Chapter - III

Development of Tools-1-Questionnaire for English Teachers, Tests for Listening, Speaking and Reading Abilities
As from the available tools none was considered suitable for the sample under study, therefore, need was felt by the investigator to develop her own tools to collect informations from the teachers of English teaching at the secondary level and also from students studying English language regarding their listening, speaking and reading abilities.

Before going into the process of construction of Questionnaire For English Teachers and Tests for Listening, Speaking and Reading ability, the investigator thought it necessary to read thoroughly some related works in the form of dissertations, Ph.D. Thesis, books, surveys, journals and also the work by NCERT. In addition to this she also felt it necessary to have thorough discussions with subject teachers teaching English, lecturers/Readers/Professors of Department of Education, Panjab University, Chandigarh, Lecturers of Malwa Central College of Education for Women, Ludhiana, Lecturers of G.H.G. Harparkash College of Education, Sidwan Khurd, Ludhiana, Lecturers of Dev Samaj College of Education, Ferozepur and research scholars. The discussions with the above persons helped the investigator to identify various aspects of teaching English at the Secondary level. On the basis of the above discussions, the investigator prepared few statements for the preliminary draft of the (I) questionnaire For English Teachers and (II) Test for Listening Ability (III) Test for Speaking
Ability (IV) Test for Reading ability at the secondary level. Further in order to improve the quality of Questionnaire and Tests and also to improve the style and language, the investigator consulted the works of Freeman (1942), Anastasi (1955), Bloom (1956), Gronlund (1973), Buch (1979, 1987, 1991), Meena (1991), Kumari (1994), Dhiman (1997), Bawa (2001) and Bhatnagar (2003).

3.1. QUESTIONNAIRE FOR ENGLISH TEACHERS

Questionnaire For English Teachers teaching English at the Secondary level consists of three parts. In Part I informations regarding the personal bio-data, nature of their work and some items concerning the socio-economic status of the teachers were written. Whereas in Part II, statements concerning the perceptions of teachers about why to study English, objectives of teaching English, relevance of curriculum in English as specified by PSEB, methods employed by the teachers while teaching English, audio-visual aids used by them, availability of funds to spend on activities in English, evaluative techniques employed by them, facilities of professional development, books read by them, facilities for extra coaching of gifted and backward children, feedback given to students by the teachers and vice-versa, textbooks in English, motivational techniques used by the teachers, problems faced by the English teachers, level of achievement of students in English subject. Part III covered short comings in teaching the subject of English, deficiency area of learning English, common errors committed by students in the four skills of the subject of English and suggestions of English teachers to improve its standard. In this way Questionnaire For English Teachers in its preliminary draft consisted of 91
questions (19 questions in Part I and 66 questions in Part II and 6 questions in Part III).

After that Preliminary Draft of English Teachers teaching English to Secondary classes in Punjab with 91 questions was got typed and handed over to 17 experts: Lecturers of Malwa Central College of Education, Ludhiana (N = 3), Lecturers of Dev Samaj College of Education, Ferozepur (N = 3), Lecturers of G.H.G. Harparkash College of Education, Sidhwan Khurd (N = 3), Lecturers of D. D. Jain College of Education, Ludhiana (N = 2), Lecturers/Readers/Professors of Department of Education (N = 2), research scholars (N = 2), English teachers of New Model Sr. Sec. School, Faridkot (N = 2).

This was necessary to see if there was any defect in the language, vagueness in the format or the construction of the questions and also to check that questionnaire was fairly representative of most of the aspects related to teaching of English at the Secondary level in Punjab.

On the basis of the judgement of 17 experts, 28 questions were dropped and few were modified. In this way the preliminary draft after the opinion of the experts comprised of 63 questions (14 in Part I, 45 in Part II and 4 in Part III).

The next step in the process of development of Questionnaire for English Teachers teaching English to Secondary Stage in Punjab was to have final try out of the Questionnaire. For this again questionnaire was got typed with 63 questions and given to 24 school teachers teaching the subject of English at the Secondary Stage: New Sr. Sec. School, Faridkot (N = 5), Balbir Government Sr. Sec. School, Faridkot (N = 5), Mahatma Gandhi Memorial Sr. Sec. School (N = 5), Government High School, Dagru (N = 3), Sangat Sahib Bhai
After tryout by 24 school teachers four questions were dropped in Part I and 34 questions were dropped in Part II. In this way questionnaire for English Teachers in its final form comprised of 25 questions (10 in Part I, 11 in Part II and 4 in Part III).

**Part I**

Following Informations were recorded in Part I:

- Name of the teacher and school, sex, age, qualification, division in B.A., M.A. (Eng.), B.Ed., whether opted for English literature in B.A., Teaching experience, teaching load per week, status of the post (regular/adhoc/purely temporary), grade, total salary, number of students (in class).

- Whether one belonged to schedule caste/S.T./B.C., total monthly income of the family, qualification of the spouse qualification of children, facilities available in home (e.g. T.V., Car, Scooter, Air conditioner, etc.)

- Whether one is subscriber of any newspaper/journal/magazine, type of house one has rented/own house, if he/she is a member of some social organization.

**Part II**

Following informations were recorded in Part II:

- Perception of English teachers about objectives of English teaching and why to study English at the secondary stage, and upto what extent objectives are attained.
Upto what extent the curriculum as specified by PSEB incorporate the different aspects of English, what aspects are left, Upto what extent the present curriculum meets the needs of the students.

Perception about the different aspects of English text books recommended by PSEB.

Different methods of teaching employed by the teachers. Different instructional skills employed while teaching English.

Different mass media, multimedia, audio visual aids used while teaching English. Whether there is adequacy of equipment and audio visual aids (e.g. charts, models, language laboratory etc.) for teaching English in the school.

How much is the availability of funds to be spent on teaching, learning and other activities in the subject of English, how much is the availability of funds to purchase equipments and aids related to English Teaching.

Various evaluative techniques employed by English teachers in assessing the progress of students in the subject of English in all the four skills i.e., listening, speaking, reading and writing.

Facilities and incentives given to English teachers for attending in-service training programme. Whether attended any in-service education programme in English language during the last five years, (if yes) then what, when, where, whether these programmes are meaningful, relevant and effective.
□ Whether encouraged by head of the institution for acquiring any equipment for English club, (library or teaching purpose).

□ Books read recently on English literature or any author. Some current topic/article/event read in English newspaper/magazine/literature in India or abroad.

□ Facility available in the school for the extra coaching of gifted and backward children.

□ Any English club in school, whether teacher is member of that club. Whether organized any exhibition/drama/play.

□ Whether assign homework in English to students regularly, whether homework is checked. Whether class tests given to students, nature of tests (monthly/fortnightly/weekly), whether feedback given to students.

□ Whether the school library is well equipped with the text books and reference books in the subject of English, is there separate English section in School library.

□ Whether school subscribes any newspaper, magazine or journal in English language for the children or teachers.

□ Whether the school has maintained a bulletin board or wall magazine for informing the students about activities of subject of English or to display news item, thoughts for the day, hand writing or similar other activities.

□ Whether language and literature are taught by the same teacher or by different teachers, if by different teachers, then whether the achievement of the students is more as compared to when they are taught by same teacher.
What methods are adopted to develop listening, speaking, reading and writing skills among students.

What motivational techniques or exposures given by teachers for improving students' English language. If students are encouraged and motivated to participate in debate, discussion, play, essay competition and other such activities for the improvement of English language.

If students are encouraged to keep dictionary with them and consult it there and then when the need arises, teacher's habit of keeping and consulting dictionary.

Use of English by the teacher while interacting with students and others.

Whether teacher prepares notes on language items and literature for classroom lesson.

If read any recently published book/article, from newspaper and journal.

Whether undergone any certificate/diploma course from Central Institute of English and Foreign Languages, Hydrabad, RIE, Chandigarh etc.

What are the problems faced by English teachers teaching English at the Secondary level in Punjab.

What is the level of achievement of students in the subject of English.

What are the short comings in the subject of English (related to curriculum, method and evaluation.

The areas where students are deficient in learning English.
3. Common errors committed by the students in Listening, speaking, Reading and Writing English.

4. Suggestions to improve the teaching quality and standard of English language at the secondary stage, in schools of Punjab.

Hence, various questions regarding above relevant issues concerning the teaching of English at the secondary stage in Punjab were noted down with the help of above questionnaire. On an average nearly 50 minutes were needed to fill up the various questions given in the questionnaire. Questionnaire for English Teachers teaching English to the students of secondary stage in Punjab is appended with the thesis (Appendix-I).

3.2. TEST FOR LISTENING ABILITY:

Test for Listening Ability for students at the secondary level (9th & 10th Class) consists of 30 questions which are to be answered after listening to a C.D. which contains five different paragraphs. After listening to each paragraph the students are to answer the questions related to that paragraph in the test for listening ability given to them. The test was prepared from the books prescribed by Punjab School Education Board for IX and X classes. The books consulted for the preparation of Test for Listening ability are:

1. English Main Course Book For Class IX.

2. English Literature Book (Supplementary Reader) for class IX.

3. English Grammar (Composition and Translation) for IX class.

4. Language through Literature – 2, English Reader for X Class.
5. Language through Literature – 2, Supplementary Reader for X Class.

6. English Grammar (Composition and Translation) for X Class.

From these six text books as prescribed by Punjab School Education Board, the investigator prepared a preliminary draft of 10 paragraphs and 50 questions framed on the basis of these paragraphs. After that the paragraphs were recorded in a C.D. And the questions were got typed and were handed over to 10 experts: Lecturer of Partap College of Education, Ludhiana (N = 1), Lecturers of D.D. Jain College of Education, Ludhiana (N = 2), Lecturers of Malwa Central College of Education for Women, Ludhiana (N = 2), Lecturers of G.H.G. Harparkash College of Education, Sidhwan Khurd (N = 2), Lecturers/Readers/Professors of Department of Education (N = 1), English teachers of New Model Sr. Sec. School and Balbir Government Sr. Sec. School (N = 2).

The investigator felt the need to seek the views of the experts on the Test for Listening Ability so as to see any defect or vagueness in language used or construction of the Questions for testing Listening Ability.

On the basis of the judgement of these 10 experts, 3 paragraphs and 12 questions related to these paragraphs were dropped and out of the remaining a few questions were modified. Thus the preliminary draft after seeking the opinion of the experts comprised of 7 paragraphs and 38 questions based on these paragraphs.

Final try out of the test for Listening ability was the next step in the construction of this test. For this again 7 paragraphs in the investigator's own voice were got recorded and the 38
questions related to these were got typed and administered on 20 students of IX class of New Model Sr. Sec. School, Faridkot.

This try out on students resulted in dropping of 2 paragraphs and 8 questions. In this way the test for Listening Ability in its final form comprised of 5 paragraphs or items recorded in a C.D. and 30 questions were framed on the basis of these paragraphs for students studying in IX and X classes.

**TABLE 3.1.**

**Description of Items in the Test for Listening Ability**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Book and Class</th>
<th>No. of Questions Framed</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Story (the Hidden Treasure)</td>
<td>English Grammar (Composition and Translation), IX class Prescribed by P.S.E.B., Mohali.</td>
<td>07</td>
</tr>
<tr>
<td>02.</td>
<td>Paragraph from Chapter No. 12 (Three Great Indians)</td>
<td>English Main Course Book, IX class, prescribed by P.S.E.B., Mohali.</td>
<td>06</td>
</tr>
<tr>
<td>03.</td>
<td>Paragraph (A Visit to a Zoo)</td>
<td>English Grammar (Composition and Translation), X Class, prescribed by P.S.E.B., Mohali.</td>
<td>06</td>
</tr>
<tr>
<td>04.</td>
<td>Lines from Chapter No. 1 (The Magic Violin)</td>
<td>English Literature Book, Supplementary Book, X class, prescribed by P.S.E.B., Mohali.</td>
<td>06</td>
</tr>
</tbody>
</table>
On an average nearly 25 minutes were required to test the listening ability of students of IX and X classes. Test for Listening Ability for the students studying in IX and X classes in Punjab is appended with the Thesis (Appendix-II)

3.3. TEST FOR SPEAKING ABILITY

Before constructing the test, the investigator consulted few teacher made tests for testing the proficiency of students in speaking English. The investigator held discussions with the subject teachers, some researchers, senior colleagues and the supervisors. On the basis of the above exercise, she decided about the format of the Test for Speaking Ability. Accordingly 40 questions were framed for testing the speaking ability of students. This preliminary draft was shown to 6 experts: English Teachers of M.G.M. Sr. Sec. School, Faridkot (N = 2), Lecturers of Lala Hans Raj Memorial College of Education (N = 2), Researchers in the Department of Education (N = 2) and their opinion was sought regarding the appropriateness of the questions. Based on their opinion 10 questions were deleted and next draft with 30 items was prepared.

This draft was administered on 15 students of X class from New Model Sr. Sec. School, Faridkot. It was found that maximum students felt difficulty in answering five same questions, these were deleted and the final draft was ready with 25 questions.
TABLE 3.2.
Description of Items in the Test for Speaking Ability:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Item</th>
<th>Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-4</td>
<td>Identification Data</td>
</tr>
<tr>
<td>2</td>
<td>5-8</td>
<td>Family</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>Neighbourhood</td>
</tr>
<tr>
<td>4</td>
<td>10-15, 22, 23, 25</td>
<td>Likings-Dislikings</td>
</tr>
<tr>
<td>5</td>
<td>16-21, 24</td>
<td>Opinions</td>
</tr>
</tbody>
</table>

Out of these 25 questions, 10-15 question were asked to each student. On an average 15 minutes were required to administer this test for testing the speaking Ability of secondary classes in the schools of Punjab. A performa was also prepared by the investigator to note down the performance of students. It included the information regarding Name, School, Gender Male/Female, Class, Section, Roll No, Date and No. of Questions asked and No. of Correct Answers. The Test for Speaking Ability is appended with the thesis (Appendix III(a)) and the performa is also appended with the thesis (Appendix III(b)).

3.4. TEST FOR READING ABILITY:

Test for Reading Ability for students at the Secondary level (IX and X Classes) consists of 20 Questions which are to be answered after reading passages and stanzas given in this test. The test was prepared from the books prescribed by Punjab School Education Board, Mohali for IX and X Classes. The books consulted for the preparation of this test for Reading ability are:
1. English Main Course book for Class IX.
2. English Literature Book (Supplementary Reader) for Class IX.
3. English Grammar (Composition and Translation) for Class IX.
4. Language through Literature – 2, English Reader for Class X.
5. Language through Literature – 2, Supplementary Reader for Class X.
6. English Grammar (Composition and Translation) for Class X.

From these above mentioned books, the investigator prepared a preliminary draft of 8 items which covered 40 questions which were got typed and photostated and given to 6 experts: Lecturers of G.H.G. Harparkash College of Education, Sidhwan Khurd (N = 2), English Teachers of M.G.M. Sr. Sec. School, Faridkot (N = 2), Lecturers of Malwa Central College of Education, Ludhiana (N = 2).

On the basis of the judgement of the above mentioned experts, 2 paragraphs and one stanza covering 15 questions were deleted. Hence the preliminary draft after seeking the opinion of the experts comprised of 5 paragraphs and stanzas and 25 questions.

Final try out of the Test for Reading Ability was the next step in the construction of this test. For this again the preliminary draft was got typed and photostated and administered on 20 students of IX Class of M.G.M. Sr. Sec. School. It was found that the maximum students found difficulty with one paragraph only containing 5 questions. So
The final draft of the test for Reading Ability comprised of 4 paragraphs and stanzas and 20 questions.

**TABLE 3.3**

**Description of Items in the Test for Reading Ability:**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Book and Class</th>
<th>No. of Questions Framed</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Paragraph from Chapter – 4 (Budgeting Your Time)</td>
<td>English Main Course Book for Class IX</td>
<td>08</td>
</tr>
<tr>
<td>02</td>
<td>Stanza from Poem No. 5 (The Nightingale and the Glow Worm)</td>
<td>English Main Course Book for Class IX</td>
<td>04</td>
</tr>
<tr>
<td>03</td>
<td>Paragraph from Chapter – 2 (Human Environment)</td>
<td>English Reader for Class X</td>
<td>04</td>
</tr>
<tr>
<td>04</td>
<td>Stanza from Poem (Barter)</td>
<td>English Reader for Class X</td>
<td>04</td>
</tr>
</tbody>
</table>

Total No. of questions = 20.

On an average nearly 20 minutes were required to solve this test. The test for Reading Ability is appended with the thesis (Appendix IV).