

**Proficiency of Grade 10 Students on Free Writing in English: A  
Comparative Study in Essay Writing**

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

**Submitted by  
Subas Bhandari**

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

**2023**

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## Recommendation for Acceptance

This is to certify that **Mr. SubasBhandari** has prepared this thesis entitled **Proficiency of Grade 10 Students on Free Writing in English: A Comparative Study in Essay Writing** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 16/06/2023

.....

**Mr. ReshamAcharya (Supervisor)**

Teaching Assistant

Department of English Education

T.U. Kirtipur, Kathmandu

## Recommendation for Evaluation

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

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

**Chairperson**

Department of English Education

T.U. Kirtipur, Kathmandu

**Dr. Hari Maya Sharma**.....

Lecturer

**Member**

Department of English Education

T.U. Kirtipur, Kathmandu

**Mr. Resham Acharya (Supervisor)**

.....

Teaching Assistant

**Member**

Department of English Education

T.U. Kirtipur, Kathmandu

Date: 05/07/2022

## Evaluation and Approval

This thesis has been evaluated and approved by the following

### Thesis Evaluation and Approval Committee:

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

**Chairperson**

Department of English Education

T.U. Kirtipur, Kathmandu

**Dr. Ram Ekwāl Singh**

.....

Reader

**Exper**

Department of English Education

T.U. Kirtipur, Kathmandu

**Mr. Resham Acharya (Supervisor)**

.....

Teaching Assistant

**Member**

Department of English Education

T.U. Kirtipur, Kathmandu

Date: 02/07/2023

Dedication

*Dedicated to*

*My parents and teachers whose blessing is with me forever.*

## Declaration

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

Date: 15/06/2023

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Subas Bhandari

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## Abstract

This study entitled " Proficiency of Grade 10 Students on Free Writing in English: A Comparative Study in Essay Writing" aimed at finding out the writing proficiency of grade 10 students on free writing. The researcher collected data from the School A (Model School, selected by the government of Nepal) and School B (Excellent School, selected by the government of Nepal) in Nechasalyan Rural Municipality, Solukhumbu District. To generate relevant data, the researcher used test item using the survey research design. The population was all of the students of grade 10 from School A and School B. The sample population was 101 students, including 52 from School A (Model) and 49 from School B (Excellent). In order to find out the writing proficiency of grade ten students in essay writing in 250 words, students were asked a set of test items. The question carried 10 marks of the essay under the five criteria (content, cohesion, coherence, mechanics and organization). Each aspect carried 2 marks. The required data were gathered by using non-random purposive process. This research study concludes that free writing proficiency of the students at School A (Model) and School B (Excellent) is satisfactory. There was no great difference between two schools. The average percentage of School A (Model) was 51.20 and the average

percentages of School B (Excellent) was 53.10. In comparison between two schools School B (Excellent) was a little bit better but difference is negligible.

This research report consists of five chapters. Chapter one deals with background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The chapter two comprises review of the literature and empirical literature, implications of the review for the study and conceptual framework. Likewise, chapter three deals with design and methods of the study, population, sample and sampling strategies, research tools, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. Chapter four includes analysis and interpretation of the results. Similarly, the fifth chapter focuses on findings, conclusions and recommendations of the study. Finally, the references and appendices have been included in the last part of the study.

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**List of Abbreviations and Symbols**

A.M.	:	Average Marks
F. M.	:	Full Marks
NEB	:	National Examinations Board
No.	:	Number
S	:	Student
SEE	:	Secondary Education Examination
T. S.	:	Total Students
TU	:	Tribhuvan University

## Chapter I

### Introduction

This is a study on **Proficiency of Grade 10 Students on Free Writing in English:A Comparative Study in Essay Writing**. This chapter consists of background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms.

### Background of the Study

Among the four skills of language, writing is regarded as a productive skill of language learning. Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. It is a productive skill in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. According to Richards (1990, p.313), "Writing is a system of written symbols which represents the sounds, syllables or words of language".Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is difficult not only in generating and organizing ideas but also in translating these ideas in readable

text. The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of skills of planning and organizing as well as the lower-level skills of spelling, punctuation and word choice. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the way that only writing makes possible.

Writing is an art of using language. But it is a very complex task to write clearly and explicitly. In this context, Richards (1985, p.100) says, "Learning to write is either a first or second language is one of the most difficult tasks". In this sense we can also say that learning to write is a difficult and lengthy process. However, good writing skills are essential to academic success and requirement for many occupations and professions. One who has good writing proficiency will get more opportunities in the lives too.

Sometimes one should express some views regarding to various topics like essay writing or paragraph writings. In this regard Richards (1985, p. 10) says, that "Free composition is that type of composition in which only title or topic is provided and everything else is done by the students and students have freedom to make their own choice of words and their organization to express their ideas." So that we can also say that writing is an art of manipulating words and sentences in

a meaningful way. However, it is very complex task to write clearly and explicitly. So, at school making students competent and proficient in free writing is very difficult in the context of Nepal as our learning process of English is either second language or third language too. The main purpose of writing is to enable the learners for free composition and creative writing. The students' language competence is better if they can write well. Hence, writing is a powerful and permanent means of communication through which human beings express their ideas, thought and feelings in orthographic forms.

In conclusion, writing is a very complex process that requires many composite skills. It is a skill that improves with constant practice.

### **Statement of the Problem**

Free writing is taken as the best way to develop writing skills of the students. Our secondary level curriculum of English subject has allocated 35 marks for developing writing skills of the students. However, students get low marks in essay under the free writing. What are the reasons behind it? Several researches have talked about free writing but less focus has been carried out in comparative research between model and excellent school on proficiency of essay writing under the free writing so far in our context.

In the context of Nepal, since the English language has been taught as a foreign language, students face problems to develop language skills. Here my concern is to find out free writing proficiency of grade 10 students and to compare free writing proficiency of grade 10 students (SEE candidates) between two public schools School A (Model School, selected by the government of Nepal) and School B (Excellent School, selected by the government of Nepal). Developing writing skill in a learner is not an easy task. This will be more problematic for the beginners. The learners should be conscious about various elements related to writing. Thus, for developing writing skills; students may face various problems which cause difficulties in writing.

The main problem in free writing in the case of Nepal might be the lack of writing habit of learners. A student can read more difficult passages and long sentences whereas he/she feels difficult to express through writing. It is necessary to give guidance, proper practices and proper feedback. Otherwise, problems can frequently occur in the field of writing skill. All the students may not have the same proficiency of writing skill. Moreover, as being an English teacher of public school in Solukhumbu, I am quite interested to know about the students' proficiency on free writing of two public schools School A (Model) and School B (Excellent). That is why I want to do comparative study in

proficiency of the grade 10 students on free writing of two public schools School A (Model) and School B (Excellent) in Nechasalyan Rural Municipality in Solukhumbu district.

### **Rationale of the Study**

Writing is one of the most important and superior skills for learning a language. It is a productive skill. Writing helps to present thoughts, feelings and ideas from one person to another in different time phases through graphic forms. Therefore, it is regarded as transparent of mirror, which can present our knowledge as well as experiences. Writing is the output of listening, speaking and reading skills.

According to Richards (1990, p. 101). "Writing language is primarily language transactional or message oriented. The goal of written language is to convey information, accurately, effectively and appropriately". It means that the language conveys information. Writing skill provides variety in the classroom teaching learning activities. Written documents can be preserved for long time and it can be taken as a record. Writing has widely used to transmit experiences and knowledge related to science, literature, religion, technology, philosophy, politics, sociology and culture. Furthermore, the following points make the writing so important. Writing promotes our proficiency skills to face various

questions in the examination and other written activities as well. Writing helps us to give feedback. Writing helps us to refine our ideas. It is a means to judge our work, our learning and our intellect in school and college, in the workplace and in the community. It is an essential job skill.

Thus, it can be said that the students who learn the English language, they need better writing skills otherwise it is impossible to learn the English language. Language learning is the integration of four language skills; reading, listening, speaking and writing. So, the students' competence is better if they can write well. So, writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms.

Writing proficiency is the ability of an individual to write or perform in an acquired language. The writing proficiency plays a vital role in securing good marks in the examination and it can spread our knowledge and experience to others.

In our examination system of all levels, the writing proficiency plays a prominent role in securing good marks. If students are not trained in writing skill, they cannot give answers in a limited time of examination. The students cannot be better in any language without the knowledge of writing skill.

More specifically, this study will be really significant and fruitful to those teachers who are teaching English of grade 10 (SEE) students. It will have indirect or direct benefit to those students who are studying in grade 10. It will be helpful to build writing competency of the grade 10 students. Similarly, it will also help the policy makers to make new plans and policies on the basis of free writing proficiency of the grade 10 students for the further improvements.

### **Objectives of the Study**

The objectives of the research were as follows:

- ) To find out the writing proficiency of grade 10 students in terms of content, mechanics, cohesion, coherence and organization.
- ) To compare writing proficiency between the students of School A(Model) and School B(Excellent).
- ) To suggest some pedagogical implications.

### **Research Questions**

The following research questions were used in this study:

- ) What is the writing proficiency of grade 10 students in terms of content, mechanics, cohesion, coherence and organization?

) Which school's students are better in free writing?

### **Delimitations of the Study**

None of research could cover the entire study population. No research could use all the tools and the aspects of research related to the area of the study due to time, economic and resource constraint. The researcher had to limit his study to a certain boundary. In the same way, this research had some points of limitation. To this concern, this study was limited in terms of the study area, population, sample population, research tools and method. The study was only limited to grade 10 students. In the same way, the study was limited to essay writing in 250 words in the area of free writing in English only. On the other hand, the research was limited to the whole students of grade 10 from two schools between School A (Model) and School B (Excellent). Similarly, the area of study was limited to Nechasalyan Rural Municipality of Solukhumbu district only. School A defines Model School and School B defines Excellent school which were selected by the government of Nepal. In the same way a set of test items was used as the main tools of data collection.

### **Operational Definition of the Key Terms**

The key terms that are used in the study are listed and defined as follows:

***Proficiency.***In this research proficiency means high degree of skills competence in something, advance knowledge and skills.

***Free writing.***In this study, free writing means ability to write freely about something.

***Student.*** In this study, student refers to those people who have been studying in grade 10.

***Teacher.***In this study, teacher refers to the secondary level English teacher.

## Chapter II

### Review of the Related Literature

This chapter is on the theoretical and empirical bases of the research that have been already carried out in this area. It includes four sub-sections; review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### Review of Theoretical Literature

This sub-section deals with different theoretical perspectives related to English language skills especially in the area of the free writing.

**Language skills.** Skill refers to do something well. Skills play the significant role in language and without the language skills no one can learn the language. A language has four different skills - listening, speaking, reading and writing. Out of the four skills speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving message and are therefore often referred to as receptive skills. Speaking and listening usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading.

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

**Speaking skill.** Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. Speech consists of pronunciation of vowels and consonant sound, stress, rhythm, juncture and intonation. Speaking is directly related to listening. According to Khaniya (2005, p. 132) language is learnt for interaction by the fact that the teaching of speaking deserves considerable attention. It's a productive skill like writing and a very

complex activity in the sense that it's difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his or her utterances without having much time to organize what and how people want to say.

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

**Writing skill.** Writing is a productive skill that needs various competences such as linguistic, sociolinguistic and discourse knowledge as well as knowledge about language use like grammar, structure and vocabulary. It is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. It is related to manipulation of the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning that the reader can grasp the information.

Harmer (2007, p. 86) writes, "Writing as a co-operative activity, co-operative writing works well with both process and genre-based approaches". Similarly, he argues that the reasons for teaching writing to students of English as a foreign language include refinement, language development, learning style and most importantly, writing as a skill in its own right. So, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill. They can learn to express their ideas explicitly when they are efficient in writing. Writing helps students to acquire second language. It reinforces the grammatical structures, idioms and vocabulary that they have

learnt in the class.

According to Nunan (2003, p.88, as cited in Purba, 2018), "Writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium." On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

After all, it can be said that writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms. Ojha and Acharya (2020) also highlight the need of writing. They concluded that engaging students in writing blog posts can enhance a culture of

collaboration and team spirit. Teamwork can develop a sense of engagement and achievement in the students while they are learning from the peers. Writing skill is associated with the productive aspect of language. It is a secondary skill of language.

**Importance of writing.** Writing is one of the most important superior skills for learning a language. It is a productive skill, which needs proper mechanics of writing to make sensible sentences and paragraphs. Writing helps to transmit, thoughts, feeling and ideas from past to present and present to future. It is often regarded as the visual representation of speech. A good writing skill draws one's attention toward him/her and provides a chance to leave impressive influences to others. The goal of writing skills is to convey information accurately, effectively and appropriately. Writing is the final step as it is taken as an advanced skill. Students who learn English language cannot be perfect without the knowledge of writing skill.

According to Richards (1990, p.101), "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately". The main purpose of writing is to enable the learners for free composition and creative writing is for being a simple matter of transcribing language into written symbols. It is a thinking process in its own. It demands conscious intellectual effort, which usually has to be sustained over considerable period of time. Writing is a very complex process consisting of many composite skills. The writing proficiency plays a crucial role in securing good marks in the examinations and it can spread knowledge and experience to others. The goal of written language is to convey information accurately, effectively and appropriately. We come to know that the students who learn English language cannot be perfect without written skill. They can express their ideas correctly and appropriately when they are efficient in writing. In Nepalese context, for the development of general proficiency in the English language, reading and writing skills should be given emphasis.

Writing is a transparent mirror which can present our knowledge as well as experiences. Writing is the outcome of listening, speaking and reading skills. Writing skill is an important productive skill which is called 'product and process'. In our examination system of all levels, the writing achievement plays a vital role in securing good marks. If the students are not trained in writing skill, they cannot give their answer in a limited time of examination. So, the students must develop their writing skill to pass the examination. The students cannot perform better performance without the knowledge of writing skill. Writing plays the prominent role in the language learning and the students who learn the English language cannot be perfect without the knowledge of writing skills because language learning as a whole is to amalgamation of four language skills for example; listening, speaking, reading and writing. So the students' language competence is better if they can write well. So, writing is a powerful and permanent means of communication through which human beings express their ideas, thought and feelings in orthographic forms.

Thus, we can say that the writing skill is associated with the productive aspect of language. Writing judges our learning and our intellect at schools, colleges and in the community as well. It has a power which can impress the readers. It helps us to refine our ideas and shares the knowledge and ideas among the people. It expresses who we are as a person and promotes our proficiency to face the worthwhile questions. It is portable and permanent. So, it makes our thinking visible. It can help us to understand the facts and opinions without getting confused and fosters our ability to explain a complex position to readers and to ourselves. It is highly used to give and take feedback. It helps us to broaden our knowledge. It facilitates to evaluate the adequacy of our arguments and stimulates us to extend a line of thoughts and feelings beyond our first impression. It helps us to understand how the truth is established in a given discipline. It equips us with the communication and thinking skills we need to participate effectively and it is important job oriented skill as well.

**Process of writing skills.** Stanley (1993) says “the process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention

in the writing process". The different approaches that can be used while teaching writing skill to the secondary level students. They are process approach, content-based approach, creative approach and Audience based approach. Process based writing. According to Harmer (2007), the steps of process based writing are given below.

**Planning.** This is the first step of process approach to teaching writing skills. Planning or pre-writing is any activity in the writing classroom that encourages and inspires students to write. It stimulates thought and ideas getting started. In facts, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

**Drafting.** This step is known as while writing, composing, writing and rewriting. At this stage, the learners as writers make the move from pre-writing activities to actual writing. The writer gets ideas on to the paper in rough form and sketches out an idea, examines it and follows in this step. The different techniques can be used in this steps such as: elaboration exercise, group drafting, quick writing, reduction exercise, writing topic sentences, jumbled paragraph and strategic questioning.

**Revising.** When one first draft is prepared revision action can be done in process of writing. it is done to improve global content and organization of ideas so that the writer's intention is made clear to the reader. The teacher can apply the different types of classroom techniques in this step such as: Peer feedback, group correction activities, rewriting exercises and teachers feedback.

**Editing.** This is the final step of teaching writing to the learners. Learners are engaged in tidying up the texts as they prepare the final draft for evaluating by the teacher. They edit the areas of writing tasks like: Grammar, Spelling, Punctuation, Diction and Sentence structure and accuracy of supporting details.

**Writing proficiency.** Proficiency means having experiences and skills in related fields. Similarly, writing proficiency is the experience and skills in the writing skill. Writing proficiency is one of the most

important components of language proficiency. People have realized the critical importance of the search for excellence in developing writing assessment. Instrument provides the best possible information about student proficiency which is quite difficult to realize.

According to Hughes (1995, p.75), "The best way to test people's writing proficiency is to get them to write. This is not an unreasonable assumption. Even professional testing institution is unable to construct indirect tests which measure writing ability accurately." Similarly, Weir (1993) explains that two different approaches for assessing writing ability can be adopted. Firstly, writing can be divided into discrete levels, for example; grammar vocabulary spelling and punctuation and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types should be constructed. These would have greater construct content, face and wash back validity but would require a more subjective assessment.

Thus, we need to test writing to find out the proficiency. Testing writing is a very complex task because testing includes infinite number of things such as spelling, cohesion, coherence. Today computer offers a wide range of opportunities to write documents, e-mails, faxes or which have made writing a more complex process because the writer has to be familiar with

dazzling array of tools. In my study the whole writing is tested in terms of capitalization, spelling, punctuation mark and word usage.

**Components of writing.** Good written expression draws upon a wide array of underlying component abilities. Developing these abilities is a lengthy and challenging process for many children, not only those with learning disabilities. However, learning disabilities may impact writing in numerous ways and may make tasks involving written expression particularly arduous. For instance, children with reading disabilities often have serious difficulties with spelling that adversely affect writing; disabilities involving oral writing. These components are: grammatical skill, compositional skill, and domain knowledge. This element of good writing involves focusing on a clear, manageable idea, argument or thesis around which to organize the materials. Writing is not merely an activity of encoding verbal thoughts in printed symbols. It is often long and complex process in which the final text emerges through successive drafts. Thus, writing is not merely an activity of encoding verbal thoughts in printed symbols but it is the combination of various components. In this context, Heaton (1991, p. 142) states that the following components:

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

***Mechanics.*** The mechanics of writing mainly include capitalization, spelling and punctuations. It is a very basic concept in

writing. It includes some aspects of writing such as spellings or alphabets, use of punctuation marks, use of capital and small letters, hand writing, use of abbreviations and numbers, spacing, format or layout of writing. The use of comma, hyphen, semi- colon, full stop is important in any written text.

***Cohesion.*** Cohesion refers to the grammatical link and lexical relationship between sentences in a text. Harmer (2004, p. 22) says, "When we write a text we have a number of linguistic at our disposal to make sure that our prose sticks together."

***Coherence.*** Coherence refers to the semantic relationship between sentences. It reflects in the relationship in topic, sentence, paragraph or text. According to Swami (1987, p.13), states that all the sentences are closely related to the central idea.

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

**Types of writing.** Generally, we can conduct three types of writing activities in the classroom. They are controlled, guided and free writing.

***Controlled writing.***Controlled writing activity is carried out under the direct supervision of the teacher-students. In this activity, Heaton, J.B. (1991, p. 154) states that the students are not given freedom to make errors. This type of writing is helpful for the beginners. It includes combining, reproducing and completing. Combining exercises can join words into sentences, sentences into paragraphs and paragraphs into essays. Similarly, voice, speech and tense change, question formation and negation activities can be conducted in controlled writing.

***Guided writing.***In guided writing activities, students are given some freedom in the selection of lexical items and structural patterns or framework for their writing exercise. Some activities which are asked to the SEE students in guided writing activity are; condolence letter, sympathy letter, news article, making invitation cards, developing a readable story with the given clues.

***Free writing.***In free writing only the title or topic is provided and everything else is done by the students. Students are free to use any structure and vocabulary items that they like. However, the teacher may help the students in the collection of ideas and supplying some language materials. Free composition is open ended. Here, each student is free to express his/her ideas in his/her own language. While composing free composition work, the student is expected to collect

and perceive a lot of information and material before he/she has prepared readable form. Rivers (1968) states that free writing composition is one in which there is no restriction on students for use of vocabulary and structure. Free composition is also known as creative writing. The types of exercises; essay writing, paragraph writing and descriptive writing come under free composition.

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

According to Harmer (2006, p.321), there are four different tests at our disposal to assess writing skills: placement tests, diagnostic

tests, achievement tests and proficiency tests. Placement tests show how good a student's English is in relation to a system of levels. Diagnostic tests expose learners' difficulties and gaps in their knowledge where achievement tests assess the assimilation level of a specific material and proficiency tests' aim is to find out proficiency of students in the subject matter. However, essay tests, like any other test, raise the issues of validity and reliability. According to Harmer (2006, p.322) there are two key concepts of judging test.

**Validity.** A test is valid if it tests what it is supposed to test.

The validity of a test is measured on the basis of how far the information it provides is accurate, concrete and representative in light of the purpose for which it is administered.

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

On the other hand, marking in subjective test (essay test) is more problematical. Different people may score for the same piece of work differently. So, to make marking reliable and valid, subjective

needs marking scale. For example, Harmer (2008, p.172) has given the following scales for marking a student's presentation. This technique of marking may avoid differences of marking.

	0	1	2	3	4
Grammar					
Vocabulary					
Mechanics					
Organization					

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

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

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

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

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

**Writing an essay.**An essay refers to a piece of composition on a topic. It is a written composition giving expression to one's own personal ideas or opinions on some topics. Narayanswami (2000, p.92) states that the essay is a long piece of composition on a theme or subject. It is self-contained, that is it has beginning middle and an end. The beginning usually introduces the subject in general forms. The middle of the essay develops the theme and presents the writer's thought on it. Then the essay is brought to a close in suitable concluding passage. On the basis of above-mentioned definition, it can be concluded that an essay is a self-contained piece of writing in prose on a theme or subject. It is a written composition of giving expression of one's own personal ideas or opinions on some topics. The essay should have unity, coherence, clear and well organized in the whole writing. Descriptive essays are the accurate description of some places and things. So, as being a researcher, I am going to focus on the descriptive essay.

**Parts of the essay.**An essay is a piece of composition which has well defined parts of its own. They are introduction or the beginning, body or the middle part and conclusion or the ending. Each of these parts plays vital roles to make an essay well written. These three parts have their own role, they are completely inter-related. In other words, there must be unity, coherence, clarity and well organized

in the whole writing. According to Narayanswami (2000), the parts of good essay are:

***The introduction.*** Introduction is the first part of the essay. As the name suggest it introduces the subject matter by giving general introduction of the topic. It captures the interest of the readers and motivates them to continue their reading. The main purpose of the introduction is to motivate and draw the attention of the reader. In introduction paragraph, the writer should use proverb or quotation or general statement and so on. Generally, introduction is written in a paragraph but somewhere it may be more than one paragraph. The length of introduction should be clear, simple, complete and impressive or effective to give the exact account of the subject.

***The body.*** It is second and the most important part of the essay. Here, the writer elaborates the subject matters, illustration, description and gives supplementary details of the central idea in body paragraph of the essay. It contains appropriate facts, figures, examples, logic and so on what are need to clarify the subject matter or topic. Body part is also called the discussion part. In this part, coherence should be well maintained because the description should follow the logical order according to the requirements. The body part of the essay may contain more than one paragraph. But each paragraph should have a topic sentence along with the supporting details. The topic sentence

contains main idea of the whole paragraph. In the same way, the writer's experience, opinions, reasons should be described in this part of the essay. The body part of the essay should be completed because everything is clearly mentioned in body part of the essay.

***The conclusion.***The conclusion is the final part of the essay. It gives the logical ending of the whole essay. The interest of the readers which has aroused in the introduction part should be satisfied in the conclusion. Generally, introduction makes from general to particular whereas conclusion moves from particular to general. The conclusion should be neither too long nor too short it should be moderate in length.

**Types of essays.**Essays can be classified on the basis of different criteria. The following classification is quite usual. Narayanswami (2000, p. 23) has given the following types of essays.

***Descriptive essays.***Descriptive essays are the accurate description of some places and things such as countries, islands, mountains seas, rivers, aspects and phenomena of nature, towns and building. So, these types of essays can be said to be the accurate account of something which conveys the faceted pieces of information to the readers.

***Narrative essays.*** Narrative essays consist mainly of the narration of some events, or series of events. Narrative essays are average, accurate accounts of the past events. The events can be historical or legendary occurrences, stories either true or imaginary, a journey or voyage, programmed, accidents and biography of the well know personalities.

***Expository/argumentative essay.*** The aim of argumentative essays is to convince the readers that the position of the readers that the position of the writer has taken on a subject or saying is right. The writer has to try to give his own reflections and thoughts about the proposition concerned. Views both for and against the proposition must be considered. An expository essay consists of an exposition or explanation.

***Reflective essays.*** A reflection is a thought on some subject on idea arising in the mind. So, reflective essay is the reflection of the writer's experiences on a variety of topics. Normally the topic of the reflective essay can be abstract in nature. For example, habits on qualities, social, politics and theological topics. In fact, such compositions express the writer's original thoughts on some topics.

***Imaginative essays.*** Essays on subjects such as the feeling and experiences on the sailor wrecked on a desert island may be called

imaginative essays. In such, the writers are called to place themselves in imagination in a position of which he had had he actual experience.

***Descriptive essay writing.*** Descriptive essays are the accurate description of some places and things such as animals, islands, mountains, plants, towns, countries, buildings, seas, rivers, motor-cars, aspects and phenomena of nature. So, these types of essays can be said to be accurate account of something which conveys the factual pieces of information to the readers. The information to be included in these kinds of essay is seen and what is heard by the writers of the descriptive essay does not make room for their own imagination.

Wren and Martin (1989, p. 380) says that a descriptive essay consists of description of some place on the following things:

Animals, plants, minerals (such as the tiger, peepal tree, coal);  
 City, countries, buildings such as (Kathmandu, Japan, the Tajmahal); Aspects and phenomena of nature (such as volcanoes, the monsoon, Sunlight, organic life) Manufactured articles (such as motor cars, steam engines, paper and silk)

**Importance of essay writing.** Essay writing is very important part of writing skills. It can broaden our mind and writing skills. For this reason, we have to be devoted classroom time to teaching essay writing. Essay writing gives us the chance to deal with a variety of

the terms and functions that are essential parts of language to express, to describe something, to narrate some events, to give logic about a topic or theme essay writing tasks make students consider audience as well as their accuracy. We can share our knowledge, experiences and information through essays. Wren and Martin (1989, p.372) say: "An essay can give real image to the readers from any subject." Our students should be competent in its description of some things on the topic. The description should be accurate and successful to catch convey our own feelings, thought ideas, interests, knowledge about subject matter through writing essay.

Similarly, Rivers (1968) says: "Essay writing encouraged the students to interpret their experiences logically. They could express their experiences logically. They could give the excellent image to the readers through the essays." Thus, writing essay is a very important thing because it develops creative thinking and critical writing. Through the essays we can perceive the knowledge, ideas and information in the world. In this way, writing essay activity has got international value too. So, essay writing should be taught from the school level in each country.

### **Review of Empirical Literature**

A number of researches have been carried out in the field of free writing at the Department of English Education. However, less focus

has been carried out on the proficiency of grade 10 students on free writing. In order to make my study easy and systematic I have focused the different studies related to my topic. Some of the related literatures of present study have been reviewed here in this section:

Kumar (2008) carried out a study on “Proficiency of Grade Six Students in Guided Writing.” The objectives of this study were to find out the students' proficiency in guided writing and to compare their proficiency in term of item, school and gender. The population of the study was grade six students of Parsa district. He used survey research design and selected 100 students from five different government schools in Parsha by using random sampling procedure. He used both primary and secondary sources for data collection. A set of test items was used as a tool for data collection. The finding of this study presented that the writing skill of the students was satisfactory and the boys were better than girls in guided writing proficiency.

Sharma (2009) carried out research entitle “Writing Proficiency of the Students of the Higher Secondary Level”. The main objective of the study was to find out the writing proficiency in terms of punctuation, articles, subject verb agreement and preposition in the writing of twelfth graders. The population was the Higher Secondary School's student of Kathmandu. The researcher selected four Higher

Secondary Schools of Kathmandu district through judgmental sampling and forty (40) students, ten (10) from each school, were selected randomly. The researcher used both primary and secondary sources of data. A set of test items consisting two guided and two free writing was the tool for data collection. The data were analyzed and interpreted on the basis of the tabulated data in accordance with the set objectives. The findings showed that the students' performance was satisfactory. The students of ED-Mark College and Manamohan Memorial College performed better than the students of Janamaitri and Pashupati Multiple Campus.

In the same way, Khadka (2012) has conducted the research entitled "Writing Proficiency of Higher Secondary Level Students". The main objective of this research was to find out the writing proficiency of higher secondary level students and to find out the students proficiency in terms of stream and gender. He used purposive non- random sampling procedure in order to select the required number of students. Sixty students of class XII were selected from education and management streams from three different Higher Secondary Schools of Rauthat District. He used both primary and secondary sources for data collection. A set of test item was provided to collect required data. The finding of this study was that average proficiency of students was 24.11

out of 50. In case of gender wise comparison boys were found more proficient than girls. As there were two different streams in this research the students from management streams were found more proficient than the students from education streams.

Nazali (2013) studied on "Students' assessment in writing skills of the English language". This paper addresses to evaluate and assess the students' competency in writing skills at Secondary school level in the English Language focusing five major content areas: word completion, sentence making/syntax, comprehension, tenses/ grammar and handwriting. The target population was the male and female students of grade 10 of urban and rural Secondary schools from public and private sector. Forty (40) Secondary schools of District Bahawalnagar, Pakistan were taken using stratified sampling. A sample consisting of 440 students (11students from each school) were randomly selected using a table of random numbers. An achievement test consisting of different items was developed to assess the students' competency and capability in sub-skills of writing such as word completion, sentence making/syntax, comprehension, tenses/grammar and handwriting. Mean score and standard deviation were used to analyze the students' proficiency in each sub-skill. The t-test was applied to make the comparison on the bases of gender, density and public and private sector. The overall performance of all

the students was better in comprehension as compared to other sub-skills namely word completion, sentence making/syntax, tenses/grammar and handwriting. The analysis, based on t-value, revealed no significant difference between the performance of male and female students and the students of public and private schools.

Gautam (2015) carried out a research on “Strategies adopted by grade twelve students to develop writing skill”. The main objective of the study was to find out the strategies adopted by grade twelve students of the Banke district . The population of the study was the grade 12 students of Banke district. Thirty students from two different schools of the Banke district were selected through purposive sampling procedure as the subject of the study. She used questionnaire as the major tool of collecting data. She divided findings into three different categories: meta-cognitive strategies, cognitive strategies and socio-affective strategies. Making self-correction, using dictionary, collecting related vocabulary were found to be the broadly used strategies under meta-cognitive strategies. Similarly, under cognitive strategies, taking notes, doing homework and memorizing writing rules were mainly adopted by the students. Likewise, she found highly adopted socio-affective strategies as the teacher’s encouragement, letting teachers to correct writing and interacting with the teacher.

Thapa (2015) conducted a study on "Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency" is carried out in order to find out Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. In order to carry out the study, The researcher chose twenty private schools of Banke district . Two teachers who were teaching English at secondary level teachers were selected from each school. Total number of teachers under study were 40 and selected using non random sampling procedure. Questionnaire was the main tool for data collection. The study found that almost all the teachers provided feedback to the students in their writing skills. The teachers' perception towards immediate feedback was positive and they practiced it to enhance writing skills of students. The teachers provided feedback and it was fruitful for the students because it facilitated or encouraged the students to rectify their errors and mistakes. As a whole, maximum number of teachers viewed that immediate feedback was necessary to enhance writing proficiency.

Basnet (2016) studied on "Teachers' Perceptions on the Role of Reading in Developing Writing Skill" firstly, aimed at exploring different activities used by the teachers for developing writing skill at higher secondary level. Secondly, it had the objective to explore the teachers' perceptions on the role of reading in developing writing skill in the

students. He used non-random purposive sampling procedure to select forty higher secondary level English language teachers teaching in private and public schools in Kathmandu district. He used questionnaire as the tool to collect required data. The collected data have been presented in tables, bar diagrams and pie-charts; and analyzed and discussed quantitatively as well as qualitatively. The major findings of the research showed that exposing reading materials such as dictionary, newspapers, grammar books, pictures, maps, charts and photographs to the students for developing writing skill was found to be only 'very often' practiced in schools. However, most of the teachers supported that the reading had significant role in developing writing skills writing as they develop vocabulary, enhance accuracy in students writing, develop spontaneity in writing, and maintain coherence and cohesion in the students and help them expand the horizon of knowledge of subject matter in the students.

Ghimire (2016) studied on "Use of Class work and Homework in Controlled Writing and Guided Writing" aimed to find out the importance of classwork and homework for the students and how they are useful in controlled writing and guided writing. For this purpose, the data were collected through the questionnaire and test items selecting 30 students and 11 teachers from Gauriganj Secondary School. The research was carried out using both primary and

secondary sources of data. A set of test items consisting guided writing and controlled writing was the tool for the data collection. The data were analyzed and interpreted. The finding showed that homework is better than class work for the students. Similarly, the 19 students were more proficient in controlled writing than guided writing. The students have been found poor in describing the points or hints with their opinions in guided writing.

Sapkota (2016) carried out research on “Use of Continuous Assessment System (CAS) in Developing Writing Skill at Basic Level: A Narrative Inquiry” was to explore the practices, experiences and challenges of CAS faced by the basic level teachers in term of teaching writing skill and its other areas like punctuation, grammar, spelling and organization at the basic level. To meet the objectives of the research, four basic level teachers were selected using non-random purposive sampling method. As a narrative inquiry research design, teachers’ narratives were used to explore the challenges and experiences of basic level teachers. The result of the study revealed that teachers are practicing CAS and its other tools like homework, portfolio and class work as major teaching task. They experienced that from the use of CAS, students are motivated, inspired and interested toward further learning about writing tasks. Although, teachers are also facing some challenges like lack of fundamental materials, training and

monitoring system from the concern authorities like Resource Centre and school administration.

Shrestha (2016) has done a research entitled "Challenges Faced by English Language Teachers in Teaching Writing Skill". The research objective were to find out the challenges faced by English language teachers in teaching writing skill and to suggest some pedagogical implications. The teacher selected forty secondary level English teachers from twenty government aided school of Sindhuli district through non-random purposive sampling procedure. The questionnaires were used as the main tools for data collection. The collected data were interpreted and analyzed with the help of tables. The research came to the findings that challenges faced by English language teachers while teaching writing skill to the students are weak in grammar, lack of English writing environment in the school, poor in spelling, grammar function and lack of developing critical thinking.

Aryal (2017) carried out a study on "Tasks for teaching writing at secondary level". The main objective of this study was to find out the tasks used by secondary level English teachers in teaching writing at secondary. She used purposive non-random sampling procedure. The sample included twenty five teachers from different schools of Kathmandu and Lalitpur district. She used both primary and secondary sources for data collection. Questionnaire (open-ended and close-

ended) was used as tools for data collection. In this study she has followed survey research design. The finding of the study was that free-writing and write their own stories was the best baskets for teaching writing at secondary level.

Timilsina (2021) carried out a study on "Proficiency in Free Writing of Tenth Graders." The objectives of this study was to find out the proficiency of free writing in paragraph and letter writing of the tenth graders of Sunsari District. The population was the public and private schools' students of Sunsari District. She used survey research design and selected 60 students from six different public and private schools in Sunsari district by purposively sampling procedure. She used both primary and secondary sources for data collection. A set of test items was used as a tool for data collection. The findings of this study presented that the students were found having better writing proficiency in letter writing than that of paragraph writing where they obtained 66.25 percentage in letter writing and 60.66 percent in paragraph writing. The students of private schools were better than public schools in writing proficiency.

Various researches have been carried in the field of free writing proficiency above mentioned all researches are related to the free writing proficiency. Some of them are related to comparative study on guided writing proficiency, some are related to free writing proficiency,

very few research have been conducted in comparative study on free writing proficiency. But there is less focus on research conducted to find out the comparative study on free writing proficiency of the students.

After reviewing previous research studies, I conceptualized my research study very clearly. My research study will explore the proficiency of grade 10 (SEE) students on free writing in Model and Excellent school students in Nechasalyan Rural Municipality in Solukhumbu District. This research is a new endeavor as it attempts to find out the writing proficiency of grade 10 (SEE) students. However, my research is a bit different from others. In my research work researcher will try to find out the free writing proficiency of grade 10 students. This study is different from the existing ones and new in the field of writing proficiency in the department of English Education.

### **Implications of the Review for the Study**

Literature review has invaluable implications from selection of the topic to derive the findings. It plays vital role to carry out the new research. To select the researchable new topic in proficiency of the grade 10 (SEE) students on free writing, I reviewed some research works, articles which were already been carried out. These works had recommended some possible researchable topics which helped me to know the gap between what has already been found out

and what has not found out yet. It shows that any researchable topic gets background knowledge from the literature review because all the problems may not be research topics.

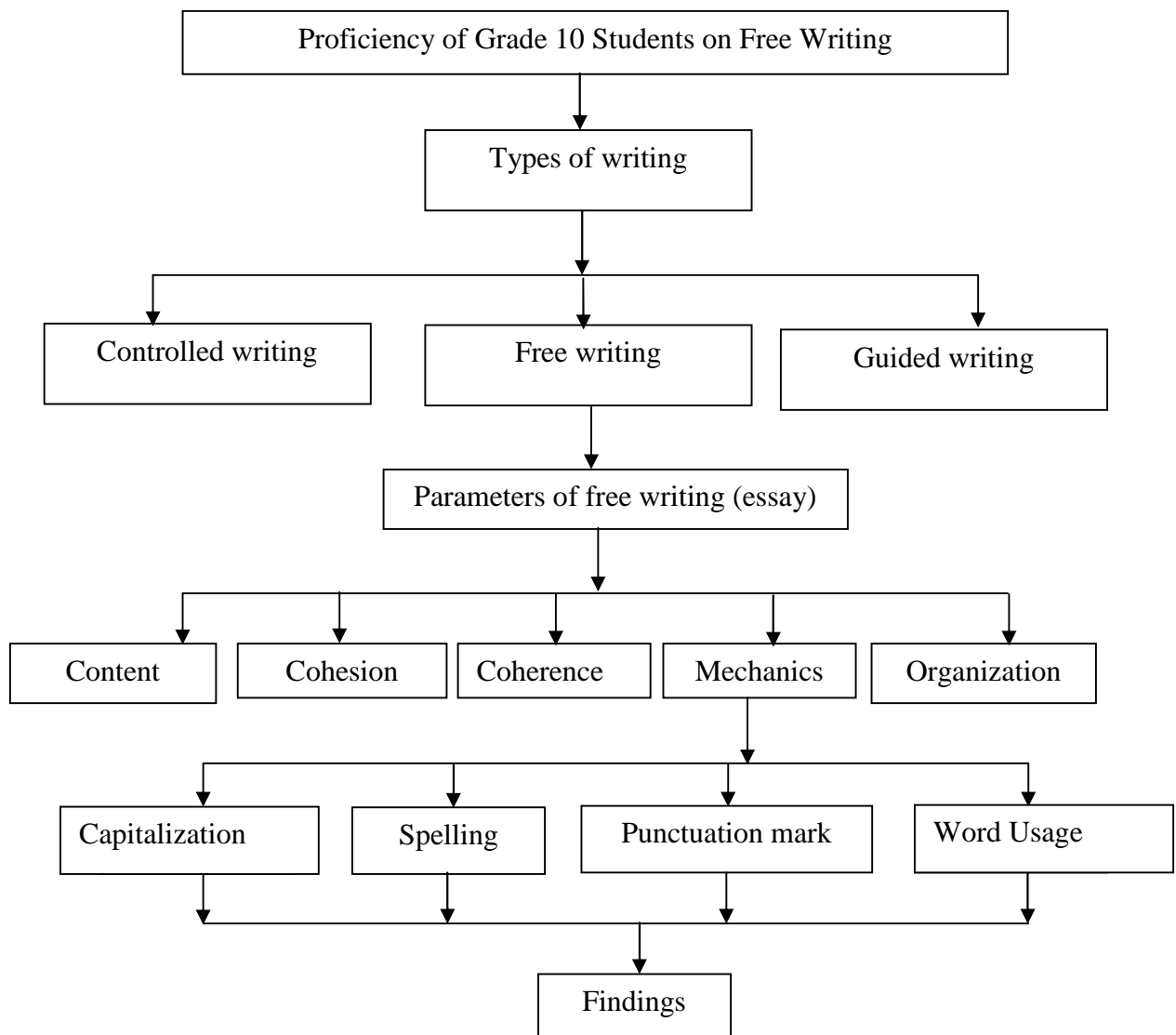
From the above review of different theories and empirical literature, I got many fruitful insights, ideas and procedures to conduct my research in easy and systematic way. Similarly, theoretical review is implied to extend the knowledge of free writing. Among the studies, the study by Harmer (2006), Aryal (2017) and Nazali (2013) supported me to understand the theoretical aspects of the study. Similarly, Sapkota (2016), Thapa (2015) and Ghimire (2016) supported me to write the statement of the problem and methodology part of the study. Gautam (2015) and Shrestha (2016) assisted me to construct the conceptual framework. Likewise, Timilsena (2021), Kumar (2008) provided insights to write research questions. Similarly, Khadka (2012), Basnet (2016) and Timilsina (2021) helped me to construct test item and overall understanding of the research work.

These all-reviewed research works helped me while carrying out my own research for that those helped me while collecting data from different sources. Similarly, the researcher would be benefitted to analyze the data and find out the appropriate findings by looking their research. This previous research work helped me to find out the free writing proficiency of grade ten students.

Therefore, my study is new in the field of English education especially in the Department of English Education and this work is new attempt in the exploration of above-mentioned untouched areas. This is a single study to the proficiency of grade ten students on free writing. So, this seems to be new study.

## Conceptual Framework

The study on “Proficiency of SEE Students on Free Writing” will be based on following conceptual frame work. The conceptual framework of this study has been presented diagrammatically in the next page:



## Chapter III

### Methods and Procedures

The researcher had use following methods and procedures to collect the required information for this study.

#### Design and Method of the Study

In order to achieve the objectives of the study survey design has been adopted. Survey research is the most commonly used descriptive method in educational research. It is widely used in educational research. It is carried out in the large numbers of population to find out the attitudes, beliefs or behavior of particular group of people or an individual as well. In another words, it administers a survey to a sample or the entire population of people to describe the attitudes, opinions behaviors or characteristics of the population. Nunan (1992, p.140) mentions that the main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues phenomena, event and situation. Findings of the study are generalizable and applicable to the whole group achievement. For these reasons, I chose survey research design in my research.

## **Population, Sample and Sampling Strategy**

The population of this study was all grade 10 students of School A (Model) and School B (Excellent) of Nechasalyan Rural Municipality in Solukhumbu District. The sample size consisted of 101 students for this study, including 52 of them were from School A (Model) and 49 were from School B (Excellent). They were selected through non-random purposive process.

## **Sources of Data**

I used both primary and secondary sources of data. Thus, this study was based on the following source of information:

**Primary sources.** Primary sources of the data were all students of grade 10 from School A (Model) and School B (Excellent) from Nechasalyan Rural Municipality in Solukhumbu District.

**Secondary sources.** The previous studies, books, journals, different websites, articles and teacher's guide. were the secondary sources of data collection like Sharma (2009), Gautam (2015), Sapkota (2016), Shrestha (2016), Aryal (2017), Timilsina (2021) and other previously mentioned researches.

## **Research Tools**

In the study, a set of test items was the key tool for data collection in which they were asked to write an essay.

## **Data Collection Procedures**

For the purpose of my collecting required data for my study, I met to the intended respondents. After that I requested them to answer a test item by clarifying the objectives of the study. Then I distributed a test item to the participants expecting the response from them. Then, I selected all students of grade 10 from two schools School A (Model) and School B (Excellent). Both schools are public schools in Nechasalyan Rural Municipality in Solukhumbu District. I distributed a set of test items to the respondents and requested them to answer the questions. I collected the test items after one week of I had distributed and thanked them. After collecting the data, I went for analyzing and interpreting the data.

## **Data Analysis and Interpretation Procedures**

The collected data were analyzed, interpreted and converted in a letter grading system quantitatively and descriptively with the help of simple statistical tools like: table. It is quantitative in nature. The description of letter grading system is as below:

**Letter Grading System.** The National Examinations Board (NEB) introduced a grading system for the students of class 10 and class 12 from the academic year of 2017 SEE and NEB examinations were come without the pass or fail tag for students. But since the new grading system, 2021 has been announced to lunch for schoolsgrades ranging from one to twelve has introduced the minimum benchmark of learning achievement of 35 per cent in theory and 40 per cent in practical/internal assessment.

### Description of Letter Grading System

S.N.	Achievement Percentage	Grade	Grade Point	Description
1	90 to 100	A+	4.0	Outstanding
2	80 to below 90	A	3.6	Excellent
3	70 to below 80	B+	3.2	Very good
4	60 to below 70	B	2.8	Good
5	50 to below 60	C+	2.4	Satisfactory
6	40 to below 50	C	2.0	Acceptable
7	35 to below 40	D	1.6	Basic
8	below 35	NG	-	Not Graded

(Source: NEB: 2021)

### Ethical Considerations

Ethical consideration is an important matter in the research. The researcher has several ethical considerations while taking any research. I made proper use of all the available materials that will be provided to me. I would not misuse them. I made use of those materials to the extent I was permitted to do. I would not mention them as my own. I gave proper reference, citations or quote them. In the process of data collection, I clearly informed my purpose to my

respondents. I would not use the data for other purposes. Similarly, the findings of this study would not harm to the respondents. They would be assured that all identifiable personal information will be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications.

## Chapter IV

### Results and Discussion

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of the test consisting of open ended question. The test item was constructed being based on the objectives of the study and the students were asked to write essay in 250 words. The primary sources of data were collected from the students of grade 10 from two schools School A (Model) and School B (Excellent) of Nechasalyan Rural Municipality in Solukhumbu District.

This study was carried out to find out the essay writing proficiency of the students of grade 10 and to compare the essay writing proficiency of grade 10 students of School A (Model) and School B (Excellent). For this purpose, the collected data were analyzed, interpreted and converted into letter grading system under the following main headings:

#### **Holistic Writing Proficiency**

Holistic writing proficiency refers to the analysis of whole schools in five different items; content, cohesion, coherence, mechanics and organization in essay writing. The questions carried 10 marks under the five criteria. Each aspect

carried 2 marks. The performance of students in essay writing is presented in table 1.

**Table 1**

**School A (Model) and School B (Excellent)**

SN	Criteria	F. M.	Obtained Marks (out of 10)				Remarks
			School A	%	School B	%	
1	Content	2	1.1	55	1.16	58	
2	Cohesion	2	0.96	48	1.03	51.50	
3	Coherence	2	1.16	58	1.16	58	
4	Mechanics	2	1	50	1.03	51.50	
5	Organization	2	0.9	45	0.93	46.50	
	<b>Total</b>	10	5.12	51.20	5.31	53.10	

The aforementioned table 1 clearly displays the total marks and percentages between School A (Model) and School B (Excellent). It shows that the total average marks of School A (Model) is 5.12 (51.20%) and the marks of School B (Excellent) is 5.31 (53.10%) out of 10. The difference marks is 0.19. By analyzing the result it can be said that the School B (Excellent) is better than the School A (Model) but the difference number is negligible.

### Categories Wise Comparison between School A (Model) and School B (Excellent) in the Essay Writing Proficiency

In order to find out the writing proficiency of grade ten students in essay writing, students were asked a set of test items. The question carried 10 marks under the five criteria (content, cohesion, coherence, mechanics and organization). Each aspect carried 2 marks. The performance of students in essay writing is presented in table 2.

**Table 2**

#### Writing Proficiency in Content

School	T.S.	F.M.	A. M.	%
School A (Model)	52	2	1.1	55
School B (Excellent)	49	2	1.16	58.00

The above table 2 shows the total number of students and average marks in content in essay writing where the average marks of School A (Model) is 1.1mark (55%) in out of 2 marks. On the other hand the average marks of School B(Excellent) is 1.16 mark (58.00%). In comparison between two schools the difference is 0.06 mark (3%). Here, it seems that the writing proficiency of School B (Excellent) is a little bit better than School A (Model) in content area of the essay.

**Table 3****Writing Proficiency in Cohesion**

<b>School</b>	<b>T.S.</b>	<b>F.M.</b>	<b>A. M.</b>	<b>%</b>
<b>School A (Model)</b>	52	2	0.96	48.00
<b>School B (Excellent)</b>	49	2	1.03	51.50

Table 3 shows that the total number of students and average marks in cohesion area in essay writing where the average marks of School A (Model) is 0.96 mark (48.00%) in out of 2 marks. On the other hand the average marks of School B (Excellent) is 1.03 mark (51.50%). In comparison between two schools the difference is 0.07 mark (3.33%). Here, it seems that the writing proficiency of School A (Model) is a little bit lower than School B (Excellent) in the cohesion area of the essay.

**Table 4****Writing Proficiency in Coherence**

<b>School</b>	<b>T.S.</b>	<b>F.M.</b>	<b>A. M.</b>	<b>%</b>
<b>School A (Model)</b>	52	2	1.16	58
<b>School B (Excellent)</b>	49	2	1.16	58

Table 4 shows that the total number of students and average marks in the coherence in essay writing. This is the surprising result

where the average marks of both schools School A (Model) and School B (Excellent) is equal.

**Table 5**

**Writing Proficiency in Mechanics**

<b>School</b>	<b>T.S.</b>	<b>F.M.</b>	<b>A. M.</b>	<b>%</b>
<b>School A (Model)</b>	52	2	1	50
<b>School B (Excellent)</b>	49	2	1.03	51.50

The table 5 presents the average marks in mechanics area in essay writing in which the average marks of School A(Model) is 1 mark (50%) in out of 2 marks whereas the average marks of School B (Excellent) is 1.03 mark (51.50%). Here it clearly illustrates that the School B (Excellent) is little bit better than the School A (Model). The difference percentage is 1.50.

**Table 6**

**Writing Proficiency in Organization**

<b>School</b>	<b>T.S.</b>	<b>F.M.</b>	<b>A. M.</b>	<b>%</b>
<b>School A (Model)</b>	52	2	0.9	45
<b>School B (Excellent)</b>	49	2	0.93	46.50

The above table 6 portrays the total number of students and average marks in organization area in essay writing where the average marks of School A (Model) is 0.9 mark (45%). On the other hand the average marks of School B (Excellent) is 0.93 mark (46.50%). The difference percentage is 1.50. Here, it seems that the writing proficiency of School B (Excellent) is better than School A (Model) in organization area of the essay.

### **School Wise Students' Writing Proficiency in Essay**

School wise students' proficiency refers to the performance of the students in essay writing in English language. The students were asked to write essay in 250 words and evaluated in the different categories. The following table 7 presents students' obtained marks and percentage and table 8 presents the students' obtained letter grade in the writing proficiency of the students of School A (Model). Similarly, table 9 presents the students' obtained marks and percentage and table 10 presents the students obtained letter grade of School B (Excellent).

**Table 7**  
**School A (Model)**

S.N.	Students	Content	Cohesion	Coherence	Mechanics	Organization	Total	%
1	S1	1.1	1	1.2	1	1	5.3	53
2	S2	1.2	1.1	1.1	1.2	1	5.6	56
3	S3	1	1.1	1	1	1	5.1	51
4	S4	1.2	1.2	1.3	1	1.1	5.8	58
5	S5	1	1	1	1	1	5	50
6	S6	1.3	1.2	1.3	1.1	1	5.9	59
7	S7	1.3	1.1	1.4	1.2	1.1	6.1	61
8	S8	1.2	1	1.2	1.1	1	5.5	55
9	S9	0.5	0.5	0.5	0.5	0.5	2.5	25
10	S10	1	1.1	1.1	1	1	5.2	52
11	S11	1.3	1.1	1.4	1.1	1.1	6	60
12	S12	1	1	1.1	1	1	5.1	51
13	S13	0.5	0.5	0.5	0.5	0.5	2.5	25
14	S14	1.2	1.2	1.2	1.1	1	5.7	57
15	S15	1.2	1	1.3	1.1	1	5.6	56
16	S16	1.2	1.2	1.3	1.1	1.1	5.9	59
17	S17	1.4	1.3	1.4	1.2	1.1	6.4	64
18	S18	1.2	1.3	1.3	1.1	1	5.9	59
19	S19	1.1	1	1.3	1	1	5.4	54
20	S20	1.2	1.1	1.2	1.1	1	5.6	56
21	S21	1.4	1.3	1.3	1.2	1.1	6.3	63
22	S22	1	0.5	1.1	1.1	0.5	4.2	42
23	S23	1.1	1	1.3	1	1	5.4	54
24	S24	1	0.5	1	0.5	0.5	3.5	35
25	S25	1.3	1.1	1.3	1.1	1.1	5.9	59
26	S26	1	1	1.1	1	1	5.1	51
27	S27	0.5	0.5	0.5	0.5	0.5	2.5	25
28	S28	1.1	1	1.2	1	1	5.3	53
29	S29	1.1	1.1	1.3	1	1	5.5	55

30	S30	1.2	1.1	1.3	1	1.1	5.7	57
31	S31	1	0.5	1	1	0.5	4	40
32	S32	1.1	1	1.2	0.5	1	4.8	48
33	S33	1	0.5	1	1	0.5	4	40
34	S34	1.3	1	1.2	1	1	5.5	55
35	S35	1.1	1	1.2	1.1	1	5.4	54
36	S36	1.1	0.5	1.1	1	0.5	4.2	42
37	S37	1.3	1.1	1.3	1.2	1	5.9	59
38	S38	1.3	1	1.3	1	1	5.6	56
39	S39	0.5	1	1	0.5	1	4	40
40	S40	1	0.5	1.1	1	0.5	4.1	41
41	S41	1.5	1	1.3	1.2	1	6	60
42	S42	1	1	1.1	1	1	5.1	51
43	S43	1.2	1	1.3	1.2	1	5.7	57
44	S44	1	0.5	0.5	1	0.5	3.5	35
45	S45	1.3	1.1	1.3	1	1	5.7	57
46	S46	1.3	1.3	1.4	1.1	1.1	6.2	62
47	S47	1.1	1.1	1.2	1.2	1	5.6	56
48	S48	1.1	1	1.3	1.1	1	5.5	55
49	S49	1.2	1	1.3	1	0.5	5	50
50	S50	0.5	0.5	1	0.5	0.5	3	30
51	S51	1.3	1	1.2	1	1	5.5	55
52	S52	1.2	1	1.3	1.2	1	5.7	57

The above table 7 portrays the number of students participated from School A (Model) and their obtained marks. The number of participated students in essay writing was 52. The table shows the students' obtained marks and percentage.

**Table 8**  
**School A (Model)**

S.N.	Achievement Percentage	Grade	No. of Students	Description
1	90 to 100	A+	0	Outstanding
2	80 to below 90	A	0	Excellent
3	70 to below 80	B+	0	Very good
4	60 to below 70	B	6	Good
5	50 to below 60	C+	33	Satisfactory
6	40 to below 50	C	7	Acceptable
7	35 to below 40	D	3	Basic
8	below 35	NG	3	Not Graded

The aforementioned table 8 illustrates the result of School A (Model). The students' obtained marks have been converted in the letter grading system. The total number of students were 52 in which 6 students obtained B grade, 33 students scored C+, in the same way 7 students obtained C grade, 3 students scored D and 3 students did not score any grade.

On the whole, the achievement of the School A (Model) is satisfactory because the total result of School A (Model) is 51.20%. The table elucidates that the concerned authority and stakeholders should pay attention to raise the present performance.

**Table 9**  
**School B (Excellent)**

S.N.	Students	Content	Cohesion	Coherence	Mechanics	Organization	Total	%
1	S1	1.3	1.1	1.2	1.1	1.1	5.8	58
2	S2	1.2	1.1	1.3	1.2	1.1	5.9	59
3	S3	1.3	1.1	1.3	1	1	5.7	57
4	S4	1.2	1	1.1	1.1	1	5.4	54
5	S5	1.4	1.1	1.4	1	1	5.9	59

6	S6	1.3	1.2	1.2	1.1	1.1	5.9	59
7	S7	1.4	1.1	1.4	1.1	1	6	60
8	S8	1.2	1	1.2	1	1	5.4	54
9	S9	1.1	1	1.2	1.1	1	5.4	54
10	S10	1.2	1	1.3	1	1	5.5	55
11	S11	1.3	1.1	1.2	1.1	1	5.7	57
12	S12	1	1	1	1	0.5	4.5	45
13	S13	1	0.5	0.5	0.5	0.5	3	30
14	S14	1.3	1.1	1.2	1.1	1	5.7	57
15	S15	1.2	1	1.2	1	1	5.4	54
16	S16	1.3	1.2	1.3	1.2	1.1	6.1	61
17	S17	1.4	1.2	1.4	1.1	1	6.1	61
18	S18	1.2	1.1	1.3	1.1	1	5.7	57
19	S19	1.4	1.1	1.4	1	1.1	6	60
20	S20	1.2	1.1	1.3	1.1	1	5.7	57
21	S21	1.6	1.5	1.4	1.3	1.3	7.1	71
22	S22	1	1	1	1.1	1	5.1	51
23	S23	1.1	1	1	1	1	5.1	51
24	S24	1	1	1	1	0.5	4.5	45
25	S25	1.3	1.1	1.2	1.2	1	5.8	58
26	S26	1.2	1	1.2	1.1	1	5.5	55
27	S27	0.5	0.5	0.5	0.5	0.5	2.5	25
28	S28	1.3	1.1	1.2	1	1	5.6	56
29	S29	1.3	1.1	1.3	1.2	1.1	6	60
30	S30	1.5	1	1.4	1	1.2	6.1	61
31	S31	1.4	1.1	1.4	1.1	1	6	60
32	S32	1.1	1.1	1.2	1.1	1	5.5	55
33	S33	1.3	1.2	1.2	1.2	1.1	6	60
34	S34	1	1	1.1	1.1	1.1	5.3	53
35	S35	1.3	1.1	1.5	1.1	1	6	60
36	S36	1	1	1	1	0.5	4.5	45
37	S37	1	1	1.3	1	1	5.3	53

38	S38	1	1	1.1	1	1	5.1	51
39	S39	0.5	0.5	1	0.5	0.5	3	30
40	S40	1.2	1.1	1.3	1.1	1	5.7	57
41	S41	1.4	1.2	1.2	1.2	1.1	6.1	61
42	S42	1	1	1.1	1	0.5	4.6	46
43	S43	1	1.2	1.1	1.1	1.1	5.5	55
44	S44	0.5	0.5	1	0.5	0.5	3	30
45	S45	1	1	1	1.1	0.5	4.6	46
46	S46	1.3	1.2	1.3	1.2	1.1	6.1	61
47	S47	1.2	1	1	1	1	5.2	52
48	S48	1.1	1	1.1	1	1	5.2	52
49	S49	1	1	0.5	1	0.5	4	40

The above table 9 portrays the number of students participated from School B (Excellent) and their obtained marks and percentage. Forty nine students were participated in essay writing.

**Table 10**  
**School B (Excellent)**

<b>S.N.</b>	<b>Achievement Percentage</b>	<b>Grade</b>	<b>No. of Students</b>	<b>Description</b>
1	90 to 100	A+	0	Outstanding
2	80 to below 90	A	0	Excellent
3	70 to below 80	B+	1	Very good
4	60 to below 70	B	11	Good
5	50 to below 60	C+	27	Satisfactory
6	40 to below 50	C	6	Acceptable
7	35 to below 40	D	0	Basic
8	below 35	NG	4	Not Graded

The above table 10 clearly depicts the result of School B (Excellent). The students' obtained marks have been converted in the letter grading system. As seen in

the table, forty nine students were participated, in which 1 student scored B+ grade, 11 students obtained B, in the same way 27 students scored C+ grade, 6 students scored C and 4 students did not score any grade.

On the whole, the achievement of the students' in essay writing is satisfactory because the total result of School B (Excellent) is 53.10% .The result in the table elucidates that the concerned authority and stakeholders should pay their attention to raise the present result.

## Chapter V

### Findings, Conclusions and Recommendations

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

#### Findings

On the basis of the analysis and interpretation of the data, the major findings were satisfactory. There was no great difference between School A (Model) and School B (Excellent). Here, School A (Model) scored the average marks 5.12 out of 10 marks (51.20%). On the other hand, School B (Excellent) obtained the average marks 5.31 (53.10%) marks. The difference between them was 0.19 mark (1.9%).

On the basis of the result, in categories wise comparison between the schools in content area, School A obtained 1.1 average marks out of 2 marks and School B scored 1.16 marks out of 2. School B was a little bit better than School A. But the difference is negligible. Similarly, in Cohesion School A obtained 0.96 mark and School B scored 1.03 marks. In coherence both schools scored the equal marks 1.16 out of 2 (58%) and this is the surprising result. In the category of mechanics School A obtained 1 mark or 50% and School B scored 1.03 marks or 51.50%. In the same way, School A

(Model) scored 0.9 mark or 45% and School B (Excellent) obtained 0.93 mark or 46.50% in organization area. In comparison between both schools, School B has been found a little bit better than School A.

In school wise students' writing proficiency, the students' obtained marks were converted in the letter grading system. The total number of students from School A were 52 in which 6 students scored B grade, 33 students obtained C+, 7 students obtained C, 3 students scored D and 3 students did not score any grade. In the same way, forty nine students were participated from School B in which 1 student scored B+, 11 students obtained B grade, 27 students scored C+, 6 students obtained C grade, and 4 students did not score any grade.

Most of the students in both schools have some problems in content, cohesion, coherence, mechanics and organization. They have some common problems in grammar especially in spelling, capitalization and subject verb agreement. For example; greenery as granary, Nepal as nepal, Lumbini as lumbini, tourists visit as tourists visits and pilgrims visit as pilgrims visits. Most of the students of both schools could not be able to organize the paragraphs in proper order on the basis of introduction, body and conclusion of the essay.

## **Conclusions**

The present study entitled "Proficiency of Grade Ten Students in Free Writing" aimed to find out the essay writing proficiency of the students of grade ten and to compare the essay writing proficiency of students of School A (Model) and School B

(Excellent). To carry out the study, I selected whole students from School A (Model, selected by the government of Nepal) and School B (Excellent, selected by the government of Nepal) in Nechasalyan Rural Municipality in Solukhumbu District through non-random purposive process. The number of participated students from School A(Model) and School B(Excellent) were 52 (fifty two) and 49(forty nine) respectively. A set of test items consisting of essay writing was the tool for data collection.

Thus, it can be concluded that the essay writing proficiency of the grade 10 students was found satisfactory in both School A (Model) and School B (Excellent). The students from School B (Excellent) performed a little bit better performance than the students of School A (Model) in essay writing. There was no great difference between the students of School A(Model) and School B(Excellent). The essay writing proficiency of the students was compared the content, cohesion, coherence, mechanics and organization or the subject matter. The major finding showed that the students of School B (Excellent) were a bit better than the students of School A (Model) in the proficiency of writing essay.

## Recommendations

Grounded on the major findings of the study, recommendations related to three different levels; policy, practice and further researches related have been made.

**Policy related.**The recommendations of the research at policy related are as follows:

- ) The policy should be formulated to encourage the teachers to involve in seminars and to prepare ELT journals in essay writing.
- ) The text book writer should write the text books by considering the students level and capacity and include the many exercises on free writing.
- ) The expert subject matters and trainers should provide essential training for both novice and experienced teachers in the areas of free writing.
- ) At last, but not least, the school administration can also utilize this study to formulate the policy at school level.

**Practice related.**The recommendations at practice related are as follows:

- ) Students should be asked to write as many essays as they can which are of their interest.

- ) The teachers should follow the proper teaching techniques while teaching, writing skill to the students in the classroom.
- ) The teacher should teach written comprehension not only from the text but also from the newspaper, journal, article and real life situations, to improve essay writing of the students.
- ) The teachers should emphasize different types of practice materials to enhance writing ability of the students in the classroom.

**Further research related.** The recommendations at further research related are as follows:

- ) The studies can be conducted to find out the writing proficiency of the students.
- ) Studies can be needed further researchers.
- ) This work can serve as a reference tool for those who are interested in and want to carry out further research on strategy adopted by teachers in teaching essay.

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## Appendices

### Test Item

Descriptive Essay Writing Tasks for Grade 10 Students.

Name of School:

Name of Student:

Class:

Questions

A) Write an essay on "My Country" at least in 250 words. (10)

Rubric for checking descriptive essay for grade 10

	4-Excellent	3-Very good	2-Satisfactory	1-Needs improvement
Content	Clear ideas	General ideas	Ideas are not well	Unclear ideas
Mechanics	Not error in spelling, capitalization and punctuation mark	Some errors in spelling, capitalization and punctuation mark	Many errors in spelling, capitalization and punctuation mark	All errors in spelling, capitalization and punctuation mark
Coherence	Complete sentences	Simple sentences	Very simple sentences	Unclear sentences
Cohesion	Complete grammatical link and lexical relationship	Simple grammatical link and lexical relationship	Very simple grammatical link and lexical relationship	Unclear grammatical link and lexical relationship
Organization	Well focused on the topic and appropriate definitions and examples	generally focused on the topic and good definitions and examples	Somewhat focused on the topic and inappropriate definitions and examples	Not focused on the topic

