

PROFICIENCY OF BASIC LEVEL STUDENTS IN LETTER WRITING

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

Submitted by

Humraj Bashyal

Tribhuvan University

Faculty of Education

Tansen Multiple Campus

Tansen, Palpa, Nepal

2017

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated to

My respected teachers, parents and family

ACKNOWLEDGEMENTS

I owe my debt to all my teachers. Without whose constructive suggestions and regular support this research would not have come to this form.

First of all, I would like to extend my deep sense of profound gratitude to **Mr. Santa BirBaral** Lecturer and Head, Department of English Education, Tansen, supervision and Chairperson of Research Guidance Committee, for his scholarly guidance, encouragement, continuous assistance, enlightening ideas and invaluable suggestions. I can never forget him for his friendly behavior and parental love towards the students. I feel very much proud to have worked under his guidance and supervision.

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Date: March 17, 2017

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Humraj Bashyal

ABSTRACT

The present research study entitled “Proficiency of Basic Level Students in Letter Writing” attempts to find out the actual letter writing proficiency of the basic level students of Palpa district in Tansen municipality. To carry out the research, the researcher selected sixty students from (three institutional and three community) schools of Palpa district by using purposive random sampling procedure. A set of test items consisting of formal and informal letter writing were the tools for the data collection. The data were analyzed and interpreted in accordance with the set of objectives. The students of institutional schools were seen more proficient than the students of community schools. Among the students of all selected schools, the students of NHSS were found to be the most proficient and the students of PPSS were found to be the least proficient. Comparatively girl’s performance was better than boys in overall in letter writing. Similarly, the students were more proficient in informal letter writing than formal writing.

This thesis comprises five main chapters. The first chapter deals with introduction which consists of overview, general background, statement of the problem, objectives of the study, significance of the study and delimitations of the study. The second chapter deals with overview, review of related literature which consists of review of related theoretical and empirical literature, implication of the review for the study, and theoretical and conceptual framework. The third chapter deals with overview, methods and procedures of the study, field or areas of the study, sampling procedure, data / information collection tools and procedures and data analysis and interpretation procedures. Similarly, the fourth chapter consists of overview, analysis of interpretation and results. The fifth chapter deals with conclusions and recommendations on the policy related, practice related and further research related. The final section of the study includes the references and appendices.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
List of Abbreviations	ix
Table of Contents	xi
List of Tables and Figures	xv
CHAPTER - ONE: INTRODUCTION	
1.1 Overview	1
1.2 General Background	1
1.2.1 Writing Skill	2
1.2.2 Importance of Writing Skill	4
1.3 Statement of the Problem	5
1.4 Objectives of the Study	6
1.5 Significance of the Study	6
1.6 Delimitations of the Study	7

CHAPTER - TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Over view	8
2.2 Review of Theoretical Literature	8
2.2.1 Components of Writing	8
2.2.2 Characteristics of Good Writing	13
2.2.3 Stages in Development of Writing Skill	15
2.2.4 Procedures of Good Writing	17
2.3 Review of Empirical Literature	18
2.4 Implication of Review for the Study	21
2.5 Conceptual Framework	23
2.6 Letter Writing	23
2.9.1 Types of Letter Writing	25
2.9.2 The Seven Cs of Letter Writing	27
2.9.3 Planning a Letter	29
2.9.4 Parts of Letter Writing	29
2.9.5 A model of Formal letter	31
2.9.6 A model of Informal letter	32

CHAPTER - THREE: METHODS AND PROCEDURES OF THE STUDY

3.1 Over view	34
3.2 Design and Method of the Study	34
3.3 Areas of the Study	34
3.4 Sampling Procedures	34
3.5 Data Collection Tools	35
3.6 Data Collection Procedures	35

3.7 Data Analysis and Interpretation Procedures	36
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CHAPTER - FOUR: RESULTS AND DISCUSSIONS

4.1 Over view	37
4.2 Analysis on data and Interpretation of the Results	37
4.2.1 Holistic Analysis	37
4.2.2 Gender-wise Analysis	42
4.2.3 School-wise Analysis	44
4.2.4 Item-wise Analysis	48
4.2.5 Analysis on the Basis of Ethnicity	49
4.3 Summary of Findings	51

CHAPTER – FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Over view	54
5.2 Conclusions	54
5.3 Recommendations	55
5.4.1 Policy Related	55
5.4.2 Practice Related	56
5.4.3 Further Research Relate	57

REFERENCES

APPENDICES

Appendix- I	Questionnaire
Appendix- II	Allotment of Marks
Appendix- III	Name of the Selected Schools
Appendix- IV	List of the Students' Marking
Appendix- V	Some Samples of Answer Sheets

LIST OF TABLES AND FIGURES

Table No.	Titles
1	: Proficiency of Boys and Girls in Format/Layout
2	: Proficiency of Boys and Girls in Contents
3	: Proficiency of Boys and Girls in Coherence/Organization
4	: Proficiency of Boys and Girls in Correctness of Language
5	: Overall Performance of the Sampled Students
6	: Proficiency of Boys and Girls in Institutional Schools
7	: Proficiency of Boys and Girls in Community Schools
8	: Overall Performance of Boys and Girls
9	: Proficiency of the Selected Schools in Letter Writing
10	: Proficiency of Students in Institutional and Community Schools
11	: Proficiency of Boys and Girls in Informal Letter Writing
12	: Proficiency of Boys and Girls in Formal Letter writing
13	: Analysis on the Basis of Ethnicity

Figure No. 1 : Conceptual Framework

LIST OF ABBREVIATIONS

CUP	:	Cambridge University Press
D.L.E.	:	District Level Examination
e.g.	:	exempli gratia (for example)
ELT	:	English Language Teaching
et al.	:	et alii (and other People)
etc.	:	et cetera (and so on)
ETTE.	:	English Teaching through English
F.M.	:	Full Marks
H.S.S.	:	Higher Secondary School
hrs.	:	hours
i.e.	:	idest (that is)
L.S.S.	:	Lower Secondary School
Ltd.	:	Limited
Mr.	:	Mister
Mrs.	:	Mistress
No.	:	Number
O.M.	:	Obtained Marks
OUP	:	Oxford University Press
PP.	:	Pages
PETs.	:	Primary English Teachers
Ph.D.	:	Doctor of Philosophy

Pvt.	:	Private
Regd.	:	Registration
S.L.C.	:	School Leaving Certificate
S.N.	:	Serial Number
S.S.	:	Secondary School
Stds.	:	Students
Sub.	:	Subject
T.U.	:	Tribhuvan University
NHSS	:	New Horizon Secondary School
BBSS	:	Bethel Boarding Secondary School
PPSS	:	Padma Public Secondary School
JMSS	:	Janata Model Secondary School
DSSS	:	Devbani Sanskrit and Sadharan Secondary School
VASS	:	Vrindavan Academy Secondary School
S.N.	:	Serial Number