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Proficiency of Tamang Students in Free Writing at Secondary Level

Govinda Bohara

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

732 (S)

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Submitted by
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Tribhuvan University,
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Dedication

Affectionately

dedicated to

*My parents who have devoted their whole life to make me
what I am today.*

Declaration

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

Date:30/06/2023

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Govinda Bohara

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Abstract

The research titled '**Proficiency of Tamang Students in Free Writing at Secondary Level**' was carried out with an objective to find out the free writing proficiency of Tamang students in secondary level. The study investigated the free writing skills of 40 secondary students at a school in Dolakha District. This study analyzed students' free writing proficiency in the areas of punctuation, spelling, and sentence structure. Employing a survey design, the research aimed to fulfill its objectives by asking students to engage in free writing exercises such as essays, paragraphs, dialogues, applications, and stories. These exercises served as the primary instruments for data collection. Both the primary and secondary data sources were utilized. The results indicated that the students' proficiency in free writing was significantly low. Furthermore, the study found that the usage of informal social-media language had a notable influence on students' English writing, surpassing the impact of their native language.

This thesis comprises five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitation of the study and operational definition of the key terms. The second chapter consists of the review of related theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework. In the same way, the third chapter includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedure and ethical considerations. The fourth chapter deals with analysis of data and interpretation of results and findings of the study. The final chapter deals with findings, conclusion and recommendations. The references and appendices are in the last part of the thesis.

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Chapter I

Introduction

This chapter encompasses various integral sections, beginning with the background of the study and continuing to the statement of the problem. It proceeds with the objectives of the study and addresses relevant research questions. Subsequently, it explains the rationale of the study, highlights the delimitations of the study, and finally provides the operational definitions of the key terms.

Background of the Study

Language proficiency, or the ability to use a language effectively, includes four main skills: reading, writing, speaking, and listening. Harmer (2007) suggests that these skills do not operate in isolation but rather are inter-related and mutually reinforce each other, enhancing overall language proficiency. For example, when we write, we are also engaged in the act of reading, making the two skills interconnected. Even in seemingly solitary tasks, such as reading a book, the process of mental observation or dialogue is basically present, which is a form of internal conversation or commentary.

Writing stands as an important language skill, one that Harmer (2007, pp.323-325) frequently links with literacy and societal prestige. He draws parallels between writing and religious texts, highlighting how writing allows an individual to encode (write) and decode (read) written content. This skill is multifaceted and involves understanding and applying numerous elements such as handwriting, spelling, layout, punctuation, and more. Importantly, writing also provides a long-lasting method for keeping records, turning temporary thoughts into permanent documentation. When the use of appropriate forms, coherence, cohesion, and other strong writing tools are employed effectively, writing transforms into a highly expressive communication medium.

Free writing is another aspect of this skillset. It is a unique style where writers allow their thoughts to freely pour onto paper over a specified period. According to Marshall (2009), free writing is often used as a preliminary technique to warm up the

mind before tackling academic tasks. In free writing, individuals are encouraged to write continuously for a certain period, giving minimal attention to the finer details or conventional rules of writing, sometimes even focusing on a specific topic suggested by a teacher. If there are strict guidelines in place, it evolves into guided writing. However, this research aims to evaluate students' inherent writing skills or proficiency. Thus, free writing was chosen as the preferred method. While free writing does not typically adhere to strict rules, in this study, this fact will be kept from the students, enabling the examination of their raw, unguided performance.

In our current era, English language usage has grown popular and widespread, permeating many fields including science, technology, education, banking, and international relations. Teaching English, therefore, presents its unique set of challenges, especially when it is taught as a second language or foreign language. These challenges intensify in a multilingual and multicultural country like Nepal. Writing proficiency might seem more achievable compared to skills like listening, reading, and speaking, considering these later skills require more exposure to the target language. This research focuses on the writing proficiency of Tamang students in Nepal, who are in the process of learning English, and seeks to provide an in-depth analysis of their performance.

Various types of writing exercises are employed at the school level to develop students' writing skills. These include guided writing, composition writing, and free writing tasks such as essays, paragraphs, stories, applications, dialogues, and more. These exercises are designed to progressively improve students' writing skills and overall language proficiency.

Nepal's rich cultural and linguistic diversity influences how new languages are learned. The people, who live around the Kathmandu valley, mainly use Tamang and Newar languages. However, their education is primarily conducted in English, and Nepali is used for everyday communication. This study aims to assess the writing proficiency of Tamang students and identify the factors affecting their English writing skills.

Statement of the Problem

The proficiency of Tamang students in free writing at the secondary level in Dolakha district represents an under-explored area of study. Past research has primarily focused on broader comparative studies between government and private schools, often overlooking the unique challenges faced by English as a Foreign Language (EFL) learners with a Tamang mother-tongue background in rural areas. These students face specific difficulties with spelling, punctuation, and sentence structure that significantly impact their overall academic performance and their ability to effectively communicate in English. Despite the pervasiveness of these issues, studies that specifically investigate the proficiency of Tamang students in free writing are rare. This research was conducted with the intent to explore the free-writing proficiency of these secondary-level students, focusing on aspects of spelling, punctuation, and sentence structure. Free-writing, by nature, does not impose many controlling measures, especially with upper-level students who are expected to write freely and creatively within a given time without requiring much guidance. Therefore, an important part of this study was to assess the creativity of the students, their ability to construct a significant number of sentences within the allotted time, and their familiarity with the topics given for free writing.

In order to address these questions and issues, the study employed a survey research design involving 40 secondary level students from the Tamang community. The students were asked to produce a variety of writing samples, such as essays, stories, applications, paragraphs, and dialogues. By analyzing these writings, the study sought to identify the problems Tamang students face in developing writing proficiency, common mistakes and errors they make, factors affecting their writing skills, and provide pedagogical recommendations for improving English writing instruction in similar contexts.

Rationale of the Study

Among the four language skills: listening, speaking, reading and writing; writing is considered to be a complex skill. Combining the letters into words, building the words, designing the thoughts into correct sentence structures and giving more than the forms between the lines. It is tough.

Nepal has been a home to a small population with a diversity in tradition and cultures. The differences in cultures, languages and social background, the language skill proficiency is also different. Specially, since this research is about English language proficiency the above-mentioned factors and with that, students growing up acquiring multiple languages like: Nepali, Hindi, English along with their mother tongue brings complexity in maintaining purity in all the languages. Previous researches were done to find out the proficiency of language skills of people of different castes, community and languages. This study intends to find the writing proficiency of Tamang students in terms of spelling, punctuation and sentence structure. Study also seeks to know the reasons behind the status of students' skill level.

This study is supposed to be helpful for all the people who are engaged in learning or teaching, text book writing, curriculum developing and other people who are interested in the field of literature and language classroom. The people who are willing to understand about the effect of cultural differences in language classes will also be benefited. The teachers and learners who want to go further in the teaching issues like, mother-tongue use, multi-cultural classes, second language acquisition and learning will also find it interesting. This research is about free-writing proficiency; so, if anyone wants to do similar research, it is going to be very helpful reference material for them.

Objectives of the Study

The objectives of this research were as follow:

-) To find out the proficiency of Tamang students in free writing.
-) To analyze their writing proficiency in terms of spelling, punctuation and sentence structure and identify the affecting factors.
-) To suggest some pedagogical implications.

Research Questions

The research questions of this study were as follows:

-) What is the proficiency level of Tamang students in free writing skill?

-) What are the possible factors affecting writing proficiency of Tamang students at secondary level?
-) What are the possible pedagogical implications?

Delimitations of the Study

The study is limited in following was to meet the desired objectives of the study:

-) The study was limited to 40 secondary level students of a school in Dolakha District.
-) Those students who participated in the survey were from Tamang community.
-) The study was limited in testing writing proficiency.
-) It was limited in checking spelling, punctuation and sentence structure.
-) The primary data collection tool was questionnaire of free writing test items.
-) This study is done in survey design.

Operational Definitions of the Key Terms

Proficiency. Skill or expertise in something. In this study, skill of free writing.

Free writing. Speed writing or pre-writing technique to force oneself to write non-stop for a certain period of time in a given topic.

Tamang students. Tamang is a distinct caste of people living around Kathmandu valley in Nepal. They have different culture and language. The students of that culture are sample population for my study.

Secondary Level. Classes from 8 to 12th standard are considered to be secondary level in the context of Nepalese schools.

Chapter II

Review of Related Literature

This chapter consists of review of related theoretical and empirical literature, implication of reviewed literature, and conceptual framework of the research.

Review of Related Theoretical Literature

Theoretical literature, the collection of theories, concepts, and ideas pertaining to a particular research area, plays a pivotal role in providing researchers with the fundamental knowledge necessary for their area of study. Having a firm grasp on the theoretical framework not only enriches the researcher's understanding of the subject matter but also helps to identify gaps in the existing knowledge that could be explored. By building a solid theoretical foundation, researchers can make more informed decisions about their methodology, appropriately tailor their research design, and choose more effective strategies for data analysis. Moreover, it gives the research a wider context, connecting it to broader themes and issues in the field. This theoretical underpinning can guide the researcher in interpreting their findings, providing a valuable lens through which to understand the significance and implications of their results.

Free writing is a technique that writers use to let their ideas flow without controlling, on a page for a specific duration. As Elbow (1998, p. 3) elucidates, this method is a common prewriting strategy widely used in academic settings. In employing this approach, the writer continually pens their thoughts for a set amount of time, often disregarding the conventions, formalities, or mechanics of writing that are typically paid heed to. This freedom from restrictions allows the writer to focus primarily on expressing their thoughts and ideas, thereby promoting a more uninhibited and fluid writing process. The topic of the writing exercise could be predetermined by an instructor, providing a focal point for the writer's thoughts.

If this process is carried out following specific guidelines, it transitions into a different type of writing known as "guided writing." Guided writing, in contrast to free writing, follows a set of established rules or guidelines. This structure helps the

writer in organizing their ideas and thoughts and is especially beneficial when the writing task requires a specific format or style.

For the purposes of this research study, free writing has been chosen as the primary method to assess the students' existing writing skills. This decision is based on the fundamental characteristic of free writing, which does not conform strictly to established writing norms. Despite this inherent feature of free writing, students participating in the study will not be informed about this absence of constraints. This strategy will allow for a more accurate and unfiltered assessment of their innate writing abilities, capturing the raw essence of their skills. By analyzing the data produced through this method, we can gain an authentic insight into their writing proficiency, taking into consideration their natural style, fluency, and creative abilities. It will enable the identification of areas of strength and those requiring improvement, helping to build a comprehensive understanding of their proficiency in English writing.

Language skills. Language skills are the ways we use language. There are four of them: listening, speaking, reading and writing. According to Harmer (2007, p.265), these can be divided into two types. The Receptive skills are listening and reading; where we get the language exposure through the external source. The other type of skill is Productive one, where we have to produce the language on our own. Writing and speaking are the productive skill types. He further says that the receptive ones are passive skills whereas, the productive ones are active skills. Proficiency in language skills show that the person who is using the language is skilled in the related type.

Writing skills. Writing is a powerful tool for both sharing thoughts and preserving information. The skill of writing involves using specific language symbols, or characters, unique to the language being written. As noted by Bloomfield (1923, p.281), the way we use language and the symbols we write with do not stay the same forever. They change slowly over time. When we look at old writings, we can see how language has changed over the years. This shows how writing can help us keep track of history.

In teaching and learning languages, the skill of writing is often seen as more complex and prestigious than other language skills. The process of writing does not just involve putting ideas on paper, but it also encourages the development and practice of reading and speaking skills. This connection demonstrates that these skills support each other and are all essential in mastering a language.

Yule (2010, p.212) describes writing as a way of symbolizing language through visual signs or symbols. He highlights that writing is not as easily learned as speaking. Learning to write takes more time and structured practice. He also mentions that English spelling can be inconsistent, making it more challenging to learn than other languages, like Italian and Spanish, that have more straightforward spelling rules.

Putting more light on this matter, Heaton (1990, p.135) suggests that teaching and learning writing skills is tough. To write well, students need to understand more than just grammar and rhetorical devices (tools that make writing more interesting and effective). They also need to understand concepts and develop good judgment.

Writing requires learners to come up with ideas, arrange them in a logical way, and write them down in a structured format that follows the rules of the language. Teaching and learning writing also involves understanding the audience (who will read the writing), the tone (the attitude or emotion behind the writing), the style (the unique way of writing), and the purpose (why the writing is being done). Given these complexities, it is clear that writing is not just about copying down thoughts but involves a range of mental and language skills.

Overall, writing is very important in learning and teaching languages. It helps learners understand and explore the complex structure of the language, improving their overall language skills. For teachers, writing is a valuable tool that allows them to evaluate learners' language skills, identify areas where they are struggling, and design effective teaching strategies.

Characteristics of good writing. Writing is a language-based mode of communication. But it is not an easy task. It might be difficult to express yourself in a way that is understandable to others. According to Richards (1990, p. 100), learning

to write correctly is difficult and can take a lot of time. It can also cause people to feel worried and irritated. The work is worthwhile, though, as having excellent writing abilities is essential for succeeding in school and in many occupations.

The ability to effectively communicate your ideas through writing is a necessary skill. The most effective writing is concise and to the point. Though it might be more challenging than it looks to simplify and make anything plain. You must have a vivid imagination and the capacity to organize your thoughts logically.

According to Richards (1990, p. 100), all effective writing should contain the following characteristics:

Simplicity. Good writing is first and foremost straightforward. This indicates that it does not add unnecessary complexity. The objective is to convey thoughts and ideas in a natural, understandable manner. Writing may be more entertaining and easier for readers to grasp if fancy phrases, pointless linguistic patterns, and complicated terminology are avoided.

Clarity. Another essential component of successful writing is clarity. Anything that can lead to misunderstanding should be absolutely absent from a piece of writing. There should be no ambiguity and everything should be absolutely clear. Always consider the reader and how the material is presented when writing. Exaggeration and claims that contradict one another are not acceptable in good writing.

Continuity. Writing well requires continuity or the easy transition of ideas and concepts. The transition between each word, phrase, sentence, and paragraph should be natural. Without it, the text may become difficult to understand and difficult to follow.

Economy. Another essential element of successful writing is being straightforward, or stating a lot with little words. Great writers are able to succinctly but effectively communicate their views. While requiring less time and effort from the readers, this type of writing nonetheless provides them with a wealth of crucial knowledge. A gold coin is like good writing; both are little yet have great worth.

Coherence (e). A well-written essay should only address one subject at a time. Swami (1987, p. 13) asserts that "in an ideal piece of writing, all the sentences are closely connected to the main idea." As a result, the text is simpler to read and comprehend.

Completeness. A work of content should be complete, covering every aspect of the subject it is covering. Exaggeration and contradictory assertions are not appropriate in good writing.

Free from Errors. Writing should be accurate since it serves as a lasting record of one's ideas or thoughts. This means that it must be devoid of all types of mistakes, including those relating to spelling, grammar, punctuation, and other writing-related issues.

A good piece of writing should also provide examples and illustrations to help readers grasp new material and complex or challenging concepts. It must be as objective as feasible, contain a sufficient amount of data and numbers, and demonstrate a thorough comprehension of the subject.

Writing requires a lot of thought, planning, gathering, categorizing, and arranging, according to White & Arndt (1991, p. 4). This proves that writing well is a skill that is available to everyone and is not a special talent from God. Instead, it is a talent that everyone can acquire and hone. It is crucial for pupils to master these writing techniques. The ability of pupils in grade ten to create clear, economical, simple, and error-free sentences may be greatly improved by focusing on these qualities of effective writing.

Types of writing skills. Writing abilities may be divided into a number of various categories, each of which is essential for efficient communication. One of them is expository writing, which entails clear and concisely defining or explaining a certain topic (Purdue OWL, 2021). Another essential form is descriptive writing, which uses the five senses to paint a clear image in the reader's mind (Literacy Ideas, 2021). Contrarily, persuasive writing seeks to persuade the reader of a specific viewpoint (Kilbourne, 2017). The purpose of narrative writing is to convey tales, whether they are made up or based on true events (Purdue OWL, 2021). Last but not

least, creative writing differs from other types of writing in that it frequently pushes the envelope of convention (Bishop, 1998). Each of these writing styles calls on a thorough command of the language as well as the capacity to explain thoughts, cases, or stories intelligibly.

In school level, popular types of writing skill exercises are: Guides writing, composition writing and free writing.

A common instructional strategy in educational contexts is guided writing, which involves a teacher or instructor giving students direct input and direction as they are writing. This may entail concept generating, writing a narrative or essay outline, providing immediate feedback, and so on. It is intended to help students improve their writing abilities (Clarke, 2001).

Composition writing is the process of writing a piece in different genres or purposes, which can be a poem, essay, short story, or research paper. Planning, drafting, rewriting, editing, and proofreading are all part of the process. Writing a composition can be done in any form (narrative, descriptive, explanatory, and many more.), but it often demands a solid command of language, sentence structure, and the particular conventions and regulations of the text type being produced (Kolln & Gray, 2013).

Free writing does represent a unique writing strategy. It is more of a technique or tactic used to unleash creativity, get beyond writer's block, or come up with new ideas while writing than it is a certain writing style. A writer engages in free writing by setting a time limit (for example, 10–20 minutes) and writing constantly without considering grammar, punctuation, spelling, or even the consistency of thoughts. The major goal is to allow the writer's thoughts to flow freely onto the page or computer, allowing them to communicate concepts that would not come to them during more planned writing. This approach is especially useful when writing first, since coming up with ideas is so important. It might not quite fit into the explanatory, descriptive, persuasive, or narrative categories.

Free writing. Free writing in its simplest form, is an activity where one writes continuously about a chosen topic for a set amount of time. This method is typically

employed to maintain the flow of writing, with the ultimate goal of encouraging productivity. As outlined by Elbow (1998, p.13), the process of free writing requires one to continuously write, non-stop, for a duration of ten minutes. The product of this exercise may not always be high quality writing, but that is not the main objective. Instead, the primary aim of free writing is to keep the wheels of the writing process in motion and prevent them from coming to a standstill.

Elbow (1998, pp.14-15) has listed numerous advantages to employing free writing as a regular practice. Here are a few key benefits that were mentioned:

-) The act of free writing promotes the practice of writing by casting aside judgement. One of the biggest obstacles writers often face is their own self-criticism. The pressure of creating perfect sentences can inhibit the natural flow of ideas. Free writing encourages writers to put these concerns aside and simply write.
-) Free writing serves as an excellent warmup before starting any serious writing work. Just as athletes need to stretch before a workout, writers can also benefit from a warmup to kickstart their creativity and get their thoughts flowing.
-) It helps in writing without worrying about the process of writing. When engaging in free writing, you are not constantly analyzing your sentence structure or worrying about grammar. You are simply transferring your thoughts onto paper, thereby making the process more spontaneous and less stressful.
-) Free writing can be used as a therapeutic tool to express and manage emotions. Writing has long been recognized as a powerful tool for emotional release. Free writing, with its lack of rules and expectations, is a safe space to pour out feelings and thoughts.
-) It may aid in discovering new topics to write about. As you let your thoughts flow freely, you may stumble upon new ideas or perspectives that you had not considered before.
-) Finally, consistent practice of free writing can enhance overall writing skills. By providing a safe space to experiment and practice, free writing may contribute to improving a person's writing abilities over time.

In this study, the potential use of the practice of free writing as a technique to evaluate secondary school pupils' writing abilities is explored. This study aims to determine whether a freer, less constricted approach to writing could provide insightful data about students' writing competency in a school setting where writing abilities are frequently evaluated through organized assignments and essays. The outcomes of this project may influence instructional strategies and help us gain a more complete grasp of students' writing abilities.

Free writing activities in secondary level curriculum. There are several writing activities prescribed in class 9 and 10 of school level in Nepal. They are as follows:

When we talk about free writing, it is a form of writing that is full of different aspects and needs the writer to have a good handle on various skills. For example, choosing the right words and putting together sentences in a way that gets across what they mean clearly. Elbow (1998, p. 7) suggests different exercises that are usually done to make free writing better. These are things like writing paragraphs, writing that describes something, writing dialogues, essay writing, writing reports, and story writing.

In the study, we are particularly interested in four of these exercises: writing paragraphs, writing dialogues, writing letters, and writing essays. Let's look at each of these in more detail.

Writing paragraphs. Think of a paragraph like a little island of writing that expands on a single thought or idea. This is done through extra details that back up the main idea. These might be examples, comparisons, reasons or other facts that have something to do with the main idea. A good paragraph should have a key idea that everything else in the paragraph connects back to. There are different types of paragraphs you could write. These include descriptive, narrative, expository and reflexive paragraphs, and they each need slightly different things.

Writing dialogues. When it comes to dialogue writing, it is really about putting together a conversation between two or more people. This could be based on situations in real life and there is always a subject or a reason for the conversation. A

dialogue is not just chatting about nothing - it has a specific purpose and it involves characters.

Writing letters. The skill of writing letters is a kind of art. It is a way to share information between friends, family, and organizations. The details given in the letters need to be clear and easy to understand. The language and style can be different from one letter to another, depending on who the letter is for and what the situation is. According to Hedge (1988), there are personal letters, business letters, official letters, informal letters, and application letters.

Writing essays. An essay can be seen as a longer piece of writing on a chosen subject. Although different people might define it in slightly different ways, the main idea is the same: as the Oxford Advanced Learner's Dictionary defines it, an essay is a "piece of writing usually short and in prose, on any one subject." The main types of essays are those that describe something, those that tell a story, those that explain something, and those that reflect on something.

Writing stories. We could also discuss story writing, which is another form of free writing. Here, you may develop a whole story with characters, a storyline, and a location. Both creativity and organization are necessary for this type of writing. You have to create a universe and characters for it as a writer. To maintain the reader's interest, you must also make sure that the events are presented in a logical order. Learning to write dialogue, describe settings, create storylines, and develop characters well are all essential skills for excellent narrative writing. Despite being a creative form, it requires a distinct start, middle, and conclusion, as well as a logical progression and a resolution that completes any open ends.

There are other different writing exercises in secondary level curriculum like: writing biographies, persuasive essays, news articles, review of books and movies, advertisements, recipe and instructions. But they are somehow not free but come under guided or controlled writings.

Purpose of writing. Kane (2000, p. 7) Presents three different kinds of writing depending on what effect the writer wants to have on his/her readers. Those intentions are – to inform, to persuade and to entertain.

-) Writing that informs depending on what it is about are called exposition, description or narration.
- *Exposition* explains how things work, ideas, facts of everyday lives, history, controversial issues, feelings, thinking, knowing or believing of particular minds. It is constructed logically.
 - *Description* deals mostly with visual perception. Focuses on what we see and how to organize it in a significant pattern.
 - *Narration* is knitting a sequence of events into a story. Two things are covered in this process. First to arrange the events in a series of time and to show their importance.
-) Writing that seek **persuasion** tries to engage the readers with evidences, data or proof to convince about something. For example: writing about a controversial topic with better factual information to prove something.
-) Writing for the purpose of **entertainment** includes fiction, subjective essays and so on.

Components of good writing. Writing skills are a lot complex to understand and test. Along with the word level skills like spellings, vocabulary choices and so on, sentence structure, form and function, cohesion and coherence, and so on. also needs to checked. In an addition to that we need to go between the lines as well.

Heaton (1990, p.135) has presented five different components or areas of skills necessary for good writing. They are as follows:

- a. *Language use:*
The ability to write correct and appropriate sentences.
- b. *Mechanical skills:*
It is about correctness of spelling, pronunciation and so on.
- c. *Treatment of content:*
The ability to create and develop a content. Also, the ability to address the relevant information.
- d. *Stylistic skills:*
The ability to manipulate the sentences and paragraphs.

e. *Judgement skills:*

Organize the information for particular purpose; like targeting a certain audience in the mind and playing with the content accordingly.

Mechanics of writing composition. Writing is a tough skill among language skills. It is considered complex because of the grammatical purity and formality factors. Other than that putting things together on a paper requires some factor those are different from speaking and communication. These things are called mechanics and play an important role in making a written idea readable. As Kane (2000, p.15) wants to explain about mechanics in writing composition. By mechanics, he means how the words appear, spelled and arranged on the paper.

-) *Capitalization:* According to Kane, we care less about smaller things about appearance of our writing. His idea is that such small things matter a lot. For example – Capitalization of the first letter of the sentence; if we do not manage to make it right, the appearance will not look well-mannered.
-) *Punctuation:* Punctuation is a system of mark or symbols used in sentences in order to make the meaning clear. The proper use of punctuation helps the writer to organize written language and clarifies the relation between words, phrase and clauses.
-) *Spelling:* Spelling suggests writing the letters of a word in their correct order. Spelling plays an important role since edition, deletion, omission, or replacement of one letter with another can change the entire meaning of the words or whole message.
-) *Grammatical items:* Grammar according to Kane, are the rules which structure our language. Sentence structure, tenses, verb use, subject-verb agreement, etc. are some examples of grammar items. Grammar changes if enough people begin to speak or write differently, he says.

Punctuation. Punctuation is a set of marks or symbols that are employed in text to clarify their meaning. Kane (2000, p.379-382) says that, more than the rules the practice of using punctuation marks is conventional looking at several writers' work. There are no definite ways to use it but to simply make it understandable, it can be put into two types. The 'stops' and the other punctuation marks.

Stops, according to Kane (2000, pp.383-416) include the period, the question mark, the exclamation point, the colon, the semicolon, the comma, and the dash.

Period. A period (.) is commonly called full stop. It is used to end a sentence. It is also used in imperative sentences and with abbreviations like, Mr. Mt. Everest, M.B.B.S., and so on.

Question Mark. Question marks (?) are used after interrogative sentences. They complete direct questions, rhetorical questions and sometimes in mid sentences too. Indirect questions take period instead of question mark.

Exclamation point. An exclamation mark (!) while used at the end, marks a strong statement but in the middle of the sentence, it stresses a word or structure. It is used to provide emphasis.

Similarly, Colon, Semi-colon and dash are internal stops.

Colon. The function of a colon (:) according to Kane (2000) is to introduce a specification in a sentence. Sometimes the specification also can be a list or a series.

Semi-colon. Semi-colon (;) is used to separate two clauses in a sentence.

Comma. The comma (,) is more frequently used but a complicated mark because of different choices and style of writers who use it. It is used in coordinated independent clauses, between each items of lists and series, with adjectival, adverbials, date-time, and so on.

Dash. The dash (–) is longer than hyphen (-). It is stronger and more significant pause than a comma.

The other punctuation marks except stops, according to Kane (2000, pp.416-432) are: apostrophe, the quotation mark, the hyphen, the ellipsis, the parenthesis and bracket, and the diacritics.

Apostrophe. The apostrophe (') serves three major purposes: to indicate the possessive form of some nouns and pronouns, to shorten two words, and to omit a sound from a word. It can also be seen in the plural forms of some abbreviations.

Quotation marks. Quotation marks are used for: (1) direct quotations, (2) specific titles, and (3) words given a special meaning, quotation marks are utilized. There are two variations of quote marks: double ("...") and single ('...').

Hyphen. The hyphen (-) has two main purposes. It distinguishes a word's syllabic division across lines and divides the components of some compound words.

Parentheses. Some words or phrases that are added to a sentence that is grammatically complete without it as an explanation or afterthought; in writing, it is typically denoted with brackets, dashes, or commas.

Ellipsis. The ellipsis' (...) primary use in composition is to indicate when a citation has been left out. It is indicated by three dots in a row.

Diacritics. A diacritic is a mark used to denote a unique pronunciation that is positioned above, under, or within a letter.

Sentence Structure. Along with spelling and punctuation the researcher will also take care about the sentence structure in students' writing. Sentence structure consists of some necessary formation aspects of a sentence. It can be the arrangement of subject, verb and object in a right order. It can be correct subject-verb agreement and so on. Ellis (2021) writes some grammar rules on sentence structure, for a blog in a popular grammar checking website 'Grammarly'. They are as follows:

-) Capitalize the first letter of the first word in a sentence.
-) End a sentence with a period, question mark, exclamation points or quotation mark.
-) Write subject, verb and object in a correct order, take care of the exceptions like in imperative sentences.
-) If the subject is singular the verb must be singular too. If the subject is plural, verb is also plural, which is called subject verb agreement.

Along with that the writer talks about the articles, other components, types of clauses and simple, compound and complex sentences as well. In this research the researcher will try to consider the overall sentence structure of the students.

Spelling. In this study, we are looking at more than just how students build sentences and use punctuation marks. We are also examining how well they can spell. Spelling matters a lot when you are writing. Even if a reader can guess what a word is supposed to be, seeing it spelled wrong over and over can give a bad impression. They might think the writer is not very educated, or does not care about their work. This is not always true when it comes to things like emails or texts.

Harmer (2007, pp. 324-325) pointed out that English spelling can be really hard for learners to get right. This is because the way words sound does not always match up with how they are written. Sometimes, the same sound can be spelled in different ways. Other times, the same spelling can be pronounced in different ways.

One way to help students get better at spelling is to show them the different ways words can be spelled in British and American English. This can make them more flexible and able to handle the many variations in English spelling. Another helpful thing is to get them to read a lot. Reading exposes them to words that are spelled correctly, and helps them get used to the way words are spelled in different contexts. Encouraging them to use dictionaries while they read can also help. It lets them look up words they do not know, which can reinforce the correct spelling and increase their vocabulary.

In conclusion, this study is saying that spelling right, is a key part of being good at writing. Good spelling helps to make writing clear and gives readers a good impression of the writer. Since English spelling can be tough to master, the study suggests ways to help students improve, like showing them different spellings, getting them to read more, and encouraging them to use dictionaries.

Proficiency test. Proficiency tests have a very clear purpose: they are used to evaluate someone's skill or knowledge in a specific area. Harmer (2007, p.380) affirms this idea, explaining that proficiency tests provide an overall view of a student's understanding and capabilities. These tests are not just given for fun. In most cases, they are used to make important decisions. This could include determining whether a student is ready to advance to a new level of study, or whether they are qualified for a particular job.

Take public service exams as an example. These are a type of proficiency test. When you take a public service exam, it is usually because you want to work in a certain role within the government. The test checks if you have the knowledge and skills required for that role. If you do well on the test, you might be offered a job. If you do not, you may need to study more before you can work in that role.

These tests are also useful for understanding where students stand in their learning journey. They provide a snapshot of a student's current level of proficiency, showing areas where they excel and where they might need additional help or instruction.

For instance, in a language proficiency test, a student might do really well in the reading section but struggle with the writing section. This could suggest that while they understand the language well, they might need more practice with writing.

In short, proficiency tests play a crucial role in assessing abilities. They provide a general idea of a student's strengths and areas for improvement, which can be instrumental for their future education or career paths. They are an essential tool in the educational and professional world, assisting in guiding students towards the right path and helping institutions to make informed decisions.

Writing proficiency test. Writing is an important skill and to test it is a difficult task. Harmer suggests to determine what to test while testing writing skill first. After that, Harmer (2007, p.385) has suggested following few ideas to give to the learners to write in order to test their writing proficiency. Those are: composition and stories, letter to apply for an advertisement or complaint, information leaflet about school or town, instruction for a general task and newspaper articles.

In this research, we have set an objective of testing spelling, punctuation and sentence structure. Couple of above-mentioned test type can be used for the purpose.

Grading system: Introduction. Letter grades consider a student's overall performance rather than expecting them to score very well on a single test. Additionally, rather than condemning a whole class of students to failure, it more accurately represents their talents and encourages even those with lower grades to

advance. Curriculum development center (2016) and office of controllers of examination in Nepal have presented and implemented Letter grading system to evaluate the performance of the students in secondary level.

| SN | Interval in Percent | Grade | Description | Grade Point |
|----|---------------------|-------|--------------|-------------|
| 1 | 90% to 100% | A+ | Outstanding | 4.0 |
| 2 | 80% to 90% | A | Excellent | 3.6 |
| 3 | 70% to 80% | B+ | Very Good | 3.2 |
| 4 | 60% to 70% | B | Good | 2.8 |
| 5 | 50% to 60% | C+ | Satisfactory | 2.4 |
| 6 | 40% to 50% | C | Acceptable | 2.0 |
| 7 | 35% to 40% | D | Basic | 1.6 |
| 8 | Below 35% | NG | Not Graded | NG |

Note:

-) Scores less than 1.60 GPA are not graded.
-) A+ — Including 4.0

Introduction to Tamang culture and language. A substantial proportion of the Tamang community in Nepal primarily resides in and around the Kathmandu valley. This reaches as far north as Tibet, westward to the Budi-Gandaki River, and even extends eastward to the border where they live alongside Rai and Sherpa people. This geographic distribution sketches the northern expanse of Nepal. In scholarly texts related to human culture and society, it is noted that various groups within the Tamang people migrated from Tibet during the historical formation of the Gorkhali state in Nepal. In earlier times, they were known by different names such as Bhotas, Murmis, and Lamas. However, a government proclamation unified these diverse groups under a single name, Tamangs. Yet, the term Lama remains in common use today. (Kukuczka, 2011)

Regarding their cultural practices, the bulk of the Tamang community in Nepal adheres to the Buddhist faith. The Tamang language, which originates from the Tibeto-Burman language family, is their primary means of communication. Music plays a significant role in their culture, with Tamang-selo being a cherished music

genre and the Damphu, a traditional drum fashioned from goat skin, is a prominent instrument.

Their cultural calendar is marked by a host of festivals, with Losar being their principal celebration. It is observed as the Tamang New Year, typically falling in the months of February and March. Another important festival is the Buddha Jayanti, a day dedicated to the commemoration of the birth of Lord Gautam Buddha. (Sadangi, 2008) Tamang language sentences consists of three tenses. Present, Past and Future. 'Ba' suffix at the end of the verb indicates Present tense; Eg. *Chaba* (to eat), *Thoba* (to take). 'Ji'(z) suffix at the end of the verb makes it past tense; Eg. *Chaji*, *Thoji*. 'La' suffix is for future tense; Eg. *Chala*, *Thola*.

Review of Related Empirical Research

Every research needs the knowledge of the researches, previously done in the related field. There are many research studies which have been done in this field as well. These researches provide guidelines and direction to conduct our research. Tamangs have migrated to Terai (southern part of Nepal). They are also found around North-East part of India.

Karki (1996) has done a study on "A comparative study on the English language writing proficiency between the students of institutional and community schools of grade ten in Lumjung district". The primary aim of the research undertaken was to conduct a comparison between the writing capabilities of students attending government-run schools and those studying in institutional schools. Specifically, this research was centered around analyzing the proficiency in writing among these two groups of students. To carry out this investigation, he focused on students studying in the tenth grade, representing a crucial educational stage in the context of our study. The selection of participants was made from three institutional schools and three government schools, all of which were situated in the Lumjung District. It is important to note that the process for choosing these sample participants did not involve a random strategy. Instead, a non-random sampling approach was employed to ensure that our selection was representative of the student population in this district. In total, data was gathered from sixty students to contribute to the research study. It was an extensive effort to ensure adequate and representative data was

collected for further examination and analysis. Upon completion of the data collection and subsequent analysis, the findings derived from this research study were quite revealing. It was found that students attending institutional schools demonstrated superior writing skills in comparison to their counterparts from community or government schools. In other words, when the writing proficiency of students from these two types of schools was compared, the institutional school students came out ahead, showcasing a higher level of writing skills.

Shah (2009) carried out a study, “Writing Proficiency of Grade Nine Students”. This study aims to find out proficiency in writing skills in terms of item, schools and gender. He gave story writing, report writing, parallel writing, letter writing and dialogue writing to 80 secondary level students of four public secondary schools of Rukum district. He used purposive sampling method to get the population. He found that students committed errors in the use of punctuation marks. He also found that girls were better than boys and students got highest marks in paragraph writing and lowest in letter writing.

Sharma (2009) carried out research entitled ‘A Study on Writing Proficiency of the Students of Higher Secondary Level’. Attempts to find out the actual writing proficiency of the grade twelve students in the use of punctuation, article, subject-verb agreement and preposition. For this study, the researcher collected samples of forty students from four schools using judgmental sampling (10 students from each school randomly). Both primary and secondary sources of data were used. A test consisting two guided and two free writing questions were used as a tool of data collection. Data was tabulated, analyzed and interpreted according to the base of objectives. The results were satisfactory.

Bhatta (2014) carried out a study entitled “Proficiency of Darai students in free Writing” to find out the proficiency of Darai students in punctuation, subject-verb agreement and preposition in free writing activities. Purposive non random sampling strategy was used in order to select the sample of forty students from two different school of Gorkha District. The test items included descriptive, dialogue, letter and essay writing to test the proficiency of free writing. The results show that proficiency in punctuation mark, subject-verb agreement and lexical cohesion is quite poor in

students' writing. Study also concluded that students had problems in the organization of subject matter specially in chronological order too.

Neupane (2015) carried out a research "Free writing proficiency of grade XI students before and after feedback". The primary aim of the research study was to determine the adjustments or transformations that students exhibit in their performance, specifically before and after they receive feedback. In order to carry out this investigation, a group of twenty students from the eleventh grade studying at Siddhartha Gautam Campus, located in Rupandehi district, were selected to participate in the research. This research adopted a quasi-experimental methodology, essentially a research design where the researcher does not have full control over the variables or the ability to randomly assign participants to groups. In this context, it allowed for an examination of real-world scenarios as they unfolded. The researcher utilized a set of test items to assess the students' performance. This included a trio of questions focused on different aspects of writing: crafting a paragraph, constructing an essay, and penning a letter. This variety was aimed at thoroughly assessing the participants' writing skills across different formats and styles. The collected data was meticulously examined through a descriptive method, which involved summarizing and categorizing the data to identify patterns and trends. A mathematical tool was also employed to ensure an accurate and precise analysis of the data. The findings of the study were quite insightful. Prior to receiving feedback, the average mark secured by the students was 41.25%. However, following the provision of feedback, a noticeable increase was observed. The average mark rose to 45.13%, demonstrating the positive impact that feedback can have on students' performance, according to the results of this study.

Sijali (2016) published a research in *Journal of Advanced Academic Research* entitled 'English language proficiency level of higher secondary level students of Nepal'. The objectives of the research was to investigate the proficiency level of English language of Higher secondary level students in Nepal regarding their gender, study field, whether it is a private or a government organization and what is the medium of instruction. The study was done taking 529 learners from 22 higher secondary schools of the academic year 2015/16. Test was conducted and the findings were that the ELT students' performance of Nepali students was poor. There was no

significant difference between the performance of male and female but institution wise and medium of instruction wise private institutions teaching in English medium performed better than government schools and Nepali medium ones. According to faculty, $\chi^2(3) = 48.168$, $p < .001$, with a mean rank of 257.25 for science, 302.44 for management, 166.61 for humanities and 212.47 for education stream.

Giri(2017) carried out a study “Proficiency of Grade Ten Students on Guided Writing”. The research was done to test the following skills in Guided writing: grammar organization, selection of vocabulary and punctuation. The comparison was done on gender basis. Population sample of thirty students of two schools of Pyuthan district were taken using judgmental sampling method. Survey design was used with test items as tools of data collection. The results showed that overall students were good at paragraph writing but their event narrating abilities were poor and girls performed a slightly better than boys.

Batala(2017) has done a study entitled “Comparative Study on Free Writing Proficiency between the Grade Eight Student of Institutional and Community School”. Objectives of this study was to find out students’ free writing ability in terms of the mechanics, grammar, cohesion and coherence, clarity and economy and completeness in holistic way. Thirty students (from one community and other institutional schools) were selected using non-random sampling strategy. The survey was done in Jajarkot district. The result of the survey was satisfactory. The proficiency of institutional school’s students were found better in free writing than the community school students.

Lama(2017) carried out a research entitled “Errors Committed by the Tamang Learners of English on Subject-verb Agreement” to find out the proficiency level and errors committed in subject-verb agreement by forty Tamang students of Ramechhap district. Forty objective and two subjective items were used to the sample picked with purposive non-random sampling strategy. One among the three schools performed better and boys performed better than girls in all three schools. Total errors committed by the students are 1153. The students committed 432 errors in be verbs, 241 in have verb and 431 in main verb. Forty-nine questions were left unattempt. He found that the students were comparatively better in ‘have’ verbs and the use of ‘be’ verb and main verbs were found weaker.

Magar(2019) has done research entitled “Proficiency of Chepang Students in Free writing at Lower Secondary Level”. What the objectives focus in this investigation is a comprehensive exploration of several aspects of writing. This encompasses the substance or content of the written work, the various formats employed, the correct use of grammar, and the appropriate utilization of mechanics - all examined in an all-inclusive, holistic manner. The study incorporated a sample of forty students hailing from Dhading, providing a solid representation for the research. In order to gather a robust and well-rounded set of data, both primary and secondary sources were utilized. Primary data was collected directly from the students, whereas secondary data was gleaned from relevant existing research and resources. Various types of writing were assessed through item tests, which encompassed an array of formats such as dialogue, essay, letter, and paragraph writing. The inclusion of these various types of writing aimed to evaluate the students' versatility and adaptability across different writing formats. Upon analyzing the data, it was discovered that writing in the form of dialogue was a task that the students found less challenging in comparison to other writing formats. In other words, the students displayed a certain level of ease when tasked with dialogue writing, as per the findings of this research study.

Timsina (2021) has made a comparative free writing research entitled “Proficiency in Free Writing of Tenth Graders”. This study aimed to compare the writing abilities of Sunsari District 10th graders across several forms of free writing. In order to complete this study project, the researcher created test items for several free writing genres, including essay, letter, and paragraph writing. Then, in order to gather information for the research, a test was given to a group of 60 students. sixty children from six private schools in the Sunsari District served as the data's primary sources. The exam was then given in order to gather the data. Following the test's administration, the students' free writing was gathered, graded, and examined, and the proficiency was determined and compared. It was discovered that the kids had scored a 72.41 percent on their essays, a 66.25 percent on their letters, and a 60.66 percent on their paragraphs. Girls' overall competency in free writing, including essays, letters, and paragraphs, was 65.33 percent, compared to males' overall proficiency of 67.55 percent (see tables 2 and 3, Appendices III and IV). Compared to writing letters and paragraphs, they performed better on the essay.

A significant number of the research studies that have been previously conducted revolve around the subject of writing proficiency. These studies have explored areas that are fundamental to the skill of writing. They've went through punctuation - the use of symbols to structure and organize sentences, spelling - the correct arrangement of letters in words, and the grammatical structure - the way words are arranged in sentences. They've also examined subject-verb agreement - making sure the subject and verb in a sentence agree in number, cohesion - the logical flow of sentences, coherence - the clear connection of ideas, and other similar aspects that are integral to proficient writing.

Some of these research studies have taken on a comparative approach, drawing a contrast between the writing performance of students from privately managed schools and those from government-controlled institutions. Additionally, they've collected comparative data separated on the basis of gender, providing a distinct perspective on the writing proficiency of students.

Contrasting with these comparative studies, my own research does not primarily aim to draw comparisons. However, I do anticipate a possibility of some comparative results emerging in one specific area. This involves a potential comparison between the writing proficiency of Tamang students and non-Tamang students. While this is not my main focus, it could be a noteworthy aspect of the findings.

The core of my research is centered on students' writing proficiency. I am keenly interested in evaluating their ability to write effectively and proficiently. Furthermore, I am also curious to see if the influence of the mother tongue plays any significant role in the writing performance of the students. The influence of the first language learned could potentially impact their writing skills in other languages, and this forms an interesting aspect of my research.

Implications of the Review for the Study

In my research, I looked at both ideas-based and experience-based resources connected to my topic. Each of these resources link to a certain area that my hands-on research study is exploring.

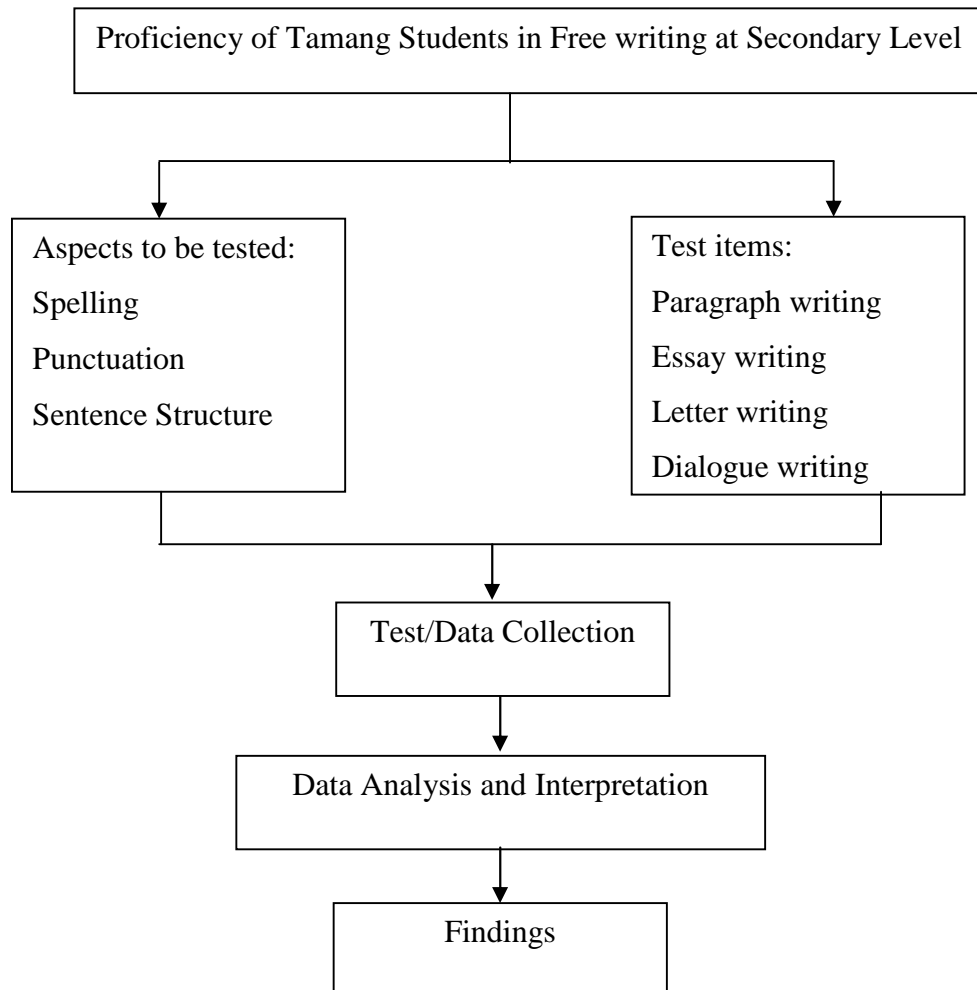
Looking at related writings or resources has helped me a lot in finishing my study. I was able to understand the idea of writing freely and easily, along with the good things that come with it, its main traits, and important parts like mechanics.

Also, these resources gave me a lot of details about picking the right group for the study, using tools, and ways to analyze and understand the data I gathered. They were the building blocks that helped make my research study richer and more trustworthy.

All in all, these resources helped me make my research more complete, informative, and reliable. Their role was very important, giving me a strong base to build my research on and making the final result more solid and believable. Shah (2009), Sharma (2009) and Sijali (2016) introduced me about writing proficiency thesis. Bhatta (2014) Neupane (2015) Magar (2019) taught me about the methodologies adopted in making a free writing proficiency research paper. Also the tools and the process of data collection. Karki (1996), Batala (2017) and, Timsina (2021) taught me about the overall structure and the possibilities about writing proficiency thesis structure. Lama (2017) helped me understand the error analysis part, and I am very thankful to Giri (2017) for letting me understand the statistical and analytical aspect of the data interpretation part.

Conceptual Framework

The conceptual framework is the pictorial representation of the research study.



Chapter III

Methods and Procedures of the Study

Methods and procedures show the way of how the research will be done. This chapter contains the ideas about design and methods, how the data will be acquired and from what sources, how will the analysis be completed and the considered ethical concerns.

Design and Method of the Study

This research tried to find out how well secondary level Tamang students can write freely. For this, a survey design was the best fit. This is a great way to analyze data when the study is not too big. As Creswell (2002, p.174) says, a survey design can give number-based details about patterns, feelings, or thoughts of a group of people by studying a smaller part of that group.

A survey was done with 40 students from a secondary level class in a school where most students are Tamang. The writing we got from them was looked at in two ways - both in detail and overall - to balance the fact that a survey mostly deals with numbers.

The detailed look helped to check every part of their writing, while the overall look gave a general idea about the writing. This way, we could get a full picture of their writing skills, beyond just the numbers from the survey.

Nunan (1992, p.141) has laid out a very complete eight-step plan to do survey research in a good way. The first thing to do in this plan is to be very clear about what the research wants to find out. This means setting clear goals for the research. Once the goals are clear, the next step is to figure out who the research needs to get information from. This means finding out where these people are and who exactly they are.

After figuring out who to get information from, the third thing to do is to look at what other people have found out before. This means reading old research and understanding what it found out about the problem the research is trying to solve.

This helps to understand the problem better and find out what has already been done to solve it.

The fourth step in the plan is to figure out how many people the research needs to talk to. This means deciding how many people will be part of the study and how they will be picked. This is very important because it can affect how reliable the results of the research will be. If the research talks to too few people, the results might not be very reliable. If it talks to too many people, it might be very hard to handle all the information.

After that, in the fifth step, the researcher has to figure out what tools they will use to collect the data. These tools could be things like questionnaires, where people answer a list of questions, or interviews, where the researcher talks directly to the person.

Once the tools are figured out, the next step, step six, is to decide how the data will be collected. This means planning out how the researcher will use the tools to get the information they need.

In the seventh step, the researcher has to figure out how they will make sense of the data. This means deciding on the steps to take to analyze and understand the data that was collected.

The last step, step eight, is to decide how to share the results of the research. This means deciding how the researcher will tell other people about what they found out.

When you put all these steps together, they give a strong and well-organized plan for doing survey research.

Population, Sample and Sampling Strategy

The population of the study includes 40 students of secondary level (9-10) of a public school in Dolakha district. This place is important because it is where the majority of the students are from. Most of these students come from the Tamang

community, which is a specific group of people with their own unique language and culture.

To be fair and balanced in choosing who would be part of the study, I used a simple random sampling strategy. This is a method where every person has an equal chance to be chosen. This strategy is simple and straightforward, and it helps to make sure that the results of the study can be applied to the larger group.

I did not just choose Tamang students for the study, though. Non-Tamang students were also allowed to take part in the survey. This decision was made so that some data could be compared between the two groups. This comparative data is very valuable because it can show if there are any differences in writing proficiency between the Tamang and non-Tamang students.

In addition to seeing if there are any differences between the groups, this comparative data is also important for understanding if the students' mother tongue has any influence on their writing skills. The mother tongue is the first language a person learns, and it can sometimes affect how they learn and use other languages. So, by comparing the Tamang and non-Tamang students, we might be able to see if their mother tongue has had any impact on their writing proficiency.

Sources of Data

In order to meet the objectives of the study, I used two types of data sources - primary and secondary.

Primary sources. The primary sources of data are the most important ones for this study. These come straight from the source and have not been changed or edited by anyone else. In this study, the primary sources were the forty Tamang students who are studying at the secondary level in a school in the Dolakha district. The information that these students gave is really valuable because it comes straight from them, and it is exactly what I needed for my study. The main aim of the study was to look into how well these students can write freely. So, getting data directly from the students themselves was crucial.

Secondary sources. The secondary sources of data are the ones that do not come straight from the source. These are things like books, articles, websites, and other resources that talk about the topic but are not the original source of the information. For this study, the secondary sources were various books related to writing skills and how to do research, theses that other researchers have done before, different websites, and sources on the internet. Some of the secondary sources that I used were books and articles by Yule (2010), Heaton (1990), Creswell (2002), Nunan (1992), Harmer (2007), Elbow (1998), and others. These sources were helpful in understanding the topic better and seeing what other people have found out about it.

By using both primary and secondary sources, I was able to gather a lot of data for the study. The primary sources gave me direct information from the students, while the secondary sources helped me understand the topic better and see what others have found. Together, these two types of sources helped me meet the goals of the study.

Data Collection Tools and Techniques

Tools are what we use to gather the data we need in a study. They are really important for doing research because they help us get the information we need. In this study, the tools I used were observation and test items. By "observation", I mean that I watched and noted down what I saw. By "test items", I mean a questionnaire. A questionnaire is a set of questions that I gave to the students to answer.

So, let us break down the ways I used the tools. First, I observed the students. This means I carefully watched them while they were doing their work. I did not just watch, though - I also noted down what I saw. Things like how the students behaved, how they worked, how they interacted with each other - all these details could be important for the study.

Then, I used the questionnaire. This is a set of questions that I asked the students to answer. The questions were all about the topic of the study - writing proficiency. The students' answers to these questions gave me a lot of information about their writing skills.

By using these two tools - observation and the questionnaire - I was able to collect all the data and information I needed for the study. I followed certain steps to do this, which I'll explain below.

Data Collection Procedures

The first thing I did was go to the school where the study was going to take place. I spoke with the people in charge of the school to ask if I could run the survey test. It is really important to get permission before doing something like this, so I made sure to do that first.

Once I got permission from the school, I then spoke to the students who were going to be part of the study. I explained to them what the study was about and what they would need to do. I wanted them to understand their part in the study, so I took the time to explain everything clearly.

After the students understood what was going on, I gave them the test items and answer sheets. The test items were the questions they needed to answer, and the answer sheets were where they would write their answers. I made sure to give them enough time to complete the test items. It is important that they did not feel rushed, so I gave them as much time as they needed.

When all the students had finished answering the questions, I collected the answer sheets from them. These answer sheets were really important because they had all the information I needed for the study. After I collected them, I could then start looking at the answers and analyzing the data.

So, that is the process I followed to collect the data for the study. It started with getting permission from the school, explaining the study to the students, giving them the test items and answer sheets, and then collecting the answer sheets when they were done. By following these steps, I was able to gather all the information I needed.

Data Analysis and Interpretation Procedures

In this study, I analyzed the data on the basis of the research objectives. I analyzed and interpreted the data through both descriptive and statistical procedures.

Ethical Considerations

In the course of conducting this research, I consistently consulted with my thesis guide or mentor to ensure the research process followed ethical standards. Being aware of the serious implications of plagiarism, I meticulously worked to ensure the integrity and authenticity of my work. I strictly adhered to the rules and guidelines of research writing, following the format provided by the English Department.

Only essential data and information were collected for the research. This step was taken to avoid unnecessary intrusion into the privacy of the participants and the school. To ensure the informed participation of the subjects involved, I secured the consent of the school authority and the participating students. I made sure they understood what the study was about, and the role they were playing in it.

Moreover, the information collected from the school was strictly for research purposes. It was not used for publicity or any other non-research-related activities. This was done to respect the confidentiality of the school and the students involved. The participants were assured that their identities would be protected and their participation would remain confidential. This safeguarded the rights and interests of the participants while ensuring the ethical integrity of the research process.

In summary, maintaining the highest ethical standards was a crucial aspect of this research. With continuous guidance from my supervisor, strict adherence to research writing rules, informed consent of participants, and respect for confidentiality, I worked diligently to uphold these standards throughout my research.

Chapter IV

Analysis and Interpretation of the Results

In this chapter, I have used the appropriate methodologies to analyze the data that was systematically gathered and have reached findings as a result. First the holistic analysis is presented with an overall view of the test results and performance. Then, the results are grouped into different themes and analyzed separately which shows students' performance in terms of different areas of writing, analysis of their errors and whether there are specific mistakes because of Tamang background is analyzed in the final part of the unit.

Summary of Holistic Analysis

In this part, descriptive and statistical methods have been used to give a systematic examination of the data that was gathered. In other words, the test results of the students in grade ten are presented, examined, and interpreted in this part. The following marking method was used to analyze the test item scores.

Table 1

Marks Obtained by Students in Free Writing

| S.N. | Items | F.M. | Obtained marks | Percentage |
|------|-------------|------|----------------|------------|
| 1. | Dialogue | 400 | 64 | 16 |
| 2. | Essay | 400 | 85.5 | 21.3 |
| 3. | Paragraph | 400 | 41 | 10.2 |
| 4. | Application | 400 | 52.5 | 13.1 |
| 5. | Story | 400 | 23 | 5.7 |
| | Total | 2000 | 266 | 13.3 |

The table 1 illustrates that five different types of free writing activities were assigned to the students, which included writing dialogues, essays, paragraphs, applications, and stories. Each of these activities carried the same total marks, 10, and when multiplied by the number of students, amounted to 400 marks per activity. The five activities together formed a total of 2000 marks, which represented the holistic

full marks. The scores of the students were evaluated by calculating the percentage of marks achieved for each activity. Specifically, the students received 64, 85.5, 41, 52.5, and 23 marks in activity 1, 2, 3, 4, and 5, respectively. Collectively, the students earned 266 out of 2000 marks, resulting in a percentage of 13.3%. The overall performance of the 40 students was lower than 20%, which indicates that the students' holistic performance in free writing, based on their grade ten syllabuses, was poor.

The data has been broadly analyzed in terms of:

-) Item-wise Analysis
-) Gender-wise Analysis
-) Analysis of errors
-) Errors made by Tamang learners

Item-wise analysis. The item-by-item analysis of the students' test scores is covered in this section. The test item employed five separate things, so the analysis was divided into five different sub-sections for dialogue writing, essay writing, paragraph writing, application writing, and story writing.

Proficiency on dialogue writing. This section aims to evaluate the dialogue writing proficiency of students in grade ten. Hence, table 2 shows the students' levels of proficiency.

Table 2

Proficiency on Dialogue Writing

| Item | F.M. | Avg. M. | Below Average | | Above Average | |
|------------------|------|---------|---------------|------|---------------|------|
| | | | No. | % | No. | % |
| Dialogue Writing | 10 | 1.6 | 25 | 62.5 | 15 | 37.5 |

Table 2 provides an overview of the proficiency levels of the sampled students in terms of their dialogue writing skill. The students were categorized as either below or above average based on the average score (1.6) of all 40 students. The data reveals that the majority of the students 62.5% were below average, while only 37.5% scored

above average, highlighting a lack of proficiency in dialogue writing among the sampled majority of students.

The students were categorized as either below or above average based on the average score (1.6) of all 40 students. The data reveals that the majority of the students 62.5% were below average, while only 37.5% scored above average, highlighting a lack of proficiency in dialogue writing among the sampled majority of students.

Table 3

Proficiency on Essay Writing

| Item | F.M. | Avg. M. | Below Average | | Above Average | |
|---------------|------|---------|---------------|----|---------------|----|
| | | | No. | % | No. | % |
| Essay Writing | 10 | 2.1 | 22 | 55 | 18 | 45 |

Table 3 provides an overview of the proficiency levels of the sampled students in terms of their essay writing skill. The students were categorized as either below or above average based on the average score (2.1) of all 40 students. The data reveals that the majority of the students (55%) were below average, while only (45%) scored above average, highlighting a lack of proficiency in essay writing among the sampled majority of students.

Proficiency on paragraph writing. This section aims to evaluate the paragraph writing proficiency of students in grade ten. Hence, table 4 shows the students' levels of proficiency.

Table 4

Proficiency on Paragraph Writing

| Item | F.M. | Avg. M. | Below Average | | Above Average | |
|-------------------|------|---------|---------------|----|---------------|----|
| | | | No. | % | No. | % |
| Paragraph Writing | 10 | 1 | 28 | 70 | 12 | 30 |

Table 4 provides an overview of the proficiency levels of the sampled students in terms of their paragraph writing skill. The students were categorized as either below or above average based on the average score (1) of all 40 students. The data reveals that the majority of the students (70%) were below average, while only (30%) scored above average, highlighting a lack of proficiency in paragraph writing among the sampled majority of students.

Proficiency on application writing. This section aims to evaluate the application writing proficiency of students in grade ten. Hence, table 5 shows the students' levels of proficiency.

Table 5

Proficiency on Application Writing

| Item | F.M. | Avg. M. | Below Average | | Above Average | |
|---------------------|------|---------|---------------|------|---------------|------|
| | | | No. | % | No. | % |
| Application Writing | 10 | 1.3 | 23 | 57.5 | 17 | 42.5 |

Table 5 provides an overview of the proficiency levels of the sampled students in terms of their application writing skill. The students were categorized as either below or above average based on the average score (1.3) of all 40 students. The data reveals that the majority of the students (57.5%) were below average, while only (42.5%) scored above average, highlighting a lack of proficiency in application writing among the sampled majority of students.

Proficiency on story writing. This section aims to evaluate the story writing proficiency of students in grade ten. Hence, table 6 shows the students' levels of proficiency.

Table 6**Proficiency on Story Writing**

| Item | F.M. | Avg. M. | Below Average | | Above Average | |
|---------------|------|---------|---------------|------|---------------|------|
| | | | No. | % | No. | % |
| Story Writing | 10 | 0.5 | 29 | 72.5 | 11 | 27.5 |

Table 6 provides an overview of the proficiency levels of the sampled students in terms of their story writing skill. The students were categorized as either below or above average based on the average score (0.5) of all 40 students. The data reveals that the majority of the students (72.5%) were below average, while only (27.5%) scored above average, highlighting a lack of proficiency in story writing among the sampled majority of students.

Gender-wise analysis. The objective of this section is to determine the level of proficiency based on gender diversity. In a group of 40 students, 18 were boys and 22 were girls. The aim of this section is to investigate which gender, at the same proficiency level, demonstrates greater proficiency in free writing. Table 7 presents the findings of this investigation.

Table 7**Gender-wise Analysis**

| S.N. | Items | F.M. | Boys | | Girls | |
|--------------|-------------|-------------|-----------|------------|------------|------------|
| | | | Obt. M. | Avg. M. | Obt. M. | Avg. M. |
| 1. | Dialogue | 400 | 21.5 | 1.2 | 42.5 | 2 |
| 2. | Essay | 400 | 36.5 | 2 | 49 | 2.2 |
| 3. | Paragraph | 400 | 16 | 1 | 25 | 1.1 |
| 4. | Application | 400 | 12.5 | 0.7 | 40 | 1.8 |
| 5. | Story | 400 | 5.5 | 0.3 | 17.5 | 0.8 |
| Total | | 2000 | 92 | 5.1 | 174 | 7.9 |

Table 7 illustrates the performance of boys and girls in different writing tasks. Girls had an average score of 2 in Dialogue writing (item 1), while boys had a lower

average score of 1.2. This indicates that girls outperformed boys in this area by a margin of 0.7 average marks. Similarly, in essay writing (item 2), girls were also more proficient, with an average score of 2.2, compared to boys who had an average score of 2.027, with a variation of 0.2 average marks.

The results of paragraph writing (item 3) also showed that girls were more skilled than boys, with an average score of 1.1 for girls and 0.8 for boys. This difference in scores was 0.2 average marks. Girls also demonstrated better performance in application writing (item 4), with an average score of 1.8 compared to boys' score of 0.7, with a variation of 1.1 average marks.

However, in the case of story writing (item 5), girls again surpassed boys with an average score of 0.8 compared to boys' score of 0.3, with a variation of 0.5 average marks

In total, the table shows that girls had a total average score of 7.9, whereas boys had a lower total average score of 5.108 across all writing tasks. Based on the data presented in Table 7, it appears that the female participants performed better than their male counterparts across all writing tasks assessed in the study. The results suggest that girls demonstrated a greater level of proficiency in writing compared to boys.

Holistic analysis of the writing error. This section kicks off with a broad overview of the different types of errors noticed in the students' writing. It casts a spotlight on the areas where the most common mistakes were made, presenting a clear picture of where the students are struggling most in their writing. This overview is not just a simple list of mistakes, but a deep dive into the problems the students are facing in their writing journey.

Once we have looked at the types of errors, we move on to a more thorough, comprehensive analysis of these mistakes. This part of the study focuses on assessing how often certain types of errors occur and how they are spread out across various areas of writing. We delve into details regarding errors in different parts of writing like structure, punctuation, and spelling. By assessing the frequency of these errors

and their distribution, we hope to get a clearer picture of the common mistakes students are making in their writing and how these are distributed across their work.

Overall, the primary aim of this section is to offer a thorough, detailed understanding of the errors the students are making in their writing. This is not just about pointing out mistakes; it is about understanding why these errors are happening and where they are most common. By doing this, we aim to provide valuable insights that could be crucial for the creation of effective strategies to teach writing.

By analyzing these errors in depth, we can identify trends and patterns, which can inform the development of effective writing instruction strategies. Ultimately, we want this analysis to help teachers and educators better support their students in improving their writing skills. By understanding where the most common errors occur, they can tailor their teaching strategies to address these areas of weakness, helping their students to become more proficient and confident writers.

The following table 8 provides an overview of the Holistic Analysis of writing errors found in the students' writing samples, specifically in the areas of sentence structure, punctuation, and spelling.

Table 8

Holistic Analysis of the Writing Error

| Areas | Total No. of Errors | Total No. of Sentences | % of Total Error | % of Error in total Sentences | Average No. of Errors |
|--------------|----------------------------|-------------------------------|-------------------------|--------------------------------------|------------------------------|
| Structure | 550 | 1222 | 35.5 | 45. | 13.7 |
| Punctuation | 406 | 1222 | 26.2 | 33.2 | 10.1 |
| Spelling | 594 | 1222 | 38.3 | 48.6 | 14.8 |

The table presented displays the number of errors made by students in the areas of sentence structure, punctuation, and spelling. The data, based on a sample of 1222 sentences, shows that students made a total of 1550 errors, with an average of 12.6 errors per sentence. Of these errors, 550 were related to sentence structure, accounting for (35.5%) of the total errors with 45.008% of error in total sentences.

Punctuation errors were the second most common type of error, with a total of 406 errors (26.2%) of the total errors with 33.2% of error in total sentences. Finally, spelling errors accounted for the largest number of errors, with a total of 594 errors (38.3%) with 48.6% of error in total sentences.

Analysis of the writing error in different areas. This section aims to provide a more detailed analysis of the three main areas of writing errors: structure, punctuation, and spelling. Each area is broken down into separate tables to facilitate a comprehensive understanding of the types and frequency of errors.

Analysis of the writing error of structure. The table 9 shows the total number of errors, total number of sentences, percentage of errors in total sentences, and the average number of errors in Structure. With the number and percentage of students who scored above or below the average.

Table 9

Analysis of the Writing Error of Structure

| Areas | Total No. of Errors | Total No. of Sentences | % Of error in total Sentences | Average No. of Errors | Above Average | | Below Average | |
|-----------|---------------------|------------------------|-------------------------------|-----------------------|---------------|----|---------------|----|
| | | | | | No. | % | No. | % |
| Structure | 550 | 1222 | 45 | 13.7 | 18 | 45 | 22 | 55 |

The table above represents an analysis of the writing errors related to structure. The data shows that out of a total 1,222 sentences, 550 errors were related to structure, accounting for 45% of all errors. The average number of errors per sentence was 13.7. Additionally, 18 students (45%) scored above the average in this category, while 22 students (55%) scored below the average. While Majority of students did not struggle, significant amount of students (45%) scored below the average, indicating a significant number of students struggled with structuring their sentences correctly.

Analysis of the writing error of punctuation. The table 10 shows the total number of errors, total number of sentences, percentage of errors in total sentences,

and the average number of errors in Punctuation. With the number and percentage of students who scored above or below the average.

Table 10

Analysis of the Writing Error of Punctuation

| Areas | Total No. of Errors | Total No. of Sentences | % of Error in total Sentences | Average No. of Errors | Above Average | | Below Average | |
|-------------|---------------------|------------------------|-------------------------------|-----------------------|---------------|----|---------------|----|
| | | | | | No. | % | No. | % |
| Punctuation | 406 | 1222 | 33.2 | 10.1 | 18 | 45 | 22 | 55 |

The table you see above provides a detailed breakdown and analysis of the writing errors specifically related to punctuation. It offers an insight into how punctuation marks, which play such an essential role in making our writing clear and understandable, have been used by the students in this study.

The data compiled from the students' writing tells us that out of a total of 1,222 sentences that were written by these students, a significant number, 406 to be precise, contained errors that were directly linked to punctuation. This figure amounts to roughly 33.2% of all the errors that were made across the board. That is a sizeable chunk, indicating that issues with punctuation are a common stumbling block for these students.

Furthermore, the data points towards an average of 10.1 errors per sentence, meaning that in a given sentence, you would expect to find around 10 mistakes related to punctuation on average. This suggests that students are struggling with the correct use of various punctuation marks in their sentences.

Digging deeper into the numbers, we find that 18 of the students, which accounts for about 45% of the total, scored above this average. These students made more than the average number of punctuation errors in their writing. On the other hand, the remaining 22 students, making up 55% of the total, scored below this average. They made fewer punctuation errors compared to the average figure.

While the majority of students did not struggle excessively with punctuation, a significant portion - 45% to be exact - made more errors than average. This suggests that while many students are managing to use punctuation reasonably well, a large group is having notable trouble with it. It could point towards a widespread issue with understanding and applying punctuation marks correctly in their writing. This finding implies that it might be worthwhile to focus more educational efforts on improving students' understanding and usage of punctuation in their writing.

Analysis of the writing error of spelling. The table 11 shows the total number of errors, total number of sentences, percentage of errors in total sentences, and the average number of errors in Spelling. With the number and percentage of students who scored above or below the average.

Table 11

Analysis of the Writing Error of Spelling

| Areas | Total No. of Errors | Total No. of Sentences | % of error in total Sentences | Average No. of Errors | Above Average | | Below Average | |
|----------|---------------------|------------------------|-------------------------------|-----------------------|---------------|------|---------------|------|
| | | | | | No. | % | No. | % |
| Spelling | 594 | 1222 | 48.6 | 14.8 | 15 | 37.5 | 25 | 62.5 |

The table above represents an analysis of the writing errors related to spelling. The data shows that out of a total of 1,222 sentences, 594 errors were related to spelling, accounting for 48.608% of all errors. The average number of errors per sentence was 14.8. Additionally, 15 students (37.5%) scored above the average in this category, while 25 students (62.5%) scored below the average. While Majority of students Did not Struggled, Significant amount of the students (37.5%) scored above the average, indicating that spelling is also a challenge for the students in the sample.

Errors caused by Tamang learners. While the central objectives of this study formed the basis of our investigations, I was also curious to see if there would be any specific errors or mistakes caused by Tamang learners due to the influence of their mother tongue. Interestingly, during the course of my research, I did not discover

any notable mistakes that could be directly attributed to the influence of the Tamang language on their English writing.

However, what stood out were the errors made due to the impact of the language used for daily communication and instruction in schools, which in this context was Nepali. These mistakes were not isolated incidents but a repeated pattern that hinted at the dominant influence of the Nepali language on their English writing proficiency.

Another aspect that came to light was the impact of chat language and the use of the roman form of Nepali spelling in English writing, which was noticeable in the students' work. It was interesting to observe how the conventions of informal communication modes like chatting mixed into their formal English writing.

One of the students, referred to as Student 32 in this study, framed sentences in a rather informal chat-like manner. The student wrote:

"Me: Hlo. My birthday...

Me: I am very happy. Thank U."

Here, the student has chosen to use the shorthand, chat-style versions of the words 'hello' and 'thank you'. These spellings would not be considered correct in a formal English writing context, marking them as errors.

A similar pattern emerged with another student's writing, Student 33, who used the roman form and chat form of Nepali words in their English writing. The student wrote:

"Xoro: thank you baba.

Parent: welcome xoro."

In this instance, the student has used 'xoro', the romanized form of the Nepali word 'choro', which means son, in their English writing.

These findings, while not directly related to academic achievements, present a fascinating insight into the impact of daily communication languages and modes on formal English writing. They point to the possibility that the students' frequent use of chat language on social media, and their regular interaction in Nepali at school and home, might have a stronger influence on their English writing than their mother tongue. This could be particularly true at the writing level where these influences become apparent. These discoveries underline the complex interplay of languages and their subtle, yet significant impact on the development of writing skills.

Chapter V

Findings, Conclusions and Recommendations

This is the final chapter of the study. This chapter is concerned with the findings, conclusions and recommendations of the study which have been drawn from the analysis and interpretation of the data.

Findings

Based on the data analysis, the following findings were established:

1. Collectively, the students scored 266 out of 2000 marks, resulting in a percentage of 13.3%. The overall performance of the 40 students was lower than 20%, which indicates that the students' holistic performance in free writing, based on their grade ten syllabuses, was poor.
2. In the item-wise analysis, it was observed that the majority of the students were below average in all five activities, indicating a lack of proficiency in free writing among the sampled majority of students.
3. In the gender-wise analysis, it was observed that girls performed better than boys in all five activities, with a margin of 0.737 average marks in dialogue writing, 0.2 average marks in essay writing, 0.248 average marks in paragraph writing, and 1.124 average marks in application writing. However, in story writing, girls were again scored higher than the boys, but with a lower margin of 0.101 average marks.
4. Overall, the findings suggest that the majority of the students in grade ten lack proficiency in free writing, and girls tend to be more proficient in free writing than boys.
5. The majority of the students scored below average in all five types of free writing activities, indicating a lack of proficiency in all areas.
6. There was no significant difference between the performance of male and female students in free writing.
7. Among the five types of free writing activities, essay writing received the highest average score, while story writing received the lowest average score.

8. The Tamang participants were influenced by chat language and Nepali more than Tamang itself in writing.

Conclusions

The main goal of this study was to look at the free writing skills of tenth-grade students at a certain school. The results showed that the students' overall free writing ability was not very good, with an average score of just 13.3%. This suggests that there is a lot of room for improvement, and the school needs to work on ways to help students get better at writing.

The study looked at how students performed in five different types of writing activities. These included writing dialogues, essays, paragraphs, applications, and stories. Unfortunately, most of the students scored below average in all these activities. Specifically, 62.5% of students did not do well in dialogue writing, 55% in essay writing, 70% in paragraph writing, 57.5% in application writing, and a worrying 92.5% in story writing. These numbers show that the students are struggling with all aspects of free writing.

These results highlight the need for action to improve the free writing skills of the tenth-grade students at the school. There could be many reasons for their low performance. For example, maybe the school is not teaching writing skills well enough, or students do not get the chance to try different kinds of writing. It is also possible that students do not get enough practice writing, or they do not have access to the resources they need to improve their writing.

In conclusion, this study provides important information about the free writing skills of tenth-grade students at a certain school. The suggestions made here are meant to help improve the students' free writing skills by addressing the problems that are making it hard for them to do well in writing activities. By following these suggestions, the school can help make sure its students have the writing skills they need to express their ideas effectively in different situations.

Writing is not just important for school, but it is also a useful skill for communication in general. By improving their writing skills, students will be better

able to share their thoughts and ideas, which can help them do better in school and in life.

Recommendations

Based on the findings of the study, the following recommendations are suggested to improve the free writing proficiency of grade ten students:

Policy related

-) Policy makers should incorporate more writing practice sessions in the English curriculum to enhance students' writing skills.
-) Teacher training programs should be conducted to enhance their teaching skills and teaching methodologies.
-) The curriculum should be revised to include more writing activities and to place greater emphasis on writing as a key skill that students need to develop.

Practice related

-) Students should be provided with access to various writing resources, including writing samples, online writing tools, and writing prompts.
-) Students should be encouraged to read and analyze different writing genres to develop their writing skills.
-) Students' writing skills should be regularly assessed and provide constructive feedback to help them improve.
-) Innovative teaching methods such as peer-assessment, group work, and collaborative writing should be used to enhance students' writing skills.
-) Writing competitions and workshops should be organized to motivate students and enhance their interest in writing.
-) Teachers should give more attention to free writing activities in the classroom and provide more opportunities for students to practice their writing skills.
-) Teachers should provide feedback and guidance on students' writing, highlighting areas that need improvement and providing suggestions for improvement.

-) Teachers should use different teaching methods and strategies to make writing more engaging and interesting for students.
-) Students should be encouraged to read more, as reading can help improve writing skills.
-) The school should invest in more resources, such as books and writing materials, to support students' writing development.
-) The school should organize writing contests and workshops to motivate students to improve their writing skills and to provide opportunities for them to showcase their writing abilities.
-) To improve writing, students should be given better exposure in formal writing practice in social media.
-) Rather than only translating in Nepali, students should also be provided with simple meanings of English words.

Further research related

-) This research 'Proficiency of Tamang Students in Free Writing at Secondary Level' can be used as a reference for similar kind of researches later. Similar research can be done in the form of action research to identify and eliminate the problems of students' writing.
-) It can be helpful in all kinds of researches related to writing and more specifically free writing but unlike this time, students should be provided with better motivation, so that they last longer in writing sessions.

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Appendices

Appendix I

Sample of question sheet

Free Writing Test for Secondary Level

Time: 2hours

F.M: 50

P. M: 16

Dear participants,

This Questionnaire is a part of my research study entitled “Proficiency of Tamang Students in Free writing at Secondary Level” under the supervision of Dr.Gopal Prasad Pandey, Reader, and Head of the Department of English Education T.U, Kirtipur. I hope that your kind co-operation in attempting the questionnaires and your response will have great value in completing my research. I appreciate your honesty and also assure you that your responses would be completely anonymous. Please read the questions carefully. I assured that the responses made by you would be exclusively used only for the present study and will remain confidential.

Researcher

Govinda Bohora

Name of the student:

Roll No:

Class:

School's Name:

Questions

Attempt all Questions:

-) Write a dialogue between you and your parent about your upcoming birthday celebration. (5 exchanges) [10]
-) Write an essay on “My school” in about 200 words. [10]
-) Write a paragraph on "My Favorite Festival " in about 120-150 words. [10]
-) Write an application to your principal asking for two days sick leave. [10]
-) Write a story that you read or heard somewhere. [10]

Good luck!

Appendix II

Marking Scheme

Each test item is of 10 marks. 2.5 marks each are given to spelling, punctuation, sentence structure and writing format. The following division of marks will be applied to each question.

| Marks | Spelling | Punctuation | Sentence structure | Format |
|----------|--------------------------------|---|---|--------------------------------|
| 0-0.5 | Many mistakes | Many mistakes | Weak structure and meaning | Format of the task done fine |
| 0.6-1.5 | satisfactory | Not all but (.) (,) (?) correct where used | Weak structure but meaningful content or vice versa | Completion of given word count |
| 1.6-2.5. | Some errors but fewer mistakes | Appropriate-ness plus other punctuations' knowledge | Well-formed structure, meaning and coherence | Cohesion |

Appendix III

Name of the students

Students of Grade 10

1. Yamuna Gole
2. Karuna Tamang
3. Susmit Tamang
4. Dipesh Tamang
5. Manju Lama
6. Sanjip Tamang
7. SujinThokar
8. Namrata Tamang
9. Sanjaya Tamang
10. Abiral Tamang
11. Susmita Tamang
12. Milan Thokar
13. Pramila Lama

Students of Grade 9

1. Dipika Gole
2. Ben Lama
3. Reshma Tamang
4. Durga Tamang
5. Manju Tamang
6. Sujan Tamang
7. NingmaGole
8. Asmita Tamang
9. Sujan Thokar
10. Manita Gole
11. Rasmi Tamang
12. Shristi Tamang
13. Kripesh Tamang
14. Karuna Tamang
15. DipsanGole
16. Sabin Thokar

17. Bibek Tamang
18. Prashant Tamang
19. Dipika Tamang
20. Dipsang Gole
21. Saroj Gole
22. Susmita Tamang
23. Anusha Gole
24. Roshani Thokar
25. Anju Tamang
26. Anita Gole
27. Salina Tamang