THE ABSTRACT

This Thesis is an attempt to put together a model of language which highlights the stamp of personal investment inherent in the process of language use and consequently in its product; this is as against a characterisation of the process of language use as standardised rule implementation which would follow the concept of invariance about language rules/competence.

In this context, I establish a connection between such a view of a personal language act (which affords the same uniqueness to the language core) and the act of reality-construction. In the process of unravelling the nature of a posited connection, proficiency in language use emerges as an ability to wield the language tool. This ability, when expanded, both enables and acts as an exercise in personal explorations of meanings. I, in other words, claim that meanings are constituted in and through language. The discursiveness I claim for reality/meanings then, confers the process of reality-construction and the constructed reality, the same explorative creativity as the activity of language use and the language core.

Of crucial importance to my thesis, is a fore-grounding of the immediacy involved in the process of language use.
which as stated above is simultaneously a process of (personal) reality construction; the elements of the personal and immediacy in languaging more than anything else keep the final product, i.e., language core and meaning in a state of eternal flux and prevent stagnation of the same - the tool, i.e., language and what it constitutes, i.e., meaning. Language proficiency then, to me, a proficiency in reality construction lies in this ability to keep the final product, (language and meaning), moving. This way lies innovation in general.

The paradigm principle of the throbbing dynamism under-lying any apparent norm, a dynamic norm held in readiness for exploitation in the moment of use, forms an important consequent of my language model, and invites exploration in application in relevant areas in teaching. An examination of the influence of the model of language - an interactive creation of the moment model - and a reality construction model, in ESL syllabus making, and syllabus making in general and the development idea of personal creation of the moment in syllabus design forms a second string to my Thesis.

In the first two chapters then, I elaborate on the model, of languaging, with the help of parallel concepts in language-related fields such as Linguistics, Language Philosophy,
English Language Teaching, etc. The concepts therein act as convenient points of contact and aid explication of the conceptualisations of personal creativity of the language process I argue for.

The arguments for a model are drawn together in Chapter III in order to indicate the line of elaboration and further clarification they achieved in a two-year teaching project in English as a second language (the subject of Chapter V).

The discussion on syllabus as interactive creation of the moment is initiated in this third chapter. The second language syllabus, as interactive (core) creation of the moment that I envisage, I argue, is not only an analogical paradigm application derived from a specific language model and a parallel metaphoric result of it, but also a logical application of the view of languaging as a reality making phenomenon, and a logical consequence of it.

The importance of this point about the pervasive influence of my language model becomes evident in Chapter IV. This chapter is a brief discussion of two crucial notions in my model, viz., process and interaction, in relation to these notions in current practices in ELT (especially in the Communicational Teaching Project, Bangalore), in order to highlight the features of investment of the individual in
meaning-making, and ever-progressive attempts at creativity, that set my thesis on languaging and within it, that of interaction, apart.

In the V Chapter, through a discussion of selected lessons from the above mentioned ESL teaching project, I show how the concept of personal investment in meaning-making, flux and tentativeness in the meaning achieved, get realised in an act of languaging (as I prefer to call language use or communication) engaged in by a language learner and user. This chapter, besides being such a continuation of thinking about languaging as meaning-exploration through teaching samples, is also a 'try-out' of an enacted syllabus, a syllabus of interactive creation of the moment.

In Chapter VI, the concluding chapter, I briefly touch upon matters of dissemination of my ideas on languaging and the resultant teaching, mainly in the area of teacher-training. The impact on teacher-training of the syllabus/curriculum plan as a 'line of intention' core to be creatively realised in the moment, is implied in these discussions.

At the end, I indicate how this entire study has been towards the pursuit of an elusive idea, about languaging and language teaching, which pursuit as it was set into motion
inside a second language classroom, crystallised into a line of argument, which afforded and promised to further afford, rich possibilities in teaching language/languages (and subjects in the whole curriculum).

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