CHAPTER ONE
INTRODUCTION

The present study is about the 'Free Writing Proficiency of Grade XI Students before and after Feedback'. Feedback plays vital role in teaching learning process. It inspires the students to learn more and be accurate and unambiguous in learning. This thesis deals with Free Writing Proficiency before and after feedback.

1.1   Background of the Study

Language is a mean of human communication that is used to exchange ideas, feelings and information. Among which the English language is the most widely used in the world. To grasp information, we need to listen to someone or something, or read a written text. We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. Generally, listening and reading are receptive skills. Whereas speaking and writing are productive skills.

It has been remarked that writing is the most difficult language ability to acquire. Writing is one of the most important skills of language in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is regarded as the visual representation of speech through some conventional symbols.

Writing is a very complex process which requires many composite skills; mental, rhetorical and critical and it is a skill that improves with constant practice. Writing should be cohesive and coherent to make others understand. Writing can be the act of putting down in conventional graphic form something which has been spoken. It is a more complicated process when it involves putting in graphic form, according to the system

accepted by the educated native speakers, combinations of words, which might be spoken in specific circumstances for Rivers (1985). According to Harmer (2007, p. 109) "We judge people as literate if they can read and write in certain situation and for certain purpose some of which are more prestigious than others."

According to Richards (1990, p. 54), "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately". The main purpose of writing is to enable the learners for free composition and creative writing is far from being a simple matter of transcribing language into written symbols. Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill. So, the students' language competence is better if they can write well. Hence, writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms.

Writing proficiency is the ability of an individual to write or perform in an acquired language. The actual proficiency plays a vital role in securing good marks in the examination and it can spread out knowledge and experience to others. It is concerned with specific skills and abilities rather than general abilities. It is useful for assuring employers or academic intuitions or rely on potential employers. It helps to select people from different institutions and countries in affair manner.

In conclusion, writing is a very complex process that requires many composite skills; mental, rhetorical. It is a skill that improves with constant practice. The writer becomes more comfortable and fluent in putting his/her thoughts exactly on paper.

1.2 Statement of the Problem

A student can read more difficult passages and long sentences whereas he/she feels difficult to express him/her through writing. It is because we hear more than what we write.

It is found from the practical study in teaching that the secondary level's students feel difficult in different areas like vocabulary, spelling, grammar, using phrase and idioms while writing because of the practice in the classroom. Such problems can frequently occur if the students do not get the proper practices, guidance and proper feedback immediately. Thus, to overcome such problems, the language teacher should involve the students in writing practice. Teaching of writing is not seriously taken by the teacher to decide what to emphasize in the daily, weekly teaching schedule. The students of secondary schools of Nepal have poor writing skill. Although, all government aided schools teachers are trained they do not use their skill in real practice in classroom.

1.3 Objectives of the Study

The objectives of the study were as follows:
  i. To find out free writing proficiency of Grade Eleven students before and after giving feedback.
  ii. To suggest some pedagogical implications.

1.4 Research Questions

The present research is supposed to address the following questions:
  i. What are the levels of proficiency of Grade XI students ?
  ii. What is the proficiency of the students in free writing before and after giving feedback?

1.5 Significance of the Study

This study is useful for those who are interested in the field of language teaching and learning, language teachers and students. It is helpful for the teachers as they know their students ability and can provide better feedback. Similarly, they can change their teaching strategies of free writing to improve the writing skill of their students. At the same time, students can understand their real proficiency in writing which help them for their future progress. Specially, English language teachers who take interest in developing students' writing skill in free writing can take help from this research. It is hoped that the research is useful for the concerned authority who is directly and indirectly involved in designing curriculum and examination paper. It is helpful for policy maker in the field of education. Similarly, this research will be helpful for teacher trainers while they train English teachers about free writing skills.

1.6 Delimitations of the Study

This study has the following delimitations:
  i. The study was limited to the Rupandehi District only.
  ii. Only students of Grade 11 were taken for the study.
  iii. Only twenty students of one campus were taken for this research study.

1.7 Operational Definitions of the Key Terms

Feedback: Any response given to the learner

Free writing: Individual selection of vocabularies and structures for the expression of personal meaning and ideas.

Proficiency: Doing something in a skilled or expert way because of training or practice.

Writing proficiency: it is the level of competency at which individual is able to use language for both basic communicative task and academic purpose in writing.

CHAPTER TWO
REVIEW OF RELATED LITERATURES AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research relating to particular issues or problems. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint himself / herself with the available body of knowledge in the area of research.

2.1 Review of Theoretical Literature

A theoretical framework is a collection of interrelated concepts, like a theory. The study "Free Writing Proficiency of Grade XI Students before and after Feedback" will be based on the following theoretical framework:

2.1.1 Writing Skill

Writing is one of the most important skills of language which is also known as the productive skill of language. It is regarded as the visual representation of speech through some conventional symbols. It is one of the secondary skills. Richards et al. (1985) says "Writing being secondary and dependent on speech makes use of graphic symbol to represent spoken sound."

The symbols have to be arranged according to the certain conventions to form words and words have to arrange to form sentences. We produce a sequence of sentences arranged in a particular order and link together in a certain way and because of the way, the sentences have been put in order and linked together, they form a coherent whole what we may call a text.

Writing is a very complex process which requires many composite skills; mental, rhetorical and critical and it is a skill that improves with constant practice. Writing should be cohesive and coherent to make others understand.

2.1.2 Types of Writing

There are various activities for the development of writing skill. They are controlled, guided and free writing.

i. Controlled Writing

The controlled writing activities are basically grounded on the product approach of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by emitting or copying from the model given to them. The students have virtually no freedom to express their creative ideas or skills.

ii. Guided Writing

In guided writing students are suggested to do writing task on the basis of the guidelines given to them. Students are given some kind of freedom to present and express their ideas.

iii. Free Writing

In free writing, students are given a topic or issue. There is no restriction on them for the use of vocabularies, sentence structures. Free writing exercises promote students feelings, emotions and desires. It includes paragraph writing, essay writing, dialogue writing etc.

2.1.3 Stages of Writing Process

Writing process as a classroom activity incorporates the four basic writing stages: planning, drafting, revising, and editing and three other stages externally imposed on students by the teachers, namely responding, evaluating and post-writing. These stages as mentioned in Dung (2004) are briefly presented in the following sub-units.

i. Pre-writing

Pre-writing is any activity in the classroom that encourages the students to write. It stimulates thoughts for getting started. It moves the students away from having to face a blank page or what researchers often call the "writer's block" and transit them smoothly onto another stage. It may include understanding the purpose of writing, discovering the topic, and thinking about the audience, gathering information or inventing possible content.

ii. Planning

In the planning stage, the students organize the ideas they have generated. The most efficient way to do this is to make an outline. An outline is a plan in which the writers write down the main points and sub-points in the order in which they plan to write about them.

iii. Drafting

Once sufficient ideas have been gathered and plan already drawn, the first attempt at writing-drafting may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft but a conscious visualization of audience is vital here since it can influence the choice of organization and language to be used.

iv. Responding

Responding to the student, writing has a central role to play in the successful implementation of writing process. It is a kind of oral or written intervention by peers; teachers or other possible readers after the writers have finished first drafting and are to proceed to revising. This activity is intended to provide the students useful information to improve the content of their writing.

v. Revising

When the students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader.

vi. Editing

In editing stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. Editing within writing process is vital because it is not done for its own sake but as a part of the process of making communication as clear as possible to the reader.

vii. Evaluating

In evaluating writing process, the teachers normally assign scores, which may be analytical or holistic. In order to be effective, the criteria for evaluation need to be made known to the students in advance.

viii. Post-writing

Post writing constitutes any classroom activity that the teacher and the students can do with the finished products. It may be publishing, sharing, reading aloud, and transforming the texts for stage performances. It may be used as a motivation for the coming assignment.

2.1.4 Free Writing

Free writing activity is influenced by various approaches to writing practices such as product writing, creative writing, and process writing and so on. There is no restriction in using vocabularies and sentence structures in writing. They are obviously free to think and supply their ideas. However, they are to be well trained about how to start and carry out the free writing tasks. The students should be highly autonomous, active and creative during the free writing. When students are given the free writing task, then they should get chance for thinking and planning about it. Free writing requires a careful planning and systematic activities.

Free writing composition requires a careful planning and students should be helped in this stage too. The teachers should help the students with the choice of topics, which he could be based on their interest, their familiarity with the subject matters and the usefulness of the ideas. As a whole, the teachers should help them with procedural information i.e. information on what is involved in the writing process.

According to Elbow (1998, p. 5) free writing is defined as "Informal and personal in which the writer begins writing and keeps writing in order to capture thoughts and generate ideas". There is no restriction on them for

the use of vocabularies and sentence structures. Free writing exercises promote students feelings, emotions and desires. It includes paragraph writing, essay writing, dialogue writing etc. Free writing activity is influenced by various approaches to writing practice such as product writing, creative writing, and process writing and so on. There is no restriction in using vocabularies and sentence structures in writing. They are obviously free to think and supply their ideas. However, they are to be well trained about how to start and carry out the free writing tasks. The students should be highly autonomous, active and creative during the free writing. When students are given the free writing task, then they should get chance for thinking and planning about it. Free writing requires a careful planning and systematic activities.

Free writing composition requires a careful planning and students should be helped in this stage too. However, the help required here is of indirect sort. The teachers should help the students with the choice of topics, which they could be based on their interest, their familiarity with the subject matters and the usefulness of the ideas. As a whole, the teachers should help them with procedural information i.e. information on what is involved in the writing process.

2.1.4.1 Types of Free Writing

i. Unfocused free writing: The writer chooses the topic and is free to shift from subject to subject. Often this is used to generate ideas for a piece of writing on any topic of the writer's choice.

ii. Focused free writing: The writer focuses attention on a specific subject, often in response to an assigned task. Focused Free writing is often used in classrooms.

According to Elbow (1998, p. 7) the following are the activities or exercises generally practised to strengthen free writing:

i. Paragraph writing

ii. Descriptive writing

iii. Essay writing

iv. Narrative writing

v. Dialogue writing

vi. Report writing

vii. Story writing

viii. Letter writing

Writing is the difficult skill, the development of which requires gradual and systematic progression from stage to stage. At each successive stage teacher's guidance and control over the language gradually decreases and the learner is given increasingly more freedom and challenges. So, both the teachers and the learners have to work patiently and persistently allowing necessary time for themselves through each of these stages until they reach the final stage where the learners can freely produce a piece of composition. And it is the most important stage to reach the ultimate goal of writing proficiency. Free writing is just like swimming in deep ocean where there is no certainty of length, depth framework and ideas.

The processes of free writing are as follows:

i. Start writing and keep writing for 5-20 minutes (depending on age and skill of writer).

ii. Read, reflect, and review what has been written.

iii. Write a "center of gravity" statement-a summary of what was written and/ or an assertion that goes beyond the summary.

iv. Repeat the process, using the center of gravity statement as the starting point for the next free writing.

v. Repeat process if needed.

2.1.5 Feedback

Feedback is the information or statements of opinion about something, such as a new product, that provide an idea of whether it is successful or liked. Kepner (1991) defined feedback as "Any procedures used to inform a learner whether an instructional response is right or wrong". In this case, feedback will strictly refers to the written feedback given by teachers as response to their students' errors in writing. Richards et al. (1985) defined feedback as "Any information which provides a report on the result of behavior". So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer's or speaker's output. Form feedback is also known as grammar feedback and surface level feedback is the type of feedback that looks into issues like spelling, grammar, punctuation. On the other hand, content feedback refers to the matters like organization, choice of vocabularies, and cohesion and coherence. Giving and receiving feedback also helps the students to develop reader sensitivity and their own writing style.

In short, it is a kind of information the teachers can pass on to their students about the draft writings they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one; and cooperation between teacher and student is very necessary for the successful implementation of feedback.

Feedback is an essential part of the educational process but one which cannot be approached in a random manner. The important role of feedback is improving students' performance and has long been recognized by educational researchers. Bulter and Winne (1988, p. 5-9) have viewed the issue of feedback from cognitive perspective, masterly learning and assessment. Feedback comes to be understood by the students according to their individual learning objectives. It describes the nature of outcomes and the qualities of cognitive processing that lead to those states. The effectiveness of feedback is determined by anticipated outcomes. The qualities of cognitive processing required to achieve these outcomes are further defined as the criteria generated by the learner which assists them to monitor their own performance as they work toward the desired outcomes. According to Bulter and Winne, feedback must be internal performed by the students themselves or external, generated by teacher, rather than students. While teacher may give feedback on students' work regularly this feedback in learning can only be incorporated into students' learning when it is sort by them and related specifically to their individual learning goals and objectives with respect to the expected learning outcome then feedback can do little to assist them in learning process. It is necessary that learners need to define their own objectives and understand the feedback provided by teachers.

Richards et al. (1985, p. 137) also defined feedback as "Any information which provides a report in the result of behavior". So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer's or speaker's output. Feedback helps to improve the writings of the writer. Especially, when feedback is combined with instruction process is when the dialogue between students and teacher is

enhanced. Giving and receiving feedback also helps students develop their sensitivity and own writing style.

Only giving feedback is not enough; the emphasis should be on the objectives of the feedback; why it is given, what sort of impact it has. Feedback encompasses not only correcting students' mistakes but also offering them assessment to assess as to how well they have done during or after a longer language production exercise. The way teachers assess and correct students depends on the kind of mistakes being made and the type of activity they are taking part in, for example, the oral work, the written work, major mistakes, minor mistakes etc.

2.1.5.1 Types of Feedback

Feedback can be categorized into different types as either oral or written on the basis of medium an either positive or negative. Glattulo (2000, p. 87-120) and Harmer (2001, p. 193) divided feedback into three categories as corrective, evaluative and strategic. Corrective feedback focuses on helping learners notice and correct errors. So, these types of feedback explain why correct responses are correct and incorrect ones are wrong. In language learning, corrective feedback is primarily concerned with accuracy. But on the other hand, evaluative feedback aims to provide a judgment on the learner's performance. Gattullo (2000, p. 87-120) suggests that evaluative feedback is dominant in second and foreign language classroom, while giving evaluative feedback, teachers use words or phrases to indicate the extent to which learner's performance is good or not. Finally, strategic feedback usually aims to offer learner's advice on what to do to improve their performance.

It can also be suggested that teachers should be aware of the result of the feedback. So, the teachers should try to provide positives feedback.

Negative feedback may develop negative attitudes of the learners towards learning.

Directing Feedback

A key decision for teachers is whether to provide feedback to learners individually or in group. Richard et al. (1985, p. 25) suggested that it can be worth giving general feedback about common mistakes to the group rather than individual. This might help other learners to avoid that mistake in future. So, giving feedback to the group is better than individual. On the contrary, Harmer (2001, p. 193) suggested that to avoid frustration and to motivate our learners. We should not always correct them in front of the class.

Positive Feedback

Positive feedback is a very important to learner's moral, for instance, confidences, pleasure, etc. which itself can be powerful determinant of learning outcomes. Most of the feedback is given to the learner through correction and assessment, directed at specific bits of bringing about improvement; its purpose is to improve learner's performance. To make feedback meaningful, it involves some kind of judgment and the teacher tries to make the attitude to this more positive thinking that mistakes are natural and useful part of language learning. When the teacher gives feedback to the learner with the purpose to help and promote learning since getting wrong is not bad rather away into getting right. Mere positive feedback is not enough. The teacher should not just and why successes as well as failures should something is bad. The feedback should say "it is all fine except" which is midway neither positive nor negative. So, positive feedback encourages learner to learn language.

Immediate Feedback

Feedback is given to the learners through correction and assessment during oral work or written work. The teacher should take care of time while giving feedback, whether correction facilitates the language learning or disturbs it. There should be considerable time to give them feedback on the basis of feedback timing; there are mainly two types of feedback, immediate and delayed feedback. In typical classroom setting, immediate feedback is more effective. Immediate feedback refers to teacher's comment delivered on the spot when a mistake or a good point is made by students. Roger (2006, p. 7) proposed that this feedback type is employed by teachers' when the aim of the stage of the lesson is to promote accuracy, particularly during the drilling of the target language and during guided practice.

Delayed Feedback

According to Ur. (1996, p. 242), feedback is given to the learner through correction and assessment during oral work or written work. Teachers should take care of time while giving feedback, whether correction facilitates the language learning or disturbs it. There should be considerable time to give the students feedback on the basis of feedback timing. Roger (2006, p. 47) says that there is immediate and delayed feedback in a classroom setting; immediate feedback is more effective than delayed feedback.

Delayed feedback is that type of feedback which is given to the learners after the event. If the learner is given feedback after the event then there is more chance to forget what the learners have said. Drapher (2010, p. 55) has mentioned feedback timing depends on the type of feedback, type of knowledge, type of error and present learners' skill level. For example,

delayed feedback is more knowledge, elaborative feedback non-critical effort and learners low skill level. After the events, when we have recorded learners low skill level. After the event when we have recorded students' performance, we will want to give feedback to the class. We can do this in a number of ways.

2.1.5.2 Importance of Feedback

Feedback is inevitable in teaching and learning process. Teaching and learning cannot go further in the absence of this in the present days. A sound teacher should always give immediate feedback in order to activate the learners towards learning more. It also makes aware them not to be carelessness in the classroom while teaching and learning process is going on. It can support to make the performance more accurate, fluent, and natural. Feedback is also responsible for enabling learners to negotiate meanings with the interlocutors such as teachers or skilled speakers. So feedback needs to be made regular in the learning process of a second or foreign language. Highlighting the importance of feedback, Nicol and Farlace (2006, as cited in Joshi 2010 p. 17) pinpoint the following points:

   i.   Helps clarity what good performance is (goals, criteria, expected, standards)

   ii.   Facilitates the development of self assessment (reflection) in learning; when organized, self assessment can lead to significant improvement in learning, especially if integrated with staff feedback.

   iii. Encourages teacher and peer dialogue around learning.

   iv.   Encourages positive motivational belief and self esteem.

v. It can encourage students to persist and it is sometimes easier to accept critique from peers.

vi. Provides opportunities to close the gap between current and desired performance.

vii. Provides information to teachers that can be used to help shape teaching.

In conclusion, feedback gives additional opportunities to focus on production or comprehension. It plays pivotal role in helping learners to test hypothesis. They have formed about the rule system of the target language. By the help of the feedback given language teacher helps the learners to improve their mistakes themselves and self assessment. It also can be taken as a vehicle since it helps what, why and how to do the tasks.

2.1.5.3 Approaches to Feedback

It refers to the way of providing feedback to the students' mistakes in their writings. Two basic approaches are used for providing feedback to the students.

i. Single-draft Approach

In this approach, the teacher responding to student writing was fairly straightforward. The students would write a paper; the teachers would return it with a grade and errors marked in red, and perhaps with a few notes on students' performance; and then they switched to a new lesson, the students would write a new paper and repeat the process.

ii. Multiple Draft Approach

In this approach, teaching writing encourages students to write multiple drafts, process approach to responding requires teachers as a part of their instructional role to respond to student writing as a process, to lead the students through several revision cycles before asking them to submit the final report for evaluation. On the one hand, it gives the writers more chance to develop and present their ideas effectively and helps to avoid turning each paper into a miniature test on which teachers simultaneously comment and evaluate.

2.2 Review of Empirical Literature

Several research studies have been carried out in the field of feedback in writing skills by former researches in the world and Department of English education, such as Kulik and Kulik (1988), Karki (1996), Paudyal (1999), Brawdy and Byra (1994), Bhattarai (2001), Slavin (2003), Shah (2003), Dung (2004), Clariana and Koul (2006), Butler et al. (2007), Bhandari (2007), Pokhrel (2008), Sharma (2009), Khanal (2010), Pant (2011), Kandel (2011), Karki (2011), Bista (2012) and Joshi (2012) which are more or less related to this study can be observed as follow:

A number of studies have reported better performance when feedback was given immediately. For example, Kulik and Kulik (1988) reported a meta-analysis of 53 studies that varied widely in the methodologies used. The conclusion to the meta-analysis was that although delayed feedback was often found to produce better results in laboratory studies, immediate feedback resulted in better performance in applied studies in actual classrooms, and Kulik and Kulik implied that it might be the classroom setting itself that was the key factor.

Feedback is an important part of the education process (Brawdy and Byra, 1994; Slavin, 2003; Clariana and Koul, 2006). Students need to be given a chance to see their progress prior to assessment in order to better their achievement.

Karki (1996) carried out a study on "A Comparative Study on the Language Written Proficiency between the Students of Public and Private Schools of Grade X in Lamjung District". The main objective of the study was to compare the writing proficiency of students of those schools. Class ten students from three private schools and three government schools of Lamjung district were selected to analyze their writing skill. There were altogether sixty students involved for the purpose of taking data. The finding was that writing skill of students of private schools was better than those of public schools.

Paudyal (1999) carried out a study on "A Comparative Study of English Language Writing Proficiency of the Students of Studying in Higher Secondary School of Gulmi and Kathmandu districts." The main purpose of the study was to compare the English language writing proficiency of the students of Humanities, Education, and commerce and science faculties in Kathmandu and Gulmi districts. Four schools were non-randomly selected from each district and fifteen students were selected by a lottery process from each faculty in both districts. The questions were based on two types of test items (guided and free composition). The finding of this study was that students of urban area were better than that of the rural area. This study explicitly shows that humanities and science students especially the girls had better proficiency in English writing.

Bhattarai (2001) carried out a study on" A Study on the Use of Punctuation in Free Writing." The main purpose of this study was to

establish the hierarchies of the total use, correct use, and erroneous use of punctuation marks on the basis of their frequency in the written text. Morang district was selected as a field of study and sample population was taken from four higher secondary schools and two multiple campuses. Twenty students from each of the selected schools and campuses were randomly chosen and total numbers of students for this research were one hundred and twenty. The researcher found that the students use all together thirteen items of punctuation marks in their writing texts.

The students might continue to make the same errors on related tasks in the future (Slavin, 2003). It is also important for students to receive frequent feedback. Slavin (2003) states "frequent rewards are more effective incentives than large, infrequent ones" (p. 353). He suggested that if students are assessed more frequently and with shorter Action Research Proposal 6 assessments, they will perform better and be better able to see the connection to the feedback being offered. He also suggested that frequent feedback can lead to a better metacognition.

Shah (2003) carried out a research on "Writing Proficiency of Grade Nine Students". The main objective of the study was to reveal the writing proficiency. The sample population of his study was grade nine students. The sampling procedure of his study was stratified sampling. He used structured and non-structured interview methods as main tools. He concluded that the writing skills of boy students were found to be better than writing skills of the girl students and obtained more marks in mechanics of writing than in guided and free writing composition.

Clariana and Koul (2006) stated that the use of a multiple feedback method was preferable to both delayed feedback method as well as

single-try knowledge of correct response (KCR) method in the promotion of fuzzy-trace memory. Students exposed to a multiple feedback method scored much better when assessed using questions that only paraphrased subject material that the students studied. They also showed, however, that delayed feedback as well as KCR was better at promoting verbatim-trace memory.

Bhandari (2007) has carried out a research on "Role of Feedback in Teaching English". The main objective of the study was to find out the role of feedback in teaching English. The sample population of his study was the ninth grade students. The sampling procedure of his study was simple random sampling. He used structured interview method as main tools. It has been found that the ninth grade English teachers take feedback as a means of motivating and encouraging the students. Mostly they give positive feedback to the students and sometimes depending upon the circumstances they cannot discard the role of negative feedback.

Butler et al. (2007) protested that the breakdown of studies into those done in the classroom and those done in the laboratory is unsatisfying as an explanation and instead suggested that there might have been a difference in the learners' processing of the feedback in these studies. They noted that, in many of the classroom situations, the learners may not have paid as careful attention to the feedback when it was given at a delay as when it was given immediately and that this difference in processing of the feedback may have accounted for the sometimes-seen superiority of the immediately given feedback. Laboratory studies, being better controlled, were less susceptible to this criticism.

Pokhrel (2008) conducted a research entitled "Writing Proficiency of Students from Different Ethnic Groups." The main objective of the study

was to find out and explain the English language writing proficiency of grade eight students of Kathmandu district. Especially, mechanics, guided and free writing included in the text book of grade eight were used as the tool. Five ethnic groups were selected randomly. The students selected under this study were altogether one hundred in number; twenty from each of the five ethnic groups studying at the public schools of Kathmandu district. The study found that the Hill-Brahmin students were more proficient in writing proficiency test than other group. Whereas, Tamang students were found to be the least proficient in writing proficiency test. The Chatri, Newar and Gurung were second, third and fourth respectively in writing proficiency in English language.

Sharma (2009) carried out a study on "Writing Proficiency of the Students of Higher Secondary Level". The main objective of the study was to find out writing proficiency in punctuations, articles, subject-verb agreement and prepositions in the writing of twelfth grade of the faculty of education in the Kathmandu valley. Four higher secondary schools were selected randomly. But the researcher just tested the one aspect of writing that is mechanics. So, this study was not enough to find out the writing proficiency of the students because it only emphasized grammaticality. The area that was tested should have extended, so it is not as it was aimed. The test items were constructed in the basis of the course of compulsory English of higher secondary level as the main tools for data collection.

Khanal (2010) carried out a study on "Writing Proficiency of the Member and Non members of Students' Quality Circle." The main purpose of this study was to investigate the writing proficiency of the member and non members of the SQC. Two schools were selected by using purposive sampling procedure. Eighty students were selected by means of random

sampling procedure. Test items were used as a tool for data collection. The finding of the study was that the writing proficiency of members of the SQC was found better than that of the nonmembers of SQC.

Pant (2011) carried out a study on "Proficiency in Free Writing." The main objective of the study was to find out free writing proficiency of higher secondary   level students. The two higher secondary schools of Kanchanpur district were selected conveniently and sampling population was selected using simple random sampling procedure. Written test item was used as a tool for data collection. The finding of the study was that the total free writing proficiency of the students was not found satisfactory.

Kandel (2011) carried out a research on "Effectiveness of negative feedback in teaching grammar". The objectives of her study were to find out the role of negative evidence in teaching grammar. The sample population of the study was the students of Grade 8 of social English Boarding school of Jayanagar, Kapilvastu district. The sampling procedure of her study was non-random judgmental sampling procedure. She used pre-test, three progressive tests and a post-test as main tools. The finding of the study was the analysis and interpretation of score obtained by students in the pre-test and the post-test, it can be concluded that the negative method is effective in grammar. The scores of the students were as in post-test, their scores were distributed around the average score 26.93 which is nearly two times greater. Similarly, thirty one was the highest score in the pre-test but in the post-test it was 40. These facts proved that the effectiveness of the negative evidence method in teaching grammar.

Karki (2011) researched on "Exploring teachers' use of oral feedback". The objectives of his study were to find out the types of teachers' use of oral feedback on student's oral work at primary level. The sample population of the study was the ten teachers of ten different schools who were teaching English at primary level of Dailekha district. The sampling procedure of his study was simple random sampling procedure. He used observation checklist for data collection. The finding of the study was ninety per cent of the teachers answered the students' queries politely and treated the students' mistakes verbally. While doing so most of the teachers (90%) did not provide explanation and acceptable version of the mistakes.

Bista (2012) carried out a research on "A study on use of Delayed feedback at secondary level." The objectives of the study were to find out the use of delayed feedback by teachers in teaching English at secondary level. The sample population of his study was ten different schools who were teaching English at secondary level of Rukum district. The sampling procedure of study was simple random sampling procedure. He used structured interview and non participant observation as main tools. The findings of his study was most of the secondary level English teachers take feedback as support for motivating the learners, encouraging them in learning, giving advices and suggesting them.

Joshi (2012) carried out a research "Feedback technique uses by the secondary level teachers". The objectives of her study were to find out the technique employed by secondary level teachers in providing feedback. The sample population of the study was the forty English teachers from the different secondary schools of Kathmandu valley. The

sampling procedure of her study was non-random purposive sampling procedure. She used two sets of questionnaire as a main tool. The finding of the study was the positive feedback techniques were frequently used than the negative techniques.

This research work is timely as there are very studies about immediate feedback in free writing.

2.3 Implications of the Review for the Study

Related literature is reviewed for various purposes such as: to bring clarity; focus on research problem; improve methodology and contextualize the findings. Regarding the implications of review of the related literature, Kumar (2009, p. 30) states the following:

i. It provides a theoretical background to the study.

ii. It helps to refine research methodology.

iii. It enables to contextualize the findings.

Being a researcher, I have also gone through many available literature which helped me in many ways such as, provided theoretical background to my study, refined research methodology and helped to derive findings of the study. So my study becomes valid and consistent.

2.4 Conceptual Framework

A conceptual framework is a graphic diagram of a research topic. The study on "Free Writing Proficiency of Grade XI Students before and after Feedback" was based on the following conceptual framework:

```
        ┌─────────────────────────────────────┐
        │  Free Writing Proficiency of Grade XI │
        │  Students of Rupandehi District.      │
        └─────────────────────────────────────┘
                         │
        ┌─────────────────────────────────────────┐
        │ To find out the students proficiency in   │
        │ free writing before and after feedback    │
        └─────────────────────────────────────────┘
                         │
        ┌────────────────┼────────────────────┐
        │                │                     │
┌────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Review of the  │ │ Development of   │ │ Sampling         │
│ related        │ │ research tools   │ │ population       │
│ literatures    │ │                  │ │                  │
└────────────────┘ └──────────────────┘ └──────────────────┘
        │                │                     │
┌────────────────┐ ┌──────────────┐   ┌──────────────────┐
│ Different      │ │ Test item    │   │ Twenty students  │
│ Reports,       │ │ (letter,     │   │ using random     │
│ Articles and   │ │ essay        │   │ sampling         │
│ Theses         │ │ paragraph)   │   │ procedure        │
└────────────────┘ └──────────────┘   └──────────────────┘
        │                │                     │
        │     ┌──────────────────────────────────────┐
        │     │ Content, grammar, vocabulary, spelling,│
        │     │ punctuation and coherence/cohesion     │
        │     └──────────────────────────────────────┘
        │                │                     │
        └───────→ ┌──────────────────────────┐ ←──────┘
                  │ Data Tabulation and      │
                  │ Analysis                 │
                  └──────────────────────────┘
                         │
                  ┌──────────────────┐
                  │ Final thesis     │
                  └──────────────────┘
```

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

The following methodology and procedures were used to achieve the proposed objectives:

3.1 Design and Method of the Study

The quasi experimental research design has been used to conduct this reach study. The quasi experimental research is alternative to experimental research. It studies the effect of variables on controlled and experimental groups. Here, the controlled and experimental group is that same group. It means the same group is not divided into two groups as in experimental research. But the ability of same group is tested before introducing variables, here feedback, and after feedback. According to Kidder (1981, p. 43)

> Quasi-experiments are research designs that do not have randomly assigned treatment and comparison groups. Instead, the comparison between treatment and non treatment conditions must always be made with non-equivalent groups or with the same subject prior to treatment.

The quasi experimental research design is also to discover the cause and effect relationship between the presence and absence of variables and the changes that are brought by them. The students asked to reply the questions before providing feedback and the feedback is given to the same learners later. Then the effect of introduced variable is checked by comparing the marks of both tests i.e. pretest and post test.

We conclude that quasi experimental research is one of the most important researches used in educational investigation and comparison. The findings of research are applicable to compare and contrast from the point of progress and changes on learners.

3.2 Population, Sample and Sampling Strategy

The total population of this study was all the students of Grade 11 of Siddharth Gautam Buddha Campus of Rupandehi District. Only the possible and required population was included in the study because of the time and other constrains. Twenty students of that grade were selected as sample for this study.

3.3 Study Area/Field

Twenty students of Siddhartha Gautam Buddha Campus, Rupandehi District were taken for the study. Similarly, feedback on students' free writing proficiency before and after i.e. paragraph writing, letter writing and essay writing, was checked.

3.4 Data Collection Tools and Techniques

A set of test were the tool for data collection. The researcher prepared a test containing three questions such as paragraph writing, essay writing, and letter writing. These questions were written in simple language for the convenience of the students.

3.5 Data Collection Procedures

The researcher followed the following procedures to collect the primary data:

i. The researcher visited the selected schools and talk to the concerned authority for permission to carry out the research.

ii. The researcher made students known about the research that the researcher is going to conduct.

iii. The researcher approached each respondent individually as far as possible.

3.6 Data Analysis and Interpretation Procedure

The analysis and interpretation of data were accomplished through appropriate statistical tools. Percentage and average were used as descriptive statistics. The number and percentage were presented in simple tabular form.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

The analysis, presentation of data and discussion over them and finding of the study come under this chapter.

The researcher analyzed and interpreted the collected primary data. The findings were presented in different charts, tables, figures and diagrams if needed.

4.1 Analysis of Data and Interpretation of the Results

The data are analyzed to find out the result of the research study. They were interpreted using the descriptive methods and mathematical tools of data. The collected data were analyzed and interpreted as following.

4.1.1 Before Feedback

All the twenty students of class eleven were given the texts to be answered. The students were free to write their answers selecting any question as they like. Most of the students wished to compose on 'Tourism in Nepal', and 'The English Language'. Some of them had preferred to write a letter to their friend describing tourism.

The mark obtained by the students in the test has been indicated below in Table No 1.

Table No. 1

Marks Obtained before feedback

S/n	Obtained marks & percent before feedback	
	Marks	Percent (%)
1	7	17.5
2	8	20
3	9	22.5
4	9	22.5
5	11	27.5
6	12	30
7	13	32.5
8	14	35
9	14	35
10	15	37.5
11	16	40
12	16	40
13	18	45
14	21	52.5
15	23	57.5
16	24	60
17	24	60
18	25	62.5
19	25	62.5
20	26	65
Average	16.5	41.25

The above table proves that on an average, 16.5 marks and 41.25% were obtained before the feedback in free writing test.

In this stage, the students' proficiency on free-writing was checked and observed. Their achievement was classified under the following headings.

As regarding purpose the students wrote on their topic of interest without care on purpose. Some sentences were very polite and persuasive; some were informal, grammatically incorrect.

Regarding the mechanics it is evident that writings of the students have a lot of errors. The paragraphs division is improper. The far-fetched ideas had been enclosed in one paragraph. In addition, the contents which were likely to be written in a single paragraph had been separated. For example, one of the students, Muna Thapa, had written introduction and importance of English language in a same paragraph on the question of writing an essay on 'English Language'. Similarly, they had committed mistakes in paragraphing, in supply of punctuation marks and spellings, etc.

Talking about the content the students did not develop the ideas in loaded sentences. The sentences were not rich in contents and information. Information was repeated, scrambled and missing. Students had not become resourceful. The writer's process i.e. brain storming, developing an outlines, preparing the first draft, revising and composing final draft, were no taken into account to make their writing (essay, letters, paragraph) more communicable and informative. Instead, they had supplied vague ideas. For example, Prabin had written 'English is difficult man to man, society to society, country to country.' Here his intention is not clear what he likes to deliver.

Taking grammar into consideration, the students were found ignoring grammar. They had paid less attention to the accurate formation of words and the use of the grammar in sentences. For example, Sumitra Pun composed, 'There are various place for visiting.' Here the combination of the words 'various' and 'places' is wrong. There must be places with the word various. Similarly, a student named Sunita Ban had used the word 'fastly' in the sentence 'Nepal develops fastly if we become laborful.' The formation of both words 'fast' and 'labour' are wrong grammatically. Similarly, Kusum Acharya, had written ' tourist can helps to earn international money.' The sentence does not have proper use of the verb 'help'. There are many sentences which have no subject verb agreement. Likewise, ' When tourist come for visit their need is make a coach for leading to observe different places' is written by Sumitra, neither follows grammar nor have clear meaning. Not only, she but also other students have committed the same mistakes in free writing.

4.1.2 After Feedback

Feedback is the information or statement of opinion about something. When the students were provided feedbacks directly on their work, many changes were found on the students' writings and behaviors. The students' obtained marks, that show their progress after feedback, have been shown in Table No. 2. The students' performance was found to be good compared to before feedback.

Table No. 2

Marks Obtained after feedback

S/n	Obtained marks& percent after feedback	
	Marks	Percent (%)
1	10	25
2	8	20
3	11	27.5
4	14	35
5	11	27.5
6	13	32.5
7	16	40
8	15	37.5
9	15	37.5
10	20	50
11	19	47.5
12	17	42.5
13	19	47.5
14	21	52.5
15	23	57.5
16	26	65
17	25	62.5
18	26	65
19	25	62.5
20	27	67.5
Average	18.05	45.13

In the above table, average marks obtained was 18.05 and 45.13% after feedback.

Regarding the motivation the students were found highly motivated and encouraged. They were eager to write on the given topic. Before

feedback, they seem rumor and were willing to write. When they were given the necessary feedbacks on their task, they ready to write with confident. As morning shows the day, it was sure that their writing would be better than before. The impression said by them was, 'Ok sir, we are ready to write, we can do now very well' are the proof of their encouragement.

Regarding the mechanics the students' writing was more refined and accurate in its use. They had properly divided ideas in various paragraphs, i.e. introduction, detailed description in the body part, conclusion in ending part. Likewise, the uses of punctuation marks are nearly errorless.

Taking content into consideration the students' free writing works were rich in content. They had delivered information which was convincing to the readers. The messages to be imparted were persuasive presented in precise manner. This is basic and the most important way of the presentation of the ideas.

Talking about grammar the students were found more careful on word formation and sentence structure. They had formed words consciously. There are very less mistakes in their composition in comparison to previous performances.

4.1.3 Comparison of before and after Feedback

Free writing skills were compared before and after feedback. The students of class eleven performed better after feedback in free writing.

Table No. 3

Marks Obtained before and after feedback

S/n	Obtained marks & percent before feedback		Obtained marks& percent after feedback	
	Marks	Percent	Marks	Percent
1	7	17.5	10	25
2	8	20	8	20
3	9	22.5	11	27.5
4	9	22.5	14	35
5	11	27.5	11	27.5
6	12	30	13	32.5
7	13	32.5	16	40
8	14	35	15	37.5
9	14	35	15	37.5
10	15	37.5	20	50
11	16	40	19	47.5
12	16	40	17	42.5
13	18	45	19	47.5
14	21	52.5	21	52.5
15	23	57.5	23	57.5
16	24	60	26	65
17	24	60	25	62.5
18	25	62.5	26	65
19	25	62.5	25	62.5
20	26	65	27	67.5
Average	16.5	41.25	18.05	45.13

The above depicts the average marks obtained was increased from 16.5 to 18.05 and percentage increase was from 41.25% to 45.13%.

4.1.4 Analysis of Marks

The twenty students of Siddhartha Gautam Buddha Campus were asked to solve the texts. The same questions were administered twice. First of all they were asked to write on their on without providing feedbacks but they were given ample oral and written feedbacks before and while they were writing for second time. Their both answer sheets were checked and marked. Their marks secured before feedback is symbolized as 'X' and marks obtained after feedback is denoted by 'Y' to calculate the correlation between these two marks. The mathematical tool of data analysis correlation coefficient is used to calculate and analyze.

Here 'r' refers to correlation coefficient. The value of 'r' is always between +1 and -1. If r= -1, there is negative correlation. If r= +1 there is positive correlation. r=0 means no correlation. Again, if 'r' is closer to +1, there is positive correlation. Similarly, 'r' is closer to -1 shows the negative correlation between two variables.

The marks gained by all 20 students is presented, calculated and analyzed in as Table No. 4.

Let's suppose the marks obtained before feedback is 'X' and marks obtained after feedback is 'Y'. The data is presented in refined and systematic way to calculate the correlation as following.

Table No. 4

Correlation coefficient between marks obtained by the students before and after the feedback in free writing

S/n	X	Y	$x=X-\overline{X}$	$y=Y-\overline{Y}$	x^2	y^2	xy
1	7	10	-9.5	-8	90.25	64	76.0
2	8	8	-8.5	-10	72.25	100	85.0
3	9	10	-7.5	-8	56.25	64	60.0
4	9	14	-7.5	-4	56.25	16	30.0
5	11	11	-5.5	-7	30.25	49	38.5
6	12	13	-4.5	-5	20.25	25	22.5
7	13	16	-3.5	-2	12.25	4	7.0
8	14	15	-2.5	-3	6.25	9	7.5
9	14	15	-2.5	-3	6.25	9	7.5
10	15	20	-1.5	2	2.25	4	-3.0
11	16	19	-0.5	1	0.25	1	-0.5
12	16	17	-0.5	-1	0.25	1	0.5
13	18	19	1.5	1	2.25	1	1.5
14	21	21	4.5	3	20.25	9	13.5
15	23	23	6.5	5	42.25	25	32.5
16	24	26	7.5	8	56.25	64	60.0
17	24	25	7.5	7	56.25	49	52.5
18	25	26	8.5	8	72.25	64	68.0
19	25	25	8.5	7	72.25	49	59.5
20	26	27	9.5	9	90.25	81	85.5
	$\Sigma X =$ 330	$\Sigma Y =$ 360	$\Sigma x =$ 0	$\Sigma y =$ 0	$\Sigma x^2 =$ 765	Σy^2 =688	$\Sigma xy =$ 704.0

Here,

$$\overline{X} = \frac{\Sigma x}{N} = \frac{330}{20} = 16.5$$

$$\overline{Y} = \frac{\Sigma y}{N} = \frac{360}{20} = 18$$

$$\text{Now } r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \times \Sigma y^2}} = \frac{704}{\sqrt{765 \times 688}} = 0.97$$

The value of 'r' is 0.97 that is closer to +1. Thus there is positive correlation between the secured marks before feedback and marks obtained after providing feedbacks. The students' marks have been increased in their free writings in their second attempt that is because of feedback.

4.2 Summary of the Findings

After discussion, the finding has been summarized. The students showed their better performance on free writing after getting feedback in comparison to their previous skill. The selection of vocabularies and contents, the use of grammatical structure and punctuation marks, and formation of words were nearly errorless. The mark that they have got is also satisfactory. The correlation coefficient of the marks secured by them is 0.97 which is close to +1. This shows the positive direction and progress in students' free writings skill.

Most of the students, except some, have improved their writing. They have been neat and clean in handwriting and spelling. They have been resourceful in the collection of information.

The motivation level was higher than motivation before getting feedback. The students were encouraged to write on given topic. The readiness is first and most important factors in any task and learning.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

This chapter deals about the conclusion and recommendations of the research with the help of summary/discussion of findings. Moreover, the researcher explains about the detailed recommendations in the further research, policy and practical level.

5.1 Conclusions

On the basis of the study and interpretation the conclusions of the present study are as follows:

- The free writing proficiency of the students was increased slightly.
- One of the major demerits was less writing practice which makes them difficult to express their ideas in writing forms.

5.2 Recommendations

In the light of summary and conclusions obtained from the analysis and interpretation of the collected data the recommendations of the research are listed in the following levels:

- Policy level
- Practical level
- Further research

5.2.1 Policy Level

The government of Nepal can utilize this study to formulate the policy relating to encourage the students center activities and discourage the teachers centered learning activities which helps to develop the free

writing proficiency and also provide in-service and pre-service teacher training relating to develop proficiency of students in free writing.

Similarly, it would be helpful for curriculum development center to incorporate more exercises related to free writing while designing the new course. At last but not the least the school administration can also utilize this study to formulate the policy in school level.

5.2.2 Practical Level

In this level, teachers, students and other interested people can get benefit from studying this research. They can change themselves by studying this study because the world of pedagogy is shifting rapidly from the authoritative to democratic. Similarly, teacher can change their strategy and roles to develop the proficiency of students in free writing. It can suggest that academic professionals have to make the real learners not the obedient parrots in their learning.

5.2.3 Further Research Related

The current study only has been limited to the higher secondary level students in free writing. This is why other level and areas of study need further researchers. This work can serve as a reference tool for those who are interested in and want to carry out further research on this area.

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Test Item

Time: 1.15 hrs.   F.M. 40

Dear participants

This test item is prepared to collect the data for a research study on **"Free Writing Proficiency of Grade Eleven Students before and after Feedback"** for M.Ed. thesis in English education. The research work is being carried out under the supervision of **Dr. Laxmi Bahadur Maharjan,** Department of English education, T.U., Kirtipur, Kathmandu. I hope that you will co-operate me to complete this research. Please, cooperate for required information in the following format.

Researcher

Hari Prasad Neupane

Name:-..   Sex:-..................

School's Name:-...   Class:-................

Faculty:-..   Roll No:-............

1.   Choose any one topic and write a paragraph on it.   10
        a) Importance of English Language,
        b) Economics and
        c) Use of Science in Daily Life.

2.   Write a letter to your pen friend describing, climate, language and food of your country.   15

3.   Write an essay on "Tourism sector in Nepal" in about 250 words.   15

Appendix II

Mark Scheme

	Paragraph	Letter	Essay
Content	3	4	4
Grammar	2	3	3
Vocabulary	1.5	2	2
Spelling	1.5	2	2
Punctuation	1	2	2
Cohesion/coherence	1	2	2
Total	10	15	15

Appendix III

Mark Obtained before and after feedback

S/n	Name of the Students	Obtained marks before feedback	Obtained marks after feedback
1	Muna Tapa	7	10
2	Biju Khadka	8	8
3	Madhu Aryal	9	10
4	Suraj Kumal	9	14
5	Sunita Ban	11	11
6	Hum Somai	12	13
7	Sumitra Pun	13	16
8	Usha Ghimire	14	15
9	Prabin Thapa	14	15
10	Gita Somai	15	20
11	Aasha Bhandari	16	19
12	Anisha koirala	16	17
13	Sunita Chapagain	18	19
14	Punam Khatri	21	21
15	Kusum Acharya	23	23
16	Rita Pathak	24	26
17	Maina Gurung	24	25
18	Gopal Ghale	25	26
19	Juna Lama	25	25
20	Kiran Nepal	26	27

2)

Date - 2071-12-3
Address - Butwal - 7
Rupandehi.

Dear (friend) -

Hello! Dear friend; how are you - hope everything is fine Here all are fine. Don't worry. what happen dear friend. long time it didn't get your letter so I try to write for you. how about your study and all. Now I'm trying to write about Discribing our county sytem.

our country is very beautyfool and climate are so good many (torist) came here to visit our country. They visit many place like a Himalay, national parks. wor world heritage stage and so on but now days our climate are so change because of polzution. here are no system to control (palvation our Government (are) so bad they don't make our nation good. so our country climate are change so I'm so sad please (rep) me about Discribing climal change

50

so. take care talk later your
friend Harimaya

-your friend

Sita pathak

2) Tourism sector in Nepal
landlocked our country Nepal is
lanlkruy country ~~but~~ but there are so
beautyful places in our country. which
make our country tourist area or visit
able.
tourist

I'm proud to be Nepalese be-
cause Nepal is so beautiful. But our
country leaders make so load about
our nation. There are so many Tourism
sector in a country. live mount everest
different national parks. Fewa tal, world
heritage stage Araling and so many
other which make attract about tourist
to visit our country. our country is
so beauty about nature. Here are
all of attracted area or places to
popular attractions
visit.

lots

In our country, If country
leaders make sweet about law and

system our country would be very beautiful. Tourist will came and visited about that places which help ses to make our country financialy developed and country develop.

Name - Sita pathak   sex - female
school's name - siddhartha gautam Buddha college class - XI
Faculty - education   Roll no - 12

(1) a) Importance of english language

english language is international
language. english language is very important
all over the world. because most of the coun
try used english is officaly as well and
most of the books, journals, magsin and
so on publishes in english and most of
the product and name came from english.
most of the people of the world speak eng
lish language communication. But our nepali
context, we don't use english language in
day to day communication only used and
read academically. In our country our mother
tongue is like nepali, magar, gurung
and so on so we feel difficulty to
used day to day communication. But
now a days we also try to read and speak
about english.

2)

Dear friend;
Hello! Dear friend
how are you? hope everything is fine.
Here all are fine no need to worried.
what is going on about your day to
day life? what about your study?
Now, I am writing you to
describing climate change. our country
is very beautiful in nature and
so don worried things are
our nation environment is feeling
change because the rainy season
there is no rain and so many
disease more problem
in our life. So, If there
are any organigation about caring
climate change and so many
about climate change there send
me letter and inform me all.
so day I stop to write. so I'm
waiting about your reply.

your friend

Rita pathak

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② Tourism sector in nepal.

Nepal is landlocked country and naturally beauty ful.. There are [?] many places to visit and get happ[?] here and fun. Natural beauty ma[?] our country tourist area and visito[?] ie.

I'm proude to be nepa[?] because there are lots of places which make tourist attractive like. Mount everest, Birth place of Buddha National parks, rivers, trecking a[?] so on. which make tourist came to visit us. But our nation is sufferin[?] with lot's of problems. so they can't [?] able to make stable about nepal. In our city Butwal there are like a fulbari park, Hilpark and so (whic[?] every can to visit

In our country if count[?] leader make nice law and system [?] our country would be very beantiful. Tourist will come and visite about that places. which help us finacially also to develop country.

Name - Kiran Nepal

School's Name - Siddhartha Gautam Buddha college

Faculty :- Education   Rupendra district.   Sex :- male

class - XI

Roll no :- 20.

Q No 1. Ans. 1)

1) Importance of English Language   (6)

English Language is international language. It is spoken all over the world. This is the language of trade and communication. Language is spoken form of any communication. We needs to speak english language to connect us with other people of the community. Any one liking to be doctor, engineer, pilot etc can learn english language. You firstly first learn english then other things. The world is dominate of english language. English is language of all.

Q No. 2 Ans.   (9)

Date 2071-12-3
Address - Butwal-7
Rupendehi.

Dear friend,

... / get

... find your letter yesterday. That is very nice. I would like to write a this letter to you describing my tourism place, climate change, language.

We are Nepali, we speak Nepali language. Nepal is full diversity. Nepal is divided in three geographical parts. Himal, Pahad and Tarai. Hima is very cold. Pahad is not cold and hot. Here lives many many castes and religions. We eats daal bhat and Roti Tarkari vegetable. Two school are Boarding and Sarkari. I passed SLC from government school.
see you bye.

yours loving
yours faithfully
kiran Nepal

QNO. 3 Ans.

Tourism Sector in Nepal.

Nepal is milstone for the tourist who likes to test the favours of nature. Tourists means the people who came from America, china. Bhutan. They come to enjoy here and get pleased. In Syambu, Bouddha, chitwan nation...

al park are the tourism place of Nepal. Tourism sector has helped a lot for national development. They come here, and spends (international money. That money makes us rich. Nepali people get job like porter, guide, helpers and other. They can earn international currencies also. Our Nepal is becoming reach in money. They we become reach also. No, one can't become rich out of tourist. Good food, hotel, etc.

Nepal is good country. It is a country of Loard buddha you land. Sagarmatha is Here also. ok!. No matter. It is full of tourism places like Annapurna, Manaslu, Crokya. But Nepal is poor in development. Because here is (fighting in political partys.

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School :- Shree - siddharth Gautan Buddha college..
faculty :- Education   Butwal, Rupandehi. class - XI
Roll no :- 2C

Q. No. 1. Ans (a) $\frac{2+}{110}$ 6

Importance of English Language.

English is global language. It is spoken
all over the world. This is the link langu
ge. It is a language of trade, business,
medical, information and communication.
Every one must need to learn english to
assimulate in the competative world scenari
English language is well-developed and rich
in literature too. Any thing that exists
in the world comes in English. There
are many languages which ₐₐ are not
possible to learn at once. So, one
common language is necessary to be..
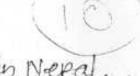English language is very Importan

Q No - 2. Ans.

Butwal - 7, Rupendehi
2071 - 12 - 3

Dear Raj,
    I got your letter yesterday. That you were fine there. I am also fine here. You had asked to describe and write about the climate of my countryside. So I am describing that as following.
    You know that Nepal is geographically diversified country. Different parts have different types of climate. Himalyan region is very cold. Mountainous region is neither hot nor cold. And Terai region is hot in summer and cold in winter season. I live in Butwal, Rupendehi district.
    I will write more in another letter, OK? Bye.

Loving-
Kiran
Bishnu

QNO. 3 ANS-

Tourism sector in Nepal.

Nepal is a good destination to those who likes to taste the flavour of varieties of natural resources and geographic feature. Similarly, the historical places, architecture, monuments are also.

Nepal is full of historical heritage. It popular from the highest peak of the world Mt-Everest; It is second riches country in water resource after Brazil. One who comes to Nepal for visiting can see the highest mountain, cold climate, maderate hilly climate, and slope land and plane & Terai region too. Different types of climate, geographical features, national heritage, historical buildings, art and architecture, life style language can be observed in a single country Nepal. That is why Nepal is the place to visit.

High mountains, valley, plain areas, forests lake, river, wild animals and birds, language, culture, religion are the things to study and learn more

about in Nepal. Visiting different places for different things may be economically expensive. But, getting chances to get reach on these & in single-place may be the beneficial from time limits, money and labour.

Nepal is the best place to visit for international tourists let alone Nepaleses. Many things that you don't find in other countries of the world can be found in Nepal.