

Appendix A

QUESTIONNAIRE to the UTC Faculty*

Your Name:

Department.....

Your students.....

M.Th. I yr 1) 2).....3).....

M.Th. II yr 1) 2)..... 3).....

Q.1. What kind of assignments do you give to the students at this level?

I year	II year
<i>Please indicate when they do these assignments: Term 1, or 2 or 3.</i>	Term I or 2 or 3
Read & Report in class: Length of reading? How do they present it? Number of words? Time allowed? Asking questions of a text? Short Essays? Long essays? Literary Criticism? Word Study? Case Study? Verbatims? Surveys/Histories? Explaining concepts? Narratives? Analytic & descriptive pieces? Book-reviews? Thesis Titles (Drafts)? Integrated papers? Any other?	

* Editor's note: The space for responding to questions was eliminated in order to economize space. The original had additional space for responses. --MES

Q.2. When does English language pose the greatest problem in your opinion?

- a) Participation in class presentations?
- b) Participation in seminars?
- c) Written assignments?
- d) Interaction with you?

Q.3. What is the worst aspect of English at such points?

- a) Grammar? (details in the next question)
- b) Vocabulary?
- c) Lack of academic phrases/cohesive devices in writing?
- d) Paragraphing?
- e) Logical argumentation?
- f) Spelling and punctuation?

Q.4. What common grammatical errors prevent the communication of meaning?

- a) The use and abuse of the article?
- b) The agreement of the verb with the subject?
- c) Prepositions?
- d) Present Continuous used for the simple present tense or vice versa?
- e) Absence of the perfect tenses? Using the simple past instead.
- f) Active and passive voice?
- g) Absence of relative pronouns such as *Who, Which, That etc?*
- h) Overuse of relative pronouns (people+ *those+ who*), *or which we must remember it...?*
- i) Sentence structures: sentences fused into one
or subject omitted in the 2nd part of a compound sentence
or too many simple sentences with no attempt at synthesis.
e.g. x wasx didx went to.....
x saw.....x saidetc
- j) Little variety in Conjunctions apart from “and”, “ but”.

Q.5. The process of Composition

Do you insist on detailed outlines?

For each chapter?

Do you ask for an overall outline?

Do you ask for redrafting more than twice?

Do you help in drafting? Redrafting?

Do you help with the thesis proposal in the same way?

The Opening Chapter

Q.6. Do you encourage writing an “ opening conclusion”?

i.e. Should Chapter I say it all?

Or

Should the reader wait till Chapter 5 or the very end to know what the researcher is saying like “the clash of cymbals in an orchestra”?

Q.7. Do you recommend that opening Chapters have QUOTATIONS, ANECDOTES, or QUESTIONS?

Do your students follow this advice?

Do you advice writing Chapter I last as many of us have “starting problems”?

Q.8. What do you require in the Introduction or Chapter I ?

.....
Other matters

Q.9. Must students wait for your correction/guidance before proceeding or can they work ahead?

Q.10. Do they work in sequence always?

Q.11. What is your main concern while reading drafts of chapters?

Content.....

Language.....

Style.....

(I was told that the Senate allots 5 or 15 marks for style?)

Q.12. What is their response if you ask for rewriting?

Gratitude.....?

Anger.....?

Confusion.....?

Q.13. Do you help them in rewriting/editing or would you rather send them out to find help?

Q.14. Do you recommend

Dr. Mabry’s book for guidance?

Or

Dr. Kate Turabian's book?

Or any other?

Q.15. What problems do they usually have with paragraphing?

..... too many long paragraphs?

..... too many short paragraphs?

..... No Topic sentences?

.....No cohesion within the paragraph?

..... any other problems?

CITATION

Q.16. Do they cite others because:

They need to support their views?

They need to fill in pages?

Others say it better?

Q.17. Do they always acknowledge quotations?

Q.18. Do they ever question a Quotation?

Q.19. Do they merely quote with no critical comments?

Q.20. Are all quotations relevant?

Q.21. Do their quotations further their argument?

Q.22. Where do you find the maximum number of citations?

Introductory parts

Middle sections.....?

Concluding parts.....?

Q.23. When do students give up the tendency to depend heavily on citations?

I year: Term ITerm IITerm III.....

II year: Term I..... Term II..... Term III.....

(i.e. Does the tendency to cite too much and too often decrease as they learn more and gain confidence in their own opinions)

Q.24. Indicate the rhetoric devices that they might use in your subject:

a) Definition

b) Comparison and contrast

c) Classification

- d) Hypothesis
- e) Prediction
- f) Analogy
- g) Refutation
- h) Any other

INTERACTION in ACADEMIC PROSE

Q.25. Do you encourage the use of a personal or impersonal tone in writing? Do you approve of the use of “I”?

If you do, state why.....

If you do not, state why.....

Do you recommend total neutrality by saying “the researcher”?

Do you encourage the passive voice? E.g., It is believed.....

Do you encourage “hedging”? (shifting responsibility or commitment) by using words such as ‘might’/ ‘maybe’ or other modal auxiliaries such as ‘would’, ‘could’ etc?

Q.26. Do you think factual writing can be emotive?

Is there place for emotion in academic prose?

And

Do you think there is place for Imaginative writing in theological prose?.....

What kind of imagination does this writing call for ?.....

Or

Is there place for creativity in academic prose?

.....

Thank you so much for your time and patience.