CHAPTER - II

COMMUNICATIVE LANGUAGE TEACHING
- A POINT OF DEPARTURE
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Communicative Language Teaching - a point of departure

Communicative Language Teaching (CLT) Methodology which is widely discussed in the ESL Literature as a methodology which was adhered to as an antidote to language based methodologies like the audio-lingual, or the direct method has been discredited on the grounds that CLT does not have a coherent theory of language teaching and learning. Keith Johnson in his discussion on a coherent curriculum specification espouses the view that when curriculum makers decide to implement CLT as a methodology this methodology would not lend the curriculum a coherent structure because, according to him "The Communicative approach to language teaching provided many insights but no paradigm and the coherence of the curriculum at present is not in shared assumptions but in operational definitions." Operational definitions, however, must emerge out of the individual teacher's appraisal of the situation, not from the curriculum designer's speculative endeavour. Striving to design a coherent curriculum network, would in Prabhu's words be prioritizing "Contextual factors to instructional methods by giving contextual factors a central role in pedagogy and treating instructional methods as a kind of logical derivation from them". The ideologies which condemn a particular method as central to second language teaching and learning concentrate on needs analysis, student - teacher interaction, ratings of learning activities, survey results of causes of learner failure etc. Such attempts might be contributive to the course designer's understanding of the teaching learning situation but cannot have
replacement value when they change places with a methodology underpinning which there are sound language teaching assumptions. In addition to this, it has not been established how the search for and a development of a single method impairs the quality of teaching in a particular situation. CLT methodology has come to be condemned owing to its multi-dimensional definitions pointing to different ramifications of language learning and teaching aspects, without attempting to provide a sustained conceptual map. Imposed on this credentialling problem of the efficacy of CLT as a methodology is the general disillusionment with methods research which is projected by Stern as follows:

"In pedagogy the disappointment with research on global methods such as comparison between audiolingualism and cognitivism, has led to a shift of interest from research on teaching to research on learning". If a single method, is inadequate as an operational construct then a panoply of methods should solve the problems posed by the second language instruction situation. However a combination of methods might cause diffusion of teaching effectiveness, as there is the possibility of the mounted course, lacking in focus. An assortment of methods, in Prabhu's perception is again a method. He writes:

There is no reason to think, on the strength of its being a blend, that it has anymore of the truth than any other method. It is simply one of the methods that share some of their concepts or procedures with other methods: how much of the truth it represents is not a
matter of how much blending it does, but of what particular perception makes the blending possible — what we have, therefore, is not an eclectic blend, but a different method — or else, all methods which happen to have partial overlaps with others are equally eclectic."

Without venturing into the nuances of the definitions of eclecticism, it can be inferred from Prabhu's argument that if the practising teacher believes in the 'ideational' component of teaching praxis, then adherence to a single method is imperative. Communicative Language Teaching methodology, when converted into a suite of classroom activities, can cater to the needs of a typical learner in any given context, as a single method it can service the needs of learners with different degrees of wants and lacks.

A fine grained examination of CLT methodology from a concept driven and methods driven perspective will inform any attempt at estimating its functional potential. This examination while exploring the assumptions fundamental to the methodology in question, mounts a defence of the assumptions through the statements of its principal practitioners, citing examples from CLT materials, even while discussing some of the variations introduced into the methodology in different teaching contexts.

The fundamental tenet of CLT methodology considers the relationship between the product of language teaching and the process. Therefore a constant tension is created between certain bi-polar constructs like fluency and accuracy, system and communication, language knowledge and performative abilities,
form and meaning etc. In each of these pairs, practice alternates between the pairs, thereby reconciling opposing tendencies in language education.

Any attempt at encapsulating CLT methodology must take it as axiomatic that a discussion on principles must be combined with a procedural dimension. Definitions of CLT methodology focus on the importance of meaning in converting the material for teaching into communication. Unlike form focussed methodologies which break language into its supposedly component parts namely the structures of the language, any methodology which privileges meaning over structures, presents language in "natural chunks". David Nunan while summing up the central philosophy of CLT emphasises the idea that language is a dynamic resource for the creation of meaning. Nunan links CLT to the aims of process education. Michael Breen's introduction of a process syllabus, in Nunan's perception, is also an attempt at outlining the relationship between CLT persuasion and classroom practice. Nunan quotes Breen stating that communicative language teaching is concerned with "... a greater concern with capacity for communication rather than repertoire of communication, with the activity of learning a language viewed as important as the language itself, and with a focus upon means rather than predetermined objectives, all indicate a priority of process over content".

The question of content of an ESL curriculum was not a debated issue in pre-communicative methodologies. Language was considered to be a fixed object and structures provided the main pedagogic theme for teaching. Explicit teaching of the
system was the core instructional activity what ever might be the incidental, additional, activities. The aims of communicative Language Teaching when dovetailed to process education throws up an array of questions as to what should be the content of a CLT curriculum. Apart from the commonly found "carrier content" "which is fictional in nature, involving imaginary characters in imaginary situations" the possibilities of introducing other types of content are discussed namely "(i) another academic subject, (ii) student contributed content, (iii) language itself (iv) literature, (v) culture (vi) interesting facts", added to this list compiled by Cook are "learning itself and specialist content". This list depicts the line of thought that is in vogue while developing curriculum materials for ESL. "Learning itself" as a subject is incorporated into ESL materials with a view to promote learners' meta-awareness as to what they are learning, with what purpose and how best they should learn it. However the learning process itself becomes the content of the ESL curriculum. Arguably, the distinction between process and product is not maintained in current ESL materials production which tendency is an off shoot of CLT methodology.

Brumfit defends the 'process as content' argument saying that "particularly when we are dealing with a facilitating subject like language the processes of classroom methodology may usefully be considered part of the content; for it is only through what the students are being asked to do with the language in the classroom that they will be exposed (at least in foreign language learning) to a model of the possible uses of the language". Process as content, therefore, entails the students grappling
with the communication situation, in relation to the activities performed in the class. The process aim is to be linked to the fluency activity conducted in the class. The polarity between fluency and accuracy is introduced for conceptual clarification. The tension between them is represented by Brumfit as follows: "Language display for evaluation tended to lead to a concern for accuracy, monitoring reference rules, possibly explicit knowledge, problem solving and evidence of skill getting. In contrast language use requires fluency, expression rules, a reliance on implicit knowledge and automatic performance".

Brumfit's earlier stance in reconciling fluency and accuracy activities considered the possibility of delinking fluency activities from accuracy activities. At a later stage he posits that:

The distinction between fluency and accuracy is essentially a methodological distinction, rather than one in psychology or linguistics. That is to say, it is a division which may have value to teachers in decision making, about the content of lessons and the distribution of time between various types of activity. Its value in communicative language teaching will be technological rather than theoretical in that it is a distinction which is being made with the intention of producing better teaching which is as close as possible to our understanding of the nature of language and language acquisition.

Brumfit resolves the tension between the two by suggesting that fluency and accuracy activities be developed as complementary activities. Even while resolving the tension he
analyses the limitations in planned intervention like that of balancing fluency and accuracy activities because teaching can be plotted and observed consciously, whereas learning is not susceptible to such analyses. The CLT approach to balance fluency and accuracy activities is a matter of trialling and speculation and when such balancing takes place in different classrooms of the world a variety of conditions obtain. Rod Ellis who is interested in developing the "coping strategies" of the L2 learner critically examines a simple model of language teaching, which proposes a set of activities to develop the learner's fluency and another set to make the learner acquire accuracy, to challenge the model, only to submit finally that "fluency work serves two purposes, it activates strategic competence and at the same time, it develops linguistic competence".

While meriting "unplanned interaction" Rod Ellis writes, "fluency work is therefore, best defined in terms of the kind of discourse the learners are invited to engage in rather than in choice of activity". Rod Ellis' approach to fluency activity is an example of a variation on the CLT theme, provided by American Second Language acquisition and interlanguage theories.

Another dichotomy which feeds CLT's central tenet is between system and communication. A critical point of difference between CLT and language based methodologies is that CLT puts a premium on its preoccupation with mapping formal aspects of the language to functional and communicative categories, while the other methodologies eschewed speculations about communicativeness and its relation to form, most advocates of CLT methodology would desire a compromise between system versus communication. Even
though it has been established that the formal aspects of language are not realized into neat communicative categories as extra-linguistic, pragmatic aspects create the code-communication dilemma, teaching formal aspects of the language to realize some palpable communicative goal has become part of CLT practice except in the strong version of CLT pursued rigorously by Prabhu. But there is no unquestioning acceptance of the necessity to formulate form-function correlates for teaching purposes in the CLT literature. While the system of language can be stabilized with the help of the linguist's grammar or more suitably semantico-grammatical categories, there is deep awareness in the literature of the difficulties involved in communicativeness. What is meant by communicativeness in the syllabus documentation of places where English is used for socio-personal communication, is different from the definitions of communicativeness in the third world. Another dimension of this code-communication dilemma is represented by Nicholas Hawkes as follows:

"Some communication activities for the classroom are little different from what used to be called contextualized drills or situational dialogue, while applied linguists especially applied psycholinguists appear to regard spontaneous communication in the mother tongue as the model for L2 behaviour. Communicativeness might be related to performative abilities which change according to different situations. The crucial question arises whether this is a property of materials or methodology. If communicativeness is a matter of methodology,
then any teaching proposal can be invested with a communicative
dimension. But while teaching there is the "Constraint posed by
the tension between predictable structural dimension and non-
predictable meaning focused communication" as pointed out by
Prabhu. The four alternatives of syllabus proposal, central to
CLT ideology detail the intricacies involved in placing the
content of a communicative syllabus alongside the processes
involved in learning. While functionalism presents a syllabus
which would possibly project a disjuncture between structures and
functions "a return to structuralism" provides the generative
frame work which functionalism apparently lacks. But the "return
to structuralism" has not gained any momentum except in Keith
Johnson's attempt at devising communicative drills with
information gap, so that drills may attain a real world
interactional dimension. The second alternative to pedagogic
proposal advocates a link between formal and functional elements
using a framework as given by Halliday. The third alternative
considers the possibility of "grouping utterances
which have pragmatic similarity". As a materials writer
Keith Johnson reports having experienced difficulties in "making
meaningful generalization under the functional headings", because
"grammars of defining, classifying, exemplifying did not readily
present themselves. In the fourth alternative the process element
attained overriding importance: Brumfit's "deepend strategy"
according to Keith Johnson manifested itself in terms of sequence
of classroom activities. Brumfit advocated that the students
communicated with the available resources after which the teacher
presented necessary items leading to drill. The process approach
by Michael Breen posits that "rather than assume that the data require some prior restructuring, perhaps we should focus our attention upon the learner's capacities for data selection and organization in his coming to terms with new knowledge." The procedural syllabus resolved the code - communication dilemma by introducing a task based syllabus which delinks form focused activities from meaning focused activities, enabling the teacher to use whatever language is necessary "untrammeled by the constraints of a linguistic syllabus." At the polemical level, Prabhu's procedural syllabus suggests a way round the form - function dilemma.

In the debate about system versus communication, the role relationship between syllabus and methodology came to be re-oriented. Michael Breen's process syllabus and Prabhu's procedural syllabus introduced a complete turnaround in the ideology of a syllabus from playing a cosmetic role, to become part of methodology. The foregoing discussion established that CLT as a compendium of assertions about language teaching is not a "dogma" and "assertions about language use and language learning" do not fall "like leaves in autumn" as Michael Swan would observe. A constant concern for programmatic dimension of speculations about language teaching creates dichotomous perceptions. Michael Swan's characterization of CLT method-driven conversational strategies as "a therapeutic procedure which might seem more relevant to the treating of psycho-social disorders than language instruction" is a hypercritical observation which smacks of a biased approach to CLT. CLT's attempts at turning upon its own
conceptual distinctions, in order to interpret these distinctions with reference to real time events of the classroom, ought not to be seen as a disjuncture between theory and practice but should be seen as a perception of different kinds of reality one belonging to the realm of theory which aims at promoting our understanding of language pedagogy and the other practice which converts theoretical insights into real time actions. No serious advocate of CLT recommends it as a panacea for the ills of second language teaching and learning. Brumfit's approach for instance is broad-based so as to accommodate variations that obtain as conditions in a classroom. He perceives the relationship between theory and practice as a symbiotic one, while attributing the success of any methodology to teacher orientation. His observation that "generalizations and principles must be capable of being related directly to existing teaching conditions, including teachers as they actually are, instructions as they actually are, and resources as they actually are" relates his theoretical commitment to his strong sense of pragmatics of language teaching. Brumfit's placing of CLT methodology at the centre of classroom ideology has its links with Prabhu's exploration into the role of "ideation" in language pedagogy. If one accepts the arguments extended by Brumfit and Prabhu one can understand that the search for a suitable method and its adaptation to the existing conditions might result in a better exploration of the method in its applications.

A possible misconception about CLT might have arisen from an expectation that any theoretical pronouncements can be transported into the classroom wholesale, without anticipating
the problems in converting theory into practice. Any set of assumptions about teaching and learning, needs to be translated into an action plan, to form part of classroom events. If each such realization of the CLT paradigm offers rich potential for the classroom teacher to branch off into varied activities, then it should be recorded as the activity adding a new dimension to theoretical speculation thereby enlarging the contours of theory, not as a phenomenon adding to the lack of coherence of theory. It is also evident from the foregoing discussion that a very coherent theory might not be real in classroom terms.

CLT ideology attains significance in real time when mediated through practice oriented representations. The practising teacher's dormant notions about classroom events become well-articulated through such practice-driven theoretical pronouncements. This line of reasoning contributed to the project's basic perception of realigning the principles of communicative language teaching to suit the given teaching situation. It is also established through the foregoing discussion that to associate CLT with a reactionary movement with untenable philosophical content is to misrepresent its potentialities.

When theoretical goals are translated into teaching and learning acts there ought to be a lacuna between what is desired and what is obtained because the relationship between theory and practice is always problematic. It also suggests the limitations of stating divisions in concepts in confrontational terms. Nunan in his exploration of CLT practice in actual class rooms, managed by teachers who believed in the efficacy of CLT practice, states
that inspite of the teacher's faith and persuasion real communication or fluency oriented activities very rarely occupy class time. Nunan states that "in each of the lessons analysed, the teachers claimed to be teaching 'communicatively' and to a certain extent they were, with all lessons ostensibly focusing on functional aspects of language use. However, in terms of the patterns of classroom interaction, there was little genuine communication between teacher and student.

It follows from this that, as long as there is a gap between theory and practice it is possible to maintain a conversation between the two. Methods research need not always confine itself to the comparison of two methods but can innovate instructional events which can be derived from methods. A background theoretical statement to the present project, in consonance with the basic principles of CLT, takes the form of a framework, which incorporates the teacher researcher's faith in CLT, coupled with points of departure from the predominant ideology of CLT; where there is no point of departure discussed, there is a variation brought to the fore. The much discussed notions of competence and performance, text and discourse and knowledge and procedure would service a discussion on the variations speculated upon and practised in the context of the reported project.

Dell Hymes expresses his discontent over Chomsky's characterization of competence and performance for it excludes the socio-cultural dimension of language use. Chomsky's "Garden of Eden view" according to him projects "the image" of an "abstract isolated individual, almost an unmotivated cognitive mechanism, not except incidentally, a person in a social
What is of relevance here in Hymes' attempt at adding a socio-cultural dimension to Chomsky's perspective of language is his standpoint that "A model of language must design it with a face towards communicative conduct and social life". From this concern for "communicative conduct and social life" emerges Hymes' concept of social appropriacy as an integral part of communicative competence. He goes on to argue that the association of imperfection with performance, in Chomsky's scheme is not an accident. He links this line of reasoning with the development of modern linguistics which takes "structure as a primary end in itself, and tends to depreciate use, while not relinquishing any of its claim to the great significance that is attached to language. Hymes' own concern, reasonably enough, is with a 'world where meanings may be won by the sweat of the brow, and communication achieved in labor'. Thus Hymes moves the pair competence and performance away from the linguistic paradigm and places it in the pedagogic paradigm.

CLT, capitalized on Hymes' concern for the real relationship obtaining between competence and performance in a socio-cultural context, and had it as its professed aim to activate the grammatical competence already acquired by the learner, thereby extending it to add characteristics to it like situational appropriacy. Widdowson critically examines the stance of the language teacher who has the view that language knowledge consists of a knowledge of "syntactic structure of sentences and of the transformational relations which hold between them". He questions the language teacher's tacit assumption that if once the learners are taught the formal system they would,
automatically be able to make use of the language.

Support to this view can be enlisted by quoting Allessandra Duranti who says, "one must accept Wittgenstein's claim that the unity of a language is an illusion and one should rather look at specific contexts of use (or 'language games') in order to explain how linguistic signs can do the work they do.

The pragmatic philosophy outlined above should not deter one from sifting the concept of competence and its relevance in the academic learning - teaching context, in which Chomsky's pronouncements against viewing language only from the behaviourist's point of view and his contribution to the identification of an internal device for language learning can enjoy a rightful place. While Hymes' contention was that Chomsky's scheme lacked in socio-linguistic dimension, Chomsky considered competence in relation to performance, re-emphasizing the importance given by him to competence for the reasons stated by him below. Chomsky writes:

To the extent that we have an explicit theory of competence, so that the data of performance will bear directly on competence, as the object of our enquiry; To the extent that we have an explicit theory of competence, we can attempt to devise performance models to show how this knowledge is put to use. If we knew only that language consists of words, our performance models would necessarily be very primitive and of little interest ... Study of performance and study of
competence are mutually supportive. We must simply try to be clear about what we are doing in attempting to investigate something as complex and hidden as the human faculty of language and its exercise.

Chomsky's notion of communication at the interface of competence and performance is relevant to the pedagogic proposal discussed here. In the proposal advanced by Hymes communication is the "essential purpose" of language. Chomsky argues that it is difficult to fix what is meant by "essential purpose". He does not concede that language has only an instrumental purpose and projects contexts where language is not used for mere communication of information. He reflects about instances in which "(suppose) some one speaks honestly, merely out of a sense of integrity, fully aware that his audience will refuse to comprehend or even consider what he is saying." Balancing the pragmatic principle of Hymes with Chomsky's de-emphasizing of the cooperative principle of language, one obtains a view of language which is not only a surface phenomenon of words and sentences but one which has a deeper cognitive reality ingrained in the human brain.

CLT's overt mode of inquiry into the performance phenomenon of language, therefore, has to be balanced with a concern for the development of the Internal Language (I language) of the learner. What Vivian Cook says about language teaching in general is more true of CLT than any other methodology. He states that "most current approaches to language teaching are E-language in that they concentrate on the provision of language data and interaction with other people and with the world outside rather
than on mental knowledge and the world inside the speaker."

Even though it is very difficult to study the relationships that obtain between the internal versus external language of the learner a language teaching model can provide for learning opportunities taking into account how the mind structures experience and perceives real world phenomena. In an educational context a theory of performance, cannot be divested of the significance that it derives from competence. If the notion of the native speaker's competence is not directly useful in setting up a model of language teaching, linguistic competence in the name of a proficiency scale has to be calibrated. Proficiency in language in an academic context entails declarations about the actual language that is learned as a product, the learning process, identifiable strategies used by the learners for communication and the skills to be introduced by way of teacher intervention while negotiating language in a contrived situation.

The notion of communicative competence to be obtained in the academic context therefore has to be realized as a variant of the grammatical competence of the ideal native speaker in the Chomskyan perspective. The notion of grammatical, strategic and discoursal competences as isolated constructs sharpen the difference between the language variety that manifests itself in an academic ESL situation and other interactional varieties thereby adding to the perspectival value of teacher-learner language continuum. Communicative competence points again to a core competence which consists of certain enabling skills which are an offshoot of declarative as well as procedural knowledge.
When communication becomes the aim of language learning in the classrooms the following conditions might obtain, the students will have learnt pidgin English; fossilization of L2 structures might be the result of structured communication; large chunks of unanalysed language might become part of the learner's repertoire; as Rod Ellis points out efforts to communicate in the classroom might create learners" who are communicatively proficient but linguistically inadequate". Any parameter which is set up to assess learner's attainment therefore should analyse communicative proficiency on the model projected by the competence - performance continuum.

Communicative behaviour outside the socio-cultural context evades exact measurement. Studies made of children's and adults' communicative competence make an inventory of problems involved in assessing communicative proficiency. One of the attempts at grappling with the intricacies involved in understanding the phenomenon is illustrated below:

The term "communicative competence" has been widely used and in many different ways. To some, it simply means the ability to get a message across, regardless of the linguistic accuracy of the language employed. To others it means social rules of language use. And to yet others it refers to a set of abilities including knowledge of linguistic, sociolinguistic and discourse rules.

The concept of communication discussed in the above extract and elsewhere depends on, in the words of Hymes, our becoming aware, "of the types of demands we do and do not make on language
use in the course of our lives." Research conducted in the academic contexts, which involve speech situations in the classrooms, highlight studies which treat turn-taking mechanisms, the structure of classroom interaction as projected through solicit, cue and response mechanisms, the openings and closings of conversations, which represent the type of communication occurring in the classrooms. The details obtained as a result of such communication-oriented occurrences contribute to linguistic theories and do not provide confirming or disconfirming evidence on communicative competence obtained by the learners as they discuss a single aspect of the nature of communication, piecemeal, independent of all the other exchanges that take place in the classrooms. Extraction of data in a classroom setting might not yield true data owing to the observer's paradox in operation.

Communication is not always co-terminous with language. A lot of communication in the real world as well as in the classroom is non-linguistic. Communication strategies (CMS) constitute, an area which informs ideas on communicative competence. It is argued that CMSs can be realized in a stimulated situation as a kind of strategy promotion, which would mark the methodological steps for the teachers' consideration, in leading the learners from a state of pre-understanding of the lesson situation towards practice orientation by way of limited communication. The "true communicative face" of a teacher depends upon the way she stimulates intra-lingual CMSs when her learners' L2 communication breaks down.
At a deeper level, any attempt at promotion of communicative competence in a given context, must combine a competence model with a performance model. In Chomskyan linguistics, referred to above, the mentalist picture of language has implications of a specific mental sub system that is the language faculty which is substantive and separable from other cognitive systems. Chomskyan linguistics postulated distinct faculties for reasoning, arithmetic and problem solving like the modular language faculty itself. This modularity of the language faculty which was strongly supported by Chomsky and Fodor was counteracted by the New Look Cognitivists "who considered perception to share on all manner of beliefs, memories and expectations in the process of constructing percepts."

Against the view that language processing faculty is cognitively impenetrable, as was strongly reiterated by Chomsky and Fodor, Robyn Carston Quotes Schank and Hunter whose work on Artificial Intelligence bears on the human language processing: They state, "No utterance can make sense to an understander unless the understander knows something about the topic of utterance; a thoroughly unencapsulated process". They also postulate, "the programme must have some idea of what will happen next, based on what has happened previously and what it already knows about these kinds of situations ... a conceptual parser uses information from many sources, grammatical and otherwise ... syntax is only one of many sources of information used simultaneously to understand text."

Chomskyan competence when it has to be related to a performance model, then has to be breathed new life into it.
When Chomsky asserts his view of the language faculty and its relation to other cognitive systems writes,

A fuller account of knowledge of language will consider the interaction of grammar and other systems, specifically the system of conceptual structures and pragmatic competence and perhaps others for example, systems of knowledge and belief that enter into what we might call common sense understanding of the world.

presumably, the rules that Chomsky talks about as mental representations need not be rules of sentence formation but rules which realize whatever enters the human mind by way of experience. It is not known how the findings about the cognitive structures of the mind would sit well with a search for a better model of language intervention programme. "By grammatical competence" says Chomsky, "I mean the cognitive state that encompasses all those aspects of form and meaning." What Chomsky loosely calls "representations of meaning" therefore might point to discourse grammar as well.

CLT aims at promoting the E language of the learner without explicitly formulating proposals about the I language or Core competence of the learner. CLT's main pre-occupation is how best language elements can be matched one against the other without overplaying the importance of form over meaning. While dealing with the phenomenon language CLT desists from making statements about the cognitive processes involved in making meaning out of language elements, because 'knowledge of language' as an abstraction will throw up a slew of problems relating to
objective and subjective knowledge.

CLT's overemphasis on the performance phenomenon can be illustrated by Widdowson's assertion that communicative competence refers to the analysts' construct and not the user's. He therefore, thinks it crucial to differentiate between competence and capacity, placing capacity over competence. Capacity according to him is "the ability to use a knowledge of language as a resource for the criterion of meaning, and is concerned not with assessment but interpretation".

Widdowson's perception needs modification to suit the present philosophy which claims that communicative competence can manifest itself as a capacity only if the grammar of a language is ingrained in the mind of the speaker hearer. Any theory of language learning should record how the particular language is stored in the human brain. This stance is supported by Spolsky who reasons that

....Hymes who argues, that communicative competence is independent of linguistic competence, or Schlesinger and Carroll, who aim to develop performance grammars, still presuppose claims about the form of storage of knowledge, i.e., of a grammar which is what a competence model is. Cognitive models that concentrate on procedural knowledge also assume the necessity of defining declarative knowledge.

It does not seem possible to ignore the question of the form of the grammar or to avoid the need to consider the relationship between competence and performance.

The performance model which offers theoretical support to
the project teaching reported, rejecting Fodor's hypothesis that the central cognitive processes of the mind are not amenable to investigation, accepts the twentieth century cognitivists' position as exemplified by Sperber and Wilson who look upon humans as "utterance interpreters" and "information processors". Their theory talks about central cognitive processes, and attributes the interpretation of utterances to the central processes. It is possible to associate this function served by central processes with language faculty in order to get a fuller account of what happens when language is processed.

This position enables us to conclude that the language faculty which converts rules into representations need not concern itself with the rules of sentence processing but with discourse processing. Meaning extraction involves "knowing which syntactic and referential forms triggers which non logical inferences". The syntactic options made by the speaker of a language "may relate to information structure, or 'packaging' 'topic hood' dominance, empathy and point of view among other things."

What follows from the foregoing projection of research in cognitive psychology and AI, is that the modular approach to language processing is no more in vogue and grammatical competence might as well refer to discourse and pragmatic competence. Diane Blackmore quotes Johnson Laird who "argues that there are two levels of representation for discourse, a superficial propositional format close to linguistic form, and a mental model that is close to the structure of events or states of affairs that are described in the discourse."
The view of language as being processed in association with other cognitive faculties, by the central processor is the focal point of the competence model proposed here. Language proficiency, the attainment of which is the central concern of any language learning scheme, therefore, is made possible by processing language as a pragmatic whole. Yet to be discussed is, how best a macro-structure of a text would suit a teaching programme which deals with knowledge chunks in keeping with the ideology of a grammar of the mind realized by way of establishing connections not between two isolated "instances of syntax but between the immediate proposition and the most recently processed proposition".

A consideration of how a text is converted into discourse, and during the conversion process how a complex of skills and abilities are deployed, would be a natural concomitant of the discussion on a storage pattern of a discourse grammar. When a text is converted into discourse the process which is involved is the reading process which is not a unidirectional activity; when reading broken down into several micro-level activities, would include, pre-comprehension, and comprehension, the first of which cannot be evidenced to prove its occurrence, while the second can be realized through, oral interaction and writing.

A lacuna between theory and practice which surfaces when the epistemological ancestry of the communicative approach is analysed can be obtained from the pedagogic proposal advocated by Philip Riley who reviews communicative materials in relation to the learner and learning Threshold level materials according to Riley are not materials but inventories, repertories and source
documents for reference. The implication of the discussion is while the learners' conscious mind is engaged in making requests, or rehearsing different ways of inviting, his unconscious mind might look for a systematic comprehensive glimpse of the language to be learnt. The argument converges on the notion that a communicative language teaching programme can be launched but not with an agenda to teach Functions at the expense of, for example, other features such as propositional content, affective and interactive factors and negotiation.

This argument provides a conceptual starting point for a discussion on Text discourse continuum. Any cutting up of the target language to exemplify permutations and combinations with which the language is composed of, betrays an unimaginative pedagogic approach to second language learning. Ignorance of what constitutes communicative competence has led to Riley's analysis of the state of the art in the following terms.

Language teachers and applied linguists have long been in the habit of pointing out to anyone who would stop to listen that 'language is a tool for communication. Unfortunately, despite the undoubted sincerity with which this conviction is held, most methods and materials have always concentrated on the construction of the tool itself rather than on the uses to which it can be put. The full implications of the term 'communication' have never been assimilated, either conceptually or methodologically, into our language teaching practices.
To add force to his contention Riley quotes Mitchell who observes that the communicative movement has:

offered the teacher communicative syllabuses without first specifying for him in a systematic, comprehensive and explanatory fashion what over all body of linguistic knowledge we now consider it appropriate for him to teach. The "notional syllabus" which is the only reference material relating to communicative language teaching that is currently available to the teacher is presumably intended as a checklist whose purpose should be no more than provide a rough and ready reminder to the teacher of some of the items he might include in his teaching, it being assumed that the teacher will already possess an understanding of how the various artificially discrete items it contains are interrelated within an overall system i.e. the grammar of the language.

As a sequel to Mitchell's perception Riley argues that speech acts and speech functions when introduced directly into the curriculum would lack a procedural and strategic dimension. A strategy dimension comprises of inferencing and interpreting procedures which might provide an interaction orientation to the communicative intention of the text. This interaction orientation is viewed differently from that of the oral interaction which includes skills like reacting correctly to the turn, capturing the floor, using appropriate gestures, eye movement facial expression etc. This interaction is associated with text-reader communication.
Speculations in the text-discourse chain attain a process dimension once the text-contained discourse is meshed and fused with reading as well as interpretive strategies. The act of reading converts a text into discourse. The text in the context of the present inquiry can be defined as discourse created by the writer, which is orthographically realized to be reconstituted, reconstructed into a meaningful occurrence by the reader. More than the production aspect, is emphasized the receptive dimension of the text since it is primarily a learning aid here. The text is made into a representation of the target language not by freezing the constituent elements into sentences but by displaying them as utterances. The abstractions which are sentences are differentiated from utterances by Riley. He states that "A sentence is a unit of linguistic description; an utterance is a unit for the description of behaviour. The former is part of grammar, the latter part of an event. Beaugrande and Dressler project the following distinction:

Whereas a language is a Virtual system of available options not yet in use, the text is an Actual system in which options have been taken from their repertories and utilized in a particular structure (relationship between or among elements). This utilization is carried out via procedures of Actualization.

In Halliday's perspective one of the functions of language is textual. The text that is referred to by him is an extended use of language which signals internal cohesion and surface coherence. In a strict linguistic sense a single sentence also enjoys the status of a text. Searle would open a discussion
against what according to him is a misperception, that the meaning of a sentence is the meaning it has in the "zero context" or "null context", while attacking assumptions in discussions on "pragmatics" and "semantics" which uphold "ironical meaning, metaphorical meaning indirect speech acts and conversation implicatures - are not properties of sentences at all, but rather of speakers, utterances of sentences." Searle stresses his conviction that even single sentences have unvarying descriptive content which determines the truth conditions of the sentence".

Whatever might be Searl's stance on the status and meaning of a single sentence, one possible refutation of the argument can be mounted through a particular view of the language and the text. The text that we conceive of here is pressed into service for language learning purposes, not to establish a relation between the word and the world. The language learner who would definitely realize the truth condition of an isolated sentence in his own language would not be able to do it readily in the foreign language. Therefore the text which presents language, by its very nature extended, would signal its meaning through pragmatic force. A text which is an isolable unit of a larger text would not be in a position to offer as many communicative events as possible to be exploited for pedagogic purposes. Textual function of language according to Halliday is that which "enables the speaker or writer to construct "texts" or connected passages of discourse that is situationally relevant and enables the listener or reader to distinguish a text from a random set of sentences".
The text as a linguistic entity can be related to several functions performed by the human race using language in its evolutionary phases. Leech adapts Popper's exemplification of language use in the maturation process of human knowledge system to establish a hierarchy of language functions in the following order:

D. Argumentative function
   Using language to present and evaluate arguments and explanations.

C. Descriptive function
   Using language to describe things in the external world.

B. Signalling function
   Using language to communicate information about mental states to other individuals.

A. Expressive function
   Using language expressing internal states of the individual.

Extrapolating from the context which represents the progression of language functions as part of human evolution, it is postulated here that these functions of the language can provide the basis for meaningful material in the pedagogic context. However, these functions are not introduced as part of a linguistic taxonomy but as communicative acts. The theme of relating textual communication to foreign language teaching is presented by Beaugrande and Dressier. In the Scenario that they project "learners are forced to act as if grammatical perfection were the highest priority for saying anything (such is at least the usual standard for evaluation and testing) so that they
easily become tongue-tied and helpless. To remedy the situation they offer the following suggestion. "A science of texts could help to set new priorities and to select those rules, procedures and domains which are sufficient for textual communication on a limited scale'.

The proposal outlined here, which stands validated by classroom data, hypothesizes that reading pursued as an activity of converting a text into discourse through language learning tasks, would possibly result in the learner capturing consciously and unconsciously a schemata of the target language, not through conceptualizing activities alone but through communicative activities too. The relationship between conceptualization and communication is looked at closely by Widdowson who draws support from Parret to establish the co-occurrence of the two.

Communication is one of the functions of language. In communicating we express our thoughts in the hope that the listener understands what we are saying. We may be hoping to persuade him that we believe such and such, and so on. The function of language for the expression of thought is not 'opposed' to its communicative function; rather it is supposed by the use of language for the special purposes of communication.

The CLT manifesto according to Widdowson is guilty of misrepresentation and excess by its tacit derecognition of the conceptual function of language. Widdowson's attempt at reinstating the importance of conceptual activity in the context of communication assists the present concern of relating the conceptual aspect of meaning making to expressing, conveying
thoughts and opinions which again can be related to the I language of the learner. Halliday's observation on the textual function of language would be a fitting statement in the context.

Language serves for the expression of 'content', that is of the speaker's experience of the real world, including the inner world of his own consciousness. In serving this function, language also gives structure to experience, and helps to determine our ways of looking at things, so that it requires some intellectual effort to see them in any other way than that which our language suggests to us.

The conceptualizing function as a mental operation, and Halliday's structuring of experience-function, both can be projected and proceduralized through actualization of text-contained discourse.

The conflicting definitions of discourse reveal the conceptual divergence which informs 'Discourse'. Henry Holec states that 'Discourse' is used synonymously with "de Saussure's parole to refer to all the realizations of the underlying langue". In the second formulation he cites, Discourse is used to refer to "supra sentential linguistics". The third formulation presented by him focuses sharply not just on the compositionality of discourse but its interactive nature, the communication situation and the participants' roles. Holec writes,

In this third approach extra-textual parameters are also taken into account; indeed the text is regarded as the product realized verbally or non-verbally, of the
psychological and sociological constraints and conventions which enter into a given situation. It is this approach alone which includes the idea of interaction, describing the collaborative production of a text by different speakers.

A word subject to equally diverse interpretations is the 'text'. Roland Barthes defines the text as 'a methodological field'. According to him the text is experienced only as an activity, a production. Barthes speculates on the product-process continuum of the text as follows:

But once the text is conceived of as production (and no longer as product) signification is no longer an adequate concept. As soon as the text is conceived of as a polysemic space where the paths of several possible meanings intersect, it is necessary to cast off the monological legal status of signification and pluralize it.

The post-structuralist ideology of a text emphasizing the plurisignificant nature of meaning in collusion and collaboration with shifting signs is not the same as the pedagogic text. Robert Scholes contributes to enrich the perspective of a text when he says "the response to a text is itself always a text". He continues, "our knowledge is itself only a dim text that brightens as we express it". Though the pedagogic text is different from the type of text under discussion in post-structuralist thinking as the pedagogic text is subject to selection in consonance with the learning community's educational ethos, it attains an extended significance owing to the concept
of intertextuality. The post-structuralist perspective, which draws from a philosophical debate between the text and reality adds a process dimension to the pedagogic text. The pedagogic text is realized as discourse advantaging the arbitrary relationship between its orthographic representation and the reader's rendering of it. The reader brings to the text a repertory of worldly knowledge and language knowledge.

Related to the everchanging property of the text is the question whether or not the text has any inherent properties, apart from reader-realized features. Widdowson denies the text any fundamental attribution inherent to itself. He states that "texts as such are simply a state of configuration of linguistic signs which have to be interpreted in a particular way if they are to serve their mediating purpose". While it is conceded to that only through an actualization process can the text be converted into discourse, it is also laid down here that the pedagogic text as a physical representation of certain orthographic, rhetorical conventions with its special register is a fixed linguistic entity. Its reality and materiality is re-emphasized by the learner's recourse to the text in an attempt to consolidate her perception of the sign-referent relationship. 'As static configurations of linguistic signs' the text as primary data of a linguistic corpus provides the learner with a model for constructing her own texts.

The pedagogic text is made up of signs whose meanings are realized in relational terms with reference to other signs, in the Saussurian sense. The sign, for the foreign language learner, does not have a meaning on its own, but acquires islands
of meanings when it is in collusion with other signs. In the semiotics of Saussure, the signifier and the signified though enter into an arbitrary relationship, are determined by social and cultural meanings. Language acts as a first order semiotic system with other sign systems created by the psycho-physical world assisting it to transform the code into message. The psycho-physical, as well as the cultural and social dimensions to the interpretation of the meaning of the signifier stops it from entering into an infinite play with the signified. The signifier in the foreign language is twice removed from the signified, which is yet to become part of the cognitive-perceptual system of the learner. A mastery of the signifier-signifying system can be obtained by accessing the concept which is exemplified through the signifier. The signifier of the target language can be located somewhere between a traffic sign which has fixed meaning potential and poetry which would allow endless deferral of meaning. 'Language' according to Saussure, is not "a nomenclature that expresses pre-existing meaning but a structure of differential signifiers and signifieds, which contrast and combine with one another to produce effects of meaning".

In a context, where the target language is not in widespread use, transactional teacher-student talk alone would not provide a structured linguistic environment as transactional activities would remain merely incidental. The communication situation provided by the text offers a basis for the learner to exercise certain heuristic skills. Reading can be placed on a continuum with the learner's thinking through the written medium. The
pedagogic text, therefore assists such attempts at grasping the system of the target language.

A text in the context of teaching learning, according to Prabhu, creates conditions for rich language input to be present. "Structurally varied and composite" language input, tacitly stated as text-contained, enhances the enabling conditions in view of the pace and progress of different learners at different stages. Prabhu elaborates his idea of texts as 'chunks of meaning which select their own varied structural features in order to make themselves communicable. If the text is an interlocking system of ideational meaning then text-activated comprehension at one point will have a bearing on comprehension at other points, in Prabhu's perception. He states that "inference of meaning is aided by the interdependence of different parts of the message content."

Speaking offers only a narrow pedagogic scope in the sense that while the conversational exchange takes place the co-operative principle operates, where language has to be adjusted according to the perception of the two subjects involved in the conversational exchange. Writing on the other hand offers a lot of scope for the writer to signal his own meaning choosing his own symbols. Similarly the reader is at liberty to attempt at a creative construction of meaning. Slow learners who have already learnt the tokens of the language must be taught the skill of reading in larger wholes, which process would through association of ideas, assist the reader retain large chunks of language while performing discourse processing. Learning the target language as discrete atomistic items is not completely ruled out but linking
knowledge structures to text structures is possible only through learning in chunks.

What is displayed through the text is language as a semiotic whole which signals meaning not only through words on the page, but through cumulative gain of the meaning potential arrived at through the support provided by the theme. A text without any visual clues would advantage the adolescent learner as she would have obtained psychological distance from experiencing only the actual, and would have grown to appreciate the representational. The adolescent learners would like to deal with language displaced in space and time in a representational world.

When reading is performed in a learning situation the reader becomes, semi-autonomous in making use of strategies which he used in the reading of his own language. Her unconscious linguistic knowledge of the structures and functions of language gets applied to the reading performance in the target language. Ausubel's prime concern with what the reader already knows in the learning context is expressed in the oft quoted statement. "If I had to reduce all of educational psychology just to one principle, I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly."

Far back in 1781 Kant claimed that new information, new concepts and new ideas can have meaning only when they can be related to something the individual already knows. The schema theory popularized by Bartlett offers sufficient support to learning assumptions examined here. According to Bartlett
"Schema" refers to an active organization of past reactions or past experience. To strengthen this definition Ausubel states that "in meaningful learning already known general ideas "subsume" or "anchor" the new particular propositions found in the texts".

The educational claim annexed to CLT theory and practice here, affirms that meaning making process through conceptualizing and communicative functions will benefit from holistic learning as would be endorsed by gestalt psychology which emphasised that the properties of a total experience cannot be inferred from its parts. Therefore an approach to conceptual learning, which encompasses language learning, can relate schema theory to gestalt learning thereby de-emphasizing cognitive psychology's approach to the same. Cognitive psychology aligning itself with a school of psycholinguistics concentrates on memory load and considers learning a language as learning its syntactical rules, which are stored in memory and retrieved at will. The area of cognitive psychology which concentrates on language learning and acquisition elaborates on children's vocabulary development from holophrastic early speech through distorted sentences to a phase of structuration of syntax. Cognitive psychology draws support from a section of psycholinguists who work within the linguistic autonomy position, who based their research on the assumption that the structures of a language can be studied independently from how that structure is used for communication. An ancillary assumption of these psycholinguists was that language acquisition can be explained in terms of syntax and certain specialized principles of grammar. This view of language acquisition lost
its popularity when research evidence established that the deep structure of a sentence did not have psychological reality as claimed by experimental psycholinguists working within the transformational generative framework.

Cognitive psychology adapts a structural perspective of language learning as is sampled by the Piagetian perspective. Notwithstanding the facts that there are references to "inner speech" which does not resemble the externally manifested language with word boundaries and syntactic divisions, these references are not developed into a full-fledged theory. The speech that occurs in silent thinking is characterized by Vigotsky as follows. "First it is abrupt and incomplete. Second it makes many assumptions about the 'self-evident' nature of the facts and relations involved in any line of reasoning, third it is relatively independent of the rules of grammar". Mainstream cognitive psychology adapts only a structural view which concentrates on stored information rather than on 'inner speech'.

Piaget's theory of cognitive development which includes language development can be credited as a completely elucidated theory of cognitive development. In the Piagetian perspective cognitive development is a biological and pragmatic phenomenon. Assimilation and accommodation are the two key terms which explain the child's adaptive behaviour to the environment. Assimilation is a process in which reality is modified to match the internal organization. Environmental influence modifies the internal structure through the accommodatory process. The Piagetian constructionist position does not treat language
acquisition as a specialized process. But its emphasis on the environmental influence, and the stages of development like the sensory motor period, the concrete operations period, the period of formal operations, along with a provision of distinct cognitive structures for each period have formed the basic premises in cognitive psychology.

A structural view of learning like that of Piaget's can be challenged positing that learning a language follows an ecological path rather than a strictly structural one. It has been established that cognitive psychology as an autonomous discipline cannot explain the interpretive functions of the brain, in language processing. Psycholinguists who adopt a linguistic minimalist position provide for the interpretation of language, through a pragmalinguistic explanation, largely undermining the prominence given to syntactic representation in memory. The view made prominent by a section of psycholinguists who theorized after experimental evidence that the structure of language can be studied independently from its use in communication, was largely challenged by the linguistic minimalists.

Ideas on sentence-memory yielded results which challenged ideas on sentence retention. It was established that memory representation of a sentence combined information provided by the propositional content of the sentence with information drawn from inferences based on real world knowledge. As a consequence of finding about contextual information in sentence processing experiment, the constructive nature of comprehension was established. Discourse and text became the mainstay of research
in the seventies. Mental model framework developed by Johnson Laird and colleagues attempted to collate information about the cognitive operations of the mind with text and discourse entities obtained by a stance which desisted from looking at the text as a series of propositions.

Once worldly knowledge is brought into the domain of interpreting the text, reading and interpretation becomes a diversified activity. In the light of this view meaning as a unitary concept has to be challenged. Individual's perception of the world meshes and fuses with decoded meaning, indirectly with language learning. Reading as an activity can be explained as forming a configuration or gestalt of meaning in the mind of the reader which configuration gets modified when the reader perceives the concatenation of signs in a fresh light during second or third reading. Reading related discourse processing is made a personalized procedure in the discussion of a phenomenological approach to reading by Wolfgang Iser. Reading process, according to Iser, involves retrospection and anticipation. He hypothesizes that "whatever we have read sinks into our memory and is foreshortened. It may again be evoked and set against a different background with the result that the reader is enabled to develop hitherto unforeseeable connections".

In any problem posing ESL situation the language learner as a reader is tutored to decipher the linguistic code in order to arrive at an approved meaning. Teachers of the foreign language might want to methodize the activity of reading by goading the learner to arrive at the meaning of sequent sentences, what is overlooked in such a situation is a plausible reading programme.
which triggers the reader's imagination which would assist the learner's capturing the global patterns incorporated in the text. The interactive nature of interpretation of written discourse is referred to by Coulthard. He says that "those working in written discourse have tended to analyse it as monologue and to ignore the fact that as he reads it the reader interacts with the text and thus an interactive model might also be appropriate to a written discourse". The interactive model sets down reading as a recognition process. Pedagogy which identifies reading with mere mechanics of the process is short-sighted, "Communication" according to Philip Riley" is seen as a dialectic between social and personal knowledge, between what the language knows and what the individual speakers know."

In teaching praxis, the interactive nature of reading related discourse processing would advantage an integrated communication programme in the classroom. Even while performing written operations do the learners read their own writing. In the argument advanced by Robert Scholes reading and writing are not to be regarded as separate activities. Scholes while discussing the exciting prospect of restructuring the 'English Apparatus' drops the distinctions between consumption and production, reading and writing, real world and the academy etc. Referring to the binary opposites which formalize our ideas, referring particularly to consumption and production he observes, 

Taken in the form in which they present themselves to us, these terms are equivalent to reading and writing, the way out of our dilemma here is first to perceive reading not simply as consumption, but a productive
activity, the making of meaning in which one is guided by the text one reads of course, but not simply manipulated by it ... The writer is always reading and the reader is always writing.

The twin activities of enabling the students read discourse and marshalling the composing of their own discourse need not be disentangled from each other. When the students are engaged in creating their own discourse, expansion as a proposition developing device would be in order. Expansion is used by Labov and Fanshel in their analysis of spoken interaction, which concept can service the pedagogic proposal outlined here. A proposition from the text can be developed into written discourse by the learner superimposing on it the rhetorical structure of an argument, the task principle therefore, would effect such transformations. A poem as a pedagogic text would offer ample scope for working around the theme, could be deployed for expanding the core proposition.

When reading becomes a personalized activity the sentences in the text get expanded. When the utterance is understood for its illocutionary force the text situation is expanded. Reduction again mentioned by Fanshel and Labov enables the reader to arrive at the conceptual core of the topic discussed, "Stripping the discourse of its communicative integuments". This process would make the reader conscious of what information he is deleting to arrive at the gist, thereby unconsciously internalizing, 'the communicative integuments' which go into the making of a discourse.
Discourse is processed by the learner while reading as well as writing. The reverse of the dialectic that takes place between the writer and the reader is in progress when the reader creates her own texts. The struggle towards communication in writing involves codification of meaning through signifiers whose potential have been realized by the learner in the reading process. While oral interaction moves towards reduction or gist, written interaction moves towards expansion of details.

A pedagogic strategy like expansion relates the word to the world while reduction reduces the text to a proposition or concept. While expansion and reduction assist creation of new language other than the text presented language, Discourse processing paves way to establish a link between text-centred and user-centred analysis. Text centred analysis would consider the text as a super sentence and would explore the text for compositionality. A user centred analysis necessarily depends upon active realization of interactive discourse value which is the result of the different segments of the text co-occurring. Paraphrasing can be studied alongwith expansion and reduction. Paraphrasing includes explaining, imitating, summarizing and rewriting—operations which are crucial to an instructional setting. A play-text for instance, establishes its paraphrase relations with the students' deciphering of what happens in the play.

A user-centred analysis of the pedagogic text would exploit the conceptual network obtainable from the text by identifying the concept in a nexus of ideas. 'Combinatorial explosion' serves as a useful support concept which posits that concepts or ideas
are available only as part of an entire system. When the text is converted into exercises for learner's processing it should exploit 'spreading activation' which is explained as follows: "when some item of knowledge is activated it appears that other items closely associated with it in mental storage also become active...". The idea or the concept available in the text can be linked to other concepts, thus forming a gestalt. This would reduce the burden on the memory of the slow learner, for whose benefit it becomes increasingly necessary to chunk concepts in efficient ways. Chunking involves the brain taking in large amounts of information with minimal difficulty in storage and retrieval. Chunking provides a way of representing information so that it conforms to one's conceptual units of organization. This process lightens the load on the learner's memory, thus counteracting the negative aspects of analysed learning.

The term concept is a cover term which can otherwise be known as the main idea, the propositional content, the theme, etc. A concept is defined by Beaugrande and Dressler as "a configuration of knowledge that can be recovered or activated with more or less consistency or unity."

The concept accrues meaning through the possible use it can be put into relation to the context and co-text. The foreign language learner cannot attain proficiency in the language by being pre-occupied with the sign-referent relationship as it would be a laborious process. Moreover the sign is related to the concept only arbitrarily. The learner, therefore, has to access the sign system through the conceptual system. This line of reasoning is supported by Van Dijik who states that the
generating of a text would better be begun with the main idea. Pitching on the idea as a pivotal pedagogic principle, ensures cognitive continuity.

Cognitive continuity in the learner's mind can be maintained by enabling her to identify global patterns that contain commonsense knowledge about some central concept. One of the global patterns is Schemata which are "linked by time proximity and causality". It is not difficult to enable the learner to perceive the connections obtained in the text through time relations, antecedent-consequent thought chains and the relationships between cause and consequence, reason and result. The presence of rhetorical schemata in the learners' minds as they are virtual and actual language users can be deployed to enable them to perceive the rhetorical organization of a particular text and its differential nature when compared to the rhetorical organization of other texts. A story, it is anticipated by the learner is to contain a beginning, a climax and an ending. The learner can easily perceive the difference in organization between a poem and a news story. Composition ethnographers even advocate explicit instruction in composition classes in analysing texts in terms of rhetorical organizations and their functions. It is predicted that learners might gain insight from such instructions to structure their own writing. The process of orientating learners to construct their own discourse contains "presenting concepts high in the hierarchy before lower ones; inserting explicit signalings; reactivating major concepts periodically; using the same expressions for this reactivating; and so on". An instructional mode which
combines information about how a conceptual network is organized in terms of rhetorical macro structures would have to deploy apart from Schemata, Scripts, Plans goals and scenarios. These cognitively activated structures might be related to text-structures.

This linking can be done with the idea of promoting the background knowledge undergirding the text. The pedagogic text is perceived in terms of certain macro-organizational principles instanced by the main idea and the supporting details or certain routinized culture-dictated events of a story. If such organizing principles are set in parallel to the above mentioned mental structures this arrangement might result in better learning prospects. A very general definition of schemata states that schemas are knowledge structures which the reader brings to the context of the text while processing discourse. If these schemes can be related to the conceptual core of the text then procedures like 'decomposition' parse the text into situations, actions and events. A facilitation exercise in the second language classroom can revolve around the sequencing of these situations, events and actions thereby activating the anticipatory skill in the learner. The general definition of schemata which defines it in terms of past experience, or the learner's already existing knowledge, claims that when learning is related to past experience, the chances of learning new items are privileged.

Going by this definition of schemata, it is possible to organize tasks relating the text to the learner's general knowledge of the world, as well as the possible experiences the learner would have had in the past. In the case of a learner
whose learning of the language is not backed up by self-reading
endeavours creation of the schematic knowledge can better be
achieved through the mother tongue. When the schemata is not
available to the learner owing to cultural barriers teacher
intervention through adequate explanation can activate the
relevant schemata.

An activation of schemata in reading might assist the
learner in creating the sequence of conceptual categories she is
dealing with in written composition. Activating schematic
knowledge results in the learner fitting in the knowledge spaces
obtainable around a topic in the text even while exercising her
linguistic equipment. The coherence, cohesion relationships in
texts can be realized through 'spreading activation' as well as
'combinatorial explosion'.

The cohesion and coherence aspects of a text are related to
the macro structures or rhetorical patterns of the text. The
text has to be mapped for procedural advantage in the teacher's
scheme of teaching. While text-mapping for learners follows
obvious designs like flow chart, a diagramming of the text for
the teacher's purpose requires analysis capable of serving as
useful adjunct to the learning programme. A mapping strategy
which would re-present the text through pedagogic tasks might
enable the learner to think through the text with the help of wh-
questions which would structure the world of the text to the
learner's advantage. Formatting the text into the following
conceptual categories would support the theoretical stance taken.

1. Cause effect
   reason result
While these schemes match with an expository text, Labov's classification of narrative text can be deployed in a classroom context.

1. Abstract
2. Orientation
3. Complicating action
4. Evaluation
5. Result or resolution
6. Coda (conclusion)

Events, actions, and states are related to time, which is supported by tense and aspect. Beaugrande and Dressler offer a) Past, present and future times, b) continuity vs single points, c) antecedent vs subsequent, d) finished vs unfinished. As categories which can be connected with verb systems along with modifiers and junctures. An alternative route to introducing grammatical categories would be pointing out to devices which signal relationships through time, causal entities and proximity. Beaugrande and Dressler discuss four major types of devices:

a. Conjunction links things which have the same status.
e.g. both true in the textual world.
b. Disjunction links things which have alternative status. e.g. two things of which only one can be true in the textual world.
c. Contrajunction links things having the same status but appearing incongruous or incompatible in the textual world. e.g. a cause and an unanticipated effect.
d. Subordination links things when the status of one depends on that of the other. e.g. things true under certain conditions or for certain motives (precondition/event, cause/effect, etc.

Schemata also activates the inherited knowledge of the learner - knowledge and conventions about the world and language - which is part of the mental equipment of the learner by virtue of her being a member of the human race. However, empirical evidence supports consciously manipulating the text structures for the reader's benefit. Bonnie - J.F. Meyer talks about "antecedent / consequent comparison, description, response, and time-order as having "specific impact on reading comprehension".

A discussion on text-related schemata informs pedagogic practice by encouraging the teacher to desist from itemized teaching. A programme for teaching-learning grammatical categories and discoursal links for example would therefore prioritize the context. Vivian Zamel presents a case for teaching conjunctive devices to enable the learner to 'differentiate the linking devices found within each grammatical category semantically'. She quotes Sommers explicating Saussure saying that "meaning is differential and diacritical, based on
differences between terms rather than essential or inherent qualities of terms".

A programme aiming at the learner creating her own discourse need not place undue emphasis on spelling, punctuation and length as student writers are "enervated by worries over peripherals". The composing aspect of composition has been overlooked, in the perception of Raimes who writes, "we have, I fear, trapped our students within the sentence. They worry about accuracy; they stop after each sentence and go back and check it for inflections, word order, spelling and punctuation, breathe a sigh of relief and go on to attack the looming giant of the next sentence."

What is proposed here is a reduction of cognitive burden in ESL composition, providing scope for communication, led not by strict discourse typologies but by a general, global hierarchical structure. That learner discourse should be geared towards genuine communication is reinforced by Raimes when she says in the context of a composition class, "we must give them the opportunity to use the new language of theirs to form concepts, not just to ask for the salt". Another dimension of the learner discourse continuum is the wash back effect of teacher's attitude towards errors on learner's writing. Eventhough, Barry M.Kroll and John C Schafer define a process approach which views errors "as necessary stages in all language learning, as the product of intelligent cognitive strategies and therefore as potentially useful indicators of what processes the student is using." in the real classroom context learner's compositions are evaluated on the basis of grammatical errors alone, at the expense of the
communicative value of the piece. The hidden message of the teacher feed back to the learner is that the learner be wary of her tense forms and subject verb concord.

A schema-theoretical view looks at the composing process as a wholistic exercise. Shanghuessy writes in the context of underplaying the importance given to learner-errors in composition:

Note how often the errors students make with verbs, no matter how peculiar they may sound to a teacher, are the result not of carelessness or irrationality but of thinking. Part of the task of helping such students master the formal verb system therefore depends upon being able to trace the line of reasoning that has led to erroneous choices rather than upon unloading on the students' memory an indifferent bulk of information about verbs only part of which relates to his difficulties.

Aside from the schemata, a script is another mental structure, defined as "stabilized plans called up very frequently to specify the roles of participants and their expected actions". Schank and Ableson have introduced the popular restaurant script to establish patterning of behaviour in real life paralleling it with discourse action. The immediate relevance of such scripts to classroom discourse is that discourse actions can be realized in the classroom with reference to scripted actions wherever necessary. Scripted information is related to language learning covertly, through the pre-specified roles of discourse action, which possibly, would bring to surface routines, formulaic expressions and memorized wholes. Memorized chunks in the
learner's language can fit into created discourse only when the learner is aware of the conventions of the discourse topic. For instance, while constructing a dialogue, the scripted discourse situation produces certain routine expressions in a paradigm case of one of the interactants' wishing the other good morning along with a remark about the weather. Scripted knowledge is therefore essential to monitor the discourse situation and to attempt a transition between the known and the new.

Other mental structures include frames which indicate how a topic might be developed while plans make clear how text users or characters in textual world will pursue their goals. Another network which keys in with the mental structures is the scenario, defined by Sanford and Garrod as "an information network called from long term memory by a particular linguistic input". The global structures discussed above are the mapping strategies for the teacher to base her instructional modes in the "textualization" process, while dealing with global patterns the teacher is working close with Beaugrande and Dressler's dictum"... instead of trying to cut language off from everything else, we should strive to build models in which the use of language in real texts is explainable in terms comparable to the process of apperception and cognition at large".

A discussion on text-discourse continuum calls for an attentive inquiry on the reality of text, discourse and by indirection, language itself. Therefore, interlaced with the reality of language knowledge is the problem of reality of knowledge as a mental phenomenon. The idealists' stance cannot be easily refuted as it would persistently maintain that
knowledge is a mind-created illusion.

Empirical Epistemology as popularized by philosophers like David Hume, John Locke, Thomas Hobbes, etc. claims that learning takes place only through experience; Ideas are connected through experiences that occur contiguously; Sensory experience is primarily responsible for the attainment of knowledge. A redeeming feature of empiricism is reflection which explains how we gain knowledge by abstraction. Rationalist philosophy refuses to accept the empiricist argument that the mind is a 'tabula Rasa' Empiricist account of knowledge was counterposed by the innate mechanism theory by Descartes, Leibniz and Kant. Rationalist thinking devoted attention to language learning in particular. Chomsky and Lenneberg argue that considering the complexities of the native speaker's grammatical competence, crediting the astonishingly limited time in which the child processes the phonological, syntactic and semantic components of the language, it would not be out of focus to hypothesize the existence of a pre-programmed mental equipment for learning. Chomsky's stance does not exclude the possibility of language knowledge interspersed with worldly knowledge and hence his relevance to the student of general epistemology. While reviewing Chomsky's *Language and Mind* Gilbert Harman traces Chomsky's allegiance to Cartesian philosophers. Harman quotes from his own earlier book.

The Cartesians he says, saw the creative aspect of language use as reflecting what is essential in human intelligence, distinguishing people from animals, but not susceptible to any physical explanation. The
problem, then, was to say what sort of explanation could be given. C. does not suppose that the Cartesians contributed to the solution of this problem when they postulated a mental substance. He takes the significant Cartesian contribution to be the setting of a problem rather than the provision of an answer.

Chomsky supported the rationalists since they rejected physicalist accounts of language learning. Language learning, in his speculations, is likened to the study of the visual system or any bodily organ. The rationalist mode apart from effecting a move away from empiricism, gave new impetus to mentalist theories of learning. It necessitated a diligent and comprehensive exploration of the problem. The genetic endowment theory which tacitly suggests the presence of linguistic universals in the child's brain has to be balanced with the performative interaction phenomenon involved in learning a language. Roman Jacobson presents the following piece of information.

... in the Russian verb system none of its morphological categories - persons, genders, numbers, tenses, aspects, moods, voices - belong to linguistic universals, and children as has been shown by abundant and precise observations and records, deploy all their gradual efforts in order to comprehend these grammatical processes and concepts, and to penetrate step by step, into the numerous intricacies of the adult's code. All the devices needed for its attainable mastery are used by the beginner, its initial simplification with selection of accessible
components, progressive grades of approximation to the entire code, glossing metalinguistic experiments, various forms of tutor-tutee effective relations, and insistent demands on learning and instructions everything positively contradicts the credulous references to the absence of any need for teaching of language.

Performative interaction links language knowledge with the learner's immediate environment, but once the performance phenomenon is introduced into the analysis of language knowledge, the analysis ceases to be purely philosophical. Nevertheless the position taken by Hindes and Hirst in their rejection of epistemology has to be countered. Hindes and Hirst formulate that knowledge does not exist outside discourse and ideas are self-contained entities without referring to anything outside them. According to them epistemology is any theory which conceives of the relation between discourse and its objects in terms of both a distinction and a correlation between a realm of discourse on the one hand and a realm of actual or potential objects of discourse on the other.

Their critique according to John Thompson reveals that no special class of statements about how language and reality are linked is itself privileged, immune from revision, hence suitable to serve as the sort of guaranteeing meta language, epistemology classically has sought. Hindes and Hirst reject epistemology as it lacks logic by wallowing in circular arguments. They are interpreted to have complicity in what they reject. Althusser's rejection of epistemology has a different orientation. His
critique says that the very search for general guarantees in the form of all encompassing logic in the science of knowledge is idealism. His materialistic argument places discourses and knowledges at the crossroads of contradictions and power struggles which are real. Procedures for knowledge change owing to special historical and social conditions, philosophical inquiries which question knowledge and discourse from a pragmatic, materialistic point of view are politically motivated and they strive to establish that different discourses arise out of contradictions and struggles in the society. Another philosophical point of view introduced by the semiotics of Saussure considers the relationship between the sign and reality. Saussure's system of semiotics, logocentric in nature assumes that language constitutes the first order semiotic system through which other sign systems are materialized. His approach to language was introspective would be proven by his own statement when he asserted that linguistics "never attempted to determine the nature of the object it was studying, and without this elementary operation a science cannot develop an appropriate method". Saussure probed into the essential quality of the sign and established its nature. He does not quite resolve the problem of language and reality but offers several perspectives which were deployed and explicated in literary theory and semiotics. The arbitrary nature of the sign desists us from concluding that language was simply a nomenclature for a set of universal concepts. The relationship between the sign and the concept is wrought with intricacies; the concept itself is no more stable than the sign attached to it since in the evolution of language
the concepts also change; But the conceptual change occurs depending upon other forces that surround man not being the direct result of evolution of language; Even a truncated summary of the Saussurian concept of sign reveals the complexities involved in obtaining a perspective on language in its relations to ideas, objects, etc. Saussure’s revolutionary ideas on the sign and its referent does not solve the epistemological question at a single shot. His ideas nevertheless, contribute to a philosophy of language learning which seeks to explore what it is to learn a language. Jonathan Culler contends "Though the solutions and definitions he offers might initially seem of interest only to students of linguistics, they have direct bearing on the fundamental problems of what the French call the 'human science' the disciplines which deal with the world of meaningful actions and objects (as opposed to physical objects and events themselves)". The resolution to the problem of language and reality, can be obtained by Culler’s examination of the contribution made by the Saussurian legacy to contemporary thought. Culler perceives Saussure, Freud and Durkheim as effecting a reversal of perspective projected by humanism which makes man the creator of history. The three thinkers, Culler writes, "insist that behaviour is made possible by collective social systems which individuals have assimilated, consciously or unconsciously". Language, therefore is a system of convention which becomes part of the individual subject consciously or unconsciously. The subject which experiences language through oppositions and differences does not seem to be "aware of its phonological and grammatical systems, in whose terms judgments
and perceptions will be explained". Culler quotes Michael Foucault who writes "the researches of psycho analysis, of linguistics, of anthropology have 'decentred' the subject in relation to the laws of its desire, the forms of its language, the rules of its actions or the play of its mythical and imaginative discourse".

The perspective on language learning contemplated here has to count the 'unconscious' language knowledge in order to have an informed viewpoint on learning. The Lacanian model of the subject impacted recent tendencies in the Science of Semiotics. As Lacan's writings pose serious problems in interpretation a very cursory glance at his pronouncements on language and the subject would be in order here. In the Lacanian scheme signification appears to be figuring in a self contained system of significance without "any obligation to represent the world of real objects". While in the Saussurian system the relationship between the sign and the reality though arbitrary, is finally decided by convention, in the Lacanian system "the signifier is the mark of the subject's radical alienation from the real...". Lacan assigns a privileged position to language among signifiers like "dietary rituals, marriage ceremonies, hysteria, conventions of dress and neuroses", Kaja Silverman sums up Lacan's predominant thesis on language and the unconscious.

"He tells us that language isolates the subject from the real, confining it forever to the realm of signification; he indicates that the unconscious comes into existence at the moment of the subjects' access to language; finally, he insists that the unconscious is
organized around an irreducible signifier, otherwise called the unary signifier".

Arguments which would make the text and discourse disappear behind mental processes might have limited application value to the formulation of assumptions on language knowledge. The Lacanian perspective, though complicated, offers a perspectival value to a model of language teaching which simplifies the process by exploiting only a palpable series of educational events in the class. The assimilable aspects of Lacan's thesis reiterates the educational value of activating the 'other' in the learner in language teaching which is in consonance with the ethnographic account aimed at here. The explanation for learning a language attempted at here deploys both the surface language learning events as well as the hidden curriculum effect. A thematics which rests both on empirical as well as philosophical considerations has to be negotiated at the risk of being reductionist. In the present context, the objects which have already been referred to by the first language are referred to again by the second language system. Acquisition of second language knowledge should be proceduralized to set up a connection between comprehensibility and the new semiotic systems. Language knowledge therefore is to be understood here not as a structure nor as a content but as a procedure. The notion of communicative competence aimed at by the CLT ideology attains a new configuration when backgrounded by a theory of knowledge proceduralized in terms of social as well as individual forces. What is attempted at here is not facile eclecticism but a line of thinking which accommodates a Chomskyan perspective as
well as a socio-psychological view. The dimensions outlined here are to be seen more as attitudes than as a formation of clearly pronounced theoretical framework.

The pedagogic principles involved in the reported project can best be analysed by schematizing the teaching-task-learning continuum. Juxtaposing the schemes obtained in the Bangalore-Madras communicational teaching project even as the principles extracted from CTP as a post operative exercise provide a sustained context to review the principles of CLT in its strong version along with the principles involved in teaching and learning of the present project to project a view of the meta-categories involved in the language learning situation.

The CTP was an offshoot of a detailed review of the conditions obtaining at the secondary level as a consequence of introducing what was known as structural-oral-situational method. The CTP can be placed in its historical context as an attempt at reviewing and reconsidering the philosophy behind S-O-S pedagogy, to relate language teaching to a set of alternative principles to regulate and facilitate the process of learning, which aim of course, was stated in probabilistic, not in deterministic terms.

The main pedagogic concept of CTP, a very important point of departure from CLT, which again serves as a source of differential perception between CTP and the present project, is CTP's ideology of "syllabus as an operational construct". Replacement of one type of syllabus by another, in the perception of CTP would not entail much change considering the impermeability of classroom events by educational administration, as the syllabus is a document which eases the process of
educational administration. Simple and sophisticated syllabuses are analysed with a view to examining the surrender value of each type. Complex syllabus designs concretized in terms of "notions, functions, settings, topics, register and discourse" according to Prabhu "can have the general effect of reducing the range of language that can be used in teaching materials or the class room". In this context Prabhu reasons as follows:

Samples of language which can fit five or six categories simultaneously for example expound a function, be appropriate to a setting, be relevant to a topic, exemplifying a point of grammar and be natural to a given form of discourse or a given participant relationship can be so specific that teaching is reduced to focusing on a fixed list of language forms.

Further exploration into the concept of such syllabuses, documents syllabus as an illuminative construct which indicates a sequence of fixed levels of achievement implying" a demand that all learners reach a common level of achievement at a certain stage and therefore that learning depends relatively directly on teaching". In CTP on the other hand, certain conditions were created for learning, using the syllabus as an operative construct which is concerned with "what is to be done in the classroom, not necessarily with what is perceived to be taught or learnt thereby". An ethnographic account of the project records how this procedural dimension was added to the syllabus which evolved out of teacher discussion sessions on the basis of each teacher's experience negotiating a particular task type in the classes chosen for special treatment.
Emerging out of the negotiated syllabus was the task principle central to CTP persuasion. The task format set up "explicit frames of reference, rules of relevance, recurrent procedures and reasoning patterns, parallel situations, and problem and solution sequences" all of which facilitate comprehension. The tasks contained steps which enabled the learners to pursue the tasks step by step and each successive stage ensured success. The tasks were cognitively challenging owing to their problem solving nature which entailed the learners manipulating the solutions to these problems "deploying non-linguistic resources, and as a result not only achieved some degree of communication but, in the process, some new resources, however small in the target language".

The project group based its exploration on psycholinguistics and first language acquisition theories and therefore engaged in creating conditions which would enable the learners to abstract, subconsciously, the rules of the language; communication, therefore, was structured and sequenced. The sequencing and structuring had the effect of simplification of the teacher's language, adjusting teacher talk to the level of the learner's ability to understand and verbalize thoughts. In addition to this, communication on the project was not always verbal. In Prabhu's account, communication takes on the shape of the students adopting, "various strategies such as using single words, resorting to gestures, quoting from the blackboard or the sheet which stated the task, waiting for the teacher to formulate alternative responses..." an account which is supported by the following criterion established for students' learning. "It was
an instance of defeat if learners were unable to do the thinking, but not if they were unable to say what they wanted to say in the way some other learners or the teachers could".

The tasks in CTP were graded not in the usual sense of grading by language input difficulty but grading according to learner uptake. The tasks were divided into stages or steps according to their cognitive load; learning, therefore was not only a result of comprehensible input as Krashen would put it, but the amount of effort put in by the learners. The coherence of this curriculum is obtained not because of the sequencing and arrangement of teaching input but because of the learner's own engagement of the cognitive faculty in learning which facilitates subconscious absorption of language structure.

CTP took an "eclipsing" view of language learning and aimed at evolving a new pedagogic perception even though it was not considered a true experiment by its critics. But the reported project had the aim of converting the given syllabus into "emergent content" thereby attempting to cope with the teacher's and the learner's internal syllabuses.

The CTP had a structured teaching programme as teaching was done simultaneously and in the consecutive years passed on from specialists to teachers in a limited way; The task principle evolved out of a new pedagogic perception paving way to a new kind of syllabus, a negotiated syllabus, whereas in the documented research tasks were worked out not in lieu of the students' capacity but in consonance with the text. Tasks therefore were closely related to reading and decoding information from the written text.
The task principle in CTP is a well-defined concept as it combines the language learning task with an accompanying learning theory. Task-based teaching in CTP involved the learner in extrapolating to a new context, what is learnt through a particular problem solving task, while attempting a procession through the tasks, thereby subconsciously abstracting the rules of the language, forming hypotheses, checking them in order to arrive at a plausible rule to be used in a new context. Communication in the CTP, in Prabhu's observation involved 'alternative languages' like logic arithmetic and diagrams which resourced the learners' attempts at communication especially when they lacked the ability of verbalizing their thoughts.

The language learning task in CTP evolved out of a negotiation process which mainly consisted of exploring what is most feasible in a teaching-learning scheme which had its initial assumption that structural-oral-situational method which sought to exemplify language through situations the nature of intervention being, in Prabhu's words, "the teacher creating or exploiting classroom situations-often with the help of pictures, gestures and realia-in order to enable the learner to infer the meaning of the language being used", results in the teacher anticipating the problems learners will have in comprehending meaning and providing assistance "on the strength of a prediction of learner's effort, not in the actual evidence of such effort".

The CTP task, was therefore, constructed as a problem solving activity which enabled the teacher to provide an intervention which was not pre-emptive as in the S-O-S pedagogy but responsive to learner needs.
The task principle which evolved with the CLT movement, originated in CLT's intense pre-occupation with syllabus design and preparation of course materials. Nevertheless the task was not a well defined concept when the CLT movement began. It was always dovetailed to a dialogue which aimed at organizing the functional items on a syllabus with a palpable structural format. It can easily be understood that such speculations were conducted from the materials producer's point of view, and not from the perspective of the learner or the teacher.

CLT's mainstream thinking is projected by Keith Johnson who states that CLT "bases itself on inventories specifying semantic and pragmatic categories which are arrived at by considering presumed communicative needs", speculations such as these stopped at the level of exploring the principles of a communicative curriculum, because it was believed that "the decisions to teach language in relation to categories of use is likely to have methodological implications".

A shift away from form as the content for language teaching in the CLT movement brought about the language learning task as a mainstay of source of the reformed materials. Task orientation was related to the learner's engagement with the information provided in the materials. These tasks were not related to any actual outcome but "success or failure is seen to be judged in terms of whether or not these tasks are performed".

If structures are inadequate as content of any language teaching programme, then CLT's projection of information as an alternative to structure as content cannot be gainsaid; Communicating and conveying information are interrelated
activities. From this idea emerged the information gap as an aid to interaction which again involved 'doubt' as an element of the participatory structure of communication. The communication nexus contrived for pedagogical purpose included the notion of choice. The notion of choice led to the possibility of selecting from available language items, language elements, which would suit the purpose and nature of communication on hand. Task oriented teaching in CLT evolved out of a realization of this necessity to gear communication towards a purpose. Keith Johnson supports this evolution saying,

We cannot expect listeners to approach interactions in a state of readiness, to learn how to scan for pragmatic information, unless we provide them with a reason for scanning; how can we expect them to evaluate incoming information against a speaker aim, unless we provide them with a speaker aim (communicative intent).

The system versus communication dilemma central to CLT theoretical foci, reflects in the task principle. The dilemma is stated by Keith Johnson who observes that" the issue of whether structures can and should be taught through a functional syllabus has remained unresolved and has become increasingly more urgent as teachers find that a communicative framework does not automatically lead to learning of the language system." Keith Johnson, therefore differentiates between communicative practice and drilling and attempts at converting traditional drills into communicative drills. Even though CLT ideology gave currency to learning a language in "natural chunks" as opposed to "slow incremental teaching", the possibility of giving special focus to
form has not been ruled out. Widdowson while endorsing his attempt to devise special materials for the Arab world, in keeping with the educational climate of that world theorizes as follows:

Linguistic repetition is a feature of a structural orientation to teaching with its emphasis on knowing: learners are required to practise particular structures so as to facilitate unconscious assimilation; non-linguistic purpose is a feature of a communicative orientation with its emphasis on doing: here learners' knowledge of activities which deflect attention away from linguistic form being used. In these communicative materials the problems are so designed that their solution depends on the repeated use of the language items concerned. Repetition, therefore, is a function of purpose. The learner practises language in the process of resolving the problem.

Widdowson refers to the materials mentioned in the above quotes as 'problems' or 'activities'. The materials can as well be referred to as tasks. The word task is used in the early CLT discussion of materials to refer to what is being performed by the student while interpreting and cognizing the teacher set exercise. While discussing the priorities in the dissemination of a communicative syllabus by detailing the activities such a syllabus typifies, John Roberts mentions the following task typologies.

1. Teacherless tasks e.g. pair and group work.
2. Open ended tasks relying on learner to learner
interaction, e.g. problem solving; role play invention of narratives and dialogue, debate and discussion.

3. Discovery tasks in which learners form, test and revize their own generalizations about the target language.

4. Pre-comprehension activity where information is elicited from learners to establish a relationship between text and learner.

This task principle in CLT discussion is found among a constellation of other principles which create the environment for the task. Keith Johnson identifies the following as the seminal principles of a communicative language teaching exercise typology.

1. The information gap principle.

2. The information transfer principle.

3. The jigsaw principle.

4. The task dependency principle.

5. The correction for content principle.

Among these principles the task dependency principle is recognized as a principle which minimizes the artificiality of the classroom exercise.

In the recent CLT materials the task is placed at the interface of materials and methodology. Kumaravadivelu reports of the emergence of "task" as "a new buzzword" in the ELT Scenario which according to him is symptomatic of the conceptual and terminological confusion caused by the very same word when it is used by advocates of language-centred, learner centred and learning centred methodologies. The word task is defined
variously and each definition can be turned upon its head to see what it actually stands for. There are definitions which suit instructional and non-instructional purposes. A task is:

1. A piece of work or activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research. (Crookes)

2. A range of work plans which have the overall purpose of facilitating language learning—from the simple and brief exercise type to more complex and lengthy activities such as group-problem solving or simulations and decision making. (Breen)

3. One of a set of differentiated, sequencable, problem posing activities involving learners' cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu (Candlin).

Compared to these definitions, the one proposed by Nunan suits the present debate on CLT and CTP. According to Nunan a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focussed on meaning rather than form".

In spite of the precision with which the definition is stated, the question arises why a language learning task should primarily be concerned more about meaning than form. In the perception of Breen communicative and meta communicative tasks
should be placed in parity with each other because a language learning task would directly or indirectly offer suggestions about the workings of the language. He elaborates his idea stating that:

... these two apparent alternatives of code-focused (meta communicative) and message focussed (communicative) task types represent a distinction which is, in reality superficial. The distinction may be valid only for task-as-work plans. If the learners reinterpret what a task is about from their own starting point and their own terms of reference, we can never be sure that the content intended to engage learners' meanings, ideas and concepts will not be perceived by learners as content about code or vice versa.

Another distinction speculated in the context of CLT tasks is between the much discussed pedagogic tasks and real world tasks. According to Nunan "Tasks with a real-world rationale require learners to approximate, in class, the sorts of behaviour required of them in the world beyond the classroom". In a context where the target language is not used for social communication rehearsing such real world behaviour in the classroom would not have a rationale for the learners. Pedagogic tasks stimulate the learners' internal process of acquisition. The object of the inquiry that is language learning is such a complex process that distinctions such as that between pedagogic and real world tasks amount only to a managerial convenience. Even when real world tasks are rehearsed in the classroom there
is hardly any guarantee that the learners would have situations in the world in which they could repeat their classroom language and behaviour. When real world behaviour is rehearsed in the classroom it attains pedagogic overtones. Porter and Roberts suggest in relation to spoken language that materials fashioned for classroom teaching will differ from genuine speech in several aspects like the information being marked, unusually wide and frequent pitch movement, words being enunciated with excessive precision with structural repetitions, also marked by distinct turn-taking. This example helps us to place the real world and pedagogic tasks on a continuum.

Connected to this is the divide between authentic and non-authentic materials. CLT materials, it was widely believed, should be authentic, should not have been constructed for the purpose of learning a language in order to promote acquisition. In the discussion of CLT materials the question of authenticity was decided by the usefulness and interest created by the activity. An extreme example of the teacher asking "Am I a horse" will be useful if the context warrants such a use. Breen raises the question whether it was legitimate to ask young children role play adults Johnson replies that the children would be prepared to "suspend disbelief" and would accept as natural tasks which the adults would reject. Authenticity issue is decided by the activity and not by the materials. Keith Morrow by designing a frame work for the key processes that are involved in communication in the classroom suggests a way round the problem of authenticity. "Authentic communication" in his design "is two way and involves a purpose, a message and an audience. A
speaker/writer must 'need' or 'want' to convey something to a listener/reader; a listener/reader must 'need' or 'want' to pay attention and receive the message. The tasks which are designed specially for language learning purposes, therefore can be justified on the grounds for communication suggested here.

A working table of activity types suggested by materials producers establishes that the task is related to theoretical underpinning of particular methodology as well as the goals of language teaching.

Inputs for communicative tasks

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<tr>
<th>Hover</th>
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<td>hotel entertainment prog.</td>
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<td>curriculum vitae</td>
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<td>weather forecast</td>
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<td>Morris &amp; Stewant Dore</td>
<td>Radio Television Scripts</td>
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<td>documents</td>
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<td>News story reports</td>
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<td>Puppet plays</td>
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<td>Minutes of meeting</td>
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Activity types - Pedagoic focus

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<td>Dialogue &amp; role plays</td>
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<td>Matching activities</td>
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<td>Communication strategies</td>
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<td>Pictures and picture stories</td>
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<td>Puzzles and problems</td>
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<td>Discussion and decisions</td>
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Rubin & Thompson

Learners roles

Finding your own way organizing information about language
Being creative
Making your own opportunities
Learning to live with uncertainty
Using mnemonics
Making errors work
Using your linguistic knowledge
Letting the context help you
Learning to make intelligent guesses
Learning formalized routines
Learning production techniques
Using different styles of speech & writing.

The task in CTP, as against the multi-pronged task typologies of CLT which keep alternating between form focussed and message focussed learning activities, which have an added dimension of learner-training and learner contribution to task design, provides a plausible theory of how the target language would be learnt under an instructional setting. The CTP has given the language learning task a criterion which is performance oriented. The communicational teaching exemplified by CTP is differentiated from communicative teaching by Lukmani in the following words.
Instead of subsuming linguistic competence under the broader realm of communicative competence (as in the communicative approach) communicational teaching claims that the two types of competence are entirely different, but exist side by side, and that both are essential for the use of language.

The point of departure of communicational teaching is effected by crystallizing the rather fluid concept of the CLT task into a psycholinguistic language processing concept. The task in communicational teaching project "involves a sustained period (say 15 minutes) of self-reliant effort by learners to achieve clearly perceived goal". This definition would suit the qualification requisite of a task demanded by Kumara Vadivelu who stipulates that the task has to be defined in the light of a predominant learning theory that a particular approach derives from, as the definition suits the description of a learning centred teaching programme. Learning-centred tasks in the scheme offered by psycholinguistically driven theoretical foci projects that language learning is a sub-conscious activity which involves organic growth, developmental, not incremental in nature. In the context of a discussion of learning centred tasks Kumaravadivelu discusses the tentative characteristics of the learning centred materials cited by him gives 'ideas' and 'developed activities'. Eventhough the precise modalities with which a learner operates on the task are subject to future scrutiny, in Prabhu's learning centred programme his task principle is discussion-provoking.

The central tenet of CTP theory is that we should not assume that we know about "the unknown in language pedagogy". Its
intervention model, therefore, is in keeping with what is made available about acquisition of grammatical structure that it develops through subconscious processes. Prabhu would like to choose a minimal assumption between maximal and minimal assumptions about language learning.

The CTP task is a reasoning gap problem solving activity which is rigorously specific in its definition. The task as a reasoning gap activity emerged on its own as a result of negotiating materials in the classroom. The CTP cannot be replicated in any other context precisely because of the elaborate launching out by the Teachers in various class rooms in order to negotiate tasks which would promote language acquisition, suited to that particular setting and learners. An opinion gap activity which demanded the learner express his or her own meaning in a new language made the learner feel insecure. The information gap activity "calling for the decoding or encoding of information from or into language did not assist the creation of a situation in which the learner with effortful practice can deploy the available resources of the language."

While situational practice by making meaning available in simplified or paraphrasable forms, truncates the process of the learner's arrival at meaning, a CTP problem solving activity consisted of steps which signalled success or failure, "a knowledge of results".

Reception as a methodological device for teaching language structure is with its behavioristic overtones of a learning theory is not a very useful concept here. According to Prabhu learning takes place when successive attempts are made at meaning
focused activity "in which learners are occupied with understanding extending or conveying meaning and cope with language forms as demanded by that process".

Comprehension in CTP is not treated as a monolithic concept which involves a short step from perceiving a piece of language and to proceed towards an understanding of it. Comprehension takes place with different criterial levels of adequacy, it should be possible, therefore, to set up a scale which would identify comprehension in a gradient of very vague to a better degree of comprehension the adequacy being decided by the purpose of comprehension. A problem solving task provides a sustained context for language learning operation which is defined by prabhu "as a process of cognitive structure formation". It ensures successive attempts at comprehension since a problem is a challenge which consists of steps or stages. This comprehension in the projects' perception might create conditions for subconscious absorption of the structures of this language.

From the several types of riddles used in the CTP experimental class emerged a type of riddle which was logical, which involved stretching of linguistic resources if an explanation was needed, involved the teacher's churning out of a lot of English if the class had already solved the problem, but wanted an explanation from the teacher. It was sorted out by the working group that the type of riddle which geared classroom communication was a problem where as other types had a right and wrong answer orientation which involved the students making wild and random guessing.

The pedagogic value of reasoning gap activity is recorded as
follows: "Reasoning brings about a more sustained pre-occupation with meaning than information transfer does on its own, since it involves deriving one piece of information from another, (working things out in the mind) not just encoding and decoding given information".

Problem solving gives scope to dialogic reasoning which is supportive and challenging at the same time because it is a process in which the meaning content of any exchange is partly predictable and partly unpredictable "predictable because the specific meaning content of any exchange is determined by the outcome of the preceding exchange".

The CTP concentrates on teaching in such a way which would lead to a serious methodological debate. Reasoning gap activity is teacher supported because it offers the learner a balance between the two contradictory tendencies promoted by information-gap which is repetitious and opinion gap which has too high a level of unpredictability. Such reasoning gap activities led to the following conceptualization of the teaching done on the project.

1. The meaning content focused on in the classroom activity was factual or rational rather than emotional or attitudinal.
2. That no procedures were deliberately employed in teaching for the purpose of creating or increasing learners' emotional involvement.

Teaching on the project was done as it would be of a mathematical lesson. A pre-task to be attempted at as a whole class activity was a preparatory one for the task to be attempted
The teacher talk in the classroom was circumscribed by the demands of the task and what the teacher believed to be the level of comprehension of the learner. The teacher regulated the challenge offered by the task so that success led to the students' positive self-image. Graded questions interspersed with parallel questions, catered to the capabilities of different students. The language exchange between the teachers and the wards in CTP was not delimited deliberately which might lead to the abridgement of context but got itself simplified as it would happen in motherese or care-taker talk, thus avoiding predetermined linguistic progression and pre-selection. Consolidation of language units through practice was considered necessary which was achieved not by repetitious teaching but by bringing about a measure of recurrence of language items. The teacher support which shaped the teacher-learner language exchange through a variety of actions was discussed in Second language pedagogy as follows:

The teacher helped by means of techniques such as offering alternative responses for the learner to choose from (...) expanding adequately formulated responses and articulating a response ambivalently signalled by a learner then seeking the learner's confirmation of the interpretation made.

Evolving materials which would enable the learners to expend maximum effort at communication was not feasible in the context of the present project as the experiment was to be carried out with given materials. Eventhough it was possible to arrive at
certain assumptions on learning as a result of the experiment, a
codable, though plausible theory of learning did not emerge at
the end of the project period.

The task in the present project was an activation exercise
which related the text to certain discourse processing skills.
While the aim of CTP was to enable the learners to internalize
the grammatical structures of the language, in the project
reported, a part of the teacher's and students' energies had to
be diverted towards retrieving the dormant structures in order to
make the learners utilize their meta-cognitive and meta
communicative knowledge obtained while processing the written
language. Therefore, a programme directed at retrieving the
existing structures of the language did not warrant an incubation
period as was advocated in SLA Research and in the CTP itself.
In CTP the route of learning was determined by the actual input
negotiated with the students, whereas in the present project
teaching, the route of learning was determined by the students' 
revising their hypotheses about language they had already learnt.

The criterial value of the task, in the present project gets
itself established when it is contrasted with the CTP task.
While CTP believed in the learner abstracting the system through
a subconscious preoccupation with language, in the present
project the learner was to process language directly while
performing an introspective written exercise. The language
learning task therefore was to be concerned with composing -
putting together what was realized through speaker-hearer
exchange—in the form of writing. Language learning task can
therefore be placed at the interface of reading and writing. The
language learning assumption expressed by the task is that when extracted meaning from a text is combined with visible signs of the learners' own language this would result in the learners internalizing a system of the target language, however deviant that system might be from that of the idealized native speaker standard.

The task in the present project occupied a crucial space as the task as a narrowly defined concept assisted projecting an ethnographic account of what went on in the project teaching. The task functioned as a metaraethod which sequenced classroom actions by providing a framework for the same.

The task involved action demands and did not promote communication as a socialized activity. The variety of communication which was aimed at in the class was structured communication. While CTP looked upon borrowing as having limited pedagogic value and reproduction to be least effective as a learner engaging activity to generate new language, in the reported research reproducing chunks of language, repeating or imitating teacher talk, using memorized routines and formulaic expressions were liberally used as these served as props for creative construction. Spontaneous communication on an adhoc basis could not have been the aim in a context where language was yet to be converted from knowledge state to a procedural state.

As against the CTP tasks, the tasks performed by the learners under discussion involved heuristic process which had limited problem solving component. The balance between cognitive load and communicative stress of tasks needed adjustment. When the expressive function of the target language became a useful
concept, when expression was to be dovetailed to the students' experiencing the text-created world the reasoning load was to be reduced, which was expected to result in communicative pressure. A task in the present context can be defined as a meaning focussed written activity in the performing of which the students became developmentally more language aware and self-aware. The task was a meeting ground between meta communicative and communicative speculations. It was a device which would enable the learners to extract available meaning from the text to match it with a model of a variety of language obtained from instructional events as well as from their own schematic knowledge of the language.

The tasks were not graded according to their performability as it was done in the CTP. While the CTP tasks consisted of cognitive steps which graded the learners to reason out a problem, these tasks were developmental depending upon some other criteria of complexity. In the beginning stage set induction, a preparation for the reading lesson, occupied longer units of time; later it turned into a warming up exercise like language games which was conducted for a brief period of time. While the CTP believed that form is learned best when learner's attention is focussed on meaning the present project theorised that grammar could be learnt as a post acquisition device. The developmental nature of the tasks can be understood from the following observations. There was development from:

1. tasks aiming to produce chunks of language to tasks aiming to produce discrete units in the language.
2. communicative to meta-communicative tasks.
3. tasks which had
communicative load to tasks which had cognitive load. 4. tasks which required the students to transfer information to tasks which enabled learners to hypothesize, predict and evaluate. 5. tasks which deal with concepts to tasks which concentrate on individual lexical items.

Organizing tasks around a text was problem posing because of the linguistic density of certain texts. As the tasks aimed at providing learners opportunities for expressing themselves in the target language they had to be open-ended opinion-gap tasks which prompted the learners indirectly to think and express their opinions as it was made obvious to the learners that the tasks did not have just conclusive answers or single solutions. A text which was complex had to be examined for identifying and arranging the communicative events around its theme. The texts which projected structural complexities had to be viewed with a single aim—of extracting as many communicative situations as possible from the text.

As the tasks were to be performed after the reading texts the structure of the text as a whole instead of individual linguistic structures were concentrated on. The tasks were worked out in such a way that the learner appreciated the thematic focus, rhetorical arrangement along with linguistic clusters which synthesized the elements of the text. The CTP team did not believe in providing the learners with the required language structures as much learning was hypothesized to have depended on the struggle of the learner when she coped with the communicative pressure of the task. In the present project learning was to have resulted from effort at expressing the
learners' personal reaction to some text-world phenomenon. CTP's pivotal concern was communication and it believed that grammatical knowledge would be the result of trying to cope with the communication situation; the present project on the other hand was based on the assumption that if the learners concentrated on the rhetorical macro functions of the text they would assimilate the grammatical as well as the discoursal properties of the language. While CTP team believed in "system development" in the present project learning would have to be achieved through "system operation". The system operation would have to be brought about by the learner's I language, a system which gets enlarged through increased speculation on the themes of language learning.

The ultimate pedagogic gain obtained by the learners' performing the written activity was put above that of the oral activity. Halliday's assigning different functions to speech and writing support such a perspective. Speech and writing according to him create different grids on experience. In Halliday's conception "The spoken language presents a dynamic view. It defines its universe primarily as a process, encoding it not as a structure but as constructing-or demolishing. In spoken language phenomena do not exist; they happen". Writing on the other hand presents "a synoptic view" which idea gets elaborated in the statement "It defines its universe as product rather than as a process".

This deeper philosophical difference between spoken and written language was pressed into service for different pedagogic ends. While the spoken mode was utilized to form a trialling
ground for learners to express their viewpoints, the written mode made possible structuring their random speculation. Oral activities were associated with fluency while written activities were to promote accuracy.

Learner development in the CTP was not assessed in the traditional way. The CTP team looked for evidence of system development through tests devised specially to find out if there was internalization of the system of the target language. In CTP at the initial stage of the experiment there was cheating and copying. Therefore, summative evaluation proved to be a better deciding factor of learner achievement than formative evaluation. Apart from this practical reason, summative evaluation was in favour considering the fact that formative evaluation tests items which are more or less similar to the items tackled by the students in the class, whereas summative evaluation looks for cumulative gain, the extrapolation effect of language items learnt; production in language, after all consists of making successfully new syntagmatic and paradigmatic selection in a meaningful way. The CTP team posited that a system which proposed that language learning is an organic growth should try to test the language ability acquired and not the capacity to transform sentences mechanically. The CTP, therefore aimed at constructing a plausible paper, a paper based on the ability to interpret timetables and maps, give directions, make guesses and predictions about everyday events, etc, as these were likely to be accepted as evidence of second language competence.

A 'language' test which contained questions which tested memory was to be avoided in the CTP context. Regarding
assessment of students' answers there were criterial levels of adequacy. If the learner produced a reasonable answer, it was accepted, even if it was not what the teacher expected as an answer to a particular question. Practices such as prescribing a set text for assessment purposes and directing the length of answers were carefully avoided.

Correction in CTP, though incidental and assessed only the content, was also done with the aim of judging the adequacy of each learner's performance. The written task, therefore, did not entail the learner producing elaborate answers. Correction work was not "particularly onerous" as much correction was done by peers.

Testing and evaluation in the present project, unlike CTP, could not be done in a principled manner. Since the project was built into a regular course, the tasks that the students performed in the summative examination lacked face validity as they did not resemble the tasks performed in the class, even though the skills to be tested were taken care of by class work.

Correction work in the reported project was closely linked to a remediation programme which required the students to reformulate their own discourse along lines suggested by teacher-led discussions on students' response to tasks. Instead of commenting only on the structural errors which were abundant, the teacher pointed out to the rhetorical macro functions of a constructed paragraph. For instance the teacher made it known to the student that a cohesive marker unifies the intended theme expressed by the student through isolated sentences. The avowed
purpose of many of the informal counselling sessions for remediation was to create in the learner an awareness that a grammatical error affects the communicative value of a piece of writing. Student-writing was not looked upon as error infested document but a potential piece whose value would increase with deeper speculations on the subject matter for writing. Errors were looked at as manifestation of lack of speculative endeavour. This kind of orientation assisted the promotion of the introspective nature of the task-in-process.

Since the task was related to the text, writing was viewed as an integrated exercise which in turn was an offshoot of thinking as well as oral activity.

The action programme for correction was laid down as follows:

1. Self correction was introduced as part of students' speculations on their own writing - The students were instructed to look at their writing to separate and list out the important ideas.

2. They were directed to monitor their link expressions as a post-writing exercise to replace them with more relevant link words or remove them when they were not necessary.

3. Vocabulary selection was to be done by considering words on a line of relevance to the situation. Whichever word was not relevant was deleted and replaced by other appropriate words.

4. The action reported by each sentence of the student constructed paragraph was to be realised as either belonging to past time or present time. Their sentences were to be changed accordingly.

5. The sentences were analysed in order to find the actor and
the action.

6. Reformulation was tried as a Remedial Strategy which trained the learners to attempt at more focused writing, which gave them a chance to revise their errors at word, sentence and discoursal levels.

The following table brings out the major differences in learning - Teaching - testing chain in the CTP and the present project.

<table>
<thead>
<tr>
<th>CTP</th>
<th>THE PRESENT PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials were negotiated in the class as an ongoing process.</td>
<td>Aimed at finding means to present the given materials for pedagogic gain.</td>
</tr>
<tr>
<td>2. Exploration of a theory of learning which would sustain a strong version of CLT was attempted at.</td>
<td>Demonstrating the feasibility of adopting CLT theory in a particular learning context was attempted at.</td>
</tr>
<tr>
<td>3. Task was a central pedagogic event around which all teaching and learning were arranged.</td>
<td>Task was one of the many interaction exchanges between the teacher and the taught which facilitated language learning</td>
</tr>
<tr>
<td>4. Postulated that the grammatical system of the language was abstracted when the learner is engaged in a problem solving activity.</td>
<td>Postulated that a processing of a text in a foreign language by the learner in an attempt to conceptualizing the text-created context would result in system formation.</td>
</tr>
</tbody>
</table>
5. Emphasised that learning a language is primarily a cognitive process.

6. Reproduction of language was avoided in the class.

Emphasised that learning a language is primarily a communicative process. Reproducing language whose meaning was realized in the mother tongue by the learner was looked upon as a positive learning factor.
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CHAPTER II


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