

**BACHELOR LEVEL STUDENTS' PROFICIENCY ON
FREE WRITING**

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

**Submitted by
Kamala Pokhrel**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu
2016**

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Roll No : 280511/2066**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original. No part of it was earlier submitted as a research report to any university.

Date: 05/04/2016

.....

Kamala Pokhrel

RECOMMENDATION FOR ACCEPTANCE

This to certify that Kamala Pokhrel has prepared this thesis entitled Bachelor Level Students' Proficiency on Free Writing under my guidance and supervision.

I recommended the thesis for acceptance.

Date : 06/04/2016

.....

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

Faculty of Education

T.U., Kirtipur

RECOMMENDATION

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

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Chairperson

Mr. Khem Raj Joshi

Teaching Assistant

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Member

Mr. Guru Prasad Poudel

Teaching Assistant

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Member

Date : 2072/10/05

APPROVAL

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

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Chairperson

Prof. Dr. Govinda Raj Bhattarai

Professor

Department of English Education,

T.U. Kirtipur, Kathmandu

.....

Member

Mr. Bhesh Raj Pokhrel

Lecture

Department of English Education,

T.U. Kirtipur, Kathmandu

.....

Member

Date :11/04/2016

ABSTRACT

This study entitled "**Bachelor Level Students' Proficiency on Free Writing**" has aimed at finding out the proficiency of students on free writing and identify the errors in their writing. The researcher collected data from the Bachelor first year students, studying in education and Management Faculties. To generate relevant data, the researcher used test items using the survey research. The total sample was 30 students; 15 students from Education Faculty and 15 from Management Faculty. The required data were gathered by using purposive non random sampling procedure. This research study concludes that free writing proficiency of the students is not satisfactory. Students could not complete the target length. While writing, organization of knowledge, subject matter, presentation, illustrations, are poor. Most of the errors found in the use of comma, then, use of full stop, capitalization and other punctuation markers. Errors are found in subject verb agreement, tense spelling and preposition as well.

This research report consists of five chapters. Chapter one deals with general background, statement of problem, objectives, research questions and operational key terms. The second chapter consists of literature review, implications of the literature review and theoretical framework of the study. The third chapter deals with design and methods of the study, population, sample and sampling of the strategy, study area, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure. Similarly, the fourth chapter covers the analysis and interpretation of results and the last chapter incorporates the conclusions and recommendations.

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SYMBOLS AND ABBREVIATIONS

A	–	Average
A A	–	Above Average
%	–	Percent
B A	–	Below Average
B. Ed	–	Bachelor in Education
Dr.	–	Doctor
e.g.	–	For example
i.e.	–	that is
M. Ed	–	Master in Education
No.	–	Number
p.	–	page
Prof.	–	Professor
S.N.	–	Serial Number
St	–	Students
T. Sa	–	Total Sampling
T.U.	–	Tribhuwan University

CHAPTER- ONE

INTRODUCTION

This research is based on "Free Writing Proficiency of Bachelor Level Students". This section consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Language is a means of human communication. It is an asset and possession of human beings. It is a universal medium for conveying one's ideas, emotions, desires and beliefs to other as they share the common code that make up the language. There are many languages in the world and they play equally important role in communication. But sometimes place, time, situation, and demand of language play key role to make some language more valuable. Among all languages, The English language is spread all over the world. Now a days, it is a world language . So, it is an international language. It is necessary to learn to survive in the world. This language is used in literature, sports, movies, TV, music, games and an expanded social life with people from all around the world.

According to Ives, (2006, pp.121-122), English has established itself as the new lingua franca of the world and has become an invaluable tool that grants access to professional and academic opportunities. It means English language has gained so much recognition that every global citizen has to speak English languages besides his/her own. It is the common language for the people speaking different languages. Without this language a person will be the backward to gain his knowledge, and skills, and to put his demand globally.

Writing is an art of using language. But it is a very complex task to write clearly and explicitly . In this context, Richards (1985,p100) says, Learning to write is either a first or second language is one of the most difficult tasks .

Learning to write is a difficult and lengthy process, that one includes anxiety and frustration in many learners .Yet good writing skills are essential to academic success and requirement for many occupation and professions.

In the context of Nepal, English is taught as a compulsory subject up to Bachelor level. The aim of teaching English is to enable the students in global communication and business, and to have access to the world body of knowledge. Pedagogically, teaching English is targeted at developing all the four skills listening, speaking, reading and writing. This study investigates the writing proficiency of Bachelor level students. A Campus is selected for the study, which is situated in Tanahun district near the Prithivi Highway.

1.2 Statement of the Problem

English language is international language. In the sense of global business without English language, a man is backward having knowledge and skills about something. So, it is compulsory to learn language to sell the skills, knowledge and produced materials in the market. Learning language means gaining the knowledge of listening, speaking, reading and writing. To make students skilful in English language, Bachelor curriculum has included English course in first year. Among different skills, writing skill is one of them. To develop writing skills, the students do different tasks/activities in writing skills. Among different activities in writing free writing is one. students do different exercise under free writing. Letter writing, report writing, essay writing are examples of free writing. So, writing is major area in second language learning and teaching. Teaching writing in EFL/ESL is national and international issue and difficult activity to the teachers, students and educators.

Writing needs deep knowledge, clear idea about something and do several activities. So, it is difficult to mastery over the writing. In present days, students do not practice more, they collect ready made materials. Most of the students do the exam oriented practices. They do not work hard . So, most of the students gain low marks and have not self confidence in subject matter

and writing . In writing, students commit many errors and mistakes. The writing may not have coherence, clarity on subject matter, focus on topics sentences and its supporting details, sequence between different ideas ,topic sentence and parts of essay . Errors may have in subject verb agreement , use of ambiguous words , reference, pronunciation, errors in person and tense . Writing needs correct spelling, punctuation, capitalization and word usage as well. So, this study is going to find out the proficiency in free writing and errors committed by the students in coherence, cohesion organization and mechanics (subject verb agreement, tense, articles, preposition).

1.3 Objectives of the Study

This study had the following objectives:

- (a) To find out the writing proficiency of the Bachelor level students on the basis of parameters of the essay(content, coherence, cohesion, mechanics and organization) .
- (c) To compare writing proficiency between students of Education Faculty and Management Faculty.
- (d) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of the researcher were as follows :

- (a) What will be the writing proficiency of the Bachelor level students on the basis of essay's parameters ?
- (c) Which Faculty's students will be better in free writing proficiency ?

1.5 Significance of the Study

This study is helpful for the language teacher who involve in the teaching field especially in ELT. Student researchers will be benefited by this research. This is remarkable contribution to the areas of free writing teaching skill. This research provides valuable input for campuses that enrolls students.

This study is useful to teachers, lecturers and tutors in ESL contexts because it can contribute insights into those aspects of writing in which students require support. The study is also reflexive as its results may be used to harness or sharpen the practices of both ESL practitioners and other stakeholders with some guidelines on teaching writing. As a result, it is hoped that ESL learners will benefit from the spin-off of this study. The study is a valuable contribution to research on students' writing in ESL contexts by ensuring that the results of this study. This research is directly useful and help for change teaching process in that campus where the research was conducted.

1.6 Delimitations of the Study

The study was delimited in the following ways :

- (a) Bachelor level students of first year, studying in Education Faculty and the Commerce Faculty were the informants.
- (b) Content, mechanics, coherence, cohesion, organization, parameters of essay were analysed.
- (c) Only common errors committed by the students in content, coherence, cohesion, organization and mechanics (subject verb agreement, tense, articles, preposition) were analysed .
- (d) The data were collected from the test items. The test items were essay writing.
- (e) Errors were determined on the basis of their frequency repeated in the text. The errors committed more than two times were counted.
- (f) Only thirty students were the informants : 15 from Education Faculty and 15 from Management Faculty.
- (g) This research was conducted in one campus in Tanahun district.

1.7 Operational Definition of the Key Terms

Writing proficiency : Proficiency means a high degree of skills, competence in something, well qualified, advance knowledge, skills etc.

Free writing: Free writing is the ability to write freely about something.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This sub- chapter includes review of related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to English language teaching and errors committed in the free writing.

2.1.1 Language Skills

Language has four skills: listening, speaking, reading and writing. Listening and speaking are primary and reading and writing are secondary aspects of language. Speech is an oral means of communication and writing is the graphic representation of symbols. Writing is the output of listening, speaking and reading. It is a finished product and involves manipulating structuring and communicating. It is a productive skill which needs very careful handling to give sensible sentences and paragraphs. It is more permanent and accurate in comparison to other skills. It remains for generation to generation as well.

2.1.2 Writing Skill

Writing is the act of putting down something which has been spoken in conventional graphic form. It is a productive skill that needs various competences such as linguistic, sociolinguistic and discourse knowledge as well as knowledge about language use like grammar, structure and vocabulary.

According to Jules (1894,p.57), Writing is a way of talking without being interrupted. It means a good writer needs all competences of writing skills. He should have knowledge of writing strategies and an critical way of thinking.

Writing is not only a single activity but a series of interrelated activities. English is now the global language, and writing is one of the necessary means to communicate precisely, this skill is essential in order to participate competitively in global interactions and business in general. It should be the responsibility of English language instructors in an educational institute to provide and emphasize a good and correct instruction about language writing or skills, fundamental background of writing skills to students. Command of good writing skills is a vital tool for anybody to succeed in their career.

2.1.3 Writing Proficiency

Proficiency can be understood as the interaction of a multiple set of elements such as grammar, vocabulary. Writing proficiency means having full knowledge, skills about writing, less chances of making mistake and errors. In writing, there is no room for misunderstanding and the message has to be clearly structured and organized because we do not see the receiver of our text.

2.14 Writing as a Product of Reading

Listening and speaking skills are basic skills for us and can be learnt in a natural situation, and unconsciously in the first language, but reading and writing needs more attention and learn in artificial situation. Reading and writing are secondary skills of language. Reading means, getting some ideas, making some concept about written things and writing is the expression of that concept, grasped knowledge, ideas through the graphic form. Reading more makes writing effective. The more practices in reading explore thinking, ideas, knowledge, so to become better writer need to more practices in reading. Teacher should help and motivate the learner to read more.

Rose 2004,p.96) says, "Writing allows students to write their way into reading, that reading shares much in common with writing and that reading is also an act of composing." It means, in school, what has been taught that is asked to write in their words because writing skill is developed through reading.

Reading and writing go side by side. Therefore, reading and writing are reciprocal.

2.1.5 Testing Writing

Testing, in a broad sense, has always been an inherent part of teaching. Testing is used as a process of scrutinizing how learners have learned what the teacher wishes them to learn. Language testing is an independent discipline. It is used to determine learners language proficiency of what has been taught. Writing is a complex activity and includes various skills. To produce effective piece of writing, the writer possesses the knowledge of mechanical skills, stylistic skills, and judgment skills. Under mechanism of writing the learners should learn the alphabet, the left and right direction of English writing script, upper and lower case letters, rules of capitalization, basic spelling patterns of English and rules for words and sentence formation. It can be learnt by the learners by means of some writing practices. Mechanics mainly includes capitalization, spelling and punctuation.

According to Harmer (2006,p.321), there are four different tests at our disposal to assess writing skills: placement tests, diagnostic tests, achievement tests and proficiency tests. Placement tests show how good a student's English is in relation to a system of levels. Diagnostic tests expose learners difficulties and gaps in their knowledge where achievement tests assess the assimilation level of a specific material and proficiency tests' aim is to find out proficiency of students in the subject matter . But, essay tests, like any other test, raise the issues of validity and reliability, which according to Harmer (2006, p.322) are two key concepts when judging test effectiveness.

Validity : A test is valid if it tests what it is supposed to test. Further explanation is that the validity of a test is measured on the basis of how for the information it provides is accurate, concrete and representative in light of the purpose for which it is administered.

Reliability : Reliability of a test is its consistency."A good test should give consistent results" (Harmer, 2006, p.322). In other words, reliability means the consistency with which a test measures the same thing all the time. For example, the same group of students should get similar results each time, they take the same test over a short period of time. It means the result is constant or less differences between the result.

On the other hand, marking in subjective test (essay test) is more problematical. Different people may score for the same piece of work differently. So, to make marking reliable and valid, subjective needs marking scale. For example, Harmer (2008, p.172) has given the following scales for marking a student's presentation. This technique of marking may avoid differences of marking.

	0	1	2	3	4
Grammar					
Vocabulary					
Punctuation					
Coherence					
Fluency					

Hughes (2010,pp.101-2) has given this model for marking subjective test which is given below :

(a) Grammar

Sentence construction, subject verb agreement, person and tense in writing are checked under the grammar..

(b) Vocabulary

The use of vocabulary and idioms are checked under this part. Errors or mistakes in use and selection of the vocabulary are mainly checked under it.

(c) Mechanics

Spelling, punctuation, capitalization, word usage and required are measured under this topic.

(d) Form (organization)

Expression of ideas should be clear. Use of ambiguous words, sentences, definitions, examples, illustrations and quotations are checked under this topic.

2.1.6 Elements to Be Tested in Writing

Testing writing indicates testing writing skills. Writing can be test at different levels.

(A) Testing writing at sentence level

Testing at the sentence level is to be tested for the students' ability to write grammatically correct sentences. At sentence level the following elements are tested.

(a) Punctuation

Punctuation is an art of inserting marks in writing in order to make the meaning clear. The proper use of punctuation marks such as capitalization, comma, colons, semi-colons, hyphens, full stop, dash, parenthesis, quotation marks, exclamation marks and apostrophe helps the writer organize written language and clarify the relation between words, phrases and clauses. Different punctuation marks are used for different purposes.

(b) Spelling

Spelling is one indicator of a writer's education. A student who is good at spelling will be good at using the language in general. Correct spelling is highly valued in writing. At this level students vocabulary and ability of

spelling is checked. In English, same sound pronounces differently in different position / context. For example, /p/ is pronounced differently in initial and middle and final position. Same spelling may represent different pronunciations in different condition and may have different meanings. For example, the word 'and' is pronounced differently when it is stressed and unstressed. Either they can write correct spelling or not is checked.

(c) Reference

Reference refers to the use of pronouns in sentences. Appropriate pronouns such as used . Subjective objective . Reflexive pronoun, reciprocal and possessive . The use of pronouns with subject verb agreement is important in writing.

(d) Linkage

Linkage means linking words or connectors that connect between sentences, such as since, in addition and also. Students ability is tested either they can link between different sentences or not.

(e) Expansion

The word which expands the sentences, such as although and however and so on. The writer should have the ability to expand the events or matter.

(f) Structure

A structure refers to the grammatical structure or type of sentences. Different types of sentences can be used in a piece of writing. So the writer should have the knowledge of sentence structure such as conditional, reported speech and voice.

(B) Testing Writing at Supra-sentence Level

Testing writing at supra-sentence level means testing the students' ability to produce a connected piece of writing in the target language. Students should be

able to manipulate words in grammatically correct sentences. The writer's thought, idea should be clear and communicate clearly in a certain topic.

2.1.7 Writing Process

Since process is one of the key elements leading to a good piece of writing, various academics have identified and specified steps in the writing process based on theories of Flower and Hayes (1981)). Raimes (2005,pp.3-42) suggests that the writing process consists of planning, drafting and revising, while Kunka (2005) suggests that the writing process comprises invention, collection, organization, drafting, revising and proof reading . Trimmer (2004,pp. 5-7) mentions that the writing process can be divided into four stages: planning, drafting, revising and designing. However, Brandon (2005,pp. 29-70) presents a writing process of only three main steps: prewriting; organizing and developing support; and writing, revising and editing. Although there are many terms and patterns used in the writing process, the core elements are similar. They can be summed up as prewriting, writing, revising and editing.

Prewriting

Prewriting is the initial stage of writing which helps students generate ideas and prepares them to write an essay. At this stage, all ideas are preliminary and subject to change. Techniques for generating ideas are free-writing or looping, clustering or mind-mapping, brainstorming, interviewing, reading and note-taking, journal writing, and surfing the Internet. Apart from generating ideas for an essay, students should also consider the purpose of writing an essay and readers knowledge of the topic in order to select appropriate ideas and information for their essays.

Writing

Writing or drafting means producing a preliminary written version from the outline. It is the way to convert ideas into words. Most writers write straight

through the first draft without stopping to make correction. At this stage, the outline is used as a guide to form the essay. The writer also uses his/her linguistic competence and discourse knowledge to get the ideas across to the reader.

Revising

Revising is the time to make improvement to a piece of writing. Changes can be made to content and organization by adding and deleting details, or improving clarity, style and flow of ideas.

Editing

Editing includes checking various aspects on the surface level such as spelling, punctuation, capitalization, grammar or page formatting to ensure that appropriate conventions are met. Writing steps: prewriting, writing, revising and editing are therefore introduced to students in the hope that they will follow these steps, go through the process using critical thinking and reasoning skills and be able to produce a good piece of writing. Hyland (2003,p.12) emphasizes that the teacher's role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting and refining ideas. Since writing has always been regarded as a difficult skill, instructors of English writing skills accept that students writing abilities may not reach a satisfactory level. The errors found in students' writing show that they face severe difficulties due to their lack of essay writing strategies as well as lack of language proficiency. Therefore, simply reading students texts, pointing out errors and giving feedback by instructors might not be enough to help students improve their writing ability. In order to assist students to overcome difficulties, it is necessary to examine what students actually think and do when they write. The results can reveal their strengths and weaknesses and will give opportunities for instructors to advise and provide assistance regarding their writing practice in a more practical and flexible way, leading to a more supportive classroom environment.

2.1.8 Activities for Writing Skills

Various activities can be done in writing skills. The activities depend on the level of students and the purposes of teaching writing. Some activities are as follow.

(a) Controlled Writing

Controlled writing activity is carried out under the direct supervision of the teacher-students and have no freedom to make errors. This type of writing is helpful for the beginners. It includes combining, reproducing and completing. Combining exercises can join words into sentences, sentences into paragraphs and paragraphs into essays. Such exercises are on the brink of production. In production exercises students write without originality, what they have learned orally or read in their textbooks. Reproducing a piece of writing may be exact reproduction of something read either by copying it or by rewriting it from memory. In completion exercise some parts of sentences are given and students are required to complete with words or phrase. The best known completion exercise is "filling the blank".

(b) Guided Writing

In guided writing activities, students can be given some freedom in the selection of lexical items and structural patterns for their writing exercise. Paragraphing, parallel writing and developing skeleton into a text type of activities can be done for guided writing.

(c) Free Writing

Learners learn controlled and guided exercises before they attempt to write free writing. The aim of controlled and guided writing is to make learners to write freely and independently. Free writing is the final stage on the development of the writing skill. Rivers (1968,p.252) says, "Free writing refers to the type of writing in any topic which gives complete freedom of expression. This type of

writing is mainly characterized by the students' freedom selection of vocabulary and structure." It means student is independent to select words, organize ideas and able to express his /her thought freely.

Writing free composition requires a careful planning and students should be helped in this stage too. Pinacus (1993, p.110) defines, " Free writing as the ability to write freely what has been taught", not "the ability to write anything at all". It means the writer should write any things beyond reading materials and given any topic as well. The teacher should help the students with the choice of topics, which could be based on their interest, their familiarity with the subject matter and the usefulness of the ideas. Free writing can be classified into four types: narrating, describing, replying and explaining. Incidental stories are under the narrating, letter, application are related to replying, giving reasons for something is under the explanation and writing about people, things, places are under the describing.

2.2 Review of Related Empirical Literature

This part is dealt with the review of the related studies, article and reports. The literature review is an integral part of the entire process and it gives correct direction and shows every operational steps to the researcher. The function of literature review is to ensure researcher to read broadly about selected research problem or selected subject area. It helps the researcher to think deeply and be clear to own subject matter. Some studies have been carried out on the "Writing Proficiency" that are related to this study. These some previous studies have been reviewed and main evidence of these studies are presented below.

Here, Sah (2003) carried out research on "Writing Proficiency of Grade Nine Students. " His objective was to find the mistakes in use of specific punctuation. The test items were two different paragraphs as a tool for data collection. He selected 40 students as the sampling population. In his research students committed errors in the use of comma, apostrophe than in the use of

specific punctuation marker, i.e. capital letters, full stop, question mark and so on.

Shahi (2006) carried out research on "A Study on the use of Verbs in Free Writing in Grade Eight Students. He selected only one school and students were 40. His objective was finding errors in the use of verbs. He used two different test items, story writing and essay writing. From both test items he found that the omission of 'Be' verb and over generalization to the rules and past form of irregular verb.

Joshi (2011) done research on "Free Writing Proficiency of Higher Secondary Level." Her research objective was to find writing proficiency between education, other faculty and gender wise. Her test items were essays as a tool for data collection. In her research 50 students were selected. The findings were the students of other faculties (humanity and management) were better than education faculty. Students were better to use punctuation marks than the use of other grammatical aspects such as subject verb agreement and spelling. Boys were better than girls in free writing.

Likewise, Khanal (2011) carried out research on "Free Writing Proficiency of Grade ten Students." His objectives were finding errors committed by the students to use verb, spelling, subject verb agreement. His research tool was describing their birth place. He selected 35 students in his research. He found that students committed errors in spelling, sentence construction and subject verb agreement and the use of specific punctuation.

Khatiwada (2015) carried out research on "Writing Proficiency of Higher Secondary Level Students." His objective was finding proficiency of students in free writing. His research tool was free situational composition writing. He used two testing items. He selected 60 students from four Higher Secondary school. He found that errors in sentence linkage /to organize idea, use of some unnecessary structure of vocabulary items which are not suitable in sentence, use of incomplete sentences.

Similarly, Mandal (2014) carried out research on "An analysis of Errors by Higher secondary Students in Free Composition." He selected 50 students from education faculty, selected four school. His objectives were to find out the errors committed by the students in use of idioms. He provided 10 idioms with free composition. Free composition story writing. He found that students used idioms without having knowledge or meaning of that. They used straight meaning of the words(idioms) in sentences. Students could not enable to link the sentences or situation using idioms.

Many researches have been carried out on the free writing under the English Department of English Education. Those above researchers have found students' committed errors in grammar, spelling, punctuation sentence construction and so on. I have also carried out research on " Free Writing Proficiency of Bachelor level Students". In this research, test item was the essay writing. Students of Bachelor level, studying in first year, in faculty of Education were the informants. This research is different from the other research studies in the sense of data collection process. I have collected data without guidelines to the informants and taken different test items at the same time and place.

2.3 Implication of the Review for the Study

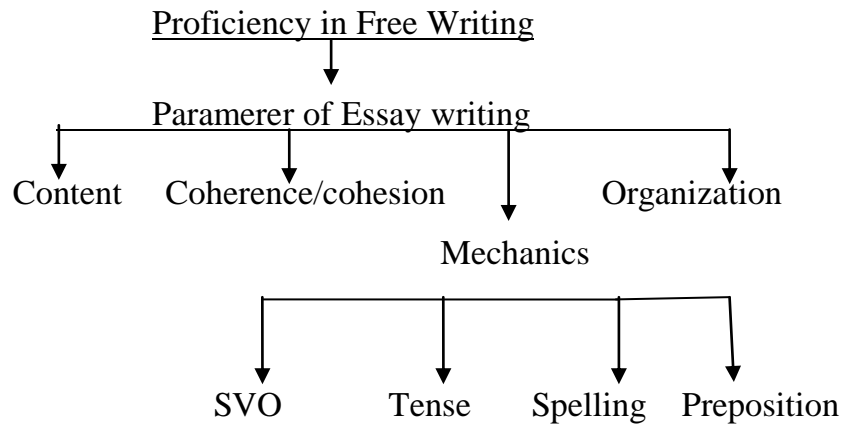
Basically, literature review plays the significant role in research process. It makes the way easy for the researcher and creates the bridge for further research. Different previous research studies have been reviewed. These research studies were conducted having different research objectives with different research tools. From these research have found various ideas to process my research. Various ideas are generated from the researches. How to conduct research, analyse data, present data are found so these research made me comfort and easy to my research.

For example, from the research of Sah, it was found that he used two different paragraph writing exercises. Students were given to choose specific punctuation in paragraph. Students were poor in the use of comma, apostrophe than in the use of specific punctuation marker i.e. capital letters, full stop, question mark and so on. Joshi selected free essay writing as research tools. In her research, she distributed test items without any guide on the first day and students wrote. Next day, she guided about essay writing (tips of essay writing).Students were given another essay to write. She compared both writing and found out the proficiency and errors in writing. In Khatiwada research work, it was found that he used different test items as research tools. He used conditional free writing composition. Mandal also used free writing but gave some idioms. Students should have written using idioms.

After reviewing the above research studies, the researcher was updated with research process and methodological tools, data analysis process, presentation of the findings and so on. They are beneficial to her research work. In order to conduct those research studies the researchers have used a survey research design. As this study is based on survey research design, I got ideas on the process of it after reviewing those research studies. As above researchers have used different test items as research tools of data collection. The test item is essay writing as a tool for data collection in this research also. So, all related reviewing literature is directly helpful in the research.

2.4 Conceptual Framework of the Study

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. The study on Bachelor Level Students' Proficiency on Free Writing is based on following conceptual framework.



CHAPTER –THREE

METHODS AND PROCEDURES OF THE STUDY

This sub-chapter discusses the methodology. It outlines the research design, sampling process, data collection and data analysis procedures in the study. The following methodology was adopted to proceed this study ahead and to fulfil the objectives.

3.1 Design and Method of the Study

I adopted the survey research design to carry out this research work and adopted quantitative research methodology as well. Quantitative research methodology is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques

The design is the structure of any scientific work. It gives direction and systematizes the research. Kumar (1996,p.74) defines research design as a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically.

Survey is a superficial research which study of an issue or phenomenon. It is the most commonly used method of investigation in educational research. This research is a branch of social science. This types of research design gather data on a one shot basic and it is taken as economical and efficient.

Nunan (2010, p.140) says, "The main purpose of survey research is generally to obtain a snapshot of condition, attitudes, and /or events at a single point in time". It means the purpose of survey research is to find out on certain issues to assess certain educational program and, to find behaviour of different professionals at single point.

Nunan (2010, p.141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What she/he wants to find out should be clearly written in their research work.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what others said/discovered about the issues.

Step 4: Determine sample

In this step, the researcher needs to be clear about the total population that are going to survey. At the same time what kinds of sampling procedure he/she is going to use to select those study population e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, the researcher has to generate instruments for data collection, e.g. questionnaire, interview, observation checklists, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step he/she needs to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data, it should be analysed using appropriate statistical and descriptive tools like mean, median and so on.

Step 8: Determine reporting procedure

Finally, after analysing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2 Population, Sample and Sampling Strategy

The population of the study were the Bachelor level students in Tanahun, Aadikabi Bhanu Bhakta Campus. They were the students of Education Faculty and Management Faculty who were studying in first year. I selected 30 students. Fifteen students were selected from each faculty. I used simple random sampling procedure to select students. They were selected through lottery technique.

3.3 Study Area

Geographical environment and background of the subject are also very important. The study was conducted in Tanahun district. A campus was taken for the data collection. Bachelor level students, studying in Education Faculty and Commerce Faculty were the informants in this study. Bachelor level students writing proficiency and errors in writing were find out in this research.

3.4 Data Collection Tools and Techniques

Tools are essential elements for the research. In this regard, researcher used the test items for collecting data . Three essays were given to the respondent for the primary data.

Marking is important because the result of an examination is interpreted on the basis of the marks assigned. It is a very difficult task for the teacher to assign

mark objectively in essay type question or writing. The researcher marked the students' writing on the basis of essays parameters . Some parameter were adopted to mark the essay objectively.They were content, coherence, cohesion, and organization .

a) Content

Content refers to the knowledge about something. Expression of ideas should be clear. Use of ambiguous words, sentences, definitions, examples, illustrations and quotations should be presented clearly..

b) Mechanics

Mechanics refers to the graphological system .It includes spelling, use of punctuation marks, use of capital and small letters, use of abbreviation. In this research mechanics is analysed in different topics such as spelling, punctuation, articles and SVO pattern.

c) Coherence

Coherence refers to the semantic relationship between sentences. The relationship between topic sentence and its supporting detail of paragraph or text reflects coherence.

d) Cohesion

Cohesion refers to the grammatical and lexical relationship between different elements in a text .Cohesion also refers to the relationship between different part within a sentence .

e) Organization

Organization refers to the relation between topics and its supporting ideas. Subject matter should be presented in sequence. There should be relation and sequence between topic, introduction, body part and conclusion.

The parameter of the essay writing were broken down into the following marks.

content	Coherence/Cohesion	Mechanics / Grammar	organization	Full mark
7	3	2	3	15

3.5 Data Collection Procedure

I adopted the following process for data collection.

- Firstly, I visited the selected Campus of Tanahun district and establish rapport with the concerned authority and subject.
- After clarifying of the purpose and getting approval, I visited the students.
- I selected the students using simple random sampling procedure with lottery technique.
- I discussed with students about topics of the essay writing ,they were ready to write.
- Students wrote an essays in the class.
- Then, I collected answer sheets from the population after writing.

3.6 Data Analysis and Interpretation Procedure

The collected data are analysed and interpreted descriptively with the help of simple statistical tools like table, percentage and diagrams. It is quantitative research in nature

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretations of the data collected from the informants. The main purpose of this study was to find out and analyse writing proficiency and errors committed by the students in writing. On the basis of collected data, the result is derived and it is discussed to fulfil the specific objectives. Data are collected from only one campus with the help of test items containing three essays related to free writing. Essay writing topics were given to the students at the interval period and asked them to make prepare. In the last period, they were involved in writing. They were provided 30 minutes to write three essays. The test items were importance of Education, Use of Mobile phone and Quality L life. Here, the data are analysed under the following headings.

- 4.1 Holistic Analysis
- 4.2 Question Wise Analysis
- 4.3 Faculty wise Analysis
- 4.4 Grammatical Items Analysis

4.1 Holistic Analysis

Holistic analysis refers to the analysis of free writing proficiency of the informants. The following table displays the total free writing proficiency of the students.

The following table displays the total free writing proficiency of the students of Education Faculty and Commerce Faculty.

Table No. 1

Total Free Writing Proficiency

T. Sa.	A .M.	A .A	%	A	%	B. A	%	Total
30	12.6	11	37%	0	0%	19	63 %	100%

Students were given three essay writing . The above table shows that the total sample of the students was 30 and the total average mark was 19 . Thirty seven percent of the students scored above average marks , No one scored average marks and 63 % students remain below average marks . In total , proficiency in free writing was not satisfactory . Because, more than 50 % students were below the average . So it was not good.

Table No. 2

Total Proficiency in Grammar

St	Spell	%	Te	%	SV	%	Arti	%	Preposi	%	Punctua	%	To
30	ing.		nse		O		cle.		tion.		tion.		tal
To	161	10	158	10	33	20	88	6	127	15	784	47	10
tal		%		%	2	%		%		%		%	0

The above table shows that the total sample of the students was 30 . Ten percent of the students committed errors o in spelling , 10 % students committed errors in tense , 20 % students committed errors in subject verb agreement , 6% students committed errors in use of article, 15% students committed errors in use of prepositions, and 47% errors in the use of punctuation markers . In total , proficiency in grammar was not satisfactory.

4.2 Question - wise Analysis of Total Proficiency

In the following table question wise result was analysed between the both faculties and marks obtained by both faculties were included and average marks were found. Analysis of all questions are given below.

The following table displays total free writing proficiency of question no. 1.

Table No. 3

Total Proficiency in Question No .1.

T.sa.	Faculty	A.M = 4.6	A. Average		Average		Below Average		F. M
30	Edu.		4	13%	0	0	11	37%	
	Mgt..		7	23%	0	0	8	27%	

The above table shows the total proficiency in question no. 1 in which 13% students of Education Faculty obtained above the average, no one crossed the average and 37% students remain below the average. Likewise, 23% students of Management faculty crossed the average marks, no one students got average marks and 27% remain below the average.

Table No. 4

Total Proficiency in Question No .2 .

T.sa.	Faculty	A.M = 4	A. Average		Average		Below Average		F. M
30	Edu.		5	17%	2	7%	8	27%	
	Mgt.		6	20%	1	3%	8	27%	

Likewise ,the above table shows the total proficiency in question no. 2 in which 17% students of Education Faculty obtained above the average ,7% crossed the average and 27% students remain below the average. Twenty

percent students of Management faculty crossed the average marks, 3% students got average marks and 27% remain below the average .

Table no. 5

Total Proficiency in Question No. 3.

T.sa.	Faculty	A.M =3.5	A Average		Average		Below Average		F. M
30	Edu.		2	7%	1	3%	11	37%	
	Mgt.		4	14%	2	6%	9	30%	

The same way, the above table shows the total proficiency in question no. 3 in which 7% students of Education Faculty obtained above the average , three percent crossed the average and 37% students remain below the average . Likewise , 14% students of Management faculty crossed the average marks , 6% students got average marks and 30% remain below the average. It can be conclude that Commerce students were better than Education students in question 3 also.

4.3 Faculty wise Analysis of each Question

In this research, two faculties were included for data collection, i.e. Education and Management Faculty. The marks obtained by two faculties were analysed separately and average mark was found out in each question and interpreted individually.

The following table displays analysis of each question of Education Faculty .

Table No.6

Analysis of Question No. 1.

Question	A mark	A Average	%	Average	Below Average	Total

Q1	4.5	4	27%	4	27%	7	46%	100%
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The above table displays the marks obtained by Education Faculty. In question no. 1 , 27% students obtained above average marks, 27% students crossed the average marks and 46% remain below the average . The proficiency in this question was tolerable .

Table No.7

Analysis of Question No. 2.

Question	A mark	A Average	%	Average		Below Average		Total
Q2	4.5	2	13%	4	27%	9	60%	100%

In question no. 2 , the above table shows that 13% students obtained above average marks, 27% students crossed the average marks and 60% remain below the average . The proficiency in this question was not tolerable because most of the students were below the average.

Table No.8

Analysis of Question No. 3.

Question	A mark	A Average	%	Average		Below Average		Total
Q3	3	6	40%	0	0%	9	60%	100%

Likewise, in question no. 3 , 40% students obtained above average marks, no one gained the average marks and 60% remain below the average . The proficiency in this question was not reasonable because above 50% had got below the average .

The following table displays the marks obtained by Management Faculty Each question is analysed separately .

Table No.9

Analysis of Question No. 1.

Question	A .mark	Above Average	%	Average		Below Average		Total
Q1	4.7	6	40%	1	7%	8	60%	100%

The above table displays that in question no. 1 , 40% students obtained above average marks, 7% students crossed the average marks and 60% remain below the average . The proficiency in this question was intolerable .

Table No.10

Analysis of Question No. 2.

Question	A .mark	Above Average	%	Average		Below Average		Total
Q2	4	5	34%	2	13%	8	53%	100%

In question no. 2 , 34% students obtained above average marks, 13% students crossed the average marks and 53% remain below the average . The proficiency in this question was not tolerable.

Table No.11

Analysis of Question No. 2.

Question	A .mark	Above Average	%	Average		Below Average		Total
Q3	6	4	27%	2	13%	9	60%	100%

Likewise, in question no. 3 , 27% students obtained above average marks, 13% students had gain the average marks and 60% remain below the average . The proficiency in this question was not reasonable because above 60% had got below the average . According to faculties wise analysis , the Management faculty result was not satisfactory.

4.4 Grammatical items Analysis

Grammatical errors in essay writing were analysed. Spelling, tense SVO pattern, article, preposition and punctuation markers were analysed. The following table displays the faculty wise analysis of grammatical items .

Table No.12

Analysis of Grammatical Items of Education Faculty.

St 15	Spelli ng.	%	Ten se	%	SV O	%	Arti cle.	%	Preposi tion.	%	Punctua tion.	%	Tot al
Tot al	76	9 %	78	10 %	15 0	19 %	53	7 %	65	8 %	385	47 %	

The above table shows that the total sample of the students was 15 in Education Faculty. Nine percent of the students committed errors in spelling, 10% students committed errors in tense, 19% students committed errors in subject verb agreement, 7% students committed errors in use of article, 8% students committed errors in use of prepositions, and 47% errors in the use of punctuation markers. The use punctuation markers are not satisfactory.

Table No.13

Analysis of Grammatical Items of Commerce Faculty.

St 30	Spelli ng.	%	Ten se	%	SV O	%	Arti cle	%	Preposi tion	%	Punctua tion	%	Tot al
Tot al	85	10 %	80	9 %	18 2	22 %	35	4 %	62	7 %	399	47 %	

The above table shows that the total sample of the students was 15 in Commerce Faculty. Ten percent of the students committed errors in spelling, 9% students committed errors in tense, 22% students committed errors in subject verb agreement, 4% students committed errors in use of article, 7% students committed errors in use of prepositions, and 47% errors in the use of punctuation markers. The use punctuation markers are not satisfactory.

4.4.1 Types of Errors Committed by the Students

The following table shows the some examples of errors committed by the students .

Table No.14

A list of Grammatical Errors by the Students

Areas	Examples
Spelling	Divert as –divotes, Dictionary as -dictionary
Tense	Can be obtain, It defected our eyes, It should worried
S V O	Education play, shouldn't worries, it help, mobile phone have, if one members, Education help, Education most, don't anythings
Punctuation	In 21st century Education have, Name and Fame, quality refers to, For example if there, but now, Now a Days, like formal and informal
Article	A indicator, a electronic device, gives a knowledge
Prepositions	Importance education , to talking, to sending

4.5 Summary of Findings

Students did not follow the parameter of the essay. The total free writing proficiency of the students was not found satisfactory . Some students even did not follow the structure of essay. They did not write topic as well. They were not clear about topic sentence and supporting details of topic sentence. They presented more than two main idea in one paragraph and wrote unnecessary sentences and ideas. Organization of ideas was very poor . Between title, introduction, body and conclusion there should be coherence, cohesion, organization. Sentence, subjectmater should be clear. Ambiguity in sentence and words were found. They did not write the essay making coherent and cohesion and did not complete the length of essay also..

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

The purpose of the study was to find out the proficiency in free writing of Bachelor Level students. Only from Education faculty, the data was taken. The informants were 30 students. Many techniques were applied to analyse and interpret the data, such as holistic analysis, question wise analysis.

5.1 Conclusion

This research consists of different topics and sub – topics through main topic and different chapter deals with different sub topic and study overall this research. In this research, the total free writing proficiency of the students was not found satisfactory, in the sense that students did not complete the length at first. Only 37% students obtained above average marks, no students got average marks and 63% students remain below average. Students' ability were not found according to their level. It means, their organization of the words, content, use of examples and presentation was not excellent. Coherence and cohesion also poor. Students committed errors in use of punctuation . In grammar, 10% in tense, 33% in S VO pattern, 6% in use of article ,15% in preposition and 47% in punctuation by the students . Students did not use comma properly as well . They did not use comma at the pause in the sentences. Some students do not follow the structure of essay and wrote the topics in small letters also.

The total free writing proficiency of the students was not found satisfactory according to faculty also. In the sense that Education Faculty, in test I ,13% gained above average mark, and 37% remain below the average mark. Similarly, in test II, 17% gained above average mark, 7% crossed average marks and 27% remain below the average mark. And in test III, 7% gained above average mark, 3% crossed average marks and 27% remain below the average mark.

In the same way, Commerce Faculty, in test I , 23% gained above average mark, no one crossed average marks and 27% remain below the average mark. In test II, 20% gained above average mark, 3% crossed average marks and 27% remain below the average mark. And in test III, 14% gained above average mark, 6% crossed average marks and 30% remain below the average mark.

5.2 Recommendations

On the basis of the findings from the analysis and interpretation, the researcher has made some recommendations for pedagogical implications. The recommendations are as follow;

5.2.1 Policy Related

This research is supposed to be useful for those who are directly and indirectly involved to make policy for bachelor level.

- The total free writing proficiency of the students was not satisfactory. So, free writing should be emphasized in course of study and course book.
- Grammatical Errors are also found in writing . Therefore, different tasks/activities related to grammar should be included in course.
- Structure of essay, main words, ideas, content, organization of subjectmater ,Cohesion, coherence and illustration also poor according to students level .Thus, reading passage ,paragraph writing , essays writing and reading should be encouraged from the lower level curriculum.

5.2.2 Practice Related

It has following practice related recommendations :

- A teacher is a facilitator of the students. Students are motivated by the teachers. So, teacher's role is very important .
- Teachers should give different types of essay writing frequently in the classroom and students should be encouraged to participate in free writing.
- The students were poor to use punctuation markers correctly. The students also didn't use subject-verb agreement and tense correctly. So, teacher should give different activities to the students about these areas.
- Some students left to write essay topics also and students did not follow the structure of essay writing . So, some guidelines need to given the students about the essays writing as well.

5.2.3 Further Research Related

The findings of this research helps to identify other areas of research, which are necessary to research and to make the researcher aware on certain aspects. The findings of this research have also some recommendations both for further researches and for researcher. Some of them are as follow :

- The further research can be conducted to identify the use of active and passive voice, tense, connector, use of illustrations, idioms and so on.
- The further study can be conducted about guided writing, and controlled writing .

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APPENDIX 1

Name of Campus : Date:

Name of student : class :

Questions

- a) Write an essay on importance of education at least in 250 words (15) .
- b) Write an essay on use of mobile phone at least in 250 words (15) .
- c) Write an essay on quality of life at least in 250 words 15) .

Appendix 2

Analysis of Question 1 - Management Faculty

St.	content	coherence /cohesion	Mechanics	organization	F.M=15 O.M.	Average mark
Mark	7	3	3	2	15	4.7=5
1	3	1	1	0.5	5.5	AA
2	3	1	1	0.5	5.5	AA
3	2	0.5	0.5	0.5	3.5	B
4	2	0.5	0.5	0.5	3.5	B
5	3	0.5	1	0.5	5	A
6	4	1	1	1	7	AA
7	3	0.5	0.5	0.5	4.5	B
8	3	0.5	0.5	0.5	4.5	B
9	2	0.5	1	0.5	4	B
10	2	0.5	0.5	0.5	3.5	B
11	3	0.5	0.5	0.5	4.5	B
12	4	0.5	1	0.5	6	AA
13	3	0.5	1	0.5	5	A
14	3	0.5	0.5	0.5	4.5	B
15	3	1	1	1	6	AA
Total					72.5	

Average mark = The total mark obtained by all students is 72.5. It is divided by total students. The average mark is 4.7. Above average there is 5 students. Two students in average and 7 students in below the average mark.

A₁

Analysis of Question 2 - Management Faculty

St.	content	coherence /cohesion	Mechanics	organization	F.M=15 O.M.	Average mark= 4
Mark	7	3	3	2	15	
1	2	0.5	1	0.5	4	A
2	3	0.5	1	0.5	5	AA
3	2	0.5	0.5	0.5	3.5	B
4	2	0.5	0.5	0.5	3.5	B
5	2	0.5	0.5	0.5	3.5	B
6	3	1	1	1	6	AA
7	2	0.5	0.5	0.5	3.5	B
8	2	0.5	0.5	0.5	3.5	B
9	3	0.5	0.5	0.5	4.5	A A
10	2	0.5	0.5	0.5	3.5	B
11	3	0.5	0.5	1	5	AA
12	3	0.5	1	0.5	5	AA
13	2	0.5	0.5	0.5	3.5	B
14	2	0.5	0.5	0.5	3.5	B
15	2	1	1	1	5	AA
Total					61.5	

Average mark = The total mark obtained by all students is 64.5. It is divided by total students 15. The average mark is 4.7. Above average there is 6 students. One students in average and 8 students in below average mark.

Appendix 4

Analysis of Question 3 – Management Faculty

St.	content	coherence /cohesion	Mechanics	organization	F.M=15 O.M.	Average mark= 4
Mark	7	3	3	2	15	
1	2	0.5	0.5	0.5	3.5	B
2	2	0.5	0.5	0.5	3.5	B
3	4	0.5	0.5	0.5	5.5	AA
4	1	1	0.5	0.5	3	B
5	3	1	1	1	7	AA
6	1	0.5	1	0.5	3	B
7	1	0.5	1	0.5	3	B
8	1	0.5	0.5	0.5	2.5	B
9	1	0.5	0.5	0.5	2.5	B
10	1.5	0.5	0.5	0.5	3	B
11	2	0.5	0.5	1	4	A
12	3	0.5	1	0.5	5	AA
13	1.5	0.5	0.5	0.5	3	A
14	1	1	0.5	0.5	3	B
15	4	1	1	1	7	AA
Total					60	

Average mark = The total mark obtained by all students is 60. It is divided by total students 15. The average mark is 4. Above average there is 4 students. Two students in average and 9 students in below average mark.

A:

Total questions analyzed by Department Faculty .

Students	Q1	Q2	Q3	Total	Average = 13
1	5.5	act4	3.5	13	A
2	5.5	5	3.5	14	AA
3	3.5	3.5	2.5	9.5	B
4	3.5	3.5	3	10	B
5	5	3.5	7	15.5	AA
6	7	6	3	16	AA
7	4.5	3.5	3	11	B
8	4.5	3.5	2.5	10.5	B
9	4	4.5	2.5	11	B
10	3.5	3.5	3	10	B
11	4.5	5	4	13.5	AA
12	6	5	5	16	AA
13	5	3.5	3	11.5	B
14	4.5	3.5	3	11	B
15	6	5	7	18	AA
Total	72.5	62.5	60	195	

Average mark = The total mark obtained by all students is 195. It is divided by total students 15. The average mark is 13. Above average there is 6 students. One students in average and 8 students in below average mark.

4

Analysis of Question 1 - Education Faculty

St.	content	coherence /cohesion	Mechanics	organization	F.M=15 O.M.	Average mark= 4.5
Mark	7	3	3	2	15	
1	3.5	1	1	1	6.5	AA
2	2	0.5	0.5	0.5	3.5	B
3	2	0.5	0.5	0.5	3.5	B
4	2.5	0.5	0.5	0.5	4	B
5	2	0.5	1	1	4.5	A
6	2	0.5	1	0.5	4	B
7	3	0.5	0.5	0.5	4.5	A
8	2	0.5	1	0.5	4	B
9	2.5	1	0.5	0.5	4.5	A
10	3	0.5	0.5	0.5	4.5	A
11	3	1	0.5	1	5.5	AA
12	2	0.5	0.5	1	4	B
13	2	0.5	0.5	0.5	3.5	B

14	3	1	0.5	0.5	5	AA
15	3.5	1	1	1	6.5	AA
Total					68	

Average mark = The total mark obtained by all students is 68. It is divided by total students 15. The average mark is 4.5. Above average there is 4 students. Four students remain in average and 7 students remain in below average mark.

A₁

Analysis of Question Faculty

St.	content	coherence /cohesion	Mechanics	organization	F.M=15 O.M.	Average mark= 4.5
Mark	7	3	3	2	15	
1	4	1	1	1	7	AA
2	2.5	0.5	0.5	0.5	4	B
3	2	0.5	1	0.5	4	B
4	2.5	0.5	1	0.5	4.5	A
5	2	0.5	0.5	1	4	B
6	2.5	0.5	1	0.5	4.5	A
7	2.5	0.5	1	0.5	4.5	A
8	2	0.5	0.5	0.5	4.5	A
9	3	0.5	1	0.5	4	B
10	2	0.5	1	0.5	4	B
11	2	0.5	1	0.5	4.5	B
12	3	0.5	0.5	0.5	3.5	B
13	2	0.5	0.5	0.5	3.5	B

14	2	0.5	0.5	1	4	B
15	4	1	1	1	7.5	AA
Total					68.5	

Average mark = The total mark obtained by all students is 68.5 It is divided by total students 15. The average mark is 4.5. Above average there is 2 students. Four students remain in average and 9 students remain in below average mark.

Analysis of Question Faculty

St.	content	coherence /cohesion	Mechanics	organization	F.M=15 O.M.	Average mark= 3
Mark	7	3	3	2	15	
1	3	1	1	1	6	AA
2	1	0.5	1	0.5	3	AA
3	1	0.5	1	0.5	3	AA
4	3	0.5	1	0.5	5	AA
5	1	0.5	0.5	0.5	2.5	B
6	1	0.5	0.5	0.5	2.5	B
7	0.5	0.5	0.5	0.5	2	B
8	0.5	0.5	0.5	0.5	2	B
9	0.5	0.5	0.5	0.5	2	B
10	0.5	0.5	0.5	0.5	2	B

11	2	0.5	0.5	0.5	3.5	AA
12	1	0.5	0.5	0.5	2.5	B
13	1	0.5	0.5	0.5	2.5	B
14	1	0.5	0.5	0.5	2.5	B
15	3	1	1	1	6	AA
Total					47	

Average mark = The total mark obtained by all students is 47. It is divided by total students 15. The average mark is 3.13. Above average mark there is 6 students. 9 students remain in below average mark.

A₁

Total questions and answers Faculty .

Students	Q1	Q2	Q3	Total	Average = 12
1	6.5	7	6	19.5	AA
2	3.5	4	3	10.5	B
3	3.5	4	3	10.5	B
4	4	4.5	5	13.5	AA
5	4.5	4	2.5	11	B
6	4	4.5	2.5	11	B
7	4.5	4.5	2	11	B
8	4	4.5	2	10.5	B
9	4.5	4	2	10.5	B
10	4.5	4	2	10.5	B
11	5.5	4.5	3.5	13.5	AA

12	4	3.5	2.5	10	B
13	3.5	3.5	2.5	9.5	B
14	5	4.5	2.5	12	A
15	6.5	7.5	6	20	AA
	68	68.5	47	183.5	

Average mark = The total marks obtained by all students is 183.5. It is divided by total students 15. The average mark is 12.2. Above average there is 4 students. One student remains in average and 10 students remain in below average mark.

A
Total marks at faculties.

Students	M.S.	=12.6	E.S.	Average = 12.6	
1	13		AA	19.5	AA
2	14		AA	10.5	B
3	9.5		B	10.5	B
4	10		B	13.5	AA
5	15.5		AA	11	B
6	16		AA	11	B
7	11		B	11	B
8	10.5		B	10.5	B
9	11		B	10.5	B
10	10		B	10.5	B
11	13.5		AA	13.5	AA

12	16	AA	10	B
13	11.5	B	9.5	B
14	11	B	12	B
15	18	AA	20	AA
	195		183.5	378.5

Average mark = The total marks obtained by all students is 378.5. It is divided by total students 30. The average mark is 12.6. In total, above average there is 11 students. No students remain in average and 19 students remain in below average mark. According to faculty wise, above average in Management there is 6 students and 5 students in Education Faculty. No students remain in average. And among 19 students 8 students remain in below average in Management Faculty and 11 students remain in below average in Education Faculty.

Analysis of all questions of both faculties

St	Q1- A. mark =4.6				Q3 -A. Mark =3.5							
	Com O.M	Ed. O.M.	Com O.M	Ed. O.M.	Com O.M	Ed. O.M.	Com O.M	Ed. O.M.	Com O.M	Ed. O.M.		
1	5.5	AA 6.5	AA 4	AA 7	A	AA	AA	A	3.5	A	6	A
2	5.5	AA 3.5	B 5	B 4	AA	A	A	A	3.5	A	3	B
3	3.5	B 3.5	B 3.5	B 4	B	A	A	B	2.5	B	3	B
4	3.5	B 4	B B	B 3.5	B	4.5	AA	B	3	B	5	AA
5	5	AA 4.5	B B	B 3.5	B	4	A	A	7	AA	2.5	B

6	7	AA	4	B	6	AA	4.5	AA	3	B	2.5	B
7	4.5	B	4.5	B	3.5	B	4.5	AA	3	B	2	B
8	4.5	B	4	B	3.5	B	4.5	AA	2.5	B	2	B
9	4	B	4.5	B	4.5	AA	4	A	2.5	B	2	B
10	3.5	B	4.5	B	3.5	B	4	A	3	B	2	B
11	4.5	B	5.5	AA	5	AA	4.5	AA	4	AA	3.5	A
12	6	AA	4	B	5	AA	3.5	B	5	AA	2.5	B
13	5	AA	3.5	B	3.5	B	3.5	B	3	B	2.5	B
4	4.5	B	5	AA	3.5	B	4.5	AA	3	B	2.5	B
15	6	AA	6.5	AA	5	AA	7.5	AA	7	AA	6	AA
	72.5		68		62.5		68.5		60		47	
	140.5				131				107			

Appendix 12

The following table shows the items wise errors committed by the students of Education Faculty.

S.N	Spelling			Tense			SVO			Punctuation		
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
1	3	2	1	3	2	2	3	3	4	8	12	3
2	1	2	1	3	0	1	5	4	2	13	7	3
3	0	1	0	1	1	0	3	2	3	15	10	4
4	5	0	1	3	2	2	7	5	6	15	11	7
5	4	1	1	2	2	1	3	3	2	7	11	4
6	2	2	1	4	3	2	5	7	4	12	10	7
7	2	1	2	3	2	2	6	4	3	13	10	5
8	1	0	1	2	3	2	4	3	4	11	9	6
9	2	1	1	2	1	1	3	7	4	13	9	6
10	1	2	0	1	4	1	4	5	2	12	10	4
11	4	3	0	3	2	2	2	5	5	9	7	4
12	3	4	2	1	2	2	2	4	2	9	8	3

13	3	3	2	0	2	1	3	4	3	11	8	4
14	4	2	2	2	1	1	5	4	3	12	11	6
15	0	1	1	3	4	1	4	2	2	7	17	2
Total	35	25	16	31	27	20	59	62	49	172	140	68

t

The following table shows errors committed by the students of Commerce faculty

S.N	Spelling			Tense			SVO			Punctuation		
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
1	4	2	3	2	2	0	4	5	4	7	15	4
2	3	5	2	4	2	2	2	5	3	6	7	3
3	3	4	2	1	2	2	3	4	2	7	9	4
4	3	3	2	0	2	1	5	4	3	6	8	4
5	1	0	1	2	3	2	5	7	5	11	9	8
6	2	1	1	2	1	1	3	4	2	9	8	3
7	7	3	3	3	2	1	3	4	3	7	8	5

8	0	0	1	2	3	1	3	5	4	8	6	4
9	1	0	1	2	2	1	5	4	5	9	8	6
10	1	1	1	2	2	1	3	5	3	12	10	8
11	0	1	0	3	1	1	3	4	5	11	10	8
12	1	0	1	4	2	2	4	3	2	16	8	7
13	2	2	1	2	2	1	4	6	5	14	13	9
14	3	2	2	2	1	0	4	3	4	20	15	10
15	1	2	1	0	1	0	6	4	7	18	12	7
	32	26	22	31	28	16	57	67	57	161	146	90

Errors commi

nce Faculty

St	Spelling	Tense	SVC		reposition	Punctuation
1	4	7	13	3	2	23
2	9	4	10	2	5	23
3	8	2	9	2	3	29
4	3	7	12	1	2	33
5	4	6	17	3	4	25
6	13	9	9	1	5	29
7	11	7	10	2	2	28
8	3	7	12	1	5	26

9	3	4	14	3	3	30
10	5	6	11	3	9	26
11	6	7	12	3	5	19
12	4	5	9	3	4	25
13	5	3	15	3	4	27
14	7	4	11	4	5	30
15	4	2	18	3	3	26
	85	80	182	35	62	399
Total		843				

Appendix 15

Errors committed

Faculty

St	Spelling	Tense	SVO	Article	Preposition	Punctuation
1	6	7	10	3	4	26
2	4	4	11	4	5	16
3	1	2	8	3	3	20
4	6	7	18	2	5	18
5	6	5	8	3	4	28
6	5	9	16	4	5	20

7	5	7	13	3	4	20
8	2	7	11	2	5	18
9	4	4	14	3	3	23
10	3	6	11	4	6	30
11	7	7	12	3	5	27
12	9	5	8	5	4	31
13	8	3	10	3	4	36
14	8	4	12	4	5	35
15	2	1	8	3	3	37
	76	78	150	53	65	385
Total	807					