

## **CHAPTER - ONE**

### **INTRODUCTION**

#### **1.1 General Background**

Homework is a task which is done at home by the students out of normal schools hours. It is a term that many scholars have used but few have defined formally. Keith (1986, p. 32) defines homework as that work which teachers typically assign for completion outside the normal class period. Cooper (1989, p.7) further refines this definition as “Tasks which are assigned to students by school teachers . . . meant to be carried out during non-school hours,” and adds that students can have “options of completing homework during other times, such as study halls, library times or during subsequent classes”. While students may partially complete homework in school, it is assumed that most assigned work is completed at home. Homework benefits to students, parents and teachers also. For example, practice homework increases speed and mastery of skills. Participation of students in homework increases involvement in the learning task. Likewise, personal development of students is enhanced by building student responsibility, time management and self-confidence. Homework can enhance parent-child communication on the importance of schoolwork and learning.

Homework also fulfills policy directives from administrators who require a prescribed amount of homework per week. For purposes of this article, we define homework as academic work assigned in school that is designed to extend the practice of academic skills into other environments during non-school hours. Homework stresses the importance of student efforts as a means of programming for academic skill generalization. In other words, the natural extension of schoolwork from academic to nonacademic settings is an important feature of homework.

Our country is a multilingual, multi-ethnic and multi-religious nation, where we have classes with students of various castes, religions and so on. So, teaching English is a challenge for English teachers. On the opposite side of the argument, researchers such as Kohn (2006, p.15), makes a strong case against homework arguing that it marginalizes economically disadvantaged students who find it difficult to complete homework because of inequities in their home environments. He also asserts that teachers, in general, are not well trained in how to create effective homework assignments. So, teachers should be provided with the tools and knowledge necessary to create effective homework. Rather than asking whether or not homework improves learning, a better question is “How can homework are improved to be effective and successful?” By answering this question and creating effective homework assignments, the debate for and against homework becomes effective. When teachers design homework to meet specific purposes and goals, more students complete their homework and benefit from the results. In fact, when homework is properly utilized by teachers, it produces an effect on learning three times as large as the effect of socioeconomic status. It is noteworthy that the correlation between homework and achievement appears to be stronger. Many recent studies on homework have focused on outside influences such as parental involvement and after school programs. Specific homework designs such as TIPS, Teachers Involve Parents in Schoolwork have been developed to maintain the school to home connection (Van Voorhis, 2004). This study explored how student beliefs and attitudes influence the homework process. These findings benefited the faculty and administrators of schools striving to increase homework success.

## **1.2 Statement of the Problem**

This is a study of the effectiveness of homework to the lower graders especially grade six, which will be carried out to find out how does homework help to the learners to learn effectively and successfully. The main problem of this study is how far homework is beneficial for learning at school level especially to lower students. There is a complaint from the parents regarding lack of learning due to incomplete work. So, the main problem is also selected to find out whether or not the homework develops language skills, or how does homework help in language learning to the students.

## **1.3 Rationale of the Study**

I have chosen this topic to find out the effectiveness of homework in teaching English in lower level graders. So, the main reason of selecting this topic is to find out the effectiveness of homework in learning English at grade six in terms of English language teaching, error correction and providing constrictive feedback. In the language classroom homework is more important because language is at once the subject of study as well as the medium for learning. All the works given in the text book and required to be done can't be completed within 45 minutes class as determined by curriculum. These activities must be done out of the school classes. Actually these works are done at home as homework. Effective learning and success is possible when learners do homework regularly. Teachers feel that students are not completing their homework. Teachers often speculate about the causes for this problem but do not take the time ask the students.

## **1.4 Objectives of the Study**

This study had following objectives:

- i. To find out the effectiveness of homework in teaching and learning English.
- ii. To suggest some pedagogical implications of the study.

## **1.5 Research Questions**

The questions for this study were to explore the homework phenomenon by answering the following questions:

- i. How can homework help the students in developing their reading skill?
- ii. How can homework help the students in developing their writing skill?

## **1.6 Significance of the Study**

In course of language learning, homework is base and preliminary tool, which leads to the development of language skills i.e. listening, speaking, reading and writing. Learning develops through active participation of language learners regularly at school or at home. In this regard there is less or no exposure of English for the most of the students in Nepal. The rate of homework is an important factor that determines the achievement of students in language, which will determine their further learning. So, my study will be useful to the novice teachers who have just begun their teaching career. This study will equally be beneficial to the in - service teachers also because it is concerned with achievement and understanding content. Similarly, this study will be useful to curriculum designers, textbook writers and policy makers.

## **1.7 Delimitations of the Study**

The study had the following delimitations:

- i. There will be only lower secondary level English students for the study.
- ii. There will be reading (seen and unseen text items) and writing (letter, short story, paragraph, completion, matching, opposite word, etc)
- iii. There will be grade six students only.
- iv. There will be reading comprehension and guided homework only.

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

This study has the following key words:

Homework - Assignments completed outside of the school day

Classroom - A place where teaching and learning takes place.

Interaction - Exchange of thoughts, ideas and feelings between two people.

## **CHAPTER - TWO**

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

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

Literature review is fundamental stage to be carried out. It certainly needs strong theoretical and empirical ground. The review of theoretical literature provides the researcher with a strong knowledge to find out the area of problem and the need of investigating on it. Similarly, for setting the objectives of the study, appropriate methodology to conduct the study and accomplishing the study, literature review plays crucial role. In order to provide a strong theoretical base to my study, various topics have been dealt with throughout this study.

##### **2.1.1 An Overview of Writing**

As homework is one of the way of writing on a specified area or text to check learners comprehensive ability which is discussed in a classroom. Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. It is a productive skill in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is the last language skill and it is also the most difficult of all the skills. It is difficult not only in generating and organizing ideas but also in translating these ideas in readable text.

In defining writing, Nunan, (1989, p.36) states, Writing is conveying meaning through the use of graphic symbols that represent a language. Pictures also convey meaning in some ways, but drawing pictures is not writing as pictures do not represent language units. Similarly, merely drawing letters, which represent the units of language, may not be writing, because an artist might draw Chinese letters without difficulty, but it is not writing unless he understands Chinese. Thus, writing is the partial representation of the language that the writer knows and that he uses to express his meanings to the people who can read it.

Similarly, Odell (1981, p.43) says, "Its highly developed form, writing refers to the expression of ideas in consecutive way according to the graphic conventions of the language." In other words, writing involves encoding of a message of some kind or translating our thoughts into language in graphic forms.

Writing, like speaking, is a productive skill. So it is more difficult than both listening and reading. Besides, writing is the secondary manifestation of language, speech being the primary one. Therefore, the teaching of writing should focus after being master on three skills. One should hear the speech sounds before he sees the graphic representation and one should see the graphic symbols before he writes them. Thus, the other three skills, via, listening, speaking and reading, form the basis for this skill.

Similarly, Byrne (1991, p.1) mentions, "When we write, we use graphic symbols: that is letters or combinations of letters which relate to the sound we make when we speak. On one level, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind".

Rivers (1978, p.243) views it as, “a more complicated process when it involves putting in graphic form, according to the system accepted by the educated native speakers, combinations of words, which might be spoken in specific circumstances (that is, which convey certain elements of meaning”.

Home-work is a done at home with reference of classroom activity which is actually a form of writing. It involves different process such as appropriate combination of words, choice of appropriate words, and use of different graphic forms as well as signals.

In this way, Byrne (1991) focused on graphic symbols. Also he said it makes easier to the students to write by using letters and sentences. Whereas Rivers (1978) against his views and said using graphic symbols are only easy for educated native speakers because writing is more complicated process.

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. Phyak and Sharma (2006, pp. 254-255) say, “Writing is a productive skill which involves manipulating, structuring and communicating”. This can be further looked at in terms of sub skills of writing.

The sub - skills include:

- a. Manipulating the script of a language,
  - i. Forming the shapes of letters
  - ii. Using the spelling system
  - iii. Using punctuations
- b. Expressing information explicitly

- c. Expressing information implicitly through,
  - i. Inference and
  - ii. Figurative language
- d. Expressing the communicative value of sentence and utterances
- e. Expressing relations within a sentence using,
  - i. Elements of sentence structure
  - ii. Modal auxiliaries
  - iii. Intra-sentential connectors.
- f. Expressing relations between parts of a text through lexical cohesion devices
- g. Expressing relations between parts of a text through grammatical cohesion devices
- h. Using indicators in discourse for,
  - i. Introducing an idea
  - ii. Developing an idea
  - iii. Transition to another idea
  - iv. Concluding an idea
  - v. Emplacing a point
  - vi. Explanation of point already made
  - vii. Anticipating and objection
  - viii. Reducing the text through avoiding irrelevant information

Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and makes ideas clear. Writing has many sub-skills. At first, the script of a language has manipulated in terms of shape, spelling and punctuations. In a similar way, writing can express information communicative value and relation within

a sentence. Then writing can express relations between parts of a text through lexical and grammatical cohesion devices. Finally, the text could be reduced.

### **2.1.2 Importance of Writing**

Writing is superior to other language skills because of its quality of being permanent and accurate. There is no doubt that writing is the most difficult skill for language learners to master. A skill means doing something expertly and well. Writing is one of the most important skills in learning a new language. It is a productive skill. It means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. Through writing, we are able to share ideas, arouse feelings, persuade and convince people. It further helps to transmit human beings accumulated culture from one generation to another. Phyak and Sharma, (2006, p.254) say, “Writing attracts special importance because reading make it a full man, conference a ready man and writing an exact man”.

The main purpose of writing is to enable the learners for free composition and creativity. Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over considerable period of time. Writing is a very complex process requiring many composite skills viz. mental, psychological, theoretical and critical aspects. Describing its complexity, Nunan (1989, p.36) says, “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and

texts”. In the same way, Verghes (1990, p.16) says, “Learning a second language is an effective learning, the four skills viz. listening, speaking, reading and writing. Writing is the most demanding language skill.” According to Richards, (1990, p.101) “Written language is primarily transactional or message-oriented. The goal of written language is to convey information accurately, effectively and appropriately.”

Speech and writing are the two means through which one can linguistically express one's ideas. Between these two, writing is more important as it is a permanent record of one's thoughts. Other language skills like speaking and reading are measured through writing in connection with teaching. Harmer, (2004, p.53) says, “For the point of view of language teaching, there is often for greater pressure for written accuracy than there is for accuracy speaking.” Thus, writing, a permanent record of every human affair, needs accuracy. While writing a paper the writer should be aware of the errors in sentence structure, spelling, punctuation and grammar. No matter how good the content of the paper is the readers will have problems if they have to go through mistakes.

The writing proficiency plays a vital role in securing good marks in the examinations and it can spread our knowledge and experience to others. The goal of written language is to convey information accurately, effectively and appropriately. We come to know that, students who learn the English language cannot be perfect without writing skill. They can express their ideas correctly and appropriately when they are efficiently in writing. In Nepalese context, for the development of general proficiency in the English language reading and writing skills should be given emphasis. The best way to develop writing is to get the learners to write.

In conclusion, we can say that the students who learn the English language cannot be perfect without knowledge of writing skill. Therefore, their English language competence is better if they can write well.

### **2.1.3 The Characteristics of Good Writing**

Writing is an art of using language. But, it is a very complex task to write clearly and explicitly. In this context, Richards (1990, p.100) says, “Learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process, that one induces anxiety and frustration in many learners. Yet good writing skills are essential to academic success and a requirement for many occupations and professions.”

Correct and effective writing is the most desirable thing to be called an effective writer. Similarly, Simplicity and directness are the most useful properties of good writing. In fact, making a simple and clear writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thoughts. Richards, (1990, p.100), mentions the following is a short account about the main elements of good writing.

#### **a. Simplicity**

The main quality of a good writing is that it reduces the complexities and expresses the ideas or thoughts in a natural way. Simplicity refers artlessness of mind; freedom from cunning or duplicity ([www.Oxforddictionary.com](http://www.Oxforddictionary.com)). It avoids the extra stylistic words, genres, jargons, flourishing and ambiguous words and so on. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gist of the writing.

## **b. Clarity**

Good writing must be absolutely free from ambiguity and should be crystal-clear.

There should not be different interpretations or misinterpretation in the writing. Ideas should be presented in clear, orderly, readable, understandable and informative style.

Clarity refers clearness or lucidity as to perception or understanding

([www.Oxforddictionary.com](http://www.Oxforddictionary.com)). The writer must always be conscious of the reader and information style. The writer should have the idea of what to say, in which sequence, what is said and how to express something. Good writing should avoid exaggeration as well as contradictory statements.

## **c. Continuity**

Continuity of thought and natural link of ideas are important features in writing.

Continuity means the mixture of descent, persistence, humor and deliberation

([www.Oxforddictionary.com](http://www.Oxforddictionary.com)). There must be continuity of thought from one word to the following word, from one phrase to another, from one sentence to another, from the first paragraph to the second paragraph and first chapter to the second chapter.

## **d. Economy**

A shorter statement or analysis employing fewer terms is preferred to the one that is longer, other things being equal. The greatness of a writer lies in his/her capacity to express his/her ideas briefly and effectively. Economical writing is efficient and esthetically satisfying. While it makes a minimum demand on the energy and patience of readers; it returns to them a maximum of sharply compressed meaning. Good writing is like a gold coin, small in compass but great in value. Economy of words without sacrificing the meaning is the secret of good writing.

### **e. Coherence**

Good writing deals with one topic, at a time. According to Swami (1987, p.13), “in a good piece of writing, all the sentences are closely related to the central idea.”

### **f. Completeness**

Having all parts or lacking nothing refers to completeness ([www.Oxforddictionary.com](http://www.Oxforddictionary.com)). A good writing must be complete. It completes the topic it deals with. Good writing should avoid exaggeration and hyperbolically and self-contradictory statements.

### **g. Free from Error**

As writing is the permanent record of one's thoughts or ideas. It must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors. Moreover, every good writing must have example and illustrations to explain abstract and difficult ideas and new information. There should be appropriate direction, adequate facts and figures, depth of knowledge, and specificity and maximum objectivity in every piece of effective writing.

In this regard, White & Arndt, (1991, p.4) mention, “Writing involves thinking, planning, assembling, classifying and organizing processes”. Thus, ability to write good or effective English is not a god given gift to a few people. The art of writing is based upon one's own mental capability it is very important for specific subject matter.

The above characteristics of good writing play a vital role in the writing proficiency of the grade six students. The secondary school students should have the ability to write clear, economic, simple, and continuous and error free sentences.

### **2.1.4 Components of Writing**

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components which have been discussed on the following pages;

#### **a. Mechanics**

Mechanics refers to those aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens) capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing. Regarding this, Heaton, (1975, p.145) says, "... the ability to use correctly, those conventions peculiar to the written language". Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgment. However, at times slight change in spelling of words can bring drastic change in the meaning they express. Overuse or under use of punctuation is often formed on by many writers or editors of English. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. The mechanics of writing is a very basic concept in writing process.

#### **b. Coherence**

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the readers. Generally, a paragraph has coherence, if it is a series of sentences that

develop a main idea (i.e. with a topic sentence and supporting details which relate to it). Ideas and thoughts should be connected logically in a piece of writing.

Harmer, (2004, pp. 24-25) says, "Text to have coherence it needs to have some kinds of internal logic which the reader can follow with or without the use of the prominent cohesive devices where a text is coherent the reader can understand at least two things."

According to him, they are;

- i. The writer's purpose the reader should be able to understand what the writer's purpose is. Is it to give information, suggest a course of action make a judgment on a book or a play, or express an opinion about old events, or example? A coherent text will not mask the writer's purpose
- ii. The writer's line of thought, the reader able to follow the writer's line of reasoning if the text is discursive piece. If on the other hand, it is a narrative the reader should be able to follow the story and not get confused by the time jumps and too many characters etc.

### **c. Cohesion**

Cohesion refers to the grammatical or lexical relationships between different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

To highlight the concept of cohesion, Harmer (2004, p.22) says, "When we write a text we have a number of linguistic techniques at our disposal to make sure that are

prose 'sticks together'. We can for example use lexical repetition and /or chains of words within same lexical set through a text to have this effect”.

#### **d. Orthographic and Para-orthographic texts**

Orthography deals particularly with writing system and spelling system. Different languages of the world use different types of writing; for example, logographic writing, syllabic writing and alphabetic writing. It is equally important to draw students' attention to the fact how Para orthographic texts can convey the same meaning more clearly and more precisely. O’Grady, (1997, p.554) says, “Para-orthographic texts include charts, table, graphs, etc. Students should be trained to convert a prose text into Para orthographic display or vice versa”.

#### **2.1.5 Mechanics of Writing**

Mechanics refers to the punctuation and spelling. Mechanics of writing is known as graph logical system which mainly includes capitalization, spelling and punctuation. Learners must have the knowledge of mechanics of writing. Heaton, (1975, p.145) says, "Mechanics of writing is the ability to use correctly those conventions peculiar to the written language". Mastery over the mechanics of writing and practice on the basic skills are necessary in the first step for child. Under mechanics of writing, the learner should learn the letters, capitalization, spelling patterns and sentence punctuation.

##### **a. Punctuation**

Punctuation is system of inserting marks on symbols in order to make the meaning clear. According to Wehneir (2005, p. 60), "The correct use of punctuation mark such as full stop [.] , hyphen [-], dots [...], slash [/] dash [-], quotation marks [' , or " "],

brackets ( ), [ ], { }, italics and so on, help the writer to organize written language and clarity relation between words and clauses”.

### **b. Capitalization**

Capitalization refers to the proper use of capital letters. Wehneir (2005, p.60) says, "Appropriate capitalization is a matter of convention”. That is to say, it involves capitalization the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of the quotation and so on. But, some capitalizations are matter of style rather than convention. Certain rules are determined for using capital letters.

### **c. Spelling**

Writing is achieved by correct spelling of individual words spelling errors are nuisance to the reader. Robert, (1985, p.148) says, "Spelling rules are frequently more concluding than the memorization of individual words". The phonological and orthographical form of the English language is different. So the listener cannot write properly what the speaker says. It is a great problem for learners. Spelling is mainly a mastery of convention.

#### **2.1.6 Stages of Writing**

There are different stages for developing writing skills. Rivers (1968, p.245) says, "To be able to write in a foreign language, the student must be trained systematically throughout five stages of development: copying, reproduction, recombination, guided writing and free writing." Rai (1998, P.79) says that, “Writing starts from copying and ends in free writing”

### **a. Copying**

This is the first stage of writing, in which students are required to copy the model given by the teacher or in the textbook. Copying is essential and useful for the recognition and production of letter shapes, for improving hand writing and spelling and for fixing the words and sentences firmly in their memory. Letters to be copied should be given in contrastive pairs or groups such as d b p q, A X Y M W, C G O S U, etc. So that, the students can see the finer distinctions and similarities between them. The teacher should get them to copy those words, phrases and sentences with which they are already familiar orally. The objective is to cultivate good hand writing, the handwriting that gives no trouble for the reader to read. To achieve this purpose, attention should be paid to make sure that there is proper spacing and right proportion in size and that the lines are kept straight.

Discussing the significance of this stage in learning writing skills, Rivers, (1968, p.246) says, "As the student is copying, he should repeat to himself what he is writing. In this way, he deepens the impression in his mind of the sounds, the symbol represent, and he has further repetition practice of basic dialogue or pattern sentences. After he has had some practice in copying accurately, with correct diacritical and punctuation marks he may continue to copy as an aid to memorization".

### **b. Reproduction**

At this stage, students are required to write sentences that they have mastered orally from their memory without seeing a model. Rivers, (1968, p.244), "Reproduction is a bit more challenging than copying as students have to remember the shapes of letter, words and sentences without reference to their written form". This helps them to

improve their memory. Here, too, attention should be paid to proper punctuation, size and spacing.

The easiest form of reproduction is to ask students to reproduce the words and sentences they have copied without seeing the copy. Then they should be asked to reproduce the words and sentences they have memorized orally by means of drills, dialogues, etc.

### **c. Recombination**

Recombination involves writing sentences that students have learnt previously with slight changes. Richards, (1986, p.243), “Completing sentences seeing pictures or using alternative words given, producing drilled patterns with slight changes on some parts of them, transforming sentences on the basis of given clues, etc. are some examples of recombination”. Other examples involve producing sentences from a substitution table, expanding sentences to include given words or information, etc.

This stage of writing is particularly useful to train students in manipulating language forms and to develop their ability to write correct sentences. Although recombination is more challenging than reproduction as it requires thinking on the part of the hearer, it is still mechanical as it focuses on the form of language rather than expression of one's ideas or personal meanings. Thus, recombination exercises are primarily for the manipulation of grammatical patterns rather than for the communication of new ideas.

### **2.1.7 Introduction to Guided Writing**

Guided writing is semi-controlled writing activity. Writing is not totally controlled but guided in some way. So guided writing is neither controlled nor free. It stands as a bridge between controlled and free writing. In controlled writing the structure and

vocabulary are controlled but in guided writing only the message or content is controlled. Students are free to use their own vocabularies and structures where possible. Guided writing exercises take various forms. They can be information transfer exercises such as transforming information from a chart, table, graph etc. into orthographic texts or may involve developing notes into a coherent text or can be exercises based on the texts that students have dealt with as part of their reading lesson. It includes any writing for which students are given assistance such as model to follow, a plan or outline to expand from, a partly-written version with indications of how to complete it or pictures that show a new subject to write about in the same way as something that has been read. Other form of guided writing exercises would be a series of questions, the answers of which can form unified text, outlines that can be developed into the form of a text, a dialogue for the students to report.

In this regard, Rivers, (1968, p.252) says, “In guided writing, the students will be given some freedom in the selection of lexical item and structural patterns for his written exercise, but within a framework which restrains him from attempting to compare at a level beyond his state of knowledge”.

### **2.1.8 Stages of Guided Writing**

There are three stages of guided writing. They are;

#### **a. Before Writing:**

It is the first stage of guided writing which supports student’s planning and drafting of their work. The previous shared session(s) should be referred back to and then extended to further the student’s learning in the writing process. Following are some examples for implementing it:

- i. The teacher modeling the process of planning and drafting.

- ii. Developing sentence construction and punctuation.
- iii. Retelling a known story in the correct sequence.
- iv. Planning a piece of poetry drawn from a model discussed in the shared session.
- v. Oral rehearsal: in particular, those students who have literacy skills needs.

#### **b. At the Point of Writing**

It is the second stage of guided writing which can be done when the students are beginning to, or have already begun to write independently .The sessions should be used to praise efforts and offer constructive criticism in order to move learning forward. These are some examples for implementing guided writing in this stage;

- i. Write the first or next paragraph of an explanation text and be invited to read it aloud to the group.
- ii. Reread for clarity and purpose.
- iii. Use of consistency in terms of writing traits.
- iv. Use genre-specific vocabulary; choice of phrases, use of complex sentences.
- v. Re-visit objectives for writing and check their work against the success criteria/rubric.

#### **c. After Writing**

It is the final stage and is the sessions of feedback. Students should be given the opportunity to assess their independent writing. This can be achieved independently or with peer support. Following are some examples for implementing guided writing at this stage;

- i. Discuss writing targets and agree upon next steps/new target.

- ii. Support student to edit, proofread and reflect on the impact on the reader.
- iii. Evaluate work against success criteria/rubric.

Source: (<http://www.oxforddictionaries.com>)

### **2.1.9 Stages of Reading**

There are three stages of reading which are mentioned in the following ways:

#### **a) Pre-reading**

It is the first stage of reading. In this stage students become ready for reading. It has following sub-stages:

- **Set a purpose:** In this stage, students set a purpose for reading (summary, paraphrase, entertainment) and make a mental or written note in reading the text.
- **Make predictions:** Students have to make some predictions about what topics, ideas and issues the text will cover and how the author will communicate.
- **Build knowledge:** Students think about the topic: familiarize themselves with the content; language; and format of the text; what topics, issues and ideas the text will cover.
- **Preview the vocabulary:** Students quickly skim and scan the text for unfamiliar vocabulary and then try and determine the meaning from the context.
- **Skimming:** Students do a quick surface level reading of the text paying attention to subheadings, visuals, and format to determine whether the text contains information that they might need to use in their own writing.

- **Scanning:** Students do a quick reading of the text and search for specific words, phrases, ideas, visuals, format, and subheadings.

## **b) While Reading**

It is the second stage of reading in which students begun to write after reading the text items. It has following sub-stages:

- **Order of reading the text:** Students follow the following order to read the text such as:
  1. Title/headings
  2. Sub-headings
  3. First paragraph
  4. Last paragraph
  5. First sentence of each paragraph
  6. Whole text
- **Attending to the different elements in the text:** students pay attention to what the author is trying to communicate; how does the author use the language to convey meaning? What are some of the obvious and/or hidden themes in the text? Try and get a sense of the writer's attitude toward the topic.
- **Guessing:** when students come to a word that they don't know, try and guess the meaning from the context, don't stop reading -keep going even if one or two words are unfamiliar.
- **Reading silently:** Students have to read silently. They have to focus on text rather than accuracy.

### c) Post Reading

It is the final stage of reading text. In this stage students are given feedback and corrections are done.

- **Evaluate:** Students provide an opinion on how effective the author has been in carrying out the purpose of the writing and in what ways the writer has been successful at accomplishing the task.
- **Map:** Create a map (visual representation) of the different ideas in the text starting with the main theme in the center and building off of it to list the related and supporting details
- **Discuss:** Students analyses the ideas in the text and discuss any unfamiliar or special vocabulary; examine how the author structured the text and what grammatical and structural patterns were used in support of the author's purpose for writing.
- **Return to initial predictions:** Students ask themselves whether the predictions they made about the content and plan of the text were confirmed or denied.
- **Answering your pre reading questions:** Students try to answer their initial questions to determine if the text provided to them with the information they expected, predicted or needed.
- **Following up with a written assignment:** At this time students make use of what they have read to generate a summary, paraphrase or semantic map in preparation for a more extended writing assignment

## **2.2 Review of Empirical Literature**

Every researcher needs to observe the fundamental background of the related subject and past studies. Through a number of research works have been carried out in the field of teaching English; very few of them have been conducted in the field of teaching English and effectiveness of homework for language proficiency. Some research studies related to this study are reviewed as follows.

Singh (1999) carried out an experimental research entitle ` Effectiveness of Language Games in Primary Classes in Teaching Sentence Structure`. The objective was to find out whether or not language games useful in primary level in teaching sentence structures. She divided a class into two groups: control group and experimental. She gave pre-test to both groups. After that she taught the control group in usual way and introduced new treatment to the experimental group. After one month post tests were given to both groups. When the pre and post tests were result were compared, the study found that experimental group performed better.

Similarly, Kumar (2001) carried out survey research entitle ` Technique used by Lower Teachers in Teaching Grammar`. The objective of the study was to explore out what techniques secondary level English teachers use while teaching grammar. It is found that most of the teachers make use of language games, puzzles and cloze texts to teach grammar as class work and completed even at home as homework. It was also found that objectives of the less were achieved where learner centeredness was adopted.

On the other hand, Seebaugh (2007) carried out research entitle `Homework: Exploring the Students` Perspective`. The objective of the study was to explore the

homework phenomenon from students` perspective. He used questionnaire to collect data .The **questionnaire was** completed by 11 males and 15 females. Five 4th graders, five 5th graders, six 6th graders, four 7th graders, and six 8th graders completed the questionnaire. Once all 26 questionnaires were completed, results were sorted by question. Answers were coded in order to identify recurring themes. The questionnaire began by establishing how much time the students were spending on homework each night. Three students indicated that their time varied depending on the amount of homework they have. Fifty percent of the students reported spending less than 30 minutes each night. 31% said they spend 30 minutes to an hour. Only one student reported spending more than an hour According to the students, 88% of teachers usually explain the homework before assigning it. Two students responding to the questionnaire believed there was no explanation necessary. Only one child said teachers do not provide an explanation.

Similarly, Sheridan (2008) carried out research entitle `Homework: A Natural means of Home- School Collaboration`. The purpose of this article is to place homework in the framework of an emerging interest in the development of effective home-school partnerships. Specifically, review of the homework literature is provided with attention to parent-, teacher-, and child-mediated programs. Several homework programs that have received empirical support are described. Finally, the role of the school psychologist in supporting and coordinating complementary home-school homework programs is explored.

In the same way, Hayward (2010) carried out a survey research entitle ` The Effects of Homework on Students 'Achievement'. The purpose of this study was to determine how implementing a homework correction planeffects student achievement in

mathematics. To analyze the results of this study; he first looked at the students' scores on homework assignments, quizzes, and tests from the pre-intervention unit. Then, he focused on the students' scores during the post-intervention unit and then discussed the student feedback from the surveys that were given prior to the study and at the end of the study.

Likewise, Pandey (2011) carried out a research on 'Effectiveness of Task based approach in teaching creative writing'. The main purpose of carrying out this research was to find out the effectiveness of task based approach in teaching creative writing. He found that the task oriented activities are effective in language teaching and valuable tool for reinforcing learning

In the same way, Carr (2012) carried out a research entitled 'Effectiveness of Homework for all Learners in the Inclusive class'. The objective was to find out a valuable tool for reinforcing learning. This article discussed how teachers can increase the effectiveness of homework assignments for all learners. Homework, when designed and implemented properly, was a valuable tool for reinforcing learning. With the increasing number of students with special needs included in general education settings and the increasing pressure placed on students to make academic gains on standardized tests, it was more important than ever that teachers were equipped with the tools necessary to effectively use homework as a learning tool for all students regardless of their ability levels.

In the above mentioned studies I did not find research related to the effectiveness of homework in teaching English to lower graders. However, their studies were only limited, I found the vast gap in classroom work and homework. So that, this study will be carried out in grade six to explore effectiveness of homework to learn English.

That is why this problem is selected to find out whether or not the homework develops language skills, better achievement of language learning and whether the homework foster better learning achievement among the learners or not.

### **2.3 Implication of the Review of Study**

The above reviewed studies are to some extent related to my study. After reviewing these studies, I have gathered lots of knowledge regarding how I should proceed. I will carry out an experimental research and I will take the help of Carr (2012) as his study was also related to effectiveness of homework. Nevertheless, other researchers conducted by Hayward (2010), Seebaugh (2007), Sheridan (2008) and so on, also gave me much information about the role of homework to develop language skills

### **2.4 Conceptual Framework**

Homework, no doubt, provides the students with democratic and natural environment where by they can involve in self-exploring which lets them to think and express their views, emotional, and thoughts in a meaningful way. Regarding teachers' role in the classroom, there are different roles discussed by different scholars. If we take a teacher as the one transmitting a message, then he or she can be seen as trying to communicate with the whole class, a group of students, or an individual students at different points of the lesson. The class reacts to the teacher's action in different way. They respect something well, something badly, they give some answers correctly, and make mistakes with others; they follow the teacher's instructions with some activities, and complete their remaining work at home as a homework. In the classroom we see the action and reaction between the teacher and the students. Students follow teachers instructions and complete work at home in a natural environment.

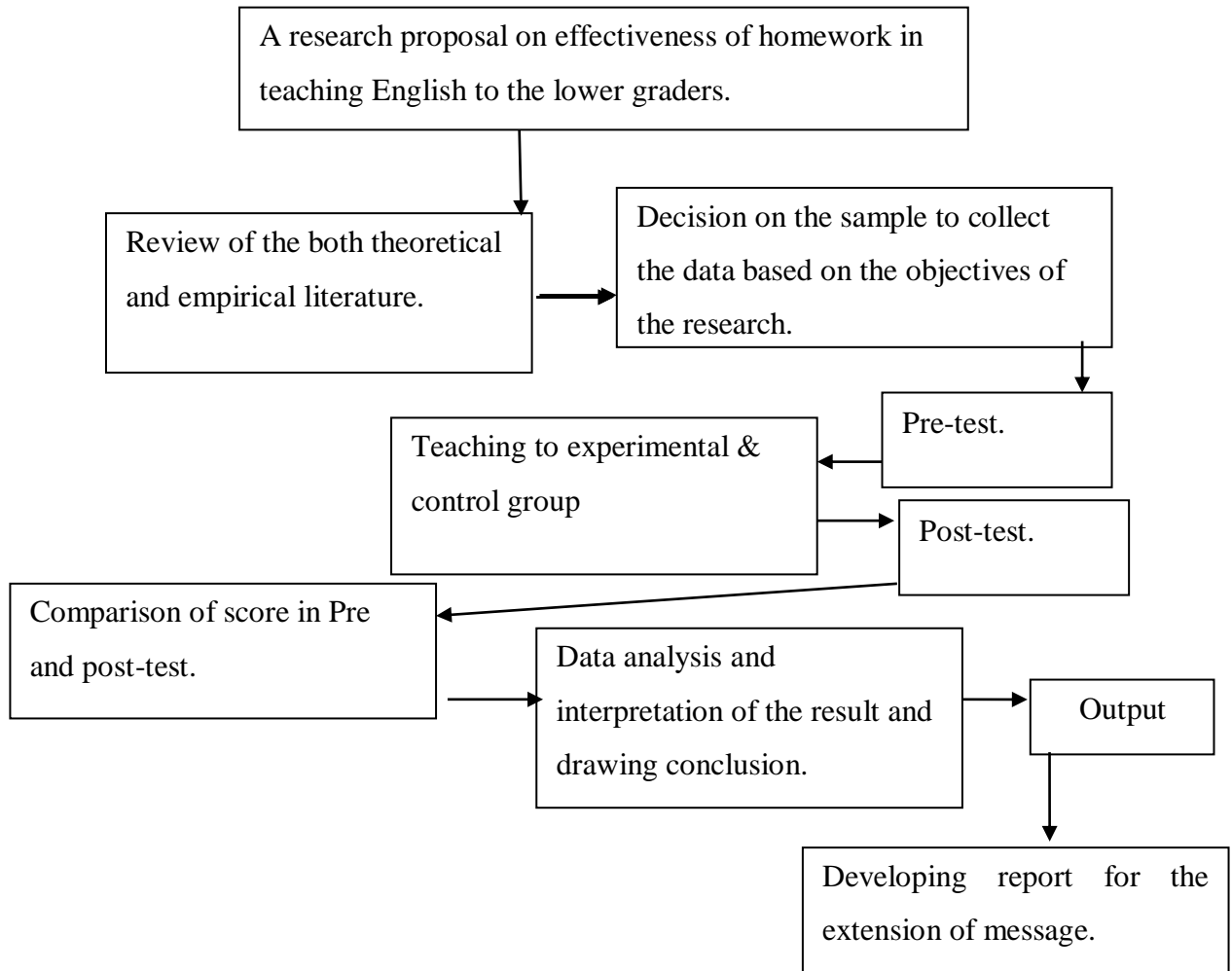


Fig. Conceptual Framework

## **CHAPTER - THREE**

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

#### **3.1 Design of the Study**

I used an experimental research to achieve the objectives. I had selected one public school of Jhumka through purposive sampling procedure and ask the school's administration for permission. Then, I divided class six of the school into two groups, i.e. experimental and usual group. One group was taught usual way without giving pressure in homework and experimental group was taught giving pressure on their homework and force them to do regularly. Before doing this I had given pre-test and after implementing treatment post-test was given based on their grade texts which were taught already. Finally I compared the mean scores of both the groups and findings were draw.

#### **3.2 Sources of Data**

I used both primary and secondary sources. The teacher and student of grade six were my primary sources whereas the books, journals and websites were my secondary sources.

##### **3.2.1 Primary Sources**

It is the first hand data which is collected by researchers themselves. So I have observed the homework regularly and gather information. I administered questionnaires, record classroom and homework activities.

### **3.2.2 Secondary Sources**

Secondary sources are the data collected from Carr (2012), Hayward (2010), Seebaugh (2007), Sheridan (2008) and text books, journals, theses, internet and so on. These types of data are prepared by someone for something else purposes. So I collected necessary data from above mentioned areas to make complete thesis.

### **3.3 Population and Sample**

The Population was 40 students studying and teaching in grade six of Bha .Si. Higher Secondary School of Jhumka - Sunsari district.

### **3.4 Sampling Procedure**

I have purposively selected one public school for my study. I have provided motivation and give pressure on regular homework. I have presented tests to collect necessary information.

### **3.5 Data Collection Procedure**

Test items were the major data collection tools or procedure.

### **3.6 Process of Data Collection**

In order to collect data for the research, I have visited Bha. Si Higher Secondary School and explained the purpose of visit. After getting the permission from school authority, I have administered pre-test to the students of grade – 6 and then divide class six into two groups and tell them about the purpose of the division. I took regular classes for a month by providing pressure to group 1 and group 2 were taught

in a usual way. After a month post-test was taken to both groups and results carried out by comparing the score of all students.

### **3.7 Data Analysis and Interpretation Procedure**

The collected data were analyzed and interpreted quantitatively.

## **CHAPTER - FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Results**

This chapter is the core part of the research which deals with the analysis and interpretation of data. Data was obtained from the due effort of the experimental study and field survey. As major objective of the research was to explore the effectiveness of teaching tenses through games, two groups of students; one with game techniques and another with usual method were taught to obtain the data for analysis. Likewise, some of the English teachers were also provided with the opportunity to observe the researcher's class to elicit their response. Furthermore, to claim the effectiveness of the game technique in tense teaching, t-test is used. The major findings are listed below:

1. To examine the students' ability of both pre and post-test a set of 100 marks test item was tested to both groups as a holistic comparison. It has been found that Group - 'Experimental' has got 82.9 average percentages in the post test which was only 68.825 percent in pretest. Where Group – 'Control got 64.575 average percentages in post-test which was 14.075 average percentages in the pre-test. Where experimental group got more 17 average percentage. (see table no. 1)
2. The test item match the words with their meaning was tested to the both group. In this test item group `Experimental` has progressed significantly as it has excelled group Control by 16.7 average increment percentage. This tells us the effectiveness of homework in teaching English. (see table no. 7)

3. The test item read the poem and answer the questions were tested to both group. It has been found that group- Experimental got 90 average percentage and group Control got 82.5 average percentage in post-test. (see table no. 8)
4. The test item read the unseen text and answer the question was tested to both groups. Where group Experimental got more 35 average percentage than that of group Control. ( see table no. 9)
5. In write a couple of paragraph on my best friend or teacher as free writing was tested, where group Experimental got 90 average percentage in post-test and group Control go 70 percentage. It indicated that group Experimental got more 20 average percentages, which indicates the effectiveness of homework in teaching English. (see table no. 10)
6. In complete the following dialogue as guided writing was tested, where group Experimental got 90 average percentages in post-test and group Control got 70 percentages. It indicated that group Experimental got more 20 average percentages, which indicates the effectiveness of homework in teaching English. (see table no. 11)
7. In write an essay was tested to both groups as free writing. In this test item group Experimental got more 6.25 average percentage than group Control. (see table no 12)
8. In the test item develop the sensible story through the given clue was tested where group Experimental exceeded by 25 percentage in the post-test to that of group Control. It reflects that the effectiveness of homework in teaching English

to the lower graders. Which was as equal average percentage in elaborating their thought? (see table no. 12 and 14)

9. In the test item write a letter was tested to the both group. Where group Experimental got more 20 percentage average percentage than that of group Control. (see table no 15)

Furthermore, while introducing homework to teach English, the students were found highly motivated so that there was active participation of all students in Group- 'Experimental' whereas students of Group- 'Control' seemed a bit passive. It was observed that the students of group- 'Experimental' has more long-lasting retention than those of Group-'Control' because the former ones learnt by doing. However, the researcher had to face the problem of classroom setting and noise pollution while teaching English through regular homework technique. On the contrary, there were not found such problems while teaching through usual classroom technique. Even though experimental group was a bit noisier, they were busy in learning by doing so that they could achieve better result in post-test.

## **4.2 Discussions**

The level of their reading comprehension and free writing have been analyzed and compared in the following tables:

### **4.2.1 Holistic Analysis of Pre-test and Post-test**

In this category, different test items were tested where students were asked to answer the questions. The students wrote answer of the questions according to their understanding. Students answered all items i.e. short answer, match the following,

true/false, filling in the blanks and complete the sentence as well as free writing as directed in the questions. The test was given to both pre-test and post-test groups. Here students` overall achievement is presented.

**Table 1**  
**Holistic Analysis of Pre-test and Post-test**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	1376.5	1658	68.825	82.9	68.825	82.9	14.075	14.075
Control	1291.5	1348.5	64.575	67.4	64.575	67.4	2.825	2.825

Table 1 displays the holistic achievement of students of pre-test and post-test. It shows that Group 'Experimental' obtained 68.825 average score in pre-test and 82.9 average score in post-test. Here, this group had increased the average score by 14.075 percent in the post-test. On the contrary, group 'Control' obtained 64.575 average score in pre-test and 67.4 average score in post-test with the increment of 2.825 percent. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control' because the former one had got 14.075 percent more in post-test than the later one which obtained only 2.825percent in post-test.

#### 4.2.2 Proficiency in 'Reading Comprehension'

In this category, different test items were tested where students were asked to answer the questions after reading given test. The students had to write answer of the questions by reading the passage. Students answered all five items i.e. short answer, match the following, true/false, filling in the blanks and complete the sentence as directed in the questions. The test was given both pre-test and post-test groups.

**Table 2**  
**Score Obtained in 'Reading Comprehension'**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	290	340	14.5	17	72.5	85	2.5	12.5
Control	300	290	15	14.5	75	72.5	-0.5	-2.5

Table 2 displays the achievement of students of pre-test and post-test. It shows that Group 'Experimental' had obtained 14.5 average score in pre-test and 17 average score in post-test. Here, this group had increased the average score by 12.5 percent in the post-test. On the contrary, group 'Control' has obtained 15 average score in pre-test and 14.5 average score in post-test with the decrement of -2.5 percent. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control' because the former one had got 12.5 percent more in post-test than the later one which had got only -2.5 percent in post-test.

#### 4.2.2.1 Proficiency in ‘Matching Items’ (Pre-Test and Post-Test)

In this test item, six questions were given to match the words with their meaning. The students have chosen their meaning according to knowledge they got while dealing with the book in the classes. The test was given to both pre-test and post-test group. Full mark was 6.

**Table 3**  
**Scores Obtained in ‘Matching Items’**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Score	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	80	100	4	5	66.6	83.3	1	16.6
Control	100	80	5	4	83.3	66.6	-1	-16.6

Table 3 shows that group ‘Experimental’ got 4 average score in pre-test but it had increased by 1 marks in post-test. So, the group increased the marks by 16.6 percent in post-test.

On the contrary, group ‘Control’ had obtained 5 and 4 average score in pre-test and post-test respectively. It decreased by 1 mark in post-test though it obtained 1 more mark in pre-test average mark than Experimental. This data displayed that group Experimental had got better achievement than group ‘Control’ in this test item.

#### 4.2.2.2 Proficiency in 'Short Answer Type' Test Items

In this category, students were asked to read the poem and do the activities given below. Where out of five different test items, there five questions to be answered, each question carried 1 mark, match the words with their meaning where six words and their meaning was given and it was of 3 full marks, fill in the blanks with correct words with 3 marks, true or false item with 2 marks choose the best answer to complete the sentences. Students answered all items as directed in the questions. The test was given to both pre-test and post-test groups.

**Table 4**

**Score Obtained in 'Short Answer Type' Test Items**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Score	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	300	360	15	18	75	90	3	15
Control	320	330	16	16.5	80	82.5	0.5/	2.5

Table 4 displays the achievement of students of pre-test and post-test. It shows that Group 'experimental' obtained 15 average score in pre-test and 18 in post-test. Here, this group had increased the average score by 15 percent in the post-test. On the contrary, group 'Control' has obtained 16 average score in pre-test and 16.5 in post-test with the increment of 2.5 percent. It revealed the fact that group 'Experimental' achieved more progress in this domains than group 'Control' because the former one

got 15 percent more in post-test than the later one which got only 2.5 percent in post-test.

#### 4.2.2.3 Proficiency in Test Item: 'Opposite Words'

In this category, students were asked to read the unseen text and do the activities given below. Where out of three different test items, five words were given to find out opposite words from the reading text which contained with five marks, next was to find out true or false item with five marks and the final was to answer the questions based on the reading text.

**Table 5**  
**Score Obtained in 'Opposite Words'**

Group	Total Score		Average Score		Average Percentage		Diff .in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	190	350	9.5	17.5	47.5	87.5	8	40
Control	200	220	10	11	50	55	1	5

Table5 displays the achievement of students of giving opposite words. It shows that group 'Experimental' had obtained 9.5 average score in pre-test and 17.5 in post-test. Here, this group had increased the average score by 40 percent in the post-test. On the contrary, group 'Control' has obtained 10 average score in pre-test which was better than that of 'Experimental' and 11 score in post-test with the increment of 5 percent only. It revealed the fact that group 'Experimental' had achieved more progress in this

domains than group 'Control' because the former one had got 40 percent more in post-test than the later one which had got only 5 percent in post-test.

### 4.2.3 Proficiency in Writing

In this category, students were asked to write a couple of paragraph, completion of dialogue, essay writing, developing story, expression of opinions and letter writing in both pre and post-test respectively. Which contained 40 full marks?

**Table 6**  
**Score Obtained in 'Free Writing'**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	460	640	23	32	57.5	80	10	25
Control	480	480	24	26	60	65	2	5

The table 6 displays the achievement of students in free writing. It shows that group 'Experimental obtained 23 average score in pre-test and 32 in post-test. Here, this group had increased the average score by 25 percent in the post-test. On the contrary, group 'Control' has obtained 24 average score in pre-test and 26 score in post-test with the increment of 5 percent only. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control' because the former one got 25 percent more percentage in post-test than the later one which got only 5 percent in post-test.

**4.2.3.1 Proficiency in ‘Writing a Couple of Paragraphs on My best friend/ My best teacher’ (Pre-Test and Post-Test)**

In this category, students were asked to write a couple of paragraph on my best friend and their best teacher in pre and post-test respectively. Which contained with five full marks?

**Table 7**

**Score Obtained in ‘Writing a Couple of Paragraphs’**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	70	90	3.5	4.5	70	90	1	20
Control	60	70	3	3.5	60	70	0.5	10

The table7 displays the achievement of students of pre-test and post-test. It shows that group ‘Experimental’ obtained 3.5 average score in pre-test and 4.5 in post-test. Here, this group had increased the average score by 20 percent in the post-test. On the contrary, group ‘Control’ has obtained 3 average score in pre-test and 3.5 score in post-test with the increment of 10 percent only. It revealed the fact that group ‘Experimental’ had achieved more progress in this domains than group ‘Control’ because the former one had got 20 percent more in post-test than the later one which had got only 10 percent in post-test.

#### 4.2.3.2 Proficiency in 'Completion Items' (Pre-Test and Post-Test)

In this category, students were asked to complete the given dialogue. Students were given options to choose and complete the dialogue in the box. The full mark was five only.

**Table 8**  
**Score Obtained in 'Completion Items'**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	70	90	3.5	4.5	70	90	1	20
Control	60	70	3	3.5	60	70	0.5	10

Table displays the achievement of students of pre-test and post-test. It shows that group 'Experimental' had obtained 3.5 average score in pre-test and 4.5 in post-test. Here, this group had increased the average score by 20 percent in the post-test. On the contrary, group 'Control' has obtained 3 average score in pre-test and 3.5 score in post-test with the increment of 10percent only. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control' because the former one had got 20 percent more in post-test than the later one which had got only 10 percent in post-test.

### 4.2.3.3 Proficiency in `

### 4.2.3.4 'Writing an Essay' Test Item (Pre-Test and Post-Test)

In this category, students were asked to write an essay on `Good Habits`, `Friendship` and The person I like most. Students were given options to choose and write an essay. The full mark was eight only.

**Table 9**

**Score Obtained in 'Writing 'Essay' Test Item**

Group	Total Score		Average Score		Average Percentage		Diff .in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	110	140	5.5	7	68.75	87.5	1.5	18.75
Control	120	130	6	6.5	75	81.25	0.5	6.25

Table displays the achievement of students of pre-test and post-test. It shows that group 'Experimental' had obtained 5.5 average score in pre-test and 7 in post-test. Here, this group had increased the average score by 18.75 percent in the post-test. On the contrary, group 'Control` has obtained 6 average score in pre-test and 6.5 score in post-test with the increment of 6.25 percent only. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control' because the former one had got 18.75 percent more in post-test than the later one which had got only 6.25 percent in post-test.

#### 4.2.3.5 Proficiency in 'Writing a Short Story' Test Items (Pre-Test and Post-Test)

In this category, students were asked to complete incomplete story test item. Students developed it according to their experience and knowledge as discuss in the class. Full mark of the test was six marks.

**Table 10**  
**Score Obtained in 'Writing Story ' Items**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	50	95	2.5	4.75	41.6	79.1	2.25	37.5
Control	60	65	3	3.25	50	54.1	0.25	4.1

Table 10 displays the achievement of students of pre-test and post-test. It shows that group 'Experimental' had obtained 2.5 average score in pre-test and 4.75 in post-test. Here, this group had increased the average score by 37.5 percent in the post-test. On the contrary, group 'Control' has obtained 3 average score in pre-test and 3.25 score in post-test with the increment of 4.1 percent only. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control'

because the former one had got 37.5 percent more in post-test than the later one which had got only 4.1 percent in post-test.

#### 4.2.3.6 Proficiency in 'Expressing Opinion'(Pre-Test and Post-Test)

In this category, students were asked to present their opinion on the given test item.

Students answered according to their own realization.

**Table 11**  
**Score Obtained in 'Expressing Opinion' Items**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Sore	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	50	95	2.5	4.75	41.6	79.1	2.25	37.5
Control	60	65	3	3.25	50	54.1	0.25	4.1

Table 11 displays the achievement of students of pre-test and post-test. It shows that group 'Experimental' had obtained 5.5 average score in pre-test and 7 in post-test. Here, this group had increased the average score by 18.75 percent in the post-test. On the contrary, group 'Control' has obtained 6 average score in pre-test and 6.5 score in post-test with the increment of 6.25 percent only. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control'

because the former one had got 18.75 percent more in post-test than the later one which had got only 6.25 percent in post-test.

#### 4.2.3.7 Proficiency in 'Letter Writing' (Pre-Test and Post-Test)

In this category, students were asked to write a letter to their uncle telling him to attain their birthday party.

**Table 12**  
**Score Obtained in 'Letter Writing' Items**

Group	Total Score		Average Score		Average Percentage		Diff. in Average Score	Diff. in Average (%)
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
Experimental	70	90	3.5	4.5	70	90	1	20
Control	70	70	3.5	3.5	70	70	0	00

Table 12 displays the achievement of students of pre-test and post-test. It shows that group 'Experimental' had obtained 3.5 average score in pre-test and 4.5 in post-test. Here, this group had increased the average score by 20 percent in the post-test. On the contrary, group 'Control' has obtained 3.5 average score in pre-test and 3.5 score in post-test with the increment of 00 percent. It revealed the fact that group 'Experimental' had achieved more progress in this domains than group 'Control' because the former one had got 20 percent more in post-test than the later one which had got only 00 percent in post-test.

## Testing Statistical Significance

This hypothesis can be formulated as follow:

Null hypothesis is  $H_0: H_1 = H_2$  (There is no significant difference between teaching English through homework.)

Alternative hypothesis is  $H_a: H_1 \neq H_2$  (There is a significant difference between teaching English through homework ( $H_a$ : alternative)).

Calculation of mean and  $S^2_1$  and  $S^2_2$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad \begin{array}{l} \mapsto \\ \mapsto \\ \mapsto \end{array} \quad \begin{array}{l} \text{difference between means} \\ \text{variance} \\ \text{sample size} \end{array}$$

Where,

$\bar{X}_1$  = mean of experimental sample

$\bar{X}_2$  = mean of controlled sample

$N_1$  = number of cases in experimental sample

$N_2$  = number cases in control sample

$S^2_1$  = variance of experimental sample

$S^2_2$  = variance of control sample

If t- value equals or exceeds 1.96, we may conclude that the difference between means is significant at the 0.05 level i.e. we can reject null hypothesis but it indicates that a difference in means as large as that found between the experimental and controlled groups would have resulted from sampling error in less than 5 out of 100

replication of the experiment. This suggests that 95 percent probability that the difference was due to the experimental treatment rather than to sampling error.

Likewise, if the t- value equals or exceeds 2.58, we may conclude that the difference between means is significant at the 0.01 level which suggests that 99 percent probability that the difference was due to the experimental treatment rather than to sample error.

Now, using the data collected, let's test the null hypothesis

Experimental Group (Experiment) Controlled Group (Control). (*See Appendix III*)

$$N_1 = 20$$

$$\bar{X}_1 = 82.9$$

$$S^2_1 = \frac{N \sum X^2 - (\sum X)^2}{N^2}$$

$$= \frac{20 \times 147346.5 - (1658)^2}{400}$$

$$= \frac{2946930 - 2748964}{400}$$

$$= \frac{197966}{400}$$

$$= 494.915$$

$$N_2 = 20$$

$$\bar{X}_2 = 67.425$$

$$S^2_2 = \frac{N \sum X^2 - (\sum X)^2}{N^2}$$

$$= \frac{20 \times 93326.75 - (1348.5)^2}{400}$$

$$= \frac{1866535 - 1818452.25}{400}$$

$$= \frac{48082.75}{400}$$

$$= 120.207$$

Now,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$= \frac{82.9 - 67.425}{\sqrt{\frac{494.915}{20} + \frac{120.207}{20}}}$$

$$= \frac{15.475}{\sqrt{\frac{494.915 + 120.207}{20}}}$$

$$= \frac{15.475}{\sqrt{\frac{615.12}{20}}}$$

$$= \frac{15.475}{\sqrt{30.76}}$$

$$= \frac{15.475}{5.55}$$

$$= 2.79$$

Since, a t-value of 2.79 exceeds 1.960; the null hypothesis may be rejected at the 0.05 level of significance that is if this experiment were replicated with random samples

from the same population, the probability is that a difference between performances as great that observed the result from sampling error in fewer than 5 out of 100 replications. This test would indicate rather strong evidence that the treatment (homework) would probably make effective difference in the teaching English when applied to similar population. Thus, the researcher can now claim teaching through homework has been more effective.

## CHAPTER -FIVE

### FINDINGS, CONCLUSIONS AND IMPLICATION OF THE STUDY

#### 5.1 Findings

The present research deals with an effort to find out the Effectiveness of Homework in teaching English to the Lower Graders. So, one month was consumed to conduct the experiment in Bha. Si School including 40 students studying in six 'vi'. They were divided into two different groups as Experimental for experimental and the next as Control along with 20 students in each group. On the basis of analysis and interpretation of the primary data that the researcher has made in the previous group, she tries to present findings in this section as follows:

1. To examine the students' ability of both pre and post-test a set of 100 marks test item was tested to both groups as a holistic comparison. It has been found that Group - 'Experimental' has got 82.9 average percentage in the post test which was only 68.825 percent in pretest. Where Group – 'Control got 67.4 average percentages in post-test which was 14.075 average percentage in the pre-test. Where experimental group got more 17 average percentage. (see table no. 1)
2. To examine the students' ability to read the text and answer the given questions were tested in both groups. It has been found that Group - 'Experimental' has got 85 average percentages in the post test which was only 72.5 percent was the score in pretest. Where Group – 'Control has been got 72.5 average percentage in post-test which was 75 average

percentage in the pre-test. Where experimental group Experimental got more 12.5 average percentage. (see table no. 2)

3. The test item match the words with their meaning was tested to the both group. In this test item group `Experimental` has progressed significantly as it has excelled group Control by 16.7 average increment percentage. This tells us the effectiveness of homework in teaching English. (see table no. 3)
4. The test item read the poem and answer the questions were tested to both group. It has been found that group-Experimental " got 90 average percentage and group Control got 82.5 average percentage in post-test.(see table no4)
5. The test item read the unseen text and answer the question was tested to both groups. Where group Experimental got more 35 average percentage than that of group Control. ( see table no. 5)
6. In write a couple of paragraph on my best friend or teacher as free writing was tested, where group Experimental got 90 average percentage in post-test and group Control go 70 percentage. It indicated that group Experimental got more 20 average percentage, which indicates the effectiveness of homework in teaching English. (see table no. 7)
7. In complete the following dialogue as guided writing was tested, where group Experimental got 90 average percentage in post-test and group Control go 70 percentage. It indicated that group Experimental got more

20 average percentage, which indicates the effectiveness of homework in teaching English. (see table no. 8)

8. In write an essay was tested to both groups as free writing. In this test item group Experimental got more 6.25 average percentage than group control. (see table no 9)

9. In the test item develop the sensible story through the given clue was tested where group Experimental exceeded by 25 percentage in the post-test to that of group Control. It reflects that the effectiveness of homework in teaching English to the lower graders. This was as equal average percentage in elaborating their thought. (see table no. 11)

10. In the test item write a letter was tested to the both group. Where group Experimental got more 20 percentage average percentage than that of group Control. (see table no 12)

11. Furthermore, while introducing homework to teach English, the students were found highly motivated so that there was active participation of all students in Group- 'Experimental' whereas students of Group- 'Control' seemed a bit passive.

It was observed that the students of group- 'Experimental' has more long-lasting retention than those of Group-'Control' because the former ones learnt by doing. However, the researcher had to face the problem of classroom setting and noise pollution while teaching English through regular homework technique. On the contrary, there were not found such problems while teaching through usual classroom

technique. Even though experimental group was a bit noisier, they were busy in learning by doing so that they could achieve better result in post-test.

Therefore, it is transparent that if students are assigned to do regular homework whatever was discussed at class while teaching English, they can perform better than those who are not assigned to do so. So, this research reveals that teaching English through regular homework is more effective than usual classroom techniques.

## **5.2 Conclusions**

The researcher has found out the experience of two different techniques (homework technique and usual classroom technique) in teaching English through regular homework can really be more effective than usual classroom techniques from several perspective which have already been discussed in the preceding chapter. There is requirement of strategic plans for improving in the lower secondary level for the development of students` habit of doing regularly given homework. Very few of the English teachers might be giving pressure on regular homework technique to teach English in the classroom. The following conclusions are presented on the basis of findings:

- This research shows that group 'Experimental' performed relatively better in every aspect of language. Thus, this regular homework technique should be used to teach other aspect of English like tense items and types in all the school.
- To implement this technique in school level effectively, the teacher should be trained and provided with sufficient teaching technique with required teaching materials to make teaching entertaining.

- The textbook writer should include as many as possible exercises to in their text-books so that the students can practice different types of items by not wasting the leisure time , from that the students can develop the habit of competition so as to learn faster and to solve problems. At this situation, the teachers can develop the habit of cooperation is also strengthened in the students at the same time.
- The syllabus designers and methodologists should encourage the use of text book and dictionaries in teaching and learning English language for lower graders so that students can get more new words and their meaning which actually develop word power among the students. Thus, by using homework techniques the teachers can develop their physical, mental, intellectual and social behavior of the students.
- As a research was limited only to 40 students of basic level in private school of Sunsari district, it can` t be claimed however, that the findings of this study are applicable for all schools of Nepal. In order to test the validity of these research findings is desirable to carry out further research in this area involving more and more number of schools and students.
- While teaching English through regular homework, the teacher has to face various problems. Thus, there are given following practical suggestions by which the concerning teachers may benefitted.
- The teacher should have organized lessons systematically, by which, students are interested in taking part in each activities and teaching activities will be completed fruitfully.

- Getting students to learn new interesting way to learn English with sufficient exercises may be a constant battle for their attention. Students won't just learn how to recall whatever they have learnt in the class with examples, but they'll be using it in context and creating something all their own.
- Students of English as a Second Language (ESL) and students of English as a Foreign Language (EFL) can expand their horizon of knowledge while involving in homework regularly. Homework helps students to be creative while reinforcing current knowledge of the English language.
- So that the teacher can motivate the student about subject matter easily.

### **5.3 Implications**

The implications of the findings in strategy level, implication level and further researches have been suggested as follow:

#### **5.3.1 Policy Level**

On the basis of the findings of the study, the following implications in policy level can be made so that lacks seen in different reading texts can be minimized.

- a) The findings of the study can help the government to adopt suitable English curriculum which fits the students.
- b) Textbook writers and curriculum designers can be equally benefited by the achievement of the students and can select good exercises which suit the students.
- c) The result of the study can help to create supportive and favorable reading environment in the schools.

After observing the students achievements teachers, students and other concerned authority can conduct different workshops and can develop appropriate homework and class work for further practice and to enhance their achievement.

### **5.3.2 Practice Level**

On the basis of findings of the research, following implications can be made in practice level so that the gap seen in different reading texts can be minimized.

- a) This study helps the teachers to enhance their achievement level.
- b) English language teachers can equally benefited to develop new teaching learning strategy and enhance the students reading comprehension ability.

The findings of the study can be a corner stone to the teachers and students to develop appropriate teaching learning environment analyzing their teaching learning culture.

### **5.3.3 Further Research**

On the basis of findings of the study several recommendations can be made for further researches which complement the research undertaken in this field. The following recommendations can be made for further research:

- a) Effectiveness of ICT in ELT classes.
- b) Reading comprehension ability of the sixth Graders in free-writing.
- c) Effectiveness of games to develop students reading comprehension ability.
- d) Impact of internet to the tenth graders.
- e) Role of teachers in ELT classes

In a conclusion, if further insights can be generated based on the conceptual framework and the result of the present study and gap seen in different texts can be minimized.

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## Appendix - I

### 1. The result of pre-test and post-test of group 'Experimental' Full Marks: 100

S.N.	Name of students	Pre-test (X)	Post-test (X)	X <sup>2</sup> of Post-test	D	D%
1	Laxmi Rai	80	90	8100	10	10
3	SujanKatuwal	77.5	81	6561	3.5	3.5
5	ChetanaDhungana	85	97	9409	12	12
7	PreetakaAdhikari	81	91	8281	10	10
9	Lipika Chaudhary	86.5	90	8100	04	04
11	Nikesh Chaudhary	73	87.5	7656.25	14.5	14.5
13	Zibar Chaudhary	71.5	94	8836	22.5	22.5
15	Sachin Chaudhary	68	78.5	6162.25	10.5	10.5
17	Manish Chaudhary	67	74	5476	7	7
19	Ganesh Shrestha	66	85.5	7310.25	19	19
21	Samjhana BK	75	81	6561	06	06
23	Krishna Magar	64.5	83.5	6972.25	19	19
25	AkritdSardar	82	89	7921	07	07
27	LokeshKarki	76.5	88	7744	11.5	11.5
29	Pooja Shah	57	84.5	7140.25	27.5	27.5
31	NishavBishka	56	70	4900	14	14
33	Dal Bahadur Magar	50.5	83	6889	32.5	32.5
35	Shiwani Chaudhary	49	77.5	6006.25	28.5	28.5
37	Saurab Basnet	55.5	64	4096	8.5	8.5
39	Osan Chaudhary	55	69	4761	14	14
	Total	1376.5	1658	147346.5		

## Appendix II

### 2. The result of pre-test and post-test of group 'Control'

**Full Marks: 100**

R.N.	Name of the Students	Pre-test(X2)	Post-test (X2)	X <sup>2</sup> of Post-test (X)	D	D%
2	NamitaBhudhathoki	81.5	82.5	6806.25	1	1
4	SurajPoudel	86	88	7744	2	2
6	SurajKarki	77.5	78.5	6162.25	3	3
8	Santa Maya Magar	78	75	5625	3	3
10	Gaurab Shrestha	80.5	82	6724	2.5	2.5
12	Kritika Chaudhary	75.5	75.5	5700.25	00	00
14	Arjun Khatri	71	75	5625	4	4
16	Sudip Basnet	68	65	4225	3	3
18	Karan Marik	67	71	5041	4	4
20	Prena BK	65	70	4900	5	5
22	Anuska Limbu	64	68	4624	4	4
24	Anu BK	61	65	4225	4	4
26	Narayan Mugrati	60	65	4225	5	5
28	Shiva Meheta	59	63	3969	4	4
30	Apsana Chaudhary	56	60	3600	4	4
32	Sujan Thakur	53	60	3600	7	7
34	Arjun Khatri	49	55	3025	6	6
36	Bishal Chaudhary	45	51	2601	6	6
38	PrajwalThapa	50	51	2601	1	1
40	PramaBK	45	48	2304	3	3
	Total	1291.5	1348.5	93326.75		

## Appendix III

<b>Class-SIX</b> <b>Subject- Our English</b>	<b>Pre-Test</b> <b>Time:2.15hours</b>	<b>FM: 100</b> <b>PM: 30</b>
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A) Read the following texts and answer the following questions: 20

### Text A

#### Dr. Ram Baran Yadav: The First President of Nepal

Dr. Ram Baran Yadav was born to a simple farming family in Sapahi village of Dhanusha district on 4<sup>th</sup> February, 1948. He grew up to become a medical doctor and later to become the first president of Nepal.

Dr. Yadav completed his school education in Dhanusha district. Later, he came to Kathmandu to pursue his education.

He was very interested in studying medicine. He got the opportunity to fulfill his dream when he joined Calcutta Medical College. From there, he received his MBBS degree. He continued his education in Chandigarh and finished his MD degree.

He was interested in politics even in his college days. Later, he became the personal doctor to B.P. Koirala, the first elected prime minister of Nepal. Mr. Koirala was an influential leader and politician. This led to Dr. Yadav becoming an active politician.

Dr. Yadav got elected to the House of Representatives from Dhanusha district in 1991 election. He held the position of health minister from 1991 to 1994. He also became the health minister later from 1999 to 2001.

After the monarchy ended in 2008, the country decided to elect a President as the first President

1) Read the text and answer the question:  $5 \times 2 = 10$

- I. Where and when was Dr. Yadav born?
- II. Why did he come to Kathmandu?
- III. Where he did his MD degree?
- IV. Who was B.P. Koirala?
- V. When was monarchy system ended in Nepal?

2) Match the following  $\therefore 0.5 \times 6 = 3$

#### AB

- |                |   |
|----------------|---|
| a) President   | - able to have a powerful effect on people. |
| b) Elected     | - had a position..                          |
| c) Influential | - made some body take oath                  |
| d) Held        | - system of rule by king.                   |
| e) Monarchy    | -head of the state of republic              |
| f) Sworn       | - chosen somebody by vote                   |
- 3) fill in the blanks with correct words from the box:  $0.5 \times 6 = 3$

pursue, opportunity, MBBS degree, politics, house of representatives, states.

- i. Everyone wants to grab the golden.....
- ii. It is said that..... is a dirty game.
- iii. The USA has more than 50 .....
- iv. My brother went to Australia to ..... hi studies.
- v. She completed her .....from Chitwan Medical College.
- vi. He became the member of .....

- 4) Find out True False.  $0.4 \times 4 = 2$
- Dr. Yadav was a business man.
  - Dr. Yadav is the first president of Nepal.
  - He completed his MD degree from America.
  - The monarchy system ended in Nepal in 2008.
- a) Choose the best answer.  $0.5 \times 4 = 2$
- b) DR. Yadav was boen in...
- 1884
  - 1984
  - 1948
  - 1991
- c) He came to Kathmandu to continue his...
- Study
  - Politics
  - Business
  - Practice teaching.
- d) ... ....was the first elected prime minister of Nepal
- Dr. Yadav
  - B.P. Koirala
  - BhimsenThapa
  - Junga Bahadur Rana

**B. Match the words with their meanings. 6**

Column A	Column B
1. Longingly	-acting as if something were true
2. Hurdle	-the time of the day just after sunset
3. Pretending	-strong feeling of wanting something
4. Twilight	-a problem
5. Leading	-travelling from place to place
6. Journey	- being the way somewhere

**C. Read the poem and do the activities. 20**

**My Love to my Mother**

Bhaktapur Durbar as it is called  
 A historical place in Nepal  
 With great history that it beholds  
 This landmark is known to all  
 A great site with ancient touch  
 Its grandeur that I loved so much  
 With due respect I bow my head  
 To the legendry people who made this place  
 All those temples awesomely built  
 Truly Nepal as I felt  
 Impressing everyone watching them  
 There lay these amazing crafts and carvings  
 Siddhapokhari, a pond so wide  
 A place where gods and goddesses reside  
 With lots of fish swimming across  
 Got me surprised and awestricken  
 The wind blowing towards me  
 Woke me up from my fantasy  
 But this grand place was not a dream  
 In this grandeur, I started drawing.

**a) Read the poem and answer the following questions.**

$5 \times 2 = 10$

- Which historical place is described in this poem?
- Why is this place known to all?
- What is this poem about?
- Where do the gods and goddesses reside?
- What thing woke up from his fantasy?

**b) Match the followings:  $0.5 \times 6 = 3$**

A	B
History	-very old
Landmark	- all events that happened in the past
Ancient	- a place with historical importance
Grandeur	- very surprising
Amazing	- a product of your imagination
Fantasy	- a quality of being great

**c) Filling in the blanks with appropriate words from the list.  $6 \times 0.5 = 3$**

- Beholds, legendary, awesome, crafts and carving, reside, drawing.
- The Sherpa generally .....in the northern part of Nepal.

- ii. The temples in Kathmandu are famous for typical...
- iii. All temples of Kathmandu are ..... built.
- iv. King Prithvi Narayan Shah was a ..... figure.
- v. A baby was ..... in the water.
- vi. She was ..... Beautiful.

**d) Write 'True' or 'False' against the following statements. 4x0.5=2**

- i. Bhaktapur Durbar is famous for modern art.
- ii. There are some temples in Bhaktapur Durbar area.
- iii. People believe that gods and goddesses live in Siddhapokhari.
- iv. The poet is swimming with the fish in the pond.

**e) Choose the best answer. 4x0.5=2**

- i. Bhaktapur Durbar is a ..... place
  - a. Remote b. historical c. modern d. dirty
- ii. The poet loves his place because of its....
  - a. Beautiful b. greatness c. story d. temples
- iii. The poet bows his head with respect to....
  - a. King b. gods and goddesses c. people d. visitors
- iv. Kathmandu is famous for....
  - a) business b) temples c) rivers d) jungle

**D. Read the passage and do the activities.20**

Dolma, Asthamaya, Mina and kabita are class mates. They are grade seven students. They are studying in a private boarding school in Itahari. All the four girls live in the hostel. They share a room. Their room is the largest room in the hostel. They study hard. Dolma is better than others in mathematics. Astamaya's handwriting is the best of all. Mina and kabita are good at drawing. Mina's drawings are as good as kabita's. These girls help each other to improve their studies. They are very good buddies.

**1. From the text above, find the words that are opposite in meaning to the following words. 5**

- i. public ii. Smallest iii. Bad iv. Worsen v. easy

**2. Write 'T' for true and 'F' for false. 5x1=5**

- i. They read in class seven.
- ii. All four girls live in the hotel.
- iii. They live in a same room.
- iv. Kabita is better in Mathematics.
- v. They help each other to improve their study.

**3. Answer the following. 5x2=10**

- a. Where do these girls study?
- b. In which class do they study?
- c. Where do they study?
- d. Who is better in mathematics?
- e. Whose handwriting is best?

**E. Write down a couple of paragraphs on My best friend.5**

**F. Complete the following conversation by choosing the best options- 5**

i.I often come here at 4 pmii. Yes ,I doiii.I usually come here with my friends. Iv. Where are your friends. V. Now we are going to play football.

Deepa : Do you come here every Saturday?

Bipin : .....This park is one of my favourite place.

Deepa : At what time do you come here?

Bipin : .....

Deepa : Do you come here alone?

Bipin : No .....Some times I come with my father.

Deepa Why do you come to this place?

Bipin : There is a good football ground. I play football with my friends.....

Deepa : .....

Bipin : Look they are coming .Bye

Deepa : bye.

**G .Write an essay on any of the following topics. 8**

- i) Good Habits
- ii) Friendship

iii) The person I like most.

**H. Write a short story using the following outlines 6**

Once a hungry fox..... roaming here and there in search of food..... comes to vineyard ... sees full of ripen grapes.... Sweet and tastedful... How tasty and sweet they are !.... but hanging very high .... His mouth waters.... Jumps again and again ..con not reach the grapes in spite of his grate efforts finally says the grapes are sour... better not to eat such tasteless grapes ... goes away.

**I. Do you love your school? Why? Or why not? Elaborate your thought in about 100 words. 5**

**J. Write a letter to your uncle who lives in Kathmandu telling him to attend your birthday party. 5**

*THE END*

**Appendix IV**  
**Post-Test**

**Class- Six**  
**Subject- Our English**

**Time:2.15 hours**

**FM: 100**  
**PM: 30**

**1. Read the text and do the activities that follow.**

Ireland is an island country in Europe. It is in the Atlantic Ocean. You can see Ireland between Spain and Ireland. The United Kingdom is to the east of Ireland. The United Kingdom is between the Atlantic Ocean and the North Sea. Dublin is the capital and largest city of Ireland. It is on the east coast.

Ms Jacinta is from Dublin in Ireland. Now a days, she lives in Kathmandu. She is a volunteer teacher. She works for Gyanodaya Secondary School at Bafal in Kathmandu. The school is between Kalanki and Swoyambhu. It is to the right on your way to Swoyambhu from Kalanki inside the ring road.

There is a beautiful Ganesh temple in front of the school. Ms Jacinta lives in the yellow house at the back of the temple.

Ms Jacinta is a good teacher. She is very popular among students. On the holidays, she likes to visit different places in Nepal. She has visited very important spot in Kathmandu but hasn't been outside the valley.

**A. Read the passage and answer the following questions. 5×2=10**

- i. Where is the United Kingdom?
- ii. Who is from Dublin?
- iii. Where does she work?
- iv. Where does Ms Jacinta live nowadays?
- v. What kind of teacher is she?

**B. Match the following : 0.5 ×6=3**

A

B

- |              |                                      |
|--------------|--------------------------------------|
| b) island    | - land beside the sea.               |
| c) ocean     | - low land are surrounded by hills.. |
| d) coast     | - attractive                         |
| e) popular   | - piece of land surrounded by water  |
| f) valley    | -like by everyone                    |
| g) beautiful | - a large expanse of salt water      |

**C. fill in the blanks with appropriate words 6x0.5=3**

Capital, volunteer, popular, spot, Dublin, good

- a) They register their name on the .....
- b) Kathmandu is the ..... City of Nepal.
- c) Ms Jacinta is a..... teacher.
- d) ..... Is the capital city of Ireland.
- e) Jacinta is a .....teacher at our school.
- f) She..... among the students.

**D. Write 'True' or 'False' against the following statements. 4x0.5=2**

- a. Ireland is a landlocked country.
- b. Dublin city is on the bank of sea.
- c. Ms Jacinta is working in a school.
- d. She has been to Sauraha, Chitwan.

**E. Choose the best answer.4x0.5=2**

- a. .... is between Spain and Iceland.

- i. Dublin ii. Atlantic Ocean iii. Ireland iv. The UK
- b. Dublin is the .....city of Ireland.
  - i. Caital ii. Largest iii. Capital and largest iv. Beautiful.
- c. The school is .....the ring road.
  - i. Outside ii. Between iii. Among iv. Inside.
- d. Ms Jacinta is a..... teacher.
  - i. Lazy ii. Nepali iii. Hardworking iv. bad

**2. Match the words with their meanings. 6**

**Column A                      Column B**

- 7. balcony                      -floor in building
- 8. story                         -a brass instrument
- 9. palace                        -a place for observation
- 10. maybe                      -official resident of a head of a state
- 11. lookout tower -a platform on a wall of building
- 12. bugles                      - prhaps

**3. Read the poem and do the activities. 20**

**My Love to my Mother**

Bhaktapur Durbar as it is called  
 A historical place in Nepal  
 With great history that it beholds  
 This landmark is known to all  
 A great site with ancient touch  
 Its grandeur that I loved so much  
 With due respect I bow my head  
 To the legendry people who made this place  
 All those temples awesomely built  
 Truly Nepal as I felt  
 Impressing everyone watching them  
 There lay these amazing crafts and carvings  
 Siddhapokhari, a pond so wide  
 A place where gods and goddesses reside  
 With lots of fish swimming across  
 Got me surprised and awestricken  
 The wind blowing towards me  
 Woke me up from my fantasy  
 But this grand place was not a dream  
 In this grandeur, I started drawing.

**a) Read the poem and answer the following questions.**

- i. Which historical place is described in this poem?
- ii. Why is this place known to all?
- iii. What is this poem about?
- iv. Where do the gods and goddesses reside?
- v. What thing woke up from his fantasy?

**b) Match the followings:. 0.5 ×6=3**

- | A        | B                                      |
|----------|--|
| History  | -very old                              |
| Landmark | - all events that happened in the past |
| Ancient  | - a place with historical importance   |
| Grandeur | - very surprising                      |
| Amazing  | - a product of your imagination        |
| Fantasy  | - a quality of being great             |

**c) Filling in the blanks with appropriate words from the list. 6 ×0.5=3**

- Beholds, legendary, awesome, crafts and carving, reside, drawing.
- i. The Sherpa generally .....in the northern part of Nepal.
  - ii. The temples in Kathmandu are famous for typical...
  - iii. All temples of Kathmandu are ..... built.
  - iv. King Prithvi Narayan Shah was a ..... figure.
  - v. A baby was ..... in the water.
  - vi. She was ..... Beautiful.

**d) Write `True` or `False` against the following statements. 4x0.5=2**

- i. Bhaktapur Durbar is famous for modern art.
- ii. There are some temples in Bhaktapur Durbar area.
- iii. People believe that gods and goddesses live in Siddhapokhari.

iv. The poet is swimming with the fish in the pond.

e) Choose the best answer.  $4 \times 0.5 = 2$

- i. Bhaktapur Durbar is a ..... place
  - a. Remote b. historical c. modern d. dirty
- ii. The poet loves his place because of its....
  - a. Beautiful b. greatness c. story d. temples
- iii. The poet bows his head with respect to....
  - a. King b. gods and goddesses c. people d. visitors
- iv. Kathmandu is famous for....
  - a) business b) temples c) rivers d) jungle

4. Read the text and do the activities that follow.

Cheetahs live in Africa. They live in hot, flat places. A cheetah can run 100km an hour, but only for a few minutes. It can catch deer. Giraffes also live in Africa. They are very tall. They can eat leaves 6m.high. Frogs are small but a frog in Africa can grow to 35cm and weighs 3kg. A swift is a small bird. You can see them in Nepal. They can stay in the air for two years and fly 900km. in a day. A penguin is a bird. It can't fly but it can swim very well. It lives in Antarctica in the South Pole. It can live in the snow. Snakes can smell with their tongues, and a big snake can eat a goat. There are a lot of snakes in Nepal. A crocodile can live both in water and on land.

A. From the text above, find the words that are opposite in meaning to the following words. 5

- i) cold      ii) die      iii) short    iv) large    v. narrow

B. Write 'T' for true and 'F' for false.  $5 \times 1 = 5$

- a. A cheetah lives in Africa.
- b. A giraffe has a longneck.
- c. A penguin flies very high.
- d. A crocodile can swim.
- e. There are a lot of snakes in Nepal.

C. Answer the following questions.  $5 \times 2 = 10$

- a. Which country is the home of cheetahs?
- b. How fast can a cheetah run?
- c. What is the strange quality of the swift?
- d. How long can swift stay in the air?
- e. Which animal can live both in water and in the land?

5. Write down a couple of paragraphs on My best teacher. 5

6. Complete the following conversation by choosing the best options- 5

- a. What college do you go to?
- b. How about yourself.
- c. No problem.
- d. It's a really big campus.
- e. I've been good.

Dipson: Hi, how are you doing?

Sanjil : I'm fine. ....

Dipson : I'm pretty good. Thanks for asking.

Sanjil : ..... So how have you been?

Dipson : I've been great. What about you?

Sanjil : ..... I'm in college right now.

Dipson : .....

Sanjil : I go to Public Science College.

Dipson : Do you like it there?

Sanjil :Its okay. ....

7. Write an essay on any of the following topics. 8

- i) Good Habits
- ii) Friendship
- iii) The person I like most.

**8. Write a short story using the following outlines 6**

Once a hungry fox..... roaming here and there in search of food..... comes to vineyard ... sees full of ripen grapes.... Sweet and tastedful.... How tasty and sweet they are !.... but hanging very high .... His mouth waters.... Jumps again and again ..con not reach the grapes in spite of his grate efforts finally says the grapes are sour... better not to eat such tasteless grapes ... goes away.

**9. Do you love your school? Why? Or why not? Elaborate your thought in about 100 words. 5****10. Write a letter to your brother who lives in Kathmandu telling him to attend your birthday party. 5**

The End