SUMMARY AND CONCLUSION
Chapter - VIII : Summary and Conclusion

8.0 Summary and Conclusion
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3.0 This chapter summarizes the study and its findings. This study was an attempt to explore the effectiveness of the strategy, techniques and materials used by the teachers, for the presentation/teaching of the poems. Since the research hypothesis was accepted, the investigation confirmed that the new techniques and materials and active participation of the students did make a difference in the students understanding and appreciation of the poem and its process. This was measured by the post test.

The implications for the study were varied. The teachers' attitude can have a positive effect on the learning of the students. As the approach was student centered, the students were interested and motivated to learn and do the tasks. The techniques and materials forced them to think and come out with a personal response. This was possible because the focus was on the learning process and not the product. The Try-out, laid stress on inquiry, self expression, independent work and sharing their learning. Teaching is demanding and it demands that the teachers know how to bring about learning.
The tasks set were profitable learning activities. They learnt to analyse, criticise and appreciate. The tasks included all the language activities like talking, listening, reading and writing. Their responses reflected their individual idiom and tones.

The study showed that the material chosen should be interesting, relevant and accessible to them. Well chosen, well presented material, will stimulate the effort required for appreciation. The teachers should always be able to connect it with real life interests and pleasures.

"This is easier said than done, it may not always be possible to do this in our situation. There are (perennial) difficulties that cannot be dismissed: the reluctance of the pupils whose cultural values are not readily catered for, the shortage of time and resources, the demands of an examination syllabus which may constrain the teacher's choices and approaches" (Noel Entwistle: 1990).

These difficulties indicate that there should be a change with respect to material and teaching methods.
8.1 Positive aspects

The following are the positive aspects of the try-out.

1. The students had no inhibition to give their response.
2. The tasks gave them an opportunity to express in L2.
3. The went back to the poem over and over again to do the tasks unconsciously. Thereby fulfilling the objective of making them read.
4. They realised the usefulness of referencing to the dictionary.
5. The tasks, in a very modest way helped them to see the various aspects of the poem.
8.2 Negative aspects

The try-out was not without its share of difficulties. The negative points are:

a. It was difficult to get schools for try-outs for a period of 8 weeks. The try-out had to be completed within four weeks; working for a longer period of time, equivalent to eight weeks.

b. While taking the tests, the students were conscious of the marks, therefore tried to cheat.

c. In the controlled group, the subject teacher helped the students with their answers, though this did not happen in all the schools. This affects the results.

In spite of the negative influence, the investigator considers the experiment to be a major gain. It has restored the investigator's confidence in the capacity of our students to understand and enjoy poetry in English and to respond to poetry individually.