Chapter V
Recommendations

The Fifth objective of the study was to “To make recommendations emerging out of the problem under investigation.” For its achievement, a questionnaire (Appendix IV) was used. However, the purposes of a better insight into the results of the Test of Errors and to elicit feasible and pointed recommendations required repeated and in-depth discussions with the experts and the in-service/ practicing teachers after the analyses of the collected data.

For a convenient reference and understanding, the emergent recommendations, classified under different relevant heads, are as below:

5.1 Recommendations to Improve Standard of English in Government Schools:

- To dispel the general lack of clarity on several policy issues among the teachers which has an unconstructive effective on their teaching, it is recommended that the State Government should adopt a clearer policy on the above issues.

- To meet the dire shortage of Good teachers to teach English caused by the faulty recruitment policies of the Government, it is recommended that teachers with good academic record, expertise and experience in learning and teaching English should be appointed exclusively to teach English. A Master’s degree in English language should be mandatory for such teachers. Studying of a paper/course based on Language skills at both Undergraduate and Postgraduate levels should be made compulsory for those planning to take up Teaching of English in B Ed. Otherwise; the students should be first required to study this paper as a bridge course. There should also be provisions for specialization and intensive training at pre and in-service levels.

- To counter the insufficient knowledge and mastery of a sufficiently large number of well-researched methods and approaches which the teachers could use deftly with judiciousness and creativity, it is recommended that both Pre- and In-service teachers should be scrupulously versed with knowledge and application of a host/rash/number of creative, imaginative, active, inspiring, apposite, pragmatic, practical, convenient, economical, psychologically sound, learner-centered, eclectic and flexible methods and approaches.
To offset the negative effects of severe shortage of staff at Elementary (and Primary) schools and the erroneous promotion policies of the Government, it is recommended that effective steps should be taken to substantially increase/uplift the standards of English in Government Elementary or Private schools.

It was observed that the text books recommended by the State Education Board do not “help the teacher”; “do not correspond to the objectives” and also, “are not relevant to the needs of the students.” Besides, the Supplementary Reader is not used for its intended purposes. Hence, it is recommended that really useful and helpful text-books answering the singular needs of the intended beneficiaries (learners as well as teachers) should be provided along with the much needed Teachers’ Handbooks, Workbooks and interest generating Extra Reading Materials.

The present rigid and stereo-typed system of Examination riddled with its numerous faults is another big cause of low standards in English in general and of large number of errors in particular, so, it is forcefully recommended that the system of the annual written exams should be discontinued with and, instead that of Continuous Comprehensive Evaluation should be adopted forthwith. Also, the learners should be assessed for “skills, logical thinking, imagination, originality and fluency” as well as the proficiency to actually use language in real life situations or for particular purposes.

To answer the expressed needs of the working teachers for a more “helpful” Syllabus, it is recommended that the syllabus prescribed by the PSEB should distinctly lay down the General and Specific aims of teaching-learning of the different lessons in the prescribed text-books. It should also define, state and explain the specific aims in terms of behavioural outcomes as given by Bloom (1956), Mager (1962), Miller (1962), NCERT Regional Institute of English, Mysore (1972), etc. Also, adequate devices, activities and other means must be suggested as an integral part of the prescribed syllabus for any class or level of learning.

To overcome the insufficiencies of the present in-service trainings and to provide teachers with “usable, practical and suitable skills and abilities”, it is recommended that an apposite on-line or newsletter-based fraternity or instrument like “The Teaching English” Website produced by “The British
Council” should be put into place to cater this very genuine demand for professional development.

This device should aim at acting:

- as a theoretical and historical archive: where the teachers could read about teaching methodology, current practices and issues in English Language Teaching.
- as a practical resource: for lesson plans, quizzes, ideas for activities and other materials and ideas for teaching of English.
- as a forum: to help teachers of English to discuss their teaching, exchange ideas and share materials, join discussion forums and form groups around particular areas of interest.
- as an information source: for professional development (training, qualifications, personal development, specialist areas, etc) as well as an access point for consultancy services to implement educational policy.

- To answer the need for making methods of learning English more context based, it is recommended that Discourse-based Methods (like the Direct Method, Total Physical Response Method, etc) and Oral-Aural Approaches (like The Communicative Language Teaching Approach, The Situational Approach, etc) which emphasize listening and speaking in interesting learning contexts, should be adopted as the sheet anchors of teaching of English as these will motivate the learners to even think in English.
- Teaching English for Specific Purposes can also be a good technique, especially at the stages where the student is nearly decided on the future vocation.
- It is further recommended that English I should be taught strictly as a Skill subject. The Subject teachers should aim at teaching or inculcating the various skills like those of Listening, Speaking, Reading and Writing. Like all skills, the skills of English language also require intensive and sustained practice along with immediate and directed Feedback and Reinforcement. Hence it is recommended that optimum number of opportunities to practice these skills in contexts should also be provided to the learners.
Also, while examining the achievement level of a learner, due weight to achievement or mastery of these different skills should be given.

To undo the disastrous results of the highly mistaken policy of allowing the examinees to clear Matric without English, it is urgently recommended that passing the examination in English should be made compulsory for all examinees.

In response to the urgently felt need for kindling real motivation to learn the English language to achieve real proficiency in the language in the Government school students of Punjab it is recommended that both the administrators and subject teachers should take steps to awaken the real Motivation for Acquisition of Language in the students under their charge. Also, before introducing a particular lesson or topic, the teachers would do well to first “tell” the class how learning of it would be useful to them.

The Mid-day Meal scheme has successfully brought the children to the classrooms and has also ensured regular attendance, but, in absence of a real motivation to learn and to excel, this presence is only physical. It is recommended that this increased and regular attendance should be properly harnessed and the learners be provided with the required impetus and experiences.

To foil the ill-effects of over-crowdedness in classes it is recommended to have smaller, more easily manageable groups of learners of nearly same abilities.

The prevail over the non-conduciveness of the English classroom, it is recommended that the language room should be away from interfering noises and equipped with lots of pictures, books, newspapers and other materials to make it intellectually invigorating and inspiring.

As a rejoinder to the repeated recommendation of the use of Instructional Aids in teaching of English by different theories and concepts like those of Blended Learning, Whole Brain Teaching, Teaching according to Learning Styles, etc, it is recommended that simple, but engaging Instructional Aids should be liberally used to make learning of English a pleasant experience and thus facilitating comprehension and retention of the matter, and relieving anxiety, fears, or boredom. It is also recommended that every school should have a
reasonably sizeable collection of reusable and easy-to-use instructional aids which should be issued to students for hands-on learning.

- In view of the observation of the experts that the time devoted to teaching of English in the PSEB schools is “awfully short”, it is recommended that a sensible and sufficient increase should be brought about in the time spent on for learning English language.

- To preclude the overuse of Literature even in the recently adopted format of Class X paper in English, it is recommended that examination should exclusively judge the abilities to use English in real situations like conversing with different purposes and in reading and writing E-Mails, Notices, Pamphlets, etc.

- To curtail errors stemming from neglect of correction work it is recommended that the significance of this essential aspect of language learning should be properly understood and it should be undertaken in a more earnest, regular and systematic fashion; followed with rigorous and sufficient practice or drilling exercises in use of the correct form of the item.

- Although the curricula of English for Classes X and XII have recently been changed on lines of the CBSE pattern, the teachers feel the exercises (in Examinations) like Questions to test Reading Comprehension (10 marks); Questions testing mastery of Vocabulary (5 marks) and Functional Grammar (20 marks) and Questions testing Writing Skills (20 marks), though Good-intended, are forcing the students to resorts to either use Unfair means or rely on rote memory because the students do not possess the basic concepts and abilities. So, it is recommended that proper attention to Teaching of English should be paid right from Class I from which English is introduced.

- “Learning should be a joyful experience not something to be feared.” (Civilization and Progress) Unfortunately, as The National Curriculum Framework (2005 c) observes, learning, especially of English language “… has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality.”

In this regard, the Framework’s five guiding principles are recommended for immediate adoption:
- Connect knowledge to life outside school. Give the abilities to use the Skills learnt in the English language Classroom to productively write Letters, Applications, E Mails, Notes, Notices, Pamphlets, Paragraphs, etc.
- Ensure that learning doesn't rely on rote methods. Exams should discriminate between those who merely memorize and reproduce the prepared answers from ready-made notes and those who actually possess the ability to use language in real life situations. Learning of English language should actually provide the learners with intrinsic and extrinsic worth.
- Enrich the curriculum to provide for children's overall development rather than remaining textbook-centric. Even after the latest changes in the Curriculum of English for Class X, the Course Books carry 45 marks out of a total of 100.
- Make examinations more flexible and integrated with classroom life.
- Nurture an overriding identity informed by caring concern within the democratic polity of the country.

Based also on the observations of The National Curricular Framework (2005 d), it is recommended that:
- Teaching should aim at enhancing the learners’ natural desire and strategies to learn.
- Knowledge should be distinguished from information.
- Teaching should be seen as a professional activity, not as coaching for memorization or as transmission of facts.

5.2 Recommendations to Reduce the Incidence of Errors in Different Areas of Written English:

5.2.1 Recommendations to reduce the incidence of errors in the area of Spellings:
- Perhaps the most important thing for a teacher to remember is that the manner in which mistakes are corrected has a big impact on the students’ progress.
  It is recommended that only psychologically sound practices should be adopted which don’t discourage the learner and make learning interesting and easy.
During the Lesson, the strategies working the best with wrong spellings by individual or larger groups of students are: making the student slowly read exactly what is written; trying to find the cause of mistake; teaching the correct Pronunciation; making a particular concept or rule clearer; re-teaching the spellings in a more interesting way; teaching how to Segment the word.

Most spelling programs ignore the logic and structure of spelling. Instead of requiring the learners to memorize words as strings of unrelated letters, which often results in frustration, they should be shown logic and structure by using the basic phonograms (the basic 44 sounds which form all English language words) and spelling rules which “can spell most words in the English language.”

Use mnemonic devices, such as games, sayings, songs or acronyms that help you remember the correct spelling; for example, the saying "I before E except after C" can keep the learners from misspelling words like "receiving" or "piece."

If the word is a Rule-breaker, that is the word that does not follow the spelling rules, bring the attention of the class to it, help identify the tricky part of the word, mark it for frequent review and provide multiple opportunities to use the word in context.

Teach how to “Segment” the word into different sounds and to write down the letter or letters for each sound.

Language learning is said to be “over-learning,” give a lot of practice in the right spelling. It not only teaches the correct spelling, but also helps un-learn the wrong spelling. Spelling tests, competitions like Spelling Bee and interesting games like Hangman (played on board or paper) can be quite effective and practical strategies or measure for mastering challenging words, or "troublemakers."

Dictionaries can be given for “looking up” the words and also for frequent viewing of the problematic words or spellings. But, if used with beginner students, dictionaries can easily frustrate and put them off.

Prepare lists of high frequency (Dolch) words and the word families and give a lot of revision and practice in them using a number of different strategies.
5.2.2 Recommendations to reduce the incidence of errors in the area of Vocabulary:

The present study has revealed that the studied students’ errors in vocabulary comprised failure to identify the word and tell its meaning (due to limited vocabulary); wrong use of vocabulary; and inability to tell the degree of difference between two similar sounding or looking words. In light of the above, the following strategies are given as recommendations for adoption by the teachers with an aim at both building vocabulary and at reducing the incidence of errors in use of vocabulary:

- The teachers should be systematic and focused in their approach to learning of new vocabulary.
- Teachers should focus on learning of a few words at a time. Selecting words from the learners’ existing curriculum, small lists of words should be prepared to be focused on during any given period of time. The lists could also include words that students are most likely to find in their everyday lives.
- To motivate the students to learn vocabulary, vocabulary learning should be made as interesting as possible. For this, the teachers should adopt fun and participatory activities, rewards, puzzles, games and other strategies and frequently vary the activities or methods also.
- An enhanced use of the visual element is particularly helpful in learning and remembering vocabulary to learners of all ages and levels and in particular to younger learners and visual learners. Teachers should use the visual stimuli like the blackboard, pictures and flashcards, etc more frequently.
- Researches have clearly shown that a learner of any age needs between 10 and 16 encounters with a new word before it becomes a part of the long term memory of the learner. Therefore it is recommended that sufficient practice should be given at the time of learning the new word and later opportunities to revisit the old vocabulary often should also be provided. This can be achieved through review and reinforcement activities like Word-walls (lists of words with their meaning and use pasted on a corner or wall for frequent review and reference); flash-cards; Cumulative reviews (encountering the words in subsequent lessons or activities); quizzes; activities like hearing or using the
words in conversations and in games like making sentences or stories using all the words of a particular list.

- Teachers should "Model" proper use of vocabulary words by using language creatively and with gusto and by having fun with their own vocabulary.

- More than 70 percent of English comes from roots - 95% of words of more than one syllable! An understanding of these roots is a powerful tool for learning and understanding English vocabulary. According to Brownstein, "Learning fifty key word parts can help you unlock the meaning of over 100,000 words!" Knowledge of roots gives learners a richer understanding of known words, clues to decipher unknown words, hints to help learn new words quicker, memory joggers to recall nearly-forgotten words, and a grasp of how words are built, as a foundation for learning technical vocabulary. Besides, roots are fun to play around with! So, it is recommended that the 100 most common roots should be taught to the students especially at the early and middle stages.

- Paula (2009) notes: "People who read the most (non-twaddle books) tend to have the best vocabularies." Seeing vocabulary in a context not only yields a richer understanding but also makes the learner see that it serves a real purpose.

  It is suggested that the learners should be motivated to and provided with enjoyable Read-alone (supplementary) reading materials of their level and interest.

- While reading aloud (teaching the Text-book) to the class, ask them to ask them to guess or decipher its meaning from the context or roots. If they can't figure it out, use a variety of ways to give meaning or definition of a new word like pictures, BB sketches, actions, antonyms or synonyms, etc. Then re-read the sentence to reinforce pronunciation and meaning in context.

- In Secondary classes vocabulary should be studied more intensively like analyzing the new word at phonetic, lexical, morphological or other levels; identifying how it functions as a part of speech in its sentences; looking at its endings (e.g. noun plurals, verb tenses, comparatives for adjectives and adverbs) or using a thesaurus to find antonyms and synonyms to it.

- Teachers should also motivate the students to learn the meaning and in particular the Use of vocabulary through use of Dictionaries and Thesauruses.
The teachers should act as “Models” themselves. Whenever they encounter a new word, they should make it a point to look it up in the dictionary for its meaning, roots and use.

- An ingenious teacher can use even the most mundane and uninspiring testing and quizzing activities to teach or test vocabulary in a very interesting way. These activities could be given as part of Explanation of the new vocabulary, as part of Recapitulation exercises or as Stand-alone exercises for teaching vocabulary. It is recommended that activities like matching synonyms, matching antonyms, recognizing the most suitable words to fill in the blank sentences, correcting the errors in use of vocabulary, labeling pictures, crossing out words that do not belong to the group, completing the sentences after taking in the sense of the key word (underlined or italicized for easy identification), analogies, finding the stronger or more forceful word, arranging the words on a scale, recognizing slangs out of pairs and finding words with positive connotations (to distinguish the final shades of meanings), giving students definitions and asking to find words, asking to find different meanings of familiar vocabulary, look up words that mean a particular thing or concept, acting out the words, preparing lists of categories of words describing a particular thing or related to a particular context, drawing pictures or crossword puzzles with antonyms or synonyms as clues should be given.

- At present correction is not given its due place in the scheme of teaching and learning English at classroom level. It is recommended that the teachers should recognize its immense importance and undertake correction work in all solemnity.

- It is recommended that correction sessions should be set up at the end of activities where the students should be encouraged to correct their own mistakes should be corrected as groups and not as individuals. There could also be sessions where only a specific type of errors would be focused on.

- Techniques like Deferring correction to the end of an activity; Taking notes on typical mistakes made by many students; Correcting only one type of error; Giving students clues to the type of error they are making (in written work) but allowing them to correct the mistakes themselves; Asking other students to remark on mistakes made and then explain the rules by themselves, have been recognized as quite effective ones by innumerable ESL or EFL teachers.
It is recommended that the Government school teachers of Punjab should also employ them.

5.2.3 Recommendations to reduce the incidence of errors in the area of Translation:

Translation was a significant part of ELT for a long time, but was rejected as new communicative methodologies like the Direct Method, the Audio-Lingual Method and the subsequent ‘humanistic’ methodologies such as the Silent Way and Total Physical Response arrived. However, it is now a feature of many communicative classrooms and a successful aid to learning, although the approach to using it has changed. As Duff (2000) says, teachers and students now use translation to learn, rather than learning translation. Modern translation activities usually move from L1 to L2 and have clear communicative aims and real cognitive depth, show high motivation levels and can produce impressive communicative results.

However as part of the communicative ELT classroom approach, Translation is still a controversial area as it is not just difficult to master it is quite tricky to teach also. All the same, considering the realities of teaching and Learning English in Punjab, translation has a lot of relevance. In light of these objections and difficulties, the following recommendations are made for teaching of Translation to the Government school students of Punjab:

- Since translation is often viewed as a difficult and boring activity, it requires a highly motivated class. It is recommended that before undertaking this activity, the teachers should develop favorable learner perception by explaining the aims and by discussing any concerns the learners have. Interesting activities requiring use of interesting materials can also be given to have a positive impact on motivation and dynamics.
- Translation should not be used with young learners or lower levels.
- Many a time, errors in Translation occur because the learner fails to take into account the meaning, form or use of a particular word or issues like register, style and idiom. It is therefore recommended that these errors should be seen in the right perspective and the learners should be given a better grasp of these before exercises in translation are undertaken.
- Translation activities in the studied Secondary schools of Punjab are often aimless, haphazard and uninspiring because they are not planned properly. It
is recommended that the teachers should plan the translation activities carefully and fully by identifying the right kind of aims and selecting the activities and materials focusing on these.

- Errors in translation occur also because most of the students do not appreciate the activity itself. This is because of the traditional approach to teaching of translation makes it a solitary, difficult and time-consuming activity using literary texts. It is therefore recommended that the teachers should ensure that the translation tasks are short (not easy) and the class gets to work in groups and not alone.

- Discussion of differences and similarities during the translation process helps learners understand the interaction of the two languages and the problems caused by their L1. It also helps learners appreciate the strengths and weaknesses of the L1 and L2, for example in the comparison of idiomatic language such as metaphors. It is therefore recommended that along with teaching the rules of translation, the teachers should also discuss and compare the different features of the two languages and not work on text alone.

- Errors in translation also occur because translation in the classrooms of Punjab often depends only on learning and use of meaningless and often very confusing “rules” of sentence formation. It is recommended that translation activities should be given in groups where the learners could freely discuss with the peers and the teacher why a particular expression is good or bad translation.

- Errors in translation may also be reduced if instead of being given as an independent activity, it is integrated into the learning and practice of other skills and systems.

- Translation is by its nature a highly communicative, real-life and natural activity; but, in the classrooms of Punjab it is taught as a highly passive activity used only to test the learners’ level of skills. It is recommended that translation activities should be used with relevant materials and in identifiable situations allowing real-life communication and making the activity highly productive and rewarding. These activities could include: finding different kinds of texts for comparison and translation like recipes, e-mails, graffiti, technical texts, post-its, etc; translating the script of a
scene from a film or drama; looking at ‘bad' translations and discuss the causes of errors; working in groups on short texts then regrouping and comparing their versions with each other’s version and finally comparing it with the 'official' published version; one group translating a given short text and then other back translating it, then comparing both the versions and discussing the differences, if any; bringing in poems, idioms or signs etc and translating them in groups, comparing these with the available translations.

5.2.4 Recommendations to reduce the incidence of errors in the area of Punctuation:

As the results of the study have already revealed, across all studied groups of students, the number of errors in the area of Punctuation is the least. This is, in part, due to the fact that most of the Punctuation marks are common to the learners' First and Second Languages and hence the students know quite well where and how to use these marks with effect. However, by themselves, the numbers of errors in Punctuation are quite high and there is a pressing need for taking urgent steps to trim down the numbers of errors made by the students in this area.

Discussions with teachers of English and other experts threw up/ brought forth the following strategies which are being proffered/ tended/ extended as recommendations for teaching Punctuation to reduce errors in this vital area of learning language:

- Since either the teachers don’t regard this exercise important enough or believe the learners would pick it up naturally as they learn the more important aspects of the target language, there is hardly any formal teaching of Punctuation in the English language classrooms in Punjab. So, it is recommended that explicit, systematic and intensive instruction in the use of different Punctuation marks should be given.

- One more reason for students to continue making errors in use of Punctuation is that, in order to keep the results and motivation of the learners “high enough”, the teachers quite often choose to take a lenient view of aberrations in this otherwise essential area of learning how to write. It is recommended that the learners should be made to “see” the importance of correct
Punctuation in good writing and a “less tolerant” approach to errors in use of Pronunciation should be adopted.

- Most of the times, the students “don’t know the role or importance” of Punctuation in writing. So, it is recommended that sufficient steps should be taken by the teachers to make the students understand “how punctuation has importance in adding value to the line said” and that the “Dots and symbols provide a way for the writer's voice to be heard through his writing.” For this, the teachers should point out punctuation in Read Aloud exercises or lessons. If possible, Model recordings should also be given to the students to hear the punctuation. Besides, it is also recommended that the teachers should provide “Models” by being more interested in and careful about the use of punctuation themselves in literature or writing.

- Punctuation being not directly a part of the Examination, teaching it in regular classes is also sometimes thought not “desirable.” Hence, in this regard, it is recommended that:
  - Punctuation lessons should be given as small independent lessons or exercises integrated with the regular language or literature lessons.
  - Only one (teaching) point should be focused on in one mini-lesson. Later, it should be reviewed on a regular basis in the other punctuation or language exercises.
  - Students should be provided with ample opportunities for small group and individual games and activities like Making a deeper study on one punctuation mark; Spotting and Fixing Errors in letters, Collecting Funny Sentences accruing from Errors in use of Punctuation; Comparing use of Punctuation marks by different writers; etc.
  - Teaching of Punctuation is often viewed as “dull” and “boring” by teachers and students alike, so, it is recommended that Punctuation should be taught using fun exercises like studying the use of Punctuation marks in Funny Text or in Cartoon strips or use of Mnemonic devices like the song given below:

    Capitals are used in many ways,
    On historical events and holidays,
    Nationalities, religions and races,
You use them on geographical places,
On, “North, East, West and South”,
When they’re used as places, well shut my mouth.

- To make teaching of Punctuation in Government schools of Punjab relevant, it is recommended that exercises like listed ahead should be given to the students for exploration and practice of Punctuation marks: Remove all punctuation from a paragraph and make the learners read it and see for themselves how punctuation marks are needed to clarify meaning; Make the students find a sentence or paragraph as it is written and then rewriting it with different punctuation and see what difference it makes to the meaning of the sentence or the paragraph; Make the students find examples of text containing interesting punctuation use and write it on a chart for others to see; Make a good learner Read Aloud with expression an interesting story or paragraph and the class guesses the punctuation and marks them in their unpunctuated text; Make the students write Letters or E-mails and discuss how well the marks have been used in them.

5.2.5 Recommendations to reduce the incidence of errors in the area of Grammar:

Grammar is the second highest ranking area of errors for almost all groups studied and the Mean scores for this area are quite close to Mean scores of the highest ranking area, the Spellings.

- Discussions with the Government school teachers of Punjab and other experts revealed that teaching of Grammar in these schools is patently examination-oriented and that real ability is neither aimed at nor achieved by the learners because the mastery of functional grammar is agonizingly slow and requires a lot of effort both on part of the learner and the teacher and the teachers, under pressure to show results in a short time tend to advise the students to pay more attention to other, easier to master parts of the syllabus and the students, unwilling to put in hard labor choose the easy ways out of either depending on the comparatively less and fixed syllabus of the Text Book or of cheating and using unfair means in examination. Surprisingly, the administration as well as the parents of the learners also expect and openly
demand that the teachers be Examination-oriented in their approach to teaching of Grammar of English language. It is recommended that the value of achieving authentic capability to use English with correct grammar and according to the established norms and conventions should be understood by all concerned and adopted as the long and short-term aims of learning English. It is further recommended that stepping away from the learning of the conventional, meaningless rules of Grammar; more emphasis should be laid on learning of the Grammar of Use (the Functional Grammar) for fluent and confident use in Spoken and Written English in real contexts.

- Since Grammar in PSEB schools is never taught the Natural Way (using the Direct Method) in spite of repeated recommendations of the experts, it is recommended that one of the Aims of teaching and learning Grammar should be set as to get the learners to “think in English” and to give them “Near-Native ability.” For this, the learners should be provided a lot of exposure to English being used in topic-based teacher talk and in a good range of text types. In addition, the learners should also be provided with opportunities to use English themselves.

- In light of the above, it is also recommended that for teaching of Grammar, Communicative Approaches (here it will be pertinent to recall that Approaches are different from Methods) should be adopted. It means the new Grammar points or Structures should be presented and practiced in Situational Contexts only. For instance, the recipe or instructions on a boxed cake mix to bake a cake can be given to introduce the Imperative verb form or to practice the Present Indefinite tense, students could be asked to Role Play a recruitment interview where the learner talks about his or her routine or habits in the given tense.

- The Deductive method of teaching Grammar, the favorite method of teachers of the Government Schools, is often criticized for being Conventional and unsuitable for the Modern Communicative Approaches, especially in light of the recent changes in the syllabus of Grammar for Grade X. Discussions with experts led to the conclusion that both the Inductive and the Deductive methods have their own benefits. The Deductive methods are useful in the contexts where exposure to English is limited (both in listening and reading); in teaching of certain Complex Grammar Structures like the Conditionals
which are not easily picked up and require to be explained first; when the learners don’t have a grounding in English and are too young to make Inferences (Generalizations from the given examples); when the teacher wants to save time and utilize it for more sustained practice of the language items; when the teacher wants the learners to know the “why” of a certain thing or when the teacher intends using or comparing the L1 of the learners; on the other hand, the Inductive methods are beneficial in the contexts where the teacher wants the learners to explore rules or conventions of Grammar in use (production) through some form of guided discovery; where the students already have a base in the language and the teacher wants to encourage them to work things out for themselves based on their existing knowledge or when the teacher wants to use learner-centered approach. So, it is recommended that depending on the needs and competence of the learners, either eclectic methods or proper blends of different methods should be used by the teachers. In addition to the above, it is also recommended that the teachers should include in their teaching proven Devices like making the learners “Notice” Grammar through input devices like Explicit instruction (instruction explaining and drawing attention to a particular form) Frequency (the regular occurrence of a certain structure in input) Perceptual Salience (highlighting or underlining to draw attention to a certain structure) Task Demands (constructing a task that requires learners to notice a structure in order to complete it) (Cross, 2002) and through activities like Listening to Comprehend: Students listen to comprehend a text that has been structured to contain several examples of the target form. 2. Listening to notice: Students listen to the same text again, but are given a gap-fill exercise. The target form is missing and the students simply fill it in exactly as they hear it to help them notice the form. 3. Understanding the grammar point: With help from the teacher, the students analyze the data and "discover" the rule. 4. Checking: Students are given a written text containing errors and are asked to correct them. 5. Trying it: Students apply their knowledge in a production activity. (Ellis, 2002).

- Grammar like other aspects of language is a skill and requires a lot of practice in real contexts before it can be adequately internalized, but, due to one
reason or the other, not enough opportunities are provided to practice the presented Structures or Rules of Grammar, even though the Presentation, Practice and Production (PPP) model of Deductive Methods is routinely followed in the classrooms. It is recommended that teachers should adopt methods and activities which allow for sufficient controlled practice in the new language (point of Grammar) at all stages of the lesson. During Presentation, it should be ensured through activities like several utterances of the Model; full-class, half-class, small group and individual repetition of the utterance and guided oral practice requiring use of several additional sentences using the same structure. Other fairly controlled activities like gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures, memory games, songs and stories containing large use of the learnt structure can also be given for revising and consolidating grammar as warmers at the beginning and as fillers or as Circle games at the end of the class. It is recommended that the teachers should use these for the maximum benefit of the students.

- It is also recommended that the teachers should realize the importance of Feedback in learning of English language, especially the Grammar part of it and should provide authentic, authoritative and non-threatening confidence-building Feedback with opportunities for lots of practice.

- The other reasons for large numbers of Errors in Grammar by the Government School students were given by the experts and the practicing teachers as: lack the motivation on the part of the learners to learn Grammar; Grammar being “seen” by the learners as “boring and frightening” and the inability of most teachers to “jazz up” teaching of Grammar. In this regard, it is recommended that Proper motivation should be kindled in students by making them realize the importance of Grammar in real life (in spoken and written communication) as well as in school life (Examination). It is recommended also that the teachers should strive harder to make learning of Grammar more interesting, fun and easier by a liberal inclusion of Stories, diagrams, illustrations, flash cards, pictures, photographs, time-lines, role plays, dialogues, songs, pair work, games, and drills, debates, real life reading
activities like reading recipes out, describe the things activities, Correct the Teacher games, Listen and Identify puzzles, etc in their teaching.

5.3 Recommendations for Teaching the FD students:

Since, the Field Independent students are naturally endowed to achieve better in the conventional classrooms, the present study undertook to discuss methods and approaches which would be more suitable to the learning styles of the Field Dependent students. In light of the characteristics of the Field Dependent Students discussed in detail in Chapter I, the following recommendations are made:

- The teachers should adopt Deductive Approaches of teaching for these students.
- The learning material should be broken down, structured or organized and presented in small steps to the FD students.
- The learning material should be presented with and in a social context and should be made relevant to the learner’s experience.
- The matter should be presented through activities containing personal, social element and art, music, fantasy and humor.
- The methods should also allow these students to experience the whole thing in a Global fashion and to adopt Spectator Approach for concept attainment.
- As the FD students require more time to learn and use rules, the teachers should show patience with them and give them lots of practice in any learnt material.
- Discussions should be use more frequently with these learners.
- Teachers should be careful in their criticism of FD students as they are more easily affected by negative criticism.
- The teachers should use Verbal and other External Rewards like stars, stickers and prizes with these students more frequently and liberally.

5.4 Recommendations for Teaching the Right Brain Dominant Students:

Quite like the Field Dependent learners, the Right Brain Dominant Students also usually make more errors and achieve low in the normal classroom as compared to the Left or Whole Brain Dominant learners. The following are the recommendations for teaching the Right Brain Dominant learners of English:
- The teachers should use Gestalt Learning Methods with these students. They should first be given a broad idea of the whole and then given opportunities to focus on the parts of the whole.
- Since the Right Brain Dominant students follow hunch or intuition rather than logic, Inductive methods of teaching English should not be used with them.
- The matter should be presented in Creative ways and through lots of colorful pictures, shapes, charts, patterning, metaphors, analogies, etc.
- Activities addressing emotions and involving music, touch and use of body and role play should be given more frequently for presentation, revision and practice of the new language.
- Since these students can’t remain focused on a particular thing for long, the matter should be broken down into small bits and presented in short activities. Activities which require leaving the seat and using body should be used frequently with these students.
- Analysis activities should be avoided with these students but Comparison activities should be used to show similarities between two language points.
- Time-bound tests or games should not be given to these students. If such a student is repeatedly losing track of time and indulging in other activities, the teachers should be more patient with him and gently remind him.
- The teachers should allow these students to learn the matter in a non-linear and a non-sequential fashion; picking things up randomly.
- Since these students have problem with activities involving reading or use of other symbols, these activities should be avoided with them.
- Exercises in Creative writing should be given to them for emotional reactions and artistic expressions.