Chapter Seven

Conclusion

Language is taught with the aim of imparting learners the skills needed to communicate and perform using the language appropriately in accordance with the demands and demands. Proficiency in language skills is crucial to successful performance in Language. Sub skills such as pronunciation, grammar, vocabulary, spelling, skimming, scanning, thinking, drafting etc. facilitate language development. These skills are required for effective use of primary skills. Such ability necessitates the use of language skills together in social interaction. Progress in the language learning depends upon medium that transfers the information to learners. Materials are the noteworthy support to rely in learning program. Consequently materials ought to be in accordance with the learners, profile and should be able to raise the existing proficiency of students.

7.1 Aim of the Study

The present study has been taken up to deal with issues in Materials Adaptations related to the development of reading proficiency of secondary level learners in AMU. In many instances adaptations was not very much visible in the education system as teachers thought, material adaptations was equated with the tampering of the text; but now the course book needs to be adapted especially when reading skills is more in use particularly for other subjects also. The present work calls for materials adaptations in the light of the factors that learners come from heterogeneous linguistic background, with learning styles and varied proficiency levels.

Most teachers consider textbooks as sacred because they know these were written by experts and see no reason why these materials be tampered with. Materials whether good or bad need adaptation in accordance with the need of the learners, context and the levels of proficiency the learners. The adaptation is required to be learner-centered adaptation.

The present study emphasizes on adapting materials for enhancing reading skills in the learners at secondary level in AMU.

Reading or ability to understand the written language is the most useful skill for academic learning, comprehending the written word requires good reading proficiency, reading is one of the skills for developing language among the second language learners.
In the light of above discussion, the present study focuses on the following Research Questions:

1. What is the status of reading proficiency at secondary school at AMU?
2. What is the extent and nature of materials adaptation vis-à-vis reading proficiency?
3. What type of teacher development programmes are needed for Materials Adaptation vis-à-vis reading proficiency?
4. How to empower teachers to make decisions regarding materials adaptations for Developing reading proficiency among the learners at secondary level in AMU within the framework of the curriculum?

The focus of the present work is to develop reading proficiency of students, by raising them from their present status to a higher level. First chapter deals with the plan of the study and the significance of English language since the time AMU was established. It can be seen that English has been the major language to gain knowledge. English at the secondary level is aimed to enable the learners learn the language, to make them use the language independently with confidence. One of the prominent obstacles that had been figured out is the teacher has to deal with the different kind of learners, who have varying levels of understanding, interests, needs, demands, and learning styles. A single teacher who is an ESL teacher has to teach the class with the one book that has been prescribed by the CBSE which is the Educational Board to recommend the syllabus and materials for the teachers and students.

The second Chapters deals with major works done in the field of learning materials and adaptation, particularly in AMU secondary schools. Only two works have been done in the field of materials and adaptation. Hamdan (2008) points out that adaptation is not being adopted as a strategy to teach in AMU schools. Mabood (2001) has studied the significance of purpose specific materials in ESL contexts she asserts that in ESL context there is need to develop such materials that strengthens the weaker areas in language teaching. Materials adaptation has been one of the major strategies that has been discussed and suggested to adopt in ESL teaching. Tomlinson (1998) maintains that teachers should attend conferences and refer journals to extend
their teaching strategies and share their learning experience to improvise their teaching. The chapters elaborates the major strands of learning, factors affecting language learning and the essential abilities involved in learning reading.

The third chapter is on the strategies of reading, the types and techniques involved in reading. The chapter elaborates the significance of reading in the language learning program. Learners have to be able to cope with the fact that many words have different meanings in different contexts and they (learners) should be able to use this knowledge to appreciate different elements of language such as the literary devices for instance; metaphors, similes, alliteration, puns etc and other forms of word-play. The meanings of individual words have to be combined to drive the meanings of sentences and more extended passages of prose and poetry. This involves them in drawing inferences, calling upon their previous experiences in the situation under consideration, constructing images of scenes, and appreciating poetic form and nuances of meaning. The chapter discusses the techniques of comprehension where the elements are significantly essential to make out the meaning from the text. Reading a text in its entirety builds confidence and consistent reading develops concentration for reading by expanding the attention span of learners to restore meaning for coherence. Skills learned through reading are transferred to other areas of language, such as writing and speaking. Strategies like think-pair-share, think-aloud, and GIST can help English language learners, content-area learners, and all students to make sense of text while they read.

Chapter four focuses on the significance of materials in ESL context. The types of materials have been stated with their use in the ESL teaching, how materials can be used in its entirety with maximum utility in the class. The learners while learning L2 have to study language items that are above their linguistic ability. To tackle this concern, the materials that are to be taught should be graded from simple to complex, to synchronize their entry and exit behavior. This gradation can be done by using adaptation techniques.

In Chapter five the researcher has attempted to apply the adaptation strategies for developing reading proficiency. The lesson has been divided in three stages pre-reading, while-reading and post-reading the questions have designed accordingly. Adaptation
strategies such as simplification, use of MT, translation, modification have been used in adapting the text.

Chapter Six presents the survey that has been done on students and teachers, and presents the scores of reading proficiency test, that had been conducted on the Students of AMU Girls’ High school and STS Boys’ High school. Test results revealed the performance of girls is better than boys. But the performance of girls is not up to the expected level especially of the English medium classes IX and X. The results of the survey have been discussed below.

7.2) Discussion and Findings of the study:

In a multilingual setting the need for a common code is inevitable. However, the need for the educational gain, the study skills are mandatory to be learnt and these are foundation of learning that can only be learnt at the school level with rigor. Learning L2 demands using the language in daily life. The number of hours a student spends in studying apparently makes it clears his learning ability and the learning environment at home. Actual studying takes place when the learner is trying to gain knowledge on his own, it is the stage where s/he employees his self-study skills. The students of AMU belong to diverse group if the teachers is able to amalgamate the capabilities of the students they could make the class an exciting place of learning which is also a kind of adaptation.

Table 3 in sections 6.6.1, 6.6.2., 6.6.3 and 6.6.4 revealed that most of the time a student spend using English was ‘at school during class’.

The students of English medium 6.6.3 and 6.6.4 reported they used English at home sometimes. The lack of using English affects the performance in language skills.

The present study was taken up to find out the significance of reading in AMU high schools. The study was conducted to investigate the level of proficiency of students in their course content and language skills.
The study revealed that the adaptation techniques adopted in the class is to a limited extent, the aim of the teacher was to explain the content of the chapters without bothering about the development of language skills among students.

In class most of the time teachers spent in self reading for the class, the reasons cited for this issue is the pressure of completing the syllabus on time, because the system of evaluating the students' performance is based on written examination.

Teachers have pointed out that the strength of students in class have been one of the factors that does not promote practicing language skills such as GD, reading lesson turn-wise, pair work, group work, as it is difficult to manage and control the class of 45-50 students in 30 minutes Time.

Classroom observation revealed that teaching was done by following traditional methods, it was found prominently in sections 6.6.1 and 6.6.2 which are Urdu medium. Moreover in these sections the focus of teachers has been to explain the content in MT instead of helping the students to find the meaning on their own.

Table 7 revealed the performance in reading in Section 6.6.1 it was found 15.4% reported they were very good in reading in section 6.6.2; 22.7% of students reported they were good in reading which reveals that majority of the students are not competent in reading. In sections 6.6.3 the results revealed that 58.3% students reported they were very good in reading and in section 6.6.4; 50.6% students reported they were very good in reading. The percent is higher as compared to the Urdu medium sections but it can be seen that it could have been more because the class belongs to English medium where the students are expected to be competent in English language skills.

The results in table 17 revealed that the most difficult hurdle in the process of comprehension while reading are the ‘unfamiliar words’, students need to be trained to find the meaning of unfamiliar words from the text, Table 16 revealed that they looked into the dictionary to find out the meaning of unfamiliar words. The students need to be taught the significance of context cues while reading to get the meaning. Students should
be trained to deal with the unfamiliar words in a text because they cannot use dictionary all the time.

The results also revealed that the teachers feel the need to prepare course materials for the students, there are section which they feel are not suitable to the class and needs to be replaced with the teacher prepared materials.

Table 4 in 6.8 revealed that the skill prominently used in class is listening and reading, the latter being more prominent in class. This reveals that the teachers use the reading skill in the class.

Table 7 reveals that 87.5% teachers adapt the materials for the class and the major adaptation technique adopted in Class by them is use of MT. It is beneficial to explain the content but it does not improve the reading of students. If the students read themselves the text which is already adapted then it could improve his performance.

It has been found out that the teachers do adapt the materials but the aim of adaptation is not to develop reading skill. The lesson is adapted orally and taught to explain the difficult content, so that the students perform better in examination.

Table 19 in section 6.8 states that only 25% teachers prepare skill based teaching materials for their students.

The students are proficient in the English language, a few others who are competent in the language have no adequate knowledge, and sections of phonetics and vocabulary need attention for accurate language learning. It has been observed that exercises on transcription is missing, it could be added as an activity for better pronunciation.

To conclude, it can be said that adaptation is being adopted in the class, the strategy being in constant use in MT and simplification. It is an enriching policy to be used for providing comprehension to the students in ESL context. However, This approach fails to develops reading skill because the students has to read the text to improve his reading competence, students reading is not being developed and this area needs to be in focus.
while teaching the class. The teacher is required to provide the adapted lesson to the class to read for better comprehension. The students would grow in their confidence and cultivate the habit of reading on their own outside class which is the actual reading place.

Acquiring language is not determined by the number of years a student had spent in learning English. Or the medium he has studied in, the major factors are the conducive environment, teaching techniques and the attitudes of teachers and students in teaching and learning.

Teachers with 10-30 years of experience have ideas that can work in the class giving better results, it is recommended that they attend teachers training programme to wipe off the monotony of teaching the lesson with the same methodology. It would provide fresh ideas. They would feel more motivated to teach the class. Teachers' personality should be dynamic with a clear vision of how to teach and what to teach.

7.3) **Pedagogical Implication:**
Teachers provide students with different genres of reading materials, News reports, Novels, Film reviews, Literature, Poems etc to provide them practice for improvement in their performance. Reading should be taught with the aim of learning something. Learners must be able to relate reading with real life activities. It is always beneficial to bring authenticity in class. The teachers are advised to consider the present status of their students language and may take into account the following points.

- Providing students with graded readers that assist students to begin reading.
- Teacher training program should be conducted to acquaint them with the recent developments in language teaching.
- Techniques of adapting text are essential for effective execution of materials in the class. Each of the lessons should not be modified; the students need to face difficult language items where they could use their learning strategy.
• Language learning with it has necessary learning skills such as learners’ attitude towards TL, learning styles, learning from TL environment.

• Teachers ought to provide opportunities to students by arranging G.Ds, Debates, Extempore, Presentations, Reading session etc. to practice language.

• Some of the section could be prepared by the teacher which they feel should be presented to students. The teacher is the mentor of students in class; he knows the needs of students and provides them with the materials that maintain suitability of their requirements.

• In ESL contexts amount of exposure to TL is limited. It can be widened by involving students in extensive reading program, listening to TL programme and discussing in class.

• Teachers need training in maintaining balance in the execution of the methodologies and strategies in the class before assessing the applicability of the techniques. The teaching should match the needs of learners.

• The Academic Staff College (ASC) of AMU should periodically hold teachers training and orientation programmes for school and college teachers as well.

• ASC is planning to set up a Materials Development Cell for AMU teachers where they can work together with the research scholars of various Departments to come up with required materials which the teachers of various classes usually feel should be taught to the students, but due to various constraints they are not able materialize their views.

• Teachers are advised to use SPM based on learner’s needs.

The text ought to be localized according to the needs of the learners, it reinforces motivation, confidence, interest, and want to read more. Materials used in academic institutions have certain objectives; therefore, materials require adaptation vis-à-vis the skill. In academics, Reading skill is one of the most significant skill that has been in use largely, it is the medium and the mode that the learners use while studying, they receive the information from the printed text/resources, transcribe the information and retain the information in their memory.