

**ATTITUDES OF GRADE NINE STUDENTS TOWARDS
ENGLISH LANGUAGE CLASSWORK**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Ram Krishna Lamichhane**

**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus
Bhartapur, Chitwan, Nepal**

2016

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 30 April 2016

.....

Ram Krishna Lamichhane

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ram Krishna Lamichhane** has prepared this thesis entitled **Attitudes of Grade Nine Students Towards English Language Classwork** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 10 May 2016

.....

Mr. Padam Lal Bharati

(Supervisor)

Lecturer

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee.**

Mr. Dharma Raj Ghimire

Lecturer and Head

Department of English Education

Saptagandaki Multiple Campus,

Bhartapur, Chitwan

.....

Chairperson

Mr. Padam Lal Bharati

Lecturer

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus,

Bhartapur, Chitwan

.....

Supervisor

Mr. Dipak Adhikari

Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bhartapur, Chitwan

.....

Member

Date: 16 May 2016

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Mr. Dharma Raj Ghimire

.....

Lecturer and Head

Chairperson

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Dr.

.....

Professor

Expert

Department of English Education

English and Other Foreign Languages

Education Subject Committee

Mr. Padam lal Bharati (Supervisor)

.....

Lecturer

Member

Department of English Education

Faculty of Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Date:

DEDICATION

Dedicated
to
My Parents

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Ram Krishna Lamichhane

ABSTRACT

The research entitled “Attitude of Grade Nine Students Towards English Language Classwork” is an attempt to find out attitudes of students regarding the English language classwork. This research mainly covers the areas of reading, writing and grammar related exercise though keeps other areas open. The researcher selected sixteen private secondary schools of Chitwan district and eighty students (five from each school). All the students were requested to fill up the questionnaires prepared by the researcher. The data collected from the students were analyzed, compared and interpreted to find out the attitude of the students. By this study, it was found that overall attitudes of class nine students towards classwork were positive. In the same way, students having positive attitudes toward classwork seemed to complete classwork where as, students having negative attitudes seemed to neglect classwork.

The research consists of five chapters: introduction, review of the related literature, methodology, analysis and interpretation of data and conclusion and recommendation. The first chapter includes general background, statement of the problem, objectives of the study, significance of the study, delimitation of the study and abbreviation. The second chapter consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework. The third chapter consists of research methodology, sources of data, design of the study, population, sample and sampling procedure, tools and techniques of data collection, process of data collection and data analysis and interpretation. The fourth chapter of the research deals with analysis and interpretation of data using simple statistical tools like percentage. The fifth chapter focuses on conclusion, recommendations and further research.

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LIST OF ABBREVIATION AND SYMBOLS

CUP	:	Cambridge University Commission
ELT	:	English language teaching
ESP	:	English for specific purpose
M.Ed.	:	Master in Education
RWSL	:	Reading writing listening and speaking.
SAARC	:	South Asian Association for Regional Co-operation
SN	:	Serial number
T.N	:	Total number
T.U.	:	Tribhuvan University
TESA	:	Teachers expectation and students achievements.
TESL	:	Teaching English as a second language.
TESOL	:	Teaching English for the speakers of other language.
UNO	:	United Nations Organization

CHAPTER ONE

INTRODUCTION

This chapter deals with general background of English language teaching, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 General Background

Language, a sole main property which distinguishes him/her from animal, is primarily a means of communication. We can express our feeling, thoughts, emotions, experiences, ideas and so on through language. Besides it, language is used to convey message and impart factual information. It can also be taken as a social phenomenon and is used in our society to establish a good relationship among human beings.

In the Encyclopedia Britannica (Vol. 13: 1996) language is defined as 'A system of conventional, spoken and written symbols by means of which human beings as members of a social group and participants in a culture, interact and communicate' (As quoted in Chalise, 2007, p.2) Similarly, according to Sapir (1978, p.8), 'Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.'

As language is the special gift of human, every normal human being is born with the capacity in his brain to acquire language. So, it is said to be species specific. Rai (2000, p. 19) says “ Apart from men, other living creatures are also found to be communicative but their system of communication is far more limited in comparison of human as many studies have already shown over it.”The reason behind it is that animals do not have well developed vocal organ and brain as humans. Oxford Advanced Learner's Dictionary (1996, p. 662) defines language as 'A system of sounds and word used by humans to express

their thoughts and feelings'. Individuals in the community understand and are understood by means of the language they use. Jespersen (1904, as cited in Sthapit, 2003, p. 18) defines 'Language is not an end itself.' It is way of connection between souls.

Likewise, language is defined as voluntary vocal system of human communication. Sapir (1921, p.8) stated 'Language is a purely human and non-instinctive method of communicating ideas emotions and desires by means of voluntarily produced symbols. In the same way, Asher (1994, p. 5137) defines language as 'the principal signaling system or instrument of communication used by humans for the transmission of information, ideas etc. The central element of which is verbal but which contains an essential component a substantial non-verbal element. e.g. intonation, stress, punctuation etc.'

Among many languages in the world, English is used for international communication. It is used to communicate with people who are of different linguistic backgrounds. Most of the books related to different fields such as technology, science, education, commerce arts etc. are written in English. So, sound knowledge of the English language has appeared to be to be a basic need in these days.

Keeping these facts in view, the English language is given a great importance in the education system of each country in the world. It's taught as first, second and foreign language in different institutions. For example, it has been taught as a foreign language in all schools in Nepal. It is offered as a compulsory subject from the primary to bachelor level in Nepal.

English is one of the most widely used language among the other languages. It is a global language which occupies a dominant position. Millions of people have been learning English day by day. Thus the scope of English has been widening in a great speed today. According to Lewis and Hill (1992, p.9), 'English is useful because you can understand films and TV programmes.' It is claimed that one in every seven people can speak the English language. It has

the richest vocabulary while comparing it to other languages. It is a more popular and dominant language because it is used in most areas such as education, trade, mass media and international diplomacy. It is also used in the world politics, science and technology, economics, marketing medicine and so on. Furthermore English is one of the six languages of the UNO. It plays the most significant role in international communication. It has become an indispensable and excellent means for the transmission of modern civilization in any part of the world.

We can make the use of English to promote our world view and spiritual heritage throughout the globe. Sufficient studies and researches have been conducted to access the factors that influence achievement levels of EFL students. The structures, processes, and contexts of class room instruction are certainly their major influences on EFL achievement. In addition, educational researchers agree that characteristics of individual students, their families and how students spend their non-school hours are highly important.

1.2 Statement of the Problems

Language cannot be used in vacuum or in isolation. It has always been used among the people in their families, societies or communities and classroom. Since classwork is closely related to the classroom context, it helps the teachers and learners to understand and receive the desired objectives. Lack of sufficient interest, guidelines, teaching learning environment, there may be hindrance to achieve the goal. The main problems are; lack of ability, motivation, study habits and support. In this connection, the researcher desires to evaluate students' attitudes towards different type of classwork, correction techniques, and present the findings using simple statistical tool percentage.

1.3 Objectives of the Study

The study had the following objectives

- a. To find out the attitudes of students towards classwork.
- b. To analyze the opinions of students towards classwork.

- c. To suggest some pedagogical implications based on findings.

1.4 Research Questions

The following research questions were used in the study.

- a. What are students' attitudes toward overall classwork?
- b. How do students perceive correction technique used by their teachers?
- c. What are the students' responses toward punishment that they get while not doing classwork?

1.5 Significance of the Study

This study attempts to identify the attitudes of private schools' students towards classwork. Thus, it is expected to be useful to these schools and learning places having similar geographical and social features. It may be useful for the planner and policy maker too. Finally, it also opens the gate of further studies related to this issue. In other words, this study also helps the text books designers because it provides them an insight to incorporate exercises which are significant for learners and overall teaching learning activities related to classwork. It is useful for those students and teachers who have keen interest in the consequences of reading, writing and grammatical type of classwork on teaching learning activities, since this study has fully covered these issues practically.

1.6 Delimitations of the Study

The proposed study has following delimitations.

- a. The research was conducted only in sixteen private high schools of, Chitwan District.
- b. The informants of the study were eighty students studying in class nine.
- c. The attitude referred to only eighty students studying in class nine from sixteen private schools of Chitwan.
- d. There was not any particular socio-economic factors while selecting the sample populations i.e. castes, sex, age, family background among the

sampled students. So, this study may not be specific as if it is expected to be.

- e. A few numbers of schools and students over all attitudes towards classwork may not be generalized to all learning circumstances and learners throughout or outside the country.

1.7 Operational Definitions of the Key Terms

Attitude	: Opinion or view on specific topic or issue
Classwork	: Textbooks related works done by students inside the classroom
First Language	: A person's mother tongue or language one acquires first.
Multilingual	: A person who knows or uses three or more languages.
Private school	: It belongs to the schools controlled and financed by Private sectors
Socio-economic	: Pertaining to a combination of social and economic factors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Review of the Theoretical Literature

One of the essential preliminary tasks for undertaking a research study is to go through the existing literature in order to acquaint with the available body of knowledge of interest. Reviewing the literature is time consuming task but it helps us to bring clarity and focus to our research problem, improve our methodology and broaden our knowledge in the research area. Related books by different authors and articles, previous research works such as thesis, and reports have been consulted in this study.

2.1.1 English Language in Nepal

Actually, the history of the teaching of English in Nepal is linked with Jang Bahadur Rana, the first Rana ruler, who first visited England in 1850 A.D. He was much influenced by English education system during his visit. Only for children of Rana families, he established Darbar High School (now Bhanu Bhakta Secondary School at Rani Pokhari) in 1853 A.D.,(as cited in Bohara, 2004,p.115) which was the first (English) school in Nepal. After many years, common people got an opportunity to study the English language. Another step was the opening of Tri-Chandra College in 1918 A.D.,(as cited in Sharma and Sharma,2005,p.155), the first college of Nepal which opened the door for the study of English at the higher level as well. After the establishment of democracy in 1950A.D., several reports and research studies regarding education were carried out and such reports were made. But, there was not seen any substantial change in English education. Furthermore, the National education commission (NEC) - 1992 report (as cited in Sharma and Sharma 2005, p.129) and several meetings have given great emphasis on introducing English as a compulsory subject in all schools of Nepal from the very

beginning (as cited in Bohora, 2004, p.3). In this regard, the government of Nepal has given great priority to the English language in its education system. Now, ELT has been introduced right from Grade 1 to the Bachelor's degree as a compulsory subject. The primary level English curriculum (Grades I-V) has been introduced since 2003 A.D. (as cited Bohora, 2004, p.3). The English curriculum has been designed for primary level education in Nepal, with a view of catering to the immediate needs of children learning English and building a basic foundation for their further studies. Moreover, it aims at developing a comprehensive communicative competence, on the part of the learners. (Primary English Curriculum, 2003, cited from Bohora, 2004, p.4).

In the context of Nepal, English plays a vital role in education. It is considered as the foundation of education. So, the textbooks are designed to develop all the four language skills. So, Nepal has introduced the communicative approach to language teaching and learning. In the course of regular updating and improving in education system in Nepal, English language curriculum has undergone through several revisions. Teaching of English in school is aimed to enable pupils to exchange ideas with people of any nationality who speak and write in English. Only the Nepali language cannot fulfill students' needs of the scientific and technical knowledge of the world because it has no scope in other countries. Moreover, English is also taken as the means for improving social status of any individual. So, it is very important to the sustainable development in the context of Nepal.

English has already become an indispensable vehicle for the transmission of modern civilization. It is considered as a passport through which one can visit the whole world and one who knows English can enjoy the advantage of a world citizen. Thus, English is the only means of preventing our isolation from the world.

Nepal is an active member of international organizations like the UNO and the SAARC. It has established diplomatic relations with more than 100 countries of the globe. In all its dealings with other nations, English is needed as an

international language. Moreover, Nepal hosts a number of tourists every year as it attracts people from all over the world. Again, we need of English to communicate with these tourists/visitors. Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development process by providing her with financial assistance and technicians. We need to deal with such technicians through English. Likewise, the recruitment of Nepalese young men in the British Army boosted the importance, need and value of English education. For all these reasons, the knowledge of English has become a 'must' in Nepal, particularly to the students for their study and also to those who work in tourism, foreign affairs and international trade.

2.1.2 The Goals of Secondary Education in Nepal

The following goals of secondary education focus the national goals of education within the grade 9 and 10 age range. According to the CDC (2005), the goals of secondary education are to produce healthy citizens who are;

- familiar with national traditions, culture and social environment with democratic values.
- able to use language in daily life
- creative, cooperative, industrious and independent.
- able to contribute to economic development.

2.1.2.1 General Objectives of Teaching English

According to Doff (1995) the general objectives of teaching English are to enable students to;

- develop an understandings and competence in spoken English
- communicate fluently and accurately with other speakers of English.
- develop competence in understanding a variety of reading texts.
- gain the skills necessary to write English appropriately.
- develop an ability to use simple reference materials.
- read appropriately and enjoy literary text, and

- develop and awareness of culture and ethical values relevant to Nepal.

2.1.2.2 English Language in Secondary Level

Undoubtedly, English is the means of international communication and it is also the major world language. Nepal is weak both economically and industrially. So, English language may play vital role for productive and fruitful result in order to resist the challenges of newly developed world. Because of this purpose, English has been taught as compulsory subject from class one up to bachelor level. During secondary education, students spend eighty percent of their time on the six core subjects, English, Nepali, Mathematics, Science, Social Studies, Health Population and Environment and remaining 20 percent on optional subjects. The importance of English in Nepalese education is also indicated by the fact that additional English is one of the optional subjects.

According to CDC (2005), the structure of Nepal education system is outlined below.

Pre-primary education- a preparatory phase for primary.

Primary classes 1-5

Lower secondary classes 6-8

Secondary classes 9-10

Higher secondary classes 11-12

The two year English curriculum for grade 9 and 10 has two main purposes. One is to enable students to exchange ideas with people of any nationality who speak or write English and the others is to expose them to the vast treasure of knowledge and pleasure available in written and spoken English. A single language function can usually be expressed through more than one grammatical structure or set of vocabulary items. For this reason English is used at the grade 9 to 10 levels. Functions remain the same at this advanced level but they are recycled with and increasing expression of structure vocabulary and register. The curriculum also includes instructional objectives and skills in content

areas, and a scope and sequence chart specifying the number of periods for each unit. Further assessment procedures have also been established to assist in the students' educational development.

2.1.3 English Language in Class Nine

The curriculum of Grade 9 is based on a functional or communicative approach to language teaching. The functional language teaching approach emphasizes the teaching of language Functional along, with grammatical items and language structures. We use language to get things done for example, to greet someone, to ask for permission or to express intentions or plan each of those is a language function. The desire of the new curriculum is to enable the students to be competitive in order to tackle the new era. Beside this, students should be able to communicate both in spoken and written English not only by using grammatically correct sentences but also using the appropriate utterances according to the demand of the situation.

Compulsory English of class Nine has organized the lessons consistently in each unit. Each unit of the book has reading material, followed by variety of exercises. Each unit has a lot of materials involving listening, speaking, reading and writing activities.

At the beginning of the book exercises and activities revising previous learning are included, referring to grammatical structures that have been learnt and taught in the previous grades. There is also a glossary, this book can represent as communicative friendly so, teachers are suggested or demanded to be a facilitator.

2.1.4 Roles of Teachers and Students to Meet Objectives

Students should be able to integrate receptive and productive work in the four major skills (listening, Speaking, Reading and writing). To meet this objective, both teachers and students have different activities to be done.

Teaching and learning in the classroom should be learner centered. Children learn by doing language teachers should give students every opportunities to use language and to sharp their productive qualities. The teacher's role should be that of manager, guide and a facilitator, not that of an authority. Teachers should provide students with the materials and opportunities to use the language mainly demonstration with realia. Dramatization, role play, group work, and pair work are some of the activities applied by the teachers.

On the other hand, students also perform varieties of activities in classroom related to classwork. In addition; it is provided in the classroom during teaching learning activities under the direct supervision of the teacher.

2.1.5 Classwork

Classwork is defined as learning activities conducted inside the classrooms of educational institutions; school, college etc. In the same way, it is completed inside of school hour under the direct supervision of the professional educator. It is taken as an integral part of the instructional activities and learning programmers which is articulated throughout curriculum. In school level education, it is an effective educational tool for students' or learners' academic success. Classwork is accomplished at classroom where teachers as well as classmates support on students' learning.

All the students in a class do not learn English at the same speed. Therefore, one of the biggest situations for the teachers who are teaching English language is, students are at different learning levels. Some of them are with quite competent at English, some others are not very good at English and rest ones' English is just getting started. This problem can be solved in different ways. Harmer (2008, pp.127-8) mentions some suggestions as the solution to the problems. They are introduced as bellow.

- a. Use different materials/technology: When the teachers need to know who the good and less good students are, they can form different group. They can get each group to do the task which may differ from one group

to next. For example, while one group is working on a piece of language study, the other group might be reading a story or doing other written task. The weakest group may be practicing parallel writing or listening to the tape. Thus, the teacher can get different groups to do different tasks depending upon their levels of English. Similarly, if schools have self study facilities, the teachers can get the students to practice different items on their own.

- b. Do different tasks with same materials/technology: The use of the same material with the whole class encouraging the students to do different tasks depending upon their levels or abilities. For example, a reading text with three different questions types can be given to three different groups of students. The best group is called to complete all the three exercises, better group has to complete the first and the second group of question and the weak group is called to complete at least the first group of questions. But the second group and third group of students are to be allowed to complete all the questions if they want. Similarly, the teachers get students to do the task which are suitable to their levels by giving them different roles in role- plays; for example, good students are given more complex roles than the poor one.
- c. Ignore the problem: The teacher can ignore the problem of heterogeneous class because students can find their own level. It is perfectly feasible to hold the belief that, within a heterogeneous group, students will find their own level. In speaking and writing activities, for example the better students will probably be more daring: in reading and listening, they will understand more completely and more quickly. However, the danger of this positions is that students will either be bored the slowness of their colleagues or frustrated by their inability to keep up. Therefore, the teacher, only to some extent, can ignore this problem.
- d. Use the students: The next way to solve this problem is to get better students to help weaker ones. While forming the pairs or groups, the

teacher must insure that good and poor students are put together. Then they can work with them in pairs or group; explaining things or providing good models of language performance in speaking and writing. But this technique has to be used with the great sensitivity. So that the weak students do not get alienated by their over knowledgeable peers or oppressed by their obligatory teaching role. Therefore this technique needs to be used very carefully.

Classwork is generally regarded as school work formally assigned for students by teachers in order to complete inside the school time. Oxford English Dictionary (2008.p, 450) defines classwork as "school work that is done in class." In the same way, Cambridge Advanced Learner's Dictionary (2006.p, 670) defines "Work that you do in school class." Mainly the types of classwork assigned to the students are; writing exercises, grammatical exercises and reading comprehension. On the basis of objectives of curriculum and textbook, classwork assignments can be managed. In fact, whatever the type of classwork is, it develops interest and self learning habit in students for lifelong progress. Regularly assigned classwork contributes to the higher academic achievement of students. so, classwork is one of the most important part of the lesson plan.

2.1.5.1 Teaching Language Skills

Listening, speaking, reading and writing are major language skills which are integrated not only while we are teaching and learning a language but also in real life situation. We are using it for various purposes. A language is basically used in real life situation in order to receive information. To grasp information, we have to listen to someone or something or read a written text. Therefore, listening and reading are referred to as receptive skills. It means we receive a message and information through listening and reading. On the other hand, a language is used to express our feelings, thoughts and so on in terms of speaking and writing. Therefore, speaking and writing are known as productive skills. It means that speaking and writing are involved in production. Human beings learn to listen and speak automatically and naturally. They do not have

other options. They are situationally compelled or obliged to listen and speak. They acquire these two basic skills without any conscious efforts. Listening and speaking are therefore, referred to as primary or obligatory language skills. On the other hand, reading and writing are called secondary or optional language skills because we human being are not compelled to acquire or learn them to conduct our life. We have to learn them through conscious efforts. Regular practice and teachers' support on doing classwork related to four skills help teaching learning activities.

2.1.5.1.1 Teaching Listening

Listening refers to the ability that enables the learner to identify and understand the natural or recorded speech of someone. Speech involves pronunciation of consonant and vowel sounds, stress, rhythm and intonation. Therefore, listening is directly related to these aspects of speech. Furthermore, listening is related to grammar and vocabulary to receive real information. The listeners are obliged to identify and understand the sound and stress, rhythm, intonation, grammar and vocabulary of the language. Students' positive attitudes toward listening brings progressive result in classwork activities related to this skill.

According to the Harmer (2008.PP, 142-144), the teacher teaching listening can use some of the techniques to make students practice enough listening exercises. He has suggested following techniques;

- a. Jigsaw listening: Students are divided into three different groups. They listen to three different tapes, all of which are about the same thing such as witness reports and accident or crime, a phone conversation arranging a meeting, different news stories which explain a strange event, etc. Students are told to assemble all the facts by comparing their notes they had prepared after listening the text. They may find out what actually happened, solve a mystery or get a rounded account of a situation or topic. Thus jigsaw listening is useful for student.

- b. Message- taking: Students listen to the message being given. They have to write down the message on a message pad. There are different kinds of message that students can listen to. Some of them are a phone message, a recorded message about a film, announcement in airports and on railway station, etc.
- c. Listening to Music and sound effect: Students listen to the song and music, and do some exercises on the basis of their listening. They can fill in the blanks in song lyric, rearrange the lines or verse or listen to song and say what mood or message they convey. They can be asked what mood the music they have listen to has.
- d. Listening to news and other radio genres: Student listen to the news broadcast and have to say which topic from a list occurs in the news bulletin and in which order. They then have to listen for details about individual stories. Furthermore, students can be asked to covert the facts in to the chart or graph form. Students can listen to radio commercial, radio phone-ins, and a number of games and quizzes.
- e. Listening to poetry: Poems can be used in a number of ways to enhance students' listening skills. They can be used as follows.
 - a. Students can listen to poems being read aloud and say what mood they convey or try to come up with an appropriate.
 - b. The can listen to the poem without punctuation marks and have to put these marks in written form.
 - c. The teacher can give two or three titles of poems and tells students to guess what kind of words is likely to occur in this poem.
 - d. Students can listen to the poem and answer some simple question from it.
- f. Listening to stories: Students listen to people telling stories and can ask to perform of number of activities. They can be asked to:
 - a. Put the pictures in the order in which the story is told,
 - b. Write the main events in the order in which the story is told,

- c. Write answer to some question,
- d. Complete the story after they listen to it.
- g. Listening monologues and dialogues: Students can be asked to listen to the recorded monologues and dialogues and to take notes write opinion of different speakers explain the mood of the speakers, answer the questions, etc.

Conclusion: In order to get students to practise listening comprehension in the class, we can use three methodological stages; Pre-listening, while listening and post listening. We can compare these stages with the sequences Engage-Study-Activate.

2.1.5.1.2 Teaching Speaking

Speaking is primarily a productive skill because the language is primarily manifested in speech. Of all the four language skills, speaking seem intuitively the most important as people who know a language are referred to as speakers of that language. Second language learner seems to be primarily eager and interested in learning to speak as if speaking included all the skills required for learning a language completely.

According to Harmer (2006), some suitable activities for developing speaking skills in learners are introduced here;

- i. Information gap activities: In information gap activities, two speakers have different bits of information, and they can complete the whole picture by sharing that information, it means that there is a gap between them. Information gap activities are communicative in nature. They can be used for teaching speaking communicatively. They can promote real communication between the students. The essential ingredient of a communicative is the element of unpredictability. Also information gap activities have the scope of integrating all the four language skills. Some information gap activities are as below;

- a. Describe and draw: The teacher divides the class into two sections. He asks one section to turn around or makes them face sideways. Then he places a small picture on the board which can be seen by other section only. The section of pupils, who face the other side, will have to draw the picture according to the description given by the group which sees the picture. The effectiveness of communication can be seen when the drawers are allowed to compare their work with the original. This is also to check whether real unbroken communication has taken place and also to find out the gap in the information provided by the groups that see the picture. This can be done in pairs also while making the other group draw, they must be encouraged to ask questions, make queries etc.
- b. Discovering secrets: In this, one learner has a piece of secret information, which the other in his class or group must discover by asking appropriate questions. The question must be restricted to a certain level such as yes/ no question in order to prevent the discoverers simply asking directly for the piece of information.
- c. Discovering Missing information: Learner A has information in a tabular form. For example, he may have a table showing distance between various towns. However, some items of information have been deleted from the table. Learner B has a similar table except that different items of information have been deleted. Each learner can complete his own table by asking his partner for the information that he lacks. In such an activity, the teacher can make it more controlled by providing the learners with specific language form to be used. In the above activities the learner will need to use the forms such as how far from? Which town ismiles from? etc.
- d. Find the differences: Students are made to work in pairs. Each student is given a picture, but not exactly the same other partner

has in the pair. They have to ask and answer one after another to find some differences between their pictures. Here, each student can get a lot of opportunities to speak

- ii. Telling stories: Students can tell stories what they have known. Or they can be given some stories to read and they have to tell a story which they like: It is a process of re-telling stories. Here, the teachers need to manage the sequence Engaged-Study-Activate.
- iii. Describing favorite object, places and famous people: The teacher tells a description of an object/place/person to engaged students. Then, they are given a written text to study. After they study it, they are given a chance to describe the same object/place/person or on their own. The teachers need to encourage them to describe what they like on their own to activate what they have learnt.
- iv. Meeting and Greeting: As mentioned by Harmer (2008.P,130), students role play a formal or business occasion where they meet a number of people and introduce themselves.
- v. Survey: Surveys can be used to get students interviewing each other. We can provoke conversation and opinion exchanges by getting students to conduct questionnaire and surveys. Students can take part in such activities if the teacher guides them properly. For example, the teacher tells about sleep nightmare, sleep walk, light sleeper, heavy sleeper similarly different type of topics, cell phone use, smoking, drinking, watching T.V etc. can be designed for surveys.
- vi. Moral Dilemmas: As mentioned by Harmer (2008.P,131), students are presented with a moral dilemma and asked to come to a decision about how to resolve it. For example, they are told that student has been caught cheating in an important exam. They are then given the student's circumstances, and offered five possible courses of action from exposing the student publicly to ignoring the incident which they have to choose between.

2.1.5.1.3 Teaching Reading

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbol. It is possible only when reading involves understanding. It also activates receptive skill because the reader has to be actively involved in reading in order to receive information. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of native speakers of the language. Here, information means the content which is cognitive or intellectual, and affective or emotional. Referential materials are read in order to get factual information. Academic or intellectual materials are read in order to foster intellectually.

In order to develop reading skills, we need to encourage our students to read a variety of texts. By encouraging them to read what they like, we can establish reading culture in their academic behavior. According Harmer (2006.P, 105) Present the number of ways for encouraging students.

- i. Getting them to know why they need to read: First, we need to get our students to know why need reading in their real life situation. We must tell them how our reading habit and culture make our life prosperous. When they understand the importance of reading, they will be automatically encourage to read because every ones to enjoy prosperous life. Particularly, the following reasons for reading need to be discussed with the students;
 - a. For exposure
 - b. For good career/job
 - c. for information and pleasure
 - d. For intellectual
 - e. To know target language culture
- ii. Providing those opportunities to read what they like: We need to provide our students with a variety of reading texts. We must let them choose what they prefer to read on their own, especially for extensive reading. When students get interesting text to read, they will be definitely

encouraged to read because they can get the information what they like and pleasure as well.

- iii. Providing suitable interesting text to read: Although we need to let our students make their choice while selecting reading text, Sometimes we need to provide them suitable text which suit their needs and interest. It should be done when they cannot make decision what to choose to read. Thus, by providing them suitable and interesting text, we can encourage them to read.
- iv. Facilitating students if they are facing problem: Students face some problems in reading while they try to understand each words and sentences. Here we need to get them general understanding of the text. If we ask them very simple question, they can answer, and they tend to feel they are learning. We can facilitate them by dealing with particular vocabulary items and structures that lead the students to problems.

2.1.5.1.4 Teaching Writing

Writing skill is associated with the productive aspect of language. It is immensely importantly because it the permanent and powerful medium of the expression. It is the fourth or last skill of language in natural order. When we use graphic symbol i.e. letters or combinations of letter which are related to speech sounds. Writing is much more than the production of graphic symbols. Our writings are expected to impart the message to readers. Writing involved the encoding of a message of some kind that is why it is said that we are writing for the readers. While we are writing a text, we aim at translating our thoughts into language. Generally our writing is read by others interpretation of the message. But our writing is not always for a reader, for instance ‘shopping English’ is prepared for our purpose.

Writing skill is highly important if it is handled effectively and contextually. So, Harmer (2008.pp, 118-20), has suggested some writing activities. Some of them are given below;

1 Instant writing: Instant writing activities are those where students are asked to write immediately in response to a teacher request. Such writing activities are suitable to teach children/teenagers and adults who are reluctant to write. The teacher can devise following type of instant writing activities.

a. The teacher can indicate half sentences for students to complete.

Example;

- My favorite game is
- I always get up
- My father never goes to.....
- Similarly the teacher can give students few words (3/4) to arrange them properly to make a sentence.

2 Using music and pictures: a teacher can use music and pictures to get his or her students to have writing activities freely in an engaging way. They can play the excellent stimuli for both writing and speaking.

a. Using music: After the student has looked at film script model, the teacher can play piece music and the students have to imagine and then write out the film scene they think it could accompany. Similarly can indicate the first sentence of a story and gets the students to listen to its music, and then tells them to complete the story.

b. Using pictures: The teacher gets the students to describe the pictures that have been given to student they may work in pairs and group to do it.

3. Using newspaper and magazine: Different writing from newspapers and magazine can be given to students as the models. They get engaged and study these articles sharing with their friends. Then, the teacher can get them to write something similar to the model provided. Here, Engage – Study Activate sequence can be used.

4. Using brochures and guides: The teacher provides the model of brochure and guides and tells the students to write similar genres analyzing the given text.

5. Using poetry: The teacher gives students models of a poem to help them to compose a poem. These activities are suitable to teach both younger and older learners

2.1.6 Role of classwork

Most of the school teachers get their students to do some classwork. But some students do not do it actively. There may be different reasons why they do not. If all the students do not complete the classwork, the teacher has to get them to do something without compelling them to complete. According to Harmer (2008.p, 179), there are mainly two challenges belonging to the classwork which most of the teachers have been facing. They are: how to make all students do the given classwork and how to correct it properly. In this connection Harmer (2008), presents the following roles of classwork for the academic success of students.

Weaker students are likely to be discouraged by their peers' achievement. In this condition, weaker students are to be encouraged by giving them easier classwork than others. When they complete the classwork, teachers praise them using the remarks 'Well done or How nice, etc. As a result, classwork encourages them to learn more than before. In the process of teaching and learning, when the students complete the classwork, they receive positive feedback either from teachers or from other learners. It means students become curious in order to receive the reinforcement which helps them to perform classwork effectively and successfully. Similarly, students' performance in terms of classwork completion and its result, teachers give them feedback. By receiving such responses, a particular student knows how much he/she has learnt and how much has been left. So, such feedback gives them satisfaction and they feel comfortable.

2.1.7 Advantages and Disadvantages of Classwork

Most of the school teachers get their students to do some classwork. But some students do not complete it in time. Classwork provides students a chance to

practise language at their own speed. However, classwork is affected by of students number, time, interest and learning habit of students. Majority of the teachers argue that classwork is necessary because it helps to diagnose students' weak and strength part regarding subject matter. According Harmer (2008), Classwork has the following advantages and disadvantages.

- a. Reinforce ideas and concepts that have been introduced during the class.
- b. Helps the teachers to determine whether or not students have mastered those ideas and concepts.
- c. Keeps students connected to the classroom activities related to subject matters.
- d. Provides students with an opportunity to study a subject in depth and complete projects that can easily fit in to the regular school day.
- e. Teacher's responsibility and accountability.
- f. Prepares students for the demands of college and the work
- g. It creates a closer bond between teachers and students.
- h. It encourages students to be creative cooperative and self dependent.
- i. It helps students to know the value of time for teaching and learning process.
- j. It helps teachers to know the weak and well aspects of students quickly.
- k. It awares both teachers and students in time.

Classwork has the following disadvantages.

- a. Cheating: students copy from other.
- b. Less effective due to gap of the students.
- c. Pressure to the weak, students.
- d. Decreases creativity and self- learning habit.
- e. Humiliation among the friends.
- f. Students cannot submit work due to lack of time.
- g. It is very difficult to diagnose the students due to insufficient time.

2.1.8 Ways of Encouraging Less Motivated Students

Less motivated students need to be encouraged to learn what they have to achieve. Teacher can encourage them in a number of ways but all the strategies may not suit everywhere. Ur (1992. p, 275), presents the following motivating strategies.

- a. Making them know clear goals: Students should be aware of the objectives of the task which they do. They should know what content and language they are going to learn. For example, when they have to role play in the class, they must know what the goals are. If they know the goals, they can be motivated to the task.
- b. Through varied topics and tasks: In order to encourage less motivated students, a wide range of different topics and tasks should be selected carefully but they must be as interesting as possible.
- c. Using visuals: visual materials can be used to draw students' attention to what is to be learnt. It is sure that visual can get learners engaged. Therefore, the teacher can exhibit eye- catching and relevant visuals in order to encourage less motivated students to the tasks.
- d. Through target language culture: The teacher can create in students a positive attitude to target language culture including its native speakers.
- e. Through entertaining things: less motivated students can be encouraged to perform the task by providing them entertainment. It can be done, for example, through teacher - produced jokes, stories, songs, dramatic presentation or recorded movies, video clips, television documentaries etc. Such type of entertaining and enjoyable things adds motivation.
- f. Giving suitable tasks: To encourage students, the teacher needs to give them task and exercises at the right level of challenge so that they can accomplish them and are likely to feel them successful in learning.
- g. Being positive to students: Teacher can create in student a positive attitude to encourage less motivated students, the teacher needs to be supportive and encouraging to the students.

2.1.9 Correction Techniques

Regarding present teaching learning system teacher's role is a facilitator or manager so; Teachers provide classwork while conducting the class. The purpose of classwork is to make practice and to organize and study the topic. We can say that some errors of the students should be corrected. Although some theorists of language learning put forward their argument on favor of not correcting the errors. The vital question arises how to correct the errors.

Every learner commits errors naturally. Some people view that errors are bad signs of learning whereas some others opine they are not so. The supporters and advocates of language teaching methods (e.g. ALM) and approaches that were popular during 1950s and 1960s view that error are bad signs of learning and they must be corrected directly, but nowadays this concept has been changed.

The supporters of the first view are often afraid of their students committing errors while learning the target language. They believe that language is learnt by repetition of correct forms until they become automatic. It is believed that repeating incorrect forms leads the learners to erroneous learning which is harmful. It is viewed only correct forms are to be practiced repeatedly to form automatic habit. This view is compatible with behaviorism.

But nowadays it is widely accepted and believed that language is acquired through the process of 'trying out', and making errors is a natural and unavoidable part of the language learning process. Students' errors are very useful to diagnose what they have learnt and what they have not. Therefore, instead of seeing errors negatively as a sign of failures, they have to be seen positively as an indication of what a teacher needs to teach. If we teachers try to prevent students from committing errors, we can never find out what they do not know.

Two schools of thought have been in existence about the correction of errors: they should be corrected and they shouldn't be corrected. The advocates of

traditional approaches and methods opine that the errors committed by the learners should be corrected; but the supporters of the communicative approaches believe that error correction hinders learning, so they shouldn't be corrected. Remedial teaching functions effectively to remove the errors naturally. According to Doff (2002), the following techniques are useful;

a. Teacher correction technique

According to this technique, the teacher directly corrects the errors. It seems to be more discouraging for the students. In order to correct the errors more positively, the teacher can correct only major and serious mistakes because if a student notices many errors, he is certainly discouraged. It is believed that minor mistakes and errors automatically disappear in course of learning. If a student realizes he has committed only a few errors, he feels he has gained more achievement and ultimately he is encouraged to learn more positively.

b. Student correction technique

Student correction technique is also important to encourage the students to learn more. In this technique, the teacher only guides, controls and monitors the class. The students themselves correct their errors. In this perspective, this technique can also be called a Self-correction technique. In this technique, the teacher makes the students work in pairs or group.

- i. Self-correction: The teacher provides students with some hints and error areas as well. He simply introduces the common errors that can be committed by the students. Then he tells each student to find out the errors and correct them. He frequently moves in the class and watches each student what he/she is doing.
- ii. Peer correction: In this technique, the teacher divides the student in pairs and tells them to correct their errors exchanging their exercise books. When they finish their job, each pair is called to have a discussion on the errors committed and corrected. This technique is also called note-book exchange technique.

- iii. Group correction: In this technique, the teacher divides the students in a number each groups as required. A leader can be nominated to manage each group. Then each group is called to have a discussion on the errors committed by the members of the group. They are also called to correct the error. Each group leader is called to report the common errors committed by the members of the group. At last, the teacher can give some hints to correct such mistakes and errors.
- c. Mixed correction technique:
- The corrections techniques to which both the teacher and students learn equally contribute are known as mixed correction techniques. Some of these techniques are, in brief, discussed here.
- i. Board correction technique: The teacher writes the correct version on the board and tells the students to correct their answers comparing with the version on the board. Each student has to correct the answers individually. The teacher watches the students whether they are performing their tasks. But this technique cannot be properly used if the teacher has to correct the errors students' free and creative writing. This technique is perfectly useful for correcting more guided type of compositions, answers to the objective type of questions and grammar exercise.
 - ii. Symbol correction technique: It is also called the diagnostic technique of error correction. The teacher and students should make an agreement to use the particular symbols to refer to particular type of error. The teacher collects the students' writings and underlines the error spots along with the symbols at the sides of the paper. Then the exercise book is given to the respective students, and they are called to correct the error. While the students are correcting, the teacher supervises them to find out whether they are performing their tasks. There may not be universal symbols used in this technique. The teacher and the

students themselves can decide what symbols are to be used to correspond particular errors.

- iii. Underline correction technique: In this technique, the teacher only underlines the error spots and tells the students to correct them.

2.2 Review of the Empirical Literature

Research works have been carried out on analysis, situation, proficiency and relevance of different aspect of language and literature in language teaching at several universities, research centers and educational institutions. But, out of these investigations, researches on attitude towards classwork are very few. However, some research works have been carried out on attitude towards classwork and homework in TU and other multiple colleges. Some of the related research works have been reviewed below.

Similarly, Goldstein (1960) carried out a research entitled, "Does Homework Help?" The objective of his study was to find whether the homework helps students' learning or not. To obtain the finding, researcher used a survey research .From this study, he found that the potential power of homework directly related to the quality result. He also found that regularity of homework supported students' achievement and interest.

Similarly, Martin (1980), who carried out research on, "Teachers' Expectation and Students' Achievement through Classwork." The objective of his study was to know teachers' expectation in the improvement of students' achievement by the help of classwork. He concluded that classwork became more beneficial when teachers managed teaching learning activities by making eye contact with each student in classroom. In other words, overall classroom activities related to classwork was productive when teacher handled the class by calling students' first or preferred name.

In the same way, Flately (1985) conducted a research on, "Homework and Why?" The objective of his study was to find the reasons behind homework for

students' improvement in learning process. He found that homework is an essential part of an effective and well instructional programme. He also discovered that appropriate homework and well designed student practice increased students' learning.

In the same way, Birch (1995) carried out a research entitled, "A Study of Effects of Teachers' knowledge and Pupils' Characteristic on Pupils' Achievement and Attitude towards Classwork". The objective was to identify the achievement and attitude of pupils toward classwork. The study found that almost pupils had positive and fruitful attitude regarding classwork. On the other hand, students were highly impressed by the cooperative and qualified teachers. As a result students' interest was found good on classwork that provided by teachers.

Cooper, H (1995) carried out research entitled, "Does Homework Improve the Academic Achievement?" The objective of this research was to know whether the homework improves the academic achievement of students or not. In order to find out the result, he studied few numbers of purposively selected students and established a comparison between the students before homework and after homework. By this research, he came to know that homework supported students to score good marks and teachers also felt easy to conduct teaching learning activities.

In other words, Sharma (2003), Carried out research entitled, "Attitude toward homework." The objective of his study was to find out teachers' and students' attitude towards homework. In order to find the output he used questionnaire for the teachers and the students. He concluded that majority of the students and teachers had positive attitude towards homework. In addition, majority of the students were reinforced and encouraged with the homework given by their teachers. Regarding the correction technique, most the teachers used individual and group correction techniques while checking homework.

Damon (2005) carried out research on, "Effect of Class Work in Classroom. "The objective of his study was to know effect of classwork in classroom. In order to determine the findings, the researcher used a survey questionnaire and administered this survey to the selected elementary schools that used classwork. This study helped him to know that classwork facilitated understanding level and it enhanced overall creativity power of students..

Ojha (2005) did a research on, "A Study of Assignment of Homework. "The objectives of his study were; to find out trained teachers' views toward homework, to find out the types of homework assigned to the students and to find out how homework is being corrected. He found that the trained teachers defined homework as a necessary task assigned to the students for practice, revision and understanding the lesson taught in the class. He discovered that the types of homework assigned to the students were; writing exercise, grammatical exercise, and reading comprehension exercise. On the other hand, most of the teachers had not been using any correction technique desirably.

The types of classwork assigned to students were writing exercises, grammatical exercises, reading comprehension exercises. Most of the teacher's are not using any correction techniques. In the context of Chitwan, this research differs from other researches because it aims to identify the attitudes of students towards classwork.

2.3 Implication of the Review for the Study

The researcher reviewed the number of researches to satisfy his research quarries. However, he did not find any research that could evaluate the grade ninth students' attitude toward classwork. Many researches have been carried out under attitude but in the context of Nepal attitude toward English language classwork is new in the field of educational research. Here the researcher got equally facilitated from the number of research work related to students' attitude toward classwork to carry out this research.

From the study carried out by Patterson (2005) the researcher got the concept of title and questionnaire for research. This study also taught the researcher that survey questionnaire can be used to find the effect of classwork in class room.

In the same way, the research by Martin (1980) the researcher received the idea regarding operational key terms and research question for the research. This research also guided the researcher to employ the right sampling procedure to conduct this research.

In the same way, from the study carried out by Sharma (2003), the researcher learnt how to write historical background and introduction part. Beside this; his finding supported the researcher to get the idea concerning the further research.

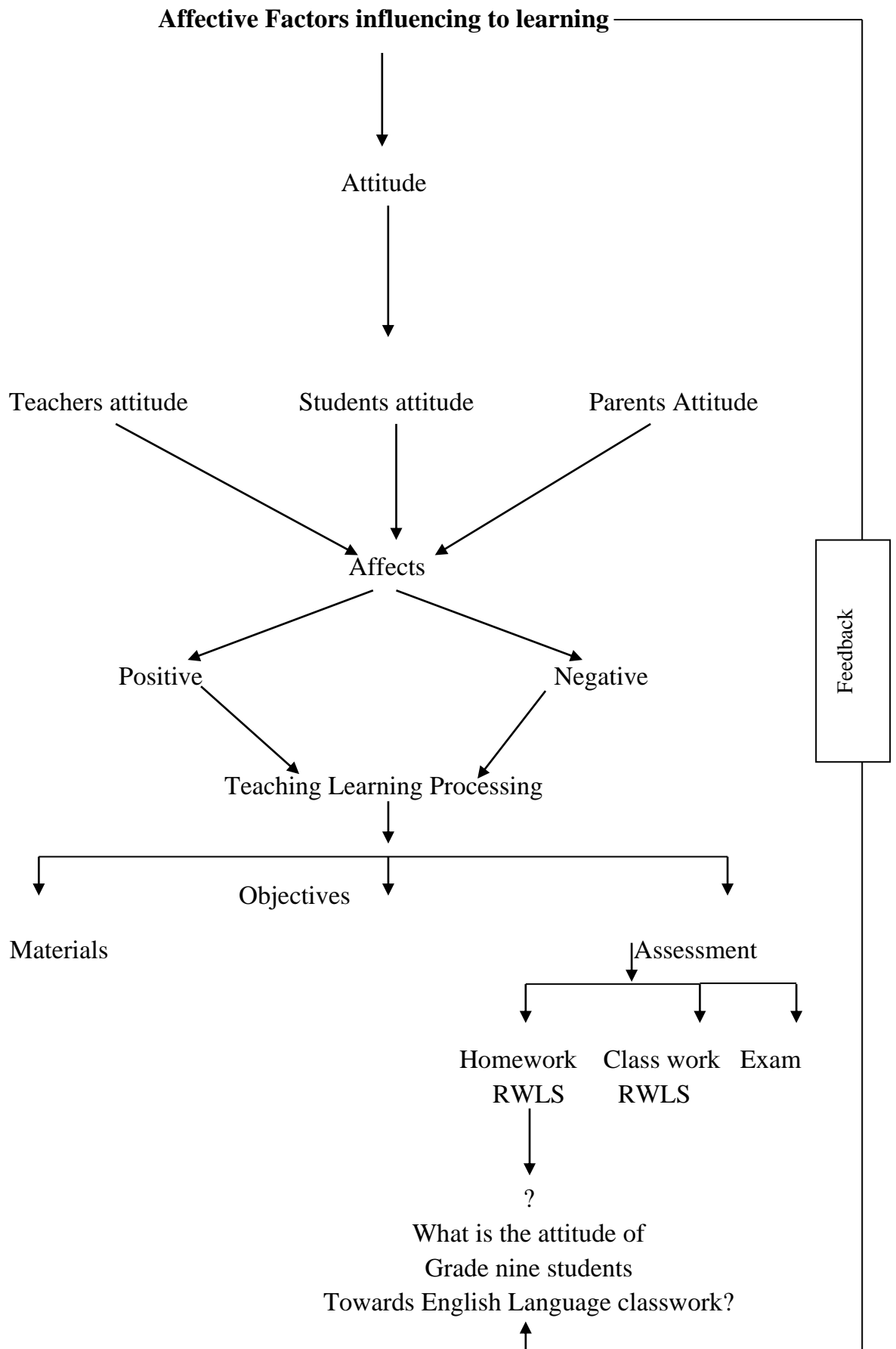
On the other hand Goldstein (1960), the researcher knew the ideas regarding how to collect data from informants and sampling procedure. This study also guided the researcher to make an overview of students' problematic areas in completing homework.

From the research Flatley (1985), the researcher gained the idea how to write references and it became good source for design of the study regarding thesis writing. This study also supported the researcher in writing significant of the study and objective of the study.

In the same way, from the study of Harmer (2008), the researcher received the idea to construct paragraph regarding the criteria of classwork, class sized and other supporting ideas.

Finally, the study got supported by Ojha (2005), concerning tools and techniques of data collection and this study supported in writing references and list of tables.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study, the researcher presented the design of the study, and adopted the following methodologies.

3.1 Design of the Study

The research was qualitative and quantitative in nature, since it aimed at measuring attitude of grade nine students of Chitwan district towards English language classwork. The researcher purposively visited sixteen private schools of Chitwan district and sampled five students from each school randomly.

3.2 Population, Sample and Sampling Procedure

All the grade ninth students of private school of Chitwan district were the population of the study. The sample size was eight grade nine students of private schools of Chitwan district.

The sampling of the school was based on the researcher's ease of access. So the schools were chosen non-randomly or purposively and numbers of school were sixteen private schools of Chitwan district. From each school five students of grade nine were sampled using random sampling procedure.

3.3 Field of the Study

The study was related to attitude of grade ninth students toward English class work. It was related to private schools of Chitwan district. The primary data were collected by administering questionnaire to the students of purposively selected sixteen private schools of Chitwan district.

3.4 Tools and Techniques of Data Collection

The primary tool for data collection was questionnaires. A set of questionnaire were distributed to the concerned informants and they were requested to complete it. For that the researcher himself was presented to facilitate the informants by explaining the questions according to their difficulty level. Then the researcher collected the filled questionnaires. Furthermore the researcher went through the related books, journals, reports, thesis etc. in order to grasp the supporting ideas

3.5 Process of Data Collection

The researcher visited the non-randomly selected sixteen private schools with the official letter from the campus. He requested the authorities to assign to him a convenient time for the study. He administered the questionnaires to the students with proper suggestions and indications. The researcher himself was present when the questionnaires were completed by the students. After that, the researcher collected the filled questionnaires by thanking all students, teachers and the head masters.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were analyzed, interpreted and presented descriptively with the help of tables' illustrations and diagrams.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of the Data and Interpretation of the Result

The analysis and interpretation of the result was carried out under the following headings.

- a. Students' choice on doing classwork
- b. Regularity of classwork
- c. Students' likes /dislikes on writing classwork
- d. Students' likes/dislikes on reading classwork
- e. Students' likes/dislikes on grammatical type of classwork
- f. Support on doing classwork
- g. Punishment for not doing classwork
- h. Responses after not doing classwork
- i. Methods of checking classwork
- j. Perception of students toward overall classwork

4.1.1 Students Choice on Doing Classwork

Classwork is one of the classroom activities performed by students with the supervision of teachers or friends' support. It is taken as important and effective way for learner's academic success. However, the students/learners take it different way. Here, students were asked what type of classwork that they like to have. In this connection, this question has tried to reveal how students respond regarding their choice toward different type of classwork and their responses have been presented in table no one by the help of percentage.

Table 1

Distribution of the Students by Their Choice on Classwork

SN	Types of Classwork	Number of Students	Percentage
1	Reading classwork	38	47.5
2	Writing Classwork	13	16.25
3	Grammatical type of classwork	22	27.5
4	Others	7	8.75
	Total	80	100

From the table 1, it can be interpreted that most of the students liked reading classwork, which was 47.5 percent. Twenty point five percent students liked grammatical type of classwork, whereas 16.25percent students liked writing classwork. It means, only 16.25 percent students liked writing classwork.

4.1.2Regularity of Classwork

Most of the teachers provide regular classwork in order to make effective teaching learning process. In this step, students were asked what type of classwork they receive from their teachers regularly. In this connection, the question tries to reveal students ‘responses regarding the classwork that they receive from teachers.

Table 2

Distribution of Students by the Regularity of Classwork

S.N.	Types of Classwork	Number of Students	Percentage
1	Reading Classwork	45	56.25
2	Writing Classwork	20	25
3	Grammatical Type of Classwork	10	12.5
4	Others	5	6.25
	Total	80	100

The table 2 clearly demonstrates the percentage of students concerning the classwork they got by their teachers. More than half percent of student received reading classwork, which was 56.25 percent and 12.5 percent of students got grammatical types of classwork. One fourth students received writing classwork.

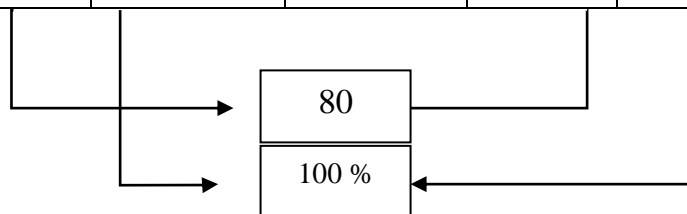
4.1.3 Students' Likes/Dislikes on Writing Classwork

It is widely known that English language consist of four essential skills (Reading, Writing, Listening, and Speaking). Among them, students' choice varies from each other. Productive and fruitful result is based on learners' interest and overall teaching learning process. So this question was used to reveal the students' perception on writing classwork. Thus, the researcher has presented students' response using simple statistical tool percentage.

Table 3

Distribution of Students by Their Choice on Writing Classwork

SN	Like			Dislike		
	Reasons	No of Student	Percentage	Reasons	No of Student	Percentage
1	I can Do it myself	15	18.75	I don't get support while doing	18	22.5
2	I Can do it in group	10	12.5	It is time consuming	20	25
3	It helps to revise classroom Activities	5	6.25	I don't think it facilitates	5	6.25
4	Others	5	6.25	Others	2	2.5
	Total	35	43.75	Total	45	56.25



The table 3 demonstrates that more than half percentage students (i: 56.25) did not like writing classwork whereas the percent who liked writing classwork was 43.75. Most of the students did not like writing classwork because they did not get support while doing, and about 20 percent students liked writing classwork because they could do it themselves.

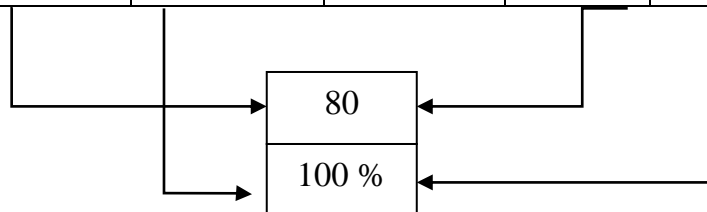
4.1.4 Students' Likes/Dislikes on Doing Reading Classwork

Learning process becomes possible when the learners think the item easy to tackle with. It means, if the learners feel easy, it is easier for them to receive the idea, otherwise it becomes problematic. Perception of students towards reading classwork is different from person to person. In this step, students were asked their like/dislike toward writing classwork. Thus, the table 4 tries to reveal students' responses regarding reading classwork.

Table 4

Distribution of Students on Reading Classwork

SN	Like			Dislike		
	Reasons	No of Student	Percentage	Reasons	No of Student	Percentage
1	It is easy to find answer	12	15	I don't get support while doing	14	17.5
2	No extra effort is needed	19	23.75	It is time consuming	5	6.25
3	Reading habit is developed	12	15	I don't think it facilitates	10	12.5
4	Others	2	2.5	Others	6	7.5
	Total	45	56.25	Total	35	43.75



The demonstrated table presents that more than half percent students (i.e 56.25) liked reading classwork. Where, as 43.75 percent students did not like reading classwork. Nearly one quarter students liked reading classwork because they thought that they could do reading exercises without extra effort. It is notable that about 20 percent students did not like reading classwork because they did not get support while doing.

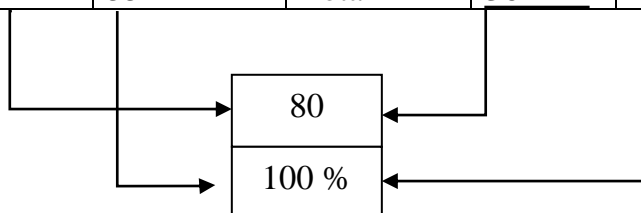
4.1.5 Students' Likes/Dislikes on Doing Grammatical Type of Classwork

Language accuracy depends upon students' interest on grammar and contextual use of functional words as well as lexical pattern. Thus, regular practice with interest helps the students to stand in reasonable success. So this question was used to reveal what they think regarding grammatical type of classwork. In this connection, the researcher has presented the students' responses using simple statistical tool percentage.

Table 5

Distribution of Students on Grammatical type of Classwork

SN	Like			Dislike		
	Reasons	No of Student	Percentage	Reasons	No of Student	Percentage
1	I can develop language accuracy	7	8.75	I don't get support while doing	9	11.25
2	options are available	13	16.25	It is time consuming	13	16.25
3	answer can be predicted	17	21.25	I don't think it facilitates	8	10
4	Others	7	8.75	Others	6	7.5
	Total	44	55	Total	36	45



The table 5 shows that more than half percent of students (i; 55) liked grammatical type of classwork, whereas 40 percent students did not like grammatical type of classwork, when it was asked to the students considering this item as hundred percent. Twenty one percent students liked grammatical type of classwork because they could predict the answer. In the same way 16.25 percent students did not like grammatical type of classwork because they did not believe that classwork facilitates them teaching learning English. Eight percent assumed such classwork as a time consuming.

4.1.6 Supports on Doing Classwork

Class teacher, friends and their own ideas can be essential on solving the classwork related problems. In this step, the question was used to reveal what students think concerning the support that they receive while doing classwork. In this connection, students' responses have been presented in the table no four.

Table 6

Distribution of Students by the Support that they receive

SN	Types of Support	No of Students	Percentage
1	Class teacher	21	26.25
2	Friends	35	43.75
3	Knowledge of own	14	17.5
4	Others	10	12.5
	Total	80	100

By the help of table 6, it has been interpreted that student received highest percentage support from their friends. Similarly class teacher assisted to 26.25 percent students. Seventeen point five percent students used their own skills while doing classwork. Twelve point five percent students were assisted out of given three responses.

4.1.7 Punishment for not Doing Classwork

Different types of punishment are still prevalent in our country. Scolding, physical punishment, psychological tortures are common in most of

educational institutions. Such punishments have negative impacts on students' learning process. The given table indicates the percentage of students regarding the punishment system.

Table 7

Distribution of Students by the Treatment that they Receive

SN	Types of Treatment	No of Students	Percentage
1	Physical Punishment	37	46.25
2	Scold in front of all students	23	28.75
3	Takes to principal	15	18.75
4	Others	5	6.25
	Total	80	100

According to the table 7, it can be said that 46.25 percent students got physical punishment when they do not do classwork. This physical or psychological punishment was found major. In other words, the percentage of students responding to the responses takes to principal and others were least.

4.1.8 Responses after not Doing the Classwork

Here, this question was used to know the responses of students how they respond when they do not complete classwork. In this connection, students' responses have been presented in table 8.

Table 8

Distribution of Students by the Response on not Doing Classwork

SN	Types of Response	No of Students	Percentage
1	I remain silent in class	11	13.75
2	I apologize with teachers	22	27.5
3	Act as if i am doing classwork	32	40
4	Others	15	18.75
	Total	80	100

By the help of table 8, we can interpret that 40 percent students acted as if they were doing classwork. In the same way, 27.5 percent students apologized with

teachers. In other words, thirteen point seven percent students remained silent when they did not do classwork.

4.1.9 Methods of Checking Classwork

Classwork can be checked in different ways. Methods which are used in classwork checking vary according to the number of students, nature of classwork and time. On these basis teachers may apply different methods such as pair checking, group checking, individual checking, board correction etc. The given table presents methods of checking in details.so, this question tried to show what type of correction techniques were used while checking classwork. In this connection, students’ responses have been presented in the table below.

Table 9
Distribution of Students by the Checking Methods

S N	Methods of checking	Types of Classwork					
		Reading		Writing		Grammatical	
		No of student	Percentage	No of student	Percentage	No of student	Percenta ge
1	Pair Checking	17	21.25	24	30	36	45
2	Group Checking	23	28.75	12	15	14	17.5
3	Individual Checking	12	15	17	21.25	15	18.75
4	Board Correction	18	22.5	19	23.75	10	12.5
5	No checking	5	6.25	4	5	2	2.5
6	Others	5	6.25	4	5	3	
	Total	80	100	80	100	80	100

As the data presented in table, it can be interpreted that 28.75 percent reading classwork was checked through group checking methods, whereas 30 percent writing classwork checked through peer checking methods. In the same way,

45 percent grammatical classwork was checked peer checking methods. Twelve point five percent reading classwork, 10 percent writing classwork and 2.5 percent grammatical classwork were never checked.

4.1.10 Perception of Students Towards Overall Classwork

The students 'perceptions can be different from individual to individual regarding classwork. Students' perceptions vary due to their characteristics, difficulty of assignment, assist for doing, available materials and cooperation among friends. In this step, students were asked how they respond toward overall classwork. Here, this question tries to show the students 'responses regarding overall English language classwork. In other words, derived result has been presented in this table below.

Table 10

Distribution of Students by the Perceptions Towards Classwork

SN	Role of Classwork		Agree	Strongly Agree	Disagree	Strongly Disagree	Total
1	Frustration	No of Students	12	3	35	30	80
		Percentage	15	3.75	43.75	37.5	100
2	Encouragement	No of Students	23	29	25	3	80
		Percentage	28.75	36.25	31.25	3.75	100
3	Revision and Practice	No of Students	29	27	13	11	80
		Percentage	36.25	33.75	16.25	13.75	100
4	Achieve, determined objectives	No of Students	19	27	23	11	80
		Percentage	23.75	33.75	28.75	13.75	100
5	Uncomfortable	No of Students	21	13	24	22	80
		Percentage	26.25	16.25	30	27.5	100
6	Comfortable	No of Students	26	21	23	10	80
		Percentage	32.5	26.25	28.75	12.5	100
7	Satisfaction	No of Students	28	31	10	11	80
		Percentage	35	38.75	12.5	13.75	100
8	Reinforcement	No of Students	24	27	19	10	80
		Percentage	30	33.75	23.75	12.5	100
9	Confusing	No of Students	13	23	24	20	80
		Percentage	16.25	28.75	30	25	100

As the table 10 stated, it can be said that 43.75 percent students disagreed and 15 percent students agreed that classwork gave frustration. Similarly 36.25 percent students strongly agreed and 28.75 percent students agreed that classwork encouraged them. Likewise, 36.25 percent students agreed and 33.75 percent students strongly agreed whereas 16.25 percent disagreed to that classwork supported for revision and practice. On the other hand, 33.75 percent students strongly agreed and 28.75 percent student disagreed that classwork supported to achieve determined objectives. In the same way, 30 percent student disagreed, 27.5 percent students strongly disagreed that they felt uncomfortable while doing classwork. The given data show that 35 percent student agreed, 38.75 percent students strongly agreed that classwork gave satisfaction. As the data stated, more than half percent stated that classwork reinforced them. At last, more than 50 percent students disagreed that classwork was confusing. So, the presented data stated that majority of students took classwork positively. It means most of the students had positive attitude toward classwork.

4.2 Summary of the Findings

On the basis of analysis and interpretation of the data, the major findings of the study have been presented in this chapter. It also deals with some recommendations and pedagogical implication which are made on the basis of findings.

- a. The majority of the students (i.e. 56.25 percent) liked reading classwork. It can be said that they have positive attitude towards reading classwork.
- b. According to the students grammatical type of classwork was also their favorite classwork so it stood in second rank form the student point of view. It means 55 percent students liked grammatical type of classwork when it was asked to response separately considering it as hundred percent.

- c. Student did not like writing classwork in comparison to reading and grammatical type of classwork. Though the good number of students (43.75%) stood on 'like' option when they were asked to choose like/dislike regarding writing classwork. By this it is concluded that they faced writing classwork heartily.
- d. The study showed that 56.25 percent students liked reading classwork, 55 percent student liked grammatical type of classwork and 43.75 percent students liked writing classwork when, these three items were asked separately to the students considering each items as 100 percent. This reflected that students had positive attitude toward classwork in general.
- e. The researcher got the point that nearly half percent students supported and became cooperative while doing classwork. They showed interest on doing classwork.
- f. The study presented that most of the students faced physical punishment when they did not complete classwork.
- g. From the view of 40 percent of students, it is noted that they acted as if they were doing classwork, even if they did not do classwork.
- h. Group checking, pair checking and board correction were found major correction methods. Individual correction method was not used highly.
- i. The study showed that more than 60 percent opined that role of classwork was positive.
- j. Nearly 70 percent student viewed that they were encouraged with the classwork given by their teachers.
- k. Half of the students opined that classwork helped them to achieve determined objectives.
- l. The researcher got the point that 75 percent student were satisfied with the classwork given by their teachers.
- m. Large number of students (i.e. 64 percent) stated that they were reinforced with the classwork given by their teachers.

- n. Fifteen percent students stated that they were frustrated and sixteen percent students opined that they were confused with the classwork given by their teachers.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The present study was conducted to measure attitudes of grade nine students toward English language classwork. This research seems to show that majority of the students had positive attitude towards classwork. Students liked reading and grammatical type of classwork highly rather than writing and other types. This study presents that students were encouraged and reinforced by the classwork given by their teachers. In other words, it is presented that most of the students faced physical punishment when they did not complete classwork. Students were found to be cooperative to each other which supported them in completing classwork. Regarding the correction techniques, group correction, peer correction, and board correction were found to be used frequently in checking classwork. Some of the students were found to be frustrated and confused while facing classwork. In addition, the students having positive attitude toward classwork seemed to complete classwork where as, students having negative attitude seemed to neglect classwork. From the results of the study, it can be concluded that interest of students, available materials, teachers having specialized training, appropriate teaching learning environment and overall academic context of school determine the attitude on students towards classwork.

5.2. Recommendations

These findings can benefit all the educators and professionals in related fields. In this sub unit, some recommendations and pedagogical implications are made.

5.2.1 Policy Related

Attitudes toward classwork is a challenging factor specifically for teachers and students. Positive attitude results in positive output which eases some of the dedicated teachers, students and overall academic sectors. Policy making authorities should notice the interest and needs of students while designing curriculum and subject related materials. Some of the exercises which we find in English language text books are not reasonably relevant for students to conduct classwork related activities. So, exercises that represent clear concept of desired subject matter should be included while designing curriculum as well as text books. Not only this but also the policy makers should consider the level of teachers and demand of students while framing the texts. Responsible and authentic stakeholders must design the reasonable and applicable Curriculum and text book in order to address the background of students and other related academic sectors.

5.2.2 Practice Related

Classwork is highly related to students and teachers but it directly and indirectly connects overall teaching learning activities. Students, teachers, parents and concerned sectors must struggle to bring positive attitudes on students towards classwork, which results in productive success. For this, the following criteria must be addressed.

Students

- Students should be interactive and cooperative regarding the class work.
- Students should work together among friends in side class room while doing classwork.
- Student should consult with their teachers, friends and related teaching learning materials.
- Students should be sure about having all materials related to teaching learning activities.

- Eye contact and continuous follow up to the teacher and related subject matter should be managed.
- Students must attempt on doing classwork.

Teachers

- The teachers should supervise the student regularly. The teachers should play role of facilitators.
- The teacher should aid the weak one rather than good student.
- Teacher should provide the classwork as the access and desire of the students.
- Encouragement and warm-up must be provided by the teachers.
- The teaching learning materials must be checked and managed.

School Administrator

- The size of class room and management of class room should be appropriate to the number of students.
- Health and physical condition of students should be cared by teachers and school administrators.
- Overall teaching learning environment should be managed and supervised by school administrator.

5.2.3 Further Research

A research work cannot be complete. Many questions can be raised and researched in any given area. Here, this is the study of ATTITUDES OF GRADE NINE STUDENTS TOWARDS ENGLISH LANGUAGE CLASSWORK. The data and findings from the study may be used as secondary source by other researchers. The researcher recommends for the further research topics related to students' attitudes in other subjects. Attitude of students towards reading or writing or speaking or grammatical classwork can also be the topic of research. Comparison study between any two skills can

also be another topic of further research. Attitude of teacher towards English Language classwork can be next topic for research.

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APPENDIX-I

QUESTIONNAIRE FOR STUDENTS

Dear Respondent

As a student of M.Ed second year with major English, I want to work on a research study on the “Attitudes of Grade Nine Students Towards English Language Classwork.” I humbly and respectfully present you a set of questionnaire for getting the information. The fruitful of the study will depend on your unbiased and accurate responses. Your Opinion will be used only for the research purposes. They will not be used for other purposes.

You are requested to give your opinions on each of the following statements. Please, indicate your opinion by putting a tick mark () on the response.

Thank you for your co-operation.

Name:

School's Name:

Class:

Roll No.:

Sex:

Tick the best answers which suits you most

1. What sort of classwork do you like?
 - a. Reading classwork
 - b. Writing classwork
 - c. Grammatical type of exercises
 - d. Others
2. What sort of classwork do you get regularly from your teacher?
 - a. Reading classwork
 - b. Writing classwork
 - c. Grammatical type of exercises
 - d. Others
3. I like/dislike writing classwork because...
 - a. Like
 - i. I can do it myself
 - ii. I can do it in group
 - iii. It helps to revise the classroom activities
 - iv. Others

- b. Dislike
 - i. I do not get support while doing
 - ii. It is time consuming
 - iii. I do not think it facilitates
 - iv. Others
4. I like/dislike reading classwork.
- a. Like
 - i. It is easy to find answer
 - ii. No extra effort is needed
 - iii. Reading habit is developed
 - iv. Others
 - b. Dislike
 - i. I do not get support while doing
 - ii. It is time consuming
 - iii. I do not think it facilitates
 - iv. Others
5. I like/dislike grammatical type of classwork.
- a. Like
 - i. I can develop language accuracy.
 - ii. Options are available
 - iii. Answer can be predicted
 - iv. Others
 - b. Dislike
 - i. I do not get support while doing
 - ii. It is time consuming
 - iii. I do not think it facilitates
 - iv. Others
6. Who assists you at class when you have problem on doing classwork?
- a. Class teacher
 - b. Friends
 - c. Knowledge of own
 - d. Others
7. Tell me please, if you are found not doing classwork. What treatment do you get from your teacher?
- a. Physical punishment
 - b. Scold in front of all friends
 - c. Takes to principal
 - d. Others

8. When you do not complete the given classwork, what do you do?
 - a. I remain silent in class
 - b. I act as if I am doing classwork
 - c. Apologize with teachers
 - d. You copy from your friends
9. How do your teachers check writing classwork?
 - a. Through peer checking
 - b. Through group checking
 - c. Through individual checking
 - d. No checking
 - e. Others
10. How do your teachers check Reading classwork?
 - a. Through peer checking
 - b. Through group checking
 - c. Through individual checking
 - d. No checking
 - e. Others
11. How do your teachers check grammatical type of classwork?
 - a. Through peer checking
 - b. Through group checking
 - c. Through individual checking
 - d. No checking
 - e. Others
12. I feel frustrated when I receive classwork.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree
13. I feel encouraged towards the classwork given by teachers.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree
14. Classwork given by teachers helps to revise and practice taught lesson.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree

15. Classwork given by teachers helps to achieve determined objectives.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree
16. The classwork given by teachers makes me feel uncomfortable.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree
17. The classwork given by teachers makes me feel comfortable.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree
18. The classwork given by teachers makes me feel satisfied.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree
19. The classwork given by teachers makes me feel confused.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree
20. I feel reinforced when I receive classwork.
 - a. Agree
 - b. Disagree
 - c. Strongly agree
 - d. Strongly disagree

APPENDIX-II

LIST OF SELECTED SCHOOLS

S.N.	School Name	Address
1	Amar Everest English Boarding School	Bharatpur-10, Chitwan
2	Aroma English Higher Secondary School	Bharatpur-10, Chitwan
3	Chitwan Boarding School	Bharatpur-2, Chitwan
4	Eden Garden English Boarding School	Bharatpur-10, Chitwan
5	Glorious Academy Chitwan	Bharatpur-5, Chitwan
6	Gyandarshan English Boarding School	Bharatpur-10, Chitwan
7	Holivision English School	Bharatpur-5, Chitwan
8	Little Flower English School	Bharatpur-3, Chitwan
9	Narayani English Higher Secondary School	Bharatpur-11, Chitwan
10	Adarsh Public School	Bharatpur-6, Chitwan
11	Parijat Higher Secondary English Boarding School	Gitanagar, Chitwan
12	Prena Higher Secondary English School	Bharatpur-12, Chitwan
13	Sunflower English Boarding School	Bharatpur-2, Chitwan
14	Sunrise English Boarding School	Bharatpur-7, Chitwan
15	ValmikiSikshaSadan Higher Secondary School	Bharatpur-6, Chitwan
16	Vrikuti English Boarding School	Bharatpur-3, Chitwan