

## 9.0 CONCLUSION

The module designed by the writer, facilitated the teaching and learning process. The teachers were happy because they had a sequence of materials designed for all the three skills to be taught. The materials in hand allowed them to go in classrooms with confidence. With the use of the task-based materials, the teachers felt that the responsibilities to establish situations likely to promote communication were comprehensively dealt with. Hence, the teachers were the managers of classroom activities. During the activities, teachers acted as advisors, answering students' questions and monitoring their performance (Littlewood, 1981).

Also, since the teachers' roles were less dominant than in a teacher-centred method, students were seen as more responsible managers of their own learning. Majority of students felt that the tasks were interactive. They were actively engaged in negotiating meaning and were trying their best to make themselves understood- even when their knowledge of the target language is incomplete. Generally most of them felt that there was room for them to learn to communicate by communicating for a purposeful objective.

The tasks allowed the students to get involved in communicative interactions as they felt relaxed in a cooperative relationship among students. This was where the students were quite free to use authentic language while interacting with their peers. Most of the tasks allowed students to interact a great deal with one another. They do this in various configurations : pairs, small groups and whole class. According to the students the module gave an opportunity to express their individuality by having the

share their ideas and opinions on a regular basis. This helped them, "to integrate the foreign language with their own personality and thus to feel more emotionally secure with it" ( Littlewood,1981)

The students also felt that the teacher was more tolerant to errors of form because they errors were seen as natural outcome of the development of communicative skills. Students could have limited linguistic knowledge and still be successful communicators.

Another important element of the module was the sorting out of materials to provide students with culturally familiar stories. This did not only create interest but did also create interactive process between language and thought. The students could recognise the theme as being part of their cultural environment. The stories were efficiently understood because they were able to relate the stories to their own knowledge.

Though, creating appropriate task in sequence for the three skills were time consuming and tedious, the final outcome of the module brought about a sense of fulfillment. This was further enhanced by the responses given by students and teachers of the English Language of Treacher Methodist Girls School, Taiping.