

**DEVELOPING WRITING SKILLS THROUGH
PARAORTHOGRAPHIC TEXTS**

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

**Submitted by
Samjhana Ghimire**

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

2015

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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: 25/01/2015

.....

Samjhana Ghimire

DEDICATION

Dedicated

To

*My affectionate parents **Krishna Prasad Ghimire and Kamala Ghimire***

Who have been devoted their entire life to bring me to the present position.

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ABSTRACT

The present study entitled “**Developing Writing Skills through Paraorthographic Texts**” is an attempt to find out the effectiveness of paraorthographic text to develop students’ writing skill. In order to carry out this study, I selected thirty students of grade nine of Rampur English Boarding Higher Secondary School, using non- random purposive sampling procedure. I used them as primary sources of data. After selecting the sample a pre-test was administered to determine the students’ initial proficiency level on the selected items. Then students were taught for twenty eight days using paraorthographic text. During that period, three progress tests were administered in the interval of six days and at last post-test was administered. Finally, I analyzed the scores of the pre test, progress test and post test. Through the analysis and interpretation of the collected data it was found that paraorthographic texts helped in developing students’ proficiency in writing.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background, statement of the problems, objectives, research questions, significance of the study, delimitation of the study and the operational definition of key terms are included. The second chapter includes the review of both theoretical and empirical literature, along with the implication of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes research design, population and sample, sampling procedure, data collection tools, data collection procedure and data interpretation procedures. The fourth chapter includes analysis and interpretation of the data and the summary of the findings. Then, the fifth chapter presents the conclusion of the study and recommendations. Moreover, it also suggests some pedagogical implications based on policy level, practice level and further study. This chapter is followed by references and appendices used for the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
AD	:	Anno Domini
B. Ed.	:	Bachelor of Education
CDC	:	Curriculum Development Center
CUP	:	Cambridge University Press
e.g.	:	Exempli Gratia
ELT	:	English Language Teaching
et al.	:	at alia (and others)
etc.	:	Et Cetera
i.e.	:	that is
K.U.	:	Kathmandu University
M.Ed.	:	Masters in Education
NELTA	:	Nepal English Teachers' Organization
OUP	:	Oxford University Press
Ph.D.	:	Doctor of Philosophy
Prof.	:	Professor
S.N.	:	Serial Number
T.U.	:	Tribhuwan University
U.K.	:	United Kingdom
Viz	:	Namely, in other words.

CHAPTER ONE

INTRODUCTION

The present study is entitled "Developing Writing Skills through Paraorthographic Texts". This section consists of general background, objectives of the study, research questions, significance of the study, rationale of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language, which only human beings possess, is the most highly developed and most frequently used means of communication. It is species specific feature of human life. Language is the unique and strange gift of human kind which makes human beings superior to all the species in the world. We exchange our feelings, desires, emotions, thoughts, knowledge and opinions, which are possible only through language. So, language is a powerful instrument to make the people social and informative.

The term language is defined variously by various linguists at various time. Let us look at some of the definitions given by the prominent linguists.

According to Sapir (1921),"Language is a purely human and non-instinctive method of communicating ideas, emotions and desire by meant of voluntarily produced symbols" (p.8). Similarly, Bloch and Trager (1942) says "A language is a system of arbitrary vocal symbols by means of which a social group co-operates" (as cited in Lyons, 2002 –p.3).In the same way Wardaugh (2000) says "Language is a system of arbitrary vocal symbols used for human communication" (p. 26). From the aforementioned definitions, we can conclude that language is used for human communication and communication is done for exchanging ideas, emotions and feelings via arbitrarily produced voluntarily vocal symbols.

Nowadays, the English language is the only one language in the world which is widely accepted as a lingua franca. It is an inseparable part of the present day world since it is a principal language for global communication and a gateway of administration, international communication, information technology, human rights and development has become indispensable. In the past, English was viewed as the literature perspective but today it is no longer confined to understanding and creating the literature of foreign country. The same view is clearly exposed by Awasthi et al. (2009) "English is a widely used medium of communication for different purpose not only the vehicle of writing or reading British or American literature" (p.iii). The value of English is so much that it has attracted a large mass of people world over. As a result the non-native speakers of English are more than its native speakers today. In this regards, Harmer (2008) states:

English is also of course, a mother tongue for many people in the world, though, as we shall see. Such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication. (p.13)

Harmer (2008) further says "By the end of the twentieth century English has already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language". Among many languages, which are mostly used in international communication, international politics, commerce media and education diplomacy. English is used as the first language in the BANARAS countries and second language in the countries where English has a long history of institutionalized functions and standing as a language of wide and important role in education, governance, literary creativity and popular culture and it is used as foreign language in other countries including Nepal. Putting it another way, English is the international language which is valid all over the world and is regarded as the gateway to all universal body of knowledge. "One

in every seven human being can speak it. More than half of the world's books and three quarters of international mails are in English" (Sthapit et al. 1994). This shows that the person who does not know English will be deprived of the large mass of universal knowledge and information, therefore, English language is growing widely like the wild fire. As a result, non-native speakers of English have outnumbered the native speakers. English is such a strange and only one language in the world in the sense that the number of people who use it as a foreign or second language is greater than the number of people who use it as the first language as well as English is spreading uniquely in geographically, linguistically and culturally diverse areas.

So, by considering the world wide importance of English language, in Nepal too we also need to pay much more attention to teach, learn and on the improvement of the English language as well as English Education.

1.2 Statement of the Problem

Writing is an expressive skill which is the most difficult language skill to be learnt or to be taught. Teaching writing is challenging job in comparison to other skills. It is very difficult task that English teacher faces while dealing with writing skill. In Nepalese context, most of the teachers spend their classroom time only in teaching other skills but not writing. The present secondary level English curriculum focuses on listening and speaking rather than writing skill. There is not sufficient materials included in the present curriculum which help to enhance writing skill of the secondary level students. Therefore, students get less opportunity to be involved in writing activities in the classroom. On the other hand, teachers are facing great problem in building the writing habits of students. Students are found poor at writing due to the lack of vocabulary power, idioms and phrases. They produce ill-formed sentences and cannot present their ideas in a well organized way. There is less use of additional materials like charts, maps, tables, bar-diagrams, pie-charts etc. With the helps of which students can manipulate their ideas to enhance their ability

over the language. Therefore, as a researcher I have selected this topic which will attempt to address the above mentioned problems.

1.3 Objectives of the Study

The study had the following objectives:

- i) to develop students' writing skill through paraorthographic text.
- ii) to suggest some pedagogical implications

1.4 Research Questions

To examine the role of paraorthographic text in developing writing skill in EFL context the study addressed the following research questions:

- a) Can paraorthographic texts help to develop writing skill?
- b) How does paraorthographic text help to develop writing skill of the learner?
- c) How can the paraorthographic text be used in the classroom to teach writing skill?

1.5 Significance of the Study

The study, "Developing writing skill through paraorthographic texts" will be useful for those who are involved in the field of language teaching especially in ELT. It will be very important for teachers, students and researchers. This will have remarkable contribution at the level of teaching writing skill which is considered as difficult skill among all four language skills. This research will be further beneficial to develop the writing skill of the students and to provide some pedagogical suggestions.

1.6 Delimitations of the Study

The proposed study had the following delimitations.

- i) The research was limited to the Rampur English Boarding Higher Secondary School, Palpa.
- ii) The research was limited to Palpa district.
- iii) The study was concerned only with writing skill and paraorthographic text.
- iv) The research was limited with only 40 students of class nine for this study.

1.7 Operational Definition of the Key Terms

Orthographic: Orthographic is the system of spelling in a language.

Para-orthographic: Paraorthographic refers to the text which is beyond the orthographic. Paraorthographic texts are also known as the non-textual text for e.g. charts, maps, tables diagrams etc.

Writing skills: One of the important skills which is also known as the productive skill. Writing requires language users to produce the language features graphically.

Writing: Writing is regarded as the visual representation of speech through some conventional symbols.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

This section includes the theoretical reviews on language, language teaching language skills, components of writing skills, activities for developing writing skill, the term orthographic text and use of paraorthographic text in ELT.

2.1.1 Language Teaching

Language teaching is a complex task. It involves teaching of both first and second languages. While teaching the language, different aspects of language as well as different skills should be considered. Without any ideas, different skills of language make no sense of language teaching. English language teacher needs to know different aspects and skills of language teaching. To teach and learn any language properly, it is needed to get mastery over its basic skills. There are four basic skills of English language; they are listening, speaking, reading and writing. To master over the language, we are compelled to learn all these skills properly. The skills are often divided into two types: receptive and productive. According to Harmer (2007), "Receptive skill is a term used for reading and listening skills, where meaning is extracted from the discourse. Productive skill is the term for speaking and writing skills, where students actually have to produce language themselves." (p. 25)

He means among the four language skills, listening and reading are often known as receptive skills. These skills are involved in receiving a message whereas speaking and writing are involved in the production of language for conveying message. Therefore, they are often referred to as productive skills. These skills related to one another. In language acquisition receptive skills are precede productive ones. It means both receptive and productive skills develop

side by side. Therefore, while teaching English language, English teacher need to teach these four basic skills properly.

2.1.2 Language Skills

In the process of learning a foreign language, four language skills; listening, speaking, reading and writing are emphasized focusing in the importance of different language skills. Harmer (2007) expresses, "... we have said that our choice of language may depend upon the channel of communication" (p. 16). If we examine this concept more fully, we can identify language skills that native speakers and competent language users process. Literate people, who use language, have a number of different abilities. They will be able to speak on the telephone, write letter, listen to the radio or read books. In other words, they possess the four basic language skills: listening, speaking, reading and writing. Among them, reading and writing involve language production so they are known receptive skills. To sum up, learning language skills are compulsory while learning and teaching language. Though the above mentioned four language skills may be taught or learnt in isolation, they are interdependent and integrated. One skill of language helps to learn other language skills. These skills related to one another. In language acquisition receptive skills are precede productive ones. It means both receptive and productive skills develop side by side.

Since the present study is limited only to writing skill, the same is presented in detail. Writing is one of the most important skill in learning a new language. Being a productive skill, it needs proper handling of the mechanics of the writing to make sensible sentences and paragraphs. In other words, writing is an act of putting down the graphic symbols that represent the language in order to convey the message. So that a reader can grasp the information the writer has tried to impart. This skill is considered to be the last language skill among the four and powerful medium of expression. This is such activity by which human beings communicate with each other, transmit their culture, ideas and

thoughts form one generation to another. Writing is the way of transferring the information through the use of graphic or visual symbols which demands conscious intellectual efforts.

Each and every skill has its own specific significance, writing is the most demanding language skill. Both in educational field and future career, one will be judged in part by one's ability to put ideas down on paper. It is an art which gives one to be heard and to influence others. In Rivers's (1968, p. 243) words "Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express himself in a polished literacy form which requires the utilization of a special vocabulary and certain refinement structures". Writing is the very complex process requiring many composite skills, like mental, psychological, rhetorical and critical. Describing its complexity, Nunan (1992) says:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate a control of content, format, sentence, structure, vocabulary, spelling and letter formation. Beyond the sentence the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (p. 36)

From the above discussion, writing can be looked in two levels. In its simplest form writing can be the act of putting down something, which has been spoken, in conventional graphic form. In this sense, writing is nothing more than the correct association of conventional graphic symbols with sounds, which have no significance importance for the writer. Writing thus is clearly much more than production of graphic symbols. The symbols have to be arranged according to certain conventions to form words and the words have to be arranged to form sentences. So, in its highly developed form, writing refers to expression of ideas in a consecutive way according to the message of some

kind of translating our thoughts into language in graphic form. Writing is a complex skill. It is not a single activity but a cluster of activities. Writing is a very complex process that requires many sub skills, high degree of organization in the development of ideas and information, high degree of accuracy, writing involves a number of basic as well as higher level cognitive skills. According to Davies and Perase (2008) and Harmer (2007), it involves the following basic skills:

-) Handwriting or typing
-) Spelling
-) Punctuating
-) Constructing grammatical sentences

At higher level, writing involves cognitive skills, such as:

-) Gathering information and ideas relevant to the topic and discarding what is not relevant;
-) Organizing the information and ideas into a logical sequence (i.e. maintaining cohesion and coherence in writing)
-) Structuring the sequence into sections, paragraphs or stanzas
-) Editing the draft and writing out of final text.

In conclusion, writing is a complex skill. It refers to the expression of ideas in a consecutive way according to the graphic convention of the language. Writing skill is one of the most important skills in learning a new language, which involves different basic and cognitive skills.

2.1.3 Components of Writing Skill

Among the four language skills, writing is advanced and most difficult skill of language learning which involves the encoding of a message by some kind, that is, we translate our thoughts into language. Writing is often a long and complex process in which the final text emerges through successive drafts. It is not

merely an activity of encoding verbal thoughts in printed symbol but it is the combination of various components.

In this context Heaton (1991) says that writing is not a single skill but it is the combination of the following components:

-) Mechanics
-) Coherence
-) Cohesion
-) Orthographic and paraorthographic text

) **Mechanics**

The mechanics of writing mainly includes some aspects of writing such as spelling or alphabets, use of punctuation marks, use of capital and small letters, handwriting, use of abbreviations and numbers, spacing format etc. The use of comma, hyphen, semi-colon, full stop is very important in any written text.

While writing we need arrange the words, sentences and paragraphs to develop a strong and impressive product. In order to compose a text, it is very much essential to teach about the mechanics of writing. Describing about the importance of mechanics in writing, Harmer (2007, p.342) notes that many students whose native language orthography is different from English letters, have to be taught and trained about it.

) **Coherence**

Coherence is also a very important component of writing. Coherence refers to semantic relationship between the sentences in a text. The relationship is based on the speakers' shared knowledge in a spoken discourse and in written discourse. The meaning relationship between topic sentences and its supporting details of a paragraph of a text reflects coherence. It refers to the semantic relationship of sense units between and among utterances. Any combination of sentences to be a text or paragraph, the combination should be coherent. The L₂ students need to be trained on how coherence can be established in L₂ writing.

) **Cohesion**

Cohesion refers to the grammatical and lexical relationship between different elements of text. Any combination of sentence to be text, these should have grammatical relationship between sentences. The use of anaphora and cataphora makes the text cohesive. Cohesion includes different linking devices such as personal comparative, demonstrative references, logical connectors, enumeration, inferences, exemplification, replacement and reformulation of ideas.

) **Orthographic and Paraorthographic Text**

Orthographic and paraorthographic features are characterized as important components of writing. Orthographic system deals with linguistic system such as spelling, words, phrase, clauses etc. It refers to the spelling or writing system of language and paraorthographic feature is related to the use of charts, tables, graphs to convey same message which can express message or information more systematically and precisely than the words or sentences do.

2.1.4 Activities for Developing Writing Skill

There are various activities designed for the development of writing skill. Depending upon the level of the students and the objectives of the lesson we can assign various types of activities. In this context, for the students of secondary level, there are some appropriate types of activities;

- I. Controlled writing
- II. Guided writing
- III. Paraorthographic text writing
- IV. Free writing

I. Controlled Writing

Controlled writings are the activities which are carried out under the direct supervision of the teacher and students do not have freedom to select the words. Controlled writing activities are basically grounded on the "product approach" of writing, in which students are encouraged to produce and reproduce the words, sentence or paragraphs by imitating or copying from the model given to them. According to Harmer (2008) controlled writing includes the activities like;

- Combining
- Reproducing
- Completing
- Re-ordering
- Substitution
- Expanding and so on.

II. Guided Writing

Guided writing is an intermediate stage between the controlled writing and the free writing. There is some freedom in selection of lexical and structural patterns. In guided writing students are required to write sentences in combination to produce a text, keeping the subject matter and guidelines given by the teachers. Some of the activities for guided writing are;

- i. Paraphrasing
- ii. Transforming
- iii. Parallel writing
- iv. Developing skeleton into a fuller text like, story, paragraph, essay, news story and so on.

III. Paraorthographic Text Writing

Paraorthographic text displays the linguistic information more vividly and accurately. It includes the charts, diagrams, tables, maps etc. Students are required to change paraorthographic text into orthographic and vice-versa. This activity helps to develop writing skills in a concise and accurate way.

IV. Free Writing

In free writing, there is no interference from the teacher. There is individual / free selection of vocabulary, structure and style but the teacher may help the students if required. Students can develop any genre including, report writing, project work, story writing, essay writing, composing poem, dialogue etc. Free writing is appropriate for the advanced level learners. Free writing exercises promote students' feelings, emotions and desires. This is the final stage as the development of ability to write freely and independently which is the undoubted goal of teaching writing skills. Some of the free writing activities are:

- Essay writing
 - Summary writing
 - Dialogue writing
 - Report writing
 - Letter writing
 - Story writing
 - Diary writing
- and so on,

2.1.5 The Term Orthographic and Paraorthographic Text

Different types of orthographic and paraorthographic texts can also be used for developing writing skills. According to Oxford Advanced Learners Dictionary (7th edition 1998), "Orthography is the system of spelling in a language".

According to this definition the text with correct spelling system is said to be orthographic text. Rule based symbolic systems, where in a fixed set of elements can be recombined to produce an almost unlimited range of novel meanings, words and sentences in normal texts are orthographic texts. Similarly, Cambridge Advanced Learners' Dictionary (2008) defines orthography as "the accepted way of spelling and writing words". From this definition, we can define orthographic text as a text which is composed with correct spelling in a rule based symbolic language. Crystal (1997) says "Orthographic words are the unit bounded by spaces in the written language (as cited in Feng, 2007, p.9). Similarly, Feng (2007) says, the orthographic word is arguably the closest to notion of word in reading theories. Feng (2007) further says "the notion of words in reading refers to orthographic words". From these definitions we can define orthographic text as a text which is composed with orthographic words.

Since the present study is concerned with paraorthographic text, it would be worthwhile to analyze the formal structure of the "paraorthographic", which deduces its meaning etymologically. The word "paraorthographic" is composed of four elements, viz, 'para', 'ortho', 'graph' and 'ic' where 'para' is a prefix meaning beside, near, beyond, 'ortho' is a combining form meaning 'correct or standard', 'graph' is another combining form used to form nouns meaning 'indicating a form of writing representation, and 'ic' is a suffix used with nouns to form adjectives'. From the meanings of the combining form Para-and the word 'Orthography' we can deduce the meaning of the word 'para orthography' as a form of writing which, besides language makes a bountiful use of pictorial representation to impart some kind of information. Relating this meaning to texts, the 'Paraorthographic texts mean those non-textual texts such as graphs charts, diagrams, maps, tables, etc. which are commonly used to present factual information . Feng (2007, p.18) says that paraorthography is designed for eye movement guidance. He further says, "Paraorthography contributes to the

optimization of reading processes in two ways. New paraorthographic conventions changed the nature of the text and the task of reading."

Paraorthographic texts such as charts, tables, graphs, etc. can express message or information more systematically and precisely than the words or sentences do. Due to this fact, the use of different types of paraorthographic texts has become an important part of modern life. Feng (2007, p.9) also claimed that paraorthography is designed to group orthographic symbols linguistically as well as visually.

Similarly, Perea and Rayner (2007) illustrate this concept, as "... the orthographic images of words now stand out as individual visual objects, allowing them to be recognized as perceptual wholes rather than a collection of letters." (as cited in Feng, 2007, p.19). All these arguments conclude that paraorthographic systems evolved alongside of writing and their primary role in writing is to assist and complement the work of primary orthographic symbols –letters and other glyphs.

Paraorthographic texts such as charts, tables, graphs etc. can express message or information more systematically and precisely than the words or sentences do. Due to this fact, the area of different types of paraorthographic texts has become an important part of modern life. More importantly, nowadays everybody wants to follow the principle of economy in every sphere of his/her life and consequently people are tempted to use graphs, diagrams, and charts. Due to an abundant use of paraorthographic texts in various spheres of daily life, students today obviously need to develop an ability to interpret and use different types of paraorthographic texts.

2.1.6 Use of Paraorthographic Texts in ELT

Paraorthographic text is one of such appealing and convincing means of conveying message or communicating information or presenting statistical data

which uses some kind of pictorial representation, in fact falls under visual literacy, is very much useful for teaching and learning language.

Paraorthographic texts in the context of our Country are being used as the varieties of reading texts. According to three year B.Ed. programme (1996), it was used as the subject to be studied in ELT textbook of compulsory subject as in "A course in General English for B.Ed. 1st year. Similarly, while introducing three year Bachelor Degree in 1996, some paraorthographic texts were kept in syllabus. In the same programme, it was also included in optional English entitled, "Writing Skills in English –v paper for the third year." In certificate level, paraorthographic texts were implicitly introduced in its compulsory subject – English in 2046 B.S. but they were very limited. Likewise, in plus two level paraorthographic texts were used in the same way as in certificate level.

According to secondary level English curriculum, paraorthographic texts were included in its English language programme in 2055 B.S. At present also paraorthographic texts are being used to develop speaking as well as writing skills. In General Objectives of English curriculum of secondary level, C.D.C. (2007) states it in the objectives no. Reading –R9 as "Students will be able to interpret information presented in tables" and in objective no. Writing –W5 "Transfer information from table to prose and vice versa." From these objectives of the secondary level English curriculum CDC, (2007) we can found that paraorthographic texts are being used in English language teaching textbooks but they are very limited.

2.2 Review of Related Empirical Literature

A number of research works have been carried out in the field of language teaching in general and writing skills in particular in the Department of English

education, T.U. Kirtipur and elsewhere. Some of the major research works related to writing skill are reviewed below.

Thapaliya (2007) conducted a comparative study in 'Proficiency of Bachelor Level Students in Interpreting Paraorthographic Text' to find out proficiency of bachelor level students in interpreting paraorthographic texts using the two separate sets of questionnaire for institute students and faculties students. His study proved that the students studying in the institutes had higher proficiency than the students studying in the faculties. The studies also illuminated the fact that the proficiency of the boys in interpreting paraorthographic text (82.83%) was a bit higher than the proficiency of the girls (79.49%).

Similarly, Khatri (2008) conducted a research entitled 'Proficiency in Interpreting Orthographic and Paraorthographic Texts' to find out the proficiency of the students in both orthographic and paraorthographic text. His tools for data collection were two sets of tests based on unseen orthographic and paraorthographic texts. The sample population of the study was 120 students of grade XII studying in four different colleges of Kathmandu district. In his research the difference in the proficiency of the students between orthographic and paraorthographic texts was found to be 9.47%. Thus, this evidence of the study shows that the students were more proficient in texts.

In the same way, Sharma (2010) conducted a research entitled, "Techniques Used by the Teachers While Teaching Writing Skills", to find out the techniques of developing writing skills used by the teachers while teaching English at lower secondary level. She used observation check-lists and survey questionnaires. Her sample population was ten students each from five government –aided schools. She found out that writing exercises such as pre-writing exercises, controlled writing exercises, free writing exercises and letter of application to the class teacher were used by the teacher to develop writing skills.

Another distinctive research was that of Joshi (2011) entitled, "Teaching creative writing in ELT classroom", to find out the effectiveness of creative writing in English language teaching classroom. Sixteen students of the selected class were his sample population and pretest, progressive test and post test were his tools for data collection. His finding showed that students did better on the given task related to creative writing.

Furthermore, Parajuli (2011) conducted a research entitled "Developing Writing Skill Through Students Quality circle" with a view to developing students writing skill through student's quality circle. He used record sheets and test item for data collection. The total population of his study was the 30 students of Green Village Secondary School, Kirtipur. He found out that students become competent, self-disciplined, creative, hardworking to solve their own problem by using student's quality circle.

Despite several research works on writing skills, nobody has yet carried out any research work on the topic use of paraorthographic text in developing writing skill so researcher is interested to carry out research on this topic.

2.3 Implications of the Review for the Study

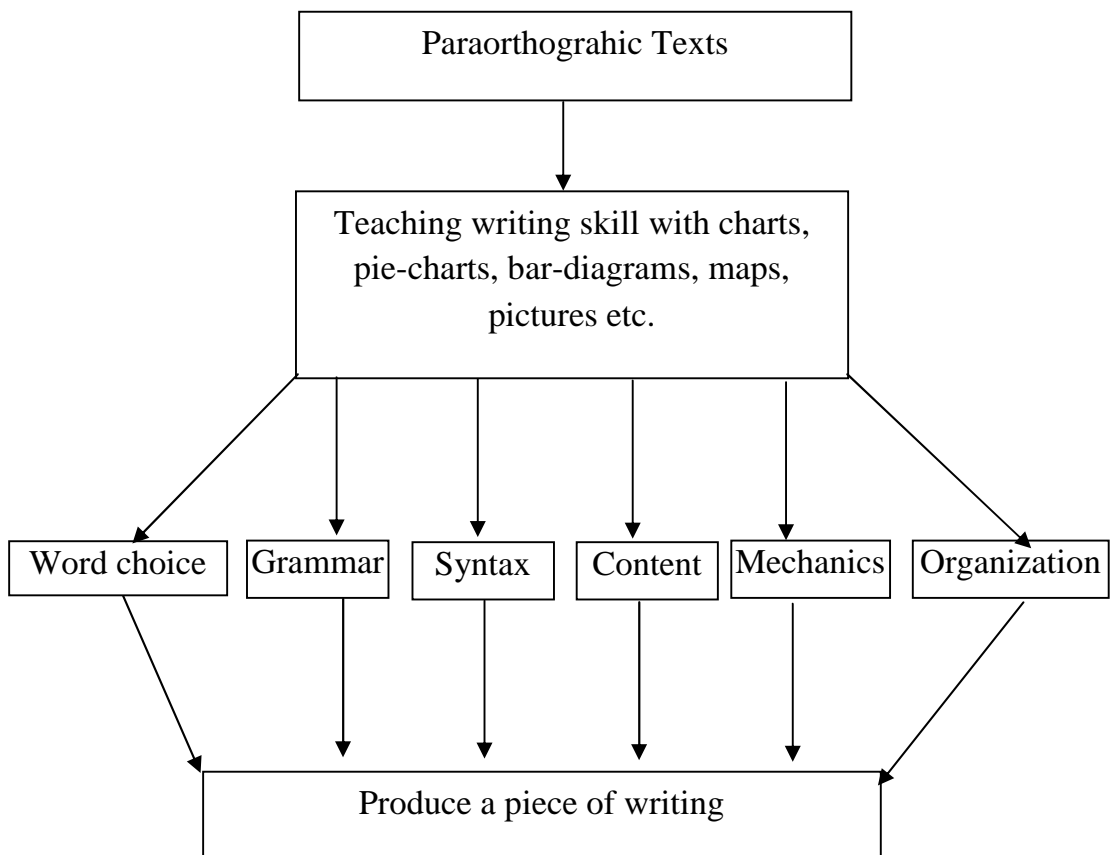
Writing skill in general and paraorthographic text in particular is becoming the central area of study. So far we have discussed on the various research works, which have been carried out in the field of "writing skills". The research reviews have particularly shown that their results are no uniform. Previous research works concluded that there are many problems in teaching writing skills. However, there are many methods and techniques in teaching writing skills.

All the above reviews provided a theoretical background to my study. It helped me to refine my research methodology also broadened my knowledge base in

my research area, helped to bring the clarity and focus on research problem and contextualize findings. As a researcher therefore, I've gone through different literature and different articles along with journals. After reviewing the existed literature it becomes clear that there is not any single research carried out by anyone which measures the students' proficiency in writing skill through paraorthographic texts.

2.4 Conceptual Framework

On the basis of above analysis, I developed a conceptual framework, presented diagrammatically below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes design and methods of the study, population sample and sampling strategies, study areas, data collection tools and techniques, data collection procedures and analysis and interpretation of data.

3.1 Design and Method of the Study

A research design is procedural plan that is adopted by the researcher to answer the questions validity, objectivity accurately and economically. The study entitled "Developing Writing Skill through Paraorthographic Text", attempted to find out the role of paraorthographic text such as; tables, bar graph, pie-chart etc. in developing writing skill of the students is an action research. It is carried out to identify areas of concern, develop and test alternatives and experiment with new approach. "Action research is powerful tool of change and improvement at the local level" (Cohen et al. 2010, p.297). Similarly, Kemmis and Mc Taggart (1988) argue that the three defining characteristics of action research are; it is carried out by practitioners rather than outside researches; secondly, it is collaborative and thirdly, it is aimed at changing things (as cited in Nunan, 2010, p.17). From these definitions, action research is a type of research which is carried out by practitioners to understand, improve and reform practice. As suggested by Nunan (1992) the following are the steps to carry out action research.

Step 1: Initiation: The classroom practitioner notices students' weakness in teaching and learning certain item, and then decides to improve that weakness.

Step 2: Preliminary Investigation: The researcher decides systematically to find out which problem is the most serious and faced by the majority of the students.

Step 3: Hypothesis: The researcher plans his or her activity to solve the problems identified in previous step and postulates the hypothesis.

Step 4: Intervention: In this stage the teacher-researcher regular practice is intervened by introducing some new element in it. The teacher researcher cannot afford to

spend the whole period for a newly introduced element so he or she has to manage the classroom time in such a way that regular practice and new element go side by side.

Step 5: Evaluation: The researcher evaluates the change brought by the new action in this.

Step 6: Dissemination: This step highlights the value of sharing in action research. The researcher sits with the professional researchers then presents problem, action tried out and the findings are achieved.

Step 7: Follow up: The findings of the study are followed up by the practitioners. By this the regular way of teaching and learning is changed and the new one is adopted to introduce certain changes in the study.

As a researcher, I have decided to use this research design for my study. I used qualitative and descriptive method to carry out my research study.

3.2 Population Sample and Sampling Strategies

The population of this study was the secondary level students of Palpa district. Thirty students of ninth grade students of Rampur English Boarding Higher Secondary school of Palpa district were the sample of study. It was not possible to include all the population in the study because of the time and other constraints. So, thirty students of Rampur English Boarding Higher Secondary School were selected using non-random purposive sampling procedure to fulfill the objectives of the research study.

3.3 Study Areas/Field

The research area of the study was ninth grade students of Rampur English Boarding Higher Secondary School of Palpa district.

3.4 Data Collection Tools and Techniques

Tools are the major elements of any research study. In this regard, I used a set of tests (as mentioned in appendix I-V) as the tools for data collection.

3.5 Data Collection Procedures

In order to collect data for the research work I followed the following process:

1. At first, I visited the selected school (Rampur English Boarding Higher Secondary School, Rampur Palpa), clarified the purpose of my visit, built rapport with them and talked to the concerned authority for permission to carry out my research at that school.
2. After getting permission from the authority, I talked with the grade 9 students of that school and make them clear about the research.
3. After that, I took pretest using a set of tests (as mentioned in appendix-I) to measure the proficiency of grade nine students in writing.
4. Then, I analyzed the score of pretest.
5. On the basis of their performance, I facilitated, guided and taught them for 28 days with different types of paraorthographic texts such as; pie charts, maps, tables, bar diagrams and so on.
6. Then, I observed directly their cases, set progress tests using a set of tests (as mentioned in Appendix III-V) in the interval of six days.
7. After that I administered the post test using a set of tests (as mentioned in Appendix-II).
8. Then, I collected their answer sheets of students and thanked the authority, teachers and students for their co-operation.
9. Finally, I analyzed the scores of the pretest, progress tests and post-test.

3.6 Analysis and Interpretation of Data

The systematically collected data were transcribed, coded, analyzed, interpreted then presented descriptively and was tabulated.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

As I mentioned in my methodological part I collected the data for the study. In this chapter, I presented the data for detailed analysis and interpretation. The research was conducted on thirty students of Shree Rampur English Boarding Higher Secondary School, Palpa. Data collection was initiated in accordance, with the objectives of the research, i.e. to develop student's proficiency in writing skill through paraorthographic text. Then, I taught them for 28 days with different types of paraorthographic texts such as; pie charts, maps, tables, bar diagrams and so on.

I took three progress tests in the interval of six days to assess their progress. Finally, a post test was administered to find out the effectiveness of paraorthographic texts in developing students' proficiency in writing skill. For this purpose, I tabulated and analyzed the data in the following order.

- i) Holistic comparison between pre-test and post-test.
- ii) Comparative analysis of the pre-test and post-test scores.
- iii) Analysis and interpretation of pre-test scores.
- iv) Analysis and interpretation of the first progress test scores.
- v) Comparative analysis of pre-test and first progress test scores.
- vi) Analysis and interpretation of second progress test scores.
- vii) Comparative analysis of first progress test and second progress test scores.
- viii) Analysis and interpretation of third progress test scores.
- ix) Comparative analysis of second progress test and third progress test.
- x) Analysis and interpretation of post-test scores.
- xi) Comparative analysis of third progress test and post-test scores.

4.1 Analysis and Interpretation of Data Obtained through Tests

The analysis and interpretation of this study has been given in the following sub-headings:

4.1.1 Holistic Comparison between Pre-test and Post-test

The holistic comparison between pre-test and post-test scores can be shown as below:

Table No. 1

The Holistic Comparison between Pre-test and Post-test

Test item	Full marks	Obtained marks	Total percentage
Pre-test	900	450	50%
Post-test	900	617	68.5%

This table clearly shows that in the pre-test the students obtained 450 which was the 50% of total full marks i.e. 900. Contrary to this, in the post-test students obtained 617 marks (i.e. 68.5%) out of total. This result clearly shows Paraorthographic texts is helpful in developing students' proficiency in writing. Student committed less error in post-test than in pre-test.

4.1.2 Comparison of the Scores Obtained in Pre-test and Post-test

This sub-chapter deals with the comparison of the scores of the students obtained in pre-test and post-test. Pre-test was administered before starting experimental teaching to measure their proficiency in writing. On the other hand, post-test was administered after experimental teaching for 28 days. It was administered at the last after taking three progress tests to see their progress in writing through praorthographic texts. The questionnaire was similar for both pre and post test and full marks of the

both tests were same. The comparison between these two tests has been shown in the following table:

Table No. 2
Comparison of the Scores Obtained in Pre-test and Post-test

Pre-test					Post-test				
Marks			No. of students		Marks			No. of students	
Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %	Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %
30	20	66.66	1	3.33	30	26	86.66	1	3.33
30	19	63.33	3	10	30	25	83.33	2	6.66
30	18	60	3	10	30	24.5	81.66	2	6.66
30	16.5	55	3	10	30	24	80	2	6.66
30	16	53.3	4	13.33	30	23	76.66	1	3.33
30	15.5	51.6	1	10	30	22.5	75	2	6.66
30	15	50	3	10	30	22	73.33	2	6.66
30	14.5	48.3	2	6.66	30	21	70	3	10
30	14	46.6	4	13.33	30	20	66.66	4	13.33
30	12	40	2	6.66	30	19	63.33	3	10
30	9	30	4	13.33	30	18	60	4	13.33
-	-	-	-		30	16	53.33	2	6.66
-	-	-	-		30	14	46.6	2	6.66
Average score 15					Average score 20.56				

Regarding the pre-test, the preceding table reveals the scores distributed around the average score of 15 with 20 marks as the highest and 9 marks as the lowest score. On the other hand, on the post-test the scores were found around the average score of 20.56. The average score in the post-test had increased by 5.56 marks. The highest mark in post test was 26 and lowest marks was 14, which increased by 6 and 5 respectively, then in the pre-test 4 (i.e. 13.33%) students

scored 9 (i.e. 30%) as the lowest marks but in the post test only two (i.e. 6.66% scored 14 (i.e. 46.6%) as the lowest score. This result obviously demonstrates the effectiveness of parorthographic texts in developing students' proficiency in writing.

4.1.3 Analysis and Interpretation of Pre-test Scores

Pre-test was administered after building rapport with the administration and the students to measure the proficiency of grade nine students in writing. The full mark of pre-test was 30. Questions about writing such as writing similarities and differences by looking pictures, writing letter, writing story etc. were included in test item of pre-test.

The numbers of students along with their scores have been given in the following table:

Table No. 3
Individual Scores in Pre-test

Marks				Number of students	
Full marks	Obtained marks	Marks in %	Obtained marks with frequency	Number of students	Students in %
30	20	66.66	20	1	3.33
30	19	63.33	57	3	10
30	18	60	54	3	10
30	16.5	55	49.5	3	10
30	16	53.3	64	4	13.33
30	15.5	51.6	15.5	1	10
30	15	50	45	3	10
30	14.5	48.3	29	2	6.66
30	14	46.6	56	4	13.33
30	12	40	24	2	6.66
30	9	30	36	4	13.33
Average Marks 15					

The above table shows that one (i.e. 3.33%) student scored 20 marks which was the highest score on the pre-test out of 30 as full marks. On the other hand, 4 (i.e. 13.33%) students scored the lowest marks i.e. 9. The above presented table clearly shows the mark variations as well as the score range. The average score of this pre-test was 15. There were only three students who obtained average score. There were 15 students who obtained above average marks and there were 12 students who obtained below the average score. The result shows that students are poor in writing skill.

4.1.4 Analysis and Interpretation of the First Progress Test Scores

First progress test was taken after teaching six days. I taught them to form paragraph by interpreting different menus. I brought varieties of topic and clues and asked them to develop skeleton into a fuller text. After taking test the score was calculated and recorded which have been shown in the following table.

Table No. 4
Individual Scores in the First Progress Test

Marks				Number of students	
Full marks	Obtained marks	Marks in %	Obtained marks with frequency	Number of students	Students in %
10	3.5	35	10.5	3	10
10	4	40	12	3	10
10	4.5	45	18	4	13.33
10	5.5	55	27.5	5	16.66
10	5	50	30	6	20
10	6.5	65	13	2	6.66
10	6	60	12	2	6.66
10	7	70	7	1	3.33
10	3	30	12	4	13.33
Average Marks 4.7					

As the above table reveals one (i.e. 3.33%) student obtained 7 marks out of 10 which is the highest score on the first progress test. On the other

hand, 4 (i.e. 13.33%) students obtained 3 marks as the lowest score. Moreover, this table shows that 16 (i.e. above 50%) students obtained above average marks (i.e. 4.7) and 14 students obtained below the average score. In the pre-test, the highest score was 20 out of 30 (i.e. 66.6%) but it had increased in first progress test i.e. 7 (i.e. 70%) out of 10 but, the lowest percentage was same in both pre-test and first progress test (i.e. 30%). The result shows that the paraorthographic texts is helpful to improve writing skill of the students.

4.1.5 Comparative Analysis of Pre-test and First Progress Test Scores

In this comparison, the scores of pre-test and progressive test are analyzed, interpreted and compared. The comparison of the scores of the both tests has been shown in the following table:

Table No. 5
Comparison of Pre-test and First Progress Test Scores

Pre-test				First progress test			
Full marks	Obtained marks	Obtained marks (%)	No. of students	Full marks	Obtained marks	Obtained marks (%)	No. of students
30	20	66.66	1	10	3.5	35	3
30	19	63.33	3	10	4	40	3
30	18	60	3	10	4.5	45	4
30	16.5	55	3	10	5.5	55	5
30	16	53.3	4	10	5	50	6
30	15.5	51.6	1	10	6.5	65	2
30	15	50	3	10	6	60	2
30	14.5	48.3	2	10	7	70	1
30	14	46.6	4	10	3	30	4
30	12	40	2	-	-	-	-
30	9	30	4	-	-	-	-
			30				30
Average Marks 15				Average Marks 4.7			

The above table indicates the highest score in pre-test was 20 (i.e. 66.66%) but in first progress test it increased in 7 (i.e. 70%). Likewise, 9 (i.e. 30%) was the lowest mark out of 30 in pre-test and 3 (i.e. 30%) was the lowest mark in progress test. There was not more differences between the marks of pre-test and first progress test but most of the students increased their percentage which proved that students' proficiency in writing was developing through paraorthographic texts.

4.1.6 Analysis and Interpretation of Second Progress Test Scores

When the first progress test was administered I kept the record of it. Then I taught other items of writing; dialogue writing and essay writing with the help of paraorthographic text i.e. bar diagrams. I brought varieties of bar diagrams such as simple bar diagram, sub-divided bar diagram, multiple bar diagram, etc. in the classroom. Then I taught them how to change them in prose form. I had provided one example and made them clear about title, scale, index and footnote of bar-diagram which are necessary while changing it into prose form. I had also presented a model dialogue and provided clues to write an essay then I asked them to write similar dialogue and essay in their own ways with the help of bar-diagram. After teaching six days, second progress test was administered and recorded. The record of the second progress test is shown in the table no. 6:

Table No. 6
Individual Scores in the Second Progress Test

Marks				Number of students	
Full marks	Obtained marks	Marks in %	Total marks with frequency	Number of students	Students in %
10	4	40	8	2	6.66
10	4.5	45	13	3	10
10	5	50	30	6	20
10	5.5	55	27.5	5	16.66
10	6	60	24	4	13.33
10	6.5	65	32.5	5	16.66
10	7	70	21	3	10
10	7.5	75	15	2	6.66
Average Marks 5.7					

As the above table shows the highest score of second progress test was 7.5 (i.e. 75%) out of 10 which was obtained by 2 (i.e. 6.66%) students. And the lowest score was 4 (i.e. 40%) which has been obtained by 2 (i.e. 6.66%) students. In this test 25 students obtained above 50% marks, on the other hand only 5 students obtained below 50 per cent marks. Average mark was 4.7 in the first progress test but it increased by 1 marks (i.e. 57) in second progress test. Moreover this table shows that 14 (i.e. 46.6%) students got above average marks (i.e. 5.7) and 16 (i.e. 53.3%) students got below average mark (i.e. 5.7).

4.1.7 Comparative Analysis of First Progress Test and Second Progress Test Scores

In this comparison, the scores of the first progress test and the second progress test are analyzed and compared. The comparison of the both tests is presented in the following table:

Table No. 7

Comparison of First Progress Test and Second Progress Test Scores

First progress test					Second progress test				
Marks			No. of students		Marks			No. of students	
Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %	Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %
10	3.5	35	3	10	10	4	40	2	6.66
10	4	40	3	10	10	4.5	45	3	10
10	4.5	45	4	13.33	10	5	50	6	20
10	5.5	55	5	16.66	10	5.5	55	5	16.66
10	5	50	6	20	10	6	60	4	13.33
10	6.5	65	2	6.66	10	6.5	65	5	16.66
10	6	60	2	6.66	10	7	70	3	10
10	7	70	1	3.33	10	7.5	75	2	6.66
10	3	30	4	13.33	-				
Average score 4.7					Average score 5.7				

The above table presents that the highest mark of first progress test was 7 (i.e. 70%) marks out of 10 but it increased by 0.5 percentage in second progress test i.e. 7.5 (i.e. 75%) marks out of 10. The lowest marks in first progress test was 3 (i.e. 30%) out of 10 but in second progress test, it increased by 1 marks that is 4 (i.e. 40%) out of 10 marks. Similarly, the

average mark in first progress test was 4.7 but it has increased by 1 mark (i.e. 5.7) in second progress test.

The above table clearly shows that 14 students got below 5 (i.e. 50%) marks in the first progress test but it had improved in second progress test. In the second progress test, only 5 students got below 50 percentage scores.

4.1.8 Analysis and Interpretation of Third Progress Test Scores

When the second progress test was administered I kept the record of it. Then, I taught other two items of writing: Paragraph writing and story writing. I brought varieties of picture cards in the classroom and asked the students to guess what is happening in the picture. Then, with the help of picture cards and flash cards I taught them how to write paragraph and story by analyzing it. Then, students were asked to look the pictures and form paragraph with the help of given verbs. After checking their copy I had also presented a model story and paragraph. Then, I asked them to write similar story and paragraph in their own ways with the help of picture cards. At that time I moved in class and helped those students who needed it. After teaching 6 days I administered the third progress test assigning 10 as full marks. After that I checked those copies and the scores of the students on that test were recorded. Recorded scores have shown in the table no. 6.

Table No. 8**Individual Scores on the Third Progress Test**

Marks				Number of students	
Full marks	Obtained marks	Marks in %	Total marks with frequency	Number of students	Students in %
10	8	80	8	1	3.33
10	7.5	75	22.5	3	10
10	7	70	28	4	13.33
10	6	60	42	7	23.33
10	6.5	65	32.5	5	16.66
10	5.5	55	27.5	5	16.36
10	5	50	20	4	13.33
10	4	40	4	1	3.33
Average Score 6.15					

As the above table shows the highest score of third progress test was 8 (i.e. 80%) out of 10 obtained by one student (i.e. 3.33%). And the lowest score is 4 (i.e. 40%) which obtained by 1 (i.e. 3.33%) student. In this test, above 25 students (i.e. 83.3%) students scored above 5 (i.e. 50%) marks. Similarly 4 (i.e. 13.33%) students obtained 5 (i.e. 50%) marks and 1 (i.e. 3.33%) students obtained below 5 marks i.e. 4 marks. An average mark was 5.7 in the second progress test but it increased i.e. 6.15 marks in the third progress test. In this test 20 students (i.e. 66.6%) students obtained above average marks and 10 students (i.e. 33.3%) obtained below the average score. In comparison to previous test, the students did better performance in writing in the third progress test.

4.1.9 Comparative Analysis of Second Progress Test and Third Progress Test

In this sub topic, I have compared and analyzed the scores of the students obtained in the second progress test and third progress test. The comparison between those two test scores can be clearly shown by the help of following table:

Table No. 9
Comparison between Second Progress Test and Third Progress Test Scores

Second progress test					Third progress test				
Marks			No. of students		Marks			No. of students	
Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %	Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %
10	4	40	2	6.66	10	8	80	1	3.33
10	4.5	45	3	10	10	7.5	75	3	10
10	5	50	6	20	10	7	70	4	13.33
10	5.5	55	5	16.66	10	6	60	7	23.33
10	6	60	4	13.33	10	6.5	65	5	16.66
10	6.5	65	5	16.66	10	5.5	55	5	16.36
10	7	70	3	10	10	5	50	4	13.33
10	7.5	75	2	6.66	10	4	40	1	3.33
Average score 5.7					Average score 6.15				

The above table reveals that the highest score of second progress test was 7.5 out of 10 but it increased in the third progress test i.e. 8 (i.e. 80%) out of 10. Similarly, in second progress test 2 (i.e. 6.66) students obtained 4 marks as the lowest score but in the third progress test only one student obtained 4 marks as the lowest score. There were 5 (i.e. 16.66%) students

who obtained below 5 (i.e. 50%) marks in the second progress test but in the third progress test only 1 (i.e. 3.33%) student obtained below 5 (i.e. 50%) marks. Likewise, the average mark in the second progress test was 5.7 but in the third progress test it has increased in 6.15 marks.

The above comparison shows that students have been improving their writing skill through paraorthographic texts.

4.1.10 Analysis and Interpretation of Post-Test Scores

After the completion of experimental teaching I administered the post test. During experimental teaching period, I administered pre-test and three progress tests on the every 6th day. After the third progress test was conducted and kept the record of it, I taught letter writing to develop students' proficiency in writing through paraorthographic texts i.e. pie-chart and flow model chart. With the help of the pie-chart and flow model chart students were asked to write letter to their friend about their family and family's expenditure. In those six days, students were divided into different groups and provided different pie-charts with different clues to write a letter. Similarly, I assigned different class work of the students related to writing with different paraorthographic text and asked them to present in the class what they had written. At last, I administered post test to evaluate their progress in writing providing paraorthographic texts then I checked their copies and recorded their scores. The scores of the students have been given in the following table:

Table No. 10
Individual Scores on the Post Test

Marks				Number of students	
Full marks	Obtained marks	Marks in %	Obtained marks with frequency	Number of students	Students in %
30	26	86.66	26	1	3.33
30	25	83.33	50	2	6.66
30	24.5	81.66	49	2	6.66
30	24	80	48	2	6.66
30	23	76.66	23	1	3.33
30	22.5	75	45	2	6.66
30	22	73.33	44	2	6.66
30	21	70	63	3	10
30	20	66.66	80	4	13.33
30	19	63.33	57	3	10
30	18	60	72	4	13.33
30	16	53.33	32	2	6.66
30	14	46.6	28	2	6.66
Average Marks 20.56					

As the above table shows that 26 marks (i.e. 86.6%) out of 30 was the highest score secured by 1 (i.e. 3.33%) student and 14 (i.e. 46.6%) marks was the lowest score secured by two students (i.e. 6.66%). The average score of this test was 20.56. Among 30 students 15 (i.e. 50%) students obtained above average marks and 15 students obtained below the average marks (i.e. 50%). The majority of the students which was 26 (i.e. 86.66%) out of the total came up with above 60% marks in which only (i.e. 13.33%) students scored below 60.

4.1.11 Comparative Analysis of Third Progress Test and Post-test scores

In this comparison, the scores of the third progress test are analyzed and compared with the scores of the post test. The comparison of these two tests is presented in the following table.

Table No. 11
Comparison of Third Progress Test and Post-test Scores

Third progress test					Post-test				
Marks			No. of students		Marks			No. of students	
Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %	Full marks	Obtained marks	Obtained marks in %	No. of the students	Students in %
10	8	80	1	3.33	30	26	86.66	1	3.33
10	7.5	75	3	10	30	25	83.33	2	6.66
10	7	70	4	13.33	30	24.5	81.66	2	6.66
10	6	60	7	23.33	30	24	80	2	6.66
10	6.5	65	5	16.66	30	23	76.66	1	3.33
10	5.5	55	5	16.36	30	22.5	75	2	6.66
10	5	50	4	13.33	30	22	73.33	2	6.66
10	4	40	1	3.33	30	21	70	3	10
-	-	-	-	-	30	20	66.66	4	13.33
-	-	-	-	-	30	19	63.33	3	10
-	-	-	-	-	30	18	60	4	13.33
-	-	-	-	-	30	16	53.33	2	6.66
-	-	-	-	-	30	14	46.6	2	6.66
Average score 6.15					Average score 20.56				

The above table shows that 8 (i.e. 80%) was the highest score in the third progress test but it increased by 6.66% (i.e. 86.66%) in post-test.

Similarly, 4 (i.e. 40%) was the lowest score out of 10 in the third progress

test but the lowest score in post-test was 14 (i.e. 46.6%) out of 30. So, it clearly showed that students had improved in writing activities in post-test. Moreover this, average marks was also increased in post-test in comparison to the third progress test. In the third progress test 6.15 marks (i.e. 61.5%) out of 10 was average marks but 20.56 marks out of 30 (i.e. 68.53%) was average marks in post-test.

4.2 Summary of the Findings

This study entitled "Developing writing skill through paraorthographic Texts" was conducted to develop students' proficiency in writing through paraorthographic texts and to suggest some pedagogical implications. In order to carry out this study, I selected thirty students of grade nine of Shree Rampur English Boarding Higher Secondary School using non-random purposive sampling procedure. For the study, I used them as primary sources of data. The primary data were collected from all the thirty students of grade nine of the school. After selecting the sample population, a pretest was administered to measure the proficiency of grade nine students in writing. The students were taught for 28 days providing different paraorthographic texts such as, pie charts, maps, pictures, bar diagram etc. During that period, three progress tests were administered in the interval of 6 days and at last, I administered post-test. Finally, I analyzed the scores of pre-test, progress test and post test. Through the analysis and interpretation of the collected data it was found that parorthographic text is really an effective material in developing student's proficiency in writing skill.

The whole study has been summarized in the five chapters. In the first chapter, first of all I attempted to make appropriate context for conducting the study. Then the statement of problem and the objectives for conducting the research were introduced. Reasons behind selecting the particular topic: research

questions that were to be answered; significance of the study; delimitations of the study; and operational definition of the key terms were all grouped under the first chapter.

To conduct this research I have studied various books such as Harmer (2003), Heaton (1988), Celce-Murcia (1991), Richards and Rodgers (2005), Kumar (2009), Ur (1996), etc. and empirical research completed in the department of English education related to my study to broaden my knowledge and to refine my research methodology in my research area. On the basis of review of related literature I developed conceptual framework to conduct this study.

In third chapter the methods and procedures of the study were described. The design of this study was action and the data were collected through both primary and secondary sources. To carry out this study, 30 students were selected as a sample using non-random purposive sampling procedure.

Different test items for pre-test, progress test and post test were the tools for data collection. Similarly, collected data were presented in the tables and described and interpreted descriptively. The study showed that students progress in writing. In pre-test average score of the students was 15 and in post-test average score was 20.56 out of 30 as full marks. In first progress test average score was 4.7, in second progress test 5.7 was average score and in third progress test 6.15 was the average score out of 10 as full marks. This marks or scores show remarkable progress made by them in writing. The whole study is summarized and concluded with the recommendations in three levels: Policy, practice and further research in the last chapter.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1 Conclusion

In order to draw the findings of this study I carried out score analysis of different tests. At each test I found the students showing better performance on writing by the help of paraorthographic texts.

5.1.1 Findings Related to Pre-test and Post-test

While observing the scores of the pre-test and post-test of the students, the following findings have been derived.

- a) The score of the student on pre-test were recorded around the average score of 15 (i.e. 50%) out of 30 as full mark, where as the score of the students on the post-test were recorded around the average score of 20.56 (i.e. 68.53%) out of 30 as full marks. This score shows remarkable progress made by them in writing.
- b) In the post test only 2 (i.e. 6.66%) students out of 30 students scored 14 (i.e. 46.6%) marks as the lowest whereas, 4 (i.e. 13.33) students have scored 9 (i.e. 30%) marks as the lowest score in pre-test.
- c) In pre-test 20 (i.e. 66.67%) marks was the highest score whereas it increased in post test and became 26 (i.e. 86.66%)
- d) The above result showed that paraorthographic texts can be used to develop students' proficiency in writing skill in secondary level.

5.1.2 Findings Related to Progress Test

While observing the scores of the progress test of the students, the followings findings have been derived.

- a) The students' average score on the first progress test was 4.7 (i.e. 47%), in the second progress test was 5.7 (i.e. 57%) and in the third progress test was 6.15 (i.e. 61.5%). So, the above description clearly shows the students' progress in writing.
- b) In the first progress test 1 (i.e. 3.33%) student obtained 7 marks or (70%) as the highest score. Similarly, in the second progress test two students (i.e. 6.66%) students obtained 7.5 marks (i.e. 75%) as the highest score. Likewise, in the third progress test one (i.e. 3.33%) obtained 8 marks (i.e. 80%) out of 10 as full marks. Those above scores also showed the progress of the students in writing.

Thus, the above findings reveal that the use of paraorthographic texts seemed to be effective tool in developing students' proficiency in writing.

5.2 Recommendations

Writing is an expressive skill which is the most difficult language skill to be learnt or to teach. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into a readable text. The skills involved in writing are highly complex. On the basis of the findings I would like to suggest few recommendations to the policy maker. Practitioners and further researchers:

5.2.1 Policy Related Recommendation

This study can be helpful for curriculum developers, text book writers, teacher trainers and exports to formulate the policy relating to encourage the students centered activities and discourage the teacher centered learning activities which helps to develop students writing proficiency. Similarly, it would be helpful for curriculum development center to incorporate more exercises related to writing

while designing the new course. At last but not the least the school administration can also utilize this study to formulate the policy at school level

5.2.2 Practice Related Recommendation

This study can be beneficial for the teachers to use paraorthographic texts as a tool to teach writing items.

The professional teachers can effectively use this study in their actual practice of teaching writing. The novice writers who are practicing the work of writing will certainly be facilitated with this study. While teaching writing skill teachers can use paraorthographic texts to motivate students in the classroom. It is also helpful to the teachers to change their teaching strategies.

5.2.3 Recommendations for Further Research

A number of research works have been carried out in the field of language teaching in general and writing skills in particular in the Department of English Education, T.U., Kirtipur and elsewhere. Thousand of studies can be conducted in this field in future too. So, this study can work as a step of a ladder. By stepping on it other researchers can reach to their destination. Therefore, hope this study will be highly beneficial for the researchers who are interested in conducting further studies in this field.

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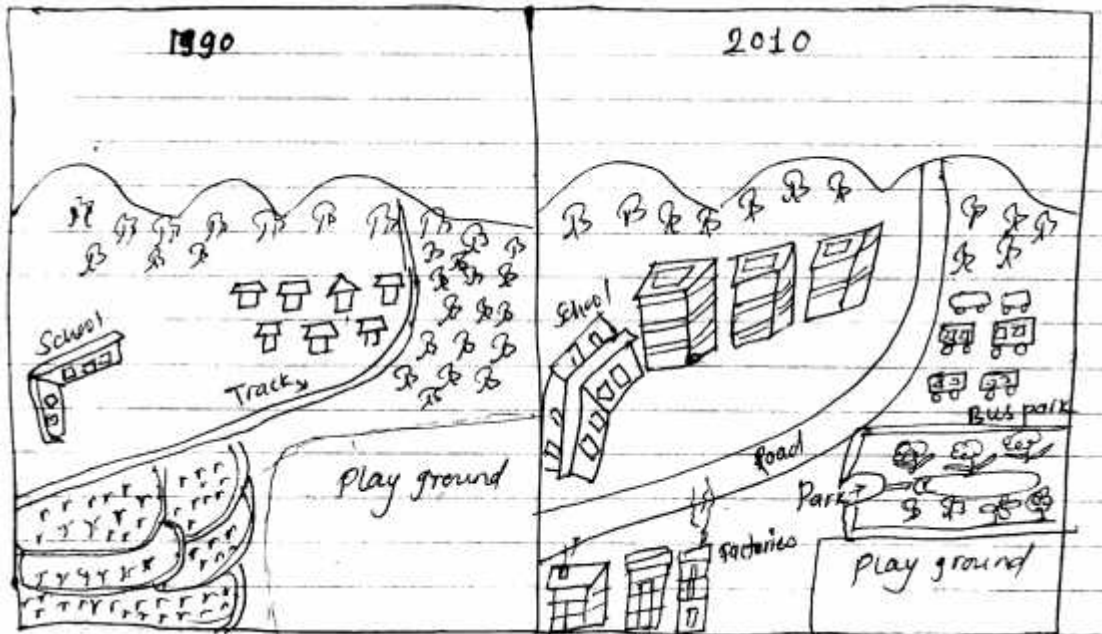
APPENDICES

Appendix-I

Questions for Pretest

F.M.: 30

Q. No. 1. Look at the pictures and complete the following activities



Q. No. 1 Write any six similarities and differences from the above pictures 10

- _____
- _____
- _____
- _____
- _____
- _____

Q. No. 2 Write a letter to your friend describing the above pictures. 10

Q. No. 3 Make a short story on the basis of above pictures.

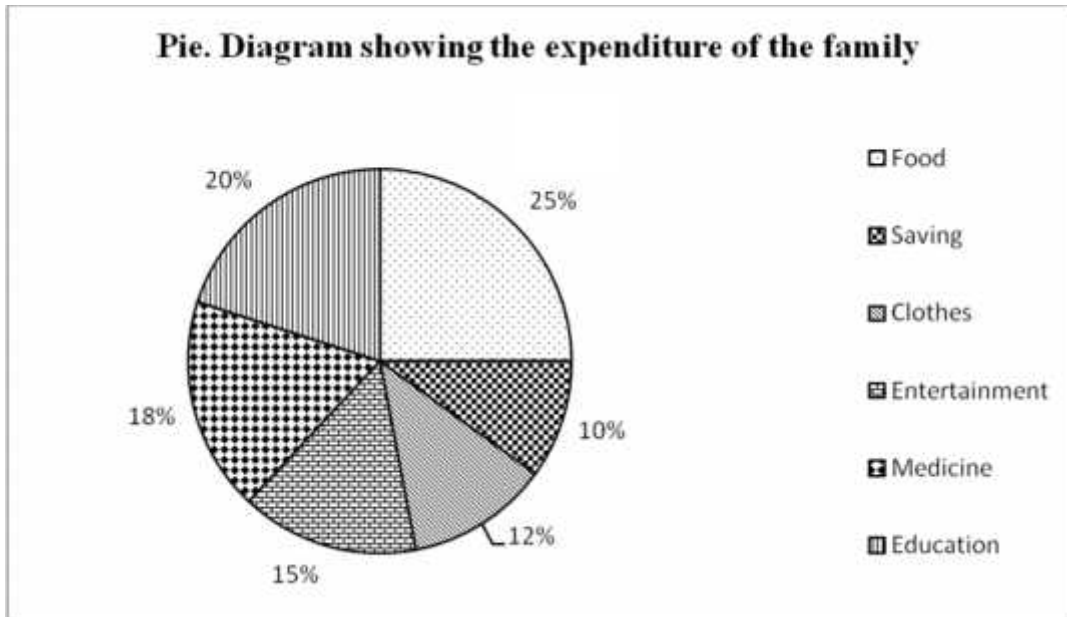
Appendix - II

Questions for Post test

F.M. : 30

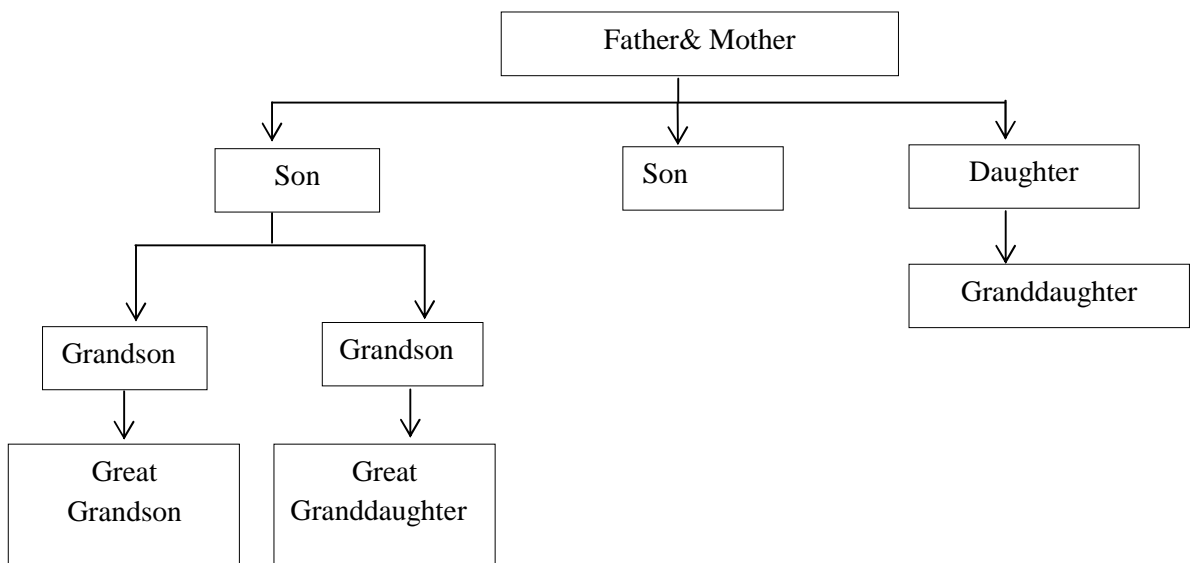
Q.no.1 Analyze the given diagram and present it in a prose form.

15



Q. No. 2 Read the following family chart and write a letter to your friend describing your family kinship.

15



Appendix - III

Questions for Progress Test

1. Interpret the given menu and form a short paragraph containing 75 words with the help of given words: 10

Hotel Green Valley Kathmandu			
Nepal			
.....			
.....			
S.No.	Food item	Qty.	Price
1	Noodles	1 plate	30
2	Choumin	1 plate	50
3	Mo:Mo: Veg.	1 plate	50
4	Mo:Mo: Chicken	1 plate	75
5	Burger	1 plate	95
6	Pizza	1 plate	250
7	Rice fry	1 plate	100
8	Soup	1 cup	50
9	Cold drink	1 plate	40
10	Rice pudding	1 plate	130

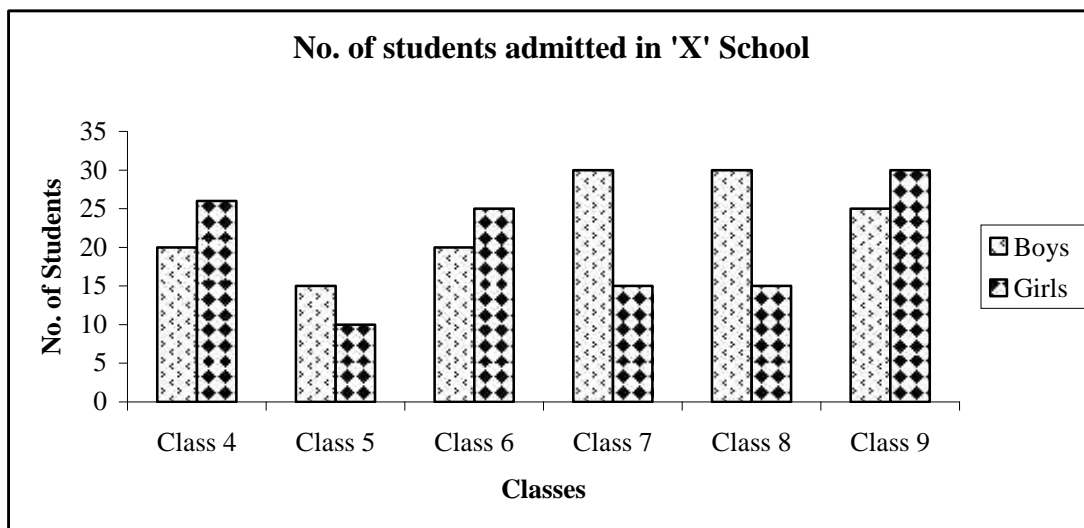
Words:

- expensive
- cheep
- costly
- noodles
- choumin
- changed
- can be seen
- become
- expenditure
- waiter
- hotel
- bill
- receptionist
- amount

Appendix - IV
Questions for Progress Test

Study the following bar graph and complete the given activities.

10



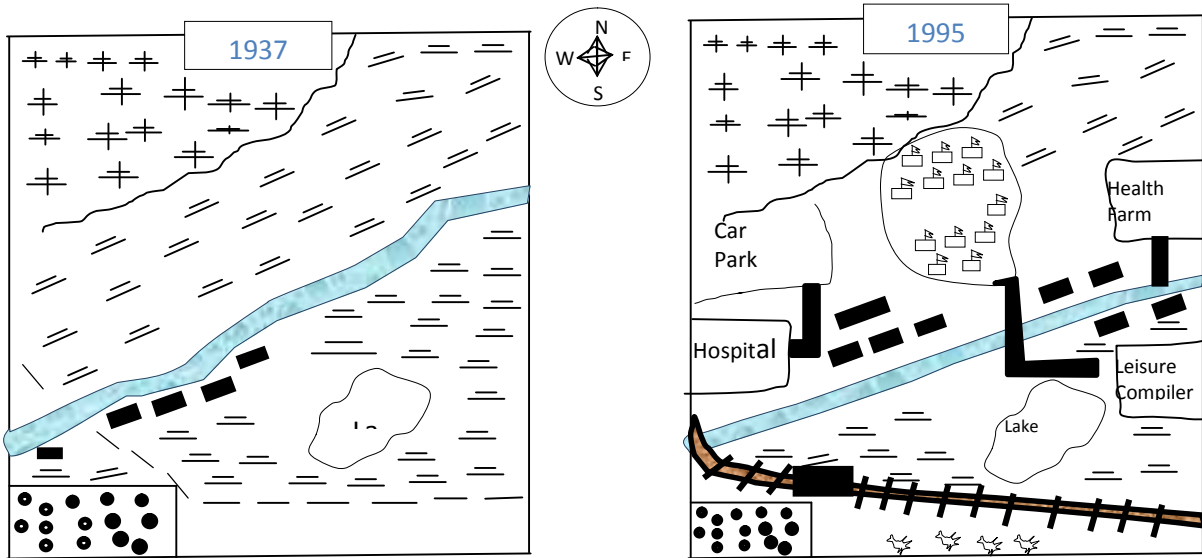
1. Write a short essay describing the above bar-diagram.
2. Study the bar diagram and compose a short dialogue of 4 exchanges.

Appendix-V

Question for Progress Test

F.M. 30

1. Look at the pictures and form a short paragraph containing 100 words with the help of given verbs. 10



(Source: The Cambridge IELTS course : Vanessa Jakeman & Clare M.C.

Dowell: Cambridge University Press, 1999).

⊕	Wood land
●	Agriculture land
∨	Marshland
==	Scrubland
---	Disused railway line
█	Road
⊕█⊕	Railway station (9990)
■	Houses
□	Golf Course
🦉	Wild fowl Sanctuary

Verbs

1. become
2. existed

3. gave way
4. changed
5. took place
6. was converted
7. were turned over
8. was reopened
9. was built on
10. were
11. was connected
12. was halved
13. can be seen

Lesson Plan -1

Time: 45 minutes

Date:

Class: 9

Teaching Item: Paragraph writing

Objectives:

At the end of this lesson, the students will be able to write a short paragraph

Material:

Materials of daily use

Flash card with pie-chart.

Presentation:

I'll motivate the students by asking some questions from the previous lesson. Then, I will stitch the flash card on the board and ask the students to analyze the expenditure of the family. Then, I will present a paragraph, for this I will write the title on the board and clues just below the title. For example:

The expenditure of the family

- How many members are there in your family?
- What is the family occupation?
- How much percentage of the total income is invested in food?
- Explain about clothing, saving and education.
- How much percentage of the expenditure was used on medicine? etc.

Practice

After eliciting the points I will ask all students to develop a paragraph from the above outline. I will give the beginning of the paragraph, e.g. there are 5 members in my family. In my family out of total expenditure 35% At last I will collect the entire written task, correct them and give back to the student. I will facilitate the students if they feel difficulties.

Assessment:

I will give a similar pie-diagram and ask students to analyze and present it in a prose form.

Lesson Plan no-2

Class -9

Date

Time: 45 minutes

Teaching item:

Writing story from picture

Objective:

On completion of this lesson, the students will be able to write the story from the pictures.

Materials:

Materials of daily use, picture cards and flannel board.

Presentation:

I will present some picture cards to motivate the students. I will stitch them on the flannel board and write some vocabularies that they need while writing the story e.g. old man, robber, policeman, telephone, jail, danger, gun, neighbor etc. I will ask the following questions and write their answers on the board.

- a) Who is the man on the phone?
- b) What the old man is doing?
- c) Who is the man on the bicycle?
- d) Who is the man with gun?
- e) Who is the man with danger?

To facilitate the students, I will explain the picture in simple language.

Practice:

I will ask the students to develop a short story with the help of given pictures and ask them to read out their story turn by turn.

Assessment:

Write a short story looking at the given pictures of your textbook, unit-3 exercise no-1.5.

Lesson Plan 3

Time: 45 minutes

Class: 9

Teaching Item:

Writing Paragraph from Map

Objective:

At the end of this lesson, the students will be able to write a short paragraph.

Materials

- Materials of daily use
- Flash cards with map

Presentation

I will present a map to motivate the students. Then, I will stitch that map on the flannel board and write some vocabularies that they need while describing the map e.g. across the road, behind, besides, near, far from etc. I will ask the following questions and motivate them to answer.

- i) Where is the hospital?
- ii) What is near the school?
- iii) How we can go to hospital from the school?
- iv) Where is river?

To facilitate the students, I will explain the map in simple language.

Practice

I will ask the students to develop a short paragraph with the help of the given map and ask them to read out turn by turn.

Assessment

Write a short paragraph with the help of the given map of your textbook.

Lesson Plan 4

Time : 45 minutes

Class: 9

Teaching Item: Writing Paragraph through bar-graph.

Objective:

On completion of this lesson, the students will be able to write a short paragraph from bar-graph.

Materials

- Materials of daily use
- Flash cards with bar graph and flannel board

Presentation

I will motivate the students by asking some questions from the previous lesson. Then, I will present the bar graph and ask some questions for eg.

- i) How many boys are there in class 7?
- ii) What is the total number of students of class 9?
- iii) How many students admitted in class eight?
- iv) What is the total number of students admitted in that school?
- v) Which class has highest number of students?

Then, I will show the flash card with bar-graph and explain about it.

Practice

After describing the bar graph, I will ask the students to develop a paragraph with the help of the bar graph. I will facilitate the students if they feel difficulties.

Assessment

I will give a bar graph and ask students to analyze the given diagram and present it in a prose form.

Lesson Plan 5

Time: 45 minutes

Class: 9

Teaching Item: Describing Menu

Objective:

At the end of this lesson, the students will be able to describe menu.

Materials

- Materials of daily use
- Flannel board
- Menu

Presentation

I will present some menus to motivate the students then, I will stitch them on the flannel board and write some vocabularies that they need while describing menu e.g. expensive, costly, cheap, amount etc. To facilitate the students, I will explain the menu in simple language. And give some clues on the board for eg.

- i) A menu is a list of food items.
- ii) is more expensive than
- iii) is cheap.
- iv) costsrupees.

Practice

I will ask the students to develop a short paragraph with the help of given menu and clues and ask them to read out turn by turn.

Assessment

Write a short paragraph describing the given menu containing 50 words.

Lesson Plan 6

Time: 45 minutes

Class: 9

Teaching Item: Writing Story

Objective:

On completion of this lesson, the students will be able to write a short story by describing a picture.

Materials

- Materials of daily use
- Picture cards

Presentation

I will motivate the students by asking some questions from the previous lesson. Then, I will show two pictures and stitch them on the board. Then I will ask the students to look the pictures carefully. After that I will write some vocabularies on the board for e.g.

- become
- existed
- was reopened
- changed
- took place
- can be seen etc.

And ask the following questions and write their answers on the board

- a) What is changed into the Golf course ?
- b) What was reopened in 1995?
- c) What was converted into wild fowl sanctuary ?
- d) Is there health farm in 1937 ?
- e) Write 3 differences between picture A and B.

Practice

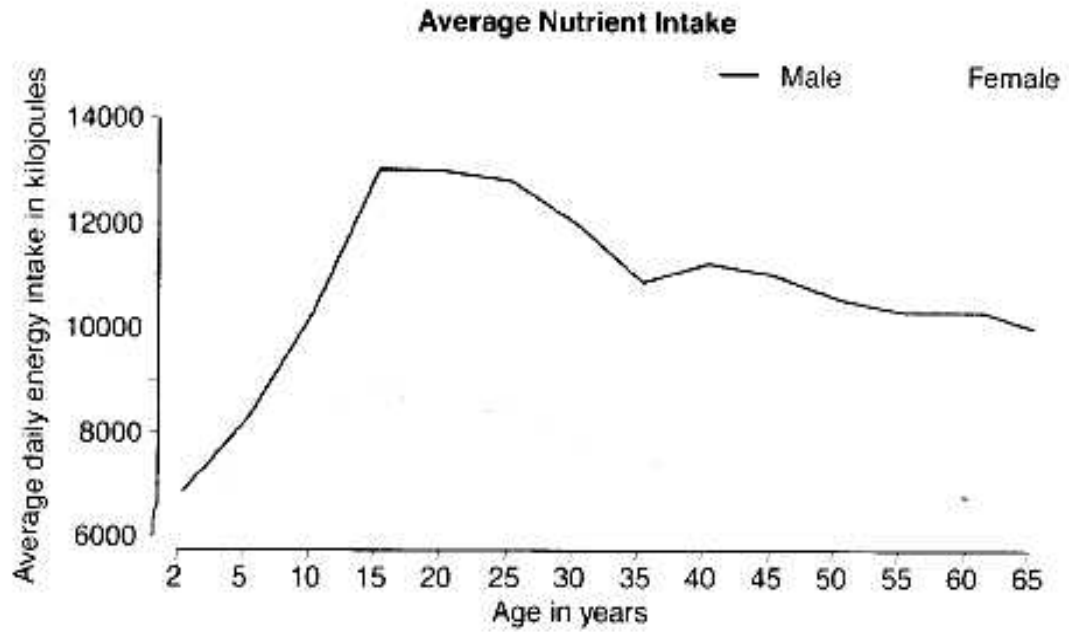
After describing the pictures, I will ask the students to form a short story with the help of given verbs on the board. At last, I will ask some students to read out their story.

Assessment

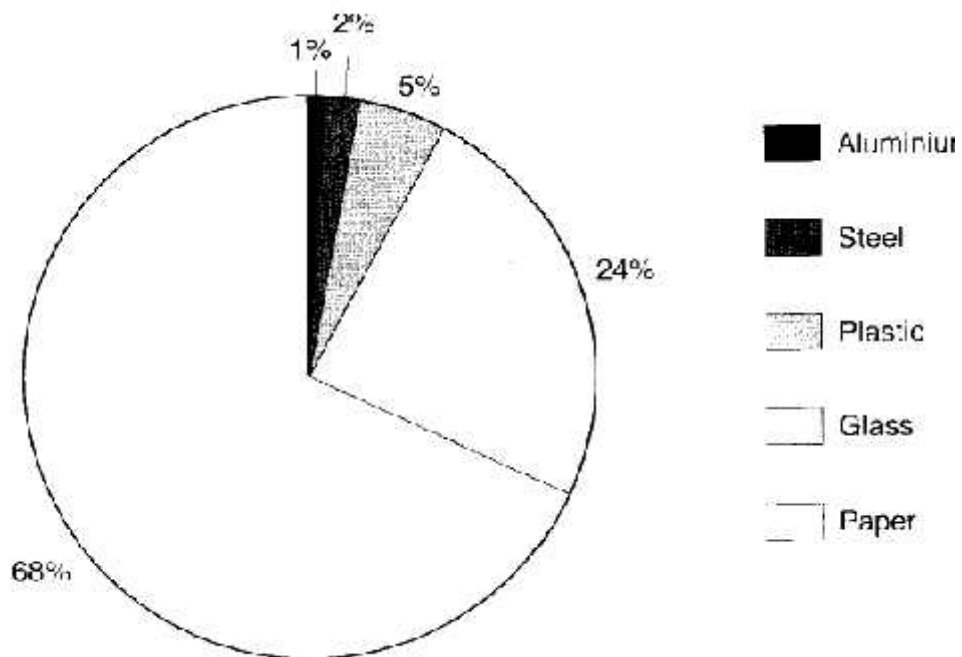
Write a short story looking the given pictures. (I will give similar picture to the students.)

Sample Materials

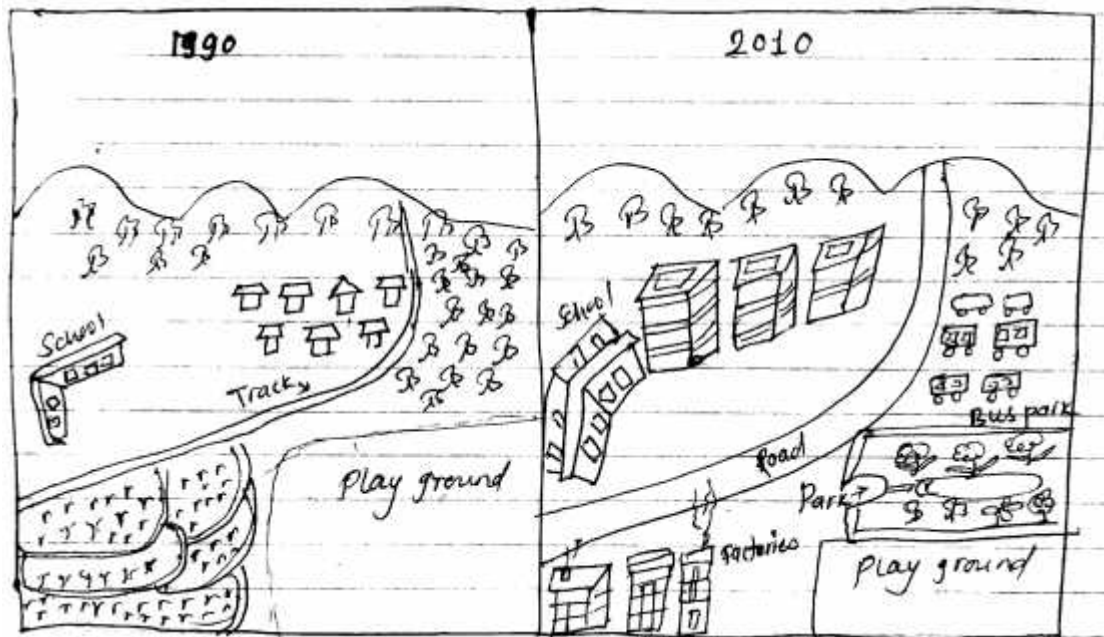
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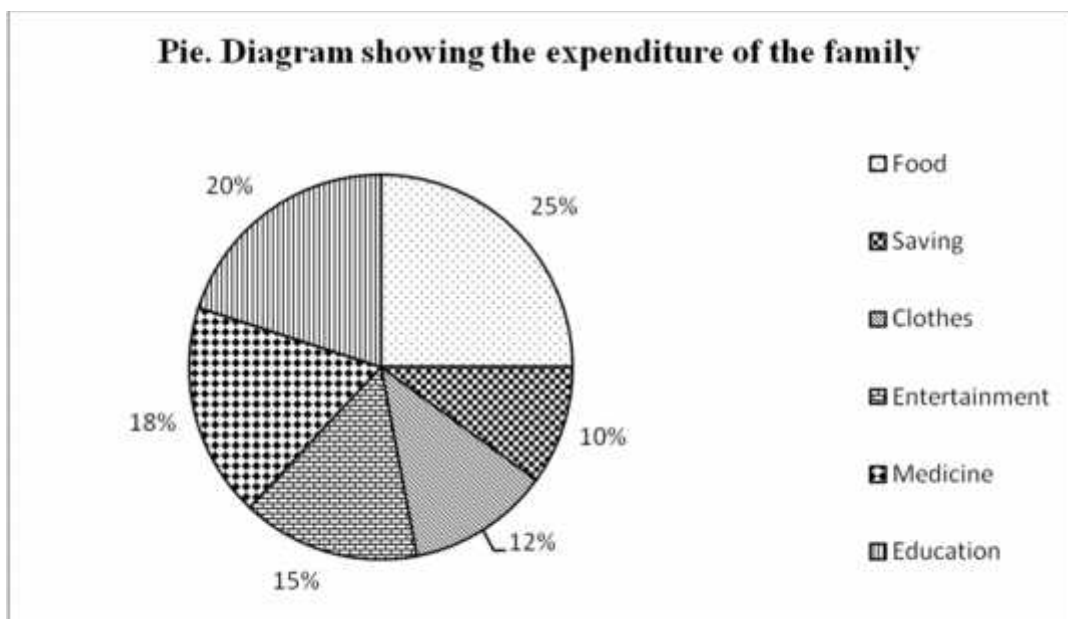
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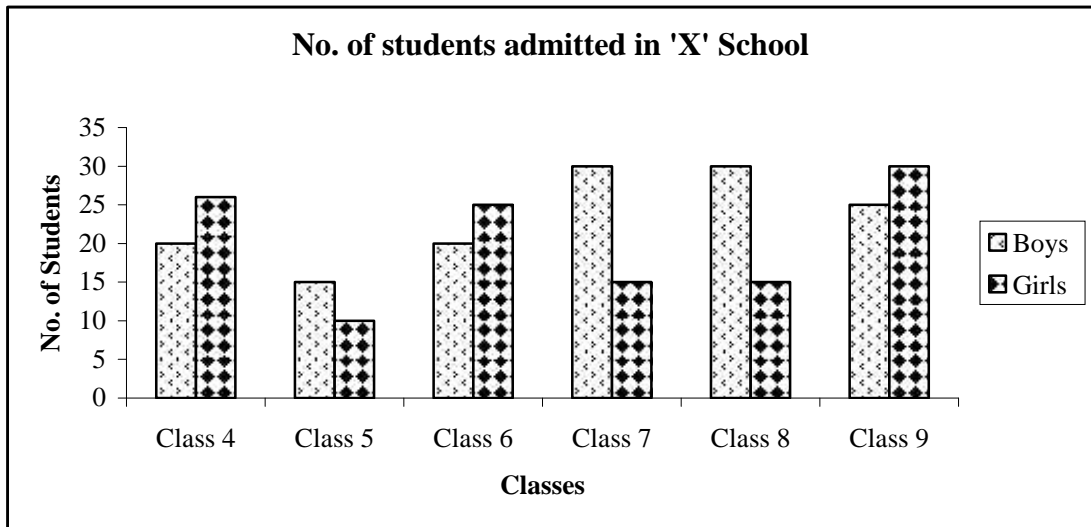
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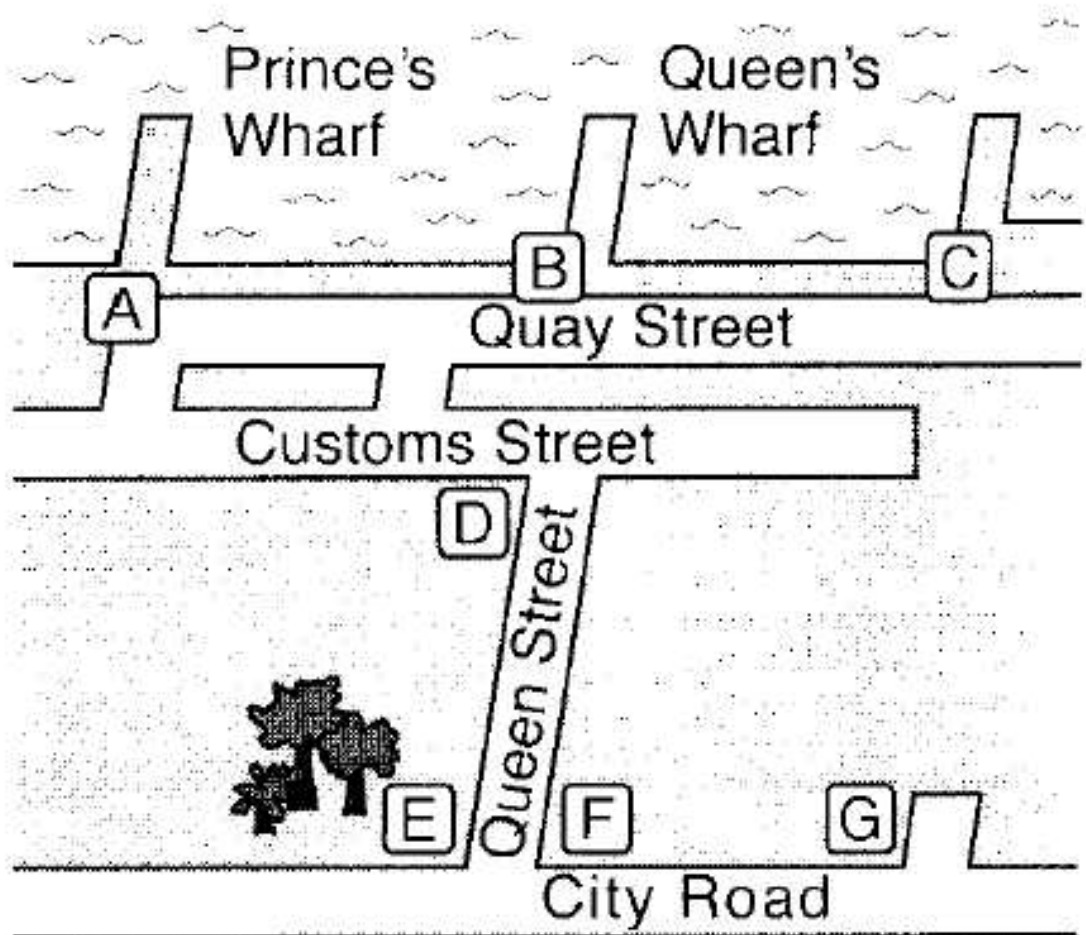
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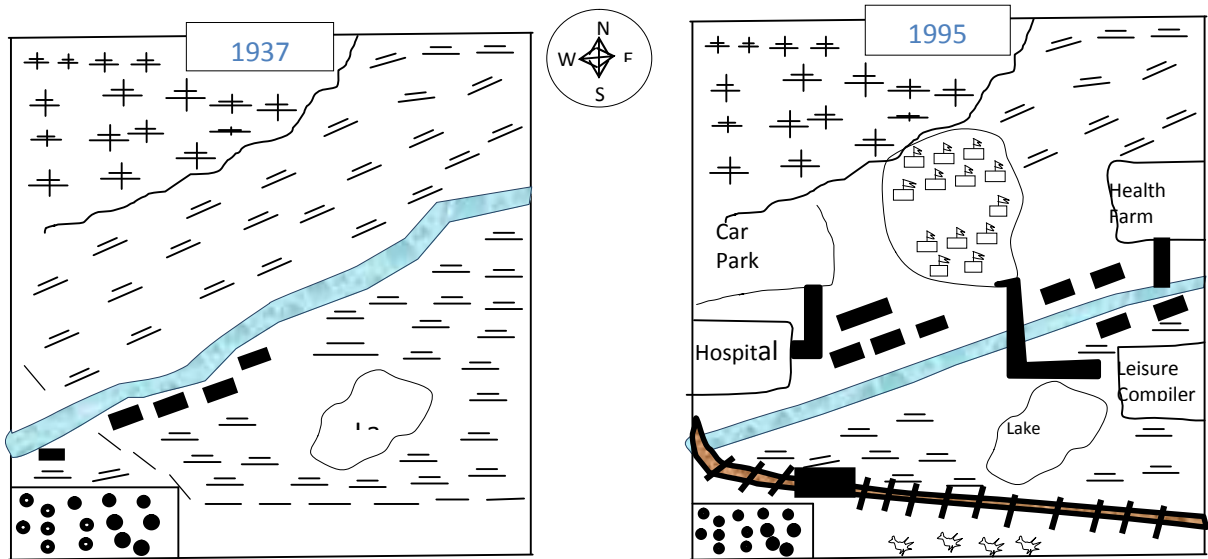
5.



6.

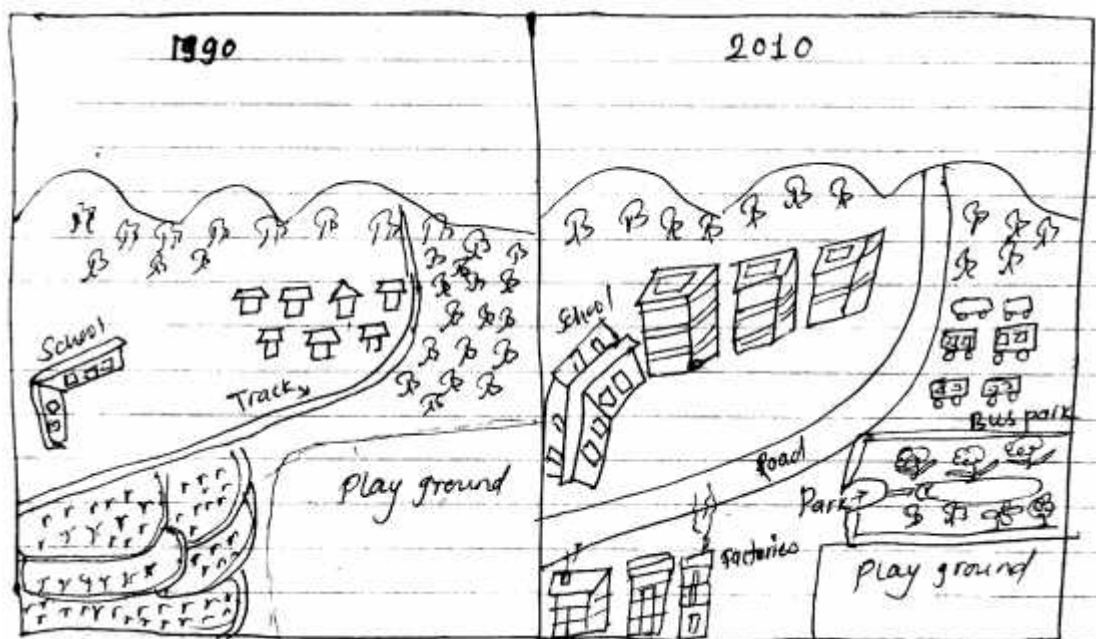


7.



+	Wood land
○	Agriculture land
↓	Marshland
==	Scrubland
- - -	Disused railway line
█	Road
█	Railway station (1990)
█	Houses
□	Golf Course
🦆	Wild fowl Sanctuary

8.



9.

Hotel Green Valley Kathmandu			
Nepal			
.....			
.....			
S.No.	Food item	Qty.	Price
1	Noodles	1 plate	30
2	Choumin	1 plate	50
3	Mo:Mo: Veg.	1 plate	50
4	Mo:Mo: Chicken	1 plate	75
5	Burger	1 plate	95
6	Pizza	1 plate	250
7	Rice fry	1 plate	100
8	Soup	1 cup	50
9	Cold drink	1 plate	40
10	Rice pudding	1 plate	130

Appendix VI

Individual Score of Students in Pre-test, Progress-test and Post-test

S.N.	Name of the students	Pre-test F.M.30	1 st progress test F.M. 10	2 nd progress test F.M. 10	3 rd progress test F.M. 10	Post test F.M. 30
1	Manita Kafle	20	7	7.5	8	26
2	Mamata Khanal	19	6	7	7.5	24.5
3	Sudip Marasini	18	6	7	7	24.5
4	Parmila Pokhrel	19	6.5	7.5	7.5	25
5	Kismita Samai	18	5.5	6.5	7	24
6	Aakash Adhikari	18	5.5	6.5	7	24
7	Rasmi Sigdel	19	6.5	7	7.5	25
8	Prabina Shrestha	16.5	5.5	6.5	6.5	22.5
9	Sushil Kumal	15	4.5	5	6	19
10	Sapana Adhikari	16	5	6	6.5	22
11	Poshan Adhikari	16.5	5.5	6.5	6.5	22.5
12	Abiskar K.C.	16	5	6	6.5	22
13	Prakash Bhandari	16.5	5.5	6.5	7	23
14	Bishwash Neupane	16	5	6	6.5	21
15	Manisha Rana	15	5	5.5	6	20
16	Jharana Adhikari	15	4.5	5.5	6	20
17	Bipin Neupane	14.5	4.5	5.5	6	20
18	Bishal Aryal	16	5	6	6	21
19	Bishal Sunar	15.5	5	5.5	6	21
20	Indira Pathak	14.5	4.5	5.5	6	20
21	Suraj Dotel	14	4	5	5.5	18
22	Bibas Shrestha	14	4	5	5.5	19
23	Ishwar Gharti	9	3	4.5	5	16

24	Keshar Shrestha	14	3.5	5	5.5	18
25	Madhav Thapa	14	4	5	5.5	19
26	Buddhi Maya Thapa	12	3.5	5	5.5	18
27	Kushal Rana	9	3	4.5	5	16
28	Laxman Phal	9	3	4.3	5	14
29	Khushboo Bhandari	12	3.5	4	5	18
30	Prabin Malla	9	3	4	4	14

Q. NO. 2

18th June, 2014
Rampur, Palpa.

Dear Pratikshya,

With sweet remembrance!

By the grace of God, I am fine here along with my family and hope ^{some} there. I got your letter yesterday. I feel so glad after reading that letter. In that letter, you requested me to describe my family kinship. So, I am going to describing about the same topic.

friend, My grandparents have 4 sons and 1 daughter. I have two great uncle, my father, one uncle and one aunt. My great uncle has a wife, 3 sons and one daughter. My great uncle has also granddaughter. Another, great uncle have one daughter and one son. My father has two daughters and one son. My uncle has one son and one daughter. My aunt is also married. She has two sons and two daughters. She has four great children i.e. two daughters and two sons.

I hope you are clear about my family kinship. In your reply letter, please also write about your family kinship. Hoping to see you soon.

your lovely friend