CHAPTER VI

CONCLUSION

There has been a considerable increase in the amount of effort put into improving the teaching-learning process in different parts of the world. Teachers often find it difficult to keep in touch with the new developments which could be useful to them to improve their teaching. The present study traces the developments in the area of teaching and testing written English from the ancient days to the present.

The aim of this study was to prepare and try out a set of strategies and materials to make the teaching of English more effective and efficient.

The investigator devised strategies which would create an urge to communicate through writing, on the part of the learner. In addition, the investigator also designed materials with the elements of information gap, guessing, and open-endedness. These techniques and materials increase opportunities for interaction among the learners. It was possible to adopt them for pair and group work thereby promoting language use. This process also made writing activity genuine and realistic. These strategies and materials were systematically tried out on experimental groups in four representative schools in Gujarat and it was established that they have significant positive effect on the learners' ability to communicate in writing. It is hoped that the teachers of English in Gujarat will find these ideas useful and practicable in the teaching of writing to their pupils.
Reference given in TEACHING WRITING SKILLS BY DOBNN BYRNE:
Longman Handbooks for Language Teachers: General Editor: Donn Byrne


7. For a survey of controlled writing exercises (although these are not distinguished from guided writing exercises) see C. Bratt Paulson (1972) and W. Slager in K. Creft (1972) Classroom Teachiniques For Controlling composition. For an attempt to distinguish between controlled and guided writing exercises and to establish a sequence for introducing them, see D. Byrne (1972).

8. For various types of guide writing exercises, some of which can be used in the early stages of a language course, see D. H. Spencer (1967) and R. Ridout (1975).

