

APPENDICES

- A) Questionnaire to the teachers of English from Secondary stage (Marathi Medium) in Tasgaon Tehsil.
- B) An Interview Schedule.
- C) An Observation Schedule.
- D) A Visit Schedule.
- E) Gradationwise list of English teachers and their schools.
- F) Gradationwise list of English teachers who were interviewed and their schools.
- G) Gradationwise list of English teachers whose lessons were observed and their schools.
- H) Gradationwise and populationwise list of schools visited by the researcher.
- I) List of sample secondary schools (Marathi Medium) in Tasgaon Tehsil.

APPENDIX-A
A TEACHER QUESTIONNAIRE

Shri K. B. Hingane,
Mahila B.Ed. College,
TASGAON, Dist. Sangli.
Pin - 416 312.

Date :-

To,

Dear Sir/Madam,

I approach you through this letter with a request to help me in my research work. I propose to conduct my research work for my dissertation for the M. Phil. Degree (Education) of the Shivaji University, Kolhapur.

I am enclosing herewith a Questionnaire which is designed to study critically, Teaching of English at the Secondary stage (Marathi Medium) in Tasgaon Tehsil.

You are, therefore, requested that you should complete the questionnaire carefully and sincerely. The answers given by you will be treated highly confidential. The data, thus collected will be utilized strictly for the research work. Please note that the validity and the reliability of the conclusions of this research work in short, the success of the research, very much depends upon the responses given to the various items in the questionnaire by you.

Be free and frank while responding to the various items in the questionnaire.

May I say for your information that I have been working as a Lecturer in English in Mahila Shikshanshastra Mahavidyalay, Tasgaon, and I am conducting my research under the able guidance of Dr. R.B. Dewasthalee, Professor and Head, Department of Education, Shivaji University, Kolhapur.

Soliciting your kind co-operation and thanking you in anticipation,

Yours Sincerely,

Encl.: As above.

(K. B. Hingane.)

-o-o-§-§-o-o-

- 1 -

I) GENERAL INFORMATION ABOUT THE TEACHER :-

- 1) Name and address of School. : _____

- Telephone Number : _____
- 2) Name of the Subject Teacher (Beginning with Surname) : Shri/Smt. _____

- 3) Educational Qualifications : _____
 a) Academic : _____
 b) Professional : _____
- 4) Subjects at : _____
 a) Graduate Level : _____
 1) Principal : _____
 2) Subsidiary : _____
 b) Post-Graduate Level : _____
 1) Principal : _____
 2) Subsidiary : _____
- 5) Special methods offered at the Professional Qualification level : _____
 a) _____
 b) _____
- 6) Teaching Experience : Years _____
 (In complete years)

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11) OBJECTIVES OF TEACHING ENGLISH :-

- A) Following are the objectives of teaching English as a third language to Stds. VIII to X? To what extent, each of the following objectives has been realised. Please, round up the alphabet given against each objective.

To enable the pupils :-

- 1) to acquire the four skills of listening, speaking, reading and writing; viz.
 - a) to understand spoken English within the structures and vocabulary prescribed; p q r s t
 - b) to speak using freely the vocabulary prescribed; p q r s t
 - c) to understand Written English within the prescribed vocabulary including that which the pupil learnt in the previous classes; p q r s t
 - d) to write in simple and correct English answers to questions from the prescribed textbook or on topics within the range of their experience; p q r s t
- 2) to write a short composition based on the pictures or outlines given; p q r s t
- 3) to answer correctly in the mother tongue questions on an unseen English passage written within the restricted vocabulary and structures; p q r s t
- 4) Any other, please mention below:

	<u>p q r s t</u>
	<u>p q r s t</u>
	<u>p q r s t</u>
	<u>p q r s t</u>
	<u>p q r s t</u>

Gradation of extent :

p - 90 %.	s - 25 %.
q - 75 %.	t - 10 %
r - 50 %.	

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II) B) If they have not been properly realised, What are the causes, according to you responsible for the same?

Place for
tick mark

- | | |
|---|-------|
| a) Lack of clear-cut objectives | _____ |
| b) Wrong methods of teaching | _____ |
| c) Dearth of Competent, teachers in English | _____ |
| d) Indifference towards correction work | _____ |
| e) Unrealistic syllabus | _____ |
| f) Defective textbooks | _____ |
| g) Lack of audio-visual aids | _____ |
| h) Overcrowded classes | _____ |
| i) Insufficient time | _____ |
| j) Faulty system of examination | _____ |
| k) Unsatisfactory supervision | _____ |
| l) Lack of English atmosphere | _____ |
| m) Any other, please mention below : | _____ |

III) TEACHING ENGLISH PRONUNCIATION :

A) Following are some of the ways of teaching English pronunciation. Put tick mark against the ways which you use in the class.

Place for
tick mark

- | | |
|--|-------|
| a) Encouraging pupils to imitate the teacher's model pronunciation | _____ |
| b) Giving minimal pairs of words | _____ |
| c) Giving ample oral drills | _____ |
| d) Reading aloud | _____ |
| e) Question-Answer | _____ |
| f) Recitation | _____ |

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III) A) g) Any other, please mention below :

B) What are the difficulties, do you face while teaching pronunciation to the pupils?

Place for
tick mark

- a) Lack of proper time and individual attention _____
- b) Lack of good models of sounds _____
- c) Imperfect knowledge of English sounds _____
- d) Regional influences over English _____
- e) Ignorance of stress and intonation _____
- f) Teacher's defective pronunciation _____
- g) Different orthography (system of spelling) _____
- h) Any other, please mention below :

C) What remedies do you suggest to overcome the faced difficulty/ies?

Place for
tick mark

- a) Presentation of models of sounds _____
- b) Teaching difficult sounds _____
- c) Importance of teacher's model speech _____
- d) Forestall regional influences _____
- e) Using different aids such as Linguaphone, Tape Recorder, Radio etc. _____

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- III) C) f) Using Language laboratory _____
 g) Explaining proper rhythm _____
 h) Any other, please mention below :

IV) TEACHING ENGLISH STRUCTURES :

- A) How do you teach the structures to the Secondary school stage i.e. Stds. VIII to X?

Place for
tick mark

- a) Comparing and contrasting them with that of the mother tongue _____
 b) Obtaining mastery over a given structure by drilling it _____
 c) A process in which any model sentence may be multiplied indefinitely substituting for any of its words _____
 d) Any other, please mention below :

- B) What are the difficulties, do you face while teaching structures to the pupils?

Place for
tick mark

- a) Ignorance of presenting the structures _____
 b) Ignorance of practicing the structures _____
 c) Ignorance of applying the structures _____

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IV) B) d) Any other difficulty/ies,
please mention below :

C) Suggest remedies to overcome the faced
difficulty/ies :

Place for
tick mark

- a) Knowledge of presenting the structures _____
- b) Knowledge of practising the structures _____
- c) Knowledge of applying the structures _____
- d) Any other, please mention below :

V) TEACHING ENGLISH VOCABULARY :

A) Following are some of the ways of teaching new
vocabulary to the pupils. Please put tick mark
against the ways which you use in the class.

Place for
tick mark

- a) Giving word for word translation
in mother tongue _____
- b) Drilling the word over and over again _____
- c) Giving oral drill, motor drill and
visual drill _____
- d) Performing actions _____
- e) Showing models, charts and pictures _____
- f) By giving synonyms _____
- g) By giving antonyms _____
- h) Giving lexical meanings
(dictionary meanings) _____

V) A) 1) Any other, please mention below :

B) What are the difficulties, do you face while teaching vocabulary to the pupils?

Place for tick mark

- a) Ignorance of presenting/introducing vocabulary in the known structures
- b) Ignorance of presenting only one meaning of a word at a time
- b) Ignorance of methods of teaching vocabulary
- d) No repetition and application after presenting words
- e) Lack of time
- f) Lack of audio-visual aids
- g) Any other, please mention below :

C) What remedies do you suggest to overcome the faced difficulty/ies?

Place for tick mark

- e) Material demonstration
- b) Establishing direct bond between word and idea
- c) Making use of word through classroom situations or activities
- d) Arranging spelling games
- e) Look, say and write

- V) C) f) Definitions and explanations _____
- g) Knowledge of suffixes and prefixes _____
- h) Giving international meaning _____
- i) Giving cultural meaning _____
- j) Any other, please mention below :

VI) VARIOUS LANGUAGE SKILLS :

1) Following are some of the ways to develop the listening skill of pupils. Put tick mark against the ways which you use in the class.

- | | <u>Place for tick mark</u> |
|---|----------------------------|
| a) Conducting the entire lesson in English only | _____ |
| b) Making use of Audio-Aids such as Tape Recorder | _____ |
| c) Making them to listen to Radio lessons | _____ |
| d) Aural-Oral Approach | _____ |
| e) Opening the textbook and explaining new words | _____ |
| f) Asking/answering questions | _____ |
| g) Any other, please mention below : | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

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VI) 2) What difficulties do you face in developing listening skill of pupils?

Place for
tick mark

- a) Lack of knowledge of proper method _____
- b) Lack of knowledge of various types of exercises _____
- c) Lack of Audio-Aids e.g. Tape Recorder, Radio etc. _____
- d) Lack of own competency in speaking English _____
- e) Lack of English atmosphere in school and outside the school _____
- f) Any other, please mention below :

3) What remedies do you suggest to overcome the faced difficulty/ies?

Place for
tick mark

- a) Using Playway Method _____
- b) Using Direct Method _____
- c) Giving eartraining exercises _____
- d) Giving articulation exercises _____
- e) Creating English atmosphere _____
- f) Giving memory exercises _____
- g) Giving knowledge of sound system to the pupils _____
- h) Grading listening material according to the students' level _____
- i) providing authentic materials rather than idealised and filtered samples _____
- j) Design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously (Ur, 1984; 25) _____

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- VI) 3) k) Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, every day conversation, interviews, story telling, English songs and so on. _____
- l) Providing visual aids or drawing pictures and diagrams associated with the listening topic _____
- m) Developing each listening ability separately _____
- n) Any other, please mention below :

- B) 1) Following are some of the ways to develop the speaking skill of pupils. Put tick mark against the ways which you use in the class.

Place for
tick mark

- a) Giving proper and ample opportunities for speaking and conversation _____
- b) Arranging oral composition _____
- c) Good model of teacher's speaking _____
- d) Arranging questions and answers _____
- e) Arranging talks and discussions _____
- f) Reproducing, telling or completing a story _____
- g) Arranging debates and prepared lessons _____
- h) Giving different types of drills _____
- i) Using Structural Approach/
Aural-oral Approach _____
- j) Using Direct Method _____
- k) Using Bilingual Method _____
- l) Any other, please mention below :

2) What are the difficulties, do you face in developing the speaking skill of the pupils?

Place for tick mark

- a) Ignorance of various methods _____
- b) Ignorance of various ways of oral work _____
- c) Lack of Audio-visual aids _____
- d) Lack of time _____
- e) Ignorance of language games _____
- f) Lack of co-curricular activities _____
- g) Lack of good model of classroom speech _____
- h) Any other, please mention below ;

3) Suggest remedies to overcome the faced difficulty/ies in the class.

Place for tick mark

- a) Giving picture lessons _____
- b) Giving them saying and doing exercises _____
- c) Developing the ideas on the topic within their range _____
- d) Using tape recorder to give the feed back _____
- e) Dramatisation _____
- f) Language games _____
- g) Playway method _____
- h) Phonetic method _____
- i) Oral Method _____
- j) Any other, please mention below :

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- C) 1) Following are some of the ways to develop the Reading skill of pupils. Put tick mark against the ways which you use in the class.

Place for
tick mark

- | | |
|---|-------|
| a) Using the alphabet method | _____ |
| b) Using the word method | _____ |
| c) Using the phrase method | _____ |
| d) Applying the sentence method | _____ |
| e) Giving the exercise of reading aloud in the class. | _____ |
| f) Framing a library association of the pupils. | _____ |
| g) Training them to interpret the printed symbols | _____ |
| h) Using Dr. West's New method | _____ |
| i) Any other, please mention below : | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

- 2) What are the difficulties do you face while developing the skill of Reading?

Place for
tick mark

- | | |
|---|-------|
| a) Ignorance of mechanics of reading | _____ |
| b) Ignorance of different methods to use | _____ |
| c) Lack of Library facility | _____ |
| d) Lack of English newspapers, magazines etc. | _____ |
| e) Lack of time | _____ |
| f) Ignorance of proper pause. | _____ |
| g) Ignorance of proper speed | _____ |
| h) Any other, please mention below : | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

C) 3) What remedies do you suggest to overcome the difficulty/ies?

Place for tick mark

- a) Setting a model in difficult language items _____
- b) Using the phonic method _____
- c) Giving supplementary reading _____
- d) Explaining the utility of library reading _____
- e) Arranging classroom library _____
- f) Giving extensive and intensive reading _____
- g) Using English newspapers and magazines _____
- h) Mechanism of proper eye-movement and eye-span _____
- i) Training of visual symbols into stream of sounds _____
- j) Developing reading skills, viz. scanning, skimming, intensive and extensive reading _____
- k) Knowing the objectives of reading _____
- l) Any other, please mention below :

D) 1) Following are some of the ways for developing writing skill of pupils. Please, put tick mark against the ways which you use in the class?

Place for tick mark

- a) Presenting the teacher's writing as a model _____
- b) Using Substitution tables _____
- c) Encouraging the pupils to copy down the matter from the black board _____
- d) Displaying good hand-writing in display cases _____
- e) Holding frequent competitions of hand-writing _____

D) 1) f) Remedying the mistakes of the pupils _____

g) Any other, please mention below :

2) What are the difficulties, do you face in developing the writing skill of the pupils?

Place for tick mark

- a) Ignorance of mechanics of writing _____
- b) Imitation of bad examples _____
- c) Overcrowdedness and bad furniture _____
- d) Lack of giving exercises for writing _____
- e) Lack of specimen of good hand-writing _____
- f) Bad postures due to unhealthy surroundings _____
- g) Rough note books _____
- h) Lack of correction of faults _____
- i) Lack of demonstration of holding the pen _____
- j) Any other, please mention below :

3) Suggest the remedies to overcome the faced difficulties?

Place for tick mark

- a) Each letter should be completely distinct from each other _____
- b) Each letter should be of moderate and even size _____

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- D) 3) c) Keeping proper spacing _____
- d) Writing in straight line _____
- e) Simplicity in writing _____
- f) Legibility i.e. easy to read _____
- g) Speed _____
- h) Attractiveness _____
- i) Great attention needs to be paid right from the beginning _____
- j) To point out them the direction of movement in the formation of various letters _____
- k) Pupils should write which they have already read or mastered orally _____
- l) They should use proper punctuation marks and capital letters where necessary _____
- m) No use of Rough note books _____
- n) Correction of faults _____
- o) Demonstration of holding the pen _____
- p) Any other, please mention below :

VII) ASPECTS OF TEACHING ENGLISH :A) TEACHING OF ENGLISH PROSE :

- 1) Following are the different methods of teaching prose lessons to the pupils. Put tick mark against the methods which you use in the class.

	<u>Place for tick mark</u>
a) The Translation Method	_____
b) The Direct Method	_____
c) Dr. West's New Method	_____
d) Bilingual Method	_____
e) Oral Method	_____
f) The Structural Approach	_____
g) Question-answer Method	_____
h) Any other, please mention below :	

- 2) What are the difficulties, do you face while teaching prose lessons?

	<u>Place for tick mark</u>
a) Ignorance of different methods	_____
b) Ignorance of proper methods to follow	_____
c) Ignorance of the steps to be followed in the method	_____
d) Ignorance of creating meaningful situations	_____
e) Lack of reading lessons ... effectively	_____
f) Lack of time	_____
g) Lack of Audio-visual aids to use	_____
h) Any other, please mention below :	

A) 3) What remedies do you suggest to overcome the faced difficulty/ies?

Place for tick mark

- a) Knowledge of the objectives of teaching English prose _____
- b) Using Evaluation method _____
- c) Knowledge of using audio-visual aids properly _____
- d) Using Eclectic Method/Compromise Method _____
- e) Knowledge of the proper methods to follow _____
- f) Knowledge of the steps to be followed in the method _____
- g) Creating meaning situations _____
- h) Using different techniques of teaching English i.e. narration, explanation etc. _____
- i) Self-study and Assignments _____
- j) Any other, please mention below : _____

B) TEACHING OF ENGLISH POETRY :

1) following are some of the ways to teach poems to the pupils. Put tick mark against the ways which you use in the class.

Place for tick mark

- a) Meaning Method _____
- b) Analytical Method _____
- c) Explanation Method _____
- d) Rhythmic Method _____
- e) Reading aloud _____
- f) Discourse Method _____

B) 1) g) Any other, please mention below :

2) What are the difficulties, do you face while teaching poems to the pupils?

Place for tick mark

- a) Lack of imagination _____
- b) Ignorance of proper method to follow _____
- c) Ignorance of the steps to be followed in the method _____
- d) Lack of creating meaningful situations _____
- e) Unability to know the underlined meaning _____
- f) Ignorance of singing poems rhythmatically _____
- g) Lack of audio-visual aids _____
- h) Lack of time _____
- i) Any other, please mention below : _____

3) Suggest remedies to overcome the faced difficulty/ies?

Place for tick mark

- a) Knowledge of the objectives of teaching English poetry _____
- b) Model reading is must _____
- c) Detailed explanation of lines of ideas should be avoided. _____

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- E) 3) d) The verbal peculiarities of the language should not be discussed _____
- e) Paraphrase of the poem should be avoided _____
- f) Bringing enthusiasm and zeal is must _____
- g) As far as possible the poem should be taught as a whole _____
- h) Any other, please mention below :
- _____
- _____
- _____
- _____

C) TEACHING OF ENGLISH GRAMMAR :

1) How do you teach grammar to the pupils?

Place for
tick mark

- a) By Translation Method _____
- b) Giving examples first and then arriving at rules with their help (Inductive Method). _____
- c) Introducing rules first and then giving examples (Deductive method) _____
- d) Using Inductive-Deductive Method _____
- e) Using Incidental or Correlation Method _____
- f) Using Informal or Functional Method _____
- g) Any other, please mention below :
- _____
- _____
- _____

2) What are the difficulties, do you face in teaching grammar to the pupils?

Place for
tick mark

- a) Lack of thorough knowledge of grammar _____
- b) Ignorance of different methods _____

- C) 2) c) Ignorance of proper method _____
- d) Ignorance of the steps to be followed in the method _____
- e) Influence of grammar of mother tongue _____
- f) Lack of audio-visual aids _____
- g) Lack of time _____
- h) Any other, please mention below :
- _____
- _____
- _____
- _____

3) What remedies do you suggest to overcome the faced difficulty/ies?

Place for tick mark

- a) Through knowledge of English grammar _____
- b) Knowledge of proper method _____
- c) Inductive-Deductive method _____
- d) Teaching of grammar should be integrated with that of text book examples should be taken up from the text book itself _____
- e) Using different aids _____
- f) Grammar should be taught as a means to an end and not as an end itself. _____
- g) Any other, please mention below :
- _____
- _____
- _____
- _____

D) TEACHING OF COMPOSITION IN ENGLISH :

1) How do you teach composition at the Secondary stage?

Place for
tick mark

- a) Giving outlines _____
- b) Asking oral questions and receiving their answers _____
- c) Presenting certain model compositions before the pupils _____
- d) Asking them to copy down material from books, magazines etc. _____
- e) Giving points in question form _____
- f) Corrective Method i.e. mistakes are discussed in the class _____
- g) Any other, please mention below :

2) What are the difficulties, do you face while teaching composition to the pupils?

Place for
tick mark

- a) Ignorance of different ways of teaching it _____
- b) Lack of various aids to use it _____
- c) Lack of proper time _____
- d) Lack of individual attention _____
- e) Lack of interest _____
- f) Any other, please mention below :

C) 3) What remedies do you suggest to overcome the difficulty/ies?

Place for tick mark

- a) Organising a conversation on a given topic _____
- b) Presenting pictures serially _____
- c) Separated periods should be allotted _____
- d) Knowledge of different ways of teaching composition _____
- e) Using audio-visual aids _____
- f) Displaying model compositions _____
- g) Giving hap-hazard points, sentences and asking them to complete _____
- h) Asking them to translate thoughts in English _____
- i) Any other, please mention below :

VIII) MOTHER TONGUE AND TEACHING OF ENGLISH :

A) The Calcutta University Commission of 1917-1919 pointed out, "A severe training in the use of mother tongue is not a rival but a necessary preliminary to training in the use of English".

Do you agree with this statement? Yes / No

B) If 'No', give reasons.

VIII) C) If Yes, when can according to you, mother tongue be used directly in teaching English as a third language?

Place for tick mark

- a) Giving instructions to pupils. _____
- b) Explaining meaning of words and phrases _____
- c) Testing comprehension _____
- d) Teaching grammar _____
- e) While making clear the contrast between mother tongue and English _____
- f) Any other, please mention below : _____

D) The way the child picks up his mother tongue has certain lessons for teaching English language also.

Do you agree with this statement? Yes / No

If 'Yes', what should the teacher bear in mind to teach English effectively?

Place for tick mark

- a) Importance of habit formation and intensive practice _____
- b) Importance of oral work _____
- c) Importance of situational Approach _____
- d) Importance of selection and gradation _____
- e) Importance of natural process of learning _____
- f) Importance of following multi-skill approach _____
- g) Importance of teaching basic sentence patterns _____
- h) Importance of making use of the pupils' knowledge of mother tongue _____
- i) Importance of making lessons interesting _____
- j) Attitude towards target culture _____



VIII) D) k) Importance of Accuracy and correctness _____

l) Importance of concreteness _____

m) Importance of correlation of language with life _____

IX) DIFFERENT METHODS OF TEACHING ENGLISH :

A) The different methods of teaching English are given below. Put tick mark in the column that is appropriate in your case.

Methods used by you in the class	Always 100%	Mostly 70 to 90%	Frequently 50 to 60%	Sometimes 30 to 40%	Rarely 10 to 20%	Never 10%
Translation Method						
Direct Method						
Structural Approach						
Bilingual Method						
Eclectic/Compromise Method						
Playway Method						
Question-Answer Method						
Oral Method						
Evaluation Method						
Inductive Method						
Deductive Method						
Inductive-Deductive Method						
Incidental/Correlation Method						
Informal/Functional Method						
Picture Composition Method						
Corrective Method						
Meaning Method						
Analytical Method						
Explanation Method						
Discourse Method						
Rythemic Method						
Story Method						

Any other, please mention below :

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IX) B) Following are some of the methods of teaching English as a third language. Mention the difficulty/ies while using a particular method. Suggest remedies to overcome the difficulty/ies.

Methods	Difficulties	Remedies
Translation Method		
Direct Method		
Structural Approach		
Bilingual Method		
Eclectic/Compromise Method		
Playway Method		
Question-Answer Method		
Oral Method		
Evaluation Method		

Methods	Difficulties	Remedies
Inductive Method		
Deductive Method		
Inductive-Deductive Method		
Incidental-Correlation Method		
Informal Function Method		
Corrective Method		
Meaning Method		
Analytical Method		
Explanation Method		
Discourse Method		

