CHAPTER - ONE

INTRODUCTION

1.1   General Background

Language is a means of human communication through which we can share our ideas emotions, feelings, thoughts and desires. It is the entity that divides human from animal has been proved through various researches. Language as we term it has helped human to establish civilization and culture and come down through the early Stone Age to the modern era of prosperity. There have been numerous attempts to define language comprehensively. In this regard, Sapir (1921) defines language as "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p. 8). This definition emphasizes language as a human property which is voluntarily produced to share emotions, ideas, desires to each other. Similarly, Chomsky (1957) defines language as "a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements" (p. 13). This definition lucidly explains, language as a set of elements with finite length and construction. Similarly, Todd (1991) says," language is a set of signals by which we communicate" (p. 6). Richards et al. (1999) state "language is the system of human communication by means of structured arrangement of sound (their written representation) to form language units" (p. 196). Anyway, all the definitions given by various scholars are more or less similar. Thus, it is a unique possession of mankind and a tool of human communication.

Among the infinite numbers of language, English is globally used one. It is an international language. With rapid globalization, English has gained a status of 'link language' among the people of various cultures, societies and languages.

In this era of explosion of knowledge many more languages have been flourishing but among them English gets high prestige. English, a lingua franca, has wider vocabularies which cover almost all areas and facilitate everyone to be the intimate member of this unique planet. More than half of international standard books and magazines are written in English. Because of the growing global use of English it is prescribed as a compulsory subject ranging from the beginning to bachelor level in our country's educational system. It is taught as a foreign language in all government aided schools of our country and used as a medium of instruction to teach all subjects except Nepali in private schools.

1.1.1 Language Skills

We know the people who use language have a number of different abilities. They are able to speak on the telephone, write letters listen to the radio or read books. It means we can make use of language in its various modes and manners. These modes or manners are called language skills. And if we examine this concept language possesses the four basic language skills of listening, speaking, reading and writing. Very often, language users employ a combination of skills at the same time. Listening and speaking usually happen simultaneously, and people may read and write at the same time when they make notes or write something based on what they are reading.

So far as language teaching is concerned, language learning primarily is a skill that comprises listening, speaking, reading and writing. A modern language teaching learning approach tries to integrate all these skills, as isolated learning strategy does not help a learner use the language to communicate properly. Linguists say that our choice of language may depend upon the channel of communication. If we examine into this concept carefully we come to identify certain language skills that native speakers and competent language users possess. Learning of any language means, learning its above mentioned four

skills i.e. listening, speaking, reading and writing. All these four language skills are classified into two broad skills i.e. receptive and productive. Listening and reading are known as receptive skills whereas speaking and writing are known as productive skills. So, Harmer (1991) says "Speaking and writing involve language production and 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" (p. 16).

However, in practice, we cannot draw a watertight distinction between the receptive and productive skills because at times of using receptive skills, readers can also write and listeners can also speak.

The above mentioned four language skills can also be classified under primary and secondary skills. Listening and speaking are said to be the primary skills because the learner learns these two skills first. On the other hand, reading and writing are called secondary skills because the learners learn them later on. Anyway, to be a competent user of language one must acquire its skills and aspects.

1.1.1.1 Writing Skills

Listening, speaking, reading and writing are the four language skills. To be competent enough in a language a person should develop all these skills. Among them writing is a very complex process that requires many composite skills; mental, rhetorical and critical. It is a skill that improves with constant practice.

According to Richards et al. (1985) "writing is a system of written symbols which represents the sounds, syllables or words of language"(p. 313).It means all languages of the world, which have their written form, use graphic symbols that represent spoken sounds. In the literature of English language teaching, writing skill is regarded as a productive skill in which we produce a sequence

of sentences arranged in a particular order and linked together in certain ways. Writing skill is regarded as the most difficult skill which involves manipulating, structuring and communicating the information, our ideas, feelings and that piece of language works as a bridge between a writer and the readers for conveying and receiving the message.

Writing skill has become the most powerful pedagogical tool in the field of language teaching since the emergence of grammar translation method. Most of the classroom as well as exam activities are, by and large, dependent upon writing system. In this sense, writing is often needed for formal and informal testing. Writing activity provides a variety in classroom activities where only oral practices are focused. In that situation, writing activity functions as a break and students can utilize their imagination, creativity through written discourse.

Writing skill helps human beings to communicate with one another and transmit their accumulated culture from one generation to another. Similarly writing helps to solidify the students' grasp of vocabulary and structures. Moreover, writing skill can complement the other language skills as well. It is argued that accuracy aspect of language can be developed only through writing skill.

The introduction and practice of some form of writing enables the students to provide for different learning style and needs. The students who do not learn easily through oral practice find writing as a paramount aid to retention. Hence, writing skill is equally important for those people who are linguistically dumb when they are supposed to speak.

As we already said, writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language too, since it involves not just a graphic representation of speech, but also the development and presentation of

thought in a structured way. And while writing any article a writer should be competent in some of the micro-skills. He needs to:

- use the orthography correctly, including the script and spelling and punctuation conventions.
- use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- put words together in correct order.
- use vocabulary correctly.
- use the style appropriate to the genre and audience
- make the main sentence constituents, such as subject verb and object, clear to the reader.
- make the main ideas distinct from supporting ideas or information.
- make the text coherent so that other people can follow the development of the ideas.
- judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Moreover, writing is a difficult skill because we are required to write on our own without any immediate feedback. In addition to it; writing involves the use of few structures which we may not use while speaking. Besides, writing skill is learnt only through a process of instruction. Hence, writing skill is complicated in nature because it demands the thinking power as well as the skill of integrating the ideas in particular grammatical structures.

1.1.1.2 Coherence: An Introduction

An educated person can share his ideas and experience in written form of language as well. While writing any piece of article it should be well formed. Every paragraph has one topic sentence and other supporting sentences which form a clear concept on any area. To be specific, paragraph writing must have the features of several mechanics (i.e. punctuation, cohesion, spelling, coherence, capitalization) and among them 'coherence' is one which refers to the logical connectivity of ideas and thought so as to make a comprehensible whole. It is a discourse where all the components fit tightly together. In order to be a coherent piece of language, there should be one central idea, a topic sentence as well as well-knit organization of the thought (Mishra, 2007, p. 41). Similarly, the thought in a paragraph to be coherent should be connected and developed in a logical order. That is to say, the paragraph should be so constructed that one sentence leads on naturally to the next and the mutual relation of all the sentences in the paragraph should be clearly seen. In the words of Carter (1996) "For a text to be fully satisfactory to a listener or reader, it needs not only appropriate grammatical links between sentences but it also needs the concepts, propositions or events to be related to each other and to be consistent with the overall subject of the text. This semantic and propositional organization is called coherence" (p. 19).

1.1.1.3 Devices of Coherence

Writing a paragraph is not merely an activity of encoding verbal thought in printed symbols. It should be considered that all the sentences must be coherent in order to understand the paragraph. A number of devices can be used to obtain coherence. According to Hoey (1983) "...the majority of the sentences in the discourse connect unambiguously with their neighbours in one of two ways. Some are connected by mean of references (i.e. anaphoric and cataphoric devices) of several kinds (e.g. such, its, this) the remainder by simple repetition"

(p. 6). Similarly, there are other devices used in paragraph writing. They are *, conjunctions (additive, adversative, causal, temporal),repetition of words ,topic chain, known- new contract, chorological order, spatial order, logical order, parallelism, collocation, statements leading to a climax, comparison and contrast.* Some of them are discussed below:

a)   Conjunction:

Conjunction signals the ways in which the writer wants the reader to relate what is about to be said to what has been said before. Conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other. Actually it links two or more elements in written or spoken text with different manners or meaning. Halliday and Hasan(1976,p.238) identify four different types of conjunction in English:

i) Additive:

The additive conjunctions state the additional information to the given information. In other words, the additive conjunction links the further information with given or previous information. Some examples of additive conjunction are: and, or, furthermore, in addition to, besides, not only ……but also, likewise, in the same way. Let's observe them in sentence as given below:

For the whole day I climbed up the steep mountainside, almost without stopping. *And* in all this time I met no one.

ii) Adversative:

Adversative conjunction introduces contrastive information by moderating or qualifying the information given in the previous sentence. Some examples of adversative conjunctions are: but, yet, though, only, instead, however, nevertheless. Let's see the example in sentence: Gita had worked really very hard *but* she couldn't get through her finals.

iii) Causal: Causal conjunction establishes cause and effect relation in the body of a text. Some examples are: so, as a result, consequently, because, since, in consequence (of that), because of, that, this, therefore, according. An example from Nunan (1993, p.27) is cited here;

Chinese tea is becoming increasingly popular in restaurants, and even in coffee shops. This is *because of* the growing belief that it has several health giving properties.

iv) Temporal:

Temporal conjunctions are those that establish temporal relationship between events in terms of the timing of their occurrence. Some examples of them are: *then, after that, at first, next, finally, at last, just then, previously etc*. Let's see some examples in sentences:

a.Mrs. Pradhan passed her M.A. first, then, she joined a college in Kathmandu.
b.King Bruce got defeated seventeen times. Finally, in his 18th attempt, he could win back his lost kingdom.

b) References:

Reference is a semantic relation. So what must match are the semantic properties. But they need not necessarily have been encoded in the text; they may be retrievable from the situation. It is certainly possible that, there are two different ways in which reference items can function within a text. They can function in an anaphoric way. Or they can function in a cataphoric way. The subsequent item can only be understood with reference to the initial phrase of the first sentence. This type of device is known as anaphoric device. Anaphoric device points the reader or listener backwards to a previously mentioned entity, process or state of affairs. For example:

There was a brief note from *Susan. She* just said," *I* am not coming home this weekend."

In these two interrelated sentences *she* and *I* in the second one refer back to *Susan* of the first one. Such a tie between two elements can be regarded as anaphoric devices. With this device we can keep the semantic relation (coherence) between sentences.

Another referential device is cataphoric device which relates to the forward information. It draws us further into the text in order to identify the elements to which the reference items refer. For example:

Do you want to know *the woman* who designed it? That was *Marry Smith.*

It is clear that the reference item 'the woman' refers to 'Marry Smith'

c) Repetition of Words

The relationship between the two sentences can be made by the single repetition which can be boring. But when writing a paragraph, we often need to repeat key words to unify the paragraph by keeping the topic or line of thought in the forefront of reader's and the writer's own consciousness on the paragraph process. As example from Meyers (1986, p.89) is given below.

> For most of us, there are two kinds of desirable *freedom* .One is *the freedom* to commit certain actions. The other is *the freedom* from being acted on in certain ways……

In the above example sentences the word *freedom* is repeated in every sentence which shows the strong relation among all sentences.

d) Collocation

Martin (1981, p.1) points the importance of collocation: "its contribution to coherence in text is so significant that it cannot be ignored" (as cited in Nunan 1993, p.30). The problems arise because collocation is expressed through open rather than closed class items. They also work as reference. The items will have the systematic relation of meaning such as:

- Various kinds of oppositeness of meaning:

  Boys/girls: love/hate: order/obey

- Association between pairs of words from same ordered series:

  Tuesday/Thursday; August/December; dollar/cent.

- Association between pairs of words from unordered lexical sets:

  Part-whole relations: car/break; body/arm.

  Part-part relation: mouth/chin; verse/chorus.

  Co-hyponymy: red/green (colours) chair/table (furniture)

- Association based on a history of co-occurrence:

  Rain, pouring, wet;   hair, comb, curl, wave

e) Topic Chain:

In its simplest form, the topic chain is just repetition of the same topic through the paragraph. The topic announced by each sentences ….the subject coming at the beginning of the sentences …remains consistent through the paragraph.. Let's see the example as cited from the web site *http:/ele.polyu.edu.nk/elsc/material/writing/coherence.htm.* We get topic chain to keep coherence between sentences:

> *Topics* are crucial because *they* focus a reader's attention on a
>
> particular idea towards the beginning of each clause. Cumulatively,
>
> *these ideas* provide thematic signposts that should focus your
>
> reader's attention on a well-defined set of connected ideas. If *a*
>
> *sequence of topics* seems coherent, *that sequence* will move your
>
> reader through a paragraph from a cumulatively coherent point of
>
> view. But if *your topics* shift randomly, then *your reader* has to

begin each sentence out of context, from no coherent point of view when *that* happens, *your reader* will feel dislocated, disoriented, out of focus. You must provide your readers with a coherent point of view, with a logical continuity that will guide them not only through individual sentences but through whole paragraphs.

In the above paragraph, the italicized words signal the sentence topics. In this example, sentence 2 begins with a different subject than sentence 1, but the phrase *these ideas* maintains a clear link with the previous sentence. Sentence 3 begins with a third new subject, *sequence,* but the phrase *sequence of topics* links it back to sentence 1. And so on through the paragraph.

f) The known- New Contract

The known new contract, also called the given-new contract, establishes a simple principle: reader reads more easily if each sentence starts with what they already know and proceeds in to what they do not know .This is pretty obvious psychological fact; when we learn something new, we have an easier job of it if we can relate it to something we already know. As the previous example presented under topic chain, the italicized words are *known* information to the next *new* ones.

g) Chronological Order

It is the simplest method of ordering sentences which follows the order of time. For instance, in writing a paper for a history or political science course (or for any course in which ideas and practices have developed over time), be sure you know what event you want to relate first. It will often be the reason that everything else has happened; if you fail to include this event subsequent events may not be clear.

Also, try to decide in advance what the last event in the paragraph will be. It may not end the entire sequence of events but it will conclude one part of the sequence. For instance, if you plan to devote several paragraphs to the major events occurring over a few days, the last such events in each day might end each paragraph. Here is an example of a paragraph employing time order. The words and phrases that particularly indicate chronological order are italicized.

> The temple of Pashupati Nath on the west bank of the Bagmati river in the capital of Nepal was originally built in the *4th century*. It was renovated by Sri Shankaracharya sometime in the *8th century*. It was destroyed by (termites) white ants and was rebuilt by king Bhupalsingh Mall in *1697 A.D.* On the Shivaratri day every year the temple draws pilgrims from south India especially the states of Karnataka and Maharasta (Narayanswamy, 1979, p.16).

From the above paragraph, we find the order of time:

- Pashupati Nath was built in the *4th century*

- it was renovated in the *8th century*

- it was destroyed but rebuilt in *1697 A.D.*

h) Spatial Order

The next possible arrangement of the sentences in a paragraph is by position or through spatial arrangement. While writing any paragraph we can arrange our material from near to far, from far to near, from outside to inside, or from the less prominent to the more prominent. Some helpful terms to keep in mind when describing space are the following: foreground, background, middle, top, bottom front backsides, up down, left, right, horizontal, diagonal and vertical. The following paragraph illustrates space order. Words and phrases that particularly indicate this order are italicized. For example;

She led me into *a cold dark room* rough and very gloomy although with *two candles* burning. I took little heed of the things in it, though I marked that the window was open. That which I needed was an *old man* very stern and comely, with death upon his countenance; yet not lying *in his bed*, but set upright in *a chair*, with a loose *red cloak* thrown over him. Upon this his *white hair* fell, and his *pale fingers* lay in a ghastly fashion, without a sign of life or movement, or of the power that kept him up, all rigid, calm relentless. Only in his *great black eyes*, fixed upon me solemnly all the power of his body dwelt, all the life of his soul was burning (Narayanswamy, 1979, p. 17).

In the above paragraph, we find the author's eye first falls upon the 'cold dark room' the candles' the window, the man, his posture and his dress. Then he notices his features: his hair and his fingers and finally his most striking eyes in which his soul was burning.

i) Logical Order

The logical sequence relation is concerned with representing selective changes in time/space continuum from simple time/space to deductive or causal sequence which is modeled on real-world time .These relations can be expressed by such purely chronological event questions such as: what happened next? For the next significant event, and what happened before that? For the preceding significant event. That can be expressed by deductive questions such as: What do you conclude from that? We now consider some instances of the logical sequence relation which are signaled by conjunctions like *thereafter, then, and thereby, also, besides, especially, finally, for example, in addition, in other words, likewise, moreover, similarly, again.*

In this arrangement, a statement is mentioned first and then supported by means of examples. In this writing, reasons are given leading to a conclusion; cause and effect relation is presented, too.

> Two hundred and fifty years ago *the population of Great Britain* was about *seven millions*–roughly one-seventh of the present figure. It was *probably increasing,* but only *slowly*. Though we have little statistical information about birth and deaths at that time we can be fairly confident about the general picture. Both the *birth rate* and the *death rate were high* and there can not have been a great difference between them. It is *probably* that fewer than half of the children born survived to adult ages. The general *standard of living* was relatively *low*, the techniques of agriculture, manufacture and communication being far inferior to those of modern society; *medical men were few*, medical knowledge scanty, and medical institutions such as *hospitals hardly existed*. In these circumstances *mortality* was inevitably very *heavy*. In some years- for example, when there were outbreaks of epidemic *disease- deaths* may have exceeded births but this was not normally the case. In most years birth exceeded deaths, and the population therefore grew, but only slowly (Narayanswami, 1979, p.17-18).

The central idea of the paragraph is that the population of Great Britain 250 years ago was seven million and was increasing slowly. The reason why the increase was slow is given in the middle of the paragraph. We see that the central ideas could be repeated twice within a same paragraph as seen in the above paragraph.

J)   Parallelism

Parallelism keeps balanced structure within the sentences. This balance helps to demonstrate that the contents have equal weight and thus that sentences should

be taken with the some degree of seriousness. Here are a few ways which can be used as parallel structure in our writing as coherence device and they are discussed by Meyers (1986, p.196-198). The writer can achieve parallelism through words as well as through structure. Some illustrations are discussed below:

i) Parallel Nouns:

The writer can use two or more words naming person, places, things, ideas or actions:

This directive says to answer all questions, to anticipate more, but to ask none.

The infinitive of the verbs in this sentence (to answer, to anticipate, and to ask) are used here as nouns. They are objects of the verb *says,* answering the question *says what*?

This parallelism would break down if the sentence ended with the words "but do not ask any" instead of "to ask none". That would mean substituting a direct command in spoken language for a reported command in writing. The structure gives equal weight to the final command, which is the only negative one. Substituting "but do not ask any" would make the command seem too harsh.

ii) Parallel verbs

The writer can use two or more words stating an action or a state of being:

> Afghan hounds *can look* at times more like furry seashores than dogs. But, especially from the back, they also *may resemble* bears. And when they're sleeping, they *do seem* remarkably crocodilian.

The parallel structure in these sentences consisted of the two-part verbs *can look*, *may resemble* and *do seem*. Notice that here parallelism binds together different sentences, not joining what is separated –that is helpful in keeping paragraphs from becoming unglued.

iii) Parallel Adjectives

To keep parallelism we can use two or more words describing nouns as the following example:

Beautiful cities result from intelligent design and careful planning.

As if each adjective in this sentence were a hand holding a cup and saucer, each balances the noun it precedes. The adjectives are *beautiful, intelligent and careful*. They link positive factors to a positive result: we learn that brains and delicacy are necessary to produce beauty. The structure would be less graceful if, for instance, *careful* were omitted and the words *done with care* were used after *planning.* Notice that *planning*, a present participle used as a noun, is not quite parallel with *cities and design,* which are regular nouns. This sacrifice seems sensible to make. *Planning* gives a more active sense of what is done to ensure urban beauty than the static nouns *planes* could.

iv) Parallel Adverbs

: The writer can use two or more words describing verbs, adjective, and adverbs to keep parallelism between sentences. Here are example sentences which show the parallelism in adverb to keep coherence:

Militarily, Great Britain was *shockingly* weak in 1941. *Socially,*
however, the country was *surprisingly* strong.

This parallelism in structure and function helps the sentences to be linked together; this is most useful here since the point one sentence makes contrasts with the point the other makes, and contrast pulls things apart.

Similarly, cause and effect link situations and events together in time since causes must always precede effects. There may be several causes of an effect. As the example presented by Imam (1997, p.348), the most important one is the main cause and the others are contributory causes.

In the spring of 1968, *Martin Luther King*, Dr. was *shot and killed*, during the next few nights *civil disturbances* broke out in New York City, Washington DC, and many other cities.

The media quickly identified the assassination of Dr. King as the cause. While anger over Dr. King's death surely contributed to the unrest, the main cause probably was not just the assassination itself but the *racial hatred* the assassination symbolized (Imam, 1997, p. 348).

And if we analyze the above two paragraphs, we find the chain relation of effect, main cause and contributory cause. This can be seen diagrammatically as:

Effect	Main Cause	Contributory Cause
Civil Disturbance	Racism	King's death

1.1.1.4   Role of Coherence in Writing

There are various mechanics used in a written text (i.e. spelling, punctuation, cohesion, coherence, capitalization) and among them coherence is one of the important features. It refers to the logical connectivity of ideas and thought so as to make a text a comprehensible whole. The knowledge of coherence in written discourse gives us immense ideas on how to relate various sentences to form a good paragraph.

Coherence plays a significant role for the interpretation of written discourse. In written discourse we see the coherence within and beyond the sentence which is grammatically as well as semantically meaningful. We understand the meaning of a linguistic message solely on the basic of the words and structure of the sentence used to convey that message. If any sentence lacks coherence, it could not provide any reasonable meaning, but behind this it could be the hindrance to the reader in order to grasp the proper meaning of the text. To see

this problem, we can take the help from Hoey (1983) (as cited in Nunan, 1993, p.53).To show this Hoey (1993) presents the following separate sentences in which an event is interpreted: *a) I opened the fire. b) I was on the sentry duty. c) I beat off the attack. d) I saw the enemy approaching.*

He arranged these four sentences in different ways but not all the sentences could be meaningful. They could bring confusion to the readers while trying to grasp the meaning. For example;

I beat off the attack. I opened the fire. I saw the enemy approaching. I was on the sentry duty.

Similarly, there are other ways of ordering these sentences which could probably be graded on a continuum from completely unacceptable to completely acceptable. Later on, he arranged these above four sentences in quite logical sequence with the right use of coherence devices .It makes the readers to understand the text clearly. For example; *while I was on the sentry duty, I opened fire because I saw the enemy approaching. I beat off the attack.*

Coherence, beyond cohesion, is a semantic concept and refers to the relations of meaning that exist within the text. The writer can elaborate his/her view on the text developing the main phrases, clauses, sentences and paragraphs. Coherence occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resource to it. We understand the meaning of the linguistic message solely on the basis of the words and structure of the sentences used to convey that message. We certainly rely on the syntactic structure and lexical items used in a linguistic message to arrive at an interpretation. We can recognize when a writer has produced perfectly grammatical sentences from which we can derive a literal interpretation. In addition, because of the knowledge of coherence any short messages like

advertisement, SMS, e-mail in the discourse fragment could be studied easily and also find the cause and effect relation, chronological order and spatial order could be found in the sentences. With the knowledge of it we can also do interpretation relating people, objects, events and status of any affairs beyond the text itself. Without coherence a written text becomes just a heap of words which cannot impart the intended meaning.

1.2   Review of Related Literature

There are several researches carried out in the field of writing skills. Karki (1996), Paudyal (1999) , Sah (2003), Ghimire (2004), Pokharel (2005), Kafle (2008) have carried out comparative study on the English language writing proficiency between the students of different levels studying in public and private schools from different parts of Nepal. Their studies on such area show that the students studying in urban areas as well as private schools are better than the students from rural area and public schools. The researches carried out by Poudyal (1999) and Sah (2003) show that the boys are better than the girls in free writing. Moreover, Pokharel (2008) carried out a bit different research which showed the proficiency level of school students who are from different ethnic groups. It was found that the Hill Brahmin students were more proficient in writing than the other groups whereas students from the Tamang ethnicity were found to be the least proficient. The Chhetri, Newar, Gurung and Tamang, according to the proficiency of writing were second, third, fourth and fifth respectively.

Adhikari (2005) conducted a research to find out the effectiveness of strip story in developing writing skills. The findings showed that the experimental group performed better than its counterpart which was taught with usual classroom techniques. It means strip story can be used as a tool to develop learners' writing skill.

Khanal (2007) carried out a research to identify the errors that the learner make in letter writing and determine their letter writing ability. The finding of his research showed that the students were weaker in formal letter writing. They also committed many errors in grammar, i.e. subject verb agreement and preposition. In the same manner boys were more competent than the girls of each selected school.

Niroula (2008) carried out his research to find out the effectiveness of upgraded non-stop writing technique to improve writing skill. It was concluded that the performance of experimental group in content and organization were found slightly more effective than that of controlled groups.

Though several studies have been conducted in order to find out the writing proficiency of the students no research has been done to test the ability of students on paragraph writing maintaining coherence. This study will be a new effort and different from other studies in the sense that it will measure the strengths and weaknesses of students on the use of coherence in paragraph.

1.3. Objectives of the Study

The objectives of the this study were as follows;

   a. To find out the use of coherence in writing in terms of campuses and type of writing.

   b. To find out the use of different coherence devices in writing.

   c. To suggest some pedagogical implications.

1.4 Significance of the Study

The study will be significant mainly for the students of the English language which will make the learners aware of their writing ability and work as a feedback for the improvement of their work. It will equally be useful for the teacher teaching at bachelor level to know the status of students on paragraph

writing. The research will also suggest to what extent the curriculum objectives are fulfiled and upon what to act. This study will help those who want to carry out further research on coherence as well.

1.5 Definition of the Specific Terms

Here is the description of some technical terms mentioned in the thesis.

a) Coherence: Coherence refers to a certain characteristic or aspect of writing. Literally, the word means "stick together". Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence, one paragraph to other paragraph.

b) Paragraph: A paragraph is a unit of composition in which one idea or thought is developed by means of examples, or supporting details.

c) Free writing: free writing involves the individual selection of vocabulary and structure for the expression of personal thought. There is no restriction on the length of composition where students are free to think and supply their ideas.

d) Controlled Writing: In controlled writing, the exercises are so devised that the students have virtually no freedom to make errors. Such activities are particularly helpful for the beginners. Controlled writing includes such activities: combining, reproducing and completing.

e) Guided writing: Guided writing includes any writings for which students are given assistance such as a model to follow a plan or outline to expand form, etc. typical types of activities that can be done for guided writing, and developing skeleton in to a text.

f) Achievement: The term 'achievement' refers to the attainment of something through learning and effort. A thing done successfully or an act of achieving something using effort and skill.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology.

2.1 Source of the Data

Both primary and secondary sources were consulted for data collection.

2.1.1 Primary Source of Data

The primary sources of data for this research were the students of B. Ed. 1st year specifying English from two different colleges of Chitwan district: Saptagandaki Multiple College and Shahid Smiriti Multiple College.

2.1.2 Secondary Sources of Data

The secondary sources of this research were different books, articles, journals, theses and other related materials to the topic. Some are Narayanswami (1979), Carter (1996), Kumar (1996), Paudyal (1999), Bhandari (2002), Sah (2003), Mishra (2007),

2.2 Sampling Procedure

The researcher selected two colleges where B.Ed. programme was running. He selected 40 girls and 40 boys using simple random sampling procedure where all students had equal and independent chance to be a sample.He selected 20 girls and 20 boys from each colleges. The researcher used fishbowl draw method to select the above mentioned sample population from the total population.

2.3 Tools for Data Collection

The researcher prepared a test paper containing five questions two free writing, one guided writing and two controlled writing to evaluate the students' ability in using coherence in paragraph writing.

2.4   Process of Data Collection

After preparing the test items, the researcher visited two colleges of Chitwan district and with the co-operation of administration and subject teacher he collected the list of population. Then, with the help of teacher the researcher distributed the test items to the students and explained them that there were two questions for free writing, two for controlled writing and one for guided writing. The researcher told the students about the time and weight the test items carry which are also given in the question paper. Finally, after the students finished writing, the researcher collected the answer sheets for analysis and interpretation and thanked both the teacher and students for their kind help.

2.5   Limitations of the Study

The study had the following limitations:

a. This study was based on only the use of coherence in paragraph writing.
b. The study was limited to test the achievement of intermediate degree holder.
c. The population of the study was limited to B. Ed 1st year students studying in Chitwan district
d. There were 40 boys and 40 girls.
e. The students were asked to write and complete the paragraphs.
f. There were two open-ended, one guided writing and two controlled writing questions.
g. This study was limited only to find out the use of four coherence devices i.e. reference, conjunction, repetition of words and topic chain.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data obtained by administrating a test to the students of two colleges of Chitwan district. For the test 80 students i.e. 40 students from each college were selected. Altogether five questions viz. two from free writing, one from guided writing and two from controlled writing were administered to test the students' achievement. The answer sheets of the students were collected and their responses were marked with the help of the following evaluation scheme.

Table 1

Evaluation Scheme

S.N	Areas	Marks given in percentage
1	Length	10%
2	Content	15%
3	Coherence between sentences and paragraphs	50%
4	Proper use of coherence devices	20%
5	Grammatical correctness	5%

The correct responses of the students were tabulated. These tabulated responses were analyzed and interpreted as precisely and accurately as possible using the tools of percentage and level. The students' achievement of coherence in writing was categorized in five levels on the basis of the percentage of their correct responses.

Table 2

Achievement Level of Students in Terms of Percentage

Percentage of the correct responses	Achievement level on using coherence
81-100	Excellent(E)
61-80	Good (G)
41-60	Satisfactory(S)
21-40	Less satisfactory(LS)
1-20	Poor(P)

The responses of the students were marked and tabulated; the responses with 81%-100% were categorized as the excellent level of achievement. In the second place was the good level with the correct responses of 61%-80%.Similarly, the items with the correct responses of 41%-60%were placed in the satisfactory level of achievement. In the same way, the correct responses of 21%-40%were placed in the less satisfactory and lastly the poor level of achievement stood for the correct responses of 1%-20%.In the above table, the initial letter of each level represents the level of achievement (i.e. E for Excellent G for Good, S for Satisfactory, LS for Less Satisfactory and P for Poor).

The analysis and interpretation of data have been carried out under the following headings.

    a) Holistic ability to achieve coherence in writing

    b) College-wise analysis of coherence in writing

    c) Test item-wise analysis of coherence in writing

3.1 Holistic Ability to Achieve Coherence in Writing

The average percentage was calculated using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where, X= Average

$\sum$ = Summation

X=Marks in percentage

N=Number

Therefore, $\bar{x} = \dfrac{\sum x}{N} = \dfrac{133.4}{2} = 66.7\%$

Table no.3

Holistic Ability to Achieve Coherence in Writing

Test items	Saptagandaki Multiple College			Shahid Smiriti Multiple College		
	Sample size 40			Sample size 40		
	FM	OM	%	FM	OM	%
Free Writing	560	354	63.21	560	330	58.92
Guided Writing	320	198.5	62.03	320	221.5	69.21
Controlled Writing	320	245	75.56	320	252	78.75
Total	1200	797.5	66.45	1200	803.5	66.95

The table above shows the total achievement of students on using coherence in writing. The total achievement was derived in percentages and the students from two different colleges obtained 66.45% and 66.95% respectively. Thus, the average percentage of the students of two different colleges was 66.7% since it was above 50% their achievement can be termed good.

3.2   College-wise Analysis of Students' Achievement on Coherence in Writing

The achievement level of coherence by the students of two different colleges has been presented in table 4 and 5. In each table, the total correct responses of the students are discussed on the basis of their percentage

3.2.1 Analysis of Students' Achievement of Saptagandaki Multiple College

The achievement of the students on coherence in writing by the students of Saptagandaki Multiple College is presented in the table 4.

Table no. 4

Students' Achievement of Saptagandaki Multiple College

Marks in %	No. of students / Percentage in Total						Result
	Free	%	Guided	%	Controlled	%	
81-100	5	12.5	5	12.5	17	42.5	E
61-80	17	42.5	20	50	16	40	G
41-60	14	35	12	30	6	15	S
21-40	4	10	3	7.5	1	2.5	LS
1-20	0	0	0	0	0	0	P

The above table shows that the students were given three different types of questions (i.e. free writing, guided writing and controlled writing).From the marks scored by the students in free writing, it can be seen that 12.5% of students possessed excellent writing ability. All the sentences were found in order; they were connected with proper devices. The length of the paragraph was sufficient and sentences were grammatically correct. Similarly, 42.5%of the students were found possessing good level. Majority of the students wrote sentences coherently but somewhere they committed grammatical errors. Thirty five percentages of the students were found possessing satisfactory level. Though they wrote sentences in logical order they failed to write sufficient length of the paragraph as asked in the question. Their ending of the paragraph was also found weak. Ten percentages of the students were found possessing less satisfactory level.

Semantically they were found strong to keep coherence but syntactically they were found weak. But no one of them was found possessing poor level.

From the above table we can again observe the students' ability on coherence in guided writing task .The table shows that 12.5% of the students were found possessing excellent level. Thirty percentages of the students were found possessing only the satisfactory level. And 7.5% of the students were found possessing less satisfactory level. Majority of the students were able to order less than 50% clues given to them. As in free writing task, no student was found poor.

In controlled writing task 42.5% of the students from this college were found possessing excellent level. Most of them were able to put all devices of coherence in proper places. Some of them secured full marks. Likewise, 40% of the students were found possessing good result. Fifteen percentages of the students were found possessing satisfactory level in writing paragraph coherently. It showed that only 2.5% students were found possessing less satisfactory level which is comparatively good. It showed that no one of them was in poor level.

3.2.2 Analysis of the Students' Achievement of Shahid Smiriti Multiple College

The ability of students on coherence in writing by the students of Shahid Smiriti Multiple is presented in table 5.

Table 5

Students' Achievement of Shahid Smiriti Multiple College

Marks in %	No. of students/percentage in total						Result
	Free	**%**	**Guided**	**%**	**Controlled**	**%**	
81-100	4	10	11	27.5	19	47.5	E
61-80	21	52.5	21	52.5	16	40	G
41-60	7	17	5	12.5	5	12.5	S
21-40	6	15	3	7.5	0	0	LS
1-20	2	5	0	0	0	0	P

The above table shows that the students were given three different types of questions (i.e. free writing guided writing and controlled writing). All the questions were non-textual but related to their curriculum. From the marks scored by them in their free writing, it can be seen that 10% of them possessed excellent writing ability. They used the coherence devices properly; developed paragraphs in quite logical order, minimized their grammatical errors and wrote sufficient lengths of the answer. It showed that 52.5% students were found possessing good writing ability. Coherence was seen in their writing but majority of them were found weak in applying correct grammatical structures and producing the text as long as the question demanded. Similarly, 17.5% students were found possessing satisfactory result. Majority of the students had problems in length, grammatical structures and proper use of coherence devices. Twenty percent of students were found possessing less satisfactory result on coherence in writing. They were unable to produce the required length of the text and had poor starting and ending of the paragraphs.

The table shows that out of 40 students, 27.5% were found in excellent level in guided writing. Fifty two point five percent were found in good level. Majority of the students managed coherence selecting the clues correctly. Similarly 12.5%

of the students were found in satisfactory level. Only 7.5% of the students were found under less satisfactory. And no one of them was found in poor level. It can be deduced that students of Shahid Smiriti Multiple College were better in writing paragraph with coherence, if they were given clues.

Similarly, the ability of the students to develop paragraphs with coherence in controlled writing was also observed. To list their ability they were given incomplete sentences and their right answers in the box but randomly. Out of 40 students 19 i.e.47.5% were found possessing excellent level. Most of the students were able to put all devices of coherence in proper place, some of them secured full marks. Only 5 students i.e.12.5% of total students were found weak to fill up the blanks given in question no.5. They were unable to keep chronological order on that test item. It is found that no one of them possessed less satisfactory and poor level of achievement.

It proved that the students of this college were better to establish coherence in writing. These students showed their confidence to establish coherence in writing.

3.3 Test Item-Wise Analysis of Students' Achievement on Coherence in Writing.

Table 6, 7 and 8 show the test item wise ability of the students of Saptagandaki Multiple College and Shahid Smiriti Multiple College on coherence in writing.

3.3.1 Analysis of Coherence in Free Writing

Table no. 6

Students' Achievement on Coherence in Free Writing.

Marks in %	81-100	61-80	41-60	21-40	1-20
Level	E	G	S	LS	P
No. of students	9	38	21	10	2
Percentage	11.5	47.5	26.5	12.5	2.5

The above table shows that out of 80 students from two colleges 9 i.e. 11.25% of the total students were excellent to achieve coherence in writing. Similarly, 38 students i.e. 47.5% were found in good level. Likewise, 21 students i.e. 26.25% were found possessing satisfactory level. Ten students i.e. 12.5% were found possessing less satisfactory level. Two students i.e. 2.5% were found possessing poor level on achieving coherence in writing.

3.3.2   Analysis of Coherence in Guided Writing

Table no.7

Students' Achievement on Coherence in Guided Writing.

Marks in %	81-100	61-80	41-60	21-40	1-20
Level	E	G	S	LS	P
No. of Students	16	41	17	6	0
Percentage	20	51.26	21.26	7.5	0

The above table shows that the outstanding performance of the students in guided writing. To test the students' achievement, they were given some hints of the story and were asked to develop the paragraph coherently. Out of 80 students only 16 i.e.20% were found possessing excellent level. Forty one students i.e. 51.26% of the total were found possessing good level. Similarly, 17 students i.e.21.26% of them were found possessing satisfactory result. But no one of them was found having poor level. It showed that students of bachelor level were able to write paragraph properly if they were given clues.

3.3.3 Analysis of Coherence in Controlled Writing

To test the ability of the students to achieve coherence in controlled writing, they were given two controlled writing questions with some clues in the box. Their every correct responses were marked .With the marks they scored in the

test, they were categorized into five different level which is presented in the following table.

Table no. 8

Students' Achievement on Coherence in Controlled Writing.

Group	A	B	C	D	E
No. of Students	36	32	11	1	0
Percentage	45	40	13.75	1.25	0

The above table shows that out of 80 students from the both colleges 36 students i.e.45% were found possessing excellent level on achieving coherence in controlled writing. The majority of the students secured more than 85% marks in this area. Likewise, 32 students i.e. 40% of them secured good level. Eleven students i.e. 13.75% were found possessing satisfactory level. But it was also found that the majority of them were unable to keep coherence for question no5. Hardly, they scored 50% of marks in this question. So, comparatively we found question no. 5 was difficult to them. One student i.e. 1.25% was found securing less satisfactory level in controlled writing. The overall ability of students in controlled writing was found more satisfactory than the free writing and guided writing.

3.4 Analysis of the use of Coherence Devices

Though there are many devices of coherence in paragraph writing this study was mainly based on to find out the use of only four devices i.e. references, conjunctions, repetition of words and topic chain.

3.4.1 Holistic Analysis of the use of Coherence Devices

The picture of the total coherence devices used by all the students is presented below.

Table no.9

Holistic use of Coherence Devices

Devices	Reference	Conjunction	Repetition of words	Topic chain
No of Students	80	80	53	44
Frequency	1016	798	133	117
Percentage	49.22	38.66	6.44	5.6

The above table shows that among the four devices the reference was seen highly used. All the students from both colleges used that device. The frequency of its use was 1016 times which is 49.22% in total is. The highly used references in their writing were pronouns. Among several pronouns mostly repeated ones were personal pronouns like *he, she, it, they, I, we, you them, their, our*. More students used subjective form of pronouns than objective and possessive. Similarly, demonstrative pronouns like *this, that, these, those, one, all, many, few, nobody* were also used. Likewise, distributive pronouns like *each* and *every* were also used but in a very few places. It was found that both the forms of anaphoric as well as cataphoric references were used but the former one was used more than the later one.

 Besides reference another *conjunction* was frequently used to keep coherence in paragraph writing. The above table shows that all the students from both colleges used that device. The frequency of occurrence of this device was 798 times which was 38.66% out of the total.

The mostly used conjunctions were additive, adversative, causal and temporal. Among them additive conjunction was highly used than the others. Additive conjunction like and, then, as well as, not only …but also, and, or were found mostly used. Among them *and* was found highly used .In most of the places it was used as sentence conjunction and in a very few places it was used as phrasal conjunction. The next highly used conjunction was adversative (i.e. but,

however, though, yet). Most of the students used conjunction *but* and showed the contrastive relationship between two sentences. The third mostly used conjunction was causal conjunction. The mostly used causal conjunctions were *so, thus, therefore, because, because of.* And it was found that among the causal conjunctions *because* was highly used. The least used conjunction was temporal conjunction. They were like *then, after that, at last, finally, at the end.*

Similarly, the above table shows that the other device of coherence was repetition of word used by 53 students. They used that device for 133 times. Through the analysis of the whole data, it was found that very few students repeated the same words for three to six times but the majority of the students used them only once and some of them were repeated too. Among the repeated words, most of them were in subjective case and nouns. For example: people, grapes, garden, the fox, season, and the environment.

Finally, the above table shows that out of 80 students 44 students used the device topic chain i.e. altogether 117times which was 5.6%. It showed that only a few students had knowledge on using this device to achieve coherence.

3.4.2 Analysis of the Use of Coherence Devices by the Students of Saptagandaki Multiple College

Table 10

Use of Coherence Devices by the Students of Saptagandaki Multiple College

Devices	Reference	Conjunction	Repetition ofwords	Topic chain
No of students	40	40	26	24
Frequency	486	347	59	66

The above table shows that the coherence device reference like *he, his, our, she, her, they, them, we, it, you,* had highest frequency among the other devices. It

was used by all 40 students of that college and altogether it was used 486 times. Similarly, the next highly used device was conjunction like *and, but, so, because* which was also used by all 40 students and altogether they were used 347 times. The next highly used device was the repetition of words which was found to be used by only 26 students and altogether it was used in 59 places. Likewise, the table also shows that out of 40 students only 24 were found using the device topic chain and it was used in 66 places.

3.4.3 Analysis of the Use of Coherence Devices by the Students of Shahid Smiriti Multiple College

Table-11

Use of Coherence Devices by the Students of Shahid Smiriti Multiple College

Devices	Reference	Conjunction	Repetition of words	Topic Chain
No of Students	40	40	27	20
Frequency	530	451	74	51

The above table shows that the coherence device 'reference' like *he, she, they, it, I* had highest frequency among the other devices. It was used by all 40 students of that college and altogether it was used 530 times. Similarly, the next highly used device was 'conjunctions' like *and, but, because, at last, so* which were also used by all 40 students and altogether they were used 451 times. The next highly used device was the 'repetition' of words which was found to be used by only 27 students and altogether it was used in 59 places. Likewise, the table shows that out of 40 students only 20 were found using the device topic chain and it was used in 51 places.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The final chapter deals with the findings and recommendations. This chapter has been divided into two parts. The first part deals with the findings of the study and the second part relates with the recommendations made on the basis of the findings.

4.1 Findings

The findings of the study are as follows:

1) It was found that the overall ability of students to achieve coherence in controlled writing was found more satisfactory than the free writing and guided writing.

2) The use of coherence in writing of the bachelor level students studying in Chitwan was found to be good with the average percentage of 67.7%

3) It was found that the students studying in Shahid Smiriti Multiple College were better than the students studying in Saptagandaki Multiple College in overall ability to achieve coherence.

4) The students of both colleges were found weak to achieve coherence in free writing than in guided and controlled writing.

5) This study showed that students of bachelor level could achieve coherence more if they were given clues (i.e. as seen in guided and controlled writing).

6) The majority of the students used references, conjunction, repetition of words, and topic chain as devices of coherence which were used satisfactorily.

7) Among the above mentioned four devices, the device reference had the highest frequency (i.e. 1016 times)

4.2   Recommendations:

The researcher would like to make the following recommendations:

1) Although the use of coherence in writing of the bachelor level students studying in Chitwan district was found to be good with the average percentage of 67.7, it should be increased to meet higher level of achievement so that students can strengthen their writing ability with coherence.

2) The study showed that the students of Saptagandaki Multiple College could not achieve coherence as satisfactorily as the students of Shahid Smiriti. Since the achievement level was good, this level should be greatly increased so that they can write well limited paragraph in future. More practice should be provided.

3) The students were found weaker to achieve coherence in free writing than guided and controlled writing. So they should be given more practice exercises on free writing to improve their writing ability with coherence.

4) This study was limited to four coherence devices only. The perspective researcher would be suggested to address more other devices.

5) The population and area of this study was limited to Chitwan district. The further research can be carried out taking a larger population from different parts of country.

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APPENDIX

WRITING TEST ASSIGNED TO THE STUDENTS OF B. ED.

Name: ……………….   Time: 90 min

College: ……………..   Full Marks: 30

Please attempt all questions.

Q. No. 1. Write a paragraph on 'A dream that you saw' (In 100 words). 7

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Q. No. 2. Write a paragraph on "The season you like most" (In 100 words).

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Q.No. 3.Develop a paragraph with the help of jumbled clues given below. 8

A fox in a garden, jumped, ripe grapes, attempt failed, fox hopeless, no
success, grapes high, tried again, tempted to see, said 'grapes are sour'

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Q. No. 4. Complete the following paragraph using the words / phrases given in the box. 5

> but, farmers, backbone, agricultural, work hard, if , because of, at last, although, so.

Nepal is an _____country. Agriculture is the _____of our country. More then 90% people are_____but their condition is not good. They _____day and night. They always seem in their field. They are poor, _____ they can't buy fertilizer, agricultural tools etc. in time _____they work hard, they always have the problem of hand to mouth. Most of the farmers have only small part of land _____they have to support their big family. They are compelled to take loan from the village zamindar on special occasion like festival, marriage ceremony etc. They cannot pay their loan in time _____the high interest of zamindar. _____they are compelled to sell their own land or they go to India to earn money. Most of the farmer depends on sky rain. _____it doesn't rain in time, they suffer much through the year. Their condition is beings worse day by day. Their living standard is very low.

Q.No. 5. Complete the following paragraph using the word / phrases given in the box. 3

> Mid-point in the 21st century, 2025 onwards, in 1990-1995, in 1995- 2000, until 2025, in 2045-2050.

The world population growth rate never remains constant. The UN medium variant project indicates that the stable population growth rate will continue to decline from 1.48 per cent annum, _____to 1.37 per cent per annum _____, and looking further in to the future to perhaps 0.45 per cent _____. Despite the projected decline in the growth rate, the annual increse in world population will remain at the current level, around 80 million per annum _____. From _____, the growth rate may come down to around 41 million per annum in 2045-2050. At the _____, the developed region and China will have negative, but Africa will still have a growth rate of 1.1 per cent per annum. (Singh, 1998, p. 85).