

A STUDY ON ATTITUDE TOWARDS UNSEEN READING
TEXT IN THE SLC EXAMINATION

A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English

Submitted by

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CHAPTER ONE

INTRODUCTION

1. General Background

Language is common to all and only human beings. It is the most unique gift that sets them apart from the rest of living beings. There are more than five thousand languages spoken in the world. Language is the greatest accomplishment of human civilization. It is a means by which we can perform several things- communications, thinking, group, solidarity, interlinguistic conflict, nation building, control, creation and so on. We can not think of any social, academic and artistic activities going on without language. It is perhaps the most significant asset of human life.

It is language through which we can share our feeling and emotions, pains and pleasure, sorrows and happiness, humility and hostility. It is said that man does not live by bread alone, his other necessity is communication. It is again the language that makes communication easier.

There are different modes of communication viz. oral, visual, olfactory, tactile and gustatory. Human language dominates all other modes of communication. It is through the language that human beings have created vast ocean of knowledge and transmitted it across the globe.

Language is also a social phenomenon. It is because language can not be used in a vacuum. It is used in the society. It is used to create and maintain social relationship, to get things done, to solve conflicts, to maintain group solidarity, to fulfill the social needs of communication. From the sociolinguistic perspective, language and society interact with each other.

Simply put, language is defined as the voluntary, vocal, system of human communication. This generalized definition captures the crux of the complex nature of language. Language in its pure sense, is employed by the human beings only. In this sense, language is species specific. Let us look at some of the definition by eminent linguists.

According to Wardhaugh (1972, p.3)," language is a system of arbitrary vocal symbols used for human communication. It is used for various purposes such as academic official, social, personal and so on. "This definition indicates that language is a system used for various purposes.

Chomsky (1957): has defined language as" language is the distinctive quality of human mind that is as far as we know unique to man. It is a set of sentences each finite in length constructed out of a finite number of elements "(as cited in Pokhrel, 2065).

Sapir (1921, p. 8)," Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (as cited in Verma and Krishnaswamy, 2009, p.16).

Similarly to quote Lyons (2009, p.2), "It is the possession of language which most clearly distinguishes man from other animal."

From the above definitions, it is clear that language is purely used by the human beings only. Although other animals can also communicate by means a certain signs, it can not be called a language. It is mainly because it lacks productivity and complexity found in the human language.

1.1 ELT Situation in Nepal

Nepal does not possess a long history of English language teaching and learning. The practice of teaching and learning English can be traced back to the establishment of Durbar High school in 1854 A.D. (1910 B.S.). After the then Prime Minister Jung Bahadur Rana's visit to Britain he was deeply impressed the language of English people. So, when he came back to Nepal, he realized the need for learning English.

The first British who came to Nepal were missionary people. Father Craybrawl arrived here in 1628 and Father Grover and Dorbil in 1661: and their mission was to convert people into Christianity (Sharma, 2006: Journal of NELTA vol. 11 Number 1-2). In those days Nepal was not very open to religious matters so the missionary stopped their work and left Nepal. So far as the official entry of English in Nepal is concerned, it began with the establishment of Durbar High School in 1854 A.D. It was particularly established for the children of the Ranas and had the objective of making Ranas' sons know English and thereby the Rana rule in Nepal would have easy access to British Empire. The Ranas had realized that unless they please the British Empire, their rule in Nepal would not be safe. Thus, the introduction of English in Nepal had a deep vested interest of the Rana autocrats. It is obvious in a colonial context that the role of English in the 18th and 19th centuries was associated with the interests of the British Empire.

From 1851 A.D. to 1947, Only 13 secondary schools were opened. There was no college and university for higher Education in Nepal until Tri-Chandra College was opened in 1918 A.D. The supervisor for Durbar High School was Mr. Ross and the Head Master was Mr. Canning. However there was no provision for teacher training. ELT in Nepal started in 1971 A.D. With the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B. Ed programme in English Education (Awasthi 2003, p. 22).

English is taught as a compulsory subject from grade one to Bachelor level. At higher level, T.U. offers elective courses in I. Ed, B. Ed, M.Ed., M. Phil and Ph.D. English is taught in other faculties for specific purpose-law, medicine, and engineering. Similar is the case in other private universities. Thus, the use and importance of English is drastically increasing day by day.

In 1971, National Education system plan was started. It gave emphasis on vocational training and Nepali medium English which was being taught from grade four and it was defined as one of the UNO languages. English carried 100 full marks from grade four to grade ten, that is– from primary to secondary level. English language teaching started only from grade IV. Since 2003, English is being taught as a compulsory subject from grade one up to Bachelor level.

1.2 The Need and Importance of English in Nepal

There are more than five thousand languages spoken in the world. Of them, English is one of the widely used languages across the globe. In this sense, it is the language of international communication. Through English, we can keep ourselves abreast of the latest world affairs. We can maintain group solidarity and keep contact with other people around the world. Hence, it is also used as a link language.

In the present world, the era of rapid technological and scientific advancement, the use and spread of English is expanding widely. The world has shrunk and become like a small village. People like to feel as the global citizen and keep in touch with the global affairs. In this situation English is the only language that gives people a sense of global identity.

Studies have shown that nothing can be compared with speed of the growth-rate and expansion of the English language in the last 40 years. The users of English have multiplied by leaps and bounds and many nations have incorporated English

in their education system in response to the fast pace of globalization. This has helped them achieve the recognition of their identity from the global community and they are reciprocated by the knowledge and power. Consequently, the use of English in academics, administration, international communication, media and information technology is indispensable. This situation has accelerated the teaching and learning of English in every nook and corner of the world expediting other auxiliary businesses such as materials production, training and the institutionalization of various related activities. (Bhattarai and Gautam, 2008, p.11, Journal of NELTA vol.13, No, 1-2).

Due to the global use of English in every walk of human life, many countries have started their schooling system in English medium. English is used as the second language in India and Singapore, whereas it is used as a foreign language in Nepal. In Nepal, private schools are run in English medium, whereas in many colleges and universities most of the subjects are delivered in English. This fact has also necessitated the learning of English for every educated person. To be saleable in the market, the knowledge of English has become inevitable.

The whole body of world knowledge is available in English. To gain access to this knowledge, one must have the know how of English language. All the scientific innovation makes use of English. All the important books are translated into English. The body of famous literature, history, culture, civilization, is widely circulated through English language. So, to expand the horizon of knowledge and broaden the mind, one must have the good knowledge of English language.

English is widely used in business, mass media, administration, diplomatic dealings, commerce, information, technology etc. English is the language of e-mail and internet. One is deprived of the world knowledge in the absence of English language.

English has become the survival language. To succeed and survive in one's field. The knowledge of English is imperative. People have to go to different countries in pursuit of jobs and study and it is not possible to know the language of every country at that time. English works as a lingua franca, a link language among the speakers of different languages. Knowing English is therefore key to employment in a globalized economy. Keeping the emerging global use of English in mind, efforts have been made in Nepal to uplift the standard of English. In the same line of thought, English has been taught as a compulsory subject from grade one to Bachelor level. Some of the public schools have also initiated using English as the medium of classroom instruction besides Nepali language. This is also the sign of awareness of the global use of English.

English is also used in other areas for specific purposes. In medical law commerce, people use English, language.

Thus, the importance of English can be well summarized in the words of Sthapit et al. (1994, p. 1), "English is the most widely used language in the history of our planet. One in every seven human beings can speak it. More than half of the world's books and three quarters of international mail are in English. Of all languages, English has the largest vocabulary perhaps as many as two million words-and one of the noblest bodies of literature."

To sum up, English is the language of global use. It is through English we can have access to the whole body of global knowledge. English, also being the survival language, every body should learn it at any cost. It has also become the lingua franca without which we can not survive in this global village.

1.3 Language Skills

Language is the sole possession of human beings. It is species- specific. That is, only humans are capable of mastering the complex nature of language. Though all

the animals also have their own system of communication, their language is not as creative as human language. There are four language skills that constitute the complex whole of language they are listening, speaking, reading and writing. Language itself is considered to be a skill- which can be acquired and/or learnt and mastered through constant practice. These four language skills are briefly described below.

The purpose of learning a language is to enable the learners to communicate in that language. So, the students should be equipped with the language skills they really need. The four main skills are listening, speaking, reading and writing "To be able to use the language, to convey thoughts, intentions, wishes, information etc. a person needs a mastery of various elements (Haycraft, 1978 as cited in Sharma and Phyak, 2006). The language skills can be categorized into productive and receptive skills. Listening and reading come under receptive skills in that we receive something while listening and reading. Similarly speaking and writing come under the productive skills as we produce some information while speaking and writing. However, there is not watertight distinction.

i. Reading Skill

The third language skill after listening and speaking is reading. The writing and speaking skills fall under the productive skills where as reading and listening come under receptive ones. Generally speaking, reading means moving eyes over the graphic symbols and receiving the information underlying the printed symbols. Actually speaking, reading is more than receiving information from the text. It is an active and creative process, the reader is actively engaged in getting the message of the text. Reading understands which involves extracting the required information from the text as efficiently as possible. Reading encompasses a variety of skills. Some of these are:

- Recognizing the script of language

- Deducing meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information
- Understanding conceptual meaning
- Understanding relation between parts of a text through lexical cohesion devices
- Basic reference skills.

(Munby 1978, as cited in *ibid.*)

1.4 Testing and Teaching

Language education covers the areas of both teaching and learning. When there comes the question of teaching and learning language, testing comes automatically within it. It is mainly because of their complementary nature. Teaching without testing does not tell about the effectiveness of teaching learning activities where testing without teaching is meaningless. So these twin concepts of testing and teaching are inseparable from each other. "Assessment of learning is as old as education itself," says Khaniya (2005, p.1). However, despite their complementary nature, efforts were made to separate testing from teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the students' performance in the language in question. Some of the definitions given by eminent scholars can be cited as follows.

Lado, R. (1993), "The same basic understanding of the facts of language learning applies to language testing. What the student has to learn constitutes the corpus of what we have to test. Since the student has to learn language, it is language that we must test."

Davies, A. (1968) says "Language testing involves both linguistics and psychology because it is concerned with language and with learning."

Hughes, A. (1995) emphasizing the relationship between testing and teaching says, "The proper relationship between teaching and testing is surely that of partnership."

Thus, considering the abovementioned definitions of testing, it can be said that testing has always been an inherent part of teaching. From the time when teaching began, testing also came into effect. Testing is a complex matter as it involves elements from linguistics and psychometrics.

Testing is used as a way of assessing the teachers own classroom instruction on the one hand and as a means of evaluating students' performance, on the other. Through test, a teacher knows how far the students have learnt what they were supposed to learn, where lies the problem either in teaching, in content, in the use of instructional materials can be diagnosed and remedial measures can be taken. It is a test which gives clear picture of the student's ability, pinpoints the strong and weak areas in language teaching and learning. So the teaching and testing always go hand in hand and one has no relevance in the absence of another. No one can deny the importance of testing in language education program. Despite its paramount importance, "it was only after the world war second, the idea of language testing appeared as a distinct activity," (Khaniya, 2005, p.2) Since then, many researches and systematic studies have been carried out on testing in foreign language teaching and learning. Its brief historical background will further clarify the development of language testing from the past to date.

To study the historical development of language testing, different approaches have been developed. Tests can be classified on the basis of four main approaches to testing.

i. The Essay-Translation Approach

This approach is commonly referred to as the pre-scientific stage of language testing. No special expertise was required on the part of the teacher. A good teacher was considered a good tester. No separate training was needed on testing. Language examination was based on the subjective tests only. No attention was paid to reliability, validity, and objectivity. Tests usually consisted of essay writing, translation and grammatical analysis. The tests also had a heavy literary and cultural bias.

ii. The Structural Approach

This approach rests on the assumption that language learning is chiefly concerned with the systematic acquisition of a set of habits. It draws on the work of structural linguistics, in particular the importance of contrastive analysis and the learners' mastery of the separate language elements, phonology, vocabulary & grammar. Such elements were tested in isolation completely divorced from the context. The language skills are also separated from one another in that it is considered essential to test one thing at a time. Later, this approach was severely criticized for not being reliable and valid. This trend was based on the assumption that language testing could be made precise, objective, reliable and scientific, Spolsky (1978 as cited in Khaniya, 2005, p.14). This assumption rests on the theory that "knowledge of the elements of a language is equivalent to knowledge of the language". Morrow (1979, p.145, as cited in Khaniya 2005, p.14). Read (1981: as cited in *ibid*) considers that this trend is highly influenced by the structural school of linguistics. The format of the test is composed of short answers and multiple-choice item. This approach was criticized on the ground that language is not the arrangement of elements that can be tested in isolation. Rather it is a complex whole.

iii. The Integrative Approach

This approach came into effect as a reaction to the structuralist approach to language testing. John roller was the proponent of this approach. He argues that language elements interact with each other for meaning, and if language is broken into pieces as in discrete point testing, essential properties of a language are lost. (as cited in Khaniya, 2005, p.17). Thus, this remark tells us that dealing with language elements in isolation is artificial. This approach involves the testing of language in context and is thus concerned with the meaning and the total communicative effect of discourse. Thus, integrative tests are concerned with a global view of language proficiency. So, it is only the integrative tests that give a true measure of language ability.

iv. Communicative Approach

The approach to communicative language testing has close connection with communicative language teaching. From the mid-seventies, the people involved in linguistic research and language pedagogy were influenced by the notion of communicative competence. The term which was first used by Hymes (1972) to refer to "The intuitive mastery that the native speaker possesses to use and interpret language appropriately in the process of interaction and in relation to social context." Hyme's communicative approach made substantial contribution to syllabus design, teaching methods, teacher training and materials development. Consequently, language testing couldn't remain aloof from the notion of communicative competence. Their communicative competence was different from Chomsky's linguistic competence (1965) which was concerned with the knowledge of grammar and of other aspects of language excluding social context. It means Chomsky's approach focused on language usage only irrespective of social context.

Many a time, communicative and integrative approaches of language testing are used interchangeably. However, they are not the same despite their focus on the meaning of utterances rather than their form and structure. Communicative tests are concerned primarily, if not totally with how language is used in communication. Language use is often emphasized to the exclusion of language usage.

Hence, communicative approach to language testing encompasses the notion of communicative language testing which is associated with the students 'overall proficiency.

1.5 Secondary English Curriculum

In the current national structure of education in Nepal, secondary education occupies a key position. Secondary education curriculum consists of 800 full marks. It consists of 6 compulsory subjects and to elective subject. English is made compulsory subject in secondary level. It carries 100 full marks. With the introduction of NESP in 1971, a process of internal assessment was introduced in school. It allotted 20% to internal assessment and 80% to external assessment for all general subjects. Both subjective and objective test items were used for all 900 full marks. The structure applied in 1986 reduced the grand total of 900 full marks to 700 full marks. But there was no provision for internal assessment in all subjects. The secondary curriculum was restructured in 1999 making the provision of 800 full marks.

Curriculum is a whole educational programme aiming at the all round development of the children. It is a reflection of the social, economic, cultural, diversities of the nation. Indeed, the national development depends upon the educational plans and polices adopted by the nation.

To achieve the aim of the curriculum, syllabus and textbook are prepared. Syllabus is a sub-part of the curriculum built upon the curriculum objectives to enact the syllabus.

Textbook are written which act as the learning materials for the learner and teaching tool for delivering the content specified in the syllabus. It is the curriculum that should be taken care of while carrying out instructional activities in the classroom.

Secondary English curriculum has allocated 100 full marks to English subject. English is the appropriate international language for Nepal and a vital tool for all students to become successful in local, national and international communication. Undoubtedly, English is the means of global communication and is also the major world language. Given the global use of English, it has been taught as a compulsory subject up to the Bachelor level in different universities of the country.

The two year secondary English curriculum for grades nine and ten has two main purposes: One is to enable students to exchange ideas with people of any nationality who speak or write English and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English. It is hoped following the implementation of this curriculum that it will support to promote and strengthen the interests and aspirations of the nation.

General Objectives:

The general objectives of teaching English at this level are to enable students to:

-) Develop an understanding of and competence in spoken English.
-) Communication fluently and accurately with other English speaks.
-) Develop competence in understanding a variety of reading texts.
-) Gain the skills necessary to write appropriate and effective English.

-)] Develop an ability to use simple reference materials.
-)] Read, appreciate and enjoy literary texts.
-)] Develop an awareness of contemporary social values and norms relevant to Nepal.

1.5.1 Specific objectives (Grade 10)

At the end of Grade 10, students will be able to integrate receptive and productive work in the four major skills (listening, speaking, reading and writing).

i. Reading Skill

Students will be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Specifically they will be able to :

- R1. Read short texts intensively for detailed understanding.
- R2. Read longer texts extensively for general understanding.
- R3. Show understanding of the underlying themes and ideas of texts.
- R4. Show understanding of an argument.
- R5. Retrieve specific information from texts to synthesize and analyse by means of a variety of reading techniques, e.g. skimming and scanning.
- R6. Identify the structure and organization of paragraphs and longer texts through developing an awareness of cohesive devices (thus, that's why, in this way, it).
- R7. Anticipate the likely continuation of interrupted texts.
- R8. Appreciate literary text of an appropriate level.
- R9. Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic rules.
- R10. Use an authentic English dictionary/the Thesaurus effectively.
- R11. Interpret information presented in diagrammatic forms (pie chart, graph chart, bar/Column chart table, etc).

Allocation of marks for the reading skill

The new secondary English Curriculum School 1998 A.D. has developed a specification grid which allocates the marks to different areas and skills. It reflects the assessment and evaluation part of the curriculum.

Listening	speaking	Reading	Writing
8	12	45	35

The revised English Curriculum (2008) has made a slight change in the distribution of marks to different areas as follows:

Listening	speaking	Reading	Writing
10	15	40	35

It seems that reading skill has been emphasized much in relation to other areas of language.

What is Reading?

Of the four language skills, reading comes in the third order after listening and speaking. We use language in order to communicate our thoughts and feeling. When using language, we make use of four language skills at one time or simultaneously viz. listening and speaking and some skills intentionally reading and writing.

After the person being able to listen and speak, only then does he proceed to reading skill. When we speak and write we produce something and when we listen and read, we receive something. In this sense, language involves both reception and perception/production. Some people hold the belief that reading is merely a matter of phonic. But there is far more to reading than that. Language to read

involves complicated psychological processes. Simply, reading is defined as getting meaning from a printed page or a spoken text. It is a limited meaning of reading. Bringing meaning to the received text indicates more accurately the reciprocal processes between the encoder, and the decoder. Comprehension, involves not only reception but also the construction of meaning and this is basic to all other aspects of comprehension. Thus, reading is not only receiving meaning but also creating meaning. Some experts, therefore, object to the definition reading as "receptive" skill and prefer the term "interpretive" skill (Mullick, R. and Ghosh, S.1993).

Thus, reading is an active skill which involves inference, guessing, predicting etc. Reading generally means understanding of a message in a text. It is an integral part of the language skill and closely linked to oral and written language. "Reading involves looking at sentences and words recognizing them and understanding them. It is a process of making sense of written language Doff, (2002, p.104 as cited in conference Souvenir (2010, p.14)

Ur (1998 as cited in *ibid*) simply remarks that reading means reading and understanding. It seems that reading does not simply means receiving information but also comprehending the message in a text. Reading is both a process and a product in a literal sense. It involves bringing an individual's entire life experience and thinking power to bear to understand what the writer has encoded. Thus, sensory experiences provide the basis for comprehending what is read. Above all, it is the product of human learning. Aukerman (1981, as cited in Gyawali et al. 2007, p.169) has divided the process of reading into four major categories: perceptual learning, associate learning, cognitive learning and affective learning.

1.5.2 Types of Reading

There are different kinds of reading for different situations. The texts we choose will depend upon the purpose for reading. For ex-we might be reading for pleasure, enjoyment, and information or to complete a task. We might search for information, scan for a particular word. It is necessary to adjust reading speed and technique depending on the purpose. Given the purpose of reading and the level of the readers involved, we can identify following types of reading.

Reading Aloud

Aloud reading is also known as oral reading. This kind of reading is carried out to enable the students with correct pronunciation, articulation, intonation and rhythm. It is also useful to test pupil's knowledge of English words and phrases and while s/he knows how to pronounce them, how to phrase words and how to enunciate clearly. Hence, reading aloud is a test as well as a practice. The main objective of loud reading to develop in the students a desire for silent reading. Only very few occasions in real life situations require loud reading. This kind of reading is useful and relevant at primary level in particular.

Silent Reading

The next higher faculty in the art of reading is silent reading. Richards, et al. (1999) as cited in Sharma and Phyak, 2006) says, "Silent reading is perceiving a written text in order to understand its content. "Where loud reading does not engage the learner in the reading task silent reading is considered to be the best kind of reading. Reading silently is more closely associated with reading comprehension. It enables the readers to fully occupy their mind on the text thereby facilitating their understanding of message underlying at advanced level. It is again the silent reading that is of prime importance in one's own practical life. Rarely is a person required to read aloud in many practical situations. This kind of

reading enables the readers to have mastery of the language in question. Silent reading that is focused at secondary level.

Rapid Reading

It is also a kind of silent reading. Also known as speed or faster reading, rapid reading consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. Readers are trained to use more effective eye movements. In faster reading, people read to find out what happens next. This is reading for pleasure or entertainment. It teaches the learners ultra-rapid skim reading techniques. It's not really suitable for understanding and retaining information.

Skimming

In faster reading, two types of reading techniques emerge viz. skimming and scanning. Skimming is one of the faster reading techniques used to quickly identify the main ideas of a text. While skimming, it is not necessary to go word by word; instead, a text is scanned. It is done at a speed three to four times faster than normal reading. People often skim when they have lost of materials to read in a limited amount of time. It is done to get the gist of the text and to get an idea of the tone of the writer. Skimming is, therefore, a thorough activity which requires an overall view of the text and implies a definite reading competence.

Scanning

Scanning involves moving the eye quickly down the page seeking specific words and phrases. Scanning is another technique of faster reading. It is mainly carried out to locate specific information in a text. Here, the reader pays heed to the required piece of information he is looking for, discarding other details. For example, looking up a word in a dictionary, looking for words that are bold faced, or in a different font, size, style, or color. In this sense, scanning is far more

limited than skimming in that it only means retrieving what information is relevant to our purpose, rejecting irrelevant information.

Intensive Reading/Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information, verify existing knowledge, to comment on a writer's ideas or writing style. In addition, a person may also read for pleasure or to enhance the knowledge of the language being read.

Intensive reading is of wide applicability and relevance in real life situation. Here, the reader is expected to understand every thing. Intensive reading is always silent. Here, the reader is fully engaged in interacting with the text arguing writer's point of view, analyzing the language, the vocabulary used. The reader is required to answer detailed comprehension questions. In this kind of reading the reader brings meaning to the text. Freebody and Gilbert (1991) as cited in Gyawali, et al. (2007) describe, "Students as readers, as code breakers, as text participants, text users, text analysts." Comprehension activities should provide scope for students to play all these roles. Comprehension involves making or gathering meaning from texts point. This meaning encompasses three interdependent levels of understanding—literal, inferential or interpretive, and evaluation or applied.

Extensive Reading

Extensive reading is also known as independent reading. "It is primarily carried out to train the students to read directly and fluently in the foreign language for pleasure and information." River's, (1968, p.229) as cited in Sharma and Phyak, (2006, p.249). Extensive reading is an approach to language teaching in which learners read a lot of easy materials in the new language. They choose their own reading materials and read them independently of the teacher. Especially this type of reading is practised to see the overall meaning of the text, to develop liking for

reading, for enjoyment, to develop good reading habits, to build up confidence in the language in question, to build up knowledge of vocabulary and structure. Brumfit (1977) as cited in Luitel, (2000, p.126) suggests the terms reading for fluency, for extensive reading. The reader may stop reading if he finds it boring, vary the speed as per his own will. To conclude, extensive reading is for encouraging the readers to expand their knowledge. It can be read easily and with confidence. Self selection of reading material, individual and silent reading, learner's autonomy in terms of reader speed are some of the reasons behind the use of extensive reading among the EFL readers.

1.5.3 Teaching of Reading

Teaching of reading is an important aspect of teaching and learning a foreign language. Reading opens the gates of knowledge. Simply put, reading is the understanding of the message in a text. "Reading maketh a man wiser" says Francis Bacon, the father of modern essays.

For foreign language learners of English reading is the only feasible means of exposure. Where there is little reading, there is little language learning. In Nepalese contexts, where there is hardly any exposure of the English language, reading is the sole source of learning a language. It is only by reading one can acquire the skills and speed needed for practical purposes.

Teaching reading skill is, indeed, a very challenging task. It calls for good knowledge and skill on the part of the teachers. Normally, in Nepalese schools, while teaching reading skills, the teacher applies a traditional mode of teaching. He just explains the reading lessons followed by some comprehension questions. The students hardly get an opportunity to read the text or to work out the meaning on their own. Consequently, most students fail to develop their reading skills.

Teaching of reading text generally follows three successive stages: pre-reading, while reading and post reading Nuttal (1996) as cited in Sharma and Phyak, 2006, p.242)

i. Pre-reading Stage

Pre-reading stage takes place before the students actually read the text. The pre-reading activities facilitate the understanding of the texts. The aim of this Stage is to arouse students' interest and develop the prediction skills of students. These activities include:

- Guessing the topic and content through headlines picture, etc.
- Presenting some new words.
- Giving a brief introduction to the text.
- Brain storming about the content.
- Telling the purpose of the reading text.

ii. While-reading Stage

At this stage, the actual reading takes place. The students read the text to find the answer to some specific questions or to get the gist of the passage. Some of the activities used in this stage include:

- Scanning the passage to locate some specific information.
- Skimming for general idea.
- Answering the questions asked to them.
- Completing the incomplete sentences.
- Completing the table, chart, map, etc.
- Labeling the pictures.
- Matching halves.
- Choosing the appropriate answers among the alternatives.
- Asking questions to each other.

iii. Post reading Stage

This is the evaluation stage where some additional tasks may be assigned to the students to generalize their learning in similar situation. The following activities may be set for this stage:

- Discussing the new and interesting event in the text.
- Discussing and debating about the controversial topic in the text.
- Doing the language exercises based on the text.
- Summarizing the text orally or in written form.
- Role playing

The purpose of this stage is to consolidate and reflect upon what has been read related to the students' own knowledge, interests, views.

Thus, it seems that reading comprehension is not an independent skill. Rather, it's integration or a combination of a set of sub-skills.

Assessing Reading in SLC Examination

It has been already mentioned in the previous section that teaching and testing are complementary to each other. Testing is an integral and inherent part of teaching. Assessment of what is learnt becomes meaningful when done on an informal or continuous basis. This can give the teacher a clearer picture of a student's ability than a formal test or examination. If only formal tests and examination are used, it is not possible to evaluate accurately the level of competency reached by a student at the end of each lesson throughout the year. Assessment measures should be consistent with a communicative approach of teaching.

The new secondary English curriculum 1999 A.D. has distributed marks to the reading skill as follows:

Listening	speaking	Reading	Writing
8	12	45	35

Later the curriculum was revised in 2008. It has allocated marks to the reading skill as follows: Time: 1:15 hours

1. Two seen text - (5+10) marks
2. Two unseen texts (10+15) 25 marks

Question types

- a. Short answer question
- b. Cloze
- c. Ordering
- d. Multiple Choices
- e. True/False
- f. Fill in the Space
- g. Vocabulary
- h. Matching

Materials:

1. Two seen texts from grade 10 textbook.
2. Two kinds of unseen authentic texts such as charts, graphs, tables, passages, advertisements, stories, notices and letters.

Note

1. Reading objectives of Grad Ten curriculum should be measured.
2. Except short answer question, the types of question should not be repeated in the two seen comprehension passages.
3. This is applied to the two unseen comprehension passages as well.

The above detailed specification grade 10 SLC exam shows that reading skill has been allocated the highest weightage in the curriculum. It has given more weightage to unseen text than seen text.

The aim of teaching reading is to enable the learners to enjoy unfamiliar reading materials. Given this fact, the new curriculum has included both seen and unseen texts. Seen texts are those that are given in the textbook and the unseen texts are those that are outside the textbook which students usually come across in real life situations.

Here, the aim of teaching reading is "To enable students to read without help unfamiliar authentic texts at appropriate speed silently and with adequate understanding" Christine Nuttall (1982) as cited in Luitel, (2000, p.122). This is a comprehensive remark reflecting the aim of teaching reading skill. The above remark by Nuttall well captures the essence of teaching reading at any level.

Testing reading generally means testing reading comprehension. Reading comprehension is a combination of reading sub skills. Reading is a composite form of several sub skills, rather than a unitary competence. "Comprehension skill is seen as the way reader extracts meaning from the printed page, i.e. understanding the writer's intended meaning. (Khaniya, 2005, p.142). Since reading comprehension is a set of sub-skills, these should be given due consideration while teaching and testing reading comprehension skills to the learners. It is the reading comprehension ability that is of paramount importance in our real life.

Grade Ten New curriculums has made provision for testing reading comprehension ability of the learners. Testing the reading comprehension ability through unseen text has been focused much. Actually unseen texts are the texts that are beyond the textbook but which the students come across in their daily lives. The problem lies in difficulty level. Whether the texts the students are provided with are as per their linguistic level & are culturally relevant is worth considering. The strategies that are applied in developing students' reading skill in seen text in the classroom should also be supportive of coping with the unseen

texts or authentic texts. All the reading sub skills should also be developed in the students in order to enable them to cope with the unseen authentic texts. Both the seen and unseen texts that are prescribed for grade 10 are:

Seen Texts

-Stories
Poems
Drama
Memoir
Biographies

Unseen Texts:

Charts
Graphs
Tables
Passages
Advertisement
Letters
Stories-
Notices

Besides these, Grellet (1981) as cited in Sharma and Phyak (2006, p.254) lists the main text types one usually comes across

- Novels, short stories, tales
- Plays
- Poem
- Letters, postcards, telegrams, notes
- Newspaper and magazines
- Specialized articles, reports, reviews, essays, business letters
- Recipes

Testing and evaluation of reading skill is one of the challenging tasks for the teacher of EFL. It really calls for rigorous studies and planning. There are various ways of testing reading skills and constructing test items. The type of testing and constructing text items depends upon the type of reading material.

Following types of question can be as used to test reading comprehension skills:

-) Main theme idea or point
-) Author's attitude or tone

-) Specific information
-) Implied information
-) Understanding themes and arguments
-) Structure and techniques
-) Understanding words in context
-) Relating to passages.

Similarly Cross (2003, p.193) has mentioned the following test items to test reading skill:

-) Multiple choice reading texts
-) Questions and answers
-) Short factual answers
-) Split sentences
-) Scrambled sentences
-) Scrambled texts
-) Gapped texts.
-) Pure cloze
-) Multiple choices cloze
-) Banked cloze

Therefore, for testing reading skill, different techniques can be used. It is important that considerable attention be given to the selection of the text to be included in the test.

There is a controversy as to the inclusion of unseen text in the examination. Some argue that the passages which are given in the textbook should be tested in the examination while others view that on the basis of the seen texts, the students' ability to work out unseen text should be assessed.

However, sometimes the difficulty level of the unseen text is greater than that of the seen text. To bridge this gap, the students should be exposed to the authentic texts from the beginning of teaching. In Nepalese context, the teachers hardly go beyond the textbook and bring in real and authentic materials in their classroom. The students are not trained to read the texts on their own and enjoy and reflect on them. They are often taught in a ritualized fashion. In this situation, they do not get the opportunity to interact with the text. Reading is only taken as the product. Over the years, the shift of focus has been from reading as a product to the reading as a process. Reading as a process makes use of schema theory. According to the schema theory, a theory of the organization of background knowledge and its use in comprehension, reader's background knowledge and their motivation and influence the way they read and the strategies they develop to comprehend a text. Gray (1960) quoted in Alderson (1984) as cited in Giri, (2004, p.4) suggested three types of reading – reading the lines, reading between the lines, and reading beyond the lines. It is reading between the lines that makes use of both bottom-up and top-down view of reading.

Thus, while teaching reading passages in the EEL classroom, the learners should be provided with all the basic skills in reading and should be frequently exposed to the authentic texts like notices, letters, news article, etc. Only then the testing of unseen authentic texts becomes meaningful. The difference in reading ability and ability to interpret a text also depends on the social and cultural background of a reader. And it is because there are differences in the language, social and cultural background of the first and second or foreign language readers, the L1 and L2 readers read a text differently. While teaching reading, the reading skills involved in them should be taught to the learners and should be tested in the examination. The reading skills and knowledge according to Giri (2004, p.10) involved in them can be grouped into following nine basic skills of reading:

) Knowledge of lexis

-) Knowledge of syntax
-) Knowledge of content
-) Knowledge of concept
-) Knowledge of literary devices
-) Knowledge of linguistic devices
-) Knowledge of discourse
-) Thematization or assessment skills
-) Information transfer skill.

While teaching reading, the above skills should be focused and the learners should be provided training in them. In testing, these skills should be reflected.

No doubt, the learners' ability to deal with the authentic texts should be tested. But the problem lies in the selection of authentic texts in line with the learners' linguistic level and the difficulty level of the text. There is no use of learner training strategy in EEL classroom in Nepalese contexts which further worsens the situation. The question lies here, if there is little use of authentic texts in teaching the learners, what is the relevance of using them for testing purpose? Perhaps, it may be due to this fact that testing students' ability in unseen text is debatable. If we wish to test learners reading comprehension ability of unseen text, they should be trained that way. When teaching and testing go side by side, testing becomes meaningful and there is beneficial wash back on teaching.

1.6 Factors Affecting Second Language Acquisition

Learners differ in a number of ways which affect L2 acquisition in particular their rate of development and their ultimate level of achievement. The ways in which learners differ are infinite. To put it another way, there are different factors affecting second language acquisition. The ways in which learners differ reflect

whole range of variables relating to the cognitive, affective and the social aspects of a human being.

Truly speaking, the terms acquisition and learning are controversial in SLA literature. Whether the second language is acquired or learnt is still debatable. It is because acquisition is subconscious picking up of a language whereas learning constitutes the body of conscious formalized instruction. There are different theories as to how children acquire their first language and learn second language. They are mentalist and behaviourist theories. The former was propounded by Chomsky and the latter by behaviourist psychologists. In case of the mother tongue, the child has enough exposure and acquires the language naturally as he learns to walk. Unlike his/her mother tongue, the child has less exposure to the foreign language. He learns it in a formal setting. Different resource like, teaching learning situations, curriculum, learning environment, attitudes, motivations play a great role in child's learning of the second language. These factors are also called the variables or individual differences in SLA. Such factors seem to have a strong bearing on student's success or failure in language learning. Such factors are attitudes, motivations, age, anxiety, aptitude, personality, risk taking ability, learning strategies, memory, and individual learning style, exposure. Some of the important factors are discussed below:

i. Attitude

Attitude is one of the most important factors of individual differences in SLA. It is a hypothetical construct that shows a person's likes or dislikes for an item. It refers to the learner's attitude towards the TL and its speakers. The researches carried out so far on SLA have shown that learner's positive attitude towards the target language and its speaker and culture resulted in success whereas their negative attitude weakened their learning.

The research on attitude goes beyond the learners' attitude and embraces the attitude of the parents and the teachers' towards the target language TL culture and their community which affect the students' attitude. The learners' attitude towards target Language learning situation, teachers' attitude towards the learners has also been studied. All these studies show that attitude towards different factors affect SLA.

R. Ellis (1988, p.196) defines attitude as learning process, sets of beliefs about such factors as the target language culture, their own culture, and in the case of classroom learning of their teacher and the learning tasks they are given. They influence language learning in a number of ways.

Gardener and Lambert (1972) have investigated a number of different attitudes which they consider relevant to L2 learning. These fall into three categories. To sum up, Attitudes are inseparable from Person. It is directly related to motivation for learning language. Students with high motivation have positive attitudes. It is the internal feeling of the human beings. Since learning language is closely related to the students' attitude towards the various aspects of language, emphasis should be placed on arousing high motivation and positive attitude towards the target language.

ii. Motivation

The term motivation is borrowed from English word 'Motive' which is derived from ancient Latin word 'Mover' meaning 'to move'. Therefore, motivation is the internal drive that arouses the interest and readiness of the learner towards a particular goal. Hence, motivation functions as the role of a catalyst in teaching and learning process. Motivation is usually defined as an internal drive which encourages someone to do some thing. It is commonly thought of as an internal drive, impulse, emotion or desire that moves someone to a particular action

(Brown (1995, p.152) as cited in Rana (2010). Gas and Selinker (2009, p.426) define motivation as, "A social-psychological factor frequently used to account for differential success in learning a second language is motivation". Thus this definition has defined motivation as social- psychological factor.

As a matter of fact, it is the combination of efforts plus favorable attitude towards learning the language Gardner (1985, p.10) quoted in Spolsky (1992, p.149) as cited in *ibid*). He further maintains that it is a complex construct which involves four aspects a goal, effortful behavior, a desire to attain the goal and the favorable attitude towards the activity in question.

Gardner and Lambert (1972 quoted in Spolsky (1992, p.150) as cited in *ibid*) distinguish two types of motivation namely-instrumental and integrative.

There is rich literature on motivation in general psychology which has not been fully exploited in SLA. The main determinants of motivation are the learners' attitude to the target language community and their need to learn the L2.

Motivation is a powerful factor in SLA. Its effect may be seen on the rate and success of SLA rather than on the route of acquisition. Precisely, how motivation affects learning however is still not clear.

iii. Aptitude

Aptitude refers to the specific ability a learner has for learning a second language. This is seen as separate from the general ability to master academic skills. In the words of Gass and Selinker (2009, p.417), "Aptitude, simply put, refers to one's potential for learning new knowledge or new skills." Thus, aptitude is a potential for learning any knowledge and skills.

Aptitude as a concept corresponds to the notion that is used in approaching a particular learning task or program. The individual may be thought of as

possessing some current state of capability of learning that task-if the individual is motivated and has the opportunity of doing so. That capability is presumed to depend on some combination of more or less enduring characteristics of the individual Carroll (1981) as cited in Rai, (2003.p.87). Carroll and Sapon (1959 as cited in Mullick and Ghosh: 1993, p.10) have identified three major components of aptitude:

-) Phonetic coding ability which consists of the ability to perceive and memorize sounds.
-) Grammatical sensitivity which is the individual's ability to demonstrate awareness of the syntactical patterning of the sentences of a language.
-) Inductive ability which consists of the ability to notice and identify similarities and differences in both grammatical form and meaning.
-) Memory and learning which was originally phrased in terms of associations: the ability to make and recall associations between words and phrases in a native and a second language.

To conclude, there is no evidence to suggest that aptitude has any effect on the route of development especially where formal classroom learning is concerned. Those learners with a gift for formal study are likely to learn more rapidly.

iv. Age

Age is another variable in SLA. It is an example of a fixed factor in the sense that it is beyond external control. Like many other issues, the role of age in L2 acquisition is controversial. The controversy centres on the existence of a critical period for L2 acquisition. It is often found that children learn the language for better and easier than the adults. The effects of age on L2 acquisition have been best summarized by Ellis (1985) as cited in Mullick and Ghosh (1993, p. 10). They are as follows:

) Starting age does not affect the route of SLA. Although there may be differences in the acquisition order, these are not the results of age.

) Starting age affects the rate of learning. Where grammar and vocabulary are concerned adolescents learners do better than either children or adults, when the length of exposure is held constant. Where pronunciation is concerned, there are no appreciable differences. However, young learners achieve native like pronunciation but they do not acquire phonetic skills as rapidly as older learners.

) Both number of years of exposure and the starting age affect the level of success. The number of years of exposure contributes greatly to the overall communicative fluency of the learners, but the starting age determines the levels of accuracy achieved, particularly in pronunciation.

v. Personality

In general psychology, personality has been explored in terms of personal traits. The aggregate of these traits constitutes personality. It is very difficult to categorize personality types. Generally, personalities are seen as opposites, such as shy venturesome, not assertive-dominant, extrovert-introvert, neurotic-stable, etc. In SLA studies, these labels have been devised to allow researches to investigate those traits which they intuitively feel are important.

Personality is broadly divided into two types -extrovert and introvert. There seems to be reasons to suspect that different personality types promote different skills. Extroverts are socially outgoing personality who correlates with oral proficiency. The extrovert learners find users of L2 and thus receive more input. Other studies have indicated that certain social skills like 'talkativeness' and responsiveness' are found in the extroverts. On the contrary, introverts are shy, hesitate to speak and are, therefore, afraid of making mistakes. So, they tend to better in reading and grammar. However, the results of empirical research are inconclusive.

vi. Anxiety

All humans presumably experience anxiety at one time or other. However, some people might be more anxious than other. Producing situations such that language learning would be impeded. Ellis (1994) as cited in Rai, (2003, p.90) has divided anxiety into three types: trait anxiety, state anxiety and situation anxiety. The first one is defined as a more permanent predisposition to be anxious. The second is defined as apprehension that is experienced at a particular moment. Trait anxiety appears as a response to a definite situation. The third type is defined as anxiety which is aroused by a specific type of situation or event such as public speaking, examination or class participation.

The effects of anxiety on SLA can be best concluded in the words of Ellis (1994 as cited in *ibid*)," there is sufficient evidence to show that anxiety is an important factor in L2 acquisition. Anxiety is best seen not as a necessary condition of successful L2 learning, but rather as a factor that contributes in differing degrees in different learners. The work done to date has gone only a limited way to determine the conditions under which anxiety will have an effect."

vii. Environment of learning

Environment is also one of the key factors affecting second or foreign language learning. The environment in which the language is learnt affects the rate and success of SLA. Here, Environment refers to the formal classroom setting to naturally occurring environments. It also refers to the physical facilities available for language learning.

The environment of first language and second language learning are entirely different. The first language learning takes place in a natural setting whereas second or foreign language learning takes place in a formal setting with fixed curriculum, limited exposure, teachers, and textbooks. So, the environment in

which the learners get sufficient exposure to the L2, learn language better than those with limited exposure. Favourable learning environment is an inevitable prerequisite for successful L2 acquisition.

1.7 Attitudes and Method of Scaling

Attitude is one of the variables in SLA. The term attitude is derived from the Latin word 'aptus' meaning fitness or adoptedness. Here the term 'attitude' refers to the attitude of learners towards the target language, target language community, learning materials and teachers.

Most of the researches carried out so far in the field of SLA on 'Attitude' have revealed that learners with positive attitude towards the language they are learning resulted in success whereas their negative attitude resulted in low success. Studies have also been done on the teachers' attitude towards the learners, Parents' attitude towards the TL and its speakers. All these studies showed that attitude towards different factors affect SLA.

If we want to find out the attitude of respondents towards an issue we can ask either open-ended or closed-ended questions. Respondents may have different attitudes towards different aspects. In fact, attitudes differ from person to person and place to place. So, we have to set up certain specific criteria to elicit their real attitude on some issues or phenomena. The problem lies in combining the respondent's responses to different aspects of any issue to come up with one indicator that is reflective of an overall attitude. To overcome this problem, attitudinal scales play an important role.

Attitudinal scales measure the intensity of respondents' attitudes towards the various aspects of a situation or an issue and provide technique to combine the attitudes towards different aspects into one overall indicator. This reduces the risk

of an expression of opinion by respondents being influenced by their opinion on only one or two aspects of that situation or issue.

1.7.1 Types of Attitudinal Scale

According to Kumar (2005, p.145), three major types of measuring scale are prevalent which are as follows:

-) The summated rating scales also known as the Likert scale;
-) The equal appearing interval scale or differential scale, also known as the Thurston scale;
-) The cumulative scale, also known as the Guttman scale.

i. The summated rating or Likert scale.

The summated rating scale, more commonly known as the Likert scale is easy to construct. It is based upon the assumption that each statement/item on the scale has equal attitudinal value, importance or weight in terms of reflecting an attitude towards the issue in question. Each statement in this attitude scale is followed by five response one of which is chosen by the respondent.

The main limitation of this scale is that the statements on a scale never have an equal attitudinal value. Such type of scale has arbitrary weights of 1, 2,3,4,5 which are assigned for the respective responses and data analyzed in the basis of mean. For example literature should be used in teaching language.

SA	A	U	D	SD
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Where,

SA = Strongly Agree

A= Agree

U= Unsure

D= Disagree

SD= Strongly Disagree

In this case a person who ticks strongly disagree has the most.

ii. Turnstone Scale

This type of scale calculates weight or attitudinal value for each statement. The weight for each statement is calculated on the basis of rating assigned by a group of judges. Each statement with which is given an attitudinal score to the attitudinal value of the statement. It reflects the absolute rather than relative attitudes of respondents. This scale is thus able to indicate the intensity of people's attitude and replicated.

iii. The Guttman or Cumulative Scale

The Guttman scale is also one of the most difficult scales to construct and therefore is rarely used. The multiple choice options are given to respondents and the analysis is done by cumulative set of scores. For example -

From which level should literature be introduced?

a) Elementary level ()

b) Secondary level ()

c) University level ()

Regarding the measurement scale, the researcher used the Likert scale in this study.

1.2 Review of the Related Literature

A large number of studies have been carried out on the role of attitudes of different groups of learners, teachers, parents, experts in shaping teaching and learning of a second foreign language. From the studies and researches done so far, attitude has been regarded as one of significant variables in the successful

acquisition of second/foreign language. These studies have focused on the learners and teachers attitudes towards the English language, learning English, examination systems, specification Grids, textbooks, texts used in the textbooks, medium of instruction, methods of teaching, English language etc. All these studies have shown that positive attitudes created good motivation and resulted in success whereas negative attitudes fostered lack of motivation in the learners and resulted in low achievement. The researches focused on attitudes of different groups of people towards English language have been reviewed as follows.

Awasthi (1979 as cited in Neupane, 2008, p.16) carried out a research entitled 'A study of Attitudes of Different Groups of people towards English language in the secondary school of Kathmandu District'. He found that the different groups of people had positive attitudes towards the English language and were in favour of continuing English as compulsory subject in secondary school and up to the SLC and also the majority of people did not want English to be replaced by any other foreign language.

Bhandari (2004) conducted a research on "A Descriptive and Attitudinal study on SLC English question and specification Grid 1999" and came to the conclusion that SLC English question setters had not covered all the areas specified by the specification Grid. The teachers possessed the positive attitude towards the specification grid as it had brought uniformity in the SLC examination.

Giri (1995) Carried out a research entitled "A survey into people's Attitudes towards the existing SLC Examination in Nepal." He found that people were positive towards the SLC examination. They had suggested that SLC examination should be usually administered twice and shouldn't be privatized.

Khanal (1999) completed the research entitled 'A study on the Attitudes of secondary level students towards learning English.' from the study the students

were found to be positive towards learning English. They were fully supported by their parents but they had negative attitudes towards some aspects of the textbook, methods of teaching, learning environment within the school and examination system.

Neupane (2008) carried out a research study on "A study of Attitudes towards the English language." The researcher found that the students, the English teachers, the headmasters, the parents, school supervisors and the members of the District education committee had positive attitudes towards the English language. It was also found that most students from the government aided community schools failed the SLC exam due to English.

Oli (2008) carried out a research study on "Attitudes of people towards SLC listening and speaking tests." It was found from the study that all types of respondents' students, English teachers, monitors, experts, administrators and guardians had positive attitudes towards English listening and speaking tests.

The abovementioned researches, recent studies, carried out on the different aspects of English language teaching have shed light on the attitudes of people towards the English language. These attitudinal studies have a great bearing on the improvement and of the existing situation or issue. The studies have been carried out on the different aspects of secondary English curriculum viz. tests, specification Grid, textbook analysis, and language proficiency, grammatical studies reading comprehension ability of the students on both seen and unseen text. No studies have been done so far on the attitudes of secondary level students' and teachers' towards the seen and unseen reading text prescribed in the secondary English curriculum. Reading skill has been given more focus in the SLC examination as it carries fifty three percentage weightage. In secondary level seen texts carry fifteen full marks whereas unseen texts carry twenty five marks. Altogether reading carries forty full marks out of seventy five marks written test.

Reading comprehension has been regarded as one of the difficult jobs by the students and teachers of English as a foreign language.

No studies have yet been carried out on the attitudes of different stakeholders towards SLC examination unseen reading texts. In fact, reading skill has been emphasized much more than other language skills viz. listening, speaking and writing by the secondary English curriculum. Since the attitude towards the target language learning tasks greatly affects the teaching learning process, I have taken up this topic for research study.

1.3 Objectives of the study

The objectives of this study were as follows:

- a) To find out the attitudes of the teachers', students' & experts' towards the use of unseen reading texts in the SLC examination.
- b) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the study

English is taught as a compulsory subject from grade one to Bachelor level in Nepal. Since teaching learning involves different factors, viz. curriculum, textbook, instructional aids, support materials like teachers' guide, reference materials, examinations test papers, it is imperative to find out the stakeholders' view towards the use of such materials. Then only, they can be updated and improved in the light of the suggestions received and the findings revealed through the research. Attitudes may be of great importance in the design, and implementation of the curriculum, textbook, materials and they may be instrumental in updating the contents of the curriculum. On the basis of the research findings, appropriate steps towards further improvement of the educational program can be taken.

In this respect, the present study aimed at finding out the attitude of teachers and students towards the use of unseen reading texts in the SLC examination will be significant for those people involved in teaching-learning of 'English as a Foreign Language' from primary to university. It will be particularly useful for the curriculum designers to select the texts as per the students' linguistic level and purpose of pursuing a language course. It will be useful for the textbook writers, material designers and trainers and experts to include the appropriate authentic texts in the textbook, to design the suitable materials, to impart the training as per the teachers' needs and problems. It will help the teachers and question paper setters to design the appropriate strategies to deal with various problems of students facing the unseen texts and to include the texts in the examination in line with the curriculum objectives and students' level. Then, this study will be useful in guiding teaching and testing of unseen reading texts in the secondary level.

To sum up, the significance of this study can be put in the following points:

- This study will be useful for the teachers to adapt the authentic materials as per their student's level, needs and interests
- It will be of great use for the textbook writers to include more authentic reading materials in the textbook.
- It will be significant for the English Language Teaching experts, trainers, test paper writer to design appropriate materials in line with the students' and teachers' problems.
- It will be important for the material designers to develop authentic materials for teaching and learning English as a foreign language.
- It will be particularly important for the test designers to develop and implement the appropriate strategies of testing reading skill in secondary level.

CHAPTER TWO

METHODOLOGY

Methodology basically deals with how aspect of a particular work. It tells the details of various logical methods and techniques which a researcher must undertake in order to carry out the research study. In the present study, the researcher followed the survey method in order to find out the truth regarding the attitude of teachers, students and the English language teaching experts/trainers towards the use of unseen reading texts in the SLC examination. This chapter deals with the sources of data, population of the study, tools for data collection, process of data collection and limitations of the study. Each of them is briefly described as follows:

2.1 Source of Data

Both the primary and secondary sources of data were utilized for the study.

2.1.1 Primary Sources

The Primary sources of data were collected by administering attitude inventory to the sampled students, teachers and English language teaching experts and trainers of Surkhet district.

2.1.2 Secondary Sources

While undertaking the thesis writing, the recent studies on attitudes, NELTA journals, books on attitudes, motivation, method of teaching reading etc. reviewed by the researcher were the main Secondary sources of data for the formulation of the questionnaire and for the theoretical background of the study.

2.2 Population of the Study

The population of the study consisted of one hundred students of the tenth grade of ten Secondary schools, ten English teachers and ten English language teaching experts and trainers of Surkhet district. Thus, the total population of the study was one hundred and twenty.

2.3 Sample Population of the Study

The researcher followed the procedure of random sampling for the study. First, the researcher prepared a list of both the government and private secondary schools of Surkhet district. Then, he selected ten schools-eight public and two private schools. He selected ten English teachers and hundred students from the respective schools and ten English language teaching experts, trainers and examiners of Surkhet district.

2.4 Sampling Procedure

The researcher applied the procedure of random Sampling for the sampling procedure. He selected one hundred students of grade ten of Surkhet district, ten English teachers and ten ELT experts and trainers.

2.5 Tools for Data Collection

In descriptive survey studies, the questionnaire is the commonly used tool to acquire the required information from the sample. In this regard, the researcher devised different sets of questionnaire to elicit the required information from the sample population. Forty questions were prepared for the students, forty two questions for the teachers and thirty-three questions for the ELT experts and trainers. Almost all the questions consisted of the statements followed by attitudinal scale values. A questionnaire is a set of questions regarding a particular

topic to be answered by the respondents. In this study, all the questions included items related to different aspects of reading skill: teaching reading, testing reading comprehension, test items used to test reading, difficulty level of the examination test papers, allocation of marks to reading skill. The questionnaire was developed in such a way so as to elicit the respondents' attitudes towards the use of unseen reading texts in the SLC examination. The questions were particularly close-ended each followed by five different options to be selected.

2.6 Process of Data Collection

To find out the attitude of the students and teachers towards the use of unseen reading texts in the SLC examination, the researcher visited the selected schools and administered the questionnaire to the sampled students teachers and ELT experts and trainers. The questionnaire was administered to one hundred students and ten English teachers of the selected schools of Surkhet district. Similarly, to elicit the attitude of the ELT experts and trainers, the researcher visited District Education Office, Educational Training Centre, Surkhet and the respective schools of the sampled experts. The researcher randomly selected ten students from each school, administered questionnaire to them in his presence, gave them clear instructions and collected back all the questions after they have filled up. But the questionnaire distributed to the English teachers and experts/trainers were collected back at their convenience.

2.7 Limitations of the Study

Since a single research work can not cover the whole body of any phenomenon, the present research study can hardly go beyond this exception. In this sense, this study had some limitations. The limitations of the study were as follows:

- (a) The Population of the study was limited to the hundred students and ten English language teachers of the ten secondary schools of Surkhet district.

- (b) The Study was limited to the ten ELT experts and trainers of the district.
- (c) The study was limited to the attitudinal aspects of the respondents.
- (d) The study was limited to the students of grade ten and secondary level English teachers.
- (e) The study was limited to only two private boarding schools and eight public schools of the district.
- (f) The study was limited to only reading skill of the students.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter includes the analysis and interpretation of the facts or data collected from the primary sources. After the collection of the questionnaires distributed to the sample population, analysis and interpretation were done quantitatively codifying the responses numerically as: Strongly Agree: 5, Agree: 4, Unsure: 3, Disagree: 2, and Strongly Disagree: 1. If 50% or more people had put tick against Strongly Agree and Agree it was considered as agreement with the statement. On the contrary, if 50% or more people had put tick mark against the alternatives: Disagree and Strongly Disagree, it was taken as disagreement with the statement given and if 50% or more people had put tick mark against the alternative Unsure, it was considered to be indifferent or ignorant about the issue. Analysis and interpretation were done into three different sections. The sections divided were as follows:

-) Students' attitudes towards the 'Use of Unseen Reading Text in the SLC Examination.'
-) English teachers' attitudes towards the 'Use of Unseen Reading Texts in the SLC Examination.'
-) English language experts'/trainers' attitude towards the 'Use of Unseen Reading Texts in the SLC Examination.'

Prior to the analysis and interpretation of the data, the responses on the attitudes from the different group of respondents namely- students of grade ten from public and private schools, teacher's attitude and the attitude of the English language teaching experts and trainers were tabulated separately. There were three different tables. The responses were interpreted on the simple percentage notations.

3.1 Responses of the Students from Both Public Schools and Private Boarding Schools of Surkhet District towards Unseen Reading Texts in the SLC Examination.

The Students were asked forty questions to elicit their attitudes towards the use of unseen reading texts in the SLC examination. The respondents were the tenth graders from government aided public and private boarding schools of Surkhet district. The responses of the students are presented below:

Table No.1

Students' Attitude Inventory

S. N	Statement	S.A		A		U		D		S.D	
		F	%	F	%	F	%	F	%	F	%
1	The passages which are outside the textbook are the unseen texts.	61	61	35	35	3	3	1	1	0	0
2	Unseen texts include letters advertisements, table, charts, stories, notices.	34	34	49	49	10	10	4	4	3	3
3	It is easier to understand seen texts than unseen texts.	46	46	37	37	4	4	7	7	6	6
4	Unseen texts are also taught in the classroom.	17	17	51	51	12	12	14	14	6	6
5	Reading exercises are more practiced in the class.	50	50	37	37	3	3	5	5	5	5
6	The teacher encourages the students to read in groups and discuss the difficult exercises with their partners.	49	49	36	36	6	6	8	8	1	1
7	Reading, skill has practical value in real life than writing skill.	36	36	29	29	12	12	14	14	9	9
8	Reading becomes more difficult due to new	32	32	46	46	13	13	8	8	1	1

	vocabulary items and complex sentence structures.										
9	The cultural differences between the reader and the writer also cause problems in reading comprehension.	23	23	47	47	11	11	11	11	8	8
10	Seen texts should carry more marks than unseen texts.	36	36	30	30	8	8	15	15	11	11
11	Unseen texts should also be taught in the classroom.	37	37	43	43	4	4	10	10	6	6
12	Unseen texts are more difficult than seen texts.	32	32	42	42	11	11	9	9	6	6
13	Unseen texts are not more interesting and they do not motivate the students to read more.	11	11	21	21	9	9	41	41	17	17
14	Seen texts are not taught well in the classroom by the teachers.	9	9	25	25	7	7	25	25	34	34
15	There is little practice in the classroom on reading texts.	18	18	39	39	9	9	16	16	18	18
16	There is more student–student and student-teacher interaction in the classroom.	39	39	46	46	6	6	6	6	3	3
17	The questions on reading comprehension are difficult to answer.	19	19	30	30	10	10	26	26	15	15
18	It is always not easy to guess the meaning of unfamiliar words from the context.	25	25	39	39	9	9	14	14	13	13
19	Reading is a way of learning English without classes and without a teacher.	23	23	38	38	8	8	18	18	13	13
20	Reading unseen texts helps you to learn new vocabulary items.	54	54	39	39	1	1	4	4	2	2
21	Reading exercises improve your writing skill.	27	27	41	41	12	12	9	9	11	11

22	Dealing with unfamiliar texts builds up your confidence in the English language.	57	57	35	35	3	3	2	2	3	3
23	Reading comprehension of advertisements is easier than that of stories and letters.	27	27	35	35	15	15	17	17	6	6
24	The teacher uses varieties of techniques in teaching seen texts in the classroom.	34	34	48	48	10	10	5	5	3	3
25	You are required to practise a lot of unseen texts in the classroom.	36	36	51	51	3	3	5	5	5	5
26	You can pass your written exam without even reading the seen texts.	25	25	40	40	15	15	14	14	6	6
27	The difficulty level of both the seen and unseen texts is similar.	15	15	31	31	21	21	22	22	11	11
28	Only the texts from the textbook should be asked in the examination.	15	15	24	24	7	7	25	25	29	29
29	Your teacher teaches unseen texts frequently in the classroom.	19	19	35	35	14	14	19	19	13	13
30	We need to develop the good reading comprehension ability in unfamiliar texts.	34	34	45	45	9	9	8	8	4	4
31	Some unseen texts are more difficult than others.	23	23	51	51	8	8	8	8	10	10
32	It is not good to test students reading ability on unseen texts.	15	15	19	19	9	9	30	30	27	27
33	The teacher often encourages you to practice unseen texts even outside the classroom.	32	32	40	40	10	10	9	9	9	9
34	Unseen texts help you to develop your language ability.	46	46	39	39	5	5	8	8	2	2
35	Unseen texts should not be asked in the SLC examination.	10	10	18	18	5	5	32	32	35	35
36	Testing reading in the SLC examination is	36	36	46	46	11	11	4	4	3	3

	essential.										
37	The teachers should teach unseen texts in the classroom.	33	33	44	44	6	6	12	12	5	5
38	The students should be trained to deal with different sorts of unseen reading texts in the class.	35	35	43	43	9	9	7	7	6	6
39	The students from private schools are better at reading than those from the public schools.	29	29	33	33	7	7	16	16	15	15
40	Use of unseen texts should be continued in the SLC examination.	41	41	41	41	5	5	10	10	3	3

3.1.1 Analysis of Responses of the Students from Both Public and Private Schools of Surkhet District

The above table shows the responses of the students on different statements regarding their attitudes on the use of unseen reading texts in the SLC examination. The responses vary from ‘Strongly Agree’ to ‘Strongly Disagree’. All the responses of the students have been analysed in detail in the following pages.

Item no. one and **two** were about the general concept of the unseen texts. On item no. one, most of the students (ninety-six percentages) had positive attitude whereas only a few had negative attitude.

On item no. two as well, most of the students (eighty three percentages) had positive responses while only a few students responded negatively.

Item no. three was about the comparison of seen texts with unseen texts in terms of their ease of comprehension. On this statement, most of the students (eight three percentage) were in favor while only a few students were against the statement.

Item no. four was about the current practice of using unseen reading passages in the classroom. Among the respondents, eighty three percentages agreed on the statement whereas a few students disagreed.

Item no. five was related to the student's practice of unseen texts in the classroom. On this item, most of the students (eighty three percentages) were in agreement whereas only a few students responded negatively.

Likewise, **the next item** was related to the teachers' use of student-centred technique while teaching in the classroom. On this item, most of the students (eighty five percentages) responded positively, only a few (six percentage) remained neutral on this issue whereas only nine percentages disagreed on this statement.

Another item was about the importance of reading skill in real life as compared to writing skill. Majority of the students (Sixty five percentages) agreed on this item whereas only twenty three percentages disagreed and only a few respondents (twelve percentages) were neutral on this issue.

Item no. eight was about the difficulty level of reading texts. The great majority of the students (seventy eight percentages) were in agreement, thirteen percentages remained neutral whereas only a few students disagreed on the statement.

The ninth item was associated with the impact of cultural differences on reading. Here, more than two thirds of the students (seventy percentages) had positive attitude, nineteen percentages had negative attitude and only eleven percentages were indifferent to this item.

The tenth item was about the weightage to be given to the seen and unseen texts. Two thirds of the students (Sixty six percentages) had positive attitude, only a few

percentage responded negatively whereas eight percentages remained indifferent to this item.

Item no. eleven was about whether unseen texts should also be taught in the classroom. Most of the students (eighty percentages) accepted the statement. It shows that most of the students want their teachers to teach unseen texts in the classroom.

Another item was about the comparison of seen and unseen texts in terms of difficulty. On this statement, most of the students (seventy four percentages) had positive responses whereas twenty six percentages had negative response. It shows that most of students perceived unseen texts to be more difficult than seen texts.

Regarding item no. thirteen, only one third (thirty three percentage) of the students showed their positive attitude. Majority of the students (fifty eight) responded negatively. Despite their negative response, they had positive attitude towards unseen texts.

On item no fourteen, one third of the students (thirty four percentages) gave positive responses, fifty nine percentages of the respondents were in disagreement with this item. It shows that majority of the teachers teach seen texts well in the classroom.

Fifty seven percentages of the respondents agreed on **item no. fifteen** while one third of the respondents disagreed. It shows that students do not get enough practice on reading texts.

The next item was about the situation of interactive teaching in the ELT classroom. On this item, most of the respondents (eighty-five percentages) were in favour whereas only fifteen percentages were against the statement.

Item no. seventeen was about the difficulty level of test items on reading comprehension. Nearly half of the respondents agreed on this item, whereas forty one percentage disagreed on the item and ten percentages remained neutral on this issue.

Another item was related to the vocabulary items on reading texts. The majority of the respondents (sixty four percentages) responded positively and only a few respondents responded negatively on this item. It shows that for majority of the students, finding out meaning of new vocabularies from the context poses problems.

As to **item no. nineteen** on the importance of reading, majority of the respondents (sixty one percentages) had positive attitude, around one third of the respondents (thirty one percentages) had negative attitude whereas only a few (eight percentage) remained neutral.

The next item was related to the contribution of reading texts to vocabulary achievement. Here, most of the students (ninety three percentages) showed their strong agreement whereas only seven percentages disagreed. It shows that authentic texts are very helpful in the acquisition of new vocabulary items.

Items no. twenty one was about the role of reading in improving writing skill. Two thirds (sixty eight percentage) of the students accepted the statement. Twenty percentages rejected while the rest of them remained neutral on this issue.

The next item was about the role of unseen texts in building up students' confidence in the target language. Most of the students (ninety two percentages) agreed whereas only a small portion of respondents disagreed. It shows that dealing with unseen texts boosts the students' confidence in the language they are learning.

Item no twenty three was about the comparative difficulty of different unseen texts. On this item, majority of the students (sixty two percentages) were in agreement, twenty three percentages were in disagreement and only fifteen percentages remained neutral.

On item no twenty four, most (eighty two percentage) of the students (eighty two percentage) agreed and only eighteen percentage disagreed. It shows that seen texts are taught using diverse techniques by the teachers.

The next item was whether the students are given a lot of practice in unseen texts in the classroom. On this statement most (eighty two percentage) of the respondents (eighty two percentage) were in unison and only eighteen percentage were in disagreement.

Regarding **item no. twenty six**, nearly two thirds (sixty-five percentage) of the respondents showed their positive attitude, twenty percentage showed their negative attitude and only fifteen percentage remained neutral on this issue.

Regarding the comparative difficulty of seen and unseen texts on **item no twenty-seven**, forty-six percentage showed their agreement, one third (thirty three percentages) showed their disagreement and twenty one percentage remained neutral on the issue.

On **item no twenty eight**, thirty nine percentages of the students were in favour of asking only the seen texts in the examination, more than fifty percentages of the students were against the statement. This shows that students want unseen texts to be asked in the examination.

Regarding the frequent use of authentic texts in the classroom on **item no twenty nine**, majority of the students (fifty four percentages) had positive response, nearly

one third (thirty two percentage) had negative response whereas only a few percentage remained neutral on this issue.

On item no. thirty, a seemingly majority of the respondents (seventy nine percentages) was in favour and only twenty one percentages were against the statement.

Regarding the relative difficulty of unseen texts on **item no. thirty one**, majority of the students (seventy four percentages) perceived positively whereas only twenty six percentages had negative response.

On **item no. thirty two**, thirty four percentage respondents gave positive response whereas a majority of them (fifty seven percentages) disagreed the statement and only nine percentages remained neutral on this issue. It shows that testing students' reading comprehension through unseen texts is relevant.

On the next item, a good majority of the students (seventy two percentages) responded positively, eighteen percentages responded negatively and only ten percentages were indifferent to this remark.

Item no. thirty four was about the role of authentic texts in developing learners' language ability. On this, most of the respondents (eighty five percentages) agreed and a few percentages had negative response. It shows that unseen texts are good means of developing language ability in the students.

Regarding the use of unseen texts in the SLC examination on **item no thirty five** (twenty eight) percentages were in agreement. A good majority of the respondents (sixty seven percentages) disagreed and only a few percentage (five percentages) respondents were neutral on this remark. It is clear from this fact that unseen texts should be used in testing reading comprehension.

Item no thirty six was about testing reading in the SLC examination, on this item, most of the students (eighty two percentage) had agreement seven percentage of them had disagreement and eleven percentage of them were indifferent to this remark. item

Regarding the teaching of unseen texts in the classroom on **item no thirty seven**, a good majority of the respondents (seventy-seven percentages) had positive attitude, seventeen percentages of them had negative attitude and only six percentages of them had neutral position on the issue.

Likewise on **item no thirty eight**, a great majority of the students (seventy- eight percentage) gave positive response, thirteen percentage of them gave negative response and only nine percentage of them remained neutral on this remark.

Regarding the comparative reading proficiency of public and private schools on **item no thirty nine**, sixty two percentage of the respondents had agreement, thirty one percentages of them had disagreement and only seven percentages of them were indifferent to the remark.

On the continuity of unseen reading texts in the SLC examination on **item no forty, forty one** percentage of the respondents strongly agreed, forty one percentage agreed. In total, most of them (eighty two percentages) agreed on this statement, only thirteen percentages of them disagreed and five percentage of the total respondents remained neutral on this issue. Thus, it seems that most of the students strongly support the use of unseen texts in the SLC examination.

3.2 Analysis of the Responses of the English Teachers of Surkhet

District

As per the objective of the research study, the sample included the ten secondary level English teachers of Surkhet district. To elicit the teachers' attitudes on the use of unseen reading texts in the SLC examination, a set of questionnaire comprising forty two questions was formulated and distributed to them. The researcher visited the selected schools English teachers in their working place, distributed the questionnaire to them and collected back on the spot after they have filled up. The researcher also requested them to give their opinions on the topic at the end of the questionnaire. The questions were framed in such a way so that their real attitudes can be inferred on the research topic.

The responses obtained from the teachers have been tabulated as follows:

Table No.2

Responses of Teachers from Both Public and Private School on the ‘Use of Unseen Reading Texts in the SLC Examination.’

S.N	Statement	SA		A		U		D		S.D	
		F	%	F	%	F	%	F	%	F	%
1	Reading skill is more important than writing skill.	3	30	5	50	1	10	1	10	0	
2	Reading unseen texts is more difficult than seen texts.	2	20	6	60			2	20		
3	Marks allocated for reading skill are enough.	0		9	90	1	10				
4	More weightage should be given to seen texts than unseen texts.	4	40	0		0		6	60		
5	Unseen texts are authentic texts.	1	10	4	40	2	20	2	20	1	10
6	Unseen texts develop students' communicative proficiency.	2	20	5	50			3	30		
7	Using unseen texts in the classroom is not	1	10	2	20			3	30	4	40

	possible.										
8	Equal emphasis should be given to reading and writing skill.	5	50	4	40			1	10		
9	Teaching unseen texts is problematic.	2	20	4	40			3	30	1	10
10	Teaching seen texts enables the students to cope with unseen texts.	3	30	7	70						
11	The skills developed through seen texts empower the students with the ability to deal with unseen texts.	4	40	6	60						
12	Teaching unseen texts is not necessary as it consumes more class time.			3	30			5	50	2	20
13	Unseen texts are the texts that are beyond the textbook.	1	10	9	90						
14	Reading comprehension of unseen texts is more difficult than that of seen texts.	3	30	5	50			1	10	1	10
15	Unseen texts should not be asked in the SLC examination as they are not taught in the classroom.			1	10			6	60	3	30
16	While teaching reading all the sub-skills should also be taught.	3	30	5	50			2	20		
17	Unseen texts really test the students' proficiency in the comprehension of authentic texts.	4	40	5	50	1	10				
18	The types of unseen texts that are asked in the SLC examination are not as per the students' level.	3	30			1	10	4	40	2	20
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 situation.			4	40			5	50	1	10
20	Dealing with unseen texts develops students' reading comprehension ability.	2	20	8	80						

21	There should be provision for teaching authentic texts in the classroom.			9	90			1	10		
22	Due to the high weightage given to the unseen texts students are not encouraged to practice all the texts given in the textbook.			7	70			3	30		
23	The vocabularies used in the unseen texts are comparatively more difficult than those of seen texts.	2	20	5	50			3	30		
24	Unseen texts require creative thinking on the part of the students.	4	40	6	60						
25	Teachers should make selection of authentic texts as per the students' linguistic level.	3	30	4	40	1	10	1	10	1	10
26	The use of unseen texts in the classroom motivates the students to learn more.	2	20	6	60	0		2	20		
27	Seen and unseen texts should be used simultaneously in the classroom.	3	30	6	60			1	10		
28	Unseen reading texts are more valid.			3	30	2	20	5	50		
29	Unseen texts develop the real life skills in the students.	2	20	3	30	1	10	4	40		
30	Reading both seen unseen texts expands students' horizon of knowledge by encouraging them to read more in future life.	3	30	7	70						
31	All the reading techniques are practised in the classroom.	3	30	4	40	1	10	2	20		
32	Test items used to assess students reading comprehension are appropriate enough to test their real skill in reading.	1	10	8	80	1	10				
33	Unseen texts develop new vocabularies in the students.	5	50	4	40					1	10
34	Unseen texts accurately measure students	2	20	4	40	2	20	2	20		

	reading comprehension ability.										
35	Testing reading is more important than testing writing.	1	10	4	40	1	10	3	30	1	10
36	Most of the students fail the SLC English test due to their inability to deal with unseen reading texts.	1	10	4	40	2	20	3	30		
37	There are enough exercises in the grade ten English textbook to practise reading comprehension.			6	60			4	40		
38	We need to have good reading comprehension ability in order to succeed in our academic life.	3	3	7	70						
39	Reading is one of the most practised and best ways of developing our knowledge in a foreign language.	3	30	5	50	2	20				
40	Testing reading in the SLC examination is essential.	3	30	6	60			1	10		
41	Reading test fulfills the objectives of reading skill as specified in the curriculum.			9	90	1	10				

3.2.1 Analysis of Responses of English Language Teachers of Surkhet District

The item wise analysis of the questionnaire has been presented in the following pages:

Item no. one was the comparison of reading skill with the writing skill. On this item, most of the teachers (eighty percentages) showed their agreement whereas only few teachers should their disagreement. It shows that most of the teachers perceive reading skill to be more important than writing skill.

Regarding the relative difficulty of unseen texts with seen texts on **item no two**, most of the respondents (eighty percentage) had positive response whereas only

twenty percentage of them had negative response. It is clear from this fact that most of the English teachers assume unseen texts to be more difficult than seen texts.

Item no. three was associated with the allocation of marks to reading skill. Most of the respondents (ninety percentages) showed their agreement and only the remaining ten percentages had disagreement with the statement. It showed that allocation of marks to reading skill in the SLC examination is enough.

Item no. four was to find out whether seen texts should carry more marks than unseen texts. On this item, only forty percentage of the teachers agreed and majority of the respondents (sixty percentages) showed their disagreement. It shows that unseen texts should be focused more in the examination.

Item no. five was about the authenticity of unseen text. Half of the respondents (fifty percentages) gave positive response, thirty percentage of the respondents gave negative response while the remaining twenty percentage remained neutral.

Regarding the communicative proficiency of the students on **item no. six**, seventy percentages of the teachers had positive attitude while thirty percentages of them had negative attitude.

As to the use of unseen texts in the classroom teaching on **item no seven**, only thirty percentages of the respondents were in agreement, whereas majority of them (seventy percentages) were against the remark. It shows that using unseen texts in the class room is possible.

Regarding the equal emphasis to be given to both reading and writing will on **item no eight**, most of the respondents (ninety percentages) supported this statement and only ten percentages of them rejected it.

Regarding the difficulty inherent in teaching authentic texts in the class room on **item no. nine**, a good majority of the teacher (sixty percentages) were in favour whereas forty percentages of them were against it.

Item no. ten was to find out whether teaching seen texts helps the students deal with unseen texts. On this statement, hundred percentage respondents showed their agreement. It seems from their response that effective teaching of seen texts prescribed in the curriculum is imperative.

Item no. eleven, was to find out whether the ability on seen texts has correlation with unseen texts, all the respondents (hundred percentage) unanimously accepted the statement. It is clear that teachers should develop students' reading proficiency on seen texts so as to enable them to deal with unfamiliar authentic texts.

Regarding the necessity of teaching unseen texts in the classroom on **item no twelve**, thirty percentage of the respondents showed their positive attitude whereas a good majority of them (seventy percentages) showed their negative attitude. It seems that teaching unseen texts is necessary as they add to the students' repertoire of real life experience.

Item no. thirteen was about the general concept of unseen texts. This was strongly accepted by almost all the respondents. Hundred percentage respondents showed their positive attitude.

Regarding the relative difficulty of unseen texts on **item no. fourteen**, most of the respondents (eighty percentages) were in favour of the statement, whereas only twenty percentages of them were against it. Thus, unseen texts are perceived to be more difficult than seen texts.

Item no. fifteen was regarding whether or not unseen texts should be asked in the SLC examination. Only ten percentages of the respondents had positive response

whereas ninety percentages of them had negative response. Thus, it seems that most of the teachers were in favour of testing reading through authentic texts.

Item no. sixteen was asked to the respondents to find out whether or not all the sub-skills of reading should be taught. Most of the respondents (eighty percentages) agreed that the sub-skills of reading should also be taught whereas only twenty percentages of them disagreed the statement.

On **item no seventeen**, ninety percentage of the teachers gave positive response in favour and only ten percentages of them were against it. So, it is obvious from their response that unseen texts really test students' reading comprehension skill in a foreign language.

To find out whether or not unseen texts are in line with the students' level of understanding **item no. eighteen** was asked to the teachers. On this remark, thirty percentages of the respondents agreed whereas a majority of them (sixty percentages) disagreed. Thus, it seems that unseen texts asked in the SLC examination are not beyond the students' level of understanding.

Regarding the authenticity of the texts prescribed in grade ten curriculums on **item no nineteen**, forty percentage of the teachers agreed whereas a majority of them (sixty percentages) disagreed. So, it seems that a large number of the texts in the grade ten textbook are authentic.

On item no. twenty regarding the reading comprehension ability of the students, a total of hundred percentage respondents were in strong unison.

To find out whether or not authentic texts should be taught in the classroom, **item no. twenty one** was asked. On this item most of the respondents (ninety percentages) had positive attitude while only a few percentage had negative

attitude. Therefore, it seems that most of the teachers were in favour of using authentic texts in the classroom.

Item no. twenty two was to find out the student' practice of seen texts. On this item, a good majority of the respondents (seventy percentages) were in agreement and thirty percentages of them were in variation. Thus, it shows that most of the students do not practise the reading texts prescribed in the textbook.

As to the difficulty level of vocabulary items used in unseen texts on **item no twenty three**, seventy percentage of the teachers responded positively while the rest thirty percentages of them gave negative response. It shows that the vocabularies used in unseen texts are relatively more difficult than those used in seen texts.

On item no. twenty four regarding the creative thinking ability, all the respondents were in entire agreement. This shows that unseen texts demand creativity on the part of the students.

Regarding the selection of texts in line with the learners' interest and linguistic level, **item no twenty five** was posed to the teachers. Majority of the teachers (seventy percentages) accepted the statement whereas thirty percentages of them rejected it.

Item no. twenty six was related to the motivational effect of unseen authentic texts. Most of the teachers (eight percentages) supported the remark while only a few respondents rejected it.

Regarding the simultaneous use of both seen and unseen texts in the classroom, on **item no. twenty seven**, ninety percentages of the respondents had positive response and only ten percentages of them had negative response.

As to the validity of unseen texts on **item no. twenty eight** a few respondents (thirty percentages) were in agreement and a majority of the respondents (seventy percentages) were in disagreement.

On **item no. twenty nine**, half of the respondents (fifty percentages) agreed, ten percentages remained neutral and forty percentage disagreed.

On **item no. thirty** hundred percentage respondents showed their entire agreement. It shows that reading is a way of enriching the students' knowledge.

Regarding the techniques of reading practised by the students in the classroom on **item no. thirty one**, a majority of the respondents (seventy percentages) were in favour and thirty percentages of them were against it.

Item no. thirty two was associated with the test items used to test reading comprehension. On this item, most of the respondents (ninety percentage)

Regarding the usefulness of authentic texts to new vocabulary acquisition on **item no. thirty three**, ninety percentages of the teachers were in agreement with the remark whereas only ten percentages of them disagreed. It shows that reading unfamiliar authentic texts aids to new vocabulary acquisition.

To find out whether unseen texts accurately measure the students' reading comprehension ability, **item no. thirty four** was asked. On this item, a majority of the respondents (Sixty percentages) agreed and the rest of them disagreed.

On the relative importance of testing reading and writing, on **item no. thirty five**, half of the respondents (fifty percentages) agreed and half of the respondents (fifty percentages) disagreed. It shows that testing both reading and writing skills are equally important.

On **item no thirty six**, half of the respondents (fifty percentages) had positive attitude, thirty percentages of them had negative attitude and only twenty percentages of them remained neutral. It shows that students don't fail their English test only due to their inability to deal with unseen texts.

On **item no thirty seven**, sixty percentage of the respondents agreed that there are enough exercises in grade ten English textbook to practise reading comprehension. forty percentage of them disagreed on the remark.

Hundred percentage respondents entirely agreed that good reading ability is a must for success in academic life on **item no. thirty eight**.

On item no. thirty nine most of the respondents (eighty percentage) agreed that reading is one of the best means of developing the students' knowledge in a foreign language twenty percentage of them disagreed.

Regarding the testing of reading in the SLC examination, **on item no forty**, ninety percentage of the teachers agreed that testing reading is essential whereas only ten percentages of them disagreed.

To find out whether or not the test items on reading are in line with the curriculum objectives, on **item no forty one** most of the respondents (ninety percentages) showed their agreement whereas ten percentages of the respondents remained neutral. Thus, it shows that test items on reading reflect the curriculum objectives.

3.3. Responses of English Language Teaching Experts/Examiners/Trainers of Surkhet District on their Attitude towards Unseen Reading Texts in the SLC Examination

To elicit the attitude of the English Language teaching experts, examiners and trainers, a set of questionnaire comprising of thirty three questions was developed.

It was then distributed to them. They were visited in person by the researcher at their convenient time and place. The people selected were the experienced English language teaching experts who have a long experience of teaching, training and marking the SLC answer books over a long period of time. The sample population consisted of the experienced college and school level teachers, experts and examiners. Most of them had positive attitudes. The responses furnished by them have been tabulated as follows:-

Table No. 3
ELT Experts'/ Trainers' Attitude Inventory

S. N.	Statement	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Reading and Writing skills are as important as listening and speaking skills.	5	50	4	40			1	10		
2	Teaching reading is not as important as teaching writing.							6	60	4	40
3	The marks allocated for reading skill are enough	3	30	4	40			2	20	1	10
4	The students' comprehension ability on unseen texts is not as good as it expected.	3	30	6	60			1	10		
5	The teachers do not apply communicative methods while teaching reading.	4	40	5	50			1	10		
6	The uses of reading strategies used by the teachers do not prepare the students to cope with unfamiliar texts efficiently.	4	40	4	40			2	20		
7	Teachers do not prepare the learners into independent readers.	6	60	2	20	1	10	1	10		
8	It is necessary to train the teachers on teaching reading efficiently.	6	60	2	20			2	20		
9	Poor teaching prepares poor readers.	6	60	4	40						

10	Reading ability of the learners can be tested through unseen texts	5	50	3	30	1	10	1	10		
11	Seen texts should be focused more than unseen texts.	1	10	2	20			5	50	2	20
12	Unseen texts develop the students' thinking and reasoning power as they have to engage themselves in doing the exercises.	5	50	4	40	1	10				
13	To emphasize unseen reading texts not logical in secondary level.			1	10			7	70	2	20
14	It is unseen texts that cause students' high failure rate in the SLC English examination.	1	10	3	30			4	40	2	20
15	Unseen texts are really authentic texts.			4	40	3	30	3	30		
16	Teaching reading in lateral sense is emphasized in secondary level.	2	20	6	60			2	20		
17	Reading comprehension can not be taught. Only learning strategies can be taught.	4	40	1	10			4	40	1	10
18	In Nepalese contexts, teachers hardly use the strategies that help to foster students' life skills.	3	30	6	60			1	10		
19	Often the students are taught on how to pass the examination rather than developing proficiency in them.	7	70	3	30						
20	Teachers' teaching strategies also affect the students' attitude towards the learning of the foreign language.	5	50	5	50	0		0		0	
21	Even most of the teachers do not have the culture of reading authentic texts like	5	50	5	50						

	newspapers, stories, books etc.										
22	Unseen texts pose problems to the students due to unfamiliar vocabulary items.	4	40	3	30			3	30		
23	Unseen texts are beyond the students' level of understanding.	1	10	1	10	1	10	5	50	2	20
24	Students do not perform well in unseen texts.	3	30	5	50			2	20		
25	The test items that are used to test reading comprehension are not standard.					1	10	7	70	2	20
26	Learners should be trained in critical understanding of the passage.	3	30	6	60			1	10		
27	The curriculum should make provision for extensive reading materials.	3	30	7	70						
28	Self-selection of leaning materials by the learners enhances success in reading.	2	20	7	70	1	10				
29	Teachers should not strictly adhere to the textbook passages only. Rather, they should bring in real texts into the classroom.	6	60	4	40						
30	Unseen texts provide students with the access to authentic language use.	2	20	7	70	1	10				
31	There is no difference in marking seen and unseen texts.	2	20	5	50			3	30		
32	Unseen texts should not be asked in the SLC examination.							6	60	4	40
33	Testing reading in the SLC examination is essential.	6	60	4	40						

3.3.1 Analysis of the Responses of the English Language Teaching Experts, Examiners and Trainers of Surkhet District

Altogether thirty three questions were asked to the experts and examiners. The respondents had to tick the option that best suited their belief. The responses from them have been analyzed in an item-wise manner in the following pages.

Most of the respondents (ninety percentages) agreed on **item no. one** and only ten percentages of them disagreed.

To find out whether or not teaching reading is as important as teaching writing on **item no two**, hundred percentage respondents disagreed. It shows that teaching reading is as important as teaching writing.

Regarding the allocation of marks for reading skill on **item no three**, a good majority of them (seventy percentages) showed their agreement whereas thirty percentages of them showed their disagreement.

On **item no four**, most of the respondents (ninety percentages) agreed that students' reading comprehension ability on unseen texts is not as desired while ten percentage of them disagreed on it.

As to the use of communicative method by the teachers while teaching reading, on **item no five**, ninety percentages of the respondents gave positive responses and only ten percentages of them had negative responses. Thus it shows that most of the teachers teach in a traditional way.

On **item no six**, eighty percentage of the respondents agreed on the fact that teachers' teaching strategies do not enable the students to deal with unseen texts. On the contrary, twenty percentages of them disagreed on the statement.

Regarding **item no. seven**, most of the respondents (eighty percentage) had positive attitude on whether or not the teachers prepare the students into independent learners. Twenty percentages of them had negative attitudes and the rest were neutral on the remark.

Item no. eight was related to the teachers' training. On this item, most of them (eight percentages) agreed and twenty percentages of them disagreed.

Item no. nine was related to the effectiveness of teaching reading. On this item, hundred percentages respondents showed their entire agreement with this statement.

On item no ten, most of the respondents (eighty percentages) agreed that reading ability of the learners can be tested through unseen texts. Ten percentages of them remained neutral and the rest were against the statement.

Whether seen texts should be focused more than unseen texts on **item no. eleven**, only thirty percentages of the respondents were in favour whereas a good majority of them (seventy percentages) were against the statement. It shows that it is the unseen texts that are to be focused in the SLC level.

On item no. twelve, ninety percentages of the respondents agreed that unseen texts develop the students' thinking capacity and only ten percentages of them disagreed.

On item no. thirteen, ninety percentages of the respondents disagreed that emphasizing unseen texts is not logical whereas only ten percentages of them agreed on the statement. It shows that most of the respondents had positive attitude towards testing reading through unseen texts in the secondary level.

On **item no. fourteen**, sixty percentage of the respondents disagreed that unseen texts cause students' failure in the SLC examination whereas forty percentage of them agreed on the statement.

Regarding the authenticity of the unseen texts on **item no. fifteen**, forty percentages of the respondents agreed, thirty percentages of them remained neutral and the remaining thirty percentages disagreed on the statement.

On **item no. sixteen**, most of the respondents (eighty percentages) agreed that critical reading has not been emphasized in secondary level. Only a few percentages disagreed with the statement.

Regarding whether or not reading comprehension can be taught on **item no. seventeen**, half of the respondents agreed and half of the respondents disagreed. It shows that there is no unanimous view on teaching reading comprehension.

To find out whether the teachers' teaching in the classroom fosters life skills in the students, **item no eighteen** was asked to the respondents. Most of them (ninety percentages) agreed with the statement whereas ten percentages of them showed their disagreement.

Hundred percentage respondents agreed on **item no. nineteen** on the fact that teaching is largely geared to examination rather than developing students' proficiency.

Hundred percentage respondents agreed on **item no twenty** that teaching strategies adopted by the teachers affect the students' attitude towards learning of a foreign language.

Likewise, on **item no. twenty one**, hundred percentage of the respondents agreed that teachers do not have the culture of reading authentic texts.

On **item no twenty two**, a good majority of the respondents (seventy percentages) agreed that new vocabulary items used in unseen texts cause problems to the students while thirty percentages disagreed on the remark.

Regarding the difficulty level of unseen text, on **item no twenty three**, a majority of the respondents (seventy percentages) disagreed and twenty percentage of them agreed and ten percentage of them remained neutral on this remark. It shows that unseen texts given in the SLC examination are not quite beyond the students' level.

Most of the respondents (eighty percentages) agreed on **item no. twenty four** that students do not perform well on unseen texts whereas twenty percentages of them disagreed.

Ninety percentages of the respondents on **item no twenty five** disagreed that test items are not standard whereas only ten percentages of them showed their neutrality on this issue.

On **item no. twenty six**, ninety percentage of the respondents agreed that learners should be trained in critical understanding of the passage and ten percentages of them disagreed.

Regarding the curricular provisions for extensive reading on **item no. twenty seven**, hundred percentage respondents showed their agreement.

On **item no. twenty eight** regarding the learners' autonomy in the selection of reading materials, most of the respondents (ninety percentages) gave positive responses whereas the remaining ten percentages remained indifferent to the issue.

Hundred percentage respondents on **item no. twenty nine** agreed on the fact that teachers should bring in real texts into the classroom besides the textbook passages.

On **item no. thirty**, whether the unseen texts provide the students with access to authentic language use, ninety percentages of the trainers/ experts agreed on this statement, and the remaining ten percentage of them remained neutral.

Regarding the difference in marking seen and unseen texts on **item no thirty one**, seventy percentage of the respondents agreed that there is no difference whereas thirty percentages of them showed their disagreement.

On **items no. thirty two**, hundred percentage respondents disagreed with the fact that unseen texts should not be given in the SLC examination.

Regarding the testing of reading in the SLC examination on **item no. thirty three**, hundred percentage respondents unanimously agreed that testing reading in the SLC examination is essential.

To conclude, from the analysis of the above responses, it is obvious that testing reading through unseen texts should be continued in the SLC examination. Since most of the students' performance on unseen texts is not satisfactory, teachers should teach reading skill in an effective way. Teachers should be trained in such a way so that they can enable the students to deal with unfamiliar authentic texts efficiently.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

This chapter presents the major findings of the research study. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

The main objective of the study was to find out the attitude of the teachers, students and English language teaching experts/trainers towards testing reading through unseen texts in the SLC examination with the assumption that all these stakeholders had positive attitudes. The research study is important in the sense that it has elicited the attitudes of the students, teachers and trainers/ experts on unseen texts which have been focused much in the secondary level examination and which, in comparison to seen texts, are perceived to be more difficult for the students. The researcher tried his best to elicit the respondents' attitudes on different aspects of reading texts. To explore their perceptions on the unseen reading texts, different sets of questionnaires were administered to them. After their analysis and interpretation, the key findings of the study are summarized as follows.

-) The researcher found that the students, the English teachers and English language teaching experts/trainers had positive attitudes towards using unseen reading texts in the SLC examination.
-) The students were found to be familiar with the unseen reading texts
-) Most of the students were of the opinion that seen texts are easier to understand than unseen texts.
-) The students were in favor of teaching unseen texts in the classroom.

-) A great majority of the students agreed that unseen texts aid to new vocabulary acquisition.
-) The difficulty level experienced by the students was found to be different between seen and unseen texts.
-) It was found that most of the students were in favour of continuing unseen reading passages in the SLC examination.
-) The respondents wanted their teachers to teach unseen passage in the classroom.
-) Reading was found to be more difficult due to new vocabulary items.
-) The respondents were in favour of the fact that solving unfamiliar texts builds up their confidence in the foreign language.
-) The respondents opined that the teachers should teach unseen texts in the classroom.
-) Most of the students agreed that testing reading in the SLC examination is essential.
-) Reading skill was found to be more important than writing skill.
-) Marks allocated for reading skill were found to be enough by most of the teachers.
-) It was found that teaching authentic texts was problematic in the classroom.
-) It was agreed by all the teachers that teaching seen texts effectively enables the students to deal with unseen texts efficiently.
-) Reading comprehension of unseen texts was found to be more difficult than those of seen texts.
-) Most of the teachers agreed that unseen texts can really develop students' reading comprehension ability.
-) It was found that due to the high weightage allocated to unseen reading texts, the students are not encouraged to read the textbook passages.
-) It was found that reading authentic texts expands students' horizon of knowledge.

-) Half of the respondents agreed that most of the students fail their SLC due to their inability to deal with unseen texts.
-) Good reading comprehension ability was thought to be inevitable for academic excellence.
-) Reading ability was considered to be one of the best ways of accumulating knowledge.
-) Test items on reading were found to be in line with the curriculum objectives.
-) It was found that unseen texts are authentic texts.
-) The marks allocated for reading skill were considered to have been enough.
-) Ninety percentages of the trainers and experts opined that even today the teachers do not apply communicative method in their classroom.
-) It was found that teachers do not prepare their students into independent and critical readers.
-) Teachers were found not to have promoted life skills in the students.
-) It was found that most of the teachers geared their teaching to the examination rather than to language learning.
-) All most all the experts and trainers accepted that teachers do not have the culture of wide reading.
-) Ninety percentages of the trainers/ experts viewed that learners should be trained in critical understanding of the passage.
-) With one accord, all he trainers agreed that the curriculum should make provisions for wide reading in the teachers and students.
-) Test items on testing reading were found to be standard.
-) It was found that teachers should bring in real texts into the classroom.

4.2 Recommendations of Study

It was found, from the close analysis and interpretation of the data, that the students, the English teacher and English language teaching experts and trainers/

examiners had positive attitudes towards testing reading through unseen texts in the SLC examination. However, there are following things yet to be done for further improvement in teaching and testing reading in the SLC examination.

-) The difficulty level of both seen and unseen texts should be similar.
-) Since reading skill has more practical value in real life situations. It should be taught effectively in the classroom.
-) Besides the textbook passages, there should be provisions for teaching and learning more authentic texts in the classroom.
-) All the reading sub-skills should be taught to the students so that they can be empowered with the ability to cope with the texts beyond the textbook.
-) As guessing the meaning of unfamiliar vocabulary items is always not an easy job for the students, the most difficult items should not be asked in the examination.
-) There should be provisions for both intensive and extensive reading in the curriculum.
-) The students should be given intensive practice on reading seen texts in the classroom so that they can be enabled to perform well on unseen reading texts beyond the classroom.
-) Since reading authentic texts develops students' comprehension ability, they should be provided sufficient exposure to authentic texts in the classroom.
-) As cultural differences create a problem for English as foreign language students, the texts to be used with the students should be in line with their culture.
-) As more marks unseen texts are asked in the examination, the students, are not motivated to practice all the texts prescribed in the textbook.
-) As unseen texts are more motivating and as they stimulate curiosity in the students, the teachers should take initiatives to use more real texts in the classroom.

-) Teachers should be trained to teach reading effectively in the classroom.
-) Students should not be taught only how to get through the examination; rather they should be trained in such a way so that they take reading as a powerful means of enriching their knowledge.
-) Teacher should prepare the students into independent readers.
-) The teachers should develop the culture of reading extensively.
-) Teachers should be trained in such a way so that they can train the students in critical understanding of the passage.
-) Most of the teachers even today teach in a traditional way, so they should be enabled to apply communicative approach to teaching English.
-) Since the ability to deal with unseen texts empowers the learners with confidence, unseen texts should be continued in the SLC examination.
-) As the reading comprehension ability of the learners can be tested through unseen texts, the teacher should frequently use the unseen texts with the learners in the classroom.
-) Since seen texts prepare the learners to cope with unseen texts, they should be taught effectively in the classroom and learners should be trained in intensive reading of the seen texts.

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