APPENDIX-I

Questionnaire for the Head Master

1) Name of the school : 

2) Address : 

3) Type of the school : 

4) Managed by : 

5) Urban/Rural : 

6) Name of the Headmaster : 

7) Qualifications (a) Educational : 
   (b) Professional : 

8) Experience as Headmaster : 

9) Medium of Instruction : 

(A) Facilities available in the school

i) How many teachers teach English from V to VII class in your school?
   a) 2     b) 3     c) 1     d) 4

ii) Whether there is a special English teacher in your school?
    Yes/No

iii) Is there library in your school? Yes/No
iv) Does the English teacher avail of these facilities? Yes/No

If yes,

➢ How do he/she/they do it?

a) Borrow books

b) Sit in the library and read

c) Any other.

v) The number of English subject books in your school library:

a) 50 to 100    b) 100 to 200

c) 200 to 300    d) 300 and above

vi) Is there English dictionary in your school?

Yes/No

vii) How many English teachers handbooks are there in your school?  

viii) How many English Methodology books are there in your school?  

ix) How many English Grammar books are there in your school?  

x) Does the school subscribes English newspaper

Yes/No

If yes, which type of newspaper does he subscribe?
a) Local    b) Regional    c) National

xi) Are there Audio-visual aids/Support materials of English subject available for the English teacher in your school?  

Yes/No

If 'Yes', give the details

<table>
<thead>
<tr>
<th>a) Visual Aids</th>
<th>-</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Word strips</td>
<td>-</td>
<td>(      )</td>
</tr>
<tr>
<td>2. Sentence strips</td>
<td>-</td>
<td>(      )</td>
</tr>
<tr>
<td>3. Flash cards</td>
<td>-</td>
<td>(      )</td>
</tr>
<tr>
<td>4. Flannel board</td>
<td>-</td>
<td>(      )</td>
</tr>
<tr>
<td>5. Story Pictures</td>
<td>-</td>
<td>(      )</td>
</tr>
<tr>
<td>6. Picture cards</td>
<td>-</td>
<td>(      )</td>
</tr>
<tr>
<td>7. Any other</td>
<td>-</td>
<td>(      )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) Audio Aids</th>
<th>-</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Radio</td>
<td>-</td>
<td>Yes/No</td>
</tr>
<tr>
<td>2. Tape recorder</td>
<td>-</td>
<td>Yes/No</td>
</tr>
<tr>
<td>3. Cassettes</td>
<td>-</td>
<td>(      )</td>
</tr>
<tr>
<td>4. Any other</td>
<td>-</td>
<td>(      )</td>
</tr>
</tbody>
</table>
c) Audio - Visual Aids

1. T.V.  Yes/No
2. Video  Yes/No
3. V.C.D.  Yes/No
4. Any other

xii) Does the English teacher use this support material in daily teaching?  Yes/No

If 'yes', please tick the frequency of utility.

a) Often   b) Sometimes   c) Occasionally.

xiii) Does the English teacher provide ample opportunities for listening and speaking the English language in English period?  Yes/No

If 'yes', how does he provide this?
1) Actually involves in the communication in the class.
2) Uses Radio
3) Uses Tape Recorder
4) Uses T.V.

B) English Teacher

i) What is the academic qualification of the English teacher in your school?
a) Under Graduate   c) Post graduate
b) Graduate        d) Any other

If he/she is, a graduate/P.G. was English an optional or a special subject opted by him/her.

Yes/No

ii) What are his/her professional qualifications like?
   a) D.Ed.        c) M.Ed.
   b) B.Ed.        d) Any other

iii) Does he write his daily lesson plans in his/her notebook?

If 'yes', what is the nature of his lesson plan?

   a) In detail
   b) In short
   c) Harbartians steps/text book pattern.
   d) Any other

iv) Please ticks mark your frequency of observing the lessons of your English teacher.

   a) Daily        b) Weekly      c) Monthly
   d) Occasionally
C. Teacher classroom performance and competence

i) Whether he/she is interested in teaching English for std. V to VII  
Yes/No

ii) Does he/she uses Multi-skill approach in his/her daily teaching?  
Yes/No
   If 'Yes', does the teacher make proper combination of English language skills in his daily teaching?  
Yes/No

iii) Are you satisfied with his/her performance in the classroom?  
Yes/No

iv) How do you grade him?
   a) Satisfactory  
   b) Highly satisfactory
   c) Good  
   d) Any other

v) Whether you think that your English teacher is competent person to teach English.  
Yes/No
   If 'Yes', mark the competency level.
   a) Satisfactory  
   b) Highly satisfactory
   c) Good  
   d) Any other
vi) Whether you depute your English teacher for English orientation course/training organized by the department/Government. Yes/No

vii) Is your English teacher interested in participating in these training? Yes/No

viii) Do you think that, your English teacher needs a special training at 'State Institute of English for Maharashtra' at Aurangabad? Yes/No

Date: / / Signature of the Headmaster

☆☆☆☆☆☆☆☆☆☆
APPENDIX-2

Questionnaire for the English Teacher

(For the teacher teaching English for std. V, VI, VII.)

Note :-

1) Please fill in this Questionnaire freely and honestly.

2) All the responses will be treated confidentially.

3) Some questions are multiple choices put a tick (✓) mark at
   the suitable answer.

4) Please put tick (✓) mark to the correct response/s.

5) If there is a box in front of the option, give the preferential
   order.

6) Please mark the alternative/s accurately on the given number
   only; you do not go over to the other.

7) The data will use only for educational purpose.

   (a) General Questions.

1) Name of the teacher:

2) Name of the school:

3) Age - year -

4) Sex - Male/Female
5) Academic Qualifications.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year of passing</th>
<th>Class obtained</th>
<th>Board/University</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) S.S.C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) H.S.C.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>c) B.A/B. Sc./B.Com</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) M.A./M Sc/M.Com</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>e) Any Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6) Professional Qualifications

<table>
<thead>
<tr>
<th>Course</th>
<th>Year of passing</th>
<th>Class obtained</th>
<th>Board/University</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Jr.P.T.C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) D.Ed.</td>
<td></td>
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<td></td>
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<tr>
<td>c) B.Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) M.Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Any Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7) Teaching Experience.

Please put a tick (✓) mark wherever necessary

<table>
<thead>
<tr>
<th>a) Classes taught</th>
<th>Number of years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) V to VII</td>
<td></td>
</tr>
<tr>
<td>2) V to IX</td>
<td></td>
</tr>
<tr>
<td>3) Any other</td>
<td></td>
</tr>
</tbody>
</table>

b) Which classes are you teaching this year?

8) Which is your favourite subject?

a) Marathi          b) Hindi

c) English          d) Maths

e) Any other

9) Why do you teach English in your school?

a) The headmaster told you.

b) You like to teach English.

c) It is your duty to teach any subject.

d) There is not any other teacher to teach this subject.
10) Which English subject's co-curricular activities are arranged in your school?

   a) English listening club
   b) English language poster competition
   c) English craftwork.
   d) Any other.

B) Support Material

11) Is it necessary to use support material (Teaching aids) in daily teaching of English? Yes/No

12) Mention the frequency of the support material used in your class.

   a) Daily   b) Occasionally
   c) Sometimes d) As per the nature of the activity

13) Do you have Teaching aids in your school? Yes/No

If 'Yes', give the details

a) Visual Aids - Number

   Word strips - ( )
   Sentence strips - ( )
   Flash cards - ( )
Flannel board - ( )
Story Pictures - ( )
Picture cards - ( )
Any other - ( )

**b) Audio Aids**

1. Radio - Yes/No
2. Tape recorder - Yes/No
3. Cassettes - ( )
4. Any other - ( )

**c) Audio - visual Aids**

1. T.V. Yes/No
2. Video Yes/No
3. V.C.D. Yes/No
4. Any other

14) How many English subject's (Std. V to VII) audiocassettes or compact disc(s) are available in your school? ( )

15) How many videocassettes of English subject are available in your school? ( )

16) Why do you use the teaching aids in your daily teaching?

a) It helps the teaching of the course book.
b) I like to use teaching aids.

c) It was told to use teaching aids in the training programme.

d) Teaching aids make my teaching more effective.

17) Are the teaching learning aids sufficient for std. V, VI and VII in your school? Yes/No

If 'No', how will you get the essential teaching aids?
(Mention the preferential order)

a) I prepare it.

b) I buy it from the shop.

c) I assign the pupil to prepare the aids.

d) I depend on my headmaster.

18) How many English books excluding English course books are available in your school? (Please give in detail.)

<table>
<thead>
<tr>
<th>Type of Book</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English grammar and composition</td>
<td>(      )</td>
</tr>
<tr>
<td>2. English Teachers handbooks for std V, VI, VII</td>
<td>(      )</td>
</tr>
<tr>
<td>3. English methodology Books</td>
<td>(      )</td>
</tr>
<tr>
<td>4. Dictionary</td>
<td>(      )</td>
</tr>
</tbody>
</table>
5. Any other
   i) 
   ii) 
   iii) 

19) Does the school subscribe an English newspaper?
   Yes/No

C) Teaching Methods, Approaches, Techniques

20) How many structural/Linguistic items are considered in the
textbook of std. V, VI, and VII?
   a) 35, 25, 30  b) 25, 35, 40
   c) 20, 30, 40  d) 25, 30, 35

21) Which is your favourite method of teaching English?
   (Mention the preferential order)
   a) Grammar and Translation    b) Direct method
   c) New method                 d) Eclectic method

22) Which is the useful approach to deal with course of std V,
    VI, VII, (Mention the preferential order)
   a) Structural approach      b) Situational approach
   c) Multi-skill approach      d) Communicative approach

23) Do you use any tool to practise the language activity?
    Yes/No
If 'yes', which of the following tool do you use for practise the language activity? (Mention the preferential order)

a) Question and answer
b) Substitution Table
c) Repetition
d) Call word drill
e) Any other

24) Do you plan the daily lesson plan taking into consideration the Multi-skill approach? Yes/No

25) Which language do you use during presentation new language activity? (Mention the preferential order)

a) English
b) Marathi
c) Both the languages
d) Any other

26) Which language skill activity is easier to present by Multi-skill approach? (Mention the preferential order)

a) Listening
b) Speaking
c) Reading
d) Writing
   
e) Talking
   
f) All of these

27) Multi-skill approach is useful for - (Mention the preferential order)

a) Only for std V
   
b) Only for std VI
   
c) Only for std VII
   
d) For std V, VI, VII

28) What techniques do you use for the teaching of listening?
   (Mention the preferential order)

a) Listen carefully
   
b) Listen and act
   
c) Listen and tell
   
d) Listen and say

29) What techniques do you use for the teaching of speaking?
   (Mention the preferential order)

a) Look and say
   
b) Listen and say
   
c) Listen and act
d) Listen and sing

30) What techniques do you use for the teaching of reading?
(Mention the preferential order)

a) Listen and read
b) Listen - say - write
c) Look - listen - read
d) Listen - write - read

31) Which combination of language skills do you use to present the writing skill activity? (Mention the preferential order)

a) Read and write the letter
b) Look, read and write
c) Listen - read - write
d) Copy

32) Which combination of language skill is useful for the development of talking skill? (Mention the preferential order)

a) Listen, repeat and talk
b) Listen, read and talk
c) Listen and talk
d) Listen, write and talk
33) How do you present the poetry for std V to VII (Mention the preferential order)
   a) Listen and sing
   b) Translation method
   c) Listen, sing and act
   d) Listen, repeat and act

34) What techniques do you use to evaluate the listening activity (Mention the preferential order)
   a) Listen and say
   b) Look and say
   c) Listen and act
   d) Listen and write

35) What techniques do you use to evaluate the speaking skill activity? (Mention the preferential order)
   a) Listen and repeat
   b) Listen and act
   c) Listen and write
   d) Listen and say
36) What techniques do you use to evaluate the reading activity?

(Mention the preferential order)

a) Listen and repeat
b) Look and read
c) Look, listen and read
d) Read aloud

37) What techniques do you use to evaluate the writing activity?

(Mention the preferential order)

a) Listen and write
b) Look and write
c) Look, listen and write
d) Copy

38) What technique do you use to evaluate the talking activity?

(Mention the preferential order)

a) Question and answer
b) Role playing
c) Listen and act
d) Listen and enact
D) Teachers Training

39) Have you received any training about the course book of std. V to VII? Yes/No

If yes, give in details in the following table

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Training place</th>
<th>Duration</th>
<th>Organised by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
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<td>8)</td>
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<tr>
<td>9)</td>
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</tbody>
</table>

40) Do you feel at ease in the English teachers training programme? Yes/No

41) Are you desirous to joining training programmes in future?
If 'Yes', state the reasons

a) The head master says to do so.
b) You are enthusiastic to acquire more knowledge about you subject.
c) You get travelling allowance and other facilities like leave etc.
d) Just as a change.

42) Are these trainings useful to you?  
   Yes/No

43) Do you get something new at each training?  
   Yes/No

   If 'Yes', do you use the new knowledge in your regular teaching?  
   Yes/No

44) If 'Yes', do use the new knowledge in your classroom?  
   Yes/No

45) Do you feel the necessity of attending any training of spoken English?  
   Yes/No

46) Did you get an opportunity for attending training at State Institute of English for Maharashtra (SIEM) Aurangabad.

47) If 'No', do you like to join at SIEM Aurangabad for primary teachers English training for one month?  
   Yes/No

School Stamp  

Signature of the teacher

☆☆☆☆☆☆☆☆☆
APPENDIX-

Content Knowledge Paper

(For the English teachers those who are teaching English for standard V to VII)

Time 1.5 hours                         Marks - 60

Note - Make a tick (✓) mark to the appropriate answer.

Eg. - The noun form of 'manage' is ..................

a) management  b) manageable  c) manage  d) none of these

Q.1 The adjective form of 'beauty' is ..................

    a) beaut    b) beautiful    c) beautifully    d) none of these

Q.2 The noun form of 'examine' is ..................

    a) examination   b) examinly    c) exams    d) none of these

Q.3 The adverb form of 'sad' is ...........

    a) sadly    b) sadful    c) sadment    d) none of these

Q.4 Find 'SVC' pattern sentence.

    a) I am a boy    b) He is running    c) She ate a mango

    d) None of these

Q.5 Find 'SVO' pattern sentence.

    a) Kedar has a ball  b) Sita is going  c) They are working

    d) He was playing a ball.
Q.6 'Ramnath is a rich man' give the negative form of this sentence (Without changing the meaning)
   a) Ramnath is a poor man.    b) Ramnath is not a poor man.
   c) Ramnath was not a poor man.  d) None of these.
Q.7 The past tense form of make is........
   a) maked    b) makes    c) made    d) none of these
Q.8 Give the plural of - 'boy'
   a) boyes    b) boys    c) boies    d) none of these
Q.9 Fill in the blanks with appropriate article - This is......
   pen..... is on the table.
   a) a, an    b) an, a    c) a, The    d) none of these

Q.10 to Q.13 Fill in the blanks with proper helping verb.
Q.10 You................. going to school.
   a) is    b) am    c) are    d) none of these
Q.11 This .................. Mr. Ram Bapat.
   a) are    b) have    c) is    d) none of these
Q.12 I .................. a book now.
   a) have    b) had    c) am    d) none of these
Q.13 Yesterday, they ................. at the sugar factory.
   a) had    b) were    c) am    d) none of these
Q.14 'I can speak English'. Make Verbal question.
   a) Do I speak English?       b) Did I speak English?
   c) Can I speak English?     d) None of these.
Q.15 I got the ................ rank in the examination.
   a) one       b) first     c) oneth     d) none of these.
Q.16 The long hand is at three and the short hand is at two. What's the time in that clock?
   a) It's quarter past two.  b) It's a quarter to two.
   c) It's half past two.     d) None of these.
Q.17 Write the sentence in 'Simple past tense.'
   
   I have cleaned the blackboard.
   a) I was cleaned the blackboard. b) I cleaned the blackboard.
   c) I am cleaning the blackboard. d) I was leaning the
   blackboard
Q.18 Fill in the blank with suitable work given below.
   .................. fifty children have gone the picnic.
   a) About       b) Expect     c) Near       d) None of these.
Q.19 Make verbal question - It is a pencil.
   a) Is it a pencil?       b) Do it a pencil?
   c) What is this?         d) none of these.
Q.20 Make Wh-question to get the underlined answer 'The fan is over my head.'
   a) What is he fan? b) Where is the fan? c) How is the fan? d) none of these.

Q.21 to Q.23 Fill in the blanks with proper preposition.

Q.21 He is jumping ..................... the river.
   a) in b) into c) over d) on

Q.22 The headmaster is standing .................. the gate.
   a) at b) on c) between d) over

Q.23 There is a big well .................... temple.
   a) behind b) upon c) in d) none of these.

Q.24 Give the full form of ................... C.M.
   a) Chief man b) Chief Minister c) Chief management d) none of these.

Q.25 to Q.27 Fill in the blanks with proper preposition.

Q.25 I am here, Chitra come to ....................
   a) her b) my c) me d) I

Q.26 Narendra is there, Shyam go to ....................
   a) me b) him c) you d) her
Q.27 Ramesh give me ................. pen.
   a) your     b) you     c) I     d) none of these.

Q.28 'I am a boy'. Write the plural form of this sentence.
   a) You are boys.         b) We are boys.
   c) They are boys.        d) I am boys.

Q.29 Seeta has ................. dolls. Fill in the blank with proper word.
   a) much     b) any     c) many     d) none of these.

Q.30 'I know that she is ill.' Find the 'Main Clause' from this sentence.
   a) I know     b) That he is ill
   c) I know that     d) I know that he

Q.31 to Q.55 Fill in the blanks with proper preposition.

Q.31 Krishna ................. bought a small house.
   a) have     b) has     c) are     d) is

Q.32 Ram is sitting ................. Ahmad and Gopal.
   a) in     b) among     c) between     d) none of these.

Q.33 This book is .................
   a) my     b) mine     c) me     d) I
Q.34 We .............. with our eyes.
   a) see       b) taste      c) hear       d) work

Q.35 We ................ with our hands.
   a) taste      b) see       c) hear       d) work

Q.36 Complete the following letter with the words given from the bracket. [am very happy, S.S.C. examination, received, for the admission, best regards.]

   A.B.C.
   Ashirwad Bhawan
   101 Shahaganj
   Aurangabad.
   Date :- 11th June 2001.

   Dear father,

   I ................... you letter. I ................... that my younger brother stood first in ............... Please send him to Aurangabad immediately ............... I am applying in three - four colleges for his admission here. Give my ........... to mammy and grandfather.

   Yours loving son,
   
   A.B.C.
Q.37 Complete the following conversation with the sentences given from the bracket [ Good morning ! Maruthi, Where were you yesterday? I can't say anything, and you were absent, Was he angry with me?]

    Eknath : .............................................
    Maruti : Good morning, Eknath.
    Eknath : .............................................
    Maruti : My uncle Anil was getting married so I was at marriage party in Pune.
    Eknath : Yesterday, our Maths teacher Mr. Deshmukh conducted a test. ..............................
    ......................................................
    Maruti : .............................................
    Eknath : Yes, he was.
    Maruti : What can I do now Eknath?
    Eknath : .............................................

Q.38 Read the following passage and answer the questions given below.

Long, long ago there was a forest. A lion was sleeping under a tree in the forest. He was fast a sleep. A mouse was
playing near him in the heat of play, the mouse jumped upon
the lion's body. The lion woke up. He was very angry at the
mouse. He caught him in he paw and roared, "Oh, little chap
you have disturbed me, now I will kill you."

1. Who are the characters in this story?
   a) a lion and a cat  b) a lion and a mouse.
c) a lion and an elephant  d) a cat and a mouse.

2. Who jumped upon the lion's body?
   a) hunter  b) cat  c) mouse  d) none of these.

3. Find the correct part.
   a) cat-bark  b) cow-mew  c) lion-roar  d) dog-chirp

4. 'He caught him.' Change the voice.
   a) He was caught by him.  b) He have caught by him.
c) Him was caught by he.  d) None of these.

5. 'A lion was sleeping.' Frame Wh-question to get the
   underlined answer.
   a) How was sleeping?  b) Who was sleeping?
c) When was sleeping?  d) Which was sleeping?
Oral Aspect of English

Q.39 How many sounds are there in English?
   a) 40    b) 44    c) 48    d) 58

Q.40 How many vowel sounds are there in English?
   a) 20    b) 12    c) 22    d) 5

Q.41 How many consonant sounds are there in English?
   a) 24    b) 28    c) 26    d) 30

Q.42 How many vowel letters are there in English?
   a) 5     b) 12    c) 20    d) 7

Q.43 Generally, we should pronounce the verbal questions in -
   a) falling intonation    b) rising intonation.

Q.44 English words stress are fixed by -
   a) Native English speakers    b) Indian English speakers
   c) None of these.

Q.45 'Adjectives' are generally -
   a) Stressed    b) Not stressed

Q.46 'Content words' are generally -
   a) Stressed    b) Not stressed

Q.47 'Structural words' are generally -
   a) Stressed    b) Not stressed
Q.46 'Commands' are generally given in .......

a) falling tone  
b) rising tone
APPENDIX-4

Teacher's Attitude Scale

Name of the Teacher: ------------------------------------

Name of School: ------------------- Tq:-------------------------

Note: Please put a tick (√) mark at the most suitable response.

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>Learning languages means development of the five language skill i.e. listening, speaking, reading, writing and conversation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Equal Weightage has to be given to all the five-language skill.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The English course books of std. V, VI, VII are skill based.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Linguistic items should be taught separately and not through the skill based activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5: Group work activities are essential in providing opportunities for co-operative relationship to emerge and in promoting genuine interaction among students.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6: English language learning means, mere acquiring mastery upon English reading, writing and the rules of grammar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7: Grammar should be taught only as means to an end and not as an end in itself.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8: Only reading and writing skills have to be emphasized.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9: The course books of std V, VI, VII are content to based.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10: It is possible to teach English linguistic items through skill based activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11: The teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the language classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12: The structural approach is useful for std V to VII to present the language activities in the classroom.</td>
<td></td>
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<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The teacher should correct all the grammatical errors of students. If errors are ignored, this will result in imperfect learning.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The learner-centred approach to language teaching encourages responsibility and self discipline and allow each student to develop his/her full potential.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The skill-based approach is useful for std. V, VI, VII to present the language activities in the classroom.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>The teacher should provide essential opportunities to every student during the presentation of language skill activities.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Knowledge of the rules of a language gives guarantee of the developing language.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The teacher should pay is attention to only bright students in the class during the presentation of language skill activities.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Group work activities take too long to organize and waste a lot of valuable</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>20</td>
<td>Students should be forced to pay attention to what is going on in the classroom.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Ear training is the basement of language learning process.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The teachers are transmitters of knowledge many different roles he/she must perform during the classroom.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Reading is the basic of the language learning process.</td>
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</tr>
<tr>
<td>24</td>
<td>The teacher should explain the meaning of each stanza of the poem at primary school.</td>
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</tr>
<tr>
<td>25</td>
<td>Poems are not for comprehension level but they are just for fun, rhythm and enjoyment at primary level.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>A textbook alone can cater for all the needs and interest of the students. The teacher should only to follow the tasks so as to satisfy the widely differing needs of students.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>A textbook alone is not able to cater for all the needs and interest of the students. The teacher must supplement the</td>
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<tr>
<td></td>
<td>Text</td>
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<td>---</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Since errors are a normal part of language learning, much correction is wasteful of time.</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX-V

### Lesson Observation Table

Name of the Teacher: ..................................  School: ...........

Subject: .........................  Std.: .................  Div.: ............

Unit: .....................  Part: ...............  Activity: .............

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Components</th>
<th>Troughly done</th>
<th>Partially done</th>
<th>Hole needed</th>
<th>Missing</th>
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</thead>
<tbody>
<tr>
<td>1)</td>
<td><strong>Phase I: Preparation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Did the teacher provide activities for preparing the class to learn a new lesson?</td>
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<tr>
<td>1.2</td>
<td>Did the teacher revise the previous knowledge of the pupils related to the lesson by asking questions?</td>
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<tr>
<td>1.3</td>
<td>Did the teacher elicit desired responses from the pupils?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.4</td>
<td>Did the teacher link the preparation to the new text he/she is going to teach?</td>
<td></td>
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<tr>
<td>2)</td>
<td><strong>Phase II: Presentation</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.1</td>
<td>Did the teacher give clear instructions to the pupils regarding the task that is to be done by them?</td>
<td></td>
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<tr>
<td>2.2</td>
<td>Did the teacher read the lesson with correct pronunciation, stress and intonation?</td>
<td></td>
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<tr>
<td>2.3</td>
<td>Did the teacher ask pupils to read the lesson silently to comprehend ideas in the lesson?</td>
<td></td>
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<tr>
<td>2.4</td>
<td>Did the teacher arrange pair work/group work?</td>
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<tr>
<td>2.5</td>
<td>Did the teacher probe some questions/points to</td>
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<tr>
<td>2.6</td>
<td>Did the teacher use support materials regarding the task in order to give clues to the pupils?</td>
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<tr>
<td>2.7</td>
<td>Did the teacher give pupils adequate time to think and discuss?</td>
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<tr>
<td>2.8</td>
<td>Did the teacher participate in pupils discussion?</td>
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<tr>
<td>2.9</td>
<td>Did the teacher help pupils when pupils asked him difficulties?</td>
<td></td>
<td></td>
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<tr>
<td>2.10</td>
<td>Did the teacher elicit desired responses from each group?</td>
<td></td>
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<tr>
<td>2.11</td>
<td>Did the teacher praise pupils for their correct responses?</td>
<td></td>
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<tr>
<td>2.12</td>
<td>Did the teacher explain the new vocabulary that occurred in the lesson?</td>
<td></td>
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</tr>
<tr>
<td>2.13</td>
<td>Did the teacher write new vocabulary on the blackboard?</td>
<td></td>
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</tr>
<tr>
<td>2.14</td>
<td>Did the teacher clarify the new structure that occurred in the lesson?</td>
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</tr>
<tr>
<td>2.15</td>
<td>Did the teacher write sentences related to the new structure on the blackboard?</td>
<td></td>
<td></td>
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<tr>
<td>2.16</td>
<td>Did the teacher write legibly?</td>
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<tr>
<td>2.17</td>
<td>Did the teacher write with grammatical correctness?</td>
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<tr>
<td>2.18</td>
<td>Did the teacher use audio aids in presenting the lesson?</td>
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</tr>
<tr>
<td>2.19</td>
<td>Did the teacher use visuals in presenting vocabulary, structure and content of the lesson?</td>
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<tr>
<td></td>
<td><strong>Phase III: Practice</strong></td>
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<tr>
<td>3.1</td>
<td>Did the teacher help pupils practice by asking questions?</td>
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<td></td>
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</tr>
<tr>
<td>3.2</td>
<td>Did the teacher ask pupils to use the vocabulary they learnt in their own sentences?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Did the teacher ask pupils to read the lesson loudly with proper pronunciation, stress and intonation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Did the teacher guide pupils in their reading?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.5</td>
<td>Did the teacher guide pupils regarding the activity?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Phase IV: Product</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Did the teacher make pupils answer the questions based on the activity correctly?</td>
</tr>
<tr>
<td>4.2</td>
<td>Did the teacher prepared pupils to talk about their own lives and interest based on the activity they learnt?</td>
</tr>
<tr>
<td>4.3</td>
<td>Did the teacher summarise the main points in the lesson with the help of pupils?</td>
</tr>
<tr>
<td>4.4</td>
<td>Did the teacher give homework based on the lesson?</td>
</tr>
<tr>
<td>4.5</td>
<td>Did the teacher provide enough listening practice?</td>
</tr>
<tr>
<td>4.6</td>
<td>Did the teacher provide enough speaking practice?</td>
</tr>
<tr>
<td>4.7</td>
<td>Did the teacher provide enough reading practice?</td>
</tr>
<tr>
<td>4.8</td>
<td>Did the teacher provide enough writing practice?</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.9</td>
<td>Did the teacher achieve the objectives set before teaching the lesson?</td>
</tr>
<tr>
<td>4.10</td>
<td>Did the teacher ask pupils to write answers to the questions?</td>
</tr>
<tr>
<td>4.11</td>
<td>Did the teacher go through pupils writing?</td>
</tr>
<tr>
<td>4.12</td>
<td>Did the teacher use the proper combination of the language skills?</td>
</tr>
</tbody>
</table>

Verbal Remarks:

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Date: ..............  Signature:

Name of the Observer
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