APPENDICES
Dear sir/madam,

As part of my research work for Ph.D. in Education, I have developed a multimedia package (READ) for dyslexics to enhance their phonemic awareness and vocabulary instruction. A copy of the package prepared is provided herewith.

This evaluation schedule is meant to assess the suitability of the multimedia package prepared for enhancing phonemic awareness and vocabulary instruction in English for both dyslexic and non-dyslexic students. Sixteen aspects related to the evaluation of the multimedia package are given below. Kindly go through them and indicate the extent to which (To a great extent/ To some extent/ Not at all) each of these is suitable with regard to the package by putting a tick mark in the appropriate column against the different aspects of evaluation mentioned in the evaluation schedule.

Thanking you,

Yours faithfully,

Beena Rani S.
Research scholar
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Quality Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning objectives are given clearly</td>
<td>GE</td>
</tr>
<tr>
<td>2.</td>
<td>Language is suitable for the target audience</td>
<td>SE</td>
</tr>
<tr>
<td>3.</td>
<td>Selected content is accurate</td>
<td>NA</td>
</tr>
<tr>
<td>4.</td>
<td>Content is grouped and sequenced appropriately</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Clear instructions are given on how to use the MMLP</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>MMLP is highly interactive</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Different learning styles are utilized</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>media is aptly used</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Interface is user friendly</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Use of fonts and colour are appropriate</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Learner assessment is included in the MMLP</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Promotes collaborative learning</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Creates motivation for learners</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Style of presentation is suitable</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Adheres to international standards</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Overall how do you rate the MMLP?</td>
<td></td>
</tr>
</tbody>
</table>

GE-Great Extent  SE-Some Extent  NA-Not at all
G-Good           A-Average       P-Poor
LIST OF EXPERTS CONSULTED FOR THE STUDY

1. Dr. B. Iqbal, Neuro surgeon, (Retd.), Medical College, TVM & Vice chancellor, (formerly), University of Kerala.

2. Dr. A. Sukumaran Nair, former Vice Chancellor, Mahatma Gandhi University, Kottayam.

3. Dr. K. R. Sivadasan, Former Head & Dean, Department of Education, University of Kerala.

4. Dr. A. Sudharma, Professor and Dean, School of Pedagogical Sciences, M.G. University, Kottayam.

5. Dr. Celin Pereira, Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam.

6. Dr. M.S. Geetha, Principal, Government Training College, Thycaud P.O., Thiruvananthapuram.

7. Dr. S. Divakara Menon, Associate professor of Medicine, Faculty of Health Sciences, McMaster University, Hamilton, Canada.

8. Dr. Bhadra, Associate Professor of English, University College, Thiruvananthapuram.


10. Dr. Asok Alex Philip, Principal, Peet Memorial Training College, Mavelikkara.

11. Dr. Deepa, Assistant Professor of English, University College, Thiruvananthapuram.
12. Dr. Vijayan A.P., Senior consultant, Department of Pediatrics, Malabar Institute of Medical Science, Govindapuram, Calicut

13. Dr. Shibukumar T.M, Assistant professor of Psychiatry, Institute of Mental Health and Neuro sciences, Kuthiravattom, Kozhikkode

14. Dr. B. Jayakrishnan, Pediatrician, Christuraj Hospital, Nirmalagiri, Kuthuparambu, Kannur


16. Dr. Jessy Mathews, Principal, MahaJubilee Training College, Thrissur

17. Dr. Sr. Alice Mathew, former Principal, Mount Carmel Training College, Kottayam.

18. Dr. P.A. Suresh, Director, ICCONS, Thiruvananthapuram.


20. Sri. V.V. Joseph, General Secretary, ALDI, Thrissur.
# Appendix D

# RAVEN’S COLOURED PROGRESSIVE MATRICES

*(Sets A, Ab, & B)*

**Answer Sheet**

<table>
<thead>
<tr>
<th>Name: ..........................</th>
<th>Date: ..................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: .............................</td>
<td>Test begun: ..........</td>
</tr>
<tr>
<td>School: ..........................</td>
<td>Test ended: ..........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>A</th>
<th>Sl.No.</th>
<th>Ab</th>
<th>Sl.No.</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>7</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>11</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**
SCHOOL OF PEDAGOGICAL SCIENCES 
MAHATMA GANDHI UNIVERSITY 
KOTTAYAM 

TEST OF PHONICS AND VOCABULARY 

Name: 
Age: 
Std. 
School: 
Gender: 

Instruction

Some questions are given below. Please select the correct answer and put a tick mark appropriately. Your identity will be kept confidential and results will be used only for research purpose.

Thank you 
Beena Rani S.
Test of Phonics

Each question carries two marks. Read and answer the questions orally.

1. The beginning sound in ‘sun’ is
2. The first sound in ‘table’ is
3. The initial sound in ‘parrot’ is
4. The first sound in ‘kettle’ is
5. The initial sound in ‘rocket’ is
6. The first sound in ‘man’ is------
7. The middle sound in ‘pin’--------
8. The first sound in ‘hat’ is--------
9. The sounds ‘muh’, ‘auh’ and ‘tuh’ are blended to form------
10. The sounds ‘buh’, ‘ouh’ and ‘yuh’ are blended to form------
11. Select the onset in the word ‘shore’
12. Select the onset in ‘nose’
13. When the middle sound in ‘met’ is changed to ‘a’------is formed
14. When you change the middle sound in ‘pan’ to ‘e’------is formed
15. When the middle sound in ‘tap’ is changed to ‘o’------is formed
16. When the first sound in ‘sun’ is changed to ‘b’, ------is formed
17. The initial sound in the word ‘rocket’ is changed to -----in locket
18. The first sound in the word ‘man’ is changed to ----- in ‘pan’
19. The middle sound in the word ‘pin’ is changed to ---- in ‘tin’
20. The first sound in the word ‘hat’ is changed to ------ in ‘rat’

Test of Vocabulary

Each question carries two marks. Read and answer the questions orally.

1. — is a word that starts with the letter ‘a’
   (Bat, doll, ant, cat)

2. — is a word that starts with the letter ‘d’
   (Bread, tin, camel, dog)

3. Select the word that starts with the letter ‘b’
   (Milk, butterfly, cuckoo, deer)

4. Select the name of the vegetable that starts with ‘c’
   (brinjal, cabbage, beetroot, apricot)

5. Select the name of the animal that starts with ‘d’
   (Camel, antelope, bear, deer)

6. Select the word that starts with ‘b’
   (butter, cart, door, axe)

7. Select the name of the bird that starts with ‘c’
   (dove, duck, bee, cuckoo)

8. Select the word that starts with ‘d’
   (dove, cake, balloon, camel)
9. Select the name of the animal that starts with ‘a’
   (Cow, bear, duck, antelope)

10. — is my sister. (he, she)

11. I – cricket. (write, play)

12. – are you? (who, when)

13. The cat is -- the table. (in, on)

14. Milk is – in color. (black, white)

15. — is your name? (what, which)

16. Give me – grapes. (any, some)

17. ---- you know him? (did, do)

18. ------ are my friends. (they, we)

19. He is ------ to the shop. (reading, going)

20. _____ you please say it again? (could, should)
Sir/Madam,

This questionnaire is meant for collecting details regarding the different aspects of the multimedia package developed for teaching phonemic awareness and vocabulary instruction to dyslexic students at the elementary level.

Please go through the items given below and give your valuable opinion and suggestions on this matter.

Thanking you,

Yours faithfully,

Kottayam, Beena Rani S
Date: Assistant Professor of English,
N.S.S. Training College, Changanacherry
SECTION I

Name of the Teacher : 
Name of the school : 
Designation : 
Gender : 
Teaching experience : 
Locality : 
Management category : 

SECTION II

I.a) Do you use multimedia strategy for teaching English at elementary level? 
   Yes/No  
   b) If ‘yes’, to what extent?   GE   SE   NA*

II. a) Do you like to use multimedia in the classroom situation? Yes/No 
   b) If ‘yes’, to what extent?   GE   SE   NA

III. a) Does the multimedia strategy improve the quality of teaching/learning? Yes/No 
   b) If ‘yes’, to what extent?   GE   SE   NA

IV. a) Does the use of multimedia raise the level of achievement of students? Yes/No 
   b) If ‘yes’, to what extent?   GE   SE   NA

V. Qualification/training required for using multimedia strategy   GE   SE   NA

VI. Interest of parents towards implementing multimedia   GE   SE   NA

VII. Interest of students towards utilizing multimedia in the classroom   GE   SE   NA

VIII. Support received from the school authorities for using multimedia   GE   SE   NA

IX. Availability of resources for using multimedia package   GE   SE   NA
SECTION III

I. Rank in order the practical difficulties likely to be encountered while using multimedia for teaching/learning English at elementary level.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Difficulties</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rigid time table</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lack of co-operation from colleagues</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lack of co-operation from authorities</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Inadequate knowledge about multimedia</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Difficulty in maintaining discipline</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lack of reference materials</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Lack of time</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Lack of training</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lack of practice</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Overcrowded classrooms</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Lack of suitable evaluation methods</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Any other</td>
<td></td>
</tr>
</tbody>
</table>

II. Please give your suggestions for effective implementation of multimedia package for teaching/learning English at the elementary level.

*GE – GreatExtent; SE – Some Extent; NA – Not Applicable*