

Questionnaire

Dear Respondent,

This questionnaire is designed to investigate your perceptions on the existing CBSE English Syllabus for Secondary Classes. It also tries to know your views on the inclusion of Multimodality in the curriculum. The word ‘multimedia’ has been used instead of ‘multimodality’ in the questionnaire. I request you to provide your candid responses which will help me in analysing the problems and understanding the gaps in the existing syllabus. As a researcher, I have planned to address them in my research. There is no right or wrong answer for each question. Please respond to all sections of the questionnaire. All the information will be kept confidential.

PART A: PERSONAL DETAILS:

Teacher’s Name: _____

Name of School: _____

The school is a _____ Government school/Private school

Type of School: _____ Day school/ Residential/ Day Boarding

The Classes you teach: _____

Post: TGT/PGT: _____

Age: _____

Experience of teaching secondary classes (in years): _____

PART B

Please read each statement and indicate your degree of agreement or disagreement by ticking the appropriate column.

SA = strongly agree; A = agree; U = uncertain; D = disagree; SD = strongly disagree

Put a tick against the relevant column.

S.no.	Statements	SD	D	U	A	SA
1	The existing syllabus gives adequate time to cover the topics as per the periods allotted by the CBSE.					
2	The allotted time is enough to carry out all the activities to develop students' language skills					
3	The existing syllabus has enough multimedia support to make an understanding of the topics/chapters easier for the students.					
4	The textbooks in the existing syllabus have enough visual support such as images, maps, graphs help students understand the topics in an interesting way.					
5	The existing system of evaluation tests the proficiency of using English language for oral communication purposes.					
6	The existing system of evaluation tests creativity among students.					
7	Multimedia and digital resources can help in making teaching and learning more interactive.					
8	Multimedia and digital resources can help in making teaching and learning more interesting.					

9	The existing syllabus includes the learning tools such as email, blogs, writing and posting on Wikispace and using kahootz, etc. for developing the writing skills.					
10	The existing syllabus has adequate content to develop understanding and skills to adept to different cultures.					
11	The existing syllabus helps in developing all the four language skills i.e. listening, speaking, reading and writing.					
12	The existing syllabus develops interest and understanding of literature.					
13	The existing system of evaluation allows the teachers to test the students' performance in a holistic manner.					
14	The existing system of evaluation examines not only the memory skills of the students but the application and expression parts as well.					
15	The existing syllabus makes it easy for the students to revise sentence and grammar structures already learnt.					
16	The content given in the textbooks is adequate for understanding meaning, interpretation and reading beyond the text.					
17	Multimedia computer-supported instructional tools make comprehension easier.					
18	Multimedia supported instructional tools help the students learn faster.					
19	The existing syllabus tests critical thinking among the students.					
20	Inclusion of multimedia can improve the syllabus and help in enhancing the understanding of concepts and develop critical thinking among students.					

21	The existing syllabus tests application of the knowledge gained in the subject among the students.					
22	Multimedia computer-supported instructional tools make concept application easier.					
23	Multimedia computer-supported instructional tools arouse people's curiosity.					
24	The existing syllabus has suitable content to develop creativity among students.					
25	The existing syllabus provides access to digital and online platforms for better understanding of the contents of the course					
26	Multimedia instructional tools help the weak students learn better.					
27	Multimedia computer-supported instructional tools help students to have an international perspective.					
28	The existing syllabus enables the learners to communicate effectively and appropriately in real-life situations					
29	The existing syllabus enables the learners to use English effectively for study purposes across the syllabus.					
30	The existing syllabus gives them enough exposure to understand and use grammatically correct English language in a day to day life.					

Checklist

Note: The checklist is only indicative of the reference questions which have been asked to the interviewees. But the sequence, form and language of the questions depended upon the mood and responses of the respondents. The checklist has both the hint questions and the points which were kept in the mind while asking the questions.

- Does the syllabus build greater confidence and proficiency in oral and written communication? How much difference does it make in this regard?
- How many students are able to use appropriate English to communicate in various social settings after they are exposed to this syllabus?
- Does the syllabus equip the learners with essential language skills to question and to articulate their point of view? How much difference does it make in this regard?
- Does the syllabus develop sensitivity to, and appreciation of, other varieties of English, such as Indian English, and the culture they reflect? If yes, to what extent?
- Does the syllabus enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.) and how? Have these skills been taught explicitly?
- Does the syllabus develop curiosity and creativity through extensive reading?
- Does the syllabus facilitate self-learning to enable them to become independent learners and review, organise and edit their own work and work done by peers?
- Does it build listening and speaking into the curriculum? How? Is enough emphasis given to these skills?

- Are the students able to retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.) after class X?
- Are the students able to participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations?
- To what extent are the students able to narrate the story depicted pictorially or in any other non-verbal mode?
- Are the students able to respond in writing to business letters, official communications, email etc. Which activities/ course materials enable them to do so?
- Are the students able to read and identify the main points / significant details of texts such as scripts of audio-video interviews, discussions, debates, etc.?
- Are they able to write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate?
- Are they able to write a summary of short lectures on familiar topics by making / taking notes? Which activities make them do so since note-making is not there in the syllabus?
- Are the students enabled to write an assessment of different points of view expressed in a discussion / debate?
- Are the students able to read poems effectively (with proper rhythm and intonation)? Which activities/materials/methods encourage them for the same?
- Does the syllabus enable them to transcode information from a graph / chart to a description / report and write a dialogue, short story or report? Which activities /materials in the syllabus enable them to do the same.
- How effective are the text books and other materials which are prescribed by the board?

- To what extent does the content sensitize the students towards different cultures?
- Does the syllabus develop the four language skills i.e. Listening, Speaking, Reading and Writing proportionately? How does it happen in the session?
- Does the syllabus provide exposure to use grammatically correct English language in a day to day life?
- Do teachers have sufficient time to cover all topics and activities?
- Proportionate distribution of periods and practical aspects.
- Time spent (%) in teaching Reading, Writing, Grammar and Literature, listening and speaking.
- Does the current system of evaluation test students' performance in a holistic manner?
- What are the advantages and disadvantages of the current system of evaluation?
- What are your views about the Assessment of speaking and listening skills (ASL)? Was it a good step and if yes, then why has the weightage been reduced from 20 marks to just 5 marks? How can ASL be improved?
- How does the evaluation of creativity and critical thinking (Method of evaluation) take place?
- Do you think that the activities and visual, multimedia, digital and online support provided in the books is sufficient? What are your views about it?
- Does the syllabus provide sufficient multimedia support in form of visual support such as images, graphs, maps, access to digital and online platforms, etc. to make understanding of concepts easier?

- Does the syllabus include the modern day writing skills such as emails, blogs, writing and posting on social media, etc.? Do you think they should be included and why?
- Please give some suggestions as to how online platforms, multimedia devices, visual resources, etc can be useful, if included in the syllabus?
- Inclusion of Multimodality in the Syllabus
- Do you think that the inclusion and use of multimedia and digital platforms in syllabus will improve the quality of the syllabus? How?
- Use of Multimedia for making learning more interactive and interesting.
- Easier comprehension and faster learning
- Easier concept application.
- Feasibility of including multimodality in the syllabus.
- Arouse people's curiosity.
- Improvement of syllabus through its inclusion in the syllabus.
- Capability of the existing syllabus of meeting the requirements of the changing patterns of communication (ICT, Multimedia and Social Media).
- Ways to improve the existing syllabus keeping in mind the changing patterns of communication.
- If Multimodality is included, changes to be made in the syllabus.
- Components of Multimedia to be included
- Suggestions for improvement (by teachers)
- To bring positive changes in the syllabus.

- To include multimodality in the syllabus.
- To make multimodality feasible/practical for teachers and learners keeping in mind the heterogeneity of their standards.
- Writing skills such as emails, blogs, social media handling, interpreting and creating digital texts (multimodal texts) such as infographics, 3D representations, mindmaps, ebooks, digital resources, posters, newscasts, etc.