Appendix
RESEARCH TOOLS

PROGRAMME : Ph.D. (Education)

TOPIC : A STUDY OF PERCEPTION OF ENGLISH TEACHING AND LEARNING BY GRADUATE AND NON-GRADUATE STUDENT TEACHERS

INVESTIGATOR : P. SAMUEL KOILPILLAI

GUIDE : Dr. P.S. CHANDRAKUMAR

CO-GUIDE : Dr. S. MOHAN

ALAGAPPA UNIVERSITY
KARAIKUDI
# PERSONAL DATA FORM

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>:</th>
<th><strong>Gender</strong></th>
<th>:</th>
<th>Male ☐</th>
<th>Female ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name and Address of Institute</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. <strong>Qualification</strong></td>
<td>:</td>
<td><strong>Non-graduate</strong></td>
<td>☐</td>
<td><strong>Graduate</strong></td>
<td>☐</td>
</tr>
<tr>
<td>2. <strong>Major Subject Studied</strong></td>
<td>:</td>
<td><strong>English</strong> ☐</td>
<td><strong>Arts</strong> ☐</td>
<td><strong>Science</strong> ☐</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Family Background</strong></td>
<td>:</td>
<td><strong>Parent/Parents of Teaching Profession</strong></td>
<td>☐</td>
<td><strong>Parent/Parents of Other Professions</strong></td>
<td>☐</td>
</tr>
<tr>
<td>4. <strong>Medium of Education in School</strong></td>
<td>:</td>
<td><strong>English Medium</strong></td>
<td>☐</td>
<td><strong>Not Studied in English Medium</strong></td>
<td>☐</td>
</tr>
<tr>
<td>5. <strong>Birth Order</strong></td>
<td>:</td>
<td><strong>First Born</strong></td>
<td>☐</td>
<td><strong>Middle Born</strong></td>
<td>☐</td>
</tr>
<tr>
<td>6. <strong>Community Status</strong></td>
<td>:</td>
<td><strong>Forward</strong></td>
<td>☐</td>
<td><strong>Backward / Most Backward</strong></td>
<td>☐</td>
</tr>
<tr>
<td>7. <strong>Academic Achievement in the Final University / Board Examination</strong></td>
<td>:</td>
<td><strong>Above 75%</strong></td>
<td>☐</td>
<td><strong>60% to 70%</strong></td>
<td>☐</td>
</tr>
</tbody>
</table>
**Instruction for Tools**

In the space in front of each item, write the way you feel by using these numbers:

i) I am not aware of it.

ii) I am just aware of it.

iii) I am much aware of it, but I don’t use it / I don’t consider it of some worth.

iv) Now and then I use it / I find it somewhat valid.

v) Always I use it in regular class / I find it much valid.

**PERCEPTION OF LEARNING ENGLISH**

1. Young children pickup new languages quickly with remarkable ease.

2. In the age group of nine to twelve years a child is a specialist in learning to speak.

3. After the age of nine, the individual is said to lose his cerebral plasticity.

4. Beyond the age of 12, acquisition of second language becomes increasingly difficult.

5. The amount of competency one achieves is largely, a matter of time spent in learning rather than the actual age of the individual.

6. Those who gain L2 acquisition in natural setting are more likely to develop a native or near native level of attainment in oral skills.

7. Development in a second language involves a long slow process of repeated trails in different setting with different interlocutors.

8. All normal persons can learn a second language.

9. Learner motivation is essential for effective language learning.

10. Learning is enhanced by realistic and useful lesson content.

11. Communication is the normal function of language learning.
PERCEPTION OF TEACHING ENGLISH

1. Grammar translation is much dramatic for the learners.

2. Suggestopedia avoids the threatening classroom in favour of a living classroom atmosphere.

3. The silent way is rejected as irrelevant to the students need.

4. Situational reinforcement approach is helpful to make students actively in what they are talking about.

5. Students acquire the language in communicative chunks rather than in discrete structure based fragments.

6. Grammar translation method is helpful only to know about the language.

7. Direct method tends to favour receptive skills as well as productive skills.

8. Situational teaching makes language learning natural and realistic.

9. Structural teaching enables the teacher to provide pattern practice to pupils.

10. Substitution method is highly useful for remedial teaching.

11. Competently trained teachers alone can effectively assist students in language learning process.

12. Audio-lingual classes are essential for providing exciting and action filled experiences to the learner.
PERCEPTION OF LEARNING LISTENING SKILLS

1. Listening is the basis for oral communication.

2. While listening the learner segments the stream of sound and recognises the message they convey.

3. Interacting listening should be practised at the beginning itself.

4. Listening stimulates speaking.

5. Skill of differentiating voiced consonant from the voiceless is needed for proper listening.

6. Correct identification of the vowels in a syllable is the basic requirement for right comprehension.

7. For proper decoding the spoken language the listener is required to be aware of the intonation pattern.

8. A competent listener becomes one with the thought process of the speaker.

9. A competent listener is capable of guessing the meaning of new words and expressions from the context.

10. Advanced listening skills are essential for a fuller understanding of the spoken language.

11. Students have actually to learn to listen just as they have to learn to speak.

12. Identifying or recognising the elements of a message is rather a difficult aspect in listening to a second language.

13. Interest will be one of the main factors that will determine the extent of the student involvement in listening.

14. Young children are interested to listen to stories.
PERCEPTION OF TEACHING LISTENING SKILLS

1. Total physical response in methodological parlance is the best approach to develop listening skills.

2. Congruence exercise can readily be adopted for training in listening.

3. Telephone device gives responsible practice in listening.

4. Language games promote listening.

5. Dictation is the usual means for providing ear training.

6. Language laboratory serves the purpose of pupil in listening and speaking.

7. Recognition drills enable the listener develop the skill of recognising the sound in the context.

8. Listening to recorded speeches and dialogue enhances listening comprehension.

9. Speaking dialogues in the class with the help of the teacher inculcates the skill of social listening.

10. The practice of note-taking while listening fosters the skills of intent listening.

11. Encouraging pupils to discuss the content grasped from a live or recorded speech develops the skills of critical listening in them.

12. Students need regular and frequent training in listening through a programme of listening comprehension.

13. Carrying out instruction and direction is a good means to develop listening.

14. Listening to informal description related to pictorial aids is very much helpful.

15. Visual contexts help the listener understand and retain better.

16. Students should be given a number of attention pointers before listening.

17. Listening news bulletins and announcement give high information content.

18. Watching films provides variety of spoken language practised under controlled condition.

19. Listening to songs encourages active participation.
PERCEPTION OF LEARNING SPEAKING SKILLS

1. Speaking is a Productive Skill.
2. Pronunciation is an important component in speaking skill.
3. Misplaced stresses result in wrong sounds.
4. Vocal cards are the cause for the production of voiced and voiceless sounds.
5. Diphthongs are the vowel glides.
6. Monosyllabic words are stressed in the first syllable.
7. All the noun forms have the stress in the first syllable.
8. Verb forms have the stress on the second syllable.
9. Structural words are not stressed in a sentence.
10. The sound /r/ is pronounced when it is followed by a vowel sound.
11. Alternative syllables are stressed in nursery rhymes.
12. Inverted questions have rising intonation.
13. Commands have falling intonation.
14. All the vowels are voiced.
15. Debates are the advanced form of exercise to develop speaking skill.

PERCEPTION OF TEACHING SPEAKING SKILLS

1. Speaking skill must be practised after mastering listening skill.
2. Imitation and repetition play vital role in the development of speaking skill.
3. Making the students repeat with gestures is a common technique to develop speaking.
4. Phatic communication paves a logical beginning to speaking skill.
5. Limerick is universal poetic form in the English-speaking world.
6. Fluency must be given importance in speaking skill.
7. Discussions or group activities develop the communication skills.
8. Role-play is an enjoyable technique to develop speaking skill.
9. Production drills develop the skill of forming grammatically correct sentences without conscious thinking.
10. By telling stories students can easily develop the skill of speaking.
11. By narrating incidents and by describing objects and pictures pupils can strengthen their vocabulary.
12. Techniques such as elocution, dramatics etc., promote command over the language.
PERCEPTION OF LEARNING READING SKILLS

1. While reading, the reader must push through efficiently for a quick recognition of the main ideas.
2. Fast readers are good readers.
3. A sense of urgency is essential to increase speed in reading.
4. A good reader should immerse in reading to get better understanding.
5. Students can rip out essential facts only with the help of the teachers.
6. Responding to comprehension test is a skill.
7. Students need to change their rate and style of reading according to the purpose.
8. Main ideas should be differentiated from subordinate ones for good understanding.
9. Sensing the structure of a piece of writing is a must for effective reading.
10. Extremely poor readers linger on individual words as long as a full second.
11. Reduction in eye fixation increases the speed in reading.
12. Eye span must be increased for minimizing eye fixation.
13. Lip movements should be avoided while reading.
14. To gain speed in reading a reader should avoid frequent regressions.
15. Students should react quickly and accurately to a piece of writing given.
16. Excessive regard for minor details should be eliminated while reading.
17. Intensive instruction in skimming make the students read fast.
18. Sub-vocalisation while reading silently is a bad practice.
19. Moving the fingers along the lines reduces speed in reading.
20. A fast reader avoids reading word by word.
21. Intensive reading helps pupils develop skills of comprehension.
PERCEPTION OF LEARNING READING SKILLS

1. While reading, the reader must push through efficiently for a quick recognition of the main ideas.

2. Fast readers are good readers.

3. A sense of urgency is essential to increase speed in reading.

4. A good reader should immerse in reading to get better understanding.

5. Students can rip out essential facts only with the help of the teachers.

6. Responding to comprehension test is a skill.

7. Students need to change their rate and style of reading according to the purpose.

8. Main ideas should be differentiated from subordinate ones for good understanding.

9. Sensing the structure of a piece of writing is a must for effective reading.

10. Extremely poor readers linger on individual words as long as a full second.

11. Reduction in eye fixation increases the speed in reading.

12. Eye span must be increased for minimizing eye fixation.

13. Lip movements should be avoided while reading.

14. To gain speed in reading a reader should avoid frequent regressions.

15. Students should react quickly and accurately to a piece of writing given.

16. Excessive regard for minor details should be eliminated while reading.

17. Intensive instruction in skimming make the students read fast.

18. Sub-vocalisation while reading silently is a bad practice.

19. Moving the fingers along the lines reduces speed in reading.

20. A fast reader avoids reading word by word.

21. Intensive reading helps pupils develop skills of comprehension.
PERCEPTION OF TEACHING READING SKILLS

1. Only after mastering listening and speaking reading should be introduced.
2. While teaching reading to beginners, oral reading must be given first.
3. Silent reading should be introduced in the primary stage itself.
4. Daily practice is needed to make reading natural and automatic.
5. Teacher should make it clear to the students the purpose of reading.
6. Teachers have to provide clues to the students while they probe into the passage.
7. Training is needed to help the students keep in memory what they have read.
8. Teacher should be conversant with the mechanics of reading.
9. Teacher should teach the techniques of reading to the pupils.
10. Pyramidal reading is essential for widening eye-span.
11. Guided reading with pre-reading questions should be attempted at the early stage.

PERCEPTION OF LEARNING WRITING SKILLS

1. Writing is a complex skill.
2. Adaptation of proper joiners increases speed in writing.
3. Legibility is an important characteristic of good handwriting.
4. Improper slanting is a common error in writing.
5. Spelling in English is caught.
6. English language is non phonic in nature.
7. Punctuation regulates our reading.
8. Good summary is a good narration.
9. Note taking is an advanced writing skill.
10. Free composition leads to creative writing.
11. Writing verses widen the power of imagination.
PERCEPTION OF TEACHING WRITING SKILLS

1. In the beginning stages mechanics of writing is to be emphasised.
2. At the elementary level extended use of language is to be emphasised.
3. At the intermediate level writing with purpose is expected.
4. Full expository prose writing is expected at the advanced level.
5. Practice in handwriting regulates the shape and size of letters and the slant.
6. Practising the elementary patterns is the basis for formation of letters.
7. Dotting the ‘i’ s and crossing the ‘t’ s is a common rule in writing.
8. Transcription is the easiest written exercise.
9. Dictation exercises develop the spelling ability.
10. Daily writing practise develops spelling conscience.
11. Incidental methods are useful to develop spelling ability.
12. Visual drill method is the best means to develop spelling ability.
13. Precise writing inculcates advanced form of writing skills.
14. Getting a birds eye view through reading is the first step in note making.
15. Letter writing and writing resumes are forms of crucial importance in serious transactions.
16. Dicto-comp is usually used to give practise in the mechanical aspects of writing.
17. Time stipulation while writing increases the speed in writing.
18. Print script is suitable for the beginners.
19. Cursive handwriting is an adult way of writing.
20. Guidance while writing is to be provided for the beginners.
22. Training in reciting poems develops a desire for writing verses.
23. By publishing class magazines periodically students are directly involved in sharpening their writing skills.
ATTITUDE TOWARDS ENGLISH

Instruction

For each item five responses are given:
Give your response by encircling the concerned number.

1. Learning English is easy.  
2. It is easy to listen and understand the speeches of the native speakers.  
3. Learning English is essential.  
4. Speaking in English is easy.  
5. Learning English is a social need.  
6. An Indian can speak English like a native English speaker.  
7. Knowledge of English gives higher status in society.  
8. Ideas can be conveyed briefly and easily through oral English.  
9. Learning English lends itself to job opportunity.  
10. Reading English books and magazines enriches our knowledge.  
11. Learning English is interesting.  
12. Writing grammatically correct sentences in English is easy.  
13. Learning English satisfies one's psychological need.  
14. Writing in English is an easy means of communication.  
16. Creative writing in English is possible for an Indian.  
18. Messages can be conveyed accurately through English.  
19. Learning English in Indian situation is easy.  
20. Written communication in English is a credit.  
21. Listening to English songs is a good pastime.  
22. English stories provide a variety to the readers.  
23. Listening to famous English speeches widens our outlook.
ACHIEVEMENT MOTIVATION

Instruction

In the space in front of each item write the way you feel by using these numbers,
i) I agree completely.
ii) I agree mostly.
iii) I agree a little.
iv) I think that is a little wrong.
v) I think that is mostly wrong.
vi) I think that is completely wrong.

1. Life is not good unless a person is working for something he believes in.
2. There are only two kinds of people in the world; those who are honest and those who are not honest.
3. In this mixed-up world of ours, the only way we can know what is going on is to believe what our parents and teachers tell us.
4. India and Pakistan are not at all alike.
5. Even though freedom of speech is a good idea, it would not be good to let communalities have this right.
6. I think a person should understand ideas he believes in better than those he does not believe in.
7. A person is unhappy and cannot do anything if he is all by himself.
8. In an argument I usually am so interested in what I am saying that I forget to listen to what the other person is saying.
9. It is better to die bravely than to live like a coward.
10. The most important thing in a person's life is to want to do something important.
11. Since the beginning of world, there have probably been only a few really great people.
12. Of all different religions in the world, there is probably only one which is right.
13. A person who gets too excited about a lot of things is probably the kind of person who really does not care about very much.
14. If a person thinks his own happiness is most important, he is probably very selfish.
15. Most of the time, there is no one who really understands me and listen to what I have to say.
16. When I argue with my parents or teachers, I usually say too much and get into trouble.
17. I wish to know someone who could explain all the things I wonder about.

18. When I am talking to my parents or teacher, most of the time I have to tell them something over and over to make them understand.

19. The best kind of Government is that of India and this Government should be run by the smartest people.

20. Most people do not know what is good for them.

21. It is a good idea to decide about things after you find out what your parents and teacher think about them.

22. I like my friends to think and feel about people and things the same way that I think and feel.

23. A lot of times I am not happy but I usually think that tomorrow will be much better.

24. It is a very bad thing to say anything bad about the religion you belong to.

25. I get very mad when a friend of mine won’t admit he is wrong when I am sure he is.

26. Most parents just don’t know what is good for their children.

27. A person who thinks his own happiness is most important is just no good.

28. The people who belong to a particular locality should all think and believe the same way.

29. Most of the things, I hear from grown-ups are just not very good ideas.

30. If I could, I would do something great to help all the people in the world.

31. There are a lot of people that I don’t like at all, because they don’t believe the same things I believe.

32. We should be very careful not to agree with religious ideas of people who do not belong to our religion.

33. I think all grown-ups should do something great during their life times.

34. For the good of India I don’t think we should ever agree with Pakistan about anything.

35. Sometimes I am very worried about what might happen tomorrow or next week.

36. Even if I don’t tell my parents or my teacher, someday I would like to be a great person like Jawaharlal Nehru, Indira Gandhi or Rajiv Gandhi.

37. I don’t think my teacher really knows what is good for me.

38. No one can really be good or great without help.

39. Sometimes I don’t have enough time for the things I want to do.

40. It would be much better if everyone belonged to my community.