Dear student,

This survey is a part of my Ph D research work entitled The Teacher’s Role in Classroom Teaching of English in Assamese Medium High Schools: a Study Based on the Schools of Lakhimpur District of Assam, under the department of Linguistics, Assam University, Silchar.

In this questionnaire, some questions are put forward for your prompt and judicious response. Most of the questions are multiple choice questions where you have to mark your chosen answer from the answer list by giving a (✓) mark in the adjacent box (□). In some cases, you can choose more than one answers. However, there are some questions where you are requested give your views openly. Your responses will be considered confidential and will be used for academic purpose only.

Thank you.

Sincerely,

Khirapada Dutta

Name:

Sex:  Male  □  Female  □

Class:

Name and Address of the School:
1. Should English be taught as a compulsory subject?
   a) Yes ☐ (b) No ☐

2. If Yes, why do you think that English should be taught as a compulsory subject?
   (You can choose more than one answer.)
   Because -
   a) English is an international language. ☐
   b) Knowledge of English is essential for higher education. ☐
   c) It is the language of internet and computer. ☐
   d) Knowledge of English is essential for our day-to-day life. ☐
   e) He/she who can speak English gets respect in society. ☐
   f) It helps in getting a job easily. ☐
   g) It is the language of new generation. ☐
   h) I do not know. ☐

3. If No, why do you think that English should not be taught as a compulsory subject?
   (You can choose more than one answer.)
   Because –
   a) English is a very difficult subject. ☐
   b) People can live comfortably without having any knowledge of English. ☐
   c) English is a foreign language; therefore, we need not learn it as compulsory subject. ☐
   d) Learning English may bring crisis to our ethnic identity. ☐
   e) I do not know. ☐

4. According to you, which one of the following is more important?
   a) Scoring good marks in English. ☐
   b) Ability to communicate in English. ☐
   c) Both are equally important. ☐
5. How is your English class?
   a) The English class is equally interesting with other classes.  □
   b) The English class is more interesting than other classes.  □
   c) The English class is less interesting than other classes.  □
   d) The English class is not interesting at all.  □
   e) The English class is very boring one.  □

6. Apart from the textbook and blackboard, does your teacher use diagram, pictures, maps, newspapers, radio, television or other teaching aids in your classroom?
   a) Our teacher always uses it.  □
   b) Our teacher sometimes uses it.  □
   c) Our teacher hardly uses it.  □
   d) Our teacher never uses it.  □

7. Does your English teacher use role-play, language task or language game to teach you English?
   a) Our teacher always uses it.  □
   b) Our teacher sometimes uses it.  □
   c) Our teacher hardly uses it.  □
   d) Our teacher never uses it.  □

8. Apart from the blackboard, desk-benches and a pair of table chair, what are the other things that found in your English classroom?
   a) Electric Fan  □
   b) Electric Light  □
   c) Charts, Maps and Photos  □
   d) Lecture Dais  □
   e) Different Models  □
   f) Radio  □
   g) Tape Recorder  □
   h) Television  □
   i) Microphone  □
   j) Book-shelf  □
9. How does your English teacher start a new lesson?

   a) Our teacher starts a new lesson by telling us its summary in Assamese.
   b) Our teacher starts a new lesson by telling us its summary in English.
   c) Our teacher starts the new lesson by giving us the meaning of the difficult words.
   d) Our teacher starts the new lesson by telling us about the author of the lesson.
   e) Our teacher encourages us to read the lesson ourselves and to find out its meaning.
   f) The teacher starts the lesson by telling us some relevant stories, incidents etc.
   g) The teacher just opens the textbook and starts teaching.

10. After starting the lesson, how does your English teacher proceed?

   a) The teacher translates each and every sentence into Assamese.
   b) The teacher explains the lesson in simple English.
   c) The teacher tells us the summary of the lesson in Assamese.
   d) The teacher tells us the summary of the lesson in English.
   e) The teacher encourages us to find out the meaning of the lesson in Assamese and makes necessary corrections.

11. How does your English teacher sum up a lesson?

   a) Our teacher asks us to read out the lesson by translating it into Assamese.
   b) Our teacher discusses the questions/activities given at the end of the lesson.
   c) Our teacher finds out the important questions and gives their answers.
   d) Our teacher gives us an overall idea of the lesson and then skips to a new one.
   e) Our teacher holds an overall discussion with us on the lesson.
   f) Our teacher encourages us to express our ideas about the lesson.
   g) Our teacher gives his/her own views on that lesson.
12. If he/she adopts any other method, please mention.

13. How does your English teacher teach the lessons meant for extensive reading/rapid reader?
   a) He/she explains the lesson/book in Assamese.
   b) He/she explains the lesson/book in English.
   c) He/she discusses the lesson/book by giving the literal meaning of the lessons.
   d) He/she encourages us to read and appreciate the lesson/book.
   e) He/she explains the lesson/book by bringing out the main thoughts and ideas.
   f) We do not have any extensive reading lesson/rapid reader.

14. How does your English teacher teach grammar?
   a) First, he/she gives us a rule/definition of grammar and then explains it with
      the help of examples.
   b) At first, he/she gives us some examples and thereafter he/she derives the
      rule/definition.
   c) He/she just practices the important grammar questions.

15. How does your English teacher teach composition?
   a) The composition portion of our syllabus is never taught.
   b) The teacher selects some important questions on composition and gives their
      answers.
   c) The teacher teaches us how to compose something and then asks us to do lots of
      practices.
16. How does your teacher discuss the exercises given at the end of a particular lesson?
   a) Our teacher just skips it. ☐
   b) Our teacher dictates the answer of the questions/activities and we have to write it down and learn by heart. ☐
   c) Our teacher assigns it as our homework and he/she later makes necessary corrections. ☐
   d) Our teacher asks us to write the answer of those questions, but never bothers to check our answers. ☐
   e) Our teacher discusses the questions/activities with us and then encourages us to write the answer in our own words. ☐

17. What does your teacher do when you make a mistake?
   a) The teacher scolds me. ☐
   b) The teacher insults me for making the mistake. ☐
   c) The teacher advises to read more attentively so that the mistake is not repeated. ☐
   d) The teacher scolds and threatens me not to make such mistakes. ☐
   e) The teacher punishes me, so that I cannot dare to make such mistake in future. ☐
   f) The teacher encourages me to try once more. ☐
   g) The teacher repeatedly explains the matter until I understand it completely. ☐
   h) The teacher does not do anything. ☐

18. Which language do you use in your English class?
   a) I speak only in Assamese. ☐
   b) I speak only in English. ☐
   c) I use both Assamese and English. ☐
19. If you use both Assamese and English in English classroom, when do you use English and when do you use Assamese?

a) I use English only to discuss textual matters; otherwise, I use Assamese in classroom. □

b) I use English only to answer the textual questions, otherwise I use Assamese. □

c) I speak English only when situation compels me to do so, otherwise I speak Assamese. □

d) I use English to talk to the English teacher; otherwise, I use Assamese. □

e) As there is no hard and fast rule when to use English or not, I use it whenever I want to use it, otherwise I do not use it. □

20. If you do not speak English, why do not you speak it?

Because-

a) Theteacher scolds if I make any mistake in speaking English. □

b) Speaking English is considered as showing too much. □

c) If I make any mistake in speaking English, my classmates may laugh at me. □

d) I do not speak English, because I cannot speak it. □

e) I hesitate to speak English. □

f) I do not want to show others that I cannot speak English. □

g) Speaking English is not as much essential as writing English. □

21. If you speak English, what type of English you use?

a) I use English words in Assamese sentences. □

b) I use connected English sentences. □
22. Inside the classroom, when does your English teacher speak English?
   a) Inside the classroom, our English teacher speaks only in English.
   b) Only the textbook is discussed in English, otherwise our English teacher speaks Assamese.
   c) The teacher uses English only to read out the text, otherwise he/she speaks Assamese.

23. Whenever your English teacher speaks English, what type of English does he/she use?
   a) English words only.
   b) Connected English sentences.

24. Does your English teacher teach you how to speak English with proper pronunciation, stress and intonation?
   a) I have no idea about how to speak English with proper pronunciation, stress and intonation, as I have never heard of all these things.
   b) Yes, our teacher teaches us how to speak English with proper pronunciation, stress and intonation.
   c) No, our teacher never teaches us how to speak English with proper pronunciation, stress and intonation.
   d) Our teacher advises us, but those are never practised.

25. While answering a question; what type of English does your teacher encourages you to use?
   a) Our teacher encourages us to imitate the sentences from the textbook.
   b) Our teacher dictates the answers of the questions and wants us to follow exactly what he/she says.
   c) Our teacher encourages us to answer the questions by using our own words.
26. What do you think - can you use English in day-to-day life?
   
a) Yes, I can speak English fluently.  □
   
b) I can speak only two/three sentences in English.  □
   
c) No, I cannot speak English.  □

27. If you feel that you cannot speak English fluently, then what may be the reason behind your inability?

I cannot speak English fluently because-

a) I have never taught how to speak English.  □
   
b) Apart from writing answers of the textual questions, we do not get any scope to use English.  □
   
c) I have never felt an urge to speak English.  □
   
d) Situation has not arisen till now, where I have to speak English.  □
   
e) I am not interested in speaking English.  □
   
f) I do not know why I cannot speak English.  □

28. Do you think that English medium students can do better in English than Assamese medium students?

a) Yes  □ b) No  □

29. If Yes, why do you think that they are better in English than the Assamese medium students? (You can choose more than one answers.)

a) In English medium schools, all subjects are taught in English, therefore students get more exposure to learn the language.  □
   
b) In English medium schools, students are compelled to communicate in English; therefore, they get more scope to use the language.  □
   
c) The English teachers of English medium schools are more competent than the teachers of Assamese medium schools.  □
d) The methods of teaching English in English medium schools are better than that of the Assamese medium schools. □

e) English gets more importance in English medium schools than in Assamese medium schools. □

30. What is your impression of your English teacher?

a) Our English teacher is a very strict teacher. □

b) Our English teacher is a very nice person but as a teacher, not that much good. □

c) Our English teacher is a very good teacher but as a person, not that much good. □

d) Both as a person and as a teacher, our English teacher is good. □

e) Both as a person and as a teacher, our English teacher is very unpleasant. □

f) Our English teacher is a horrible person. □

g) Our English teacher is like our friend. □

h) Our English teacher is our friend, philosopher and guide. □

31. How do you feel when your English teacher enters your classroom?

a) It horrifies me because I am afraid of him/her. □

b) It worries me because I do not like him/her. □

c) I feel happy because I like him/her. □

d) I feel captive because his/her class is very boring one. □

e) I feel very enthusiastic, because he/she is a very interesting person. □

32. How much do you understand what your English teacher teaches?

a) I do not understanding anything. □

b) I understand only a little bit. □

c) I understand most of it. □

d) I understand all. □
33. What do you say about your English teacher’s proficiency in spoken English?
   a) Our teacher can teach English, but cannot speak it fluently. □
   b) Our teacher can neither speak nor teach English properly. □
   c) Our teacher can speak English fluently but cannot teach it effectively. □
   d) Our teacher can speak as well as teach English well. □

34. How would you evaluate your English teacher? (Tick a mark out of 10)

   1 2 3 4 5 6 7 8 9 10

35. Does your English teacher come to your class regularly and in time?
   a) Our English teacher comes regularly and enters the class in time. □
   b) Our English teacher comes regularly but he/she is always late to class. □
   c) Our English teacher does not come to our class regularly. □
QUESTIONNAIRE FOR ENGLISH TEACHER

Sir/ Madam,

This survey is a part of my Ph.D. research work entitled- *The Teacher’s Role in Classroom Teaching of English in Assamese Medium High Schools: a Study Based on the Schools of Lakhimpur District of Assam*, under the department of Linguistics, Assam University, Silchar.

In this questionnaire, some questions are put forward for your prompt and judicious response. Most of the questions are multiple choice questions where you have to mark your chosen answer from the answer list by giving a (✓) mark in the adjacent box (□). In some cases, you can choose more than one answers. However, there are some questions where you are requested give your views openly. Your responses will be considered confidential and will be used for academic purpose only.

Thank you.

Sincerely,

Khirapada Dutta

Name:
Age: ................years
Sex : Male □ Female □
Name and Address of the school:

Educational Qualification:
Other Qualifications (If any):
Teaching Experience:
1. Why do we need English? (You can choose more than one answer)
   a) English is an international language; therefore, in order to communicate with people around the world, everyone needs English. □
   b) Knowledge of English helps in getting a job easily. □
   c) English is the key to the bank of world knowledge as most of the books are written in English and it is the language of computer and internet; therefore we need English □
   d) Knowledge of English is essential for our day-to-day life; therefore, we need it. □
   e) Knowledge of English gives respect in society.

2. What is the main goal of teaching English?
   a) To enable the students to score good marks in the examination. □
   b) To enable the students to write English for different purposes □
   c) To enable to the students to read and comprehend English. □
   d) To enable the students to communicate in English in different real life situations. □

3. How many students are there, in the classes you teach?
   (If a class is divided into sections, please mention the number of students in each section separately)

<table>
<thead>
<tr>
<th>Class</th>
<th>Section A</th>
<th>Section B</th>
<th>Section C</th>
<th>Section D</th>
<th>Total Number Students</th>
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<tbody>
<tr>
<td>IX</td>
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<td>X</td>
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</tbody>
</table>

4. Which is an ideal classroom?
   a) A classroom with pin-drop silence. □
   b) An interactive classroom. □
   c) A noisy classroom. □
5. What does students’ silence may mean?

   a) Students keep silence when they can follow everything what the teacher teaches. □
   b) Students keep silence when they do not have any doubt to clarify. □
   c) Students keep silence because they think that if they make noise, the teacher will scold or punish them. □
   d) Silence does not ensure that the students are taking part in the teaching learning process. □
   e) Students’ silence indicates that they are not finding the class interesting. □
   f) Students’ silence shows that the students have not understood anything. □

6. How would you assess your English classroom?

   a) Ideal □
   b) Good □
   c) Bad □
   d) Worst □

7. What do you do, when students make noise?

   a) I do nothing, because it is their natural expression. □
   b) I consider it as a favourable atmosphere for learning, as it shows that the students are not under any stress. □
   c) Either I try to make them silent by applying my power as a teacher or by threatening them by saying that, I will inform the principal about their misconduct. □
   d) I try to draw the students’ attention towards me, by doing/saying something interesting. □
   e) My duty is to teach, it is up to the students whether they want to learn it or not. Therefore, I do not react in such situations. □
8. What should be the actual role of a language teacher inside the classroom?
   a) Above all, a teacher should be a teacher. For successful learning, the teacher must be able to dominate the students. □
   b) A language teacher, instead of teaching, should facilitate learning. □
   c) A language teacher, instead of teaching, only should counsel the students. □
   d) A language teacher should be a role model for the students. □
   e) Instead of teaching, a language teacher should only manage the teaching learning environment of the classroom. □

9. What are the things required for teaching English as second language in classroom?
   a) The textbook and a blackboard are enough. □
   b) Apart from the textbook and blackboard, authentic materials like newspapers, magazines are also required. □
   c) Apart from textbook, blackboard and authentic materials, various audio-visual aids, projectors etc. are also required. □
   d) A foreign language cannot be taught in a classroom. □

10. In which of language skill/skills your students are not properly developed?
    (You can choose more than one)
    a) Speaking skill □
    b) Listening skill □
    c) Reading skill □
    d) Writing skill □
    e) They are well developed in all four-language skill. □
30. If you have any suggestion for the improvement of the existing syllabus, please mention.

31. Do you feel that a student who scores good marks in examination is also good in English?
   a) Yes □   b) No □
   c) May be □   d) May not be □

32. What do you think about the existing examination system?
   a) The existing examination system is of no use because it cannot assess the skill development in the learners. □
   b) The existing examination system is very good because it is based on “common question” pattern. □
   c) As a teacher it is not my duty to pass comment on the examination system. □

33. If you have any suggestion to improve the examination system, please mention it.

34. According to you, what are the major problems faced in teaching English in Assamese medium schools?
   a) Lack of motivation. □
   b) It is a foreign language; therefore people do not consider it as important. □
   c) Dominance of the mother tongue. □
   d) Lack of interest. □
15. What may be the probable reason behind some students' unwillingness to communicate in English?

a) They fear that they may make mistake. □
b) They hesitate to speak English. □
c) Speaking English is considered as showing too much. □
d) The present English syllabus cannot compel students to open up their mouth. □
e) As the communicative skills have nothing to do with the examination system, the students think that it is not necessary to open up the mouth. □
f) The teacher fails to create such situations where students will be compelled to open up their mouths. □
g) The teacher fails to motivate the students to speak English. □
h) I infact cannot understand, why the students cannot speak English. □

16. Usually, what type of English your students use for classroom communication?

a) The students speak English only when they have to ask or answer a textual question, therefore the lines extracted from the textbook is the only English that the students use in the classroom. □
b) In the English class, the students are compelled to speak only in English, therefore they use real English in the classroom. □
c) In the English class, the students use both English and Assamese by code switching and code mixing these two languages. □
d) In the English class, most students have a tendency to keep silence instead of speaking in English □

17. Should English be taught with proper pronunciation, stress and intonation?

a) As they do not help in getting marks, therefore a teacher should not waste time by teaching all these things. □
b) All these things should be taught in the English class because; students must learn how to speak English with proper pronunciation, stress, intonation.

c) A teacher does not get enough time to teach all these things.

d) As I am not much familiar with all these things, I cannot help the students in learning all these things.

e) If students learn the pronunciation, stress and intonation of a foreign language, then it will certainly harm the speech pattern of their mother tongue, which is not at all desirable.

f) All these things cannot be taught in our traditional classroom, where the infrastructural facilities are minimal.

18. Are you aware of different methods of teaching English as second language and use them in your classroom teaching?

a) As I am not familiar with the different methods of teaching English, I always prefer to teach in the method in which I was once taught.

b) I am aware of different methods of teaching English as second language but cannot rely on those methods, therefore I teach in the traditional way.

c) I am well aware of different methods of teaching English as second language and practise the suitable one in my teaching.

d) I do not have detail knowledge of the methods of teaching English as a second language, therefore I have never thought of practising them in my teaching.

e) Instead of following a particular method of teaching English, I prefer to teach my students in my own method.

f) I have never cared for different methods of teaching English.
19. If you are familiar with the different methods of teaching English, how did you become familiar with them?

a) When I was a student, those were a part of my syllabus. □

b) I have learned those methods in my pre-job training programme. □

c) I have learned those methods in my teacher training programme. □

d) I have learned those methods in my own initiation. □

20. Do analyse the need of the student?

a) Yes □ b) No □

21. Do you make lesson plan before starting a new lesson?

a) As it is not possible to teach according to lesson plan, therefore I do not make any lesson plan □

b) A rigid lesson plan makes the teaching mechanical, therefore I do not make lesson plan □

c) As I was not a B Ed student, I do not know how to prepare a lesson plan. □

d) Because of time constraint and large number of students, I cannot make use of any lesson plan in my classroom teaching. □

e) I always make lesson plan before teaching because it is essential for systematic and effective teaching. □

22. How do you draw attention of your students towards a lesson?

a) By saying that the lesson is important for examination. □

b) By trying to relate the lesson to some relevant and familiar matters. □

c) By saying that the lesson is very interesting. □

d) By saying that as the lesson is prescribed in their text, the students are bound to learn it, else they will fail. □

e) Without saying anything, I just start to teach the lesson. □
23. How do you know that the students can follow what you teach?

a) By looking at their faces. □

b) By asking them questions. □

c) From the result of their examination. □

d) From their silence. □

e) Because they do not say that they have not understood. □

f) I do not bother about it; I just do my duty. □

24. When a student fails to understand what is taught or fails to answer what is asked, whom do you blame for that?

a) I blame the students for not paying proper attention in the classroom. □

b) I blame myself for my inability to make them understand and try to develop myself. □

c) The mental ability of all students are not equal, therefore it is very normal that some students cannot understand what is taught. □

d) I blame the guardians for not paying proper attention to the children’s study at home. □

e) I blame the syllabus. □

25. As an English teacher, how do you evaluate your success?

a) By the marks that students get in the examinations. □

b) By the students’ ability to use the language in different formal situations, such as in the classroom, offices, interviews etc. □

c) By the students’ ability to use English in different real life situations. □

d) By observing their immediate reaction in the classroom. □

e) Even without any feedback from the students, I can feel within myself whether I am successful or not. □
f) I consider myself to be successful when I can teach the students just in the way in which I have planned to teach them. □

g) I have never bothered to evaluate myself. □

26. Have you ever undergone any training?
   a) Yes □ b) No □

27. If yes, how many years ago?
   a) Before joining as an English teacher □ b) This year only □
   c) 1 year ago □ d) 2 years ago □
   e) 3 years ago □ f) More than 3 years ago. □

28. Have you ever undergone any other training, which was specially meant for language teachers?
   (a) Yes □ (b) No □

29. What do you think about the English syllabus you are teaching?
   a) The English syllabus is proper and up-to-date. □
   b) The English syllabus is out dated and not need based. □
   c) The English syllabus has less practical value. □
   d) The English syllabus is not interesting enough to motivate the students to learn English. □
   e) The English syllabus cannot help in language learning. □
   f) The English syllabus is too literary to teach language. □
   g) The English syllabus has not given proper emphasis on grammar and composition. □
30. If you have any suggestion for the improvement of the existing syllabus, please mention.

31. Do you feel that a student who scores good marks in examination is also good in English?
   a) Yes ☐ b) No ☐
   c) May be ☐ d) May not be ☐

32. What do you think about the existing examination system?
   a) The existing examination system is of no use because it cannot assess the skill development in the learners. ☐
   b) The existing examination system is very good because it is based on “common question” pattern. ☐
   c) As a teacher it is not my duty to pass comment on the examination system. ☐

33. If you have any suggestion to improve the examination system, please mention it.

34. According to you, what are the major problems faced in teaching English in Assamese medium schools?
   a) Lack of motivation. ☐
   b) It is a foreign language; therefore people do not consider it as important. ☐
   c) Dominance of the mother tongue. ☐
   d) Lack of interest. ☐
e) The English courses offered in schools have less practical value. ☐

f) Insufficient teaching aids. ☐

g) Inefficient teacher. ☐

h) Improper methodology. ☐

i) Lack of exposure. ☐

j) Financial problem of the teachers. ☐

k) There is no problem at all. ☐

l) If there is a will, there is a way. ☐

35. If you have any suggestion to improve the English teaching-learning environment, please mention.

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