

USE OF JOURNALS FOR DEVELOPING WRITING

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

**Submitted by
Puspakala Bhattarai**

**Faculty of Education
Prithvi Narayan Campus, Pokhara
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

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2012**

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Date of Submission: 28th Oct 2012**

DECLARATION

I hereby declare that this thesis has been prepared originally on my own effort and has not been submitted earlier by anyone for the purpose of research degree to any university. I am clearly aware of the fact of plagiarism and has been strictly followed the rules of the university.

Date: 15th Apr 2012

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DEDICATION

**Affectionately Dedicated
To
My Parents, Husband,
Children and Dear Near all**

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Puspakala Bhattarai

ABSTRACT

This research has been prepared to assess the effectiveness of journals in developing writing skill of the students at secondary level. For this, the researcher purposively selected Shree Satyawati Higher Secondary School which is located at Vyas municipality-2, Damauli, Tanahun. Forty students of class ten were selected for the study. The tests item were used as major tools for data collection. The students were divided into two groups as experimental (Group A) and controlled (Group B) by using odd and even ranking. Group A was taught using journals in language classroom whereas Group B was taught in conventional way. Each group attended 30 classes and were given similar topics to write. Then, the results of those groups were analysed to determine the effectiveness of using journals in developing writing skill. The result showed that the students who used journals could select better vocabulary, phrases, language construction and organisation in comparison to the students who wrote by getting only instructions from the teacher.

This thesis contains altogether four chapters. Chapter one deals with introduction. It consists of general background, under which different language skills, approaches of teaching writing, application of process-genre approach, mass media and its impact in education and language teaching, journals and its role in language teaching and building motivation, journals as a source of developing writing skill, writing activities through journals, use of journals in teaching different stages of writing are dealt. Finally, first chapter deals with objectives, literature review, significance of the study, definition of key terms. In the same way, chapter two deals with the methodology and procedure adapted during the study. It incorporates sources of data, sampling procedures, tools of data collection, process of data collection, process of data analysis and limitations of the study. Similarly, chapter three deals with the analysis and interpretation of the collected data, which have been analyzed and interpreted on the basis of comparison between controlled and experimental groups. Finally, chapter four presents findings of the study and recommendations.

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LIST OF ABBREVIATIONS AND SYMBOLS

AV	:	Average
Dr.	:	Doctor
e.g.	:	For Example
etc.	:	Et Cetera
i.e.	:	That is
M. Ed.	:	Master of Education
Mr.	:	Mister
Mrs.	:	Misses
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
OALD	:	Oxford Advanced Learner's Dictionary
p./pp.	:	Page/ pages
P.N.	:	Prithvi Narayan
Prof.	:	Professor
Reg.	:	Registration
T.U.	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

At first, this chapter deals with the general background of the study. Thereafter, different language skills are briefly discussed categorizing them into listening, speaking, reading and writing. Next, types of writing have been briefly discussed in regards to its orthographic and phonetic aspect, which is further followed by components of writing such as mechanism, coherence and cohesion. After doing that, the topic flows towards the approaches of teaching writing in regard to product, process and genre approaches and its effectiveness and application in teaching writing. Then, a general introduction of mass media has been given following with its types and usefulness in language teaching. Next step has been taken to discuss the mass media and journals, in general. After discussing about different types of journals availability, its role in motivation has been tried to point out. Further steps have been taken to discuss journals and motivation together. Next step has been taken to discuss about the use of journals in language classroom. This section also wants to focus on ‘Journals for developing writing’ which is further followed by ‘writing activities through journals’ and ‘use of journals in different stages of writing’. Besides, review of related literature has been done. Thereafter, the objectives and significance of the study have been given along with the definition of key terms.

1.1. General Background

Language is one of the major necessities of human life. The existence of language is the pillar of human existence. People from different ethnic and cultural groups communicate by using language either in spoken or in written form. It is the language, which distinguishes human from other creatures. In Sapir’s words, “Language is purely human and non-instinctive methods of communicating ideas, emotions and desires by means of voluntarily produced systems” (as cited in Lyons, 2009, p. 3). Similarly, to Hall (as cited in Yadav,

2004, p. 4), “Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols”. And for Crystal (2003, p. 255), “Language at its most specific level refers to “the concrete act of speaking, writing or singing in a given situation”. All those definitions place language as one of the important and inevitable factors for communication. Although there are many languages in existence around the globe, they have their own specialties and characters. None of the language is superior or inferior in it but the universal use has placed English language in dominant role in the global village.

The emergence of globalization and its effects in the present world has made the learning of English language as one of the basic needs for human life. As Graddol (2006, p. 122) writes, “Good English is an entry requirement for much tertiary education in a global market where English gives the users a ‘competitive advantage.’” Similar view can be found by Crystal (2003, p. 1) when he writes, ‘English has now acquired the title of the world’s leading “global language”’. Obviously, the field of language education is changing at an ever-increasing rate under the effect of globalization. Teaching English language has become a challenge for those who want to teach in real sense. Because “Traditional notions of education are giving way to newer, more innovative ways of thinking about how we learn, teach and acquire knowledge” (Eaton, 2010, p. 6). These notions clearly reflect the changing world ideas, values and the shift of the society from traditional to modernization and need of change in traditional teaching style.

But, the teaching in developing countries is still crawling just with the concept of passing exams and collecting qualifications. Focho (2011) mentions:

The teaching and learning of English in schools has been viewed as a means of immediate academic advancement. Learners are not informed about other potential gains resulting from

proficiency in the language such as access of jobs, international communication and global education. The purpose of studying English should go beyond success in examinations. Apart from course objectives, teachers should come up with general goals and educate students on the contributions of English to development in all its ramifications.

Similarly James (2006, p. 151) also focuses on practical use of English and writes, “A basic goal of English language teaching is that ‘students will apply outside the classroom what they have learnt inside the classroom’”. It has become necessary to learn English in such a way, which helps the learners to use their knowledge outside the classroom and to be in touch with the current global trends. Since, the need of English has been seen in various sectors, to offer the students that English which is appropriate for their needs at the time, has become must and, in this regards, average language teachers face a number of issues and concerns on the daily basis. “Therefore, the issues of which English, what kind of English (general or specific), what kind of English for what kind of learners, and so on remains for the teachers themselves to deal with”(Giri, 2010, p. 65). Giri (2010, p. 65) further writes, “Nepal, like most developing countries, however, is struggling to meet the growing demand of quality English Language education”. So, the job of teaching English for Nepalese English teachers is a rocky road to travel if they truly want to deliver quality education among children. Similarly, by identifying the current trends of teaching English language in Nepal from past to present, Poudyal (2011, p. 6-7) writes:

English in Nepali Public school education system has travelled in fluctuating paradigms since it got formally imported in 1883. Its birth, growth and prescription has gone parallel with the rise and

fall of British imperialism in south (India) and the changing political parameters of home. There are interesting facts, politics of exclusion and nationalism embedded in its history.

British colonization in India is seen as one of the most important source for English to enter in Nepal and the Nepalese government always put it into top priority to have a better understanding of English language and to tackle with global trends. To mobilize the Nepalese human power in global market and to empower them with proper knowledge is also equally important and challenging to us. This can be found further explained by Larsen-Freeman (2007, p. 72):

It is my understanding that knowledge of the English language is a top educational goal for the Nepalese government, and students and their parents. It is recognized that English language skills provide better job opportunities and greater information access, and promote civic involvement. Whether we agree politically or not, English is important in empowering Nepalese.

Globalization is making the world as a small village and the impact of western world and technology has changed the perspectives of the learners regarding the value and need of the language. Bowden (2010, p. 18) clearly points out:

The spread and increasing prevalence of English has been closely connected with the spread of a western worldview....within the challenges embedded in the current world, it is crucial that English language teachers are prepared to reflect on the implicit

and explicit assumptions in the language the use and teach, and facilitate this crucial awareness in their learners.

So, nowadays, it makes the teachers to realise, “The acquisition and development of literacy is not, and cannot be, neutral process” (Bartlett, Burton & Peim, 2004, p. 81). Hence, to meet the changing trends and to search new techniques which can satisfy the growing needs and expectations of stakeholders is being a challenge for the second language teachers especially in developing countries like Nepal. In this regards, the teachers need to be aware about the facts and need to evaluate whether their teaching has enclosed the social needs or not. And it becomes necessary to explore the ideas for teaching. As Sterling (2001, p. 50) states, “In the process of exploration of the ideas, within the emergent paradigm, we can begin to formulate the new ways of teaching which will in turn transform our language capability”. Sterling (2001, p. 50) further adds, “In this process, how we see the world shapes the world and this in turn shape us”.

1.1.1 Teaching of Different Language Skills

Teaching language is mainly regarded as teaching different skills embedded in it. Focusing in one skill of language and ignoring others does not accomplish the goal and cannot meet the current trends of language learning in real sense. Learning of a language is meant for being capable in communication, which requires adaptation of different skills simultaneously. Hinkel (2006, p. 113) writes, “Commonly accepted perspectives on language teaching and learning recognizes that, in meaningful communication, people employ incremental language skills not in isolation, but in tandem”. In regards to this, on the basis of the way language is used; it is classified as receptive (Listening and Reading) and productive (Speaking and Writing) skills. On the perception of Richards and Schmidt (2002), “Communicative Language Teaching (CLT) emphasises the teaching of listening, speaking, reading and writing with content and task based activities”. This makes clear that all four skills of

language are equally essential and should be used in a multi-layered way. Obviously, in the process of teaching, none of the language skill can be taught in isolation. For example, listening and speaking can take place together in conversation, students can write notes while listening to the lecture, and lecturers read their writings in the classroom and so on. So, it is necessary to focus on all to get mastery over the designated language which they are learning. If the learner fails to overcome anyone aspect of language, the learning will turn into failure. Language activation takes place in speaking and writing as well as in reading and listening. Only the degree of activation differs in them. As Hapm-Lyons and Heasley (2010, p.130) states, “Reading and writing are inter-related to each other”.

Due to the emergence of technical development, electronic means of language learning is also being popular day by day. People exchange their ideas through mails, blogs and electronic sources but these also cannot be isolated from reading and writing. Different aspects of language such as pronunciation, spelling, grammar, vocabulary etc. are also regarded as parts of language learning activity inclusive in four skills.

1.1.1.1 Listening

Listening is the primary skill of language learning. It is receptive in nature and supposed to be passive skill of language learning. The effectiveness of listening depends on the level and purpose of listening. As stated by Harmer (2007, p. 265), “we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing and hearing” clarifies that listening skill also do need considerable language activation. It is one of the most widely used skills of language learning. Listening takes place by perception, interpretation, evaluation and action. Underwood (1989, p. 1) writes, “Listening is the activity of paying attention to and trying to get meaning from something we hear”. It clearly defines communication as an activity of receiving the message successfully. If anyone cannot do it properly,

it can cause miss-interpretation or a kind of ice breaking between speaker and learner. This situation is caused by mental and physical barriers. The process of listening depends on various factors such as the speaker, the amount of speech, topic; context etc. Instead of those barriers and factors, “Students can improve their listening skills- and gain valuable language input-through a combination of extensive and intensive listening materials and procedures” Harmer (2007, p. 303). Harmer (2007, p. 303) further classifies listening from extensive and intensive view and writes:

As extensive learning usually takes place outside the classroom, it increases the motivational power of the learner. Likewise, intensive listening can take place inside the classroom in assistance of the teacher who uses audio tape, CD and hard disk or does live taking in the classroom.

So, “Intensive listening assists in repair strategies” (Harmer 2007, p. 306). Two distinct processes in listening comprehension have been recognized: bottom-up processing and top-down processing. In the definition of Richards (1990, p. 50 & 51), “Bottom-up processing refers to the use of incoming data as a source of information about the meaning of message” and “Top-down processing ... refers to the use of background knowledge in understanding the meaning of a message”.

Obviously, listening is one of the four language skills, which should be taught in the language classroom. The language teacher should be aware about the importance of listening in the classroom. The teacher can make the students to listen his/her voice by offering teaching materials such as cassette player, CD, TV, video projector, multi- media system etc. to be used in the classroom. These activities not only motivate the students in their study but also strengthen them by providing sufficient environment to learn English as their second language.

1.1.1.2 Speaking

The language user plays active role in speaking. Among the four skills of language learning, speaking is classified as productive skills. “In productive skill, students actually have to produce language themselves. "Speaking is regarded as fundamental linguistic property of every normal human child. And speaking activities are designed to provoke speaking as a skill where there is a purpose for talking which is not just linguistics” (Harmer, 2008, p. 132).

Learning to speak in foreign language is obviously the most important skill and anyone who uses language in speaking definitely regarded as the ‘speaker’ of the language. McCarthy (1991, p. 118) says, “Spoken language is a vast subject, and little is known in hard statistical terms of the distribution of different types of the speech in people’s everyday lives”. Communicative language teaching emphasize on primary function of language for interaction and communication. Speaking cannot be defined as verbal activity only; it is a complex and complicated ability to express oneself fluently. It involves thinking of what is to be said, in which different supra segmental features such as pitch, stress and intonation need to be used properly.

Since, speaking is one of the inevitable factors of language, without it learning of any language goes in vain. Language is mainly learned for communication. Without being able to take part in communication, the learning holds no ground. So, language teacher should realize it and try to encourage the students for speaking activities. But, in teaching context of Nepal, speaking skill is normally neglected by teachers, students and administrators because the examination system mainly focuses on writing performance of the students. This is definitely a dark side of our teaching and evaluating system.

1.1.1.3 Reading

Reading comes under receptive skill in which the reader receives information encoded in the graphic form. “Reading means the action of looking and understanding the meaning of written or printed words or symbols”, (Turnbull,

2004, p. 1053). Harmer (2007, p. 283) focuses on extensive and intensive reading and points out, “To get maximum benefit from reading, students need to be involved in both intensive and extensive reading”. According to him (2008, p. 99), “Provided that students more or less understand what they read, the more they read, the better they get at it”. In real sense, true meaning of reading skill resembles the recognition of language script, deduction of meaning and use of unfamiliar items, understanding conceptual meaning and understanding relations between parts of a text through lexical cohesive devices. It is regarded as the third skill of language learning as listening and speaking comes under first and second respectively. Wallace (2004, p. 17) describes reading “as the activity of practice, products and process”. A frequent distinction is made between top-down and bottom-up processes of learning reading. Bottom-up processing focuses on developing the basic skill of matching sounds with the letter, syllables, and words written on a page, and, top-down processing focuses on the background knowledge a reader uses to comprehend a written text. The bottom-up approach is associated with a teaching methodology called ‘phonics’, while the top down approach is associated with ‘schema theory’. Lively debate still occurs about which approach is more valid, but for many years now the top- down approach has had a great influence on ESL/EFL pedagogy.

As a language instructor, it is essence for the language teacher to follow up the possible teaching methodology in language classroom so that it can appropriately enhance the reading capability of the learners. This can be managed by providing them sufficient language materials from inside and outside the classroom. Not only the textbook but also other available local journals such as magazines, newspapers, advertisements etc. can be used in the classroom to make them familiar with outer linguistic atmosphere.

1.1.1.4 Writing

The term ‘writing’ refers to a graphic representation of speech sounds. It is the productive skill, which involves manipulating, structuring and communicating.

In Widdowson's view (1978, p. 62), 'one way to writing is to say...."the use of the visual medium to manifest the graphological and grammatical system of the language" and another "that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper".

Similarly, Khaniya (2005, p. 147) writes, "Looking at writing as a piece of discourse (whether it embodies correctness or appropriateness of style, theme, and topic) is to consider it a finished product. Seeing writing from this point of view does not tell us anything about the processes involved in writing".

Khaniya (2005, p. 158) further adds, "However, writing is not any longer seen as merely a way of putting ideas on paper. Rather it is considered a process of generating meaning". Similarly, Spencer (1983, p. 77) states, "Complex thoughts and feelings are crystallised in words and become more directly available for reflection, critique or response". Regarding the growth and maturity of writing skill, Copeland (2007, p. 51) states, "Writing, like all other art, takes time to develop and mature. It is a process. Just as we grow and mature as individuals, we grow and mature as writers". Again, Khaniya (2005, p. 150) views writing as follows:

If we really want to develop our students' writing ability, looking only at what they have written is not enough; we must understand how that product came into being. We also have to try to understand what goes on in the mind of the writer during the act of writing. What can be suggested, here, is that a writing programme should aim at combining both process and product orientation. In the same way, a real test of writing should assess whether the intended testees have acquired certain writing strategies, as for example, organization, revision, coherence, etc., and the linguistic rules as well.

Learning to write in a foreign language is an uphill struggle for most students. Even with simple writing exercises, students often lose interest and do not complete them. As Nunan (1999, p. 251) writes, “Research on this issue indicates that creating a good piece of writing is considered an extremely difficult skill, even in one’s own native language”. In addition to knowing the appropriate grammar and vocabulary, a writer’s ideas must be presented clearly and in an organized fashion while he/she is writing. This is the main reason that makes writing difficult. So, it is a great dilemma for the language teacher and a big hurdle for the learners to catch the proper strategy to write in which the teacher needs to explore the most convincing and successful way to teach the skill. It can be further clarified by Harmer (2007, p. 324) “Many students whose native-language orthography is very different from English have difficulty forming English letters and may have to be taught exactly how it is done”.

Traditionally, the concept of writing focuses from copying to free writing. Bashyal (2000, p. 48-49) has listed them as follows:

Traditionally, writing stages are listed as copying (shapes, letters, words, sentences etc. at the beginning stage), reproduction (write immediately what students have heard or read, e.g. dictation), recombination (reproduce with minor adaptations, e.g. making sentences from substitution table), guided writing (freedom in the selection of words and structures but must base on given outlines or framework, e.g. exercises like parallel writing, developing paragraph on the basis of the outlines etc.), and free writing (free to write on given topics).

This notion is directly related to the productive approach of language teaching. But, after the emergence of process and genre approaches, new vision has replaced the old one. So, in this regards, language teacher should try to maintain balance so that the learners can achieve the knowledge that can fit them with the current global trends.

1.1.2 Types of Writing

There are mainly two types of writing system in English language. They are classified as orthographic and phonetic writing. Rai, (2001, p. 68) writes, “The term orthographic is related to the letters or alphabet and spelling: the term phonetic is related to sound”. This research study mainly focuses on orthographic writing.

1.1.3 Components of Writing Skill

While performing the writing skill, the components integrated in it cannot be isolated. Basically, these components are categorized as mechanism, cohesion and coherence which can be further clarified as follows:

1.1.3.1 Mechanism

Mechanism refers to different aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and numbers. For those students whose language orthography is very different from English have to face difficulty in learning English letters. Normally, learners find it difficult in writing correct spelling. ‘One of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious’ (Harmer 2007, p. 324). Harmer (2007, p. 324) suggests some ideas to tackle with the difficulties and further writes, “To make them aware of the spelling errors we can draw their attention to different varieties of English and make them focus on one variety”. Another aspect to be careful about writing is its layout and punctuation. Defining about layout, Harmer (2007, p. 324) further adds:

Different genres of writing are laid out differently; business and personal letters are different from each other and emails have conventions all of their own. Newspaper articles are laid out in quite specific ways, and certain kinds of 'small ads' in magazines follow conventional formats. To be successful as writers in own or another language, we need to be aware of these layouts and use or modify them appropriate to get our message across as clearly as we can.

1.1.3.2 Coherence

Widdowson (1978, p. 28) writes, "Coherence is defined as the relationship between illocutionary acts". Similarly, Phyak (2007, p. 259) views, "Coherence refers to the relationship between an utterance and the meaning it conveys. It is a semantic relationship of different sense units between or among the utterances"). While doing any writing activity, the learner must be aware about the coherence in writing to make the writing perfect in all sense. Baugrande and Dressler (1981, p. 3-4) have noted out, "It concerns the way in which the components of the textual world, i.e. the configuration of concepts and relations which underline the surface text, re-mutually accessible and relevant". As writing a text in right order is essential factor, its sensible meaning is equally essential. This notion is also addressed by Harmer, (2007, p. 126), "For a text to be coherent, it needs to be in the right order- or at least make sense". On the other hand, Yule (2006, p. 126) defines coherence by saying, "The key to the concept of coherence ('everything fitting together well') is not something that exists in words or structures, but something that exists in people. It is people who 'makes sense' of what they read and hear".

In this regards, Phyak (2007, p. 259) further says, “Coherence can be achieved through a good organization of a text: Chronological Organization, Spatial Organization and Lexical organization”.

1.1.3.3 Cohesion

Cohesion relates to the grammatical relationships between different elements of a text. Baily (2006, p. 73) defines Cohesion as, “Cohesion means linking phrases together so that the whole text is clear and readable”. Similarly, Phyak (2007, p. 259) says, “Cohesion refers to the grammatical and lexical relationships between different elements of a text. This may be the relationship between sentences or between different parts of a sentence”. On the other hand, cohesion as described by Yule (2006, p. 125), is, “The text must have a certain structure that depends on factors quite different from those required in the structure of a simple sentence. Some of those factors are described in terms of cohesion”. According to Widdowson (1978, p. 31), “Cohesion is the overt linguistically-signalled relationship between propositions”. In the similar way, in the view of Beaugrande and Dressler (1981, p. 3), cohesion mainly “concern the ways in which the components of surface text, i.e. the actual words we hear of see, are mutually connected within a sequence”.

From the above definitions described by different scholars, it is obvious that cohesion is a systematic ordering of different elements in a sequence so that it can be produced as a clear and readable text. Since coherence is a vital component of writing, it cannot be ignored by language learners. Instead, focusing on coherence is imperative in writing a text in a language.

“Two levels of cohesion have been identified: sentential (intra sentential) cohesion and textual (inter sentential) cohesion. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences” (Phyak, 2007, p. 260).

1.1.4 Approaches in Teaching Writing

Since it is clear that teaching writing is a difficult task that needs enough attention to cope with the situation on which the writer is writing a text. For that, we need to create the suitable situation for the students. Creative activities of the teacher plays vital role in the classroom and equally encourages the students in learning. Brumfit and Carter (1986, p. 23) say, “None of us teaches anything worthwhile directly to the students; we simply create conditions for successful learning”. Various approaches have been formulated on teaching writing both inside and outside the classroom. To make the written language class more effective, the teacher as well as the students must be aware of these approaches so that they can select the best option for their learning process. An understanding of the rationales and critiques of these approaches is important for English teachers who want to be more effective writing instructors. “We need to choose between them, deciding whether we want students to focus more on the genres, and whether we want to encourage creative writing- either individually or cooperatively. We will want to build the ‘writing habit’”, (Harmer 2007, p. 325). If we study different approaches explored by scholars, different views can be found to choose the best option, which can fit for the process of teaching writing activity. There is no single most excellent way of teaching foreign languages. So, the successful and responsible language teacher will not confine himself/herself to only a single method of language teaching.

1.1.4.1 The Product Approach

A product approach is “a traditional approach, in which students are encouraged to mimic a model text, usually is presented and analysed at an early stage” (Gabrielatos, 2002, p. 5). Similarly, Badger and White (2000, p. 156) say, “In a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing”. The process of writing in this approach defined by Phyak (2007, p. 258) is, “Product-oriented approaches to the

development of writing favour classroom activities in which the learners is engaged in imitating, copying and transforming models of correct language”. Similarly, Harmer (2007, p. 325) says, “When concentrating on the product, we are only interested in the aim of a task and in the end product”.

All the above definitions by different scholars conclude that Product Approach is a traditional approach in which students are supplied a sample text and they are expected to follow the standard to construct a new piece of writing by imitating, copying and transforming the models being interested in the end of the product.

According to Steel, (as cited in Badger & White, 2000, p. 156):

Product Approach comprises of four stages. These can be categories as familiarization, controlled writing, guided writing, and free writing. The familiarization stage aims to make learners aware of certain features of a particular text. In the controlled and guided writing sections, the learners practice the skills with increasing freedom until they are ready for the free writing section.

Although product approach focuses on the above four stages, it is blamed as a 'shot approach' and ignores the cyclic process of writing and correcting the errors within those varieties of texts. It just focuses on final product as Brown (1994, p. 320) defines, “With the product approach, teachers focus on what a final piece of writing will look like and measure it against criteria of “vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation,” as well as content and organization”. In the same way, Raimes (1983, p. 19) writes, “The normal procedure is to assign a piece of

writing, collect it, and then return it for further revision with the errors either corrected or marked for the student to do the corrections".

The strengths of product approaches are pointed out by Badger and White (2000, p. 157), "Their strengths are that they recognize the need for learners to be given linguistic knowledge about texts, and they understand that imitation is one way in which people learn". Similarly, Badger and White (2007, p. 157). also write the weaknesses of product approach, "... that process skills, such as planning a text, are given a relatively small role, and that the knowledge and skills the learners bring to the classroom are undervalued". The product approach in writing has criticism, which is listed by Yan (2005, p. 19) as follows:

The product approach has received much criticism because it ignores the actual processes used by students, or any writers, to produce a piece of writing. Another criticism is that this approach requires constant error correction, and that affects students' motivation and self-esteem. The product approach does not effectively prepare students for the real world or teach them to be the best writers.

In conclusion, product approach focuses on final draft, "Nevertheless, the product approach still has some credibility because at some point there will be a final draft that requires attention to grammar, spelling, and punctuation" (Yan, 2005, p. 19).

1.1.4.2 The Process Approach

Kroll (2001, p. 220-221) writes, "The "process approach" serves today as an umbrella term for many types of writing courses...what the term captures is the fact that student writers engage in their writing tasks through a cyclical

approach rather than a single –shot approach’. In the similar way, White and Arndt (as cited in Harmer 2007, p. 326) stress that ‘...writing is re-writing... re-revision- seeing with new eyes- has a central role to play in the act of creating text’. Similarly, Phyak (2007, p. 258) writes, “Process-oriented view of writing believes that competent writers do not produce final texts at their first attempt, but that writing is a long and often painful process in which the final text emerges through successive drafts”. Similarly, Tribble (1996, p. 37) suggests, “Writing activities is that in which learners form the generation of ideas and the collection of data through to the ‘publication’ of a finished text”. Tribble (1996, p. 39) further says, “There are different views on the stages that writers go through in producing a piece of writing. But a typical model identifies four stages: prewriting; composing/ drafting; revising; and editing”. Regarding the stages, Yan (2005, p. 19) mentions:

These stages are recursive, or nonlinear, and they can interact with each other throughout the writing process. For example, many writers return to prewriting activities during some stage of the revision process to develop a new idea or refine a viewpoint. The process approach emphasizes revision, and also feedback from others, so students may produce many drafts with much crossing out of sentences and moving around of paragraphs. An important element of the process approach is the meaningfulness it brings to learners, who make a personal connection to the topic and come to understand the processes they follow when writing about it. The result will be improved student writing because the connection with the topic and processes gives students something interesting to write about and the tools to do it.

Badger & White (2000, p. 157) criticize the process approach and write:

The disadvantages of process approaches are that they often regard all writing as being produced by the same set of processes; that they give insufficient importance to the kind of texts writers produce and why such texts are produced; and that they offer learners insufficient input, particularly in terms of linguistic knowledge, to write successfully. The main advantages are that they understand the importance of the skills involved in writing, and recognize that what learners bring to the writing classroom contributes to the development of writing ability.

Badger and White (2000, p. 158) further add, “Nevertheless, the process approach is widely accepted and utilized because it allows students to understand the steps involved in writing, and it recognizes that what learners bring to the writing classroom contributes to the development of the writing skill”.

1.1.4.3 The Genre Approach

“This approach focuses on writing for a particular discourse community or for specific purposes. For example, letter to the editor, approval letter, formal letter, news, articles, etc.” (Basyal, 2009, p. 15). The notion of genre is defined as “abstract, socially recognized ways of using language” (Hyland, 2003, p. 21). Genre approaches are relative new comers to ELT. “Like product approaches, genre approaches regard writing as predominantly linguistic but they emphasize that writing varies with the social context in which it is produced. So, there must be a range of kinds of writing, or genres, such as letters, research articles, and reports- linked with different situations” (Flowerdew, 1993, p. 307). In the ELT field, Dudley- Evans (1997, p. 154) also

identifies three stages in genre approaches to writing. “First, a model of a particular genre is introduced and analyzed. Learners then carry out exercises which manipulate relevant language forms and, finally, produce a short text”. As Nunan (1999, p. 280) explains, different genres of writing, “Are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre.” In the view of Yan (2005, p. 19), “By investigating different genres, students can perceive the differences in structure and form and apply what they learn to their own writing. Even in the classroom, where academic writing usually predominates, writing tasks can be introduced that are based on different genres with roots in the real world”. Cope and Kalantzis (1993, p. 20) write about three phases of writing in genre approach: (1) the target genre is modelled for the students, (2) a text is jointly constructed by the teacher and students, and (3) a text is independently constructed by each student.

Similarly, Badger and White (2000, p. 157) highlight the weaknesses and say, “The negative side of genre approaches is that they undervalue the skills needed to produce a text and see learners as largely passive”. They (2000, p. 157) further add, “More positively, they acknowledge that writing takes place in a social situation, and is a reflection of a particular purpose, and understand that learning can happen consciously through imitation and analysis”. In regard to the value of genre approach, Yan (2005, p. 19) says, “The genre approach succeeds at showing students how different discourses require different structures. In addition, introducing authentic texts enhances student involvement and brings relevance to the writing process”. In the view of Hasan and Akhand, (2010, p. 81), “Genre based approach considers writing as social and cultural practice. The purpose of this writing involves the context where the writing occurs and the conventions of the target discourse community”. In this sense, relevant genre knowledge needs to be taught explicitly in the language classroom.

To sum up, genre approach focuses on specific genre in process of writing. It consists of three stages- model text to students, joint construction and independent construction. It is a reflection of particular purpose and learning can happen through imitation and analysis in social situation.

1.1.5 Application of Process- Genre Approach in Writing

With the pace of changing global trends and techniques in language use, the teachers need to update themselves with the needs and interests of students and society. For that, just adopting one approach in teaching writing for all ages cannot be concluded as a successful teaching activity in the language classroom. So, they need to upgrade their knowledge and up-to-date their performance. As Yan (2005, p. 20) writes, "Today many writing teachers recognize that we need not rigidly adopt just one approach in the writing classroom. In some cases, combining the approaches result in a new way of thinking about writing". A successful language teacher always tries to apply best and the most effective teaching methodology in their classroom which can be the fusion of product, process and genre approaches as Badger and White (2000, p. 158) write, "An effective methodology for writing needs to incorporate the insights of product, process, and genre approaches. One way of doing this is to start with one approach and adapt it". Similarly, describing the steps for process genre approach, Goodman (1996, 2005, p. 20) describes the teacher's activities and writes:

When using the process genre approach, teachers should be aware of the following three steps. First, the teacher should adopt the role of assistant and guide work closely with students to encourage them offering helpful feedback and suggestions...second, teachers should directly train students about writing strategies....third, teachers should include the

listening, speaking and reading skills in writing class. Integrating the four language skills promotes the expansion of the students' overall language competence.

Teaching procedures for the process genre approach are divided into the following six steps according to Badger and White (2000, cited in Yan, 2005, p. 21). They are as follows:

a Preparation

The teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre, such as a persuasive essay arguing for or against an issue of current interest. This activates the schemata and allows students to anticipate the structural features of this genre.

b Modeling and reinforcing

In this step, the teacher introduces a model of the genre and lets students consider the social purpose of the text, including who the audience will be. For example, the purpose of an argumentative essay is to persuade the reader to act on something. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about the particular genre.

c Planning

In this step many meaningful activities activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience.

d Joint constructing

During this step, which will facilitate later independent composing, the teacher and students work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the blackboard or computer. The final draft provides a model for students to refer to when they work on their individual compositions.

e Independent constructing

At this point students have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process. The writing task can be continued as a homework assignment.

f Revising

Students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers.

In this context, Belbase (cited from Nelta Choutari, 2012) says, "In the practice to produce optimal learning benefits, teachers should constantly and systematically record, contemplate, and analyse what they have done in the classroom, and use their reflective experience as a basis for improving their instructional practice". This approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. Using these steps

develops students' awareness of different text types and of the composing process.

Hence, process genre approach is seen as the latest and mostly debated concept in teaching writing to English language learners. Different scholars have defined and analysed it in different way but Badger and White are supposed as the pioneer of process genre approach in teaching writing.

1.1.6 Mass Media: A General Introduction

Mass media is a type of communication whether written, broadcast, or spoken, that reaches a large audience. Media are prevalent in this industrialised world that they have a powerful impact on how those populations view the world. Without the media, most people would know little of events beyond their immediate neighbourhood. So, the knowledge of all these triggering vehicles of language transformation can be considered as important tools to teach for language teachers as well. Turow (2009, p. 12), defines mass media and writes:

One way to understand mass communication is to show its similarities to and differences from other forms of communication. One similarity is that mass communication takes place through media. Small group can come together in virtual classroom that are connected by wired networks. In other words, the channels used in mediated forms of interpersonal group, organizational and public communication are sometimes similar to those used in mass communication.

According to Durant and Lambrou (2010, p. 5), "The style of language in media, at different times or at different stages of social development, reflect the capabilities and availabilities of media technologies, as well as necessary skills or aptitude associated with them". Among different means of mass

communication, Astor (1991, p. 5) writes, “Newspapers to-day are pleasanter to the eyes and easier to the mind than they used to be: they are brighter, they are better printed, and they are more entertaining, more picturesque”. Mass media can be categorised in different groups on the basis of the medium it is delivered to the audience. Biagi (2012, p. 9-10) writes, “Mass media can be categories in eight different groups. They are- books, newspapers, magazines, recordings, radio, movies, television and the internet”. The television in the living room, the newspaper on the doorstep, the radio in the car, the computer at work, and the fliers in the mailbox are just a few of the media channels daily delivering advertisements, news, opinion, music, and other forms of mass communication.

Teachers who are teaching English as second language to their students should be able to insert these widespread mechanisms in their teaching process. This can assists them in their efforts and equally enhance the learning capabilities of the learners

1.1.6.1 Mass Media and Education

In the developing countries of the third world, the mass media like TV and Radio is used for education. Some Third world countries in the use of mass media for education are described as follows:

a India

Indian broadcasting and telecasting systems owned and operated by the government, has been used for instructional purposes since the 1950s. According to Ahuja and Chhabra (1997, p. 63), “India has been using broadcast media for formal education since 1961. In that year, two hundred fifty schools in Delhi were installed with television sets for in-school viewing. By 1964, over 100,000 students were studying various subjects with the aid of television”. The impact of television in teaching indicated that television is a useful aid to teaching and students learn more with television.

b Thailand

In Thailand, instructional school radio, started by the ministry of education in 1958 reaches as Ahuja and Chhabra(1997, p. 63), write "more than a million primary school students". It was used to teach social studies, music and English.

c EL Salvador

EL Salvador was the first developing country to use educational television on a large scale for formal education. Under the 1968-70 development plan, as Ahuja and Chhabra (1997, p. 63) present, "Educational reform was introduced to educate a large number of people and to improve the quality of curricula of secondary school. Grades 7-9 were chosen for an educational television project".

d Philippines

In the Philippines, radio was used extensively in a new land reform programme that lasted from 1973 until 1978. The project was national in scope, as Ahuja and Chhabra (1997, p. 67) write, "involving 5000 villages. In addition to radio, print materials were used to support the programme."

Thus, mass media entered in both formal and non-formal education system of third world countries.

1.1.6.2 Mass Media and Language Teaching

As concerns relates to learning language, definitely, it is necessary to explore the ideas, which can satisfy the learners to address demanding changes. Dewey states, "Mass media is one such potent force in the social environment of education. Through modern electronic techniques and technologies, mass media prove that education is, really comprehensive not confined within four walls of the classroom" (cited from Aman Sharma's 'What is the role of mass media in providing Education?'). This saying clearly describes the usefulness of Mass Media. In this regards, the importance of Mass Media cannot be isolated

in the language class. Mass Media has greatly influenced the world language and it is inevitable in process of language teaching and learning nowadays.

But to apply mass media during teaching inside language class in a developing country like Nepal is a hard goal to grasp. So, Tafani (2009, p. 81) writes, "Using various kinds of Media in the classroom has been a challenge, and how to bring these Media in the classroom is more than a challenge". Students and teachers should be able to use different media through different technologies in their classrooms. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc. and tasks which develop reading, writing, speaking and listening skills as these are the basic skills to be learnt by the students in the language classroom. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom.

Media keep readers informed about what is happening in the world, they extend their knowledge and deepen their understanding. Media today have an enormous impact. They have become so important that it is rarely that we can live without them, and above all they enhance motivation. With the aid of digital technology, it is today possible to create multimedia environment which includes "online instructional presentation, interactive lessons, e-courses, simulation games, virtual reality, and computer supported in-class presentation", writes Mayer, (2001, p. 1).

Similarly, Grigoryan and King (2008, p. 3) write, "Advertisements and other media messages are available virtually everywhere, and giving language learners the opportunity to evaluate them and create their own written texts allows students to develop their critical thinking and communication skills".

1.1.6.3 Mass Media and Journals

Since mass media holds a big ground in process of language learning, journals are equally essential texts as being a part of mass media. The newspapers, magazines, booklets and electronic documents can be regarded as the valuable source of journals. It can provide us sufficient knowledge about going on social and cultural information through media language. Journals use different genres of language, which enables students to cope with all aspects of language learning in current social mode. According to Ahuja, (1996, p. 1), “In modern societies, journalism has become the media of mass communication providing supplementary education to students at all stages and to the general masses-educated and uneducated”.

1.1.7 Journals: A Genre an Introduction

“Journal is a newspaper or magazine that deals with a particular subject or profession” (Turnbull, 2010, p. 838). Genre can be of different types and it depends on the perception of the users who share the same language culture. To teach the students about different genre means to make them aware of different varieties of text with in a language. In this regards, Harmer (2007, pp. 31- 32), states that:

A genre is a type of written organization and layout (such as advertisements, a letter, a poem, a magazine articles etc.) which will be instantly recognized for what it is by members of our discourse community- that is any group of people who share the same language customs and norms...when we teach students how to write letters, send emails or make oral presentations, for example, we will want them to be aware of the genre norms and constraints which are involved in these events. However, we need

to make sure that we are not promoting straight forward imitation, but rather making students aware of the possibilities and opportunities. One way of doing this is to show them a variety of texts within a genre rather than asking for slavish imitation of one type.

As today's educational world is highly benefitted with the knowledge of genre and its use in language teaching and learning, its importance has been realized. So, Hyland (2008, p. 543) argues that “today, genre is one of the most important and influential concepts in literary education”. According to Ahuja, (1996, p. 1-2):

With the mass communication, at its disposal, the journalists can spread literacy so that citizens can be taught the skills needed for their respective fields of activities...journalists are trying the audio-visual media to leap over the barriers of illiteracy and provide knowledge and awareness about social problems to citizens... .On one hand, it performs the utilitarian purpose of information and on the other, it provides entertainment to its readers by publishing short stories, poems, sports, cinema features etc.

Different perceptions described above clearly connect journals and genres as these are purely interrelated to each other. The journals written in different genre are equally useful sources for language learners.

1.1.7.1 Types of Journals

Journals come in all shapes, sizes and purposes. It can be written in various sectors. The journals which enhance the language learners are normally related to their interests and purpose of their study. Journals are normally field oriented and useful to the readers to enhance their language capability. Journals are generally typed on the basis of the aim they are used. It can be classified as economic journals, scientific journals, linguistic journals, historical journals, commercial journals and so on.

1.1.7.2 Role of Journals in Motivation

As journals are written on varieties of knowledgeable sectors, the students can easily be motivated in their study. This indicates the essence of journals in language classroom to motivate as well as to enrich them with outer language circumstances. According to Baxter (2009, p. 26), “Journals offer additional advantage: they bring mind and body closer together... for many students and teachers, journals offer an opportunity to find a personal connection with the course material”. This suggests the role of journals in motivation during teaching- learning process in language classroom.

1.1.8 Journals and Motivation

Because writing is such a difficult skill to master, students often experience lack of motivation, which is a notable characteristic of some second language learners. Motivation is a complex construct, and there are many factors that might inspire students to master a foreign language. For example, students want to learn English for their careers, to study abroad, or for self-fulfillment. These are the factors that teachers can use to motivate students. In addition, all students have particular needs and interests, which teachers also can take advantage of to create motivating writing lessons and activities. The benefit of focusing on students’ needs and interests when developing language lessons is that the students respond positively to meaningful learning that engages their interests and feelings. According to Brooks and Grundy (1990, p. 45), “When

feelings are touched, learners are totally involved in the writing and appear at times to be writing above their capability”. In this regard, the use of several interesting documents like journals in the classroom can be proved very useful to encourage and motivate the students in their study. The well designed planning for writing offers the opportunity to match tasks with interesting topics that are relevant to the students. The newly introduced activity and topics can help students become active, involved participants in writing tasks. As Bossone (1979) points out:

Learning to write is largely a process of learning to think more clearly. By recognizing logical thinking in what they read, students will be able to use this knowledge to organize and develop ideas in their own writing. Therefore, to accelerate language acquisition and aid the students’ writing, they must be exposed to extensive comprehensible written input, and then encouraged to employ syntactic and rhetorical patterns from these texts in their own writing.

1.1.9 Using Journals in Language Classroom

Teaching English is really a challenge to the second language teachers in a developing country like Nepal where the teachers basically depend on the prescribed textbook as a only means of teaching. Learning and teaching of reference materials and focusing on the contemporary use of language, its significance and use in teaching, is rarely analysed by the teachers. Instead of creating motivated environment by providing different interesting materials related to the curriculum, the rigorous practice of course book is done in the classroom. But the teachers who are aware of the usefulness of journals are keeping them and using them in their daily teaching practice. For them, it is nothing, just like a keeping diary.

According to Mukundan (2007, p. 84):

Teachers keep reflective journals when covering several units or chapters of the textbook. While many teachers complain that they rarely have time for supplementary activities like that of keeping journals or logs, it is important to bring awareness to teachers that keeping journals should not be considered a chore but rather an activity very much like keeping a personal diary.

Journals can be adapted to a wide variety of teaching situations. As Baxter (2009, p. 25-26), suggests the following three situations to adapt journals in language classroom.

Starting class: Start class with five minutes of journal writing. Students could be asked to write about a question that will be the subject of that day's lesson. Perhaps students could listen to a quotation that will form part of the lesson and write a response to it. Use the first five minutes of class as a transition from what the student was doing before class started (walking, eating, talking, on a cell phone, listening to an iPod) to the subject of the class.

Ending class: End class by asking students to describe one thing they learned today what lingering questions or confusions they still have. Ending class with a journal activity asks students to finish the period by synthesizing the course materials rather than by grabbing their jacket, cell phone, books, and notebook.

Focusing: Interrupt a lecture by asking students to write for five minutes. Listening is a passive activity and note-taking is often mechanical. Plan a pause in the middle of the lecture and ask students to write an answer to a question that connects to the section of lecture they just heard. A heated discussion dominated by two or three students can be cooled off by asking all the students to write down their opinion on the topic and why they think as they do. A class

where students are reluctant to participate might re-energized by having students write about the topic. Even the best of students drift off and daydream occasionally. Journal writing requires students to stop being observers and to be participants for a few minutes.

1.1.10 Journals for Developing Writing

Modern science and technology has made the globe as a small village where the access to different varieties of writing materials such as books, journals, newspapers, and e-library are easily possible by the help of computer and internet. Teaching the students as dreamed and desired by the teacher is not a difficult job for them. Students can easily be benefitted by the extensive use of reference materials among which journals are one of the sources achievable to them. “Journaling improves writing fluency, provides practice with the mechanics of writing, and helps students choose topics and reflect on ideas” (Morrow, 2009). Among many types of Mass Media, Journals are exclusively useful in understanding the outer information besides one’s own home. It helps to learn the social context around us. As Harmer (2007, p. 411) writes, “Journals are powerful reflective devices which allow us to use introspection to make sense of what is going on around us”. Journal discusses the current issues and matters and it can be a valuable source of knowledge. Those discussions are always selected from heterogeneous sectors. Daily use of journals in language classroom can enhance the students’ ability to learn varieties of vocabularies. It helps to broaden the minds. By using journals as their reading materials as well writing tool, students can feel themselves totally correlated to the social context. The topic defined in the journals helps the students to absorb extra knowledge which are essential to them. The journals written on scientific, linguistic, business etc. atmosphere are really beneficial for them to accomplish their goals of learning. This can definitely be achieved through the sufficient use of journals, which arises interest among the learners.

1.1.11 Writing Activities through Journals

‘Journal keeping is certainly “writing what you know”, (Ludwing, 2007, p. 11). It means journal keeping is not a difficult task that we need extra time and efforts. It helps the learners to get more information and knowledge. According to (Richards, Platt & Platt, 1999, p. 208):

Journals provide students with an opportunity to reflect on learning, and are usually shared with the teacher on a regular basis but not graded. In this way, the teacher may be able to find out how the student is progressing and the students gain additional opportunities to practice writing. In writing classes, journals may be used as a pre-writing activity and also as a way of encouraging students to develop fluency in writing through writing regularly on topic of their own choices.

Journals can be useful in every subject. “The multiple intelligences concept is an excellent rationale for using journals in every subject-physical, education, music, math, science- and for many purposes-exposition, reflection, problem solving, creating design” ,(Isaacs & Brodine, 1994, p. 10).

Similarly, Harmer (2007, p. 327) writes:

Journals are found in different genres. When teacher concentrates on genre.....if we want students to write business letters of various kinds, we let them look at typical models of such letters before starting to compose their own. If we want them to write newspaper articles, we have them study real examples to discover

facts about construction and specific language use which are common to that genre. This forms part of pre-writing phase.

Harmer (2007, p. 327) further writes, "Genre approach is also highly useful for general English students, even at low levels, if we want them to produce written work they can be proud of".

1.1.12 Use of Journals in Teaching Different Stages of Writing

Journals are the devices, which can be used frequently in the language classroom. In this regard, (Young, 1999, p. 18) advises, "To integrate journals into the fabric of a course and make regular frequent use of them in class which will impress upon students that journals are valuable, not just busy work because they are used daily as students and teachers build the knowledge of the course". According to the suggestions given by Baxter (2009), journals can be used in different stages of teaching writing as described as follows:

- a Ask students to buy a notebook and inspire them for a journal entry.
- b The language of journals can be English, but it could be their first language.
- c Collect and read the journals on a regular basis—but do not correct. If you feel you should respond, then write about something you liked.
- d Ask students to leave a blank page between entries for room to comment later.
- e Encourage students to write about a wide variety of topics, but the topics should always, at least in some way, connect with the class.
- f Keep a journal along with your students. Ask your students to write during class time, and write along with them.
- g Look for ways to use the journal during class time. Even if you can find only five minutes per week of class time, that time could be used for

journal writing. Look for ways to connect the journal with what you consider important in the class.

The above mentioned suggestions can be applied in the language class for the students of English who are learning it as second language if the teacher wants to make the students achieve the exact goal of writing.

In the similar ways, in 'Professional Journalism' Kamath (1991, pp. 235-236) has given some simple rules to follow if anyone wants to make a living writing. These are:

- 1 "Study the magazine field. Find out what different magazines are publishing. Make a list of articles that have appeared in an entire year. In the magazines, you are most interested are likely source of revenue. Analyse each article for length, type of illustrations used, publication frequency, and timeliness. You now have a rough idea of what type of articles may be acceptable. Meanwhile also check for other magazines in the field. If you intend to write on sports, find out about all the sport magazines in India. If you know of only a few magazines in a field, do not assume that there are not others. Check.
- 2 Look for ideas. Article ideas are everywhere. All you need is to match the idea with the requirements of a magazine. If you have a general picture of what a magazine wants- based on your own analysis of its articles over a length of time- and you have an idea that could conceivably fit the magazines' particular requirements, you have jumped the first hurdle.
- 3 Develop the idea. Once you have the right idea, the next step is to expand your know-how of your subject. Research the subject thoroughly most free-lance writers of substance. Keep extensive clippings for ready reference. Additionally, they will do a great amount of daily reading make notes while doing your research. If the subject requires interviews in depth, get set to interview people.

- 4 Keep an unbiased mind. No matter how strongly you feel about a subject, maintain a balanced out. Nothing is more self-defeating or counter-productive than to ride your favourite hobby horse. Editors are not interested in your prejudices. They can supply their own if need be.
- 5 Write clearly and tightly. Organize your thoughts. Do not attempt to write the article at one stretch. Do an outline first. This helps you analyse your idea, in the first instance. Even as you write your outline, you will come to appreciate what to put in and what not to. Outlining helps you concentrate on the job on hand and to tailor your story to the editor's needs. Essentially, it will help you ensure your story a beginning, a middle and an end".

These concepts clearly point out the usefulness of journals in language classroom and the processes to go through different stages of writing by using journals. Since, it equally triggers the current needs of awareness to teachers and learners regarding its use in language class. Language teachers should be able to grasp the changing world view and try to maintain teaching live to transfer their knowledge to learners. Then only a language classroom becomes a real one and enhances the learners to be motivated.

1.2 Review of Related Literature

Some of the researches related to this study are as follows:

Chapagain (1999), has conducted research work on "Use of teaching materials and its impact in the English language Learning, a case study". The findings showed that teaching aids were effective and available supplement in teaching English and Language skills.

Gurung (2006), in the book entitled "The features of quality education" has presented on the effectiveness of materials classroom, which helped the students to create new ideas and skills by themselves in friendly environment in an effective way.

Baxter (2009), has studied on “Journals in the Language Classroom” to find out the benefits of journal in the learning language.

Poudel (2011), carried out a research work on “Effectiveness of Audio Aids in Teaching Speaking skill. “The prime objective of this study was to find out the” effectiveness of audio aids in developing pronunciation skill” and concluded that teaching pronunciation through audio- dictionary is found more effective than the teaching pronunciation without using audio diction.”

Subedi (2011), conducted a study entitled “Techniques used in teaching pronunciation” with an objective to find out the most frequently used techniques in teaching pronunciation in the primary level. From the study, he came to a conclusion that drills and modeling are the most frequently used techniques in teaching pronunciation by the primary level teachers.”

The above mentioned studies are related to teaching materials and journals in the developing of language proficiency in second language classroom but no study has been carried out so far on the use of journals as source for developing writing. Therefore, this study will be a new topic for the researcher and will give a new conclusion to the people working in this field.

1.3 Objectives of the Study

The researcher had done this research in order to achieve the following objectives:

- a to access the effectiveness of using journals for developing writing skill in second language classroom.
- b to suggest some pedagogical implications.

1.4 Significance of the Study

The finding of the study will be useful for those teachers who are teaching English to second language learners. It will be helpful for them to understand how the journals are useful in language classroom. In one side, the emergence

of new innovative ideas are occupying the place and value in modern language learning scenarios, on the other side, the need of more specified knowledge has triggered the globe to cope with the current trends. In this regard, particularly, those monotonous drills along with the simply text books can result less interest among the learners due to which this technique can be beneficial for motivating the students by choosing the topic from new and contemporary social issues. This study will be equally useful to those who are involved in this field and those interested in this field. Hopefully, it is also significant to curriculum designers, students, textbook writer, trainer, researchers etc.

1.5 Definition of Key Terms

Genre	:	A particular type or style of literature
Journal	:	A periodicals on particular subject
Skill	:	The ability to do something well
Writing	:	The activity of writing something
Performance	:	The condition of doing something
Process	:	A series of things that are done in order to achieve a particular result
Product	:	A document that is grown or produced and is ready for use
Media	:	A modern source to provide information

CHAPTER TWO

METHODOLOGY

This chapter describes the methods used during the study for the completion of thesis work. Especially, it discusses about the sources of data, sampling procedures, sample population, tools for data collection and the limitations of the study, which are given in detail below.

2.1 Sources of Data

Both the primary and secondary sources of data had been used to find out the use of journals in English classes because only one type of data, i.e. neither primary nor secondary, can fulfill the total requirement of this research.

2.1.1 Primary Sources of Data

The total population of the study was grade X students of Satyawati Secondary School, Damauli, Tanahun. This school was selected because it is located in the town area and it is one of the schools in which multilingual population is available and students of this level are in level of using journals in their ELT classes. However, the sample primary source of data was the students who were selected for the study.

2.1.2 Secondary Sources of Data

The major secondary sources of data were various books, journals, articles and unpublished theses, e.g. several books such as Ranjt Kumar (2005), ELT Journal (2006), Teaching English Forum (2005, 2008, 2011), NELTA Journals (2007, 2009, 2010), Local Magazines, several electronic journals available in websites and the text book of grade X were used to carry out the research.

2.2 Population of the Study

The total population of the study had been taken from grade X students of Satyawati Higher Secondary School, Damauli, Tanahun because it was not

possible to include all the secondary level students of Nepal in order to carry on this study and it was supposed that the sample population would represent all English language learning students at different schools of Nepal.

2.2.1 Sample Population

Forty students of class ten were taken as the sample population of the study.

2.2.2 Sampling Procedures

It was selected by judgmental sampling procedure. In order to maintain equal proficiency level of both groups for data collection procedure, forty students of class ten were selected purposively using random sampling and divided them into two groups. To make the research more effective, 20 students in group A and 20 students in group B were selected by using random sampling method so that each and every student could get the equal opportunity to be selected.

2.4 Tools for Data Collection

The researcher used test items (pre-test and post-test) as the research tool in this research. Five test items were prepared by selecting them from different journals and newspapers (appendix I). These were taken from various sectors and genres such as current news writing, story writing, letter writing, essay writing, paragraph writing etc. Topics were provided to the students and were told to write on it on the basis of the clues given in the question.

2.5 Process of Data collection

Following process had been followed while collecting data from Primary Sources:

- a First of all, the researcher went to the field and built rapport with the concerned people.
- b The researcher developed the test items for pre-test (appendix I).

- c The pre-test was administered to identify the level of proficiency before and after experimental teaching in writing comprehension.
- d After doing pre-test, the students were divided into two groups. They were group 'A' i.e. experimental group and Group 'B' i.e. controlled group with the help of odd and even ranking number. The ranking procedures were as follows (appendix III):

Table 1
Students' Ranking Procedures

Pre-test rank	Group A	Group B
1-20	odd	even
21-40	even	odd

- e Lesson plans were prepared to teach the students by selecting them from different journals (appendix II).
- f Thirty lessons to each group were presented in which group 'B' was taught in conventional way i.e. by giving instructions from teacher and another group i.e. group 'A' was taught by allowing the students to use journals in the classroom.
- g A post-test was administered at the end of the teaching. For this, the researcher used the same set of questions, which were used in the pre-test to both of the groups (appendix I).

2.6 Process of Data Analysis

In the process of analysing the data collected from the students, the researcher used both quantitative and qualitative approach. The written answer sheets of the students were marked on the basis of language levels such as lexical, phrase, clause, sentence, discourse and grammatical. After marking their writing, the average score of each test item was calculated and judged by comparing them between group A (Experimental group) and group B (Controlled group). The group which scored higher average marks in post test

was considered as better learner than that which scored lower average marks in post test.

2.7 Limitations of the Study

The study was limited to the following conditions:

-) The study was limited to only one government aided secondary level school of Tanahun district.
-) The total population of the study was limited to the only 40 students of grade 10 of Satyawati Higher Secondary School.
-) The study was limited only to writing comprehension (skill).
-) It was further limited to only 60 classes (30 classes to each group).
-) The use of journal of developing writing skill was limited to the procedure.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The major objectives of the thesis were to find out the effectiveness of journals in language teaching. So, in this regards, this chapter deals with the analysis and interpretation of the data collected from the primary sources. It provides descriptive analysis of current writing trends of students and impact of journals in their writing capability in English language classes. While carrying out the analysis and focusing on the students' ability in writing comprehension by using journals in English classroom, following analysis were done comparatively.

- i Holistic comparison
- ii Item wise comparison

The above mentioned sub-titles mainly performed two tasks. First sub-title, 'Holistic comparison' synthesizes the general performances of both groups i.e. experimental and controlled. Then, the second sub-title, 'Item wise comparison', incorporates with writing performances in different genres of the students before and after the use of journals. In these comparisons, the scores from the tests (pre-test and post-test) were tabulated under each subtitle and the average scores have been calculated out of the individual scores.

3.1 Holistic Comparison

Holistic comparison is the summary of analysis and interpretation of the data. In this section, the scores obtained by the students during pre-test and post-test were tabulated group-wise. Then, average scores of the pre-test were computed out of the individual tabulated scores. After doing that, the differences had been calculated by subtracting pre-test from post-test. Those differences were converted into percentage. The group which got higher scores and percentage is thought to have better writing ability than the one which got a lower scores and percentage. The holistic comparison compares the results of two groups in

post-tests, i. e. group- A and group-B in all given test items, i. e. long essay type of writing, news report writing, story writing, paragraph writing, letter writing etc. After the item-wise comparison, the average scores of all the selected items have been summed up through the addition. Then, the total score of group-B is subtracted from the total score of group-A to find out the difference of group-A and group-B. The average comparison of group-A (experimental group) and group-B (controlled group) have been presented in Table 2.

Table 2

Holistic Comparison of Pre-Test and Post-Test

Items	Average score of group A		Average score of group B		Difference between A & B	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Essay type writing	6.2	7.7	5.6	6.3	0.6	1.4
News report writing	5.7	6.9	5.4	6.1	0.3	0.8
Story writing	5.6	6.9	5.1	5.8	0.5	1.1
Letter writing	5.7	7.2	5.4	6.2	0.3	1.0
Paragraph writing	5.9	7.2	5.4	6.2	0.4	1.0
Total	29.1	35.9	26.9	30.6	2.1	5.3

Table 2 shows that group-A (experimental group) has obtained average scores of 29.1 in pre-test and 35.9 in post-test. Similarly, group- B (controlled group) has obtained average scores of 26.9 in pre-test and 30.6 in post-test. The average difference between group- A and group-B in pre-test is 2.1 and in post-

test is 5.3. It is an average increment in group-A. It shows that group-A performed better than group-B in total.

3.1.1 Holistic Comparison in Percentage

The holistic comparison of post-test in percentage shows the average increment score of group- A and group- B in percentage. The differences between A and B are also drawn in percentage.

Table 3
Holistic Comparison of Post- Test in Percentage

Writing Items	AV increment score of group 'A' in Percentage	AV increment score of group 'B' in Percentage	Differences between 'A' and 'B' in percentage
Essay	77	63	14
News report	69	61	8
Story	69	58	11
Letter	72	62	10
Paragraph	72	62	10
Total	359	306	53
AV Percentage	71.8	61.2	10.6

Table 3 shows that the average increment percentage in 5 categories of group-A is 71.8 where as group-B has 61.2 average percentage. The average increment difference in percentage between group A and B is 10.6. The description of the above table shows that group A's holistic percentage is higher than that of group B's percentage.

3.1.2 Average Scores

The scores obtained by the students in pre-test and post-test were tabulated group wise. Then, the average scores were computed out of the individual tabulated scores.

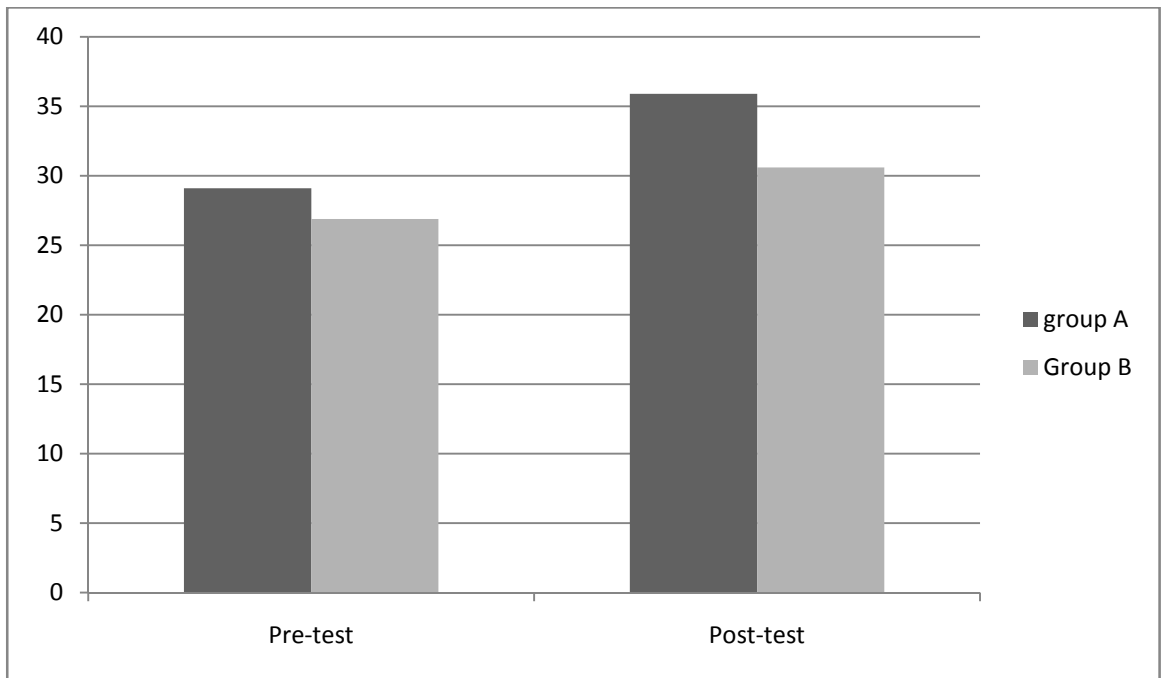


Figure 1: Comparing Averages between Pre-test and Post-test Results

Figure 1 shows the comparison between the average scores of group-A and group- B in pre-test and post-test. The average scores of group A in the pre-test is 29.1 where as the average scores of group B is 26.9. In the same way, group A has obtained 35.9 and group B has obtained 30.6 in post-test. It is therefore, proved that the use of journals in the language classroom is much more effective than the classroom without use of it.

In the bar diagram drawn below, the dark- bar indicates the performance of group A and light- bar indicates the performance of group B. the average scores are from 0 to 40 where the highest average is obtained by group A which is 35.9 in the post test. This shows the better performance of group A in comparison to group B which got 30.6 in post test as the difference is 5.3. The performance of group A is increased by 6.8 but the performance of group B is increased by 3.7. Therefore, it shows group A performed better than group B.

3.2 Item- wise Comparison

Item- wise comparison refers to the comparison of the average performance between two groups i.e. group A and group B on the basis of the given

headings which were selected in the study. It indicates the average performance of the students from two groups. The comparative tables of average increment percentage of item wise comparison between two groups are given below.

3.2.1 Essay Writing

Writing Essay was one of the items distributed to all the students to check their beginning level in the pre-test and progress in the post-test. This item consisted of 10 mark in each test. The average scores of the students in both groups (Experimental and Controlled) have been presented in table 4.

Table 4

Results of Average Scores in Essay Writing

Group	Average Scores in Pre-test	Average Scores in Post-test	Differences	Differences in Percentage %
A	6.2	7.7	1.5	15
B	5.6	6.3	0.7	7

Table 4 shows that group A has the average score 6.2 in pre-test and 7.7 in post-test. This group has increased its average mark by 1.5 or 15% whereas group B has scored 5.6 in pre-test and 6.3 in post-test. This group has increased its mark by 0.7 or 7%. It shows that group A has made better progress than group B (appendix - VIII).

During essay writing, the students from both groups rarely used phrases and when they used, these were simple and common. They used such as 'take part'. But after conducting the classes for fifteen days, the controlled group used some of the phrases but those were still very common. But the experimental group i.e. group A used majority of more specific, genre related phrases that are suitable for particular purpose. For example, group A used 'get involved in',

'rooted out', 'marching forward', 'holds no ground', 'narrow the gap', 'accounted for', 'wipe out', 'at the root of', 'stand out'. Similarly, group B used 'take care of', 'as well as', 'take part in', 'belonged to' etc. Here, the phrases used by experimental group seemed to be more technical and specific than the controlled group, which used phrases rarely and even if used those are very general. Similarly, experimental group wrote- 'Nearly, two fifth are never born and many girls are killed for the preference of son and their practice is growing rapidly. In same way, controlled group wrote- 'If there is new marriage couple and they born a boy then they become happy. They thought that the boy bring happy to their family' (appendix-XIII).

3.2.2 News Report Writing

News report writing are those questions which are selected to test the writing performance of the students when it is needed to report any events. This category consist of one question with clues given under it. The average scores of both of the groups in news report writing is presented in table 5.

Table 5

Results of Average Scores in News Report Writing

Group	Average Scores in Pre-test	Average Scores in Post-test	Differences	Differences in Percentage %
A	5.7	6.9	1.2	12
B	5.4	6.1	0.7	7

Table 5 shows the average score of group A is 5.7 in pre-test and 6.9 in post-test .And this group has increased its mark with the difference of 1.2 or 12%. Similarly, group B has scored 5.4 in pre-test and 6.1 in post-test. And this group has increased its mark with the difference is 0.7 or 7%. This shows that, in this test group A has increased its mark higher than group B (appendix -IX).

The comparative study of above lines show a big difference in the writing style and standard of the students between controlled and experimental groups.

In the pre-test, the students of both groups used very simple words or vocabularies in their written texts. After conducting the classes, the controlled group i.e. group 'A' seemed to be a little changed or no change in vocabulary selection and the words used in their writing were still simpler, less powerful and very general. On the other hand, the experimental group i.e. group 'A' used more technical, specific, colourful and polysemous words than the controlled group. For example, in pre-test, the student used 'caught fire', 'died' 'know', 'dead people', 'body' 'take' etc., controlled group used 'caught fire', 'were killed', 'recognized', 'dead people', 'death bodies', 'were given' etc. and experimental group used 'reported', 'disintegrated', 'death bodies', 'wreckage', 'deceased passengers', 'were identified', 'were handed' etc. to convey similar meanings. These shows the students from experimental group are more active, specific and technical in vocabulary selection in comparison to controlled group in which no change or very little change is seen (appendix-XIV).

Which can be further clarified by the following examples:

Controlled group: 'The plane hit the TV tower and caught fire... It fall down near Thankot. All the passengers and crew members were killed in the accident. The name and address of the dead people have recognized and their death bodies have given to their family members.' (appendix-XIV)

Experimental group: 'Local TV stations reported that they saw flames coming out of the plane just it went forward in foggy weather... One eyewitness said that the plane had hit the TV tower and disintegrated into several pieces. Ramesh Kunwar, an official at Kathmandu international airport said that all the death bodies were pulled out of the plane's wreckage. The death bodies of the deceased passengers and crews have been identified and handed to their relatives' (appendix-XIV).

3.2.3 Story Writing

Story writing are those questions which are selected to test the writing performance of the students when it is needed to test the writing ability of the students in past tense. This category consists of one question with clues given under it. The average scores of both of the groups in story writing is presented in table 6.

Table 6

Results of Average Scores in Story Writing

Group	Average Scores in Pre-test	Average Scores in Post-test	Differences	Differences in Percentage %
A	5.6	6.9	1.3	13
B	5.1	5.8	0.7	7

Table 6 shows the average score of group A is 5.6 in pre-test and 6.9 in post-test .And this group has increased its mark with the difference of 1.3 or 13%. Similarly, group B has scored 5.1 in pre-test and 5.8 in post-test. And this group has increased its mark with the difference is 0.7 or 7%. This shows that, in this test group A has increased its mark higher than group B (appendix -X).

In the process of story writing, students from controlled group simply used the language in conventional way by following the footsteps made by the teacher. They simply tried to follow the events of the story where as the experimental group tried to describe the back ground situation clearly. For example experimental group wrote-'But the heavy meal and the hot sun made his eyelids droop. With a careless glance at the tortoise, now halfway along the course, he decided to have another snooze before flashing past the winning post'. The sun started to sink, below the horizon, and the tortoise, who had been plodding towards the winning post since morning, was scarcely a yard from the finish.

At that very point, the hare woke with a jolt'. that shows the growing capability of experimental group (appendix-XV).

3.2.4 Letter Writing

Letter writing are those questions which are selected to test the writing performance of the students when it is needed to test the Letter writing ability of the students in. This category consists of one question with clues given under it. The average scores of both of the groups in letter writing is presented in table 7.

Table 7

Results of Average Scores in Letter Writing

Group	Average Scores in Pre-test	Average Scores in Post-test	Differences	Differences in Percentage %
A	5.7	7.2	1.5	15
B	5.4	6.2	0.8	8

Table 7 shows the average score of group A is 5.7 in pre-test and 7.2 in post-test .And this group has increased its mark with the difference of 1.5 or 15%. Similarly, group B has scored 5.4 in pre-test and 6.2 in post-test. And this group has increased its mark with the difference is 0.8 or 8%. This shows that, in this test group A has increased its mark higher than group B (appendix-XI)

In Process of writing letter to the editor, the writing capability of the students seemed to be more specific, more technical and enriching vocabulary.

For example, they wrote- 'So I would request you to ventilate the evils of load-shedding through the columns of your esteemed newspaper, so that the concerned authority comes to its senses and takes immediate steps to remove this undesirable hazardous problem'.

Similarly, their further writing was 'The curse of load-shedding has become like a chronic disease that damages the normal life of the people. Yes, if it were an occasional event, no one would have bothered about it, because a sudden breakdown of a generating station might cause it. But it has now become almost a regular occurrence, which goes to prove mere negligence and inefficiency of the government and Electricity Office. It is not known what can be their excuse on this kind of major lapse' (appendix -XVI).

But on the other hand, controlled group only could produce general language. For example- 'Frequent load-shedding has caused great inconvenience and discomforts to people in many ways' (appendix-XVI).

3.2.5 Paragraph Writing

Paragraph writing are those questions which are selected to test the writing performance of the students when it is needed to test writing ability of the students paragraph wise. This category consists of one question with clues given under it. The average scores of both of the groups in letter writing is presented in table 8.

Table 8

Results of Average Scores in Paragraph Writing

Group	Average Scores in Pre-test	Average Scores in Post-test	Differences	Differences in Percentage %
A	5.9	7.2	1.3	13
B	5.4	6.2	0.8	8

Table 8 shows the average score of group A is 5.9 in pre-test and 7.2 in post-test .And this group has increased its mark with the difference of 1.3 or 13%. Similarly, group B has scored 5.4 in pre-test and 6.2 in post-test. And this

group has increased its mark with the difference is 0.8 or 8%. This shows that, in this test group A has increased its mark higher than group B (appendix-XII).

In the pre-test, the students wrote very simple clauses and in most of the sentences, they used single clause only, for e.g. 'Extracurricular activities are very important in the life of the students. Students feel happy when got a chance to play. They got a chance to play with their friends.' But after analysing the data collected from experimental and controlled group, it was found that those students, who were provided journals, used complex sentences by using more than one clause in a sentence maximally. But, the controlled group (group B) which was taught using conventional technique, seemed to be using very few numbers of clauses in comparison to group A. They followed the conventional style which showed minor changes in their writing skill. They rarely used connectives in their writing. Even if they used it, these were very simple. Controlled group used very normal clauses that are commonly used. For e.g. 'Extracurricular activities have played an important role to us because it helps us to be more talent in every sector.' Similarly, controlled group used sentences such as, 'There are many extracurricular activities. It is mainly performed in schools. Many activities are done in the extracurricular activities. Whereas experimental group wrote 'To get involve or to focus on something special from which we can get extra knowledge for the development of our overall performance beyond the regular course in school, is called extracurricular activity.' Here, the later sentence sounds more complex, better managed and highly standard than the previous ones (appendix- XVII).

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The researcher carried out this practical study to find out the effectiveness of using journals in teaching writing comprehension. In this study, two groups were taught to develop the writing comprehension skill with same objectives but using different techniques. Group 'B' was taught in the conventional way or from the teacher's instructions only and group 'A' was taught by providing them Journals to read in the classroom. The results of the both of the groups were analysed comparatively. After the comparative analysis and interpretation of the data, the following findings are recorded and some recommendations are listed.

4.1 Findings

The findings of this study are based on the result of the group rather than the response of an individual student. Both groups were taught the same subject matter using the equal amount of time and period. Only the techniques were different. The result of the post test showed that the both groups were benefitted comparatively. The group taught using judicious use of Journals got better result than the group which was taught in conventional way using teacher's instruction only.

- i In holistic comparison, Group A (Experimental Group) obtained 35.9 Average scores whereas Group B (Controlled Group) obtained 30.6 average score in post- test. The difference between them is 5.3. This shows the better performance of experimental group in comparison to controlled one.
- ii While doing holistic comparison in percentage, experimental group excelled the controlled group by 71.8% by making the differences 10.6%. It shows experimental group performed better than controlled group.

- iii The experimental group got better result in item-wise comparison as well. In Essay writing, Group A obtained 7.7 average score whereas group B obtained 6.3 only making the difference between them 1.4.
- iv In News Report Writing, group A obtained 6.9 and group B obtained 6.1 only. This indicates better performance of group A due to the 0.8 difference between them.
- v The story writing test also shows better progress in group A. It shows 6.9 AV scores got by group A and 5.8 AV scores got by group B by making the difference 1.1.
- vi Letter writing test also placed group A ahead of group B. Both of the groups obtained 7.2 and 6.2 simultaneously by making the difference 1.0.
- vii The results of paragraph writing also indicates better performance of group A which got 7.2 AV scores in comparison to group B which got 6.2 and the difference is 1.0.
- viii The experimental group did much progress than controlled group in all the selected test items.
- ix The above results shows that using journals in the classroom is more effective in Second Language classes so that the students can achieve their goal and make their results better.
- x This result shows that group A performed relatively better than group B.

4.2 Recommendations

Based on the findings previously mentioned, the following recommendations can be put forward to the teachers and students, which might be beneficial, while doing teaching/ learning activities in writing classes.

- i The use of journals in developing writing skill of the students seems appropriate. So, it is better to use journals by the students as their reference materials to develop their writing comprehension.
- ii The teachers need to encourage the students to use journals and better to use it by themselves as reference materials while teaching in the classroom.

- iii It is better to keep journals in schools' library and motivate the students to use them.
- iv It is also beneficial to those persons who want to do further study being based on this topic.
- v This study is equally helpful to textbook writers and curriculum designers to value journals in designing syllables.

Thus, though not decisive in themselves, the above mentioned recommendations can be helpful for both teachers and the learners when taken into consideration.

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and help the students in need. Finally, the written articles of the students will be collected by the teacher for evaluation and comparison to controlled group.

Group B ‘Controlled Group’

The teacher will teach the controlled group by using conventional way such as asking some questions relating to the topic. Since the topic is related to extracurricular activity, the question might be- ‘What is gender equality?’ or ‘Why is this important in our society?’ etc. Then, the teacher will tell them about gender equality and why it is necessary in our society. Clues, style of writing and instructions will be given to them. After that, the students will be told to write on the basis of the instructions provided to them. Sufficient time will be allocated for them. The teacher will move around the classroom and assist the student during writing. Mistakes will be rectified by guiding them in writing process. This process will be continued until the students can write properly. Those writing will be collected by the teacher to evaluate their capability and compare them with experimental group.

Evaluation

After collecting the news articles written by the students of both groups, it will be compared by categorising them on the basis of language level and grammatical level. For that process, he/she will make certain criteria and on the basis of the criteria, the article will be judged.

Homework

The students will be given similar topic again and are told to write by the help of given clues as homework.

Model Lesson Plan 2

School: Shree Satyawati Higher Secondary School Date: 2068/10/12

Class: 10

Section: A

Period: 3rd
minutes

Time: 45

Subject: English

Student No: 40

Genre: News report writing

Topic: Plane Crashes at Thankot

Objectives: At the end of the lesson, the students will be able to-

- write news report relating to accidents on the basis of given clues.

Teaching Materials: Materials of daily use such as blackboard, chalk, duster etc. and photocopies of news article related to plane crash.

Teaching learning Activities

Group A 'Experimental Group'

The teacher will bring the photocopies of news article in the classroom. The news article will be related to plane crash written in English language. Then, the photocopies will be distributed to each student. Thereafter, the teacher will tell the students to read that article thoroughly. Sufficient time will be allocated to them. The teacher will move around the classroom and will assist the students in reading. The students will read it from top to bottom and ask the teacher if they find any confusion in sentence structure as well as meaning. The student will be told to pick the useful words for their writing. Then, after completing the reading by the students, the teacher will collect back the photocopies of the article. Next step will be taken by giving the students similar type of topic and clues of the circumstances. The students will be told to write similar type of news story. The students will write a news article by using the vocabulary they had earlier learnt from newspaper's photocopy. The teacher will move around the class and help the students in need. Finally, the written articles of the

students will be collected by the teacher for evaluation and comparison to controlled group.

Group B ‘Controlled Group’

The teacher will teach the controlled group by using conventional way such as asking some questions relating to the topic. Since the topic is related to news writing, the question might be- ‘Have you read any newspaper?’ or ‘Have you read any news relating to plane crash?’ etc. Then, he/she will ask the students to look at the exercise given in the text book. Clues, style of news writing and instructions will be given to them. After that, the students will be told to write similar type of news on the basis of the instruction provided to them by the teacher. Sufficient time will be allocated for them. The teacher will move around the classroom and assist the student during writing. Mistakes will be rectified by guiding them in writing process. This process will be continued until the students can write news. Those news writing will be collected by the teacher to evaluate their capability and compare them with experimental group.

Evaluation:

After collecting the news articles written by the students of both groups, the written articles of both of the groups will be compared by categorising them on the basis of language level and grammatical level. For that process, he/she will make certain criteria and on the basis of those criteria, the article will be judged.

Homework

The students will be given similar type of topic again and are told to write a news report.

Group B ‘Controlled Group’

The teacher will teach the controlled group by using conventional way such as asking some questions relating to the topic. Since the topic is related to a story, the question might be- ‘What do you mean by a story?’ or ‘Do you like it?’ etc. Then, the teacher will tell them how to write a story out of the given clues. Students will listen her carefully. Clues, style of writing and instructions will be given to them. After that, the students will be told to write on the basis of the instructions provided to them. Sufficient time will be allocated for them. The teacher will move around the classroom and assist the student during writing. Mistakes will be rectified by guiding them in writing process. This process will be continued until the students can write properly. Those writing will be collected by the teacher to evaluate their capability and compare them with experimental group.

Evaluation

After collecting the stories written by the students of both groups, it will be compared by categorising them on the basis of language level and grammatical level. For that process, she will make certain criteria and on the basis of the criteria, the story will be judged.

Homework

The students will be given similar topic again and are told to write by the help of given clues as homework.

written articles of the students will be collected by the teacher for evaluation and comparison to controlled group.

Group B ‘Controlled Group’

The teacher will teach the controlled group by using conventional way such as asking some questions relating to the topic. Since the topic is related to letter to the editor, the question might be- ‘What is a letter to the editor?’ or ‘When do we write letter to the editor?’ ‘How can we write letter to the editor ?’etc. Then, the teacher will provide relevant information to them. Clues, style of writing and instructions will be given to them. After that, the students will be told to write on the basis of the instructions provided to them. Sufficient time will be allocated. The teacher will move around the classroom and assist the student during writing. Mistakes will be rectified by guiding them in writing process. This process will be continued until the students can write properly. Those writing will be collected by the teacher to evaluate their capability and compare them with experimental group.

Evaluation

After collecting the written comprehend of the students of both groups, the teacher will compare by categorising them on the basis of language level and grammatical level. For that process, he/she will make certain criteria and on the basis of those criteria, the article will be judged.

Homework

The students will be given similar topic and clues for it again and are told to write a couple of paragraphs at home.

Model Lesson Plan 5

School: Shree Satyawati Higher Secondary School Date: 2068/10/20

Class: 10
Period: 3rd
minutes

Section: A
Time: 45

Subject: English

Student No: 40

Genre: Paragraph writing

Topic: Involvement in Extra Curricular Activities

Objectives: At the end of the lesson, the students will be able to
-write a paragraph on the basis of given clues.

Teaching Materials: Materials of daily use such as blackboard, chalk, duster etc. and photocopies of article related to the topic.

Teaching Learning Activities

Group A 'Expremental Group'

The teacher will bring the photocopies of an article related to extracurricular activities from a magazine. The news article will be related extra curricular activities written in English language. Then, the photocopies will be distributed to each student. Thereafter, the teacher will tell the students to read that article thoroughly. Sufficient time will be allocated to them. The teacher will move around the classroom and will assist the students. The students will read it from top to bottom and ask the teacher if they find any confusion in sentence structure as well as meaning. The student will be told to pick the useful words for their writing. Next step will be taken by giving the students similar type of topic and clues of the circumstances. The students will be told to write. The students will write a news article by using the vocabulary they had earlier learnt from newspaper's photocopy. The teacher will move around the class and help the students in need. Finally, the written articles of the students will be collected by the teacher for evaluation and comparison to controlled group.

Group B ‘Controlled Group’

The teacher will teach the controlled group by using conventional way such as asking some questions relating to the topic. Since the topic is related to extracurricular activity, the question might be- ‘What is extracurricular activity?’ or ‘Why do we play them?’ etc. Then, the teacher will tell them about extracurricular activities and why it is necessary to involve in them. Clues, style of writing and instructions will be given to them. After that, the students will be told to write on the basis of the instructions provided to them. Sufficient time will be allocated for them. The teacher will move around the classroom and assist the student during writing. Mistakes will be rectified by guiding them in writing process. This process will be continued until the students can write properly. Those writing will be collected by the teacher to evaluate their capability and compare them with experimental group.

Evaluation:

After collecting the news articles written by the students of both groups, those written articles will be compared by categorising them into different language levels and grammatical level. For that process, he/she will make certain criteria and on the basis of those criteria, the article will be judged.

Homework

The students will be given similar type of topic again and are told to write it at home.

APPENDIX III

Whole Marks Comparison and Averages

Whole Marks comparison secured by students in the pre-test and post-test

GROUP A				GROUP B			
R.N.	Students' Name	Pre-Test	Post-Test	R.N.	Students' Name	Pre-test	Post-Test
1	Pooja Tiwari	37	43	2	Sarthak Khanal	35	39
3	Sanjay Shrestha	34	40	4	Sujeena Shrestha	32	34
5	Ujjwal Adhikari	33	39	6	Roshan Shrestha	30	34
7	Sandesh Shrestha	31	37	8	Harikala Ghimire	32	35
9	Rashmin Shrestha	32	38	10	Samiksha Subedi	30	32
11	Sarthak Khanal	30	37	12	Shishir Ghimire	23	29
13	Dipish Ghimire	29	37	14	Aashish Basaula	25	28
15	Manisha Pariyar	30	37	16	Nabina Rana Magar	31	34
17	Rakshya Ghimire	29	37	18	Shaurav Joshi	24	28
19	Ashmita Magrati	26	33	20	Jyoti Banjara	25	30
21	Suchana Shrestha	27	36	22	Astha Shrestha	25	28
23	Dipa Shrestha	25	33	24	Asmita Saru Magar	25	27
25	Bibek Dhakal	33	37	26	Shraddha Ojha	24	29
27	Adhik Chhetri	27	34	28	Bijaya Subedi	23	27
29	Astha Bhattarai	27	33	30	Pawan Adhikari	26	30
31	Prajwal Adhikari	26	36	32	Prasantha pantha	30	32
33	Ranjita Khanal	26	35	34	Bikram Shrestha	24	28
35	Anita Kumal	28	34	36	Bishal Rana	27	31
37	Sudeep Shrestha	25	33	38	Binita Rana	24	28
39	Ganesh Pokhrel	29	34	40	Pooja Sharma	26	32
	Total	584	687			541	618

F. M. 50

APPENDIX IV

Group A Pre-Test Scores

S.N.	Pre-Test (x)	x-x	(x-x) ²
1	37	7.8	60.84
3	34	4.8	23.04
5	33	3.8	14.44
7	31	1.8	3.24
9	32	2.8	7.84
11	30	0.8	0.64
13	29	-0.2	0.04
15	30	0.8	0.64
17	29	-0.2	0.04
19	26	-3.2	10.24
21	27	-2.2	4.84
23	25	-4.2	17.64
25	33	3.8	14.44
27	27	-2.2	4.84
29	27	-2.2	4.84
31	26	-3.2	10.24
33	26	-3.2	10.24
35	28	-1.2	1.44
37	25	-4.2	17.64
39	29	-0.2	0.04
Total	584		(x-x)²= 150.52

Here, $\Sigma x = 584$, $n = 20$

$\bar{X} = \Sigma x/n = 584/20 = 29.2$

APPENDIX V

Group A Post-Test Scores

S.N.	Post-Test (x)	x-x Bar	(x-x) ²
1	43	8.65	74.82
3	40	5.65	31.92
5	39	4.65	21.62
7	37	2.65	7.02
9	38	3.65	13.32
11	37	2.65	7.02
13	37	2.65	7.02
15	37	2.65	7.02
17	37	2.65	7.02
19	33	-1.35	1.82
21	36	1.65	2.72
23	33	-1.35	1.82
25	37	2.65	7.02
27	34	-0.35	0.12
29	33	-1.35	1.82
31	26	-8.35	69.72
33	26	-8.35	69.72
35	28	-6.35	40.32
37	25	-9.35	87.42
39	29	-5.35	28.62
Total	687		(x-x)²= 487.9

Here, $\Sigma x = 687, n = 20$

$\bar{X} = \Sigma x / n = 687 / 20 = 34.35$

APPENDIX VI

Group B Pre-Test Scores

S.N.	Pre-Test (x)	x-x Bar	(x-x) ²
2	35	7.95	63.20
4	32	4.95	24.50
6	30	2.95	8.70
8	32	4.95	24.50
10	30	2.95	8.70
12	23	-4.05	16.40
14	25	-2.05	4.20
16	31	3.95	15.60
18	24	-3.05	9.30
20	25	-2.05	4.20
22	25	-2.05	4.20
24	25	-2.05	4.20
26	24	-3.05	86.49
28	23	-4.05	16.40
30	26	-1.05	1.10
32	30	2.95	8.70
34	24	-3.05	9.30
36	27	-0.05	0.005
38	24	-3.05	9.30
40	26	-1.05	1.10
Total	541		(x-x)²= 320.1

Here $\Sigma x = 541, n = 20$

$\bar{X} = \Sigma x/n = 541/20 = 27.05$

APPENDIX VII

Group B Post -Test Scores

S.N.	Post-Test(x)	x-x Bar	(x-x) ²
2	39	8.1	65.61
4	34	3.1	9.61
6	34	3.1	9.61
8	35	4.1	16.81
10	32	1.1	1.21
12	29	-1.9	3.61
14	28	-2.9	8.41
16	34	3.1	9.61
18	28	-2.9	8.41
20	30	-0.9	0.81
22	28	-2.9	8.41
24	27	-3.9	15.21
26	29	-1.9	3.61
28	27	-3.9	15.21
30	30	-0.9	0.81
32	32	1.1	1.21
34	28	-2.9	8.41
36	31	0.1	0.01
38	28	-2.9	8.41
40	32	1.1	1.21
Total	618		(x-x)²= 195.7

Here, $\Sigma x = 618$, $n = 20$

$\bar{X} = \Sigma x/n = 618/20 = 30.9$

APPENDIX VIII

The Results of Essay Writing

Group A (Experimental)

Group B (Controlled)

R.N.	Pre- Test	Post- Test	R.N.	Pre-Test	Post- Test
1	7.5	9.0	2	7.5	8.5
3	7.0	8.0	4	6.5	7.0
5	6.0	7.5	6	6.5	7.0
7	6.5	8.0	8	7.0	7.5
9	6.5	7.5	10	5.5	6.0
11	7.0	8.5	12	4.0	5.0
13	5.5	7.5	14	5.0	5.5
15	6.5	8.5	16	6.0	6.5
17	5.0	7.0	18	3.5	4.5
19	5.5	7.0	20	5.5	6.5
21	6.0	8.5	22	3.5	4.5
23	5.0	7.5	24	6.5	7.0
25	6.5	8.0	26	7.5	8.0
27	7.5	9.0	28	3.5	4.5
29	5.5	6.0	30	6.5	7.5
31	3.0	5.5	32	7.0	7.0
33	6.0	8.0	34	5.0	6.0
35	7.5	8.0	36	6.0	6.0
37	6.0	7.0	38	4.5	5.0
39	7.0	8.0	40	5.0	6.0
Total	123	154		112	125.5
AV	6.2	7.7		5.6	6.3

Full Mark: 10

Pass Mark: 3.2

Average Scores= Total Scores/Number of the students

APPENDIX IX

The Results of the News Report Writing

Group A (Experimental)

Group B (Controlled)

R.N.	Pre-Test	Post-Test	R.N.	Pre-Test	Post-Test
1	6.5	7.5	2	6.5	7.0
3	7.0	8.0	4	5.5	6.0
5	7.5	8.5	6	6.0	7.5
7	5.5	6.5	8	7.0	7.5
9	6.0	7.5	10	6.5	6.5
11	5.5	6.0	12	4.5	5.5
13	7.5	8.5	14	3.5	4.0
15	7.0	8.5	16	7.5	7.5
17	6.0	7.0	18	6.5	7.0
19	4.5	5.5	20	3.0	4.0
21	5.0	7.0	22	5.0	5.5
23	3.5	5.5	24	5.5	6.0
25	6.5	7.5	26	3.0	4.5
27	4.0	5.5	28	6.0	7.0
29	5.5	6.5	30	4.5	5.0
31	6.0	7.5	32	5.0	6.0
33	4.5	6.0	34	6.5	6.5
35	5.0	6.5	36	3.5	4.5
37	4.0	6.0	38	6.0	6.5
39	6.0	6.5	40	5.5	7.0
Total	113	138		107	121
AV Scores	5.7	6.9		5.4	6.1

Full Mark: 10

Pass Mark: 3.2

APPENDIX X

The Results of Story Writing

Group A (Experimental)

Group B (Controlled)

R.N.	Pre-Test	Post-Test	R.N.	Pre-Test	Post-Test
1	7.5	9.0	2	7.0	7.5
3	6.0	7.5	4	6.5	7.0
5	5.5	7.0	6	5.0	6.0
7	5.5	6.5	8	6.0	6.5
9	6.5	7.5	10	5.5	6.0
11	6.0	7.5	12	4.5	5.5
13	5.0	6.5	14	5.5	5.5
15	5.5	6.0	16	6.0	6.5
17	6.0	6.5	18	4.5	5.5
19	5.0	6.0	20	5.5	6.0
21	3.5	5.5	22	4.5	5.0
23	6.0	7.0	24	3.5	4.0
25	5.5	6.5	26	5.0	5.5
27	6.5	7.5	28	3.0	4.5
29	6.0	7.5	30	5.5	6.0
31	6.0	7.5	32	6.0	6.0
33	5.5	7.0	34	4.0	5.0
35	4.5	6.5	36	5.0	6.5
37	3.5	6.0	38	3.0	4.5
39	5.0	6.5	40	5.5	6.5
Total	111	137.5		101	115.5
AV Scores	5.6	6.9		5.1	5.8

Full Mark: 10

Pass Mark: 3.2

APPENDIX XI

The Results of Letter Writing

Group A (Experimental)
(Controlled)

Group B

R.N.	Pre-Test	Post-Test	R.N.	Pre-Test	Post-Test
1	7.5	9.0	2	7.0	8.0
3	6.5	8.0	4	6.5	7.0
5	7.0	8.0	6	5.5	6.0
7	6.5	7.5	8	6.5	7.0
9	6.0	7.5	10	6.0	6.5
11	5.5	7.5	12	5.0	6.0
13	6.0	7.0	14	5.5	6.5
15	5.5	7.5	16	6.5	7.0
17	6.5	8.0	18	5.0	5.5
19	4.0	6.5	20	5.5	6.5
21	6.5	7.5	22	6.0	7.0
23	4.5	6.0	24	4.0	5.0
25	6.0	7.5	26	5.0	5.5
27	4.0	6.5	28	6.0	6.0
29	5.5	7.0	30	3.5	4.5
31	6.0	8.0	32	6.0	7.0
33	3.5	6.0	34	3.5	4.5
35	5.5	6.0	36	5.5	6.5
37	6.5	7.5	38	6.5	7.0
39	4.5	5.5	40	3.5	5.5
Total	113.5	144		108.5	124.5
AV Scores	5.7	7.2		5.4	6.2

Full Mark: 10

Pass Mark: 3.2

APPENDIX XII

The Results of Paragraph Writing

Group A(Experimental)

Group B(Controlled)

R.N	Pre-Test	Post-Test	R.N.	Pre-Test	Post-Test
1	7.5	9.0	2	7.0	8.0
3	7.5	8.5	4	6.5	7.0
5	6.5	8.0	6	7.0	7.5
7	7.0	8.5	8	5.5	6.5
9	6.5	7.5	10	6.0	6.5
11	5.5	7.0	12	5.0	6.0
13	5.0	7.0	14	5.5	6.5
15	4.0	6.5	16	5.0	6.0
17	4.5	6.0	18	4.5	5.5
19	6.5	8.0	20	6.0	7.0
21	6.0	7.5	22	5.5	6.0
23	5.5	6.5	24	5.0	5.0
25	6.0	7.0	26	3.0	4.0
27	3.5	5.5	28	4.5	5.0
29	4.5	6.0	30	5.5	6.5
31	5.0	7.0	32	5.5	6.0
33	6.0	7.5	34	4.5	5.5
35	5.5	6.5	36	6.5	7.0
37	5.0	6.0	38	4.0	5.0
39	6.5	7.5	40	6.0	6.5
Total	118.5	143		108	123
AV Scores	5.9	7.2		5.4	6.2

Full Mark: 10

Pass Mark: 3.2