

CHAPTER ONE

INTRODUCTION

This chapter includes general background, literature review, objectives of the study and significance of the study. Furthermore, general background enlarges on these topics: (i) on language, (ii) language skills, (iii) teaching of English language and action research, (iv) writing process

1.1 General Background

1.1.1 On Language

Language is perceived as the most powerful means of human communication. All and only human beings communicate through language. It is the exclusive means of human communication because we can express our emotions, feelings, desires, ideas, thoughts etc. through language. It is a social phenomenon. We establish social relationship through language. We cannot imagine of human society and civilization in the absence language. Language is a God gift for human being that differentiates them from other living creatures.

According to Jespersen (1904, p.4) language is not an end in itself.., it is a way of connection between souls, a means of communication. Lyons (1970, p.3) defines language as the principal systems of communication used by particular group of human being with in a particular society of which they are members. Similarly, Richards et al. (1999, p.191) define language as”...the systems of human communication which consists of structural arrangements of sounds for their written representation into larger units, e.g. morphemes. Words sentences and utterances. According to Sapir (1921.p.8) language is primarily human and non instinctive method of communication ideas, emotions and desires by means of voluntarily produced symbols. Moving ahead Chomsky (19-57. P.13) defines language as a set of (finite and infinite) of sentences constructed out of a finite set of elements. Ina similar manner, Sweet (1969) defines language as the expression of message by means of speech sounds.

In a nutshell, none of the above definitions can be complete in isolation. As a whole, language is communication of message by the human beings, of the human beings and for the human beings. Thus, Leneberg (1987, p.2) says that language is species-specific. In the ancient time, it had not been a center of study. But for about a century, it has drawn land slide attention. Especially, Chomsky brought revolution.

In the early and mid part 20th century, structuralism was on the peak. According to structuralisms, every language is unique in structure. No languages are alike. Challenging this notion, Chomsky (1957) brought the concept of underlying structure. According to this view, every language is same at underlying level.

From the above discussion the following conclusive points can be drawn: language is the most general means of communication. Structuralisms contrast with generativists on the levels of language. Anyway, language is something that characterized human beings.

1.1.2 Language Skills

Skill simply means ability to do something well. By the term 'language skill' is understood the ability to use language effectively. A language is comprised of three aspects and four skills. Aspects represent competence of language while skills represent performance of language. The performance of language can be seen from four skills. They include: (i) listening (ii) speaking (iii) reading (iv) writing skill. Listening and reading skills are receptive skills whilst speaking and writing are productive skills.

It is also argued that receptive skills are passive skills and productive skills are active skills. But it is not so in reality. People generally perceive receptive skills partially. Listening is perceived as hearing only. But it is more than this: it is getting message from something we hear. Furthermore Hinkel (Cited in Harmer, 2001, p.265) states that skills cannot be learnt in isolation.

Harmer (ibid) writes: receptive skills and productive skills feed off each other in a number of ways what we say or write is heavily influenced by what we hear and see. The focus upon skills differs on the basis of method and approaches followed. There are four language skills.

1. Listening skill
2. Speaking skill
3. Reading skill
4. Writing skill

On the basis of function skills are classified into two types: Receptive skill and Productive skills. Receptive skills are involved in receiving message whereas productive skills are involved in the production of language for conveying message. Thus, listening and reading are the receptive skills and speaking and writing are productive skills.

The micro skills of language are classified into active and passive skills as well. In this classification, speaking and writing come under active skills and listening and reading come under passive skills. This classification is not always true because this classification is done on the basis of activeness of the body/muscle but not on the basis of mental activeness.

On the basis of importance there are primary and secondary skills. They are also called speech and writing. Speech includes listening and speaking as the primary skills, and writing includes reading and writing in particular as the secondary skills.

1.1.3 Teaching of English Language

In the beginning part of 20th century 'language teaching' took the form of profession. By the end of that twentieth century, English was well on its way on becoming a genuine lingua franca, i.e. a language used widely for communication between people who do not share the same language (Harmer 2001, p.13).

Sonntag (2003) states that English language learner alone in Chain is larger than the total number of English native speakers in inner circle countries (As cited in Harmer 2001).

Why English has ensued as the most taught language is summarized in the following points:

- i. A colonial history
- ii. Economics

- iii. Travel
- iv. Popular culture

(Adapted from Harmer, 2001, p. 14-15)

English is a West Germanic language that was first spoken in early medieval England, and is now the most widely language in the world. It is spoken as a first language by the majority of populations of several sovereign states, including the United Kingdom, The United States, Canada, Australia, Ireland, New Zealand and number of Caribbean Nations. It is the third-most common native language in the world, after Mandarin Chinese and Spanish. It is widely learned as a second language and is an official language of the European Union, many common-wealth countries and the United Nations, as well as in many world organizations.

English arose in the Anglo-Saxon Kingdoms of England and what is now Southeast Scotland. Following the extensive influence of Great Britain and the United Kingdom from the 17th century to the mid 20th century, through the British Empire, and also of the United States since the mid 20th century, it has been widely propagated around the world, becoming the leading language of international discourse and the lingua franca in many regions.

Historically, English originated from the fusion of closely related dialects, now collectively termed Old English, which were brought to eastern coast of Great Britain by Germanic Settlers (Anglo-Saxons) by the 5th century-with the word English being derived from the name of the Angles, and ultimately from their ancestral region of Angel (in what is now Schleswig-Holstein). A significant number of English words are constructed on the basis of roots from Latin, because Latin in some form was the lingua franca of the Christian Church and of European intellectual life. The language was further influenced by the Old Norse language because of Viking invasions in the 9th and 10th century.

The Norman Conquest of England in the 11th century gave rise to heavy borrowings from Norman French, and vocabulary and spelling conventions began to give the appearance of a close relationship with Romance languages to what had then become Middle English. The Great Vowel Shift that began in the South of England in the 15

the century is one of the historical events that mark the emergence of Modern English from Middle English.

Owing to the assimilation of words from many other languages throughout history, modern English contains a very large vocabulary, with complex and irregular spelling, particularly of vowels. Modern English has not only assimilated words from other European language. But from all over the world. The Oxford English Dictionary lists over 2, 50, 000 distinct words, not including many technical, scientific and slang terms.

In our country Nepal, teaching of English can be seen from different perspectives teaching for instruction for communication, for earning livelihood, for media purposes and so on. Particularly in the a case of teaching , the English language remains in vicious circle with nebulous ideas and practices in Nepal is a multi-ethnic country with diverse languages. According to Census Report (2001), more than 92 languages exist in Nepal especially having different status. They are divided into four groups. Indo-Aryan, Tibeto-Berman, Dravidian and Astro-Asiatic group.

In this crowd of languages, English except Nepali is emerging as the most dominant language of Nepal. In addition, almost all the private schools, and colleges are following as the medium of instruction.

1.1.4 Action Research

In order to maintain the gap between the theoretical research and applied research action research was introduced. It was propounded by Kurt Lewin in 1946. Action research moves in between problem and solution. It is a research conducted by practitioners to find out and solve the problems faced in academic field. Nunan (1992) says that action research in becoming increasingly significant in language education as it addresses immediate practical problems. It is a class-room investigation carried out to find out and solve the specific problems.

Lehrnen and Mehren (1971), p. 6) point out that: " Action research is a type of applied or decision oriented research but with the stipulation that the research is the same person as the practitioner who will make and live with the decision.

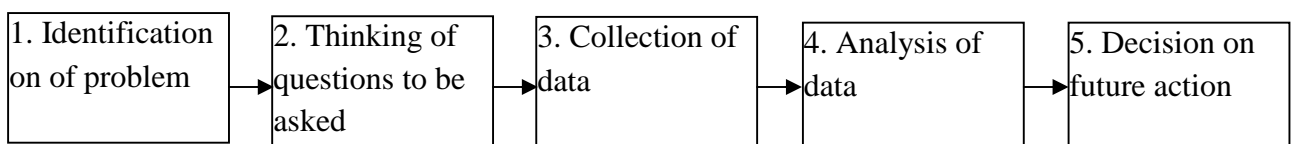
Thornby and Robb (1971, p.7) make a distinction between 'Basic' and 'Action' research more clear: "If a researcher were to conduct a study using white rats to determine the effect of positive versus negative reinforcement on learning to run a maze successfully he would be conducting the basic research. If he rewarded one group of rats with food pellet for correct turns in maze but administered electric shocks to the group of rats making incorrect turns, he would then determine which group mastered the maze in shorter period of time even-though this information has no immediate application..." From the above discussion the following features of action research can be drawn.

- i. Action research is led by inductive approach.
- ii. It takes place in systematic manner.
- iii. It is a research in action.
- iv. It accentuates on small group professional practices but not on production.
- v. General statements, in which reflection cycle is facilitated.
- vi. It embodies information reflection through structured reflection.
- vii. It is collaborative in nature.
- viii. It is carried out by practitioner.
- ix. Self evaluation in practice is its central aspect.
- x. It is participatory and cyclical.

1.1.4.1 Process of Action Research

Stepwise acts in any activity constitute process. Action research is a process based research. Apropos the process of action research, several recommendations have been made.

According to Harmer (2001, p.26), action research has five steps:



Most importantly, Nunan (1992) speaks of these steps constituting the process of action research:

Step 1: Initiation

The teacher comes up with the problem and consults the expert in the first stage of the research. At this stage first stages the teacher identifies whether his students are motivated or not.

Step 2: Preliminary Investigation

The teacher and the expert spend some time collecting base line data through observation and recording classroom interaction.

Step 3: Hypothesis

After reviewing the initial data, they form the hypothesis that the students are unmotivated because the content of the classroom is not addressing the needs and interests of the students.

Step 4: Intervention

The teacher devises a number of strategies for encouraging the students to relate the content of the lesson to their own backgrounds and interests. These include the number of referential over display questions.

Step 5: Evaluation

After reviewing the initial data, they form the hypothesis that the students are unmotivated because the content of the classroom is not addressing the needs and interests of the students.

Step 6: Dissemination

The teacher runs a workshop for colleagues and presents a paper at a language conference.

Step 7: Follow-up

The teacher investigates alternative methods for motivating students. From the above discussion of definitions, features and process of action research it can be concluded

like that it helps in the exploration of new techniques or methods in teaching and learning field.

1.1.5 Writing

Writing is a form of communication. It is one of four skills of the English language writing which involve different things: author, audience, purpose, topic and occasion. It is referred to as an act of putting down speech into written symbols. It is a learnt skill, except some exceptional all the normal human beings possess spoken form. But the different case occurs with writing. In the absence of involving oneself in to writing, learning this skill is day dreaming only.

It is argued that no skills can be taught or learnt in isolation. All language skills are alike in value. They are same in term of difficulty level for learning too. But Byrne (1986, p.5) goes against the above concept. He believes that writing is difficult due to the following reasons: (i) Psychological (ii) linguistic (iii) cognitive factor. As writing is a solitary activity, it is difficult psychologically. The writer has no chance of interaction and feedback. Unlike in speech, half, incomplete structures are unacceptable in writing. We use speech in normal circumstance but writing is applied specifically. As the beginner writer feels difficulty in organizing ideas in writing. It represents cognitive problem behind why writing is difficult. What follows now is the principles of good writing, sub-skills writing skill, issues of writing and process writing.

1.1.5.1 Principles of Writing

Writing is not haphazard activity; it is a well planned principled activity. Writers might have different motives behind writing. A writer might have different purposes: amusing, moving and moving others, explanation etc. For a writer to meet the purpose he/she should follow certain principles. According to Miller and Webb (1992), the following principles should be considered in writing:

a) Principle of audience

The writer should be clear on the issue of audiences i.e. readers. It is one of the most important principles to be considered while writing. He further states that there are two types of audiences:

- i) Particular audience
- ii) Universal audience

Particular audience may be composed of one person or many people. Universal audience consists of all those who are competent and reasonable.

b) Principle of purpose in writing

Purpose is a motive or aim that a writer fulfills through writing.

- c) Generally, topic and subject are used interchangeably. But this concept should not creep into writing. Subject deals with general idea while topic deals with specific part. It is imperative that the writer first addresses subject and then enters into topic.

d) Principle of occasion

It enlarges on context i.e. time and place of writing. These two notions play a major role in each kind of writing. For example, writing an essay in a classroom may be very different from writing an essay out of a classroom even though the author, audience, purpose and topic are the same.

1.1.5.2 Issues of Writing

There are two issues in writing skill, such as:

- i) Is writing a product?
- ii) Is writing a process in itself?

Harmer (2001, p.22) asserts that product-oriented writing is centered on the aim of a task and end product. Writing as a process has been recommended by many educators. This pays attention to various states that any piece of writing goes through (ibid).

1.1.5.3 Sub-Skill of Writing Skill

Writing is a complex skill. L2 learners have to pay attention to higher-level skills of planning and organizing as well as lower skills such as spelling, punctuation, word choice and so on. According to Munby (1979) writing skill is further categorized into following sub-skills.

a. Manipulating the script of letters

- i. Forming the shapers of letters
- ii. Using the spelling system
- iii. Using punctuation

b. Expressing information explicitly

c. Expressing information implicitly through

- i. Inference and
- ii. ii. Figurative language

d. Expressing the communicative value of sentences and utterances

e. Expressing relations within a sentence using

- i. Elements of sentence structure Modal auxiliaries
- ii. Modal auxiliaries
- iii. Intra-sentential connection
- f. Expressing relations between parts of a text through lexical cohesion devices
- g. Expressing relations between parts of a text through grammatical cohesion devices

h. Using indicators in discourse for

- i. Introducing an idea
- ii. Developing in idea
- iii. Concluding an idea
- iv. Transition to another idea
- v. Emphasizing a point
- vi. Explanation of point already made
- vii. Anticipating an objection
- viii. Reducing the text through avoiding irrelevant information.

1.1.5.4 Glimpse on the components of Writing

Writing, an act of down speech into written symbols, has mainly four components.

For a learner to be competent in writing, he must have mastery over these skills.

Unlike learning other skills, writing requires extra things. The components of writing are: (i) spelling and punctuation (ii) coherence (iii) cohesion (iv) orthographic and Para orthographic text.

Spelling and punctuation are considered as one of the chief component of writing. In the English language, the issue of spelling and pronunciation is highly confusing. All the verities of the English language do not spell the same words in the same way, e.g. Color or colours. Similarly, punctuations is its sub aspect considered vague in writing skill for learners.

Coherence is another component of writing skill. Coherence is logical relationship of sentences. A write-up should be logically connected that it conveys complete meaning. Coherence can be established through several means, especially by cohesive devices.

Cohesion is grammatical relationship among sentences. It is generally established grammatical devices such as repetition, conjunctions and so on.

1.1.5.5 Classification of Writing

Writings can be classified into the following such types:

a) Descriptive writing

- a) In this kind of writing, the writer describes a person, place or thing. This writing is very appropriate for preliminary learners.

The subject for this writing can be like this:

- (i) Person: such as Girija Prasad Koirala
- (ii) Place: Kathmandu etc.
- (iii) Things: car, building etc.

b) Narrative writing

It is also one of the type of writing Narrative writing is the writing in which the writer reports an event.

The subjects on whom this writing can take place go like this:

- i. Biography
- ii. Live commentary
- iii. Election report

c) Imaginative writing

The main purpose of this writing is to entertain the readers. It is a form of free composition. It is literary in nature. The new learner cans imagine himself as a particular character. For example, the novel ‘The Major of Caster Bridge’ by Thomas Hardy is imaginative writing.

d) Expository writing

In expository writing, the writer aims at explaining subjects. Information is central idea behind expository writing.

Exposition on ‘scientific inventions’ is one of the subjects of expository writing.

e) Argumentative writing

The main purpose of argumentative writing in such a composition is to convince the reader on the points put forward for arguments. Through logic, the writer persuades the reader. In other words ‘persuasion’ is the central point in argumentative writing.

f) Reflective writing

The purpose behind reflective writing is that the writer expresses one’s feelings, emotions etc. The expression of original thoughts of the writer is its central concept. It is abstract in nature. It is also described as ‘abstract’.

1.1.5.6 Process Writing

Studies on writing reveal the fact that it came many years later, while comparing it with speech. Since then different views have been put on it. It is viewed as a complex, problematic, difficult, productive, complex and learnt skill.

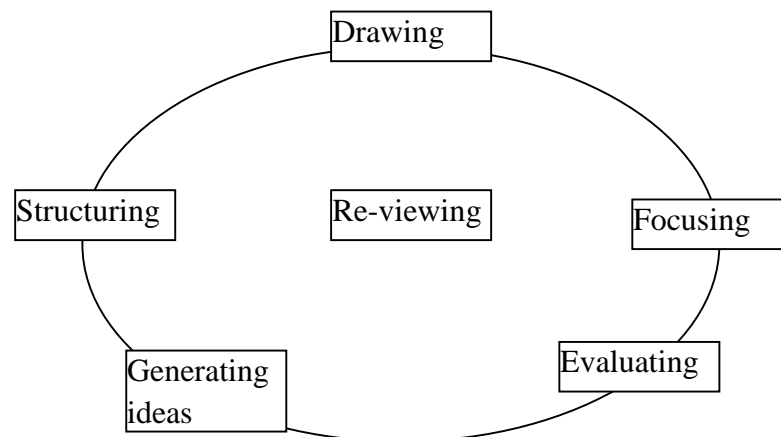
On the issue of 'How to teach writing' several approaches, methods and techniques have been practiced from different angles. For example, Raimes (1983) talks of pictures, readings, controlled techniques as the bases of developing writing skill.

Process writing refers to systematic way of writing with certain approaches n mind. In process writing, the students go through certain stages. The students select topic, plan brain storm, outline, organize and develop the final product.

In process writing, the learner's potential get chance to come out. In order to make the learner creative, the teacher should provide feedback. A larger section of people, take writing as product only. Even in the case of Nepal process writing has not been followed yet.

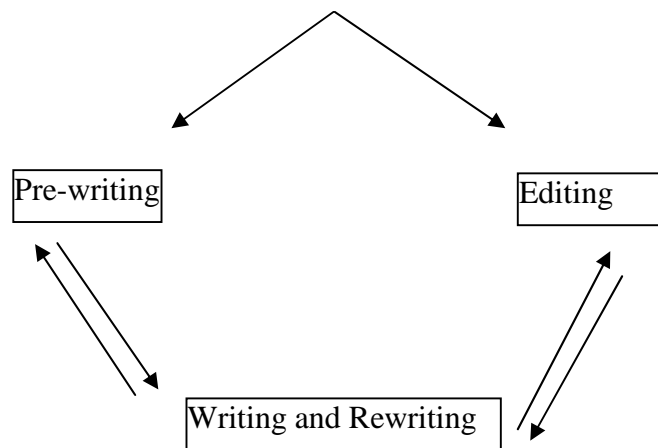
According to Hedge (1988), process writing is amalgamating of 'pre-writing' 'writing and rewriting' and 'editing'. What follows now is the way the process writing is viewed by various writers. According to white and Arndt (1991), the steps are presented in following figure.

Figure no. 1



These steps sum to be in the large version of Hedge (1988) who takes process writing a three style phenomena: pre-writing and rewriting and editing. These three stages are shown as follows:

Figure no. 2



From the above discussion on process writing, the following point can be arrived at two produced matured writing:

- i. Discussion on topic
- ii. Plan
- iii. Plot making
- iv. Brainstorming
- v. Collection of ideas
- vi. Putting the ideas in order
- vii. Structuring
- viii. Focusing
- ix. Evaluating
- x. Reviewing
- xi. Editing
- xii. Final draft formation

States of writing constituting process writing go like this

1. Planning
2. Making an outline
3. Preparing the first draft
4. Revising, editing and final draft formation

Those points are elaborated in the following way:

a) Planning factors in these sub stages:

i) Brainstorming

it is used to get ideas. It can be carried out individually or in group. At this stage, the learners do not stop, rather think spontaneously. Spider gram technique is very useful for collecting the ideas.

ii) Information Collection

After having given the writing task, the teacher expect them look for ideas or information on the topic. Reading is the best means for collection on information. Furthermore, the learner can browse the internet of listen or watch the media.

iii) Making Notes

Another sub-stage of planning is making notes. The note can be both structured and unstructured. Structured one is considered better.

iv) Organization of Notes

At this-stage of planning the notes are organized. Organization can be both in complete or incomplete structure. Topic sentence is considered important here. Correctness and precision of language are not yet important considerations. This activity gives the rough idea of maintaining coherence and unity. Different ideas can be death in different paragraphs. Paragraph division and use of transitional devices important considerations.

b) Making an Outline

After having organized the ideas, the writer makes an outline. While outlining the ideas, the writer puts the ideas in a certain order and relationship. It is imperative that outline is legible. It might be written in short phrases, incomplete sentences. Outlines are valuable tools: the writer can add, drop expands, substitute and coordinate or subordinate the ideas later.

c) Preparing the First Draft

This is the third stage of process writing. To summarize White and Ardt's (1991) views: 'The writer should consider his/her readers and their knowledge. Similarly, the writer must lavish his attention on need of ht reader. Furthermore, the missing information should be added extra information should be deleted.'

d) Revising Editing and Producing the Final Draft

Before the final comes out, the writer can change the words, sentences or part of the text. She/he decides the overall coherence of the text. Then the revises the whole text. Seow, 2002 (as cited in Phyak 2007) provide a peer responding checklist for revising, including the following question:

What is the greatest strength of this composition?

What is the central idea of this composition?

Which are the ideas which need more elaboration?

Where more details or examples should be added? Why?

What are some of the questions that the writer has not answered?

At which point does this composition fail to hold the reader's interest?

Where is the organization confusing?

Where is the writing unclear or vague?

At the editing stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual Material, such as quotations, examples and the like. Editing is more effective if it is done as a peer or group activity. Another equally effective way is to give the final copy to the colleagues, which may help to make further corrections. Whenever necessary, the students can adjust the style of their writing white and Arndt, 1991) corrections. Whenever necessary, the students can adjust the style of their writing (White and Arndt, 1991).

A simple checklist might be used to alert the students to some of the common surface error found n student's writing. For instance,

Have you used your verbs in the correct tense? Are the verb forms correct?

Have you checked for subject verb agreement? Have you used the correct propositions?

Have you left out the articles where they are required? Have you used all your pronouns correctly? Is your choice of adjectives and adverbs appropriate?

Have you written in complete sentences?

(Seow, 2002 as cited in Phyak, 2007)

Let us see how process approach and product approach writing differ:

There is a traditional approach which students are encouraged to imitate a model text, which is usually presented and analyzed at an early stage a model for such an approach is outlined below.

Product Approach

Stage One

Model texts are read, and then features of the genre are highlighted. For example, If studying a formal letter students may be drawn to the important of paragraphing and the language used to make formal requests. If studying a story the focus may be on the techniques used to make the story interesting and students focus on where and how the written employs these techniques.

Stage Two

This consists of controlled practice of the highlighted features, usually in isolation. So if the students are studying a formal letter they may be asked to practice a formal letter, they may be asked to practice the language used to make formal request.

Stage Three

This stage is stage of organization of idea this is very important stage. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage Four

The end result of the learning process. Students choose from a choice of comparable writing task individually, they use the skills, structures and vocabulary they have been taught to produce the product to show what they can do as fluent and competent users of the language.

Opposite to this, process approach to writing tends to focus more on the varied classroom activities which promote development of language use and linguistics, use: brainstorming, group discussion-writing. Such an approach can have any number of stages, though a typical sequence of activities could proceed as follows:

Stage 1

Generating ideas by brainstorming, students could discuss qualities needed to do a certain job or giving reasons as to why people take drugs or gamble. The teacher remains in the background during this phase, only providing language support if required, so as not inhibiting students in the production of ideas.

Stage 2

Student's extent ideas into note form and judge quality and usefulness of ideas.

Stage 3

Students organize ideas into a mind map, Spiderman or linear form. This stage helps to make the (hierarchical) relationship of ideas more immediately obvious, which helps students with the structure of their texts.

Stage 4

Students write the first draft. This is done in classes and frequently in pairs or groups.

Stage 5

Drafts are exchanged, so that students become the readers of each other's work. By responding as readers, students develop and awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts.

Stage 6

Drafts are returned and improvements are made based upon peer feedback.

Stage 7

A final draft is written

Stage 8

Students once again exchange and read each other's work and perhaps even write a response or reply.

A summary of the differences

Process-driven approaches show some similarities with task based learning, in that students are given considerable freedom within the task. They are not curbed by pre-emptive teaching of lexical or grammatical items. However, process approaches do not repudiate all interest in the product, (i.e. the final draft). The aim is to achieve the best product possible. What differentiates a process focused approach from a product-centered one is that the outcome of the writing, the product is not preconceived.

Process Approach	Product Approach
Text as a resource for comparison ideas as starting point	Imitate model text
More than one draft more global, focus on purpose, theme, text type, i.e. reader is emphasized	Organization of ideas more important than ideas themselves one draft
Collaborative	Features highlighted including controlled practice of those features
Emphasis on creative process	Individual
	Emphasis on end product

Which approach to use?

The approach that you decide to use will depend on you, the teacher, and on the students, and the genre of the text. Certain genres lend themselves more favourably to one approach than the other. Formal letters, for example or postcards, in which the features are very fixed, would be perhaps more suited to a product-driven approach, in

which focus on the lay-out, style, organization and grammar could greatly help students in dealing with this type of writing task.

Other genres, such as discursive essays and narrative, may lend themselves to process-driven approaches, which focus on student's ideas. Discursive activities are suited to brainstorming and discussing ideas in groups, and the collaborative writing and exchanging of texts help the students to direct their writing to their reader, therefore making a more successful text.

One or the other

The two approaches are not necessarily incompatible. I believe that process writing, i.e. re-drafting; collaboration can be integrated with the practice of studying written models in the classroom.

What I take from the process approach is the collaborative work, the discussion which is so important in generating and organizing ideas. Once students have written their first drafts, model texts can be introduced as texts for comparison. Lightbown found that learning appeared to be optimal in those situations in which the students knew what they wanted to say and the teacher's intervention made clear to them. There was a particular way to say it. 'Teacher intervention through model texts could thus aid the learning process.

I also like to incorporate the exchanging of drafts, so that the students becomes the read err of each other's works, this is an 'important part of the writing experience as it is by responding as reader, both during the collaborative stage of writing in-groups, as well as when reading another group's works that students develop an awareness of the fact that a writes is producing something to be read by someone else.

As Lewis Carroll makes clear in Alice's adventures in wonderland.

"I haven't opened it yet", said the white Rabbit, "but it seems to be a letter, written by the prisoner to somebody."

" It must have been that," Said the king, unless was written to nobody, which isn't usual, you know.

1.2 Review of Related Literature

A number of research studies were carried out to enhance languages skills. However, a few attempts have been made to determine the effectiveness of different techniques in teaching writing skill in the Department of English Language Education, T.U. they are as follows:

Karki (1999) experimented on this fact: either product approach or process approach is effective in teaching subject-verb agreements. In his study, he explored that students took subject-verb agreement as a big problem in writing. He used both the approaches to enhance subject-verb agreement. In conclusion, he recommended process approach as more effective one.

Ghimere (2000) conducted a research work to find out the effectiveness of product approach or process approach in teaching question tag. In this work inductive method was found more effective than the deductive one.

Sharma (2000) carried out a practical study to find out the effectiveness of role-play techniques in teaching communicative functions. It was found that the students who were assigned role play inside the classroom could do better than other students in teaching communicative functions.

Dahal (2002) carried out a practical study to find out the effectiveness of group work technique on oral performance. The finding showed that the group work technique proved to be relatively more effective than the conventional one in the student's oral performance.

Likewise, Sitaula (2002) explored passivization as important aspect of writing skill. He carried out a practical work to determine which method inductive or deductive is more effective in teaching passivisation. It was found that the inductive method was more effective than the deductive method in teaching passivization.

Panta (2004) carried out a practical study to find out the effectiveness of discovery technique in teaching subject-verb agreement. The finding showed that the students taught through the discovery techniques showed the better performance in subject-verb agreement than the students taught through the explanation technique.

Regmi (2007) conducted a practical study to find out the effectiveness of group work technique in teaching English tense. The finding showed that the group work technique proved to be relatively more effective in teaching English tenses.

Dahal (2008) in her study “Role of exposure in developing writing skill” deals with how exposure plays role in developing writing skill. She sampled 40 student of grade 10 from Ganoday Secondary School. This study brought significant change in students’ writing capacity by 4 percent.

Paudel (2011) in her study “Effectiveness of individual and pair work Techniques in Teaching Grammar” deals with the role of individual and pair work technique in developing grammatical aspect of writing skill.

Although a number of attempts have been made in order to find out the effectiveness of different methods and techniques, none of the studies with the effectiveness of process writing technique for developing writing skill. As thus present research attempts to assess the effectiveness of process writing in developing writing skill in English. Hence, this research explores new area of study in the development.

1.3 Objective of the Study

The objectives of this study are mentioned below:

- i. To find out the effectiveness of teaching writing through process approach in terms of subject matter in writing, coherence in writing, cohesion in writing, grammatical correctness in writing.
- ii. To pin point pedagogical implications.

1.4 Significance of the Study

Although it was a small work it mainly aimed to find out the effectiveness of process approach in developing writing skill. In spite of the fact that was a small work, it carried multifold significances. It was expected that the research will be useful especially to those persons who are interested to teach writing skill in English language. Likewise, the prospective teacher, syllabus designers, curriculum developer, administrators would be benefitted from this research study.

CHAPTER TWO

METHODOLOGY

Methodology is the most important component of a research. It refers to a set of activities or principles used to perform a particular activity. According to Kumar (2006), methodology is the soul of a research activity. Thus, it should be designed in such a way that the research can carry out the study systematically and scientifically.

This chapter incorporates the description of sources of data, population of the data, sampling procedure, tool for data collection, process of data collection and limitations of the study. I adopted the following methodology to carry out this research.

2.1 Sources of Data

2.1.1 Primary Sources

The primary sources of data were Bachelor Level students of Rajarshi Janak Campus, Janakpurdham. The primary sources of data were collected by administrating a pre-test and post-test. The same set of test items was used for both the tests. The Pre-test was administered before teaching of writing skill thought process approach and the post-test was administered after it. The researcher was involved in teaching the students for two months: Asar and Shrawan 2069.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were different books, journals, articles; research works related to English language similarly, published exam results. Some of them are as follows White and Arndt (1991), Hedge (1988), published writing competition/exam results. Princas (1982), Doff, Jones and Mithell (1983), Hains (1989), Fried (1990), Bryne (1991), Harmer (1991), Campbell Kryzewska (1992), Ribe and Vidal (1993), Leki (1999) Miller and webb (1991), Cowan R (1990), Beck (1986) Grellet (2009) Malley (2009).

2.2 Population of the Study

The populations of the study consisted of tewnety students of bachelor level studying in Rajarshi Janak Campus, Janakpurdham.

2.3 Sampling Procedure

In order to carry out this research, the researcher sampled twenty students of Bachelor Level studying in Rajarshi Janak Campus, Janakpurdham.

2.4 Tools for Data Collection

The test items were a test paper. It consisted of ten test items carrying 100 marks. The marks were distributed equally to each of the questions. The same test items were used in both pre-test and post test.

2.5 Process of Data Collection

The researcher followed the following procedures while collecting data:

- i. First of all, a set of test items was developed to find out the student's level of proficiency in writing skill which was used before and after the Application of process approach in teaching writing skill.
- ii. Secondly, the pre-test was administered to find out the proficiency level of students.
- iii. Thirdly, the students were ranked in different position on the ground of the marks they achieved.
- iv. Fourthly, the students who had equally scores were ranked by drawing a lottery.
- v. The students were given coded name to avoid the partiality.
- vi. Fifthly, the students were taught free writing using process approach a period each day for two months.
- vii. Sixthly, after the reaching of free writing through process approach the post test was administered.
- viii. Seventhly, the students were ranked based on the result of post test.
- ix. Eighthly, the researcher compared the result of the pre test and the result of the post-test.
- x. Finally, on the ground of obtained data the researcher explored the effectiveness of process approach in developing writing skill.

2.6 Limitations of the Study

The limitations of this study can be listed as follows:

- i. The population of this study is confined to 20 students of Bachelor level students studying at Rajarshi Janak Campus Janakpurdham.
- ii. The primary data for this study were collected from the written test.
- iii. The study focused on free writing.
- iv. Free writing was limited to paragraph writing, essay writing and letter writing.
- v. Only the subjective test items were administered.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The chapter deals with the analysis and interpretation of the data. The data have been analyzed under six main categories. They are as follows:

- i. Comparison on the ground of subject matter comparison based on coherence
- ii. Comparison on the ground of cohesion
- iii. Comparison on the ground of subject matter.
- iv. Comparison on the ground grammatical correctness
- v. Holistic comparison

The sources obtained from the students in pre and post-test were tabulated group wise. After that, the average scores of the pre-test were computed out of the individual sources tabulated. Then after, average scores of the pre-test were subtracted from the average scores of the post-test to find out the differences, differences were converted into percentage. If it was higher than zero, it shows the progress of the students. The group which got a higher percentage was thought to have better proficiency than the one which got a lower percentage.

In this study, the researcher taught writing using conventional method in the first stage and he found the students very reluctant to write on given topics. then, as the mission of the research, he applied process Approach to teach writing and found significant change in the writing capability of students.

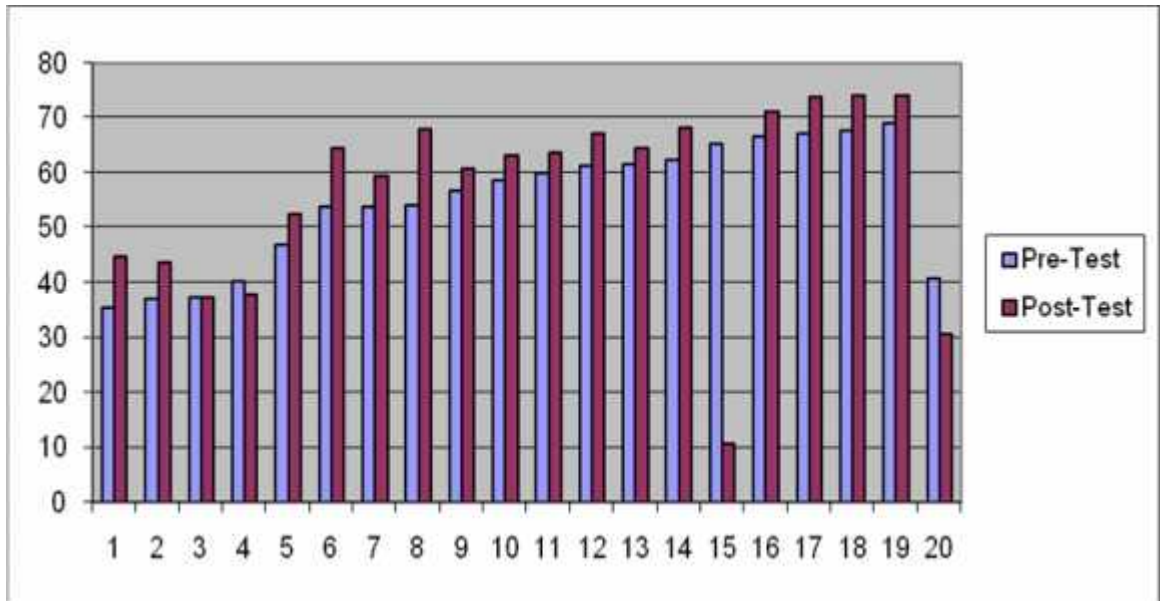
The Descriptive Data

The basic data obtained from individual students of both the group is presented below:

Table No. 1
The Descriptive Data

Rank	Pre-Test	Post-Test
1	69	74.1
2	67.7	74.1
3	67.3	73.8
4	66.8	71.2
5	65.4	10.8
6	62.4	68.4
7	61.4	67.3
8	61.5	64.5
9	53.8	64.4
10	60	63.6
11	58.7	63.3
12	56.9	60.7
13	53.8	59.6
14	54.1	68
15	46.9	52.5
16	35.5	44.8
17	37.2	43.8
18	40.4	37.74
19	37.4	37.4
20	40.8/36	30.7/39

Figure no. 3



3.1 Comparison Based on Subject Matter

Table No. 2

Subject Matter Based Comparison

Group	AV. Score in Pre-T	AV. Score in Post-T	D	D%
A	16.705	19.145	2.44	14.606

This category consisted of 10 items. Each items carried 3 marks. The marks for subject matter in every question are three (3).

The above table shows that the students have the average score of 16.705 in the pretest and 19.145 in the post-test. In this way, the students increased its average marks by 2.44 or 17.606.

3.2 Comparison Based on Coherence

Table No. 3

Coherence Based Comparison

Group	AV. Score in Pre-T	Av. Score in Post-T	D	D%
A	16.57	18.35	1.75	10.561

The category consisted of 10 items. Each item carried 3 marks. The marks for Coherence in every question are three {3}.

The table two shows that the average score of the students is 8.7 in the pre-test and 10 in the post-test. In this way the students have increased their marks by 1.75 or 10.56%

3.3 Comparison Based on Cohesion

Table No. 4
Cohesion Based Comparison

Group	AV. Score in Pre-T	Av. Score in Post-T	D	D%
A	16.94	18.32	1.39	8.205

This category consisted 10 items. Each item carried 3 marks. The marks for Cohesion in every question are three {3}.

The table shows that the students have the average score of 16.94 in the pre-test and 18.32 in the post-test. In this way, the students increased its average marks by 1.39 or 8.205.

3.4 Comparison Based on Grammatical Correctness

Table No. 5
Grammatical Correctness Based Comparison

AV. Score in Pre-Test	AV. Score in Post-Test	D	D%
4.35	4.535	0.21	4.82

The category consists of 10 items. Each item contains one mark. The mark for grammatical correctness in each question is one {1}.

The above table shows that the average marks obtained from students is 4.35 in the Pre-Test and 4.535 in the Post-test. It shows that the students have progressed by 0.21 or 4.82%.

3.5 Holistic Comparison

Table No. 6
Holistic Comparison

S.N	Category	Av. Score in Pre-Test	Av. Score in Post-Test	Differences between Pre-Test and Post-Test	D%
1.	Subject matter	16.705	19.145	2.44	14.606
2.	Coherence	16.57	18.35	1.75	10.561
3.	Cohesion	16.94	18.32	1.39	8.205
4.	Grammatical Correctness	4.35	4.53	0.21	4.82
5.	Total Augmentation	54.56	60.345	5.79	10.61

The above table exhibits that the average augmentation percentage in different categories was more in post test result than in pre-test result. The total augmentation in post test is 15.09 percent where as the total augmentation in pre-test is 13.64 percent. The difference in percentage in between pre-test and post-test was by 5.79 percent.

Table No. 7**Marks Acquired by Students on Coherence in Pre-Test**

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	2	2.1	2.4	2	2.3	2.1	2	2	2.1	2.1	21.1
2	2	2.1	2.2	2	2.2	2.1	2.1	1.9	2	2.1	20.7
3	2.8	1.7	1.8	2.8	2	2.8	2	2	1.8	1.9	21.6
4	1.7	1.7	2	2.1	2.3	2	2	1.9	2	2	19.7
5	2.1	2.2	2.3	2.1	1.8	2.1	2.1	2	2.1	2.2	21
6	1.8	1.7	1.9	1.6	1.9	2	2	2	2	2	18.9
7	2	1.7	1.7	2	2	2	2	2.1	1.9	2	19.4
8	2	1.9	1.7	2	1.1	2	2	2.1	1.9	1.8	18.5
9	1.9	1.8	1.9	1.8	2	2	2.1	1.8	1.9	2.1	19.3
10	1.7	1.6	1.8	1.5	1.8	1.9	1.9	1.9	1.9	1.9	17.9
11	1.7	1.6	1.7	1.9	1.9	1.9	2	1.6	1.5	1.4	17.2
12	1.4	1.4	1.5	1.9	1.9	1.8	1.6	1.6	1.7	2	16.8
13	1.7	1.5	1.4	1.7	1.8	1.6	1.7	1.7	1.8	1.7	16.6
14	1	1.8	1.7	1	1.3	1.5	2	1.8	1.8	1.9	15.8
15	1.4	1.5	1.6	1.5	1.3	1.3	1.3	1.3	1.3	1.6	14.1
16	1	1	1.1	1.4	1.3	1.1	1.3	1.2	1.5	1.2	12.1
17	1	1	1.1	1	1	1	1.1	1.2	1.2	1.2	10.8
18	1	1	1	1	1.1	1	1	1.2	1.1	1	10.4
19	0.7	0.7	1	1	0.9	0.9	1	1.1	1.1	1	9.4
20	1	0.9	1.2	1.3	1	1.2	1.2	1.1	1.1	1.2	11.2
Total											332.5

The above table exhibits marks acquired by students on coherence in pre-test. There were 10 questions, each carrying 10 marks. Coherence carried 3 marks in each question and total marks acquired by students were 332.5. It was remarkable that students acquired variant amount of marks for different questions.

Table No. 8**Marks Acquired by Students on Coherence in Post-Test**

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	2.2	2.4	2.6	2.3	2.3	2.3	2.2	2	2.3	2.2	22.8
2	2.2	2.4	2.6	2.3	2.3	2.3	2.2	2	2.3	2.2	22.8
3	3	1.8	1.8	3	2.1	3	2.1	2.2	2	2	23
4	2.1	2.3	2.5	2.2	2.2	2.2	2.1	2.3	2.2	2.1	22.2
5	2.3	2.4	2.7	2.2	2	2.3	2.3	2.1	2.4	2.3	23
6	2	2	1.9	2.3	2.4	2.2	2.5	2	2	2	21.3
7	1.9	1.9	1.8	2.2	2.3	2.1	2.4	1.9	1.9	1.9	20.3
8	2.1	1.8	1.8	2.1	1.1	2.1	2.1	2.2	1.9	1.9	20.3
9	2.1	1.9	1.9	2	2	2.1	2.2	2	2.1	3	21.3
10	2	2	2.3	2	1.8	2.1	2	1.9	2	2	20.1
11	1.8	.17	.18	2	2	2	2.1	1.7	1.6	1.5	18.2
12	1.5	1.5	17	2	2	1.9	1.7	1.7	1.8	2.1	17.8
13	1.9	2.1	2.3	1.9	2	1.9	1.8	2	1.9	1.8	19.6
14	1.9	1.9	2.2	1.9	1.7	2	1.9	1.8	1.9	1.9	19.1
15	1.5	1.3	1.4	1.6	1.4	1.4	1.6	1.4	1.6	1.7	14.9
16	1	1	1	1.3	1.2	1	1.2	1.1	1.4	1	11.2
17	1.2	1.3	1.5	1.4	1.3	1.4	1.3	15	1.4	1	11.2
18	1	1	1	1.3	1.2	1	1.2	1.1	1.4	1.4	13.7
19	1.1	1.1	1.1	1.1	1.2	1	1	1.2	1.1	1.1	11
20	1.4	1.1	1.2	1.5	1.4	1.2	1.4	1.3	1.6	1.3	13.4
Total											366.2

The above table no. exhibits marks acquired by students on coherence in pre-test.

There were ten questions each carrying ten marks. So in ten questions coherence carried 30 marks. Total marks acquired by total students on coherence were 332.5. it was remarkable that students acquired variant account of mark for different question. Number three student acquired 21.6 marks on coherence while no.1 student acquired 21.1 marks & no. 20 students acquired 11.2 marks. The list marks was 9.4 which was acquired by students no. 19. Those students acquired the following amount of marks in post test. Students no. 3 acquired 23 marks, students no. 1 acquired 22.8 marks,

students no. 20 acquired 13.4 marks and the students who had acquired list marks on coherence in pre-test acquired 14 marks in post-test. The difference in pre-test and post-test. The difference in pre-test and post test in terms of marks is 33.7

Table No. 9
Marks Acquired by Students on Cohesion in Pre-Test

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	2.1	2.2	2.3	2.1	2	2.2	2.1	2.1	2	2	21.1
2	2.1	2.2	2.1	2.1	2	2.2	2.2	2.1	1.9	2.2	21.1
3	2.9	1.7	1.8	2	1.8	2.8	1.8	1.8	2	1.8	20.7
4	1.7	1.9	2	2.2	2.3	2.2	2.3	2	2	2.2	20.8
5	1.9	1.8	2.1	2.1	1.9	2	2.1	2.2	2.2	2	20.3
6	1.9	1.9	1.8	1.8	2	2	2	2	2	2	19.4
7	2	1.7	1.9	1.9	1.8	2	1.8	2	2	1.9	19
8	2	1.7	1.9	1.9	1.7	1.9	1.7	1.9	2	1.8	18.5
9	1.8	1.7	1.3	1.9	1.9	2	2.1	1.9	2	2	18.7
10	1.8	1.8	1.7	1.7	1.9	1.9	2	1.9	1.9	1.9	18.5
11	1.6	1.7	1.8	1.7	1.6	2.2	2.1	1.7	1.8	1.6	17.8
12	1.5	1.6	1.6	1.9	2	1.9	1.7	1.5	1.7	2	17.4
13	1.6	1.6	1.5	1.6	1.7	1.7	1.8	1.9	1.9	1.8	17.1
14	2	2	2	1.8	1.7	1.7	1.5	1.7	1.6	1.5	17.5
15	1.4	1.4	1.3	1.3	1.4	1.4	1.4	1.7	1.6	1.9	14.8
16	1.1	1.2	1.3	1.3	1.2	1.4	1.4	1.3	1.6	1.3	13.1
17	1	1.1	1	1.1	1.1	1	1.2	1.1	1	1	10.6
18	1.1	1	1.1	1.1	1	1.1	1.2	1.1	1	1.1	10.8
19	0.5	0.8	1.1	0.9	1.1	1.2	0.9	0.9	1	1.1	9.5
20	0.9	0.9	1.3	1.2	1.2	1.3	1.1	0.9	1	1.3	11.1
Total											337.8

The above table exhibits marks acquired by students on cohesion in pre-test. There were 10 questions, each carrying 10 marks. Cohesion carried 3 marks in each question and total marks acquired by students on cohesion were 337.8. It was remarkable that students acquired variant amount of marks for different questions.

Table No. 10
Marks Acquired by Students on Cohesion in Post-Test

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	2.3	2.5	2.5	2.2	2.1	2.2	2.1	2.4	2.2	2	22.4
2	2.3	2.5	2.4	2.2	2.1	2.2	2.1	2.4	2.2	2	22.4
3	3	1.8	2	2	1.9	3	1.9	2.1	2.1	1.9	21.7
4	2.2	2.4	2.3	2.1	2	2.1	2	2.2	2	2.3	21.6
5	2.4	2.1	2.1	2.3	2	2.1	2.2	2.5	2.3	2.1	22.1
6	2	2	2	2	2	2.5	2.4	2	2	2	20.9
7	1.9	1.9	1.9	1.9	1.9	2.4	2.3	1.9	1.9	1.9	19.9
8	2.1	1.8	2	2	1.7	2	1.9	2.1	2.1	1.9	19.6
9	2.1	1.9	1.5	2.1	2	2.2	2	2.2	2.2	2	20.2
10	3	2.1	2.5	2	1.8	1.7	2	1.8	1.8	1.8	20.5
11	1.7	1.8	1.9	1.8	1.7	2.3	2.2	1.8	1.9	1.7	18.8
12	1.6	1.7	1.7	2	2.1	2	1.8	1.6	1.8	2	18.3
13	2	2.2	2.1	2	1.9	2	1.9	1.9	2	1.9	19.9
14	2.9	2	2.4	1.9	1.7	1.6	1.9	1.7	1.7	1.7	19.5
15	1.6	1.4	1.5	1.8	1.5	1.5	1.7	1.5	1.7	1.5	15.7
16	0.9	0.9	1.2	1.4	1.3	1.3	1.3	1.3	1.5	1.2	12.3
17	1.1	1.4	1.6	1.5	1.5	1.3	1.4	1.7	1.4	1.3	14.2
18	0.9	0.9	1.2	1.4	1.3	1.3	1.3	1.3	1.5	1.2	12.3
19	1.2	1.2	1.2	1.2	1.1	1.2	1.3	1.1	1.1	1.2	11.8
20	1.2	1.3	1.4	1.5	1.3	1.5	1.5	1.4	1.7	1.3	14.1
Total											348.2

The above table exhibits marks acquired by students on cohesion in pre-test and post-test. There were ten questions each carrying 10 marks. Cohesion carried 3 marks in each question. Total marks acquired by total students on cohesion in pre-test were 337.8. Total marks acquired by total students on cohesion in post-test were 348.2. It was remarkable that students acquired variant amount of marks for different questions.

The difference in between pre-test is that of 10.4 student no. 1 acquired 21.1 in pre-test. Student no 20 acquired 11.1 in pre-test. The cast marks was 9.5 which was acquired by students no. 19. Students no.1 acquired 22.4 in post-test, student no.20 acquired 14.1 in posttest. The student who had acquired least marks in pre-test acquired 11.8 in post-test which was 7 marks increase.

Table No. 11
Marks Acquired by Students on Subject Matter in Pre-Test

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	2.3	2.3	2.3	2.2	2.1	2	2.2	2.5	2.3	2.1	22.3
2	2.3	2.3	2.3	2	2.3	2.3	2.3	2.3	1.8	1.8	21.7
3	3	1.8	1.7	1.8	2.8	1.9	1.9	1.9	2.1	1.8	20.7
4	1.8	1.6	2	2.1	2	2.3	2	2.1	2	2	19.9
5	2.3	2.5	1.2	2.2	2	2.1	2.2	2.5	2.4	2.1	21.5
6	1.9	1.7	2	1.9	2	1.9	1.9	2	2	2.5	19.8
7	2	1.8	1.8	1.9	2	1.7	1.9	2.3	2.1	1.8	19.3
8	2	1.7	1.8	1.9	.1	1.36	1.9	2.2	2.1	1.7	19
9	2	2	1.2	1.9	1.9	1.8	1.8	1.9	2	2.4	18.9
10	1.8	1.6	1.9	1.8	1.9	1.8	1.8	1.9	2	2.4	18.9
11	1.8	1.9	2.2	1.8	2	1.8	1.9	1.7	1.7	1.8	18.6
12	1.6	1.3	1.5	1.7	1.6	2	1.6	1.8	1.6	2.1	16.8
13	1.5	1.7	1.6	1.7	1.6	1.5	1.6	2.1	1.5	1.7	16.5
14	1	1	1.3	2	2	2	1.5	1.6	1.5	1.4	15.3
15	1.4	1.4	1.4	1.4	1.4	1.6	1.5	1.3	1.5	1.7	14.6
16	1.2	1.1	0.9	1.2	1	1.1	1.1	1.5	1.8	1	10.9
17	1.1	1	1	1.1	1.2	1.2	1	1	1.1	1.1	10.8
18	1	1.1	1.2	1	1.2	1.2	1	1	1	1	10.7
19	0.9	0.6	0.7	0.7	0.8	0.9	0.7	0.8	0.9	1	8
20	1.3	1.2	1	1.3	1.1	1.2	1.2	1.6	0.9	1	11.8
Total											315.7

The above table exhibits marks acquired by students on subject matter in pre-test. There were 10 questions, each carrying 10 marks. Subject matter carried 3 marks in

each question and total marks acquired by students on subject matter was 315.7. It was remarkable that students acquired variant amount of marks for different questions.

Table No. 12
Marks Acquired by Students on Subject Matter in Post-Test

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	2.6	2.6	2.4	2.3	2.6	2.1	2.4	2.7	2.5	2	24.2
2	2.6	2.6	2.4	2.3	2.6	2.1	2.4	2.7	2.5	2	24.2
3	3	1.9	1.9	2	3	1.8	2	2.4	2.2	1.9	22.1
4	2.5	2.5	2.3	2.2	2.5	2	2.3	2.5	2.2	2	23
5	2.7	2.7	1.5	2.4	2	2.4	2.5	2.8	2.6	2.2	23.8
6	2.1	2.1	2.5	2	2.2	2	2/3	2	2/3	2/4	21.9
7	2	2	2.4	1.9	2.2	1.9	2.2	1.9	2.2	2.3	21
8	2.1	1.9	1.9	2	2.1	1.8	2	2.4	2.2	1.9	20.3
9	2.2	2	1.2	2.1	2	1.9	2.1	2.3	2.3	2	20.1
10	2	1.5	1	2.1	2.1	1.8	.19	2	1.9	1.7	18
11	1.9	2	2.3	1.9	2	1.9	2	1.8	1.8	.19	19.5
12	1.7	1.4	1.6	1.8	1.7	2.1	1.7	1.9	1.7	2.2	17.8
13	2.3	2.3	2.2	2.2	2	1.8	2	2.3	1.8	2	20.9
14	1.9	1.4	0.9	2	2	1.7	1.8	2	1.8	1.6	17.1
15	1.7	1.5	1.9	1.9	1.5	1.7	1.9	1.4	2	2	17.5
16	1.1	1	0.8	1.1	1.2	0.9	1.1	1.2	0.7	1.1	10.2
17	1.2	1	1.2	1.4	1.1	1.2	1.3	0.9	1.3	1.4	12
18	1.1	1	0.8	1.1	1.2	0.9	1.1	1.2	0.7	1.1	10.2
19	1.1	1.2	1.3	1.1	1.3	1.3	1.1	1.3	1	1.1	11.8
20	1.3	1.2	1	1.3	1.1	1.2	1.2	1.6	0.9	1	11.8
Total											357.2

The above table exhibits marks acquired by students on subject matter in pre-test and post-test. There were 10 questions each carrying 10 marks. Subject matter carried 3 marks in each question. Total marks acquired by total students in post test were 357.2.

It was remarkable that students acquired variant amount of marks for different questions.

The difference in between pretest and post test was that of 41.5 Student no. 1 acquired 22-3 in pre-test student no. 20 acquired 11.8 in pre-test. The least mark was 8 which were acquired by student no. 19. Student no. 1 acquired 24.2 marks in post-Test. Student no. 19 acquired 11.8 marks in post-test.

Table No. 13

Marks Acquired by Students on Grammatical Correctness in Pre-Test

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	0.4	0.5	0.6	0.5	0.4	0.5	0.4	0.3	0.4	0.5	4.5
2	0.4	0.5	0.4	0.3	0.4	0.5	0.5	0.4	0.5	0.5	4.2
3	0.4	0.5	0.4	0.5	0.3	0.4	0.5	0.3	0.3	0.5	4.1
4	0.5	0.5	0.4	0.3	0.4	0.4	0.4	0.5	9.6	1	5
5	0.5	0.4	0.6	0.5	0.3	0.3	0.4	0.5	0.4	0.6	4.5
6	0.5	0.4	0.4	0.3	0.3	0.4	0.5	0.6	0.6	0.3	4.3
7	0.3	0.5	0.5	0.4	0.2	0.3	0.4	0.5	0.3	0.4	3.8
8	0.4	0.5	0.3	0.5	0.3	0.4	0.5	0.3	0.4	0.4	4.1
9	0.5	0.6	0.4	0.5	0.3	0.4	0.8	0.4	0.3	0.6	4.8
10	0.4	0.3	0.3	0.2	0.3	0.3	0.4	0.5	0.5	0.2	3.4
11	0.4	0.4	0.4	0.3	0.2	0.4	0.4	0.2	0.3	0.3	3.3
12	0.3	0.4	0.3	0.2	0.3	0.2	0.3	0.4	0.5	0.2	3.1
13	0.3	0.4	0.5	0.4	0.2	0.3	0.4	0.4	0.3	0.4	3.6
14	0.6	0.5	0.4	0.4	0.5	0.4	0.3	0.5	0.5	0.7	4.8
15	0.4	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.3	0.3	3.4
16	0.5	0.5	0.5	0.3	0.5	0.4	0.5	0.6	0.3	0.2	4.3
17	0.4	0.5	0.4	0.3	0.4	0.3	0.5	0.3	0.3	0.3	3.9
18	0.4	0.5	0.5	0.4	0.3	0.3	0.4	0.5	0.3	0.2	3.8
19	0.5	0.4	0.4	0.3	0.4	0.3	0.4	0.4	0.4	0.3	3.8
20	0.4	0.4	0.4	0.3	0.3	0.4	0.3	0.4	0.4	0.3	3.6
Total											76.934

The above table exhibits marks acquired by students on grammatical correctness in pre-test. There were 10 questions, each carrying 10 marks. Grammatical correctness carried 1 mark in each question and total marks acquired by students on grammatical correctness was 76.93. It was remarkable that students acquired variant amount of marks for different questions.

Table No. 14
Marks Acquired by Students on Grammatical Correctness in Post-Test

Students	Question No.										Total
	1	2	3	4	5	6	7	8	9	10	
1	0.4	0.6	0.6	0.5	0.4	0.4	0.6	0.3	0.3	0.6	4.7
2	0.4	0.6	0.6	0.5	0.4	0.4	0.6	0.3	0.3	0.6	4.7
3	0.4	0.6	0.6	0.5	0.3	0.4	0.5	0.3	0.3	0.3	4.4
4	0.3	0.5	0.5	0.4	0.3	0.3	0.5	0.5	0.3	0.4	4
5	0.5	0.7	0.7	0.5	0.3	0.3	0.4	0.4	0.4	0.7	4.9
6	0.5	0.4	0.5	0.5	0.4	0.5	0.4	0.3	0.4	0.4	4.3
7	0.4	0.3	0.4	0.5	0.3	0.4	0.3	0.2	0.3	0.3	3.4
8	0.4	0.6	0.6	0.5	0.3	0.4	0.5	0.3	0.3	0.5	4.4
9	0.5	0.7	0.7	0.5	0.3	0.5	1	0.4	0.5	0.6	5.7
10	0.6	0.5	0.3	0.4	0.4	0.4	0.5	0.5	0.5	0.6	4.7
11	0.5	0.5	0.5	0.4	0.3	0.5	0.4	0.3	0.4	0.4	4.2
12	0.4	0.5	0.4	0.3	0.4	0.3	0.4	0.5	0.6	0.3	4.1
13	0.4	0.5	0.3	0.4	0.5	0.3	0.4	0.5	0.3	0.4	4
14	0.5	0.4	0.2	0.3	0.3	0.4	0.4	0.4	0.5	0.5	3.9
15	0.5	0.5	0.4	0.3	0.4	0.5	0.5	0.6	0.3	0.4	4.4
16	0.4	0.4	0.4	0.2	0.3	0.3	0.4	0.5	0.3	0.5	3.7
17	0.5	0.4	0.3	0.4	0.4	0.3	0.4	0.3	0.4	0.5	3.9
18	0.4	0.4	0.4	0.2	0.3	0.3	0.4	0.5	0.3	0.5	3.7
19	0.7	0.6	0.7	0.8	0.5	0.4	0.7	0.4	0.6	0.8	6.2
20	0.5	0.6	0.7	0.4	0.7	0.5	0.5	0.7	0.3	0.3	5.2
Total											130.8

The above exhibits marks acquired by students on grammatical correctness in pre-test, and the above table exhibits marks acquired by students on grammatical correctness in

post test. There were ten (10) questions each carry in 10 marks. Total marks acquired by students in pre-test was 79.49. And total marks acquired by students on grammatical correctness in post test was 88.5. It was remarkable that students acquired variant amount of mark on different questions. The difference in between pre-test and post test was that of 61.4. Student's no. 1 acquires.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The following findings have been traced out on the ground of the study.

- i. In subject matter based comparison, the students yielded better performance in post-test which took place after the application of process approach in developing writing skill than in the pre-test which had taken place after the application of conventional method in developing writing skill. The students improved their performance by fifteen percent.
It shows that process approach worked more effectively than the conventional method in developing subject matter aspect of writing skill.
- ii. In coherence based comparison the students gave better. Performance in post test which has been carried out after the application of process approach in developing writing skill than in pre-test which had taken place after the application of conventional method in developing writing skill. The students improved their performance by 11 percent in average.
- iii. In cohesion best comparison the students gave better performance in post-test which took place after the application of process approach in developing writing skill than in pre-test which had taken place after the application of conventional method in developing writing skill. The students improved their performance by 9 percent.
- iv. It shows that process approach worked more effectively than the conventional method in developing cohesive aspect of writing skill.
- v. In grammatical correctness comparisons, the students gave better performance in post-test which took place after the application of process after the application of conventional method in developing writing skill. The students improved their performance by 5 percent.
- vi. It shows that process approach worked more effectively than the conventional method in developing grammatical correctness aspect of writing skill.
- vii. In holistic comparison, the students increased their performance by fourteen percent in average.

4.2 Recommendations

The given recommendations are made on the ground of the finding:

- i. This research shows that the use of process approach in classroom teaching was comparatively more effective than conventional teaching. Given the English teacher followed process approach in teaching writing skill for the whole academic year, the students learned more effectively. Therefore the application of process approach should be brought into practice for developing writings skill.
- ii. The students showed better performance incoherence aspect through the application. So it was better to apply process approach to develop coherence aspect of writing skill.
- iii. Although the students showed better performance in cohesion and subject matter aspect of writing skill, they failed to progress in grammatical aspect. Thus the conventional approach i.e. explanation must be preferred.
- iv. Task based exercises should b developed by Curriculum Development Center, especially taking process approach in consideration.
- v. Process approach is a time consuming activity. So, it is suggested that much time should be allocated.
- vi. The teachers should be trained to apply this technique as per our need and context.
- vii. So far as possible, Process Approach should be applied in teaching writing skill co-operating the students in groups so that they can share ideas rather than depending upon the single person.
- viii. Process Approach can be sued with almost all levels and abilities of the students. However, it is suggested that his technique is more preferable to advanced level students.

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APPENDIX I
QUESTIONNAIRE

Test Items

Level: Bachelor level

F.M.: 100

Time: 3 hrs.

P.M.: 35

Subject: English

Attempt all Questions.

i) Write a paragraph explaining any nasty event in our life.

[Narrative composition]

ii) Write a short paragraph describing your partner's daily routine.

[Descriptive composition]

iii) 'Write your view on leaders and politics' of Nepal.

[Reflective composition]

iv) 'Is a pen mightier than sword?' Argue for against.

[Argumentative composition]

v) Imagine that you are a journalist. Write a part of newspaper article entitled Development of communication sector in pro-democracy period of Nepal.

[Imaginative writing]

vi) Write a newspaper report about an accident you have just seen.

[Narrative writing]

vii) Describe your country Nepal, especially through geographical and social angle.

[Descriptive writing]

viii) Write your view on 'Tourism, economy and Culture of Nepal.'

[Reflective writing]

ix) 'Is a man known by the company he keeps?' Argue for or against.

[Argumentative writing]

x) Describe the room you live in.

[Descriptive writing]

APPENDIX II
Scoring Scheme

Content	Figure
Subject Matter	3 marks
Coherence	3 marks
Cohesion	3 marks
Grammatical Correctness	1 marks
Total	10 marks

Appendix 3

Model Lesson Plan

Time: 45 minutes

Presentation: The same of the 1A

Practice: After having presented the materials, he will move on the ground of process approach in practice segment.

Process Approach

1. Brainstorming: The teacher will help the students brainstorm on the related topic. The students will write whatever comes to their mind without considering grammars.

For example

Nepal is a landlocked country in South Asia.

She is beautiful

I love my motherland.

Nepal is an agro-based country Nepal is famous for angelic beauties.

The teacher will interfere-He will make the students certain about the length audience and limitation of the topic.

(Note: Coherence, Cohesion and Grammatical Correctness are not considered here.)

2. Making an outline: Here, the teacher will help students to be clear on the topic. The novice writer will have to be careful about the relationship between main points and details.

For example: Introduction

Thesis: Nepal is an agro based country.

Details: More than ninety percent of people depend on agriculture. Terai is considered to be fertile land for this

Whereas cohesion is managed as per the nature of writing.

3. Making the first draft: At this stage, the teacher will make the students write on the topic on usual form. It is preliminary vision of writing.

4. Preparing the final draft: The teacher will make the student correct their mistakes.

Evaluation: Write an essay on the topic my native land Nepal.

Model Lesson Plan No. 2

Topic: Modern Technology

Objective: To write on “both” good and bad aspects of mobile.

Teaching Materials: Usual Classroom Materials, sentence card, real mobile
Teaching Learning Activities

Presentation: The teacher will motivate the students by asking questions from previous lesson. Then he will come to the topic. As usual, the teacher will present a maximum amount of information on the topic in oral form. Then he will launch sentence card in front of students. In the will focus on the both and both good aspects of mobile.

Practice

After presenting materials on the topic the teacher will make the students participate in the following activities under the topic ‘process approach’.

Process Approach

1. Planning

-) The teacher will help students in ascertain to motive behind writing.
-) Fixing the size of the writing
-) Materials/contents to be included

a. Brainstorming: The teacher can make them brainstorm either individually or in group. It will take place for 10 minutes. For example;

-) Mobile is a form of modern technology

) It has made the world smaller and easier.

) It is a great mean of communication

Grammatical correctness, coherence and cohesion will not be important matter.

2. Making an outline: Here, the teacher will help student be clear and organized on the topic.

Mobile

1. Introduction

a. A part of modern technology

b. Portable

c. Multipurpose

2. Body

a. Good aspects

b. Bad aspects

3. Conclusion

4. Preparing the first draft

It is preliminary version of writing. The students will prepare the first version of writing. Here, the students will write on the topic in fluent manner. They will pay a little less attention on technical and grammatical aspects.

4. Preparing the final draft

This is the final version of writing. At this stage, the students will care about technical and grammatical mistakes both.

Evaluation

Write an essay on mobile it impact, especially going through the procedures of process approach.

Lesson Plan No. 3

Date:

Topic: Machine Civilization

Objective: To write an essay on machine civilization and its impacts

Teaching materials: Usual classroom materials, sentence card pretore

Teaching learning Activities

Presentation

First of all the teacher will motivate the students by cracking o joke. The joke goes like this: Teacher (teaching past tense)

I went home.

Students: You are here, sir!

Next the teacher will go to the topic. Conventionally, he will give speech on machine civilization orally. Similarly, he will show sentence cards also. It will give insight to the student on the topic.

Practice: After having presented materials on the topic, the teacher will make students participate in the following activities under the topic “Process Approach’.

1. Planning

- The teacher will help students fix motive behind writing.
- He will help students fix size and materials to be included in the writing also.
- a. Brainstorming: The teacher will make them brainstorm on the topic individually or in group. It will take place for Ten minutes.

Machine Civilization

- This century is the age of machines
- Machines have changed the society from the agrarian one to the industrial one.
- Machines save time so people have a lot of leisure time.

2. Preparing the outline

At the stage the teacher will help the students be clear and organized on the topic.

While outlining, the teachers will focus on the main points, especially maintaining the main points and details.

For example:

Machine Civilization

I. A: Features of modern civilization

- a. Short historical descriptions
- b. Machine and modern industry
- c. Machines in daily life
- d. Machines have made the world smaller

II. B: Advantages of machine civilization

- a. Higher standard of life
 - Luxuries and comforts
 - Fastest travels
 - Good communications

C: Disadvantages of machine civilization

- Pollution
- Noise

Coherence will be seen here

3. Preparing the first draft: It will be the preliminary version of writing. Here, the students will prepare the first version of writing. They will write on the basis on two prior steps freely.

4. Preparing the final draft this will be the final version of writing. At this stage, to students will consider both the technical and grammatical mistakes.

Evaluation

Write an essay on machine civilization.

Lesson Plan No. 4

Date:

Topic: Daily routine

Objective: Write an essay entitled your partner's daily routine

Teaching Materials: Usual Class room materials, sentence cards

Teaching Learning activities

Presentation: First of all, the teacher will attract student's attention by cracking a joke. Then, he will go to the topic. In the course of presenting the materials on the topic, he will say his friend's daily routine orally. He will tell some mysterious aspects of daily routine of some great people also.

Then, he will demonstrate sentence cards and ask students put them in chronological order.

Practice: after having presented the materials on the topic, the teacher will make the students involve in the following activities under the topic "Process Approach"

Process Approach

I. Planning: After having identified the topic, the teacher will do these jobs at planning stage.

- The teacher will help students fix motive behind writing on the topic.
- Then, he will help student fix size and materials to be include in the writing also.

a) Brainstorming

The teacher will make them brainstorm on the topic individually or in group for 10 minutes.

My partner's daily routine

My partner's name is Ramesh Prasad Ghimire.

He gets up at 5 a.m.

He is very assiduous...

Grammatical correctness, coherence as and cohesion will not be focused here.

1. Making an outline: At this stage, the teacher will help students be clear and organized on the topic while outlining, the teacher will focus on main points, especially maintaining the relationship between the main points and details. For example;

My partner's Daily Routine

A: Introduction

- His name
- His living style and beliefs
- His habit

B: Body

- Activities: time schedule

C: Conclusion

[3] Preparing the first draft

It will

Appendix 4

Seema Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2	2.1	2.3	0.4	6.8	
2	2.1	2.2	2.3	0.5	7.1	
3	2.4	2.3	2.3	0.6	7.6	
4	2	2.1	2.2	0.5	6.8	
5	2.3	2	2.1	0.4	6.8	
6	2.1	2.2	2	0.5	6.8	
7	2	2.1	2.2	0.4	6.7	
8	2	2.1	2.5	0.3	6.9	
9	2.1	2	2.3	0.4	6.8	
10	2.1	2	2.1	0.5	6.7	
	21.1	21.1	22.3	4.5	69	

Seema Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.2	2.3	2.6	0.4	7.5	
2	2.4	2.5	2.6	0.6	8.1	
3	2.6	2.4	2.4	0.6	8	
4	2.3	2.2	2.3	0.5	7.3	
5	2.3	2.1	2.6	0.4	7.4	
6	2.3	2.3	2.1	0.4	7	
7	2.2	2.1	2.4	0.6	7.3	
8	2	2.4	2.7	0.3	7.4	
9	2.3	2.2	2.5	0.3	7.3	
10	2.2	2	2	0.6	6.8	
	22.8	22.4	24.2	4.7	74.1	

Ram Sulochan Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2	2.1	2.3	0.4	6.8	
2	2.1	2.2	2.3	0.5	7.1	
3	2.2	2.1	2.3	0.4	7	
4	2	2.1	2	0.3	6.4	
5	2.2	2	2.3	0.4	6.9	
6	2.1	2.2	2.3	0.5	7.1	
7	2.1	2.2	2.3	0.5	7.1	
8	1.9	2.1	2.3	0.4	6.7	
9	2	1.9	1.8	0.5	6	
10	2.1	2.2	1.8	0.5	6.6	
	20.7	21.1	21.7	4.2	67.7	

Ram Sulochan Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.2	2.3	2.6	0.4	7.5	
2	2.4	2.5	2.6	0.6	8.1	
3	2.6	2.4	2.4	0.6	8	
4	2.3	2.2	2.3	0.5	7.3	
5	2.3	2.1	2.6	0.4	7.4	
6	2.3	2.2	2.1	0.4	7	
7	2.2	2.1	2.4	0.6	7.3	
8	2	2.4	2.7	0.3	7.4	
9	2.3	2.2	2.5	0.3	7.3	
10	2.2	2	2	0.6	6.8	
	22.8	22.4	24.2	4.7	74.1	

Basaki NathYadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.8	2.9	3	0.4	9.1	
2	1.7	1.7	1.8	0.5	5.7	
3	1.8	1.8	1.7	0.4	5.7	
4	2.8	2	1.8	0.5	7.1	
5	2	1.8	2.8	0.3	6.9	
6	2.8	2.8	1.9	0.4	7.9	
7	2	1.8	1.9	0.5	6.2	
8	2	1.8	1.9	0.3	6	
9	1.8	2	2.1	0.3	6.2	
10	1.9	1.8	1.8	0.5	6	
	21.6	20.4	20.7	4.1	66.8	

Basaki NathYadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	3	3	3	0.4	9.4	
2	1.8	1.8	1.9	0.6	6.1	
3	1.8	2	1.9	0.6	6.3	
4	3	2	2	0.5	7.5	
5	2.1	1.9	3	0.3	7.3	
6	3	3	1.8	0.4	8.2	
7	2.1	1.9	2	0.5	6.5	
8	2.2	2.1	2.4	0.3	7	
9	2	2.1	2.2	0.3	6.6	
10	2	1.9	1.9	0.5	6.3	
	23	21.7	22.1	4.4	71.2	

Subha Narayan Sah

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.7	1.7	1.8	0.5	5.7	
2	1.7	1.9	1.6	0.5	5.7	
3	2	2	2	0.4	6.4	
4	2.1	2.2	2.1	0.3	6.7	
5	2.3	2.3	2	0.4	7	
6	2	2.2	2.3	0.4	6.9	
7	2	2.3	2	0.4	6.7	
8	1.9	2	2.1	0.5	6.5	
9	2	2	2	0.6	6.6	
10	2	2.2	2	1	7.2	
	19.7	20.8	19.9	5	65.4	

Subha Narayan Sah

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.1	2.2	2.5	0.3	7.1	
2	2.3	2.4	2.5	0.5	7.7	
3	2.5	2.3	2.3	0.5	7.6	
4	2.2	2.1	2.2	0.4	6.9	
5	2.2	2	2.5	0.3	7	
6	2.2	2.1	2	0.3	6.6	
7	2.1	2	2.3	0.5	6.9	
8	2.3	2.2	2.5	0.5	7.5	
9	2.2	2	2.2	0.3	6.7	
10	2.1	2.3	2	0.4	6.8	
	22.2	21.6	23	4	70.8	

Babita Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.1	1.9	2.3	0.5	6.8	
2	2.2	1.8	2.5	0.4	6.9	
3	2.3	2.1	1.2	0.6	6.2	
4	2.1	2.1	2.2	0.5	6.9	
5	1.8	1.9	2	0.3	6	
6	2.1	2	2.1	0.3	6.5	
7	2.1	2.1	2.2	0.4	6.8	
8	2	2.2	2.5	0.5	7.2	
9	2.1	2.2	2.4	0.4	7.1	
10	2.2	2	2.1	0.6	6.9	
	21	20.3	21.5	4.5	67.3	

Babita Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.3	2.4	2.7	0.5	7.9	
2	2.4	2.1	2.7	0.7	7.9	
3	2.7	2.1	1.5	0.7	7	
4	2.2	2.3	2.4	0.5	7.4	
5	2	2	2	0.3	6.3	
6	2.3	2.1	2.4	0.3	7.1	
7	2.3	2.2	2.5	0.4	7.4	
8	2.1	2.5	2.8	0.4	7.8	
9	2.4	2.3	2.6	0.4	7.7	
10	2.3	2.1	2.2	0.7	7.3	
	23	22.1	23.8	4.9	73.8	

Chandra Deep Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.8	1.9	1.9	0.5	6.1	
2	1.7	1.9	1.7	0.4	5.7	
3	1.9	1.8	2	0.4	6.1	
4	1.6	1.8	1.9	0.3	5.6	
5	1.9	2	2	0.3	6.2	
6	2	2	1.9	0.4	6.3	
7	2	2	1.9	0.5	6.4	
8	2	2	2	0.6	6.6	
9	2	2	2	0.6	6.6	
10	2	2	2.5	0.3	6.8	
	18.9	19.4	19.8	4.3	62.4	

Chandra Deep Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2	2	2.1	0.5	6.6	
2	2	2	2.1	0.4	6.5	
3	1.9	2	2.5	0.5	6.9	
4	2.3	2	2	0.5	6.8	
5	2.4	2	2.2	0.4	7	
6	2.2	2.5	2	0.5	7.2	
7	2.5	2.4	2.3	0.4	7.6	
8	2	2	2	0.3	6.3	
9	2	2	2.3	0.4	6.7	
10	2	2	2.4	0.4	6.8	
	21.3	20.9	21.9	4.3	68.4	

Saroj Kumar

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2	2	2	0.3	6.3	
2	1.7	1.7	1.8	0.5	5.7	
3	1.7	1.9	1.8	0.5	5.9	
4	2	1.9	1.9	0.4	6.2	
5	2	1.8	2	0.2	6	
6	2	2	1.7	0.3	6	
7	2	1.8	1.9	0.4	6.1	
8	2.1	2	2.3	0.5	6.9	
9	1.9	2	2.1	0.3	6.3	
10	2	1.9	1.8	0.4	6.1	
	19.4	19	19.3	3.8	61.5	

Saroj Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.9	1.9	2	0.4	6.2	
2	1.9	1.9	2	0.3	6.1	
3	1.8	1.9	2.4	0.4	6.5	
4	2.2	1.9	1.9	0.5	6.5	
5	2.3	1.9	2.2	0.3	6.7	
6	2.1	2.4	1.9	0.4	6.8	
7	2.4	2.3	2.2	0.3	7.2	
8	1.9	1.9	1.9	0.2	5.9	
9	1.9	1.9	2.2	0.3	6.3	
10	1.9	1.9	2.3	0.3	6.4	
	20.3	19.9	21	3.4	64.6	

Ram Sharan Mandal

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2	2	2	0.4	6.4	
2	1.9	1.7	1.7	0.5	5.8	
3	1.7	1.9	1.8	0.3	5.7	
4	2	1.9	1.9	0.5	6.3	
5	1.1	1.7	2.1	0.3	5.2	
6	2	1.9	1.6	0.4	5.9	
7	2	1.7	1.9	0.5	6.1	
8	2.1	1.9	2.2	0.3	6.5	
9	1.9	2	2.1	0.4	6.4	
10	1.8	1.8	1.7	0.5	5.8	
	18.5	18.5	19	4.1	60.1	

Ram Sharan Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.1	2.1	2.1	0.4	6.7	
2	1.8	1.8	1.9	0.6	6.1	
3	1.8	2	1.9	0.6	6.3	
4	2.1	2	2	0.5	6.6	
5	1.1	1.7	2.1	0.3	5.2	
6	2.1	2	1.8	0.4	6.3	
7	2.1	1.9	2	0.5	6.5	
8	2.2	2.1	2.4	0.3	7	
9	2	2.1	2.2	0.3	6.6	
10	2	1.9	1.9	0.5	6.3	
	19.3	19.6	20.3	4.4	63.6	

Archana Kumari Singh

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.9	1.8	2	0.5	6.2	
2	1.8	1.7	2	0.6	6.1	
3	1.9	1.3	1.2	0.4	4.8	
4	1.8	1.9	1.9	0.3	6.1	
5	2	1.9	1.9	0.3	6.1	
6	2	2.1	1.8	0.4	6.3	
7	2.1	2.1	1.8	0.8	6.8	
8	1.8	1.9	2.1	0.4	6.2	
9	1.9	2	2.1	0.3	6.3	
10	2.1	2	1.8	0.6	6.5	
	19.3	18.7	18.6	4.8	61.4	

Archana Kumari Singh

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2.1	2.1	2.2	0.5	6.9	
2	1.9	1.9	2	0.7	6.5	
3	1.9	1.5	1.2	0.7	5.3	
4	2	2.1	2.1	0.5	6.7	
5	2	2	2	0.3	6.3	
6	2.1	2.2	1.9	0.5	6.7	
7	2.2	2	2.1	1	7.3	
8	2	2.2	2.3	0.4	6.9	
9	2.1	2.2	2.3	0.5	7.1	
10	3	2	2	0.6	7.6	
	21.3	20.2	20.1	5.7	67.3	

Jitu Kumar Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.7	1.8	1.8	0.4	5.7	
2	1.6	1.8	1.6	0.3	5.3	
3	1.8	1.7	1.9	0.3	5.7	
4	1.5	1.7	1.8	0.2	5.2	
5	1.8	1.9	1.9	0.3	5.9	
6	1.9	1.9	1.8	0.3	5.9	
7	1.9	2	1.8	0.4	6.1	
8	1.9	1.9	1.9	0.5	6.2	
9	1.9	1.9	2	0.5	6.3	
10	1.9	1.9	2.4	0.2	6.4	
	17.9	18.5	18.9	3.4	58.7	

Jitu Kumar Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	2	3	2	0.6	7.6	
2	2	2.1	1.5	0.5	6.1	
3	2.3	2.5	1	0.3	6.1	
4	2	2	2.1	0.4	6.5	
5	1.8	1.8	2.1	0.4	6.1	
6	2.1	1.7	1.8	0.4	6	
7	2	2	1.9	0.5	6.4	
8	1.9	1.8	2	0.5	6.2	
9	2	1.8	1.9	0.5	6.2	
10	2	1.8	1.7	0.6	6.1	
	20.1	20.5	18	4.7	63.3	

Sarbjit Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.7	1.6	1.8	0.4	5.5	
2	1.6	1.7	1.9	0.4	5.6	
3	1.7	1.8	2.2	0.4	6.1	
4	1.9	1.7	1.8	0.3	5.7	
5	1.9	1.6	2	0.2	5.7	
6	1.9	2.2	1.8	0.4	6.3	
7	2	2.1	1.9	0.4	6.4	
8	1.6	1.7	1.7	0.2	5.2	
9	1.5	1.8	1.7	0.3	5.3	
10	1.4	1.6	1.8	0.3	5.1	
	17.2	17.8	18.6	3.3	56.9	

Sarbjit Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.8	1.7	1.9	0.5	5.9	
2	1.7	1.8	2	0.5	6	
3	1.8	1.9	2.3	0.5	6.5	
4	2	1.8	1.9	0.4	6.1	
5	2	1.7	2	0.3	6	
6	2	2.3	1.9	0.5	6.7	
7	2.1	2.2	2	0.4	6.7	
8	1.7	1.8	1.8	0.3	5.6	
9	1.6	1.9	1.8	0.4	5.7	
10	1.5	1.7	1.9	0.4	5.5	
	18.2	18.8	19.5	4.2	60.7	

Pashupati Nath Karn

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.4	1.5	1.6	0.3	4.8	
2	1.4	1.6	1.3	0.4	4.7	
3	1.5	1.6	1.5	0.3	4.9	
4	1.9	1.9	1.7	0.2	5.7	
5	1.9	2	1.6	0.3	5.8	
6	1.8	1.9	2	0.2	5.9	
7	1.6	1.7	1.6	0.3	5.2	
8	1.6	1.5	1.8	0.4	5.3	
9	1.7	1.7	1.6	0.5	5.5	
10	2	2	2.1	0.2	6.3	
	16.8	17.4	16.8	3.1	54.1	

Pashupati Nath Karn

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.5	1.6	1.7	0.4	5.2	
2	1.5	1.7	1.4	0.5	5.1	
3	1.6	1.7	1.6	0.4	5.3	
4	2	2	1.8	0.3	6.1	
5	2	2.1	1.7	0.4	6.2	
6	1.9	2	2.1	0.3	6.3	
7	1.7	1.8	1.7	0.4	5.6	
8	1.7	1.6	1.9	0.5	5.7	
9	1.8	1.8	1.7	0.6	5.9	
10	2.1	2	2.2	0.3	6.6	
	17.8	18.3	17.8	4.1	58	

Chandani Mishra

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.7	1.6	1.5	0.3	5.1	
2	1.5	1.6	1.7	0.4	5.2	
3	1.4	1.5	1.6	0.5	5	
4	1.7	1.6	1.7	0.4	5.4	
5	1.8	1.7	1.6	0.2	5.3	
6	1.6	1.7	1.5	0.3	5.1	
7	1.7	1.8	1.6	0.4	5.5	
8	1.7	1.9	2.1	0.4	6.1	
9	1.8	1.9	1.5	0.3	5.5	
10	1.7	1.8	1.7	0.4	5.6	
	16.6	17.1	16.5	3.6	53.8	

Chandani Mishra

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.9	2	2.3	0.4	6.6	
2	2.1	2.2	2.3	0.5	7.1	
3	2.3	2.1	2.2	0.3	6.9	
4	1.9	2	2.2	0.4	6.5	
5	2	1.9	2	0.5	6.4	
6	1.9	2	1.8	0.3	6	
7	1.8	1.9	2	0.4	6.1	
8	2	1.9	2.3	0.5	6.7	
9	1.9	2	1.8	0.3	6	
10	1.8	1.9	2	0.4	6.1	
	19.6	19.9	20.9	4	64.4	

Pramendra Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1	2	1	0.6	4.6	
2	1.8	2	1	0.5	5.3	
3	1.7	2	1.3	0.4	5.4	
4	1	1.8	2	0.4	5.2	
5	1.3	1.7	2	0.5	5.5	
6	1.5	1.7	2	0.4	5.6	
7	2	1.5	1.5	0.3	5.3	
8	1.8	1.7	1.6	0.5	5.6	
9	1.8	1.6	1.5	0.5	5.4	
10	1.9	1.5	1.4	0.7	5.5	
	15.8	17.5	15.3	4.8	53.4	

Pramendra Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.9	2.9	1.9	0.5	7.2	
2	1.9	2	1.4	0.4	5.7	
3	2.2	2.4	0.9	0.2	5.7	
4	1.9	1.9	2	0.3	6.1	
5	1.7	1.7	2	0.3	5.7	
6	2	1.6	1.7	0.4	5.7	
7	1.9	1.9	1.8	0.4	6	
8	1.8	1.7	2	0.4	5.9	
9	1.9	1.7	1.8	0.5	5.9	
10	1.9	1.7	1.6	0.5	5.7	
	19.1	19.5	17.1	3.9	59.6	

Hirendra Kumar Yadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.4	1.4	1.4	0.4	4.6	
2	1.5	1.4	1.4	0.3	4.6	
3	1.6	1.3	1.4	0.3	4.6	
4	1.5	1.3	1.4	0.3	4.5	
5	1.3	1.4	1.6	0.4	4.7	
6	1.3	1.4	1.6	0.4	4.7	
7	1.3	1.4	1.5	0.4	4.6	
8	1.3	1.7	1.3	0.4	4.7	
9	1.3	1.6	1.5	0.3	4.7	
10	1.6	1.9	1.7	0.3	5.5	
	14.1	14.8	14.6	3.4	46.9	

Hirendra Kumar Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.5	1.6	1.7	0.5	5.3	
2	1.3	1.4	1.5	0.5	4.7	
3	1.4	1.5	1.9	0.4	5.2	
4	1.6	1.8	1.9	0.3	5.6	
5	1.4	1.5	1.7	0.4	4.8	
6	1.4	1.5	1.7	0.5	5.1	
7	1.6	1.7	1.9	0.5	5.7	
8	1.4	1.5	1.4	0.6	4.9	
9	1.6	1.7	2	0.3	5.6	
10	1.7	1.5	2	0.4	5.6	
	14.9	15.7	17.5	4.4	52.5	

Papu KumarYadav

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1	1.1	1.2	0.5	3.8	
2	1	1.2	1.1	0.5	3.8	
3	1.1	1.3	0.9	0.5	3.8	
4	1.4	1.3	1.2	0.3	4.2	
5	1.3	1.2	1	0.5	4	
6	1.1	1.4	1.1	0.4	4	
7	1.3	1.4	1.1	0.5	4.3	
8	1.2	1.3	1.5	0.6	4.6	
9	1.5	1.6	0.8	0.3	4.2	
10	1.2	1.3	1	0.2	3.7	
	12.1	13.1	10.9	4.3	40.4	

Papu Kumar Yadav

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1	0.9	1.1	0.4	3.4	
2	1	0.9	1	0.4	3.3	
3	1	1.2	0.8	0.4	3.4	
4	1.3	1.4	1.1	0.2	4	
5	1.2	1.3	1.2	0.3	4	
6	1	1.3	0.9	0.3	3.5	
7	1.2	1.3	1.1	0.4	4	
8	1.1	1.3	1.2	0.5	4.1	
9	1.4	1.5	0.7	0.3	3.9	
10	1	1.2	1.1	0.5	3.8	
	11.2	12.3	10.2	3.7	37.4	

Priyanka Kumari Singh

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1	1	1.1	0.5	3.6	
2	1	1.1	1	0.4	3.5	
3	1.1	1	1	0.5	3.6	
4	1	1.1	1.1	0.5	3.7	
5	1	1.1	1.2	0.3	3.6	
6	1	1	1.2	0.6	3.8	
7	1.1	1.2	1	0.5	3.8	
8	1.2	1.1	1	0.6	3.9	
9	1.2	1	1.1	0.6	3.9	
10	1.2	1	1.1	0.5	3.8	
	10.8	10.6	10.8	5	37.2	

Priyanka Kumari Singh

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.2	1.1	1.2	0.5	4	
2	1.3	1.4	1	0.4	4.1	
3	1.5	1.6	1.2	0.3	4.6	
4	1.4	1.5	1.4	0.4	4.7	
5	1.3	1.5	1.1	0.4	4.3	
6	1.4	1.3	1.2	0.3	4.2	
7	1.3	1.4	1.3	0.4	4.4	
8	1.5	1.7	0.9	0.3	4.4	
9	1.4	1.4	1.3	0.4	4.5	
10	1.4	1.3	1.4	0.5	4.6	
	13.7	14.2	12	3.9	43.8	

Renu Thakur

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1	1.1	1	0.6	3.7	
2	1	1	1.1	0.5	3.6	
3	1	1.1	1.2	0.6	3.9	
4	1	1.1	1	0.7	3.8	
5	1.1	1	1.2	0.4	3.7	
6	1	1.1	1.2	0.3	3.6	
7	1	1.2	1	0.5	3.7	
8	1.2	1.1	1	0.3	3.6	
9	1.1	1	1	0.6	3.7	
10	1	1.1	1	0.7	3.8	
	10.4	10.8	10.7	5.2	37.1	

Renu Thakur

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1	0.9	1.1	0.4	3.4	
2	1	0.9	1	0.4	3.3	
3	1	1.2	0.8	0.4	3.4	
4	1.3	1.4	1.1	0.2	4	
5	1.2	1.3	1.2	0.3	4	
6	1	1.3	0.9	0.3	3.5	
7	1.2	1.3	1.1	0.4	4	
8	1.1	1.3	1.2	0.5	4.1	
9	1.4	1.5	0.7	0.3	3.9	
10	1	1.2	1.1	0.5	3.8	
	11.2	12.3	10.2	3.7	37.4	

Shrila Mahato

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	0.7	0.5	0.9	0.5	2.6	
2	0.7	0.8	0.6	0.4	2.5	
3	1	1.1	0.7	0.4	3.2	
4	1	0.9	0.7	0.3	2.9	
5	0.9	1.1	0.8	0.4	3.2	
6	0.9	1.2	0.9	0.3	3.3	
7	1	0.9	0.8	0.4	3	
8	1.1	0.9	0.8	0.4	3.2	
9	1.1	1	0.9	0.4	3.4	
10	1	1.1	1	0.3	3.4	
	9.4	9.5	8	3.8	30.7	

Shrilal Mahato

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.1	1.2	1.1	0.7	4.1	
2	1.1	1.2	1.2	0.6	4.1	
3	1.1	1.2	1.3	0.7	4.3	
4	1.1	1.2	1.1	0.8	4.2	
5	1.2	1.1	1.3	0.5	4.1	
6	1	1.2	1.3	0.4	3.9	
7	1	1.3	1.1	0.7	4.1	
8	1.2	1.1	1.3	0.4	4	
9	1.1	1.1	1	0.6	3.8	
10	1.1	1.2	1.1	0.8	4.2	
	11	11.8	11.8	6.2	40.8	

Pinky Kumari

Level: Bachelor

Level of test: Pre-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1	0.9	1.2	0.4	3.5	
2	0.9	0.9	0.7	0.4	2.9	
3	1.2	1.3	1	0.4	3.9	
4	1.3	1.2	1	0.3	3.8	
5	1	1.2	0.9	0.3	3.4	
6	1.2	1.3	1	0.4	3.9	
7	1.2	1.1	1	0.3	3.6	
8	1.1	0.9	0.8	0.4	3.2	
9	1.1	1	0.9	0.4	3.4	
10	1.2	1.3	1.1	0.3	3.9	
	11.2	11.1	9.6	3.6	35.5	

Pinky Kumari

Level: Bachelor

Level of test: Post-Test

Q. No.	Coherence	Cohesion	Subject Matter	Grammatical Correctness	Total	Remarks
1	1.4	1.2	1.3	0.5	4.4	
2	1.1	1.3	1.2	0.6	4.2	
3	1.2	1.4	1	0.7	4.3	
4	1.5	1.5	1.3	0.4	4.7	
5	1.4	1.3	1.1	0.7	4.5	
6	1.2	1.5	1.2	0.5	4.4	
7	1.4	1.5	1.2	0.5	4.6	
8	1.3	1.4	1.6	0.7	5	
9	1.6	1.7	0.9	0.3	4.5	
10	1.3	1.3	1	0.3	3.9	
	13.4	14.1	11.8	5.2	44.5	

