in them; these learners had to struggle in order to make sense of classroom events.

3. The recording of lessons and filling in questionnaires, alerted some of the learners to understand that they were part of a study conducted for research purposes. Therefore, they desisted from participating in oral lessons and general written tasks towards the end of the course.

4. Some of the learners who needed more training in anticipating the type of questions in the summative
examination were given only training in the development of certain abilities but were not given opportunities to consolidate what they had learnt to be better performers of the examination tasks.

5. A poor economic and socio-cultural background prevented some of the learners from becoming highly motivated learners of the target language.

6. In the view of some of the learners learning a second language was a luxury which was not directly related to their life.

7. Some of the learners expressed their opinion that they needed training to face the examination which goal can be reached by any shortcut method other than that of learning to communicate.
NOTES
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1 The paper submitted alongwith this dissertation makes a comparative study of the reported research situation with another classroom context where Functional English was taught with real life tasks as supplementary materials.

2 The Canadian immersion Language Teaching Programmes subscribe to this view.


4 ibid.,