

# **CHAPTER- ONE**

## **INTRODUCTION**

This study is on the "Beliefs of English Learners on Using Guides and Guess Papers" . This chapter consists of the general background, statement of the problems, rational of the study, review of related literature, objectives of the study, significance of the study, tools for data collection and process of data collection.

### **1.1 General Background**

The term 'language' is in fact used in several ways. Generally, language is a system for encoding and decoding information. In its most common use, the term refers to so called 'natural language', the form of communication is considered peculiar to human kind. Language is a human behavior on a particular occasion when an individual speaks or writes or sings: s/he may be said to be communicating in a language. This ability is often held to be the distinguishing mark of the human race and it makes possible the existence of human society.

Language is considered to be a unique property of human beings. It is one of the most important means of communication. Communication is an important factor for exchanging ideas, thoughts and feelings. Without communication, no one can get disseminate information to others. Language is indispensable to human culture and civilization of all times. It is a dynamic set of visual, auditory or tactile symbols of communication and the elements used to manipulate them. It is not just a logical system but a psychological and social phenomenon as well. All human beings normally speak at least one language and it is hard to imagine such significant, social, intellectual or artistic activity talking place. On the basis of its concept, we can easily claim that language is the most powerful medium for receiving and producing a message.

When people want to participate in a communication, they need to express or exchange their message by using a code. The message exchanging symbol or code is considered as language. In general sense, any language consists of verbal and non-verbal means to communicate the intended message. The language someone speaks for comprehensive communication is called code. According to Halliday (1977, p.8), says ‘‘Language is the primary means for the transmission of culture from one generation to the next’’. Likewise, for Sapir (1921, p.8), "Language is a purely human and non-institutive method of communicating ideas, emotions and desires by means of voluntarily proceeded symbols". In the same way, Chomsky (1957, p.15) says, "Language as a finite or infinite set of sentences, each finite in length and constructed out of a finite set of elements". Similarly, Brown (1993, p.5) says, language yield exposes the following characteristics:

- ) Language is systematic and generative.
- ) Language is a set of arbitrary symbols.
- ) Those symbols are primarily vocal, but may also be visual.
- ) The symbols have conventionalized meanings to which they refer.
- ) Language is used for communication.
- ) Language operates in a speech community or culture.
- ) Language is essentially human, although possibly not limited to humans.
- ) Language is acquired by all people in much the same way-language and learning both are universal characteristics.

Thus, language is unique, complex and the most powerful, convenient and permanent means and form of communication.

English is taken as a foreign language in Nepal. It has become one of the most important languages to be learned for all people to become success in local, national and international communication. English is taken as a global and a major world language. In this regard, Harmer (2007, p.13) says, "A quarter of

the world population speaks English". So, it is the passport and excellent vehicle for the transmission of modern civilization in any part of the world.

English is taught and learnt for different purposes in different countries. In Nepal, English is taught and learnt as a foreign language in school levels from 1 up to 10 as a compulsory subject and both compulsory and elective in University level. It carries the total load of 100 marks. Here, my concern is to the higher secondary level English curriculum. According to higher Secondary Level Curriculum (2064), English is taught in higher secondary level for two main purposes. One is, to enable students to exchange ideas with any nationality who speak and write English. Another is, to expose them to a vast treasure of knowledge and pleasure available in written and spoken English. The course aims at developing students' communicative competence in the use of the English language.

According to Sthapit (2000, p.3), the importance of English as a foreign or second language learning has the following activities:

- ) To participate in classroom interactions.
- ) To study course materials and other related academic or professional matters.
- ) To use it as a medium of expression in assignments, tests and examinations.
- ) To read things for pleasure and general information.
- ) To gain access to the world body of knowledge.
- ) To appreciate movies, plays, talks radio and television programs, etc.
- ) To keep them abreast of what is going on around the world.
- ) To participate in international meetings, seminars, conferences, etc.
- ) To communicate with foreigners in general.

- ) To develop the learner's personality and enhance their career development.

To fulfill these aims, a textbook is prescribed as a major learning tool. Students can use other supporting materials according to their needs. Among them, guides and guess papers are the materials which are supporting to strengthen the knowledge of the learners. They are some of the important materials for students' English learning. So, when they use such materials, it is beneficial for students as well as teachers. Such type of guiding materials should be used in language learning for the purpose of taking existent. So, I want to investigate the use of such materials for English language learning.

## **1.2 Statement of the Problems**

Language teaching and learning indicates the development of communicative competence in the part of the learners. Communicative competence here means the ability to use the language appropriately. The English language is a widely used international language. So, Nepal has included it from nursery to bachelor levels as a compulsory subject. For this, different concerned bodies have prescribed syllabus and on the basis of prescribed syllabuses textbook are written.

The main problem of current educational system is not to get intended achievement in the part of learner. There are many reasons behind it and one of them is to use only the textbook as a teaching learning materials. The teachers and students teach and learn the contents which are written inside the textbook. It is difficult to revise the written textbook regularly. However, the language changes day by day. So, textbook could not include the changed day to day real life like language.

### **1.3 Rationale of the Study**

The government of Nepal, the ministry of education, department of education, district education office and even the parents are investing both materials and resources in the name of providing good, quality of education and scientific education for their children but quality of education has not been raised as expected. If we do not become aware in this regard, then we have to face so many challenges and problematic situation in the near future. There might be many causes behind not achieving the objectives of education. Among them, using only textbook as the ultimate source of the teaching learning activities is one. Only text book is not enough for the learns of English . So, we have to use other supportive materials while teaching and learning the English language. The main rational of the study is, therefore, to provide the insight to the English language learners and concerned bodies regarding the used importance of supplementary materials.

### **1.4 Objectives of the Study**

The objectives of this research work were as follows:

- ) To find out the beliefs of English learners in using guides and guess papers.
- ) To find out the main causes of using guides and guess papers.
- ) To suggest some pedagogical implications

### **1.5 Research Questions**

This study work had the following research questions:

- ) Why did most of the students use guides and guess papers?
- ) What were the main causes of using guides and guess papers?

### **1.6 Significance of the Study**

This research work can be beneficial to all the stakeholders of teaching and learning process, i.e. students, teachers, textbook writers, material producers, etc.

Mainly, this study is expected to be useful to the students who use guide and guess paper. Similarly, this study has significant contribution to further researches in the same field. In general, this study plays significant role to the people who are directly or indirectly involved in teaching and learning activities in general and to the students, text book writers; syllabus designers and language trainers and other further researchers in particular.

### **1.7 Delimitations of the Study**

This study had the following delimitations:

- ) The study was limited only to the students of grade twelve.
- ) The research area of the study was limited to Kailali district only.
- ) The sample size of the study was limited to 60 students only.
- ) The research tool was questionnaire only.

### **1.8 Operational Definition of the Key Terms**

The specific terms used in the present study are defined as follows:

#### **Belief**

It is the conceptual systems of attitudes, values, ideology and personal theories of understanding.

#### **Guides**

Guide is a kind of book in which most of the important questions of a textbook are kept and solved.

#### **Guess Papers**

A small book which has been published only for the examination point of view and the questions asked in the previous with solutions.

# **CHAPTER- TWO**

## **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

### **2.1 Review of Related Theoretical Literature**

#### **2.1.1 Beliefs: A Short Introduction**

People use the word 'belief' in a variety of ways. Beliefs not only affect how people behave but what they perceive in their environment. When people believe something is true, they perceive information supporting that belief which alters expectations. Pajares (1992, p. 307) in this regard, says:

Belief is at best a game of player choice. They travel in disguise and often underlies attitudes, values, judgments, axioms, opinions, ideology, perception, dispositions, implicit theories, explicit theories, personal theories, action strategies, rules of practice, practical principles, repertoires of understanding and social strategy, to name but a few that can be found in the literature.

Richardson (1996, p.65) says, "Beliefs are psychologically held understandings, premises or propositions about the world that are felt to be true". This definition of beliefs found in language education focus primarily on what students think about the nature of language learning. Similarly, Hodges (2002, p.321) says, "Belief is a moral act for which the believer is to be held responsible."

The concept of belief presumes a subject (the believer) and an object of belief (the proposition). So, like other propositional attitudes, belief implies the existence of mental states and intentionality, both of which are hotly debated

topics in the philosophy of mind whose foundations and relation to brain states are still controversial.

Beliefs are sometimes divided into core beliefs (that are actively thought about) and dispositional beliefs (that may be ascribed to someone who has not thought about the issues). A belief as a mental state has been, by some, as contentious. While some philosophers have argued that beliefs are represented in the mind as sentence-like constructs, others have gone as far as arguing that there is no consistent mental representation that underlies our common use of the belief concept and that it is, therefore, obsolete and should be rejected. This has important implications for understanding the neuropsychology and neuroscience of belief. If the concept of belief is incoherent or ultimately indefensible then, any attempt to find the underlying neural processes that support it will fail. If the concept of belief does turn out to be useful, then, this goal should be achievable.

Similarly, Abelson (1979, as cited in Woods, 1996, p. 137) describes a number of further characteristics of beliefs:

- ) They often involve the existence of abstract entities.
- ) They are evaluative; states are considered as being 'good' or 'bad'.
- ) They often include a high degree of episodic materials.
- ) They have different degrees of strength; beliefs may range from strong to weak.
- ) They are non-consensual. Everybody does not necessarily agree on the belief, and alternative beliefs around the same issue are accepted.

To sum up, belief refers to a perception or attitude towards a particular thing or object. It is also the conceptual system of attitudes, values, ideologies and personal theories of understanding. These things have formed impressions

about themselves, their abilities and about the nature of knowledge, how learning takes place. It plays an important role in many aspects of teaching, as well as in life.

### **2.1.2 Students' Beliefs about Learning**

Belief is the feeling that something is real and true. Someone who trusts about something is belief. Here, students' beliefs cover the trust or real feeling of students about something. In other words, students' beliefs mean their perceptions, views or attitudes towards something. Beliefs can be both negative and positive. Positive belief helps to encourage the students to go further development and negative one harasses them.

The relationship between students' beliefs and learning will be examined within the context of the practical reasoning of the students. There are three conceptions of practical reasons which are used to organize the discussion; productive, practical and theoretical. These three ways correspond to the classification of imperatives, rules of skills, counsels of prudence and commands of morality.

Student learning is an ambiguous and heterogeneous term. Though wise decision makers are able to side step the ambiguity by catering to the public's fascination with technical measurement, the fact remain that student learning looks different when analyzed in behavioral, cognitive and humanistic terms. The relationship between student beliefs and learning can be analyzed in these terms, i.e. behavioral, cognitive and humanistic. If the students have positive beliefs, they learn easily in the classroom and increases positive attitudes towards learning strategies but the negative beliefs cannot encourage them to learn and develop the positive attitudes.

Atkin (1996, p.13) gives the following clarification of beliefs about learning:

- ) Students have an innate desire to learn if they have positive beliefs.

- ) Positive belief is the regular feedback for the students.
- ) Student's belief need to be motivated to learn by external pressure.
- ) Student's learning can be improved by them developing their beliefs of learning styles.

### **2.1.3 Importance of Materials**

Types of materials used for learning activity largely depend on all levels of the students and the purpose for which they are learning. Often a distinction is made between authentic and non-authentic texts. Any text is authentic if it is produced in response to real life communicative needs rather than as an imitation of communicative needs. A non-authentic text is produced for the classroom purpose. It obviously lacks the features of natural communication.

Authentic materials arguably are more effective and useful for learning purpose. Examples of authentic texts include newspaper reports, articles from periodicals, and messages of condolence or advertisements. However, with less proficient learners, we usually use simplified texts in order to make them appropriate in level for our learners. This is because such materials on the whole are more effective at earlier stages of learning; indeed the use of authentic text with less proficient learners is often frustrating and counterproductive. However, ultimately we want our learners to be able to cope with the same kinds of learning that are encountered by native speakers of the target language.

Tomlinson (1998, pp.7-21) proposes a set of principles/ characteristics of good materials. These are listed below:

- ) Materials should achieve impact.
- ) They should help learners to feel at ease.
- ) They should help learners to develop confidence.

- ) They should require and facilitate learner's self-investment.
- ) They should expose the learners to language in authentic use.
- ) The learner's attention should be drawn to linguistic features of the input.
- ) They should provide the learners with opportunities to use the language to achieve communicative purposes.
- ) They should take into account that the positive effects of instruction are usually delayed.
- ) They should take into account that learners differ in learning style.
- ) They should take into account that learners differ in affective attitudes.
- ) They should permit a silent period at the beginning of instruction.
- ) They should not rely too much on controlled practice.
- ) They should provide opportunities for outcome feedback

### **2.1.3.1 Role of Materials in Language Learning**

In language education, materials play significant role. It is the materials which make the complex text easy and clear. Basically, there are five kinds of materials that can help the students. These are printed, audio, visual, audio-visual and online materials. Printed readings materials are those materials that can help students to clarify interpret and map the concept of any subject matter presented on it.

Nowadays, there are a variety of materials available in the market which are produced intentionally to support students' preparation for the exam. The materials are different in terms of authenticity of information and interpretation. Some materials are too much beneficial and some are less, though, they are prepared to enhance reading and writing skills' of the students and get income and popularity of the material writers.

Printed materials can be the most important and useful if they are prepared based on authentic sources. Different books, solutions, guides, guess papers, booklets, brochures, etc. are the materials that are found in the market. The materials which have high content, reliability and validity only can help students to achieve their objectives. Different scholars, authors, writers, and publications have contributed much more for the accessibility and availability of materials in the market. To some extent, some of the materials can address the needs of the students but some other cannot do so. Among all the materials, some of them can be appropriate, having accurate and appropriate content, information and interpretation and so on. To make the materials more appropriate to the users, they should be prepared on the basis of specification developed by the committee of the concerned authority because the printed materials are widely used in the world. Moreover, technically less developed countries like Nepal, printed materials are only the supports of the examination for the students.

### **2.1.3.2 Supplementary Materials**

Supplementary materials are the additional materials or aids along with the text book. A text book is not complete in itself. It is merely a guide for the teacher and the learners. Many additional supplementary materials are required to achieve the goals aimed at by a textbook. The text book should be equipped with enough supplementary materials such as songs and rhymes, games, workbooks audio-visual materials etc., which effectively draw the attention of the students towards them. The text book should also have readers without which it is no value. It should also have teacher's guide so that it will be easy for the teachers to know how and how much to teach in one period in the class. Work books help the students to practice what they have learnt from the text books. Audio-visual aids will help them to understand better for long term. Similarly, Jokes, songs, games, provide pleasure, excitement and enjoyment more to the learners. They also help to create situation for teaching and learning. The students as well as teachers are benefited from such materials.

The language should be authentic, appropriate and should sound naturalness to the readers.

Visual materials are the most useful language materials at any level of learners. Especially in higher secondary level, visual materials make the teaching more effective because they avoid boredom. They help to motivate, create interest, break monotony of long hours of the class and provide new spirit and enthusiasm for the learners.

Providing materials and supplementary learning materials in English into the Nepalese context and appropriate the background and interests of higher secondary level students seem most essential.

### **2.1.3.3 Focuses on Printed Materials**

Printed materials are the most important and useful materials available in the market. The materials like guides, guess papers and solution books are basically related to exam. All the materials might not contain authentic information and measure language skills. The materials which have high content, reliability, validity, usefulness only do complete the objectives of an exam. The materials should fulfill the quest of students. Not all the materials are same but some are different in terms of information, interpretation, explanation etc. Being technologically poor we Nepali students are still back in the use of audio visual materials. However, we are rich users of printed materials. The students are focusing on the following materials:

- ) Guides
- ) Guess papers
- ) Solutions books
- ) Hand books
- ) Collection of old questions etc.

These materials are produced by different scholars having different intentions. Some of them are produced only for business purposes, popularity and

competition and some other are been produced in order to provide authentic information which will be useful for student's skill and knowledge development. Nowadays, solution books, guides and guess papers are becoming useful tools for passing examinations for some students in one hand. They are cheaper and easily available in the market on the other hand. Moreover, they guide students in the ways of giving answers to questions in simple language. But all the materials found in the market might not have correct information which can mislead students. So, the task of the students is to analyze such materials from the perspectives of practicality, reliability, validity, usefulness, etc. They should also know one thing that market is the field of competition from where they have to select the proper and reliable materials on which they can depend on for their examination.

#### **2.1.4 A Brief Introduction to Course Book**

According to McGrath (2002, p.7), “Course book is used to refer to a textbook on which a course is based”. This is to say, a text book that is designed by incorporating the content, activities, exercises, and tasks as directed by a course is known as a course book. Though, a course book has a clear aim of engaging students in the texts, contexts and tasks according to their course or curriculum. It is often found that people argue against the effectiveness of the course book. There is a very common debate among the pedagogues and thinkers about the ways and ideas of using a course book among the different contexts and levels. Some of them show very positive attitudes to using a course book in the English lessons, and argue that the course book helps learners make their learning effectively. At the same time, others show negative attitudes to the course book, and argue that the course book that is designed for common students may be terribly irrelevant for the learners of the specific contexts. A single course book may not be as effective as well as we expect it to be for all the students with different characteristics studying in many different contexts. However, in many situations the expectation is that learning should be based on a single course book with minor support of other materials. Similarly, Harmer (

2007, p.181) also presents the benefits of course book . He emphasizes on the promotion of the quality of text book/course book by producing other supporting materials such as teacher book, cassettes, and so on.

### **2.1.5 Guides and Guess papers**

Guides and guess papers are designed to help learners make their learning effective by involving them in self-learning activities. Possible activities and answers for each exercise are provided in these materials. They are the significant learning materials designed in order to help the students increase their learning and strengthen their knowledge. They are prepared to facilitate the language teachers to apply the instructional techniques and use other related materials that help students be communicative in their subject matter and exchange their ideas of the context.

Guides and guess papers are becoming the burning issues in the field of school education. It is argued that guide and guess papers are taken as the negative symptoms of learning. But it is the bitter reality of the learners that they have to buy those materials because of different reasons. Such as, unavailability of textbooks, probability of questions related to exam, low economic status of the students etc. The issue is, whether the use of guides and guess papers are good or bad that depends upon the concept of the learners basically on how to use them. The quality, criteria, specification of contents and other related materials should be evaluated for the publishment of those materials.

#### **2.1.5.1 Advantages of Guides and Guess Papers**

There are some advantages of guides and guess papers which will be presented as follows:

- ) Guides and guess papers are easily available in the market.
- ) They are cheaper in price.

- ) The language used in guides and guess papers is simple and understandable to the students.
- ) They contain collection of previously asked questions which can be useful for the students.
- ) They can be very much useful for the irregular students or they can be very much useful for the students who only want to pass their examination instead of getting depth knowledge.

### **2.1.5.2 Disadvantages of Guides and Guess Papers**

There are some disadvantages of guides and guess papers which can be presented as follows:

- ) Guides and guess papers are less authentic.
- ) They can also be less valid and reliable in terms of information.
- ) Information can be incomplete.
- ) Wait for the availability of the materials, instead of consulting other authentic materials.
- ) The vocabulary, grammar etc. used in the materials may not be relevant to the immediate needs of the students' guides and guess papers.

## **2.2 Review of Empirical Literature**

Every researcher needs to observe the fundamental background of the related subjects. Though a number of researchers have carried out the researches on the use of different tools used in language teaching and learning, among them, I have reviewed only few research works in the Department of English Education, T.U. related to teaching and learning English using different teaching and learning tools.

Parajuli (2008) carried out a research entitled "Teachers' Beliefs on Visual Aids in Teaching English". His objective was to find out the teachers' beliefs on visual aids in teaching English at the primary level. Questionnaire was the

major tool for data collection. The study was limited to only 60 English teachers from Palpa district. The conclusion of this study was that the teachers have favor of benefit of using visual aids in Teaching English. Due to those benefits they have shown positive beliefs towards visual aids. Most of the teachers opined that visual aids develop creativity of the students, visual aids makes the process of teaching learning long lasting and break the monotony.

Al-shedi (2009) conducted a research on "Teachers' Beliefs about Using Group Work in Basic Education". His objective was to find out the basic education teachers' views about using group work to promote the learning of English. He collected data from the sampled population of 48 schools of Batinath North region of Oman. The major tool of data collection in his study was questionnaire. His study presented the positive views of basic education teachers about group work.

Adhikari (2011) carried out a research on "Beliefs of English Teachers in Using Multimedia." Her objective was to find out the beliefs of English teachers in using multimedia in their language classes. Questionnaire was the major tool for data collection. The study was limited to only 50 English language teachers from Kathmandu valley. Her conclusion is that multimedia is found useful to teach all four language skills. Multimedia raises interest in the study of subject.

Ghimire (2012) conducted a research on "Teachers' Beliefs Towards Learners' Role in ELT Classroom". His objective was to find out teachers' beliefs towards learners' role in ELT classroom. An un-structured interview was the major tool for data collection. The study was limited to only 10 English language teachers teaching at secondary level of Tanahun district. His study presented the positive views of learner's role in ELT classroom.

Paudel (2012) carried out a research entitled "Beliefs of English Teachers in Using Pair Work". His objective was to find out the beliefs of English teachers in using pair work technique in their language classes. Questionnaire was the tool for data collection. The study was limited to only 40 English language

teachers from Ilam district. His conclusion was that pair work technique is the positive views of language classes.

Rijal (2012) carried out a research on “Teacher Beliefs on Using Cassette Player in Teaching Listening Skills”. His objective was to find out the beliefs of secondary level English teachers on using cassette player in their classes. The area of his study was Nawalparasi district and the populations of the study were 40 English teachers teaching at secondary level. Questionnaire was the tool for data collection in his study. His study represented the positive views of cassette player.

A number of studies have been done in the Department of English Education in order to find out the teachers' beliefs on the effectiveness of teaching aids and materials. But none of them have dealt with the beliefs of English learners in using guides and guess papers. Therefore, I carried out this research study to explore the beliefs of English learners in using guides and guess papers.

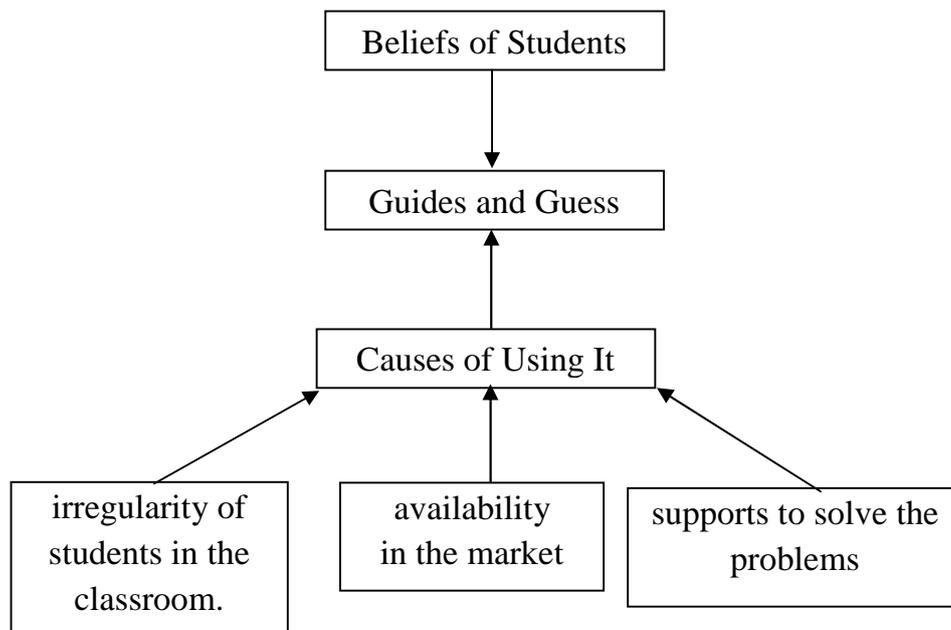
### **2.3 Implication of the Reviewed Literature**

In this study, I have reviewed different research works which were conducted on the beliefs of teachers and students under the Department of English Education, T.U., Kirtipur. These studies are to some extent related to my study. After reviewing this work, I have got lots of ideas regarding the beliefs of English language teaching and learning. Specially, I got information on beliefs, secondary schools and English teachers of Nawalparasi district from the study of Rijal (2012). In order to conduct those research, they have used survey research design and I also used the same, i.e. survey research design. Therefore, after reviewing that research work, I got ideas on the process of survey research design. Likewise, they have used questionnaire as a tool of data collection and I used also the same tool of data collection.

## 2.4 Conceptual Framework

This study is about 'Beliefs of English Learners in Using Guides and Guess Papers' who are studying in grade xii of Kailali district. The objectives of this research work were, to find out the beliefs of English learners in using guides and guess papers and to find out the main causes of using it. Empirical and theoretical review of related literatures are written in the research work. In this work, the data were collected from different books, previous thesis, journals, etc. Questionnaire was the tool for data collection.

The study on "Beliefs of English Learners in using guides and guess papers have been following conceptual framework.



## **CHAPTER- THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Methodology includes details about the various logistic and research procedures that the researcher follows while carrying out a research. To achieve the objectives of the study, the following methodology was adopted.

#### **3.1 Research Design**

I employed survey research design for this proposed study. Survey research is a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose. Kidder (1981, p.81) says that;

Survey is the best research design carried out to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. No other research strategy matches the strengths of survey research in its potential for handling external validity.

Nunan (1992, p.140) states, “Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics”.

Cohen (2010, p. 209) has given the following processes of survey research:

##### 1. Define the objectives

In order to conduct any types of research, at first objectives of conducting research need to be defined, so is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study, cohort study)

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct, e.g. longitude, cross selection, cohort, trend study.

3. Formulate research questions or hypotheses (if appropriate): the null hypothesis and alternative hypothesis

According to Cohen et al., this is the third phase in survey research. In this phase, researcher prepare questions. More than this if s/he feels required then formulates hypothesis.

4. Decide the issues on which to focus

Within one area, there might be numerous issues. We cannot conduct research on all issues at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5. Decide the information that is needed to address the issues

After deciding the issue, we have to decide whether we have sufficient data/information or not address that issue. It means, in this phase we need to be clear regarding our study population.

6. Decide the sampling required

In this phase we need to decide what kind of sampling procedure that we are going to use to select the study population. E.g. random sampling, non-random sampling, or mixed sampling.

7. Decide the instrumentation and the metrics required

Here, in this phase, we as researchers have to decide instruments and metrics that will be required to conduct the research.

#### 8. Generate the data collection instruments

In this phase we have to generate instruments required for data collection. e.g. questionnaire form, test items and so on.

#### 9. Decide how the data will be collected (e. g. postal survey, interviews)

After preparing the tools for data collection we have to decide the process/ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

#### 10. Pilot the instruments and refine them

After preparing the instrument, it is necessary to pilot it before it is finally used. Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

#### 11. Train the interviewers (if appropriate)

If the researcher is going to use interview as a tool of data collection he needs to be trained. Otherwise, actual data may not be obtained.

#### 12. Collect the data

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

#### 13. Analyze the data

Raw data themselves may not give any sense/information. Therefore, after collecting data, we have to analyze it using appropriate statistical and descriptive tools like mean, median and so on.

#### 14. Report the results

Finally, after analyzing the data, we have to prepare the report of our research.

### 3.2 Populations Sample

The sample population of this study consisted of altogether 60 students. The area of the study was limited to the Kailali district.

### 3.3 Sampling Procedure

The informants were selected by using purposive non-random sampling procedure. The sample population of this study was taken from the Rastriya Higher Secondary School Sukhad, Shree Kanti Rajya Laxmi Higher Secondary School Pahalmanpur, Little Angels' English Higher Secondary School Sukhad, Shree Dashrath Higher Secondary School Sadepani and Ghodaghodi Multiple Campus Sukhad, Kailali. Twelve students from each college were selected to elicit data for the study. The sample and their numbers were as follows:

Population	Sources	No. of the respondents
Grade 12 English students	Rastriya Higher Secondary School Sukhad, Kailali	12
	Shree Kanti Rajya Laxmi Higher Secondary School Pahalmanpur, Kailali	12
	Little Angels' English Higher Secondary School Sukhad, Kailali	12
	Shree Dashrath Higher Secondary School, Sadepani, Kailali	12
	Ghodaghodi Multiple Campus Sukhad, Kailali	12
Total	Five Colleges	60

### **3.4 Tools for Data Collection**

For this research work, questionnaire was the tool for data collection. So, I prepared two sets of questionnaire to collect data, i.e. one was open-ended and next was close-ended.

### **3.5 Process of Data Collection**

The researcher visited the selected colleges of Kailali district. He met the authority of the colleges and established rapport with them. He met the selected population and explained the purpose of the study and distributed the questionnaires from them. The students of different educational background were given the questionnaire to fill. Along with the questionnaire tool was used to make a research more valid, reliable and transparent. Then, the collected data were checked, tallied and rechecked by counting. Then, all the collected data were edited, tabulated and proceeded. So as to make generalization of them.

### **3.6 Data Analysis and Interpretation Procedure**

Being a survey research, it has the characteristics of both qualitative and quantitative analysis. In this study, the collected data were analyzed and interpreted descriptively and statistically. Simple statically tools are used to analyze and interpret the collected data.

## **CHAPTER- FOUÉ**

### **RESULT AND DISCUSSION**

This chapter deals with the analysis and interpretation of the data collected from primary sources. Collected data are analyzed under the following headings.

#### **4.1 Students' Beliefs Towards Guides and Guess Papers**

Under this heading, I have analyzed the responses of the students from grade twelve. The experiences and opinion of 60 students from five different colleges of Kailali district were analyzed. The analysis of the responses is mentioned in the following sub-headings.

##### **4.1.1 Suggestions for Better Exam Preparation Materials**

The students were asked about better exam preparation materials. The responses given by the students are presented in the following table:

**Table No. 1**  
**Suggestions for Better Exam Preparation Materials**

Responses	No. of students	Percentage
Authentic books	21	35%
Guides and guess papers	31	51.67%
Notes given by teachers	6	10%
Any other i.e., own notes	2	3.33%

The table reveals that 51.67% students suggested their friends to consult guides and guess papers for their better exam preparation. Likewise, 35% students suggested their friends to consult authentic books. In the same way, 10% students suggested their friends to consult or depend on notes given by their teachers and 3.33% students suggested their friends to depend on their own notes rather than other materials. It means most of the students suggested their

friends to consult or read guides and guess papers for their better exam preparation.

#### **4.1.2 Role of Guides and Guess Papers in Language Skills**

Learning a language means learning skills of the language. So, this study intended to find out whether guides and guess papers help to develop students' language skills especially reading and writing properly or not. Students' opinions regarding the role of guides and guess papers on developing language skills are given in the following table.

**Table No. 2**  
**Role of Guides and Guess Papers in Language Skills**

Responses	No. of Students	Percentage
Strongly Agree	5	8.33%
Disagree	22	36.67%
Agree	29	48.33%
Strongly Disagree	4	6.67%

The table reveals that 48.33% students agreed with the statement that 'guides and guess papers help to develop students' language skills' , i.e. reading and writing' whereas 36.67% students disagreed with the statement. Similarly, 8.33% students strongly agreed and only 6.67% students strongly disagreed with the statement. It shows that most of the guides and guess papers support language skills, i.e. reading and writing.

#### **4.1.3 Logics in Using Guides and Guess Papers**

The students were asked a question to find out whether they felt answers of questions are written logically or not in guides and guess papers. The responses given by the students are shown in the following table.

**Table No. 3**  
**Logics in Using Guides and Guess Papers**

Responses	No. of Students	Percentage
Strongly Agree	11	18.33%
Disagree	14	23.33%
Agree	28	46.67%
Strongly Disagree	7	11.67%

The above table depicts that 46.67% students agreed with the statement that answers of question are written logically in the guides and guess papers where as 23.33% students disagreed with the statement. Similarly, 18.33% students strongly agreed and only 11.67% students strongly disagreed with the statement. It shows that most of the answers of the questions are written logically in the guides and guess papers.

#### **4.1.4 Suggestions to Teachers for Better of Preparation Exam**

The students were asked a question to find out whether your teachers suggest you for your exam preparation. The responses given by the students are presented in the following table:

**Table No. 4**  
**Suggestions to Teachers for Better of Preparation Exam**

Responses	No. of Students	Percentage
Authentic Books	28	46.67%
Guides and guess papers	12	20%
Notes given by teacher	18	30%
Any other, i.e. own notes	2	3.33%

The table reveals that 46.67% students suggested their teachers to consult authentic books for their better exam preparation. Likewise, 30% students suggested their teachers to consult notes given by their teachers where as 20% students suggested their teacher to consult or depend on guides and guess

papers and 3.33% students suggested their teachers to depend on their own notes rather than other materials. It means most of the students suggested their teachers to consult or read authentic books and depend on teacher's notes for better exam preparation.

#### **4.1.5 Role of Guides and Guess Papers in Creative Writing**

A question was asked to find out opinions of the students regarding creative writing, i.e. 'Reading materials found in guides and guess paper are sufficient to increase students' creative writing. The responses are presented in the following table.

**Table No. 5**  
**Role of Guides and Guess Papers in Creative Writing**

Responses	No. of Students	Percentage
Strongly Agree	4	6.67%
Disagree	29	48.33%
Agree	21	35%
Strongly Disagree	6	10%

The above table reveals that 48.33% students disagreed with the statement that 'Reading materials found in guides and guess papers are sufficient to increase students' creative writing', whereas 35% students agreed with the statement. Similarly, 10% students strongly disagreed and 6.67% students strongly agreed with the statement. It means majority of the students showed their disagreements on the statement that 'reading materials found in guides and guess papers are sufficient to increase students' creative writing.

#### **4.1.6 Students' Views on Printed Materials**

The students were asked a question to find out different types of materials used by them for their exam preparation. The responses of the students are shown in the following table.

**Table No. 6**  
**Students' Views on Printed Materials**

Responses	No. of Students	Parentage
Authentic Books	17	28.33%
Guides and guess papers	25	41.67%
Notes given by teachers	17	28.33%
Others	1	1.67%

The table shows that 41.67% students mentioned that they read guides and guess papers. Similarly, 28.33% students mentioned that they read authentic books. Likewise, 28.33% students also mentioned that they read notes given by the teachers and remaining 1.67% student expressed that he consulted other sources like notes prepared by themselves. It concludes that most of the students used guides and guess papers for their better exam preparation.

#### **4.1.7 Difficulties in Using Guides and Guess Papers**

A statement, i.e. 'Answers of Questions given in guides and guess papers are neither too difficult nor too easy' was given to find out whether they felt answers of questions easy or difficult. The responses given by the students are shown in the following table.

**Table No. 7**  
**Difficulties in Using Guides and Guess Papers**

Responses	No. of Students	Percentage
Strongly agree	6	10%
Disagree	12	20%
Agree	39	65%
Strongly disagree	3	5%

The above table depicts that most of the students i.e. 65% agreed with the statement that 'Answers of questions given in guides and guess papers are neither too difficult nor too easy. Whereas 20% students disagreed and 10%

students strongly agreed with the statement. This shows that answers of questions given in guides and guess papers were neither too difficult nor too easy for the students to understand.

#### **4.1.8 Students' Attitudes of Price in Guides and Guess papers**

This research was carried out to find out whether the students, were satisfied with guides and guess paper or not. So, the students were given a statement i.e. 'price of guides and guess papers is appropriate' to put their opinions. The responses of the students are presented in the following table.

**Table No. 8**  
**Students' Attitudes of Price in Guides and Guess Papers**

Responses	No. of students	Percentage
Strong Agree	11	18.33%
Disagree	19	31.67%
Agree	25	41.67%
Strong Disagree	5	8.33%

The table reveals that 41.67% students were satisfied with price of guides and guess papers whereas 31.67% students were dissatisfied. Similarly, 18.33% students strongly satisfied with price of the materials and only 8.33% students strongly dissatisfied with price of guides and guess papers. It means that prices of materials were appropriate to most of the students.

#### **4.1.9 Qualitative Information in Guides and Guess Papers**

The students were asked a question to find out whether presented information in guides and guess papers were logical, appropriate and trustworthy or not. Responses of the students on the questions are presented in the following table.

**Table No. 9**

**Qualitative Information in Guides and Guess Papers**

Responses	No. of students	Percentage
Strongly Agree	4	6.67%
Disagree	16	26.67%
Agree	35	58.33%
Strongly Disagree	5	8.33%

The table reveals that 58.33% students satisfied with the quality of information contained in guides and guess papers whereas 26.67% students dissatisfied. Similarly, 8.33% students strongly dissatisfied with the quality of information and trustworthiness and 6.67% students strongly satisfied. This shows that most of the guides and guess papers information were logical, appropriate and trustworthy according to the level of students.

**4.1.10 Guides and Guess Papers as a Actual Source of Learning**

The students were asked a question to find out whether guides and guess papers provided them for actual learning or not. Responses of the students on the question are presented in the following table.

**Table No. 10**

**Guides and Guess Papers as a Actual Source of Learning**

Responses	No. of Students	Percentage
Strongly Agree	8	13.33%
Disagree	24	40%
Agree	19	31.67%
Strongly Disagree	9	15%

The table reveals that 40% students disagreed with the statement that 'Guides and guess papers are not important for actual learning' Whereas 31.67% students agreed with the statement. Similarly, 15% students strongly disagreed

and 13.33% students strongly agreed with the statement. It means that most of the guides and guess papers helped students for actual learning.

#### **4.1.11 Supports Provided by Guides and Guess Papers**

The students were asked a question to find out whether guides and guess papers provided them to solve the problems or not. The responses given by the students are presented in the following table.

**Table No. 11**  
**Supports Provided by Guides and Guess Papers**

Responses	No. of Students	Percentage
Strongly Agree	5	8.33%
Disagree	17	28.34%
Agree	33	55%
Strongly disagree	5	8.33%

The Presented table shows 55% students responded that guides and guess papers guides them to solve the problems whereas 28.34% students responded that the materials did not provide ideas about how to solve the problems. Similarly, 8.33% students strongly agreed on the matter whereas 8.33% students also strongly disagreed with the statement. This shows that guides and guess papers helped most of the students to solve the problems.

#### **4.1.12 Ease in Using Guides and Guess Papers**

A statement, i.e. ‘with the help of guides and guess papers, I can easily solve the textbook problems’ was given to find out whether they felt textbook problems easily or not. The responses given by the students are shown in the following table.

**Table No. 12**  
**Ease in Using Guides and Guess Papers**

Responses	No. of Students	Percentage
Strongly Agree	15	25%
Disagree	3	5%
Agree	37	61.67%
Strongly Disagree	5	8.33%

The table shows that 61.67% students, agreed with the role of guides and guess papers help students easiness to solve the problems whereas 25% students strongly agreed with the statement. Similarly, 8.33% students strongly disagreed on the matter whereas 5% students disagreed with the statement. It means majority of the students showed their agreements on the statement that 'with the help of guides and guess papers, I can easily solve the textbook problems'.

#### **4.1.13 Attended in Use of Guides and Guess Papers**

The students were asked a question to find out whether guides and guess papers provided them absent in the classroom or not. Responses of the students are presented in the following table.

**Table No. 13**  
**Attended in Use of Guides and Guess Papers**

Responses	No. of Students	Percentage
Strongly Agree	6	10%
Disagree	31	51.67%
Agree	18	30%
Strongly Disagree	5	8.33%

The table reveals that 51.67% students disagreed with the statement that 'by the use of guides and guess papers, students became absent in the classroom' whereas 30% students agreed with the statement. Similarly, 10% students

strongly agreed and only 8.33% students strongly disagreed with the statements. It shows that most of the students showed their disagreements on the statement that 'by the use of guides and guess papers, students became absent in the classroom.

#### **4.1.14 Guides and Guess Papers to Develop the Students' Creativeness**

A question was asked to find out the students reading creativeness or not. Their responses are presented in the following table.

**Table No. 14**  
**Guides and Guess Papers to Develop the Students' Creativeness**

Responses	No. of Students	Percentage
Strongly Agree	16	26.67%
Disagree	17	28.33%
Agree	19	31.67%
Strongly Disagree	8	13.33%

The above table reveals that 31.67% students agreed with the statement that 'guides and guess papers reduce the creativeness of the students' whereas 28.33% students disagreed with the statement. Similarly, 26.67% students strongly agreed with the statement that 'guides and guess papers reduce the creativeness of the students' and 13.33% students strongly disagreed with the statement. This indicates that most of the students mentioned guides and guess papers reduced the creativeness of the students.

#### **4.1.15 Role of Guides and Guess Papers to Fulfill the Curriculum Objectives**

This research was carried out to find out whether the guides and guess papers to fulfillment the curriculum objectives or not. The responses of the students are presented in the following tables.

**Table No. 15**

**Role of Guides and Guess Papers to fulfill the Curriculum Objectives**

Responses	No. of Students	Percentage
Strongly	9	15%
Disagree	21	35%
Agree	24	40%
Strongly Disagree	6	10%

The table reveals that 40% students agreed with the statement that 'Guides and guess papers are unable to fulfill the curriculum objectives' whereas 35% students disagreed with the statement. Similarly, 15% students strongly agreed and 10% students strongly disagreed with the statement that guides and guess papers are unable to fulfill the curriculum objectives. It shows that most of the guides and guess papers do not fulfill the curriculum objectives.

**4.1.16 Views on Different Examination Focused Printed Materials**

The students were asked to find out their views on different opinions on examination focused printed materials. In responses to the question, 32 students (i.e. 53.33%) responded that they consulted guides and guess papers for their exam preparation. Similarly, 20 students (i.e. 33.33%) responded that they consulted authentic books and notes given by their teachers in order to make well exam preparation. Only 8 students (i.e. 13.34%) mentioned that they depended on their own notes and consulted other materials. In this regard more than half percent of the students consulted guides and guess papers for their exam preparation.

**4.1.17 Students' Opinions on Guides and Guess Papers**

The information was asked a question i.e. 'Did you consult the materials like guides and guess papers?' Why In response to the question 36 students (i.e. 60%) expressed that they consulted guides and guess papers. They also responded that guides and guess papers helped the students who were preparing

their examination about how to start and end up answering question in the examination. They also used the materials due to different reasons i.e. short and simple language, easily available in the market, easy to understand and beneficial to the students who cannot manage proper time for their study and only want to pass examination. Similarly, 24 students (i.e. 40%) opined that they did not consult or used the materials like guides and guess papers because they felt that they might not contain sufficient information. Furthermore, they also mentioned that the materials were only for passing examination. So, more than half percent of the students used guides and guess papers hoping to get ideas about how to begin and end answering questions which are asked in examination.

#### **4.1.18 Limitations of the Guides and Guess Papers**

The students were asked to mention some limitations or weaknesses of guides and guess papers. In response to the question, 58.33% opined that the materials had different limitations. The students mentioned the following limitations of guides and guess papers:

- ) Do not cover whole course.
- ) In experienced writers.
- ) Written in lay man's sense and not trustworthy.
- ) Only for how to pass examination.
- ) Not qualitative printing with reasonable price.
- ) Lack detail and sufficient information.
- ) Decrease the students' habit of reading authentic books.
- ) Only fulfill immediate needs.
- ) Incomplete information and create confusion.
- ) Do not support on creative writing.
- ) Ungrammatical and lack of authenticity of information

In the same way, 25 students (i.e. 41.67%) opened that the materials were not any limitations. In response to the question, the students also mentioned the following strong points of guides and guess papers:

- ) Fulfill immediate needs of students.
- ) Easily available in the market and exam oriented.
- ) Provide main theme and easy to understand.
- ) Include previously asked question with solutions.
- ) Guide to being and end answering questions.
- ) Use of short and simple language.
- ) Useful for working students

#### **4.1.19 Amount of Information Provided by Guides and Guess Papers**

The students were asked to find out whether guides and guess papers provided complete information or not. In response to the question, 80% opined the question expressing the materials provide complete information whereas 20% opined do not supporting the statement that 'Guides and Guess Papers Provide Complete Information'. This means, majority of the students presented their views supporting the statement that guides and guess papers provide complete information.

#### **4.1.20 Guides and Guess Papers Fulfill Needs and Interests of Students**

The students were asked to find out whether guides and guess papers fulfill needs and interests or not. In response to the question, 45 students (i.e. 75%) opined that the materials like guides and guess papers fulfilled their needs and interests. In their response they also mentioned that guides and guess papers were easy for exam preparation. They also responded that the materials were the simplified version of authentic materials which saves money and time for the students who do not have sufficient time for exam preparation and only wants to pass exam. Similarly, 15 students (i.e. 25%) opined that the guides and guess papers could not fulfill their needs and interests. They also

mentioned that the materials contained irrelevant, incomplete or insufficient information and did not cover whole course. Furthermore, guides and guess papers created confusions to the students due to lack of coherence and cohesion which are very much important qualities any pieces of writing. This shows that most of the students responded that the materials like guides and guess papers could fulfill needs and interests of the students.

## **4.2 Causes of Using Guides and Guess Papers**

Under this heading I have analyzed the responses of the students open ended questions. The analysis of the responses, are mentioned in the following sub headings.

### **4.2.1 Students' Irregularity in the Classroom**

The students were asked to express their views on guides and guess papers. The informants mentioned that the students, who are job holders, cannot take classes regularly and want only to pass exam rather than getting depth knowledge of any subject matter get benefit by the use of the materials. Similarly, they also responded that the students who do not have enough time to read authentic books will get benefit by the use of guides and guess papers. Furthermore, the students who do not have access to authentic books and hurry up getting certificate will get benefit by the use of guides and guess papers. This shows that guides and guess papers are very much useful to the students who are the job holders and cannot take classes regularly and prioritize certificate rather than depth knowledge of subject matter.

### **4.2.2 Availability in the Market**

The informants were asked guides and guess papers which were available in the market. In response to the question, the students used the following strong points.

- ) Fulfill immediate needs of students.

- ) Easily available in the market and exam oriented.
- ) Provide main theme and easy to understand.
- ) Include previously asked questions with solutions.
- ) Guide to begin and answering questions.
- ) Use of short and simple language.
- ) Useful for working students.

It shows that the main causes of using guides and guess papers is that it is easily available in the market. Language used in the guides and guess papers is simple and understandable. The materials are including previously asked questions with solutions and model questions. They are small in size because they include only theme of any topic rather than full description.

#### **4.2.3 Suggestions to the Problems**

The students were asked to express their views on guides and guess papers which were them how to begin and end answering questions. It means these materials guided them to easy direction to solve the problems. This shows that guides and guess papers helped most of the students on how to start and end answering of questions which were asked in their examination is the causes of using guides and guess papers.

## **CHAPTER- FIVE**

### **SUMMARY, CONCLUSION AND IMPLICATIONS**

#### **5.1 Summary**

This study was on the beliefs of English learners in using guides and guess papers who are studying in grade xii of Kailali district. In this study, the researcher collected the data about the students' opinion towards guides and guess papers. The main objectives of this study were, to find out the beliefs of English learners in using guides and guess papers and to find out the main causes of using it and to suggest some pedagogical implications.

For the fulfillment of the above objectives, the researcher followed the survey research design. The population of the study were all the students who are studying in grade xii of Kailali district. Sixty students from 5 different colleges were selected non-randomly for the sample of the study. Questionnaire was used as tool of the study. The questionnaire form included 15 open-ended and 5 close-ended questions.

The collected data from questionnaire was analyzed and interpreted with the help of simple statistical tools like table, charts and so on.

#### **5.2 Conclusion**

The major conclusions of this studies are as follows:

- ) The grade xii English students were highly interested to use and buy guides and guess papers for learning English, also they felt easy while using guides and guess papers for solving problems.
- ) Using guides and guess papers, they spent less time for solving problems.

- ) Guides and guess papers helped students for self-learning and it also increased the practice habit of students.
- ) They felt that guides and guess papers are important materials for the exam preparation but they felt it is not useful for the overall development of students and not important for actual learning.
- ) They thought that guides and guess papers are important materials for those students who do not take classes regularly.
- ) Guides and guess papers reduced the creativeness of the students and fails to provide sufficient feedback for the students.
- ) Grade xii students had reflected the high belief towards the use of guides and guess papers.
- ) The causes of using guides and guess papers who are studying at grade xii students were irregularity in the classroom, availability in the market and supports to solve the problems etc.
- ) The students have in favor of benefit of using guides and guess papers in learning English. Due to those benefits, they had positive beliefs towards guides and guess papers.

### **5.3 Implications**

This section deals with the recommendations given for the pedagogical implications and further study. The researcher found that the recommendation given for the educational/pedagogical implications will be used in further and the recommendation for further study will be helpful to the other researchers to carry research.

### **5.3.1 Policy Level**

Every research plays vital role for its related field. Likewise, those who are in the field of academic may take benefit from it. Here are some implications at policy level:

- ) Get first mastery over the respective subject.
- ) Make more logical and psychological.
- ) Prepare based on needs and level of the students.
- ) Focus on process rather than product.
- ) Focus on all skills and aspects of language.

### **5.3.2 Practice Level**

This research topic comes under survey research. Without research we can not tell about anything. So, research is always applicable in the practice level. Here are some implications at practice level:

- ) As English Language is a complex and difficult enterprise, students have to be provided with sufficient amount of exposure of both time and language to get mastery over English Language.
- ) Teachers and students should organize different seminars, workshops and discussion on the different topics of interest in instructed English language learning.
- ) The goal of learning should not be for temporal languages rather it should be life long process. So, language should be given due important.

### **5.3.3 Further Level**

This research topic 'Beliefs of English Learners in Using Guides and Guess Papers' is important for those who are willing further research and gain something from it, making policy, field some suggestion from it. There is not any restricting to study above mentioned people but other who is less or more

related in this topic can be benefited. Here are some implications at further level:

- ) This study was conducted in Kailali district. To get more valid and generalized conclusions, it is recommended that the similar studies should be carried on an extensive scale.
- ) A similar study can be done at different level.
- ) This research will be the valuable secondary source for the researchers.
- ) This research will provide new research areas which are left to be investigated.

)

## References

- Adhikari, M. (2011). *Beliefs of English teachers in using multimedia*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Atkin, J. (1996). *Values and Beliefs about learning to principles and practice*. Education and learning consultant; Utah.
- Bhattra, A. (2001). Writing a research proposal. *Journal of NELTA*. Vol.6, No.1, pp.45-51.
- Brown. H.D. (1993). *Principle of language learning and teaching*. USA.
- Chomsky, N. (1957). *Syntactic structure*. Paris: Mouton Press.
- Cohen, et al. (2010). *Research methods in education*. London: Routledge.
- Cross, D.(1992). *A practical handbook of language teaching*. London: Prentice Hall.
- Ghimire, R. (2012). *Teachers' beliefs towards learners' role in ELT classroom*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Halliday, M.A.K. (1977). *Exploration in the function of language*. London: Longman.
- Harmer, J. (2007). *The practice of English language teaching*. London: Longman.
- Hodges,H.A. (2002). Teacher in teaching mind: How teacher thinking shapes education. *Review of educational research*. Vol.62, No.3, pp.307-332.
- Kidder, L.H. (1981). *Research methods in social relation*. Tokyo: Holt.

- Kumar, R. (2006). *Research methodology*. Delhi: Pearson Education.
- McGrat, (2002). *Materials evaluation and design for language teachers*.  
Edinburgh University Press.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Pajares, M. F. (1992). Teachers beliefs and educational research: cleaning up a  
mersty construct. *Review of educational research*. Vol.62, pp.307-332.
- Parajuli, A. (2010). *Teachers beliefs on visual aids in teaching English at  
primary level*. An unpublished M.Ed,thesis. T.U., Kirtipur.
- Paudel, S. (2012). *Beliefs of English teachers in using pair work*. An  
unpublished M.Ed.,thesis. T.U., Kirtipur.
- Richardson, V. (1996). *The role of attitudes and beliefs in learning to teach*.  
Handbook of research on teacher education. New York: Macmillan.
- Rijal, M. (2012). *Teacher beliefs on using cassette player in teaching listening  
skill*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Sapir, E. (1921). *Language*. New York: Harcourt Brace.
- Staphit, S.K. (2000). Teaching language for communication. *Journal of  
NELTA*. Vol.5, No.1, pp.3-9.
- Tomilnson, B. (1998). *Materials development in language teaching*.  
Cambridge: CUP.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge:  
CUP.
- Woods, D. (1996). *Teacher cognition in language teaching: Beliefs decision  
making and classroom practice*. New York: CUP.



4. What materials do your teachers' suggest you for your exam preparation? please feel free to tick more than one opinion if you do so.
  - i) Authentic books
  - ii) Guides and Guess papers
  - iii) Notes given by the teachers'
  - iv) Any others, please specify.....
  
5. Reading materials found in the guides and guess papers are sufficient to increase student's creative writing.
  - i) Strongly agree
  - ii) Disagree
  - iii) Agree
  - iv) Strongly disagree
  
6. What do you read for the preparation of your exam? please feel free to tick more than one opinion if you do so.
  - i) Authentic books
  - ii) Guides and Guess papers
  - iii) Notes given by the teachers'
  - iv) Any others, please specify.....
  
7. Answers of questions given in the guides and guess papers are neither too difficult nor too easy.
  - i) Strongly agree
  - ii) Disagree
  - iii) Agree
  - iv) Strongly disagree
  
8. The price of materials is appropriate.
  - i) Strongly agree
  - ii) Disagree
  - iii) Agree
  - iv) Strongly disagree
  
9. Information found in such materials is appropriate and trustworthy.
  - i) Strongly agree
  - ii) Disagree
  - iii) Agree
  - iv) Strongly disagree
  
10. Guides and guess papers are not important for actual learning.
  - i) Strongly agree
  - ii) Disagree
  - iii) Agree
  - iv) Strongly disagree

11. Guides and guess papers give easy direction to solve the problems.
 

i) Strongly agree	ii) Disagree
iii) Agree	iv) Strongly disagree
  
12. With the help of guides and guess papers, I can easily solve the textbook problems.
 

i) Strongly agree	ii) Disagree
iii) Agree	iv) Strongly disagree
  
13. By the use of guides and guess papers, students become absent in the classroom.
 

i) Strongly agree	ii) Disagree
iii) Agree	iv) Strongly disagree
  
14. Guides and guess papers reduce the creativeness of the students.
 

i) Strongly agree	ii) Disagree
iii) Agree	iv) Strongly disagree
  
15. Guides and guess papers are unable to fulfill the curriculum objectives.
 

i) Strongly agree	ii) Disagree
iii) Agree	iv) Strongly disagree

**B. Please supply your free responses regarding guides and guess papers.**

1. What are the materials that you consulted for your exam preparation?  
Please list them.  
.....  
.....
  
2. Did you consult the materials like guides and guess papers? If yes or no why?  
.....  
.....

3. Do the materials have any limitations? Please list them.  
.....  
.....
4. Do you think they provide complete information? Present your opinion  
.....  
.....
5. Could they fulfill your needs and interests? Please give your opinion.  
.....  
.....