

**EFFECTIVENESS OF WRITING PERSONAL LETTERS IN  
DEVELOPING LEARNERS' WRITING SKILLS**

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

**Submitted by**

**Prem Bahadur Shahi**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**2015**

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## **DECLARATION**

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

Date : 8/12/2015

.....

Prem Bahadur Shahi

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Prem Bahadur Shahi** has prepared this thesis entitled **Effectiveness of Writing Personal Letters in Developing Learners' Writing Skills** under my guidance and supervision.

I recommend the thesis for acceptance.

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## RECOMMENDATION FOR EVALUATION

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## DEDICATION

*Dedicated*

*to my Parents, Gurus and Gurumas and Relatives.*

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**Prem Bahadur Shahi**

## **ABSTRACT**

The present study entitled "Effectiveness of Writing Personal Letters in Developing Learners' Writing Skills" was an attempt to find out development of grade ten students in writing skills through personal letters. To fulfill the set objectives, I selected one of the government schools, Shree Nepal Rastriya Secondary school in Dullu municipality in Dailekh. After selecting the sample, a pre-test was administered. Then, I divided the students into two groups ; experimental group and control group for my present study. During the research period, altogether 30 lessons on writing personal letters were taught regularly. The experimental group was taught practicing on personal letter regularly to develop their writing skills whereas control group was taught practicing on other writing compositions like dialogue writing, story writing and picture description. The data for the study were collected from grade ten students through different test items, (Pre-test, progress tests and post -test) and scores were analyzed and compared to each other. The data were analyzed using simple statistical tools like percentage, average scores and tables. It was found that the experimental group showed test wise better results in all the tests in comparison to control group. Thus, it is proved that practicing on writing personal letters became effective in order to develop learners' writing skills.

This thesis is divided into five chapters. Chapter one introduces general background, statement of the problem, objectives, research questions, significance and the delimitations of the study. Chapter two deals with the review of the related literature and conceptual framework. Chapter three introduces the methods and procedures of the study. It includes the design of the study, Population and sample of the study, sampling procedures, data collections tools, data collection procedures and data analysis and interpretation procedures. And chapter four presents analysis, interpretation and comparison of all the collected data for the result and discussion. The last chapter presents the main findings of the study and some implications for the policy level, practice level and further research have been made. This chapter is also followed by references and appendices.

## LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
Adv.	:	Advertisement
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	Example
ELT	:	English Language Teaching
Eng.	:	English
et.al.	:	and other people
etc.	:	et cetera
FM	:	Full Marks
i.e.	:	That is
K.U.	:	Kathmandu University
LAD	:	Language Acquisition device
Lg.	:	Language
M.A.	:	Master in Arts
M.Ed	:	Master in Education
NCED	:	National Centre for Educational Department
NEC	:	Nepal Education Commission
NELTA	:	Nepal English Language Teachers' Association
NESP	:	Nepal Educational System Plan
NNS	:	Non-Native Speaker
No.	:	Number
OALD	:	Oxford Advanced Learners Dictionary

p.	:	Page
P.M.	:	Pass Marks
pp.	:	Pages
S.N.	:	Serial Number
SAARC	:	South Association for Regional Cooperation
sth.	:	Something
T.U.	:	Tribhuvan University
VOL.	:	Volume

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

By the end of the twentieth century English was already established as a genuine lingua-franca that is a language used widely for communication among people who do not share the same first or second language. English is also a mother tongue for many people in the world. Such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communications. Joshi (2011, p.1)

English is a popular and mostly used language all over the world. It is not only spoken in Britain and America but also in every corner of the world. Thus, it is an international language. It is widely accepted as the language of international communication. It is popularly used to get worldwide knowledge in various fields, like literature, academic, science, technology, and scientific research and discoveries, as the Nepali language cannot fulfill our needs of the scientific and technological knowledge of the world. Nepal needs the English language for the acquisition and transmission of the scientific and technological knowledge for tourism and business and as a language for higher education.

The use of the English language in Nepali society has become the marker of culture and civilization. No aspects of Nepalese social life remains unaffected by the ubiquitous impact of English. The educated people use full sentences of English in their conversations and expressions whereas less educated/uneducated ones use words and phrases. But no conversation and no expression go without some touch of English in our real life situations. To ignore English in the present social context of Nepal is to be out of mainstream of social ideal or modern era. Nepal has embraced English at the heart of educational planning. Approximating the significance of ELT. Kansakar, (1996) writes, "Since the teaching of English in Nepal has assumed greater importance in view of the developmental needs of the country, ELT has become an essential component in Nepali Educational Strategy" (p. 72)

Similarly, Karna (2006) says:

Now a day, English is virtually on everyone's lips. Those who are able to communicate in English are deemed to be well educated, intelligent and so on whereas who lack the ability to use English consider themselves to be educationally under proved and yearn to learn it in order to grow academically and professionally. This makes us realize the significance of English in today's ecology. In fact, English users enjoy a great deal of prestige in the present world (p. 37).

Although the teaching learning of English in Nepal began in the time of the Rana's regime, the ELT situation of Nepal is very poor due to innumerable problems. Due to the high rate of illiteracy, most of the people do not know the importance of the English language; of course, there is shortage of trained and qualified teachers, necessary teaching materials and reference books. The future of English in general and ELT in particular is very positive. Growing opportunities in various field lure Nepali young generations to move out of their traditional location and profession. The lure is inextricably related with the competence in the English language.

Every language possesses four language skills. Among them, writing is the most important skills in language learning. It is often regarded as the visual representation of speech. Writing is the permanent record of information, events, plans, etc. it is also creative art of expressing ideas, thoughts, feeling and emotions in visual representation. A good writing skill draws one's attention toward him/her and provides a chance to leave impressive influences to others. The goal of writing skills is to convey information accurately, effectively and appropriately. Writing is the final step as it is taken as an

advanced skill as students who learn English language cannot be perfect without the knowledge of writing skill. In this context, Heaton (1988, p. 35) defines writing skill as a "complex and sometimes difficult to teach requiring mastery not only a grammatical and rhetorical devices but also of conceptual and judgmental elements." In a simple term, writing is a productive skill which involves manipulating, structuring and communicating opinions thoughts and ideas. It is difficult not only in generation and organization ideas but also in translation these ideas into readable texts. According to Byrne (1986 p. 1)

..... Our reader is not present and some cases may not even be known to us, we have to insure that what we write can be understood without any further help from us. This is the reason for the care we have to take with writing. It is by the organization of our sentences into text a coherent whole is as explicit as possible complete in itself, that we are able to communicate successfully without reader through the medium of writing.

From the above definition, writing is very complex process and requires mechanics of writing, coherence and cohesion to integrate information exactly. Writing is an art of transmitting thoughts, feelings and ideas in visual or graphic form as a convention from past to present to future. It is a transparent mirror which vividly presents our knowledge and experiences. It is thinking and creative process that means writing requires plenty of intellectual effort. It is an activity through which human beings share their culture religions, values and norms from one generation to another.

## **1.2 Statement of the Problem**

Among the four language skills, writing needs more attention and careful planning to express one's ideas, thoughts and feelings in logical sequences. In this context, Richards (1990, p.101) says, "Written language is transactional and message-oriented. The goal of written language is to convey information

accurately, effectively and appropriately" From this, we come to know that, students who learn the English language cannot be perfect without writing skill. Here, the study is on Effectiveness of Writing Personal Letters in Developing Learners' Writing Skills So, it is worth concerning on this topic as a problem to develop writing skills of students as they wish to be good users. Writing is no doubt a very complex and systematic process. So, in this systematic process students need fine arts to arrange their ideas.

Thus, the intensive study on developing writing skills is given much more concerned by the researcher. Writing letters is the major compositions and creative art of sharing ideas, feelings, emotions, plans as a means to convey message from one person to another and one place to another. Normally, writing begins from copying the alphabets in the very beginning of learning. The ultimate goal of writing is to be able to compose different writing compositions. Our students are not good at writing skills. To improve students' writing skills, we can apply various techniques. Among them, one of the techniques to develop writing skill is writing personal letter. In this context, Gyawali (2012, p.10) puts some of the major problems regarding writing skills as follows:

- a. Students are not provided sufficient opportunities for writing.
- b. Students are not much more focused on writing skills.
- c. Students' creativity is not encouraged in writing.
- d. Letter writing is supposed to be an essential skills but not in practice.
- e. Writing is taken as a difficult work and often is neglected.

Due to those aforementioned problems, I became interested to carry out the research on this topic.

### **1.3 Objectives of the Study**

The present study had the following objectives:

1. To find out the effectiveness of writing personal letter in developing learners' writing skill.
2. To suggest some pedagogical implications based on findings.

#### **1.4 Research Questions**

The following research questions were used on this study.

- a. Does the practice of writing personal letter develop writing skills of students?
- b. To what extent the students' skill in writing can be developed?

#### **1.5 Significance of the Study**

This study provides some insights on writing skill. This study is hoped to play significant role on developing writing abilities on different compositions. Writing personal letter presents the learners more creative, imaginative and social communicators. In this context, Maley (2009) says; "one of the chief distinguishing characteristics of creative writing text is a playful engagement with language stretching and testing rules to the limit in a guilt-free atmosphere phase, where risk is encouraged. Such writing combines cognitive with effective mode of thinking." From this definition, writing is more contemporary and process-oriented. It helps learners to express their personal feelings, emotions, thoughts creatively. So, letters are essential part in our daily life. The findings and pedagogical implications will be helpful for students, teachers, translators, textbook writers, policy makers and researchers who are interested in the field of teaching and learning.

#### **1.6 Delimitations of the Study**

The Present study had following delimitations.

- a. The study was delimited to thirty students of grade ten only.
- b. The study focused on writing skill only.
- c. The study was limited at Shree Nepal Rastriya Secondary school Dullu in Dailekh.



- d. The study was further limited to the analysis of writing skill developed by experimental group only.
- e. Similarly, the information was obtained only through test items.
- f. Likewise, this study was limited to stratified random sampling procedures.

### **1.7 Operational Definitions of the Key Terms**

**Composition:** It means to arrange words, phrases, sentences and paragraphs to arrange language artistically. In this study, writing composition of grade ten students in writing skills is to be developed.

**Style:** Different ways of expressing language in their actual usage. In this study, the letter writing encourages students to express their language contextually.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITREATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of Related Theoretical Literature**

This research was concerned with the following relevant theoretical reviews on 'Effectiveness of Writing Personal Letters in Developing Learners' Writing Skills. Some research works related to this study are reviewed as follows:

##### **2.1.1 Writing Skill**

Writing is the most important skill in language learning. It is often regarded as the visual representation of speech. A good writing skill draws one's attention toward him/her and provides a chance to leave impressive influences to others. The goal of writing skills is to convey information accurately, effectively and appropriately. Writing is the final step as it is taken as an advanced skill.

Students who learn English language cannot be perfect without the knowledge of writing skill. In this context, Heaton (1988, p. 35) defines writing skill as a "Complex and sometimes difficult to teach requiring mastery not only a grammatical and rhetorical devices but also of conceptual and judgmental elements." It is difficult not only in generation and organization ideas but also in translations of these ideas into readable texts.

White and Arndt (1993,p.3) say, "Writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own." From the above definition, writing is very complex process and requires mechanics of writing, coherence and cohesion to integrate information exactly. Writing is an art of transmitting thoughts, feelings and ideas in visual or graphic form as a convention from past to present to future. It is a transparent mirror which vividly presents our knowledge and experiences. It is thinking and creative process that means writing requires plenty of intellectual effort. It is an activity through which human beings share their culture religions, values and norms from one generation to another.

### 2.1.2 Importance of Writing Skill

Language is used in terms of different skills. A skill means to perform task well and expertly. Writing is one of the most important skills for learning language. It is productive skill. It is also a bit challenging skill. It is an activity by which we communicate with one another and at the same time we transmit our culture, ideas, thoughts and experiences from one generation to another. It provides chances to acquire others ideas, feelings and thoughts as well. It is immensely important because it is the permanent and powerful medium of expression. It keeps records for future usage. And it provides actual/accurate data and information to other generation. We cannot express the importance of writing skill in few sentences. According to Byrne, (1986,p.6). The following points make writing important in our daily life.

- ) Writing is the primary basis upon which our work, learning, and intellect were judged in education sector, in the work of place and the community.
- ) Writing is portable and permanent it makes our thinking visible.
- ) Writing is creative process through which we can express our ideas, feelings and emotions.
- ) It gives us the feedback of our work.
- ) Writing helps us to refine our ideas
- ) Writing helps us to connect ideas internally and evaluates our reasoning power.
- ) It keeps permanent storage of events and helps to understand how the truth is established in a given discipline.
- ) Writing makes ones able to be creative and impressive throughout their lives.

Thus, the above mentioned points show the importance of writing skills. Writing is essentially productive skill. One's writing should be neat and clean to be weighty.

### **2.1.3 The Essential Characteristics of Good Writing**

Every piece of good writing requires a quality. The essential characteristics of good writing are complex phenomenon. Richards (1990, p. 116) says to be a good writer, students must consider the following essential characteristics:

#### **2.1.3.1 Economy**

A good writer writes as per his/her capacity to express his/her ideas as briefly as possible. It is essential characteristic in which a writer expresses adequate information in few words or sentences.

#### **2.1.3.2 Simplicity**

Good writing must be simple. It means that writing reducing complexities and unnecessary expression. Natural way of expression is the best characteristics of good writing.

#### **2.1.3.3 Clarity**

Writing should be clear. It must be absolutely free from ambiguity. Ideas should be presented in a clear orderly readable, understandable and informative style. The writer should have the idea of how to sequence what is said and how to express the subject matter.

#### **2.1.3.4 Continuity**

Continuity of thought and natural linkage are important feathers of writing. There must be continuity of thoughts from one word to the following words from one phrase to the next phrase, from one paragraph to next paragraph and from on chapter to the next chapter and so on.

### **2.1.3.5 Unity**

Writing must have unity as it gathers more words or sentences to make a paragraph. A sentence cannot be called a good sentence if it doesn't contain one main thought.

### **2.1.3.6 Complete**

Good writing must be complete. A good piece of writing completes the topic it deals with. Good writing should avoid exaggerating statements.

### **2.1.3.7 Coherence**

Good writing deals with the topic at a time. In good writing all the sentences are closely related to the central idea. It is the semantic aspect of language. That should be interconnected the ideas to the central ideas.

### **2.1.3.8 Cohesion**

This is also an essential characteristic of a good writing. All the words and sentences should be organized in a proper order to give intended meaning.

### **2.1.3.9 Free from Errors**

Writing is a permanent record of thoughts and ideas expressed by writer. So, it should be accurate. Such written piece should be free from lexical, syntactic semantic and grammatical errors.

Furthermore, every good piece of writing requires examples and illustrations to explain abstract and difficult ideas. Appropriate facts, figures, depth of knowledge and maximum objectivity are the most necessary things in a good piece of writing. The above characteristics of good writing plays the vital role in the writing proficiency of the secondary level students. They should have the ability to write clear, short, simple and continuous and error free sentences.

## **2.1.4 Writing letter: An Introduction**

Language cannot be used in vacuum and isolation. Language is used in community and mass of people for certain purposes. In this context, Grfield-vile (1998, p.31) Says " Creative writing is journey of self discovery and self

discovery promotes effective learning". Writing is one of the creative and advanced skills of language which keeps any record permanently. Writing is used to compose various literary genres like poems, stories, novels, drama by means of writing skill. But, here my concern is developing learners' writing skills through letter writing. At first, it is worth introducing writing letter and it's value is very high in our real life situations. writing letter means to express one's message, ideas, thoughts, feelings to communicate with other as a means to convey message. It requires very much systematic process and use of language system. It is process based and fine art language by using the logical steps, style and structures. It is also communication between two hearts in conventional tone. Letters are both personal and professional means of communication. They represent the image of the organization and professional competence of the writer. They can influence people favorably and unfavorably. Generally, letters serve the following functions:

1. Letters provide information
2. Letters prompt action
3. Letters establish good will

### **2.1.5 Parts of Letter**

Generally, when we start writing letters, the letter can be divided in to the following parts:

#### **Letter head:**

It consists of the writer's address and date at the right hand top corner page. Sometimes, it consists a company's name, address and symbol or design. For example;

Birendranagar, Surkhet

15<sup>th</sup> march, 2015

**Salutation:**

It is the form of the greeting to the person to whom the letter is written. It is written on the left hand side of the page with a little space between it and the heading. Such as:

Birendranagar, Surkhet

15<sup>th</sup> march, 2015

Dear friend/Raju,

The salutation depends on whom you are writing letter. Begin with 'Dear' if you are writing to a particular person like the editor but you don't know that person, start:

Dear Sir, or Dear madam,

**The body:**

Just below the salutation, it starts. It is the chief part of the letter which contains the subject matter/main message. The introduction part should indicate why the writer is writing it or must state clearly what is the letter about. It is generally divided in to 3 parts: the opening paragraph, the main content and the ending.

**The ending :**

It is written at the end of a letter in a separate paragraph. It consists of one or two sentences. The following are some of the ways of ending letters.

- I'm looking forward to hearing from you soon.
- Hope you will write/visit me soon, etc.

**The subscription/complementary close:**

After the ending, the subscription is written. It is typed two spaces below the body of the letter. It ends the letter politely. It shows respect, affection and other feelings the writer wants to express. It begins with capital letter and may be placed on the right or left hand side of the page at the end of the body of the

letter. There are special ways of signing off which must match the first greeting, for example:

Your sincerely,

Your faithfully,

Your lovely,

Yours truly,

Your loving son and so on.

### **2.1.6 Types of Letter**

According to the purpose and nature of the letter, letters can be divided into the following types:

**Personal letter:** It is also an informal type of letter specially, personal matter is dealt with in between two close friends, relatives and so on.

**Official letter:** It is a formal letter. No personal feelings, ideas and emotions are expressed.

**Letter of invitation:** It is a social letter. It is also falls under formal letter. It maintains social relationship among people.

**Job application letter:** It is also formal letter. It is written for particular post/purpose to be appointed.

In fact, letters are taken as an integral part in our real life situations. We have to face ups and downs throughout our life and we are situational compelled to express feelings and emotions by means of writing letter. Different sorts of letters fulfill the personal, social, and official needs and interests. Thus, letters reflect our personal, social cultural and emotional attachments to an event.

#### **Personal letter**

Here, my main concern is to find out the effectiveness of personal letter in developing the learners writing skills. Therefore, a brief account on letters and



personal letters facilitate/enhance for further skills. Letters are essential parts in our daily life. Human beings face different modes and situations throughout their lives. Sometimes, we become happy and sometimes life takes us in the verge of sorrows. Personal letter is the powerful means of communication through which we can express our personal matters; feelings, ideas, emotions, experiences and interests from one heart to another in a conversational tone. Each and every letter serves different purpose and social values. Personal letter, as it's name suggests has personal events and concerns being based on special or particular matter of persons.

Generally, when we start writing letters, the letters can be divided into the following parts: letter head, salutation, body part, ending and complementary close, signature and layout, one of the models of personal letter, is presented below:

#### Model of Letter

September 18<sup>th</sup>, 2015

Surkhet – 8

Dear friend,

I am fine here and I hope that you are also fine there. I am very glad to you because I got your sweet letter yesterday you have asked me to write a letter describing about my holiday plan during Dashain vacation. Now, I am writing the same.

I am planning to go to Chitwan national park. I hope weather would be nice. I will enjoy the holidays there. I will be staying at a star hotel. I will go to Chitwan national zoo. I will see the different animals like tigers, rhinoceros, one horn rhino and spotted deer and so on. I know the water is very cold in the Narayani River. I cannot help appreciating the local people. They are kind and lovely. Women ride bicycle there. I am going to Kalika temple tomorrow. There are many facilities like road transportation, drinking water, electricity, modernized agriculture system, well structured educational institutions,

hospital, technical institutions, etc. So, Chitwan is very developed place than our village. It's enough today. I hope you will write a letter describing about your plan after S.L.C. Take care.

Yours sincerely

Bipin

### **2.1.7 The benefits of writing personal letter**

It involves playful and rigorous work with language. Only personal matter; personal feelings, ideas, experiences, interests and emotions are described/shared in conversational tone that's way it greatly includes thinking on events and situations. Such type of writing requires caution in selection of vocabulary, idioms and style to convince others. So, writing personal letter is not only way to breathe new life to a language class but provides interesting lively opportunity for language practice. The benefits of personal letter, helpful to both teachers and students.

#### **2.1.7.1 The benefits of writing personal letter for learners**

There are significant benefits for students are as follows:

- i. It aids language development at all levels: grammar, vocabulary, phonology semantic and discourse. It requires learners to manipulate the language in a accordance one's purpose and situation.
- ii. It requires learners to put their ideas in logical sequence and manipulate the language in interesting and demanding ways in attempting to express uniquely personal meanings.
- iii. Perhaps most notable is the dramatic increase in self confidence, self-esteem personal intimacy which personal letter tends to develop among learners. Learners also tend to discover things for themselves about the language and language use, thus promoting personal as well as linguistic growth in positive motivation, Dornyei (2001; pp. 138-144) cites:

- ) Provide students regular experience of success.
- ) Provide students' real usage of language in appropriate situations.
- ) Build your learners' confidence by providing regular encouragement
- ) Increase student's motivation by promoting co-operation among the learners.
- ) Increase students' participants by actively promoting learners autonomy.
- ) Increase personal intimacy and social relationship.
- ) Increase learners' satisfaction.
- ) Offer reward in a motivational manner.

#### **2.1.7.2 The benefits of writing personal letter for teachers**

There are significant benefits to teachers if they actively involved in writing personal letter. Some of the benefits are listed below:

- i) It updates both teachers and students in personal and social events.
- ii) It helps to understand context sensitive vocabulary, grammar and meanings.
- iii) It is one way of keeping teachers' English fresh and vibrant. For much our professional lives we are in thrall to the informal language being based on current needs and desires that's why no chance of committing errors and have a responsibility to keep our primary resources alive and fresh.
- iv) The way of teaching learning will be effective and student centered as they really involve in practical fields.

#### **2.2 Review of the Related Empirical Literature**

Every emerging knowledge, needs background knowledge that provides the researcher foundation for the present study. Therefore, an attempt is made here to review research reports. Some of the researches have genuinely carried out

on different areas of writing skills. I have gone through the different research reports carried out in the department of English Education related to techniques, strategies activities used in teaching literary genres and different aspects of language in general.

Karki (1996) carried out a research on "A comparative study in the English language writing proficiency between the students of private and public schools of grade 10 in Lamjung district". The main purpose of the study was to find out English writing proficiency of grade ten students. The population of the study comprised altogether 20 secondary schools in Lamjung district. The tools for the collection as of data consisted of a test covering different language items related to the curriculum. It was found that the students of private schools were far better i.e. 65% than public school i.e. 45%.

Likewise, Sah, (2003) carried out a study on "A writing proficiency of class 9 students. The main purpose of this study was to find out the proficiency in writing. The population of the study was one hundred students of grade X of Siraha district through stratified non-random sampling procedure. Test items were major tools for data collection. Both subjective and objective text items were included within three sets of guided writing and free writing. He found that the students committed mistakes in the use of commas i.e. 20% than in the use of other punctuation marks i.e. 15% most of students i.e. 60% did not attempt the question of free writing.

Joshi (2011) carried out research entitled 'Teaching creative writing in ELT classroom'. Objective of his study was to find out the effectiveness of creative writing in ELT classroom. His sample size was 16 students out of 20 students of Kathmandu Valley School. He used non-random purposive sampling procedure to collect the data. Similarly, his research tool were test items. After analyzing the pre-test was 59.37% and the total percentage of post-test was 77.5%. The increased percentage was 18.13%. So, the progress was increased. So, he found that creative writing is important in ELT classroom.

Pandey (2011) carried out a research under the title of 'Effectiveness of task-based approach in teaching creative writing'. Her objective of study was to find out the effectiveness of task-based approach in teaching creative writing. The sample size was 30 students of grade ten. Under methodology, her sampling procedure was judgemental non-random sampling procedure. She used test items as the research tool for the study. She found most of the students of that school were not much familiar with creative writing, though they had read different sorts of stories, autobiographies and biographies, when they were taught through task-based approach, they developed their creative writing capacity suprisingly. The score in the pre-test was 58 (58% but 84(84%) in the post-test. The gap between pre-test and post-test's average score was 65.11. This also shown that the task-oriented activities are effective in language teaching classroom.

Sharma (2012) carried out a research on the title of 'Effectiveness of TBLT in teaching writing'. The objective of his study was to find out the effectiveness of TBLT in teaching writing in secondary. He used random sampling procedure to sample the population. In his study, he used test items for the data collection tool. After the analysis of the score on the pre-test, it was found that task-based approach was effective in developing writing proficiency. Students obtained average score 10.6 and 15.75 out of 20 in the pre-test and post-test respectively. In both tests students' score were not less than 50% of the full marks so use of task-based approach was satisfactory. So that students' writing skill has improved to a great extent by the use of TBLT in the classroom.

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

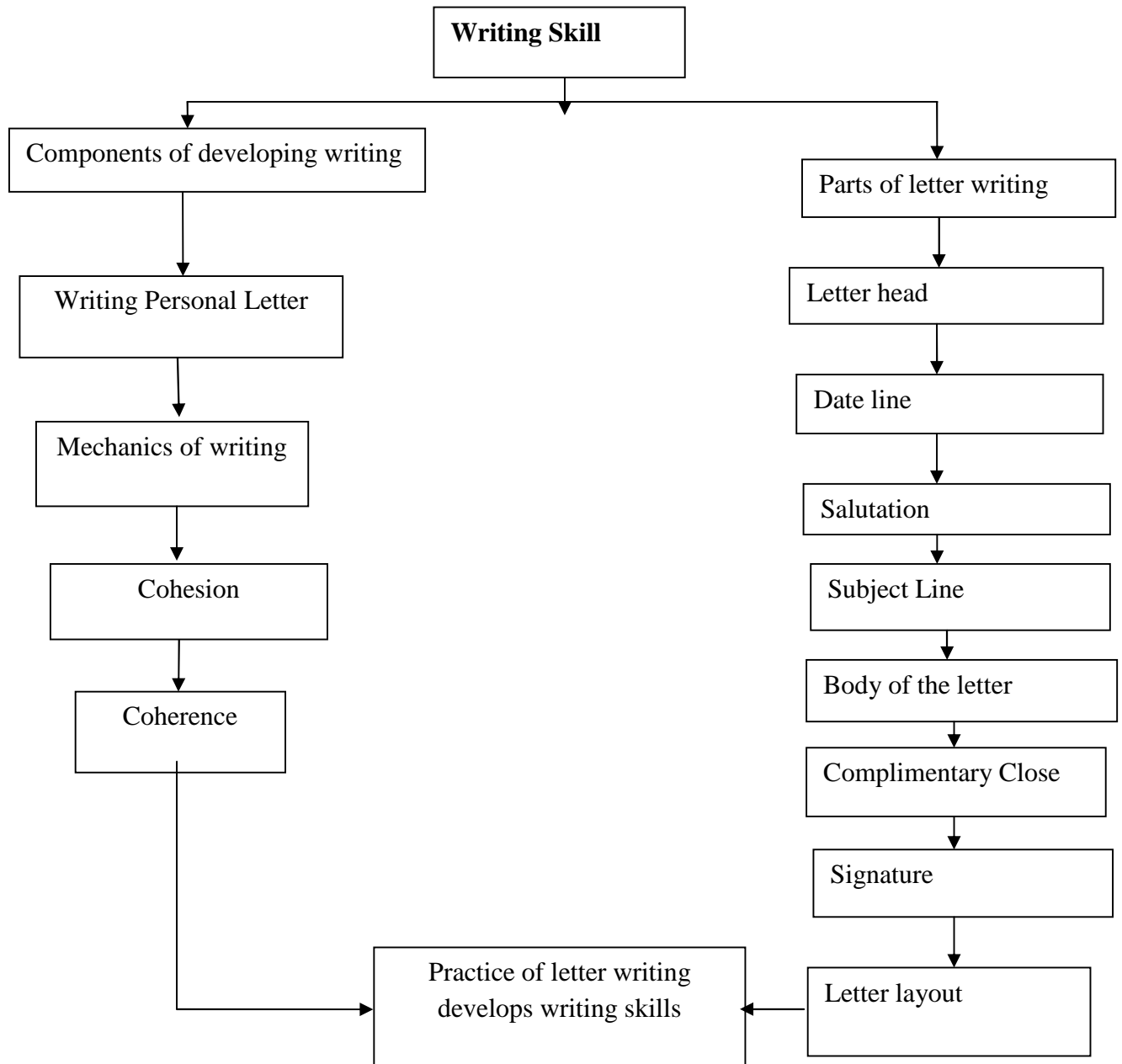
In literature review, my central focus is to examine and evaluate what has been done before on the related topic and establish the relevance of the information to my own research. This review of my rigorous study from different related books, journals, articles and report helped in my work. I got the significant ideas, information and guidelines on developing writing skill. The entire source of resource helped to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally crucial

to examine and evaluate what has been said before on a topic and what has not been said for finding new areas for the research. To summarize, the aforementioned studies have their own value and significance in their respective field. Here, being a non-native speaker of English, I have selected this topic as a research problem in learning English. Though there have been carried out some of the research studies related to writing skills, which could not fulfill our needs and problems that is why I am interested to carry out research on this topic. There are very few research studies, which have been carried out on writing skill earlier in related field of writing skills. Karki, (1996) has carried out as research on comparative study of the English writing proficiency between the private and public schools of grade ten in Lamjung District. He found that private schools were better than that of public school. Joshi (2011) has found that creative writing is important in ELT classroom. Similarly, Pandey (2011) found most of the students of that school were not most familiar with creative writing. When they were taught through task-based approach, they developed their creative writing during their experiment. Sharma (2012) has found that students' writing skill has improved to a great extent by the use of TBLT in the classroom. All the reviews show the gap that there is not any research on developing learners writing skill through writing personal letters. Therefore, this study is a new in the field of English education especially in the department of English education. It is also notable that most of the studies follow experimental research design. They commonly used test - items as the research tools. I followed the same method and procedures.

After reviewing the various empirical research like Karki (1996), Sah (2003), Joshi (2011), Pandey (2011), Sharma (2012) and some other theoretical review related to my topic like; Heaton (1988), White and Arndt (1993),s Byrne (1986), Richards (1990) etc, have helped me to carry out my present study.

## 2.4 Conceptual Framework

The conceptual framework of my research study is given below:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

To achieve the set of objectives of the study the following methodologies were adopted.

#### **3.1 Design of the Study**

Experimental research design was used to complete this study.

To see the effectiveness of writing personal letter for developing learners' writing skills, I followed the experimental research design. It is because an experimental research is used to find out the magnitude of the cause and effect relationship shared by two or more variables either by testing the hypothesis or by verifying existing established theory. Experimental research design addresses more threats to internal validity than any other type of study. By having greater internal validity, an experimental design has the best chance of determining whether an intervention had a cause and effect on the treatment group. Furthermore any findings from an experimental study can be applied to the population from which the sample of study were drawn.

##### **3.1.1 Designs for Experimental Research**

Experimental research design has multiple designs. This research design is chosen based on a wide range of factors. The experimental design is critical for the validity of the results. I followed the design no.3.

##### **3.1.2 The Pre-test and Post-test only Equivalent Groups Design**

This design is similar to the first design. Only the difference in this design has pre-test. The pre-test was taken before experiment which helped to find out the proficiency level of the groups. It is the most common design out of all the experimental designs.

**The procedures used in this design are:**

) I randomly assigned the subjects into two groups.



- ) Pre-test is taken and adjustments are made to make both the groups equal.
- ) One group is taken as experimental group and the other one as control group.
- ) New treatment is introduced in experimental group but regular action goes to control group.
- ) Post test is given after four weeks to both the groups.
- ) The post-test score of the groups is compared with the pre-test score.
- ) Interpretation is made after comparison of the data.

### **3.2 Population and the Sample of the Study**

The population of the study were all the grade ten students of Shree Nepal Rastriya Ma. VI., Dullu in Dailekh. The sample consists of thirty students of grade ten.

### **3.3 Sampling Procedures**

I visited the students and teachers of Shree Nepal Rastriya Ma. Vi. Dullu Municipality in Dailekh District. Then, I selected sample population. The sample consists of thirty real students of grade ten who were selected through stratified random sampling procurers. Stratified random sampling refers to the type of sampling where the heterogeneous (big) group is divided into smaller homogenous group and the population is selected from the homogenous group on the basis of similar characteristics.

### **3.4 Data Collection Tools**

I developed and used the test items as the research tools in order to elicit the data of Nepalese students of English. The formats of test items are presented in appendix.

### **3.5 Data Collection Procedures**

For the present study, I followed the design no. 3. i.e. pre-test and post-test only equivalent groups design . That is, this design helped me to make the research more reliable. If the respondents were not in same level of proficiency I made the group equal in proficiency. To make proficiency level of both group equivalents pre-test is required and to show the effect of variable post-test is required, that is why I selected the design no 3 i.e. the pre-test and post-test only equivalent groups design. Experimental research is conducted in a controlled environment. It is conducted to see the cause and effect relationship between independent and dependent variable and change result from the treatment.

#### **The procedures used in this design are:**

- ) I randomly assigned the subjects into two groups.
- ) Pre-test was taken and adjustments was made to make both the groups equal.
- ) One group was taken as experimental group and the other one as control group.
- ) New treatment was introduced in experimental group but regular action goes to control group.
- ) Post test is given after four weeks to both the groups.
- ) The post-test score of the groups were compared with the pre-test score.
- ) Interpretation was made after comparison of the data.

First of all, I randomly assigned the subjects in to two groups following stratified random sampling procedure. One was experimental and the other was control group. Letter writing was used as an experiment to develop learners' writing skill. I collected required materials for experiment, then I went to the study field. After then, I established rapport with the authority and subjects, assigning subjects randomly in to two groups. The researcher gave the pre-test,

after then he marked the answer-sheets. Then, he listed the raw scores. And then, I calculated the raw mean of both groups. No doubt, the researcher got differences between two groups but adjusted them. It means there should not be the far difference in the mean of both groups. Then, I started the experiment. After completing the experiment, I marked the answer sheet. Then, I tabulated the raw score and calculated the average of both groups after then, I again calculated the raw mean of both groups.

### **3.6 Data Analysis and Interpretation Procedure**

The data were systematically analyzed, interrelated and presented descriptively with the help of tables, illustrations and diagrams.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This character deals with the data collected through difference tests. The collected data are analyzed, interpreted and presented with the help of statistical tools like percentage, average scores and tables.

#### 4.1 Holistic Test-wise Analysis and Discussion of the Results of Both Groups.

To fulfill the set objectives of the study, I administered different test items in order to determine students' development in writing skills, The holistic analysis and discussion in the pre-test and post –test is presented in the following tables of both groups.

#### The Difference in Pre-test and Post test

Table No. 1

Test	Group	Highest score	Lowest score	No. of high score then average	No. of low score then average	Average	Difference in Average.
Pre-test	Experimental	16	6	7	6	9.93%	0.6%
	Control	14	5	5	4	9.33%	
Post-test	Experimental	22	11	9	4	17.86%	4.8%
	Control	17	9	7	4	13.06%	

The above table shows, the difference in terms of highest score, lowest score, no. of high score and no. of low score then average and differences in average scores in pre-test and post test of both groups. According to the above data, in pre-test the highest score of experimental group was 16 and the lowest score was 6, no. of high score was 7, no of low score was 6, average score was 9.93%. But in control group, the highest score in pre-test was 14, lowest score was 5, no of high scores was 5, no of low score was 4, average score was 9.33,

so, the difference between averages was 0.6%/ in this test. Likewise, in the post test of experimental group, the highest score was 22 and the lower score was 11, number of high score was 9, number is low score was 4 and average score was 17.86 % and the highest score of control group in post -test was17, lowest score was 9 number of high score was 7, number of low score than average score was 6 and the total average score was 13.06 and the difference between two groups in total average was 4.8%. So, from the above analysis and discussion of the results, the writing skill of experimental group has been developed in comparison to control group.

#### **4.2 Analysis and Interpretation of Pre-Test and Post-Test Results of Both Groups**

The pre-test was administered before starting any lesson which was designed covering all the teaching items on personal letters which I had taught during my field study. But post-test was administered after teaching all the lessons. The question/test items were the same of the pre-test and the post-test. The full marks of both tests were same i.e. 30 but percentage and average score of the two tests were very different. The comparisons of the both tests of both groups have been shown in the following table.

**Table No. 2**

#### **Comparison of the Pre-test and Post-test Scores of Experimental Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased Percentage	Average Score
Pre-test	15	450	149	33.11	-	-	9.93
Post-test	15	450	268	59.55	119	26.44%	17.86

The above table shows, the total obtained score in pre-test was 149 i.e. 33.11% and the total obtained score in post-test was 268 i.e. 59.55% out of 450. So, the percentage in post test was increased by 26.44%. It is obvious that the percentage of the post-test had increased very high than that of the pre-test. Thus, there is the difference between the score of pre-test and post- test.

Similarly, the average score of pre-test was 9.93% and the average score of the post- test was 17.86%. So, the percentage of individual average scores increased by 7.93% between the two tests, which proved that the writing skills of experimental group has been developed through the continuous practicing on personal letters.

### **4.3 Analysis and Interpretation of Individual Test Scores Obtained From Pre-Test, Post Test and Three Progressive Tests of Experimental Group**

#### **4.3.1 Analysis and Interpretation of Pre-test Scores of Experimental Group**

The pre-test was administered after building rapport with the school administration and students in order to determine the students' initial writing skill. The full marks of pre-test was 30 and the test items were mainly related to personal letters (see in appendix) The number of students who obtained the same scores have been grouped in the same row and their obtained marks/scores have been clearly shown in the following table.

**Table No. 3**

#### **Students' Score in the Pre-Test of Experimental Group**

S.N.	Full marks	Marks obtained in Frequency	No. of students	Percentage	Average
1.	30	16	1	53.33%	9.93
2.	30	15	1	50%	9.93
3.	30	13	2	43.33%	9.93
4.	30	12	1	40%	9.93
5.	30	10	2	33.33%	9.93
6.	30	9	2	30%	9.93
7.	30	8	2	26.66%	9.93
8.	30	7	2	23.33%	9.93
9.	30	6	1	20%	9.93
10	30	6	1	20%	9.93
Total	450	149	15	33.11%	149

The above table shows, the total full marks of the pre-test was 450. Out of 450, the total obtained mark was 149 i.e. 33.11%. The total average score of the pre-test was 9.93%. The total number of students were 15 in this test.

The highest scores in pre-test was 16 i.e. 53.33%. which is obtained by only one student and the lowest score was 6 i.e. 20% which is obtained by two students. The individual average score of the pre-test was 9.93% out of 149. Thus, the result of the pre-test is not so bad.

#### **4.3.2 Analysis and Interpretation of the First Progress Test Scores of Experimental Group**

After administering the pre-test, I started teaching based on my set lesson plans in different ways or games and student centered methods on personal letters. Then, I administered first progress test after one week in order to determine the students' writing skills. Those five lessons were related to different situation and experiences. After conducting first progress test, the score was calculated and the record was kept. The following table clearly shows the students' obtained score in the first progress test.

**Table No. 4**  
**Students' Score in the First Progress Test of Experimental Group**

S.N.	No. of students	Full marks	Marked obtained in frequency	Percentage %	Average score
1.	4	10	7	70	5.13
2.	3	10	6	60	5.13
3.	3	10	5	50	5.13
4.	2	10	4	40	5.13
5.	2	10	3	30	5.13
6.	1	10	2	20	5.13
Total	15	150	77	51.33%	76.95

The above table shows, the total full marks of the first progress test was 150. Out of 150, the total obtained mark was 77 i.e. 51.33%. The total average score of the first progress test was 76.95. The total number of students in this test

were 15. After marking all the copies, the highest score of the first progress test was 7, i.e. 70% which is obtained by four students and the lowest score was 2 i.e. 20% which is obtained by two students. The individual average score of the first progress test was 5.13. Thus, the result clearly shows that the students have developed their writing skills on personal letters. So, the result of the first progress test is satisfactory.

### **4.3.3 Analysis and Interpretation of the Second Progress Test Scores of Experimental Group**

After administering the first progress test, I realized my weaknesses and got useful experiences. Then, I started my teaching on personal letters using students centered methods like showing pictures, maps, different scenes involving people in different occasions to test real flavor of student's writing skills. Then, again I administered the second progress test in order to evaluate students' progress in writing skills at the interval of one week. Those lesson plans were related to different situations and experiences of students. After conducting second progress test, the scores were calculated and the report was kept for analysis and interpretation later. The following table shows the scores obtained in the second progress test.

**Table No. 5**

#### **Students' Score on Second Progress Test of Experimental Group**

S.N.	Full marks	Marks obtained in frequency	No. of students	Percentage	Average
1.	10	8	2	80%	6.33
2.	10	7	3	70%	6.33
3.	10	6	4	60%	6.33
4.	10	5	2	50%	6.33
5.	10	4	2	40%	6.33
6.	10	3	2	30%	6.33
Total	150	95	15	63.33%	96



The above table shows, the full marks of the second progress test was 150. Out of 150, the total obtained marks was 95 i.e. 63.33%. The total average score of the second progress test was 96. The total numbers of students in this test were fifteen.

According to the table, the highest score of the second progress test was 8 i.e. 80% which is obtained by two students. And the lowest score was 3 i.e. 30% which is also obtained also by two students. The individual average score of the second progress test was 6.33. However, the scores obtained by the students in second progress test was higher than that of the first progress test. The result clearly shows that, the students have developed their writing skill through regular practicing on personal letters.

#### **4.3. 4 Analysis and Interpretation of the Third Progress-Test Scores of Experimental Group**

After conducting the second progress test, I started the teaching based on my lesson plans in different ways like showing a sample format of personal letter, different scenes, experiences and clue sentences in order to develop learners' writing skill on personal letters. Then, I administered the third progress test in order to evaluate the students writing skills at the interval of one week again. After administering the third progress test, the score was calculated and record was kept.

The following table clearly shows that the score of the third progress test.

**Table No. 6**

#### **Students' Score on Third Progress Test of Experimental Group**

S.N.	Full marks	Marks obtained in frequency	No. of students	Percentage	Average
1.	10	9	5	90%	7.66
2.	10	8	4	80%	7.66
3.	10	7	3	70%	7.66
4.	10	6	2	60%	7.66
5.	10	5	1	50%	7.66
Total	150	115	15	76.66	115.00

The above table shows, the total full marks of the third progress test was 150. Out of 150, the total obtained marks was 115 i.e. 76.66%. The total number of students in this test were 15. According to the above table, the highest score of the third progress test was 9 i.e. 90% which is obtained by five students and the lowest score was 5 i.e. 50% which is obtained by only one student in this test. The individual average score of the third progress test was 7.66%. Thus, the result clearly shows that the students have developed their writing skills gradually through the personal letter than that of the first and second progress test. So, the result of third progress test is also satisfactory.

#### **4.3.5 Analysis and Interpretation of Post-Test Scores of Experimental Group**

After teaching all the 30 lessons, I administered the post test in order to evaluate students' development in writing skill of the whole duration of my research period. Different test items were conducted related to personal letters based on their real life situations and experiences reflecting their thoughts, interests, that's why they could develop their writing skill. After conducting post test, the score was calculated and record was kept. The following table clearly shows that the score obtained by 15 students of grade ten in post test result.

**Table No. 7**

**Students' Scores in the Post-Test of Experimental Group**

S.N.	No. of students	Full marks	Marked obtained in frequency	Percentage %	Average scores
1.	1	30	22	73.33%	17.86
2.	2	30	21	70%	17.86
3.	2	30	20	66.66%	17.86
4.	2	30	19	63.33%	17.86
5.	2	30	18	60%	17.86
6.	2	30	17	56.66%	17.86
7.	1	30	16	53.33%	17.86
8.	1	30	15	50%	17.86
9.	1	30	14	46.66%	17.86
10.	1	30	11	36.66%	17.86
Total	15	450	268	59.55	268

The above table shows, the total full marks of the post-test was 450. Out of 450, the total obtained mark was 268 i.e. 59.55%. The total average score of the post-test was 268. The total number of students in this test were 15. The highest score of post-test was 22 i.e. 73.33% which is obtained by only one student. The individual average score was 17.86 in this test. Thus, the result clearly shows that the students have developed their writing skills through personal letters satisfactory. If we compare the score the post-test result with the pre-test result, the result of the post test is far better than the pre-test result.

**4.3.6 Comparative Analysis and Interpretation of Pre-test and First Progress Test Scores of Experimental Group**

Here, the score of pre-test and the first progress test are closely analyzed, interpreted and compared. The comparison of the scores of both tests is clearly shown in the following table.

**Table No. 8**

**Comparison of Pre-test and First Progress Test Scores of Experimental Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased Percentage	Average scores
Pre-test	15	450	149	33.11	-	-
First progress test	15	150	77	51.33	18.22%	5.13

The above table indicates that the total number of students in pre-test were 15. Similarly, the full marks in the pre-test was 450 and the full marks in the first progress test was 150. The total obtained percentage in the pre-test was 33.11% i.e. 149 where as the total obtained percentage in first progress test was 51.33% i.e. 77. The increased percentage in the first progress test was 18.22% than that of pre-test. So, the difference between the two percentages of the two tests proved that grade ten student's writing skill has been developed through the practice of writing personal letters in the classroom.

**4.3.7 Comparative Analysis and Interpretation of First Progress Test and the Second Progress Test Scores of Experimental Group**

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

**Table No. 9**

**Comparison of the First Progress Test and Second Progress Test Scores of Experimental Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased Percentage
First progress test	15	150	77	51.33%	-	-
Second progress test	15	150	95	63.33%	18	12%

It is obvious from the above table that 77 was the total marks of the first progress test and the total percentage of the first progress test was 51.33% out of 150. In the same way 95 was the total marks of the second progress test and the total percentage in the second progress test was 63.33% out of 150, second progress test score increased by 12%. Therefore, we can say that increased percentage of second progress test proved that grade 10 students' writing skill has been developed satisfactorily by means of practicing on personal letters.

**4.3.8 Comparative Analysis and Interpretation of the Second Progress Test and the Third Progress Test Scores of Experimental Group**

In this comparison, the scores of the second progress test and third progress test are analyzed and compared. The comparison of both tests can be presented in the following table.

**Table No. 10**

**Comparison of the Second Progress Test and the Third Progress Test  
Scores of Experimental Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased Percentage
Second progress test	15	150	95	63.33%	-	-
Third progress test	15	150	115	76.66%	20	13.33%

The above table shows, the total marks in the second progress test was 95 i.e. 63.33% where as the total score in the third progress test was 115 i.e. 76.66% out of 150. In other word, third progress test score was increased by 20 i.e.13.33% Therefore, increased percentage of the third progress test proved that grade ten students writing skill has been developed through the practicing of personal letters in the classroom.

**4.3.9 Comparative Analysis and Interpretation of the Third Progress Test and Post Test Scores of Experimental Group**

The score of the both tests i.e. third progress test and the post-test are also analyzed and compared with each other as in the following table.

**Table No. 11**

**Comparison of the Third Progress Test and the Post Test Scores of Experimental Group**

Test	No. of students	Total marks	Obtained marks	Percentage%	Increase d marks	Increased Percentage
Third progress test	15	150	115	76.66	-	-
post test	15	450	268	59.55%	153	16.89%

The above table shows that out of 150 marks, students have obtained 115 i.e. 76.66%, in the third progress test where as out of 450 marks, students have obtained 268 marks i.e. 59.55% in the post-test. The average score of third progress was 7.66 and the average score of the post-test was 17.86. It is obvious that the difference between obtained marks and average scores between third progress test and post test proved that the student's writing skills of experimental group is drastically developed by means of writing personal letters in the classroom.

The above statistical facts proved that the regular practice on writing personal letters really became beneficial to develop the learners' writing skills.

**4.4 Comparative Analysis and Interpretation of Test Scores of Control Group**

Under this topic, all the tests viz. pre-test, first progress test, second progress test, third progress test and post-test are compared and analyzed based on the above tables.

#### **4.4.1 Comparative Analysis and Interpretation of Pre-test and Post-Test Scores of Control Group**

Here, the score of pre-test and the first progress test are closely analyzed, interpreted and compared. The comparison of the scores of both tests is clearly shown in the following table.

**Table No. 12**

#### **Comparison of the Pre-test and Post-test Scores of Control Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased Percentage	Average Score
Pre-test	15	450	140	31.11	-	-	9.33
Post-test	15	450	196	43.55	56	12.44	13.06

The above table shows, the total obtained score in pre-test was 140 i.e. 33.11% and the total obtained score in post-test was 196 i.e. 43.55% out of 450. The percentage of post-test was increased by 3.73 %. It is obvious that the percentage of the post-test had increased very high than that of the pre-test. Thus, there is the difference between the score of pre-test and post- test. Similarly, the average score of pre-test was 9.33% and the average score of the post-test was 13.06%. So, the percentage of individual average score increased by 3.73% between the two tests which proved that the writing skills of control group has been developed through the continuous practicing on story writing dialogue writing and essay writing.

#### **4.5 Analysis and Interpretation of Individual Test Scores Obtained From Pre-Test, Post Test and Three Progressive Tests of Control Group**

##### **4.5.1 Analysis and Interpretation of Pre-test Scores of Control Group**

The pre-test was administered after building rapport with the school administration and students in order to determine the students' initial writing skill. The full marks of pre-test was 30 and the test items were mainly related to



personal letters (see in appendix) The number of students who obtained the same scores have been grouped in the same row and their obtained marks/scores have been clearly shown in the following table.

**Table No. 13**  
**Students' Score in the Pre-Test of Control Group**

S.N.	Full marks	Marks obtained in Frequency	No. of students	Percentage	Average
1.	30	14	1	46.66%	9.33 %
2.	30	13	1	43.33%	9.33 %
3.	30	12	2	40%	9.33 %
4.	30	11	1	33.33%	9.33 %
5.	30	10	2	30%	9.33 %
6.	30	9	2	30%	9.33 %
7.	30	8	2	26.66%	9.33 %
8.	30	7	2	20%	9.33 %
9.	30	5	2	16.66%	9.33 %
Total	450	140	15	31.11%	140

The above table shows, the total full marks of the pre-test was 450. Out of 450, the total obtained mark was 140 i.e. 31.11%. The total average score of the pre-test was 9.33%. The total number of students were 15 in this test.

The highest scores in pre-test was 14 i.e. 46.66%. Which is obtained by only one student and the lowest score was 5 i.e. 16.66% which is obtained by two students. The individual average score of the pre-test was 9.33% out of 150. Thus, the result of the pre-test is not bad.

#### **4.5.2 Analysis and Interpretation of the First Progress Test Scores of Control Group**

After administering the pre-test, I started teaching based on my set lesson plans in different ways or games and student centered methods on creative writing. Then, I administered first progress test after one week in order to determine the

students' writing skills. After conducting first progress test, the score was calculated and the record was kept. The following table clearly shows the students' obtained score in the first progress test.

**Table No. 14**

**Students' Score in the First Progress Test of Control Group**

S.N.	No. of students	Full marks	Marked obtained in frequency	Percentage %	Average score
1.	4	10	5	50%	3.46%
2.	3	10	4	40%	3.46%
3.	4	10	3	30%	3.46%
4.	4	10	2	20%	3.46%
Total	15	150	52	34.66%	52

The above table shows, the total full marks of the first progress test was 150. Out of 150, the total obtained mark was 52 i.e. 34.66%. The total average score of the first progress test was 52. The total numbers of students in this test were 15. After marking all the copies, the highest score of the first progress test was 5, i.e. 50% which is obtained by four students and lowest score was 2 i.e. 20% which is obtained also by four students. The individual average score of the first progress test was 3.46%. Thus, the result clearly shows that the students have developed their writing skills on creative writing. So, the result of the first progress test is also satisfactory.

**4.5.3 Analysis and Interpretation of the Second Progress Test Scores of Control Group**

After administering the first progress test, I realized my weaknesses and got useful experiences. Then, I started my teaching on personal letters using students centered methods like showing pictures, maps, different scenes involving people in different occasions to test real flavor of student's writing skills. Then, again I administered the second progress test in order to evaluate students' progress in writing skills at the interval of one week. After conducting

second progress test, the scores were calculated and the report was kept for analysis and interpretation later. The following table shows the scores obtained in the second progress test.

**Table No. 15**

**Students Score on Second Progress Test of Control Group**

S.N.	Full marks	Marks obtained in frequency	No. of students	Percentage	Average
1.	10	7	2	70	4.26%
2.	10	6	3	60	4.26%
3.	10	4	4	40	4.26%
4.	10	3	4	30	4.26%
5.	10	2	2	20	4.26%
Total	150	64	15	42.66%	64

The above table shows, the full marks of the second progress test was 150. Out of 150, the total obtained marks was 64 i.e. 42.66%. The total average score of the second progress test was 64. The total numbers of students in this test were fifteen.

According to the table, the highest score of the second progress test was 7 i.e. 70% which is obtained by two students. And the lowest score was 2 i.e. 20% which is also obtained by also two students. The individual average score of the second progress test was 4.26. However, the scores obtained by students in second progress test was higher than that of the first progress test. The result clearly shows that, the students have progressed to their writing skills. Seeing in average the result is satisfactory.

**4.5.4 Analysis and Interpretation of the Third Progress-Test Scores of Control Group**

After conducting the second progress test, I started the teaching based on my lesson plans in different ways like showing a sample format of personal letter, different scenes, experiences and clue sentences in order to develop learners'

writing skill on creative writing. Then, I administered the third progress test in order to evaluate the students' writing skills at the interval of one week again. After administering the third progress test, the score was calculated and record was kept.

The following table clearly shows that the score of the third progress test.

**Table No. 16**

**Students' Score on Third Progress Test of Control Group**

S.N.	Full marks	Marks obtained in frequency	No. of students	Percentage	Average
1.	10	6	5	60%	4.73%
2.	10	5	4	50%	4.73%
3.	10	4	3	40%	4.73%
4.	10	3	3	30%	4.73%
Total	150	71	15	47.33%	71

The above table shows, the total full marks of the third progress test was 150. Out of 150, the total obtained marks was 71 i.e 47.33%. The total number of students of this test were 15. The average score was 71. According to the above table, the highest score of the third progress test was 6 i.e. 60% which is obtained by five students and the lowest score was 3 i.e. 30% which is obtained by only three student in this test. The individual average score of the third progress test was 4.73%. Thus, the result clearly shows that the students have developed their writing skills gradually through the creative writing than that of the first and second progress test. So, the result of third progress test is also satisfactory.

#### **4.5.5 Analysis and Interpretation of Post-Test Scores of Control Group**

After teaching all the 30 lessons, I administered the post-test in order to evaluate student's progress in writing skill of the whole duration of my research period. Different test items were conducted related to creative writing based on

their real life situations and experiences reflecting their thoughts, interests, that's why they could develop their writing skill. After conducting post-test, the score was calculated and record was kept. The following table clearly shows that the score obtained by 15 students of grade ten in post-test result.

**Table No. 17**

**Students' Scores in the Post-Test of Control Group**

S.N.	No. of students	Full marks	Marked obtained in frequency	Percentage %	Average scores
1.	1	30	17	63.33	13.06
2.	2	30	16	60	13.06
3.	2	30	15	56	13.06
4.	2	30	14	53.33	13.06
5.	2	30	13	50	13.06
6.	2	30	12	46.66	13.06
7.	1	30	11	43.33	13.06
8.	1	30	10	40	13.06
9.	2	30	9	36.66	13.06
Total	15	450	196	43.55	196

The above table shows, the total full marks of the post-test was 450. Out of 450, the total obtained mark was 196 i.e. 43.55%. The total average score of the post- test was 196. The total numbers of the students of this test were 15. The highest score of post -test was 17 i.e. 56.66% which is obtained by only one student and the lowest score was 9 i.e. 36.66%. The individual average score was 13.06% in this test. Thus, the result clearly shows that the students have developed their writing skills through creative writing compositions. If we compare the score the post-test result with the pre-test result, the result of the post- test is far better than the pre-test result.

## **4.6 Comparative Analysis and Interpretation of Test Scores of Control Group**

Under this topic, all the tests viz. pre-test, first progress test, second progress test, third progress test and post-test are compared and analyzed based on the above tables.

### **4.6.1 Comparative Analysis and Interpretation of Pre-test and First Progress Test Scores of Control Group**

Here, the score of pre-test and the first progress test are closely analyzed, interpreted and compared. The comparison of the scores of both tests is clearly shown in the following table.

**Table No. 18**

#### **Comparison of Pre-test and First Progress Test Scores of Control Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	increased percentage
Pre-test	15	450	140	31.11	-	-
First progress test	15	150	52	34.66	-	3.55

The above table indicates that the total number of students in pre-test were 15. Similarly, the full marks in the pre-test was 450 and the full marks in the first progress test was 150. The total obtained percentage in the pre-test was 31.11% i.e. 140 out of 450 where as the total obtained percentage in first progress test was 34.66% i.e. 52 out of 150. The increased percentage in the first progress test was 3.55% than that of pre-test. So, the difference between the two percentages of the two tests proved that grade ten student's writing skill has been developed through the practice of creative writing in the classroom.

#### **4.6.2 Comparative Analysis and Interpretation of First Progress Test and the Second Progress Test Scores of Control Group**

In this comparison, the scores of first progress test and the second progress test are analyzed and compared.

**Table No. 19**

#### **Comparison of the First Progress Test and Second Progress Test Scores of Control Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased Percentage
First progress test	15	150	52	34.66	-	-
Second progress test	15	150	64	42.66	12	8

It is obvious from the above table that out of 150, the total obtained marks in first progress test is 52 i.e. 34.66%. In the same way, out of 150, the total marks in the second progress test was 64 i.e.42.66%. The second progress test score increased by 12ie.8%. Therefore, we can say that increased percentage of second progress test proved that grade ten students' writing skill has been developed satisfactorily by means of practicing on dialogue writing, story writing and essay writing .

#### **4.6.3 Comparative Analysis and Interpretation of the Second Progress Test and the Third Progress Test Scores of Control Group**

In this comparison, the scores of the second progress test and third progress test are analyzed and compared. The comparison of both tests can be presented in the following table.

**Table No. 20**

**Comparison of the Second Progress Test and the Third Progress Test  
Scores of Control Group**

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased Percentage
Second progress test	15	150	64	42.66%	-	-
Third progress test	15	150	71	47.33%	7	4.67%

The above table shows, out of 150 the total marks in the second progress test was 64 i.e. 42.66% where as the total score in the third progress test was 71 i.e. 47.33% out of 150. In other word, the third progress test score was increased by 7i.e 4.6% that proved grade ten students' writing skill has been developed through the practicing of creating writing in the classroom.

**4.6.4 Comparative Analysis and Interpretation of the Third Progress Test and Post Test Scores of Control Group**

The score of the both tests i.e. third progress test and the post-test are also analyzed and compared with each other as in the following table.

**Table No. 21**

**Comparison of the Third Progress Test and the Post Test Scores of  
Control Group**

Test	No. of students	Total marks	Obtaine d marks	Percentage%	Increase d marks	Increased Percentage
Third progress test	15	150	71	47.33%	-	-
post test	15	450	196	43.55%	125	323.99



The above table shows that out of 150 marks, students have obtained 71 i.e. 47.33% in the third progress test where as out of 450 marks, students have obtained 196 marks i.e. 43.55% in the post-test. The average score of third progress was 4.73% and the average score of the post-test was 13.06%. It is obvious that the difference between obtained marks and average scores between third progress test and post test proved that the students' writing skills of control group is also developed. The above statistical facts proved that the regular practice on writing creative writing really became beneficial to develop the learners writing skills.

**Table No. 22**

**The Difference in the First Progress Test**

Test	Group	Highest score	Lowest score	No. of high score than average	No. of low score than average	Average	Difference in Average.
First progress	Experimental	7	2	7	5	5.13%	1.67
	Control	5	2	5	2	3.46%	

The above table shows, the highest score in first progress test of experimental group was 7, lowest score was 2, no of highest score was 7 than average and no of low score was 5 and average score was 5.13% out of 150. And the highest score in this test of control group was 5, lowest score was 2, no of high scores than average was 5, no of low scores than average was 2 and the average score was 3.46% and the difference in average was 1.67 out 150, between two groups. So, from the above analysis and discussion of the results, the writing skill of experimental group has been developed in comparison to control group.

**Table No 23**

**The Difference in the Second Progress Test**

Test	Group	Highest score	Lowest score	No. of high score than average	No. of low score than average	Average	Difference in Average.
Second progress	Experimental	8	3	5	6	6.4	2.16
	Control	7	2	5	8	4.26	

The above table shows, the difference in terms of highest, lowest score, no. of high score and no. of low score then average and differences in average scores in second progress test of both groups. According to the above data, in second progress-test the highest score of experimental group was 8 and lowest score was 3, no. of high score was 5, no of low score was 6, average score was 6.4%. But in control group, the highest score in this test was 7, lowest score was 2, no of high scores than average was 5, no of low score than average was 4, average score was 4.26, so, the difference between averages was 2.16% in this test. So, from the above analysis and discussion of the results, the writing skill of experimental group has been developed in comparison to control group.

**Table No 24**

**The Difference in the Third Progress Test**

Test	Group	Highest score	Lowest score	No. of high score than average	No. of low score than average	Average	Difference in Average.
Third progress	Experimental	9	5	9	4	7.66	2.93
	Control	6	3	3	3	4.73	

The above table shows, the difference in terms of highest, lowest score, no. of high score and no. of low score then average and differences in average scores in third progress test of both groups. According to the above data, the highest score of experimental group was 9 and lowest score was 5, no. of high score

was 9, no of low score was 4, average score was 7.66%. But in the control group, the highest score was 6, lowest score was 3, no of high scores than average was 3, no of low score than average was 3, average score was 4.73, so, the difference between averages was 2.93% in this test. So, from the above analysis and discussion of the results, the writing skill of experimental group has been developed in comparison to control group.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND IMPLICATION

The main focus of the present study was to find out the development of grade ten students' writing skills through the personal letters. To carry out the research different test items were administered. Before starting to teach any lesson, pre-test was administered. Thus during the field study all together five tests were administered which are pre-test, first progress test, second progress, third progress and post test. The score of every test was analyzed and compared to each other.

In order to draw the findings of the study, different test scores were analyzed and compared each other in the above tables with the help of statistical tools. Like percentage, average score. At each and every points, I found the students having better skills on the given task related to personal letters.

#### 5.1 Summary

Language is one of the powerful means of communication. Language is also social phenomenon that is used in the society for the purpose of communication. A language in the world commonly has four language skills. viz; listening, speaking, reading and writing. Here, my concern the present study entitled "Effectiveness of Writing Personal Letters in Developing Learners' Writing Skill" was an attempt to find out the development of the grade 10 Students' Writing Skill through practicing on personal letters. To be the competent language speaker one should have good command over on language skills. A skill means to perform task expertly. Writing is the most important skill in language learning. Writing is the visual representation of a language by means of which human beings express their thoughts, ideas, emotions and feelings to each other. Harmer (2004,p.31) believes "writing leads to learning because it reinforces language use because writing gives learners time to think and the opportunity to think about language rules". Here, my main aim is to find the effectiveness of personal letters in developing learners' writing skill.

The whole study has been summarized in the five chapters. In the first chapter, it is attempted to make appropriate context for the study. The statement of the problem and the objectives for conducting the research were introduced reason behind selecting particular topic, research questions that were to be answered significance of the study and the delimitation of the study were all grouped under the first chapter.

I extended my knowledge related to my topic studying various theories such as Harmer (2004), Kumar (2005), Heaton (1988), Byrne (1986), Rivers (1968), and empirical research completed in the department of English education related to my study. On the basis of the review of related literature and developed conceptual framework to complete this study. The methods and procedures of the study were described in third chapter. The design of the study was experimental and the data were collected only through the primary sources test items.

To carry out the present research study, I selected one of the government school, Shree Nepal Rastriya secondary School in Dullu Municipality in Dailekh. After selecting the sampling population, a pre test was administered. During the research period altogether 30 lessons on writing personal letters were taught through different games and student centered methods. Altogether four tests were administered and scores were compared to each other. The data were analyzed using simple statistical tools, like percentage, average score. The findings of the study showed that the grade ten students' writing skills was developed through continuous practicing on personal letters in comparison to control group in the classroom.

## **5.2 Conclusion**

The findings of the study have been derived from the analysis and comparison of data as below:

- D) After the holistic analysis, discussion and comparison of the results of both groups, it was found that the total average difference was 0.6% in the pre-test and 4.8% in the post- test. Therefore, from the above

analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.

- II) It was found after the analysis and comparison of the pre-test and post-test score of experimental group in pre-test the total score was 149 i.e. 33.11% and the total score of post test was 268 i.e. 59.55% out of 450. Likewise, the total score of control group in pre-test was 140 i.e. 31.11% and the total score in the post test was 196 i.e. 43.55% out of 450. The increased marks of the post test was 119 i.e. 26.44% of experimental group and the increased marks of control group was 56 i.e. 12.44% likewise, the test wise difference in average was 0.6% in pre-test and 4.8% in Post -test of both groups. Therefore, from the increased marks and percentage, it can be said that there is difference between pre-test results to post test result. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.
- III) From the analysis and interpretation of experimental group in the pre-test, it was found that the total obtained scores of all the students was 149 i.e. 33.11% out of 450. Likewise, the total score in pre-test of control group was 140 i.e. 31.11% out of 450. The highest score was 16 i.e. 53.33% and the lowest score was 6 i.e. 20% and the highest score of control group was 14 i.e. 46.66% and the lowest score was 5 i.e. 16.66% the individual average score of experimental group was 9.93, where as the individual average score of control group in the pre-test was 9.33. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.
- IV) When the score of experimental group in the first progress test was analyzed and interpreted, it was found that the total scores of the students was 77 i.e. 51.33%. out of 150. The highest score was 7 i.e. 70% and the lowest score was 2 i.e. 20% similarly, the individual average score was 5.13 and the total average score was 76.95 in the first

progress test. Therefore, it also seems that the result of first progress test is somehow better than the pre-test. Likewise, the total score in the first progress of control group was 52 i.e.34.66% and the highest score was 5i.e 50% and the lowest score was 2i.e20% . Similarly, the individual average was 3.46 out of 150. Likewise, the test difference in average in first progress test was 1.67. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.

- V) Likewise, after the analysis and interpretation of the second progress test scores of experimental group, it was found that the total obtained score was 95 i.e. 63.33% out of 150, Similarly, the highest score in this test was 8 i.e. 80% and the lowest score was 3 i.e. 30% and the individual average was 6.4 out of 150. It can be said that the result of the second progress test was also good. Likewise, the total score of second progress test of control group was 64 i.e. 42.66% out of 150. The highest score was 7i.e70% and the lowest score was 2i.e 20% in this test and the average score was 4.26. Likewise, the holistic test-wise difference in average score in second progress test was 2.14. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.
- VI) Then, the third progress test was analyzed and interpreted. It was found that the total score of experimental group was 115 i.e. 76.66% out of 150 . In the same way, the highest score was 9 i.e. 90%. and the lowest score was 5i.e 50% and the individual score 7.66% So, it can be said that the result of third progress test was better than that of previous test. Likewise, in the third progress test of control group the total score was 71.i.e47.33% out of 150 the highest score was 6i.e. 60%, the lowest score was 3i.e.30% and the individual score was 4.73. Likewise, the holistic test wise difference in third progress average score was 2.93. Therefore, from the above analysis and discussion of the results the

writing skills of experimental group was far better in comparison to control group.

- VII) After analysis and interpretation, the post- test of experimental group, it was found that the total marks was 268 i.e. 59.55% out of 150. The total average score was 268 and the individual average score was 17.86. similarly, the highest score was 22 i.e. 73.33% and the lowest score was 11 i.e. 36.66% so, it can be said that the result of the post- test is far better than pre-test. Similarly, the total score of control group in post- test was 196 i.e. 43.55% out of 150 and the highest score was 17 i.e. 63.33% and the lowest score was 9 i.e. 30% and the individual score was 13.06. And the holistic test-wise difference was 4.8%. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.
- VIII) It was found that the total score in pre-test of experimental group was 149 i.e. 33.11% and the total score in first progress test was 77 i.e. 51.33%. The percentage in first progress test increased by 18.22% so, the percentage also increased slowly in the first progress test than pre-test. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.
- IX) Likewise, in comparison to the first progress test and second progress test of experimental group, it was found that the total obtained marks was 77 i.e. 51.33% out of 150 in the first progress test and the total obtained marks was 95 i.e. 63.33% in the second progress test. And the increased percentage was 12%. Thus, it is proved that students progress was increased in second progress test than the first progress test. Similarly, the total score of control group in first progress test was 52 i.e. 34.66% out of 150. But in the second progress test, the total score was 64 i.e. 42.66% out of 150 and the increased percentage was 8%. Therefore, from the above analysis and discussion of the results the



writing skills of experimental group was far better in comparison to control group.

- X) In comparison to second progress test and third progress test of experimental group, It was found that the total percentage in second progress test was 63.33% i.e. 95 out of 150 and the total percentage in the third progress test was 76.66% i.e.115. The increased percentage was 13% so, it is obvious that the progress was increased in the third progress test than the second progress test. Likewise, in this test of control group, the total score was 64 i.e. 42.66% out of 150 in second progress test and the total score in the third progress test was 71 i.e 47.33% the increased percentage was 4.67. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.
- XI) In comparison to third progress test and post test of experimental group, it was found that the total percentage in third progress test was 115 i.e.76.66% i.e. out of 150 and the total score in post test was 268 i.e. 59.55% out of 450. The increased percentage was 10.2% in post-test than that of third progress test. Likewise, the total score in third progress test of control group was 71 i.e.47.33% out of 150 and the total score in post test was 196 i.e. 43.55% out of 450 and the average in third progress test was 4.73% out of 150 and the average score in post test was 13.06% out of 450 . So, the difference in average was 8.32% out of 450 in the post-test scores of both groups. Therefore, from the above analysis and discussion of the results the writing skills of experimental group was far better in comparison to control group.
- XII) So, in an item wise analysis and comparison of the data. The result of experimental group was far better in comparison to control group with higher score, average and percentage. Therefore, from the above analysis, discussion and comparison of the results the writing skills of experimental group was far better in comparison to control group.

### **5.3 Implications of the study**

Research is the systematic and scientific process through which we can find new knowledge. It helps to verify and falsify the existing knowledge. It is conducted in the controlled environment. I have conducted a research study on "Effectiveness of Writing the Personal Letters in Developing Learner's Writing Skill". This study is mainly concerned to developing learners' writing skill. Writing makes a man perfect. Different researches have been carried out on writing skills. My study would provide some insight on developing writing skill. The finding and recommendation would be helpful for the students, teachers, policy makers, textbook writers, researchers and others who have interested in the field of teaching and learning. This research study is also important for those researchers who have keen interest in carrying out researches in developing learners' writing skills.

On the basis of the findings, I have pinpointed the main implications of the study on three different levels as follows.

#### **5.3.1 Policy level**

Policy is a plan of action agreed or chosen by a government. It is made to systematize the activities of the people belonging to the particular field. It is a plan taken by a government. The policy makers often make the right decision for the wrong reason. In the context of the Nepal, It is said that many policies are made without adequate study and immediately after formulating policies, they are compelled to get changed. In this context, the study carried out on "Effectiveness of writing personal letters in developing learners' Writing Skills". This research study suggests that the following implications in this level are:

- I. The different Schools, College and University of Nepal can utilize this study to extend the horizon of learners' Writing Skills at different levels and faculties.
- II. The education policy makers, syllabus designers, and textbooks writers are advised to include different writing compositions/ tasks related to personal letters in the course of study as far as possible.

- III. Today, due to the use of science and technology, the place of writing is underestimated that is because our history of action may not be transmitted from one generation to another. So, it is advised to develop writing skill to protect literature, novel and culture.

### **5.3.2 Practice level:**

Writing is a productive skill. Writing is a transparent mirror that can present our feelings, thoughts and experiences in graphic symbols. It is very important for students to get higher marks in future competitions. Some of the findings of the research in practice level are:

- I. The learners can effectively use the study in their actual practice of writing compositions, for example (letters, story, post cards).
- II. The teachers and lecturers who are teaching at different levels and faculties can use the study to improve/ develop their learners' Writing Skills.
- III. Writing skill opens the gateway of knowledge and expands our thinking through the practice of different types of writing compositions which are totally based on their experiences and imaginations of the learners. Thus, it should be included in the course of study.
- IV. From my research experience , writing personal letter encourages learners to be creative, imaginative and real social communicators that's because we should give opportunity and freedom of writing from the early age of the learning.
- V. Helps to develop learners' potentiality.
- VI. Effectiveness of writing personal letters from my research does not seem only beneficial for learners but also for the teachers to make him/ her confident and keep their English growing and fresh.

### **5.3.3 Further Research**

The implication of the research study for further research cannot be exaggerated. Writing is very crucial and broad discipline in language teaching. Thousands of studies can be conducted in this field. The other sub fields are still remaining yet to be researched. This study can work as a step of ladder. By stepping on it other researcher can research to their destination. Therefore, I hope this research study will be highly beneficial for the researcher who are interested in conducting further studies in this field.

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**APPENDICE**

**Appendix I**

**Model of test item for pre-test and Post -test**

**Shree Nepal Rastriya Secondary School, Dullu-01, Dailekh**

**Class- 10**

**F.M- 30**

**Subject - English**

**Time- 40 Min.**

Q.N.1 Write a letter to your friend describing about your village. (10)

Expected vocabularies: Location, population, development, profession, facilities, behavior, thinking, education, co-operation, harmony, etc.

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.....  
.....

Q.N.2 Write a post card to your mother describing about your plan in Dashain Vacation. (10)

Expected vocabularies: Festival, happiness, enjoy, worship, Godess, Durga, relative, visiting, share, victiory, sacrifice, goat, sheep, etc.

.....  
.....  
.....  
.....

Q.N.3 Write a letter to your friend describing about your village. (10)

Expected vocabularies: Location, population, development, profession, facilities, behavior, thinking, education, co-operation, harmony, etc.

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.....

**Model of Test Item for First Progress Test**

**Shree Nepal Rastriya Secondary School, Dullu-01, Dailekh**

Class- 10

F.M- 30

Subject - English

Time- 40 Min.

Q.N. 1 Write a letter to your best friend describing about your plan after SLC.  
(10)

Expected vocabularies: science, doctor, engineer, political leader, travelling, visiting, enjoying, study, career, labour, job, struggle, happiness, opportunity , better life, etc.

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## **Lesson plan used for Experimental Group**

### **Model of Lesson Plan No. 1**

**Subject: English**

**Class: 10**

**Teaching item: Personal Letter**

**Date: 2072/05/02**

**Describing about your village**

#### **1. Objectives:**

On completion of this lesson, students will be able to write a letter on a given topic.

#### **2. Teaching materials:**

- Picture, magazine cut-out
- A format of letter.

#### **3. Teaching Learning Activities:**

- I. At first, the teacher will show the picture of a beautiful village in front of the students.
- II. Then, the teacher asks the students to compare the scene with their village.  
If difference, notes down on the board.
- III. Then, the teacher will ask some oral questions related to their village like:
  - What does the picture look like?
  - Does your village have similar facilities?
  - What sorts of houses are in your village?
  - Is the environment clean like in this village?
- IV) And, the teacher lets them for discussion and comparison about their village for few minutes.
- V) Then, the teacher will show a model of personal letter and ask one of them to read the whole letter.
- VI) Then, the teacher will ask the students to write a similar letter including their feelings and experiences on the related topic.

VII) After the students have finished their work, the teacher asks them to exchange their letter to each other and correct any mistakes on that. (Peer editing)

VIII) Finally, the teacher will not discourage them if any mistakes occur but he will facilitate for writing personal letter by saying as below:

- You'd better to say .....
- You are nearly correct but .....
- It's Ok.....

**4) Evaluation:**

Tell any two facilities in your village .

**5) Homework:**

Write a letter to your friend describing about your neighboring village.

## Model of Lesson Plan No. 2

**Subject: English**

**Class: 10**

**Teaching item: writing personal**

**Date: 2072/05/03**

**Letter Describing about your Holiday**

**Plan during Dashain Vacation**

### **1. Objectives:**

On completion of this lesson, students will be able to write a letter on a given topic based on their personal experiences.

### **2. Teaching Materials:**

Posters, Newspaper cut - outs

### **3. Teaching Learning Activities:**

- I) At first, the teacher reviews his previous lesson and gives feedback to the students on that (for warming up)
- II) Then, the teacher shows the posters and newspaper cut-outs involving in different activities like playing football, visiting relatives enjoying in picnic, travelling, etc. in front of the students.
- III) Then, the teacher simply tells, these are the different activities/ plans of different people doing in Dashain Vacation.
- IV) And, the teacher asks them some oral questions like about their holiday plans during in the coming Dashain Vacation like:
  - What is your plan in the Dashain Vacation?
  - Where are you going?
  - Are your going to visit yours relatives
- V) And, he writes their plans on the board and he also tells his own plans and experiences with the students.
- VI) And then, the teacher asks them to write a letter expressing the ideas that they are intending to do during the vacation.
- VII) Then, teacher asks the students to cross check their writing with their friends and organize their ideas appropriately and correct the mistakes if any occur.
- VIII) Finally, the teacher checks their writing and gives feedback on their language/style of writing.

### **4. Evaluation:**

Can you tell your any two planes in DashainVacation?

### **5. Homework:**

Write a letter to your best friend describing about your plan after S.L.C.

### Model of Lesson Plan No. 3

**Subject: English**

**Class: 10**

**Teaching item: Writing personal letter describing your 'School'**

**Date: 2072/05/4**

#### **1. Objectives:**

On completion of this lesson, students will be able to write a letter on given topic.

#### **2. Teaching material:**

Picture of school

#### **3. Teaching learning Activities:**

- I. First of all, the teacher shows a beautiful picture of a school to motivate the students in the classroom. (Just for warming up) and hangs that picture on the wall.
- II. Then, the teacher asks the students to compare their school with that of school.
- III. And then, he asks the students to tell some available facilities at their school and writes down on the board as:
  - Drinking water
  - School library
  - Big play ground
  - Computers and science lab
  - Qualified teachers, big building.
- IV) Then, he asks to write a letter on their personal thinking and experiences about their school.
- V) And, the teacher asks the students to crosscheck their writing with their friends and correct their mistakes if any (Peer editing).
- VI) Then, the teacher checks their writing being based on vocabulary, grammar, structures, etc. and gives feedback for the correct organization of their language.
- VII) Finally, he doesn't discourage them but encourage to improve their writing by saying as below:
  - I think you should.....
  - Your are all right .....
  - It's ok.....

## Model of Lesson Plan No. 4

**Subject: English**

**Class: 10**

**Teaching item: Writing personal letter**

**Date: 2072/05/06**

**Describing about your favorite game**

### 1. Objectives:

On completion of this lesson, students will be able to write letter on a given topic.

### 2. Teaching materials:

- Pictures, Newspaper cutouts

### 3. Teaching Learning Activities:

I. At first, the teacher shows different pictures of games like, volleyball, football, badminton to motivate the students in learning.

II. Then, the teacher asks some oral questions to the students like:

- Which game do you like?
- Have you ever played any game like this?
- How do you play volleyball game?

III. Then, the teacher divides the group in to two small groups and asks them to have discussion on different games and lists out their favorite games.

IV. And then, he asks them to write a letter reflecting their ideas on their favorite games. He also facilitates the students to refine their language.

V. Then, he asks the students to exchange their letter to each other and correct any mistakes.

VI. Finally, the teacher gives feedback on their writing and language. structures and suggests them like this:

- You'd better to write it's importance.....
- It's ok but .....
- Thank you .....

## Model of Lesson Plan No.5

**Subject: English**

**Class: 10**

**Teaching item: Writing personal letter**

**Date: 2072/05/07**

**Describing festivals celebrating in your community**

### 1. Objectives:

On completion of this lesson, students will be able to write a personal letter on a given topic.

### 2. Teaching materials:

Pictures, wall posters

### 3. Teaching Learning Activities:

- I. First of all, the teacher tells a short joke to motivate the students to learn actively in the classroom.
- II. And then, the teacher asks some oral questions related to the topic like:
  - What kinds of festivals do you celebrate in your community?
  - What are the major festivals in your community?
  - How do you celebrate Dashain and Tihar festivals?
  - Do you like celebrating festival in your community? Why?
  - What is the importance of celebrating festivals?
- III. Then, he shows the pictures of celebrating Dashain and Tihar festivals in front of the class.
- IV. Then, the teacher divides the class into two groups and distributes pictures celebrating different festivals. Then, he asks students to look picture again and discuss the activities in the picture for few minutes.
- V. Then, he asks the students to make a list of some major festivals that are celebrated in their community like: Dashain, Tihar, Teej, Chhat, Buddha Jayanti.
- VI. And then, he asks them to write a letter describing activities and reflecting their original flavor in different festivals based on their personal experiences.



VII. While writing letter, he helps to organize their ideas, language and structure focusing on mechanism of personal letter including heading, salutation, body, ending and complementary close.

VIII. Finally, he asks the students to exchange their copies for cross check and further edition and correct if there are any mistakes.

**4) Evaluation:**

- Tell some of activities that you perform in Dashain festival.
- Tell some of the major festivals in your community.

## **Lesson Plans used for Control Group**

### **Model of Lesson Plan No. 1**

**Subject: English**

**Class: 10**

**Teaching item: Describing a Picture  
about 'Farming system'**

**Date: 2072/05/02**

#### **1. Objectives:**

On completion of this lesson, students will be able to describe the given picture.

#### **2. Teaching materials:**

- Pictures related farming system.
- News paper cut-outs.

#### **3. Teaching Learning Activities:**

- I. First of all, the teacher shows some posters related to their farming system like: planting rice, harvesting rice, cutting grass with sickle.
- II. And then, the teacher asks them to look the picture and asks some oral questions like:
  - What does the picture indicate?
  - What is the farming system and tools, where you live?
  - How do you plant rice seedlings in your place?
  - Have you ever ploughed the field?
  - Is your farming system is similar to this one?(Showing Picture)
- III. Then, the teacher again shows the pictures related to farming system like planting the rice seedling, sowing seeds, digging the field.
- IV. And, he asks the students to describe the given picture displayed on the board.
- V. Then, he encourages to express these ideas in their writing as frankly as possible. He also helps them to organize these ideas in the description of the picture.

## Model of Lesson Plan no-2

**Subject: English**

**Class: 10**

**Teaching item: Creating Poem/ Poetry**

**Date: 2072/05/03**

### 1. Objectives:

On completion of this lesson, students will be able to create a poem based on their experiences or generate the ideas on creating the poem.

### 2. Teaching materials:

Picture

### 3. Teaching Learning Activities:

- I. At first, the teacher will show the picture of a river in front of the class and ask them to guess about the picture individually (just for warming up) .
- II. And then, the teacher will ask them some oral questions related to the Picture like:
  - What is happening in the picture?
  - What does the picture indicate?
- III. And, the teacher will ask them to write a poem individually and the students will be free to express their own ideas or desires and the teacher will help to provide situations and rhyming words like: river- fear, blowing–flowing, setting – fishing .
- IV. After all the students have finished their work, the teacher will tell them to exchange their written work with their friends to correct the mistake on that (peer editing).
- V. Finally, the teacher will not discourage them if any mistakes occur but he will facilitate and encourage them by saying as below:
  - I think it would be better to say.....
  - You are nearly correct .....
  - It's not so bad.....
  - It's ok, .....

### **Model of Lesson Plan No-3**

**Subject: English**

**Class: 10**

**Teaching item: Story Writing**

**Date: 2072/05/04**

#### **1. Objectives:**

On completion of this lesson, students will be able to create a short story based on their experiences.

#### **2. Teaching materials:**

Picture

#### **3. Teaching Learning Activities:**

- I. At first, the teacher will show the picture of tall man with hat in front of the class to draw the attention of the students.
- II. And then, the teacher will ask them some oral questions related to the Picture like.
  - What is happening the picture?
  - What is the man doing in the picture?
  - Have you ever seen such a tall man?
- III. And, the teacher will show the next picture in the class and will write one sentence on the board like this "Once upon a time, there was a big building in a town".....
- IV. Then, he will give clue words, like: a strange man, at night, knocked at the door.
- V. Then, he asks them to guess ideas based on the picture and clue words.
- VI. Then, he asks to write some sentences to complete the story.
- VII. And then, he asks one of them to read the story and other will correct their mistakes.
- VIII. Then, he doesn't discourage them if there are any mistakes occur but gives feedback to organize their ideas.

## Model of Lesson Plan No-4

**Subject: English**

**Class: 10**

**Teaching item: Dialogue Writing**

**Date: 2072/05/06**

### 1. Objectives:

On completion of this lesson, students will be able to write a dialogue on a given situation.

### 2. Teaching Materials

- Modal of dialogue
- Picture card

### 3. Teaching Learning Activities:

- i. At first the teacher will show the picture of two people who are greeting each other in order to motivate the students in the classroom. (just for warming up) -
- ii. Then, the teacher will ask some oral questions about the picture as below:
  - What does the picture indicate?
  - What are they doing?
  - Where are they talking?
- iii. And then, the teacher will show the model of dialogue in front of class and asks one of them to read it out loudly.
- iv Then, the teacher will hang the empty cardboard paper on the board and he will provide the situation orally.
- v And then, he will write the first sentence on the cardboard paper and ask one of them to reply of the written sentences. He will again ask another student to write next sentence. It will be continued until every students get chance to write one sentence.
- vi Then, he will create contextual situation in the class room and ask two of them to create a conversation on that like writing about their study.
- vii finally, the teacher will not discourage them if any mistakes occur but he will encourage them by saying as below.
  - It's ok .....
  - I think you should .....
  - All right .....

## **Model of Dialogue**

Neelam : Hello, Sabina how are you?

Sabina : Oh ! I'm fine and you?

Neelam : I am also fine. What's your plan after S.L.C.?

Sabina : Perhaps, I will go to Kathmandu to study science and  
what about you ?

Neelam : Oh ! I'm glad. I'm going to study nursing .Ok bye.

Sabina : Bye, see you again.

## **Model of Lesson Plan No-5**

**Subject: English**

**Class: 10**

**Teaching item: Picture description**

**Date: 2072/05/07**

### **1. Objectives:**

On completion of this lesson, the students will be able to describe the given picture.

### **2. Teaching Materials:**

- Picture card

### **3. Teaching Learning Activities:**

- I. First of all, the teacher will tell a joke to motivate the students.  
(Warming up)
- II. Then, he will show a beautiful picture in front of them and ask to look carefully at the picture.
- III. And, he will ask them some oral questions like:
  - What does the picture indicate?
  - What is happening in the picture?
  - Have you ever danced in the party?
- IV. And then, he will ask them to describe the picture correctly and also to exchange their copies to each other and correct their mistakes.
- V. Then, he will ask one of them to read the description about the picture loudly.
- VI. Finally, he writes some sentences about the picture like: This is a picture about ..... and encourages to writes similarly.

## A Model of Letter

September 18<sup>th</sup>, 2015

Surkhet – 8

Dear friend,

I am fine here and I hope that you are also fine there. I am very glad to you because I got your sweet letter yesterday you have asked me to write a letter describing about my holiday plan during Dashain vacation. Now, I am writing the same.

I am planning to go to Chitwan national park. I hope weather would be nice. I will enjoy the holidays there. I will be staying at a star hotel. I will go to Chitwan national zoo. I will see the different animals like tigers, rhinoceros, one horn rhino and spotted deer and so on. I know the water is very cold in the Narayani River. I cannot help appreciating the local people. They are kind and lovely. Women ride bicycle there. I am going to Kalika temple tomorrow. There are many facilities like road transportation, drinking water, electricity, modernized agriculture system, well structured educational institutions, hospital, technical institutions, etc. So, Chitwan is very developed place than our village. It's enough today. I hope you will write a letter describing about your plan after S.L.C. Take care.

Yours sincerely

Bipin



## **A Sample Letter**

**Write a postcard to your friend inviting him at your home for the dinner**

Dear Friend,

Bharatour -10

Chitwan

March 9<sup>th</sup> 2015

It gives me a great pleasure to invite you to dinner at my house this week end. We have not seen you for a long time. I hope you. Will manage time. It will be a movement of great pleasure.

**Your's Sincerely**

**Nirmal**