CHAPTER 4

TEACHER TRAINING PROGRAMME

IN PRACTICE

AND

REMEDIAL MEASURES
AN ANALYSIS OF STUDENTS' QUESTIONNAIRE

This questionnaire was prepared for senior secondary level students at Aligarh Muslim University. Its goal was to ascertain some important information about students. This survey and practical work is very important for my research work. I surveyed 300 students. This questionnaire was distributed among boys and girls of Senior Secondary classes in all groups e.g. Science, Arts and Commerce.

I am thankful to students for their cooperation in my research work. They have given accurate answers to the best of their ability. My aim was to find out as to what communicative activities have been introduced in Compulsory English Course for Senior Secondary Level and what other communicative activities should be introduced. Students have given various responses.
In this questionnaire the first seven questions are somewhat personal about their name, age, sex and rural/urban background.

Q1. Name

Boys - 180 - 60%
Girls - 120 - 40%

Q2. (a) Age between 15 to 17 years
2. (b) Sex

Male - 180 - 60%
Female - 120 - 40%

Q3. (a) Rural - 80 - 27%
Urban - 220 - 73%

3. (b) Home Town

Q4. School's name from where they have passed 10th class.

Q5. Father's occupation

Service - 150 - 50%
Business - 110 - 37%
Farming - 40 - 13%
Q.6. Class 11th
Boys - 120 - 40%
Girls - 70 - 24%

Class 12th
Boys - 180 - 60%
Girls - 100 - 34%

Q.7. Mother tongue

Hindi - 130 - 44%
Urdu - 167 - 56%
Kashmiri - 1 - 0%
Bhojpuri - 1 - 0%
Sonapuri - 1 - 0%

Q.8. What language do the teachers for classroom instruction mostly use?

a. English - 250 - 83%
b. Hindi - 30 - 10%
c. Urdu - 20 - 7%
Q.9. Which language do they understand more easily than others?

a. English - 80 - 26%
b. Hindi - 90 - 30%
c. Urdu - 130 - 44%

Q.10. How often is classroom discussion conducted in English?

a. Always - 80 - 26%
b. Sometimes - 160 - 53%
c. Rarely - 40 - 14%
d. Never - 20 - 7%

Q.11. How often do they consult reference books (for example Encyclopedia etc) in English?

a. Always - 30 - 10%
b. Sometimes - 65 - 21%
c. Rarely - 90 - 30%
d. Never - 115 - 39%
Q.12. How often do they write their sessional and examination answers in English in other subjects?

a. Always - 180 - 60%
b. Sometimes - 70 - 24%
c. Rarely - 47 - 15%
d. Never - 3 - 1%

Q.13. How much do they understand lectures in English?

a. To a large extent - 160 - 54%
b. To some extent - 110 - 36%
c. With difficulty - 30 - 10%
d. Not at all - 0 - 0%

Q.14. Do they consider themselves as proficient in English?

a. To a large extent - 70 - 24%
b. To some extent - 170 - 56%
c. With difficulty - 50 - 17%
d. Not at all - 10 - 3%
Q.15. How important do they think is the need of English as the language of communication in practical life?

- High: 230 (77%)
- Moderate: 65 (21%)
- Nominal: 5 (2%)
- Not at all: 0 (0%)

Q.16. Their abilities in different skills in English?

Listening:
- Very Good: 155 (52%)
- Good: 80 (26%)
- Medium: 15 (5%)
- Weak: 40 (14%)
- Very Weak: 10 (3%)

Speaking:
- Very Good: 60 (20%)
- Good: 90 (30%)
- Medium: 105 (35%)
- Weak: 30 (10%)
- Very Weak: 15 (5%)

Reading:
- Very Good: 130 (44%)
- Good: 95 (31%)
- Medium: 53 (17%)
- Weak: 14 (5%)
- Very Weak: 8 (3%)

Writing:
- Very Good: 85 (29%)
- Good: 120 (40%)
- Medium: 70 (23%)
- Weak: 18 (6%)
- Very Weak: 7 (2%)
Q. 17. In which skill area do they find improving as a result of their English course at the Senior Secondary Level?

- Listening: 31, 10%
- Speaking: 109, 37%
- Reading: 70, 23%
- Writing: 90, 30%

Q. 18. How often do they raise questions in the classroom?

- Always: 75, 25%
- Sometimes: 160, 53%
- Rarely: 65, 22%
- Never: 0, 0%

Q. 19. How often do other students in the classroom raise questions?

- Always: 75, 25%
- Sometimes: 155, 52%
- Rarely: 52, 17%
- Never: 18, 6%
Q.20. Do they feel that their syllabus of Compulsory English is interesting?

a. Yes - 260 - 87%
b. No - 40 - 13%

Q.21. What is their assessment of teaching method?

a. Excellent - 72 - 24%
b. Good - 94 - 31%
c. Average - 98 - 33%
d. Poor - 34 - 11%

Q.22. Do they talk in English in their social circle?

a. With hesitation - 145 - 49%
b. Without hesitation - 95 - 32%
c. Not at all - 60 - 20%

Q.23. Which of the following English language reading subskills in their opinion is more important than others?

a. Reading Newspapers and magazines - 175 - 59%
b. Reading course books - 40 - 13%
c. Reading novels and short stories - 70 - 23%
d. Reading reference books - 15 - 5%

Q.24. Which of the following English language writing subskills in your opinion is more important than others?

a. Writing formal letters and reports - 85 - 28%
b. Writing stories - 42 - 14%
c. Writing sessional and examination answers - 90 - 30%
d. Writing personal and informal letters - 83 - 28%

Q.25. Which of the following can increase their speaking skills in English more than others?

a. Group discussion - 73 - 24%
b. Dialogue - 27 - 9%
c. Discussion with teachers - 80 - 27%
d. Discussion with classmates and friends - 120 - 40%
Q.26. Do you think that the compulsory course in English improves their communicative proficiency level in English?

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<tr>
<td>Yes</td>
<td>165</td>
<td>55%</td>
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<tr>
<td>No</td>
<td>15</td>
<td>5%</td>
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<tr>
<td>To some extent</td>
<td>120</td>
<td>40%</td>
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Question 1 and 2 (a) were for name and age respectively. Question 2 (b) was about gender. This question is important because there was a big difference in their responses. Girls were more interested to do this work. They gave answers more sincerely and accurately than boys.

Questions 3 – 5 provide some important information about their background - rural or urban. The students who belong to rural area, their schooling is not so good as of urban students. Students who were from rural background and Hindi medium schools they were not good in speaking English. In Hindi medium schools English is taught from VIth class. These students are not capable of
comprehending and speaking English. They understand Hindi more easily as their medium of instruction was Hindi in their schools. Grammar Translation method is applied in Hindi medium schools. That is why their grammar is stronger and their writing skill better than their speaking skill. As to students who were from urban background, most of them were from English medium schools. They could follow English easily. Direct method is applied in English medium schools. These students had good speaking and writing skills in English. So, these types of students who were from different schooling background are now in the same class at Senior Secondary Level. There was a marked difference in the level of comprehending, speaking, reading and writing. This disparity creates problems for teachers as well as students.

Questions 3 and 4 are interrelated.
Q. 4 is about their schooling. Students who were from rural background did not have good schooling as compared to that of urban background students.

Q. 5 is about their fathers’ occupation. Their schooling was dependent on their fathers’ occupation. If their fathers were servicemen, most of them had good schooling. Doctors, teachers, lawyers, engineers etc have good atmosphere in their homes and they are more concerned about their children’s education. Father’s occupation thus plays an important role in their schooling.

Question 6 is about their class. These students were from class XIth and XIIth and from three different groups e.g. Arts, Commerce and Science. Next question is about mother tongue. Mostly students stated Hindi and Urdu as their mother tongue. These two languages are very common in the region as mother tongue. Three students stated the following as their mother tongue - Kashmiri, Bhojpuri and Sonapuri. Those students whose mother tongue was Urdu, they could understand Urdu more easily
than any other language. They had an atmosphere of Urdu speaking in their homes, society and friends’ circle. Those students whose mother tongue was Urdu and they studied in English medium schools, they had an interest in both the languages - Urdu and English. They could follow and speak English also.

Those students whose mother tongue was Hindi, they could understand Hindi easily. These students had the atmosphere of Hindi language at their home. These students were from Hindi medium schools. So mother tongue has an important role in learning another language.

Question 8 is as to what language is used by the teachers for classroom instruction. Mostly students identified English as the medium of instruction.

Question 9 is as to which language these students understand more easily than others. Their responses to this question were dependent on their schooling and their
mother tongue. Boys and girls had great difference in their responses. Girls were more interested in English.

Question 10 is as to how often classroom discussion is conducted in English. In this question there was also a big difference in the responses of boys and girls. No girl responded "Never", but 20 boys did so. This variation shows that girls had more interest in English. They were more particular about speaking English.

Question 11 is as to how often do these students consult reference books (for example Encyclopedia etc) in English. The responses of this question show that students had little interest in reference works.

Question 12 is as to how often they write sessional and examination answers in English in other subjects. The responses of this question were dependent on the group to which they belonged. Students of science group mostly wrote answers in English. Commerce group
students also wrote answers in English but in the Arts group some students wrote answers in Hindi/Urdu.

Question 13 is as to how far they understand lectures in English. Most of the students who responded "To a large extent", most of them were from English medium schools. They could follow lectures in English easily. The students who answered "To some extent", most of them were from Hindi medium. Their schooling was not so good that's why they had problems in following lectures in English.

Question 14 is whether they consider themselves as proficient in English. To this question most of the students who responded "Always" were from English Medium Schools. They enjoyed an atmosphere of speaking English in their homes and social circle. The students who responded "Sometimes", they were from both English medium and Hindi medium schools. These students could understand English easily but they could not speak it fluently. They hesitated in speaking and they also did not
have the atmosphere of spoken English in their homes and social circle. Most of the students who responded “With difficulty” were from Hindi medium schools and rural background.

Question 15 is as to how important students think the need of English as the language of communication in their practical life. Most of the students said “High”. This response shows their interest in English.

Question 16 is about to ascertain their ability in different skills in English e.g. Listening, Speaking, Reading, Writing. Each skill has five categories e.g. very good, good, medium, weak, and very weak. The maximum number of students had a good ability in listening. They could follow English easily than any other language. As to speaking, the maximum number of students’ responded “medium”. Most of the students were weak in speaking English. Hesitation was a big problem in speaking. About reading skill, maximum students stated “very good” and in writing skill maximum number of students answered
“good”. Students from Hindi medium schools had relatively good writing skills. They had a paper of grammar of English that is why their writing skill was better than their speaking.

Question 17 is as to in which area they found themselves improving as a result of their English course at Senior Secondary level. This question also has four options e.g. Listening, Speaking, Reading and Writing. Maximum students stated “Writing”. This shows that students thought that they were improving in the writing skill. The students from Hindi medium school were also interested in speaking English. These students realized the importance of spoken English. Their speaking skills were improving gradually.

Question 18 is as to how often they raise questions in the classroom. The maximum number of students responded “Sometimes”. They shied away from asking questions.
Question 19 is as to how often others raise questions in the classroom. To this question maximum students responded “Sometimes”. Students were not frank with teachers in asking questions. Questions 18 and 19 are interrelated.

Question 20 is as to whether they find their syllabus of English as interesting. Maximum students responded, “Yes”. It means their syllabus of compulsory English is interesting for them. Those students who responded “No” indicate that they want a more interesting syllabus with some classroom activities.

Question 21 is about the assessment of teaching method. Maximum students responded “average”. It shows that students, on the whole, were not satisfied with teaching method.

Question 22 is whether they talk in English in their social circle? Most of the students stated “With hesitation”. This shows that mostly students did not talk
in English. They hesitated in speaking English. This means they did not have the atmosphere of spoken English in their homes, friends’ circle and schools. Those students who could speak English without hesitation, they had such atmosphere. In their schools they were forced to speak English so they had the habit of speaking English. Students who stated “Not at all”, they could not speak even one sentence in English.

Question 23 is as to which of the following English language subskills is more important than others. Maximum number of students responded, “Reading newspaper and magazines”. This is useful for increasing their general awareness. This improves their reading habit and their vocabulary.

Question 24 is as to which of the following English language writing subskills in their opinion are more important than others. Mostly students responded “Writing sessional and examination answers”.
Question 25 is as to which of the following can increase their speaking skill in English. Mostly students stated “Discussion with classmates and friends”. Students could speak English without hesitation with their friends and classmates.

Question 26 is whether they think that the compulsory course in English improves their communicative proficiency level in English. This question has three options e.g. ‘Yes’, ‘No’ and ‘To some Extent’. Maximum students responded “To some extent”. Present compulsory English course has been helpful in improving their skills in English.
QUESTIONNAIRE FOR STUDENTS

This questionnaire is prepared for Senior Secondary Level students at Aligarh Muslim University. Its goal is to investigate an academic issue. It is a survey and practical work, which is very important for my research work.

I hope you will try to give accurate answers to the following questions. The researcher gives you full assurance that information provided in this questionnaire will be treated as confidential ad used for the sole purpose of research.

- Tick your answer where appropriate.
- Answer all the questions.

Q.1. Name

(You may not give your name if you like)

Q.2. (a) Age

2. (b) Sex

Q.3. (a) Rural/Urban

3. (b) Home Town
Q.4. Name of the school from where have you passed your 10th class.

______________________________________________________________

Q.5. Father's Occupation _________________________

Q.6. Class _________________________

Q.7. Mother Tongue _________________________

Q.8. What language do the teachers for classroom instruction mostly use?
   a. English ________
   b. Hindi ________
   c. Urdu ________

Q.9. Which language do you understand more easily than others?
   a. English ________
   b. Hindi ________
   c. Urdu ________

Q.10. How often is classroom discussion conducted in English?
   a. Always ________
   b. Sometimes ________
Q. 11. How often do you consult reference books (for example Encyclopedia etc) in English?

a. Always
b. Sometimes
c. Rarely
d. Never

Q. 12. How often do you write sessional and examination answers in other subjects in English?

a. Always
b. Sometimes
c. Rarely
d. Never

Q. 13. How far do you understand lectures in English?

a. To a large extent
b. To some extent
c. With difficulty
d. Not at all
Q.14. Do you consider yourself proficient in English?

a. Always
b. Sometimes
c. With difficulty
d. Not at all

Q.15. How important do you think, is the need of English as the language of communication in your practical life?

a. High  

b. Moderate

c. Nominal  

d. Not at all

Q.16. Evaluate your abilities in different skills in English.

(use tick marks)

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<th>Good</th>
<th>Medium</th>
<th>Weak</th>
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<td>(b) Speaking</td>
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<tr>
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</table>
Q.17. In which skill area do you find yourself improving as a result of your English course at the Senior Secondary Level?
   a. Listening _______  b. Speaking _______
   c. Reading _______  d. Writing _______

Q.18. How often do you raise questions in the classroom?
   a. Always _______  b. Sometimes _______
   c. Rarely _______  d. Never _______

Q.19. How often are questions raised by other students in the classroom?
   a. Always _______  b. Sometimes _______
   c. Rarely _______  d. Never _______

Q.20. Do you feel your syllabus of English is interesting?
   a. Yes _______  b. No _______

Q.21. What is your assessment of teaching method?
   a. Excellent _______  b. Good _______
   c. Average _______  d. Unsatisfactory _______
Q.22. Do you talk in English in your social circle?
   a. With hesitation
   b. Without hesitation
   c. Not at all

Q.23. Which of the following English language reading subskills in your opinion is more important than others?
   (a) Reading newspapers and magazines
   (b) Reading course books
   (c) Reading novels and short stories
   (d) Reading reference books

Q.24. Which of the following English language writing subskills in your opinion is more important than others?
   (a) Writing formal letters and report
   (b) Writing stories
   (c) Writing sessional and examination answers
   (d) Writing personal and informal letters
Q.25. Which of the following can increase your speaking skills in English?

(a) Group discussion

(b) Dialogue

(c) Discussion with teachers

(d) Discussion with classmates and friends

Q.27. Do you think that compulsory course in English improves your communicative proficiency level in English?

a. Yes ______ b. No ______ c. To some extent______
ANALYSIS OF TEACHERS' QUESTIONNAIRE

This questionnaire was prepared for Senior Secondary Teachers at Aligarh Muslim University. Its goal is to ascertain some important information about teachers. I surveyed 25 teachers of senior secondary school at Aligarh Muslim University. I am thankful to the teachers for their cooperation in my research work. I wanted to study their teaching method and students' interest in English whether they regularly attend the compulsory English classes or not.

Q.1. Department (+ 2) Senior Secondary Level

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<th>Total number of teachers</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>25</td>
<td>15</td>
<td>10</td>
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Q.2. Faculty (10 + 2)

Q.3. Designation: PG Teacher in (10 + 2)

Q.4. Qualifications

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<tr>
<td>M.A. (B. Ed.)</td>
<td>10</td>
<td>40%</td>
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<tr>
<td>M.A.</td>
<td>10</td>
<td>40%</td>
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</table>
M.A. (Ph. D. in process) 03 12%
M.A. and Ph.D. 02 8%

Q.5. Did they take any course of Teacher Training?
Yes 5 20%
No 20 80%
If yes, please specify the specialization
B. Ed 5 20%

Q.6. Which languages do their students understand more easily than others?
(a) English 14 60%
(b) Hindi 3 10%
(c) Urdu 8 30%

Q.7. How often is classroom discussion with the students conducted in English?
a. Very often 12 50%
b. Sometimes 10 40%
c. Rarely 3 10%
d. Never 0 0%

Q.8. How often do their students write sessional and examination in English in their subjects?
a. Very often          25        100%
b. Sometimes           0         0%
c. Rarely              0         0%
d. Never               0         0%

Q.9. Do they think their students are proficient enough to understand course (s) taught in English?

a. Yes                  22        85%
b. No                   3         15%

If yes, note their proficiency as:

(a) Very good          5         20%
(b) Good               13        50%
(c) Average            5         20%
(d) Weak               2         10%

Q 10. Please evaluate the abilities of their students in different language skills.

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<th>V. Good</th>
<th>Good</th>
<th>Medium</th>
<th>Weak</th>
<th>V. Weak</th>
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<tbody>
<tr>
<td>(a) Listening</td>
<td>7 - 30%</td>
<td>9 - 40%</td>
<td>5 - 20%</td>
<td>3 - 5%</td>
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<tr>
<td>(b) Speaking</td>
<td>5 - 20%</td>
<td>10 - 40%</td>
<td>5 - 20%</td>
<td>3 - 10%</td>
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<tr>
<td>(c) Reading</td>
<td>8 - 35%</td>
<td>10 - 40%</td>
<td>5 - 20%</td>
<td>2 - 5%</td>
</tr>
<tr>
<td>(d) Writing</td>
<td>10 - 40%</td>
<td>7 - 30%</td>
<td>5-20%</td>
<td>3-10%</td>
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</tbody>
</table>
Q 11. In which skills area do they find their students more deficient?

(a) Listening 00 0%
(b) Speaking 20 80%
(c) Reading 00 0%
(d) Writing 5 20%

Q 12. Do their students follow general instructions in English?

(a) To a large extent 7 25%
(b) To some extent 12 55%
(c) With difficulty 6 20%
(d) Not at all 0 0%

Q 13. How often are questions in English raised by students in their classroom?

(a) Very often 10 40%
(b) Sometimes 10 40%
(c) Rarely 5 20%
(d) Never 0 0%
Q 14. What is the level of the students' ability of learning?

(a) Excellent 5 20%
(b) Good 10 40%
(c) Average 8 33%
(d) Unsatisfactory 2 7%

Q.15. Do they think there is communicative language coverage in the present syllabus of English course?

(a) Yes 20 80%
(b) No 5 20%

Q.16. Do they feel that the syllabus of compulsory English course is satisfactory?

(a) Yes 18 65%
(b) No 7 35%

Q.17. Which of the following speaking sub-skills they think is more important than others?

(a) Group discussion in classroom 12 47%
(b) Ability to raise questions in the classroom 3 10%
(c) Ability to speak to foreigners 2 7%
(d) Ability to present oral report in classroom 8 36%
Q 18. Which of the following reading subskills is more important than others?

(a) Reading newspapers and magazines 10 40%
(b) Reading course books 5 20%
(c) Reading novels and short stories 7 30%
(d) Reading reference book 3 10%

Q 19. Which of the following writing sub-skills is more important than others?

(a) Writing formal letters and reports 5 20%
(b) Writing stories 10 40%
(c) Writing sessional and exam answers 5 20%
(d) Writing personal and informal letters 5 20%

Q 20. What should be classroom activities for Compulsory English Course?

Most of them suggest group discussions, debates and written exercises etc.
In this questionnaire the first four questions are somewhat personal about their Department, Faculty, Designation and Qualifications.

Question 5 is about whether they did any course in Teacher Training Program. Only five teachers have done B. Ed. This is the only teacher-training course, which is compulsory for school teachers.

However, teachers should be trained to teach Senior Secondary students. Teacher Training course is very important at this level.

Question 6 is about which language their students understand more easily than others.

Question 7 is how often classroom discussion conducted in English. Mostly teachers responded “Very often”. In compulsory English course the discussion was conducted in English, which means that students were interested in speaking English.
Question 8 is as to how often their students write sessional and examination in English in their subject. This question does not have any significance because in compulsory English course all the students have to write their sessional and examination answers in English only.

Question 9 is whether they think their students are proficient enough to understand the course taught in English. Mostly teachers said – "yes" and they rated their proficiency as "Good", "Very Good" and "Average". It means mostly students are proficient enough to understand English. Some teachers said "no", which means they expected more of their students so and that they were not satisfied with their students.

Question 10 is to about the abilities of their students in different language skills. In listening skill they evaluate students as "Very Good", "Good" and "Medium". Students have a good ability of listening.
In speaking skill mostly students were described as “Good” and “Medium”. Some of them were weak in speaking English. In reading skill all of them were rated as “Good” or “Very Good”.

In writing skill teachers evaluated them as “Very Good”, “Good” and “Medium”. Most of them were “Good” in writing skill.

Question 11 is about which skill area do the teachers find their students more deficient. In this question mostly teachers responded “Speaking”. Some said “Writing”, no one said “Listening” and “Reading”. Generally students hesitate in speaking English because they do not have atmosphere around them. Some of them come from rural background where they do not have atmosphere of English speaking. This is a very common weakness in students.

Question 12 is about whether students follow the general instruction given in English. They responded “To some extent”.
Question 13 how often questions in English raised by students in their classroom. 10 teachers responded “Very Often”, 10 “Sometimes” and 5 “Rarely”. It shows that students are interested in asking questions.

Question 14 is what is the level of students' ability of learning. Mostly teachers rated it as “Good”.

Question 15 is there any Communicative Language Teaching coverage in the present syllabus of compulsory English course. 20 teachers said, “Yes” and another 5 said, “No”. On the question what improvements should be there, three wrote no comments, one suggested that there should be classroom activities such as group discussions and question answer sessions etc. One wrote there should be some communicative activities but made no concrete suggestion.

Question 17 is about which of the following speaking sub-skill they think is more important than others. Mostly teachers said, “Group discussion in the classroom’ and
"Ability to present oral report in the classroom’. In Group discussion student will not hesitate in speaking English with one another. They could frankly discuss things in the classroom.

Question 18 is about which of the following reading sub-skill is more important for them to improve their reading skill. Mostly teachers responded “Reading newspapers and magazines” and “Reading novel and short stories”. Reading newspapers and magazines will increase their reading habit and it will also improve their general awareness and vocabulary. They utilize their time in studying current affairs and it will also increase their interest in reading.

Question 19 is about which of the following writing sub-skill in their opinion is more important for students to improve their writing skill.

10 teachers said “Writing Stories”, 5 said “Writing formal letters and reports”, and another 5 said, “Writing personal and informal letters”. According to the teachers
"Writing stories" is a good way to improve their writing skill. Teachers should give them relevant topics and ask to write on these topics. This activity will increase their interest in writing.

In response to Question 20 teachers suggested different activities such as group discussion on some relevant topics, debates, and question answer session.

Teachers should be trained to teach Senior Secondary students. Seminars and workshops should be conducted for teachers. There should always be a place to accept the changes in teaching methods and techniques of teaching. Teachers should be cooperative, motivating, encouraging and improve language skills of students. They should conduct group discussion, debates and dialogues in order to improve English speaking skill. This is a very common weakness in students because they come from different backgrounds. This weakness is always the cause of trouble in their career and future life.
QUESTIONNAIRE FOR TEACHERS

This questionnaire is prepared for Teachers of Senior Secondary Level at Aligarh Muslim University. Its goal is to investigate an academic issue. It is a survey and practical work, which is very important for my research work.

I request you to give accurate answers to the following questions. The researcher gives you full assurance that information provided in this questionnaire will be treated as confidential and used for the sole purpose of research.

I shall be highly thankful to all of you for your support to my research work.

- Please Write /Tick your answer where appropriate.
- Please Answer all the questions.

Q.1. Department ____________________________
Q.2. Faculty
Q.3. Designation
Q.4. Qualifications

Q.5. Did you take any course in Teacher Training Programme?
   (a) Yes ___     (b) No ___
   If yes, please specify the specialization. ________________________________

Q.6. Which language do your students understand more easily than others?
   a. English ___   b. Hindi ___
   c. Urdu ___

Q.7. How often is classroom discussion with the students conducted in English?
   a. Very Often ___   b. Sometimes ___
   c. Rarely ___   d. Never ___
Q.8. How often do your students write sessional and examination answers in English in your subject?
   a. Always _________  b. Sometimes_______  
   c. Rarely _________  d. Never _________

Q.9. Do you think your students are proficient enough to understand course (s) taught in English?
   (a) Yes ____________  (b) No __________

   If yes, rate their proficiency as:
   a. Very Good _________  b. Good ________
   c. Average _________  d. Weak ________

Q.10. Please evaluate the abilities of your students in different skills of English. (use tick marks)

   V. Good   Good   Medium   Weak   V. Weak

   (a) Listening _____ _____ _____ _____ _____
   (b) Speaking _____ _____ _____ _____ _____
   (c) Reading _____ _____ _____ _____ _____
   (d) Writing _____ _____ _____ _____ _____
Q.11. In which skill area do you find your students more deficient?
   a. Listening _________  b. Speaking _________
   c. Reading _________   d. Writing _________

Q.12. Do your students follow the general instruction given in English?
   a. To a large extent _______  b. To some extent _______
   c. With difficulty _______   d. Not at all _______

Q.13. How often are questions in English raised by students in your classroom?
   a. Always _________  b. Sometimes _________
   c. Rarely _________    d. Never _________

Q.14. What is the level of your students’ ability of learning?
   a. Excellent _______  b. Good _________
   c. Average _______    d. Unsatisfactory _______

Q.15. Do you think there is any Communicative Language Teaching coverage in present syllabus of Compulsory English Course?
   a. Yes _________  b. No _________

If no, please give your suggestions.

________________________________________
Q.16. Do you feel your syllabus of Compulsory English course is satisfactory?
   a. Yes ___________  b. No ___________

   If no, what improvement should be there (please be specific in your suggestions)?

Q.17. Which of the following speaking subskills do you think is more important in order to improve their speaking in English?
   (a) Group discussion
   (b) Dialogue
   (c) Discussion with teachers
   (d) Discussion with classmates and friends

Q.18. Which of the following reading subskills do you think is more important in order to improve their reading in English?
   (a) Reading newspapers and magazines
Q.19. Which of the following writing subskills do you think is more important in order to improve their writing skill in English?

(a) Writing formal letters and report
(b) Writing stories
(c) Writing sessional and examination answers
(d) Writing personal and informal letters

Q.20. What should be classroom activities for Compulsory English Course?
THE ANALYSIS OF B.Ed. (ENGLISH) STUDENTS’ QUESTIONNAIRE:

This questionnaire was prepared for B. Ed (English) students at Aligarh Muslim University. Its goal is to investigate whether the present syllabus of B. Ed (English) has sufficient course content to fulfill the needs of a trainee, as a future teacher of English.

I surveyed B. Ed. students of the academic session 2002-2003 at Aligarh Muslim University. They gave answers sincerely and accurately. In this questionnaire I asked them 10 questions. The data analysis of the questionnaire is as follows:

Q.1. Gender

Boys - 2 15%

Girls - 9 85%

Q.2. Do they think that, the course content helps them in the teaching of English?

i) Very much 6 55%
Q.3. Does it help them in following the methods of teaching?
   i) Very much 6 55%
   ii) Not so much 4 40%
   iii) Not at all 1 05%

Q.4. Does it help them in acquiring techniques of teaching?
   i) Very much 9 85%
   ii) Not so much 2 15%
   iii) Not at all 0 00%

Q.5. Does it help in teaching literature?
   i) Very much 6 55%
   ii) Not so much 5 45%
   iii) Not at all 0 00%

Q.6. Does it help them in teaching grammar?
   i) Very much 7 47%
   ii) Not so much 7 47%
   iii) Not at all 1 06%

Q.7. Will they achieve proficiency in teaching English after completing this course?
   i) Very much 6 55%
ii) Not so much 5 45%
iii) Not at all 0 00%

Q.8. Do they think that the course content is sufficient to make them a good teacher?

i) Very much 7 65%
ii) Not so much 4 35%
iii) Not at all 0 00%

Q.9. (i) Do they have any practical component related to language teaching in their course?

(a) Yes 11 100%
(b) No 00 00%

(ii) If yes, how do you rate it?

i) Very useful 5 45%
ii) Useful 6 55%
iii) Of no use 0 00%

All students of B. Ed. (English) are not fully satisfied with the course content. There should be more teaching practice at Senior Secondary Level [+2]. There should be oral practice by performing oral group seminar. The practical aspect should be paid more attention in the
teaching of English. The teaching of grammar should be given more emphasis, as it is very difficult to make students grasp the nuances of English language. The grammar of English is very important, so each part of grammar should be made clear to the trainee, as they will teach it at the school level.

Grammatical components should be included in the syllabus. The practical component must be enlarged and practical training be given more time during training course. There is only one-month practice teaching in schools. The practice teaching should be for at least 3-4 months and it should also be at the Senior Secondary Level. The course should be improved by providing more facilities and emphasis should be on teaching rather than theory. The course content covers most of the important aspects required for teaching of English but there is always space for more practice in teaching different aspects.
QUESTIONNAIRE FOR B.Ed.(ENGLISH) STUDENTS

This questionnaire is prepared for B.Ed (English) students at Aligarh Muslim University. Its goal is to investigate whether the present syllabus of B.Ed (English) has sufficient course content to fulfill the needs of trainees as future teachers of English. I request you to give accurate answers to the following questions.

- Please write/tick your answer where appropriate.
- Please Answer all the questions.

Q.1. Name

(You may not give your name, if you like)

Q.2. Do you think the course content helps you in the teaching of English?

(i) Very Much ________ (ii) Not so much ________
(iii) Not at all ________
Q.3. Does it help you in following the methods of teaching?
   (i) Very Much ________ (ii) Not so much ________
   (iii) Not at all ________

Q.4. Does it help you in acquiring techniques of teaching?
   (i) Very Much ________ (ii) Not so much ________
   (iii) Not at all ________

Q.5. Does it help you in teaching literature?
   (i) Very Much ________ (ii) Not so much ________
   (iii) Not at all ________

Q.6. Does it help you in teaching grammar?
   (i) Very Much ________ (ii) Not so much ________
   (iii) Not at all ________

Q.7. Will you achieve proficiency in teaching English after finishing this course?
   (i) Very Much ________ (ii) Not so much ________
   (iii) Not at all ________
Q.8. Do you think that the course content is sufficient to make you a good teacher?

(i) Very Much _________ (ii) Not so much _________

(iii) Not at all _________

Q.9. Give suggestions to improve the course content.

________________________________________________________________________

________________________________________________________________________

Q.10. Do you have any practical component related to language teaching in your course?

a. Yes _________  
   b. No _________

If yes, how do you find it?

(i) Very Useful _________  (ii) Useful _______

(iii) Of no use _________