CHAPTER - IV

THE PROJECT
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The text created context was the basis of many of the language activities performed in the class. The initial attempt of the teacher-researcher aimed at directing the students' attention to reading the text to establish a relationship with it. The learners were placed in a communicative continuum with the text, the teacher playing the role of a mediator between the text and the learner. Doctoring the input was the only course left for the teacher as the only possible intervention area. As to the grading of the content of the course altering the grammatical, functional and discoursal potential of the text there by regulating the difficulty level of the text was not within the ambience of the situation reported.

As the classroom events constituted "a minutiae of unmanageable details" it was decided that the classroom events were interpreted within a particular decision framework. The details available were to be superimposed the framework "a task statement, a conditions statement and a standards statement".

A task statement defines the status of the task as part of the teacher's plan at the beginning of project teaching and explains how the concept of the task was related to actual performative abilities of the students as well as the requirements of the final summative examination.

The conditions statement relates the task to the activity environment in which the task was performed. In the present project the activity environment was constituted by the text
type, the actual task to be performed and the strategies which the learners used to perform the tasks.

A standards statement implicit in the implemented curriculum was that the students reach a survival level of attainment in the target language as would be indicated by a 'pass' in the final written examination. A built in standards statement had to be dovetailed to the General Standards Statement set by the curriculum, in the present experiment. While a General Standards Statement considered students' progress in the external examinations conducted by the institution, the built in standards statement considered the learner's language to assess it in terms of the abilities and sub-abilities attained by the students.

The built in standards statement redefined the classroom as a self-sustaining system with its own teaching and learning objectives. The learning objectives, therefore were mapped out in terms of the following abilities. The students must be able to

- read a text and understand the general meaning.
- guess the meaning of unknown words from the context.
- understand the organization of the text from the thematic and stylistic angles.
- do skimming and scanning.
- understand the illocutionary force of utterances.
- Predict and hypothesize the events of the text.
- perceive the fit between meaning and structure.
- be aware of the link expressions and the functions they perform.
- develop a desire to learn.
- gain "topic control" over the subject matter discussed.
- to be able to make use of the dictionary.

The broad communicative aim was thus narrowed down to the teaching and learning of certain general abilities which should be realised as specific skills in the students' spoken and written performance. Introducing a family of procedures which would incorporate the above-mentioned abilities was not a single step phenomenon. The activity types and tasks which had maximum success orientation had to emerge on their own. A successful activity or task was directly related to student involvement but only indirectly related to learning outcomes.

A typical task sequence whose structure and function emerged after a period of two months in the project teaching was subject to many alterations depending upon students' reaction, the level of difficulty and the extent to which the task promoted the enabling skills of the learners. When a simple intervention model of teacher input, Student reception followed by student production is implemented, it silhouettes the shape of activities but does not make explicit the education given to the students in the micro-skills involved in listening, speaking, reading and writing. Also, any intervention model must teach the students how to learn a language. If teaching were to be perceived as a single step phenomenon then learning tasks would be followed by a formative assessment which would test whether the students were able to perform the tasks immediately after the administration of the tasks. But a scheme which concentrated on the students' attainment of proficiency in the use of target language along with some academic skills, with an ultimate goal to cater to the
requirement of the conventional Examination had to be drafted differently. The teacher-researcher imposed a broad pattern of activities on the implemented curriculum but the details were worked out on an adhoc basis as an ongoing activity. Hands on solutions were introduced depending upon the problems faced by individual students.

The initial action sequence was laid down by the teacher-researcher as follows:

1. Peruse the text and identify macro and micro skills to be taught.
2. Identify a series of communicative situations related to the text.
3. Devise tasks appropriate to the situation.
4. Break the task into manageable units to be responded to by the students.

Given the learners with a very low proficiency in the English language any initial activity was wide off the mark and it was not known if the students had deciphered any written information given to them in the shape of a text. As the students did not display any spoken ability, during the first month of the project it was not known what schematic knowledge they brought to bear on the text in order to comprehend written information.

The entire learning-teaching culture would have to be changed if the students had to be trained in participatory competence. A questionnaire which sought information on the students' attitude towards learning English revealed that only three students out of the total strength of thirty-six students
were aware that English might promote their prospects in the job market and they could really make use of English outside the classroom. Nevertheless, the students wanted to "speak" English fluently and "write" English without "Grammar mistakes". They professed that they wanted to write letters in the target language and "read story books in English". Eight students out of the thirty-six, returned the Questionnaire without providing any piece of information. Depending on the students' general view of learning English emerged the teachers' view that the students develop meta awareness as to what they wanted to learn English for. Needs analysis proposed in the model by David Nunan was not feasible in this context especially when the learner's sensitivity about what it was to learn a language had to be sharpened.

When learners become the focus of attention in any curriculum it is imperative that the course to some extent cater to the learning needs and styles of individual learners. Research in adult learning theory identified by Brundage and Mac Keracher concludes that "adults learn best when they are involved in learning objectives for themselves which are congruent with the current and idealized self-concept". Therefore the teacher's decision to enhance the learner's meta knowledge was expected to produce learner involvement in learning activities.

As the learners were not ready to produce the target language orally, at the initial stage, their attention had to be diverted to the writing process. The teacher needed to collect information on their wants and lacks to build a suite of activities.
The students were asked to write a piece of free composition and the feedback was analysed and the following conclusions were reached.

- The best performance in the class was a brief write-up which had sentences without verbs.
- The students repeated certain structures for want of ideas.
- They were not able to relate time to the tense system of English.
- They were not able to organise their ideas into coherent paragraphs.

The teacher's task was then to form a symbiotic relationship between the text and the classroom activities as well as between classroom activities and learner output. If the students were to become part of the constitutive structure of classroom activities they had to participate in communication in the classroom. If the activities were to have meaning potential to the learner they had to 'decompose' classroom events and derive meaning from them.

It was apparent from the beginning that there was a gap between the rhetoric of the planned curriculum and the reality of the classroom. If the students were to write a piece of discourse on a given topic their capacity to listen to language input and respond to it must be activated. Writing, therefore, incorporates listening, speaking and reading. Moreover it might not be possible to atomize and teach any of these items as a discrete skill, for the practising teacher. An arm-chair pedagogue can idealize data which would go into the teaching of
listening, speaking reading and writing but as Brumfit says "the definition of language implied by this division ignores the function of language altogether, the four categories describe things which happen but only as discrete, unmotivated activities. Classroom events therefore did not fall into neat divisions and conceptual distinctions were obliterated in the classroom."

The task principle reduced the disjuncture between the teacher's conceptions of language teaching and learning and the reality of the classroom. While responding to the tasks the students were not to treat the tasks as models of written discourse but were to treat the exchange, propositional and information structure of a text as a basis for language activity. The transfer of information from the text structure to the classroom structure of events was not a one off procedure. The tasks mediated the information by engaging the reader in a sustained activity which would bring about a pre-occupation with meaning. The students had already learned a first language along with the tokens of the target language. Their knowledge about language should, therefore, interact with procedures.

At the first instance of processing written information the students were given certain broad guidelines in processing a text. But if the students were to make use of these guidelines like clues for following an argument, following a sequence of events, following a storyline, etc., they had to understand the message given by the text. Tasks which promoted "communication like" activities were to be set up.

The outline of classroom activities structure at this stage can be represented as follows:
The students found the initial activities too strange to be reacted to. Some others were worried that they were not trained for the Summative Examination. Some others questioned the teacher's procedures and reflected that since they were not able to attain certain recommended skills in the target language within a span of six years in the high school and higher secondary school, they might not after all become proficient in certain desired skills in the target language. The students clearly stated their preferred ways of learning which involved a two-step process of the teacher explaining the content of the text in Tamil which must be followed by the teacher dictating "notes". The entire perception of the students had to be changed to suit the new educational climate of the classroom. This was achieved through the teacher's formal and informal counselling sessions in which she reiterated the notion that if they had attained some basic abilities in the language they could easily face the final examination. The initial teacher intervention can be schematized as follows:

<table>
<thead>
<tr>
<th>Students' behaviour</th>
<th>Teacher intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students found it difficult to read the text and decode meaning.</td>
<td>Reading was related to teacher questioning and student responding.</td>
</tr>
</tbody>
</table>
Reading was associated with certain activities and the students found themselves performing these activities which activated their thinking. The teacher created a low anxiety situation in the class by involving the learners in activities like word-Quiz, riddles and communication games. Students participated in their activities without experiencing the anguish of communicating in the foreign language. A 'learner friendly' atmosphere was created in the class room in which written communication was a natural, pleasurable sequence to the oral

Students avoided turns which would involve them in oral exchange with the teacher. Students were reluctant to communicate through writing.
activity as the students liked to 'self-correct' their scripts with the help of the teacher.

Oral activities were fluency based and in the first year of the project any concern for grammatical accuracy was not betrayed by the teacher lest the students should become non-speakers in the target language owing to "latho phobic aphasia" which would make them highly conscious of their errors.

A procedure which was used to teach "text-attack skills" could be combined with a task based approach. Therefore the twin activities of reading a text and performing tasks on the text were seen as a curvilinear activity rather than a linear activity. The students performed tasks involving the following macro and micro skills.

- retrieval of information from the text. This included the understanding the conceptual meaning of the text and processing information on
  a. time reference.
  b. comparison and contrast.
  c. cause, reason and result.

- understanding the communicative value of utterances. This included
  a. fleshing out the illocutionary force of an utterance.
  b. realizing the differential meanings of propositions as exemplified by link expressions like therefore,
because, etc.

Making inferences:

a. by accessing meaning going outside the text.
b. by responding to the suggestions proffered by the text.

Making generalizations:

a. by bringing the knowledge of the world to the text-created context.
b. by evaluating the text situation with background knowledge.

The micro-skills involved in performing the tasks formed the basis of the abilities tested in the conventional summative Examination. The following scheme in the teacher-researcher's perception established the route through which the text based tasks related to examination oriented tasks. It is not established that the type of teacher intervention planned ensured learning which would enable learners to perform examination oriented tasks. It is claimed that by creating a learning environment which was conducive to the acquisition of certain skills through task based learning an indirect relationship was established between classwork and the abilities tested in the Examination. The following scheme patterns different activities to establish their relation to the final examination thereby giving coherence to the implemented curriculum.
Text based communication General communication Examination
skills-oral and written skills oral and written oriented
abilities

The text Following a Playing Language Games Summarizing
Narrative story line Narrating Explaining
Expository Explaining Experience Tabulating
Dramatic Events Working out Elaborating
Poetic. predicting riddles and Information
future events puzzles Composing
Inferring writing about from memory
meaning self and society responding to
comparing an extended
classifying text situation
realizing the
realization of
force of
utterances
analysing the
Evocative and
suggestive
language
Judging and Evaluating

It emerged from the classroom events that learning a language is a serious business which involved the active engagement of the personality of the learner. The language learning task provided a sustained context and if success had to be achieved in performing it the learner had to engage herself in doing the task. The learners realized in the course of classroom events that unless there was personal investment on their part they would run the risk of looking conspicuous in a class where everyone played a role in the learning activity.

Though the tasks were prepared as work plans they had to be split into smaller activities for the benefit of students' online comprehension. Nevertheless the initial task format as work plan helped the teacher to be very clear about the routes she had to take if the tasks did not work in the expected ways.

The task therefore included a preparatory stage which provided a link between the reading activity and the written tasks. It aimed at the students acquiring the necessary text attack skills in the case of intensive readers and skills like Skimming and scanning in the case of extensive readers. A model task performed in relation to a text unit would exemplify the distinction between the task as an oral activity conducted for the heuristic processing of the text, which engaged the attention of the students, in grasping the text created situation, and a task, which involved the manipulative skills, which deployed the meta-communicative skills and which engagement increased the
degree of deliberation as to what structure of language, would exemplify what function. Therefore, what was originally conceived of as a task was in fact a task sequence which consisted of an advance organizer which activated the schematic knowledge of the learners and an activity cluster which consisted of oral and written tasks and a composition task which involved 18 extended discourse creation.

Gradually the text became only a peg to hang on communicative activities as communicative activities had become the content of the curriculum. Reasonably enough, then, the central activity was not teacher-fronted sessions where activities were conducted in a lock step fashion, but the students' 'struggle' to grapple with aspects of the target language.

The tasks for the lesson unit "civilization and History" from English through Reading attempted by the students in the first semester of Project teaching would indicate the scope of learning and teaching acts performed in the class. The following visual representation on the Board as action initiator of the lesson helped the students process in advance some of the themes discussed in the lesson.

- Civilization
  - Science
  - Technology
  - People's behaviour
  - Institutions
  - Systems of Education
  - Inventions
  - discoveries
The themes were explored for their meanings in the students' mothertongue in terms of the Semantic network represented on the board exploited the principle of association of ideas. The theme of war for example was mapped out as follows:

After an initial exploration of the professed themes of the lesson the students were initiated into reading the text individually. It was not intensive reading which was practised in the class in view of the difficulties involved in the students' deciphering individual sentences and structures. The students were instructed to read in chunks omitting sentences which would pose problems in meaning creation. The teacher-student exchange of oral interaction consisted of the student pointing out to a particular word or an area of written matter whose meaning she could not make out, and the teacher explaining the meanings in Tamil. After the students became familiar with the text the following questions were addressed to them to which they responded in their mother tongue. These questions were a preamble
to the actual tasks that they performed later.

Tasks.

Advance organiser

1. What is the difference between a history book and a story book?

2. Which do you prefer to read, a history book or a story book? Why?

3. Do you think an educated person is a civilized person?

4. How does a civilized person behave?

5. Is man different from an animal? In what ways is he different from an animal?

6. What do history books tell us?

7. Why does a nation fight with other nations?

8. What are the results of fighting with other countries?

9. What can we do to prevent wars?

10. Name an Indian emperor who stopped fighting after he realized that fighting was bad.

11. What do you know about world war I and II?

These questions were not used as block questions in the class. They were supported by anecdotes or explanations while the students responded in their mothertongue. The teacher used only the target language except when she gave the students equivalent expressions for conceptual items in the mothertongue. The students were persuaded, gradually to respond in English by introducing certain routines which are sentence
initiators in typical student answers. The following extract from the teacher's diary would sample such an attempt:

Extract-1


S1 : A History book contain
S2 : Kings, dates
S1 : places
T : A History book contains names of Kings, dates, etc.

Extract-2

T : Who is a civilized person?

A civilized person ..... 

Ss : ..... (Silence) ....
T : Is an educated person, a civilized person?
S1 : Yes miss, an educated person, civilized person.

Whatever exchange that took place in the target language was between the teacher and two students in the class. When communication broke down after one or two exchanges the teacher had to pick up the thread by addressing the questions in the target language, encouraging learners to answer in their mother tongue. Such "Communication like Activities" led the students successfully to participate in oral tasks. The students read the lesson unit with the help of the glossary given in the text, which activity led them on to consult their bilingual dictionaries. Even as these dictionaries, defective in their execution, did not give the students access to nuances of meanings of words, the very practice of keeping in touch with their mother tongue served as a psychological prop. Additionally
the momentum of the activity of searching for meaning was kept up even as the teacher noticed the students looking for words other than those found in a particular lesson.

Activity cluster for the lesson consisted of the following activities, some of which were performed as oral activities, and some others as written, since it was planned to provide the students with writing practice almost everyday. While answering these tasks the students had to read the text several times.

**Oral tasks:**

1. What details do we get from history books?
2. Why are Generals and soldiers compared to animals?
3. Can you settle quarrels without fighting? How?
4. Are you a civilized person if you ask other people to fight for you?

The purpose of these questions was to make the learners transfer information from the text in a structured oral activity. These were not as referred to in the earlier chapter, real world communication activities. These can be categorized as "information routines" as opposed to "interaction routines". These "information routines" according to Bygate consist of "description of places and people. Presentation of facts comparison ... " . The advantage of such routines in the oral activity was that these routines were at the interface of spoken and written activities which factor might have facilitated the transition from spoken to written mode in students' performance.

Some of the tasks prepared for the same lesson unit concentrated on vocabulary.
Tasks:

1. What new words have you come across in the first two paragraphs? How did you arrive at their meaning? Did you consult your dictionary or guess the meanings?

2. Which word in the first paragraph means the opposite of a civilized person?

3. What is a 'beast' and what is a beastly action?

4. "The figures are difficult to grasp". Can you use some other word in the place of grasp?

5. The author of the lesson talks about groups of people "soldiers" is an example. Can you pick out other groups which are being talked about in the lesson?

6. Prepare a list of -ing words used in the lesson. Add your own words to the list.

Some of the tasks were administered with a view to enabling the learners to perceive the relations which entailed in the text. Others concentrated on patterns and regularities to be obtained from the text.

Tasks:

1. "And I think most people believe" who is this I. To whom is the whole lesson addressed?

2. Why does the author use 'But' as the initial word in the third paragraph?

3. "Even our own age has fought the two greatest wars in history". Why is the word "Even" used here?
Such tasks aimed at the students' realizing the addresser - addressee relationship between the text and the readers. Some of the tasks were meant for students who were very enthusiastic about generating their own sentences in English.

Tasks:
1. Do you consider yourself a civilized person? Why?
2. Which is the greatest country in the world according to you and which is the most civilized. Give reasons for your answer.

Composing activity which followed performing of these tasks, initiated the students into generating their own sentences based on the information obtained while processing the text.

While no overt structure practice was encouraged at the initial stage the following tasks aimed at the students becoming aware of certain sentence constructions.

Tasks:
The lesson "Civilization and History" contains the following ideas. Refer to your text and complete the ideas.
1. History books often mention the names of ..... 
2. But these people are not always ..... 
3. We can compare ..... to ..... 
4. The author thinks that civilized people must ..... 

Such tasks, as they did not require the students to repeat the structures, were communicative in as much as they offered scope for the learners to create their own sentences. After these tasks were performed the students were to construct a single written unit. The written task had an instructional
component built into it which trained the learner how to do the task.

Written Task:
The lesson deals with the past of man and the present. The incidents and events discussed in the lesson can be written down in the following format. Pick out the incidents which belong to the past i.e. history, and incidents which belong to the present time:

<table>
<thead>
<tr>
<th>Man's past</th>
<th>Man's present</th>
</tr>
</thead>
<tbody>
<tr>
<td>........</td>
<td>........</td>
</tr>
<tr>
<td>........</td>
<td>........</td>
</tr>
</tbody>
</table>

While the oral tasks were performed with a lot of assistance from the teacher the help extended by the teacher in the case of the written tasks was minimal. Success in performing these tasks had different criterial levels of adequacy. Eventhough linguistic manipulation was a desirable objective, the students' communication intentions were given credit. The students' response to the tasks was considered successful if they had shown evidence of having grasped the conceptual meaning of the lesson unit. Eleven out of thirty-six students performed the aforementioned tasks successfully while the others were given some help by the teacher and the peer-group which performed the tasks successfully.

The text *English through Reading* mentioned above has a variety of tasks worked out as an aid to the student but these exercises catered only to an above average ability-learner of the target language. As there were already guide-books in the market, which had worked out the answers to these tasks in
detail, the students would simply like to learn the answers to the tasks. Consequently a teacher who might want her students to work out the tasks had to prepare a fresh set of tasks as it was done in this project teaching. Once if the students perceived that the teacher was not interested in completing the exercises given in the book, the students' engagement in the activities performed in the classroom would be genuine.

The lesson unit *The Fun they had* provided language in a displaced context and the students were required to fix the time in which the events had happened. The lesson unit alternated between dialogue and narration. Understanding of the situation involved the students realizing the actions performed by language. therefore, the tasks concentrated on the ideational as well as the textual meaning signaled by the text.

Activity Cluster: Oral tasks:

1. After reading paragraph-1 can you tell me whether the story is about past or future?
2. In paragraph-3 there is a mention of the book which Tommie and Margie have. Can you find out what type of book it is?
3. What are the advantages of a telebook according to Tommie?
4. In paragraph-11 there are two words which tell us that Margie's school is only a machine. Which are these words?
5. In paragraph-15 it is said that Tommie looked at Margie with superior eyes-why does Tommie feel superior?
6. In paragraph-12 it is mentioned that the county Inspector patted Margie's head twice. Why did he do so?

7. In paragraph-10 why does Margie say 'what is there to write about school?'

In paragraph-16 the narrator says that Margie was hurt. What do you think is the reason for this?

While only five out of thirty six students performed these tasks successfully Nineteen of the students performed the tasks which involved skills in classification, comparison and contrast.

Tasks:

Fill in the frame:

Human Teacher                       Mechanical Teacher
1. a human being                  1. a machine
2. ......                          2. ......
3. ......                          3. ......

Tele Book                          Real Book
1. ......                          1. ......
2. words move on the screen    2. words are printed on a page
3. ......                          3. ......

The lesson unit proved to be difficult because the students had to convert dialogue into classroom discourse while attempting the tasks. The following written task was considered to be an unsuccessful one.

Written Task:
If you are taught by a mechanical teacher what do you think will be your method of learning? You have to imagine that you don't have a human teacher but only a
machine to teach you. Remember you have to use sentences like "If a machine teaches me I would learn ......", etc.

The students were not able to conceive of a situation when they would be taught by a machine, consequently the structure that would accommodate this meaning was hard to command by them. Only six out of thirty six understood the demand of the task to have performed it with some degree of success.

The lesson unit 'A Robot about a house' was converted into the following task format. The following extract-3 from the teacher's diary can be considered a typical 'Advance organizer' operationalized in terms of an oral Exchange between the teacher and the students.

Extract-3

T : will you tell me how you spend your leisure time normally?
S : ...........(silence)
T : Do you have some extra time after work every day? Some time to spare .....?
Sev. SS (feebly) yes Miss.
T : Then how do you spend your extra time?
S1 : Reading
T : Any other answer?
S2 : Help mother
T : Anyone else? How do you spend your extra time?
   Free time?
S3 : Study
T : (Addressing S2) why do you want to help your mother?
S2 : I want to help.
T : Can't your mother do all the work on her own. Why do you want to help her?
S4 : duty, Miss.
T : Don't you find it difficult to do this duty.
Ss : .......(silence)
T : Supposing you have a machine to do all the work at home, would you like to have it?
Ss : .......(silence)
T : A machine which does the daily Chores ...... the routine jobs like scrubbing, mopping, etc.
S1 : What machine, Miss.?
S3 : A dish washer
S4 : dish washer, costly
T : Then you don't want to have a machine at home?
Ss : Yes we want, No, (Mixed reaction)

Eventhough production of language by the students was minimal and wait time in each case was from three to five minutes such activities became increasingly important at the end of the semester. When there was the absence of smooth exchange of information between the teacher and the student, the teacher had to allocate turns to the individuals. Chorus answer was encouraged at the initial stage as the students felt comfortable in the safety provided by anonymity.

It is evident from the oral exchange reported above that "unplanned interaction" to promote fluency activity was not possible in a classroom which is orientated towards text controlled activities. It is also to be noted that in
such classroom contexts the teacher has to alternate between a closed question and an open question in order to keep communication going. Rod Ellis posits that "one of the results of this kind of teacher controlled discourse is that the learners have limited opportunity to perform a range of speech acts". But given the group of below average ability learners it was only possible and logical to proceed from controlled interaction to "unplanned interaction".

The following tasks on the same lesson were slightly different as the cognitive load of the tasks was higher than the tasks performed by the students so far.

Task:
Complete the frame:

<table>
<thead>
<tr>
<th>Advantages of a domestic Robot</th>
<th>Disadvantages of a domestic Robot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2. ........</td>
<td>2. ........</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

This was originally intended as an opinion gap activity but the students depended on their knowledge of the text and made it a reasoning gap activity.

Task:
Technology can be used for
1. ........
2. ........

This task aimed at retrieving information from the text.

Task:
What will happen to the human Servants if housewives
start using Robot slaves?

This task helped the learner predict and hypothesize in the context of the given theme.

Task:
Why are Vacuum cleaners and clothes washing machines mentioned in Paragraph-1.

This was a reasoning gap activity which enabled the learners to speculate on the available information to arrive at an answer.

Task:
Translate Paragraph-3 in to Tamil, How would you translate the sentences with two negatives which cancel out each other.

This task would raise the level of students' meta knowledge about their own understanding as the process of comprehending could be closely watched by the wards when they translated from the target language to their mother tongue.

Task:
Write the definitions of the following items:
a. built in adaptability
b. response mechanism
c. cables
d. prototype
e. short wave, short range
f. electro magnetic waves

As this task was pitched at a very low level of difficulty it did not involve a conscious effort on the part of the learner. In the project teaching such tasks aimed at motivating very limited proficiency learners who could not perform reasoning gap
or opinion gap activities. It was reasoned that the success they achieved in these tasks might goad them on to other more challenging tasks. While grading as a sequential activity was not feasible as different lesson units had varied levels of cognitive load, it was possible to graduate the tasks within an activity cluster.

Task:
Do you need electricity to operate the Robot? How do you know?

This task was intended to promote the skills of attending and reasoning.

Task:
Paragraph-5 says that a Robot is not the same as a human being. Can you find the reason for this?

The students were encouraged to compare and contrast facts and ideas through such tasks.

Task:
1. Underline words which specify action in Paragraph-5.
2. Set A Set B
   It carries It might carry
   It operates It might operate
   It unwinds It would unwind

Between Set A and Set B, which set can be said to contain verbs of possibility. Give reasons for your answer.

Task:
Rearrange the following ideas according to the order in which they are stated in Paragraph-6
a. This is not surprising when one thinks of advancement in computer technology.
b. A computer has already solved the problem of distinguishing between objects of different shapes.
c. The chief difficulty in producing a Robot is to make it respond to the difference between a knife and a fork.

This task aimed at the learners becoming aware of an antecedent event and its consequent to train their organizing skills.

Task:

Complete the table:

<table>
<thead>
<tr>
<th>The chief difficulties in the production of a domestic Robot</th>
<th>How the difficulties were overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Making the robots walk up and down the streets</td>
<td>....</td>
</tr>
<tr>
<td>2. .....</td>
<td>....</td>
</tr>
<tr>
<td>3. .....</td>
<td>....</td>
</tr>
<tr>
<td>4. .....</td>
<td>A computer has solved the problem of distinguishing between a knife and a fork</td>
</tr>
</tbody>
</table>

Such tasks sharpened the students' ability in tabulating information as this was a required skill in the summative examination.

The task sequence in the second semester incorporated exercises to train the students' capacity to judge and evaluate the events in the text. The lesson unit 'A wrongman in worker's
paradise" was converted into the following tasks.

Advance organizer:
1. What according to you are useful pieces of work in life?
2. What is your hobby? How do you spend your leisure time?
3. Is there anyone in the class without a hobby?
4. If you do not have any work but only hobbies what will happen to you?
5. Whom will you meet if you happen to go to paradise?

The answers to these questions were highly individualistic. They exhibited the students' desire to communicate as they paved way for increased student participation in classroom interaction. The students were to go through nine short paragraphs of the text before the teacher initiated them into thinking about the following aspects of the lesson.

Activity cluster:
1. Who is the hero of the story?
2. How many characters are there in the story?
3. Where does the story happen?
4. What is the usual beginning of a story. How does this begin?
5. Can you think of a suitable title to the story other than the one given by the author?
6. Do you think 'the man' of the story was doing useless work? Explain the reasons for your answer?
7. 'In this paradise you find everything except
leisure' - who is talking to whom here? Who is addressed by the word 'you'?

8. How do you know that the man was causing disturbance to others in the worker's paradise? What is the expression used to indicate it here?

After the students had completed reading the entire lesson the following tasks were attempted at.

Task:

Complete the frame:

Man's life on earth  Man's life in worker's paradise

1. .... 1. ....
2. .... 2. ....
3. .... 3. ....

Task:

What do you think would have happened in the worker's paradise after the girl had left? You are talking about supposed events. See if you can use sentences like the following:

"The people in the worker's paradise would have ....." etc.

Task:

Rearrange the following events according to the order in which they took place in the story.

a. 1. He went to heaven after his death.
2. On earth the hero was wasting his time.
3. The girl of the silent torrent looked at him and wondered why he was not doing any work.
4. There he stood in the way of other people.

b. 1. The man asked the girl to give him her pitcher.
2. The girl said she would give the man some work.
3. She held up the pitcher and stared at it.
4. He painted a beautiful picture on the pitcher.

Task:
Here is a turning point in the story. When the aerial messenger told the president about a man who stood in the way of others in the worker's paradise, the president was very happy ... continue and complete the story. Report the events using the past tense form.

The students completed quite a number of tasks on this lesson as the lesson happened to be a story. The text had not only become a context but a pretext to enable the learners to discuss hypothetical events related to the story.

Task:
Find the answer to the following questions and compose the story of the wrong man in workers' paradise with the help of your answers. Since you are writing a story remember to use the past tense form throughout your writing:

a. Who was the hero of the story?

b. How did he spend his time on earth?

c. Why was the man compared to a school boy?

d. How do you know that men and women were very busy in the worker's paradise?

e. How did the man spend his time in the worker's
paradise?
f. Was he scolded by the people in the worker's paradise? Why?
g. Why did the girl pity the hero?
h. What did the man do with the pitcher?
i. How did the girl react to the picture on the pitcher?
j. What did the girl do with the coloured ribbons?
k. Why did work suffer in the worker's paradise?
l. What did the president tell the men?
m. What was the mistake made by the areal messenger?

About fifty percent of the class worked on all the tasks successfully. Surprisingly these students performed extension activities better than text-related activities. Learner involvement was more when the learners were asked to tackle a task imaginatively. For example the following task was attempted at by sixty percent of the class with some success:

Task:
Imagine yourself to be a citizen of the worker's paradise. Write a letter of complaint to the president of the worker's paradise complaining about the arrival of a lazy man who had upset the routine life of paradise.

The students were engaged in creating new meaning which involved different permutations and combinations of the elements of language. Such a task entailed the learners searching for new words to suit the extended theme. The same task had additional information to be given to the learner.
Do not forget to address the president as "Dear President". Now, you are not writing a story but actual events which take place on every day basis in the place in which you live. Therefore use the tense form which you normally use for everyday actions.

In the course of the project teaching it was realized that language acquisition in the classroom had to be tested against certain general tasks. Transfer of language skills from the text bound context to the general task context, it was realized, from student feedback, was not automatic. Therefore, the learners were asked to reflect on their own compositions written on general topics. The assumption behind such tasks was that if the students had realized that particular structures, in the English language, are not tied to particular meanings, as it happened in their memorised routines, in their text created context, they would have tried to extrapolate their knowledge of structures to create new meaning.

The students who generated their own language, simultaneously formed their own hypothesis about the language depending on their knowledge of feedback provided to them while performing text-based tasks. This strand of activity added another dimension to the communication-orientation provided by the implemented curriculum. Since the learners had been trained to obtain topic control they were able to generate ideas on a given topic. The students were not thrown at deep end with just the topics given, but were carefully prepared for writing these assignments with the help of teacher-led discussions generating the themes for writing. The students wrote about
themselves, their ambition in life, the job that they wanted to take up - even as this kind of writing promoted the learner's awareness of the self "Grammatical consciousness raising activities" were dovetailed to this. The students were given a checklist which directed them at checking their sentences for singular plural concord, past present time reference and verbs of action and verbs of state. But it was not known to what extent this had helped the learners to revise their own writing. A detailed list of the learners errors prepared by the teacher helped her in building in a component of instruction on how structures were related to meaning. Individual repair sessions conducted formally and informally had motivational value. But there was no palpable evidence to establish that instruction on how to correct learners' errors affected their interlanguage deposit.

Apart from educating the learners to access meaning of the text through tasks, Reading was pursued as an extension activity, which programme exploited the non-detailed texts prescribed for study. A simplified version of Jane Eyre and a collection of short stories by some Indian writers helped the teacher to train students in constructing a single sentence discourse, thereby leading them on to telescoping events following the story line. The text Jane Eyre which included a suspense element, was attended to by the students while they made sense out of the text. Whenever the students were constrained by the cultural and situational peculiarities of the story the teacher researcher narrated that portion of the story in Tamil for the benefit of those who found certain incidents alien, to their cultural
background. The simplified text provided sustained context for the learners to produce language.

Some of the communicative activities performed around the supplementary texts in this project teaching might enlist the support of very average learners in other teaching situations. The students read the text upto Jane Eyre's hearing of strange noises in "Thorn field Hall and tried to make a guess at the origin and reason for the strange sounds. The students predicted the possibility of there being a ghost, a mad person, a thief who visited the hall during night time, etc. during which activities the target language was put to creative use.

"Choosing the highlights" was another successful activity in the class. The students sat in groups and decided on the highlights - the important turning points in the story; Then in a teacher fronted session they had to read out the "highlights" and support their choice.

A task in the third semester was given extra dimension as the texts were complex. While the students were discouraged by the enormity of the task of composing comprehended meaning into marpho-syntactic pattern they had understood that they had learnt quite a number of words in the target language. Since the students' feedback through questionnaires suggested that 'learning words' was interesting and an important step in learning the language many of the tasks concentrated on the ability to guess meaning from the context or substituting one word for another to create approximately the intended meaning. The professed aim of such tasks was to make the students realize that even when words were used synonymously there was a cline in
which meanings were realized pragmatically.

By transcoding some of the words and expressions into Tamil they were able to appreciate that meanings were realized differently in different languages. It was also possible for the students, through speculation, to move towards the use of an appropriate word in writing. A task sequence on the lesson "Two Gentlemen of Verona" would illustrate the shift in focus in tasks. One of the tasks concentrated on the descriptions that entailed in the text. Others were information gap tasks. While the students read through the story there was constant interaction between the students' knowledge of the world and what was happening in the story. The students by now were able to process any text without a preamble to it. Instead of the "advance organizer" which had become stereotyped by now some sensitizing activity like a puzzle or a vocabulary game served as a warm up at the beginning of each reading assignment.

Task:
Pickout the words that describe the boys whom the narrator met at the foot hills of Alps.

The following tasks helped the students to study the text closely to follow the story line.

Task:
1. Why did Lugi, the driver, object to the narrator buying berries from the boys?
2. On the second day when the narrator and his companion met the boys they were.....ing.....
3. What odd jobs did the boys take up to earn money?
4. How did Nicola and Jacopo help the narrator and his
companion?
5. Why does Nicola tell the narrator "we are not complaining sir"?
6. Why was the narrator curious about the boys' activities?

While responding to these tasks orally the learners without teacher instruction fell into groups of three or four to work out the answers. They answered the teacher questions with great involvement in chorus. Participation in the classroom had increased considerably in the area of oral communication with the teacher.

Task:
1. "We should greatly like to go to the states. But here at present we have other plans". Is Nicola very much interested in going to the states? How do you know?
2. Nicola shook his head, but suddenly Jacopo's nostrils quivered like a puppy's and piped up eagerly - what help did Jacopo ask the narrator immediately after this?

Such tasks made the students aware of the transition between the narrator's talk and the exchange of information between characters in the story. Such awareness helped them create discourse by converting the conversational exchange between characters into their own narration. This practice was extremely useful to them in converting dialogue into descriptive, argumentative and evaluative paragraphs in the fourth semester when a play text was prescribed for study.
Task:

1. Why did the narrator say that he would drive the boys to poleta himself (give two reasons)

2. Pickout and write down the words the writer uses to describe the tiny village poleta.

3. Do you think the boys were rude in their behaviour when they left the narrator outside the villa If so why? If not why?

The first of these tasks tapped the students' referential and inferential comprehension while the second task aimed at making the learners conscious of the role played by the words in a network of meaning system, the third one assisted in their forming opinions and defending them in the light of the information they had gathered from the text.

Task:

Fill in the blanks with suitable words:

If the missing word is a verb think of the correct form to be put in the slot:

The boy's father was _________ in the war. Immediately after this their house _________ bombed. The three children were _________ into the streets. They _________ their own shelter in the middle of the shattered house. The boys did not like the rule of the _________ _________ _________. They joined the _________ _________. The boys carried messages about the movement of the German troops to the _________ _________ _________. When they came back they found their
A word list was not given for this task because the students were very well acquainted with the text. If a word list had been given the students would have simply filled in the slots, words at random. In the present exercise the students had to recreate the context from the blanked out text as well as from memory, had to speculate on the semantic as well as syntactic over tones involved in using words. Only twenty percent of the class was able to do this exercise successfully but in the case of all the students this proved to be a good practice task.

Task:
These are the words spoken by the nurse. If Nicolo narrates the boys' story how will he present their story:

"I need not tell you how fine they were, these infants, how they went in the darkness, through the mountain passes with letters in their shoes which might cause them to be shot. And when it was all over and we had peace at last, they came back to their beloved sister, and they found her .... suffering from tuberculosis of the spine, contracted during the miseries of war".

This proved to be a difficult exercise even after the teacher explaining the instruction in the students' mother tongue. The learners found it difficult to look at events reported by some one from some other point of view. Therefore, they mixed up the pronominal references. The entire task was
attempted in Tamil, before they could attempt it in English. Translation was used as an aid to comprehension.

Task:
The narrator wanted to give an impression that he did not know anything about the boys' secret. Can you mention the reason for this?

Such tasks enabled the learners to read between lines.

Task:
Can you find the Tamil expressions for the following:
1. ruthless severity: (German Elite Guard ruled yerona with ruthless severity)
2. ferret out: (The boys were asked to ferret out information on the movement of the German Elite Guards)
3. remarkable in demeanour: (The narrator was impressed by the boys' remarkable demeanour.
4. humble dwelling: (The narrator expected that the car would stop in front of a humble dwelling)
5. picturesque village: (Poleta was a tiny picturesque village)
6. comfortable and cultured life: (The boys always led a comfortable and cultured life)
7. Well-equipped wards: (The hospital had well equipped wards)
8. intimate knowledge: (The boys had an intimate knowledge of the neighbouring hills)
This task aimed not at translation but transcreation of meaning which could have made the students conscious of some of their own metacognitive and metalinguistic strategies while comprehending meaning. As a motivational device this task engaged the attention of the students as they tried to find the approximately equivalent mother tongue expressions.

Task:

In the following paragraph some of the sentences can be connected with words like and, but, although, because, etc. Can you improve upon the paragraph by rewriting it? You can change the order of sentences if you like. Make clear to which noun your pronoun refers back.

The narrator saw the boys frequently; They were very helpful to the narrator; They were very helpful to his companion. They got them a pack of cigarettes; They got them seats for the opera. The boys sold fruit. They sold newspapers. The boys had to do a lot of work. They worked hard; They wanted to save a lot of money; They ate black bread and figs.

About sixty percent of the class performed this task successfully.

Task:

Sentences describing two events are mixed up here. Separate the events and put them in two paragraphs.

The Narrator Waited at the gate of the villa for sometime, walked up to the front door and rang the bell. The boys' father was a widower and was a well known Singer at la scala. A Nurse in white uniform
opened the door. He was killed in the war. When the Narrator said that he had come with Nicola and Jacopo the nurse was pleased with him. Immediately after this a bomb destroyed their house she led the narrator near the ward where Lucia was staying. The boys built their own shelter. The narrator did not want to disturb the family party. Then they served the forces of liberation by carrying messages and gathering information about the movement of the German troops. He requested the nurse to tell him about the boys' story.

This task was attempted at successfully by ninety percent of the class. It exploited the learners' episodic memory, and their knowledge of cohesion in connected discourse.

In the fourth semester oral work became a successful component of the teaching, learning situation. There was a perceptible change in the participation structure of events as increasing number of students wanted to participate in classwork. The following lesson transcript illustrates the nature of the oral activity performed, using the text as a support.

Transcribed lesson - Excerpts:

Teacher :: Let's do the lesson the "Ant and the Grasshopper".
Can you tell me how the story begins? Is there any introduction to the story? (Turn 1)

Student 1: The story Ant and the Grasshopper begin with a fable.(Turn 2)

Teacher : What do you mean by a fable? (Turn 3)
S 2 : Fable contains the stories - In the introduction there is another story (Turn 4)

T : What type of story is called a fable? (Turn 5)

S 3 : Fable contains Stories about animals and birds containing a moral (Turn 6)

T : Is the fable different from a short story? (Student's name) (Turn 7)

S 4 : Yes Miss, a fable difference from short story because short stories tells about human being but fable tells about birds and animals (Turn 8)

T : Is a fable different from a poem. If it is different in what way is it different from a poem (Turn 9)

S 5 : Fable is different from poem (Pause) Poem (Pause) is True (Turn 10)

T : The poem is true, you are right come on, you are right (Pause) Another difference, some one else (student's name) (Turn 11)

S 6 : The fable is different from a poem poem is nature (Turn 12)

T : A poem describes nature (Turn 13)

S 6 : Story about human being acted as character (Turn 14)

T : Yes, O.K. Thank you (Turn 15)

T : Who would be attracted by fables adults or children

Who would be attracted by fables (Turn 16)
T : Who would like to read fables. Who would like
(Turn 16)

S 7 : The children like to attracted by fables
(Turn 17)

T : The children would like to read fables or
children would be attracted by fables (Turn 18)

S 7 : Sometimes (Pause) (Turn 19)

T : Come on some times (Turn 20)

S 7 : Sometimes adults may also be attracted by fables
(Turn 21)

T : Excellent, Thank you (Turn 22)

T : What is the significance of the fable at the
beginning of the story? (Turn 23)

S 8 : The significance of the fable in the story
industry is rewarded and (Pause) (Turn 24)

T : Complete it; complete your answer (Turn 25)

S 8 : Giddiness is punished (Turn 26)

T : M, so you come to learn about a moral here, Good
(Turn 27)

T : Does the narrator say anything about himself in
P.46 (Turn 28)

If at all he says anything about himself what does
he say? Does the narrator say anything about
himself (Turn 29)

S 9 : The narrator sympathises were with the grasshopper
(Turn 30)

T : That’s right (Turn 31)
S 9: He said the grasshopper should not be punished
(Turn 32)

T: M, M so that seems to be his view. How do you know that? Is it mentioned in the book
(Turn 34)

Ss: Yes, Miss (Chorus) (Turn 35)

T: Where is it in the book? Can you read the sentence (Turn 36)

S 10: Yes Miss (reading My sympathies were with the grasshopper and for some time I never saw an ant....)
(Turn 37)

T: You are right, Thank you (Turn 38)

T: When the narrator met George Ramsay in a Restaurant George was in very low spirits. Why was he upset? Why was George Ramsay upset when the narrator met him (Turn 39)

S 11: George Ramsay always worried about his brother. So he (W....) go to the restaurant. Then he worried about he think about (Pause) (Turn 40)

T: You are right (Turn 41)

S 11: Then he worried about his brother (Turn 42)

T: Good (Turn 43)

T: In page No.48, M M, in page No.47, the narrator says that Tom Ramsay did something (Pause) without warning. The narrator says that Tom Ramsay did something all on a sudden ... What is it? (Turn 44)
Tom Ramsay had a respectable Sop (Turn 45)

Job (Turn 46)

a respectable job (Turn 47)

you are right (Turn 48)

He wanted to enjoy his life (Turn 49)

Very good (Turn 50)

(Pause)

So without warning he left his wife and his office (Turn 51)

Do you approve of Tom Ramsay's action? Do you approve of Tom Ramsay's action? (Turn 52)

Yes Miss, No Miss (Chorus) ['No' heard loudly] (Turn 53)

So you don't approve of his action why? Why? (Turn 54)

Without warning (Pause) (Turn 55)

he left his wife and job (Chorus) (Turn 56)

That's after all his wish? If I want I can leave my job and I can go home why, why shouldn't I do that (Turn 57)

(He was a lazy person) (Murmur) (Turn 58)

Everyone is independent in this world Tom is also very independent.

Miss, he had a respectable job (Turn 59)

He had a respectable job; so one is not supposed to leave a respectable job? (Turn 60)

He is coming from a respectable family (Turn 61)
SS : Wife and children Miss (Turn 62)

T : He has wife and children, so you disapprove of his action. So you feel it is not right on the part of Tom Ramsay to have left his wife and children (Turn 63)

.......... 

T : Why did people like Tom Ramsay (Student's Name) (Turn 64)

S 13 : People like Tom Ramsay because he was a good companion (m) (Pause) he was m .... (Pause) good working and he spent more money (Turn 65)

T : Excellent, thank you (Turn 66)

T : What do you know about George Ramsay's way of life (Turn 67)

S 14 : George Ramsay was (Pause) hard working person. He thought about his future. He earned money only for his future purpose (Pause)

T : Proceed (Student's name), proceed (Turn 68)

S 14 : He spent only a little amount of money. He save (Pause) (terminates turn) (Turn 69)

T : (Student's Name) would you like to narrate the story from the point of view of George Ramsay.

S 15 : Yes Miss, I am George Ramsay. I am a hard working person. But my brother Tom Ramsay did not work hard.

      He always blackmailed me and got money from me.

      One day he left his (Pause)

T : You are right.
S 15: One day my brother left his wife and office and he went to Europe. There he got a friend and he enjoyed with his friend - his friend Cronshaw. One day Tom borrowed a lot of money from Cronshaw. So Cronshaw took the matter to the court. At that time I helped and saved his life. I always think of my future and I'm always worried about my brother (Turn 70)

T: Excellent, proceed (Turn 71)

S 15: I have four daughters. So I want to m (Pause) save a lot of money for their marriage and for other purposes. At the last my brother married an old woman and after sometimes the old woman died and he got a lot of money. But I did not get such money. I thought I should also behave like my brother so that I can get a lot of money (Turn 72)

T: Do you like the way she narrated the story? (Turn 73)

SS: Yes Miss (Chorus) (Turn 74)

T: Then why don't you give her a big clap? (Turn 75) (End of Lesson)

The attempt throughout this oral interaction, was to gear communication in English through an intermediary stage in which turns taken by the students alternated between free communication and memorized routines. The processing of the text was done by the students without much teacher intervention except in the case of five students in the class who needed the story to be narrated in Tamil.
It can be perceived from the teacher's attempt that certain questions centred around the students' evaluation of the situations obtained in the text. It can therefore be concluded that this kind of verbal behaviour results from the students' attempt to falling back on known structures to create or generate new structures depending on their knowledge of communicative intentions provided by the communication situation.

The transcription of oral interaction makes it clear that the teacher researcher could not pursue fluency or accuracy activities with an all or nothing choice as it is advocated in CLT Literature. In Turn 45, for instance if the teacher had not corrected the pronunciation of the student, the students who were closely watching the particular student speaking, would have been confused and misled. At times the teacher had to ask a lengthy question in order to motivate the student to respond. Rivers and Temperley point out that the practice can be described as "Communication in which the content is structured by the learning situation, rather than springing autonomously from the mind and emotions of the student".

The authors' suggest bridging the gap between knowledge of rules and actual autonomous communication by providing practice in "Pseudo Communication". They suggest that "we bridge the gap to true communication by encouraging the student to use these structured practices for autonomous purposes from the early stages". In the present project the rules of language use were not taught, but the students were given practice in "conversation facilitation" by an organized communication situation. This kind of structured interaction can be matched to
Littlewood's "functional communication" activities whose purpose "is that learners should use the language they know in order to get meaning across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation".

Nunan analyzing the types of communication that obtained in different classrooms rightly points to the constraints involved in generating genuine communication in the classroom. He quotes Long and Sato who say that.

The classroom speech of SL teachers is affected by at least two kinds of constraints; those imposed by the classroom as the setting for the conversation, including the patterns of speech associated with the role of teacher, and those arising from limited linguistic proficiency of the interlocuter.

Nunan goes on to say that powerful statements by applied linguists may not change a situation which is full of constraints. His suggestion to improve the situation is as follows. "The essential first step in promoting change is to acknowledge and document present realities through classroom based research". It is understood from the analysis of the lesson transcript that genuine communication alone cannot be the only aim of classroom oral interaction where slow-learners are involved. The same lesson was worked out in the following task format to be administered to the students after a week.

Task:
Among those I learnt was "The Ant and the grasshopper which is devised to bring home to the young the useful lesson that in an imperfect world industry is rewarded
and giddiness is punished.

Pick out from the above passage two pairs of words which mean the opposite of each other.

Task:

The narrator says this about George Ramsay:

He looked as though the burden of the whole world sat on his shoulders:-

Can you think of a single word to describe George Ramsay's mood. George Ramsay was very ________.

Task:

Tom said that he would serve in a bar or drive a taxi to ________ George.

Task:

What words will you use to describe Tom and George

Tom was ________ ________ ________

George was ________ ________ ________

While these tasks aimed at the students' close reading of the text these were not mere fill-in-the-blanks exercises. They professed to train the students to be sharply aware of the function performed by a word in a particular structure.

The following tasks helped the students to hypothesize events within the frame of a particular structure.

Complete the following using your imagination.

Task:

1. If Tom had listened to his brother's advice he ________.

2. If George had not given Tom money whenever he asked for it Tom ________.
3. If people had not given Tom money whenever he asked for it Tom _________.
4. If Tom had not married a rich old widow he _________.
5. If the rich old widow had not died _________.
6. If the George Ramsay followed the example of his brother _________.

The Examination of the text done by the students during oral work formed the basis for the following written tasks:

Task:
1. What is the moral of the fable. 'The Ant and the Grasshopper?'
2. Why did the narrator sympathize with the Grasshopper?
3. What did Tom Ramsay do without warning?
4. What methods did Tom use to get money from his brother George?
5. Who was Cronshaw? what did he and Tom do?
6. Why did the narrator like Tom Ramsay?
7. What kind of retired life had George expected to lead?
8. What kind of retired life would Tom have had according to George?

The impact of the learners' engagement with these tasks can be assessed if the actual learner language is examined in the light of its communicative potential. The students' response to one of the tasks prepared for the same lesson, would provide an indication of the nature of the communication activity that was encouraged during project teaching.
Task:
Do you like the conclusion to the story? If you are allowed to give your own ending to the story how will you conclude it?

A student who always deployed communication strategies, inner resources and textual clues, to formulate oral responses, displayed the following features in her writing while responding to this task:
Facsimile reproduction of student's writing

**EXTRACT - I : VERSION - A**

1. In that story Tom married a old lady. 2. She was a very rich person. 3. After sometime she dies. 4. So Tom took her things and her two homes yatch and etc. 5. George thought after so, the life was very different. 6. Tom had not feeling about this. 7. So the ending is not enough for the story. 8. I want to give it a different ending. 9. Because Tom should understand his mistake. 10. Then he should hard work and earn money in right way. 11. Tom should change his behaviour and make a peaceful life.

After the teacher pointing out to the errors, informally the same paragraph was reformulated the next day.

**Extract - I :: Version B**

Reformulated version

1. In that story Tom married an old lady. 2. She was a very rich person. 3. After sometime she died. 4. So he get two big houses and one boat, more money and half a
million pounds. 5. Now he is a rich person. 6. After 50 the life was very different. 7. But Tom had not feeling about this. 8. So the ending is not enough for the story. 9. I want to give it a different ending because Tom should understand his mistake. 10. Then he should work very hard and earn money in right way. 11. Tom should change his behaviour and make a peaceful life.

Analysis:

In both versions the overall structuring of the two paragraphs established the student's definite point of view. In the reformulated version the communicative value of sentence-4 had increased. Sentence-5 which did not have a clear focus in the original version had been replaced by 5 "Now he is a rich person" in the reformulated version. Even though all the errors in grammar were pointed out to the student she had corrected only some errors.

A student who could be considered a below average learner, who never participated in the oral production of English in the class, responded to the same task in the following way.

Facsimile reproduction of student's writing.

Extract - II : Version A

1. The end of the story Tom Ramsay married a old women. 2. After few days she died. 3. So Tom Ramsay got a lot of money and he enjoy his life more. 4. Yes, I want to give it a different ending because Tom Ramsay get/got (not clear) money in the wrong way. 5. Above fifty he did not have a partner of life. 6. He did not have wife and children. 7. But he had a lot of money.
8. After his dead who used that money. 9. No one used. 10. But George Ramsay have a big family. 11. In his family each and every person love him.

In the informal counselling session the teacher pointed only to the grammatical errors to be corrected in the second version.

Extract II :: Version B

1. At the end of the story Tom Ramsay married an old women. 2. After a few days she died. 3. Then Tom got a lot of money and he enjoyed his life. 4. I did not like Tom Ramsay, I like George Ramsay. 5. George Ramsay's life should be comfortable but Tom Ramsay's life should be hard.

Analysis:

Eventhough only grammatical errors were corrected in version A, the student replaced "them" as a connector in the place of 'so' in sentence 3. In the second paragraph the student deleted some of the information presented in the first version and made a stylistic choice of expressing opinion without antecedent events.

A student who can be said to have obtained above average proficiency in doing the tasks responded to the same task as follows:

Extract III :: Single Version

1. In the ending of the story Tom married an old woman because she had some properties i.e. two big houses and a yacht and also some pounds of money. 2. After her death Tom took all of her properites. 3. So he became a rich man. 4. George thought that Tom would suffer in
the future because of his carelessness. 5. But fortunately the result was changed. 6. I like and accept the ending of the story. 7. Because Tom wanted to have more money. 8. So he married an old woman with some money, but he did not do any robbery or anything. 9. He did a knowledgeable act to get a lot of money. 10. So it is not fault. 11. So I accept this ending.

Analysis:

The grammatical and stylistic options of the paragraph had been decided by the writer's deviant thinking. By the word 'knowledgeable' in sentence 9 the writer meant that Tom was worldly wise.

In the samples analysed above organization of paragraphs grew out of the particular point of view each writer wanted to express. Even though in all the three samples the writers reproduced what was contained in the text since they evaluated the events, and made many stylistic adjustments they could be said to have written communicatively.

It is to be noted that while routines and unanalysed patterns occurred in the spoken text, the written task made composition an introspective exercise which enabled the students to explore the possibilities of looking at a proposition on the basis of their world view. This perception is supported by Raimes in the following words:

"Grammatical accuracy and rhetorical formulas have little force if the piece of writing is not expressing the writer's ideas closely and forcefully, with an involved imagination".
The tasks which centred around a poetic text had a different focus as communication with a poem could not be achieved easily by the students. Poems like D.H. Lawrence's "Snake" needed a trained poetic sensibility to understand conceptual significance and to express it in acceptable English. Therefore, the tasks concentrated on establishing paraphrase relationships with the lines in the text;

A typical task chain on the poem "Snake" would illustrate the aims:

Task Chain:
1. What words does the poet use to describe the Snake?
2. What words does the poet use to describe the movement of the Snake?
3. Why does the poet call himself a second comer?
4. "And flickered his two-forked tongue from his lips and mused a moment", There is one word in these lines which makes us understand that the poet thinks of the Snake as a human being? Which word is that?
5. The Snake is compared to "Cattle" what idea do you get because of this comparison?
6. The poet was guided by two voices: 1. The voice of education. 2. The voice of ....... 7. The poet did not listen to the voices which told him "If you were a man you would take a stick and beat him now"? Why didn't he listen to the voices.
8. Complete the ideas:
   a. The poet did not want to kill the Snake because ....
   b. The poet longed to talk to the Snake because ....
c. The poet felt honoured because ....

d. The Snake was a ........ and a ..... according to the poet.

e. Even though the poet said that he liked the Snake he ........

f. What other words from the same poem can you associate with the following words:

Clatter       Clumsy         Convulsed        Majesty

........     .......     ........     ........

........     .......     ........     ........

9. Pickout from the poem words which mean the following:

a. an opening in the wall.

b. the Snake's loose body.

c. water coming in small drops from the tap.

d. poisonous

e. lack of courage.

f. wrong headedness.

g. quality of receiving and entertaining guests.

h. a piece of wood.

i. feeling sorry for some action.

j. A sea-bird.

10. Pickout from the poem lines which mean the following:

a. The poet has to wait for the Snake.

b. The Snake glanced at the poet, time and again while drinking water.

c. The poet liked the Snake.
d. The black Snakes will not harm anyone.
e. The poet wanted to hit the Snake.
f. The poet threw a log of wood at the Snake.
g. The poet thought that what he had done was a silly act.
h. The poet thought of the Snake as a King without a Crown.

These tasks engaged the attention of the students, made them dwell on the significance of words and the poetic lines, which preoccupation would assist their fleshing out meaning from the context. They also made the students realize the suggestions made by the poet.

Task:

Fill in the missing word in the following word-sets. You can bring in any word but the word set must be appropriate. First try out any words, look at the combination and pick out the meaningful ones:

Example:

1. a clumsy log
   a clumsy woman
   a clumsy work
2. stone trough
   stone bottom
   stone .......
3. great dark Carob tree
   great dark ..........
   .... .... Carob tree
4. straight mouth
such tasks generated a lot of discussion among students, and had motivational value. The paraphrase relations between the text and tasks were realized fully with reference to seventy-five percent of the students. These tasks led the learners on to opinion-generating tasks such as the following:

**Task:**
Do you think it is necessary to be kind to animals? Explain your answer. If you think animals are a nuisance give reasons for your opinion.

**Task:**
The poet in the poem 'Snake' liked and admired the Snake but at the same time threw a log of wood at the snake. Do you understand the meaning of his action? Describe the poet's feelings and thoughts before and after the action. Do you think his action is justified?

Another type of text used in the fourth Semester was a play
text which offered scope for negotiation of meaning through dialogue. The task of interpreting and constructing meaning from dialogue was an open ended activity. While the students' attention was engaged by what was happening in the world of drama they produced language which explained and enlarged the text-situation.

The play-text was also looked at as a sequence of events, a story which took place in the past; The students were made to realize the fact that the same text can be looked at from the present time perspective - the play as it happens on the stage.

The students made a list of characters as they were introduced in the play "Strife". The reading of the play was conducted both as an individual or a whole class activity. Reading of the play was stopped at a crucial point and what the class had gathered from the scene was discussed. The students supported particular characters and defended their actions against other characters and their behaviours. This defence was accompanied by the students' discovering a rationale behind their own defence. The rhetoric of argument, predominated classroom communication which meant that there was transfer of information from the dialogue mode to other forms of communication. The typical tasks performed on the play text are presented here:

Task:
What are Anthony's views of the strike? What is his attitude towards the workers? Compare his views with that of yours.
One of the above average students in the class responded to the task as follows:

Facsimile reproduction of students' answer:

Anthony's arguments your opinions
1. Workers should not be encouraged. If they are encouraged they would ask for more money and comforts.
   It is wrong because if the workers are encouraged they would work hard for the company. They would not ask for more money and comforts but they wanted only necessities of life.

2. If workers are shown mercy, the culture and comforts of the high class society would be lost.
   It is not correct, because if workers are shown mercy they would give respect to the high class people.

Fifty percent of the class had understood the purpose of the exercise and tried to argue out a case. The others were instructed how to present arguments and counter arguments.

Task:
Robert is very irate and does not present his arguments cogently. If you were Roberts, you would have presented the case to the Chairman consistently. Write five sentences as to how you would have convinced the Chairman about the worker's problems. Here is some help for you:
a. The demands are not ..... 
b. The strike affects the families ..... 
c. It also ..... shares.
d. It ruins both ..... and ..... 

Facsimile reproduction of an average student's answer:
Our demands are not too much. All of its are necessary. The strike affects the families of our workers. We are all suffering very much to get food. It also affects the shares of your company and your directors. It ruins both workers and Management.

Since some help was given to the students sixty percent of the class completed this task successfully.

Task:
How does Enid try to persuade Madge Thomas inspite of Madge Thomas's unfriendly attitude?

Task:
Do you think Roberts is responsible for his wife's death? Give reasons for your answer.

Task:
At the beginning of Act-II several women meet in the kitchen of Robert's cottage. Describe the scene and incidents that take place there.

Task:
Imagine yourself to be Roberts. How would you defend your attitude towards the strike?

Task:
What arguments does Anthony present against the workers striking work? Do you think he is justified in denying
the workers' demands.

While these tasks concentrated on the students' reasoning their way through the text others goaded the students towards analysing the speech functions of the conversational Exchanges in the play. Such tasks were performed orally.

Task:
In P.48 Harness says "you 've dug a pit for yourselves. Are you to stay there, or are you to climb out? Come".

Why does Harness say that the workers have dug a pit for themselves? Does he suggest a way for the workers to come out of it?

Task:
Roberts describes the strike as "The fight O' the country's body and blood against a blood sucker"

What do you understand about Roberts' view of the strike from these lines?

The written tasks which were done individually in all the three semesters were performed as class compositions on the board by the teacher, with the learners contributing their ideas; Whatever instructions were given by the teacher in all the three semesters about written composition were proceduralized by the students themselves adding and deleting information, substituting the most appropriate word in the place of a less appropriate one, checking the rhetorical arrangement of the paragraph with a clear focus on the style as well as the content of the composition. This technique saved a lot of class time, with the
added advantage of the students watching a piece of discourse being structured overtly as a conscious activity.

An analysis of communicative proficiency obtained by the students might contribute to making an indirect standards statement by way of assessing the uptake of the learners as a result of project teaching, communicative proficiency had to be assessed in terms of learner language continuum, taking on a process perspective, as opposed to a product perspective: Learner language was available only in the written form throughout the period of project teaching. The learner output was influenced by the learner's optimal effort to realize her communicative intentions in lieu of the communication situation. As Grammatical proficiency is closely linked to communicative proficiency it would be rewarding to look at these in tandem, in the learner's language.

The learner-language of the subject population was a heterogenous phenomenon which defied any generalization, as language production in each individual case involved affective, cognitive, perceptive and psychomotor skills employed by the learner towards her learning. Added to this was the learner's attitude towards her learning of the target language which was closely linked with her motivational level. A study of the learner language which professes to assess communicative proficiency has to accommodate the variables produced by the different task domains as these tasks belong to texts of different types.

There were inherent difficulties in defining communicative proficiency not as an idealized object but in its reality of
attainment by individual learners. An individual learner's writing over a period of time evidenced acquisition of different discrete aspects of written English. For purposes of analysis the individual students were divided into four groups according to the predominant learning strategies they followed as per their own reports and the teacher's observations. The groupings were done based on the following perceptions.

The first group of learners participated in oral interaction without being solicited by the teacher, after six months of project teaching, in order to extend their spoken repertoire, which strategy influenced their writing. These learners were observed by the teacher to have processed language as a whole, resorted to enlarge their structures by accommodating new meaning to their text. They oriented themselves towards performing inference making and opinion expressing activities successfully. Eleven students out of thirty six belonged to this group. While nine out of these eleven students did not show any concern for Grammar rules, two of them resorted to sentence construction by consciously building them with the help of the rules. As these two students did not have any access to formal grammar they often consulted the teacher as to whether a particular structure would be suitable in the context of expressing a particular situation.

The second group of learners were active participants in oral work; They seized their turns to express themselves, if not at the first instance of teacher questioning, at least after the teacher's cue; But performing short turns in speech did not help them in extending their written performance from short to long stretches of writing. Six students belonged to this group.
The third group showed intense desire to perform well in spoken and written tasks but had a strong tendency towards repeating structures available in the text, in teacher talk, and in the language available in peer talk. These students, while responding to oral tasks wanted to avoid mistakes by reading out sentences from the text, or repeating sentences from memory. Even though this group was motivated it avoided risk-taking. These learners performed tasks like vocabulary games, riddles and puzzles by taking turns, on their own, even though they rarely participated in text-based oral tasks. On the positive side, the ten students who belonged to this group performed information transfer tasks successfully in writing. The students' increased involvement and participation did not evidence corresponding improvement in the use of language. While they performed the tasks as discrete exercises they failed to acquire the ability of "Chunking" i.e. expanding short stretches of speech and writing into long stretches. They were worried about matching their language against the available models. Their response to self-repair and other-repair was very negligible.

The nine students who belonged to the fourth group were not aware of their own strategies of language learning barring their repeated pronouncements that it was difficult to learn grammar and vocabulary. Therefore no conclusions were arrived at regarding their learning strategies. They showed evidence of comprehending the text situation, by responding to the teacher in their mother tongue, when the other students were not watching them. The teacher's counselling and repair sessions had an immediate but very limited effect on them.
In terms of qualitative measurement the following communicative proficiency chart can establish the students' attainment level in relation of the hypotheses stated in the project.

**Communicative Proficiency Chart**

<table>
<thead>
<tr>
<th>Aspects of communication skills attained</th>
<th>No. of students to be slotted in each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. very fluent; can react to any situation in the text and verbalize response to situations, while speaking and writing, the grammatical errors cited are minimal can perform general tasks efficiently; willing to learn.</td>
<td>1</td>
</tr>
<tr>
<td>2. very fluent; Can understand and react to any situation in the text and verbalize response to situation while speaking and writing; Grammatical errors once corrected by the teacher disappear in the next instance of language production.</td>
<td>4</td>
</tr>
<tr>
<td>3. fluent, can understand and react to any situation in the text and verbalize response. But the relationship between Time, aspect and tense still poses a problem. Willing to self-correct and responds to teacher correction.</td>
<td>5</td>
</tr>
</tbody>
</table>
fluent, can react to text situations and infer information. Grammatical competence is not stable. Teacher correction seems to have adverse effect on writing. Errors in the use of tense and time along with errors in clause structures occur throughout the writing phase - does not have a memory for retaining rules of the language obtained from the data. Nevertheless performs well in text related and general tasks.

Fluent in the performance of spoken tasks; can react to text-situations orally; Makes frequent errors in sentence construction, spelling and vocabulary use in writing. Written performance is not consistently good while spoken performance is reasonably good; willing to learn.

Fluent in the use of memorized routines as language potential, cannot generate sentences willing to learn.

does not perceive any relationship between the structures processed and the meanings accessed. Understands teacher talk and teacher instructions. Errors abound in written English while no attempt is made to use the target language in the spoken form.
The learner's language was looked at from another angle. An individual learner's response to the task at two different points of time in the project teaching was considered an indication of the learner having attained communicative proficiency. As there was an instructional component in the project which trained the students in transferring skills from the text-imposed context, to a general task context, the general tasks performed at two different points of time were considered for scrutiny, to establish that the students had attained certain basic Communication skills.

A student who belongs to the first group of learners, but who can be rated as the fourth in ability rating presented the following text as a response to a general task.

Task:
Do you want to take up a job after your studies or Do you want to become a fulltime housewife? State the reasons for your choice.

Facsimile reproduction of the text produced by the student on 25-6-90.

Text-A
1. I want to take up a job after my studies. 2. I don't want to become a fulltime house wife. 3. Becuase now we are going to reach the 21st century. 4. The world is going in a rapid level. 5. In this time no body can without any job. 6. Because in this century every human beings wants to live with a luxury life. 7. So we can get more money. 8. If we want more money both men and women should earn. 9. So, firstly I get a job
for this. 10. And then if we are not going to job means after some years we are simply a lazy fellow. 11. I don't like it. 12. Then we are earning money means. 13. We don't want to depend on others. 14. And we can live and enjoy in our life with full freedom. 15. If the ladies get the financial facility means they can get equal freedom. 16. A philosophy said, "Everyman is the architect of his own fortune". 17. That is everyman is making his own life. 18. So I want to take up a job for making my life in a good manner.

This write up can be compared with what the student had written at the beginning of project teaching.

Task:
Write a paragraph on the topic "The movie I liked most" Facsimile reproduction of the text produced by the same student on 19-8-89.

Text-B
1. Recently I saw a Tamil movie. 2. That is a wonderful film. 3. The direction and editing were fine. 4. The songs were nicely. 5. The Heroine was acting very naturally. 6. Totally this movie is very good. 7. So the government gave the award to this film. 8. We saw some good pictures. 9. So we get many facilities. 10. Look, like we have good decency. 11. We know many news. 12. We will see the English or other language movies our English and other knowledge is improved. 13. Some movies gave the disadvantage of the student and some other. 14. So we can see the good movies.
Analysis:

In text-B ideas are sprinkled over the write-up in isolation without any obvious connection between the two paragraphs. Text-A is divided into four neat paragraphs. There is a definite beginning sentence which indicates a stance as a response to options proposed in the task. The rationale for the stance taken follows immediately. The sentences are connected to the rest of the paragraph, for example, with a causal linker as in 3. or an adverbial phrase of time as in 5. While in text-A the transition from the personal pronoun to the generic "we" in the second paragraph is without any rationale, in text-B sentences 4, 5 and 6 by talking about world and men in general makes the transition from "I" to "we" warranted in the context.

In text-B the proposition is looked at from the point of view of a woman as the writer identifies herself with a woman wanting to be self-dependent.

While text-A displays diffusion of focus on the theme text-B incorporates a quotation in the final paragraph which is connected to the theme of the write-up.

It is to be noted that never in the course of classroom events was there any instructional act which focussed on the rhetorical structure of a piece of general composition. General tasks were administered only to monitor if there was a transfer of skills from text-based writing to general composition. Therefore it can be concluded that the student had attained the ability to:
from the task based teaching to which she was exposed to for two years. While in text-A the student makes use of both present and past forms in text-B there is no such confusion while referring to time-tense relationships. It can also be concluded that what contributes to the quality of writing of text-B is the writer's perception or point of view which is consistent, which in turn, results in expansion of language resources.

The following tasks performed by a student from Group-3 at two different points of time in the project teaching, sample student response variability owing to the nature of the task.

Task:
Write a short paragraph on the use of Television in the field of education:
Facsimile reproduction of students' response given to the task on 25-10-89.

Text-A
1. T.V. is a Electric thing. 2. T.V. is the most important use in the world. 3. Sometimes T.V. programmes are very interesting. 4. Some time very dull. 5. Because the UGC programmes are always interesting. 6. Some students are not interesting this programme. 7. But most of the students are useful to this programme and learn very easy.

Text -B Given below is written by the same student on
3-1-90 as a response to a general task.

Task:
Write a paragraph on "What I want to be in life"

Text-B
1. First I want to have a peaceful life. 2. Then I want anyone of the degree. 3. Studying is very important in my life. 4. My aim is to get degree. 5. I don't want luxury life. 6. Then I want one job. 7. That job is not to private company. 8. Only Government Company. 9. I am a sports player. 10. So I want more prices and certificates and a Athletic scholarship and championship and scholarship. 11. This is my ambition. 12. My future dreams are so sweet.

Eventhough the student has been assigned to a group which was interested in reproducing sentences from the text while performing the tasks, while in text-A, sentences 6 and 7 do not have any communicative value in text-B all the eleven sentences convey the communication intentions of the learner. The production of sentence 3 by this student in terms of variation of structure is an indication of expanding resources. In text-B the writer has a specific purpose, that of projecting her real life ambition thereby assigning personal meaning to the task. Also, here the writer has prioritized what she wants in life by rejecting what she does not want in life. In text-A the student by introducing sentences like 1 T.V. is a Electric Thing 2. T.V. is the most important use in the world, expresses her inability to think in terms of the given proposition. It can also be conjectured from the foregoing analysis that the same student
performed deploying different types of language resources depending upon her involvement with the topic. In text-B the student is more communicative than in text-A owing to the personal engagement demanded by the task: A learner who belongs to the fourth group contributes to the main perception of this project by providing a counter example.

Facsimile Reproduction of a write-up by a learner.

1. I want to be in life a doctor. 2. Because I like very much. 3. This job is very great. 4. The doctor are also work free from the poor people. 5. This job is preserve the many pleasant. 6. Recent year unnatural by the heart hand and leg. 7. They are work respected from this job. 8. I became a doctor. 9. I gone from the poor villages and treat the pleasant. 10. I like the social service. 11. I like flaunt only a doctor.

This particular student never participated in the classroom interaction, not even in word-building games. She was not able to extract information from the classroom discourse and text created context. As she never displayed any willingness to learn it was not possible for the teacher to mount any strategy to make this learner a fairly successful user of the language.

In the final summative Examination conducted at the end of the four semesters 25 students out of 36 obtained minimum pass percentage as against 11 students who obtained the same at the end of the second semester.

To assess the class average performance quantitatively comparisons were made between different stages and different
Examinations. Individual performance, in the case of the seventeen learners who have been assigned to the first two groups in performance analysis, shows steady improvement in terms of percentage of marks as indicated by charts 1 - 7 given in Appendix - a. While group performance shows significant improvement in the Internal Examination as per the bar diagram - 1 there is no significant improvement in the External Examination as per bar diagram - 2 as given in Appendix-b.

In order to find out the efficacy of uniform treatment given to the group in instructional terms the performance of the best group in the institution is compared with that of the Study Group. While in the Study Group there is a steady improvement in the Internal Examination, the control group shows less significant improvement according to bar diagram - 1. In the external Examination while the Study Group maintains the same performance, in the control group there is a downward trend in group performance analysis. This phenomenon may be interpreted as the difference between homogenous treatment given to the study group with specified objectives and the heterogeneous treatment given to the control group where there was an absence of special treatment.
NOTES

CHAPTER IV


4. Rod Ellis uses the phrase "topic control" to establish how the quality of the fluency work may be enhanced by handing over 'topic control to the students. In the context of the project "topic control" amounts to the students' mastering the subject matter in order to participate in oral and written activity.

   Rod Ellis, "Developing Interlanguage through Fluency", Focus on English, 2.3 (July 1986) 8.

5. Dr. Prabhu draws a distinction between formative and summative assessments and establishes how a formative assessment is less effective than a summative one, which is a suitable form of assessment for testing language acquisition. R.I.E Newsletter special series 4 (1980)

6. David Nunan Quotes Corbel's action sequence approach which has four steps.

   1. Identify the learner's areas of interest and need in
broad thematic terms.

2. Identify a series of communication situations related to that theme and link them to form an action sequence.

3. Select or devise materials appropriate to the situations in action sequence.


9. The test given to study the entry behaviours of the students contained many errors of spelling grammar and arrangement of items. But only a specific aspect of continuous writing i.e. cohesion is looked at in the analysis of samples at the entry stage and terminal stage, with the aim of limiting the area of scrutiny to look for concrete results.


13. J. Michael O' Malley, and Anne Ohl Chamot, "How a


15. This is modelled on Morris and Stewart. Dore's four stage model for categorizing reading. Quoted by David Nunan, Designing tasks, for the communicative classroom.


18. This idea was superimposed on the task sequence at a later stage in the project during a conceptualization phase after the model discussion by Nunan. Nunan, Designing tasks.

19. Brumfit collapses the distinction between process and product by placing communicative activities at the centre of classroom activities and States these can become the content of the curriculum Brumfit, Communicative methodology.


21. Halliday, Cohesion in English.


23. Rod Ellis Focus on English 3.3 (July 1986) 5.
24. ibid.,
25. ibid.,
27. These ideas were borrowed from J.O. Anne Collie and Stephen Slater Literature in the Language classroom (Cambridge: Cambridge Univ. Press, 1987).
29. Quoted by Martin Bygate: Speaking 58.
30. ibid.,
31. ibid.,
32. ibid.,
35. ibid.,
38. This idea of giving an account of the learners' strategies is similar to that discussed by Jo Anne Lilbman Klein who talks about her learners as thinkers, feelers etc.
Jo Anne Liebman - Klein "Teaching and Researching

39. Chunking can be explained in terms of the principles of chaining, and contiguity in Stimulus Response learning.


41. This idea of assessing learners' proficiency is modelled on the British Council Proficiency measurement scale known as New Profile scale Method 2 (PM2).