



PRE-SERVICE TEACHERS' BELIEFS ABOUT TEACHING ENGLISH TO PRIMARY SCHOOL CHILDREN

"It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get."

Andy Hargreaves and Michael Fullan (Educational theorists)

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This paper is a part of an ongoing doctoral research on 'Teacher Talk in ESL Classrooms'. The idea for this was gained through the hypothesis that teachers' beliefs about English teaching may also mould their talk. The researcher intends here to analyse and comment on teachers' English teaching beliefs. It is generally accepted that teaching is greatly affected by the belief systems of its practitioners-teachers. Teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies, and finally, learners' development. Horwitz (1987) also states rightly that the formation of teachers' educational beliefs in language teaching/ learning process will influence, though indirectly, on forming effective teaching methods and will bring about the improvement of learners' language learning abilities. In Indian context, there is dearth of research evaluating teachers' beliefs about English teaching. This study explores teachers' beliefs regarding teaching English to children and tries to explore whether medium of instruction makes any difference in their beliefs. It also intends to determine what similar and different beliefs might be held by in-service teachers from two different mediums. A total of 100 pre-service teachers are the subjects of this study. In order to recognize these teachers' specific beliefs in a more systematic way, a research instrument, The Questionnaire of Primary School Pre-service English Teachers' Teaching Beliefs was developed. Almost all of these pre-service teachers expected to have training regarding how to make their talk effective and relevant in classrooms.

Key Words: teacher beliefs, teacher talk, primary school, teacher education, teacher training

INTRODUCTION

During the past thirty years or so, research has made significant contributions to the exploration of teachers' beliefs, and the relationship between teachers' beliefs and practices, which has produced important findings for both pre-service and in-service teacher education. Tatto (1998) argues that we have a very little empirical evidence showing the influence of teacher education on teachers' values and beliefs. So, it may commonly be accepted that teacher education can have little influence on altering teachers' beliefs. Therefore, if trainees hold beliefs about language learning which might negatively affect their future students' learning, it is very significant for the teacher educators to work on these beliefs and change them. If learners' beliefs about language learning are considered important, the beliefs of their teachers should also be considered as equally important. The reason is that research has shown that, through their conscious or unconscious participation, individual teachers have the power to create or break the trends. They shape the curriculum according to *their own beliefs*, teach *their personal values* through the implicit curriculum, and operate their classrooms in accordance with their own particular definitions of teaching and learning. Teachers are unaware that they are doing this. They are also unable to put into words the beliefs, values, and definitions that form the base of their teaching.

While some people believe that learning English (or any other Foreign Language) is an easy task and it can be learnt within short period of just three months, the others believe that acquiring another language is a special "gift" possessed by only a few people. Moreover, there has been controversy among people on the appropriate age to begin learning a new language; some believe younger the learner, better the results; while others say adults can learn any new language faster than the younger learners. There are still more disagreements on the influence of mother tongue on learning a foreign language, effectiveness of different teaching methodologies, and so on (e.g. Atkinson, 1993; Deller, 2003). If beliefs about foreign language learning can be so widespread in one culture, then it must be considered that learners bring these beliefs with them into the classroom. In case of English teachers, they are also learners of teaching English and, therefore, no exceptions for such beliefs which formulate their way of teaching.

English has almost achieved the status of global language. Educational policies in many countries are intensifying teaching of English as an essential part of the school curriculum to meet the challenges of globalization and internationalization. English is taught as a Foreign Language (FL) or Second Language (SL) in many countries, including India. In India it has got the status

of second language. Indeed, Primary education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing primary education enrolment, retention, regular attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India has also been a major concern. Therefore, the Indian government has laid emphasis on primary education up to the age of fourteen years. Education has also been made free for children from six to sixteen years of age under the Right of Children to Free and Compulsory Education Act 2009.

Around 80% of all recognized schools at the Elementary Stage are government run or supported, making it the largest provider of education in the Country. However, due to shortage of resources and lack of political will, this system suffers from massive gaps including high pupil teacher ratios, shortage of infrastructure and poor level of teacher training. The current scheme for Universalization of Elementary education after, The District Primary Education Programme (DPEP-1994) is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world.

Many states in India have included English in school curriculum and have started English from as early as first grade. In Maharashtra, from where the researcher has collected the data for present study, English is being taught as a first language in some English medium schools and as a second language in many Marathi medium schools. English has been started from first standard in Marathi medium schools also from June 2000. But unfortunately, even after a decade, the desired goals have not been achieved to the full extent. Apart from many other reasons, like social and family background of the students, size of classrooms, and availability of teaching aids, the basic reason is unavailability of competent and well trained teachers. Primary student teachers (D.Ed. (Diploma in Education) students) are also provided with inadequate exposure to face this challenge of teaching English to children more effectively. Teacher beliefs are important considerations in conducting teacher education designed to help pre-service and in-service teachers develop their thinking and practices. Therefore, the present research simply tries to determine these pre-service teachers' beliefs regarding teaching English to children and if they are consistent with accepted learning principles or teaching approaches.

The two research questions to be addressed in this study are:

1. What are the core beliefs of pre-service English teachers about the teaching and learning in primary school? Are these beliefs consistent with accepted learning principles or teaching approaches?
2. Does the medium of instruction make any difference in teachers' beliefs?

THEORETICAL FRAMEWORK

'Belief' is a common concept in various research literatures in sociology, anthropology, psychology, philosophy and many other disciplines. Despite the diversity in using this term, the prior research and reviews on teacher beliefs and on teacher knowledge and beliefs contribute to an agreement on some characteristics of teacher beliefs (Fang, 1996; Kagan, 1992; Nespor, 1987; Pajares, 1992; Woolfolk Hoy, Davis, & Pape, 2006).

Ample research (e.g. Nespor, 1987; Pajares, 1992) suggests that both the professional development of teachers and their classroom practices are influenced by educational beliefs. It was, however, not until the 1970s that research on teaching emphasized the significance of teachers' beliefs. From the mid 1970s to early 1980s, studies typically focused on teachers' decision-making, concerning how teachers manage their classrooms, organize activities, allocate time, plan lessons, judge general student understandings and so on. Since the 1990s, research has focused on the exploration of the knowledge and beliefs that lay behind the practice of teaching.

Some studies (e.g. Johnson, 1994; Numrich, 1996) revealed how pre-service ESL teachers' beliefs are based on prior experience and how such experience relates to classroom practice. Johnson (1994) found that pre-service teachers' instructional decisions during a class were based on images of teachers, materials, activities and classroom organization generated by their own L2 learning experience. Numrich (1996) also found that teachers decided to promote or to avoid specific instructional strategies on the basis of their positive or negative experiences of these respective strategies as learners. Some other researchers on teacher education and development have put forth how teachers' beliefs play a critical role in affecting their teaching and the kinds of thinking and decision making that underlie their classroom practices (Moon, 2000; Richards, 1998; Richards & Lockhart, 1996; Smith, 1996; Trappes-Lomax & McGrath, 1999). Furthermore, according to some others, these beliefs are stable sources of teachers' reference, are built up over time, and are related to teachers' theories of language, the nature of language teaching practices, roles

of themselves as teachers, and relationships with their students (Johnson, 1992; Richards, 1998).

Based on research conducted on the nature and effects of beliefs, White (1999) made the following claims: (1) beliefs have an adaptive function to help individuals define and understand the world and themselves, and (2) beliefs are instrumental in defining tasks and behaviors. Thus, teachers' belief systems, including their attitudes, values, expectations, theories, and assumptions about teaching and learning, are considered a primary source of teachers' classroom practices. These beliefs are usually guided by a number of factors: their own experience as learners in classrooms, prior teaching experience, classroom observations they were exposed to, and their previous training courses at school (Richards, 1998).

Teachers' beliefs have already been classified into various sets of categories by some researchers (Johnson, 1992; William & Burden, 1997). William and Burden (1997) divided their discussion of teachers' beliefs into three areas: (1) about language learning, (2) about learners, and (3) about themselves as language teachers. Furthermore, a number of studies have attempted to investigate the beliefs of ESL teachers through questionnaires or inventories (Hsieh & Chang, 2002; Johnson, 1992; Kern, 1995; Liao & Chiang, 2003; Richards, Tung, & Ng, 1992; Yang, 2000). Yang (2000) discussed prospective teachers' beliefs in four areas: (1) general beliefs about child development, (2) general beliefs about language learning, (3) specific beliefs about teaching English to children, and (4) self-efficacy and expectations.

It may be accepted here that in order to develop more effective teaching approaches, English teachers' beliefs need to be understood well. Therefore, the main purpose of this study is to investigate the teaching beliefs held by pre-service primary school English teachers. Moreover, because teachers may derive beliefs from the nature of teacher training programs, this study also attempts to compare Marathi medium (henceforth MM) and English medium (henceforth EM) pre-service teachers' conceptions of English teaching to determine if there exist any similarities and/or differences that result from their medium of instruction.

METHOD

Sampling

A total of 100 pre-service Marathi and English medium D.Ed. (Diploma in Education) students are the subjects of this study. Following table provides more details about the subjects.

Teachers	Medium of Instruction		Total
	Marathi Medium	English Medium	
Pre-service (D.Ed.)	50 (22-m, 28-f)	50 (16-m, 34-f)	100 (38-m, 62-f)

*(m- male, f- female)

These teacher students have passed their 10+2 education from different branches (Arts/Commerce/Science) and now are doing D.Ed. (Diploma in Education) course which runs for two years. English is considered as third language in Marathi medium D.Ed. colleges and is taught in the second year whereas in the English medium D. Ed. colleges, it is considered the first language and is taught in the first year. Marathi is the mother tongue of the majority of them.

The Content Validation of the Research Instrument

In order to recognize these teachers' specific beliefs in a more systematic way, a research instrument, *The Questionnaire of Primary School Pre-service English Teachers' Teaching Beliefs*, (see Appendix) was developed by the researcher. The researcher drew on a number of related questionnaires (Horwitz, 1987; Hsieh & Chang, 2002; Oxford, 1990; Yang, 2000) to formulate items for the current questionnaire. Only few items related to teacher talk features were added.

The questionnaire consisted of 48 discrete questions divided into four categories:

- 1) The nature of children's English development (items 1, 2, 3, 6, 16, 17, 19, 26, 27, 28, 29, 30, 39, 40, 41);
- 2) Teaching methods and techniques (items 7, 8, 9, 10, 14, 20, 21, 22, 23, 31, 32, 33, 34, 36, 42, 43, 44, 46);
- 3) Beliefs about teacher talk (4, 5, 11, 15, 18, 25, 35, 47, 38,) and
- 4) Self-efficacy as an English teacher (items 12, 13, 24, 37, 45, 48).

Procedure

The subjects were informed about the present study. All of them agreed to participate with interest. Also, the questionnaire required the participants to supply their names. This is because the researchers would like to study the same teachers (or maximum of them) when they will complete the degree and join

any school. We hope that it would help us to confirm their pre-service and in-service beliefs and see if there are any differences.

Five-point Likert scale was used and participants were asked to gauge their beliefs by indicating the extent to which they agreed with each statement using (1) SD = strongly disagree, (2) D = disagree, (3) N = neither agree nor disagree, (4) A = agree, or (5) SA = strongly agree. The student teachers were requested not to consult their classmate/colleagues while working with the questionnaire in order to insure that the answers reflected each teachers own beliefs and opinions about teaching English to children. Also, we had an informal discussion with four teacher educators (two from each medium school).

RESULTS AND DISCUSSIONS

1. Beliefs about children English development

Almost fourteen items from the questionnaire were devoted to know about the way children develop their English. Majority of student teachers from both mediums (MM-82%, EM-80%) believed that every child can learn English well (item 1) and children have different learning styles (item 6). Moreover, most of them (MM-88%, EM-90%) agreed or strongly agreed that earlier English is taught to children, the better the results (items 2 and 27). Further, they (MM-88%, EM- 86%) supported the statements that children have individual differences in their cognitive development (item 29) and that it is important for them to comprehend the lesson content. Many of them (MM-90%, EM-80%) thought that children acquire English easily when they are doing activities, interacting with other people and having regular practice (items 16, 28, 30). Same number of student teachers from both mediums (86%) agreed or strongly agreed with the statements that children learn English faster than adults (item 26) do and it is important for primary school children to read and write in English (item 40).

Up to here, these student teachers' beliefs about children's English development appear to be compatible with the literature on children's second language learning and development (Brown, 2000; Cook, 1996; Moon, 2000; Vale & Feunteun, 2003). They believe that starting English as early as possible helps children to develop English in more systematic way in future. They also believe that children are faster than adults in learning English and they can learn English well with their own style. However, current research (e.g., Snow and Hoefnagel-Höhle, 1978; Marinova-Todd, 2000; Moyer, 2004) on age in SLA/SLL argues that evidence of children outperforming adults in second language acquisition is misleading because the manner of learning instead of age may be the main factor in determining successful acquisition. Many

researchers (e.g., Krashen, Long, and Scarcella, 1979) have proved that adolescents and adults are faster in SLA than the younger learners. For example, in their review of the research that has addressed the age issue, Krashen, Long, and Scarcella (1979) concluded that

a) adults are superior to children in rate of acquisition

b) older children learn more rapidly than younger children

While trying to know the sources for such beliefs of these pre-service teachers it is found that D.Ed English syllabus contains topics like Methods of Teaching, Language Skills, Teaching of Literature in Primary Classes, Grammar, Planning and Evaluation, etc. More focus is on 'how to teach better' and very less weightage is given for discussion on theoretical aspects. Also, in discussion with four teacher educators it is found that when teaching these D.Ed students the information about 'younger the better', how learning English early helps than learning it later, how younger learners are adaptive to various rhymes and poems, etc. is given. But seldom are they told about children being faster than adults. It seems that this belief (item 26) may be based on their own experience as learners or on their readings.

Around 58% MM and 74% EM student teachers agreed that children's use of mother tongue would affect their capabilities to learn English and 54% MM and 52% EM student teachers believed that children learn English the same way as they learn Marathi. Remaining student teachers either disagree or are neutral about these views. It shows that even among student teachers there is disagreement on the effect of mother tongue on learning English. There is common belief among people that English medium students are faster in learning English than Marathi medium students and only 8% student teachers from both the groups disagreed with this statement (item 41).

2. Beliefs about methods and techniques

Research has proved that teachers' teaching methods and use of various techniques is affected by their own beliefs about teaching/ learning. The present subjects gave very interesting responses to the items related to teachers' beliefs about the use of various teaching methods and techniques for teaching English. Majority of them (MM-94%, EM-88%) considered that teaching oral conversation is most important (item 9), therefore, children should be given opportunities to move around in the class and talk (item 8). They also were of the view that singing, role playing, games and multimedia equipment are essential to boost their oral skill (item 33). More interestingly, almost all (MM-98%, EM-100%) of the student teachers agreed that learners should be

encouraged to speak and act on their own. Also, 92% MM and 86% EM student teachers believed that vocabulary is the most essential part of teaching children English and that grammar, pronunciation and vocabulary should be taught in an integrative manner than teaching each separately (items 10 and 20).

These pre-service teachers' beliefs seem consistent with some underlying teaching principles of Communicative Language Teaching (CLT). Certain major characteristics of CLT described by various researchers include: role plays or skits help students to adjust their use of English to different social contexts; games are important because they are real communicative events; the focus is on the spoken language; and less attention is placed on grammatical rules in terms of their overt presentation (Brown, 2001; Larsen-Freeman, 2000).

The notable thing here is that almost all (98%) student teachers from both mediums thought that using TV, tape recorder and other multimedia equipment play very important role in teaching English to children effectively (item 21). Therefore, it is recommended that such multimedia equipment should be made available in each school and separate time should be given for them. Also teachers should be given training regarding how it works and affects as well as they should be provided with ample such materials. Also around 95% of all student teachers believed that listening and speaking skills are essential for children.

Majority of them (MM- 70%, EM- 78%) believed that teaching English through English is more effective than using bilingual method (item 7), but in their view regarding use of mother tongue (Marathi) while teaching English, they have little different views. 92% MM student teachers believe that Marathi should be used while teaching English whereas 60% EM student teachers supported this statement. Here, the ongoing confusion regarding use of mother tongue and its effect on second language learning can be seen. There is need to address this aspect in the training programmes. Using Marathi if absolutely necessary could be better justifiable than leaving the students baffled and confused. But its excessive use may have negative effects.

Among these student teachers, only 12% MM and 16% EM disagreed with the statements that if primary school students are permitted to make errors in English without teacher's correction, it will be more difficult to correct them later on and, therefore, teacher should always correct the mistakes of the students (items 32 and 36). Here these teachers seem to believe that they need to make sure that everything students say or write is correct. However, as indicated by Doff (1988) in his teacher training handbook, it is now widely believed that teachers do not have to correct students all the time, as this may lead to students becoming unwilling or unable to produce any output. If

teachers, especially pre-service ones, maintain the belief that they should be directive and even authoritarian in correcting students' every mistake, such teaching behaviors may lead to a high degree of language anxiety on the part of learners (Young, 1991). It is recommended that primary school teachers be realistic and tolerant of students' errors, so that students feel they can express themselves more freely and develop fluency in using English.

There is still some disagreement among these student teachers on that the use of punishment to correct the children learning English. While 82% MM student teachers supported this statement, only 60% EM agreed to it. It seems that more EM student teachers believe in the usefulness of punishment. Also, only 52% from MM and 60% from EM student teachers disagreed with the statement that primary teachers should be very strict in order to make children quiet and maintain discipline in the classroom. Here both the groups seem to believe in established views regarding being firm and scolding students to maintain discipline in the classroom. To some extent they are also right, because to have control over large classroom (more than 100 students in each class) using a lenient attitude is quiet difficult. The possible solution over this is to reduce the size of the classrooms to 50/60 students. Additionally, English teaching is not challenging and difficult than teaching Marathi or Hindi for only 28% MM and 18% EM teacher students. Others feel it is challenging and difficult. These teacher students, therefore, should be made aware how English teaching is equally easy like teaching any other language.

3. Beliefs about teacher talk

Teacher talk is teachers' simplified, but not unnatural, variety of language especially uttered for the younger and newer learners of a SL/FL. Richards and Weber (1985:289) simply define 'teacher talk' as, 'a typical variety of language sometimes used by teachers when they are in the process of teaching'. In trying to facilitate communication, teachers often make adjustment to both language form and language function. It would be very interesting to know pre-service teachers' views regarding teacher talk in classroom. Therefore, a few items in the questionnaire are addressed to know these teachers beliefs regarding teacher talk. Paraphrasing and questioning are major features of teacher talk. Around 80% MM and 86% EM student teachers agreed that use of repetition and paraphrasing is necessary as English is a totally new language to children (item 35). Also, 80% MM and 94% EM agreed that questions should be asked before and after the lesson (item 38). 84% MM and 90% EM student teachers thought that a primary teacher should be a good story teller (item 4), that is he/she should be able to sustain learners' interest in learning, but this does not mean that the teacher should talk all the time and students should only

listen (item 5). It shows that these students are well aware about the use of appropriate teacher talk.

In some other areas, these student teachers seem confused. For example, around 50% (42% MM, 48%EM) student teachers supported the view that in order to give appropriate exposure, the teacher should use foreign tone (item 11). They seem not to be aware of the development using foreign tone is not essential if appropriate pronunciation and tone according to Indian variety of English is used. Otherwise, if teachers try to talk in foreign tone there is possibility of wrong imitation from students' side.

Another significant difference among these teacher students' beliefs is in the case of the statement related effect of teacher talk. While 78% EM student teachers agreed that primary English teachers can give an excellent English input to students through their talk/speech (item 15), only 44% MM supported this statement. This may be because EM student teachers believe that if they talk more students will learn more and MM teachers might think that if they act more, learners would understand more. It is also observed in many Marathi medium schools that teachers give emphasis on reciting poems and songs, and using TPR for teaching English. Therefore, it is recommended that MM student teachers should also be encouraged to talk in English more so that learners get chance to listen more which, consequently, will result in their English development. They are right when they believe that other than teacher talk, physical movements, gestures, etc. help learners understand the meaning. But, if teacher always communicates through such means, the learners may become good nonverbal communicators than good conversationalists.

Very interesting response is noted for the statement: Teachers should get appropriate training on how to talk effectively while teaching English to younger students (item 47). Eighty percent (80%) MM and 100% EM student teachers expected to have such kind of training. Therefore, teacher trainer should try to include some contents related to importance of teacher talk and techniques to talk effectively in classroom.

4. Beliefs about self-efficacy

Pre-service teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape their educational experiences (Soodak & Podell, 1997). Teacher efficacy is believed to be strongly linked to teaching practices and student learning outcomes. The research has shown that teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort; teachers with lower self-efficacy, on the other hand, feel

a sense of helplessness when it comes to dealing with difficult and unmotivated students (Gibson & Dembo, 1984).

The present student teachers are very strong about their self efficacy about teaching English to children. Almost 91% MM and 90% EM student teachers believed that teaching English in primary school is a meaningful job, they are confident of becoming a good primary school English teacher and capable of teaching children English, as well as they can teach English successfully to primary school students as soon as they complete their D Ed (items 12,24, 45,48). Moreover, many of them (MM-78%, EM-75%) felt that they can teach English easily and with having a lot of fun (item 37). These results reported here indicate that these pre-service teachers are very much confident and have strong self belief.

CONCLUSION AND IMPLICATIONS

The results of this study reveal that primary school pre-service teachers in Indian context from MM and EM share a similar and consistent set of beliefs. Most of them have common beliefs about: (1) the nature of children's English development, which is in accord with the recent research literature on second/foreign language learning at early ages, (2) English teaching methods and techniques employed in the classroom, which are basically in tune with the teaching principles of CLT, (3) teacher talk features which provide comprehensible input and (4) a strong sense of self-efficacy as English teachers in terms of doing their work, which may have a positive impact on their performance. Except a few differences, both MM and EM student teachers have same beliefs about English teaching to primary school children and medium does not have a big influence on their beliefs. They should be provided with sufficient multimedia equipment, training about how to do error analysis, and how to make their talk more effective and relevant in classrooms. As well as they should be made aware that English teaching is not difficult in comparison with teaching Marathi or Hindi, and there is need of using neutral tone and not foreign tone in order to provide appropriate exposure.

Some of these student teachers are confused in some areas like, use of mother tongue in classroom, using foreign tone for appropriate exposure, medium of instruction, and age factor in SLA/SLL. After studying their course syllabus and discussing with some teacher educators it is observed that the exposure these pre-service teachers get through syllabus and teachers is more practical oriented. Teacher educators from Marathi medium D.Ed colleges use Marathi frequently while teaching English. The reason they give is that the students are not able to understand everything in English. They tell the same to the student teachers that Marathi should be used while teaching English; whereas, teacher

educators from English medium colleges give less exposure regarding the use of Marathi. So, more number of Marathi medium teacher students supported the statements related to use of Marathi. Information of English phonetics is included in their syllabus. They are taught phonology of English. This may be the source of their belief regarding using foreign tone. But according to teacher educators the emphasis is given on fluency and not on foreign tone. It seems those student teachers' own experiences as learners, knowledge they get through readings, and their observations/experiences in society have great impact on their belief system. It is recommended that a firm view should be exposed through syllabus and teachers regarding above mentioned areas so that pre-service teachers would be able to form their own firm views and become research oriented in the classrooms.

In recent years, it has become more crucial to view teachers as active thinkers in the language teaching process (Richards, 1998). This study attempts to make a contribution to English teacher Education by highlighting the role of beliefs in the teaching process. It is also hoped that the above research findings will encourage more language researchers and educators to learn more about teachers' beliefs. Researchers may use the results from this study to become better aware of elementary school English teachers' specific beliefs, and then help teachers expand their catalog of teaching principles and strategies.

It may be of interest for future researchers to compare in-service and pre-service teachers' beliefs and explore the sources, development, or changes in teachers' beliefs, or how teachers teach children English based on their own beliefs.

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Appendix
The Questionnaire of Primary School Pre-Service English Teachers' Teaching Beliefs

- All questions are about teaching English to primary students (from std.1 to 4 only)
➤ Your answers are valuable. Please be frank while answering each question. The data collected will be kept confidential and will be used only for research purpose.

Name:- _____ HSC marks in % & Branch _____

Tick below the alternative of your choice.

[SD = *Strongly Disagree* D = *Disagree* N= *Neither Agree nor Disagree* A= *Agree* SA = *Strongly Agree*.]

SN	QUESTIONS	SD	D	N	A	SA
1	Every child can learn English well.					
2	It is best for children to learn English from as early as the first grade.					
3	It is important to teach primary school children English listening and speaking skills.					
4	A primary teacher should be a good story teller.					
5	In English classroom teacher should talk all the time and students should only listen.					
6	Every child learns English with different learning styles in the classroom.					
7	Teaching English through English is more effective than bilingual method of using both Marathi and English.					
8	Children learn English better if they are given opportunities to move around in the English classroom.					
9	The most important element in teaching children English is oral conversation.					
10	English pronunciation, vocabulary, and grammar should be taught in an integrative manner, rather than separately.					
11	Teachers should talk in foreign tone to give appropriate exposure to students.					
12	I am confident of becoming a good primary school English teacher.					
13	Teaching English in primary school will be very easy to me.					
14	Marathi should be used while teaching English to children.					
15	Primary English teachers can give an excellent English input to students only through their talk/speech.					
16	Children acquire English easily when they are doing activities.					
17	How children use their mother tongue would affect their capabilities to learn English.					
18	Marathi must be used if children do not understand English.					
19	Children can learn English better if they fully understand the content of the lesson.					
20	The most imp element in teaching eng is vocabulary.					
21	It is important to use multimedia equipment (e.g. audio and video					

	tapes, TV) in teaching children English.						
22	Children should not be punished for making mistakes while learning English.						
23	Students should be given more chances to speak and act.						
24	I believe that I am capable of teaching children English.						
25	Teaching English is challenging and difficult than teaching Marathi or Hindi.						
26	Children learn English faster than adults do.						
27	The earlier English is taught to children, the better the results.						
28	Children can't learn English without regular practice.						
29	Children have individual variations in their cognitive development process.						
30	Children learn English through interactions with other people.						
31	Marathi should never be used while teaching English to children						
32	If primary school students are permitted to make errors in English without teacher's correction, it will be more difficult to correct them later on.						
33	Singing and role-playing are appropriate English teaching activities.						
34	The most important element in teaching children English is pronunciation.						
35	As they are children and English is a totally new language to them, teacher should always make use of repetition and paraphrasing.						
36	Teacher should always correct the mistakes of the students.						
37	Teaching English in primary school will be a lot of fun to me.						
38	While teaching English, teacher should ask questions before and after lesson.						
39	Children learn English the same way as they learn Marathi.						
40	It is important for primary school children to read and write in English.						
41	English medium students are faster in learning English than Marathi medium students.						
42	The most important element in teaching children English is grammar.						
43	It is not necessary to teach children English spelling and grammar in the very beginning.						
44	To include games into English instruction can facilitate children's learning.						
45	To teach English in primary school is a meaningful job.						
46	To make children quiet and maintain discipline in classroom, primary teachers should be very strict.						
47	Teachers should get appropriate training about how to talk effectively while teaching English to younger students.						
48	I can teach English successfully to primary school students as soon as I complete my D Ed						