

PROFICIENCY OF GRADE ELEVEN STUDENTS IN FREE WRITING

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

**Submitted by
Harihar Paudyal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015**

**PROFICIENCY OF GRADE ELEVEN STUDENTS IN FREE
WRITING**

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

**Submitted by
Harihar Paudyal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

**T.U. Reg. No.: 9-1-50-512-2003
Second Year Exam
Roll No. 280396/2068**

**Date of Approval of the Thesis
Proposal: 2070/06/02
Date of Submission: 23/01/2015**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Harihar Paudyal** has prepared this thesis entitled **Proficiency of Grade Eleven Students in Free Writing** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 23/01/2015

.....

Professor Dr. Anju Giri (Supervisor)

Department of English Education

T.U., Kirtipur,

Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U, Kirtipur

.....

Chairperson

Dr. Anju Giri (Supervisor)

Professor

Department of English Education

T.U., Kirtipur

.....

Member

Madhu Neupane

Lecturer

Department of English Education

T.U., Kirtipur

.....

Member

Date: _____

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U, Kirtipur

.....

Chairperson

Dr. Chandreswar Mishra

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

.....

Member

Dr. Anju Giri (Supervisor)

Professor

Department of English Education

T.U., Kirtipur

.....

Member

Date: 02/02/2015

DECLARATION

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

Date:- 22/01/2015

.....

Harihar Paudyal

DADICATION

**Dedicated
To
My parents**

ACKNOWLEDGEMENTS

First of all I would like to express my profound gratitude to my thesis supervisor **Dr. Anju Giri**, Professor, Department of English Education, University Campus, T.U., Kirtipur for her continuous guidance, inspiration, encouragement and enthusiastic advice from the very beginning.

I am grateful to **Dr. Anjana Bhattarai**, Reader and Head of the Department of English Education and **Madhu Neupane** for their constructive suggestion and insightful comments to carry out this study. Similarly, my sincere gratitude also goes to **Prof. Dr. Chandreshwar Mishra**, professor Department of English Education, for providing me innovative ideas that strengthened the rigor of my study.

Similarly, I would like to express my gratitude to **Dr. Tirth Raj Khaniya, Dr. Laxmi Bahadur Maharjan, Dr. T.D. Bhatta, and Dr. Vishnu Singh Rai**, professors of English Education, for their class lectures, encouragement and direction in my study.

Likewise, my sincere gratitude goes to **Dr. Tapasi Bhattacharya, Mr. Raj Narayan Yadav, Mr. Bhesh Raj Pokhrel, Mrs. Saraswati Dawadi, Mrs. Hima Rawal, Mr. Khem Raj Joshi, Mr. Ashok Sapkota, Mr. Resham Acharya** and all the teachers at the Department of English Education, who gave their invaluable ideas regarding different fields.

I am also equally thankful to **Mrs. Madhavi Khanal**, Librarian, Department of English Education for her kind support.

I would like to thank **Mr. Narayan Basnet** (Resunga Computer Service) for excellent service of computer setting of the work.

Last but not least, my parents and Almighty deserve my deep gratitude.

Harihar Paudyal

January, 2015

ABSTRACT

The research work entitled “Proficiency of Grade Eleven Students in Free Writing” was conducted to find out the proficiency of grade XI students from three difference higher secondary schools of Pyuthan district. In order to collect the relevant data, a set of test items was administered to sixty students. The researcher adopted the purposive non-random sampling procedure to select the informants. On the basis of the finding, some suggestions were recommended. The research on writing proficiency proved that the writing skill of the students was not satisfactory and upto their level. It also proved that boy students were found to be better than girl students.

The thesis consists of five chapters. Chapter one presents the introduction of the study. This chapter also includes statement of the problems, rational of the study, objectives of the study, research questions, and significance of the study and delimitations of the study. Chapter two includes review of the related literatures and conceptual frame work. Chapter third deals with methods and procedures of the study. Which includes design of the study, population and sample of the study, sampling procedure, tools of data collection, data collection procedures and data analysis and interpretation procedures. The fourth chapter deals with result and discussion of the data such as holistic analysis, gender wise analysis and aspects wise analysis. In order to make the analysis objective and systematic rating scale was used. The fifth chapter includes summary, conclusion and implication of the study.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>Error! Bookmark not defined.</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dadication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations</i>	<i>xi</i>
CHAPTER-ONE: INTRODUCTION	1
1. Introduction	1
1.1. General Background	1
1.2. Statement of the Problem	3
1.3. Rationale of the Study	3
1.4. Objectives of the Study	4
1.5. Research Questions	5
1.6. Significance of the Study	5
1.7. Delimitations of the Study	5
1.8. Definition of the Key Terms	6
CHAPTER – TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7
2. Review of Related Literature	7
2.1. Review of Theoretical Literature	7
2.1.1. Writing Skill	7
2.1.2. Importance of Writing	8
2.1.3. Components of Writing	11
2.1.4. Developing Writing Skill	12

2.1.5. Types of Writing	13
2.1.6. Free Writing	14
2.1.7 The Characteristics of Good Writing	16
2.1.8 Writing Proficiency	17
2.2 Review of Related Empirical Literature	19
2.3 Implication of the Review for the Study	21
2.4 Conceptual Framework	23
CHAPTER – THREE : METHODS AND PROCEDURES OF THE STUDY	24
3.1. Design of the Study	24
3.2. Population and Sample of the Study	25
3.3. Sampling Procedure	25
3.4. Tools for Data Collection	25
3.5. Data Collection Procedures	26
3.6. Data Analysis and Interpretation Procedure	26
CHAPTER – FOUR : RESULT AND DISCUSSION	27
4.1. Result	27
4.2. Discussion	27
4.2.1. Holistic Analysis	28
4.2.2. Question wise Analyses	28
4.2.3. Aspect wise Analysis	33
4.2.4. Gender Wise Proficiency	39
4.2.5. Passed and Failed Students in the Test	46
CHAPTER – FIVE : SUMMARY, CONCLUSION AND IMPLICATION	47
5.1 Summary	47
5.2 Conclusions	47
5.3 Implication	48
5.3.1. Policy Level	49
5.3.2. Practical Level	49
5.3.2. Further Research	49
REFERENCES	50
APPENDICES: QUESTIONNAIRE	

LIST OF TABLES

	Page No.
Table No. 1 : Holistic Proficiency of the Informants in Free Writing	28
Table No. 2 : Rating Scale	29
Table No. 3 : Total Questions Wise Proficiency in Free Writing	30
Table No. 4 : Total Proficiency in Paragraph Writing	30
Table No. 5 : Total Proficiency in Letter Writing	31
Table No. 6 : Total Proficiency in Essay Writing	32
Table No. 7 : Total Proficiency in Dialogue Writing	32
Table No. 8 : Rating Scale of Aspect wise Proficiency of the Students	33
Table No. 9 : Proficiency of the Students in Different Aspects	34
Table No. 10 : Aspect wise Proficiency of the Students in Test Items	35
Table No. 11 : Proficiency of the Students in Different Aspects in Different Test Items	36
Table No. 12 : Gender Wise Analysis of Total Proficiency	39
Table No. 13 : Gender wise Analysis and Interpretation of Each Item	41
Table No. 14 : Gender wise Analysis of Each Aspects	42
Table No. 15 : Sex wise Analysis of Students in Different Aspects in Different Questions	44
Table No 16 : Passed and failed students	46

LIST OF ABBREVIATIONS

%	Percentage
&	and
A.A.	Above Average
A.M.	Average mark
B.A.	Below Average
Bs	Boys
C	Content
Eg.	Example
etc.	etcetera
F.M.	Full mark
G	Grammar
Gs	Girls
i.e.	That is
N.Std.	Number of students
No.	Number
O	Organization
P	Punctuation
p.	page
S	Spelling
S.L.C.	School leaving certificate
T. M. Obt.	Total mark obtained
T. sa.	Total sample
T.M.	Total mark
V	Vocabulary

CHAPTER-ONE

INTRODUCTION

1. Introduction

The study is concerned with proficiency of free writing of grade eleven students who have passed their SLC from government schools of Pyuthan district. In this research I found out the proficiency of students in free writing. Introduction consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study and delimitations of the study.

1.1. General Background

Language is a mean of human communication. It is an asset and possession of human being. It is god's special gift to mankind. It is universal medium for conveying one's ideas, emotions, desires and beliefs to another as they share the common code that make of the language. As there are so many languages in the world, they play equally important role in communication. However, some languages seem to have more dominant role than others on the basis of a particular place, situation or occasion. Among them the English language is the most widely used in the world.

We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. Generally, listening and reading fall under the category of receptive skills. While speaking and writing are productive skills, that is, while listening we understand the spoken language and we understand the written language while reading.

Harmer (2007) defines "Receptive skills are a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves" (as cited in Sharma, 2012, p. 191).

It is in fact that some people can't read and write but they use language most frequently in their daily life. From this point of view there are further two types of language skills, i.e. primary and secondary. Listening and speaking are primary without which we can't conduct our life. Reading and writing on the other hand are secondary language skills because without these skills one can survive.

A child begins acquiring the language from his childhood. He follows natural order of language skills, i.e. listening, speaking, reading and writing. Language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The following chart clarifies it.

Participants	Receptive Skills	Productive Skills	Participants	
Listener	Listening	Speaking	Speaker	Primary
Reader	Reading	Writing	Writer	Secondary
	Passive	Active		

Writing being secondary and dependent on speech makes use of graphic symbols to represent spoken sounds. Richards et al. (1990, p. 313) says “writing is a system of written symbol which represents the sounds, syllables or words of language”. It means all languages of the world which has their writing form, use graphic symbols that represent spoken sounds. Byrne (1993, p. 1) says “the symbols have to be arranged according to certain convention to form words and have to be arranged to form a sentence.”

Writing proficiency is the ability of an individual to write or perform in an acquired language. The actual proficiency plays a vital role in securing good marks in the examination and it can spread out knowledge and experience to others. It is concerned with specific skills and abilities rather than general abilities. It is useful for assuring employers or academic intuitions or rely on potential employers. It helps to select people from different institutions and countries in affair manner.

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

1.2. Statement of the Problem

A student can read more difficult passages and long sentences where as he/she feels difficulty to express him/her through writing. It is because we hear more than what we write. Although students study English for ten years till S.L.C., it is often said that most of them are unable to write even a single correct sentence. Malla (1977, p. 8) says " English teaching in Nepal is a lost battle, so our long term target should be to make S.L.C. English more effective than it is at present".

It is found from the practical study in teaching that the secondary level students feel difficulty in different areas like vocabulary, spelling, grammar, using phrase and ideas while writing because of the practice in the classroom. Such problems can frequently occur if the students do not get the proper practices. Thus, to overcome such problems, the language teacher should involve the students in writing practice. Students do not know how to construct sentences and weave them into paragraph for smooth and fluent writing. Teaching of writing is not seriously taken by the teacher to decide what to emphasize in the daily, weekly teaching schedule. Most of the students who have passed the S.L.C. examination have poor English. The general opinion is that technically they pass but their actual language performance is below the level. The students of secondary schools of Nepal have poor writing skills. They are exam oriented. Students are encouraged to cram the tuition notes, lecture notes and guided books in most of the secondary schools. Although, all government aided schools teachers are trained they do not use their skill in real practice in classroom

1.3. Rationale of the Study

Writing occupies a significant place in the present English curriculum of secondary and higher secondary level. Sufficient command of English and communicative activities can be measured through writing. We come to know that students who learn

the English language cannot be perfect without writing skill. To master the higher studies, writing skill should be strengthened. Both in educational field and for future career; one will be judged in part of one's ability of communication of his views on paper. Harmer (2007, p. 323) says "We judge people as literate in other words, if they can read and write in certain situation and for certain purpose some of which are more prestigious than others". The writing proficiency plays a crucial role in securing good marks in the examinations and it can spread knowledge and experience to others. So, the students proficiency should be developed from the school level, only then he/she can maintain his/her status from national to international level.

The government of Nepal, the ministry of education, department of education district education office and even the parents are investing both materials and immaterial resources in the name of providing good, quality of education and they expect good result in final examination but the quality of education and result of the students have not raised as expected. The main reason is that students do not get good text book and exercise book and they are not involved in real practice. Only limited textbooks are not enough. So, we have to use other supportive materials. The main rational of the study is therefore providing insight that student should be encouraged to be involved in writing practice.

1.4. Objectives of the Study

The objectives of the study were as follows:

-) To find out the students (eleventh grade) proficiency in free writing.
-) To analyze their writing proficiency in terms of content, grammar, vocabulary, spelling, punctuation and cohesion/coherence.
-) To suggest some pedagogical implications.

1.5. Research Questions

To identify the students' proficiency in free writing, the following research questions were addressed:

-) Is the students' level of proficiency satisfactory in free writing?
-) What are the areas in which the students commit errors in writing?

1.6. Significance of the Study

The study will be significant particularly for the students of intermediate level as well as the other students and teachers who are directly involved in teaching and learning of the English language. It will be helpful for the teachers in the sense that they know their students ability and can provide better feedback. Similarly, they can change their teaching strategies. At the same time students can understand their real proficiency in writing which help them for their future progress. It is hoped that the research will be useful for the concerned authority who is directly and indirectly involved in designing curriculum and examination papers. It will be helpful for policy makers in the field of education. Similarly, this research will be helpful for the researchers who are interested in and want to carry out further research in the field of writing.

1.7. Delimitations of the Study

The study has the following delimitations:

-) The study was limited to the Pyuthan district only.
-) Only students of grade XI were taken for the study.
-) Only proficiency of the free writing was measured.
-) The primary data were collected only through the test item.
-) The study was limited to a test consisting of four questions that are letter writing (informal) dialogue writing, essay writing and paragraph writing.
-) The survey research was used.

1.8. Definition of the Key Terms

-) **Proficiency:** doing something in a skilled or expert way because of training or practice.
-) **Free writing:** individuals' selection of vocabularies and structures for the expression of personal meaning.
-) **Writing proficiency:** it is the level of competency at which individual is able to use language for both basic communicative task and academic purpose in writing.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2. Review of Related Literature

Literature review is a summary and critique of research relating to particular issues or problems. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint himself/herself with the available body of knowledge in the area of research.

2.1. Review of Theoretical Literature

A theoretical framework is a collection of interrelated concepts, like a theory. The study "Proficiency of grade XI students in free writing" was based on the following theoretical framework:

2.1.1. Writing Skill

Writing is one of the most important skills of language which is also known as the productive skill of language. It is regarded as the visual representation of speech through some conventional symbols. It is one of the secondary skills. Richards et al. (1985, p. 313) say "Writing being secondary and dependent on speech makes use of graphic symbols to represent spoken sound."

The symbols have to be arranged according to the certain conventions to form words and words have to be arranged to form sentences. We produce a sequence of sentences arranged in a particular order and link together in a certain way and because of the way, the sentences have been put in order and linked together, they form a coherent whole what we may call a text.

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the

sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (Nunan, 1989, p. 36)

Writing is a very complex process which requires many composite skills; mental, rhetorical and critical and it is a skill that improves with constant practice. Writing should be cohesive and coherent to make others understand. Beside this, the writer becomes more comfortable to be fluent in putting his thoughts exactly on paper.

Writing can be the act of putting down in conventional graphic form something which has been spoken. It is a more complicated process when it involves putting in graphic form, according to the system accepted by the educational native speakers, combinations of words, which might be spoken in specific circumstances. (Rivers, 1985, p .243)

Similarly Lawrence (1972, p. 1) says "The writing practice is concerned with meaning, both in content and through relationship."

Writing is one of the two most common channels of communication, the other being speech. It is an activity of rendering the spoken language in to its graphic form. Writing involves encoding of a message of some kind of translating our thoughts into language in graphic form.

2.1.2. Importance of Writing

Writing is superior to other language skills because of its quality of being permanent. In Nepal, English has been taught and learned as a foreign language. It is being taught as a compulsory subject from grade one to bachelor level in Nepal. All the answers especially in exams are required to be given in the written form. The secondary level curriculum gives 20% weight age to listening and speaking and 80% to reading and

writing. This weight age shows that writing is one of the most important skills of language. The main goal of written language is to convey information accurately, effectively and appropriately. According to Harmer (2007, p. 323). "We judge people as literate in other words, if they can read and write in certain situation and for certain purpose some of which are more prestigious than others."

As the possession of the quality of being permanent and accurate, writing is the crucial skill. Verghes (1990, p.16) makes an important observation about the significance of teaching of writing:

Learning a second language is in effect, learning the four skills via, listening, speaking, reading and writing. Each and every skill has its own specific significance but writing is the most demanding language skill. Both in education field and future career, one will be judged in part by one's ability to communicate his view on paper. Writing is an art that provides one a chance to be known and to influence others.

Similarly, Harmer (2007, p. 86) says, "Writing as a co-operative activity, co-operating writing works well with both process and genre based approaches." In the same way, he argues that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own right. So, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill. They can learn to express their ideas explicitly when they are efficient in writing.

When we learn a second language, we learn to communicate with other people in order to understand them to speak to them, to read what they have written and write to them. Communication may not always be face to face we can also communicate in writing with anybody who is not there in front of us and still make ourselves understood. Writing helps students to learn second language, reinforces the grammatical structures, idioms and vocabulary that they have learnt in the class.

According to Richards (1990, p. 101), "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately."

The main purpose of writing is to enable the learners for free composition and creative writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own. It demands conscious intellectual efforts, which usually has to be sustained over considerable period of time. Writing is a very complex process consisting of many composite skills via: mental, psychological, theoretical and critical aspects.

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

Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill because language learning as a whole is the amalgamation of four language skills viz, listening, speaking, reading and writing. So, the students' language competence is better if they can write well. So, writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms. Writing skill is associated with the productive aspect of language. It is a secondary skill of language learning.

2.1.3. Components of Writing

Writing is not merely an activity of encoding verbal thoughts in printed symbols. In this context Heaton (1975, p. 146) states that writing is not a single skill but is the combination of the following components:

1. Mechanism

Mechanism is one of the important components of writing which refers to the different aspects of writing such as spellings or alphabets, use of punctuation marks, use of capital or small letters, handwriting, use of abbreviations and numbers, format or layout of writing, citation of reference in formal writing.

2. Coherence

Random collections of sentences are not writing i.e. any combination of sentences to be a text or paragraph; the combination should be coherent. Crystal (2002, p. 181) defines coherence as "the main principle of organization postulated to account for the underlined FUNCTIONS connectedness or identify of a piece of spoken or written language (Text Discourse)." Coherence refers to the relationship between an utterance and meaning conveyed.

3. Cohesion

Cohesion refers to the grammatical and lexical relationship between different elements or sentence in a text. Oxford Advanced Learners Dictionary (2005, p.288) states "The act or state of keeping together." Any combination of sentences to be a text, there should be grammatical relationship. It may be the relationship between different sentences or between different parts of sentences.

4. Orthographic and Para orthographic Text

Orthographic refers to spelling system in general. But specifically, it refers to correct or standard spelling. Orthographic text refers to the text in general where there is no any use of chart, picture, table etc.

It is equally important to draw students' attention to the fact as to how para orthographic texts can convey the same meaning more clearly and more precisely. Para orthographic text deals with:

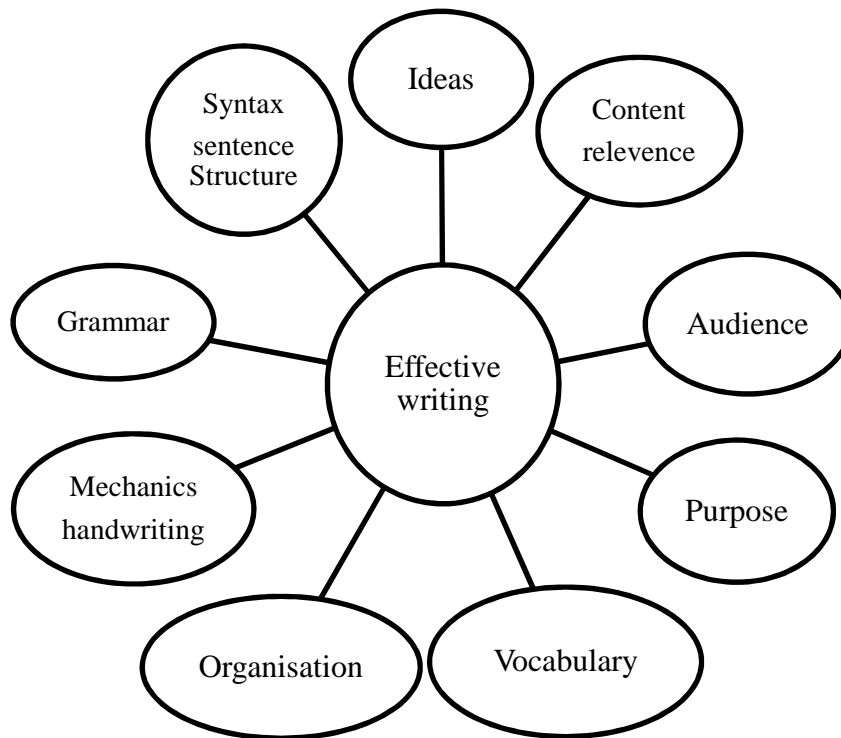
-) Converting a text into chart
-) Interpreting chart, diagrams into orthographic
-) Writing from maps graphs, etc.
-) Writing something in the form of table, chart diagram, etc

2.1.4. Developing Writing Skill

We know that writing is not a natural process in the same way as speech. Every one acquires his mother tongue naturally and doesn't need to teach how to speak it. Most of us learn our mother tongue naturally at home but it is impossible to read and write without systematic instructions. Writing has to be standard in terms of grammar, syntax and vocabulary. Listening and speaking are usually spontaneous and unplanned. Reading and writing on the other hand are planned, non changeable, non repetitive, uses punctuation and are spelled.

Writing skill need to be developed. Good writers formulate plans in their hands think about what they have to say and to whom. Mohammad (2003, p. 89) states "Good writers formulate, plans in their heads, think about what they have to say and to who constantly revise, edit and review what they have written."

Mohammad has presented some features to make writing effective in the following figure:



(Source: Mohammad 2003, p. 90)

2.1.5. Types of Writing

There are various activities for the development of writing skill. They are controlled, guided and free writing.

a. Controlled Writing

The controlled writing activities are basically grounded on the product approach of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by emitting or copying from the model given to them. The students have virtually no freedom to express their creative ideas or skills.

b. Guided Writing

In guided writing students are suggested to do writing task on the basis of the guidelines given to them. Students are given some kind of freedom to present and express their ideas. There are various types of guided writing. They are:

-) Completion exercise
-) Replacement exercise
-) Substitution drill
-) Expansion of simple sentence
-) Outline exercise

In guided writing students are provided more freedom in lexical and grammatical choice. For example, lexical outlines are given and the students are required to write a piece of text using the certain grammatical structure with in the limitation of freedom they have been provided.

c. Free Writing

In free writing, students are given a topic or issue. There is no restriction on them for the use of vocabularies, sentence structures. Free writing exercises promote students feelings, emotions and desires. It includes paragraph writing, essay writing, dialogue writing etc.

2.1.6. Free Writing

There are various activities for the development of writing skill. As mentioned above controlled writing, guided writing and free writing, free writing is one of the writing activity which is generally practiced at higher secondary level.

Free writing activity is influenced by various approaches to writing practice such as product writing, creative writing, and process writing and so on. There is no restriction in using vocabularies and sentence structures in writing. They are obviously free to think and supply their ideas. However, they are to be well trained about how to start

and carry out the free writing tasks. The students should be highly autonomous, active and creative during the free writing. When students are given the free writing task, then they should get chance for thinking and planning about it. Free writing requires a careful planning and systematic activities.

Writing free composition requires a careful planning and students should be helped in this stage too. However, the help required here is of indirect sort. The teachers should help the students with the choice of topics, which he could be based on their interest, their familiarity with the subject matters and the usefulness of the ideas. As a whole, the teachers should help them with procedural information i.e. information on what is involved in the writing process.

Free writing exercises promote students' feelings, emotions and desires. The following are the activities or exercises generally we practice to strengthen free writing:

-) Paragraph writing
-) Descriptive writing
-) Essay writing
-) Narrative writing
-) Dialogue writing
-) Reports writing
-) Story writing
-) Letter writing

Writing is the difficult skill, the development of which requires gradual and systematic progression from stage to stage. At each successive stage teacher's guidance and control over the language gradually decreases and the learner is given increasingly more freedom and challenges. So, both the teachers and the learners have to work patiently and persistently allowing necessary time for themselves through each of these stages until they reach the final stage where the learners can freely produce a piece of composition. And it is the most important stage to reach the

ultimate goal of writing proficiency. Free writing is just like swimming in deep ocean where there is no certainty of length, depth framework and ideas.

2.1.7 The Characteristics of Good Writing

Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of view. It requires good imagination and logical sequence of thought. According to Richard (1990, p. 100) some essential characteristics of good writing are introduced as follow:

1. Economy

A good writer must express his/her ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time energy and materials. Economy of the words without losing the meaning is one of the best qualities of good writing.

2. Simplicity

The second quality of good writing is reduction of complexity and expression of ideas in a simple way. It avoids the extra stylistic words, ambiguity and so on. Simplicity and smoothness make writing understandable and readable and never confuse the readers in understanding the message of the writing.

3. Clarity

A good writer should not add complication and should be plausible in his/her writing. The writing must be free from ambiguity and should be explicit. The writer should have the ideas of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements.

4. Continuity

Continuity of thought is another important factor of a good writing, there should be continuity of thoughts, words to follow words, from one phrase to next phrase, from one sentence to another and from one paragraph to another.

5. Free from Errors

Writing is a speechless dialogue, permanent record of thoughts and ideas expressed by a writer so it should be accurate. Such written piece should be free from lexical syntactic, semantic and grammatical errors.

Furthermore, a good piece of writing requires examples and illustrations to explain abstract and difficult ideas. There should be appropriate facts, figures, depth of knowledge specific and objectivity in every piece of effective writing. Writing involves thinking, planning, assembling, clarity and organizing processes. The art of writing is based upon one's own mental capacity which is very important for specific subject matter. The above characteristics of good writing play a vital role in the writing proficiency of the higher secondary schools students. They should have the ability to write clear, economic, simple continuous and error free sentences.

2.1.8 Writing Proficiency

Language proficiency is the degree to which a person understands, speaks, reads or writes a language. Writing proficiency is the level of competency at which an individual is able to use language for both basic communicative task and academic purpose in writing. It is the degree where a person writes something in a skilled way because of training or practice.

Writing proficiency is one of the most important components of language proficiency. People have realized the critical importance of the search for excellence in developing writing assessment instruments that provide the best possible information about student proficiency which is quite difficult to realize, the direct topic approach has high validity but while quite typical, this method has a serious drawbacks. It will be accompanied into a smaller score range that may occur. If writers were able to find their own level by writing on to topic, then they feel comfortable with. The indirect objectives approach is not easily affected scores, but the validity of this method has been doubted ([www/google](http://www.google.com). Using English com. ESL/forum /Learning English).

Writing has been taken as a piece of discourse which is a finished product. If we see writing from this angle, it lacks processes involved in writing. However, writing is not any longer seen as a merely a way of putting ideas on paper. Rather it is considered as a process of generating meaning. For that Spencer (1983, p. 77) states “complex thoughts and feelings are crystallized in words and become more directly available for reflection, critique or response”.

Similarly Odel (1981) argues that writing is a good activity to improve our understanding of any subject (as cited in Khaniya, 2005, p. 148). The knowledge or ideas in a general form may be refined by trying to put them on the paper. His argument is that writing is an activity which involved the writer in the process of formulating ideas, then testing and confirming them.

Similarly, Heaton (1975, p. 135) says "The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements".

2.2 Review of Related Empirical Literature

Several research studies have been carried out in the field of writing proficiency and writing skill by former researches in the Department of English education, such as Karki (1996), Poudyal (1999), Bhattra (2001), Pokhrel (2008), Sharma (2009), Khanal (2010) and Pant (2011), which are more or less related to this study can be observed as follow:

Karki (1996) carried out a study on "A Comparative Study on the Language Written Proficiency between the Students of Public and Private Schools of Grade X in Lamjung District". The main objective of the study was to compare the writing proficiency of students of those schools. Class ten students from three private schools and three government schools of Lamjung district were selected to analyze their writing skill. There were altogether sixty students involved for the purpose of taking data. The finding was that writing skill of students of private schools was better than those of public schools.

Poudyal (1999) carried out a study on "A Comparative Study of English Language Writing Proficiency of the Students of Studying in Higher Secondary School of Gulmi and Kathmandu districts." The main purpose of the study was to compare the English language writing proficiency of the students of Humanities, Education, and commerce and science faculties in Kathmandu and Gulmi districts. Four schools were non-randomly selected from each district and fifteen students were selected by a lottery process from each faculty in both districts. The questions were based on two types of test items (guided and free composition). The finding of this study was that students of urban area were better than that of the rural area. This study explicitly shows that humanities and science students especially the girls had better proficiency in English writing.

Bhattra (2001) carried out a study on "A Study on the Use of Punctuation in Free Writing." The main purpose of this study was to establish the hierarchies of the total use, correct use, and erroneous use of punctuation marks on the basis of their frequency in the written text. Morang district was selected as a field of study and

sample population was taken from four higher secondary schools and two multiple campuses. Twenty students from each of the selected schools and campuses were randomly chosen and total numbers of students for this research were one hundred and twenty. The researcher found that the students use all together thirteen items of punctuation marks in their writing texts.

Pokhrel (2008) conducted a research entitled "Writing Proficiency of Students from Different Ethnic Groups." The main objective of the study was to find out and explain the English language writing proficiency of grade eight students of Kathmandu district. Especially, mechanics, guided and free writing included in the text book of grade eight were used as the tool. Five ethnic groups were selected randomly. The students selected under this study were altogether one hundred in number; twenty from each of the five ethnic groups studying at the public schools of Kathmandu district. The study found that the Hill-Brahmin students were more proficient in writing proficiency test than other group. Whereas, Tamang students were found to be the least proficient in writing proficiency test. The Chatri, Newar and Gurung were second, third and fourth respectively in writing proficiency in English language.

Sharma (2009) carried out a study on "Writing Proficiency of the Students of Higher Secondary Level." The main objective of the study was to find out writing proficiency in punctuations, articles, subject-verb agreement and prepositions in the writing of twelfth grade of the faculty of education in the Kathmandu valley. Four higher secondary schools were selected randomly. But the researcher just tested the one aspect of writing that is mechanics. So, this study was not enough to find out the writing proficiency of the students because it only emphasized grammaticality. The area that was tested should have extended, so it is not as it was aimed. The test items were constructed in the basis of the course of compulsory English of higher secondary level as the main tools for data collection.

Khanal (2010) carried out a study on "Writing Proficiency of the Member and Non members of Students' Quality Circle." The main purpose of this study was to investigate the writing proficiency of the member and non members of the SQC. Two

schools were selected by using purposive sampling procedure. Eighty students were selected by means of random sampling procedure. Test items were used as a tool for data collection. The finding of the study was that the writing proficiency of members of the SQC was found better than that of the nonmembers of SQC.

Pant (2011) carried out a study on "Proficiency in Free Writing." The main objective of the study was to find out free writing proficiency of higher secondary level students. The two higher secondary schools of Kanchanpur district were selected conveniently and sampling population was selected using simple random sampling procedure. Written test item was used as a tool for data collection. The finding of the study was that the total free writing proficiency of the students was not found satisfactory.

Most of the researches were carried out on the same topic are just concerned only with few aspects of writing which is not able to test the writing as a whole. There is not any specific categorization of writing and showing of rubrics for analyzing writing proficiency.

The study tends to measure writing, dividing it in to six elements and marks are allocated accordingly. So, I hope it was more explicit and unique than previous ones.

2.3 Implication of the Review for the Study

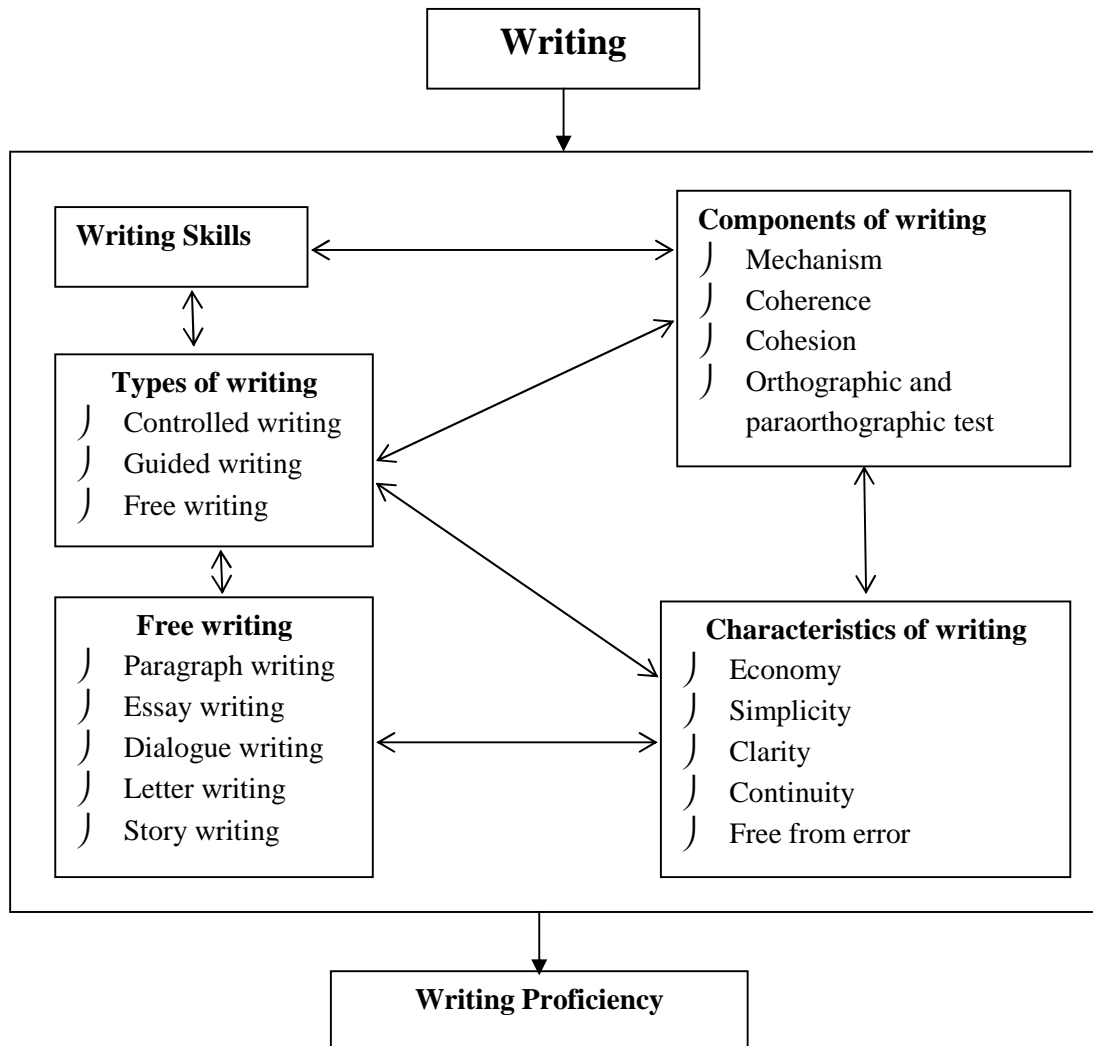
Defining and reviewing the related literature is the central and most important task for researchers in any research. Kumar (2009, p. 30) states that "One of the essential preliminary tasks when you undertake a research study is to go through the existing literature in order to acquaint yourself with the available body of knowledge in your area of interest". He further states that in the initial stage of research it helps to establish the theoretical roots of our study, clarify our ideas and develop our methodology, but later on the literature review serves to enhance and consolidate our knowledge base and helps researcher to integrate finding with the existing body of knowledge. Review of the literature helps the researcher to bring the clarity and focus on research problem. Improve methodology and contextualize the finding.

These studies are to some extent related to my study. After reviewing the related literature, I have developed the theoretical background to my research. Specially, I got information on free writing proficiency of different levels students. In order to conduct those research they have used survey research design and I also used the same i.e. survey research design. After reviewing literature I have got different ideas to develop the test items.

The reviewed theory helped me understand the subject area better and conceptualized research problems clearly and precisely. Again, it helped me to make clear concept for sampling population. The reviewed theory enables me to prepare the appropriate test items to find answers to my research questions.

2.4 Conceptual Framework

A conceptual framework is a graphic diagram of a research topic. The study on "Proficiency of grade XI students in free writing" was based on the following conceptual framework:



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology includes detail about the various logistic procedures that the researcher followed while carrying out the research. To achieve the objectives of the study the following methodologies were adopted.

3.1. Design of the Study

Survey is the descriptive research. Surveys are widely used for collecting data in the most areas of social inquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events. According to Kidder (1981, p.81) "Survey is the best research design carried to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time". Similarly Nunan (1989, p.140) "The main purpose of a survey is generally to obtain a snap-shot of conditions, attitudes and /or events at a single point in time." Survey is always done in the natural setting. I will select survey research design because it helps me to find out proficiency of students in free writing. So, I will select this design for my topic.

There are some steps of survey research which are presented by Nunan (1989, p. 140) are as follows:

Step 1: Define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identity analytical procedures

Step 8: Determine reporting procedure.

Concluding, we can say that survey research is one of the most important researches used in educational investigation. It specially, concerns with attitude and behaviors of the people about certain issues, problems and situations. The finding of survey is generalizable and applicable to the whole group. Educational survey addresses the educational problems and generalizes its finding on the basis of representative sample of a specified target population so I plan to use survey research in my research design.

3.2. Population and Sample of the Study

The total population of the study were the Grade XI students in Pyuthan district who have passed their SLC from government aided school.

3.3. Sampling Procedure

It is not possible to include all the population in the study because of the time and other constrains. All together 60 students were taken as a sample from Balabhadra Higher Secondary School, Balkshya Higher Secondary School, and Gaumukhi Higher Secondary School, Pyuthan. Twenty students from each college were selected using non- random sampling procedure.

3.4. Tools for Data Collection

A set of test was the tool for data collection. The researcher used a set of test items consisting of four questions to collect the data from the students. The tasks were paragraph writing, letter writing, essay writing and dialogue writing consisting of the marks ten, fifteen, fifteen and ten respectively. Total mark of the task was fifty. Students were given two hour time to answer those items. The students were free to use their own vocabulary and structure. To make marking more objective and systematic I had developed marking criteria for each aspect which is given in

appendix II. Similarly, the proficiency of students was determined according to the rating scale given below:

Obtained %	Between 60 -100	Between 35-60	Below 35
Proficiency level	Higher	Middle	Lower

3.5. Data Collection Procedures

The researcher followed the following procedures to collect the primary data:

-) I visited the selected higher secondary schools and talked to the concerned authority for permission to take the test.
-) Then, I consulted the students to make them known about the research.
-) After that, the test items and answer sheets were distributed to the selected population.
-) At last, answer sheets were collected from the population after their writing, gave thanks to the informants and schools authority for their kind co-operation.

3.6. Data Analysis and Interpretation Procedure

After conducting the test, the papers were examined, the marks were assigned and tabulated under different headings. The data were analyzed and interpreted using appropriate descriptive statistical techniques.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1. Result

This chapter deals with the analysis and interpretation of the data collected. This chapter is the crucial part of this research report which consists of all the main aspects of the research study. After the collection of answer sheets, I assigned the marks to students. I first studied and interpreted the data for finding out errors in different areas especially on content, grammar vocabulary, spelling, punctuation and organization in each questions (letter writing, paragraph writing, essay writing and dialogue).

The data collected with the help of test items containing four questions related to free writing. The full mark of these items was 50. The first item was paragraph writing and the second was letter writing and the third and fourth were essay writing and dialogue writing respectively.

4.2. Discussion

To find out the “Proficiency of Grade Eleven Students in Free Writing”, I had developed the test item consisting four questions. The total mark of the test was 50. After the data was collected from different higher secondary schools, it was divided into the following sub-headings for the purpose of the study:

-) Holistic analysis.
-) Questions wise analysis.
-) Aspects wise analysis.
-) Gender wise analysis.

The detailed analysis of these aspects was as follows:

4.2.1. Holistic Analysis

The total no of informants for this research study were 60. Full mark assigned to them was 50. All of their writing was assigned on the basis of the criteria given in appendix II. Dividing the total writing in four different topics, the test was assigned. The marks were divided on content, grammar, vocabulary, spelling, punctuation and organization. The marks were analyzed using mean and percentage calculation. The following table clearly presents the proficiency of the informants:

The following table shows the overall percentage of total free writing proficiency of grade XI students.

Table No. 1

Holistic Proficiency of the Informants in Free Writing

No. of Samples	Full Marks	Average		Above Average		Below Average	
		Marks	%	No. of std	%	No. of std	%
60	50	17.71	35.42	33	55	27	45

The above table shows that the total sample of the students were 60. The total average was 17.71 i.e. 35.42% which fall under middle category the percentage of the students scoring above the average was 55 and the percentage of the students score below average was 45. Therefore, the majority of the students were above the average and the holistic analysis seemed satisfactory. Here, 55% of the informants were above the average. As a whole they were good in writing.

4.2.2. Question wise Analyses

To find out the proficiency of the students in free writing four questions were asked related to the free writing where students were free to choose the language structure and vocabularies.

To categorize the proficiency of the students I have developed the rating scale which helps to find out the proficiency level of the students. If the respondents get below the

35% his/ her writing falls under lower category, If he/she gets between 35% to 60% his/her writing falls under middle category and if he/she gets above 60% his/her writing falls under higher class. To make it more clear it is presented alone with marks in the following table:

Table No. 2

Rating Scale

Items	Full mark	Proficiency		
		Lower (below 35%)	Middle (35%-60%)	Higher (above 60%)
Paragraph	600	210	210-360	360-600
Letter	900	315	315-540	540-900
Essay	900	315	315-540	540-900
Dialogue	600	210	210-360	360-600
Total	3000	1050	1050-1800	1800-3000

Four questions were asked to the informants to find out their proficiency in free writing i.e. paragraph writing, letter writing, essay writing and dialogue writing assigning the marks 10, 15, 15 and 10 respectively on the basis of the criterion which is given in appendix II. The following table shows the proficiency of the students in all items.

Table No. 3

Total Questions Wise Proficiency in Free Writing

Items	Total Marks	Total Obt. Marks	%	Proficiency	Remark
Paragraph	10×60=600	260	43.33	Middle	Highest
Letter	15×60=900	299.5	33.28	Lower	
Essay	15×60=900	286.4	31.82	Lower	Lowest
Dialogue	10×60=600	216.6	36.1	Middle	
Total	3000	1062.5	35.42	Middle	

The above table shows four questions paragraph writing, letter writing, essay writing and dialogue writing were asked with the total marks 600, 900,900 and 600 respectively. The table reveals that students have middle proficiency in paragraph and dialogue writing where students scored 43.33% in paragraph writing and 36.1% in dialogue writing. Similarly students have lower proficiency in letter writing and essay writing with 33.28% and 31.82% respectively. The table shows that students obtained highest mark in paragraph writing and lowest mark in essay writing.

The following table displays total free writing proficiency in paragraph writing:

Table No. 4

Total Proficiency in Paragraph Writing

T.Sa	T.M	T.M.O.	A.M	Above Average				Below Average			
				N. Std.		%		N. Std.		%	
				B	G	B	G	B	G	B	G
				17	15	28.33	25	13	15	21.67	25
60	10×60=600	260 (43.33%)	4.33 (43.3%)	32		53.33		28		46.67	

The above table shows the total proficiency in paragraph writing. The total mark of this item was 600 ($10 \times 60 = 600$) and the obtained mark is 260(43.33%) which fall under middle category. The average mark obtained by the students was 4.33(43.3%). In this item 28.33% boy and 25% girls (total 53.33%) crossed the average marks and 21.67% boys and 25% girls (total 46.67%) obtained below the average mark. In paragraph writing boys were found better than girls.

The following table displays total free writing proficiency in letter writing:

Table No. 5

Total Proficiency in Letter Writing

T.Sa	T.M	T.M.O	A.M.	Above Average				Below Average			
				N. Std.		%		N. Std.		%	
				B	G	B	G	B	G	B	G
				18	15	30	25	12	15	20	25
60	$15 \times 60 = 900$	299.5 (33.28%)	5 (33.33%)	33		55		27		45	

The above table shows the total proficiency in letter writing. The total mark of this item was 900 ($15 \times 60 = 900$) and the obtained mark is 299.5(33.28%) which falls under lower category. The average mark obtained by the students was 5(33.33%). In this item 30% boys and 25% girls (total 55%) crossed the average mark and 20% boys and 25% girls (total 45%) obtained below the average mark. In letter writing also boys were found better than girls .

The following table displays total free writing proficiency in essay writing:

Table No. 6**Total Proficiency in Essay Writing**

T.Sa	T.M	T.M.O.	A.M	Above Average				Below Average			
				N. Std.		%		N. Std.		%	
				B	G	B	G	B	G	B	G
				19	14	31.67	23.33	11	16	18.33	26.67
60	15×60=900	286.4 (31.82%)	4.78 (31.86%)	33		55		27		45	

The above table shows the total proficiency in essay writing. The total mark of this item was 900 (15×60=900) and the obtained mark is 286.4(31.82%) which fall under lower category. The average mark obtained by the students was 4.78(31.86%). In this item 31.67% boy and 23.33% girls (total 55%) crossed the average mark and 18.33% boys and 26.67% girls (total 45%) obtained below the average mark. In essay writing also boys were found better than girl students.

The following table displays total free writing proficiency in dialogue writing:

Table No. 7**Total Proficiency in Dialogue Writing**

T.Sa	T.M	T.M.O.	A.M	Above Average				Below Average			
				N. Std.		%		N. Std.		%	
				B	G	B	G	B	G	B	G
				18	12	30	20	12	18	20	30
60	10×60=600	216.6 (36.1%)	3.61 (36.1%)	30		50		30		50	

The above table shows the total proficiency in dialogue writing. The total mark of this item was 600 (10×60=600) and the obtained mark was 216.6(36.1%) which fall under middle category. The average mark obtained by the students was 3.61(36.1%). In

these item 30% boys and 20% girls (total 50%) crossed the average mark and 20% boys and 30% girls (total 50%) obtained below the average mark. In dialogue writing also boys were found better than girl students.

4.2.3. Aspect wise Analysis

To make marking more objective and systematic I have categorized six different criteria with different marks in different test items such as content, grammar, vocabulary, spelling, punctuation and organization. To judge the proficiency level of the students I have developed the rating scale which is given in the table number 8 below:

Table No. 8
Rating Scale of Aspect wise Proficiency of the Students

Aspects	Full mark	Proficiency		
		Lower (below 35%)	Middle (35% - 60%)	Highest (above 60%)
Content	14	Below 4.9	4.9 - 8.4	8.4 - 14
Grammar	10	Below 3.5	3.5 - 6	6 - 10
Vocabulary	7	Below 2.5	2.5 -4.2	4.2 -7
Spelling	7	Below 2.5	2.5 -4.2	4.2 - 7
Punctuation	6	Below 2.1	2.1 - 3.6	3.6 - 6
organization	6	Below 2.1	2.1 -3.6	3.6 - 6

The following table displays the proficiency of the students in different aspects:

Table No. 9

Proficiency of the Students in Different Aspects

S.N.	Aspects	F.M.	No of Std.	A.M.	A. A.		B. A.		Remark
					No of Std.	%	No of Std.	%	
1	Content	14	60	4.65	34	56.67	26	43.33	Lower
2	Grammar	10	60	3.32	31	51.67	29	48.33	Lower
3	Vocabulary	7	60	2.55	31	51.67	29	48.33	Lower
4	Spelling	7	60	2.52	26	43.33	34	56.67	Lower
5	Punctuation	6	60	2.27	30	50	30	50	Lower
5	Organization	6	60	2.4	33	55	27	45	lower

The above table shows there were altogether sixty students there were five different general merits to judge the writing of informants.

The highest mark assigned to content was 14. The students got 4.65 as average marks which fall under lower category according to the measuring rubric. 56.67% of the students got above average marks and 43.33% of the students got below the average mark in content. In the same way the highest mark assigned to the grammar was 10 the students got 3.32 as an average mark which fall under lower category of the proficiency according to the testing rubric. 51.67 % of the students got above average mark and 48.33 % of the students got below the average marks in grammar.

The highest mark assigned to vocabulary was 7 the students got 2.55 as average mark which falls under lower category .51.67% of the students got above average mark and 48.33% of the students got below average mark. Similarly the highest mark assigned to the spelling was 7. The students got 2.52 as an average mark which falls under lower category. 43.33% of the students got above average mark and 56.67% of the students got below the average marks.

The highest mark assigned to the punctuation was 6 and the students got 2.27 as an average mark which falls under lower category. 50% of the students got above the average mark and 50% of the students got below the average mark. And in the same

way the highest mark assigned to organization was also 6. The students got 2.4 as an average mark which falls under lower category. 55% of the students got above the average mark and 45 % of the students got below the average mark. The result shows that the students were poor in all category of proficiency.

Table No. 10

Aspect wise Proficiency of the Students in Test Items

The following table displays the topical proficiency of the students in test items:

Aspects	Paragraph		Letter		Essay		Dialogue		Total	
	O.M	%	O.M	%	O.M	%	O.M	%	O.M	%
Content	67.7	37.61	74.9	31.20	78.2	32.58	57.9	32.16	278.7	33.18
Grammar	48.3	40.25	59.2	32.88	51.2	28.44	40.5	33.75	199.2	33.2
Vocabulary	38.6	42.88	42.3	35.25	40.3	33.58	31.8	35.33	153	36.43
Spelling	39.8	44.22	42.4	35.33	39.5	32.9	29.7	33	151.4	36.05
Punctuation	33.3	55.5	40.3	33.58	37.5	31	25.5	42.5	136.3	37.9
Organization	32.3	53.83	40.4	33.8	40	33.33	31.2	52	143.9	39.97
Total	260	43.33	299.5	33.28	286.4	31.82	216.6	36.1	1062.5	35.42

The above table shows test items were judged on the basis of content, grammar, vocabulary, spelling, punctuation and organization. The students crossed 50% in punctuation and organization in paragraph writing (obtained 55.5% and 53.83% respectively). Similarly students were in middle category in content, grammar, vocabulary and spelling in paragraph writing.

Similarly, students did not cross 50% in any criteria in letter writing. Students' proficiency fall in middle category in vocabulary and in spelling with the mark 35.25% and 35.33% respectively in letter writing but students seem poor in content, grammar, punctuation and in organization in letter writing.

In essay writing, students were seemed poor in all criteria i.e. they were in lower category according to measuring rubric. They scored 32.58%, 28.44%, 33.58%,

32.9%, 31% and 33.33% in content, grammar, vocabulary, spelling, punctuation and in organization respectively.

Similarly, in dialogue writing students crossed 50% only in organization (obtained 52%) and crossed 35% in vocabulary and in punctuation i.e. they obtained 35.33% and 42.5% respectively. But, in other criteria they were in lower category according to the measuring rubric.

As a whole, students did not cross 50% in any criteria they obtained 33.18%, 33.2%, 36.43%, 36.5%, 37.9% and 39.97% in content, grammar, vocabulary, spelling, punctuation and in organization respectively. They obtained highest percentage in organization and lowest percentage in content i.e. 39.97% and 33.18% respectively. The result shows students were in middle category only in vocabulary, spelling, punctuation and in organization and in lower category in content and grammar.

Table No. 11

Proficiency of the Students in Different Aspects in Different Test Items

The following table displays the topical proficiency of the students in test items:

Aspects		Paragraph	Letter	Essay	Dialogue	Total
Content	O.M.	62.7	74.9	78.2	57.9	278.7
	%	37.61	31.2	32.58	32.68	33.18
Grammar	O.M.	48.3	59.2	51.2	40.5	199.2
	%	40.25	32.88	28.44	33.75	33.2
Vocabulary	O.M.	38.6	42.3	40.3	31.8	153
	%	42.88	35.25	33.58	35.33	36.43
Spelling	O.M.	39.8	42.4	39.5	29.7	151.4
	%	44.22	35.33	32.9	33	36.05
Punctuation	O.M.	33.3	40.3	37.5	25.5	136.3
	%	55.5	33.58	31	42.5	37.9
Organization	O.M.	32.3	40.4	40	31.2	143.9
	%	53.83	33.8	33.33	52	39.97
Total	O.M.	260	299.5	286.4	216.6	1062.5
	%	43.33	33.28	31.82	36.1	35.42

The above table shows test items were judged on the basis of six aspects. The students obtained 278.7 (33.18%) mark in content out of 840. The result shows students were in lower category in content. Students obtained 37.61%, 31.20%, 32.58%, and 32.16 % in content, in paragraph writing, letter writing, essay writing, and dialogue writing respectively. Students obtained highest percentage in paragraph writing i.e. 37.61% which falls under middle category and lowest percentage in letter writing i.e. 31.20% which falls under lower category.

In grammar, students obtained 199.2 (i.e. 33.2%) mark out of 420. Students obtained 40.25%, 32.88%, 28.44% and 33.75% in paragraph writing, letter writing, essay writing and dialogue writing respectively in grammar students obtained highest percentage in paragraph and lowest percentage in essay writing in grammar with 40.25 % and 28.44% respectively. Similarly, they obtained 32.88% and 33.75 % in letter writing and in dialogue writing respectively. In grammar students were in middle category only in paragraph writing and in lower category in other aspects.

Similarly, students obtained 153 (i.e. 36.43%) mark in vocabulary out of 420 which falls under middle category according to the measuring rubric. Students obtained 42.88%, 35.25%, 33.58% and 35.33% in vocabulary in paragraph writing, letter writing essay writing and in dialogue writing respectively. In vocabulary students fell under lower category only in essay writing with 33.58% and they were in middle category⁷ in other tests items. In vocabulary. students obtained highest percentage in paragraph writing and lowest percentage in essay writing (i.e. 42.88% and 33.58% respectively).

In spelling, students obtained 15.14 (i.e. 36.05%) mark out of 420 which falls under middle category. Students obtained 44.22%, 35.33%, 32.9% and 33% in spelling in paragraph writing letter writing, essay writing and in dialogue writing respectively. In spelling also, students obtained highest percentage in paragraph writing (i.e. 44.22%) and the students obtained lowest percentage in essay writing (i.e. 32.9%).

Similarly in punctuation students obtained 136.3 (i.e. 37.9%) mark which falls under middle category. They obtained 55.5%, 33.58%, 33% and 42.5% in paragraph writing,

letter writing, essay writing and dialogue writing respectively. Students obtained highest percentage in paragraph writing (i.e. 55.5%) and lowest percentage in essay writing (i.e. 33%).

Similarly, in organization students obtained 143.9 (39.95%) mark which falls under middle category. Students obtained highest percentage in paragraph writing (i.e. 53.8%) which falls under middle category and lowest percentage in essay writing (i.e. 33.33%) which falls under lower category according to the measuring rubric.

In conclusion, students obtained the highest percentage in all aspects in paragraph writing. In all aspects students were in middle category in paragraph writing. In letter writing students fell in middle category only in vocabulary and spelling. In essay writing, students were in lower category in all aspects according to the measuring rubric. Similarly, students were in middle category in vocabulary, punctuation and organization in dialogue writing.

4.2.4. Gender Wise Proficiency

All together 60 students were selected as the sample population from three different higher secondary schools using non-random sampling procedure. There were equal number of boys and girls. The following table displays gender- wise analysis of total writing proficiency:

Table No. 12

Boys							Girls							Total				Variation		
T.Sa .	F.M .	T.M. Obt	%	Av. M.	Bs. Abv . Av	Bs. Blw . Av	T. Sa .	F.M .	T.M. Obt.	%	Av. M.	Gs. Abv . Av	Gs. Blw . Av	T.M. Obt	%	T. Av. M.	Stds . Abv Av.	Stds . Blw Av.	A.V. M.	%
30	1500	555.7	37.04	18.52	15	15	30	1500	506.8	33.78	16.89	15	15	1062.5	35.41	17.7	31	29	1.63	3.26

Gender Wise Analysis of Total Proficiency

The above table shows there were sixty students in total with the equal number of boys and girls. All students were asked the same questions with 50 full marks. So, the full mark of all boys was 1500 out of which they obtained only 555.7 marks in total. The average mark that was obtained by all 30 boys was 18.52 (i.e. 37.04%). Among all boys 15 (50%) boys crossed the average mark and the number of boys who obtained below the average mark was also 15 (50%).

The full mark of all 30 girls was 1500 out of which they obtained only 506.8 mark in total. The average mark they were obtained was 16.89 (33.78%). Out of 30 girls, 15 (50%) crossed the average mark and equal number obtained below the average mark.

The full mark of the students was 3000 out of which they obtained only 1060.5 marks in total. The average mark obtained by all students was 17.7 (i.e. 35.41%). Out of all together 60 students, 50% students crossed the average marks and 50% students obtained below the average marks. The variation, as a whole, that was found between boys and girls in average marks was 1.63 9 (i.e. 3.26%).

The above table shows boys obtained greater proficiency than that of girls. The difference between them is only 3.36%. The total proficiency of the boys was 37.04% and the girls were 33.68%. The male students fell under middle category and female students fell under lower category. The male students were found to be better than female students.

The following table displays gender wise analysis of each item:

Table No. 13

Gender wise Analysis and Interpretation of Each Item

Items	Boys			Girls		
	F.M.	T.M.O	%	F.M.	T.M.O.	%
Paragraph	10×30=300	130.3	43.43	10×30=300	129.7	43.23
Letter	15×30=450	159.2	35.37	15×30=450	140.3	31.18
Essay	15×30=450	155.8	35.62	15×30=450	130.6	29.02
Dialogue	10×30=300	110.4	36.8	10×30=300	106.2	35.4
Total	50×30=1500	555.7	37.05	50×30=1500	506.8	33.79

The above table shows the gender wise analysis of each item in which the total proficiency of boys in paragraph was 43.33% which fall under middle category and of girls was 43.23% which also fall under middle category. In paragraph writing boys were found to be slightly better than girl students.

The total proficiency of boys in letter writing was 35.37% which fall under middle category and of girls was 31.18% which fall under lower category. The result shows that boys were found to be better than the girls in letter writing.

The total proficiency of boys in essay writing was 34.62% which fall under lower category and of girls was 29.02% which also fall under lower category. The boys studying in eleven grade were found to have better proficiency than the girls in writing an essay.

The total proficiency of boys in dialogue writing was 36.8% which fall under middle category and of girls was 35.4% which also fall under middle category. In dialogue writing also boys obtained greater proficiency than girls.

Table No. 14

Gender wise Analysis of Each Aspects

Aspects	Boys			Girls			Variation	
	F.M.	T.M.O	%	F.M.	T.M.O.	%	T.M.O.	%
Contents	14×30=420	141.4	33.67	14×30=420	137.3	32.7	4.1	0.98
Grammar	10×30=300	106	35.33	10×30=300	93.2	31.07	12.7	4.23
Vocabulary	7×30=210	81	38.58	7×30=210	72	34.29	9	4.29
Spelling	7×30=210	80.2	38.19	7×30=210	71.2	33.9	9	4.29
Punctuation	6×30=180	71.8	39.89	6×30=180	64.5	35.83	7.3	4.06
Organization	6×30=180	75.3	41.83	6×30=180	68.6	38.11	6.7	3.72
total	1500	555.7	37.05	1500	506.8	33.79	48.9	3.26

The above table shows the gender wise analysis of each aspects in which the total proficiency of boys in content was 33.67 % (14.4) which fall under lower category and of girls was 32.7% (137.3) which also fall under lower category. The variation between boys and girls in content was 4.1 (0.98%). In content boys were found to be slightly better than girls students.

The total proficiency of boys in grammar was 35.33 % (106) which fall under middle category according to measuring rubric and the girls was 31.07% (93.2) which fall under lower category. The variation between them was 12.7 mark which is 4.23%. The result shows boys were better than girls in grammar.

The total proficiency of boys in vocabulary was 38.58 % (81) which fall under middle category according to measuring rubric and the girls was 34.29% (72) which fall under lower category. The variation between them was 9 mark which is 4.29%. The result shows boys were better than girls in vocabulary.

The total proficiency of boys in spelling was 38.19 % (80.2) which fall under middle category according to the measuring rubric and the proficiency of girls was 33.9% (71.2) which fall under lower category. The variation between girls and boys was 4.29% in spelling. The result shows boys were better than girls in spelling.

The total proficiency of boys in punctuation was 39.89 % (71.8) which fall under middle proficiency and the total proficiency of girls was 35.83% (64.5) which also fall under middle proficiency. The variation between girls and boys was 4.06% in punctuation. The result shows boys were better than girls in punctuation.

The proficiency of boys in organization was 41.83 % (75.3) and girls were 38.11% (68.6). Both of them fall under middle category according to the measuring rubric. The variation between them was 3.72 % (6.7) in organization. The result shows boys were found to be better than girls in organization.

In conclusion, both of them showed the highest proficiency in organization and boys showed their lowest proficiency in content and girls shown in grammar. Boys were in middle category in all topics except content and girls were in middle category only in punctuation and organization and in lower category in other remaining topics.

Table No. 15**Sex wise Analysis of Students in Different Aspects in Different Questions**

Test items		Boys						Girls					
		C	G	V	S	P	O	C	G	V	S	P	O
Paragraph	O.M.	32.2	25.1	19.2	20.2	16.9	16.7	35.5	23.7	18.8	19.7	16.4	15.6
	%	35.78	41.83	42.67	44.89	56.33	55.66	39.44	39.5	44.77	43.77	54.66	52
Letter	O.M.	38.6	31.6	23.1	24.2	20.7	20.9	36.5	26.2	19.4	19.6	18.7	19.9
	%	32.17	35.11	38.5	44.33	34.5	34.83	30.42	29.11	32.33	32.66	31.77	33.17
Essay	O.M.	42	28.7	22.5	20.4	20.4	22.2	35.6	23.8	17.4	17	17.2	17.3
	%	35	31.56	37.5	34	34	37	29.67	26.44	29	28.33	28.67	28.83
Dialogue	O.M.	28.6	20.9	16.2	15.5	13.8	15.5	27.7	19.5	16.6	14.5	12.7	14.9
	%	31.78	34.83	36	34.44	46	51.66	30.78	32.5	36.88	32.22	42.33	49.66

The above table shows the proficiency in different aspects in different questions Boys obtained highest percentage in content in paragraph and lowest in dialogue writing (i.e. 35.78% and 31.78%) respectively). Similarly in grammar also boys obtained highest percentage in paragraph writing and lowest percentage in essay writing. Boys scored 42.67% as highest percentage in paragraph writing and 46% as a lowest percentage in dialogue wiring. Similar in spelling also boys obtained highest percentage in dialogue writing and lowest in essay writing (i.e. 44.89% and 34% respectively). Boys obtained highest percentage in organization in paragraph wiring and lowest percentage in letter writing.

Boys were in middle category in all aspects of paragraph. They were in middle category only in grammar, vocabulary, and spelling in letter writing and in lower category in other remaining aspects. Similarly, they were in middle category in content, vocabulary and organization and in lower category in grammar spelling and in punctuation in essay writing. They were in middle category in vocabulary, punctuating and organization and in lower category in content, grammar and spelling.

Girls obtained highest percentage in all aspects in paragraph writing (i.e. 39.44%, 39.5%, 34.77%, 43.77%, 54.66% and 52% in content, grammar, vocabulary, spelling, punctuation and organization respectively) and lowest in essay writing (i.e. 29.67%, 26.44%, 29%, 28.33%, 28.67% and 28.83% in content, g grammar, vocabulary, spelling, punctuation and organization respectively).

Girls were in middle category in all aspect in paragraph writing. They were in lower category in all aspects in letter writing. Similarly, in essay also they fell in lower category in all aspects. In dialogue writing, girls fell in middle category in vocabulary, punctuation and organization and in lower category in content, grammar and spelling.

4.2.5. Passed and Failed Students in the Test

The following table shows the ratio of passed and failed students in total.

Table No 16

Passed and failed students

Boys				Girls				Total			
No. of Boys Passed	%	No. of Boys Failed	%	No. of Girls Passed	%	No. of Girls Failed	%	Total Students Passed	%	Total Students Failed	%
13	43.33	17	56.67	10	33.33	20	66.67	23	38.33	37	61.67

The full mark of the test was 50 and the pass mark was 20. In case of the students who passed and failed in the test with fifty full mark, among 30 boys only 13 were passed (i.e. 43.33%) and the number of boys failed in total was 17 (i.e. 56.67%). In case of girls, among 30 girls only 10 passed (i.e. 33.33%) and remaining 20 (i.e. 66.67%) got failed. Among all 60 students only 23 students passed the test and remaining 37 failed (i.e. 38.33% and 61.67% respectively in 100%).

CHAPTER – FIVE

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

The purpose of the study was to find out the writing proficiency of grade eleven students of Pyuthan district in free writing. The students were selected from three higher secondary schools. The data was taken from sixty students consisting of 20 students from each school. There were equal number of boys and girls from each selected higher secondary school.

A set of tests was used as a research tool including paragraph writing, letter writing, essay writing and dialogue writing. Many techniques were applied to analyze the ability of the students in free writing. The collected data from test items was analyzed in different headings such as holistic analysis and questions wise analysis. I also analyzed their writing proficiency in terms of content, grammar, spelling and so on.

5.2 Conclusions

On the basis of the analysis and interpretation the conclusions of the present study are as follows:

-) The free writing proficiency of the students was not found satisfactory in the sense that the average percentage was 35.4 only.
-) The students obtained 43.33%, 33.37%, 31.82% and 36.1% in paragraph writing, letter writing, essay writing and dialogue writing respectively. So, the students were found to have highest proficiency in paragraph writing and lowest proficiency in essay writing.
-) The total proficiency of the boys were 43.43%, 35.37%, 34.62% and 36.8% in paragraph writing, letter writing, essay writing and dialogue writing respectively and girls were 43.23%, 31.8%, 29.02% and 35.4% in paragraph writing, letter writing, essay writing and dialogue writing respectively which

shows that free writing proficiency of boys was found to be better than that of girls.

-) In case of the students passed and failed in the exam only 43.33% students passed and remaining 66.67% students failed in the exam. This shows the final result is also not good.
-) The students did not express their idea due to the problem in vocabulary and grammar.
-) The students were found to be poor in hand writing.
-) Students obtained the highest percentage in all aspects in paragraph writing. In all aspects students were in middle category in paragraph writing. In letter writing students fell in middle category only in vocabulary and spelling. In essay writing, students were in lower category in all aspects according to the measuring rubric. Similarly, students were in middle category in vocabulary, punctuation and organization in dialogue writing.
-) Students had more ideas in organization and punctuation in comparison to other areas but it is not satisfactory and up to the level of the students.
-) Students did best in paragraph writing and worst in essay writing. The result shows, the students should be practiced in essay type of writing.

5.3 Implication

In the light of summary and conclusions obtained from the analysis and interpretation of the collected data the implication of the research are listed in the following levels:

-) Policy level
-) Practical level
-) Further research

5.3.1. Policy Level

The government of Nepal can utilize this study to formulate the policy relating to encourage the students center activities and discourage the teachers centered learning activities which helps to develop the free writing proficiency and also provide in-service and pre-service teacher training relating to develop proficiency of students in free writing.

Similarly, it would be helpful for curriculum development center to incorporate more exercises related to free writing while designing the new course. At last but not the least the school administration can also utilize this study to formulate the policy at school level.

5.3.2. Practical Level

Teacher can change their strategy and roles to develop the proficiency of students in free writing and give a lot of writing exercises in the class room. It can suggest that academic professionals have to make the real learners not the obedient parrots in their learning

5.3.2. Further Research

The current study only has been limited to the higher secondary level students in free writing. This is why other level and areas of study need further research. This work can serve as a reference tool for those who are interested in and want to carry out further research on this area. The thesis writer in the department may also use this present thesis as the secondary sources of data. Similarly research can be conducted in other areas of Nepal.

References

- Bhattarai, P.P. (2002). *A comparative study of the writing proficiency of the bachelors level students*. An unpublished M.Ed. thesis, T. U. Kathmandu, Nepal.
- Borg, S. (2012). Learner autonomy: English language teachers' beliefs and practices. *ELT Research Paper* 12(07). 63-99.
- Brown, H.D. (1994). *Principle of language learning and teaching*. London: Prentice hall.
- Byrne, D. (1993). *Teaching Writing Skills*. London: Longman.
- Cohen, L. et al. (2010). *Research methods in education*. London: Routledge.
- Crystal, D. (1992). *Introducing linguistics*. Harmondsworth: Penguin Books.
- Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Longman.
- Heaton, J.B. (1975). *Writing English language test*. London: Longman.
- Hornby, A.S. (ed.) 2005. *Advanced learners dictionary*. Oxford: CUP.
- [Http://en.wikipedia.org/wiki/Free_writing](http://en.wikipedia.org/wiki/Free_writing).
- Karki,H.M. (1996). *A comparative study on the English language writing proficiency between the students of public and private school of grade ten in Lamjung district*. An unpublished M.Ed. thesis, T.U. Kathmandu, Nepal.
- Khanal, C. (2010). *writing proficienc the members and non members of SQC*. An unpublished M.Ed. thesis, T. U. Kathmandu, Nepal.
- Khaniya, T.R. (2005). *Examination for enhanced learning*. Kathmandu:
- Kidder, L.H. (1981). *Research methods in social relation*. Tokyo: Holt, Rinehart and Wiriston.

- Kumar, R. (2009). *Research methodology*. India: Pearson education.
- Lawrence, S.M. (1972). *Writing a thinking process*. USA: University of Michigan Press.
- Malla, K.P. (1977). *English in Nepalese education*. Kathmandu: Ratna pustak vandar.
- Mohammad.A. (2003). *Teaching of English*. Delhi: Foundation books.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: CUP.
- Pant, C. (2011). *Prificiency in free writing*. An unpublished M.Ed. thesis, T. U. Kathmandu, Nepal.
- Paudyal, H.L. (1999). *Comparative study of English language writing proficiency in higher secondary school of Gulmi and Kathmandu*. An unpublished M.Ed. thesis, T. U. Kathmandu, Nepal.
- Pokhrel, R.C. (2008). *Writing proficiency of students from different ethnic group*. An unpublished M.Ed. thesis, T. U. Kathmandu, Nepal.
- Richards, J.C. (1990). *The language teaching matrix*. Cambridge: CUP.
- Richards, J.C. etal .(1990). *Dictionary of language teaching and applied linguistics*. London: Longman.
- Rivers, W. (1968). *Teaching foreign language skills*. Chicago: of Chicago.
- Sharma, B. (2012). *Advanced English language teaching methodology*. Kathmandu: Sunlight.
- Sharma, C. (2009). *writing proficiency of the students of higher secondary level*. An unpublished M.Ed. thesis, T. andu, Nepal.
- Spencer, E. (1983). *Writing matters he curriculum*. The Scottish Council of Research in Education.

Verghes, C.P. (1990). *Teaching English as a second language*. Delhi: India sterling Publishers Pvt. Limited.

Wood, H.B. (1956). *The English language art in the secondary school*. USA: Appleton Centaurs.

[www/google. Using English com.esl/forum/learning/English](http://www/google.UsingEnglish.com.esl/forum/learning/English)

Appendix I

Test Item

Time. 2 hours

F.M. 50

P.M. 20

Dear informants,

This test item is prepared to collect the data for a research study on "Proficiency of Grade Eleven Students in Free Writing in Pyuthan District" For M.Ed. thesis in English education. The research work is being carried out under the supervision of Professor Dr. Anju Giri, Department of English education, T.U., Kirtipur, Kathmandu. I hope that you will co-operate me to complete this research. Please, supply required information in the following format.

Name:

Sex:.....

School's Name:.....

Class:

Faculty:.....

Roll No:.....

1. Choose a subject from the box and write a paragraph on it. 10

English, Nepali, economic, Psychology and Science

2. Write a letter to your pen friend describing climate, language, food, school system of your country. 15

3. Write an essay on "Democracy has failed in Nepal" in about 220-250 words. 15

4. Imagine your friend smokes. Persuade him or her to cut down and suggest some possible method. Write the conversation on dialogue form within seven exchanges. 10

Appendix II

Allotment of the Marks in Difference Questions

Aspects	Paragraph	Letter	Essay	Dialogue	Total
Content	3	4	4	3	14
Grammar	2	3	3	2	10
Vocabulary	1.5	2	2	1.5	7
Spelling	1.5	2	2	1.5	7
Punctuation	1	2	2	1	6
Cohesion/coherence	1	2	2	1	6
Total	10	15	15	10	50

Appendix III

Proficiency of the Students in Difference Questions

Proficiency of Boys in Difference Questions

S.N	Name of the std	Paragraph	Letter	Essay	Dialogue	Total
1	Phursa bdr b.k.	6.1	7.6	7.1	5.3	26.1
2	Himal khadak	4.2	5.6	4.8	2.3	16.9
3	Manish M.C.	4.6	3.6	3.8	4.2	16.2
4	Hari bdr M.C.	4.2	5.4	3.2	4.4	17.3
5	Sher bdr G.C.	5.5	5.7	3.8	1.5	16.5
6	Raju pariyar	1.2	4.3	1.7	0.6	7.2
7	Durga Pokhrel	2.6	1.9	4.8	2.4	11.7
8	Santosh M.C.	3.8	4.6	5.9	4.5	18.8
9	Begam Pokhrel	5	5.9	4.3	3.6	18.8
10	Hari Paudyal	5.8	7.6	8	4.8	26.2
11	Sapan B.K.	3.3	4.9	4.8	5.2	18.2
12	Damodar	5.6	7.4	7.5	5.9	26.3
13	Oxford Rawal	5	6.8	6.6	3.5	21.9
14	Prakash G.C.	3.9	6.2	5.5	5.2	20.8
15	Sapan Bhattra	4.4	5.2	3.4	4.3	17.3
16	Tara Aryal	5.4	5.3	8.1	4.7	23.5
17	Surendra M.C.	1.3	1.3	1.6	1.1	5.3
18	Karan Thapa	3.5	6.4	4.8	2.8	17.5
19	Santosh Khanal	3.2	4.4	4.4	2.4	14.4

20	Mahendra Baral	4.3	4.6	4.9	3.7	17.5
21	Shyam Khanal	5.2	7.6	7.5	6.1	27.4
22	Dhurba Neupane	3.4	4.6	4.6	2.6	15.2
23	Romiyo yogi	5.7	5.3	5.3	4.3	20.6
24	Nethesh Thapa	4.1	6.7	5.2	4.3	20.3
25	Ganesh Rawal	6.7	7.4	9	4.7	27.8
26	Nareyan Aryal	5	5.3	8.1	5.8	24.4
27	Nikesh Budathoki	4.9	6	7.8	4.9	23.6
28	Ayush Aryal	4.5	3.9	7.3	4.4	20.1
29	Partap B.K.	3.3	2.2	1.6	0.6	7.7
30	Sagar K.C.	5.6	6.5	1.4	1.6	15.1
	Total	130.3	159.2	155.8	110.4	555.7

Proficiency of Girls in Difference Questions

S.N	Name of the students	Paragraph	Letter	Essay	Dialogue	Total
1	Dipa Mhatara	3.4	5.5	0.6	3.2	12.7
2	Anita M.C.	5.3	5	3.9	3.5	18.6
3	Kamala K. C.	4	3.6	2.1	3.5	13.2
4	Bimala M.C.	3.4	2.5	3.5	2.4	11.8
5	Urmila M.C.	1.7	2.3	1.9	1	6.9
6	Anisa Mahatara	6.1	3.5	0.9	1.5	12
7	Sharada K.C.	2.7	1.7	3.9	1.5	9.8
8	Kapila K.C.	3.1	1.3	3.4	1.9	9.7
9	Anchala Khadak	4	0.6	0.7	0.7	6
10	Sita K.C.	4.9	4.1	0.6	2.9	12.5
11	Laxmi Basmet	5.6	7	5.7	6.2	24.5
12	Asmita Roka	4.7	5.8	7.7	5	23.2
13	Goma Aryal	5.6	7.2	7.8	5.7	26.3
14	Sumitra G.C	6.1	6.7	9.3	6.6	28.7
15	Bimala Paude	3.7	3.8	1.7	2.7	11.9
16	Basanta G.C.	1.4	2.1	0.8	2.4	6.4
17	Komal Yogi	4.7	6.3	5.3	5.9	22.2
18	Mina Paudel	4.3	6.1	7.2	3.3	20.9
19	Sarmila Khadak	2.8	2.3	3.2	1.9	10.2
20	Barsa Rijal	5.6	6.4	6.4	2.1	20.5

21	Krishna Thapa	5.1	5.3	1	4.5	15.9
22	Pragati	5.3	7.3	5.8	5.4	23.8
23	Pratima Paudyal	4.4	5.6	5.5	3.7	19.9
24	Partima Paudel	3.2	3.4	2.4	3.2	12.2
25	Sharada Paudel	4.8	4.8	7	3.4	20
26	Harikala Thapa	5.5	6.8	8.2	5.5	26
27	Sangita Samat	3.9	4.1	5.1	3.7	16.8
28	Sangita Paudel	3.9	5.5	6.1	4	19.4
29	Pratiksha Khanal	5.4	8.8	9	5.7	28.9
30	Shirinkhala khanal	4.1	2.6	1.6	2.8	11.1
	Total	129.7	140.3	130.6	106.2	506.8

Appendix IV

Proficiency of Students in Difference Aspects

Proficiency of Boys in Aspects

S.N	Name of the students	Content	Gram.	Voc.	Spell.	Punc.	Organ	Total
1	Phursa bdr b.k.	7.1	4.9	4	3.8	3.5	2.8	26.1
2	Himal khadak	4.7	3.4	1.9	1.7	2.4	2.8	16.9
3	Manish M.C.	4.8	3.4	2.5	1.8	1.9	1.8	16.2
4	Hari bdr M.c.	3.6	3.3	2.3	3	2.8	2.3	17.3
5	Sher bdr G.C.	4.9	3	2.1	2.3	1.7	2.5	16.5
6	Raju pariyar	1.8	1.5	1	0.7	1.4	0.8	7.2
7	Durta Pokhrel	3.1	1.7	1.5	1.7	1	2.7	11.7
8	Santosh M.C.	4.8	3.6	2.8	2.8	2.4	2.4	18.8
9	Begam Pokhrel	5.2	3.3	3	2.6	2.5	2.2	18.8
10	Hari Paudyal	6.7	4.9	3.9	4	3.2	3.5	26.2
11	Sapan B.K.	5.3	4	2.5	2.3	2.1	2	18.2
12	Damodar	8	4.8	3.7	3.5	2.8	3.5	26.3
13	Oxford Rawal	6.4	3.7	3.2	3.2	2.7	2.7	21.9
14	Prakash G.C.	5.5	4.8	2.3	3.1	2.9	2.2	20.8
15	Sapan Bhattra	3.5	3.7	3.1	2.4	2.2	2.4	17.3
16	Tara Aryal	5.8	3.9	3.6	3.8	3.5	2.9	23.5
17	Surendra M.C.	1.2	0.9	0.8	0.6	1	0.8	5.3
18	Karan Thapa	5.3	2.9	2.1	2.9	1.9	2.4	17.5

19	Santosh Khanal	3.4	2.2	2	2	2.2	2.6	14.4
20	Mahendra Baral	3.4	3.2	2.8	2.8	2.4	2.9	17.5
21	Shyam Pd. Khanal	7.3	5.8	4.1	3.5	3.1	3.6	27.4
22	Dhurba Neupane	3.4	2.5	2.2	2.6	1.8	2.7	15.2
23	Romiyo yogi	5.1	4	2.8	2.8	2.9	3	20.6
24	Nethesh Thapa	5.2	3.8	2.8	2.5	2.9	3.1	20.3
25	Ganesh Rawal	6.3	5.8	4.5	4.2	3.8	3.2	27.8
26	Nareyan Aryal	6.5	4.7	3.7	3.8	3.2	2.5	24.4
27	Nikesh Budathoki	6.3	4.7	3	3.7	2.9	3	23.6
28	Ayush Aryal	5.7	3.6	3.2	2.6	2.2	2.8	20.1
29	Partap B.K.	1.8	1	1.2	1.5	0.8	1.4	7.7
30	Sagar K.C.	4.2	3	2.4	2	1.7	1.8	15.1
	Total	141.4	106	81	80.2	71.8	75.3	555.7

Proficiency of Girls in Difference Aspects

S.N	Name of the students	Content	Gram.	Voc.	Spell.	Punc.	Organ.	Total
1	Dipa Mhatara	7.9	2.1	1.7	1.9	2	2.1	12.7
2	Anita M.C.	4.5	3.3	2.5	2.1	2.5	2.7	18.6
3	Kamala K. C.	3.8	2	1.6	1.8	1.9	2.1	13.2
4	Bimala M.C.	3.4	1.9	1.6	1.3	1.6	2	11.8
5	Urmila M.C.	1.9	1.1	1.1	0.8	0.8	1.2	6.9
6	Anisa Mahatara	3.6	2.3	1.4	1.6	1.4	1.7	12
7	Sharada K.C.	2.2	1.8	1.6	1	1.7	1.5	9.8
8	Kapila K.C.	2.6	1.6	1.3	1.4	1.3	1.5	9.7
9	Anchala Khadak	1.5	1.1	0.9	0.9	0.8	0.8	6
10	Sita K.C.	3	2.3	2.1	1.8	1.6	1.7	12.5
11	Laxmi Basmet	6.8	4.9	3.8	3.6	2.6	2.8	24.5
12	Asmita Roka	5.6	4.4	3.3	3.5	3.2	3.2	23.2
13	Goma Aryal	7.6	5.1	3.9	3.5	3	3.2	26.3
14	Sumitra G.C	7.4	5.6	4.4	4.3	3.3	3.7	28.7
15	Bimala Paude	3.3	2.1	2.1	1.8	1.1	1.5	11.9
16	Basanta G.C.	1.8	1.2	0.9	0.9	0.9	1	6.7
17	Komal Yogi	5.8	4	3.3	3.1	3	3	22.2
18	Mina Paudel	4.6	4.2	3.3	3.4	2.9	2.5	20.9
19	Sarmila Khadak	2.1	1	1.5	1.9	1.6	2.1	10.2
20	Barsa Rijal	5.3	3.9	3	3	2.6	2.7	20.5
21	Krishna Thapa	4.8	3.5	2	1.6	2.1	1.9	15.9

22	Pragati	7.3	4.6	3.3	3.3	2.6	2.7	23.8
23	Pratima Paudel	5.1	3.6	2.5	2.5	2.6	2.9	19.2
24	Partima Paudel	4.3	1.7	1.2	1.6	1.3	2.1	12.2
25	Sharada Paudel	5.1	4.3	3.5	2.7	2.6	1.7	19.9
26	Harikala Thapa	6.1	5.4	3.3	4.1	3.4	3.7	26
27	Sangita Samat	3.8	3	2.1	2.5	2.5	2.9	16.8
28	Sangita Paudel	6	3.6	2.8	2.8	2.1	2.1	19.4
29	Pratiksha Khanal	7.3	5.8	4.7	4	3.6	3.5	28.9
30	Shirinkhala khanal	2.8	1.6	1.2	1.5	1.8	2.2	11.1
	Total	137.3	93.2	72	71.2	64.5	68.6	506.8

Appendix V

Marking

Criteria	Paragraph		Letter		Essay		Dialogue		Total	
	F.M	O.M	F.M	O.M	F.M	O.M	F.M	O.M	F.M	O.M
Content	3×60=180	67.7	4×60=240	74.9	4×60=240	78.2	3×60=180	57.9	14×60=840	278.7
Grammar	2×60=120	48.3	3×60=180	59.2	3×60=180	51.2	2×60=120	40.5	10×60=600	199.2
Vocabulary	1.5×60=90	38.6	2×60=120	42.3	2×60=120	40.3	1.5×60=90	31.8	7×60=420	153
Spelling	1.5×60=90	39.8	2×60=120	42.4	2×60=120	39.5	1.5×60=90	29.7	7×60=420	151.4
Punctuation	1×60=60	33.3	2×60=120	40.3	2×60=120	37.2	1×60=60	25.5	6×60=360	136.3
organization	1×60=60	32.3	2×60=120	40.4	2×60=120	40	1×60=60	31.2	6×60=600	143.9
Total	10×60=600	260	15×60=900	299.5	15×60=900	286.4	10×60=600	216.6	50×60=3000	1062.5

Appendix – VI: Proficiency of Boys in Difference Aspects in Different Test Items

S.N.	Name of the Students	Paragraph						Letter						Essay						Dialogue						Total
		C	G	V	S	P	O	C	G	V	S	P	O	C	G	V	S	P	O	C	G	V	S	P	O	
1	Phursa bdr b.k.	1.8	1.1	1	0.9	0.6	0.7	2	1.5	1	1.2	0.9	1	2.1	1.3	1.2	1	1.2	0.3	1.2	1	0.8	0.7	0.8	0.8	26.1
2	Himal khadak	1.3	0.9	0.6	0.6	0.4	0.7	1.5	1	0.6	0.3	1	1	1.4	1.4	0.3	0.3	1	0.7	0.5	0.4	0.4	0.3	0.3	0.4	16.9
3	Manish M.C.	1.2	1	0.9	0.6	0.5	0.4	1.2	0.8	0.2	0.3	0.4	0.5	1.4	0.8	0.4	0.3	0.4	0.5	1	0.8	0.6	0.6	0.5	0.6	16.2
4	Hari bdr M.c.	1	0.8	0.6	0.7	0.6	0.5	1.2	1	0.8	0.9	0.8	0.7	1	1	0.4	0.6	0.8	0.6	0.4	0.5	0.4	0.8	0.6	0.5	17.3
5	Sher bdr G.C.	2	1.9	0.6	0.7	0.4	0.6	1.6	1.1	0.8	0.8	0.6	0.8	1	0.4	0.5	0.6	0.6	0.7	0.3	0.3	0.2	0.2	0.1	0.4	16.5
6	Raju pariyar	0.2	0.1	0.2	0.1	0.5	0.1	1.2	1.2	0.5	0.5	0.6	0.3	0.4	0.2	0.5	0.1	0.3	0.4	0.1	0.1	0.1	0.1	0.1	0.1	7.2
7	Durga Pokhrel	0.9	0.3	0.2	0.3	0.3	0.6	0.4	0.3	0.2	0.4	0.1	0.9	1.1	0.8	0.7	0.8	0.3	1.1	0.7	0.3	0.4	0.2	0.3	0.5	11.7
8	Santosh M.C.	0.9	0.7	0.5	0.6	0.6	0.5	1.1	0.9	0.8	0.7	0.6	0.5	1.5	1.2	0.9	0.9	0.6	0.8	1.3	0.8	0.6	0.7	0.5	0.6	18.8
9	Begam Pokhrel	1.5	1	0.8	0.7	0.5	0.5	1.6	1	0.9	0.9	0.7	0.8	1.2	0.8	0.6	0.4	0.7	0.4	0.9	0.5	0.7	0.6	0.6	0.3	18.8
10	Hari Paudyal	1.5	1.1	0.9	0.8	0.8	0.7	2	1.5	1.1	1.3	0.8	0.9	2	1.5	1	1.1	1.2	1.2	1.2	0.8	0.5	0.8	0.4	0.7	26.2
11	Sapan B.K.	1	0.6	0.4	0.5	0.4	0.4	1	1.4	0.7	0.6	0.6	0.5	1.6	1	0.8	0.7	0.5	0.3	1.7	1	0.6	0.5	0.6	0.8	18.2
12	Damodar	1.2	1	0.9	0.9	0.7	0.7	2.9	1.3	1	1	0.6	0.7	3	1.3	1	0.9	1.1	1.3	1.9	1.2	0.8	0.7	0.5	0.8	26.3
13	Oxford Rawal	1.4	1	0.7	0.9	0.6	0.4	2	1.2	1	0.8	0.9	0.8	2	1.1	0.9	0.9	0.8	0.9	1	0.4	0.5	0.6	0.4	0.6	21.9
14	Prakash G.C.	1.2	1	0.9	0.9	0.7	0.7	1	1.7	0.6	1	1	0.9	1.5	1.5	0.7	0.8	0.4	0.3	2	1	0.5	0.7	0.6	0.7	20.8
15	Sapan Bhattra	0.6	0.5	0.7	0.4	0.6	0.6	1.3	1	0.8	0.8	0.7	0.6	0.6	1.2	0.8	0.8	0.4	0.6	1	1	0.8	0.4	0.9	0.6	17.3
16	Tara Aryal	1.4	1	0.8	0.9	0.7	0.6	1.2	1	0.9	0.9	0.8	0.5	2	1	1.2	1.2	1.6	1.1	1.2	0.9	0.7	0.8	0.4	0.7	23.5
17	Surendra M.C.	0.4	0.1	0.2	0.2	0.3	0.1	0.2	0.1	0.2	0.2	0.5	0.2	0.4	0.4	0.2	0.1	0.1	0.4	0.2	0.3	0.2	0.1	0.2	0.1	5.3
18	Karan Thapa	0.8	0.6	0.5	0.6	0.4	0.6	1.7	1	0.9	1	1.3	0.8	2	0.6	0.4	1	0.2	0.6	0.8	0.7	0.3	0.3	0.3	0.4	17.5
19	Santosh Khanal	0.6	0.5	0.4	0.6	0.5	0.6	1	0.6	0.7	0.6	0.7	0.8	1.3	0.7	0.6	0.5	0.6	0.7	0.5	0.4	0.3	0.3	0.4	0.5	14.4
20	Mahendra Baral	0.7	0.8	0.6	0.7	0.8	0.7	1.4	1	0.6	0.7	0.6	0.7	1	0.8	0.9	0.9	0.4	0.9	0.7	0.6	0.7	0.5	0.6	0.6	17.5
21	Shyam Khanal	2	1.3	0.8	0.7	0.7	0.7	2	1.5	1.1	1.2	0.6	1.2	1.5	1.6	1.2	1	1.2	1	1.8	1.4	1	0.6	0.6	0.7	27.4
22	Dhurba Neupane	0.6	0.3	0.8	0.6	0.4	0.7	1	0.8	0.5	1	0.5	0.8	1.5	1	0.7	0.6	0.4	0.6	0.5	0.4	0.2	0.4	0.5	0.6	15.2
23	Romiyo yogi	1.6	1.1	0.8	0.9	0.6	0.7	1.2	1.1	1.7	1.6	0.9	0.8	1.3	1	0.6	0.7	0.8	0.9	1	0.8	0.7	0.6	0.6	0.6	20.6

24	Nethesh Thapa	1.3	0.6	0.6	0.5	0.6	0.5	1.7	1.3	1	0.9	0.8	1	1.2	1	0.4	0.4	1	1.2	1	0.9	0.8	0.7	0.5	0.4	20.3
25	Ganesh Rawal	1.8	1.4	1.2	1.1	0.6	0.6	2	1.3	1.2	1.1	1	0.8	2.3	2	1.4	1.2	1	1.1	1.1	1	0.8	0.7	0.6	0.5	27.8
26	Nareyan Aryal	1.7	1	0.6	0.7	0.7	0.3	1.4	1.2	0.8	0.9	0.7	0.5	2	1.3	1.4	1.2	1.2	1	1.4	1.2	0.9	1	0.6	0.7	24.4
27	Nikesh Budathoki	1.2	1	0.6	0.8	0.7	0.6	1.7	1.4	0.7	0.9	0.6	0.7	2	1.3	1.1	1.2	1	1.2	1.4	1	0.6	0.8	0.6	0.3	23.6
28	Ayush Aryal	1	0.8	0.7	0.7	0.6	0.7	1	0.7	0.5	0.4	0.6	0.7	2.5	1.3	1.2	1	0.3	0.8	1.2	0.8	0.8	0.5	0.5	0.6	20.1
29	Partap B.K.	1	0.4	0.7	0.8	0.4	0.6	0.3	0.4	0.3	0.4	0.2	0.4	0.3	0.2	0.2	0.3	0.2	0.4	0.1	0.1	0.1	0.1	0.1	0.1	7.7
30	Sagar K.C.	1.4	1.2	0.9	0.8	0.7	0.6	1.8	1.3	1	0.9	0.8	0.7	0.5	0.2	0.3	0.1	0.1	0.2	0.5	0.3	0.2	0.2	0.1	0.3	15.1
	Total	32.2	25.1	19.2	20.2	16.9	16.7	38.6	31.6	23.1	24.2	20.7	20.9	42	28.4	22.5	24.4	20.4	22.2	28.6	20.9	16.2	15.5	13.7	15.5	555.7

Appendix – VII : Proficiency of Girls in Different Aspects in Different Test Items

S.N.	Name of the Students	Paragraph						Letter						Essay						Dialogue						Total
		C	G	V	S	P	O	C	G	V	S	P	O	C	G	V	S	P	O	C	G	V	S	P	O	
1	Dipa Mhatara	0.6	0.4	0.6	0.8	0.6	0.4	1.3	1	0.6	0.7	0.9	1	0.1	0.1	0.1	0.1	0.1	0.1	0.9	0.6	0.4	0.3	0.4	0.6	12.7
2	Anita M.C.	1.6	1	0.6	0.7	0.7	0.6	1.8	1.2	1	0.6	0.8	0.6	1.7	0.6	0.3	0.4	0.6	0.7	0.8	0.5	0.6	0.4	0.4	0.6	18.6
3	Kamala K. C.	0.8	0.6	0.6	0.6	0.7	0.7	0.9	0.6	0.5	0.6	0.4	0.6	0.3	0.2	0.1	0.2	0.2	0.3	0.8	0.6	0.4	0.5	0.6	0.6	13.2
4	Bimala M.C.	1	0.4	0.3	0.5	0.6	0.6	0.5	0.7	0.5	0.2	0.3	0.4	1.2	0.4	0.3	0.4	0.5	0.1	0.7	0.4	0.5	0.3	0.2	0.3	11.8
5	Urmila	0.4	0.2	0.3	0.3	0.3	0.2	0.6	0.4	0.3	0.2	0.3	0.5	0.6	0.4	0.3	0.2	0.1	0.3	0.3	0.1	0.1	0.1	0.1	0.2	6.9
6	Anisa Mahatara	2.1	1.2	0.8	0.8	0.6	0.6	1	0.6	0.4	0.5	0.4	0.6	0.3	0.2	0.1	0.1	0.1	0.1	2	0.3	1	0.2	0.3	0.4	12
7	Sharada K.C.	0.8	0.4	0.4	0.3	0.4	0.4	0.2	0.3	0.2	0.1	0.4	0.5	1	0.8	0.6	0.4	0.6	0.5	0.2	0.3	0.4	0.2	0.3	0.1	9.8
8	Kapila K.C.	0.8	0.6	0.4	0.4	0.3	0.5	0.2	0.2	0.1	0.3	0.4	0.1	0.2	0.4	0.9	0.4	0.5	0.6	0.6	0.4	0.3	0.3	0.1	0.3	9.7
9	Anchala Khadak	1	0.8	0.6	0.6	0.5	0.5	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	6
10	Sita K.C.	1.3	1	0.8	0.7	0.7	0.4	0.1	0.8	0.7	0.6	0.4	0.6	0.1	0.1	0.1	0.1	0.1	0.1	0.6	0.4	0.5	0.4	0.4	0.6	12.5
11	Laxmi Basmet	1.7	1.1	0.8	0.9	0.5	0.6	2	1.2	1	1.1	0.8	0.7	1.5	1.2	0.8	0.8	0.6	0.8	1.6	1.4	1.2	0.8	0.5	0.7	24.5
12	Asmita Roka	1.2	1	0.6	0.7	0.6	0.6	1.4	1	0.8	0.9	0.7	1	1.8	1.4	1	1.1	1.3	1.1	1.2	1	0.9	0.8	0.6	0.5	23.2
13	Goma Aryal	1.7	1.2	0.9	0.8	0.4	0.6	2.3	1.2	1	1	0.9	0.8	2.3	1.4	1.2	1	1	1	1.4	1.3	0.8	0.7	0.7	0.8	26.3
14	Sumitra G.C	1.7	1.2	1	1	0.6	0.6	1.3	1.5	1.2	1	0.8	0.9	2.4	1.6	1.3	1.3	1.2	1.5	2	1.3	0.9	1	0.7	0.7	27.7
15	Bimala Paude	0.9	0.8	0.6	0.7	0.3	0.4	1	0.9	0.8	0.5	0.3	0.3	0.6	0.2	0.3	0.3	0.1	0.2	0.8	0.2	0.4	0.3	0.4	0.6	11.9
16	Basanta G.C.	0.3	0.3	0.2	0.3	0.3	0.1	0.6	0.4	0.3	0.2	0.3	0.3	0.8	0.4	0.3	0.4	0.2	0.3	0.1	0.1	0.1	0.1	0.1	0.1	6.9
17	Komal Yogi	1.3	0.8	0.9	0.5	0.7	0.6	1.6	1.2	0.8	0.9	0.8	0.9	1.3	0.9	0.8	0.8	0.7	0.8	1.6	1.1	0.8	0.9	0.8	0.7	22.2
18	Mina Paudel	1	0.9	0.7	0.8	0.5	0.4	1.6	1.3	0.9	0.8	0.9	0.6	1.8	1.4	1.1	1.2	0.9	0.5	0.2	0.6	0.6	0.6	0.6	0.7	20.9

19	Sarmila Khadak	0.6	0.2	0.3	0.8	0.6	0.3	0.4	0.3	0.3	0.3	0.4	0.6	0.8	0.3	0.7	0.4	0.4	0.6	0.3	0.2	0.2	0.4	0.2	0.6	10.2
20	Barsa Rijal	1.6	1.2	0.8	0.8	0.6	0.6	1.3	1.3	1	0.9	0.7	0.6	2.3	1	1	0.9	1	1.2	0.5	0.4	0.2	0.4	0.3	0.3	20.5
21	Krishna Thapa	1.6	1.2	0.6	0.7	0.6	0.4	1.8	1.2	0.6	0.3	0.6	0.8	0.2	0.1	0.2	0.1	0.3	0.1	1	1	0.6	0.5	0.6	0.6	15.9
22	Pragati	2	1	0.8	0.5	0.4	0.6	2.5	1.2	1	1.2	0.9	0.5	1.4	1.2	0.7	0.8	0.8	0.9	1.4	1.2	0.8	0.8	0.5	0.7	23.8
23	Pratima Paudyal	1	0.8	0.7	0.7	0.6	0.6	1.8	1	1	0.4	0.6	0.8	1.3	1	0.4	0.8	1	1	1	0.8	0.4	0.6	0.4	0.5	19.9
24	Partima Paudel	1	0.3	0.2	0.6	0.4	0.6	1.5	0.7	0.5	0.3	0.3	0.1	1	0.4	0.3	0.3	0.2	1	0.8	0.3	0.2	0.4	0.3	0.4	12.2
25	Sharada Paudel	0.2	0.9	0.8	0.7	0.7	0.5	1.4	1	0.7	0.7	0.4	0.6	1.7	1.6	1.2	1.1	1.2	0.2	0.8	0.8	0.8	0.2	0.3	0.4	19.9
26	Harikala Thapa	1.2	1	1	1	0.6	0.7	1.4	1.2	0.6	1.2	1.2	1.2	2.1	2	1	1.1	1	1	1.4	1.2	0.7	0.8	0.6	0.8	26
27	Sangita Samat	0.7	0.7	0.6	0.6	0.7	0.6	1.1	0.7	0.3	0.3	0.6	0.9	1.2	0.9	0.6	0.7	0.8	0.9	0.8	0.7	0.6	0.7	0.4	0.5	16.8
28	Sangita Paudel	1	0.8	0.6	0.4	0.5	0.5	0.2	0.8	0.7	0.9	0.5	0.6	2	1.3	0.8	0.9	0.5	0.6	1	0.7	0.7	0.6	0.6	0.4	19.4
29	Pratiksha Khanal	1.6	1	0.9	0.7	0.5	0.7	0.7	1.8	1.2	1.3	1.4	1.1	2.3	1.8	1.6	1.2	1.1	1.1	1.4	1.2	1	0.8	0.6	0.7	28.9
30	Shirinkhala khanal	0.8	0.5	0.4	0.8	0.9	0.7	0.9	0.4	0.3	0.2	0.4	0.6	0.8	0.4	0.2	0.3	0.4	0.5	0.3	0.3	0.3	0.2	0.1	0.4	11.1
	Total	35.5	23.7	18.8	19.7	16.4	15.6	36.5	26.2	19.4	19.6	18.7	19.9	35.6	23.8	17.4	17	17.2	17.3	27.7	19.5	16.6	14.5	12.7	14.9	506.8

Appendix VIII

Answer Sheets

<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="text-align: center;"> <p>2A.S</p> <hr style="width: 50%; margin: 0 auto;"/> <p>50</p> </div> </div>						
Name: Laxmi Dasnet				Date 20/05/19		
School: Balshiksha H.S.S				Sex - female		
SLC School Attained - Amar Singh M.V.						
Cont	gram	Wec	Spe	pan	org	Tot
6.8	4.9	3.8	3.6	2.6	2.8	
<p>my favorite subject is Economic. Economic subject is very important subject is our life span because Economic is the main pillar of the grade of life. Ex. Money is all thing. Money is power. Money is property, property is main status.</p> <p>Capital is main source of the govern. If the nation have economically power to provide the nation's people good and best service of the economically poor country. Not good service for people and people are alive & committed to poor lifespan. So I like Economic subject. Economic subject help the people to earn money, property and how to span quality life. span of economic subject has no man's life is damage. so that Economics subject as well as compulsory in our school level.</p>						
Cont	gram	Wec	Spe	pan	org	Tot
1.7	1.1	08	09	05	06	56

Q.N.2 CUS

Date: 20/7/15/19

Dear friend prabin

I am fine here and so you are also fine there. I received your letter today. I am very happy write you about my life and your culture.

I am very glad to study your letter and write about your culture. Our friend prabin I live in Nepal. Nepal and different kinds of climate, we speak Nepali. Our national language is Nepali. We have Dal, Dahi and tarkari with milk, curd. Our school system is different from another country. Here are three stages in school system, first one is primary, second is secondary and third is higher secondary school system in our country.

At last regards your parent me and your relatives and I hope to your next letter.

Cont	gra	line	Spe	pin	og	fol
Q.N.2 AM	2	1.2	1	1.1	07	7.

Freedom is the called democracy. Democracy is the main source of development in democracy is powerful of people. for the people, by the people and of the people is call the democracy system.

we are now live in Nepal. Nepal is a failed democracy country. Nepal is a small country and here are many cast, religious and language that make problem of democracy. Nepals people and leadership are not aware for democracy. political party is always to earn property, political ^{leader} what can I give nation have no ability and they wait for nation give for me. No. power administration. Not effective logical system in Nepal's government. Not good environment to make policy maker. not good constitution of our country

At last I say that ~~of~~ our political leader and administrator be always ^{understand} his duty and responsibility for the countries people unity and participate ~~as~~ of as the countries people in to make constitution.

	cont	gra	voc	spe	pun	org	tot
A.N. 4 AND	1.5	1.2	0.8	0.8	0.6	0.8	5.7

Rina → How are you mina? I see you very ^{strong} for nervous and lazy.

mina → fine and you I am feeling weakness now.

Rina → I listen you take smoke. It is ^{strong} good?

mina → yes. I use always smoke.

Rina → please mina don't take smoke. because smoke disturb your lifespan and your ^{body} fitness.

2 mma → How?

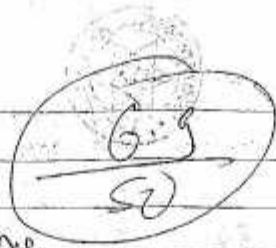
~~Ques~~ → How smoke is a one kind of cancer/dry
It infection your lungs and blood - and
you are getting weakness daily.

mma → please find how to cut down it problem.

mma → left your smoke user friend and you
can go counselling centre and can letter
give you many kinds of advice you.

cond	exam	we	ape	pun	on	jet
1.6	1.4	1.2	0.8	0.5	0.7	6-2

Emel



↓

Name: Umila me

Date: 20/10/16

School: ~~Shree~~ Balphadra No. 9

Sex: Female

SLC School Allamed: Shree Sarbodaya Nav Anadarpani

cont	gam	roc	spe	pun	avg	Total
1.5	1.1	1.1	0.8	0.8	1.2	6.9

④ chose a subject from the box and write a para paragraphs on it

Nepali

⇒ Nepali is a very very important subject. My major subject is a Nepali. Nepali language is very important because I like it. I live in Nepal. Nepali is a very old period. Nepali is a reading a Nepali language. I like a Nepali method. My Nepali is a very important method. Nepali use the language.

con	gram	voc	spe	pun	en	701
0.21	0.2	0.3	0.3	0.3	0.2	1.7

Date: 2070-05-16

Handwritten - 5 ppython

Dear friends

I hope that also my friends. I call is most mobile to our village. ~~the~~ village is a very beautiful. The climate is was very nice. The climate is a most important. Our village was climate is nice. The environment is quite I place used its language to Nepal population is helpful. The man is is a very beautiful. The man used its all country is Nepal. Our country all used its language Nepali. The population is job former. The eating food is rice, etc.

con	gram	voc	spe	pun	en	701
0.6	0.21	0.3	0.2	0.3	0.5	2.3

our sincerely
Vishal me

⑤ "Democracy has failed in Nepal"

Democracy has failed in Nepal because Nepal also not freedoms. Our country & very poor leader rich some rich some poor we have it. All speak democracy but few have democracy it is long g hope it in not failed.

END

con	gpa	unc	spe	pun	en	tel
0.6	0.4	0.3	0.2	0.1	0.3	1.9

Q.14

Date

Your two friends talk about it smoke.

Rama: Excuse me.

Raj:

Rama: Good morning

Raj: Good morning what are you doing?

Rama: I smoking cigarette your doing.

Raj: & I want to face. Oh my god you smoke.

Rama: Yes, why?

Raj: Your health effect. he health

Rama: Simply

cent	/	gram	use	/	sp	/	1000	/	mg	/	10
0.5	/	0.1	0.2	/	0.1	/	0.1	/	0.1	/	1

END

DEPARTMENT OF ENGLISH EDUCATION KIRTIPUR

KATHMANDU, NEPAL

Name Narayan Aryal Date 2070/05/10

School: Ganamunhi H.S.S Sex M

SLC School Attained: Laxmi M.V. Bangemayore

1) Ans

	com	gram	inc	spe	pun	en	TOT
Nepali	6.5	4.7	3.7	3.8	3.2	2.5	24.4

our country is Nepal, our national language is nepali, family to government office nepali language is compulsory. All Nepali people speak nepali. second language learn nepale is difficult. In nepale we write many songs, poem, ~~difficult~~ and tree writing freely write because our mother tongue ~~is nepali~~ in nep language single word, cut word, Nepal sound, consonant sound word learn in difficult. But we learn easily because our first & second language is nepali, so that I love and accepted nepali language.

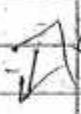
com	gram	inc	spe	pun	en	TOT
1.7	1	0.6	0.7	0.7	0.3	5

2) ~~Ans~~

Dear friend,

Dear

I am happy because you remember to me you asked me our climate food and school system; so I give reason our climate is hot, our food is bread, rice and vegetable. school system is 1 to 10 class. I just passed S.C.C. exam.



Dear friend I hope to receive your phone or letter next (day) time.

Your lovely friend

Narayan Ayali

Con	gran	ice	spe	pin	ey	tot
1.2	1.2	0.8	0.9	0.7	0.5	5.3

"Democracy has failed in Nepal"

Q) Ans

Nepal is a small country. It is a poor country but here man is rich. because here head of government (man) going to be own selfish. Nepal is a Democratic country but today Democracy is ~~broken~~, because here people no bond on gas, bus, ropas, simple people not bought daily use things day to day daily use things is expensive. It is no Democracy here. Nepal people right is dominated. Head of country going to be their rule. They no things country life, always they running personal selfish. so that again I say Nepal has a Democracy has failed in Nepal.

cont	gr	use	spe	run	cy	tot
2	1.3	1.4	1.2	1.2	1.	8.1

4) Ans

Raju: Hello friend you are fine?

Shyam: yes, I am fine and you?

Raju: I am fine, but I think you always smoke?

Shyam: yes, my friend is smoke, so I smoke

Raju: you are going to bad way, smoke makes our life dangerous

Shyam: what you say? smoke is dangerous.

Raju: yes, when we smoke our liver damage and we lost our personal things and we hated every body.

Shyam: oh! it is very good suggestion next time I change my habit.

Raju: I am happy, because you change my suggestion

Shyam: Thank you, I go good way from your suggestion.

Cont	q. no	marks	ans	part	total
1.2	1.2	0.5	1	0.6	0.2
					5.8