

Chapter 5

Conclusions, Discussions & Recommendations

This chapter encapsulates the conclusions of this research which probe the needs to embrace the NESC in Pakistani ESL experience. The first phase of this chapter provides the summary of the research objectives and methodology. This chapter conferred the findings of each research question in marriage to ESL learners' and teachers' opinions and viewpoints pertinent to their need to include current NESC in their English textbook and classroom milieu. In addition, it provides the recommendations for further studies, share the limitation and contribution of this study.

5.1 Summary of Research Objectives and Methodology

The language and culture are inextricable, learning a second language requires us to explore and learn the target culture (Kramsch, 1993). The ESL learners in Pakistan seems like suffer from the scant of current NESC exposure in the English textbook and classroom settings. Therefore, the main objective of this research is to reveal or evince the inadequacies regarding to NESC aspects in ESL experience in Lahore, Pakistan. This study expressed the ESL learners' opinions to modify and embrace the current NESC in their ESL experience, because NESC aspects can ameliorate their comprehension and communicative aptitude in English language. In addition, it can prepare them for future plans to study or get the job in English speaking countries. Due to the discrepancies amid Pakistani culture and NESC, including the plethora of NESC cannot be acceptable, and it might not preserve the rich and precious PKC. Hence, this study proposed the notion to amalgamate both cultures in ESL experience so, the ESL learners can gratify their voraciousness to learn the English language for future goals and get the tertiary education. This study urges the ESL curriculum developers, educational policy makers,

administrators and ESL teachers to revamp and modify the ESL experience by entailing the current NESC.

The researcher gleaned the data by evaluating cultural aspects in 'New Oxford Modern English' textbook (table 4) for 6th grade ESL students at St. Anthony High School, Lahore, Pakistan. And, in order to confirm the reliability and validity of book evaluation, the experts' opinions and viewpoints were presented. The data were collected by questionnaires and interviews to know the 69 ESL learners and 2 teachers' point of views regarding the entail of the current NESC in their ESL experience. In addition, the data were also gathered by employing the classroom observation to gauge the exploration of cultural aspects in this classroom.

The book evaluation, interview from teachers and expert analysis (qualitative) data underwent various phases of analysis by utilizing the grounded theory. The questionnaire and classroom observation data were analyzed and interpreted primarily by using the descriptive statistics and the results are shown in the chapter 4.

5.2 Summary of Findings to Research Question One

The first research question probed: in what extent the current NESC needs to include in the English textbook? The book evaluation depicted the dearth of current NESC (table 4), but on the other hand ample of PKC was presented (Figure 4) in this English textbook. The ESL students voiced that they cannot comprehend NESC in their English textbook, because most of NESC in their English textbook had abundance of obsolete language, poetic words and phrases (table 4). In addition, ESL teachers mentioned that they have a hard time explaining all the esoteric poetic words and phrases (Appendices A). The ESL students have been urged to learn the English language with NESC, because students (*accumulated \bar{x} 4.6*) have a desire to obtain further study and get employment in English speaking countries, be able to communicate and comprehend the content of their tertiary education. The ESL students and teachers strongly agreed that their English textbook needs to include at least 50% of everyday NESC culture. The findings portrayed that English textbook is a curial source to explore the NESC, because of the scarcity of other resources (Internet and TV etc.)

5.3 Summary of Findings to Research Question Two

The second research question inquired: how ESL teachers in Pakistan explore the NESC in their classrooms? The findings of the students' questionnaire depicted that their ESL teachers, most of time, utilized the 'New Modern Oxford English' textbook to explore the NESC, but unfortunately it contains scant of current NESC. The ESL students also expressed that teachers rarely employed activities like role play, group discussion and debates etc. Conversely, teachers shared with the researcher during their interview that they often explored the current NESC by activities and pinpointed the cultural differences amid PKC and NESC. Although, sometimes the teachers' beliefs and reality can be different, therefore, the researcher conducted a classroom observation in both sections (A & B) of 6th grade. The classroom observation findings lucidly depict that teachers spent less time on exploring the current NESC, but on the other hand, they were spending more time on defining the obsolete language (Appendices A).

5.4 Summary of Findings to Research Question Three

The third research question investigated: Can the juxtaposition of local and current native English speaking culture meet the needs of Pakistani ESL experience? The ESL students strongly agreed that they enjoyed exploring the current NESC and local culture, because it gave them opportunity to comprehend the meaning of the English. In addition, the ESL teachers thought that students were thrilled to watch the video clip (Appendices L), and participated in pair and group work. Moreover in students' opinion, they can relate the English language with their daily lives which was not the case while they were exploring the NESC from the English textbook. The students and teachers harmonized that amalgamation of local and the current NESC can help them in their tertiary education, further study and employment plans in English speaking countries.

5.5 Discussion

This study revealed the needs to embrace the native English speaking culture in order to enhance the ESL experience in Pakistan. This study was able to highlight the dearth of current NESC in 'New Oxford Modern English' textbook, although this English

textbook contained the poems and moral stories, but the English language was obsolete, and it was not an everyday language. As a result, the ESL students could not explore the current NESC and improve their intercultural communicative aptitude and comprehension of the English language.

The ESL students' and teachers' urged to include at least 50% of current NESC in their English textbook, because English textbook was the easily accessible source for the ESL students to explore the NESC.

The researcher observed that both of the ESL teachers were spending majority of their time exploring the cultural aspects from the English textbook. During the interview, the teachers explained that one of the reasons they utilized English textbook because they needed to prepare students for the examination. In addition, one of the ESL teachers said that "it is hard to explore the target cultural aspects in 45 min classroom session with approximately 35 to 40 students". Definitely, it can be challenging to explore NESC aspects in limited time, but the teachers may not need to do everything by themselves instead facilitate and guide them in the classroom milieu.

In this context, the ESL teachers seems like have intense pressure from all the administrative duties, preparation and outcome of the examination, because sometimes parents, and administration may expect the teacher to deliver good test results. The ESL teachers have limited resources in the ESL classroom, but on the other hand, the ESL teachers have access to the internet, English magazine, newspapers, journal, books, movies and audio songs. However, the ESL teachers may need to think outside of the box and select current NESC material which is acceptable in Pakistani ESL learners and society.

Therefore, this study suggested the ESL teachers to use the authentic material, pair work, small group activities, explore discrepancies amid PKC and NESC and relate the cultural aspects with their daily. In addition, the ESL teachers need to meet their present cultural needs in tertiary education, communicative aptitude, comprehend the English language. The ESL teachers also need to look for a creative way to prepare Pakistani learners for their future goals like further education, employment and migration for better life to native English speaking countries.

The amalgamation of PKC and NESC was strongly accepted by the ESL students and teachers, because it helps the learners to embrace the NESC, and also cling on to their rich and precious Pakistani cultural values. This study concurred with the researcher who promulgates the notion to merge local and NESC in the ESL teaching (Jabeen, Zahid and Satta, 2013; Alakbari, 2004; Ariffin, 2006; Duenas, 2002, and Robotjazi and Mohanlal, 2007) to enhance the ESL experience.

5.6 Limitation of this Study

The most noteworthy limitation in this study is the small size of the participants (69 ESL Students & 2 teachers) it's like a drop in a bucket compared to rest of the ESL learners population in the 6th populated country in the world.

Due to Pakistani cultural sensitivities, the researcher was unable to record the classroom observation and interview conversation so this was also one of the limitations, because if the researcher had recorded he had the ability to rewind and get the salient points, but in this study he had to rely on keeping the notes.

5.7 Recommendations for Further Study

- The further study can be done with different set of ESL students and teachers at different location.
- The further study can invest the measure the English language comprehension due to the inclusion of the current NESC
- The further study can also fathom or gauge the improvement in the ESL learner's communicative skill
- The further study can be done by developing the curriculum with the juxtaposition of PKC and NESC.

5.8 Conclusion

Without the shadow of doubt, Pakistani English textbooks need to include the current NESC aspects in order to enhance the ESL experience. And, according to ESL students' and Teachers' viewpoints at least 50% of current NESC needs to entail in the

English textbook. ESL teachers need to revamp their teaching method in lieu of expounding or elucidating the definition of arcane and esoteric vocabulary of poems and moral stories. They need to introduce the acceptable authentic material (approved by Pakistani society) and explore the NESC by showing the discrepancies amid NESC and PKC in their classroom milieu. According to the opinion of ESL students' and teachers', the juxtaposition of local and current NESC can help them to meet their present and future needs (study or employment in native English speaking Countries) and enhance or enrich their ESL experience in Lahore, Pakistan.

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