

**EFFECTIVENESS OF TEACHING MATERIALS IN DEVELOPING
WRITING SKILLS**

**A Thesis Submitted to the Department of English Education in Partial
Fulfillment for the Master's Degree in Education**

**Submitted by
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Tribhuvan University, Kirtipur
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2010 February**

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DECLARATION

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

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DEDICATION

To my parents and teachers who made me what I am now.

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ABSTRACT

The objectives of this study were to find out the effectiveness of extra supplementary teaching materials in writing skills and to provide some recommendation for pedagogic purpose. For this study, I prepared a set of test items to collect the required information by administering pre test and post test. I myself was involved in teaching the students of Grade Nine. The overall findings of the study show that the uses of extra supplementary teaching materials have a positive impact in developing writing skill.

The study has been presented in four chapters. The first chapter consists of general background, status of the English language, language skills/aspects, writing skill, role of materials in language teaching, supplementary materials, review of the related literature, and objectives of the study. The second chapter describes the methodology applied to carry out the study which includes primary sources of data, secondary sources of data, tools used for the collection of data, procedures for data collection and limitations of the study. The third chapter consists of analysis and interpretation of the data. The finding derived from the analysis and interpretation of data and recommendations are presented in the fourth chapter. In the final section of the study, the references and appendices are included.

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CHAPTER ONE

INTRODUCTION

1.1 General Background

The term 'language' is in fact used in several ways. Generally a language is a system for encoding and decoding information. In its most common use the term refers to so called "natural language"-the form of communication is considered peculiar to human kind. Language is a human behavior on a particular occasion when an individual speaks or writes or signs: s/he may be said to be communicating in a language. This ability is often held to be the distinguishing mark of the human race and it makes possible the existence of human society.

Language is considered to be a unique property of human-beings. It is one of the most important means of communication. Communication is an important factor for exchanging ideas, thoughts and feelings. Without communication no one can get any information, nor can one disseminate information to others. Language is indispensable to human culture and civilization of all times. It is a dynamic set of visual auditory or tactile symbol of communication and the elements used to manipulate them. It is not just a logical system but psychological and social phenomenon as well. All human beings normally speak at least one language and it is hard to imagine such significant, social, intellectual or artistic activity taking place in its absence. On the basis of its concept, we can easily claim that language is the most powerful medium for receiving and producing a message.

When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may want to call a language. The language system enables us in understanding and producing utterances of a particular language. It is therefore, shared by all the members of a particular speech community. Different scholars have defined language differently. Some of them are given below:

According to Webster Encyclopedia (1994), "A particular type of speaking or writing felt to be typical of, or appropriate to, a given type of situation may also popularly be called language" (p.1894). To put it more simply, a language is regarded as a system of speaking, writing or signing, which is common to a group of people.

According to the Oxford Dictionary of English Etymology, "Language is a body of words or used by people. It is a form of words and style of expression" (1996, p.514). This definition states that language is a proper combination of words used by people.

Based on Random House Dictionary (1966), "Language is the faculty or power of speech" (p.806). This definition presumes, language as the vehicle of human thoughts of ideas and feelings. The major function of language is to communicate. It is closely tied the man's feeling, culture, society and individual. In this regard, language is the means of social contract. "Language is the first of two planes in the two plane process of communication. In the second plane are the factors, which influence the linguistic message" (Larsen-Freeman, 2006, p.83). In this definition, Larsen Freeman has focused language as a means

of communication. Likewise for Wardhaugh (1972), "Language is a system of arbitrary vocal symbol used for human communication"(p.3).Another definition of language given by Halliday (1977) is that it is the primary means for the transmission of culture from one generation to the next(p.8).

Based on Brown (1993, p.5), language yields the following composite definition.

- i) Language is systematic and generative.
- ii) Language is a set of arbitrary symbols.
- iii) Those symbols are primarily vocal, but may also be visual.
- iv) The symbols have conventionalized meanings to which they refer.
- v) Language is used for communication.
- Vi) Language operates in a speech community or culture.
- vii) Language is essentially human, although possibly not limited to humans.
- viii) Language is acquired by all people in much the same way-language and language learning both has universal characteristics.

Thus, language is unique, complex and the most powerful, convenient and permanent means and form of communication.

English is a major international language. No doubt, English speaking communities are major sources of attraction and dreamland for anyone in any corner of the world, to survive in such communities and get opportunity English is studied as an academic subject.

According to Quirk, Sidney, Geoffrey and Jan (1978),

English is the world's most important language. Even at a time when such a statement is taken as a long standing truism, it is perhaps worthwhile to glance briefly at the basis on which it is made. There are, thousands of different languages in the world, and it is in the nature of language that each one seems uniquely important to those who speak it as their native language they acquired at their mother's knee. But there are more objective standards of relative importance (p.2).

Hence, English is viewed as the personality emancipator with promises of higher social mobility. People have a general perception that proficiency of English is useful for economically gainful job. So, English is the world's most important and the world's most widely used language.

Appreciation of the English language throughout the world is the result of its roles in the development of various aspects of our society. In addition, in the name of English language teaching centers, institutes for TOEFL and IELTS and various occupations have grown in major cities of Nepal too. Hence, English is the target language for all and need of learning it emerged. To say that it is the important language in the world might not seem as exaggeration. By means of the English language, we can exchange our views and promote harmony both in speech as well as writing. Written words are not only the best monuments of historical facts but also the best means of communication to a person.

Many of the books, magazines, commercials names, names of medicine, names of technical equipments, etc are written in English. English is the main medium of instruction for science and technology in Nepal. Now a days various

methods, techniques like "Direct Method", "Functional Method", "Communicative Method" have been in practice in the field of teaching language. Many trainings and workshops to the language teachers have been conducted by Ministry of Education that due to which teachers were encouraged to use teaching materials in language classroom.

1.1.1 Status of the English Language

One of the popular language is English. Most people who speak English are not Englishmen or American and are not born in England. English is not just a recognized national language, it is also recognized as an international language by the United Nations Organization. Teaching English is an important job. A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine and computing; as a consequence over a billion people speak English. The English language is also one of the six official languages of the United Nations. Nepal depends on the ability of its citizens to communicate with the outside world, and these days much international communications take place in the English language.

In Nepal, English language teaching has formally been introduced at class one of the primary level. English is taught as compulsory papers from the primary level to the Bachelors Level. The English language mainly can be used for general purposes (i.e. for day to day communication) or for specific purpose (e.g. for professional or academic purposes).

According to Sthapit (2000, p.3) the importance (or need) of English as a foreign or second language is for learning the following activities:

-) To participate in classroom interactions.
-) To study course materials and other related academic or professional matters.
-) To use it as a medium of expression in assignments, tests and examinations.
-) To read things for pleasure and general information.
-) To gain access to the world body of knowledge.
-) To appreciate movies, plays, talks, radio and television programs, etc.
-) To keep them abreast of what is going on around the world.
-) To participate in international meetings seminars, conferences, etc.
-) To communicate with foreigners in general.
-) To develop the learner's personality and enhance their career development.

According to Brown (1993), " Teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge , causing to know or understand" (p.7).This definition states teaching is guiding and facilitating learning , enabling the learner to learn and set the conditions for learning.

The main job of a teacher is to help students to learn. To do this, the teacher must be able to make the students want to learn. This is called motivation. Students who are praised by teachers learn better than the ones who are frequently punished. Students feel good when they are praised. Students who are often punished do not learn well because they are afraid of making mistakes or ask questions to the teachers when they do not understand. In English classes

students must not be afraid of trying out new words. All the children are naturally curious to learn new things. Teachers must use a variety of methods and use different teaching materials to keep their lessons interesting and to motivate their students to learn.

Teaching of the English language demands the use of both the first and second language. It is a very difficult task since it includes all the aspects of language and culture as well, however different techniques, methods and approaches are being introduced day by day to facilitate learning and teaching a second language. Thus, teaching the English language is the skills including reading composition, writing, speech, spelling, dramatics, etc taught in elementary and secondary schools to give students a thorough proficiency in using the English language.

1.1.1 Language Skills / Aspect:

A language is always recognized in terms of different skills. A skill means to do something expertly and well. To learn a language communicatively the learner needs to develop two kinds of linguistic abilities: receptive and productive.

There are four language skills needed to use a language well. These skills are-

1. Listening
2. Speaking
3. Reading and
4. Writing

Listening and speaking skills are natural abilities. Every normal person is able to listen and speak, but many normal people cannot read or write.

Reading and Writing are not natural skills. They have to be learnt.

When learning their first language, children start to learn it by listening. They hear adults and older children speaking the language and listen to the sounds being made. Therefore, listening is the first language skill. After listening to, the first language listen acquire speaking which is the second language skill. Reading comes next- it is the third language skill and writing is the fourth language skill.

Young children can learn a second or foreign language in the same way they learn their first language. That means the first skill they learn is the listening skill. When the students can hear the distinct sounds of the new language, they can begin trying to speak it. Only when words can be heard then a teacher introduces the student to the written form.

According to Harmer (1991, p.25)' "Speaking and Writing involve language production and are, therefore, often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are, therefore often referred to as receptive skills". In this definition, Harmer focused listening and reading as receptive skills because the brain is receiving information.Receptive and productive skills develop side by side.

1.1.2 Writing Skill:

Writing language was the product of an agrarian society. These societies were centered around the cultivation of grain. A natural result of the cultivation and storage of grain is the production of beer. The history of writing follows the art of expressing thoughts by letters or other marks. In the history of how systems of representation of language through graphic means have evolved in different

human civilization, more complete writing systems were preceded by proto-writing system of ideographic symbols.

Writing is the act of transmitting thoughts, feelings and ideas. Writing is a thinking process in its own right that demands conscious intellectual efforts. Language is defined as a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture communicate.

According to Lado (1961), " Learning to write, learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterances one has in the mind"(p.143).This definition focuses writing as an activity by which human beings communicate with one another and transmit their accumulated cultures from one generation to another. It equally provides us with possibilities to discover and articulate ideas in many ways.

The English language teaching (E L T) curriculum objectives of secondary level in Nepal focus on general terms: the cultivation of communicative ability and proficiency in listening, speaking, reading and writing. "Secondary level curriculum gives 25% weightage to listening and speaking, 40 % to reading and 35% to writing" (Specification Grid,p.31).This weightage show that writing is one of the most important skills of language. It is assumed that the students will write in class everyday. Regular practice is essential. While students are writing in the class, the teacher should supervise and make corrections of their spelling, idiom, vocabulary, etc.during the classroom writing period. Every effort should

be made to avoid an "examination-atmosphere": the object in the writing exercises is not to test the students but to help them learn how to write.

Lawrence (1972) defines writing as "to understand and to write in English you must carry on a continuous 'thinking' process"(p.19). This definition focus is that the process of creating written texts can play vital role in the development of learning. Writing is a process that occurs over a period of time particularly if we take into account the extended periods of thinking that precede creating an initial draft. The writing area can also be used to help develop a sense of a text types.

Some teachers have found that displaying carefully selected texts in the area helps to build up pupils' awareness of text differences. In writing areas it is useful to provide, if resources allow, a variety of implements for writing and a variety of types and sizes of paper. One box of scrap paper could be labeled ' for rough work' another 'for best'. This will help pupils to realize from early on that there are different writing behaviors appropriate to different stages of the writing process and to different sorts of texts.

Writing is integral to learning. Writing is seen as one of several means to facilitate learning. The content and focus of the learning take priority over writing but, with careful planning, writing in a variety of forms and for a variety of purposes can play a vital part in supporting and advancing the learning. Writing can also be a means to an end an aid to discussion or to a graphic presentation, for instance. Written language primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately. One term that is frequently used in written

assignments is 'explain'. To explain means to make something clear and comprehensible. Explanation can involve a number of logical methods of organization. Substantial of a generalization is a kind of explanation. The elucidation of a method or of a process is a kind of explanation. The elucidation of a method or a process is a kind of explanation that involves cause and effect and usually chronological and spatial order. Similarly classification, comparison and contrast can be used for explanation.

According to Kress (1982), " Writing as an important study shows that speech typically tends to employ co-coordinating or chaining constructions, while writing tends to employ hierarchically organized structures with embedding at several different levels" (quoted in Harris, 1993, p.79). This definition focus is on the ability to make explicit the interrelationships between prepositions, phenomena or events; and to be able to express these links in the linguistic surface of the text. Likewise for Hedge (1989), "Successful writing depends on more than the ability to produce clear and correct sentences"(p.8). Writing tasks which have whole texts as their outcome relate appropriately to the ultimate goal of these learners who need to write English in their social, educational, as professional lives. Classroom writing tasks should reflect the ultimate goal of enabling students to write whole texts which form a connected, contextualized, and appropriate piece of communication.

According to Arapoff (1970), "A good way to being making discoveries about written English is to compare it with spoken English. At the same time, there are differences between the spoken and written form of the language" (p.2). The participants are both senders and receivers of messages. This means that speakers can get immediate feedback on what he says. But a writing situation is

non- reciprocal. A writer does not have the opportunity for immediate feedback and doesn't get a chance to reward or explain or correct what s/he writes. Speaking is as much a social as a communicative situation, immediately involving two or more participants, while writing is largely a communicative situation, immediately involving only the writer. Whatever s/he wants to communicate must be absolutely clear when s/he writes it. So that any person later reading, it will understand, and will have no question about it. We can say that writing is to think of our own causes or our own effects, to collect facts of our own and to relate and interrelate them meaningfully. Speech and writing are manifestations of the same phenomenon. Children already have expertise in the one when they come to school. The task of the teacher is to help them invest that expertise in acquiring mastery of the other, and to do that teachers rest to understand the relationship between speech and writing. The most significant difference between them is that his success, or failure, in the educational system will rest, ultimately, on his ability to write. To put it at its crudest, on his ability to do well in written examination.

Some of the points about writing given by Harris (1993) are as below:

1. Speech and writing are different ways of using language understanding the difference is an important part of the teaching of writing.
2. Writing used in appropriate ways can help develop thinking and promote learning. It is up to teachers to ensure that the approach to writing in their classrooms facilities both.
3. Research indicates that the factors that govern success in second or foreign language writing are broadly similar to those governing writing in the mother tongue. Helping pupils understand the purposes and processes of writing should, therefore, be part of every teacher's aim (p.115).

Based on Thornton and Edward , "Writing is being literate to mean possessing freely and at will in response to need. This implies possession of the judgment required to determine need, and of requisite mastery of the written system "(p.10). This definition states that writing represents visually the sounds of language, a development that followed speech in the history of human language, just as it follows the acquisition of speech in the lives of those of us who become literate. In those societies which have developed writing systems, it is observable that the written language tends to acquire a status.

Writing is a difficult skill because we require it on our own without any immediate feedback. It involves the use of few structures which may not be used while speaking. Writing skill is complicated in nature because it demands the thinking power as well as the skill of integrating the ideas in particular graphological structure. Compared with speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy. So that there is no ambiguity of meaning, the use of complex grammatical patterns and sentence structures to create a style which is appropriate to the subject matter an eventual reader.

In simple terms, writing is a productive skill, which involves manipulating, structuring as communicating. It expresses information explicitly. It manipulates the script of a language. It expresses the communicative value of sentences and utterances and relations within a sentence uses..

Punctuation marks play a vital role in correct writing skills. Punctuation is an art or practice or system of inserting marks or points in writing in order to make

the meaning clear. The proper use of Punctuation marks such as Full stop(.), Comma(,), Question mark(?), Exclamation mark(!), Semicolon(;), Apostrophe('), Capital letter(A) and so on help the writer to organize written language and clarify relation between words, phrases, and clauses.

Punctuation is a set of conventions to make it easier to read written English. It is important to stress that the so called 'rules' of punctuation are simply conventions agreed ways of separation a text into section that the readers' eye and brain can assimilate (Seely, 2005,p.226).

Punctuation is fundamentally a means of marking boundaries and relationships between the grammatical units of written texts. Some areas of punctuations are clear cut and straight forward.for example, noone would disagree that a sentence should begin with a capital letter. So punctuating well is a combination of knowing a number of fixed rules. The different punctuations marks are given below.

a. Capital letter (A): Capital letters are used for the letters of people's name, proper names and so on.

E.g. Shreeman Gaha

Palpa

BBC

b. Comma (,): Comma is essential for clear writing. It is used to separate the items in lists of words, phrases or clauses and question tag from the rest of the sentence.

E.g. Smirti bought a book, a pen and a pencil yesterday.

c. Full stop (.): Generally it is used to mark the end of a sentence. It is used to mark abbreviations and initials.

Eg. M.ED

d. Question mark (?): A Question mark ends a sentence, as a full stop does, and is used to indicate that the sentence is a question.

E.g. Where did Kabita go yesterday?

Ful maya was born in 1995?

e. Exclamation mark (!): It is used to express a high degree of happiness, sorrow, anger, surprise or other strong emotion.

E.g. wow!

Danger! Keep out!

f. Semicolon (;): The semicolon is midway between a full stop and comma. It is used to separate two clauses that are related.

E.g. sometimes it is right to forgive; sometimes it is wrong to forget.

g. Apostrophe ('): It is used with 's' to indicate the possessive used in a contracted form to indicate the omission of letters or figures.

E.g. There's no need to go.

All the punctuation marks which are given above help to develop out writing skill. The learners should know these marks in order to produce clear, effective and correct writing script.

A mind map is a diagram used to represent words, ideas or other items which link and arrange around a central key word. It is an arrangement of words. It helps to introduce a topic and give students an overview of the key topic which help the students to develop a good paragraph in writing.

Writing system is used to refer to the employment of a given set or underlying principles even though these principle may be realized in different shapes. According to Hedge (1989), the 'skills' that writers need are as follows:

- Getting the grammar right.
- Having a range of vocabulary.
- Punctuating meaningful.
- Using the conventions of layout correctly, e.g. in letters.
- Spelling accurately.
- Using the range of sentence structures.
- Linking ideas and information across sentences to develop a topic.
- Developing and organizing the content clearly and convincingly (p.8).

In Nepal, English has been taught and learned as a foreign language. It is being taught as a compulsory subject in school and all the answers are required to be given in the written form. The students of English learn the language through written skills. Writing is different than the other skills because of its quality of being permanent. Writing attracts special importance because "reading maketh a full man, conference a ready man and writing an exact man" (Francis Bacon), (as quoted in Sharma and Phyak, 2007, p.254).

Thus, writing is an act of transmitting thoughts, feelings and ideas. Writing is a thinking process in its own right; it demands conscious, intellectual efforts.

Writing is a very complex process requiring many composite skills viz, mental psychological, rhetorical and critical. It is a skill that improves with practice; the writer will become more comfortable and fluent in putting his/her thoughts exactly on paper. Writing is to product mental pictures or images in the mind of the reader. A mental image is something s/he sees, not with his/her physical eyes, but with his/her innate mental sight. S/he thinks of his/her school days and pictures of his/her school life. The more active of his imagination, the greater power that he possesses to visualize a particular thing. The writer should describe the thing or processes so vividly that it can get the picture within the readers mind. Describing the thing or a process or a state is a very important skill that enables the students to introduce or famiarize his/her things to others.

In conclusion, there is no doubt that writing is the most difficult skill for L 2 learners to master. The students who learn English language can not be perfect without the knowledge of writing skill. They learn English language when they can write well.

1.1.4 Role of Materials in Language Teaching

Only the methods or techniques or approaches are not sufficient to classroom teaching. For this, the teachers need support. The teaching materials can provide these supports.

Teaching materials are those materials which help language teacher to make his/her teaching as learning process effective and meaningful, and thus enhance learning ability which promotes better understanding. Teaching materials help the teacher to clarify, establish, correlate and co-ordinate the accurate concepts, interpretations and appreciations and enable his/her to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Teaching materials in teaching English give especial emphasis to boosting the confidence and enhancing the skill of the participants in making various teaching materials and using them effectively in actual classroom teaching. Such a prominent and integral element of teaching English should not be ignored and its wise application is expected to increase the quality of our English education.

Teaching aids are teaching devices such as charts, drawing, pictures etc, intended to facilitate learning. OHP, multi-media projector, film, T.V, video etc, are also teaching aids. Visual and aural aids are those aids, which help the teacher to do his job better. The language teacher cannot do his/her job at all without teaching aids. Everything belonging to or brought into the classroom animate or inanimate is a potential visual aid. Teachers, boys, girls, pets, plants, clothes, furniture, materials, objects, everything that anyone is seen to do, any movement he makes, any action he performs laughing, crying, smiling, working, acting, misbehaving all are potential visual aids". Any material, programme or machine used to help the teacher explain his lessons better can be included under teaching aids. Teaching materials allow the students to learn quickly and enjoyably as individuals with differing needs and purpose. It make not only learning easier and quicker but also broader our mind and help to keep learners' memory for long time.

According to Wright (1979), the importance of teaching aids is given below:

- a) They make communicative approach to language learning easier and more natural.
- b) They can be used for decorative purposes, for creating variety and for making the lesson more interestingly.
- c) They shorten teaching / learning time too.
- d) The use of aids is to teach core meaning is obvious (p.46).

Learning is a complex process and visual aids are a great help in stimulating the learning of a foreign language. The student must use his / her ears as well as his eyes but it is the eye that is the primary channel of learning. Good visual materials will help maintain the pace of lesson and the students' motivation. As student learn most through visual stimulus, the more interesting and varied these stimulate, the quicker and more effective their learning will be. Many points are relevant to the use of any type of visual aid in the classroom and general principles, for example the need for good size visuals to ensure visibility at the back of the class, are not repeated once made. Visual aids help the teacher to put ideas into practice in the classroom. There are many things in the world which cannot be brought into the classroom, such as tiger, trains; mountains. This is the sort of classification and sub classification which is frequently indulged in when discussing visual aids and is based or on medium of representation. Visual learners tend to prepare reading and studying charts, drawings and other graphic information, while an auditory style is characterized by a preference for listening to lectures and audiotapes. Quoted by Brown (1993), "The students rated statement like, "When I read instructions, I learn better, and I learn more when I make drawings as I study". This statement shows the importance of visual materials in classroom teaching.

According to Bowen (1991), "Visual aids are a means to an end and not an end in themselves "(p.5). Visual aids capture the interest and imagination of the class members. But aids should be appropriate for the purpose of the lesson.

Visual aids in a broad sense may be defined as anything that can be seen while the language is being spoken or something that people can look at to help them understand, learn somewhere etc. In the simplest sense, visual aids means things brought into the classroom, which are not essential but, for a language teacher visual aids are not only helpful but essential things without which language teaching is nearly impossible. It is important to know when we use visual aids; it should match with the objectives of teaching. It should also match with the need, interests, age, mental and physical state of learners, for example, simple and single coloured pictures are more useful at early stages where as complex maps and composite pictures can be more useful for the students of intermediate and advanced levels. Similarly, coins may also be used to teach the concept of money and a clock to teach the concept of time. The meaning of some words can be taught only with the help of visual aids not by definitions, for example, words like, hills, camera, train, bus, etc. When learner cannot see the real objects inside the classroom, their pictures can be brought and displayed teaching the various items. It is clear that visual aids can help by providing contexts which would not otherwise be available. Visual aids bring the outside world into the classroom and offer a window for students to see real life situation. Many researchers have proved their value for arousing interest and for reinforcing the memory. Visual aids provide the meaningful context for language use and bring class practice closer to true life learning situation.

According to Bowen (1991), the benefits of using visual aids in the language in the classroom are given below:

1. They vary the pace of the lesson.
2. They encourage the learners to lift their eyes from their books, which makes it easier and more natural for one to speak to another.
3. They allow the teacher to talk less, by diminishing the importance of verbal stimuli provided by the teacher's voice and allow the students to talk more. The visual rather than verbal approach results in less teacher talking time and more students' participation.
4. They enrich the classroom by bringing in topics from the outside world which are made real and immediate by the pictures.
5. A student with a creative imagination will often find s/he learns a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary.
6. They help to teach listening, speaking, and writing and allow the teacher to integrate these skills constructively.
7. They inspire imaginativeness in both the teacher and students.
Comments, guesses, interpretations and arguments turn newly practiced phrases into a lively give and take.
8. They provide variety at all levels of proficiency. A collection of visuals in the various media caters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized (p.2).

According to Unabridged Webster Dictionary (1983), "Materials is the articles or approaches needed to make or do something: writing materials" (p.884). Likewise, According to Brown (1993), "One that is very

salient in a formal classroom setting is the preference that learners show towards either visual or auditory input. Visual learners tend to prefer reading and studying charts, drawings, and other graphic information” (p.113).

“All aids are designed to encourage to participation of students. Most aids bring the class nearer to real life, or bring the outside world into the classroom. Pictures, dramatic activities, films and other aids help to clarify the points explained in words” (Araby, 1974, p.3) .It shows that teaching materials is very important in the classroom teaching activity.

The above quotations justify the importance of the writing skill. For this, the teacher needs support. The supplementary materials can provide this support.

1.1.5 Supplementary Materials

Supplementary Materials are the additional materials or aids along with the textbook. A textbook is not complete in itself. It is merely a guide for the teacher and the learners. Many additional supplementary aids are required to achieve the goals aimed at by a textbook. The textbook should be equipped with enough supplementary materials such as songs and rhymes, games, workbooks, audio-visual materials etc, which effectively draw the attention of the students towards them. The textbook should also have readers without which it has no value. It should also have teacher’s guide so that it will be easy for the teachers to know how and how much to teach in one period in the class. Works books help the students to practice what they have learnt from the textbooks. Audio visual aids will help them to understand better for long term. Similarly, jokes,

songs, games provide pleasure, excitement and enjoyment to the learners. They also help to create situations for teaching and learning. The students as well as teachers are benefited from such materials. The language should be authentic, appropriate and should sound naturalness to the readers.

Visual materials are the most useful language activities for the secondary level students. They make the teaching more effective because they avoid boredom, they help to motivate, create interest, break monotony of long hours of the class and provide new spirit and enthusiasm for the learners.

Providing materials and supplementary learning materials in English into the Nepalese context, and appropriate the background and interests of secondary school students seems most essential.

1.2 Review of the Related Literature

Some researchers have been carried out in connection with effectiveness of teaching materials. They are as follows:

Chapagain (1999) carried out his study entitled "Use of Teaching Materials and its Impact in English Language Learning". The purpose of his research was determine the impact of the teaching materials by comparing the Grade six students' achievement that is taught using the teaching materials with those who are taught without using them. To fulfill his purpose, he used correlation coefficient between the two variables viz, performance difference between the pre test and the post test of the 'Controlled Group' and the performance difference between the pre test and the post test of the 'Experimental Group' was

calculated. The findings show that the materials are an integral part of English Language Teaching and they have highly positive impact on language teaching.

Acharya (2001) carried out his study entitled "The Effectiveness of Recorded Materials and Live Materials in Teaching Listening: A Comparative Study". The purpose of his study was to determine the effectiveness of recorded materials and live materials in teaching listening. His study was mainly based on primary data and he used numbers of test items as a research tool to fulfill his purpose. The findings show that recorded materials were better than the live materials.

Timilsina (2000) carried out his research on "The Effectiveness of Listening Comprehension in English". The purpose of his research is to find out the effectiveness of listening comprehension of grade nine students in English and to point out the areas of strengths and weakness of it. The findings show that the voice of the teacher was much more effective.

Another research entitled "A Study on the Instructional Materials on Teaching English to Grade Ten" was done by Acharya (2005). The aim of his research was to determine the degree of effectiveness of instruction materials on the primary data, i.e., the responses made by the testees. He used the test items to collect the data. His research was constructed to cover all the four language skills, (Reading, Writing, Speaking and Listening) including grammar. The findings show that instructional materials are integral part of the English language and they have very highly positive impact in learning English.

Khakurel (2005) has carried out a research on "Effectiveness of Matchstick Figures in Teaching Action Verbs". The aim of this study was to find out the effectiveness of matchstick figures in teaching action verbs at grade five. The findings show that the degree of effectiveness in the use of matchstick figures in teaching action verbs in English is very good.

Another research entitled by "A Study on the Effectiveness of Live presentation And Recorded Materials in Teaching Listening Comprehension". A comparative study was done by Sapkota (2006). The purpose of his study was to find out the effectiveness of live presentation and recorded materials in teaching listening comprehension. Students of grade eight was taken to fulfill his research purpose. The findings show that live presentations are more effective for teaching listening comprehension than recorded materials.

Ghimire (2007) carried out a research on "The Effectiveness of Visual Aids in Teaching Vocabulary". The aim of this study was to find out the effectiveness of visual aids (cut out picture or drawing) in teaching vocabulary to compare the vocabulary achievement of the experimental group and control group. The finding shows that the performance of the experimental group was found satisfactory in almost all the test items.

A number of researches mentioned above the carried out by different researchers. They show that clear and concrete ratio of impact in learning the English language as well as developing writing skills by the use of teaching aids is hardly experimental anywhere. My research is different than others because I made an effort to show the effectiveness of teaching materials in learning the English language and developing writing skill as well.

1.3 Objectives of the Study

This study has the following objectives:

- 1) To find out the effectiveness of teaching materials in punctuation marks, mind map in writing skills.
- 2) To provide some recommendations for pedagogic purpose.

1.4 Significance of the Study

This study is mainly concerned with "Effectiveness of Teaching Materials in Secondary Level". This study is useful for those who are in the field of language teaching in general and E.L.T in particular. In the same token, the Palpa district is not still included under any research study related to effectiveness of teaching materials in secondary level. Hence, the researcher selected Palpa district to study the effectiveness of teaching English.

The findings of this research study will be beneficial for teachers, students, researchers, teacher's guide developers, curriculum designers, materials producers and so on.

CHAPTER: TWO

METHODOLOGY

Every researcher work has a stepwise procedure to follow, what is known as methodology. The main aim of the study is to find out the effectiveness of teaching materials in secondary level. To accomplish the objectives, I followed the methodology during the study.

2.1 Sources of Data

2.1.1 Primary Sources

By administering a pre test and a post test were the basis of collecting the primary data for this study. The pre test was taken before the actual classroom teaching and post test was taken after the experimental teaching. I used magazine cutouts, pictures, structure cards, realia, and matchstick figures and so on in the classroom teaching, I myself was involved in teaching the students of grade nine.

2.1.2 Secondary Sources

The secondary data for this study was consulted from the text book of grade nine for designing tools. Various reference books, library study and relevant literature were the sources of secondary data.

2.2 Population of the Study

The total population of this study consisted of students from grade nine studying at Shree Rambha Higher Secondary School of Palpa district.

2.3 Sampling Procedure:

In order to carry out this research, I selected the students of grade nine of Shree Rambha Higher Secondary School of Palpa district by using non- random judgmental sampling procedures. Eighty students of grade nine were taken for the study. I took twenty four classes including twenty four lesson plans in the study. Accordingly, twelve classes were taught to control group and the same number of classes to the experimental group.

2.4 Tools for Data Collection

I prepared a set of test items including punctuation marks, mind map, conversation, letter and paragraph writing for the pre-test and post-test. The test was constructed to cover the writing skill. Those test items were related to the English text book of grade Nine. The test item consisted fifty full marks. (See Appendixes I)

2.5 Procedures for Data Collection

I used the following procedure to collect data from the primary sources.

1. At first, I visited Shree Rambha Higher Secondary School and took permission from the concerned authority to carry out my study.

2. I developed the test items for pre test and post test and lesson plans for teaching.

3. I divided the students of grade nine into two groups, (i.e., experimental group and control group) on the basis of non random judgmental sampling.

4. I taught experimental group with teaching materials such as, real objects, pictures. Flash cards, charts, outlines and so on and usual materials as well. On the other hand I taught control group without using teaching materials except usual materials.

5. I taught twelve classes for each group.

6. Then, I took post test and compared to determine the effectiveness of teaching materials for teaching writing skill in English.

2.6 Limitation of the Study

The basic limitations of my study were as follows:

1. Only the students of grade nine were taken for my study.

2. My study was confined to only one school i.e, Shree Rambha Higher Secondary School.

3. The population of my study consisted of eighty students of grade nine. Among them forty were from experimental group and forty students from control group.
4. My study was concerned with develop the writing skill in English.
5. I taught only twenty four classes in the above mentioned school.
6. My study was limited in punctuation marks, mind map, conversation, letter writing and paragraph writing.

CHAPTER THREE

3. ANALYSIS, AND INTERPRETATION

This chapter consists of analysis and interpretation of data. The major objective of my study was to find out the effectiveness of teaching materials in developing writing skill. In the comparison, the differences between the average score of the pre test and post test was computed. If it is higher than zero, it shows the progress of the groups. To analyze and interpret the data, four sub-units: Holistic comparison, Gender wise comparison, Intra test comparison and Question wise comparison have been presented.

3.1 Holistic Comparison

Table Number- 1

Average Scores in Holistic Comparison

Group	Average Score in pre test	Average Score in post test	Differences
Control	14.22	26.65	12.43
Experimental	11.5	27.56	16.07

As shown in the table number one, it is observed that the average score of control group in pre test was 14.22 and 26.65 in post test. The average score of experimental group in pre test was 11.5 and 27.56 in post test. It has increased

its average score by 16.07. Thus, the above table showed that the experimental group has done more effective improvement than the control group.

3.2 Gender wise Comparison

The sex wise comparison is computed and tabulated in the following two tables:

Table Number- 2
Average Scores Achieved by Boys

Group	Average Score in pre test	Average Score in post test	Differences
Control	17.23	26.23	9
Experimental	13.5	30.71	17.21

From the above table, it can be observed that boys in the control group have scored 17.23 and 26.23 in average in pre-test and post-test respectively. It shows that the average score in post test was increased.

Likewise, the mean score in pre test of experimental boys was 13.5 and it was 30.71 in the post test. The increased mean score was 17.21. It showed that the experimental group has improved in its writing skill than the control group of the boys.

Table Number-3

Average Score Achieved by Girls

Group	Average Score in pre test	Average Score in post test	Differences
Control	15.91	26.95	11.04
Experimental	10.5	25.88	15.38

According to table number three, it can be observed that girls in the control group have scored 15.91 and 26.95 in average in pre-test and post-test respectively. It shows that the average score in post test of control group of girls increased by 11.04.

Similarly, the mean score in pre-test of girls of experimental group was 10.5 and it was 25.88 in the post-test. The increased mean score was 15.38. It showed that the experimental group has improved in their writing skill than the control group girls

3.3 Intra test Comparison

a.Pre-test

Table Number- 4
Average Scores in Pre test

SN	Types of question	Control group	Compare symbol	Experimental group	Difference
1	Write correct punctuation marks	5.0	>	3.37	-1.23
2	Write paragraph with the help of mind map	4.6	>	2.45	-2.15
3	Conversation	2.32	>	2.2	-0.12
4	Letter writing	2.58	>	1.51	-1.07
5	Picture describing	2.5	>	1.61	-0.89

According to table number three, the pre-test showed that control group has obtained more marks in all five questions. Their marks in those questions over the experimental groups are, -1.23, -2.15, -0.12, -1.07 and -0.89 respectively.

b.Post-test

Table number: 5
Average Scores in Post test

SN	Types of question	Control group	Compare symbol	Experimental group	Difference
1	Write correct punctuation marks	8.86	<	9.21	0.35
2	Write paragraph with the help of mind map	6.02	<	6.85	0.83
3	Conversation	2.7	<	3.46	0.76
4	Letter writing	4.58	<	4.92	0.32
5	Picture describing	3.45	>	3.12	-0.33

According to table number four, the post test showed that experimental group has obtained more marks in question number 1, 2, 3 and 4. Their marks in those questions over the control groups were 0.35, 0.83, 0.76 and 0.32 respectively. In the last question (i.e., question number five), the control group has scored more than the experimental group. The score of that question was 0.33 which was more than the experimental group.

It showed that experimental group has progressed more effectively than the control group.

3.4 Question wise Comparison

3.4.1 Write Correct Punctuation Marks

Table Number- 6
Average Scores in Punctuation Marks

Group	Average Score in pre test	Average Score in post test	Differences
Control	5.0	9.86	4.86
Experimental	3.77	9.21	5.44

The above table shows that the control group has scored 5.0 in pre-test and 9.86 in post test whereas the experimental group obtained 3.77 and 9.21 in pre and post-test. Respectively the difference between pre-test and post-test score was 4.86 in control group and 5.44 in pre-test and post-test score of experimental group. It shows that experimental group improved in its writing skill than the control group. From students' answer sheets, the improvement of capital letters was found better than other punctuation marks.

3.4.2 Paragraph Writing with the Help of a Mind Map

Table Number-7

Average Scores in Paragraph Writing with the Help of Mind Map

Group	Average Score in pre test	Average Score in post test	Differences
Control	4.6	6.02	1.42
Experimental	2.45	6.85	4.4

From the above table, it was found that the average score of the control group has 4.6 in pre-test and 6.02 in post-test. The average score of experimental group in pre-test was 2.45 and 6.85 in post-test. The difference between pre test and post test of the control group was 1.42 and 4.4 in experimental group. This result shows that the experimental group has made better improvement than the control group in writing skill. The students were motivated to develop a paragraph with the help of mind map. The students felt easy to develop a paragraph with the help of mind map rather than without mind map.

3.4.3 Writing a Conversation with the Help of a Picture

Table Number-8
Average Scores in Writing a Conversation with the Help of a Picture

Group	Average Score in pre test	Average Score in post test	Differences
Control	2.32	2.7	0.38
Experimental	2.2	3.46	1.26

According to table number eight, it can be observed that the average score of control group in pre-test was 2.32 and 2.7 in post-test. The average score of experimental group in pre-test was 2.2 and 3.46 in post-test. The difference between pre test and post test of control group and experimental group were 0.38 and 1.26 respectively. Students took a short time to write a conversation with the help of pictures and they felt easy too. But they got puzzled and took a long time to make a conversation without supplementary teaching materials.

3.4.4 Writing a Letter Following the Given Model

Table Number-9
Average Scores in Writing a Letter Following the Given Model

Group	Average Score in pre test	Average Score in post test	Differences
Control	2.58	4.58	2
Experimental	1.51	4.92	3.41

From the above table, it can be observed that the average score of the control group in pre-test was 2.58 and 4.58 in post-test. Similarly, the average score of experimental group in pre-test was 1.51 and 4.92 in post-test. The differences between pre-test and post-test of control group and experimental group were 2 and 3.41 respectively. It shows that experimental group has done better improvement than the control group. While teaching, I found students got the point easily with the given model. So, they wrote a letter easily but they felt difficulty to writing a letter without model.

3.3.5 Picture Describing

Table Number-10
Average Scores in picture describing

Group	Average Score in pre test	Average Score in post test	Differences
Control	2.5	3.45	0.95
Experimental	1.61	3.12	1.51

According to table number ten, it can be observed that the average score of the control group in pre-test was 2.5 and 3.45 in post-test. The average score of experimental group in pre-test was 1.61 and 3.12 in post-test. The difference between pre-test and post-test of the control group and experimental group were 0.95 and 1.51 respectively. It shows that the experimental group has done better improvement than the control group. While teaching, I found that students were interested to write a paragraph with the help of pictures (magazine cutouts, matchstick figures and so on) rather than without pictures.

Thus, my study showed that the teaching materials played a vital and effective role in teaching the English language and developing writing skills for the students of secondary level. Supplementary materials help both teachers and students in classroom teaching and learning.

On the duration of my teaching period, I found a very little improvement in handwriting.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

Findings

After the completion of analysis and interpretation of the data I have concluded the following findings.

1. The performance of the students was found satisfactory in almost all the test items.

2. From the gender wise comparison, the experiment group of the boys has been found exhibit better improvement than the control group of the boys.

3. According to table number three, the experiment group of the girls has shown better improvement than the control group of the girls.

4. From the intra test comparison, control group has done better in pre-test but in the post-test experimental group has done better than the control group.

5. According to table number six, question wise comparison in 'write correct punctuation marks', the improvement of capital letter was found better than other punctuation marks. It is found that the average score of experimental group is better than control group.

6. From the table number seven, the students were motivated to develop a paragraph with the help of mind map in question number two. It is found that the average score of experimental group is better than the control group.

7. According to the table number eight, I found that the average score of experimental group is better than the control group in question number three.

8. Table number nine shows that the average score of experimental group is better than the control group in question number four. While teaching, I found that students got the point easily with the given model of letter. So, they wrote a letter easily but the students of control group felt difficult in writing a letter without model.

9. Table number ten shows that the average score of experimental group has done better than the control group in question number five. I found that students were interested to write a paragraph with the help of pictures and they scored more marks as well.

10. The average increment of the experimental group has been found to be slightly better than that of control group while comparing the writing skill as a whole.

Based on the performances of the control group and the experimental group in both pre test and post test, it can be concluded that the use of extra supplementary teaching materials for a positive impact in developing writing skill.

4.2 Recommendations

On the basis of findings of my research, the following points are presented as recommendations:

1. The teaching materials should be used by the English language teachers in their classroom as far as possible.
2. The teacher should encourage all students especially the poor ones to take part in the activities conducted by using teaching materials.
3. Teachers should be trained to use teaching materials in their classroom.
4. School should make available the teaching materials for the language teachers.
5. Follow up on the use of teaching materials should be carried out from time to time.

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Appendix I
Pre/ post test of English

Test Item

- (1) Rewrite the following paragraph using correct punctuation and capital letter where it is necessary. ----- (12)

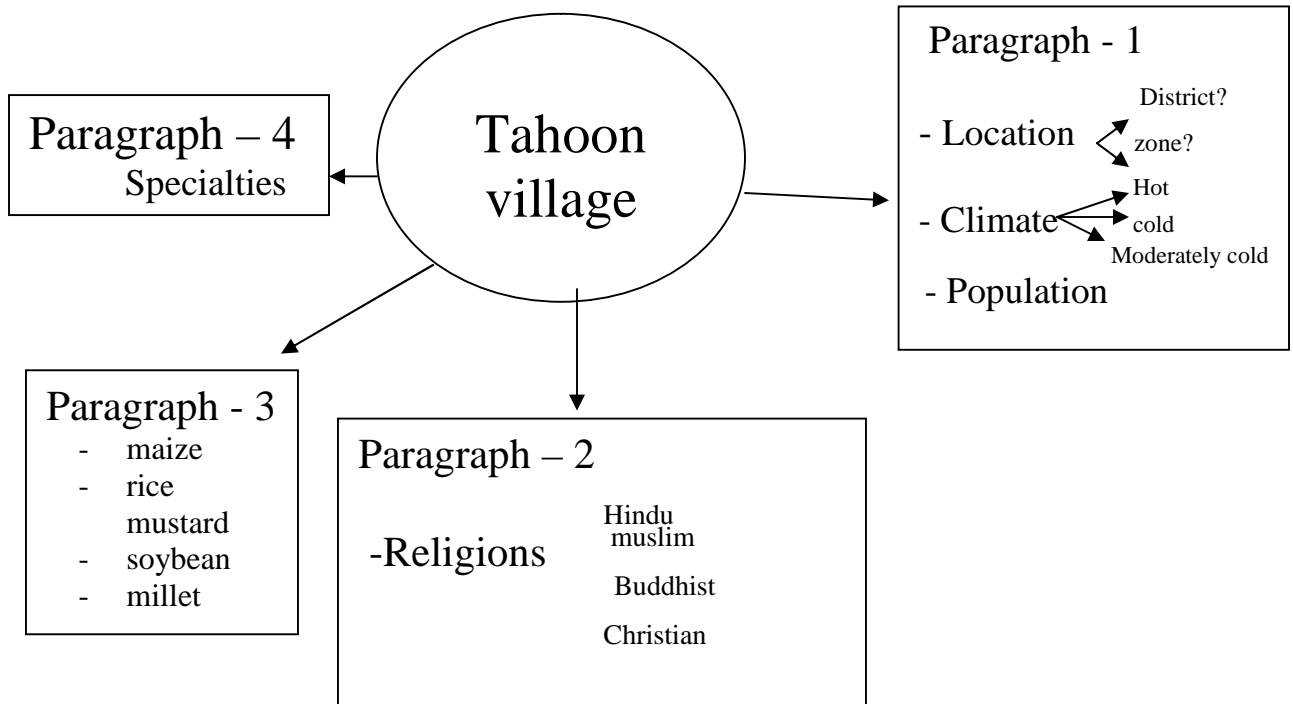
sour grapes

one day a fox was very hungry he saw a bunch of fine large ripen grapes hanging from a vine he jumped at them but was unable to seize them he tried several times but all in vain for they were quite out of reach

at last he gave up his attempt and went away the fox said I am very glad I could not reach these grapes they are quite sour and would have made me ill if I had been so foolish as to eat them

(2) Write about your village with the help of given mind map. -----

- (12)



(Don't forget to write two sentences about your village.)

(3) You have just met your best friend after a long vacation. Write a dialogue between you and your friend. ----- (6)

A: Hello! How are you?

B:

A:

B:

A:

B:

A:

B:

(4) Write a letter to your friend who had missed her flight----- (10)

(5) Write a short paragraph describing the picture. ---- (10)

Appendix-II
Pre test Group
Table: 1

SN	Student name	Question(I)	Question(II)	Question(III)	Question(IV)	Question(v)	Total
1	Lekh Bahadur Rana	9.5	5	2	2.5	3	22
2	Himal Pariyar	7	3	1	3	4	18
3	Ranjita Karki	5	6	3	4	2	20
4	Shristi K.C	7	7	4	8	2	28
5	Janaki B.K	5	7	1	2	2	17
6	Sita Dishuwa	6	9	5	6	4	30
7	Tara Sinjali	8	7	4	3	5	27
8	Shristi Karki	7	7	4	5	7	30
9	Mohan Rana	6	3	2	1	2	14
10	Saraswati Baral	4.5	4.5	4.5	3	2.5	19
11	Manoj Shrestha	7	6	3	2	2	20
12	Milan Karki	8	6	3	4	2	23
13	Gambir Rana	7	4	3	3	1	18
14	Kabita Rana	1	2	2	5	4	14
15	Bharat Lamichhane	3	4	3	2	5	17
16	Reema Thapa	4	8	1	3	3	19
17	Chhabi Sara Sinjali	3	3	4	1	3	14
18	Sarita B.K	3	2	3	2	0	10
19	Lekhu maya Dhenga	3	5	3	3	4	18
20	Nir maya Dhenga	7	3	3	4	4	21
21	Melina Darji	7	8	5	3	4	27
22	Bishnu Nepali	2	3	1	1	1	8
23	Kamal Kumar Fal	7	3	2	3	1	16
24	Karan Sinjali	7	0	2	2	2	13
25	Karan Lamichhane	6	7	2	2	3	20
26	Dashrath Saru	8	5	1	4	4	22
27	Mohan Paudel	7	3	2	2	3	17
28	Dil maya Sunari	2	3	2	1	2	10
29	Shir Bahadur Thapa	2	2	2	3	3	11
30	Basanti Thapa	1	1	1	0	0	6
31	Shreeman Gaha	8	3	1	2	2	15
32	Priyanka Kammu	6	1	2	2	2	12
33	Nur Bahadur	4	3	1	2	2	12

SN	Student name	Question(I)	Question(II)	Question(III)	Question(IV)	Question(v)	Total
	pachhai						
34	Sangita Kammu	3	3	1	2	2	9
35	Bhimi sara Kammu	4	1	3	1	1	11
36	Jeevan rekha Sinjali	2	3	1	0	0	6
37	Ful maya Sinjali	6	2	1	1	1	10
38	Chhet kala Kammu	4	4	3	1	1	17
39	Karishma K.C	1	3	0.5	2	2	8
40	Parmila Karki	2	3	1	3	3	10
41	Sirjana K.C	6	6	3	2	2	19
42	Dil maya Lamichhane	3	1	2	0	0	6
43	Nir maya Gharti	4	1	1	1	0	7
44	Bishnu Rana	3	1	1	1	1	7
45	Sakuntala Gharti	6	3	3	0	0	12
46	Bun maya Darlami	7	3	3	0	0	13
47	Nanda bahadur Sinjali	7	6	3	5	4	25
48	Yam bahadur Thada	8	6	3	3	4	24
49	Yam bahadur Thapa	2	4	3	2	3	14
50	Ram bahadur Baraghare	4	5	3	2	4	18
51	Shreeman Saru	5	4	3	3	4	19
52	Milan Kumar Thapa	4	1	3	2	2	12
53	Dhan bahadur Darlami	8	1	2	2	1	14
54	Maya Rana	3	4	3	0	1	11
55	Dhani maya Rana	4	4	3	1	1	13
56	Gani sara Rana	3	2	4	1	0	10
57	Dhani maya Lamichhane	1	4	2	2	1	10
58	Kalpana Karki	9	6	4	4	5	28
59	Susila Rayamajhi	3	4	3	2	2	14
60	Smirti Shrestha	9	10	4	5	4	32
61	Danumaya Rayamajhi	3	4	4	3	3	17
62	Samjana G.R.	4	2	3	3	2	14
63	Khem Sinjali	5	2.5	2	1.5	1	12
64	Samir Acharya	7	2	3	1	1	14
65	Kiran Thapa Magar	2	0.5	1	0	1.5	5
66	Santosh Thada	2	0.5	1	0	1	5

SN	Student name	Question(I)	Question(II)	Question(III)	Question(IV)	Question(v)	Total
67	Goma devi Malla	4	0	1	1	1	7
68	Ranjita Kharu	2	0	0.5	0.5	1	4
69	Kamala Gaha	2	0	1	1.5	1.5	6
70	Bimala Sinjali	1	0	1	1	1	4
71	Deepa G. R.	1	1	2.5	1	0.5	6
72	Nabin Thapa	2	1	2	1	1	7
73	Buddha Bdr Suryabamsi	3	3	2.5	1.5	3	13
74	Tej kumari Saru	2	0	1	1	1	5
75	Bishnu maya Soti	1.5	0	1	0	0.5	3
76	Shova Rana	1	2	1	1	1	6
77	Urmila Saru	2.5	0.5	0.5	0.5	1	5
78	Bishnu maya Baral	3	0	1	1.5	1.5	7
79	Ranjita Rasali	2	1	1	1	1	6
80	Prabha B.K.	2	2	2	1	1	8
	TOTAL	351	260.5	181	164	164.5	1031
	AVERAGE	4.38	3.25	2.26	2.05	2.056	12.88

Note:S.N-Serial Number

**The Control Group
Table Number: 2**

SN	Student name	Question(I)	Question(II)	Question(III)	Question(IV)	Question(v)	Total
1	Lekh Bahadur Rana	9.5	5	2	2.5	3	22
2	Himal Pariyar	7	3	1	3	4	18
3	Ranjita Karki	5	6	3	4	2	20
4	Shristi K.C	7	7	4	8	2	28
5	Janaki B.K	5	7	1	2	2	17
6	Sita Dishuwa	6	9	5	6	4	30
7	Tara Sinjali	8	7	4	3	5	27
8	Shristi Karki	7	7	4	5	7	30
9	Mohan Rana	6	3	2	1	2	14
10	Saraswati Baral	4.5	4.5	4.5	3	2.5	19
11	Manoj Shrestha	7	6	3	2	2	20
12	Milan Karki	8	6	3	4	2	23
13	Gambir Rana	7	4	3	3	1	18
14	Kabita Rana	1	2	2	5	4	14
15	Bharat Lamichhane	3	4	3	2	5	17
16	Reema Thapa	4	8	1	3	3	19
17	Chhabi sara Sinjali	3	3	4	1	3	14
18	Sarita B.K	3	2	3	2	0	10
19	Lekhu maya Dhenga	3	5	3	3	4	18
20	Nir maya Dhenga	7	3	3	4	4	21
21	Melina Darji	7	8	5	3	4	27
22	Bishnu Nepali	2	3	1	1	1	8
23	Kamal Kumar Fal	7	3	2	3	1	16
24	Karan Sinjali	7	0	2	2	2	13
25	Karan Lamichhane	6	7	2	2	3	20
26	Dashrath Saru	8	5	1	4	4	22
27	Mohan Paudel	7	3	2	2	3	17
28	Dil maya Sunari	2	3	2	1	2	10
29	Shir Bahadur Thapa	2	2	2	3	3	11
30	Basanti Thapa	1	1	1	0	0	6
31	Shreeman Gaha	8	3	1	2	2	15
32	Priyanka Kammu	6	1	2	2	2	12
33	Nur Bahadur pachhai	4	3	1	2	2	12

SN	Student name	Question(I)	Question(II)	Question(III)	Question(IV)	Question(v)	Total
34	Sangita Kammu	3	3	1	2	2	9
35	Bhimi sara Kammu	4	1	3	1	1	11
36	Jeevan rekha Sinjali	2	3	1	0	0	6
37	Ful maya Sinjali	6	2	1	1	1	10
38	Chhet kala Kammu	4	4	3	1	1	17
39	Karishma K.C	1	3	0.5	2	2	8
40	Parmila Karki	2	3	1	3	3	10
	TOTAL	200	162.5	93	103.5	100	569
	AVERAGE	5	4.05	2.32	2.58	2.5	14.22

**The Experimental Group
Table Number: 3**

SN	Name	Question 1	Question 2	Question 3	Question 4	Question 5	Total
1	Sirjana K.C	6	6	3	2	2	19
2	Dil maya Lamichhane	3	1	2	0	0	6
3	Nir maya Gharti	4	1	1	1	0	7
4	Bishnu Rana	3	1	1	1	1	7
5	Sakuntala Gharti	6	3	3	0	0	12
6	Bun maya Darlami	7	3	3	0	0	13
7	Nanada Bdr Sinjali	7	6	3	5	4	25
8	Yam Bdr Thada	8	6	3	3	4	24
9	Yam Bdr Thapa	2	4	3	2	3	14
10	Ram Bdr Barghare	4	5	3	2	4	18
11	Shreeman Saru	5	4	3	3	4	19
12	Milan Kumar Thapa	4	1	3	2	2	12
13	Dhan Bdr Darlami	8	1	2	2	1	14
14	Maya Rana	3	4	3	0	1	11
15	Dhani maya Rana	4	4	3	1	1	13
16	Gani sara Rana	3	2	4	1	0	10
17	Dhani maya Lamichhane	1	4	2	2	1	10
18	Kalpna Karki	9	6	4	4	5	28
19	Susila Rayamajhi	3	4	3	2	2	14
20	Smriti Shrestha	9	10	4	5	4	32
21	Danu maya Rayamajhi	3	4	4	3	3	17
22	Samjhana G.R	4	2	3	3	2	14
23	Khem Sinjali	5	2.5	2	1.5	1	12
24	Samir Acharya	7	2	3	1	1	14
25	Kiran Thapa Magar	2	0.5	1	0	1.5	5
26	Santosh Thada	2	0.5	1	0	1	5
27	Gomadevi Malla	4	0	1	1	1	7
28	Ranjita Kharu	2	0	0.5	0.5	1	4
29	Kamala Gaha	2	0	1	1.5	1.5	6
30	Bimala Sinjali	1	0	1	1	1	4
31	Deepa G.R	1	1	2.5	1	0.5	6
32	Nabin Thapa	2	1	2	1	1	7
33	Buddha Bdr Suryabamshi	3	3	2.5	1.5	3	13
34	Tej kumari Saru	2	0	1	1	1	5
35	Bishnu maya Soti	1.5	0	1	0	0.5	3
36	Shova Rana	1	2	1	1	1	6
37	Urmila Saru	2.5	0.5	0.5	0.5	1	5
38	Bishnu maya Baral	3	0	1	1.5	1.5	7
39	Ranjita Rasali	2	1	1	1	1	6
40	Prabha B.K	2	2	2	1	1	8

SN	Name	Question 1	Question 2	Question 3	Question 4	Question 5	Total
	TOTAL	151	98	88	60.5	64.5	462
	AVERAGE	3.77	2.45	2.2	1.51	1.61	11.55

Post Test

The Control Group Table Number: 4

SN	Student name	Question(I)	Question(II)	Question(III)	Question(IV)	Question(v)	Total
1	Lekh Bahadur Rana	10.5	10	2.5	8	8	39
2	Himal Pariyar	11	8	2	8.5	4.5	34
3	Ranjita Karki	11	7	4	5	5	32
4	Shristi K.C	11	8	4	8	4	35
5	Janaki B.K	11	8	0	5	3	27
6	Sita Dishuwa	11	9	5	6	5	36
7	Tara Sinjali	10	7	4.5	3.5	5	30
8	Shristi Karki	10.5	8.5	5	7	6	37
9	Mohan Rana	9	4	2.5	3	3.5	22
10	Saraswati Baral	10	7.5	4.5	6	5	33
11	Manoj Shrestha	10	7.5	3	7.5	4	32
12	Milan Karki	9	7	4	4	5	29
13	Gambir Rana	11	5	4	7	2	29
14	Kabita Rana	10	5	3	7	4	29
15	Bharat Lamichhane	10	7	4.5	4.5	5	31
16	Reema Thapa	11	7	3.5	6.5	7	35
17	Chhabi sara Sinjali	10	5	1.5	3.5	3	23
18	Sarita B.K	8	3	1	1.5	2.5	16
19	Lekhu maya Dhenga	10.5	5.5	3.5	5.5	5	30
20	Nir maya Dhenga	10	5	3	4	0	22
21	Melina Darji	11	10	5	4	3	33
22	Bishnu Nepali	8	4	1	1	1	15
23	Kamal Kumar Fal	8	3	2	3	2	18
24	Karan Sinjali	9	2	2	4	2	19
25	Karan Lamichhane	8	8	2	3	5	26
26	Dashrath Saru	11	7.5	4.5	6	5	34
27	Mohan Paudel	10	5	3	6	5	29
28	Dil maya Sunari	10	8	1	1	3	23
29	Shir Bahadur Thapa	9	3	2	4	2	17
30	Basanti Thapa	10	4	1.5	2.5	3	21
31	Shreeman Gaha	9	4.5	2.5	3	2	21
32	Priyanka Kammu	10	5.5	3.5	3	2	24

SN	Student name	Question(I)	Question(II)	Question(III)	Question(IV)	Question(v)	Total
33	Nur Bahadur pachhai	8	5	1	3.5	3.5	21
34	Sangita Kammu	12	5	2	6	0	25
35	Bhimi sara Kammu	11	5	3	4	2	25
36	Jeevan rekha Sinjali	10	4.5	1	2.5	1	19
37	Ful maya Sinjali	10	3	2	4	1	20
38	Chhet kala Kammu	10	8	3	5	4	30
39	Karishma K.C	9	4.5	0.5	3	2	19
40	Parmila Karki	10	8	1	4	3	26
	TOTAL	394.5	241.5	108.5	183.5	138	1066
	AVERAGE	9.86	6.03	2.71	4.58	3.45	26.65

Post Test
The Experimental Group
Table Number: 5

SN	Name	Question 1	Question 2	Question 3	Question 4	Question 5	Total
1	Sirjana K.C	10	9	5	7	3	34
2	Dil maya Lamichhane	8	5	1	2	2	18
3	Nir maya Gharti	9	6	2	5	1	23
4	Bishnu Rana	9	5	4	5	4	27
5	Sakuntala Gharti	11	8	4	2	5	30
6	Bun maya Darlami	10	7	3	6	1	27
7	Nanada Bdr Sinjali	11.5	11	5	5	5.5	38
8	Yam Bdr Thada	11	8	3.5	6	4.5	33
9	Yam Bdr Thapa	10	6	4	3	4	27
10	Ram Bdr Barghare	11	10	5	8	6	40
11	Shreeman Saru	11	10	4	6	6	37
12	Milan Kumar Thapa	8	8	4	7	6	33
13	Dhan Bdr Darlami	9	4	4	3	3	23
14	Maya Rana	8	6	4	6	2	26
15	Dhani maya Rana	8	5	4	5	2	24
16	Gani sara Rana	10	5	5	7	2	29
17	Dhani maya Lamichhane	11	5	3	4	2	25
18	Kalpana Karki	11	7	5	7	6	36
19	Susila Rayamajhi	8	8	4	5	4	29
20	Smriti Shrestha	11	11	5	8	5	40
21	Danu maya Rayamajhi	9	8	5	7	4	33
22	Samjhana G.R	8	6	4	6	3	27
23	Khem Sinjali	11	8	3	4	3	29
24	Samir Acharya	11	9	4	6	2	32
25	Kiran Thapa Magar	11	7	3	5	3	29
26	Santosh Thada	11	5	2	5	1	24
27	Gomadevi Malla	11	8	3	7	2	31
28	Ranjita Kharu	11	8	2	6	4	31
29	Kamala Gaha	7	4	4	5	2	22
30	Bimala Sinjali	8	6	2	2	2	20
31	Deepa G.R	6	8	6	3	3	26
32	Nabin Thapa	8	8	3	5	3	27
33	Buddha Bdr Suryabamshi	11	6	4	6	4	31

SN	Name	Question 1	Question 2	Question 3	Question 4	Question 5	Total
34	Tej kumari Saru	10	8	2	4	2	26
35	Bishnu maya Soti	7	6	2	1	1	17
36	Shova Rana	4	3	3	4	3	17
37	Urmila Saru	7	4	2	3	3	19
38	Bishnu maya Baral	5	4	2	3	2	16
39	Ranjita Rasali	8	8	2	6	2	26
40	Prabha B.k	9	6	2	2	2	21
	TOTAL	368.5	274	138.5	197	125	1103
	AVERAGE	9.21	6.85	3.46	4.92	3.12	27.57

Appendix III
Model Lesson Plan No: 1

Experimental Group

Date: 2066/08/07

Time: 45minutes

Lesson plan no: One

School: Shree Rambha Higher Secondary School

Level: Secondary

Subject: English

Teaching item: Punctuation

Objective: On completion of this lesson, Students will be able to

- Use correct punctuation and capital letters.

Focus Language Skill: use of punctuation marks in a paragraph.

Teaching materials:

Usual materials,

Sentence cards and

Chart of punctuation

Teaching learning activities:

To start, teachers will warm-up the students playing interesting game.

Teacher shows the marks of punctuation with the help of chart and introduces them with their names.

Punctuation marks

. Full stop

? Question marks

: Colon
; Semicolon
, comma
'Apostrophe
""Inverted comma
R Capital letter and so on.

Writing process

Teacher will show one sentence on sentence card and write that sentence on the black board. E.g. School

- School is a temple where we can gain know ledges.

Now, teacher encourages the students to close their eyes and think about it for a minute or two in silence. Teacher will select some students randomly and ask to come in front of blackboard and write sentence by linking his friend's sentence. Then teacher asks the student to correct the punctuation and capital letters from their sentences. Teacher will check whether they do correct or not. And inspire to write a paragraph about their favorite teacher by using correct punctuation and capital letters. Teacher will ask them to exchange their copies and check themselves. If necessary, teacher will facilitate them.

Writing product

Teacher will ask to write them a paragraph entitles of "palpa"- using correct punctuation and capital letters appropriately. Teacher will help if necessary.

Model Lesson Plan No: 1
Control group

Date: 2066/08/08
Time: 45 Minutes

Lesson plan: One

School: Shree Rambha Higher Secondary School

Level: Secondary

Subject: English

Teaching item: Punctuation

Objectives:

On completion of this lesson, Students will be able

- To use correct punctuation and capital letters.

Teaching materials

- Daily usual materials

Presentation and practice

Teacher will explain about punctuation and the situation of using capital letters.

Teacher will write some sentences on the board using the correct punctuation and capital letters.

E.g. – Ram speaks politely.

- Is she Nita?
- The teacher asked, " Be quiet".
- Rita said to me, " What is your name?"

Now teacher will provide a paragraph in which correct punctuation and capital letters will not be used. Then teacher will ask the students to rewrite that paragraph using the correct use of punctuation and capital letters.

Teacher will provide incorrect paragraph (i.e., - punctuation marks and capital letters). Then, teacher will ask the students to rewrite that paragraph using the correct use of punctuation and capital letters.

Evaluation:

Teacher will rewrite that paragraph on the black board using the correct punctuation and capital letters and ask the students to check their paragraph. Teacher will ask them to tick () if they use correct punctuation and capital letters appropriately and to cross (×) if the students cannot use punctuation and capital letters appropriately.

Homework

Teacher will ask them to write a paragraph entitle of 'Palpa' using correct punctuation and the capital letters approximately.