CHAPTER: ONE
INTRODUCTION

This study is about the **"Perception of M.Ed. English Students on Exam Focused Printed Materials."** This topic consists of general background, literature review, objectives of the study and significance of the study.

1.1 General Background

There are many languages spoken throughout the world. Among them, English language is regarded as world's most prestigious and important language. It is the language of science and technology, trade and commerce, computer and internet and so on. In some countries, like Britain, USA, Australia, etc English is spoken as first language, and in some other countries like Singapore, India, Nigeria etc as second language and in other countries like Nepal, Japan, Poland, etc. as foreign language. In comparison to other languages, English has wider scope. It is said that quarter of the world's population speak English. Speakers of English are growing day by day. It has threatened other minority languages. Due to all those reasons, the English language has reserved a higher status in our society and has been taught as a compulsory subject from primary to higher level in our country. Language test is a device of measuring ones' skills, abilities and level of knowledge of a language. In this regard Khaniya (2005) says:

> The aim of testing language is to provide guidelines for measuring the linguistic ability of one which will be practicable in use and help both teachers and students to know about their success and failure. It guides teachers to diagnose strengths and weaknesses of students. Testing is an

inherent part of teaching which is used as a process of scrutinizing how far learners have learned, what the teacher wishes them to learn. (p.1)

Language testing is as old as education itself but the ways and techniques of designing and administering tests are different from past to present .In the past, it was regarded as a small portion of applied linguistics but nowadays, it is a full-fledged separate discipline. Many figures from US and Britain have contributed to the emergence of language testing as an independent discipline. From the US side, Ben Wood and Vivid Henmon were regarded as the prominent figures in the 1920s. Mainly; the publication of language testing journal in 1983 was an important landmark in the history of language testing.

1.1.1 English Language Testing

The history of language testing goes back to the history of language teaching, it was not taken as a separate discipline in the past but it was taken as the part of teaching. Testing in a broad sense has always been an inherent part of teaching. Assessment of learning is as old as education itself. From the time when teaching began, teachers' have always been keen to know the extent to which their teaching has been effective in making the learner understand what has been taught.

Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. In this process, the teacher usually makes queries in the classroom during or after his or her teaching or administers an examination at the end of a lesson, a unit, a chapter and a course of study. The intend of the teacher in making queries or administering an examination during and after his teaching on what has been taught obviously is to understand whether or not whole or part of his teaching has been imparted and received by the learners. To ensure that the students have achieved some whole of what has been taught is thus

another purpose of testing. In order to ensure effective teaching, testing is used in the class room or after the classroom teaching.

Teaching and testing are taken as inseparable entities. In other words, teaching and testing are closely interrelated that it is virtually impossible to work in either field being constantly concerned with the other. Davies (1997, p.5) says that "The good test is an obedient servant since it follows the teaching. Test may be primarily constructed as a device to reinforce learning and to motivate the students or primarily as a means of assessing students' performance in language".

The importance of testing can be imagined through the statement "Teaching without testing is like painting in damaged light". With the help of testing we can find the areas that need more attention and we can adopt the remedial works. The word test is commonly used in language testing to see how much the students have learnt. It is a particular type of measurement that focuses on eliciting specific sample of performances. Test like examination, invites candidates to display their knowledge or skills in a concentrated fashion. Tests can be formal and informal.

Examination is a formal test on someone's knowledge or ability in a particular subject especially by means of written questions or practical exercises. Test plays an influential role in the field of education. The examination provides students with a sense of achievement, feedback and permission to go for further study. Looking at the nature and functions of examination discussed above, Tyler (2005, p.12) opines that 'Examinations have profound educational effect on students. Students are strongly influenced to prepare for examination'. "Tests may lead to improve the quality of the learning experiences". Tests can be regarded as a means of assessing students' performance in language which is invariably associated with making of decisions or a way of arriving at meaningful conclusions.

Testing a language is very complex task. Test should be designed and administered properly to accommodate different qualities of tests. The basic qualities of tests are 'validity, reliability, practicality and usefulness, without any one of them, tests becomes incomplete. That is why; an efficient test should have the above mentioned qualities.

In most cases, examination is concerned with achievement. Both tests and examinations are used for evaluation. It is said that test is directly concerned with teaching whereas examination is associated with a pre-determined standard of achievement. Generally, both tests and examinations serve the same function. So, they can be used interchangeably.

1.1.2 Examination and Role of Printed Materials

Exam is a tool of evaluation which helps to find out ability, proficiency achievement and knowledge on particular subject matter. According to, OALD, (2010) "Exam is the common word for written, spoken or practical test at school or college, specially an important one that you need in order to get a qualification." Any examination needs proper preparation on subject matter. Printed materials play vital role for the well preparation of exam. Hence, they must contain authentic information, exercises, problems and solutions. Joshi, (2011, p. 328) says "Regarding the name of examination everybody has different mentality where parents, teachers and students are the main stakeholders. Exam can invite phobia on someone, excitement on someone and something else on someone".

In language education, materials play significant role. These are the materials which make the complex text easy and clear. Basically, there are five kinds of teaching learning materials. These are printed, audio, visual, audio-visual and

online materials. Printed readings materials are those materials that can help students to clarify and map the concept of any subject matter presented on it.

Nowadays, there are numbers of printed materials available in the markets which are produced intending to support students' exam preparation. 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 books. Different books, solutions, guess papers, guides newspapers, booklets, brochures etc. are the materials that are found in the market. The materials which have broader content, high 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 examination related printed materials in the markets. 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 for users, they should be prepared on the basis of specification developed by the committee of concerned authority because the print materials are widely used in the world. Moreover, technically less developed countries like Nepal, printed materials are only the supports of examination for the students.

1.1.3 Types of Exam Focused Printed Materials

Printed materials are the most important and useful materials available in the market. The books, newspaper, booklets, brochures, guides, guess papers etc. are the materials available in the market in order to fulfill the purpose of the exam. Any exam, especially in developing countries, is taken through the help of printed test papers. 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.

In general, printed materials which are prepared especially for examination purpose are called exam oriented printed materials. Not all the materials are of same qualities 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 though we are rich users of printed materials. The major types of printed materials which are prepared focusing on students' examination directly and indirectly are listed below:

1) Guides
2) Guess papers
3) Solution books
4) Collection of old questions etc.

Generally, guides, solution books and guess papers are prepared with the view to help students' examination. The main significance of the materials is that they provide proper dosages to prevent students from the sickness of failure in securing good marks in examination. Here, guides mean written materials that include answer of questions which can be asked in exam. The nature of guess papers,

guides and solution books is to some extent same so, they are found using interchangeably. Guess papers contain some probable model questions which make students to practice writing. Another exam focused printed material is collection of old questions which subsumes questions which were asked in the previous examination.

In Nepal, supplementary materials are produced only on print media. Regarding, wash back effect of Nepalese examination testees' are of two kinds-one does not worry about the examination. That means he or she waits for examination. On the other hand, the next one feels like phobia. She or he scares with examination. The one is very fearful with it. In this sense, Buck (2010, p.26) states "Test will often have an effect on classroom teaching. This is referred to as wash back effect. Learners may study for the test, teachers may teach to the test or test preparation course may be affected". It is worldwide system that the students worry when they come to know about their schedule of examination. The students of any level may have great stress on them and they try to manage the time as much as possible and search easy reading printed materials like guide, guess paper, solution books etc. as many as they can.

The materials like guides, guess papers, solution books etc. are produced by different people having different intentions; some of them are produce only for business purposes, popularity and competition and some other produce in order to provide authentic information which will be useful for students' skill and knowledge development. It is also said that most of the materials are less authentic so, we should not totally depend upon such non-authentic materials. Nowadays, solution books, guess papers and guides are becoming useful tools for passing examinations for some students. They are cheaper and easily available in the market. Moreover, they guide students in the ways of giving answers of questions in simple language. But all of 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 useful and reliable materials on which they can depend on for their examination.

1.1.4 Features of Exam Focused Materials

It is true that not all the printed materials available in the market are authentic in terms of subject matter. But they are produced in order to support students' preparation for examinations. Among all the materials some of them are not authentic in terms of information. Non-authentic materials are simplified ones which are used especially for pedagogic purpose. So, they are easy to understand for learners but they cannot develop communicative ability in the real world. That is why, they may have some weaknesses. They are also produced having business purpose, popularity and competition. Having these weaknesses, they can be useful to fulfill current needs of the students. It can help students' to get clues for examinations. Due to the high availability of such materials, students do not consult authentic materials and miss the opportunities of learning for broader knowledge and the use of language in context. There is no doubt that guess papers, guides and solutions are cheaper in prices and contain probable model questions and answers of those questions which help those students who cannot attend their classes regularly and give priority for getting degree rather than knowledge.

Strengths of the Materials

The printed materials like guides, guess paper, solution book, collection of old questions etc. are easily available in the market. They are cheaper in price. The language used in these materials is simple and understandable to the students.

They contain collection of previously asked questions which can be useful for the students. They guide the students, in the ways how to start and end answering of questions. The information found in the materials is simple or content is found in simplified form. The materials can be very much useful for irregular and jobholder students or it can be very much useful for the students who only want to pass their examination instead of getting depth knowledge of vast content.

Weaknesses of the Materials

The information found in the materials is less authentic. It is the materials which obviously lacks the features of natural communication. It is just reverse of authentic materials. The materials do not have the characteristics of real life language. They are less valid and reliable in terms of information. Information can be incomplete. Similarly, students wait for the availability of the materials instead of consulting other authentic materials. Due to the maximum availability of the materials produced by different writers, students might feel confusion which one to consult that is the loss of time for them. The vocabularies used in the materials may not be relevant to the immediate needs of the students. They also cannot provide authentic cultural information and inform students about what is happening in the world. The materials can not keep students aware of the changing world.

Having those strengths and weaknesses of the materials, students should analyze and evaluate the materials before using for exam preparation. Students are those people who should analyze the materials from the perspectives of usefulness and appropriateness according to their needs and interests. So, they can select the best one from the market if they need to consult the materials.

1.1.5 Features of Authentic Materials

Materials have immense role in the field of teaching and learning language. It is the materials which make complex text easier. The teaching materials are those materials that help the teacher to clarify, establish and co-ordinate accurate concepts, interpretations and appreciations. Authentic material are designed for the native speakers, they are real texts designed not for language students but for the speakers of other language. Authentic texts bring learners close to the target language culture, making learning more enjoyable and therefore more motivating. Through the authentic materials provided, learners can explore a wider range of topics and situations in the target language, with accompanying linguistics elements that may be available to them in their course books.

Defining authentic materials Khaniya (2005) says, 'It is the congruence between the language of learning materials and the feature of the target language use'. Similarly, Harmer (1991) defines authentic texts as materials which are designed for native speakers; they are real texts; designed not for language students but for the speakers of the language.

From the above definitions, we can infer that authentic materials are those materials which are designed for native speakers to express the real situations not for the teaching and learning purpose. Authentic materials are very useful in language classroom. It is suggested that no contrived or simplified version of language should be used in a language task as far as possible without the use of authentic materials while exposing learners to EFL situations. As a matter of fact, use of simplified text tells us nothing much about learners' actual communication ability. Therefore, in a communicative classroom authentic materials should be used in order to facilitate the learning process of the students.

The features of authentic materials are as follows:

- Authentic material keep students informed about what is happening in the world. So they have an intrinsic educational value.
- They have positive effect on learners' motivation.
- They provide authentic cultural information.
- They relate more closely to learners needs.
- They support more creative approach of teaching.
- They bring outside world into classroom
- They may be too culturally biased so unnecessarily difficult to understand outside the language community
- The vocabulary might not be relevant to the students' immediate needs.
- They contain difficult language, not needed vocabulary items and complex language structures, which can cause burden for the teachers and students in lower level classes.
- Students of lower level can be de motivated and frustrated due to wide range of vocabulary items.

No doubt to say that authentic materials are not specially prepared for pedagogic purpose but they have vital role in language teaching. However, the teacher should be aware of selecting materials that is to say they must be fit according to the level of students.

Differences between Authentic Materials and Non Authentic Materials

The differences between authentic materials and non authentic materials are presented as follows:

- Authentic materials keep the students aware of the changing world whereas non authentic materials cannot do so.

- Authentic materials are designed for the native speakers whereas non authentic materials are designed not for native speaker but for language learner.
- Authentic materials are not designed not for pedagogic purposes whereas non authentic materials are designed for pedagogic purposes.
- Authentic materials expose the learners to real language and real life communication whereas non authentic materials cannot meet all its use.
- Authentic materials motivate learners towards learning whereas non authentic materials do not motivate them successfully.
- The examples of authentic materials are newspaper, magazines, articles periodicals, literature etc. whereas non authentic materials are textbooks and the materials like guides and guess papers which are designed for pedagogic purpose.
- Authentic materials have the characteristics of real life language whereas that is not found in non authentic materials.

1.1.6 General Introduction of the Course 'Phonetics and Phonology'

The course 'Phonetics and Phonology' is prescribed for the first year of Master of Education in English. The course is intended to be useful for the students of linguistics and to those who are concerned with studying the sound system of English and communication scientists who want to know about the sounds of speech. The course has included four chapters. The first chapter includes general phonetics or general description of phonetics. Second chapter is about general phonology. Similarly, third and fourth chapter deal with English phonology and Teaching English pronunciation respectively.

The first chapter, general phonetics, focuses on introductory concepts i.e. history, scope and branches of phonetics and process of speech production. Similarly, this chapter deals with how consonant and vowel sounds are produced and segmental and supra-segmental features.

Chapter two is about general phonology, the study of the sound system of language. One of the prominent concepts in this chapter is different views of phone, phoneme and allophone. This chapter also includes information about phonological rules and recent development in phonology.

Similarly, chapter three is concerned with how speech sounds structure and function in the language of the world. The most important concept in this chapter is phonological features and vowel system. This chapter also deals about vowel system of three concentric countries i.e. Scottish Standard English, General American and Received Pronunciation.

The last chapter contains information about teaching English pronunciation. Mainly, this chapter deals with three concepts i.e. why pronunciation, problems in teaching pronunciation and activities of teaching English pronunciation.
The course has the following general objectives:
- Define phonetics and phonology with scope and history.
- Explain the branches of phonetics
- Identify and produce IPA consonants and cardinal vowels
- Speak English with proper stress and intonation
- Formulate phonological rules and explain recent development in phonology
- Produce English consonants and give their three term description
- Transcribe English consonants phonetically and phonemically
- Give phonological features of English vowels and consonants

- Give various phonetic realizations of English phoneme
- State the phonological process in English
- Teach English pronunciation using appropriate activities

Phonetics is the study of physical properties of speech sound whereas phonology is the study of a particular language which is concerned with speech sounds as a system of language. The goal of phonology is to study the properties of sound system which the speaker must learn to internalize the use of language for communication. The study of phonetics and phonology provide detail information of English language in the field of sound, stress, syllable, pitch juncture rhythm and so on. So, these features of English language play an important role in teaching and learning language. English teacher must have the knowledge of vowel and consonant sounds, their relation ship, manner and place of articulation, distinctive function of individual sound in word pattern etc. From the above discussion, we come to conclude that the phonetics is the science which studies the physical properties of human sounds whereas phonology is concerned with the structure and functions of these speech sounds in conveying meaning.

1.1.7 Course of Study of 'Phonetics and Phonology'

Course Title: Phonetics and Phonology   Full Marks: 100

Course No.: 516   Pass Marks: 40

Nature of the Course: Theoretical   Time per period: 1 hour

Course Duration: One academic year   Period per week: 6

Specific Objectives	Contents
• Define phonetics and state its history. • Explain the branches	**Unit: 1 General Phonetics (30 pds.)** 1.1 Introduction 1.1.1 Definition of phonetics , history and scope

of phonetics.	1.1.2 Branches of phonetics: articulatory, acoustic and auditory
• Explain various processes of speech production.	1.1.3 Organs of speech
	1.2 Process of speech production
	1.2.1 Air-stream mechanism
	1.2.2 The phonation process
• Identify and produce IPA consonants and cardinal vowels.	1.2.3 The oro-nasal process
	1.2.4 The articulatory process
	1.3 Productions of consonants and vowels
	1.3.1 IPA consonants
	1.3.2 Cardinal vowels
• Identify the syllables in the given words.	1.4 Syllables and supra segmental features
	1.4.1 Syllables, stress, length, rhythm, intonation and tone
• Speak English with proper stress and intonation	1.4.2 Stress, tone and pitch accent languages

• Define phonology and give various views of phoneme.	**Unit 2: General phonology (20 pds.)**
	2.1 Definition and importance of phonology
	2.2 Distinction between phonetics and phonology
	2.3 Classical and generative phonology
	2.4 Phone, phoneme and allophone
• Present an overview of classical and generative phonology.	2.5 Different views of the phoneme
	2.5.1 Phoneme as phonetic reality
	2.5.2 Phoneme as phonological reality
	2.5.3 Phoneme as psychological reality
	2.6 Phonological rules
	2.6.1 Formulization of rules (rule writing)
• Formulate phonological rules.	2.6.2 Underlying representation
	2.6.3 Types of derivational rules
	2.6.4 Rule collapsing? Combining rules
	2.6.5 Rule ordering

• Explain in brief the recent development in phonology.	2.7 Phonetic overlapping 2.8 Recent developments in phonology

Produce English consonants and give their three- term description.
 	
Transcribe English consonants. phonemically and phonetically
 	
Produce and describe English vowels and diphthongs
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	Unit 3: English Phonology (85 pds.)
	3.1 The consonant phonemes of English
	   3.1.1 The basic inventory
	   3.1.2 Articulation, manners of articulation
	       and voicing
	   3.1.3 Some regional modifications
	   3.1.4 Phonemic transcription and information
	   3.1.5 The phonetic content of phoneme
	3.2 Vowel systems of English
	   3.2.1 Monotones and diphthongs: descriptions
	       and classifications
	   3.2.2 A choice of reference accents
	   3.2.3 Three inventories
	       3.2.3.1 The southern British standard vowel
	           phonemes
	       3.2.3.2 The vowel phonemes of Scottish
	           Standard English
	       3.2.3.3 The vowel phonemes of General
	           American
	   3.2.4 Vowel and /r/
	       3.2.4.1 Rhotic and non-rhotic accents
	       3.2.4.2 Scottish Standard English
	       3.2.4.3 General American
	       3.4.4.4 Received pronunciations
	   3.2.5 Phonemic symbols and phonetic content

	3.3 Phonological features: the classifications of English vowel phonemes
	3.3.1 The role of features of phonology
	3.3.2 Phonological features and the basic vowel system
	3.3.2.1 Major classes: [Sonorant], [Continuant],and [consonantal]
Give the phonological features of English vowels and consonants.	3.2.2.2 Pairs of vowels revisited: the feature [tense]
	3.3.2.3 Tenseness and length
	3.3.2.4 Tongue- body features: [Back], [High]and [Low]
	3.3.2.5 The feature [Round] and more on redundancy
	3.4 Phonological features: the consonant system
	3.4.1 Why new features?
	3.4.1.1 Excess of features
	3.4.1.2 'Vowel features' and 'consonant features'
	3.4.2 Replacing vowel features: [Anterior], [Coronal] and [Strident]
	3.4.3 [Round], [High] and [Back] revisited
	3.4.4 Pairs of obstruents : [Voice] and [Tense]
	3.4.5 [Nasal] and [Lateral]
	3.5 Syllables
	3.5.1 Phonetic and phonological units
	3.5.2 The structure of monosyllabic words
	3.5.2.1 The onset
	3.5.2.2 The coda
	3.5.2.3 The peak

	3.5.2.4 The rhyme
	3.5.3 The syllable templates and phonotactics
	3.5.3.1 Onset phonotactics
	3.5.3.2 Rhyme phonotactics
	3.5.3.3 The peak: vowels and consonants
	revisited
Make phonemic analysis of English syllables and word stress.	3.5.4 The syllabification of polysyllabic words
	3.6 Word stress
	3.6.1 On the nature of stress
	3.6.2 Stress and syllable structurer
	3.6.2.1 Final stress
	3.6.2.2 Non-final stress
	3.6.3 Stress and non phonological structure
	3.6.4 Stress and phonological structure : Metrical
	phonology
	3.6.4.1 The notation
	3.6.4.2 Some generalizations
	3.6.4.3 The (non)- predictability of English
	and word stress
	3.7 Phonetic representations; the realizations of
	phoneme
	3.7.1 The phonetic level of representation
	3.7.2 Allophony: the principles
	3.7.2.1 Complementary distribution of
Give various phonetic realizations of English phonemes.	allophones : clear and dark [l]
	3.7.2.2 Assimilation: optionality versus
	Non-binarity and natural classes
	3.7.2.3 Parallel distribution of allophones:
	unreleased stop
	3.7.3 Allophony in the ostruent system
	3.7.3.1 The allophony of voiuceless stops:

	aspiration and glottalization
	3.7.3.2 Allophony of voiced obstruents : devoicing
	3.7.3.3 Phonetic correlates of the voicing opposition
	3.7.3.4 Glottal stops, taps and some problems
	3.7.4 Rules, phonetic representations and binary features
	3.7.4.1 The non-binarity of phonetic representations
	3.7.4.2 Rules, features and natural classes
	3.8 Phrases, sentences and the phonology of connected speech
	3.8.1 Stress beyond the single word
	3.8.1.1 Phrases stress
	3.8.1.2 Compound stress
	3.8.2 The phonology of the rhythm
	3.8.2.1 Stress –timing in English
	3.8.2.2 Metrical structure and the foot
	3.8.2.3 Eurhythmy: the rhythmic adjustment of stress patterns
Make phonological analysis of connected speech.	3.8.3 Syllables in connected speech
	3.8.3.1 Liaison
	3.8.3.2 Effects of liaison
	3.8.4 Structure simplification in connected speech
	3.8.4.1 Vowel reduction and weak weak
	3.8.4.2 Reduction , elision and assimilation

State the phonological process in English.	3.9 Phonological process in English
	3.9.1 Assimilation
	3.9.2 Addition
	3.9.3 Deletion
	3.9.4 Neutralization
	3.9.5 Reordering

• Teach English pronunciation using appropriate activities	**Unit 4: Teaching English Pronunciation (15 pds.)**
	4.1 Why pronunciation
	4.2 Problems in teaching English pronunciation
	4.3 Techniques and activities of teaching English pronunciation

Prescribed Books:

1 Clark, J, Yallop, C. & Flenther, J. (2006). *An introduction to Phonetics and Phonology*. Cornwall:Blackwell. (Unit1, 2).

2 Giegerich, H. j., (2009). *English Phonology: An introduction*. Cambridge Cambridge University Press. (Unit3)

3 Hyman, L.M. (1975*). Phonology: Theory and Practice* . New York: Holt, Rinehart and Winston. (Unit2).

4 Ladefoged , P. (2006). *A Course in Phonetics. Boston*: Thomson Wadsworth. (Unit1)

5 Lass. R. (1985). *Phonology: An Introduction to Basic Concepts*. Cambridge: CUP. (Unit 3)

6 Schena, S.A. (1973). *Generative Phonology*. New Jesey: Prentice-Hall. (Unit 2).

References

1. Ashby, M. and Maidment, J. (2005). *Introducing Phonetic Science*. Cambridge: CUP

2. Celce– Murcia, M.C., Briton D., Goodwin J. (1996). *Teaching pronounciation: A course for Teacher of English to speakers of other Language*. Cambdrige: CUP. (Unit 4)

3. Collins< B.S. and mees, I.M. (2008*). Practical Phonetic and Phonology: A Resourse Book for Students. London*: Routledge.

3 Gussman, E. (2002). *Phonology, An Analysis and Theory*. Cambridge: CUP.

4 Kelly, G. (200). *How to Teach Pronunciation*. London: Longman. (unit 4).

5 Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman. (unit 4).

6 McMahon, a. (2001). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.

7 Odden, D. (2005). *Introducing Phonology*. Cambridge: CUP.

8 Ur, P. (2005). *A Course in Language Teaching*. Cambridge: CUP.

1.2 Review of the Related Literature

Different researches have been carried out on the perception of students on authentic materials and analysis of course books of different levels under the Department of English Education. For the supportive information of the research that is going to be done, some of the related researches have been reviewed.

Khaniya (1990) conducted a research on "Examination as Instrument for Educational Change. Investigating the wash back Effect of the Nepalese English Exams". He has found that SLC exam fails to assess the language skills that the SLC English course intends to develop communicative skills because of its text books and previous exam paper oriented nature; it does not encourage students and teachers to focus on language skills entailed in the course objectives. Finally, he

has concluded that, wash back is an inherent quality of an exam, ingredients of an exam determined whether the wash back is negative or positive and teaching for final exam is inevitable.

Aryal (2005) carried out a research work on "Quality of English Exams Case of Content Validity of Grade Twelve Compulsory Exams 2061". She has analyzed the question paper from different angles (rubrics, length, difficulty level ,and content coverage) and found out that the question papers do not cover all genres equally; the content validity of 'Meaning into Words' is nearer to the coverage of units and teaching items in comparison to 'Heritage of Words'. The study concluded that the rubrics of all the questions were simple, scientific except few items: the length of the question matches to the allotment of time for the examinees; the questions of English are moderate in difficulty level; the questions related to 'Heritage of Words' lack content validity and is unscientific.

Ghimire (2007) has carried out a research entitled "Effectiveness of authentic materials in teaching reading comprehension". This study aimed at finding out the effectiveness of teaching reading comprehension and suggesting some pedagogical implications. The findings were that authentic materials were of paramount. The students were library motivated when authentic materials were used in teaching learning activities. That is why; the researcher recommended that there should be the use of authentic materials in teaching reading comprehension. He also found out that authentic materials were more effective than usual way of teaching for reading comprehension.

Panthi (2009) carried out a research on "Masters level Students' study habits of prescribed textbooks". This study aimed at finding out the master's level students study habits by using prescribed textbooks and this research attempted to compare the students of faculty of education with the students of humanities in relation to

their study habits of prescribed textbooks and suggesting some pedagogical implications. The researcher selected three campuses, viz. University campus, Ratna Rajya Campus and Mahendra Ratna Campus as the study areas. The findings were that students of M.Ed. level read prescribed textbooks more than the students of humanities.

Rai (2009) conducted a research on "Examining and Examination Wash back Effect of Teaching English Literature Exam." The researcher found out that the examination do not seem to promote the students' creativity rather encourage them to guess future questions. Teaching learning processes seemed to be exam oriented. He has carried out the research on 55 respondents of B.Ed. 3rd year who were preparing themselves for examination.

Bastola (2011) carried out a research on "Wash back effect of examination: A case of reading, writing and critical thinking". In his study he found out that most of the teachers were using authentic reference books. No one had used the books written by Nepalese writers. They also mentioned that they were using articles from internet to teach this course. Some teachers did not mention the name of any books which showed that they were not using authentic reference books.

All the above mentioned researches have been done on Effectiveness of teaching learning materials and wash back effects of examination but none of the researches have been carried out on examination focused printed materials (guide, guess paper solution book etc). In this regard, this study is different from that of the others mentioned above.

1.2 Objectives of the Study

The objectives of the research work were as follows:

1. To explore views of students on the examination focused printed materials available in the market.
2. To suggest some pedagogical implications

1.4 Significance of the Study

This research work is beneficial to all the stakeholders of teaching and learning process i.e. students, teachers, textbook writers, material producers etc. Mainly, this study is more useful to the students who use the printed materials i.e. guess papers, guides and solution books for exam preparation. 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.

CHAPTER: TWO
METHODOLOGY

Methodology includes details about the various logistic procedures that the researcher followed while carrying out the research. I adopted the following methodological strategies to accomplish this research.

2.1 Sources of Data

To conduct this research work, I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the students of M.Ed. 2nd year majoring English. This research was exclusively based on the primary sources of data i.e. opinions given by the students.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were different magazines, articles, journals, approved theses in the Department of English Education, T.U., and internet related to the title and many other references. Furthermore, other secondary sources of data were the books i.e. Bachman (1990), Nunan (1993), Rai (1998), McGrath (2002), Khaniya (2005), Harmer (2007), Phyak, P. B. & Sharma, B. K (2009), Joshi (2011) etc.

2.2 Sampling Population and Sampling Procedures

The populations of this study were 60 students of M.Ed. 2nd year majoring English of four different Education campuses of Kathmandu valley. Four different campuses for the study were selected by using purposive sampling procedure and sixty students were selected randomly. Fifteen students' were sampled from each campus.

2.3 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.

2.4 Process of Data Collection

First of all, I selected four campuses purposively which were running master degree in English education. Then, I went to the campuses, contacted the authority and concerned people and built rapport with them. After this, I selected 15 students randomly from each campus which was same in other three campuses as well. Then, I explained and clarified the purpose and terms of questionnaire to the population and took the sampled population to a separate place (room) and instructed them about the time limitation and activities they were supposed to do. After this, I distributed the sets of questionnaire to every selected population and waited for their completion. Finally, I collected the questionnaire from the students and left the place by thanking for their kind co-operation.

2 .5 Limitations of the Study

The research work had the following limitations:

1. The study was limited only to the students of M.Ed.2nd year majoring English.
2. The research area of the study was limited to Kathmandu valley only.
3. The sample size of the study was limited to 60 students only.
4. The research tool was questionnaire only.
5. The study was limited only on guess papers, guides and solution books among all other examination related printed materials prepared for M.Ed. 1st year specialization in English.
6. Guides, guess papers and solution books were only limited to the course 'Phonetics and Phonology'.
7. The study was only limited to the printed materials.

CHAPTER: THREE
ANALYSES AND INTERPRETATION

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

3.1 Students' Opinion towards the Exam Focused Printed Materials

On this heading I have analyzed the responses of the students who had taken the examination of M.Ed. first year specialization in English. The experiences and opinions of 60 students from four different education campuses of Kathmandu valley are analyzed. The analyses of the responses are mentioned in the following sub- sections.

3.1.1 Printed Materials for Exam Preparation

The students were asked a question i.e. 'What did you read for your exam preparation?' to find out types of materials used by them for their exam preparation. Responses of the students on the question are shown in the following table:

Table No. 1

Printed Materials for Exam Preparation

| Responses	No. of Students	Percentage
Authentic materials	26	43.34%
Guides and guess paper	16	26.66%
Notes given by teachers	12	20%
Others	6	10%

The table shows 43.34% students mentioned that they read authentic materials for their exam preparation. Similarly, 16 students (i.e. 26.66%) mentioned that they read guides and guess paper and 12 students (i.e. 20%) mentioned that they read notes given by the teachers and remaining 6 students (i.e. 10%) expressed that they consulted other sources like internet and notes prepared by themselves. It concludes that most of the students used authentic materials for their exam preparation.

3.1.2 Usefulness of Guides and Solution Books for Exam Preparation

The students were asked a question to find out whether exam focused printed materials were very much useful for the students in preparing their exam or not. The responses of the students are shown in the following figure:

Figure No. 1
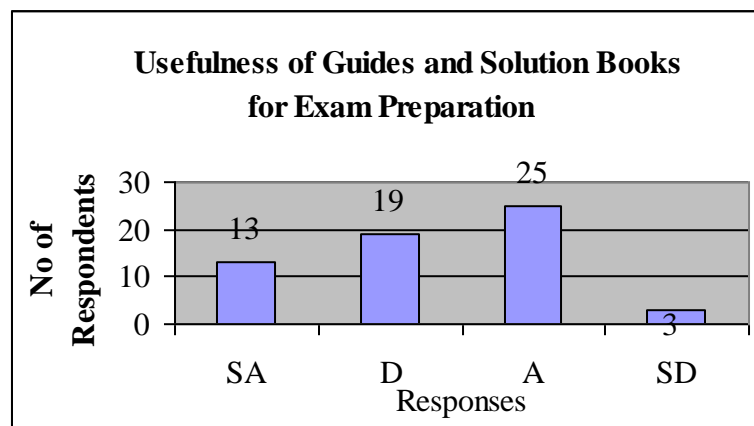
SA= strongly agree
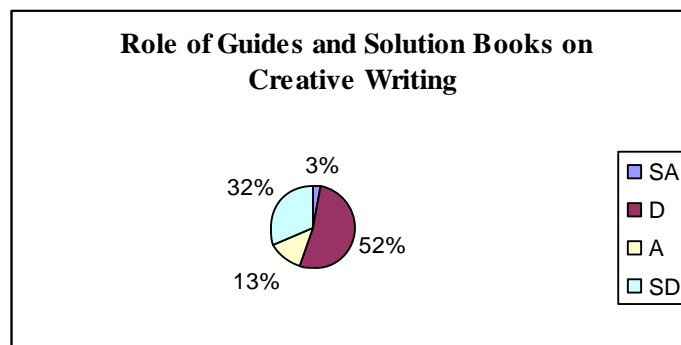D=disagree
A=agree
SD=strongly disagree

Above figure shows that 25 students (i.e. 41.66%) agreed with the statement that 'Exam focused materials i.e. guides and solution books are useful for students in preparing their examination'. Similarly, 19 students (i.e. 31.66%) disagreed and 13 students (i.e. 21.67%) strongly agreed with the statement that 'exam focused

materials are useful for students in preparing their examination' whereas, 5 students (i.e. 5%) strongly disagreed with the statement. This indicates that most of the students mentioned guides and solution books were useful just for their exam preparation.

3.1.3 Role of Guides and Solution Books on Creative Writing

A question was asked to find out opinions of the students regarding creative writing i.e. 'Reading materials found in solution books and guides are sufficient to increase students' creative writing'. Their responses are presented in the following figure:

Figure No. 2

Role of Guides and Solution Books on Creative Writing

SA= strongly agree
D=disagree
A=agree
SD=strongly disagree

The above table reveals that more than half of the students i.e. 52% disagreed with the statement that 'Reading materials found in solution books and guides are sufficient to increase students' creative writing' whereas, 32% students strongly disagreed and only very few i.e. 3% 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 solution books are sufficient to increase students' creative writing'.

3.1.4 Difficulty Level of Answers in Guides and Solution Books

A statement i.e. 'Answers of questions given in guides and solution books 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. 2

Difficulty Level of Answers in Guides and Solution Books

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 ' Answer of questions given in guides and solution books 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 solution books were neither too difficult nor too easy for the students to understand.

3.1.5 Role of Guides and Solution Books on Language Skills

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

Table No. 3
Role of Guides and Solution books on Language Skills

Responses	No. of Students	Percentage
Strongly Agree	3	5%
Disagree	29	48.34%
Agree	20	33.34%
Strongly Disagree	8	13.32%

The table reveals that 29 of the students (i.e. 48.34%) disagreed with the statement that 'Guides and solution books help to develop students' language skills' i.e. reading and writing' whereas, 20 students (i.e. 33.34%) agreed with the statement. Similarly, 8 students (i.e. 13.32%) strongly disagreed and only 3 students (i.e.5%) strongly agreed with the statement. It shows that most of the guides and guess papers do not support language skills i.e. writing and reading.

3.1.6 Satisfaction with Price of Guides and Solution Books

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

Table No. 4

Satisfaction with Prices of Guides and Solution Books

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

The table reveals that 25 students (i.e. 41.67%) dissatisfied with price of guides and solution books whereas 19 students (i.e. 31.67%) satisfied. Similarly, 11 students (i.e.18.33%) strongly dissatisfied with price of the materials and only 5 students (i.e. 8.33%) strongly satisfied with price of guides, guess papers and solution books. It means that prices of the materials were not appropriate to most of the students.

3.1.7 Quality of Information Contained in Guides and Solution Books

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

Table No.5

Quality of Information Contained in Guides and Solution Books

Responses	No. of Students	Percentage
Strongly Agree	-	-
Disagree	35	58.34%
Agree	16	26.66%
Strongly Disagree	9	15%

The table reveals that 35 students (i.e. 58.34%) dissatisfied with the quality of information contained in guides and solution books whereas 16 students (i.e. 26.66%) satisfied. Similarly, 9 students (i.e. 15%) strongly dissatisfied with the quality of information and trustworthiness. This shows that in most of the guess papers, solution books and guides information were not logical, appropriate and trustworthy according to the level of students.

3.1.8 Support to Start and End Answering Questions

The students were asked a question to find out whether guides, guess papers and solution books provided them ideas about how to start and end answering of questions asked in the examination or not. Responses of the students are presented in the following table:

Table No. 6

Supports to Start and End Answering Questions

Responses	No. of Students	Percentage
Strongly Agree	7	11.67%
Disagree	13	21.67%
Agree	35	58.33%
Strongly Disagree	5	8.33%

The presented table shows 35 students (i.e. 58.33%) responded that guides, guess papers and solution books guided them how to begin and end answering questions whereas 13 students (i.e. 21.67%) responded that the materials did not provide ideas about how to start and end answering of questions which were asked in the examination. Similarly, 7 students (i.e. 11.67%) strongly agreed on the matter whereas 5 students (i.e. 8.33%) strongly disagreed. This shows that guides and solution books helped most of the students on how to start and end answering of questions which were asked in their examination.

3.1.9 Suggestions to Friends for better Exam Preparation Materials

The students were asked a question i.e. 'Which of the materials do you suggest your friends to consult for their exam preparation?' to find out their opinions. The responses given by the students are presented in the following table:

Table No. 7

Suggestions to Friends for better Exam Preparation Materials

Responses	No. of Students	Percentage
Authentic materials	28	46.66%
Guides, guess papers and solution books	20	33.34%
Notes given by teachers	8	13.34%
Any other i.e., own notes	4	6.66%

The table reveals that 28 students (i.e.46.66%) suggested their friends to consult authentic materials or prescribed books for their better exam preparation. Likewise, 20 students (i.e. 33.34%) suggested their friends to consult guides, guess papers and solution books whereas 8 students (i.e. 13.34%) suggested their friends to consult or depend on notes given by their teachers and 4 students (i.e. 6.67%) 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 authentic materials and depend on teachers note for better exam preparation.

3.1.10 Views on Different Examination Focused Printed Materials

A question i.e. 'What are the materials that you consulted for your exam preparation?' was asked to find out opinions of the students. In responses to the question, 32 students (i.e. 53.33%) responded that they consulted authentic books and notes given by their teachers in order to make well exam preparation. Similarly, 20 students (i.e. 33.33%) responded that they consulted guides and guess papers for their exam preparation. They also opined that guides and guess papers helped them how to begin and end answering of questions which were asked in examination. Only 8 students (i.e. 13.34%) mentioned that they depended

on their own notes and consulted internet rather than other materials. In this regard, more than half percent of the students consulted authentic books and notes given by their respective subject teachers for their last year exam preparation.

3.1.11 Students Opinions on Guides and Guess papers

The informants were asked a question i.e. 'Did you consult the materials like guides and solution books?' Why? In response to the question 35 students (i.e. 58.33%) expressed that they consulted guess papers and guides for their previous exam preparation. They also responded that guides and guess papers helped the students who were preparing their examination about how to start and end up answering questions 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, 25 students (i.e.41.66%) 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.

3.1.12 Role of Guides and Solution books to Fulfill Needs and Interests

The students were asked a question i.e. 'Can guides and solution books fulfill your needs and interests?' In response to the question, 45 students (i.e. 75%) opined that the materials like 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 solution books created confusions to the students due to lack of coherence and cohesion which are very much important qualities of any pieces of writing Similarly, 15 students (i.e. 25%) opined that the guides and guess papers fulfilled their needs and interests. In their response they also mentioned that guides and solution books 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. But most of the students responded that the materials like guides, solution books and guess papers could not fulfill needs and interests of students.

3.1.13 Need of Authentic Materials for Exam Preparation

The students were asked to comment on the statement, i.e. 'We need authentic materials for exam preparation'. In response to the statement, majority of the students i.e. 80% opined that they need authentic materials for exam preparation telling authentic materials contain valid and acceptable detail information which the real students need whereas, 12 students (i.e. 20%) opined that they do not need authentic materials for exam preparation because they may not be acceptable to the poor students due to its wideness. Moreover, they also opposed the statement expressing the materials may create confusion while trying to get theme and they are not easily available in the market although majority of the students commented for or supporting the statement i.e. 'We need authentic materials for exam preparation' rather its against.

3.1.14 Completeness of information in Guides and Solution Books

The students were asked a question i.e. 'Do the guides and solution books provide complete information?' In response to the question, 50 students (i.e. 83.34%)

opined against the question expressing the materials do not provide complete information because they really do not cover whole course, information are presented illogically and lack cohesion and coherence. They also opined that the materials are not sufficient for master level students and printing quality is not good enough whereas 10 students (i.e. 16.66%) opined supporting the statement 'guides and guess papers provide complete information'. This means majority of the students presented their views against the statement that 'guides and guess papers provide complete information'.

3.1.15 Print Quality of Guides and Solution books

The students were asked to express their views on print quality of guides and solution books. They mentioned the following weaknesses of guides, guess papers and solution books such as, spelling mistakes, lack of coherence and cohesion, irrelevant information, ungrammatical, incomplete information, poor paper quality and lack of uniformity in font style. This shows that printing quality of the materials was not praiseworthy.

3.1.16 Benefited Students by Guides and Solution Books

The students were asked a question i.e. 'What type of learners will get benefit by the use of guides and guess papers?' to find out their opinions. In response to the question, 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 solution books. Furthermore, the students who do not have access to authentic books and hurry up

getting certificate will get benefit by the use of solution books and guides. This shows that guides and guess papers are very much useful to the students who are job holders and prioritize certificate rather than depth knowledge of subject matter.

3.1.17 Strong Points of Guides and Solution Books

The informants were asked to list strong points of guess papers, guides and solution books which were available in the markets. In response to the question, the students listed 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
- Contain model objective questions
- Guide to begin and end answering questions
- Use of short and simple language
- Useful for working students

This shows that the guides and guess papers are useful for the students who do not have sufficient time to read authentic books and only want to pass exam rather than detail knowledge of subject matter. According to their responses, language used in the guides and guess papers is simple and understandable. Other important factors of 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.

3.1.18 Limitations of Guides and Solution Books

The students were asked to mention different limitations or weaknesses of guides, guess papers and solution books which they consulted for their previous exam preparation. The informants mentioned the following points as limitations of guides, guess papers and solution book:

- Not enough which the students require.
- Do not cover whole courses
- Inexperienced writers
- Written in layman'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

3.1.19 Guides and Solution Books used by Students during 1ˢᵗ year Examination

The students were asked to mention whether they found any friends using guides and solution books during their 1ˢᵗ year examination or not. In response to the question the students replied that they found all most all of the students using guess papers and guides during their 1ˢᵗ year examination. There was total uniformity in answers of the question but degree of dependency on such materials were seen different to the students which means some students were fully

depended but some other were less. They also responded that the materials i.e. guides and guess papers were somehow useful because they guided them about how to start and end answering questions and include previously asked questions which will be useful for practice. Furthermore, the materials were useful for irregular students although they suggested their students not to depend solely upon guess papers, guides and solution books.

3.1.20 Guides and Solution Books Available in the Market

The informants were asked to put their opinions on the guides, guess papers and solution books which were available in the market. All the informants 60 out of 60 (i.e.100%) mentioned that the materials were easily available before exam starts. In response to the question, the students also mentioned the following points:

- The materials are useful for the students who cannot manage enough time for their study.
- Sometimes they create confusions to the students.
- They look like fashion in cloth and are business oriented productions.
- Most of the materials are prepared to get profit rather than providing authentic knowledge.
- They do not cover whole course content.

As suggestions the respondents mentioned the following points:

- They should be prepared based on authentic sources and level of students.
- They should be produced for knowledge development purpose.
- Students should be aware while selecting and using the materials.
- Quality should be maintained otherwise it should be banned.
- Price should be reasonable.

3.1.21 Suggestions for Writers and Producers of the Materials

The informants were asked to provide fruitful suggestions to writers and producers of guides, guess papers and solution books. They mentioned the following points as suggestions to writers and producers of the materials:

- Get first mastery over the respective subject.
- Consult as much authentic materials as you can before you write the materials.
- Make more informative and improve printing quality.
- Make more logical and psychological.
- Prepare based on needs interests and level of the students.
- Mention the sources from where you picked up information.
- Please, make price reasonable.
- Focus on all skills and aspects of language.
- Focus on process rather than product.
- Cover whole course contents.

In the last they also suggested that please, try to write books rather than guides and solution books.

3.1.22 Arguments on Guides, Guess papers and Solution Books

The respondents were asked to argue for or against the guides, guess papers and solution books. In response to the question, 53 (i.e.88.33%) presented their views against the guides and guess papers. They mentioned that the materials are not appropriate to the level of students, do not promote students creative writing and dependency on such materials for exam preparation should be avoided.

Furthermore, they suggested their friends not to depend solely on such materials whereas 7 students (i.e. 11.67%) presented their views supporting the role of guides and guess papers expressing the materials are useful for job holder students or the students who do not have access to authentic books or do not have proper time to take classes regularly. In addition to the responses, they also mentioned that the materials help to pass exam so they are useful. But majority of the students presented their views against the role of guides and solution books available in the market.

CHAPTER: FOUR
FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings that have been deduced from the overall analysis of collected data and on the basis of certain outcomes some recommendations are mentioned.

4.1 Findings

The findings of the study are as follow:

1. More than forty percent i.e. 43.34% of the students mentioned that they used authentic books for their exam preparation. Similarly, 26.67% students used guides and guess papers and 20% students used notes given by their teacher whereas 10% students used other sources like their own notes and consulted internet for their exam preparation. This reveals that most of the students used authentic books for their exam preparation.

2. More than sixty percent of the students i.e. 63.33% mentioned that guides and solution books were useful for preparing their examination because they got help about how to start and end answering questions which were asked in the examination.

3. It was found that information contained in guides, guess papers and solution books were not logical, appropriate and trustworthy for more than seventy percent of the students (i.e.72.34%).

4. Since, 46.66% students' were found suggesting their friends to read authentic books for their exam preparation. Similarly, 33.34% and 13.34% students were found suggesting their friends to consult solution books and notes given by

their teachers respectively and rest i.e. 6.66% were found suggesting their friends to read their own notes and consult internet for their exam preparation.

5.   It was found 53.33% of the students consulted authentic books and teachers' note for their previous exam preparation whereas 33.33% of the students responded that they consulted guides and solution books and rest i.e.13.34% consulted their own notes and internets for their previous exam preparation.

6.   It was found that guides and solution books could not fulfill needs and interests of majority of the students i.e. 75% whereas, for 25% of the students the materials fulfilled their needs and interests.

7.   Majority of the students i.e. 80% strongly agreed on the statement that "We need authentic materials for exam preparation" whereas remaining students i.e. 20% were disagreed with the statement.

8. It was found that guides and solution books did not provide complete or detail information for majority of the students i.e. 83.33% whereas 16.67% of the informants mentioned that the materials provided them sufficient information. The view is supported by the students who were job holder, could not take classes regularly and only wanted to pass exams.

9. It was found that the guides and solution books are easily available in the market, fulfill immediate needs, provide main theme, include previously asked questions, easy to understand, guide to start and end answering questions, use of short and simple language, beneficial for the students who cannot manage enough time for reading authentic books and only want to pass exam as their strong points.

10. All the students (i.e. 100%) viewed that guides and solution books as like fashion of cloth in the markets and they suggested their friends to select the best one if they need.

11. All the students i.e. 100% suggested writers and producers of the materials to make appropriate, include detail and logical information based on needs and demands of students consulting authentic books, promote printing quality and make reasonable price.

12. It was found that majority of the students i.e. 88.33% were against guides, guess papers and solution books in many respects.

5.2 Recommendations

On the basis of the aforementioned findings, the following recommendations have been made.

1. Majority of the students were found using guides and solution books as reference materials to get ideas about how to start and end answering questions. So, they should contain sufficient information which supports students' exam preparation.

2. Students should not solely depend upon the guides and solution books rather they should consult authentic books for enhancing creative writing.

3. Guides, solution books and guess papers should contain logical, appropriate and trustworthy information and price should be reasonable.

4. Majority of the students were found suggesting their friends to read authentic books for their exam preparation. So, the students should consult authentic books rather than guides and solution books.

5. Since majority of the informants were found strongly supporting on the statement that "We need authentic materials for exam preparation". So, all the students are suggested to consult authentic books.

6. Most of the informants responded that the guides and solution books did not provide complete or detail information which the students required. For this, the materials should contain sufficient information.

7. Since guides and solution books were found being beneficial to the students, who could not manage enough time in their study and take classes regularly and wanted to obtain degree rather than depth knowledge. So, the materials should fulfill needs and demands of the students.

8. Writers and producers of the materials are suggested to make appropriate consulting authentic books including detail logical information based on needs and demands of the students. They are also suggested to promote printing quality and make reasonable price.

9.   Most of the students are against the guides, guess papers and solution books in many respects. So, there should be the provision of using authentic materials.

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APPENDIX-I
QUESTIONNAIRE FOR THE STUDENTS

Dear students,

In partial fulfillment for the masters' degree in Education (Specialization in English), I am doing research entitled, 'Perception of M.Ed. Second Year Students of English on Exam Focused Printed Materials' i.e. guides, guess papers and solution books prepared for the course 'Phonetics and Phonology'

In course of data collection, I am here with you. I would like to collect your opinion on different aspects of examination focused printed materials available in the market. The findings of the research will be useful to the different people who are directly or indirectly involved in the field of teaching and learning.

I request you to go through the questions and give unbiased and accurate responses as much as possible. The answers that you provide will be used only for academic purpose; I will be indebted for your contribution.

Yours sincerely

Laxman Regmi

M. Ed. 2nd year, T. U.

Questions for the Students

Name of the   Name of the

Campus…………………………..   student……………………………

Roll No……….   Section…………

Group: A

Please, go through the questions and tick the one (√) which you believe to be true.

1. 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 other, please specify…………………………………………………..

2. 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 other, please specify…………………………………………………..

3. Examination focused printed materials are very much useful for students' in preparing their examination.

(i) Strongly agree   ii) Disagree

(ii) Agree   (iv) Strongly disagree

4. 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

5. 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

6. Guides and solution books help to develop students' language Skills.

(i) Strongly agree   (ii) Disagree

(iii) Agree   (iv) Strongly disagree

7. The price of the materials is appropriate.

(i) Strongly agree   (ii) Disagree

(iii) Agree   (iv) Strongly disagree

8. Answers of questions are written logically in the guides and guess papers materials.

(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 They guide the way how to start and end answering the questions asked in the exam.

(i) Strongly agree   (iii) Agree

(ii) Disagree   (iv) Strongly disagree

11 What do you think; the students' follow most during the preparation of exam? You can tick more than one also if you do so.

    i)   Authentic reference books

    ii)   Guides and guess papers

    iii)   Notes given by the teachers'

    iv)   Any other, please specify………………………………………………….

12Which of the materials you suggest your friends to consult for exam preparation?

    v)   Authentic reference books

    vi)   Guides and guess papers

    vii)   Notes given by the teachers'

    viii)   Any other, please specify…………………………………………..

Group: B

Please, supply your free responses regarding 'Examination focused printed materials' i.e. guides, guess papers and solution books prepared for the course 'Phonetics and Phonology' specialization in English of M.Ed. 1st year.

1) What are the materials that you consulted for your exam preparation? Please list them.

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2) Did you consult the materials like guides and solution books? Why?

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3) Could they fulfill your needs and interests? Please give your opinion.

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4) Comment on "we need authentic materials for exam preparation".

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5) Do you think they provide complete information? Present your opinion.

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6) Do the materials guide you to start and end answering of any questions?

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7) What are your views on the availability and printing quality of the guides and solution books?

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8) What type of learners will get benefit by the use of the materials?

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9) What are the strong points of the materials? Please list them.

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10) Do the materials have any limitations? Please mention.

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………………………………………………………………………………………….

11) Do you suggest your friends to consult guides and solution books for their exam preparation? Why?

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12) Did you find any friends using guides and guess papers during their 1st year's exam preparation?

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13) Do you think they promote writing skills of the students? How?

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14) Do you believe that the materials contain appropriate information at your level?

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15) What are your views on the guides and solution books available in the market?

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16) What are your suggestions for writers' and producers' of the materials?

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17 Please provide useful suggestions for the students' who are preparing their exam?

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18 Please, argue for or against the guides and guess papers.

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Thank You