

# General Education Department, Govt. of Kerala

## Baseline Study in English - 2007

### No. 1 Tool for Material Analysis

\* This material analysis is in connection with the curriculum revision initiated by the Govt. of Kerala in the light of NCF 2005.

\* Go through the tool carefully and fill in with relevant information.

A. Material selected :

B. Standard :

C. Name of Publisher :

D. Year of Publication :

E. Name of School/Agency using the book :

[Put a  against relevant boxes) :

1. What are the different types of linguistic inputs given in the material?

<input type="checkbox"/> Conversation	<input type="checkbox"/> Descriptions	<input type="checkbox"/> Diary
<input type="checkbox"/> Stories	<input type="checkbox"/> Notices	<input type="checkbox"/> Posters
<input type="checkbox"/> Poems	<input type="checkbox"/> Vocabulary Items	<input type="checkbox"/> Letters
<input type="checkbox"/> Structural / Functional Items	<input type="checkbox"/> Narrative	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Scope for free responses in the material?

<input type="checkbox"/> Very much	<input type="checkbox"/> To some extent	<input type="checkbox"/> Not at all
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3. How is language viewed in the material?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discourse level	Sentence level	Both

4. What are the discourses / language elements constructed by the learners?

<input type="checkbox"/> Conversation	<input type="checkbox"/> Descriptions	<input type="checkbox"/> Diary
<input type="checkbox"/> Stories	<input type="checkbox"/> Notices	<input type="checkbox"/> Posters
<input type="checkbox"/> Poems	<input type="checkbox"/> Vocabulary Items	<input type="checkbox"/> Letters
<input type="checkbox"/> Structural / Functional Items	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is the nature of the production of discourses?  
 Repetition                       Guided                       Free
6. Is there provision for self learning and collaborative learning in the production of discourses?  
 Yes                       To some extent                       Not at all
7. What is the scope for emotional involvement of the learner in the production of discourses?  
 Very much                       To some extent                       Not at all
8. What is the nature of language experience given to the learner through the material?  
                                              
As a continuum                      Fragmentary                      Both

9. What are the MI components catered to by the activities in the material and to what extent?

<u>Item</u>		<u>High</u>	<u>Average</u>	<u>Low</u>
* Linguistic	Intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Logical - mathematical	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Musical	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Visual-spatial	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Bodily-kinesthetic	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Naturalistic	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Interpersonal	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Intrapersonal	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Existential	”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What is far the scope for integration of skills in the material?  
 High                       Average                       Low                       Not at all
11. How far the scope for integrating other disciplines is tapped in the material?  
 High                       Average                       Low                       Not at all
12. Is there any provision for the teaching of phonetics in the material?  
 Yes                       No
13. To what extent does the material provide the learner scope for linking his / her knowledge to socially relevant issues?  
 Adequate                       Inadequate

14. Does the material cater to the needs of the marginalised sections of the society?

Yes                       Partially                       No

15. Is the material gender biased?

Yes                       Partially                       No

16. Does the material promote consumerism?

Yes                       Partially                       No

17. Is there any bias related to religion/community etc.?

Yes                       Partially                       No

18. Does the material uphold the dignity of labour?

Yes                       Partially                       No

19. What are the strategies used to lead the learner to the reading passage?

Familiarisation of vocabulary items.

Introducing grammar items/structure

Presenting a narrative

Asking leading questions

None of the above

20. How is comprehension ensured?

Giving comprehension exercises.

Exploiting the gaps in the reading passage that lead to the production of discourses.

21. Is the material learner friendly in terms of language, picture, printing and production?

Very much                       To some extent                       Not at all

22. Is the material teacher friendly in terms of printing and production?

Very much                       To some extent                       Not at all

23. Is there a sourcebook for the teacher?

Yes                       No

24. There scope for the learner to get awareness on:

a) Environmental conciousness

b) Road safety

c) Civic sense

d) Values

e) Drug abuse

25. What is the treatment of grammar and usage in the material?

Explicit teaching

Contextualized teaching

No separate teaching of grammar and usage.

# General Education Department, Govt. of Kerala

## Baseline Study in English - 2007

### No. 4: Tool for Interaction with students

#### Details of Students

1. Name of the Student :
2. Name of the School :
3. Nature of School : Govt./Aided/Unaided
4. Medium of Instruction : Mal/English/Tamil/Kannada
5. Class & Division :
6. District :
7. Name of Father :
8. Educational Qualification /  
Occupation of father :
9. Name of Mother :
10. Educational Qualification/  
Occupation of Mother :
11. Signature of the student :

## Tool for interaction with students

To students:

1. In what class are you studying?

Write in the box given

2. Do you enjoy learning English?

Yes

No

3. If not why?

4. (a) Are you happy with your English textbooks?

Yes

No

(a) Why?

5. Do you participate in the extra-curricular activities in English?

Yes

No

6. Specify the items in which you participate.

(a)

(b)

(c)

(d)

7. Do you seek help from your friends to work out the tasks in the English Classroom?

Yes

No

8. Does your teacher encourage this?

Always

Sometimes

Never

9. Which unit in your textbook do you like most? Why?

10. Which unit in your textbook do you dislike most? Why?

സർവ്വയിൽ പങ്കെടുക്കുന്ന വിദ്യാർത്ഥികളുടെ വിവരങ്ങൾ

1. വിദ്യാർത്ഥിയുടെ പേര് :
2. സ്കൂളിന്റെ പേര് :
3. സ്കൂൾ ഏതു വിഭാഗത്തിൽ ഉൾപ്പെടുന്നു. : സർക്കാർ/എയ്ഡഡ്/അൺ എയ്ഡഡ്
4. അധ്യയന മാധ്യമം : മലയാളം/ഇംഗ്ലീഷ്/തമിഴ്/കന്നഡ
5. ക്ലാസ്സ് + ഡിവിഷൻ :
6. ജില്ല :
7. അച്ഛന്റെ പേര് :
8. തൊഴിൽ, വിദ്യാഭ്യാസ യോഗ്യത :
9. അമ്മയുടെ പേര് :
10. തൊഴിൽ, വിദ്യാഭ്യാസ യോഗ്യത :

1. ഏതു ക്ലാസ്സിലാണ് പഠിക്കുന്നത് :  
(ഉത്തരം കൊടുത്തിരിക്കുന്ന ചതുരത്തിൽ എഴുതുക)

2. ഇംഗ്ലീഷ് പഠനം രസകരമാണോ?

അതെ  അല്ല

3. രസകരമല്ലെങ്കിൽ എന്തുകൊണ്ട്?

4. (എ) ഇംഗ്ലീഷ് പാഠപുസ്തകങ്ങൾ നിങ്ങൾ ഇഷ്ടപ്പെടുന്നുവോ?

ഇഷ്ടപ്പെടുന്നു  ഇല്ല

(ബി) എന്തുകൊണ്ട്

5. ഇംഗ്ലീഷിലുള്ള പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ നിങ്ങൾ പങ്കെടുക്കാറുണ്ടോ?

ഉണ്ട്  ഇല്ല

6. പങ്കെടുത്ത ഇനങ്ങൾ വ്യക്തമാക്കുക.

(എ)

(ബി)

(സി)

7. ഇംഗ്ലീഷ് പഠനപ്രവർത്തനങ്ങളിൽ നിങ്ങൾ കുട്ടുകാരുടെ സഹായം തേടാറുണ്ടോ?

ഉണ്ട്  ഇല്ല

8. നിങ്ങളുടെ അധ്യാപകൻ/അധ്യാപിക മേൽ സൂചിപ്പിച്ച പഠനരീതി പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ?

എല്ലായ്പ്പോഴും  ചിലപ്പോൾ  ഒരിക്കലുമില്ല

9. പാഠപുസ്തകത്തിലെ ഏതു യൂണിറ്റാണ് നിങ്ങൾ ഏറ്റവുമധികം ഇഷ്ടപ്പെടുന്നത്? എന്തുകൊണ്ട്?

10. പാഠപുസ്തകത്തിലെ ഏതു യൂണിറ്റാണ് നിങ്ങൾക്ക് തീരെ ഇഷ്ടമില്ലാത്തത്? എന്തുകൊണ്ട്?









# **General Education Department, Govt. of Kerala**

## **Baseline Study in English - 2007**

### **No. 6: Tool for Interaction with Experts**

#### **Details of Experts / Teachers**

1. Name :
  
2. Designation :
  
3. Address :
  
  
  
  
  
  
  
  
  
  
4. Qualification :
  
  
5. Area of specialisation :
  
  
6. Publications if any :



3. Are you satisfied with the present system of teacher training (Pre-service and In-service) in English? Why?

4. What are your suggestions for improving the teaching of English?

5. The materials and methodology used in the present ELT context do not reflect current understandings in cognitive psychology, theoretical linguistics, experiential pedagogy and neuro-biology. How do you react to this observation?

6. It is generally agreed that language is a tool for the expression of thought. Do you think that materials and methodologies that do not provide space for thinking, but focus on imbibing information will help learners?

Name and Signature: