Appendix 1(A)

Questionnaire for students of general higher secondary schools and colleges

(To ascertain their needs for English)

1. Name:
2. Mother tongue:
3. Name and place of school/college/university:
4. Class:
5. Are you from an urban or non-urban area? urban/non-urban
6. Please write your father's occupation:__________
7. Did you study in an English medium school? Yes/No
8. Do you use English in talking with: (Please tick the appropriate column)

<table>
<thead>
<tr>
<th>All the time</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Your family?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Your friends?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Your teachers?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(d) Other people?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
9. At home, do your parents subscribe to a daily English newspaper? Yes/No
10. If yes, please mention the parts of the newspaper that you usually read by ticking the appropriate column.
a) News
b) Sports
c) Editorials
d) Music and art reviews
e) Movie, play reviews
f) Book reviews
g) Articles of scientific interest

11. Do you read any magazine(s)? Yes/No

12. Do you listen to the radio programmes broadcast in English? Yes/No

13. If yes, how many hours a week do you usually spend listening to the radio? Please tick the appropriate item.
   A. None
   B. Between 1 and 5 hours
   C. Between 5 and 10 hours
   D. Between 10 and 20 hours
   E. More than 20 hours

14. Do you see English movies? Yes/No

15. If yes, how many times a month do you usually go to the English movies or shows?
16. Which of the following programmes do you watch in the TV?
   (a) English movies
   (b) English plays
   (c) discussions in English
   (d) quizzes in English
   (e) news bulletins in English
   (f) science programmes in English
   (g) wildlife programmes in English
   (h) sports programmes in English
   (i) other programmes in English

17. Do your parents have a collection of books in English for general reading? Yes/No

18. About how many hours did you spend reading books in English for your pleasure during the last two weeks?

19. Indicate how frequently you like to read books or magazines or articles dealing with: (Indicate one response for each row)

<table>
<thead>
<tr>
<th>Type of books</th>
<th>Not at all</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Science/Technical reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Science Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adventure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Travel and exploration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of books</td>
<td>Not at</td>
<td>Occasionally</td>
<td>Frequently</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>magazines, etc.</td>
<td>all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Sports

6. Current events

7. Politics and economics

8. Mystery and detective stories

9. Poetry

10. History and biography

11. Stories

12. Myths and legends

13. Humour

14. Philosophy and religion

15. Movie and music

16. Art

20. About how many different magazines in English does your family subscribe to each month?

21. Please name the magazines which your family subscribes to each month.

22. How frequently do you get written assignments in English?
(Please check the appropriate item).

(a) At least once a fortnight

(b) About once a week

(c) Less frequently
23. Are you able to complete all the assignments given to you by your teachers?  
   Yes/No

24. About how many hours of homework do you do each week for English?  
   ____ hours per week.

25. Listed below are some of the probable reasons which attracted you to the study of English. Please rank these statements in order of preference by writing 1, 2, 3 etc. in the blanks provided against each statement. (1 represents the highest.)

   ____ (1) Studying English may some day help me to get a good job.

   ____ (2) I need to study English in order to read books and journals in my subject. (These books and journals are not available in my mother tongue.)

   ____ (3) I need to study English in order to be able to understand the lectures in my subject.

   ____ (4) I need to study English well enough to write reports of experiments in laboratories.

   ____ (5) I can follow instructions in laboratories and workshops.

   ____ (6) Studying English will help me to understand my mother tongue better.

   ____ (7) I am studying English because I enjoy it.

   ____ (8) Studying English will allow me to meet, talk or correspond with a greater variety of people.
(9) I am studying English because I was given no choice in the matter.

(10) Studying English will help me to know and appreciate the ways of the life of people who speak English.

(11) The marks I get in English are usually better than those I get in most other subjects.

(12) I like English more than other subjects.

(13) I would like to learn new languages.

(14) I need to study English because it is required for continuing my post graduate (P.G.) studies (in all subjects of arts, commerce, science and technology) where medium of instruction is English.

(15) Although in higher secondary (+2) and T.D.C. stages the medium of instruction is the regional language the textbooks of high quality are not available in the regional language for higher secondary, T.D.C. and P.G. courses.

(16) The medium of instruction is English in science and technological subjects. So for studying these subjects I need English.

(17) Textbooks in science and technological subjects are available only in English.

(18) Although the official language of the State is Assamese, a lot of official communication is done in English. As a result, to get a government job the knowledge of English is necessary. So I study English.
Competitive examinations and interviews for central government jobs are held in English. So to get one such job I need to study English.

I need to study English because I want to keep pace with the rapid growth of knowledge by reading national and international newspapers, journals, books, etc. written and published in English.

I need to study English to read and communicate for national and international business, literature on advanced methods of farming, insurance literature to be its agent, etc.

I may need to travel abroad where English is necessary for communication.

I need the knowledge of English for inter-state travels, communication and correspondence. (State language of Meghalaya, Nagaland and Mizoram which are the surrounding states of Assam is English.) English is the link language among different states, of the North and the South, of the East and the West.

I want to read and enjoy world literature which is mostly available in English translation.

I study English because one who knows English and speaks English is respected more than others in our society.

Any other reasons for studying English, please mention.

Will you still take English as one of your subjects even if you are given an alternative? Yes/No

(a) if yes, why? and (b) if no, why?
(28) Some people say, English is a colonial legacy and is an instrument of exploitation. Do you agree?

Yes/No

Why? Please give some reasons.

26. Regrets for not having sufficient proficiency in English; (Difficulties faced by the students who are continuing their post-graduation)

Please rank the statements in order of preference by writing 1, 2, 3, etc. in the blanks provided against each statement.

(a) I cannot understand classroom lectures well.

(b) I cannot understand well the books written in English on my subject.

(c) I cannot write answers to questions set in the examination with ease.

(d) I cannot answer oral questions in the classroom in English.

(e) I cannot converse in English with teachers and friends inside the classroom as well as outside it.

(vi) Any other difficulties: (Please mention.)

27. Regrets for not having sufficient proficiency in English: (Difficulties faced by those who have passed out with their Bachelor's and Master's degrees):

Please rank the statements in order of preference by writing 1, 2, 3, etc. in the blanks provided against each statement. (1 represents the highest.)
(a) I cannot succeed in competitive examinations and interviews held for jobs because I do not have sufficient proficiency in English.

(b) Even when I get a job it is difficult to understand official circulars, letters and other communications because they are mostly in English.

(c) I get less respect than those who know and can speak English.

(d) Any other difficulties, please state.

28. Do you think that the English which you learnt at school or higher secondary (+2) stage was helpful to you:

(a) in improving your own command of the language?

   Yes/No

(b) in giving you a taste for English literature?

   Yes/No

29. If no, why? (Please write 1, 2, 3 in the relevant blanks in order of preference; No.1 is the highest point).

(a) Insufficient practice in using the spoken English as well as written English.

(b) Insufficient study of prescribed textbooks.

(c) Insufficient emphasis on the teaching of English grammar.

(d) Insufficient training in critical appreciation

(e) Others, if any. (Please specify below.)
30. Do you think that in your earlier course work you were exposed to the **spoken** and **written** English with equal emphasis?  
Yes/No

31. Do you think that a course in spoken English is helpful to you?  
Yes/No

32. Do you read books and journals in English related to your subjects?  
Yes/No

33. If yes, how many books have you read this academic year?  
______________

34. Did you read some parts of the books or the whole book?  
(a) parts of the book  
(b) the whole book

35. Below are some of the probable reasons why students find it difficult to understand materials in their subjects written in English. Please rank the options by writing 1,2,3 in the blanks provided against each statement. (1 represents the highest.)

_____ (a) They find it difficult to understand the graphs, tables and diagrams used in the literature of their subjects.

_____ (b) They find it difficult to comprehend the mathematical symbols, equations, abbreviations

_____ (c) They find it difficult to understand some of the technical terms.
They find it difficult to follow the patterns of long sentences and they cannot connect one part of the sentence with the other.

Their speed of reading is low.

Any other reason, please specify below:

36. (a) Do you find the lessons prescribed in your English textbooks interesting? **Yes/No**

    (b) Do the lessons contain difficult sentences? **Yes/No**

    (c) Do the lessons contain difficult words? **Yes/No**

37. Do you get enough practice in speaking in general classes? **Yes/No**

38. Do you put questions to the teacher in the general class? **Yes/No**

39. How do you feel when the teacher asks you questions in the general class? **Encouraged/Diffident**

40. Does your teacher normally make you feel insulted if you cannot answer a question? **Yes/No**

41. Do you take part in group discussions or seminars? **Yes/No**

42. (a) Do you find tutorial classes useful? **Yes/No**

    (b) Do you think that the number of tutorials should be increased? **Yes/No**
43. Do you participate in English dramatics or write articles in English for college magazine, take part in activities like English debates, mock parliament, symposia, etc.?
   Yes/No

44. Would you like to attend a special course in English?
   Yes/no

45. If yes, would you like some passages from books in your subject to be included in the English textbooks?
   Yes/No

46. If you would like to attend a course in English, when would you like to attend it?
   (a) in the beginning of the first term for about one month
   (b) during the vacation
   (c) for one year
   (d) along with the study of the subject of your specialization

47. Prose, poetry, drama, story, novel — which one do you like most?

48. Why?

49. How long do you take to read one printed page of prose?

------------------- minutes
50. Do you find the teaching of your teacher interesting?

Yes/No

51. Do you want simply to pass the examination or learn English as well?

(a) To pass the examination

(b) To learn English well

(d) Both to pass the examination and learn English well.
Appendix 1 (B)

Questionnaire to test the students' perception of the difficulty-level of the prescribed textbooks and their suggestions for making them suitable for their learning purpose
(For present students of higher secondary (+2) and T.D.C. classes of science, arts and commerce streams)

1. Name:

2. Mother tongue:

3. Name and place of school/college:

4. Class:

5. Do you think that the prescribed textbooks in English are too difficult for you?
   Yes/No

6. If yes, why?
   Please tick the statements which according to you are true.
   (a) I cannot understand the meaning of a lot of words used in the lessons. (Please name some of the words.)

   (b) The sentences in the lessons are very lengthy. There are too many complex and compound sentences in the lessons which are difficult to comprehend. (Please give some examples.)
(c) The subject matter of most of the lessons are unfamiliar to my experience.
(Please give some examples.)

(d) The thoughts, the ideas which are dealt with in lessons are difficult for me to understand.
(Please point out the lessons.)

(e) The lessons which depict the life of the English people are difficult to understand because of the cultural difference. For example:

(f) Most of the lessons are not interesting.
(Please list them.)

(g) I find poetry difficult to understand and appreciate.

(h) I cannot understand Shakespeare's drama.

(i) Any other difficulties, please specify.

7. What are your suggestions for making the textbooks suitable for your learning purpose? Please tick the statements to which you agree.
(a) Textbooks should be designed by those (preferably, experienced teachers) who have direct knowledge of the classroom situation in the state (Assam).

(b) Lessons should be carefully selected so that the density of new words is less.

(c) Number (volume) of lessons should be less.

(d) Exercises should be worked out in the class and they should be corrected by the teacher.

(e) There should be more tutorial classes than general classes.

(f) There should be classes and exercises on spoken English.

(g) A textbook on grammatical rules, sentence patterns, phrases and idioms and usage of words is necessary.

(h) A textbook on translation showing the comparative difference between the sentence patterns, verb forms, use of tenses, etc. in Assamese and English is necessary.

(i) Special guidance on subtle nuances of the English language is necessary.

(j) There should be textbooks on composition works like letter writing, precis writing, paragraph writing, etc.

(k) Poetry should not be included in the course.
(1) Shakepeare's dramas should not be included in the course.

(m) There should be exercises in the textbooks prescribed for the degree course.

(n) Those exercises should be worked out in tutorial classes and the writings of students corrected by the teacher.

(o) Other suggestions, if any please write.
Appendix 1 (C)

Questionnaire for the teachers of English in higher secondary schools and undergraduate colleges

1. Name:

2. Name and place of the higher secondary school/college where you work:

3. The subject you teach: English

4. Years of experience as a teacher:

5. Do you know how many words a high school-leaver should have known? How many? Yes/No

6. Are you aware of such a list? Yes/No

7. Do you know what the Nagpur List of English words is? Yes/No

8. Do you know what the General Service List (GSL) of English words is? Yes/No

9. Do you know the English word list prepared by the Study Group appointed by the Ministry of Education, Government of India and published in 1967 with the title "The Study of English in India"? Yes/No

10. Do you know how many grammatical structures a high school-leaver is expected to know? How many? Yes/No
11. Are you aware of any such list which has been formulated?  
Yes/No

Yes/No

13. Does it say anything about structures?

14. A list of words and a list of structures are given in the secondary school syllabus. Do you think they should also be given in higher secondary and T.D.C. syllabuses for the guidance of teachers?  
Yes/No

15. Do you think the Nagpur list of English words, the GSL of English words and the words in "The Study of English in India" (1967) and the structures in the "Report of the Study Group on Teaching of English" (1971) should be given in higher secondary and T.D.C. syllabuses?  
Yes/No
Why?

16. Do you think a higher secondary school teacher and a T.D.C. teacher of English should know all these lists?  
Yes/No
Why?
17. Which list of words will, you think, be suitable for the students of Assam at higher secondary and T.D.C. stages?

18. Do you think vocabulary should also be controlled for higher secondary and T.D.C. textbooks in Assam? Why? (You see, generally, controlled vocabulary and a specific number of structures are followed up to the high school course only, not in higher secondary and degree courses.)

   Yes/No

19. Do you feel that some words used in the textbooks are difficult for higher secondary and T.D.C. students?

   Yes/No

20. If yes, please point them out from the prescribed textbooks.

21. Do you think that some structures or sentences are difficult for the higher secondary and T.D.C. students?

   Yes/No

22. If yes, please point them out from the prescribed textbooks.

23. Are there any words and structures in the textbooks which you yourself find difficult to understand and explain to students without the help of dictionaries and reference books?

   Yes/No
24. If yes, please point them out.

25. Do you think poetry is difficult for students to understand and appreciate? Yes/No

26. Do you find drama difficult for students? Yes/No

27. Which grammar book do you use?

28. Which dictionary do you recommend for your students?

29. Do you think that the present textbooks in English at higher secondary and T.D.C. stages are unsuitable for effective language learning? Yes/No

30. If yes, what are your suggestions for their improvement?

Please tick the statements to which you agree.

(a) Textbooks should be designed by those (preferably, experienced teachers) who have direct knowledge of the classroom situation in the state (Assam).

(b) Lessons should be carefully selected so that the density of new words is less.

(c) Number (volume) of lessons should be less.

(d) Exercises should be worked out in the class and they should be corrected by the teacher.
(e) There should be more tutorial classes than general classes.

(f) There should be exercises and classes on spoken English.

(g) A textbook on grammatical rules, sentence patterns, phrases and idioms and usage of words is necessary with a lot of illustrative sentences from the day-to-day life situations.

(h) A textbook on translation showing the comparative difference between the sentence patterns, verb forms, use of tenses, etc. in Assamese and English is necessary.

(i) Special guidance on subtle nuances of the English language is necessary.

(j) There should be textbooks on composition works like letter writing, paragraph writing, precise writing, etc.

(k) Poetry should not be included in the course.

(l) Shakespeare's dramas should not be included in the course.

(m) There should be exercises in the T.D.C. textbooks.

(n) Those exercises should be worked out in tutorial classes and the writings of students corrected by the teacher.
(o) There should be an intensive Bridge Course in the beginning of higher secondary and T.D.C. stages each for nearly two months.

(p) Teacher's Handbooks should be provided for both higher secondary and T.D.C. textbooks and allied teaching programmes.

(q) Other suggestions, if any. Please mention.

31. Do you know what the Post-Graduate Diploma in the teaching of English (PGDTE) is?
   Yes/No

32. If yes, do you think every teacher of English should get this diploma to improve his professional skills?
   Yes/No
Appendix 1(D)

Schedule for Interview

<table>
<thead>
<tr>
<th>Sources</th>
<th>Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Person to person</td>
<td>(formal interview)</td>
</tr>
<tr>
<td>2. Social and free</td>
<td>time contacts</td>
</tr>
<tr>
<td>3. Informal chat</td>
<td></td>
</tr>
</tbody>
</table>
### Schedule for observation

*(Use of the English language in society)*

<table>
<thead>
<tr>
<th>Sources</th>
<th>Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Person to person</td>
<td></td>
</tr>
<tr>
<td>2 Social and free</td>
<td>time contacts</td>
</tr>
<tr>
<td>3 Social and free</td>
<td>time activities</td>
</tr>
<tr>
<td>4 Written materials</td>
<td><em>(correspondences, official letters, insurance literature and advertisements on education, agriculture, industry and employment)</em></td>
</tr>
</tbody>
</table>
Appendix 1 (F)

Schedule for Observation of Classroom Teaching

1 Teacher's method of teaching
2 Response of students
3 Interaction between the teacher and students
4 Reading assignment
5 Written assignments given to students in the classroom
6 Correction of written assignments, homework in the classroom