

# CHAPTER - I

## INTRODUCTION

### 1.1 Background of the Study

Homework/classwork is an important and essential part of each child's overall educational programme. Homework is first the responsibility of the students, then the teachers and parents. Homework is the extension of the skills learned in the class room. Every parent can expect that his/ her child will have written homework assignments on a regular basis. However, students and parents should not feel that written work is the only form of homework. Studying, reviewing notes, reading work covered in class are all habits that must be developed to be a successful students. There is a direct co-relation between the amount of work students complete for class and their success in the class. Students not fulfilling the requirement for home and class or who are having difficulty achieving success in class, are expected to seek help with their teacher and /or the tutoring center. A writing course for the students who have reached the intermediate level may consist of the following three stages:

- i. Controlled writing
- ii. Guided writing
- iii. Free writing

Controlled writing may be distinguished from guided writing , in that the former concerns itself with structure, use of appropriate words, punctuation, word order etc, and not with facts or ideas while the later concerns itself with idea and facts supplied by the teachers for the students to express in their own sentences observing the mechanics of composition. That is to say filling in the blanks in a paragraph or answering questions based on a picture in which the teacher gives

facts or ideas in the form of an outline and thus assists the students is a guided composition. In a free composition the teacher gives only the title and it's for the students to decide on the facts he should include and their arrangement and expression in some logical sequence.

## **1.2 Statement of the Problem**

The responsibilities of the teachers have increased qualitatively due to the increased focused on learner today. But in our context, it is difficult for a teacher to focus on an individual learner when the number of the students in the class is large. There are several factors such as teachers, students, homework, classwork, size of the class and so on that exerts influence on language teaching and learning. Homework and classwork are the important factors influencing language teaching and learning.

But generally, we can observe the following problem while teaching guided and controlled writing and correcting them as homework and classwork.

- ) Students neglect in doing task in their own efforts.
- ) Students hesitate to write.
- ) They copy the task or homework
- ) Pervasive errors in writing
- ) Lack of time for studying and doing homework (at home)

## **1.3 Objectives of the Study**

The specific objectives of the study were as follows.

- a) To find out the achievement in controlled and guided writing.
- b) To compare the usefulness of classwork and homework in controlled and guided writing.
- c) To point out some pedagogical implications.

## 1.4 Research Questions

Research is carried out variously according to its nature and its purpose. The importance of any tools is vital in research. Here the researcher prepared objective type and subjective type of questions as the tools of the research. Only primary source of data collection is not sufficient to conduct the research. So, the following research questions have been prepared to assist the research work.

- i. Should the teachers assign homework to the students?
- ii. Should the homework be related to the classwork?
- iii. What kind of methods and techniques are used for classwork?
- iv. How much time is allotted for classwork?
- v. What is the condition of classwork and homework?
- vi. What are the advantages and disadvantages of classwork and homework?
- vii. Should classwork and homework be corrected?
- viii. Are boys or girls better in classwork and homework?
- ix. How are controlled writing and guided writing practiced in class?
- x. What types of questions are given for controlled writing and guided writing?
- xi. What are the correction techniques?
- xii. What are the problems that have to face during correction?
- xiii. Is feedback necessary for the students?
- xiv. Are boys or girls better in controlled writing and guided writing?
- xv. How are controlled writing and guided writing practiced in class?

## 1.5 Significance of the Study

The study will be significant because it throws light on the use of classwork and homework especially in controlled and guided writing. It is assumed that

homework has been given low priority while classwork activities have been given high priority in writing. Therefore it is necessary to emphasize equally in writing skill in Nepalese context. So this study focuses on homework and classwork in guided and controlled writing for 10 graders. The study, thus, had the following significances in teaching and learning English language.

- i. It would help all the English teachers in their teaching.
- ii. This study is significant for the teachers who apply classwork and homework equally.
- iii. It would help the curriculum planner and text book writers to organize the experiences in the appropriate manners.
- iv. This study would be helpful to the learners of English language.
- v. This study would provide techniques and information for the person related to teaching learning English and other languages.

## **1.6 Delimitations of the Study**

This study had the following limitations.

- i. The study was limited to the grade 10 students of Gauriganj Secondary School.
- ii. Only 30 students were involved in the study.
- iii. The study was focused only on homework and classwork activities.
- iv. The study was limited only on guided and controlled writing.
- v. Data and required materials were collected through the use of questionnaire and test items.

## 1.7 Operational Definitions of the Key Terms

**Activities:** Different action done for teaching and learning something.

**Classwork:** The activities or studies done by students inside the classroom.

**Correction:** Checked or cared or marked task to improve the condition.

**Controlled:** Activities, carried out under the direct supervision of teacher.

**Guided:** Activities done by children who are given assistance or model.

**Homework:** Studies done by children who have been told to do them at home by the teacher.

**Learning:** A process acquiring or getting knowledge of a subject by study, experience or instruction.

**Skills:** The abilities or knowledge to something well. They refer to listening, speaking, reading and writing.

**Teaching:** The process of guiding and facilitating learning, especially in school.

**Task:** A piece of work to be done in class room or at home.

**Writing:** The activity of creating piece by graphics or symbolic.

## **CHAPTER -II**

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

A literature review is a process of locating, obtaining, reading and evaluating the interest. It's the source for the further study of research task. For the better study, one has to take help previous related study or related literature. The related study or literature provides basic information which is essential to the present study. What and how the related study has been carried out for a particular research provide direction in making the problem realistic, precise, researchable and meaningful. Having these advantages in mind, in this study the researcher reviewed the considerably related and relevant literature cited previous thesis boo, journals and interest.

The major purpose of the present study was to find the importance of classwork and homework for the students and how they are useful in controlled writing and guided writing. Different related literatures are helpful in understanding different techniques in teaching and learning activities. So some of the related studies were analyzed and listed in the following sections.

#### **2.1 Review of the Related Literature**

The purpose of this section is to provide a comprehensive review and synthesis of literature related to this study. Thus, through this section, theory as well as research will be considered based on the prescriptive to provide a strong rational to the use of class and homework in controlled writing and guided in practice and to make the study more practical. Similarly the review of related theoretical

literature of the study is concerned with English teachers' techniques teaching learning activities.

### **2.1.1 Theoretical Study**

Language is fundamentally a means of human communication. It is extremely complex and highly versatile. It is a dynamic and open system that allows human beings to communicate their thoughts, feelings, emotions, experiences and ideas. Language is species specific and inevitable, i.e. only human being in the universe can use language because he possesses a unique faculty of speech. It is inevitable in the sense that every normal child learns at least one language in his/her life span. Therefore, it is great accomplishment of human civilization; we cannot think of any academic, social and artistic activities without language.

Brown (1993), cited in Poudel, (2008, p.1) says, "Languages is a system arbitrary vocal symbols used for human communication". Language has two purposes: specific and general. Language as specific purpose is a program of instruction in which the content and aims of the language used are fixed by specific need of a particular group of language users. Language as a general purpose is a program which aims to general human achievement. Similarly, Crystal (1978, p.282) defines language as "the systematic conventional use of sound, sign, or return symbols in a human society for communication and self expression". This definition includes different forms of language like written language, sign language and speech. However, language is used to store knowledge, transmit message, knowledge and experiences from one generation to another generation and from one individual to another. We can express feelings, thoughts and ideas through language. The main function of language is to communicate. It is close to man's feeling, religion, culture, society and individuals. In this respect language is a means of social contact. It is a social phenomena and used in the society.

Communication can be done through several means but language is, to the far extent, most common means for communication. It is undoubtedly the human possession. It is distinctive property of human being. With the unique possession of language, human beings are able to be superior and distinct from other animals. In the encyclopedia (Britannica, Vol. 13), language is defined as "a system of conventional, spoken or written symbols by means of which human beings as members of social group and participants in it culture communicate". In this regard, it is a means of intercommunication as well as social control.

Every normal (physically and mentally) human being acquires languages as a natural process of development. Acquisition of the first language is quite different from learning second language. To get mastery over language everybody needs to have the sound knowledge of all skills and aspects of language, i.e. listening, speaking, reading and writing, vocabulary, grammar and communicative functions.

### **2.1.2 The English Language**

Among the different languages existing in different societies, English is the most widely used language in the world. It is the lingua franca of the world because it is the only language that is widely adopted for communication between two speakers, speaking different language. Moreover, English language is used to achieve worldwide knowledge related to different fields like culture, religions, literature, education, science and technological discoveries. English has been recognized as chief foreign language to be taught in different countries. It is the main language of the world's books, newspapers and advertising. Nearly half of the world's books have been written in English. It is official international language of the airport and air traffic control. It is the language of international business and academic conferences, diplomacy and sports. Over two thirds of the world's



scientists write in English. Three quarters of the world's mail is written in English. English is spoken by more than half of the population of the world as a first, second and foreign language. Almost 60% of world's advanced research is done in English and the rest is quickly translated into English. So it has become necessary for everyone to know English. Otherwise, they will cut themselves off from the world knowledge. Nowadays, English has become an indispensable vehicle to the transmission of modern civilization. We can never reach to the rapid advancement and innovations made in the field of science and technology, industrial development, international relationship, tremendous progress made in different fields of human knowledge without the proper knowledge of English. The English language is used and found at every nook and corner of the academic world as well as day to day life.

### **2.1.3 Language Teaching**

Language teaching, here, we mean teaching of English language. The history of English language teaching in Nepal is associated with the establishment of Durbar High School by the profounder of Ranacracy, Janga Bahadur Rana. He established Durbar High School in 1854 A.D., after returning from the tour of Britain. Opening of Trichandra College is also supposed as a milestone in the study of English at higher level. Now it is being taught from elementary level to the bachelor level as a compulsory subject.

Language teaching involves teaching of both first and second language. Acquisition of first language and learning of second language involves different processes. In the world of language teaching, new concepts have been arising in the mind of applied linguists. There are four basic skills of language namely listening, speaking, reading and writing. To get mastery over language everybody needs to have ability in all skills and aspects

## **2.1.4 Language Skills**

Skill refers to do something expertly and well. A language is always recognized in terms of different skills - listening, speaking, reading and writing. Out of the four skills speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving message and are therefore often referred to as receptive skills. Different users will obviously have different skills. Very often, language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading.

### **2.1.4.1 Listening Skill**

Underwood (1989, p. 37) defines listening as "an activity of paying attention and trying to get meaning from something we hear." It means listening is an important language skill which supports speaking. In the past, listening was the most neglected skill in comparison to other skills. Now, listening is no more neglected but every skill is equally important. We have to practice listening in order to be a successful communicator. In this post modern era we have varieties of listening means such as lecture, TV, radio and computer, mobile phones, etc. These means can be used for picking of information, making notes and being successful in communication. Thus, listening is one of the four language skills which involve the activity of paying attention to try to get meaning from something we hear. It's an active process of perceiving and constructing a message from a stream of sounds. Listening involves active cognitive processing.

### **2.1.4.2 Speaking Skill**

Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. Speech consists of pronunciation of vowels and consonant sound, stress, rhythm, juncture and intonation. Speaking is directly related to listening. According to Khaniya (2005, p 132) language is learnt for interaction by the fact that the teaching of speaking deserves considerable attention. It's productive skill like writing and a very complex activity in the sense that it's difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his or her utterances without having much time to organize what and how people want to say.

### **2.1.4.3 Reading Skill**

Reading is a receptive skill and third skill after listening and speaking. Khaniya (2005, p. 139) defines reading as "the way of understanding a text and understanding a text means comprehending text. In a usual way, reading is handled as reading comprehension." We read any text to deduce meaning from the text. We associate the sign in text with concept in reality. There is no single reason, our reading purpose determines the way of reading. For example, if we want to find out any particular information, say telephone number in a text, we read thoroughly without considering any other information in the text. Similarly, if we want to read any text, say novel or short story for entertainment, we will read all the information contained in the text to get general picture. Another important point to be noted here is that there are various reading materials in our daily life and in classroom also. We should include news articles, brochures, advertisement and extracts from short stories or novels and so on decides the text book. Thus, reading is the total understanding of a message from the text.

#### **2.1.4.4 Writing Skill**

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, paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is an 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 also the most difficult of all the skills. It is difficult not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of skills of planning and organizing as well as the lower level of spelling, punctuation, word choice, and so on. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the way that only writing makes possible. Richards et al. (1985, p.313) say, "Writing is a system of written symbol which represents the sound syllabus or words of language". It means all languages of the world which have their written forms, used graphic symbol that represent spoken sounds.

Rivers (1968, p. 243) states, "Writing refers to the expressions of ideas in a consecutive way, according the graphic convention of the language; the ultimate aim of a writer at this stage is to be able to express himself in a polished literary form which request the utilization of a special vocabulary and certain refinement structure". From this definition we can say that writing is the way of expressing our ives in a continuous process through the graphic symbols of the language.

Writing requires different mechanism and it also requires special skill from one type writing into another.

White (1991, p. 3) views, "Writing is far from a simple matter of transcribing language into written symbols. It is thinking process in its own." Similarly, Harmer (1991, p. 78) says, "Writing is an activity through which human beings communicate with one another and transmit and accommodate culture from one generation to another. It equally provides with possibilities to discover and articulate ideas in any ways." From this definition we can say that writing is not only concern with the transcription of language into graphic form instate it involves great thinking process which means writing requires plenty of intellectual effort. It is an activity through which human being share their culture, religion, values, ideas and assumptions from one generation to another.

Rai (2055, p. 78) says, "Writing is an act of transmitting thoughts, feeling and ideas from up here in head to down there on paper." Since writing is a thinking process in its own right that demands conscious intellectual.

In conclusion, writing is a very complex process that requires many composite skills: mental, rhetorical and critical. It is a skill that improves with content practice. The writer becomes more comfortable and fluent in putting thoughts exactly on paper

### **2.1.5 Stages of Development of Writing**

There are five stages in developing writing skills. They are copying, reproduction, recombination, guided writing and free composition. Rivers (1968, p. 245) says, "To be able to write in a foreign language, the students must be trained systematically throughout five stages of development: copying, reproduction, recombination, guided writing and free writing."

In copying skills there new script is to be learned and the necessity of accurate copying for the purpose of recognition. It's a mechanical work that is done without knowing much meaning, just a preparation for starting writing. At reproduction stage, the learner attempts to write without originality what has been learned orally and read in the text books. If the learner has been trained in the habit of accuracy during the copying stage, he/she becomes able to practice it at reproduction stage. This encourages them to find meaning in what they express. At recombination stage the learners are required to reproduce learned work with minor adaptation. The learners are prepared for communicative language exercise through the recombination work such as substitution table to form words, phrases, sentences and transforming sentences and so on. The exercises are known as controlled writing to tool. At guided writing stage, learners are given some freedom in the selection of lexical item and structural patterns for their written exercises. They always have some kind of guide lines or tools, such as words, picture, skeleton, etc. for their written works. At free writing stages, students are provided freedom to make their own choice of words, structures, vocabulary and organization to express their ideas and opinions.

### **2.1.6 Importance of Writing**

Writing is one of the most important superior skills for learning a language. It is a productive skill, which needs proper mechanics of writing to make sensible sentences and paragraphs. Writing helps to transmit, thoughts, feeling and ideas from past to present and present to future. Thus, it is a transparent mirror which can present our knowledge as well as experiences. Writing is the outcome of listening, speaking and reading skills.

Writing skill is thus an important productive skill which is called 'product and process'. In our examination system of all levels, the writing achievement plays a

vital role in securing good marks. If the students are not trained in writing skill, they cannot give their answer in a limited time of examination. So, the students must develop their writing skill to pass the examination. The students cannot be perfect in any language without the knowledge of writing skill.

The following points explain the importance of writing:

- ) Writing is the primary bases upon which our work, our learning and our intellect will be judged in college, in the workplace and in the community.
- ) Writing expresses who we are as a person.
- ) Writing is portable and permanent. It makes our thinking visible.
- ) Writing helps us more easily among facts, inferences and opinions without getting confused and without confusing our readers.
- ) Writing promotes our abilities to pose worthwhile question.
- ) Writing fosters our ability to explain a complex position to readers and to ourselves.
- ) Writing helps us to give feedback.
- ) Writing helps us to refine our ideas.
- ) Writing requires that we anticipate our readers' need, our ability to do so, demonstrate our intellectual flexibility and maturity.
- ) Writing out our ideas permits to evaluate the adequacy of our arguments.
- ) Writing stimulates us to extend a line of thoughts beyond our first impression.
- ) Writing helps us to understand how the truth is established in a given discipline.
- ) Writing equips us with the communication and thinking skills we need to participate effectively.
- ) Writing is a job skill.

### 2.1.7 Characteristics of Good Writing

Writing is an art using language. But, it is a very complex task to write clearly and explicitly. In this context learning to write either in a first or a second language is one of the most difficult tasks. Learning to write is difficult and lengthy process that includes anxiety and frustration in many learners. Good writing skills are essential to academic success and requirement for many occupation and profession. Making a simple and clear writing is difficult from the syntactic and semantic point of view. It requires the good imagination and logical sequence of thoughts.

The essential characteristics of good writing are generalized as follows.

- ) Simplicity: Good writing must be simple. Karki (2053, p.13) says that reducing the complexities, unnecessary expressing ideas and thoughts, unnatural or unpretentious way is the best characteristics of good writing.
- ) Clarity: Good writing must be absolutely free from ambiguity and should be crystal clear. There should not be different interpretations and misinterpretation in writing. Ideas should be presented clearly, orderly, readably, understandably and informatively. Good writing should avoid exaggeration as well as contradictory statements.
- ) Continuity: Perumal (1984, p. 16) says, "Continuity of thought and natural link of ideas are important features of writing". There must be continuity of thought from one word to the following word, from one phrase to another, from one sentence to another, from first paragraph to another and from the first chapter to another chapter.
- ) Economy: Good writing must be brief. The greatness of a writer lies in his/her capacity to express his/her ideas briefly and effectively.



- ) Coherence: Good writing deals with one topic at a time. According to Swami (1987, p. 13) "In good piece of writing, all the sentences are closely related to the central ideas."
- ) Complete: Good writing must be complete. It completes the topic as what it deals with. Good writing avoids exaggeration and self contradictory statements.
- ) Free from error. Good writing must be free from error. It must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, factual, punctuation and other errors.

The above mentioned characteristics of a good writing play a vital role in the writing achievement of grade 10 students. The secondary level students should have the ability to write clear, economical, continuous, and simple and error free sentences.

### **2.1.8 Types of Writing**

There are mainly three types of writings. They are: controlled writing, guided writing and free writing.

#### **a. Controlled Writing**

Controlled writing can be conducted under the supervision of the teacher. In it, students' writing is controlled by various means, for instance, by providing questions to be answered, sentences to be completed or words or pictures to be followed. The teacher provides only one correct answer and clear guidelines.

Some activities involved in controlled writing are:

- ) Copying
- ) Combining

- ) Reproducing
- ) Completing

In this way exercises of controlled writing are designed to show kind of writing. They will produce in a lesson for practice. They are devised so that students have virtually no freedom to make mistakes. Controlled writing includes the following exercises.

- i. Broken dialogue
- ii. Gap filling (Paragraph)
- iii. Gap filling (Grammar)

### **b. Guided Writing**

Guided writing is semi controlled writing activity. It is a bridge between the controlled writing and free writing. In such writing, the students' writing is not totally controlled. In controlled writing the structure and vocabulary are also controlled but in guided writing, only the content or message or meaning is controlled. Students are free to allow their own vocabulary and structure. In guided writing students are required to write sentences in combination to produce a text, keeping to subject matter and guideline given by the teacher. Some guided writing activities are:

- a) Interpreting chart for writing stories
- b) A set of instruction (rules and regulation, etc.)
- c) Parallel writing (paragraph)
- d) News writing
- e) Completing skeleton story

### **c. Free Writing**

Free writing is extended composition. It is not guided and controlled. Students are asked to write a paragraph or paragraphs or telegrams or office notices, tender

notices or report writing or summary writing or diary writing. They are required to express their own opinions. This requires a careful planning.

In free composition, students are allowed first to think on a topic. There are no restrictions on student's use of words or structure. The teachers can help them in selecting and planning a topic in getting rid of the errors. It should have controlling and persuasive thoughts. Students also consider unity of ideas and coherence.

The types of free writings are as follows:

**i. Narrative:** Narrative composition includes simple retold stories, histories, autobiographies, personal experience, everyday life, etc. The students are given simple narrative structure to write free composition. After that, students should follow simple structure themselves.

**ii. Descriptive:** Describing is a type of free writing in which the students express their ideas in the form of an essay or paragraph.

**iii. Reflective:** Replying is another kind of free writing. It is also creative writing. In this writing, the students read the letter/ application or wanted notice and write the reply taking care of the actual purpose.

**iv. Explanatory:** Explaining is the fourth kind of free writing. It is also a creative writing. Learners think about the topics of paragraph/ essay and they write about the subject matters which are responsible for.

**v. Imagination:** Imaginative composition is a form of free composition in which students imagine themselves as different persons, or being in a different place.

Imagined character may be the writer himself/herself or someone else. Fiction writing or literary writing is an example of imaginative writing.

### **2.1.9 Correction: Classwork and Homework**

There is a general proverb, "To err is human, we have to take lesson from our mistakes." When students prepare their task as classwork or homework, it needs to be checked and corrected as soon as possible. Correction motivates and encourages for further work. Discussing the importance of correction Rivers (1968, p. 17) says, "Systematic training in writing requires systematic correction of individual scripts if it is to be effective." Similarly, Harmer (1991, p. 51) says, "Clearly a major part of teachers' job is to assess the students work to see how well they are performing or how well they perform. Not only is this important pedagogically, but the students quite naturally expect it." Thus, the correction is integrated part of a teaching learning program. The students' homework and classwork should be corrected as soon as possible so that the correction can be a proper remedy.

There are some correction techniques. They are:

**Self correction:** The students should be carefully trained to their own scripts systematically in order to eliminate as many errors as possible before presenting them to the teachers. Carelessly presented work should be rejected and given back to students for rewriting. The teacher should instruct them to follow easy to complex, known to unknown and part to whole methods.

**Peer correction:** Students can correct their classmates' works themselves. In such activities, the students can exchange their note books. They also attempt to correct their mistakes or errors themselves. In a large class the correction job is very

difficult. So some students can be asked to write on the board so that such kind of home can be correct at a time. By this way the whole class will be benefited at a time.

**Teacher correction:** As discussed above, a major part of teachers' job is to assess the students' work to see how well they are performing or how well they perform. This is very important from pedagogical point of view. The students also expect that their work, classwork or homework be checked by the teachers. In fact, the work unless corrected by the teachers is useless.

The teacher can correct students' written work in many ways. He can symbolize for different types of errors. He can underline the mistakes and put a mark in the margin to show what kind mistake it was. He needs symbol for spelling, wrong tense uses, subject verb agreement, wrong word order, in appropriate language, punctuation, a word missing and unclear meaning among others. Whatever the symbols are the students should understand clearly what they mean. When teachers first use the system of symbols they may underline the word in the text and put symbols in margin. Later it will only be necessary to put symbol in the margin for the students to identify the errors.

When teachers hand back homework with comments on content and the correction symbol in the margin, they should allowed the students time during class, to identify their mistakes and correct them. In this activity the teacher is acting as a resource, and can help where students do not know what is wrong. In this kind of stage is not gone through, however, students may not be able to take advantages of the system of correction symbols.

## **2.2 Review of Empirical Literature/ Previous Study**

To carry out the research, the researcher took help from different books, journal articles and research works previously carried out in this field. Some of the reviewed literatures are mentioned here in the following paragraphs.

Zamel (1985) in "Responding to students writing" has studied the responding techniques and behaviors of teachers on students' writing. She has studied the reaction of the teachers. The findings of the study suggest that the teachers make similar types of comment with language specific errors and problems. The marks and the comments are often confusing, arbitrary and inaccessible. So, the teachers need to develop more appropriate responses for commenting students' writing.

Khanal (1999) has carried out a research on "A study on the attitudes of secondary level students towards learning English". It was especially towards textbooks, teaching methods, learning environment, examination system and parents' support in learning English. The methodology used in his research was two sets of questionnaire addressing for teacher and students. He found that students had positive attitudes towards learning English but they were not satisfied with the existing teaching methods used in class room, unavailability of text books, materials and reference books in school existing examination system and peripheral atmosphere in which language is learned.

Ghimire (2001) has carried out his thesis on "The effectiveness of grammar translation method and communicative approach: a comparative study." This research was an experimental research. He taught the students for a month in a school by using the two methods and found that teaching through communicative approach is more effective than that of teaching through grammar translation method.

Bhattarai (2002) carried out a study on "A comparative study of writing achievement of bachelor level students". The main objectives of his study were to find out the writing achievement of bachelor level students in free and guided writing and to compare it between the boys and girls. The findings of his study that the students of bachelor level are more proficient in guided writing than in the free writing. Similarly, he found that there was no significant difference between the achievement of boys and girls.

Ghimire (2004) carried out a research entitled "A study on the students' achievement in writing skills." The main purpose of his study was to find out and compare the students' achievement in pronunciation and to compare the achievement of the boys and girls. The finding shows that performance of the boys was better than that of the girls.

Ojha (2005) conducted research entitled "A study as assignment of homework". The main purpose of the study was to find out the types of homework assigned to the students and how to correct homework. He has found that homework and classwork are related to each other and homework can be used as a part of evaluation. In the research, he has compared the analysis of the questionnaire addressed to the trained teachers and the analysis of homework assigned by them.

Paudel (2008) carried out a study on "Achievement of grade nine students in free and guided writing." His study was aimed to find out the achievement of grade nine students in free and guided writing. His study was on the forty students of grade nine from four different government added schools of Madi. The finding of his study was that the students were seen more proficient in guided writing than in free writing and giving or writing opinion was very difficult for them.

Kafle (2008) conducted a research entitled "A study on the achievement in guided writing." The main purpose of his study was to find out and compare the students' guided writing achievement and to find their weakness and strength in writing. For this study, 60 students of class ten of Kathmandu valley, ten students from each school were taken. He used test items as the tools for data collection. He found that the achievement of girls was better than of boys and that private schools' achievement was better than of public school.

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

The number of researches has been carried to the area of homework, classwork, guided writing and controlled writing focusing on different aspects and issues.

There are many studies related to teaching and learning processes, however, the researcher did not get sufficient knowledge and information on the matter.

The studied literature supplied with the information about classwork activities and homework assignment. They also helped to determine the aspects of teaching controlled writing and guided writing to be considered in terms of class room activities.

The materials of these theses were useful for the proposed research work to explore the use of classwork and homework in controlled writing and guided writing.

### **2.4 Conceptual / Theoretical Framework**

The conceptual frame is the concept of the researcher before conducting a research work. It plays very effective role to conduct any kind of survey, experimental, comparative research. This research is theoretically based on communicative



approach of language teaching and testing. The following conceptual frame work has been developed in order to carry the research work.

- a) Homework is valuable tool that can assist students by giving them extra practice using course materials.
- b) Homework also gives us more materials to better evaluate individual student performance. So it is very helpful when used correctly.
- c) The five secrets of effective homework assignments are: preparing, giving, checking, grading and returning.
- d) Work that is required to be completed within the class room for a grade is classwork.
- e) Classwork cannot go home for completion. It's to be completed in the classroom for a daily grade.
- f) Classwork combines the best of teacher-lead and personalize instruction to drive students' growth.
- g) The great thing about classwork is that students cannot simply copy it from one another.
- h) From the teacher's view point, the classwork should be most important part of the studies. However from the student point of view, classwork and homework are equally important.
- i) Classwork and homework are the two wheels of a cart. They should be equally joined with class room activities.
- j) An emphasis on language structure as a basis for writing teaching is typically a four stages process: familiarization, controlled writing, guided writing and free writing.
- k) Controlled writing is considered as an effective tool in helping learners put words down on paper. It's a manipulator of previously learned language structure.
- l) Any students, regardless of their level can and should able to do controlled writing. That is the beauty of the flexibility of controlled writing.

- m) Some of the representative controlled writing activities are controlled composition, question and answer, guided composition, sentence combining, parallel writing.
- n) Guided writing involves a teacher working with a group of learners on a writing task. The aims of the tasks are based on what they have previously been learning about the writing process.
- o) It involves a small group of people sitting with the teacher, rehearsing, questioning, clarifying and revising as each produces individual piece of writing.
- p) Listening, speaking, reading and writing are the four skills of English language that are taught in classroom. The four skills are the four parts of a cart.
- q) A teacher can run the class effectively with homework and classwork activities to teach four skills of language.

## **CHAPTER –III**

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

In order to achieve the objectives of this study, the researcher adopted the following methodology.

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

This research is descriptive research. It is non experimental. In this research, the condition or proficient of the students happened/ occurred already or it is continued. What the researcher did was merely selected or collected relevant variable for an analysis of their relationship. The variables of the knowledge of the students in controlled writing and guided writing were collected through classwork and homework.

The major means of this research was to obtain and use the empirical data collected from the students as classwork and homework to formulate, expand or evaluate theory. So, it was concerned with theoretical research.

The research was concerned with qualitative research. It made the use of the structural approach to enquiry where everything that formed the research process – objectives, design, sample and the question of respondents, was predetermined.

#### **3.2 Population and Sample**

The sample population of this study consisted of the head teacher, teachers, students of grade 10 and guardians of those students. They have been mentioned as follows.

| <b>S.N.</b> | <b>Items</b> | <b>No. of population</b> | <b>No. of sample</b> | <b>Percentage</b> |
|-------------|--------------|--------------------------|----------------------|-------------------|
| 1           | Head teacher | 1                        | 1                    | 100%              |
| 2           | Teachers     | 22                       | 11                   | 50%               |
| 3           | Students     | 113                      | 30                   | 26.5%             |
| 4           | Guardians    | 102                      | 27                   | 26.47%            |

### **3.3 Sampling Procedures**

The researcher selected Gauriganj Secondary School of Jhapa by using non-random purposive sampling procedure. The same procedure was used to select grade 10 also. The researcher adopted the stratified random sampling procedure to determine the sample size of the study. 30 students, 15 boys and 15 girls were taken for the study using stratified random sampling procedure. Purposive sampling procedure was followed to select the guardians and the teachers all the guardians of the selected students were sample size the study. Similarly, all the lower secondary and secondary teachers who were teaching in the school were involved in the study.

### **3.4 Sources of Data**

Both primary and secondary sources of data were used in this study. Primary source was used for collection of data and secondary source to facilitate the study. The primary sources of data included the copies of classwork and homework assigned and checked by the researcher and the responses to the questionnaire collected from secondary and lower secondary teachers of Gauriganj Secondary School. The guardians of the students were the primary sources of data as well. Apart from primary sources, the researcher went through related books, journals, reports, theses, etc. which were the secondary sources of data.

### **3.5 Tools for Data Collection**

The researcher prepared the questionnaire as a pre evaluation form for teachers and students to collect data. The mode of questionnaire was close ended and open ended for teachers and close ended for students.

The researcher developed the test items to collect the required data from the students. The test items were class and related questions for homework. They include both subjective and objective type of questions for assessing the controlled writing and guided writing achievement level of the students. The main clues were as follows.

Test Item 'A' (Controlled writing) – It carried 5 full marks for each items. The test items were correct tense, voice, transformation, article, preposition, reported speech, conditional, causative verb, gap filling and broken dialogue.

Test item 'B' (Guided writing)– It carried 10 full marks for each item. The test items were interpretation charts, rules and regulations, news writing, completing story and paragraph writing.

### **3.6 Data Collection Procedures**

The stepwise procedures of data collection were as follows:

- a) First of all, the researcher contacted the head teacher and got the permission for the research.
- b) Then, he selected 30 students, 15 boys and 15 girls from grade 10.
- c) The elected students were given questionnaire to fill up.
- d) Then he provided questionnaire to the teachers as pre evaluation form.
- e) The researcher evaluated the class and their writing skills.
- f) The guardians of the students were called and told about the purpose and process of the study and how they could help their children at home.

- g) The researcher prepared daily lesson plan and taught the students, and made them practice the exercise.
- h) On the basis of the lesson taught the previous day, the researcher provided the students related questions as classwork and the researcher observed students' activities.
- i) Classwork was collected and answers were flashed on board.
- j) Homework and answer papers were provided and collected the following day.
- k) The collected classwork and homework were corrected or checked providing marks.
- l) The data collected from the students were filled in the tables developed by the researcher.

### **3.7 Data Analysis and Interpretation Procedures**

The pre evaluation forms for the students and teachers were provided by translating into their mother tongue. The questions were closed ended for the students. The teachers were provided both closed ended and open ended questionnaire. The data collected from the teachers and the students as pre evaluation form were tabulated in a paper. Similarly, the data collected from the students were filled in the tables developed by the researcher. The data of classwork and homework were tabulated separately including individually obtained marks of each item in controlled writing and guided writing.

On the basis of the marks above, item-wise obtained marks of classwork and homework were calculated separating boys and girls.

On the basis of the table individual marks of the students in controlled writing and guided writing were calculated separating classwork and homework.

On the basis of the data above, the obtained marks were calculated separating average marks and percentages. They were compared, analyzed and interpreted.

## CHAPTER -IV

### ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Analysis and Interpretation of Test Results

This chapter deals with the presentation, analysis and interpretation of the data which were collected by the researcher from the sample population. There were test items for the students for classwork and homework related with controlled writing and guided writing. After the collection of answer sheets of the student, the researcher checked and assigned the marks to those answers given by the students as classwork and homework. After that, the collected data were tabulated, analyzed, compared and interpreted descriptively as well as using appropriate statistical tools and diagrams.

The analysis and interpretation of the data have been made in the following headings.

##### 4.1.1 Overall Achievement

In this heading, overall achievement of the students has been analyzed, compared and interpreted in detail using mean and percentile calculation in classwork and homework. The following table shows the overall achievement of the students in terms of task, writing type and sex.

**Table No. 1**  
**Overall Task-wise Achievement**

| S.N. | No. of Students | Classwork     |            | Homework      |            |
|------|-----------------|---------------|------------|---------------|------------|
|      |                 | Average Marks | Percentage | Average Marks | Percentage |
| 1    | 30              | 44.4          | 44.4%      | 51.4          | 51.4%      |

The table shows that 30 students were selected from grade 10. They were evaluated by a set of test items for class and homework. It also shows that mean score obtained by the students in classwork and homework were 44.4 and 51.4 which make 44.4 % and 51.4% respectively.

**Table No. 2**  
**Overall Writing-wise Achievement**

| S.N. | No. of Students | Controlled writing |            | Guided writing |            |
|------|-----------------|--------------------|------------|----------------|------------|
|      |                 | Average Marks      | Percentage | Average Marks  | Percentage |
| 1    | 30              | 52.8               | 52.8%      | 43             | 43%        |

The table shows that the overall average score and percentage in controlled writing and guided writing were 52.8 and 43 which make 52.8 % and 43% respectively. It shows that the achievement of students in controlled writing is better than guided writing.

**Table No. 3**  
**Overall Sex-wise Achievement**

| S.N | Sex   | No. of Students | Classwork     |            | Homework      |            |
|-----|-------|-----------------|---------------|------------|---------------|------------|
|     |       |                 | Average Marks | Percentage | Average Marks | Percentage |
| 1   | Boys  | 15              | 43.1          | 43.1%      | 48.2          | 48.2%      |
| 2   | Girls | 15              | 45.7          | 45.7%      | 54.6          | 54.6%      |

The table shows that the overall achievement of boys and girls in classwork was 43.1 and 45.7 which make 43.1% and 45.7% respectively. It also shows that the achievement of boys and girls in homework were 48.2 and 54.6 which make



48.2% and 54.6% respectively. It shows that the girls were found to be more proficient than boys in both tasks – classwork and homework.

#### **4.1.2 Task-wise Achievement**

Under this heading the achievement of the students in homework and classwork has been analyzed and interpreted in terms of controlled and guided writing. The following table shows the achievement of the student in classwork and homework in controlled writing.

**Table No. 4**

##### **Achievement in Controlled Writing**

| <b>S.N.</b> | <b>No. of Students</b> | <b>Classwork</b>     |                   | <b>Homework</b>      |                   |
|-------------|------------------------|----------------------|-------------------|----------------------|-------------------|
|             |                        | <b>Average Marks</b> | <b>Percentage</b> | <b>Average Marks</b> | <b>Percentage</b> |
| 1           | 30                     | 25.8                 | 51.7%             | 26.9                 | 53.9%             |

The table shows that the overall average score and percentage in classwork and homework in controlled were 25.8 and 26.9 which make 51.7% and 53.9 % respectively. It shows that the students were proficient in classwork and homework of controlled writing scoring more than 50%. They are more proficient in homework than classwork. The following table shows the achievement of the students in classwork and homework in guided writing.

**Table No. 5**  
**Achievement in Guided Writing**

| S.N. | No. of Students | Classwork     |            | Homework      |            |
|------|-----------------|---------------|------------|---------------|------------|
|      |                 | Average Marks | Percentage | Average Marks | Percentage |
| 1    | 30              | 18.5          | 37%        | 24.4          | 48.9%      |

The table shows that overall average score and percentage in classwork and homework in guided writing were 18.5 and 24.4 which make 37% and 48.9% respectively. It shows that the students were found to be more proficient in homework than classwork.

#### 4.1.3 Writing Type-wise Achievement

Under this heading the achievement of the students in controlled writing and guided writing has been analyzed and interpreted through classwork and homework. The following table shows the achievement of the students in controlled writing and guided writing in classwork.

**Table No. 6**

#### Achievement in Classwork

| S.N. | No. of Students | Controlled Writing |            | Guided Writing |            |
|------|-----------------|--------------------|------------|----------------|------------|
|      |                 | Average Marks      | Percentage | Average Marks  | Percentage |
| 1    | 30              | 25.8               | 51.7%      | 18.5           | 37%        |

The table shows that the overall average score and percentage in controlled writing and guided writing in classwork were 25.8 and 18.5 which make 51.7% and 37%

respectively. It shows that the students were found to be more proficient in controlled writing and guided writing. The following table shows the achievement of the students in guided writing in homework.

**Table No. 7**  
**Achievement in Homework**

| S.N. | No. of Students | Controlled writing |            | Guided writing |            |
|------|-----------------|--------------------|------------|----------------|------------|
|      |                 | Average Marks      | Percentage | Average Marks  | Percentage |
| 1    | 30              | 26.9               | 53.9%      | 24.4           | 48.9%      |

The table shows that the overall average score and percentage in controlled writing and guided writing in homework were 26.9 and 24.4 which make 53.9 % and 48.9% respectively. It shows that the students were found to be more proficient in controlled writing than guided writing.

#### 4.1.4 Sex-wise Achievement

Under this heading, the achievement of boys and girls has been analyzed and interpreted through classwork and homework. The following table shows the achievement of boys and girls in controlled writing.

**Table No. 8**

#### Sex-wise Achievement in Controlled Writing

| S.N. | Sex   | No. of Students | Classwork     |            | Homework      |            |
|------|-------|-----------------|---------------|------------|---------------|------------|
|      |       |                 | Average Marks | Percentage | Average Marks | Percentage |
| 1    | Boys  | 15              | 25.3          | 25.3%      | 25.3          | 25.3%      |
| 2    | Girls | 15              | 26.4          | 26.4%      | 28.6          | 28.6%      |

The table shows that the boys' achievement is equal in homework and classwork in controlled writing scoring average mark 25.3 which makes 25.3 %. It shows that the girls' achievement in homework and classwork was 26.4 and 28.6 which make 26.4% and 28.6% respectively. It also shows that the girls were more proficient in classwork and homework than boys. The following table shows the achievement of boys and girls in guided writing.

**Table No. 9**

**Sex-wise Achievement in Guided Writing**

| S.N. | Sex   | No. of Students | Classwork     |            | Homework      |            |
|------|-------|-----------------|---------------|------------|---------------|------------|
|      |       |                 | Average Marks | Percentage | Average Marks | Percentage |
| 1    | Boys  | 15              | 17.8          | 17.8%      | 23.9          | 23.9%      |
| 2    | Girls | 15              | 19.3          | 19.3%      | 26            | 26%        |

The table shows that the boys' achievement in classwork and homework in guided writing was 17.8 and 23.9 which make 17.8% and 23.9 % respectively. It shows that the girls' achievement in classwork and homework was 19.3 and 26 which make 19.3% and 26% respectively. It shows that girls' were found to be more proficient in classwork and homework than boys.

#### **4.1.5 Item-wise Achievement**

Under this heading, the achievement of the students in all the items of controlled writing and guided writing has been analyzed and interpreted through classwork and homework. The following table shows the achievement of the items of controlled writing.

**Table No. 10**  
**Item-wise Achievement in Controlled Writing**

| S.<br>N. | Items           | F.<br>M. | No. of<br>Students | Classwork        |            | Homework         |            |
|----------|-----------------|----------|--------------------|------------------|------------|------------------|------------|
|          |                 |          |                    | Average<br>Marks | Percentage | Average<br>Marks | Percentage |
| 1        | Correct tense   | 5        | 30                 | 2.65             | 53%        | 2.85             | 57%        |
| 2        | Voice           | 5        | 30                 | 1.15             | 23%        | 1.61             | 32.2%      |
| 3        | Transformation  | 5        | 30                 | 2.41             | 48.2%      | 2.78             | 55.6%      |
| 4        | Article         | 5        | 30                 | 2.88             | 57.6%      | 3.48             | 69.6%      |
| 5        | Preposition     | 5        | 30                 | 2.45             | 49%        | 2.75             | 55%        |
| 6        | Reported speech | 5        | 30                 | 1.21             | 24.2%      | 1.58             | 31.6%      |
| 7        | Conditional     | 5        | 30                 | 1.98             | 39.6%      | 2.25             | 45%        |
| 8        | Causative verb  | 5        | 30                 | 3.28             | 65.6%      | 3.4              | 68%        |
| 9        | Gap filling     | 5        | 30                 | 2.85             | 57%        | 1.5              | 30.2%      |
| 10       | Broken dialogue | 5        | 30                 | 5                | 100%       | 4.7              | 94%        |

The table shows that the student s are found to be the most proficient in broken dialogue in classwork and homework scoring 5 and 4.7 which make 100% and 94% respectively. It shows that they are least proficient in voice in classwork and gap filling in homework scoring average mark 1.15 and 1.51 which make 23% and 30.2% respectively. The following table shows the achievement of the items of guided writing.

Table No. 11

**Item-wise Achievement in Guided Writing**

| S. N. | Items                 | F. M. | No. of Students | Classwork     |            | Homework      |            |
|-------|-----------------------|-------|-----------------|---------------|------------|---------------|------------|
|       |                       |       |                 | Average Marks | Percentage | Average Marks | Percentage |
| 1     | Interpreting chart    | 10    | 30              | 4.06          | 40.6%      | 5.4           | 54%        |
| 2     | Rules and regulations | 10    | 30              | 3.2           | 32.3%      | 5.03          | 50.3%      |
| 3     | News writing          | 10    | 30              | 4             | 40%        | 4.2           | 42%        |
| 4     | Completing story      | 10    | 30              | 3.66          | 36.6%      | 6.06          | 60.6%      |
| 5     | Paragraph writing     | 10    | 30              | 3.56          | 35.6%      | 3.76          | 37.6%      |

The table shows the students were found to be the most proficient in interpreting chart in classwork and in completing story in homework scoring the average marks 4.06 and 6.06 which make 40.6 % and 60.6 % respectively. It shows that they were least proficient in rules and regulation in classwork and paragraph writing in homework scoring the average marks 3.23 and 3.76 which make 32.3% and 37.6 % respectively.

**4.2 Analysis and Interpretation of Pre-evaluation Form**

The researcher collected data from teachers and students as pre evaluation. He analyzed the data that had been presented as follows.

- a) 64% of teachers viewed that classwork is too much important for the students whereas 55% of teachers viewed homework is too much important.
- b) 91% of teachers viewed that they often provide classwork in classroom whereas 82% of teachers often provide homework.
- c) 82% of teachers viewed that they check classwork and homework in group than individual.
- d) The problems that have been faced while conducting homework are as follows.
  - large class
  - irregularity of students
  - individual correction
  - illiterate guardians
  - extra copies due to poverty
  - forced to complete the course
  - biological problem ( eye problem)
- e) 74% of students do their classwork by discussing with friends whereas 77% of students do their homework themselves.
- f) Most of teachers provide class than homework. It means classwork is focused more in classroom.

### **4.3 Major Problems of the Study**

The researcher has found some problems while conducting the study. He consulted the teachers, students, guardians, stake holders and collected data. The problems, causes of the problems and the measures of solving the problems that were collected from them have been mentioned as follow:

### **4.3.1 Problems in Classwork and Homework**

The following problems have been found while conducting classwork and homework:

- a) pervasive errors in writing
- b) copied task
- c) illegible handwriting
- d) problems in organization
- e) problem in grammatical structure
- f) problem in punctuation
- g) vocabulary problem

### **4.3.2 Causes of the Problems**

There are various influential factors to create the problems. Among them the most influencing factors are as follows:

- a) English is taken as hard subject from the elementary level.
- b) English is taken as second language.
- c) Lack of basic grammatical knowledge.
- d) Negligence for the test.
- e) Irregularity.
- f) Time limitation for poor ones.
- g) Habit of less practice in English.
- h) Lack of habit for doing homework.



### **4.3.3 Measures of Solving the Problems**

In order to solve these problems or to develop the achievement level of students, the teachers should follow various measures of solution in case of teaching learning activities:

- a) By avoiding the concept of taking English as a hard subject.
- b) By providing elementary knowledge of language in basic level.
- c) GT method should be avoided.
- d) More writing opportunities should be provided to the students.
- e) By encouraging the students to share ideas, thoughts, feelings, and experiences among the friends.
- f) By encouraging the students to make habit for doing homework.
- g) By using interesting methods or techniques.

## **CHAPTER -V**

### **SUMMARY, CONCLUSION AND IMPLICATION**

After the analysis and discussion of the study, the summary, conclusion and implications of the findings have been presented in this chapter which are given below.

#### **5.1 Summary**

In this study of the use of classwork and homework in controlled and guided writing, it has been found that both types of task, i.e. classwork and homework are equally important for the students and the activities play vital role in improving writing skills. However, the obtained mark percentage in classwork and homework, i.e. 44.4 % and 51.4 % respectively shows that homework is more fruitful for the students. Most of the teachers in government added school focus on classwork than homework due to various reasons.

The obtained marks percentage of the students in controlled writing and guided writing, i.e. 52.8 % and 43% respectively shows that guided writing is more difficult for the students. It has also found that the knowledge of grammar of controlled writing has not been utilized in guided writing.

#### **5.2 Conclusion**

On the basis of analysis and interpretation of the data collected from the students, the study has reached the conclusion that the result of homework is better than classwork, however, homework assignment has been given less priority in public schools. Most of the given homework assignment has not been checked. If the teachers emphasize on homework assignment the result will be more fruitful.

The study has also concluded that controlled writing is useful for initial stage of learning. The students have been found poor in describing the points or hints with their opinions in guided writing

### 5.3 Implication

On the basis of the major findings of the present study, the following suggestions and implication for the different levels are provided.

#### 5.3.1 Policy Level

In order to enhance the proficient of the students, homework assignment should be given more priority in daily teaching learning activities. The curriculum should include the homework marks to upgrade the students. The following table has been suggested to imply.

| <b>Secondary Level Examination Specific Grid (English)</b> |                     |              |                     |              |
|--|---------------------|--------------|---------------------|--------------|
| <b>S.N.</b>  | <b>At present</b>   |              | <b>Recommended</b>  |              |
|  | <b>Skills/areas</b> | <b>Marks</b> | <b>Skills/areas</b> | <b>Marks</b> |
| 1  | Listening           | 10           | Listening           | 5            |
| 2  | Speaking            | 15           | Speaking            | 10           |
| 3  | Reading             | 40           | Reading             | 30           |
| 4  | Writing             | 35           | Writing             | 40           |
|  |                     |              | Homework            | 15           |
|  | <b>Total</b>        | <b>100</b>   | <b>Total</b>        | <b>100</b>   |

Similarly, controlled writing should be given more priority for primary level, guided writing for secondary level and free writing for higher secondary level. For secondary level 40% marks should be allocated as follows.

| <b>S.N.</b> | <b>Items</b>       | <b>Marks</b> |
|-------------|--------------------|--------------|
| 1           | Controlled writing | 5            |
| 2           | Guided writing     | 25           |
| 3           | Free writing       | 10           |
|             | <b>Total</b>       | <b>40</b>    |

### **5.3.2 Practical Level**

Teacher should motivate the students towards writing and provide more chances to practice as classwork. Teachers should give them related exercises for homework. Homework assignment help students to practice, revise and understand the lesson taught in the class. So, it should be assigned to them. Homework unless corrected by the teachers is useless. Teacher should correct the students' homework and return it to them so that they can learn from their mistake. Homework should include a variety of task apart from written work. Homework can be made interesting to the students by giving easy, little but regular homework. Teacher should allocate some marks for homework in the terminal as well as final exams. Students should be encouraged in guided writing. They should be guided to express themselves in various writing contexts. Students should be practiced with regular correction. Self correction, peer correction or teacher correction can be applied considering the situation.

### 5.3.3 Further Research Level

The present study covers a small area of a school and it may not be able to represent the wholesome condition of the nation. It can be mile stone in analyzing the condition of homework in the secondary level of school in Nepal. The study also helps to analyze the condition and importance of guided writing in secondary level. It has opened up the way for the further research works in the related subject matter.

Different topics for further research works have been mentioned as follows:

Use of classwork and homework in primary level.

Effectiveness of homework in primary level.

Effectiveness of homework in secondary level.

Affecting factors in homework assignment.

Use controlled writing and guided writing in primary level.

Use of homework in free writing in secondary level.

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**APPENDIX - I**

Pre-evaluation form

Name of school:

Date:

Class:

No. of Students:

| <b>S.N.</b> | <b>Aspects</b>         | <b>Excellent</b> | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|-------------|------------------------|------------------|------------------|-------------|-------------|-------------|
| 1.          | Classroom management   |                  |                  |             |             |             |
| 2           | Students motivation    |                  |                  |             |             |             |
| 3           | Students interest      |                  |                  |             |             |             |
| 4           | Students discipline    |                  |                  |             |             |             |
| 5           | Stages of skills       |                  |                  |             |             |             |
|             | 5.1 Listening          |                  |                  |             |             |             |
|             | 5.2 Speaking           |                  |                  |             |             |             |
|             | 5.3 Reading            |                  |                  |             |             |             |
|             | 5.4 Writing            |                  |                  |             |             |             |
| 6.          | Warm up questions      |                  |                  |             |             |             |
|             | 6.1 Guided writing     |                  |                  |             |             |             |
|             | 6.1.1 Classwork        |                  |                  |             |             |             |
|             | 6.1.2 Homework         |                  |                  |             |             |             |
|             | 6.2 Controlled writing |                  |                  |             |             |             |
|             | 6.2.1 Classwork        |                  |                  |             |             |             |
|             | 6.2.2 Homework         |                  |                  |             |             |             |
| 7           | Students involvement   |                  |                  |             |             |             |
|             |                        |                  |                  |             |             |             |

Any other activities/problems observed

.....



**APPENDIX- II**  
**Pre-evaluation Form**  
*For Students*

1. Do the teachers provide classwork after teaching?  
Daily  Often  Never
2. How many teachers provide classwork?  
All  Few  None
3. How do the teachers correct the task?  
Individual  Often  Never
4. Do the teachers Provide homework after class?  
Daily  Often  Never
5. How do the teachers correct the homework  
Individual  Group  No correction
6. How do you do the classwork?  
Self  Discussing  Copying
7. How do you do homework?  
Self  Discussing  Copying

**APPENDIX - III**  
**Pre-evaluation Form**  
*For Teachers*

1. Is classwork important for the students?  
 Too much                       Much                       Little
2. Do you provide classwork after teaching?  
 Daily                       Often                       No time
3. How do you correct the classwork?  
 Individual                       In group                       No time
4. Is homework important for the students?  
 Daily                       Often                       No time
5. Do you provide homework after class?  
 Daily                       Often                       No time
6. How do you correct the homework?  
 Individual                       In group                       No time

7. What are the problems that you have faced while conducting homework?

.....

.....

.....

.....

## APPENDIX - IV

### Test Items A

#### Correct tense (Classwork)

**Choose and write the appropriate word/s from the brackets given below.**

1. Listen! someone .....at door. ( knocks /knocked/is knocking)
2. Nobody        to meet since my birthday. ( have written/has written/ wrote)
3. When light went out, I .....writing letter. ( finished/was finished /had finished)
4. By tomorrow, he..... for four days. ( will have waited, will have been waiting, will have waiting)
5. Barsa ..... her key. She still can't enter the house. ( lost/has lost/has been lossing)
6. Nura had painted her picture before you ..... ( paint/painted/ panits)
7. While I .....my car, brakes failed. ( was driving/drove/ am driving)
8. It .....for three weeks now. ( rained/has rained/ has been raining)
9. A wise man ..... people more than he talks to them. ( hears/heard/will hear)

#### Correct tense (Homework)

**Choose and write the appropriate word/s from the brackets given below.**

1. Don't Speak! I .....a poem. ( write / writes/am writing)
2. Look! your father ..... to see me. ( will come /is coming/comes)
3. The y ....here since they got married. ( has been living /lived/have been living )
4. A boy shouted while we ..... exam. ( took/were taking/had taken)
5. By next Thursday , You .... with us for five years. ( will have stayed/will have been staying/have stayed)
6. When the telephone rang, I ..... ( slept/has slept/was sleeping)
7. Bishal ..... the key. He has it now. ( found/ has found/has been found)
8. Manoj .....most of his work before I asked. ( has finished/ will have finished/had finished)

9. Ram ....the school on his way to work every day. ( pass/ passed/ passes)
10. She .....in the same school for seven years. ( has been teaching/ teaches/ had taught)

**Test Item B****Voice (Classwork)****1. Change the following Active sentences into Passive.**

- i) My father gave me a pen.
- ii) farmers are clearing the jungle.
- iii) National parks attract tourists.
- iv) Nobody knew the secret.
- v) Miss Rai won the first prize.

**2. Change the following Passive sentences into Active.**

- i) The trees are felled by woodcutters for fire wood and timber.
- ii) The tiger was killed by a young man.
- iii) The incident will be forgotten in a few years.
- iv) The god is worshiped.
- v) We were told nothing.

**Voice (Homework)****1. Change the following Active sentences into Passive.**

- i) Someone taught him Sanskrit.
- ii) Nobody heard a sound.
- iii) Flies carry many diseases.
- iv) People are destroying the jungle.
- v) Columbus discovered America.

**2. Change the following Passive sentences into Active.**

- i) A new theatre is being built in our capital city right now.
- ii) The visitors will be shown the new building.
- iii) Nothing was bought yesterday.
- iv) Mr Thapa was killed last night.
- v) The police were given the information.

**Test Item C****Transformation (Classwork)**

**Change the following sentences as indicated in the brackets.**

1. Students do their homework themselves. (into negative)
2. He fell off my bicycle. (into negative)
3. You asked some questions. (into negative)
4. Does he teach History? (into statement)
5. Did Sunita take exam? (into statement)
6. Will they learn French? (into statement)
7. She doesn't fry any onion. (into affirmative)
8. They didn't help their father. . (into affirmative)
9. Bhumika won't buy a skirt. . (into affirmative)
10. Hari doesn't brush his teeth in the evening. . (into affirmative)

**Transformation (Homework)**

**Change the following sentences as indicated in the brackets.**

1. He brought some guavas. (into negative)
2. We did it very well. (into negative)
3. The boys showed me a great respect. (into negative)
4. Does he eat anything? (into statement)
5. Can you sing a song? (into statement)
6. Did you do the task? (into statement)
7. He doesn't buy old books. (into affirmative)
8. She won't have to come again. (into affirmative)
9. The boy didn't build his house. (into affirmative)
10. Sarita didn't spend all her time. (into affirmative)

### Test Item D

#### Article (Classwork)

Fill in the blanks with *a, an, the* or *nothing*.

- 1) .....milk in this bottle smells terrible,
- 2) Sita is.....useful member of the family.
- 3) Ceylon is.....island.
- 4) They are learning .....French.
- 5) Yesterday,.....European came at my office.
- 6) Because of.....things man has discovered, we live longer.
- 7) My sister is.....M.A. student.
- 8) He died of.....cancer.
- 9) Shrijana is.....worst student in the class.
- 10) The rhino is.....one-horned animal.

#### Article (Homework)

Fill in the blanks with : **a, an, the , nothing**.

1. Who is ..... best student of our class?
2. Brass is.....useful metal.
3. A fly is .....insect.
4. Ravi is working in.....kitchen.
5. What.....beautiful woman she is!
6. Mt. Everest is.....highest peak in the world.
7. I have given him half.....hour to finish it.
8. We played.....volleyball yesterday.
9. She plays ..... flute well.
10. Nepal is ..... small landlocked country.

### Test Item E

#### Preposition (Classwork)

**Choose and write the correct preposition from the brackets.**

1. The fan is hanging ..... the ceiling. ( on , in , over)
2. He looks handsome .....a black coat and green tie. ( on , in , to)
3. Don't laugh .....the poor. ( in , on, at)
4. Come and sit ..... me. ( on, by at)
5. Srijana is fond ..... watching TV. ( of, with, for)
6. Write ..... a pencil. ( in, with , to )
7. My sister fell ..... the ladder. ( of, into , off)
8. He was in prison ..... twenty years. ( since, to , for)
9. We stayed there ..... 9 to 12. ( from , for , by)
10. Ram is accused ..... theft. ( in , of , to)

#### Preposition (Homework)

**Choose and write the correct preposition from the brackets.**

1. My school starts ..... 10 in the morning. ( into , to , at)
2. The ball rolled ..... the table. ( off, in, into)
3. I was born .....Baishakh26 , 2063. ( at , in , on)
4. She is suffering .....fever. ( since, off, from)
5. We worked as an army correspondent..... 1945. ( by , in , at)
6. I read the story only ..... pleasure. ( from , for , to)
7. Liza got tired ..... walking. ( of , to , for)
8. A pen is different .....a pencil. ( in , from , since)
9. We travel ..... bus. ( with , into , by)
10. Yesterday I saw a man ..... an umbrella, ( from , with , by)



**Test Item F**  
**Reported speech (Classwork)**

**Change the following direct speech into indirect form.**

1. He said to the girl, "I can't read the book."
2. The girl said, "Don't make a noise."
3. The man said to the boy, "Please wait for me."
4. Mina said to him, "Are you hungry?"
5. He said to me, "When will you get back from London?"
6. Rajan said to Sita, "I want to speak to you."
7. He said to me, "Give me your pen."
8. Mira said to him, "Did you pass the exam?"
9. Binod said to Samjhana, "Lend me your pen please."
10. The girl said to the boy, "What is your name?"

**Reported speech (Homework)**

**Change the following direct speech into indirect form.**

1. Sunita said to Hari, "Please lend me fifty rupees."
2. Jivan Said to Jyoti , "Where are you going for your holiday?"
3. Manish said, "I am staying in the Malla Hotel."
4. The man said, "Leave your book here on the table."
5. The girl said, "Can you do the task."
6. The teacher said, "Don't waste your time."
7. Laxmi said to her son, "What do you want to do?"
8. Hari said to Sarita, "Put your books in my bag please."
9. Mijas said to me, "Do you like lemon in your tea?"
10. Gaurav said, "I am reading a story."

**Test Item G**  
**Conditional (Classwork)**

**Write the correct of the verb given in the brackets.**

1. If you put ice in the sun, it (melt)
2. They (do) if they could.
3. If I were you, I (buy) the house.
4. If we (hear) music, we would feel happy.
5. I shall go for a swim, if the weather (be) fine.
6. Had I passed the exam last year, I (join) the university.
7. My friend would have helped, If you (ask) him.
8. Unless you work hard, you (pass) the exam.
9. The plants (die), if there is too much sun.
10. We (wait) you, if we had arrived earlier.

**Conditional (Homework)**

**Write the correct of the verb given in the brackets.**

1. If she (be) a good girl, I would marry her.
2. We won't come, If it (rain).
3. Were you a cat, you (eat) a rat.
4. I (go), if I had known.
5. He would have told you If you (ask) him.
6. If water boils, it (change) into steam.
7. Unless you (invite) her, she won't come to the party.
8. If I (be) you, I would do that.
9. Had he been the head teacher of the school, he (run) it properly.
10. If you call her, she (come).

## Test Item H

### Causative verb (Classwork)

**Choose and write the correct word/s from the brackets.**

1. He got me .....off the tap. ( turn/to turn/ turned)
2. I had an old man .....me the fact. ( tell/to tell/told)
3. They ..... me to leave the class. ( got/made /had)
4. We made the gardener ..... out the grass. ( cut/cuts/to cut)
5. He has my property .....in the bank. ( deposit/deposited/ to deposit)
6. My father makes me ..... hard. ( worked/work/to work)
7. Rita got her dress..... (wash/washed/to wash)
8. I know Mohan will get Rama..... his clothes. ( wash/washed/to wash)
9. The girl..... Hari sing a song. ( make/makes/got)
10. She always ..... him copy her work. ( has/get/make)

### Causative verb (Homework)

**Choose and write the correct word/s from the brackets**

1. He had his breakfast ..... (prepare/prepared/ to prepare)
2. Barsa got new books..... (buy/bought/to buy)
3. My sister got her son..... to the market.(go/to go/gone)
4. I made my mother..... new clothes.(buys/buy/to buy)
5. He ..... his wife to wash his clothes. (will get/made/had)
6. He always makes Ankita..... (laughed/laugh/laughs)
7. She had her father..... a story. (tell/told/to tell)
8. She .....me dance at the concert. (make/will make/got)
9. Dipika gets her son ..... (drive/ drove/to drive)
10. I must .....him repair my bike. (have/makes/gets)

**Test Item I**  
**Gap filling (Classwork)**

**Fill in the following blanks selecting the correct word/s from the box given below.**

A fox was one day very .....He ..... a bunch of fine, large ripe grapes hanging from a vine.He .....at them but was ..... to seize them. He ..... several times ..... all in vein, for they were quite..... reach. At last, he ..... his attempts and going away, said, " I am very glad. I could not ..... these grapes. They are quite ..... and would have made me ill if I had been so foolish as to eat them

|  |
|--|
| jumped/attempted/gave up / sour/hungry/out of/unable/get/but/saw |
|--|

**Gap filling (Homework)**

**Fill in the following blanks selecting the correct word/s from the box given below.**

An old man and his son..... journey sitting on the ..... their donkey. People saw it and said, " How ..... they are to the donkey! " So the old man got down and only son sat on the donkey. They moved on. People ..... it again and said," How cruel the boy is to this old father!" Now the boy ..... and his father rode on it. As they ..... further ahead, there was ..... people. They said to the old man, " How cruel you are! The boy is walking with pain..... you are enjoying a ride." Both father and the son now began to walk behind the donkey. .... this, people laughed at the man and said that the old man and the son looked ..... the servants of the donkey.

|  |
|--|
| saw/seeing/started/reached/whereas/like/back of/got off/cruel/crowd of |
|--|

### Test Item J

#### Broken dialogue (Homework)

Complete the following conversation with the appropriate sentences in the box given below.

**Customer:** Good morning!

**Shopkeeper:** May I help you?

**Customer:** Yes.....

**Shopkeeper:** .....do you want?

**Customer:** ..... Do you have any chow chow?

**Shopkeeper:** No, .....

**Customer:** That's OK.....

a kilo/I want some sugar/how much is the sugar/we don't have it sir/how much

#### Broken dialogue (Classwork)

Complete the following conversation with the appropriate sentences in the box given below.

**Amrita:** Hello !

**Amit:** Hello ! It's me ,Amit.

**Amrita:** Hi Amit, .....

**Amit:** I fine. Are you free today? I am having a party today and .....

**Amrita:** I 'd love to but .....

**Amit:** Why? What's wrong!

**Amrita:** Suffering from a nasty cold.....

**Amit:** ..... Take care. Have bed rest until full recovery.

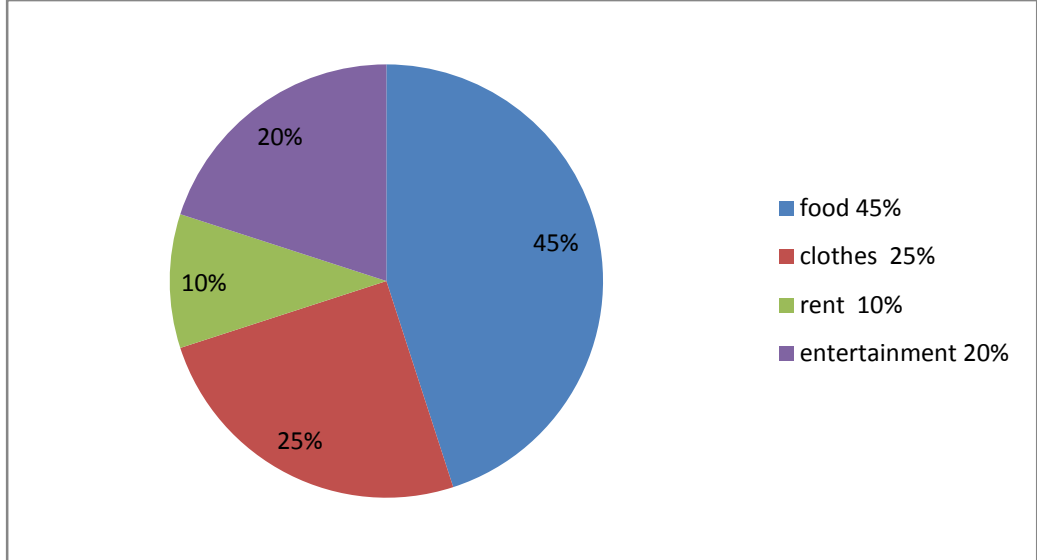
**Amrita:** Bye. Thanks for calling.

That's too bad / I 'd like to invite you at the party / I'm sorry to say that I can't join the party today / watery eyes and nose, violent sneezes, you know. /How are you?

### Test Item K

#### Interpreting chart (Classwork)

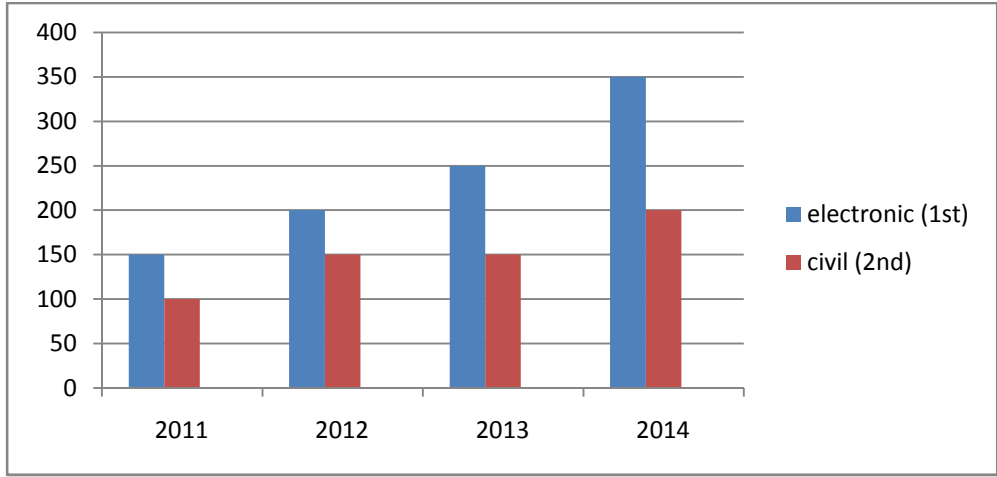
The chart below is the pie chart. It shows how Mr. Yadav spends his money. Study the chart and write a short description using the clues given in the box.



..... spending most of money..... percentage on clothes, entertainment and rent..... saving ..... your opinion

#### Interpreting chart (Homework)

Read the in the box following bar diagram carefully and write a short description about it by using the clues given



Model college Damak ..... recognized college of Jhapa..... No. of students in civil engineering. .... No. of students in electronic engineering.....more ..... less

### Test Item L

#### Rules and regulation (Classwork)

**Write a set of rules and regulations for school on the basis of the clues given below.**

enter the school ..... school uniform ..... school assembly ..... book and copies..... classwork and homework..... eat in class ..... instructions given by the teachers..... leave school..... participate in program ..... rules and regulations.

#### Rules and regulation (Homework)

**Prepare a set of rules and regulations for a school library on the basis of the clues given below.**

remain open .....remain close .....Rupees for membership ..... membership validation..... renew the validation ..... two books for a week .....50 paisa per day fine .....tearing and damaging books..... make noise ..... study in the library room.

### Test Item M

#### News writing (Classwork)

**Write a news story using the following clues.**

##### Plane crashed at Thankot

Flying to Kathmandu from Pokhara..... thick clouds..... hit the TV tower..... caught fire..... all people died..... compensation to the passengers announced rupees 5,00,000 each.

#### News writing (Homework)

**Write a news story using the following clues.**

A person kidnapped in Jhapa ..... Ram Bahadur Thapa..... 38 years old..... sleeping in bed..... kidnaped by a gang..... rupees 4,00,000 ransom ..... search going on.

**Test Item N****Completing story (Classwork)**

**Develop a readable story from the out lines in the given below and give a suitable title to it.**

An old farmer..... three lazy sons..... oldman dying ..... tells sons  
treasures hidden in the field..... dies before spotting the place ..... dig the ground  
.... not treasures ..... plant crops ..... more crops ..... realized truth.....  
labour productive

**Story writing (Homework)**

**Develop a readable story from the out lines in the given below and give a suitable title to it.**

a young girl... going to the market ... a pot of milk on her head.... sell it .....  
make plans.... buy chickens..... then goats and cows ... expensive jewelries and  
clothes.... choose the handsome boy to marry..... trip on stone and milk spill



### Test Item O

#### Paragraph writing (Classwork)

**Write a short paragraph of " Bharatpur" with the help of the following hints.**

Bharatpur ..... headquarter of Chitwandistrict .....Narayani river.....  
 about 148 km south west of Kathmandu..... passes Mahendra High way  
 ..... hot and dry ..... fertile land ..... exports mustards and rice.....  
 religious spot Devghat ..... population about 70 thousand.

#### Paragraph writing (Homework)

**Write a short paragraph of " Mahendra High way" with the help of the following hints.**

Mahendra high way .....Mehi to Mahakali ..... about 1000 km.....  
 varios parts of the terai .....Gandaki ,Kosh , Karnali ..... several bridges .....  
 late king Mahendra ..... many countries mainly India..... a mile stone in  
 the field of national developmen

### Appendix- V

#### Achievement of students in each items of Controlled writing and Guided Writing as CLASSWORK

| S.N. | Name of Students   | Controlled Writing |         |          |          |         |           |          |           |          |           |             | Guided Writing |           |           |            |            |             |
|------|--------------------|--------------------|---------|----------|----------|---------|-----------|----------|-----------|----------|-----------|-------------|----------------|-----------|-----------|------------|------------|-------------|
|      |                    | c.t.<br>5          | vo<br>5 | Tra<br>5 | art<br>5 | Pr<br>5 | r.s.<br>5 | con<br>5 | c.v.<br>5 | gap<br>5 | b.d<br>5. | total<br>50 | i.ch<br>10     | r&r<br>10 | n.w<br>10 | c.st<br>10 | p.w<br>10. | Total<br>50 |
| 1    | Ajay kumar shah    | 4.5                | 0       | 2        | 2        | 3       | 0.5       | 0.5      | 1.5       | 2.5      | 5         | 21.5        | 6              | 4         | 3         | 5          | 3          | 21          |
| 2    | Amir Basnet        | 3.5                | 2       | 3        | 3.5      | 1.5     | 0         | 1.5      | 3.5       | 1.5      | 5         | 25          | 3              | 2         | 2         | 3          | 4          | 14          |
| 3    | BhimlalTajpuriya   | 4                  | 1.5     | 2.5      | 3.5      | 3       | 1         | 2        | 3         | 3.5      | 5         | 29          | 8              | 7         | 7         | 3          | 6          | 31          |
| 4    | BijaykumarPaswan   | 1.5                | 1       | 2        | 3.5      | 2       | 2         | 1        | 3.5       | 3        | 5         | 24.5        | 4              | 1         | 6         | 4          | 3          | 18          |
| 5    | BhimShrestha       | 2.5                | 1       | 2        | 2.5      | 1.5     | 0         | 2        | 3         | 2        | 5         | 21.5        | 3              | 2         | 4         | 2          | 3          | 14          |
| 6    | DhirajAdhikari     | 2.5                | 1.5     | 3        | 2        | 2       | 0.5       | 2        | 4         | 3        | 5         | 25.5        | 3              | 3         | 4         | 4          | 3          | 17          |
| 7    | DamakLalGiri       | 1.5                | 2       | 0.5      | 3        | 2       | 0         | 2        | 4         | 3        | 5         | 23          | 3              | 2         | 3         | 3          | 2          | 13          |
| 8    | JitendraMandal     | 1.5                | 1       | 3        | 2.5      | 2       | 0.5       | 2.5      | 3.5       | 1.5      | 5         | 23          | 3              | 3         | 4         | 4          | 3          | 17          |
| 9    | LekhnathAdhikari   | 1.5                | 1       | 2        | 2        | 3       | 0         | 2.5      | 3         | 1.5      | 5         | 21.5        | 2              | 1         | 4         | 3          | 2          | 12          |
| 10   | ManmohanRajbanshi  | 2.5                | 0.5     | 3        | 2.5      | 2.5     | 2.5       | 2.5      | 4.5       | 1        | 5         | 26.5        | 6              | 2         | 3         | 5          | 2          | 18          |
| 11   | NishanLimbu        | 3.5                | 0       | 2        | 2        | 1.5     | 0.5       | 1        | 3         | 3        | 5         | 21.5        | 3              | 2         | 3         | 2          | 2          | 12          |
| 12   | PrashantaRajbanshi | 2                  | 0.5     | 3        | 3.5      | 2.5     | 1         | 1        | 2         | 2        | 5         | 22.5        | 2              | 2         | 3         | 5          | 2          | 14          |
| 13   | Rahul Khadgi       | 4                  | 3       | 2        | 4        | 3.5     | 2.5       | 3.5      | 3.5       | 3.5      | 5         | 34.5        | 8              | 3         | 5         | 5          | 4          | 25          |
| 14   | TikaramRajbanshi   | 3                  | 1.5     | 2.5      | 2.5      | 2.5     | 1.5       | 2        | 3         | 4        | 5         | 27.5        | 4              | 4         | 6         | 4          | 2          | 20          |
| 15   | YubarajTajpuriya   | 3.5                | 3       | 3        | 2        | 3.5     | 3         | 3.5      | 4         | 2        | 5         | 32.5        | 6              | 3         | 5         | 4          | 3          | 21          |
|      | Total              | 41.5               | 19.5    | 35.5     | 41       | 36      | 15.5      | 29.5     | 49        | 37       | 75        | 379.5       | 64             | 41        | 62        | 56         | 44         | 267         |

| S.N. | Name of Students   | Controlled Writing |             |             |             |             |             |             |             |             |            |              | Guided Writing |           |            |            |            |            |
|------|--------------------|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|--------------|----------------|-----------|------------|------------|------------|------------|
|      |                    | c.t.               | vo          | tra         | Art         | Pr          | r.s.        | con         | c.v.        | gap         | b.d        | total        | i.ch           | r&r       | n.w        | c.st       | p.w        | total      |
|      |                    | 5                  | 5           | 5           | 5           | 5           | 5           | 5           | 5           | 5           | 5          | 50           | 10             | 10        | 10         | 10         | 10.        | 50         |
| 16   | Aasha Devi Poddar  | 1.5                | 1           | 2.5         | 1           | 1           | 0.5         | 1.5         | 2           | 2.5         | 5          | 18.5         | 4              | 3         | 2          | 2          | 3          | 14         |
| 17   | AaratikumariMochi  | 1.5                | 0           | 3           | 1.5         | 2           | 1           | 0.5         | 3.5         | 2.5         | 5          | 20.5         | 3              | 3         | 4          | 4          | 2          | 16         |
| 18   | Anita kumara Giri  | 3.5                | 0           | 0.5         | 1.5         | 3           | 0.5         | 2           | 3           | 4           | 5          | 23           | 4              | 4         | 2          | 3          | 3          | 16         |
| 19   | AashthaNembang     | 3.5                | 0           | 1.5         | 2.5         | 2           | 1           | 1           | 4           | 3           | 5          | 22.5         | 3              | 5         | 4          | 6          | 2          | 20         |
| 20   | BhumikaBarma       | 1                  | 1           | 2.5         | 4           | 1           | 1           | 2           | 3           | 3           | 5          | 23.5         | 3              | 4         | 3          | 3          | 6          | 19         |
| 21   | GomakumariGiri     | 3.5                | 2.5         | 2.5         | 4.5         | 3           | 2           | 1.5         | 2.5         | 3.5         | 5          | 30.5         | 2              | 2         | 4          | 4          | 2          | 14         |
| 22   | JinaKhadka         | 1                  | 0           | 1.5         | 3.5         | 1.5         | 1.5         | 0.5         | 3.5         | 2.5         | 5          | 20.5         | 4              | 3         | 3          | 2          | 2          | 14         |
| 23   | JunaShrestha       | 3.5                | 1           | 3.5         | 2.5         | 2           | 2           | 2.5         | 4.5         | 3.5         | 5          | 30           | 6              | 5         | 6          | 3          | 4          | 24         |
| 24   | ManikaSwarnakar    | 2.5                | 2.5         | 2.5         | 3.5         | 3.5         | 2           | 2.5         | 4.5         | 4           | 5          | 32.5         | 3              | 2         | 4          | 3          | 6          | 18         |
| 25   | Melina Shrestha    | 3.5                | 0           | 2           | 3.5         | 3           | 0.5         | 2           | 2           | 2.5         | 5          | 24           | 2              | 4         | 4          | 3          | 3          | 16         |
| 26   | Nita Rajbanshi     | 2                  | 0.5         | 3           | 4           | 3.5         | 0.5         | 3.5         | 4           | 3.5         | 5          | 29.5         | 3              | 3         | 3          | 3          | 7          | 19         |
| 27   | PratibhaShrestha   | 3.5                | 1           | 2           | 4           | 3.5         | 2           | 2.5         | 3.5         | 2.5         | 5          | 29.5         | 3              | 5         | 5          | 3          | 5          | 21         |
| 28   | Sabina Khadka      | 2.5                | 2.5         | 3.5         | 3.5         | 3.5         | 2           | 3.5         | 4           | 4           | 5          | 34           | 6              | 6         | 4          | 6          | 7          | 29         |
| 29   | SangamTamang       | 3.5                | 3           | 4           | 3.5         | 3.5         | 4           | 3           | 4           | 5           | 5          | 38.5         | 6              | 7         | 6          | 6          | 8          | 33         |
| 30   | SaraswatiAacharya  | 2.5                | 0           | 2.5         | 2.5         | 1.5         | 0.5         | 1.5         | 1.5         | 2.5         | 5          | 20           | 6              | 1         | 3          | 3          | 3          | 16         |
|      | Total              | 38                 | 15          | 37          | 45.5        | 37.5        | 21          | 30          | 49.5        | 48.5        | 75         | 397          | 58             | 56        | 58         | 54         | 63         | 289        |
|      | <b>Grand Total</b> | <b>79.5</b>        | <b>34.5</b> | <b>72.5</b> | <b>86.5</b> | <b>73.5</b> | <b>36.5</b> | <b>59.5</b> | <b>98.5</b> | <b>85.5</b> | <b>150</b> | <b>776.5</b> | <b>122</b>     | <b>97</b> | <b>120</b> | <b>110</b> | <b>107</b> | <b>556</b> |

## APPENDIX-VI

### Achievement of students in each items of Controlled writing and Guided Writing as HOMEWORK

| SN | Name of Students   | Controlled Writing |         |          |          |         |           |          |         |          |           |             | Guided Writing |           |           |            |            |             |
|----|--------------------|--------------------|---------|----------|----------|---------|-----------|----------|---------|----------|-----------|-------------|----------------|-----------|-----------|------------|------------|-------------|
|    |                    | c.t.<br>5          | vo<br>5 | Tra<br>5 | art<br>5 | Pr<br>5 | r.s.<br>5 | con<br>5 | cv<br>5 | gap<br>5 | b.d<br>5. | total<br>50 | i.ch<br>10     | r&r<br>10 | n.w<br>10 | c.st<br>10 | p.w<br>10. | total<br>50 |
| 1  | Ajay kumar shah    | 1.5                | 0.5     | 2        | 3        | 2.5     | 3         | 1        | 2       | 1.5      | 5         | 22          | 6              | 5         | 3         | 6          | 2          | 22          |
| 2  | Amir Basnet        | 3                  | 4       | 2        | 4        | 3.5     | 1         | 2        | 3.5     | 0        | 5         | 28          | 7              | 7         | 4         | 7          | 4          | 29          |
| 3  | BhimlalTajpuriya   | 3.5                | 1       | 4        | 3        | 3       | 2.5       | 3        | 4.5     | 3        | 3         | 30.5        | 7              | 6         | 4         | 8          | 6          | 31          |
| 4  | BijaykumarPaswan   | 2.5                | 2       | 0        | 4        | 3       | 0.5       | 2        | 3.5     | 0.5      | 5         | 23          | 6              | 6         | 5         | 3          | 2          | 22          |
| 5  | BhimShrestha       | 2                  | 1.5     | 4        | 3.5      | 2.5     | 2         | 1        | 2       | 5        | 5         | 28.5        | 2              | 3         | 4         | 8          | 4          | 21          |
| 6  | DhirajAdhikari     | 3                  | 1       | 2        | 3        | 2.5     | 0         | 4        | 2       | 1.5      | 5         | 24          | 2              | 4         | 7         | 2          | 2          | 17          |
| 7  | DamakLalGiri       | 2.5                | 1       | 1        | 3.5      | 2       | 1         | 1.5      | 2       | 0        | 5         | 19.5        | 6              | 4         | 2         | 2          | 3          | 17          |
| 8  | JitendraMandal     | 2.5                | 1       | 2        | 3        | 3       | 1         | 3        | 4.5     | 0        | 5         | 25          | 6              | 7         | 4         | 7          | 4          | 28          |
| 9  | LekhnathAdhikari   | 1                  | 0.5     | 2.5      | 3        | 3       | 0.5       | 2        | 3       | 0        | 3         | 19          | 1              | 5         | 5         | 7          | 2          | 20          |
| 10 | ManmohanRajbanshi  | 2                  | 0       | 1        | 4        | 1       | 0         | 1        | 3.5     | 0        | 5         | 17.5        | 7              | 2         | 3         | 5          | 4          | 21          |
| 11 | NishanLimbu        | 3                  | 1.5     | 4        | 3.5      | 2.5     | 0         | 1        | 1       | 4        | 5         | 25.5        | 3              | 3         | 4         | 6          | 3          | 19          |
| 12 | PrashantaRajbanshi | 3                  | 1       | 3.5      | 3        | 1.5     | 2         | 1.5      | 3       | 0        | 0         | 18.5        | 3              | 2         | 6         | 6          | 3          | 20          |
| 13 | Rahul Khadgi       | 4                  | 2.5     | 3.5      | 3.5      | 4       | 4         | 3.5      | 4       | 4.5      | 5         | 38.5        | 7              | 5         | 3         | 5          | 4          | 24          |
| 14 | TikaramRajbanshi   | 4.5                | 0.5     | 3.5      | 3.5      | 2.5     | 1         | 1.5      | 4       | 0.5      | 5         | 26.5        | 8              | 5         | 4         | 7          | 3          | 27          |
| 15 | YubarajTajpuriya   | 3                  | 3.5     | 4.5      | 4.5      | 1.5     | 3         | 4.5      | 4       | 0        | 5         | 33.5        | 7              | 5         | 4         | 6          | 4          | 26          |
|    | Total              | 41                 | 21.5    | 39.5     | 52       | 38      | 21.5      | 32.5     | 46.5    | 21       | 66        | 379.5       | 78             | 69        | 62        | 85         | 50         | 344         |

| S.N. | Name of Students   | Controlled Writing |           |             |              |             |             |             |            |             |            |              | Guided Writing |            |            |            |            |            |
|------|--------------------|--------------------|-----------|-------------|--------------|-------------|-------------|-------------|------------|-------------|------------|--------------|----------------|------------|------------|------------|------------|------------|
|      |                    | c.t.               | vo        | tra         | art          | pr          | r.s.        | con         | c.v.       | gap         | b.d.       | total        | i.ch           | r&r        | n.w        | c.st       | p.w        | total      |
|      |                    | 5                  | 5         | 5           | 5            | 5           | 5           | 5           | 5          | 5           | 5          | 50           | 10             | 10         | 10         | 10         | 10.        | 50         |
| 16   | Aasha Devi Poddar  | 1.5                | 4.5       | 2           | 5            | 2.5         | 1.5         | 2           | 3          | 0           | 5          | 27           | 6              | 5          | 4          | 5          | 4          | 24         |
| 17   | AaratikumariMochi  | 3                  | 1.5       | 2.5         | 2            | 2.5         | 1.5         | 2           | 3.5        | 0           | 5          | 24           | 3              | 5          | 5          | 7          | 6          | 26         |
| 18   | Anita kumara Giri  | 2.5                | 1.5       | 2           | 3            | 2.5         | 1           | 2           | 3          | 3           | 5          | 25.5         | 5              | 3          | 3          | 5          | 3          | 19         |
| 19   | AashthaNembang     | 2                  | 0         | 1           | 3.5          | 3           | 0.5         | 1           | 2.5        | 3           | 5          | 21.5         | 2              | 3          | 5          | 6          | 2          | 18         |
| 20   | BhumikaBarma       | 3                  | 3         | 3           | 4            | 3.5         | 3           | 2           | 4.5        | 3           | 5          | 34           | 5              | 5          | 5          | 5          | 5          | 25         |
| 21   | GomakumariGiri     | 2                  | 2         | 3           | 2.5          | 2.5         | 1.5         | 2.5         | 4          | 0           | 5          | 26           | 7              | 6          | 4          | 2          | 2          | 21         |
| 22   | JinaKhadka         | 3                  | 0.5       | 1           | 3            | 2.5         | 2.5         | 1           | 3.5        | 3           | 5          | 25           | 3              | 5          | 5          | 7          | 4          | 24         |
| 23   | JunaShrestha       | 2                  | 3.5       | 4           | 4.5          | 4.5         | 2.5         | 4.5         | 4.5        | 0.5         | 5          | 35.5         | 5              | 7          | 5          | 7          | 6          | 30         |
| 24   | ManikaSwarnakar    | 2.5                | 1         | 4           | 3            | 3           | 1.5         | 2.5         | 4.5        | 0           | 5          | 27           | 5              | 7          | 4          | 9          | 8          | 30         |
| 25   | Melina Shrestha    | 4.5                | 0         | 3.5         | 4.5          | 2.5         | 0.5         | 2.5         | 4          | 3           | 5          | 30           | 7              | 6          | 4          | 7          | 4          | 28         |
| 26   | Nita Rajbanshi     | 4                  | 0         | 3.5         | 4.5          | 3.5         | 2           | 3           | 4          | 1           | 5          | 30.5         | 7              | 6          | 4          | 8          | 4          | 29         |
| 27   | PratibhaShrestha   | 4.5                | 2.5       | 3           | 2.5          | 4           | 1           | 4           | 3.5        | 2.5         | 5          | 32.5         | 7              | 3          | 4          | 8          | 5          | 27         |
| 28   | Sabina Khadka      | 3.5                | 2.5       | 4           | 3            | 2.5         | 1.5         | 3           | 4          | 1.5         | 5          | 30           | 7              | 8          | 4          | 7          | 4          | 30         |
| 29   | SangamTamang       | 3.5                | 4.5       | 3           | 4            | 4.5         | 3.5         | 3           | 3.5        | 4           | 5          | 39.5         | 8              | 7          | 4          | 9          | 5          | 33         |
| 30   | SaraswatiAacharya  | 1.5                | 0.5       | 4           | 3            | 1           | 2           | 0.5         | 3.5        | 0           | 5          | 21           | 7              | 6          | 4          | 5          | 4          | 26         |
|      | Total              | 44.5               | 27.5      | 44          | 52.5         | 44.5        | 26          | 35          | 55.5       | 24.5        | 75         | 429          | 84             | 82         | 64         | 97         | 63         | 390        |
|      | <b>Grand Total</b> | <b>85.5</b>        | <b>49</b> | <b>83.5</b> | <b>104.5</b> | <b>82.5</b> | <b>47.5</b> | <b>67.5</b> | <b>102</b> | <b>45.5</b> | <b>141</b> | <b>808.5</b> | <b>162</b>     | <b>151</b> | <b>126</b> | <b>182</b> | <b>113</b> | <b>734</b> |

## APPENDIX – VII

### Achievement in Classwork and Homework

| S.N.      | Items                           | Full Marks | Marks Obtained |            |               |              |            |               |
|-----------|---------------------------------|------------|----------------|------------|---------------|--------------|------------|---------------|
|           |                                 |            | Classwork      |            |               | Homework     |            |               |
|           |                                 |            | Boys           | Girls      | Total         | Boys         | Girls      | Total         |
| <b>1.</b> | <b>Controlled Writing</b>       |            |                |            |               |              |            |               |
|           | 1.1 Correct tense               | 5          | 41.5           | 38         | 79.5          | 41           | 44.5       | 85.5          |
|           | 1.2 Voice                       | 5          | 19.5           | 15         | 34.5          | 21.5         | 27.5       | 48.5          |
|           | 1.3 Transformation              | 5          | 35.5           | 37         | 72.5          | 39.5         | 44         | 83.5          |
|           | 1.4 Article                     | 5          | 41             | 45.5       | 86.5          | 52           | 52.5       | 104.5         |
|           | 1.5 Preposition                 | 5          | 36             | 37.5       | 73.5          | 38           | 44.5       | 82.5          |
|           | 1.6 Reported Speech             | 5          | 15.5           | 21         | 36.5          | 21.5         | 26         | 47.5          |
|           | 1.7 Conditional                 | 5          | 29.5           | 30         | 59.5          | 32.5         | 35         | 67.5          |
|           | 1.8 Causative verb              | 5          | 49             | 49.5       | 98.5          | 46.5         | 55.5       | 102           |
|           | 1.9 Gap filling                 | 5          | 37             | 48.5       | 85.5          | 21           | 24.5       | 45.5          |
|           | 1.10 Broken dialogue            | 5          | 75             | 75         | 150           | 66           | 75         | 141           |
|           | <b>Total</b>                    | <b>50</b>  | <b>379.5</b>   | <b>397</b> | <b>776.5</b>  | <b>379.5</b> | <b>429</b> | <b>808.5</b>  |
| <b>2.</b> | <b>Guided Writing</b>           |            |                |            |               |              |            |               |
|           | 2.1 Interpreting chart          | 10         | 64             | 58         | 122           | 78           | 84         | 162           |
|           | 2.2 Rules and regulations       | 10         | 41             | 56         | 97            | 69           | 82         | 151           |
|           | 2.3 News writing                | 10         | 62             | 58         | 120           | 62           | 64         | 126           |
|           | 2.4 Completing Skeleton Stories | 10         | 56             | 54         | 110           | 85           | 97         | 182           |
|           | 2.5 Paragraph writing           | 10         | 44             | 63         | 107           | 50           | 63         | 113           |
|           | <b>Total</b>                    | <b>50</b>  | <b>267</b>     | <b>289</b> | <b>556</b>    | <b>344</b>   | <b>390</b> | <b>734</b>    |
|           | <b>Grand Total</b>              | <b>100</b> | <b>646.5</b>   | <b>686</b> | <b>1332.5</b> | <b>723.5</b> | <b>819</b> | <b>1542.5</b> |

### APPENDIX - VIII

#### Individual Achievement of Classwork and Homework in Controlled Writing and Guided Writing

| Roll No. | Name of Students   | Sex  | Marks Obtained (Average) |           |          |                |           |          |
|----------|--------------------|------|--------------------------|-----------|----------|----------------|-----------|----------|
|          |                    |      | Controlled Writing       |           |          | Guided Writing |           |          |
|          |                    |      | Full Marks               | Classwork | Homework | Full Marks     | Classwork | Homework |
| 1        | Ajay kumar shah    | Boy  | 50                       | 21.5      | 22       | 50             | 21        | 22       |
| 2        | Amir Basnet        | Boy  | 50                       | 25        | 28       | 50             | 14        | 29       |
| 3        | BhimlalTajpuriya   | Boy  | 50                       | 29        | 30.5     | 50             | 31        | 31       |
| 4        | BijaykumarPaswan   | Boy  | 50                       | 24.5      | 23       | 50             | 18        | 22       |
| 5        | BhimShrestha       | Boy  | 50                       | 21.5      | 28.5     | 50             | 14        | 21       |
| 6        | DhirajAdhikari     | Boy  | 50                       | 25.5      | 24       | 50             | 17        | 17       |
| 7        | DamakLalGiri       | Boy  | 50                       | 23        | 19.5     | 50             | 13        | 17       |
| 8        | JitendraMandal     | Boy  | 50                       | 23        | 25       | 50             | 17        | 28       |
| 9        | LekhnathAdhikari   | Boy  | 50                       | 21.5      | 19       | 50             | 12        | 20       |
| 10       | ManmohanRajbanshi  | Boy  | 50                       | 26.5      | 17.5     | 50             | 18        | 21       |
| 11       | NishanLimbu        | Boy  | 50                       | 21.5      | 25.5     | 50             | 12        | 19       |
| 12       | PrashantaRajbanshi | Boy  | 50                       | 22.5      | 18.5     | 50             | 14        | 20       |
| 13       | Rahul Khadgi       | Boy  | 50                       | 34.5      | 38.5     | 50             | 25        | 24       |
| 14       | TikaramRajbanshi   | Boy  | 50                       | 27.5      | 26.5     | 50             | 20        | 27       |
| 15       | YubarajTajpuriya   | Boy  | 50                       | 32.5      | 33.5     | 50             | 21        | 26       |
| 16       | Aasha Devi Poddar  | Girl | 50                       | 18.5      | 27       | 50             | 14        | 24       |

|    |                   |      |    |              |              |    |            |            |
|----|-------------------|------|----|--------------|--------------|----|------------|------------|
| 17 | AaratikumariMochi | Girl | 50 | 20.5         | 24           | 50 | 16         | 26         |
| 18 | Anita kumara Giri | Girl | 50 | 23           | 25.5         | 50 | 16         | 19         |
| 19 | AashthaNembang    | Girl | 50 | 22.5         | 21.5         | 50 | 20         | 18         |
| 20 | BhumikaBarma      | Girl | 50 | 23.5         | 34           | 50 | 19         | 25         |
| 21 | GomakumariGiri    | Girl | 50 | 30.5         | 26           | 50 | 14         | 21         |
| 22 | JinaKhadka        | Girl | 50 | 20.5         | 25           | 50 | 14         | 24         |
| 23 | JunaShrestha      | Girl | 50 | 30           | 35.5         | 50 | 24         | 30         |
| 24 | ManikaSwarnakar   | Girl | 50 | 32.5         | 27           | 50 | 18         | 30         |
| 25 | Melina Shrestha   | Girl | 50 | 24           | 30           | 50 | 16         | 28         |
| 26 | Nita Rajbanshi    | Girl | 50 | 29.5         | 30.5         | 50 | 19         | 29         |
| 27 | PratibhaShrestha  | Girl | 50 | 29.5         | 32.5         | 50 | 21         | 27         |
| 28 | Sabina Khadka     | Girl | 50 | 34           | 30           | 50 | 29         | 30         |
| 29 | SangamTamang      | Girl | 50 | 38.5         | 39.5         | 50 | 33         | 33         |
| 30 | SaraswatiAacharya | Girl | 50 | 20           | 21           | 50 | 16         | 26         |
|    | <b>Total</b>      |      |    | <b>776.5</b> | <b>808.5</b> |    | <b>556</b> | <b>734</b> |



## APPENDIX - IX

### Lesson Plan No. 1

School: Gauriganj Secondary School

Date: 2072/5/28

Subject: English

No. of students: 30

Teaching Item: Correct tense

Time: 40 minutes

**1. Objectives:** On the completion of the lesson, the students will be enabled to:

- a. Use the correct form of verbs in the sentences.
- b. Make the sentences correctly.

**2. Teaching materials:** Materials of daily use.

**3. Teaching learning activities:**

First the teacher starts the class with a short interesting game. Then he writes the topic 'single clause sentences' on board. He reminds the students about the previous lesson on tense. He writes two sub topics 'Time adverb' and 'tense' on board. He writes some time adverbs such as now, yet, tomorrow orderly and asks the students correspondent tense. He makes the students practice to use correct tense.

Then he writes the topic 'double clause sentence' on board. He writes two sub topic 'main clause' and 'sub ordinate clause' then he writes 's. present' and 's. past' under main clause and ask the students what tenses are used in next clause. He makes them practice too using the table on board.

The teacher prepares the students about the classwork. He informs them how to answer the question on paper. He distributes the question paper and assists them to solve the question. He makes them the question clear. After ten minutes he collects all the paper and tells the answer on board. At last he provides question for homework.

**4. Evaluation:**

Answer the questions given in the classwork paper.

**5. Homework:**

Answer the questions given in the homework paper.

## Lesson Plan No. 2

School: Gauriganj Secondary School

Date: 2072/5/31

Subject: English

No. of students: 30

Teaching Item: Voice

Time: 40 minutes

**1. Objectives:** On the completion of the lesson, the students will be enabled to:

- a. Change active voice into passive voice.
- b. Change passive into active voice.

**2. Teaching materials:** Materials of daily use.

**3. Teaching learning activities:**

First the teacher warms the students up writing a puzzle question on board. Then he writes a sentence on board and ask the students to find out voice orally. He revises previous lessons about voice and makes them clear to recognize active and passive sentences, He writes some sentences and ask them to change into passive. He makes them practice. After that he writes a passive sentence on board and ask the students what voice it is and why? He makes them practice to change voices. The teacher prepares the students about the classwork. He informs them how to answer the question on paper. He distributes the question paper and assists them to solve the question. He makes them the question clear. After ten minutes he collects all the paper and tells the answer on board. At last he provides question for homework.

**4. Evaluation:**

Change the following sentences into passive

- i) Gita bought a book.
- ii) The boy finished the work

Change the following sentences into active

- i) My book was stolen
- ii) They were being called by Hari.

**5. Homework:**

Answer the questions given in the homework paper

### Lesson Plan No. 3

School: Gauriganj Secondary School

Date: 2072/6/12

Subject: English

No. of students: 30

Teaching Item: Conditional

Time: 40 minutes

**1. Objectives:** On the completion of the lesson, the students will be enabled to:

- a. Recognize the three types of conditional sentences
- b. Use the correct of form of verb in the conditions.

**2. Teaching materials:** Materials of daily use.

**3. Teaching learning activities:**

First the teacher motivates the students using if sentences such as "If you keep quiet, I'll give you chocolates." He writes the sentence on board and asks what type of conditional it is. He revises the previous unit about conditional sentences. He writes 'if clause' and 'main clause' on board. Under the if clause he writes s. presents , s. past, past perfect orderly and asks the students what are the structures used under ' main clause'. Accordingly he makes them practice related to the structures.

The teacher prepares the students about the classwork. He informs them how to answer the question on paper. He distributes the question paper and assists them to solve the question. He makes them the question clear. After ten minutes he collects all the paper and tells the answer on board. At last he provides question for homework.

**4. Evaluation:**

Answer the questions given in the classwork paper.

**5. Homework:** Answer the questions given in the homework paper

### Lesson Plan No. 4

School: Gauriganj Secondary School Date: 2072/6/19

Subject: English

No. of students: 30

Teaching Item: Interpreting Chart

Time: 40 minutes

**1. Objectives:** On the completion of the lesson, the students will be enabled to:

- a. Describe the simple bar chart and pie chart
- b. Use " According to the chart ..... " "The chart shows that ..... " in the sentence correctly.

**2. Teaching materials:** Materials of daily use.

**3. Teaching learning activities:**

First of all the teacher motivates the students showing a bar chart about the SLC result of the school. Then he asks some related questions to the students and writes the answers as point wise.

The he writes " According to the chart ....." on the board and joins the previous points of the board. The he writes " The chart shows that....." on board and joins another sentence of the board. The he writes "It shows that ....." and joins all the points orderly. He teaches them how to compare the two points. He gives some hints and make s them practice for comparison.

Then he shows a pie chart about different castes lived in a village. He asks some related questions to them. Similarly he uses "according to the chart..." "The chart shows that ....." "It shows that ....." etc and makes the students practice to describe the chart.

The teacher prepares the students about the classwork. He informs them how to answer the question on paper. He distributes the question paper and assists them to solve the question. He makes them the question clear. After ten minutes he collects all the paper and tells the answer on board. At last he provides question for homework.

**4. Evaluation:**

Answer the questions given in the classwork paper.

**5. Homework:**

Answer the questions given in the homework paper.

### **Lesson Plan No. 5**

School: Gauriganj Secondary School

Date: 2072/6/20

Subject: English

No. of students: 30

Teaching Item: Rules and regulations

Time: 40 minutes

**1. Objectives:** On the completion of the lesson, the students will be enabled to:

- a. Use allowed, (not) allowed, permitted, prohibited, forbidden etc in their sentences.
- b. Write some rules and regulation for school, temple, school library etc.

**2. Teaching materials:** Materials of daily use.

**3. Teaching learning activities:**

First the teacher writes "Fight in the class" on board and asks the students if they can do or not. Then he writes two sentences "fighting is not allowed in the class" and "Students are not allowed to fight in the class." He describes them how the structures are used in the sentences. He writes other points or pair of sentences using permitted, forbidden, prohibited. He describes the structures and makes them practice to write sentences. He makes them prepare set of related sentences and describes about rules and regulations. He gives them a place such as school, temple, library and asks them to prepare the set rules and regulations.

The teacher prepares the students about the classwork. He informs them how to answer the question on paper. He distributes the question paper and assists them to solve the question. He makes them the question clear. After ten minutes he collects all the paper and tells the answer on board. At last he provides question for homework.

**4. Evaluation:**

Answer the questions given in the classwork paper.

**5. Homework:**

Answer the questions given in the homework paper