

Appendix: I

English Teachers' Attitude Inventory

Use of Unseen Reading Texts in the SLC Examination

Dear sir/madam,

This inventory is intended to study secondary school English teachers' attitude towards 'Use of Unseen Reading Texts in the S.L.C. Examination.' This study is being carried out as a part of M.Ed. thesis writing.

Following are a number of statements with which some English teachers and experts agree and some disagree. So, you are kindly requested to indicate your opinion after each statement by putting a tick mark in the box that best indicates your belief. If you think that there is something that you would like to comment on, you can use the space available after each statement.

The information provided through this inventory will not be available to any one except to the researcher for the purpose of this research study and I assure you that your identity will be kept anonymous under any conditions and circumstances.

Thank you very much for your help.

School:-

Name:-

Qualification:-

Age:-

District:-

Sex:-

Teaching experience: -

Have you attended any training as an English teacher? Yes No

Duration of training:-

1. Reading skill is more important than writing skill.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

2. Reading unseen text is more difficult than seen text.

Strongly agree Agree Unsure

Disagree Strongly disagree

3. Marks allocated for reading skill are enough.

Strongly agree Agree Unsure

Disagree Strongly disagree

4. More weightage should be given to seen texts than unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

5. Unseen texts are authentic texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

6. Unseen texts develop students' communicative proficiency.

Strongly agree Agree Unsure

Disagree Strongly disagree

7. Using unseen texts in the classroom is not possible.

Strongly agree Agree Unsure

Disagree Strongly disagree

8. Equal emphasis should be give to reading and writing skills.

Strongly agree Agree Unsure

Disagree Strongly disagree

9. Teaching unseen texts is problematic.

Strongly agree Agree Unsure

Disagree Strongly disagree

10. Teaching seen texts enables the students to cope with unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

11. The skills developed through seen texts empower the students with the ability to deal with unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

12. Teaching unseen texts is not necessary as it consumes more class time.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

13. Unseen texts are the texts that are beyond the text books.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

14. Reading comprehension of unseen texts is more difficult than that of seen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

15. Unseen texts should not be asked in the S.L.C. examination as they are not taught in the classroom.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

16. While teaching reading, all the sub-skills should also be taught.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

17. Unseen texts really test the students' proficiency in the comprehension of authentic texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

18. The types of unseen texts that are asked in the S.L.C. examination are not as per the students' level.

Strongly agree Agree Unsure

Disagree Strongly disagree

19. The seen texts that are prescribed in the grade 10 curriculum are not as authentic as those the students come across in real life situations.

Strongly agree Agree Unsure

Disagree Strongly disagree

20. Dealing with unseen texts develops students' reading comprehension ability.

Strongly agree Agree Unsure

Disagree Strongly disagree

21. There should be provision for teaching authentic texts in the classroom.

Strongly agree Agree Unsure

Disagree Strongly disagree

22. More marks should be allocated to seen texts than unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

23. Due to the high weightage given to the unseen texts, students are not encouraged to practise all the seen texts in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

24. The vocabularies used in the unseen texts are comparatively more difficult than those of seen texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

25. Unseen texts require creative thinking on the part of the students.

Strongly agree Agree Unsure
Disagree Strongly disagree

26. Teachers should make selection of authentic texts as per the students' linguistic level.

Strongly agree Agree Unsure
Disagree Strongly disagree

27. The use of unseen texts in the classroom motivates the students to learn more.

Strongly agree Agree Unsure
Disagree Strongly disagree

28. Seen and unseen texts should be used simultaneously in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

29. Unseen reading texts are more valid.

Strongly agree Agree Unsure
Disagree Strongly disagree

30. Unseen texts develop the real-life skills in the students.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

31. Reading texts expand students' horizon of knowledge by encouraging them to read more in future life.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

32. All the reading techniques are practised in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

33. Test items used to assess students' reading comprehension are appropriate enough to test their real skill in reading.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

34. Unseen texts develop new vocabularies in the students.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

35. Unseen texts accurately measure students reading comprehension ability.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

36. Testing reading is more important than testing writing.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

37. Most of the students fail in the S.L.C. English test due to their inability to deal with unseen reading texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

38. There are enough exercises in the grade Ten English Textbook to practise reading comprehension.

Strongly agree Agree Unsure
Disagree Strongly disagree

39. We need to have good reading comprehension ability in order to succeed in our academic life.

Strongly agree Agree Unsure
Disagree Strongly disagree

40. Reading is one of the most practised and best ways of developing our knowledge in a foreign language.

Strongly agree Agree Unsure
Disagree Strongly disagree

41. Testing reading in the S.L.C. Examination is essential.

Strongly agree Agree Unsure
Disagree Strongly disagree

42. Reading test fulfills the objectives of reading skill as specified in the curriculum.

Strongly agree Agree Unsure
Disagree Strongly disagree

43. The students from private schools are better than those from the public schools.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

If you have different opinions about the use of unseen reading texts in the SLC Examination, write down your views in the space below.

.....
.....
.....
.....
.....
.....

Researcher

Purna Prasad Paudyal

M. Ed. Second Year

Surkhet Campus (Education)

Birendranagar, Surkhet

Appendix II
Students' Attitude Inventory
Use of Unseen Reading Texts in the SLC

Name: _____ Age: _____
School: _____ Sex: _____
Class: _____

Places go through the following statement and put a tick (✓) against the alternative that best suit your attitude.

1. The passages which are outside the textbook are the unseen texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

2. Unseen texts include letters, advertisements, tables, charts, stories, notices.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

3. It is easier to understand seen texts than unseen texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

4. Unseen texts are also taught in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

5. Reading exercises are more practiced in the class.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

6. The teacher encourages the students to read in groups and discuss the difficult exercises with their partners.

Strongly agree Agree Unsure
Disagree Strongly disagree

7. Reading skill has practical value in real life than writing skill.

Strongly agree Agree Unsure
Disagree Strongly disagree

8. Reading becomes more difficult due to new vocabulary items and complex sentence structures.

Strongly agree Agree Unsure
Disagree Strongly disagree

9. The cultural differences between the reader and write also cause problems in reading comprehension.

Strongly agree Agree Unsure
Disagree Strongly disagree

10. Seen texts should carry more marks than unseen texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

11. Unseen texts should also be taught in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

12. Unseen texts are more difficult than seen texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

13. Unseen texts are not more interesting and they do not motivate the readers to read more.

Strongly agree Agree Unsure
Disagree Strongly disagree

14. Seen texts are not taught well in the classroom by the teachers.

Strongly agree Agree Unsure
Disagree Strongly disagree

15. There is little practice in the classroom on reading texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

16. There is more student-student & student- teacher interaction in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

17. The questions on reading comprehension are difficult to answer.

Strongly agree Agree Unsure
Disagree Strongly disagree

18. It is always not easy to guess the meaning of unfamiliar words from the context.

Strongly agree Agree Unsure
Disagree Strongly disagree

19. Reading is a way of learning English without classes, and without a teacher.

Strongly agree Agree Unsure
Disagree Strongly disagree

20. Reading unseen texts helps you to learn new vocabulary items.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

21. Reading exercises improve your writing skills.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

22. Solving unfamiliar texts builds up your confidence in the English language.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

23. Reading comprehension of advertisements is easier than that of stories and letters.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

24. The teacher uses varieties of techniques in teaching seen texts in the classroom.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

25. You are required to practise a lot of unseen texts in the classroom.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

26. You can pass your written exam without even reading the seen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

27. The difficulty level of both the seen and unseen texts is similar.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

28. Only the texts from the textbook should be asked in the examination.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

29. Your teacher teaches unseen texts frequently in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

30. We need to develop the good reading comprehension ability in unfamiliar texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

31. Some unseen texts are more difficult than others.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

32. It is not good to test students' reading ability on unseen texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

33. The teacher often encourages you to practice unseen texts even outside the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

34. Unseen texts help you to develop your language ability.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

35. Unseen texts should not be asked in the SLC examination.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

36. Testing reading in the SLC examination is essential.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

37. The teachers should teach unseen texts in the classroom.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

38. The student should be trained to deal with different sorts of unseen reading texts in the class.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

39. The students from private schools are better than those from the public schools.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

40. Use of unseen texts should be continued in the SLC examination.

Strongly agree Agree Unsure
Disagree Strongly disagree

.....

If you have different opinions about the use of unseen texts in the SLC Examination, write down your views below:

.....

.....

.....

.....

.....

Researcher:

Purna Prasad Paudyal

M. Ed. Second Year

Surkhet Campus (Education)

Birendranagar Surkhet

Appendix: III

English Experts' and Examiners' Attitude Inventory

Use of Unseen Reading Texts in the SLC Examination

Name:-

Qualification: -

Age:-

Experience as an English teacher: -

Sex:-

Working place:

Experience as an Examiner/Trainer

Please go through the following statements and put a tick mark () against the best alternative that best suits your attitude.

1. Reading and writing skills are as important as listening and speaking skills.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

2. Teaching reading is not as important as teaching writing.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

3. The marks allocated for reading skill are enough.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

4. The students' comprehension ability in unseen texts is not as good as it is expected.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

5. The teachers do not apply communicative methods while teaching reading.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

6. The use of reading strategies used by the teachers do not prepare the readers to cope with unfamiliar text efficiently.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

7. Teachers do not prepare the learners into independent readers.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

8. It is necessary to train the teachers on teaching reading efficiently.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

9. Poor teaching prepares poor readers.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

10. Reading ability of the learners can be tested through unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

11. Seen texts should be focused more than unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

12. Unseen texts develop the students' thinking and reasoning power as they have to engage themselves in doing the exercises.

Strongly agree Agree Unsure
Disagree Strongly disagree

13. To emphasize unseen reading texts is not logical in secondary level.

Strongly agree Agree Unsure
Disagree Strongly disagree

14. It is unseen texts that cause students' high failure rate in the SLC English examination.

Strongly agree Agree Unsure
Disagree Strongly disagree

15. Unseen texts are really authentic texts.

Strongly agree Agree Unsure
Disagree Strongly disagree

16. Teaching reading in literal sense is emphasized in secondary level.

Strongly agree Agree Unsure
Disagree Strongly disagree

17. Reading comprehension can not be taught. Only learning strategies can be taught.

Strongly agree Agree Unsure
Disagree Strongly disagree

18. In Nepalese contexts, teachers hardly use the strategies that help to foster students' life skills.

Strongly agree Agree Unsure
Disagree Strongly disagree

19. Often, the students are taught on how to pass the examination rather than developing proficiency in them.

Strongly agree Agree Unsure
Disagree Strongly disagree

20. Teachers' teaching strategies also affect the students' attitude towards the learning of the foreign language.

Strongly agree Agree Unsure
Disagree Strongly disagree

21. Even most of the teachers do not have the culture of reading authentic texts like newspapers, stories, books, etc.

Strongly agree Agree Unsure
Disagree Strongly disagree

22. Unseen texts pose problems to the students due to unfamiliar vocabulary items.

Strongly agree Agree Unsure
Disagree Strongly disagree

23. Unseen texts are beyond the students' level of understanding.

Strongly agree Agree Unsure
Disagree Strongly disagree

24. Students do not perform well in unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

25. The test items that are used to test reading comprehension are not standard.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

26. Learners should be trained in critical understanding of the passage.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

27. The curriculum should also make provisions for expensive reading materials.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

28. Self-selection of learning materials by the learners enhances success in reading.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

29. Teachers should not strictly adhere to the textbook passages only. Rather, they should bring in real texts into the classroom.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

30. Unseen texts provide students with the access to authentic language use.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

31. There is no difference in marking seen and unseen texts.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

32. Unseen texts should not be asked in the SLC examination.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

33. Testing reading in the SLC examination is essential.

Strongly agree Agree Unsure

Disagree Strongly disagree

.....

Researcher

Purna Prasad Paudel

M. Ed. Second Year

Surkhet Campus (Education)

Birendranagar Surkhet

Appendix: IV
Name of the Selected Schools

S.N.	Name of the Selected Schools	Remarks
1.	Jana Higher Secondary School Birendranagar, Surkhet	
2	Jana Jyoti Higher Secondary School Baddichaur, Surkhet	
3	Jana Sewa Higher Secondary School Ghushra, Surkhet	
4	Jeevan Jyoti Higher Secondary School Dasharathpur, Surkhet	
5	Siddha Secondary School Gothikanda, Surkhet	
6	Surkhet Horizen Academy, Birendranagar	
7	Usha Bal Vatika Secondary School, Birendranagar, Surkhet	
8	Shikhar Higher Secondary School Ramghat, Surkhet	
9	Sharada Higher Secondary School Chhinchu, Surkhet	
10	Nepal Rashtriya Higher Secondary School Karaikhola, Surkhet	

Appendix: V

Name of the Students Selected for the Study

1. Dolma Singh
2. Bharat Upadhyaya
3. Hem Raj Acharya
4. Youba Parajuli
5. Manjo Ale
6. Bhakta Bahadur Khasu
8. Poonam Bhandari
9. Rajan Khadka
10. Marichman Thapa
11. Pallavi Thapa
12. Roshani Budha
13. Bhupendra Budha
14. Lila Puri
15. Bhim Bahadur Kathayat
16. Khagi Sijapati Magar
17. Laxmi Sijapati
18. Sumitra Paudel
19. Bhagawati Khadka
20. Yamuna Pangali
21. Pabitra Khadka
22. Neelam Chand
23. Suresh Basyal
24. Rita Paudel
25. Nanda Bahadur Rawat
26. Ganesh Saru Magar
27. Ramesh Lamichhane
28. Prakash Thapa Magar
29. Hari Prasad Pokhrel
30. Chandra Bahadur Pun
31. Lok Bahadur Sijali

32. Anga Bahadur Kathayat
33. Santosh Acharya
34. Ganesh Birkata
35. Tilak Neupane
36. Lokendra Rijal
37. Mahesh K.C.
38. Rohit Dakal
39. Keshav Thapa
40. Devendra Adhikari
41. Bishnu Gautam
42. Kishor Bhushal
43. Purna Bahadur B.C.
44. Padam Khatri
45. Man Bahadur Birkatta Magar
46. Chandra Prakash Paudel
47. Bhim Bahadur Thapa Magar
48. Naresh Kumar Khatri
49. Tek Bahadur Pariyar
50. Nirajan Pachabhaiya
51. Raju Bhattarai
52. Narendra Acharya
53. Mahendra Shahi
54. Kishor Khadka
55. Tek Bahadur Salami Magar
56. Basanta Singh Thakuri
57. Trilok Rawat
58. Indrajit Budha Magar
59. Govinda Signh
60. Bhim Prasad Paudel
61. Prashant Tiwari
62. Bharat Regmi
63. Rajan K.C.
64. Pramod Tiwari
65. Bibes Oli

66. Khum Raj Basnet
67. Bishal Raj B.K.
68. Manisha Chalaune
69. Sukmati Rokaya
70. Deepa Bhattarai
71. Shilpa Rawal
72. Pramila Subedi
73. Roshani Shahi
74. Binita Khatri
75. Bimala Rana Magar
76. Uma Bhandari
77. Sangina Bista
78. Janaki Gurung
79. Rukmani Pahadi
80. Kristi Gautam
81. Manita Budha
82. Mala B.K.
83. Kalpana Rokaya
84. Pratima Thapa
85. Samita Kurel
86. Lalita Oli
87. Sima B.C.
89. Padam Gharti
90. Indra Adhikari
91. Puspa Rokaya
92. Gita Oli
93. Dilmaya Budha Magar
94. Bimala Sharma
95. Binita Dahal
96. Geeta Rawal
97. Chandra Chapain
98. Sarita B.K.
99. Gita Oli
100. Garima Sapkota

Appendix: VI

Name of the Selected English Teachers of Surkhet District

Name	Qualification	Teaching Experience	Working place	Remarks
Resham Bahadur Khatri	M.Ed.	4 years	Sharada H.S.S. Chhinchu	
Lal Bahadur Khadka	M.Ed.	18 years	Shikhar HSS Ramghat.	
Basudev Chhetry	B.A./ B.Ed.	23 years	J.J. H.S. Dasharathpur	
Sagar Bhattarai	B.A./ B.Ed.	8 years	Usha Bal Vatika Sechol. School.	
Nab Raj Paudel	M.Ed.	5 years	Surkhet Horizon Academy.	
Dila Ram Bhandari	B.Ed. /M.A.	12 years	Ne.Ra. H.S.S. Karaikhola	
Dhani Ram Sharma	M.Ed.	10 years	Siddha S. S. Gothikanda	
Raghavesh Gyanwali	B.Ed.	16 years	Jana Sewa HSS Ghushra	
Jeevan Upadhyay	M.Ed.	16 years	Jana HSS. Surkhet	
Kamal Raj Acharya	B.Ed.	4 years	Jana Jyoti HSS Baddichaur,	

Appendix: VII
Name of the Selected ELT Experts/Trainers/Examiners of Surkhet
District

Name	Qualification	Experience As		Working place	Remarks
		Teacher	Trainer/ Examiner		
Bhakta Bahadur Khadka	M.A. B.Ed.	5 years	6 years	DEO Surkhet.	
Khagendra Thapa	M.A./B.Ed.	18 years	10 Years	Amar Jyoti H.S.S	
Mahendra Prasad Sharma	M.A./M.Ed.	35 years	27 years	Tripureshwor HSS Surkhet	
Shanta K.C.	M.Ed.	27 years	18 years	Krishna H. S.S. Surkhet	
Vasu Dev Karki	M.Ed.	30 Years		Surkhet Campus Education	
Min Bahadur K.C.	M.A./ B.Ed.	38Years	23 years	Amar Jyoti HSS, Surkhet.	Retired
Hikmat Bahadur Oli	M.Ed./B.A.	22 years	7 years	SOS, Surkhet.	
Nava Raj Ghimire	M.Ed./M.A.	16 years	9 years	Janata HSS Surkhet.	
Bimal Nepali	M.A./M.Ed.	10 years	8years	Jana HSS Surkhet.	
Nim Prakash Singh Rathor	M.Ed.	4 years	5 years	ETC, Surkhet	

Appendix: VIII

Comments Received from the Students

"Every teacher should teach unseen passage in the classroom."

"In the SLC examination unseen texts should contain more marks."

"More authentic texts should be included in the syllabus."

"Unseen texts help us to develop our language ability and learn new vocabulary items."

"Unseen texts are more difficult than seen texts."

"The Students should be trained to deal with unseen texts in the classroom."

"Unseen texts should be as per the students' level of understanding."

"It develops our thinking capacity."

"The Unseen texts should be easy to understand."

"The full marks for unseen texts should be reduced."

Appendix: IX

Comments Received from the Teachers

"Unseen reading texts are necessary to develop the knowledge of reading skill for the students of SLC level. They should be as per the students' level. Sometimes unseen texts are easy and sometimes they are difficult for the students."

"The provision of asking seen and unseen passages in the SLC should be changed.

"Equal marks texts should be asked.

"All kinds of questions should be included."

"If possible T-book for unseen texts should be prescribed."