

## **Chapter I**

### **Introduction**

The research study entitled **Basic Level Students' Proficiency in Free-Writing** aimed at finding out community school students' proficiency in free writing. This section consists of background of the study, statement of the problem, its objectives, research questions, significances of the study and operational definition of the key terms.

#### **Background of the Study**

Writing is one of the productive skills. It is an important and crucial language skill through which we can share our ideas in a more formal, systematic and organized way. We can define writing as the symbolic representation of language through the use of graphic signs (Yule, 2010). It is an act of expressing thoughts, ideas and feelings in written form. It is regarded as the visual representation of speech. The ability to use any language includes different sub-skills of listening, speaking, reading and writing. Among them, writing is the complex process as it depends upon conscious intellectual efforts of an individual.

Learning writing is not as easy as learning other language skills. Nunan (1989) argues that learning to write fluently is the most difficult of the macro skills for all language users regardless of whatever the language in question is first, second or foreign language. He further says that all children except those with physiological disabilities learn to comprehend and speak their native language. However, writing cannot be acquired easily and naturally. It requires much time, effort as well as practice.

Nowadays, writing has become a crucial language skill which is needed for formal as well as informal communication. Writing is the most difficult work to acquire. It is the record of one's thoughts and ideas a form of expression and a reliable means of communication. Writing is a complex process which involves different processes such as generating ideas, planning, goal-setting, monitoring and evaluation. Despite the fact, that writing is a complex process and very important measures for formal examinations, it is not given much importance or priority compared to the reading activities.

Richards (1985, p.100) says, “Learning to write in either a first or second language is one of the most difficult tasks”. Learning to write is a difficult and lengthy process that creates anxiety and frustration in many learners. Yet good writing skills are essential to academic success and requirement for many occupations and professions.

### **Statement of the Problem**

Writing skill is difficult to master and should be taught only after the students have received other skills and aspects of the English language. In the context of Nepal, since the English language has been taught as a foreign language, students face problems to develop writing skills. However, our examination system prefers written-tests to evaluate students’ overall performance of the various subjects. The English performance of community school in English is generally perceived to be unsatisfactory. National Assessment of Students Achievement in 2019 demonstrated the better performance of the institutional schools’ students in English than those of community schools in general. Particularly, the performance of community schools’ student’s in English is shown to be lower than comparison to other subjects. The grade obtained in examinations in English is very poor. According to NASA(National Assessment of Student Achievement) report 2019, the achievement of students’ performance Secondary level in Madhesh Pradesh in Maths, Science, Nepali, and English was lower than the national average. The proficiency in the performance of English was found distinctly lower than other subjects, which deserves special intervention in policy, practice and resource management. The reason behind poor grade is usually the poor writings.I wanted to find the basic level students’ proficiency in free writing. If the students are treated with adequate activities related to free writing from their basic level, it would be beneficial for their upper level. Therefore, it is better to understand current proficiency in writing of community schools basic level students’ in Lahan municipality so that necessary interventions could be implied from the basic level for the improvement in free writing.

### **Rational for the Study**

The main purpose of this research was to determine the students' proficiency level in terms of the content, grammar, vocabulary, mechanics, cohesion and coherence also their overall performance. This study will be important for the students and teachers of ELT as it may help them find the student's problems in writing and help them accordingly. Further, the findings and recommendations might be indirectly useful to syllabus designers, language planners, policy makers, textbook writers, and researchers.

### **Objectives of the Study**

The study had the following objectives:

1. To determine current proficiency of grade 8 students in free writing.
2. To suggest some pedagogical implications.

### **Research Questions**

The following research questions were raised in the study:

1. What are the levels of the students in writing proficiency?
2. Which level of writing proficiency has been achieved by most of the students?

### **Delimitations of the Study**

This study had the following limitations:

- ) This research was carried out in seven community schools of Lahan municipality.
- ) This research was carried out in basic level.
- ) Data for the study was taken from one hundred and five students.
- ) The research was confined to proficiency level of writing skill.
- ) The areas of study were content, cohesion and coherence, mechanics, grammar, and vocabulary.

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

**Free-Writing:** Self- expression of subject matter in written form.

**Writing Proficiency:**The level of competency in which an individual is able to use language for both basic communicative task and academic purpose in writing.

**Community school:** The schools which are supported by the aid of government of Nepal are called public or community schools.

## **Review of Related Literature**

This chapter presents the review of the previous literature relevant to the study. The review has been divided into three sections: review of the theoretical and empirical literature, implications of reviewed literature and conceptual framework of the study.

### **Theoretical Literature**

Review of related theoretical literature provides an introduction to the several aspects that are relevant to the research topic. Review of theoretical literature serves as a base to develop a theoretical and conceptual framework. It helps to better understand the research problem focused on this study.

**Writing skill.** Writing skill is one of the most important language skills. It is a productive language skill. Writing involves intellectuality to convey useful message, save important manifesto, record legal documents and is also helpful to acquire knowledge. Before learning to write everybody should learn to listen, speak, and read. Writing is an act of transmitting thoughts, feelings, and ideas on papers as well as electronic and non-electronic devices. Bhandari(2010) defines writing as “visual representation of speech through some conventional symbols” (p.142). It is not a single activity but a cluster of activities. Writing is a complex cognitive activity in which writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of context, format, sentence, structure, vocabulary, spelling and letter formation.

In conclusion, writing is complex cognitive process which involves the cohesiveness and logical expression of ideas to convey meaningful information. It is an activity by which human beings communicate with one another. Through writing, we transmit accumulated culture from one generation to another. It deals with multiple competencies such as lexical, grammatical, morphological, phonemic, syntactic and discourse level competence.

According to Rivers (1968, p.245), there are five stages of writing. They are copying, reproduction, recommendation, guided writing, and free writing. Among them guided and free writing are very useful for the basic level students. Writing

composition must follow the main stages of writing skills. It is very complex task to write clearly and explicitly. So, students need to be aware of the characteristic of good writing.

**The Characteristic of Good Writing.** Writing is a complex activity which requires the use of structure, the lexical items, and their conventional representation. The learner must have the knowledge of mechanical skills, use of correct and appropriate words and sentences, appropriateness of content and style, stressing the need of mechanics of writing Bowen et al. (1985) writes that the “mastery of the mechanics of writing and practice in the basic skills are necessary for child or adult learners who do not yet write in any language” (p.254). The fundamental items for the mechanics of writing are learning the alphabet, the left to right direction of English writing, printing, upper and lowercase letters, alphabetizing, spelling pattern of English, rules of capitalization, words arrangement in sentence with appropriate punctuation. The basic skills include writing letters, numbers, words, phrases and sentences correctly.

At the initial stages of writing, a learner can imitate the writing from books and practice to improve writing. A learner can learn the alphabet, the left to right direction of English writing system and the upper and lowercase letters. The capitalization, spelling and punctuation are the main concerns under mechanics. Beginners should be guided through the mechanics and taught with individual attention. The literate and highly educated beginners will probably learn the mechanics at high speed, skipping many steps and in some cases omitting the stage altogether.

Writing is an art of using language to its best possible effect, to teach, to delight and to move an audience to a significant action. Writing involves thinking, planning, assembling, classifying, organizing. The reader refuses to read gibberish writing just as the sensible person refuses to visit a careless doctor or incompetent lawyer.

A brilliant piece of writing needs to be skillfully sustained with an alternative beginning and stimulating ending. Correct and effective writing is logical and simple.

The logical sentence structure is the best possible sentence structure. The simple word is the right word, simplicity and directness are the secret of good writing.

**Components of Writing Skill.** Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. According to Weir (1993,p.62), writing consist of four components, which are given below.

***Mechanics.*** Mechanics refer to those aspects of writing such as spelling, use of punctuation marks, capitals and numbers, which are often dealt with in the revision or editing stage of writing. The use of comma, hyphen, semi-colon, full stop is very important in any form of text. While writing something we need to arrange the words, sentences and paragraphs to develop a strong and impressive product. In order to compose a text, it is very essential to teach about the mechanics of writing.

***Capitalization.*** Carter and McCarthy (2008, p.839) says “A capital (sometimes called upper case) Letter marks the beginning of a sentence”. Appropriate capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of a first word of a sentence, the pronoun I, the first letter in the word of quotation and so on are very familiar to us. Furthermore, there are certain rules of capitalization as well. It is used in all proper nouns, proper adjectives, historical events, periods, days of the week, months, political and social groups etc.

***Spelling.*** Spelling is to name or write the letters of a word in their correct order. Spelling play a vital role since edition, deletion, omission or replacement of one letter with another can change the meaning of words or whole message. Robert, (1985,p.148) says, “Spelling rules are frequently more calculating than memorization of individual words”. Spelling is mainly mastery of convention. The English spelling system is full of irregularities though there are some rules. For example, one syllable word ending in a short vowel followed by a single consonant and two syllable word that have the accent on the second syllable, double the final consonant. e.g. run (running), stun (stunned).

***Punctuation.*** Punctuation is an art of inserting marks or points in writing or printing in order to make the meaning clear. The proper uses of punctuation marks help the writer organize written language and clarify relation between words, phrases

and clauses. The different punctuation marks are used for different purposes. Carter and McCarthy (2008,p.88) writes common punctuation marks, symbols and typographic conventions as follows.

- a) Comma(,)
- b) Full stop (.)
- c) Question mark (?)
- d) Exclamation mark (!)
- e) Colon (:)
- f) Semi colon (;)
- g) Dash (-)
- h) Parenthesis()
- i) Quotation marks (“.....”)
- j) Apostrophe (‘)
- k) Single quotes (‘.....’)
- l) Asterisk (\*)
- m) At (in email address) (@)
- n) Forward slash (/)
- o) Backslash (\)
- p) Percent (%)
- q) Open bracket (
- r) Close bracket)
- s) Square brackets [...]
- t) Chain brackets { ... }
- u) Bold            **Nepali**
- v) Italics         *Nepali*

**Cohesion.** Cohesion refers to the grammatical and/or lexical relationship between different elements of text. This may be the relationship between different sentences or between different parts of sentence. The use of anaphora and cataphora that make the text cohesive. Different linking devices such as personal, comparative, demonstrative reference, logical connectors etc. are used in the sentence or a text.

**Coherence.** Any combination of sentence to be text or paragraph, the combination should be coherent. Coherence refers to the relationship between an



utterance and the meaning it conveys. It is semantic relationship of different sense units between and among the utterances. So, random collection of sentence is not writing. In other words, writing should be meaningful in specific context or situation.

e.g. Unclear: Being an excellent driver, I am sure you can teach driving.

Clear: As you are an excellent driver, I am sure you can teach us driving.

***Orthographic and Para-orthographic text.*** The orthographic and para-orthographic features are characterized as important components of writing.

Orthographic systems deal with linguistic system such as spelling, word phrase, classes. On the other hand, para-orthographic texts are related to the use of pie charts, maps, charts, tables, and graphics to convey some message.

**Grammar.** Thornburry (1999, p.13) defines grammar as a description of the rules for forming sentences, including an account of the meanings that these forms convey, also grammar adds meaning that are not easily inferable from the immediate context. Grammar enables us to use language to describe the world in terms of how, when and where things happen. Grammar is conventionally seen as the study of the syntax and morphology of sentences. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking.

I analyzed the students' proficiency focusing upon the subject-verb agreement.

Subject – verb agreement covers the agreement of verb with the number of subjects. Two main rules used in subject-verb agreement are:

1. Singular subject takes singular verb.(e.g., Everyone is playing.)
2. Plural subject takes plural verb.( e.g., we are playing.)

According to Murphy (1994) there are some rules which are as follows:

- a) The singular subject (he, she, it) takes singular verb (is, was, has, goes)
- b) The plural subject (we, you, they)
- c) Both subjects come with – did, had can, would, will, may etc.
- d) I sometime come with singular verbs and sometimes with plural.

**Sentences:** Greenbaum and Quirk (2008) says, “There are several ways of looking at the constituents of a sentence in establishing what needs to be present to make a stretch of language a sentence. The constituents most widely familiar are the subject and the predicate”. A sentence comprises a subject and a predicate therefore, we need to look at the constituents of the predicate itself. Subjects, verb, objects, adverbials and complement are useful element of sentence structure. The system of rules that cover the order of words in a sentence is called syntax.

Grammar is inevitable in the formation of sentence. Thornbury (1999) says, “Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with the analysis at the level of sentence. Thus, a grammar is a description of the rules that govern how a language’s sentences are formed.” Grammar is a process for making a speaker’s or writer’s meaning clear when contextual information is lacking.

**Vocabulary.** According to Hornby(2005), vocabulary is a collection or list of words with brief explanation of their meanings. According to Wisma (2008, p.9), “vocabulary is a list of words which is a means for distributing communication with other people”. The vocabulary of language is more strictly called its lexis, and its lexical items which are examined. The use of the vocabulary should be adequate and appropriate in our writing to make our writing purposive and meaningful.

Problems in selection of appropriate vocabulary can be seen in following examples

***Choice of lexical item***

e.g. \*He has hurt his leg fingers.

He has hurt his toes.

***Collocation or selection restrictions***

e.g. \*I will come by walk.

I will come on foot.

I will come walking.

I will walk the distance.

\*He is owning six houses.

He owns six houses.

\*He is seeing at me.

He is looking at me.

\*This is the book I bought it yesterday.

This is the book I bought yesterday.

There are different types of writing. They are controlled writing, guided writing, and free writing.

**Free-writing.** The ability to write freely and independently is the goal of writing lessons. Students are taught controlled and guided writing exercises before they attempt to write freely in whatever style or variety is being taught. Regarding free writing, Rivers (2006, p.252) says, Free writing refers to the type of writing in any topic which gives complete freedom of expression. This type of writing is mainly characterized by the student's freedom in selection of vocabulary and structure.

Free writing is an advance level writing activities in which students are provided a topic and they have to write on their own way. Students are free to choose structures and vocabulary in order to express their ideas on the given topic. Students brainstorm, make plan, develop an outline and write. Students are free to express their ideas. However, they have to be careful while writing because writing does not mean writing unnecessary about the topic. Writing needs creativity, logic, appropriate sentence structure, suitable words in context as well as correct spellings.

### **National Assessment of Student Achievement (NASA):**

NASA is a curriculum-based systematic evaluation of student learning outcomes by using standardized tools. In Nepal, the Education Review Office (ERO) started the NASA work in 2011 with the first national assessment carried out for Grade 8 in Nepali, Mathematics, and Social Studies. In later years, Grade 3, 5, and 8 assessments have been conducted on a periodic basis. During the School Sector Reform Plan (2009-2015), two rounds of assessments (Grade 3, 5, and 8) were administered. During the School Sector Development Plan (2016-2022/23) two rounds of assessment (Grade 5,8,and 10) will be administered. During SSDP period, NASA

2017 was the first assessment for grade 8, NASA 2018 for grade 5, and the present NASA 2019 is the first assessment of grade 10 administered, and they act as the baseline for SSDP.

According to NASA Report 2019; Proficiency level Descriptors in English Writing

Level	Writing Descriptors
<b>Level 1: Below Basic Level</b>	<ul style="list-style-type: none"> <li>) Contains rudimentary structures, basic vocabulary and limited grammatical accuracy.</li> <li>) Contains deviated ideas or contents on the topic.</li> <li>) Includes erroneous mechanics.</li> <li>) Contains less creativity/originality.</li> <li>) Contains inappropriate format and layout.</li> </ul>
<b>Level 2: Basic Level</b>	<ul style="list-style-type: none"> <li>) Contains noticeable structural and mechanical errors that cause some comprehension problems.</li> <li>) Presents only few ideas without much supporting details.</li> <li>) Presents the ideas vaguely which are not coherently organized.</li> <li>) Contains significant problems in layout and format.</li> <li>) Includes limited use of vocabulary (repetition of vocabularies)</li> </ul>
<b>Level 3: Proficient 1</b>	<ul style="list-style-type: none"> <li>) Contains noticeable structural and mechanical errors that may not cause some comprehension problems.</li> <li>) Presents some original ideas relevant to the topic with supporting details.</li> <li>) Contains coherently organized ideas but with mostly inappropriate cohesive devices.</li> <li>) Depicts very little originality/creativity of ideas.</li> <li>) Contains minor problems in layout and format that does not affect the writing.</li> <li>) Uses good range of vocabulary with some issues in appropriate use.</li> </ul>
	<ul style="list-style-type: none"> <li>) Uses a wide range of structures with minor grammatical and structural error.</li> </ul>

<b>Level 4: Proficient 2</b>	<ul style="list-style-type: none"> <li>) Uses cohesive device but at times there is under and over use.</li> <li>) Depicts some originality of ideas related to the topic.</li> <li>) Selects appropriate layout and or format.</li> <li>) Shows correct and appropriate use of adequate range of vocabulary.</li> </ul>
<b>Level 5: Proficient 3</b>	<ul style="list-style-type: none"> <li>) Demonstrates mastery in the use of grade-appropriate cohesive devices.</li> <li>) Demonstrates good orthographical (Spellings, handwriting, punctuation)</li> <li>) Control throughout with rare structural and mechanical error.</li> <li>) Uses the ideas which are mostly original and relevant to the topic.</li> <li>) Selects appropriate layout and / or format leading to the smooth flow of ideas.</li> <li>) Depicts correct and appropriate use of wide range of vocabulary.</li> </ul>
<b>Level 6: Advance</b>	<ul style="list-style-type: none"> <li>) Shows excellent capability in the use of wide range of structures with grammatical accuracy.</li> <li>) Shows perfect command over the structural and mechanical aspects.</li> <li>) Demonstrates excellent linkage and smooth logical flow of the ideas without any structural and semantic errors.</li> <li>) Possesses outstanding command in the use of cohesive devices/ connectors and selects appropriate layout and / or format.</li> <li>) Depicts exceptional originality of ideas.</li> <li>) Discusses ideas creatively with supporting details.</li> <li>) Depicts natural use of wide range of vocabulary.</li> </ul>

**Free writing activities .**The ability to write independently and freely is the undoubted goal of writing lessons. Students are taught controlled and guided exercises before they attempt to write freely in whatever style or variety is being taught. In free writing along traditional lines students are presented with a topic and then free to write as they please. Free writing is the final stage on the development of the writing skill. Free writing refers to the type of writing in any topic which gives complete freedom of expression. This type of writing is mainly characterized by the students' freedom in selection of vocabulary and structure.

Rivers (1968,p.252) states that the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning. Pinacus(1993,p.110) defines free writing as “the ability to write freely what has been taught”, not “the ability to write anything at all”.

According to Elbow (1998) the activities or exercises generally practiced to strengthen free writing are paragraph writing, descriptive writing, Essay writing, narrative writing, dialogue writing, and story writing.

I focused on paragraph writing and essay writing.

***Paragraph writing.***A paragraph can be defined as a piece of writing in which one's thought as a central idea or controlling ideas as developed by means of supporting details. The supporting details can be examples, reasons, comparative statements, or other related facts. Every good paragraph should have a controlling idea to which its sentences are related.

***Essay writing.***An Essay means piece of composition in a topic. Essay is non-fictional creation and the most flexible and adaptable form of composition that deals with authentic real and factual events and people, (Awasthi, Bhattarai&Khaniya, 2011).

According to Narayanswami (2000) the essay is a long piece of composition written in a prose form on a theme or topic. It is self contained that it has beginning, middle and an end. The beginning usually introduces the subject in general forms. The middle part of the essay develops the theme and presents the writer's thought on it. Then, the essay is brought to the closing with suitable concluding passage (p. 92).

Introduction is the first part of an essay. In this part, we focus on the topic by giving general information. We can use famous proverb, quotation or general statement in the introduction part to draw the attention of reader. The introduction should be clear, simple, complete, effective, and impressive to give the exact account of the subject.

The body is the second and the most important part of the essay. In this part, the writer elaborates the subject matters, description, illustration, supplementary details of the central idea or theme should be presented in the body part of the essay. It contains appropriate facts, figures, examples, logic and so on to clarify the subject matter or topic. Body part is also called the discussion part .the body part of the essay may contain more than one paragraph. But each paragraph should have a topic sentence along with the supporting details. The topic sentence contains main idea of the whole paragraph. In the same way, the writer's experience, opinions, reasons should be described in this part of the essay.

The conclusion is the final part of the essay. It gives the logical ending to the whole essay. The interest of the readers aroused in the introduction part should be satisfied in the conclusion. Generally, introduction is written from general to particular whereas conclusion moves from particular to general. The conclusion should be neither too long nor too short, it should be moderate in length.

**Types of essay.**Essays can be classified on the basis of different criteria. According to Narayanswami (2000, p.23) there are five types of essay. They are descriptive essays, narrative essays, expository/argumentative essays, reflective essays, and imaginative essays. Among these, this essay focused on descriptive essay writing.

Descriptive essays provide accurate description of places, things, islands, mountains, plants, towns, countries, buildings, seas, rivers, motor-cars, aspects and phenomena of nature to take few examples. These essays can be said to be accurate account to something which conveys the factual pieces of information to the readers.

According to Wren and Martin (1989, p.380), a descriptive essay consists of description on following areas.

1. Animals, plants, minerals (such as dog, poplar tree, gold)
2. Towns, countries, buildings (such as Kathmandu, Nepal, The White House)
3. Aspects and phenomena of nature ( such as earthquake, the monsoon, life cycles)

**Complexities in writing.** Writing is a complex activity so students experience difficulties in expressing their ideas in written form. Richards and Renandya (2011, p.493) say, “difficulties lie not only in generating ideas, but also in translating those ideas into a readable text”. To become more accustomed to writing, students should manage more time to practice writing. Cho (2003, p.166) states, “good writers make use of multiple revisions in order to improve their text whereas poor writer strive to get it right at the first attempt”. It is clear that students need to revise again and again to make their writing efficient, accurate and readable.

The difficulties of writing usually initiates with first word of the sentence. Writing gets worse when we don't organize the words, content in proper way. Writing becomes more difficult when it is written as a second or foreign language skill. Shields (2010, p.6) points, “To be successful, the academic culture including behavior, value, and attitudes should be adapted to writing. Even though it is little emphasized the aim is that students should convey their ideas clearly in their writing in order to produce a communicable and readable text”.

From the above discussion writing is seen to be complex process. I analyzed basic level students writing proficiency in English by analyzing their writing focusing on obtained scores in content, mechanics, cohesion and coherence, vocabulary, and grammar.

### **Review of related Empirical Literature**

Every research study needs the knowledge of the previous studies related to the area of the study. There are many researches which have been done in this field as well. The previous research provides guidelines and direction to conduct research. The central focus of the literature review is to find out and analyze the previous research related to our research topic. I reviewed different articles and theses that were related to my research.



Khadka (2012) carried out a research entitled “Writing Proficiency of Higher Secondary Level Students”. This research aimed at finding out the writing proficiency of higher secondary level students. He used purposive (judgmental) non-random sampling procedure in order to select the required number of students. The test items included different types of essay questions i.e. descriptive, narrative and argumentation for assessing their proficiency in free writing. The study showed that as a whole, 50% of students were found below average where average proficiency was 24.11%, which indicated very low level of proficiency. In case of gender wise comparison, boys were found slightly more proficient than girls with average marks 24.275 and 23.76 respectively.

Paudyal (2015) conducted a research on “Proficiency of Grade 11 Students in Free Writing.” The main objective of this study was to find the free writing proficiency of grade 11 students. He used survey research design and selected 60 students from different government schools in Pyuthan by using non-random sampling procedure. A set of subjective test items were used as a tool for data collection. The finding of this was not satisfactory and up to their level. It also showed that the boys were better than girls in free writing proficiency.

Pokhrel (2016) conducted a research entitled “Bachelor Level Students’ Proficiency on Free-Writing”. The main objectives of her study were to find out the proficiency of Bachelor level students on free writing and identify the errors in their writing. She used survey research design. She selected 30 students through simple random sampling procedure with the help of lottery technique from Tanahun district. The test items were 3 questions related to essay writing. She found that 37% students obtained above average marks, no students got average mark and 63% students remained below average. Students’ ability were not found as good up to their level in terms of organization of words, content, use of examples, punctuation, grammar, cohesion, and coherence.

Batala(2017) carried out a study on “Free Writing Proficiency of Grade 8 Students: A Comparative Study”. The main objective of this research was to explore free writing proficiency of grade 8 students from institutional and community schools by using purposive non random sampling procedure in order to select 30 students as a

sample for this study. The study revealed that students of institutional school were more proficient in free writing in comparison to the students of community schools.

Chaudhary (2017) carried out a research entitled 'Essay Writing Ability of Students of Grade 7', This research aimed at finding out the essay writing ability of the students of grade 7 and to compare the essay writing ability of grade 7 students of community and institutional schools. Sample of the study consisted of 48 students from two types of schools. This quantitative research used open-ended questions as a tool for data collection. Finding of the research showed that the students of community school has lower proficiency (57.81%) weaker in comparison to the students of institutional schools (68.04%).

Gharti (2018) conducted a research entitled "Comparative Study on Essay Writing Proficiency of Grade 10 Students between Community and Institutional Schools". The objective of the research was to find out the essay writing ability of grade 10 students of Rolpadi district and compare the essay writing ability of the students of both community schools and institution schools. The sample consisted of 48 students from selected community and institutional schools. This quantitative research used subjective test for data collection. Purposive non-random sampling procedure was used to select the sample. The study revealed that institutional school students performed better than community school students in essay writing.

Khatri(2018) carried out a research entitled "Errors Committed by Tharu Speaking Students in Free Writing". This research aimed to find out the errors on tense, subject-verb agreement, preposition, articles, and spelling committed by secondary level students in free writing. The sample were 30 students, selected through judgemental sampling procedure from Udayapur district. The finding showed that students committed 7.67% errors in tense, 41.79% errors in agreement, 2.11% errors in preposition, 2.19% errors in article, and 45.5% errors in spelling.

Saund(2020) carried out a research entitled "Essay Writing Proficiency of Grade Nine Students". The objective of this research was to find out the proficiency on the descriptive essay writing of grade 9 students from Kailali district. The sample were forty students, selected through purposive non- random sampling procedure. The

finding showed 69.33% proficiency in coherence and cohesion, 71.33% in spelling, 60.33% in grammar and 54.66% proficiency in punctuation.

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

In literature review, the central focus is to examine and evaluate what has been done before on a topic and establish the relevance of the information to our own research. The reviewed studies are to some extent similar to the proposed study.

I further consulted various books, articles, and theses to contextualize research. The review of previous research conducted in the department (e.g., Khadka 2012; Paudyal 2015; Pokhrel 2016; Batala 2017; Chaudhary 2017; Gharti 2018, Khatri 2018; Saund 2020) helped me to widen my knowledge on complexities of writing, errors committed in free writing as comparison of students' performance in community and institutional school. They were also helpful to prepare my theoretical background and design conceptual framework, select research design and prepare research tools. The review of literature also helped me to bring clarity and focus on the research methodology. The review also helped me to develop the theory to my study, develop the idea, determine the research design, objective and research problem, improve techniques and procedure, prepare test item. Above reviewed researches helped me a lot to be familiar about my research study on the topic "Basic level students' proficiency in free writing" All these studies compare the student's performance of public and private school. The public schools' student's performance is poor in comparison to private schools. In my study, I will compare the student's proficiency among public school in Lahan municipality. The sample of my study will be large.

## Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research is presented in figure 1.

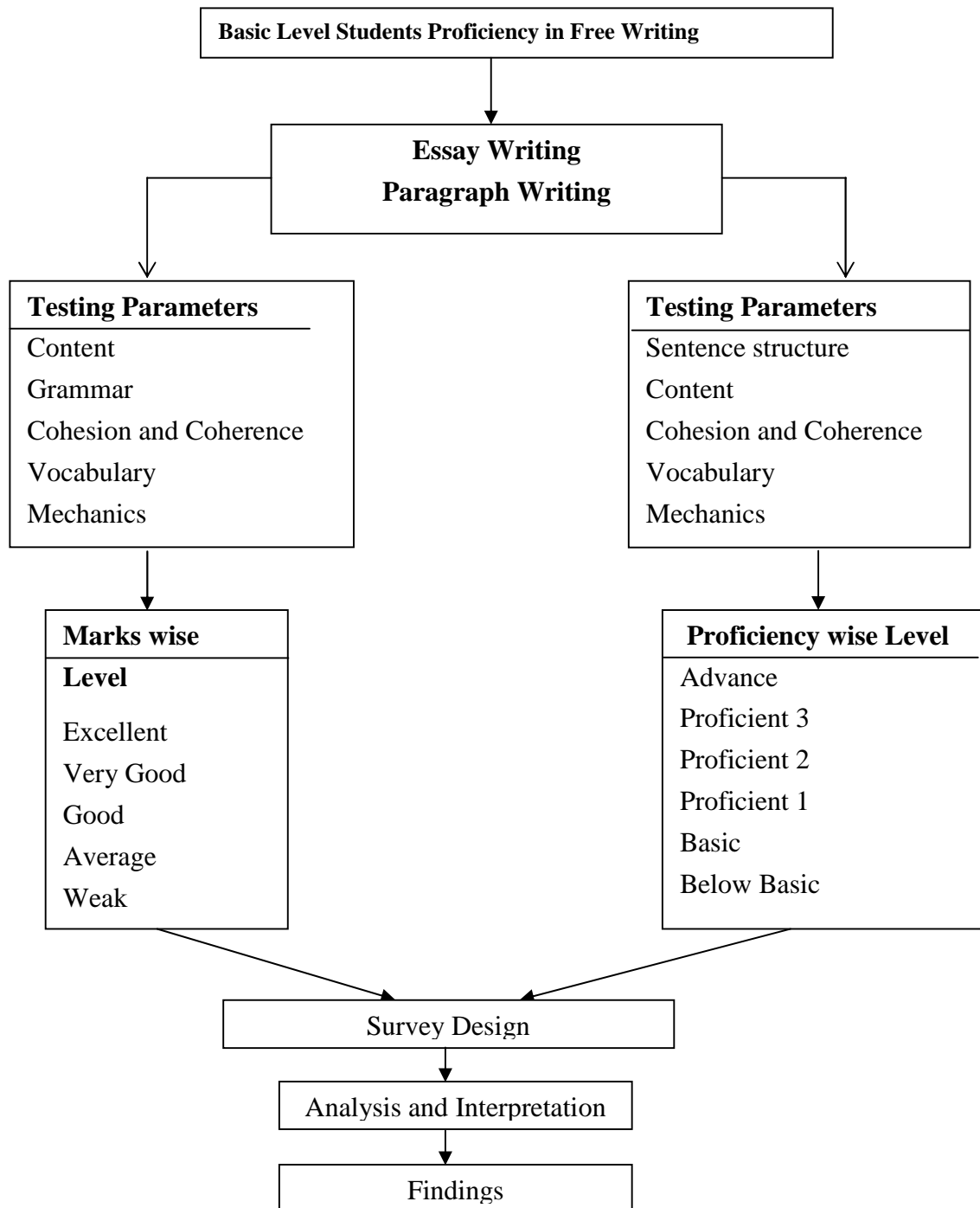


Figure 1. *Conceptual framework*

## **Chapter III**

### **Methods and Procedure of the Study**

This chapter consists of the design and the methods of the study, population, sample and sampling strategy, source of data, data collection tools and procedures, data analysis and interpretation, and ethical consideration of the study.

#### **Design and Method of the Study**

Research design refers to the model that any researchers apply in course of their work. According to Kumar (2009,p.84),“a research design is a plan for structure and strategy of investigating so convened as to obtain answer to the research question or problem”. A survey research design is most commonly used in educational research. It is equally important to social inquiry, politics and development studies and most significantly for education and linguistic aspects. Survey research design is one of the most popular descriptive research designs used by researcher, practitioners and scholars. Generally, survey also means to collect information. Creswell (2012, p.376) writes, “Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations.” It means to state that survey research design is such a design which is quantitative in nature and helps us to generalize the results to the entire population.

I implemented survey research in my study to explore proficiency of students in free writing. Nunan (1992), states the following survey procedure:

- Step 1: Define objectives- What do we want to find out?
- Step 2: Identify target population – What do we want to know about?
- Step 3: Literature review- What have others said /discovered about the issues?
- Step 4: Determine sample- How many subjects should be surveyed and how will be identified by these?
- Step 5: Identify Survey instruments- How will the data be collected:  
Questionnaire/Observation?
- Step 6: Design survey procedure- How will the data collection actually be carried out?

Step 7: Identify analytical procedures- How will the data be assembled and analyzed?

Step 8: Determine reporting procedures- How will the data be written up and presented?

### **Population, Sample and Sampling Strategy**

The population of this study consisted of the basic level students of the community schools located in Lahan municipality. One hundred and five students from seven community schools were the sample of this study. I selected the sample (both schools and students) by using random sampling procedure. I prepared the sampling frame and selected 105 students of class eight from each of the seven selected schools by using a fishbowl draw.

### **Sources of Data**

This study used both primary and the secondary sources of the data to fulfill the objectives.

#### **Primary Source of Data**

The primary source of data for this study were one hundred and five students studying in basic level in Siraha district. The students were from community schools located within Lahan municipality.

#### **Secondary Sources of Data**

The secondary sources of data were different books related to writing proficiency and research methodology, different books, articles, journals and theses like Creswell (2012), Heaton (1975), Nunan (1992), Harmer (2004), Rivers (1968), Weir (1993), Khadka (2012), Khatri (2016), Chaudhary (2017).

#### **Study Area/ Field**

The field of the study was Lahan Municipality. In particular, seven community schools were my study area which were selected through simple random sampling.

## Data Collection Tools and Techniques

For the collection of data, I administered a test which included only open-ended questions. The test items were paragraph writing and essay writing. Each item carried 10 marks. To make marking systematic I developed marking criteria for each aspect as shown below:

### Criteria for Assessing Written Production

Marking scheme

S.N.	Marks	areas for allocation of marks
A	2	Relevance and adequacy of content
B	2	Compositional organization and cohesion
C	2	Adequacy of vocabulary for purpose
D	2	Grammar
E	2	Mechanical accuracy (Punctuation and Spellings)

### Marking scale

#### A. Relevance and adequacy of content

marks	criteria for marking
0	Answer bears almost no relation to the task set, totally inadequate answer
0.1-0.8	answer of limited relevance to the task set. Possibly major gaps in treatment of topic and pointless repetition.
1-1.8	For the most part answers the tasks set through there may be some gaps or redundant information.
2	Relevant and adequate answer to the task set.

**B. Compositional organization and cohesion**

<b>marks</b>	<b>criteria for marking</b>
0	No apparent organization of content. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
0.1-0.8	Very little organization of content. Underlying structure not sufficiently apparent. Unsatisfactory cohesion may cause difficulty in comprehension of the most of the intended communication.
1-1.8	Some organizational skills in evidence but not adequately controlled. For the most part satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective.
2	Overall shape and internal pattern clear. Organizational skills adequately controlled. Satisfactory use of cohesion resulting in effective communication.

**C. Adequacy of vocabulary for purpose**

<b>marks</b>	<b>Criteria for marks allocation</b>
0	Vocabulary inadequate even for the most basic parts of the intended communication
0.1-0.8	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and repetition.
1-1.8	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and circumlocution.
2	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and circumlocution

**D. Grammar**

<b>marks</b>	<b>Criteria for marks allocation</b>
0	Almost all grammatical patterns inaccurate.
0.1-0.8	Frequent grammatical inaccuracies
1-1.8	Some grammatical inaccuracies
2	Almost no grammatical inaccuracies



### E. Mechanical accuracy (Punctuation and Spellings )

marks	Criteria for marks allocation
0	Ignorance of conventions of punctuation. Almost all spelling inaccurate.
0.1-0.8	Low standard of accuracy in punctuation and spelling.
1-1.8	Some inaccuracies in spellings and punctuation.
2	Almost no inaccuracies in spellings and punctuation.

According to Heaton (1991,p.145), the ability of the students will be determined on following basis.

Table 2: Criteria allocated by Heaton

1	Excellent (80-100)	Natural English, minimal errors, complete realization of the task set.
2	Very good (60-79)	Good vocabulary and structure, above the simple sentence level, error non basic.
3	Good (50-59)	Simple but accurate realization of task, sufficient naturalness, not many errors.
4	Pass (40-49)	Reasonably correct if awkward or natural treatment of subjects with some serious errors.
5	Weak (21-39)	Vocabulary and grammar inadequate for the task etc.
6	Very poor (0-20)	Incoherent, Errors showing lack of basic knowledge of English.

### Data Collection Procedure

I followed the following procedures to collect the data:

- ) First of all, I prepared open ended questions on the basis of objectives of the study.
- ) Then, I visited different schools of Lahan municipality, and I talked to the concern authorities for the permission to carry out the research explaining the purpose of my study.
- ) After getting permission, I distributed the paper related to free writing activities to the selected students and asked them to write the answer without any hesitation and anxiety.
- ) Finally, the collected data were analyzed and interpreted with descriptive statistics like frequency and percentage.

**Ethical Consideration**

Ethical consideration is the most important and factor while collecting and analyzing the data. For accomplishing this research work, I took permission from the concerned authority, and participants to conduct test. The identity of the school and respondents has been coded to maintain their privacy. All the ideas generated in this research were based on my own work except for the ideas cited from another scholars.

## **Chapter IV**

### **Results and Discussion**

This chapter presents the analysis and the interpretation of data. The data have been analyzed by descriptive statistics like frequency and percentage.

The data has been analyzed in two ways as follows:

1. Mark wise level
2. Proficiency wise Level

#### **Mark Wise Level**

In this section, Students level of proficiency has been determined in terms of their marks. Their ability has been distinguished according to the marks they have scored. Their marks had been analyzed in the subheadings like holistic analysis, Component wise analysis, Item wise analysis, School wise analysis.

#### **Holistic Analysis**

In this section, I have presented A holistic analysis of the data to find out the overall proficiency of students in free writing. Here students proficiency has been presented and analyzed based on the categories like very poor (score from 0 to 20), weak (score from 21 to 39), average (score from 40 to 49), good (score from 40 to 49), very good (score from 60 to 79), excellent (score from 80 to 100). Schools have been coded with letter of English alphabet and students with the alphabet of particular school along with their roll number. The complete list of students with their scores and the level of performance is provided in the Appendix-2.

Table 1 presents the overall proficiency of the students.

**Table 1 : Categorical Classification of Holistic Proficiency**

S.N.	Category	No. of Students	Percent (%)
1	Very poor (0-20)	56	53.33
2	Weak (21-39)	21	20
3	Average (40-49)	10	9.52
4	Good (50-59)	9	8.57
5	Very good (60-79)	7	6.66
6	Excellent (80-100)	2	1.9
	Total	105	100

Table 1 shows that a great majority of students (i.e.,73.33%) did not appear to have the basic knowledge for free writing. It also shows that only 26.67% of the students had built their basic knowledge and fundamental skill for free writing, which is really a bleak picture. Majority of students haven't achieved the basic and fundamental knowledge of English subject that is needed to be achieved in the previous classes.

### Component wise Analysis

This section presents the analysis of the data based on the components of essay writing and paragraphs writing. Both essay writing and paragraph writing consisted with 10 marks each. The components:- included relevancy and adequacy of content, cohesion and coherence, mechanics, vocabulary, and grammar. Each component carried 2 marks as full marks. The components wise analysis of the essay writing and paragraph writing has been observed, analyzed and interpreted under different headings.

**Content.**Content is the most important element of any types of writing. The content is measured in terms of relevancy , adequacy, and length of the subject matter.

**Table 2 : Proficiency for Relevance and Adequacy of Content**

Items	Full Marks	Marks Obtained	%	Average mark	Below average		Above average	
					Student	%	Student	%
Essay writing	210	84	40	0.8	45	43	60	57
Paragraphs writing	210	67	31.9	0.63	55	52	50	48

Table 2 shows that content-wise, the students did better in essay writing than in paragraph writing. However, the writing is not satisfactory neither in essay writing nor in paragraph writing. The average marks in both essay writing and paragraph writing is very low. There is negligible difference between essay writing and paragraph writing in terms of content.

**Cohesion and Coherence.**The students' performance regarding cohesion and coherence has been presented in table 3.

**Table 3 : Proficiency of Students in Cohesion and Coherence**

Items	Full Marks	Marks Obtained	%	Average mark	Below average		Above average	
					Students	%	Student	%
Essay writing	210	51.1	24.33	0.48	53	50	52	50
Paragraphs writing	210	45.2	21.52	0.43	60	57	45	43

In general, the students scored very low in cohesion and coherence. However, they reflected slightly better coherence and cohesion in essay writing, than in paragraph writing.

**Mechanics.**The proficiency of the students regarding spelling, punctuation, capitalization has been presented in table 4.

**Table 4 : Proficiency of Students in Mechanics**

Items	Full Marks	Marks Obtained	%	Average mark	Below average		Above average	
					Students	%	Student	%
Essay writing	210	56.8	27	0.54	63	60	42	40
Paragraphs writing	210	46.4	22	0.44	62	59	43	41

Table 4 shows mark obtained by students in mechanics. In both essay writing and paragraph writing students average mark is very low. On top of that, most of the students have scored below average mark.

**Vocabulary.**The table shows the ability of the students in allocating the vocabulary. It contains 2 as full marks

**Table 5 : Proficiency of Students in Vocabulary**

Items	Full Marks	Marks Obtained	%	Average mark	Below average		Above average	
					Students	%	Student	%
Essay writing	210	52.8	25.14	0.5	66	63	39	37
Paragraphs writing	210	44.9	21.38	0.42	61	58	44	42

Table 5 shows that students' performance in both essay writing and paragraph writing was not satisfactory in terms of the selection of appropriate vocabulary. Some of the common problems found in students writing regarding vocabulary has been presented in the following extracts:-

*Our school is look like very beautiful.(A3)*

*There are to camera in our school.(A25)*

*I will go there very fast. (B106)*

*In this movie there was dance fighting between India and Pakistan.(D57)*

*Our school is developed 2031 B.S.(D31)*

*Janakimandir looks like beautiful place.(D99)*

*They teach veary nice. (E68)*

*There are one call in our school. There are three pings. (F37)*

*Our school of dress is sky blue short and blue paint.(F38)*

In the above extracts, the respondent (A3) has used 'is look like' which could be substituted by 'looks' to form appropriate sentence. Similarly, A25 has used 'to' instead of 'two' which is interrupting in meaning transformation. B106 has used the word 'fast' instead 'soon' would fit and gives suitable hearing. D57 has used the word 'fighting' instead of 'competition' and D31 has used the word 'developed' instead of 'established'. D99 has used 'looks like' which could be substituted by 'is' to form suitable sentence. Due to which the appropriateness of the sentence is missing. E68 has used the word 'nice' where the word 'well' would fit properly. In the same vein, F37 and F38 has also miss placed the words "call" for 'hand pump', 'ping' for 'swing', 'blue short' for 'blue shirts', and 'blue paint' for 'blue pants'. The students has used limited vocabulary in their writing committing errors in very simple and common words.

**Grammar.** The proficiency of the students in grammar has been presented in Table 6.

**Table 6 : Proficiency of Students in Grammar**

Items	Full Marks	Marks Obtained	%	Average mark	Below average		Above average	
					Students	%	Student	%
Essay writing	210	56.5	26.9	0.53	63	60	42	40
Paragraphs writing	210	46.5	22.23	0.44	61	58	44	42

Table 6 shows the weakness of majority students in appropriate grammatical structure because their average score in this component is very low in both essay and paragraph writing. Most of the students don't have even achieved the proficiency to write correct sentence with well organization of constituents of the sentence. Some of the common problems found in the writing regarding grammar have been presented in the following extracts.

*There many tap. There many well. There many write board.(B28)*

*Our school has many classes and fans but some fans was not run.(B112)*

*There are no fan in our schools. There are one computer lab in our schools.(C77)*

*Our school established in 2005 B.S. (D63)*

*There are 1 helth post. Here are one River.(E6)*

*My favorite tvshow is "Barrister Babu". It is indicate 1990's social drama.(E101)*

*There are a office room. There are a toilet for Jens and ladyies. There are a big gateof my school for entry.(F36)*

There are several grammatical problems in students writing. The problems are mainly related to subject verb agreement. For example: B28 has missed the word 'are' in every sentences that should be placed in between 'there' and 'many'. B112 has constructed a sentence "our school has many fans but some fans was not run" Instead of that, the sentence should be "our school has many fans but some of them are not functioning well". Similarly, C77, D63, E6, E101, F36 has also committed errors related to subject verb agreement.

### Item wise Analysis

**Essay writing.** The table below presents the overall result of 7 different schools to represent students' ability in essay writing. The mark allocated for essay writing was 10.

**Table 7 : Essay Writing Proficiency of Students**

Item	Average mark	Percent(%)	Below average		Above average	
			Number	Percent (%)	Number	Percent (%)
Essay	3	30%	58	55	47	45

Table 7 shows that the average mark obtained by the student in essay writing was 3 (out of 10), where the number of students lying below average was 58 (i.e. 55%) and above average was 47 (i.e. 45%). This shows that the proficiency of the students in essay writing was very weak because most of the students scored below average mark, which already was very low.

**Paragraph Writing.** Table 8 present students' overall ability in paragraph writing. The full mark allocated for paragraph writing was 10.

**Table 8 : Paragraph Writing Proficiency of Students**

Item	Average mark	Percent(%)	Below average		Above average	
			Number	Percent (%)	Number	Percent (%)
Paragraphs	2.5	25	57	54	43	46

Table 8 shows that the average result of the students was not found good. Their performance on writing on the topic related to their own the experience was not satisfactory.

### School Wise Analysis

**Essay writing.** The result of students' performance of 7 community schools in essay writing has been presented in Table 9.



**Table 9 : School Wise Analysis of Essay Writing Performance**

Item	Total sample	Schools	Total Full marks	Total mark obtained	Percentage (%)	Average mark
ESSAY	15	A	150	34.5	23	2.3
	15	B	150	48.6	32.4	3.24
	15	C	150	61.5	41	4.1
	15	D	150	41.6	27.7	2.77
	15	E	150	48	32	3.2
	15	F	150	23.1	15.4	1.54
	15	G	150	45.2	30	3.01
Total	105	7	1050	302.5	28.8	2.88

Table 9 shows school wise ability of the students in essay writing. The average marks obtained by the students from various schools shows that the students' performance was weak in the essay writing. Students from school F scored the lowest average mark (i.e.1.54) whereas students from school C obtained the highest average mark (i.e. 4.1), which is somehow satisfactory. The overall average of seven schools was 2.88. There are 3 schools that have obtained below average mark and 4 schools that has obtained above average mark.

**Paragraph Writing.**The result of students' performance in paragraph writing has been presented in Table 10.

**Table 10 : School Wise Analysis for Paragraph**

Items	Total sample	Schools	Total Full marks	Total mark obtained	Percentage(%)	Average mark
PARAGRAPH WRITING	15	A	150	27	18	1.8
	15	B	150	39.9	26.6	2.66
	15	C	150	64.8	43	4.32
	15	D	150	27.4	18	1.82
	15	E	150	33.6	22	2.24
	15	F	150	21.4	14	1.42
	15	G	150	36.1	24	2.4
Total	105	7	1050	250.2	23.8	2.38

Table 10 shows school wise performance of students in paragraph writing. The average marks of school A, D, F is 1.8, 1.82, and 1.42 respectively. This shows very

poor performance of these schools. Similarly, the average mark of school B, E, G is 2.66, 2.24, and 2.4, respectively. This shows the weak performance of these schools. Finally, the average mark of school C is 4.32 which shows the fine performance in paragraph writing. The overall average mark of these schools. Students from 4 schools obtained the score below average mark and those from 3 schools obtained above average mark.

The average marks of students in both essay writing and paragraph writing was very low and the findings demonstrated weak performance of community school students.

### Proficiency wise Level

In this section, Students proficiency has been determined with the help of the proficiency level descriptors in English writing addressed by National Assessment of Student Achievement. The proficiency has been categorized in six levels which are below basic, basic, proficiency 1, proficiency 2, proficiency 3, and advance. In this research the areas which had been studied are content, sentences, cohesion and coherence, vocabulary, and mechanics.

### Content

**Below Basic.** The proficiency of students under below basic level category can be seen in the writing of F42 as a sample presented below.

⇒ our school is very nice. I have ten  
 class your school. I have three trees  
 I have four tolite. I have one temple  
 two tolite lady. two tolite Janesh  
 I have forest. I have five. I have  
 electricity. I have hospital. one cal.  
 I have very big village. I have many  
 black board. I have many benches.  
 I have many doors. I have Eight six  
 and three miss. I have one net.  
 I have one study.  
 our school name is. shree. ma. bi  
 urbandpur Jhirhari lohan - 17

In this essay, the student has written more about himself rather than writing about the school. The content contains deviated information irrelevant to required context. The writing has gone opposite in terms of questions and its required answer.

**Basic.** The proficiency of students lying under basic level category can be seen in the writing of F36 as a sample presented below.

Our school's name is Shree mavi govindapur jhirhari. There are one temple in our school. There are one tree called pipal. There are a also one long tree named pine tree. There are an office room. There are one to ten class in my school. There are eleven teachers in my school. There are a handpump in my class. There are a field. There are a big gate of my school for entry. There are a toilet for jens and ladies. Our head master name is ~~Vijay~~ sah. There are a green plants and a many flowers. There are four hundred to five hundred students of my school.

THANK YOU

In this essay, the student has presented limited content which is unable to convey clear idea about the required topic. The supporting details are not incorporated which makes the information of the school incomplete. The content writing is insufficient.

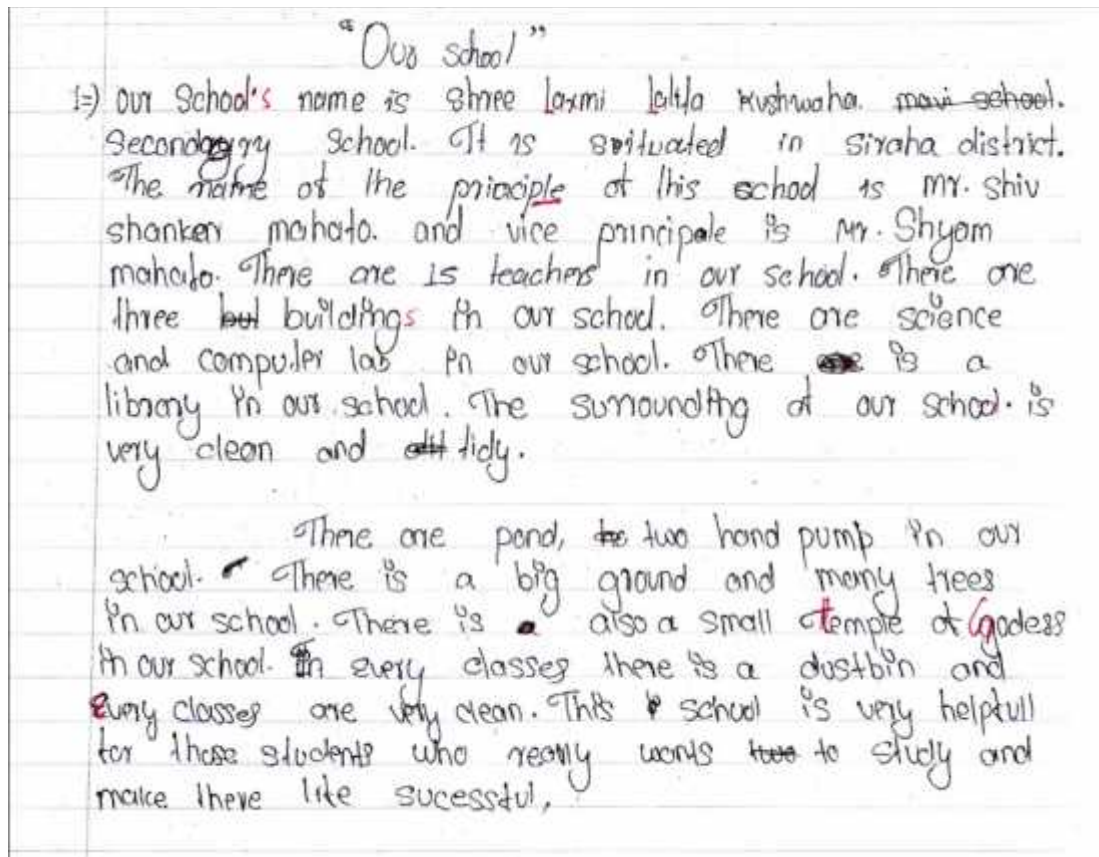
**Proficient 1.** The proficiency of students under proficient 1 level category can be seen through the writing of E94 as a sample that is presented below.

\* My School \*

My school's name is Shree Secondary School Padariya. Tharu tale. My school is situated at Siraha district in Padariya village. My school is very beautiful, neat and clean. Our principle name is Ramshobak Yadav. Our vice principle name is Rajendra Prasad Yadav. Our class teacher name is Archana Yadav. Our school's teachers and students are very good, discipline and polite. My school is established on 2019 B.S. There are varieties types of plants, flowers, trees etc. It is making school beautiful and very pleasant. There are one office, computer lab, library, and staff room. There are four toilet in my school for girls and boys. There are two hard pupa and six taps in our school. There is one big play ground. My school's uniform is kurta, sweater, shirt, skirt for girls and boys for shirt, pant in light blue, dark blue and black in colour. My school is participate in every curriculum activities. My school have in an chautara for rest. There are thousand above students in our school. My school's ~~teacher~~ teachers are very strict. I love and respect

This essay has been presented with the common idea that is required and useful for the given topic. Besides, there is supporting ideas to help shape the content more effectively.

**Proficient 2.** The proficiency of students under proficient 2 level can be viewed through the writing of C145 as a sample presented below.



This essay has given a lot of information about the school informing the location, teachers, facilities which helps in understanding in clear way. The content seems relevant and original. The student has presented the ideas about the topic in detail.

**Proficiency 3.** The proficiency of students under proficient 3 level category can be viewed through the writing of E101 which is presented below as a sample.



Our school

Our school's name is Shree Secondary School Lahan-12, Siraha. Our school ~~is~~ established ~~in~~ in 2019 B.S. It is about ~~fifty~~ nine years old. Our principal name is Ramshebak Yadav. The principal is a trained graduate. The name of our vice-principal is Rajendra Prasad Yadav. The vice-principal is also a trained graduate.

There are ~~forteen~~ fourteen classes, ~~but~~ classes starts with class 1 to 10 in it. ~~Thus in~~ Every classes has more than hundred students. Thus in our school there are almost two thousand students. Classes are big and crowded. Classes are also well ventilated. There are ~~fifteen~~ fifteen teachers who teach us very well and guide us like our friends and two peans in our school. Our school has big gate. Our school also has large, beautiful and wide garden and also playground. ~~Almo~~ Almost every student likes to play in playground in free time. Our school's environment is very peaceful and pleasant. There is scooter, bike, cycle.

This essay present the ideas on the topic in short and clear way. Besides, providing the information on the given topic, the writer has also shared opinion about the school in making students life successful and worth of studying in that school. The content delivered in this topic provides sufficient information to understand the message of this text. The content incorporates relevant ideas which supports in getting clear concept of the text. The student has provided logical and adequate information about the school. The student has also shared opinion on the topic in attractive and convincing way.

### **Advance**

Students haven't achieved this level of proficiency in basic level in content for free writing.

**Table 11 : Content**

Category	Essay Writing		Paragraph Writing	
	No. of Students	Percent(%)	No. of Students	Percent(%)
Below Basic	28	26.666667	46	43.8095238
Basic	42	40	23	21.9047619
Proficient 1	30	28.571429	22	20.952381
Proficient 2	4	3.8095238	7	6.66666667
Proficient 3	1	0.952381	7	6.667
Advance				
<b>Total</b>	<b>105</b>	<b>100</b>	<b>105</b>	<b>100</b>

The students' capability in content delivery has also resulted the same result as in sentence formation. Majority of students fall under the category of below basic, basic and proficient 1 level of category which denotes lower proficiency of students both in essay and paragraph writing. Minority of students occupies the place of proficient 2, proficient 3. The students haven't achieved the ability for advance level of proficiency in content delivery in both essay and paragraph writing. The overall result shows low proficiency of students in content delivery.

**Sentences.**The study of the sentence mainly focuses on the syntax (sentence structure), the appropriate placement of subject and predicate. This study focuses from syntactical to semantic formation of sentences. The students proficiency in writing sentences in free writing has been categorized from below basic level to advance level category.

**Below Basic.**The sentences incorporated under below basic level are presented below as a sample.

*Our school in very black board many chycik in our school very big brind.*

*Our school in many students.....(E67)*

*My classroom in 10 and 2 trre and one cal and 2 girls charpi and 2 boy charpi and one temple Sarsatimata and computer cha and one wifl and 3 mis and 9 master our class student 146*

*student.....(F5)*

*Our school toilet 7 school, mango tree 7 our school very good. My school teacher good. My school is 10 class ready. My classroom blackbord.....(F60)*

The aforementioned sentences don't follow the syntactical order of subject predicate in sequential order. The sentence formation is rudimentary. Most of the sentences lapse the verb, which is essential part of the sentence. The words that are used are not found in English dictionary.

**Basic.** The sentences incorporated under basic level are presented below as a sample.

*Our school is very nice. Our school is in one field two tree one temple one handpump. Our school is in Nine Teachers Three Madam. Our school is in Nineteen rooms.....(F2)*

*Our school established in 2031 B.S. they are playground in our school. they are three handpump in our school. They are many activities perform in our school.....(C155)*

The sentences lapse subject verb agreement which creates comprehension problem. The sentences are ill formed and hinder in the meaningful formation of text. Some sentences don't give meaningful sense. It contains noticeable errors.

**Proficient 1.** The sentences incorporated under the proficiency of proficient 1 are presented below as a sample.

*My school is very beautiful. It is established on 2019 B.S. There are ten teachers of my school. My school has many various plants.....(E95)*

*There are one office in our school. There are 14 teacher in our school. It has very beautiful garden in our school. Our school has many benches in our classroom.....(G157)*

The aforementioned sentence structures contain noticeable errors but doesn't cause problem in comprehension. There are errors in some sentences but intended



message is easily conveyed. There are minor problems in tense and preposition which don't effect in meaning.

***Proficient 2.***

*The childhood name of Lord Buddha was SiddharthaGautam.*

*The father's name of Gautam Buddha was Sudhodhan.*

*The son's name of Gautam Buddha was Rahul.*

*Lord Buddha is known to world as "The light of Asia".*

*Every country has made their own temple of Lord Buddha.(C145)*

***Proficient 3***

*Shiva is a young boy who lives with grand parents in a fictional city named Vedas in India.(A12)*

*He faces a lot of villians who try to harm or try to damage any people's property of his city. (A12)*

*It is beautiful place situated at the base of a hill full of exotic and plant varieties.(C116)*

*As its climate is subtropical, more than 529 species of butterflies and plants are found in Godawari.(C116)*

***Advance***

*Students haven't achieved this level in producing sufficient sentences in relying in their self.*

**Table 12 : Sentences**

<b>Category</b>	<b>Essay Writing</b>		<b>Paragraph writing</b>	
	<b>No. of Students</b>	<b>Percent(%)</b>	<b>No. of Students</b>	<b>Percent(%)</b>
Below Basic	32	30.4761905	46	43.8095238
Basic	43	40.952381	29	27.6190476
Proficient 1	27	25.7142857	20	19.047619
Proficient 2	2	1.9	5	4.76190476
Proficient 3	1	0.95	5	4.7518
Advance				
<b>Total</b>	<b>105</b>	<b>100</b>	<b>105</b>	<b>100</b>

Majority of students has occupied the place of below basic, basic and proficient 1 level of category in both essay and paragraph writing for sentences construction capability. Minority of students occupies the place for proficient 2, proficient 3. The students haven't achieved proficiency for advance level of capability. The overall evaluation for sentences construction shows unsatisfactory result with their low proficiency in free writing.

**Cohesion and Coherence.**The students' proficiency in cohesion and coherence is determined by their capacity to form connection among the sentences and meaning they convey throughout the text. They are categorized from below basic level to advance level category.

**Below Basic.**The writing allotted under this category in terms of cohesion and coherence can be viewed through the writing of F19, which has been presented below as a sample.

⇒ an Our school is ~~is~~ Very nice. I have ten  
 I have For Pahal. I have Hospital. I have Fryht Eight  
 I have tolit One Cal. I have big very  
 I have Fild and Pipj and Aasck. I have thaka  
 I have many. I have bicha I have Litis to  
telit  
 I have 17 techar. I have misa.  
 Our school name is Shree Ma. bi. Gobindpur

This text doesn't have any kind of cohesive devices. Neither the text contains any cohesiveness among sentences nor coherent in any angle. The whole text is vague due to inappropriate and irrelevant content.

**Basic.** The cohesiveness and coherence of writing allotted under this category can be viewed through the work of B78, which has been presented below as a sample.

⇒ Our school's name is Shri bastipur ucha mabi bastipur.  
 It ~~has~~ is one of the ~~most~~ knowledged and beautiful school  
 in our village. Our principal name is Devendra Prasad Yadav.  
~~In our school~~ there are 17 teachers and many students in  
 our school. there are 15 class and two hand pumps. there  
 are many taps and 8 toilets. Our school has one beautiful  
Saraswati temple. It has two office and lab room. It  
 has 15 white board and many desks, benches. It has one higgle  
 and motorcycle Park. Our school have two gates. It has  
 many dustbins. There is a too big playground and  
 clean surrounding. It has one health post. some times  
 we play fun games in our school.

The text is not presented in sequential order which has interrupted in the smooth flow of the message. The sentences are not interlinked with the other sentences. This text lapse cohesive devices while forming the text which makes it inaccurate and less comprehensive.

**Proficient 1.** The proficiency of students in proficient 1 in cohesion and coherence can be viewed through the work of B30, which is presented below as a sample.

-> our school's name is S.B.M.B in Lahan-14. It is very use full be students. it is many students in rooms. School. It is many trees in our school. it is many teachers in our school. I Like maths teacher because He is good teacher. I have ever meet. there is a lot of student's studies in our school. In in front of our school there is a pond. There is health Post behind ~~to~~ our school and a big Playground be-hind in our school. There are two handPumps in our school. ~~There~~ in our There are any whiteboards. There are one temple in our school. our class teacher's name is bijay mukhia. There are many taps in our school. There are many teachers teacher in our school.

In this text the sentences show coherence in the text though there is absence of cohesive devices in most of the places. There is connections among sentences in some places which connected two to three sentences. For example, "our school" is replaced by "it" which works as reference, which is cohesive device.

**Proficient 2.** The proficiency of students in proficient 2 in cohesion and coherence can be viewed through the work of E101, which has been presented below as a sample.

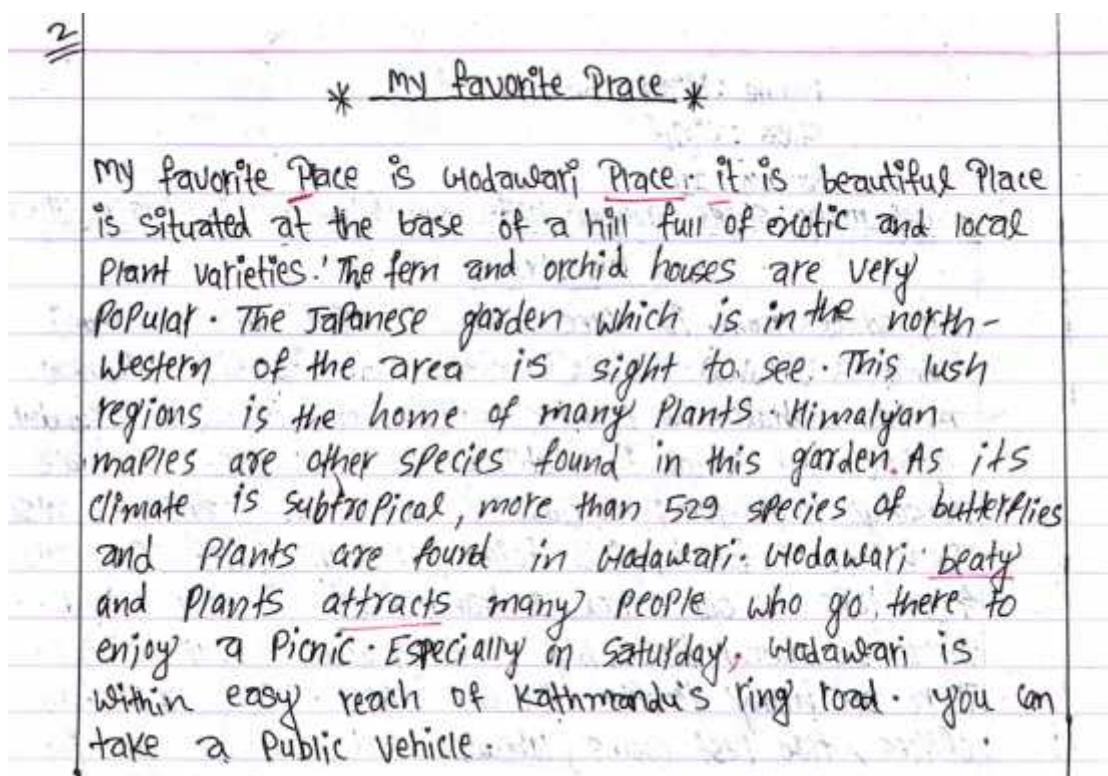
There are fourteen classes, ~~the~~ classes starts with class 1 to 10 in it. ~~There~~ in Every classes has more than hundred students. Thus in our school there are almost two thousand students. Classes are big and crowded. Classes are also well ventilated. There are fifteen teachers who teach us very well and guide us like our friends and ~~two~~ peers in our school. Our school has big gate. Our school also has large, beautiful and wide garden and also playground. ~~Almost~~ almost every students likes to play in playground in free time. Our school's environment is very peaceful and pleasant. There is scooter, bike, cycle

parks. There are 4 toilets in our school two for girls and two for boys. Our school has clean handpump which gives us clean and purified water. In every week or month our school organize small competition like quiz competition, speech competition, etc. Winning teams and participating teams get prizes. Our school also take participates in extracurricular activities.

Being a student of this school is a matter of pride.  
I love my school very much.

This text contains connectedness of sentences in many places. This text has shown the connectedness of the first sentence with second sentence as well as the third sentence has been joined with the help of cohesive device “thus” to show the reason behind crowded classroom. The sentences are sequentially presented which also helps in rationalizing the text.



**Proficient 3**

The writing is linked throughout the text. The grade appropriate cohesive devices had been used. Mostly the use of referential devices has been used in appropriate way.

**Advance**

Students haven't achieved this level of proficiency to manage the sentences cohesively and coherently.

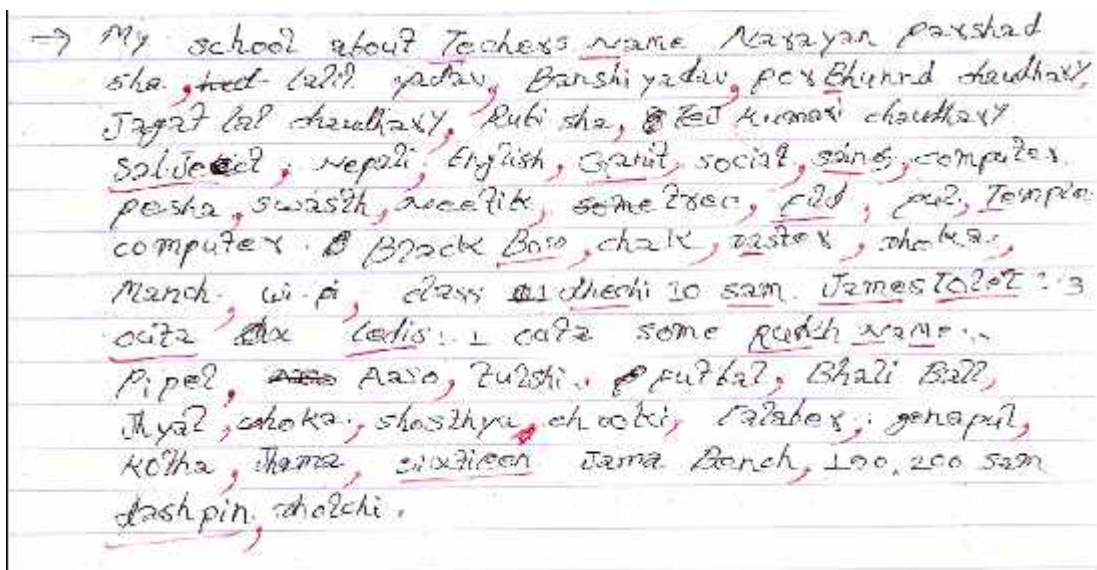
**Table 13 : Cohesion and Coherence**

Category	Essay Writing		Paragraph Writing	
	No. of Students	Percent(%)	No. of Students	Percent(%)
Below Basic	55	52.3809524	64	60.952381
Basic	33	31.4285714	19	18.095238
Proficient 1	13	12.3809524	14	13.333333
Proficient 2	4	3.80952381	3	2.8571429
Proficient 3			5	4.861
Advance				
<b>Total</b>	<b>105</b>	<b>100</b>	<b>105</b>	<b>100</b>

The students capability in cohesion and coherence has resulted the lowest proficiency occupying the below basic level category by more than 50% students in both essay writing and paragraph writing. The students less than 50% has occupied the place of basic, proficient 1, proficient 2, proficient 3 .The students haven't achieved advance level category of proficiency. This result has shown unsatisfactory result in cohesion and coherence.

**Vocabulary.**The proficiency of the students in the use of variety of words and their appropriate use in the context determines students' vocabulary power. The proficiency of students in vocabulary use can be categorized from below basic to advance level.

**Below Basic.**The student who has committed error in very common words are allotted in this category . The students categorized under below basic level category can be viewed through the work of F1, which has been presented below as a sample.



The student has committed error with the words like “Techers” for “teacher”, “sbject” for “subject”, “saines” for “science”, “fild” for “field”, “Black bod” for “blackboard”, “chak” for “chalk”, “daster” for “duster”, “James Tolet” for “Gents toilet”, “ledis” for “ladies”, “futbal” for “football”, “BhaliBall” for “Volleyball”, “sixteen” for “sixteen”, “dash pin” for “dustbin”. Besides the errors in common words, the student has written the Nepali words for basic words. For example, “Rukh” instead of “tree”, “kotha” instead of “room”, “dhoka” instead of “door”, “jhyal”

instead of “window”. The students who committed errors for basic words as well as incompetent in the selection of words in English are categorized in this level.

**Basic.** The students who has repeated the words for several times, as well as committed errors for basic words in few places are allotted in this category. The work of student F37 has been presented below as a sample.

⇒ our school's name is shree ma. vi. jabindpur  
 (ahar 17. there are two trees in my school.  
 there are one temple in my school. there are  
 four tolite in my school. there are twelve  
 class rooms in my school. there are nine sir  
 and three madam in my school. there are  
 two office rooms in our school. there are five  
 hundred fivety two students in our school. there  
 are one play ground in our school. there are  
 two taps in my school. there are one wi-fi  
 in my school. there are two hundred dask  
 and two hundred benches in my school. there  
 are one car in our school. there are one  
 get in our school. principal name is nargan  
 prashad shah.  
 Thank you sir

In this very short text, the word “school” is repeated for 14 times. The word “there” is repeated for 13 times. Besides, the use of words is limited. The student has also committed errors with the common words like “tolite” for “toilet”, “fivety” for “fifty”, “dask” for “desk”, “get” for “gate”.

**Proficient 1.** The students who have used good range of vocabulary with some issue in appropriate use are allotted in this category. The work of student D57 has been presented as a sample.



→ My favorite movie is name is Street dance 3D.  
 In this movie there are two groups. ~~It~~ That was  
 India and Pakistan. This movie was based on  
 dancing. In this film there was dance fighting  
 between India and Pakistan. India and Pakistan  
 goes other country for performance. Then  
 India group was broken int. divided into  
 groups. One day the big performance that time  
 Pakistan and India was became in one group.  
 Then they win that dancing performance.  
 I like this film because it was all about dancing  
 and two countries became friends.

In this text, the student has tried to write variety of sentences by using variety of words. The words organized in the sentences give us sense or meaning but it would be more adequate and appropriate with proper replacement of context sensitive word. For example,

1. There was dance fighting between India and Pakistan.  
 There was dance competition between India and Pakistan.
2. Pakistan and India were became in one group.  
 Pakistan and India were allotted in same group.

### Proficient 2.

\* My favorite Place \*

My favorite place is Watawari Place. It is beautiful place is situated at the base of a hill full of exotic and local plant varieties. The fern and orchid houses are very popular. The Japanese garden which is in the north-western of the area is sight to see. This lush regions is the home of many plants. Himalayan maples are other species found in this garden. As its climate is subtropical, more than 529 species of butterflies and plants are found in Watawari. Watawari leafy and plants attracts many people who go there to enjoy a picnic. Especially on Saturday, Watawari is within easy reach of Kathmandu's ring road. you can take a public vehicle.

The adequacy for this text regarding vocabulary can be measured with the evaluation of the words like plants, garden, lush region, Himalyan maples, species, subtropical butterflies, varieties, hill, beautiful place. It is clear that various words representing towards the feature of any place has been mentioned in the text. These words give the vibes of indulging the varieties of natural things in one place.

**Proficient 3.** The students who used the appropriate and wide range of vocabulary were allotted under this category. The proficiency of proficient 3 can be viewed through the work of student E101 which has been presented below as a sample.

"My favourite movie or tv show."

Barrister Babu indicate

My favourite tv show is "Barrister Babu". It is about 1990's social drama. In this tv show there is a boy and a girl. A boy is a lawyer who thinks modern but where he lives there person imagination is primitive. Or a girl lives also in primitive society. ~~By co-incident~~ ~~incident~~ a boy or ~~or~~ A boy name is Anirudh and a girl name is Bondita. A boy is about 18 years old and a girl is only 12 years old. ~~By co-incident~~ they get married, a child marriage. Then, Bondita suffers from different problems. She is so young so she can't understand what is marriage. But her husband Anirudh is so understanding ~~but~~ she ~~is~~ also don't accept her as a wife ~~but~~ he ~~only~~

because he <sup>is</sup> against child marriage. But he only considered <sup>her</sup> as a friend. Anirudh teaches Bondita against society because Society thinks that ~~Educated~~ a girl is a curse ~~is~~.

~~The~~ Barrister babu became my favourite show because it is about child marriage. It changes society's primitive ~~imagination~~ <sup>imagination</sup>. ~~It~~ ~~is~~ ~~an~~ It changes those people ~~imagination~~ who thinks ~~educated~~ a girl is a curse ~~is~~. ~~by~~ a girl is a bad, a girl cannot do anything, a girl is only for doing household works, etc. So, it became my favourite tv show. ~~but~~ a girl changes everyone's imagination. So, it became my favourite tv-show.

In this text, the selection of words are content as well as context sensitive. The student has used variety of words for social drama related to “child marriage”. The words like “married”, “primitive society”, “suffer”, “sin”, “ problems”, “household works” indicates bad consequences for the child marriage. In the same way, the words like education, modern tends to show the positive expression of the text. Beside, the student has adequately placed the words in appropriate, adequate position to form relevant text.

### ***Advance***

*Students haven't achieved to allocate advance level of vocabulary for the most of the places.*

**Table 14 : Vocabulary**

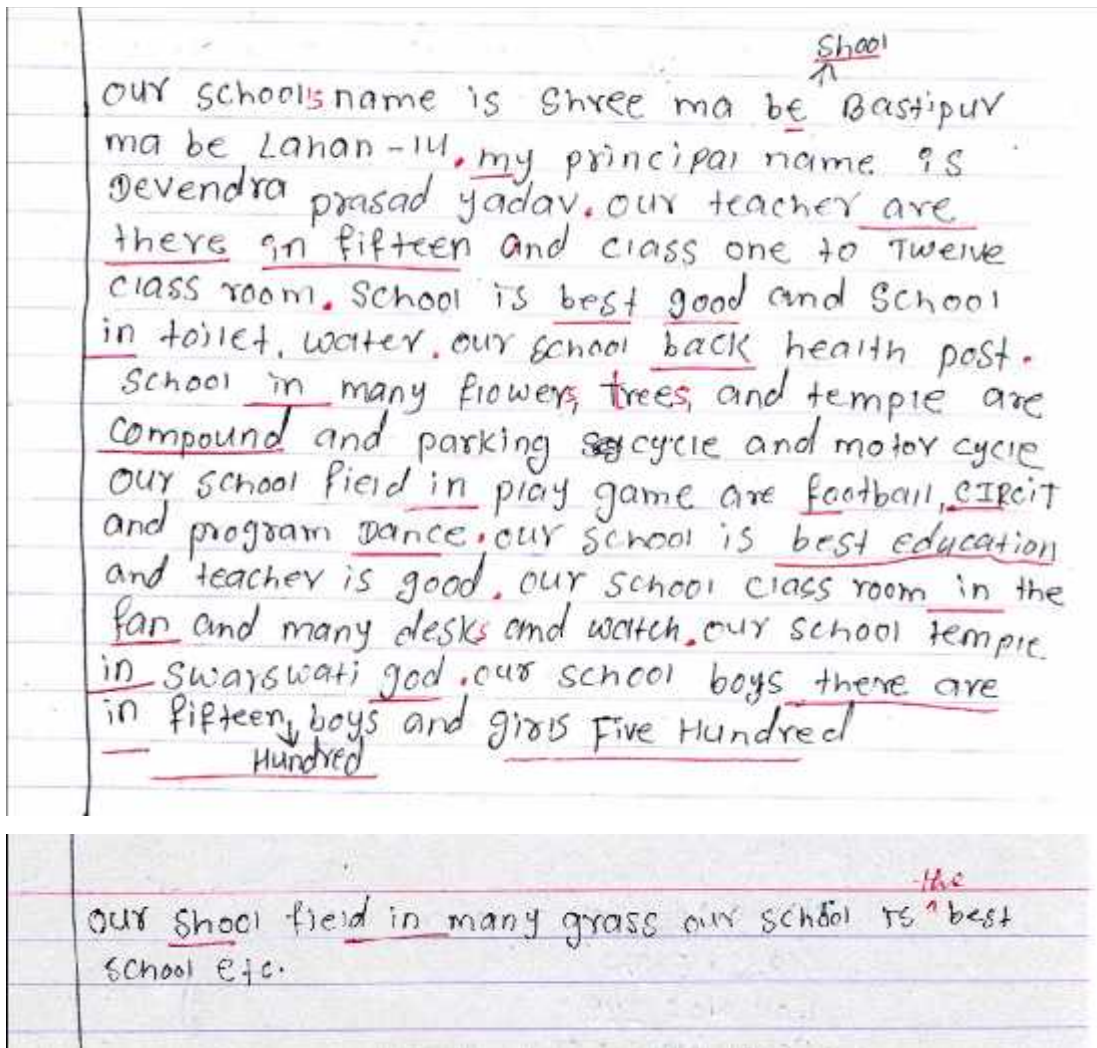
<b>Category</b>	<b>Essay Writing</b>		<b>Paragraph Writing</b>	
	<b>No. of Students</b>	<b>Percent(%)</b>	<b>No. of Students</b>	<b>Percent(%)</b>
Below Basic	51	48.57142857	57	54.28571429
Basic	36	34.28571429	33	31.42857143
Proficient 1	15	14.28571429	7	6.666666667
Proficient 2	2	1.904761905	3	2.857142857
Proficient 3	1	0.952	5	4.861
Advance				
<b>Total</b>	<b>105</b>	<b>100</b>	<b>105</b>	<b>100</b>

The result is same for the proficiency in vocabulary as in cohesion and coherence. The result shows about 50% students lies under the category of below basic level of proficiency and rest of the 50% lies under basic, proficient 1, proficient 2, proficient 3 and advance level of category in combined. Majority of students (i.e. 90%) covers the category of below basic, basic and proficient 1 whereas only 10% students cover the category of proficient 2, proficient 3. The students haven't achieved advance level of proficiency.

**Mechanics.**The study of mechanics focused on the upper case , lower case, spelling and proper use of punctuation marks. The proficiency for mechanics has been categorized from below basic level to advance level.



**Below Basic.** The students who has formed totally erroneous sentences with frequent problems in spellings, punctuation mark and capitalization are categorized under this category. The proficiency of students in mechanics for below basic level can be viewed through the work of the student B122, which has been presented below as a sample.



In this text, the first letter of the word has been written in small letter which was to be written in capital letter. Similarly, the punctuation marks like comma, full stop, semi colon, quotation marks has been missing.

**Basic.** The students who has committed noticeable error causing problems in comprehension were allotted in this category. The work of student A7 can be viewed as a sample which has been presented below.

Amo hatidah Elephant park Hatidah  
~~Elephant park~~ is very beautiful. but small that is forest place. there are many plants, trees and flowers for garden. and small zoo has one birds, two mouse, two rabbits, 2 two tortoise, many donkey one deer, pet animals. many peoples food in hatidah. many peoples doing picnic look at hatidah. it has around forest in hatidah. it is lies in siha distric. it is between in birngar forest and amhi forest

In this paragraph, the beginning of the first letter of word is small letter.

Similarly, the use of full stop mark has been used without the completion of the sentences. It creates confusion whether the sentence are complete or connected with the other phrase and clause with the help of connectors like “but”, “and”. The name of the place has been written in lower case which should be in capital. The places names like Hatidah, Birnagar, Amhi are written in small letter which is deflecting the mechanism of writing.

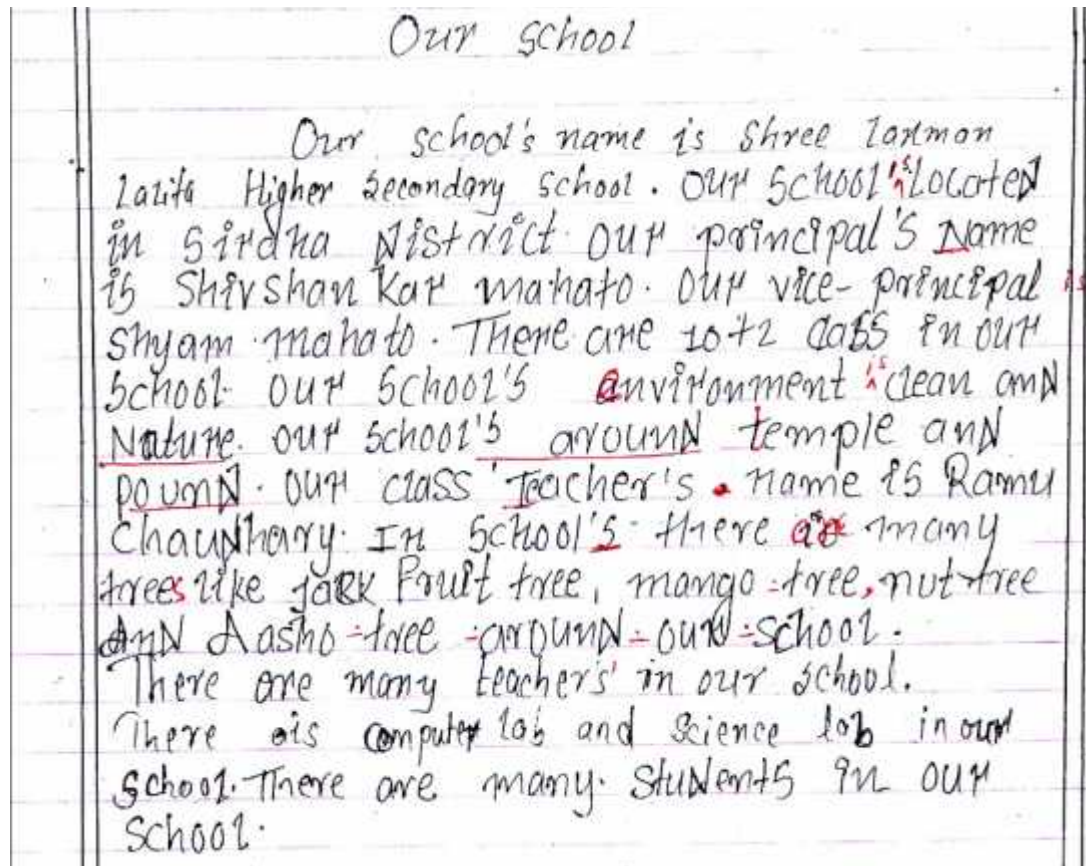
**Proficient 1.** In this category, the students committed noticeable errors which didn't cause any problem in comprehension. The proficiency of proficient 1 level in mechanics can be viewed through the work of student F37 which has been presented below as a sample.

⇒ bathi thah is famous place. there is one gods. there are elephants there are 30 rabbits. there are 9 tortoise. there are one big pond. there are one play ground. there are 5 ship. there are big forest. there are one crocodile. there are three monkeys there are one deer. there are one donkey. there are many ducks. there are two hen. there are two tarkin. there are one propoline. there are 5 toilet. there are 6 dustbin. bathi thah is beautiful place. bathi thah there are one get. there are many types of trees there are many types of flower. there are three ping. there are many types of bird.

thank you sir

In this text, there is noticeable error in the capitalization of the first letter of the first word of the sentence. The handwriting is good and the full stop mark is clearly placed in appropriate position after the completion of the sentences.

**Proficient 2.** The work of student C126 has been presented below as a sample for the proficiency level for proficient 2.



In this text, though there are minor problems related to verb but the use of genitive is appropriate. The possession has been clearly presented with the help of apostrophe mark ( ' ) also the use of full stop marks is accurate. The sentences are clear and denoting exact information.



## Proficient 3.

Name :- Anchal Panjyari  
 Class :- 8  
 Roll no :- 101  
 School :- Shree Secondary School Lahan-12, Siraha



### Our school

Our school's name is Shree Secondary School Lahan-12, Siraha. Our school is ~~esth~~ established in 2019 B.S. It is about fifty nine years old. Our principal name is Ramsheba Yadav. The principal is a trained graduate. The name of our vice-principal is Rajendra Prasad Yadav. The vice-principal is also a trained graduate.

There are ~~fourteen~~ classes, ~~but~~ classes starts with class 1 to 10 in it. Thus in Every classes has more than hundred students. Thus in our school there are almost two thousand students. Classes are big and crowded. Classes are also well ventilated. There are fifteen teachers who teach us very well and guide us like our friends and two peans in our school. Our school has big gate. Our school also has large, beautiful and wide garden and also playground. ~~Almo~~ Almost every student likes to play in playground in free time. Our school's environment is very peaceful and pleasant. There is scooter, bike, cycle

parks. There are 4 toilets in our school two for girls and two for boys. Our school has clean handpump which gives us clean and purified water. In every week or month our school organize small competition like quiz competition, speech competition, speech competition, etc. Winning teams and participating teams get prizes. Our school also take participates in extracurriculum activities.

Being a student of this school is a matter of pride. I love my school very much.





The table shows majority of students underlying in the below basic level category.

The numbers are descended gradually towards basic level, proficient 1, proficient 2, proficient 3. The students haven't achieved the advance proficiency level in free writing. It also shows that more than 50% students have below basic level of proficiency in maintaining cohesiveness and coherence in writing, also in selection of appropriate vocabulary. The table shows that most of the students (i.e.56%) have the below basic level proficiency in maintaining cohesiveness and coherence.

## **Chapter V**

### **Findings, Conclusion and Recommendations**

This research was carried out to find the basic level students' proficiency in free writing. I analyzed and interpreted the data collected from 105 students of 7 different community schools situated in Lahan municipality. The findings and conclusion drawn from the study as well as recommendations are presented in this chapter.

#### **Findings**

**Finding in terms of marks.** The majority of students (i.e. 53%) have scored in the range of (0-20) marks. Similarly, students who scored the marks ranging from (21-39) were 20% and categorized as weak. In the same way, students scoring (40-49) were 9.52% and categorized as average students. Students scoring (50-59) were 8.57% and categorized as good. Students scoring (60-80) were 6.66% and categorized as very good students. The students scoring (80-100) were 1.9% who are categorized as excellent students.

The overall average marks represent basic-level community-school students' weak proficiency in free writing in Basic level.

There was diversity in the result of students from different community schools mark. The writing proficiency of some schools was very poor. While the overall performance of students from selected schools was poor, students from some schools performed more poorly than the students from other school.

Out of 7 community schools, students from school G performed very poorly, students from school (A, B, D, E, F) performed weakly and students from school C had average proficiency in free writing.

**Finding on the basis of component wise analysis.** The components focused for free writing were content, cohesion and coherence, vocabulary, grammar and mechanics. Out of these components, students have scored more marks in contents and lowest marks in cohesion and coherence.

**Findings in terms of proficiency level.** The maximum number of students haven't even achieved the basic level proficiency. The students who has been allocated under below basic level category were 44.81% of the total students. The students who has been allocated under the category of basic level were 29.25%. Similarly, the students allocated under proficiency 1, proficiency 2, and proficiency 3 are 19.14%, 3.53% and 3.15% respectively. The students of grade 8 of Lahan municipality hasn't achieved the advance level of proficiency.

### **Conclusion**

The present research work entitled "Basic Level Students' Proficiency in Free Writing" is an attempt to find out grade 8 students proficiency of community school in free writing.

On the basis of the aforementioned findings, it can be concluded that most of the students studying in basic level in most of the community schools located within Lahan municipality has low proficiency with the proficiency of below basic level category by most of the students in free writing seen from the measures of relevance and adequacy of content, compositional organization and cohesion, adequacy of vocabulary for purpose, grammar, and mechanical accuracy. The incompetency in these basic features of writing might drag the students' motivation downwards, also the lack of basic and fundamental knowledge of features in basic writing obstruct in free writing. Students are struggling to construct a simple sentence. The few number of students were only able to write combined and longer sentences correctly. Since, the majority of students haven't achieved the simple, basic and common understanding in English language for their existing level, it is obvious that teacher and students both might face problem to cope with each other. Teacher might not be able to make the students involve in writing even though their excellent effort is seen in their teaching.

### **Recommendations**

The recommendations and suggestions which have been made on the basis of findings are given below:

**Policy Related.** The policy related recommendations are given below:

- ) Teacher training center, District Education Co-ordination Committee, Resource centre and Organizations related to field of education should conduct trainings for helping teacher to teach writing to basic level students effectively.
- ) Curriculum development center should design new curriculum by revising and improving the existing curriculum which focuses the role of reading to help in flawless writing.
- ) The policy makers should formulate the policies which encourage and foster teachers knowledge in implementing free writing activities.

**Practice Related.** This research showed that basic level students' proficiency in free writing was not satisfactory. Therefore, to improve students' writing ability, some of the suggestions are mentioned below:

- ) Teacher should encourage and praise the students who expresses their thoughts and opinion which is adequate and relevant to the topic.
- ) Teacher should increase the students writing time on the recent and popular topic.
- ) Besides, providing trainings and workshops there should be provision for and time to time monitoring and supervision by experts of related subjects.
- ) Subject Specialist, teacher trainers, and teachers should collaborate and share their ideas to improve in free writing activities.
- ) Students should be asked to write about their interesting life events, festivals, games, favorite person, places.
- ) Teacher should encourage students to keep daily diary to encourage them to write about the topic of their interest.

**Further Related.** The current study was only been limited to essay and paragraph writing. It only focused on students studying in grade 8 in seven community schools. Some of the related areas and topic for further research can incorporate other areas of writing dialogues and letter writing.

This research was conducted in Lahan municipality. Researchers can carry out similar studies in other municipalities in similar topic. Similarly, they can also carry out a study in action research design to promote students' ability in free writing.

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## **Appendix I**

### Questionnaire

Dear Sir/Madam

These test items are for getting information for my research work entitled **Basic Level Students' Proficiency in Free-Writing** under the supervision of **Dr. Renu Singh**, Lecturer, University Campus, Kirtipur. Your Kind co-operation will have a great value in accomplishing my research work. I honestly assure that the responses made by you will be used only for the present study and remain confidential and anonymous.

Researcher

Prabesh Singh

Department of English Education

Central Department of Education

University Campus, Kirtipur



Test items

Name of the School:

Name of the Student:

Class: 8

Class:

F.M. 20

Roll No:

P.M. 8

1. Write an essay on the topic "Our School", describing about your school about 150 words. 10
2. Describe about your favorite movie or television show, also explain why it became your favorite movie or television show in about 135 words.

Or

10

Write in paragraphs about your favorite place. Why is it your favorite place and how will you convince your friend to go there, write about 135 words.

**Appendix II**  
**Holistic Proficiency of the Students in Free Writing**

S.N	Students	Full marks	Marks obtained	Percentage	School	Categories
1	A3	20	5.7	28.5	A	weak
2	A7	20	7.3	36.5	A	weak
3	A12	20	6	30	A	weak
4	A15	20	0	0	A	poor
5	A18	20	0	0	A	poor
6	A25	20	2.6	13	A	poor
7	A26	20	6.8	34	A	weak
8	A32	20	3	15	A	poor
9	A49	20	0	0	A	poor
10	A52	20	7.2	36	A	weak
11	A64	20	5.4	27	A	weak
12	A77	20	1.4	7	A	poor
13	A82	20	2	10	A	poor
14	A88	20	0.9	4.5	A	poor
15	A91	20	5	25	A	weak
16	B8	20	3.8	19	B	poor
17	B11	20	2.8	14	B	poor
18	B28	20	7.5	37.5	B	weak
19	B30	20	10.4	52	B	good
20	B42	20	10.4	52	B	good
21	B48	20	4	20	B	poor
22	B51	20	8.2	41	B	average
23	B59	20	1	5	B	poor
24	B78	20	9.6	48	B	average
25	B94	20	1.5	7.5	B	poor
26	B106	20	10.6	53	B	good
27	B112	20	9.5	47.5	B	average
28	B119	20	1.2	6	B	poor
29	B121	20	3.5	17.5	B	poor

30	B122	20	3.2	16	B	poor
31	C1	20	16.4	82	C	Excellent
32	C5	20	10.4	52	C	good
33	C15	20	13.5	67.5	C	very good
34	C33	20	1.4	7	C	poor
35	C66	20	0.7	3.5	C	poor
36	C77	20	13.7	68.5	C	very good
37	C93	20	8.5	42.5	C	average
38	C102	20	0.7	3.5	C	poor
39	C116	20	14	70	C	very good
40	C125	20	9.2	46	C	average
41	C126	20	8.4	42	C	average
42	C138	20	10	50	C	average
43	C145	20	15.2	76	C	very good
44	C155	20	3	15	C	poor
45	C166	20	1.4	7	C	poor
46	D1	20	2.4	12	D	poor
47	D3	20	3.3	16.5	D	poor
48	D8	20	6.5	32.5	D	weak
49	D24	20	1	5	D	poor
50	D31	20	3.5	17.5	D	poor
51	D33	20	6.1	30.5	D	weak
52	D40	20	0	0	D	poor
53	D45	20	6.2	31	D	weak
54	D57	20	10	50	D	average
55	D59	20	7.2	36	D	weak
56	D63	20	6.9	34.5	D	weak
57	D72	20	5.7	28.5	D	weak
58	D87	20	3.2	16	D	poor
59	D90	20	1.5	7.5	D	poor
60	D99	20	5.4	27	D	weak
61	E5	20	1.9	9.5	E	poor

62	E6	20	3.6	18	E	poor
63	E11	20	0.3	1.5	E	poor
64	E35	20	1.8	9	E	poor
65	E67	20	2	10	E	poor
66	E68	20	3.3	16.5	E	poor
67	E84	20	3.7	18.5	E	poor
68	E92	20	0	0	E	poor
69	E94	20	13.5	67.5	E	very good
70	E95	20	8.9	44.5	E	average
71	E101	20	18	90	E	Excellent
72	E102	20	13.2	66	E	very good
73	E104	20	3	15	E	poor
74	E107	20	6.6	33	E	weak
75	E115	20	1.8	9	E	poor
76	F1	20	2	10	F	poor
77	F2	20	2.8	14	F	poor
78	F5	20	1.7	8.5	F	poor
79	F7	20	1.2	6	F	poor
80	F13	20	0	0	F	poor
81	F19	20	0.7	3.5	F	poor
82	F30	20	0	0	F	poor
83	F36	20	7.6	38	F	weak
84	F37	20	9.1	45.5	F	average
85	F38	20	8.6	43	F	average
86	F40	20	0	0	F	poor
87	F42	20	1.8	9	F	poor
88	F46	20	1.4	7	F	poor
89	F47	20	6.7	33.5	F	weak
90	F60	20	1.8	9	F	poor
91	G8	20	0	0	G	poor
92	G43	20	2.6	13	G	poor
93	G57	20	3	15	G	poor

94	G61	20	0	0	G	poor
95	G83	20	0	0	G	poor
96	G96	20	6.3	31.5	G	weak
97	G98	20	0	0	G	poor
98	G124	20	11.7	58.5	G	good
99	G126	20	0	0	G	poor
100	G129	20	8.9	44.5	G	average
101	G133	20	5.2	26	G	weak
102	G135	20	10.7	53.5	G	good
103	G137	20	7	35	G	weak
104	G141	20	14.7	73.5	G	very good
105	G143	20	11.1	55.5	G	good