

PROFICIENCY OF CHEPANG STUDENTS IN FREE WRITING SKILL AT LOWER SECONDARY LEVEL

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

**Submitted by
Gita Thapa Magar**

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

2021

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**T. U. Regd. No. 9-2-324-220-2010
Fourth Semester Examination
Roll No.: 28710071/072**

**Date of Approval Thesis
Proposal: 28/05/2018
Date of Submission: 25/05/2021**

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DECLARATION

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

Date:24/05/2021

.....

Gita Thapa Magar

DEDICATION

Dedicated

To

My parents who inspired me for my study.

ACKNOWLEDGEMENTS

I owe my deepest gratitude to the following people for their support, encouragement, inspiration, advice and guidance throughout this work.

Firstly, I would like to express my sincere and heartfelt gratitude to my honorable Guru and thesis supervisor **Mr. Bhim Parsad Wasti**, Department of English Education, T.U., Kirtipur for his inspiring and constructive suggestions. I am really grateful for his kind co- operation, guidance and feedback.

Secondly, I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U., Kirtipur for his valuable suggestions and feedback.

I am also thankful to **Prof. Dr. Chandeshwar Mishra**, Department of English Education for his productive ideas and feedback to complete my study.

Meanwhile, I am highly indebted to **Prof. Dr. Tara Datta Bhatta**, Lecturer, Department of English Education, T.U., Kirtipur for his invaluable suggestions and constructive recommendations during the viva of proposal. His suggestions has helped me to carry out the research work in the proper form what it is today.

I am also indebted to **Mr. Guru Prasad Paudel, Mr. Resham Acharya, Mr. Laxmi Prasad Ojha, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane** and all the teachers of Department of English Education, T.U., Kirtipur for providing me academic support during the academic years. In the same way, I would like to express my thanks to the administrative staffs of the department **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** for their library support.

Gita Thapa Magar

ABSTRACT

This research entitled **Proficiency of Chepang Students in Free writing at Lower Secondary Level** has been carried out to identify the proficiency of lower secondary level students of Dhading District especially in free writing compositions. This study looks into the content, formats, prepositions and uses of mechanics of writing in holistic way. To address the objectives of the study, forty students were selected from community school as a sample by using non-random sampling of Dhading District. This research was carried out using both the primary and secondary sources of data. The data was analyzed and interpreted on the basis of test items consisting of dialogue writing, paragraph writing, essay writing and letter writing which were the tools for data collection. It was found that the performance of students in free writing was satisfactory. Among different types of test items like paragraph writing, essay writing, letter writing and dialogue writing, letter writing was found to be more difficult areas in comparison to other items.

This study comprises five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter consists of the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. In the same way, chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedure and ethical considerations. The fourth chapter deals with analysis of data and interpretation of results where data have been analyzed in terms of different headings like Holistic analysis, school wise analysis, items wise analysis and findings of the study. The final chapter deals with findings, conclusion and recommendations which are summed up from the analysis and interpretation of the collected data for the purpose of research. The references and appendices have been included in the last part of the thesis.

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LIST OF ABBREVIATIONS

CBS	:	Central Bureau of Statics
DOE	:	District Education Office
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
L1	:	Mother Tongue
M. Ed	:	Master of Education
S1-S40	:	Students (codified)
T.U.	:	Tribhuvan University
VDC	:	Village Development Committee

CHAPTER ONE

INTRODUCTION

This is a study entitled "**Proficiency of Chepang Students in Free Writing at lower Secondary Level**". This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significances of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is fundamentally a means of human communication. It is extremely complex and highly versatile. It is dynamic and open system that allows human being to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Language is used in terms of four skills. They are listening, speaking, reading, writing and their sub skills. The four language skills rarely exist in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types as receptive and productive skill. In this regard, Harmer (2007) says, "receptive skills is a term used for reading and listening. Similarly, Productive skills are the term for speaking and writing skills where students actually have to produce language themselves". Learning a foreign language implies learning as reading, listening, speaking and writing in that very language. Writing is a powerful medium of expressions. Writing skills are important part of communications whereas writing skills are specific abilities which writers put their thoughts into words in a meaningful form and to mentally interactive with the message. Similarly, writing skills help the learners to gain independence, comprehensibility, fluency and creativity in their writing.

According to Nunan (1998), "Writing is an extremely cognitive activity in which the writer requires to demonstrate control variables simultaneously. At

the sentence level, these elements include control of content, format, sentence structure, vocabulary, spelling and letter formation."

Nepal as a country having a diverse culture, tradition, language and ethnicity which is the common home to four different language families: Austro-Asiatic, Indo-Aryan, Dravidian and Tibeto-Burman and within this families, at least sixty different ethnic communities or caste and a distribution of over seventy languages are spoken within the country's present day political boundaries .Therefore, Nepal is multi –lingual and common home of several ethnic groups where people speak varieties of languages and dialects.

In similar vein, Nepal accommodates an amazing cultural diversity including linguistic plurality. The Census Report (2011)has identified 123 distinct languages spoken as mother tongue.Undoubtedly, Nepal is relatable to those four language families. They are Indo-Aryan group, Tibetan-Burman group, Dravidian group and Austro-Asiatic group.

As concerned to the language skills in ELT practices, there are four language skills. They are interrelated to each other that are mainly categorized into two types. Listening and reading are receptive skills whereas speaking and writing are the productive skills. Among these four language skills, the major concern of my study lies in the issue focusing on writing skills. Writing skill is a productive skill so writing has sub skills alike spelling, punctuation, capital and small letters, linking words and so on. Writing skill is one of the creative processes like generating ideas, ordering ideas, and ending the draft.

There are four language skills; writing, listening, reading and speaking. This study focuses on the proficiency of Chepang students in writing is influenced by various factors such as teaching learning methodologies, techniques, and materials and so on. Furthermore, the attitudes of teachers, students and other stakeholder also play vital role in the proficiency of Chepang students.

1.2 Statement of the Problem

Writing skill is one of the complex processes to be developed among the students while learning a language activities including controlled writing, free writing and guided writing while learning a language. Writing is a form of communication. Writing skill is one of the important skills of learning English language. Writing allows us to express our thoughts and feelings. Likewise, writing makes us smarter by engaging our memory and motor skills. It has given focus on writing skill as difficult one and should be taught only after the students have received other skill and aspect of English language teaching.

As we know, developing writing is not an easy task and this will be facing the more problems. The learner should be very conscious about various elements related to writing. A student can read more difficult passages and long sentences whereas he/she feels difficult to express his/her through writing. It is because we hear more than what we write. It is necessary to give guidance, proper practices and proper feedback immediately. Otherwise, problems can frequently occur in the field of writing skill. All the students should have same ability of writing skills. But we generally hear that the ability of writing skill is not equal of Chepang students.

Nowadays, Chepang students are seen facing different problems for developing writing skills, lack of writing fluency, selection of words, problem of arrangements, problem of grammatical errors and also the lack of English language proficiency. The study is to find out the writing proficiency of Chepang students at lower secondary level.

In this regard, the study has examined proficiency of Chepang students in free writing in terms of their accuracy, vocabulary knowledge, use of punctuation marks and subject verb agreement in writing.

1.3 Objectives of the Study

The objectives of this research were as follow:

- To find out the proficiency of Chepang students in free writing.
- To analyze their writing proficiency in terms of spelling, punctuation and preposition.
- To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follows:

- What is the proficiency level of Chepang students in writing skill?
- What are the difficulty levels of writing skill proficiency at lower secondary level?

1.5 Significance of the Study

Nepalese students learn English language for literary purposes rather than linguistic purposes. Among them, writing skill is the most priority in the context of Nepal. Writing is the most fundamental and significant of language. This study is a primary attempt to study writing proficiency of Chepang students in English language. It mainly points the determinant nature of difficulties faced by students in prepositions, punctuations, and spelling. It helps teachers to identify and teach areas of problems in writing for the students. The study will support curriculum designer, stakeholders, text book writer, policy maker to formulate writing task and exercises for better proficiency to the students.

1.6 Delimitations of the Study

This study had the following limitations:

- This research was limited to five schools of Dhading district.
- This research was limited to Chepang students of only lower secondary schools.
- It was confined to proficiency level of writing skill.
- Data for the study was taken from forty students of five school of Dhading district.
- This research was limited to the concern of finding preposition, spelling and punctuation level of Chepang students in writing proficiency.

1.7 Operational Definition of the Key Terms

The key terms used in this study have been defined in following ways:

Proficiency: Here, proficiency means capacity of doing something appropriately and accurately. The ability of accurate, capable and appropriate proficiency level in writing text at lower secondary level students.

Writing: In this study, writing means the individual selection of vocabularies and structures for the expression of personal ideas of Chepang students.

Writing Proficiency: In this study, writing proficiency means the level of competency in which individual is able to use language for both basic communicative task and academic purpose in writing.

Parja: Type of surname used in Chepang caste.

Indigenous: It refers to their mother tongues, traditional cultures, written and unwritten histories, traditional homeland and geographical areas, plus egalitarian social structures.

Free Writing: In this study, free writing incorporates students writing tasks on the general topics without any clues, guidance or prompts.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of research consists of reviews of related theoretical and empirical literature, implications of reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

Literature review helps the researcher to be familiar with the existing knowledge in the area of study. According to Creswell (2013), “Literature review is a summary of journal, articles, books and other documents that describe past and current status of information on the topic of your research”. Theoretical aspects of this study have been reviewed in this section.

2.1.1 Language Skills

Generally, speaking and writing are productive skills whereas listening and reading are receptive skills. We cannot have hard and fast rule, to distinct between the receptive and productive skills because at times receptive skills tend to productive and vice versa. Four language skills that are listening, reading, speaking and writing are integrated not only while learning and writing but also in real life situation. These skills are used for various purposes.

According to Harmer (1991, p.16) “We have said that choice of language way depend upon channel of communication”. If we examine this concept more, we can identify language skills that nature speakers and component language user’s process. Literate people who use language have many numbers of different abilities. They are able to speak on the telephone, write letters, listen to radio or read books. In the other, they possess four basic language skills of writing, reading, speaking and listening.

2.1.2 Writing Skill

Writing is one of the most important skills in learning a new language. It is complex and difficult language skill for teaching and learning. It is also called conceptual and judgment elements. It is way of transforming information through use of graphic or visual and communicative skills. It involves manipulating, language use, using language structuring, stylistic skills, treatment of content, judgement of skills, like speaking. The skills involved in writing are highly complicated. We are able to discover and gain ideas in the way that only writing makes possible.

Bell and Burnaby (1984, as cited in Nunan1998) state that writing is extremely cognitive activity in which writer is required to demonstrate the control of variables simultaneously at the sentence level. These includes control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and involves information into cohesive and coherence paragraphs and texts.

Similarly, Harmer (1991, p.75) says “writing is an activity through which human beings communicate with one another and transmit them accommodate their culture from one generation to another. It equally provides with possibilities to discover and articulate the ideas in many ways.” From this definition, we can say that writing is one of the important activities through human being to share their cultures, norms and values, religion and so on.

In conclusion, writing is an act of rendering thoughts, feelings and ideas from past to present and from present to future in graphic form. It is a transparent mirror which can present knowledge and experiences as well.

2.1.3 Writing Proficiency

Language Proficiency is the degree in which a person understands, speaks, reads or writes a language. Writing proficiency is the level of competency in

which an individual is able to use language for both basic communicative task and academic purpose of writing. It is the degree where a person writes something in a skilled way because of training or practice.

The writing proficiency plays a vital role in securing good marks in the examination and it can spread our knowledge and experience to others. It is concerned with specific skills and abilities rather than generally abilities. It helps to select people from different institutions and countries in affair manner.

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

According to Hughes (1995, p.75) the best way to test peoples' writing ability is to get them in writing. This is not an unreasonable assumption. Even professional testing institution is unable to construct indirect tests which measures writing ability accurately. And ifinfact satisfactory accuracy were a real possibility, considerations of back wash and ease of construction would still argue of direct testing of writing within teaching institutions.

Given the decision to test writing ability directly, we can say that the testing problems, in general forms for writing. It has the following parts:

1. We have to set writing tests that are properly representative of the population of tasks that we should expect the students to be able to perform.
2. The tasks should elicit samples of writing which truly represent the student's ability.
3. It is essential that the samples of writing can and will be secured reliably.

Weir (1993, p.58)states, “Two different approaches for assessing writing ability can be adopted. Firstly, writing can be divided into discrete levels: grammar, vocabulary, spelling and punctuation and these elements can be tested separately by use of objective tests. Secondly, more direct extended writing tasks of various types should be constructed. These would have greater constructive content, face and wash back validity but would require a more subjective assessment.”

Thus, testing writing is a very complex task because testing includes infinite number of things such as spelling, cohesion and coherence. Beside this, the complexity of writing increases due to the fact that writing now is not restricted to articles, books, letters and so on paper alone. Today computer offers a wide range of opportunities to write documents, e-mails, faxes or which have made writing a more complex process because the writer has to be familiar with dazzling array of tools with which to prepare, organize and present his/her write ups. The whole writing is judged by classifying in five different topics viz. ideas, organization, wording, flavor and mechanics.

2.1.4 Components of Writing

Writing is not merely an activity of encoding verbal thoughts in printed symbols. In this context, Heaton (1975, p.146) states that writing is not a single skill but is the combination of the following components.

a. Mechanics

Mechanics refers to those aspects of writing such as spelling, use of punctuation marks, (examples: apostrophes, hyphens), capitals, abbreviations and numbers which are often dealt within revision or editing stage of writing. In the word of although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader’s judgment. However, at times slight change in spelling of words can bring drastic change in the meaning they express. Overuse of punctuation is often

formed by many writers or editors of English. Though punctuation is frequently a matter of personal style. Similarly, violation well established customs make any piece of writing look awkward to many readers. Thus, mechanics of writing is a very basic concept in writing process.

b. Coherence

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the systematic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between writer and readers. Generally, a paragraph has a coherence, a series of sentences that develop a main ideas (with a topic sentence and supporting details which relate to it). Ideas and thoughts should be connected logically in a piece of writing. According to Harmer, (2004, pp. 24-25), text should have coherence. It needs to have some kinds of internal logic which the reader can follow with or without the use of prominent cohesive devices where a text is coherent the reader can understand at least two things: (i) The writers purpose from which the reader should be able to understand what the writers purpose is. It is to give information and suggest a course of action that make a judgment on a book or a play, or express an opinion about old events, or example. A coherent text will not mask the writer's purpose. (ii) The writer's line of thought, the writer is able to follow the writer's line of reasoning if the text is discursive piece. If on the other hand, it is a narrative that the reader should be able to follow the story and not get confused by the time jumps and too many characters and so on.

c. Cohesion

Cohesion refers to grammatical and lexical relationship between different elements of a text. This may be relationship between different sentences or between different parts of a sentence. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

Similarly, in the words of Harmer(2004, p. 22) when we write a text we have a number of linguistics techniques at our disposal to make sure if. they are prose sticks for the teacher. We can for example use lexical repetition and chains of words within same lexical set through a text to have this effect.

d. Orthographic and Para Orthographic Texts

Orthographic refers to writing system and spelling system. Different languages of world use different types of writing for example, logographic writing, syllabic writing and alphabetic writing. It is equally important to draw students attention to the fact how para orthographic texts can convey the same meaning more clearly and more precisely. Regarding this, Organdy (1997) says, “Para orthographic texts includes charts, table, graphs and so on. Students should be trained to convert a prose text into para orthographic display or vice versa (p. 554)”. The orthographic system deals with linguistic symbols but para-orthographic text is related to use of diagram, figure, symbols and so on. Orthographic text mainly deals with complexity and irregularity in spelling, outstanding spellings and syllable structure and consonants clusters. On the other hand, para-orthographic text is related to change of orthography in the form of diagram, pie-chart, maps, tables and so on.

E. Vocabulary

Vocabulary of a language is brick for building any language. It includes words, compound words and idioms. In others words, it is a set of lexemes including single words, compound words and idioms. In the absence of vocabulary, language is impossible. Vocabulary is an indispensable for educational, professional and social life. In vocabulary research, a distinction is typically made between the two, and also between receptive (passive) and productive (active) vocabulary. Learners overall have larger receptive vocabularies than productive ones (Schmitt 2008, p. 345). Similarly, Wilkins rightly says," Without grammar very little can be conveyed but without vocabulary nothing

can be conveyed" (p.11, as quotes in Lewis, 2000). Similarly, Thornbury, (2002) says without grammar, very little can be conveyed whereas without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see must improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words. Most learners tooacknowledge the importance of vocabulary acquisition. From the above descriptions, we can say that vocabulary is unit of language. It should not be neglected in teaching and learning.

Teaching vocabulary is a significant factor in language teaching. Harmer (1991) says that active vocabulary words are those that learners understand and use in speaking or writing. So, it is known as productive and receptive skills and are called the active vocabularies. They are the vocabularies that learners have been taught or learned which they are expected to be able to understand and pronounce constructively. On the other hand, passive vocabularies comprise words that learners understand when they listen to speech and when they read but do not use yet. For example, partake in general communication, watch movies, read books or attend academic courses. They focus on reading and listening comprehension. Therefore, it is receptive vocabulary. Passive vocabulary refers to words that the learners will recognize but will probably not able to use.

2.1.5 The Essential Characteristics of Good Writing

Writing is an art of using language. Writing is a complex activity which requires the ability to use the structure, the lexical item and their conventional representation. Regarding to Richard, (1991) says that learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process that one end with anxiety and frustration in many learners. Yet good writing skills are essential to academic success and a requirement for many occupation and professions. Similarly, Bowerd et al.

(1985,p. 254)discuss, “mastery of the mechanics of writing and practice in the basic skills are necessary as the first stepfor child or adult learners who do not yet write in any language”. At the beginning level, students should learn to put thoughts into the writing with the major emphasis on mechanics. The fundamental items for mechanics of writing are learning the alphabet, the alphabetizing basic spelling pattern of English, the left to right direction of English writing, printing, cursive writing, rules of capitalization, words sentences, and punctuation. This is the basic skills of writing. The basic skills include writing letters, numbers, words, phrases and sentences correctly.

Simplicity and directness are the most useful features of good writing. Particularly, making a simple and clear writing is difficult from syntactic and semantic point of views. It needs good imagination and logical sequence of thoughts. An attempt is made to analyze essential characteristics of a good writing.

a. Simplicity

A good writing usually aligns with saying simple, the better simplicity as the ornament of good writing. Simple writing flows smooth ideas in a simple way. It avoids extra stylistic words ambiguity and other. Simplicity and smoothness make writing understandable and readable and no confusion to the readers in understanding the message of writing.

b. Clarity

Good writing must be absolutely free from ambiguity. It refers to clearness as the understating (www.dictonry.com). Writing should not have any things different interpretation or misinterpretations. Ideas should be presented in clear, orderly, readable, understandable, direct and in informative style. The writer should always be aware of reader and his\her shoulder. The writer should have the ideas of what to say and how to sequence expressed thoughts.

Good writing should avoid exaggeration as well as contradictory statements.

c. Continuity

Continuity of thought is featured as of a good writing. The concept is based on natural link of ideas. There must be continuity of thought from one word to following word, from one phase to another, from one sentence to another, from paragraph to second paragraph and first chapter to second chapter. Continuity is a writing that enables a writer to maintain a uniform standard from beginning to the ends.

d. Coherence

Good writing deals with one topic at a time. It should be organized logically in a flow way as smoothly and ‘sticking’ together. In other words, everything in writing should make sense clear to a reader.

e. Free from error

As writing is the permanent expression of one’s thoughts and ideas, it must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors.

Furthermore, a good writing requires examples and illustrations to explain the abstract and difficult ideas. There should be appropriate facts, depth of knowledge specific and objectivity in every piece of effective writing. The above mentioned characteristics of a good writing can play a vital role in free writing ability of lower secondary students. They should have the ability to write clear, economic and simple continuous and error-free sentences.

2.1.6 Mechanics of Writing

Mechanics of writing is known as geographical system which mainly includes capitalizing, spelling and punctuation. Learners must have the knowledge of mechanics of writing. Heaton, (1975, p. 145) says, “Mechanics of writing is the ability to use correct of those conversations peculiar to the written language”. Mastery over mechanics of writing and practice on the basic skills are necessary in first step for child or adult learner. The learner must have knowledge of mechanical skills, stylistics skills and judgmental skills. Under mechanics of writing, learner should learn left to right direction of English writing system, upper and lowercase letters, rules of capitalization, basic, spelling patterns and rules for word and sentence punctuation. Mechanics mainly includes capitalization, spelling and punctuation.

a. Punctuation

Punctuation is an art of system increasing mark or symbols in order to make the meaning clear. The proper use of punctuation mark helps writer to organize written language and clarifies relation between words, phrase and clauses. The different punctuation marks are used for different purposes. Carter and McCarthy (2008, p. 88) writes common punctuation marks: Symbols and typographic convention as follow:

- | | |
|---------------------|---------|
| a) Comma | (,) |
| b) Full stop | (.) |
| c) Question mark | (?) |
| d) Exclamation Mark | (!) |
| e) Colon | (:) |
| f) Semi colon | (;) |
| g) Dash | (-) |
| h) Parenthesis | () |
| i) Quotation Marks | (“...”) |
| j) Hyphen | (_) |

- k) Apostrophe (‘)
- l) Single quotes (“ ”)
- m) Asterisk (*)
- n) At (in email add) (@)
- o) Forward Slash (/)
- p) Backslash (\)
- q) Percent (%)
- r) Open bracket (
- s) Close bracket)
- t) Square brackets [...]
- u) Chain brackets {.....}
- v) Underline Nepal
- w) Bold **Nepal**
- x) Italics *Nepal*

b) Spelling

Spelling is to name or write the letters of a word in their correct order. Spelling play a vital role since edition, deletion, omission or replacement of one letter with another that can change the entire meaning of words or whole message. Robert, (1985, p.148) says, “Spelling rules are frequently more calculating than memorization of individual words”. The phonological and orthographical form of English language is different. Therefore, the listener cannot write properly what the speaker says. It is a great problem for learners. Spelling is mainly mastery of convention. The English spelling system is full of irregularities though there are some rules. Let's see one rule.

e. g. Run running
 Stop stopped

c) Capitalization

Capitalization refers to the proper use of capital letters. Most of the convention that is capitalizing the first letters of the first word of a sentence alike the

pronoun I, the first letter in the first word of the quotation and so on are very familiar to us. However, some capitalizations are matter of styles rather than conventions. There are rules of capitalization that is when and where to use a capital letter. The knowledge of using capital letter is important for writing.

d) Grammatical Items

There are different areas of grammatical items in which the researcher studies. The areas are articles, preposition, and subject verb agreement in the sentences, and the students will write. Preposition is a word that expresses the relationship between a noun or pronoun and another part of sentences. The preposition refers to the relation of place, time, manner, motion, reason purpose and so on. The use of preposition completely changes meaning of any sentences.

For example. “They were written / to / by/ with/him”.

Subject verb agreement covers the agreement of verbs with the number of subjects. Two main rules are:

- Singular subject takes singular verb.
- Plural subject takes plural verb.

Example: They are studying.

Everyone is playing.

According to Murphy (1994), there are some rules of grammar which are as follows:

- a) The singular subject (he, she, it) takes singular verb (is, was, has, goes).
- b) The plural subject (we, you, they, girls) takes plural verb (are, were, have, go).
- c) Both subjects come with - did, had, can, would, will, may and so on.
- d) I sometimes come with singular verbs and sometimes with plural.

From the above discussion, writing is a complex process in which we need to maintain several sub skills in writing. The proper use of punctuation marks such as comma, colon, semi colon, hyphen and so on help the writer to organize written languages. In this study, I analyze students proficiency in their writing and focus on their errors on punctuation, capitalization, coherence, cohesion and grammatical items.

2.1.7 Free Writing

Free writing exercises promote students feelings, emotions and desires. It includes paragraph writing, essay writing, dialogue writing, letter writing and so on. There are various activities for development of writing skills. As mentioned above, controlled writing, guided writing and free writing, free writing which are practiced at lower level to higher level.

Free writing is an extended composition. It is not guided or controlled. In free writing, students are given a topic or issue and they are free to write. According to Elbow (1998, p.5), free writing is defined as “informal and personal, the writer begins writing and keeps writing in order to capture through generate ideas”. There is no restriction on them for use of vocabularies and sentence structures. Free writing exercises promote students feelings, emotions and desires. Organizational skill is very important and this can be well developed through report writing and letter writing. Except these two free writing, it involves paragraph writing, dialogue writing, essay writing, writing precious and summary and writing different notices.

At all levels, students must be taught what they have to write. Free writing should have controlling and persuasive thought. Students also consider unity of ideas and coherence. The students should be highly autonomous, active and creative during free writing. Free writing requires a careful

planning and systematic activities and students should help in this stage too.

2.1.8 Types of Writing

There are mainly three types of writing. They are: Controlled writing, Guided writing and Free writing. The focus here will be on free writing.

2.1.8.1 Free Writing

Free writing exercises promote students feelings, emotions and desires. It includes paragraph writing, essay writing, dialogue writing and letter writing. There are various activities for the development of writing skills. As mentioned above, controlled writing, guided writing and free writing, free writing which are practiced at lower level to higher level.

Free writing is an extended composition. It is not guided or controlled. In free writing, students are given a topic or issues relatable and they are free to write as please. According to Elbow (1998, p.5), free writing is defined as “informal and personal the writers begins writing and keeps writing in order to capture through and generate ideas”. There is no restriction on them for use of vocabularies and sentence structures. Free writing exercises promote students feelings, emotions and desires. Organizational skill is very important and this can be well developed through report writing and letter writing. Except these two, free writing involves paragraph writing dialogue writing, essay writing, writing precious and summary and writing different notices.

At all levels, students must be taught what they have to write. Free writing should have controlling and persuasive thought. Students also consider unity of ideas and coherence. The students should be highly autonomous, active and creative during free writing. Free writing requires a careful

planning and systematic activities and students should be helped in this stage too.

2.1.8.2 Free Writing Activities

Free writing is a complex activity which requires a variety of skills. Learners should be known how to select appropriate vocabulary and structure to express their ideas in a meaningful way. According to Elbow (1998, p. 7) the following are the activities or exercise generally practiced to strengthen free writing such as Paragraph writing, Descriptive writing, Narrative writing, Dialogue writing, Essay writing Report writing and Story writing.

Among the above mentioned types of free writing activities, in my study, I focus on paragraph writing, dialogue writing, letter writing, essay writing which are briefly described below:

i) Paragraph Writing

A paragraph can be defined as a piece of writing in which one's thought as the central idea or controlling ideas is developed by means of supporting details. The supporting details can be examples, reasons comparative statement, or other related facts. Every good paragraph should have a controlling idea to which its sentences are related. There are different types of paragraphs such as descriptive, narrative, expository, reflexive and so on.

ii) Dialogue Writing

The literal meaning of dialogue is conversation or talk between two people but there can be more than two participants or characters in a conversation involved. Dialogue takes place in real life situations. There must be a topic or subject for a dialogue. We never converse without any

purpose. Therefore, a dialogue is a conversation or a talk on a topic for a particular purpose between two or among more characters.

iii) Letter Writing

Letter writing is an art. It is the complete communication between friends, relatives and organizations. The information imparted by the letters should be clear and natural. The language and style differ from one letter to another. The types of letters are personal letter, business letter, official letter, informal letter, letter of application and so on.

iv) Essay writing

‘An essay’ means a piece of composition on a topic. The definition of it literally varies from person to person but the entire semanticist of different definition to some extent seems to be similar. Oxford Advanced Learners Dictionary defines ‘essay’ as a “piece of writing usually short and in pose on any one subject”. The main types of essay are descriptive, narrative, expository and reflective essay.

2.1.9 Introduction: Indigenous People of Nepal

Indigenous peoples, also known as first peoples, original peoples or native people are categorized in ethnic groups who are original inhabitants of a given region, in contrast to groups that have settled, occupied or colonized the area more recently. Groups are usually described as indigenous when they maintain traditions or other aspects of an early culture that is associated with a given region. Not all, indigenous peoples share this characteristic usually having adopted substantial elements of a colonizing culture, such as dress, religion or language.

In this regard, United Nation (2007) states:

"Indigenous people are more than 370 million indigenous people in the world, living across 90 countries. They make up less than 5 per cent of the world's population, but account for 15 per cent of the poorest. They speak an overwhelming majority of the world's estimated 7,000 languages and represent 5,000 different cultures. "

Indigenous peoples are inheritors and practitioners of unique cultures and ways of relating to people and the environment. They have retained social, cultural, economic and political characteristics that are distinct from those of dominant societies in which they live. Despite their cultural differences, indigenous peoples from around the world share common problems related to the protection of their rights as distinct peoples.

Indigenous peoples have sought recognition of their identities, way of life and their right to traditional lands, territories and natural resources for years, yet throughout history their rights have always been violated. Indigenous peoples today are arguably among the most disadvantaged and vulnerable groups of people in the world. The international community now recognizes that special measures are required to protect their rights and maintain their distinct cultures and way of life.

Similarly, Shayne Walker, Anaru Eketone & Anita Gibbs (2006) argue that the worldwide move of indigenous people to increase their self-determination over land, culture and language (cited in Glover 2002).

To sum up, indigenous peoples have their own language, culture, tradition, norms, values and self dignity. They have self identity as well as self respect. They have conducted their own rules and regulation in Maori society.

In Nepal, there are many indigenous people. They live in every part of Hilly, Mountain and Terai region. Regarding this, (CBS, 2011) states:

Nepalis shelter for 28 million people who are multi-cultural, multi-lingual and multi-religious. Nepal is rich in its linguistic diversity. It has four great language families namely Sino-Tibetan, Indo-European, Dravidian and Austro-Asiatic and also one possibly linguistic isolated. The country is homeland to one hundred and twenty five caste/ethnic groups, one hundred and twenty three languages and ten religious groups. Out of the total population residing in Nepal, 35.8 percent fall under indigenous group. There can be seen high diversity in people of various racial and cultural groups. There are sixty three types of indigenous/ethnic group (Janajati) who live in different parts of Nepal. Among them, Nepal has legally recognized sixty indigenous nationalities, referred to as *Adivasi Janajati*. The large numbers of indigenous people living in rural area are found engaging in agriculture.

NFDIN Act 2002 defines indigenous nationalities (*Adivasi Janajati*) as distinct communities having their own mother tongues, traditional cultures, written and unwritten histories, traditional homeland and geographical areas, and plus egalitarian social structures. The act further says that each indigenous nationalities distinctly have collective identity, own language, religion, tradition, culture and civilization, and own traditional egalitarian social structure, Traditional homeland or geographical area, written or oral history having 'We' feeling.

2.1.10 Ethnicity and Chepang in Nepal

Nepal is a multicultural and religious country because different cultures, religious flowers, caste and live hood can be found in different terrestrial areas.

Chepang caste is one of the marginalized groups of indigenous nationalities in Nepal. According to Ross McCaughey (1982, p.1) the speakers of the Chepang language inhabit in south central Nepal bounded to the north by the Trisuli river, to the west by the Narayani river, to the south by the Rapti river and to the east by the Tribhuvan Highway which roughly covers parts of the Makawanpur, Dhading, Chitwan and Gorkha districts of Nepal.

According to Sapkota and Uranw (2013, p 4-8), Chepang is commonly used name given to an ethnic group living in central and southern part of Nepal. Their language is known as Chepang but is called Chyo-bang by the Chepang people. The people speak three different dialects of the Tibeto-Burman language that is closely related to Raute and Raji, two undocumented languages spoken in western Nepal. High caste Nepalese call Chepang "Praja" meaning "political subjects". The Chepangs live in Lothar Khola region of western Nepal, and around Kandrang Garhi in eastern part of Nepal. They also inhabit in valleys of the Male Khila River in the mid-region of the Mahabharat Mountains.

The origin of the Chepang is unclear but there are numerous legends that tell of their relationship to Lava, son of the Hindu God, Rama. Unlike, the Brahmans and the Tamangs, the Chepangs are short in stature and have Mongoloid features. They have flat noses, black hair, and are relatively thin. Although, they are no longer a nomadic tribe, the Chepangs still maintains their own separate and unique tribal identity. They call themselves Sunpraja and Praja. They consider themselves as progeny of Lava (Lohari' in Chepang dialect) the son of Lord Rama in the great Hindu

epic Ramayana. An important ritual, the Chepangs observe is the Kulain Puja which involves worship of dead ancestors.

Chepangs observe Hindu festivals of Dashain, Tihar and Sakranti. In addition to their own tribal festival, Nwagi. The only artistic craft skill, Chepang possess by weaving baskets and leaf umbrellas used for protection against rain. The indigenous Chyuri fruit is the favorite fruit of Chepang. The traditional occupations of Chepang were hunting, fishing and gathering yams from the jungle. They used to hunt wild animals and birds.

2.1.11 Testing Writing Skill

A test is a measuring device which are used when we want to compare an individual with other individual who belongs to the same group. In other words, testing means assessment, evaluation and a measuring rod to evaluate student's ability or achievement. A test is generally administered in formal situation to grade students in language education. Thus, a test can be defined as any formal procedure for measuring ability, knowledge and performance of students.

Writing as testing point of view, Gannon (1985) has defined as "...a way of realizing language in those communities which have acquired a writing system. It is characterized by its use of visible signs systematically orders "That is to say testing writing is testing of productive skill of a particular language.

Similarly, Hughes (2003, p.83) Says, "The best way to test people writing ability is to get them to write." As Hughes mentioned until and unless anybody writes his/ her writing cannot be judged. Heaton (1991, p.42) describes, testing is used as a process of scrutinizing how far learners have learned and what the teacher wished them to learn. He further says that it is widely accepted that testing offers useful inputs to the teacher to be aware of

effects of his teaching and also some insights on whether he should continue the way teachers change it in order to make his teaching more effective.

Thus, we can say that testing is a way of measuring an ability upon the related area of any test. Testing writing skill is on its way of measuring writing ability of the test. Writing can be tested on the basis of different skills or components that should be in the writing. To test writing, we must know writing first and its components too. Until and unless we understand what writing is and what are the essential components use, we cannot judge writing.

2.2 Review of Related Empirical Literature

Each and every research study needs the knowledge and ideas of previous studies which have been done on the basis of the certain objectives to achieve. There are many research studies that have been done in this field as well that has provided the guidelines and directions to conduct my research study in different phases of time. Many scholars and researchers have conducted the researches in different time in different way. Among them, some of the related works are reviewed for evidence of present research study such as:

Bhattarai (2001) carried out a study on “A study on the Use of Punctuation in Free Writing”. The main purpose of this study was to establish the hierarchies of the total use, correct and erroneous use of punctuation marks on the basis of their frequency in the written text. A Morang district was selected as a field of study and sample population was taken from four higher secondary schools and two multiple campuses. Twenty students, each of the selected schools and campus were randomly selected and total numbers of students for this research were one hundred and twenty. The researcher found that the students used all together thirteen items of punctuation marks in their writing texts.

Miletic (2007) carried out a study on "Writing in English-The proficiency of Croatian students at the end of Primary and Secondary Education". The main aim of this study was to define the writing proficiency of acquired by Croatian

students L2 learners of English at primary and secondary school. The population of this article was confined to the total number of sample included that was 1716 students including 1306 primary school students and 410 secondary school students. They used purposive non random sampling procedure in order to select the required number of students. He used survey research as methodology. After collecting required data, the data were interpreted and analyzed by descriptive statistics, t-test, co-relation analysis, and regression analysis way. The main finding was the girls attending primary and secondary schools have scored better at English writing test than their male counterparts. The students' overall proficiency in English is in line with their results at the writing test. Writing is the best predictor of the mark in English.

Similarly, Shah (2009) carried out the study on "Proficiency in Writing Skill" in terms of item-wise, school wise, and sex wise. He used five questions included story writing report writing, parallel writing, letter writing and dialogue writing to 80 students of four public secondary school of Rukum district to grade ten students. He used purposive sampling tool. The analysis and interpretation of the data have been made in item wise, holistic-wise and gender wise. He found that students committed errors in use of punctuation marks. He also found that girls were good than boys and girls got highest marks in parallel writing and lowest in letter writing.

Khanal (2011) carried out a study on, "Free Writing Proficiency of Grade Ten Students. "The main aim of this study was to find out free writing proficiency of grade ten students of Bardiya district. He used five varieties of free writing activities of hundred students from ten schools. He used the fish – bowl method to select the sample from the whole class. The another analysis and interpretation of the data have been made in item wise and total item – wise. The finding shows that students were poor in free writing.

Similarly, Khadka (2012) carried out a research entitled "Writing Proficiency of Higher Secondary Level Students." His aim was to find out the writing

proficiency of the higher secondary level students. He used purposive (judgmental) non random sampling procedure in order to select the required number of students. The test items included different types of easy questions that is descriptive, narrative and argumentative for assessing that as a whole fifty percent of students were found average in proficiency and fifty percent of the students were found below average where average proficiency was 24.11. In case of sex wise comparison boys were found more proficient than the girls with the average marks 24.275 and 23.76 respectively.

Bhatta(2014)carried out a research on 'Proficiency of Darai students in free Writing "with an objective to find out proficiency of Darai students in punctuation, subject verb agreement and preposition in writing. She used purposive (judgmental) nonrandom sampling procedure in order to select required number of students. The total number of sample included was forty students from two different school of Gorkha District. The test items included different types of test that is descriptive, dialogue, and letter and essay for their proficiency of free writing. As a whole low proficiency in punctuation mark, low subject verb agreement and many problems of lexical cohesion aspects of writing occurred. It concluded that students found problems in the organization of writing subject matter especially in chronological aspects.

Rai (2014) carried out a research on 'Tamang learners proficiency on subject verb agreement'. The overall aim of the research was to find out subject verb agreement of secondary level students of grade ten. The researchers selected the sampling population of only government school from Khotang district. The total number of sample included was forty students. The researcher used stratified random sampling technique. His research concluded that the total proficiency in English subject verb agreement was 76.05% .The proficiency shown in the study was very good level of proficiency.

Paudyal (2015) carried out a study on “proficiency of grade eleven students in free writing.” The main objective of this study was to find out free writing

proficiency of grade eleven students. He used survey research design and selected sixty students from three different government schools in Pyuthan by using nonrandom sampling procedure. A set of test items was used as a test for data collection. The finding of this study presented that the writing skill of the students was not satisfactory and up to their level and it also showed that boys were better than girls in free writing proficiency.

2.3 Implications of the Review for the Study

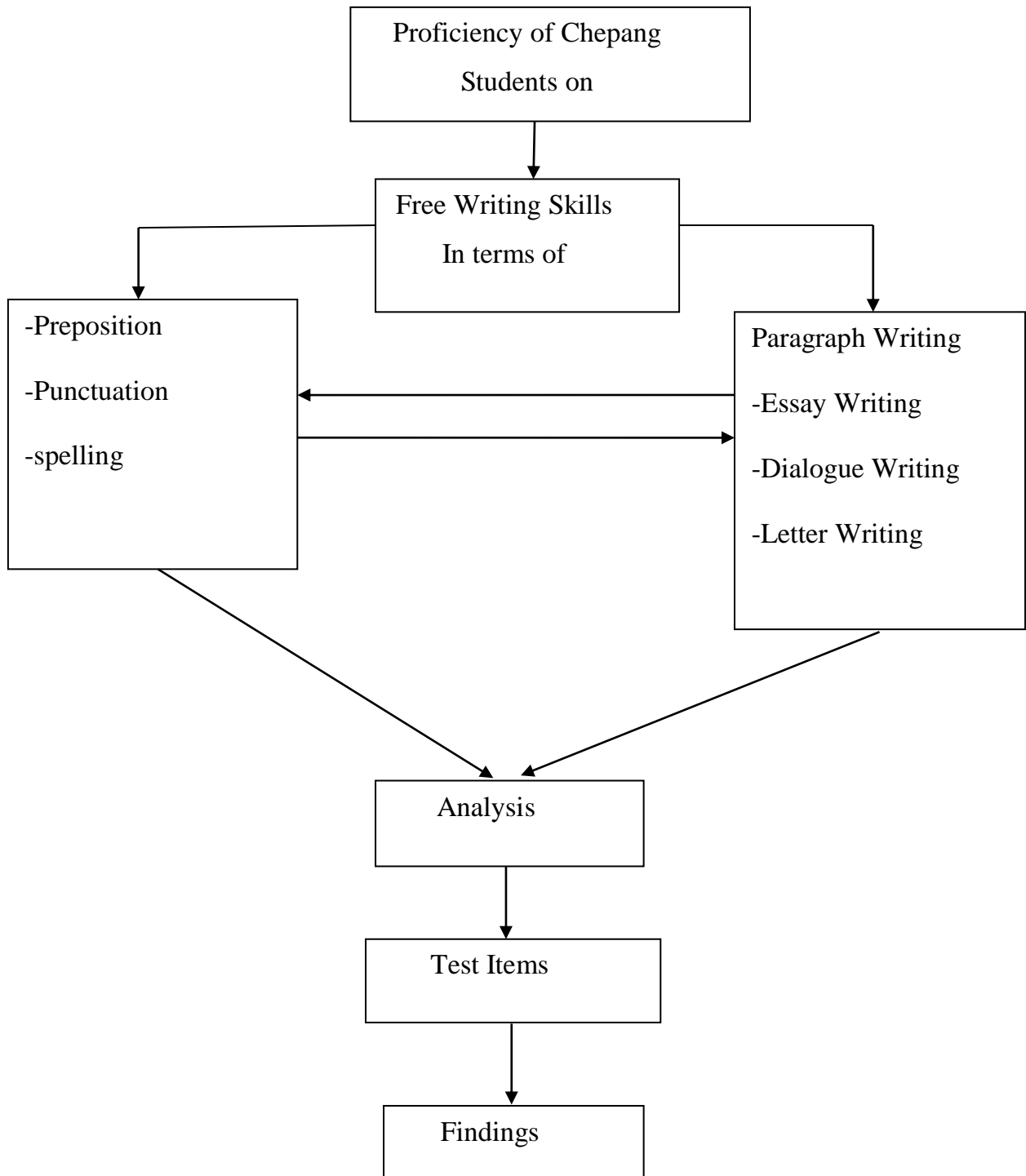
In the above discussion, I have reviewed both theoretical ideas and empirical studies related to the topic. They are all related to some study area from the empirical research study. I got information about the various procedures needed to conduct research study. They provided me a lot of information regarding sampling strategy, use of tools, analysis and interpretation procedures. All these theoretical and empirical studies helped me to carry out my research study. They stood as the backbone of my research study to make more informative and reliable. The entire sources have helped me to bring the clarity and focus on research problem, select methodology and estimate the findings.

To be specific, Rai (2014), Paudyal (2015), Khadka (2012), and Khanal (2011), helped me to select develop research tools. Similarly, Miletic (2007), Shah (2009) Rai (2014), and Bhatta (2014) helped me to analyze and interpret data and derive findings.

2.4 Conceptual Framework

The conceptual framework is the pictorial representation of the research study. Through the review of the related literatures mentioned in the preview section, the researcher is curious enough to carry out the study to investigate the proficiency of Chepang students.

The conceptual framework of this research study was as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THIS STUDY

This section deals with the following methodologies and procedures.

3.1 Design of the Study

Research design refers to the model that any researchers apply in course of his/her work. Research is always based on the investigation and enquiry of knowledge and information. Research can be conducted by following in different methods and procedures. It depends upon the area of investigation. According to Kumar (2009, p.84), “A research design is a plan for structure and strategy of investigating so convinced as to obtain answer to research question or problem.” This study is based on the survey research design according to the procedure of the data collection and analysis.

Meanwhile, survey research is a type of research which tries to study large and small population by selecting and studying samples in order to accomplish research purpose. It represents a wide range of target population. This is the most commonly used design in education in all of the research. It also gathers data which can be processed statically. According to Cohen and Manion (2012), “ Survey is the most commonly used descriptive in educational research and many in scope from largescale governmental investigation to small scale studies carried out by a single research.” Similarly, Kerlinker (1986) as cited in Ojha and Bhandary (2013, p.201) argues that survey research is a kind of research which studies large and small population or universe by selecting and studying sample selected from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.

Survey research design is a superficial and more important research design to study and obtain opinion, attitudes and beliefs. Therefore, I selected survey research design for my research study which has provided and directed me to

complete my research easily. I examined proficiency of students in free writing at lower secondary level by taking a survey of their free writing practices in the given test.

3.2 Population, Sample and Sampling Strategy

Population refers to the people or participants of the research study to obtain the required data or information. The population of the study were all selected Chepang students of Dhading and forty Chepang students were included as sample of five different schools.

3.3 Research Tools

Tools and techniques are important for the study to collect the required data. The major tools of this study were a set of test items consisting of four questions. The items were open ended questions such as paragraph writing, letter writing, essay writing and dialogue writing. The total marks of the items was forty and students were given two hours of time to answer those items. The students were free to use their own preposition, punctuation and structure. I developed marking criteria for each aspect. Based upon Heaton (1991, p.145). The Proficiency of the students was determined in to the following basis:

Criteria Allocated by Heaton

Excellent 18-20	Natural English, minimal errors, complete realization of the task set.
Very good 16-17	Good vocabulary and structure, above the simple sentence level, Errors non-basic.
Good 12-15	Simple but accurate realization of task, sufficient naturalness, not many errors.
Pass 8-11	Reasonably correct if awkward or Natural treatment of subject with some serious errors.
Weak 5-7	Vocabulary and grammar inadequate for the task set.
Very poor 0-4	Incoherent, Errors showing lack of basic knowledge of English

The full forty marks have been converted into twenty marks with reference to Heaton's classification of ability level.

On the basis of above criteria regarding private school, none of the students are able to obtain excellent, whereas, 1,3,4,7 and 1 students are able to obtain very good, good, pass, weak and very poor remarks respectively. Likewise, regarding the public school none of the students are able to obtain excellent and very good remarks. Whereas, 1, 9, 5, 1 students are able to obtain good, pass, weak and very poor remarks respectively.

In nutshell, 1,4,13,12,2 students are able to obtain very good, good, pass, weak and very poor remarks respectively, out of total students that is 40.

3.4 Sources of Data

This study used both primary and the secondary sources of the data to fulfil the objectives.

3.4.1 Primary Source of Data

The primary sources of data for this study were the forty Chepang students studying in the lower secondary level of Dhading district. This study focused to investigate writing proficiency of the lower secondary students of Shree Dol Bhanjyang Secondary School, Gajuri-5, (School A), Changli Shree Mahankaleshory Secondary School-1 Thakre, (School B), Adarsha Secondary School- 1 Gajuri (School C), Shree Chandradaya Higher Secondary school- Benighat Rorang -5 (School D), Bishaltar and Shree Chandradaya Secondary School (School E), Rorang Benighat of Dhading district.

3.4.2 Secondary Sources of Data

The secondary sources of data for the study were collected through study of different books related to writing proficiency and research methodology, different books, articles, journals and thesis like Rivers (1968), Bell and Burnaby (1984), Heaton (1975), Khadka (2012), Bhatta (2014), Creswell (2013), Paudyal (2015), Gurung (1995), Thornbury (2002), Hyland (2002), Tribble (1996), United Nation (2007), Yule (2010), Glover (2002), Miletic (2007), Schmitt (2008) and so on.

3.5 Data Collection Tools and Techniques

Tools are the instruments for the data collection of data in the study. Tools are essential for the research. In this study, I used observed and test items as the tool for data collection. I collected the required data and information through the following procedures:

3.6 Data Collection Procedures

The data were collected through the following process:

At first, I visited the selected schools and talked to the concerned authority for permission to give the test to students. Then, I consulted students to make them

familiar about my study. After that, the test items and answer sheets were distributed to the selected participants. It took them two hours to complete the test item. At last, answer sheets were collected from the participants after completion of the answers. In survey research design, the data are analyzed by using two types of analysis way. They are quantitative and qualitative. The data were analyzed and interpreted with descriptively and thematically.

3.7 Ethical Consideration

Before collecting the data, I took permission with my supervisor for the betterment of my study. I followed the rules and norms of research. I was careful while taking citation from other sources. I took only required data and information. I did not go against of my supervisor and participants while analyzing and interpreting the data. I maintained the legacy of ethnic research. The information taken from the different schools was only for my study not for publicity.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

The systematically collected data have to be systematically analyzed and interpreted to derive the concrete findings of any study. So, in this chapter, I have analyzed and interpreted the data collected from the students of grade seven and eight of Dhading district to find out their proficiency in free writing. The test items administered to the forty Chepang students of Dhading district.

4.1 Analysis of Data and Interpretation of the Results

The major concern of this study was to find out the proficiency of Chepang students in free writing in terms of preposition, spelling and punctuation. I used test items, I attempted to examine with their proficiency presented, analyzed and interpreted by percentile.

4.1.1 Allocated Marking Scheme

I administered test items to the students. The test items were developed to see how proficient they are in free writing. For this study, I have developed a marking scheme. It refers to the allocation of marks in different variables for each five test items differently.

Table1

Allocated Marking Scheme

S.N.	Criteria	Item1	Item2	Item 3	Item 4
1	Content	2	2	2	2
2	grammar	2	2	2	2
3	format	2	2	2	2
4	spelling	2	2	2	2
5	punctuation	2	2	2	2
	Total	10	10	10	10

The above table shows clearly about the variables used in the four test items viz. letter writing, dialogue writing, paragraph writing and essay writing. The table shows how the researcher has divided the total full marks for each item to test the students' paper. For item no.1, it was 10 full marks which were further divided in the different variables like content 2 marks, format 2 marks, grammar 2 marks, spelling 2 marks, punctuation 2 marks.

4.1.2 Holistic Analysis

In this section, I have presented a holistic analysis of the data to find out the overall proficiency of students in free writing. Here, students' proficiency has been presented and analyzed that is based on the following categories viz. poor(scores below 40%), average (scores between 40-49%), good(scores between 50-59%) and very good (scores 60-79%).The abbreviation 'S' in the table stands as 'students'. In my study, all five schools are government school which majority of the Chepang students.

Table 2
Holistic Analysis

S .N	Category	No. of students	Percentage
1	Poor	3	7.5
2	Average	21	52.5
3	Good	12	30
4	Very good	4	10
5	Total	40	100

The table above shows that out of 40 different students from government schools, nearly 7.5% students fall under the category of 'poor'. Similarly, 52.5% students fall under the category of in the categories 'Average '. Meanwhile, 30% students fall under the category of ' Good 'and 10% students fall under the category of 'Very good' respectively.

As a whole, on the basis of holistic analysis that majority of student falls under the category of average. 50% of the students were found above average

percentage in proficiency. In contrast, few of the students fall under the category of 'Poor'(12.5%) and 'Good'(12.5%) marks.

School Wise Analysis

An informant for the research study has taken from five different secondary schools of Dhading district. All those secondary schools had eight students (each school) as informants. According to these different schools, their proficiency had been analyzed using percentage calculation. The following table clearly shows more the proficiency of the students from different schools.

The schools, I consulted were A, B, C, D, and E Schools. To make more clearly it has been presented vividly in the following table wise analysis.

The table shows students' category and number of students with their percentage. Out of the given number of students (that is 8), and their categories within five rankings. On the basis of the given table, students' proficiency has been presented below to show the percentage of students leveled in different categories:

Table 3

School A

S .N	Category	No. of students	Percentage
1	Poor	1	12.5
2	Average	6	75
3	Good	1	12.5
4	Very good	-	-
5	Total	8	100

The above table shows that out of eight students from government school, 12.5% students fall under category of 'poor'. Likewise, 75% students fall under

the category of 'Average'. Similarly, 12.5% students fall under the category of 'Good' respectively.

Therefore, the above data concluded that majority of students fall under the category of average. In contrast, few of students fall under the category of 'Poor 'and 'Good'.

Table 4

School B

S .N	Category	No. of students	Percentage
1	Poor	1	12.5
2	Average	4	50
3	Good	3	37.5
4	Very good	-	-
5	Total	8	100

According to the table, it shows that 12.5% students are poor. Likewise, 50% students had average knowledge and only 37.5% students are good.

Now, we can say that majority of students are poor. And few of the students had average knowledge.

Table 5

School C

S .N	Category	No. of students	Percentage
1	Poor	-	-
2	Average	2	25
3	Good	4	50
4	Very good	2	25
5	Total	8	100

The above table shows that out of 8 students from government school, 25% students fall under category of 'Average'. Similarly, 50% students fall under category of 'Good' and 25% students fall under category of very 'Good' respectively.

Therefore, the above data concluded that majority of students fall under category of Good. In contrast, few of the students fall under the category of 'average and very good'.

Table 6

School D

S .N	Category	No. of students	Percentage
1	Poor	-	-
2	Average	5	62.5
3	Good	3	37.5
4	Very good	-	-
5	Total	8	100

According to the table, it shows 62.5% students had average knowledge only. Similarly, 37.5% students are good.

Now, we can say that majority of students are average. And few of the students had good knowledge.

Table 7

School E

S .N	Category	No. of students	Percentage
1	Poor	1	12.5
2	Average	4	50
3	Good	1	12.5
4	Very good	2	25
5	Total	8	100

The above table shows that out of eight students from government school, 12.5% students fall under the category of 'poor'. Likewise, 50% students fall under the category of 'Average'. Similarly, 12.5% students fall under the category of 'Good'. In Contrast, 25% students fall under the category of 'very good'.

As a whole, on the basis of schoolwise analysis, 52% of the students were found above average percentage in proficiency. In contrast, 30% of the students fall under the category of 'good', 8% 'poor' and 'very Good' 10%.

4.1.3 Item wise Analysis

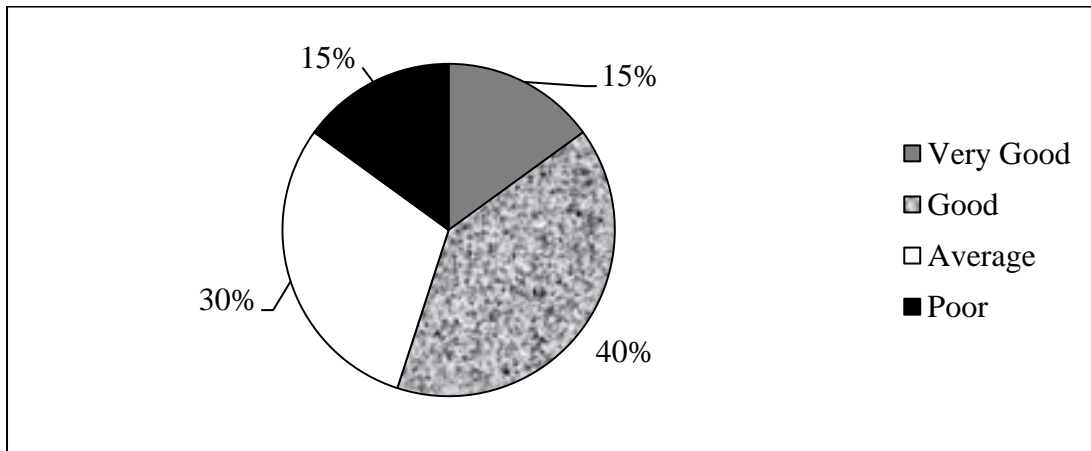
In this section, I have analyzed the item wise analysis to find out proficiency of Grade seven and eight students of five government schools. Analysis has been made on the basis of average marks of all students and the percentage of students. Presentation and analysis of data and interpretation of results have been made below in four different sub sections;

4.1.3.1 Analysis of Students' Proficiency in terms of Item - 1(Paragraph Writing)

One of the writing tasks given in test item was paragraph writing. However, the Chepang student in paragraph writing was my concern. So, I tried to find out proficiency of Chepang students in terms of paragraph writing. The responses obtained from the students have been presented in the figure 1:

Figure 1

Proficiency Paragraph Writing



The above figure 1 shows the total proficiency in paragraph writing. The total mark of this item was 4 and full mark was 10 ($10 \times 4 = 40$) and the percentage mark is 100% which fall under the category. The above tables 4 shows test item that were judged on the basis of very good, good, average and poor. The students 6(15%) have very good proficiency in paragraph writing and 16(40%) students have good proficiency in paragraph writing. However, 12(30%) students have an average proficiency in paragraph writing. Similarly, 6(15%) students have poor proficiency in paragraph writing. In paragraph writing, good and average were found better than very good and poor.

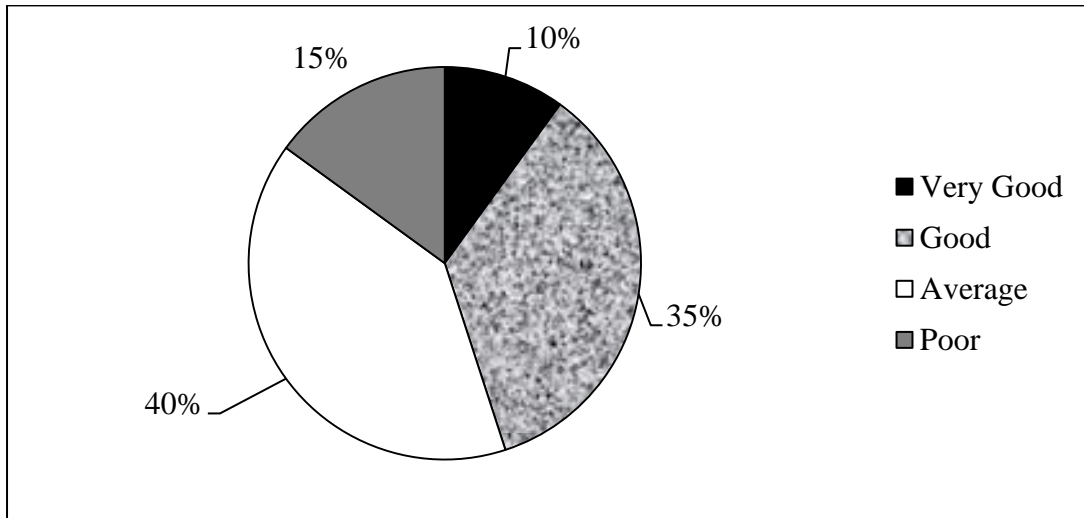
This data shows that many students were not familiar with paragraph writing. From this data, we are in a position to say that only few of the students were familiar upon the statement.

4.1.3.2 Analysis of Students' Proficiency in terms of Item –2(Essay Writing)

I have tried to find out proficiency of students in terms of essay writing. The responses obtained from students have been shown in the following table:

Figure 2

Proficiency in Essay Writing



The figure 2 shows that the total proficiency in paragraph writing. The total mark of this item was 4 and full mark was 10 ($10 \times 4 = 40$) and the percentage mark is 100% which fall under the category.

The above table shows that 4(10%) students have very good proficiency in essay writing. 14(35%) students have good proficiency in essay writing. However, 16(40%) students have average proficiency in essay writing. Likewise, 6(15%) students have poor proficiency in essay writing.

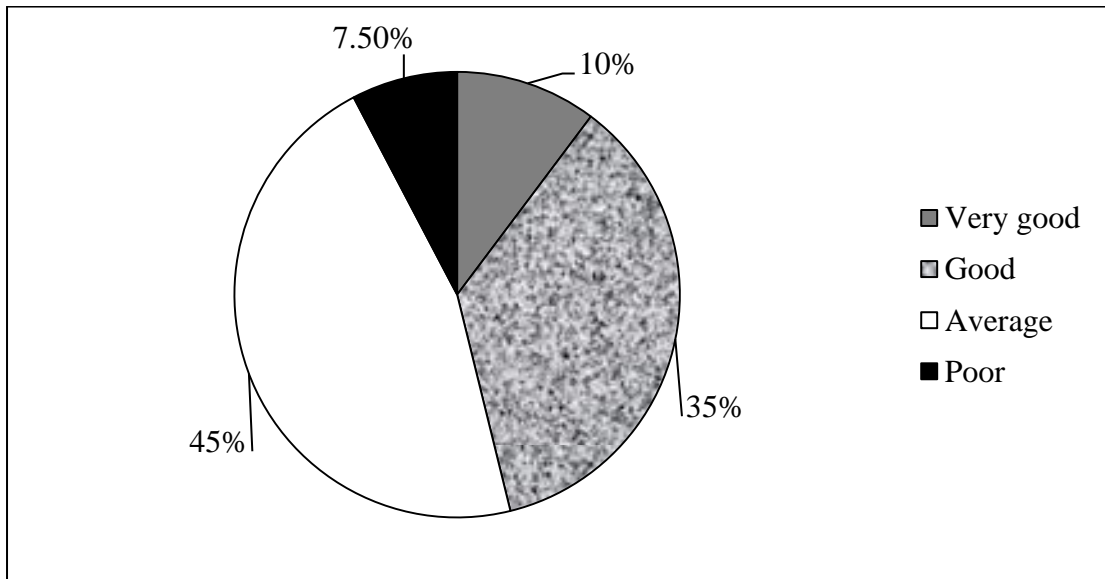
This data shows that many students were not familiar with essay writing. From this data, we are in a position to say that only few of the students were familiar upon the statement.

4.1.2.3 Analysis of Students' Proficiency in terms of Item -3(Letter Writing)

I have tried to find out the proficiency of the students in terms of Letter Writing. The responses obtained from students have been shown in the following table:

Figure3

Proficiency in Letter Writing



The figure 3 shows that the total proficiency in paragraph writing. The total mark of this item was 4 and full mark was 10 ($10 \times 4 = 40$) and the percentage mark is 100% which fall under the category.

The above table shows that 4(10%) students have very good proficiency in Letter Writing. 14(35%) students have good proficiency in paragraph writing. However, 19(45%) students have average proficiency in Letter Writing. Similarly, 3 (7.5) students have poor proficiency in Letter Writing.

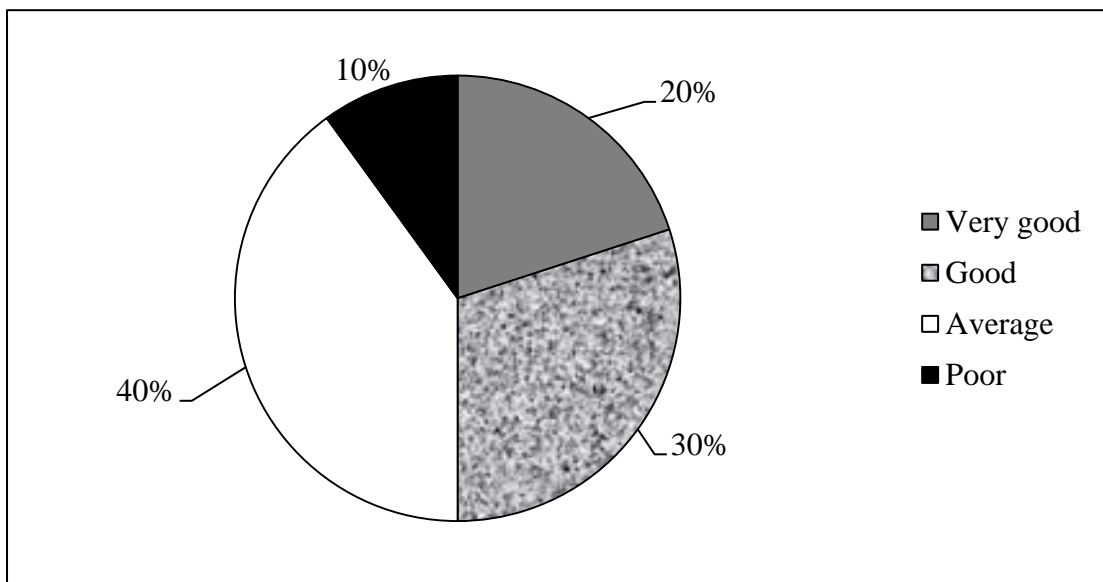
This data shows that many students were not familiar with letter writing. From this data, we are in a position to say that only few of the students were familiar upon the statement.

4.1.2.4 Analysis of Students' Proficiency in term of Item -4 Dialogue Writing

I have tried to find out the proficiency of the students in terms of Dialogue writing. The responses obtained from students have been shown in the following table:

Figure 4

Proficiency in Dialogue Writing



The figure no.4 shows that in the total dialouge writing. The total mark of this item was 4 and full mark was 10 ($10 \times 4 = 40$) and the percentage mark is 100% which fall under the category.

The above table shows that 8(20%) students have very good proficiency in Dialogue writing. 12(30%) students have good proficiency in Dialogue writing. However, 4(10%) students have poor proficiency in Dialogue writing.

Item-wise analysis comparison letter writing was found more proficient than the other (dialogue, paragraph and essay). From this data, we are in a position to say that only few of the students were familiar upon the statement.

In this section, I have compared the proficiency of students among four different items So, on the basis of four tables above under item –wise analysis, in average most students are found more proficient except item number 3 (that is only 45%).But in all other items, more percent students are proficient, for example in item number 1, 2 and 4 and 40%, 40%and 15% students respectively.

a) Aspect wise Analysis

I have categorized three different criteria with same marks in different test items such as preposition, punctuation and spelling. The responses obtained from students have been shown in the following table:

Table 8

Proficiency of Punctuation

S. N	Punctuation Types		Paragraph	Essay	Letter	Dialogue
1	Full stop (.)	Wrong use	12	12	10	9
		correct use	30	34	15	20
2	Question Mark (?)	Wrong use	0	0	0	15
		correct use	0	0	0	18
3	Exclamation Mark (!)	Wrong use	0	0	0	10
		correct use	0	0	0	17
4	comma (,)	Wrong use	14	12	10	9
		correct use	25	28	12	10
Total			81	86	47	108

The above table shows relative position of students in case of punctuationwith respect to two categories as correct use and wrong used the based on four test items. For example:

S1 students wrote:

Our school's name is Shree Dol Bhanjayang SecondarySchool. It is established in 2045. It is located inDhading gajuri, rural municipalityward -5, changli.There are 18 teachers in our school. There are six c.c cameras in our school.There are 4 taps in our school. There are also one library, computer lab, science lab in our school. Our principal's name is Bhuwan Thapa. There are two t.l.c and two buildings in our school. There is beautiful green trees in our school.

As shown in the above example, the use of capitalization, full stop, and comma was neglected by the students. Similarly, the words were spelling mistake where they need not be done. This data shows that majority of the students have problem in wrong use in case of proficiency on the basis of punctuation.

To conclude the above analysis, the total punctuation in paragraph of the number was 81 in their writing. Similarly, the total obtained marks was 86, 47 and 108 students respectively in items like essay, letter and dialogue in their writing. Among the four categories of punctuation such as full stop, comma, question mark and exclamation mark was found to be wrongly used in compared to other categories.

Status of Proficiency in Preposition

The language is analyzed on the basis of proficiency in the use of preposition. The student's proficiency in the use of preposition was tested by the overall. The analysis is presented in table 9:

Table 9

Status of Proficiency in Preposition

S.N.	Tasks	Wrong Use	Omission
1.	Paragraph writing	7	3
2.	Essay writing	8	4
3.	Letter writing	5	3
4.	Dialogue writing	6	2
	Total	26	12

The above mentioned table shows that out of total 26 wrong use, the highest errors was found in essay writing. Similarly, there were 7 and 6 wrong use in paragraph and dialogue writing. In contrast, the students were 5 found in letter writing. For example:

I am a student of class eight. I could not come to my school for 3 days because I had a stomach pain. Similarly, my school's name is Adarsha Secondary School. It was establish on 2045.

First students could not use various prepositions properly. She/he had lack of knowledge about functions of preposition. She /he should use all verities of the preposition. She /he must have basic information about the use of in, on, at and also had minor spelling mistake. She/he should confirm the use of capital and small letters.

Likewise, second students didn't use spelling correctly. It shows that she/he must have basic information about preposition. She/he should keep different preposition in the right place. Spelling must be considered as they have learnt.

Table 10

Status of Proficiency in Spelling

S.N.	Tasks	Wrong Use	Omission
1.	Paragraph writing	23	5
2.	Essay writing	25	4
3.	Letter writing	10	3
4.	Dialogue writing	9	4
	Total	67	16

The above table shows that many of the students had used spelling wrongly in terms of various tasks. Such as paragraph writing (23) essay writing (25), letter writing (10) and dialogue writing (9). Similarly, few of the students had omitted spelling in terms of different tasks. Such as paragraph writing (5) essay writing (4), letter writing (3) and dialogue writing (4). For example:

S1 student wrote:

In my village there is one high school and two primary schools. This village is very beautiful. There are many people who work in the field. This people live in different culture and identity. Some are Hindus, Christian, Buddhist and so on.

Likewise, S2 student wrote:

The name of my village is Charaudi. It is located in Dhusha, ward no-5, Charaudi Dhading. It is a small village. In my village, most of the people are dependent in agriculture. In my village, many people celebrate many festivals every year. Our village are peaceful and natural beauty. Many people are very helping and co-operative.

As shown in the above example, student first could not use spelling in proper place. It might be written through their own ideas. Spelling is too much sensitive part for any kinds of writing. She /he must be careful to use various kinds of spelling task. It should be cared for small and capital letters. Similarly, students secondly didn't use spelling correctly. She/he faced very minor spelling error. It shows that error of spelling in different places .It should be concerned seriously. They should be cared to use correct spelling everywhere.

Students had low proficiency in the spelling of writing. In this regard, many of them had problem in spelling. It was revealed that out of total, 67 wrong uses in spelling and the highest number was on essay writing. In contrast to these, the students had made9 mistakes in dialogue writing.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion, and recommendations of study on the basis of analysis and interpretation of the collected data and information of research study.

5.1 Findings

This section presents the findings derived from the analysis and interpretation of data. The study was conducted to describe writing proficiency of Chepang students in free writing. Moreover, it aimed to find out the proficiency of Chepang students in free writing at lower secondary level in public schools. Survey research design was used as a main design of the study. Collected data were analyzed descriptively and presented thematically. After the analysis of the collected data, the study has come up with some major findings which are as follows:

Finding on the basis of holistic analysis:

- As a whole, on the basis of holistic analysis that majority of student falls under the category of average. Fifty percent of students were found above average percentage in proficiency. In contrast, few of the students fall under the category of 'Poor'(12.5%) and 'Good'(12.5%) marks.
- a. Finding on the basis of school wise analysis:
- As a whole, on the basis of schoolwise analysis, 52% of the students were found above average percentage in proficiency. In contrast, 30% of the students fall under the category of 'good', 8% 'poor' and 'very Good' 10%.
- b. Finding on the basis of item -wise analysis:
- In this section, I have compared the proficiency of students among four different items and so on the basis of four tables above under item wise

analysis, in average most students are found more proficient except item number 3 (that is only 45%). But in all other items, more percent students are proficient, for example in item number 1, 2 and 4 and 40%, 40% and 15% students respectively.

d. Finding on the basis of aspect-wise analysis:

- To conclude the above analysis, the total punctuation in paragraph of the number was 81 in their writing. Similarly, the total obtained marks was 86, 47 and 108 students respectively in items like essay, letter and dialogue in their writing. Among the four categories of punctuation such as full stop, comma, question mark and exclamation mark were found to be wrongly used in compared to other categories.
- This study concludes that the majority of the students made mistake in wrong use in essay writing in one word preposition. Out of the total wrong use 26 wrong uses in 8 in essay writing. In average, there are equal mistake in writing dialogue and paragraph writing. In contrast to these, the students made 5 mistakes in letter writing.
- Students had low proficiency in the spelling of writing. In this regard, many of them had problems in spelling. It was revealed that out of total, 67 wrong uses in spelling and the highest number was essay writing. In contrast to these, the students had made 9 mistakes in dialogue writing.

5.2 Conclusion

The presents research work entitled lower secondary students' proficiency in free writing is an attempt to find out the students proficiency. In this study, different items such as essay writing proficiency, letter writing proficiency, paragraph writing proficiency, dialogue writing and their comparison to the proficiency of holistic, school wise, item wise and aspect

wise variation. In terms of public schools, students have been studied. The study revealed that the marks obtained or percentages by public schools.

Before this study, I thought that majority of the students had weak proficiency in free writing. They could not take easily while writing a paragraph. I have realized that they did not have proper knowledge about punctuation. Majority that I have seen is students were not able to write a letter systematically and sequentially. Almost all lower secondary level students could not focus on the central idea of the letter. They could not maintain different parts of the letter properly.

Basically, many of the students were good. It has been seen normally while taking different kinds of test items. Through findings, we are in the position to say that only few students were poor. Some of the students had very good knowledge about the content. We can conclude on above mentioned content in short. It is the actual data taken from the different classes of the different students of Dhading district. Similarly, many of the students were not poor but they had basic information about any kinds of test items.

5.3 Recommendations of the Study

The recommendations of the findings have been presented under the sub-headings: recommendations in policy related, practice related and further research related.

Based on the findings of the present thesis work, the following points can be recommended for improving the free writing proficiency of the students:

- Reading is pre-requisite for writing. So, we should encourage the students to read different English articles, stories, newspaper.
- The students are asked to write daily activities note, newspaper article, stories etc.
- Developing skeleton into fuller should be encouraged.

- To enrich the students' free writing proficiency, different types of vocabulary game should be played.
- While teaching in the classroom, teacher should use different types of English materials that help to develop English language.
- To promote students free writing proficiency, school should encourage for participating in different types of free writing competition.

5.3.1 Policy Related

On basis of the findings from the analysis and interpretations of the data, some recommendations have been extracted. These are discussed in the following sub- headings. The policy related recommendation is mentioned as follow:

- Curriculum planners, syllabus designer and course designer should include the related text which helps the students' free writing proficiency.
- The majority of the students feel difficulty in paragraph and essay writing so, the course designers should focus on such types of activities which help to develop students' free writing proficiency.
- The government of Nepal should provide in – service and pre- service teacher training about various ways of teaching free writing composition.
- The school administration should utilize it to formulate the policies at school level.
- Writing Proficiency of Chepang students were weak. Hence, governmental sectors should make a plan to provide some sort of facilities for their learning.

5.3.2 Practice Related

The following recommendations can be made in practice level on the basis of findings.

- The teacher should use appropriate teaching material as far as possible.
- In the schools, there should be organization of various programs which help to promote the students free writing proficiency.
- More exercises of free writing should be included in the text book and out of text book which improve their writing proficiency level perfectly.
- Paragraph and essay writing were very difficult for many students. So these writing activities should practice with regular correction.
- Teacher can change their strategies and roles to develop the proficiency of free writing.
- School supervisors should visit schools frequently and help them with teaching problems.

5.3.3 Further Research Related

On the basis of the present study, the researcher has attempted to present some recommendations related to further research. The current study has been limited to the grade seven and eight students. This work can serve as a reference for those who are interested in and want to carry out further research in this area of free writing composition in writing skill. Writing is broad discipline and thousands of studies can be conducted in this field. Most of the studies in the departments are conducted on comparisons. This study can work as a step of a ladder. By stepping on it, others researchers can reach in their destination. Therefore, I hope this study will be highly beneficial and fruitful for the researchers who are interested in conducting further studies in this broad field. The following three potential further research topics based on my research are as:

- A study on free writing proficiency: A study of Hilly area of Chepang students who are studying in lower secondary level.
- This study is delimited to the proficiency of the Chepang students in the writing process. There needs to be the further researches carried on other ethnicity too.
- This study covers writing proficiency of lower secondary level students Dhading district.

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APPENDIX

Sample of question sheet

Writing Test for Lower Secondary Level

Time: 2 hours

F.M: 50

P. M: 16

Dear sir /Madam

This Questionnaire is a part of my research study entitled "Proficiency of Chepang students in processing writing" under the supervision of Mr. Bhim Parsad wasti, Reader, and Department of English Education T.U, Kirtipur. It is hoped that your kind co-operation in completing the questionnaires and your response will have great value in accomplishing my research. I appreciate your honest opinion and assure you that your responses would be completely anonymous. Please feel free to response required by the questionnaires. I assure that the responses made by you would be exclusively used only for the present study and remain confidential.

Researcher

Gita Thapa Magar

Name of the students:

Roll No:

School's Name:

Questions

Attempt all Questions:

- Write a dialogue between the two school friends about their first day in school. [10]
- Write an essay on "My school" in about 120-150 words. [10]
- Write a paragraph about "My village" in about 120-150. [10]
- Write a letter to your principal for leave. [10]