

**STUDENTS' PERFORMANCE ON ENGLISH
GUIDED WRITING**

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

**Submitted by
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DECLARATION

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

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DEDICATION

Dedicated

to

*my late father Narayan Bahadur Oli who devoted his entire life to make me
what I am today*

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ABSTRACT

The present research work entitled **Students' Performance on English Guided Writing** is an attempt to find out the students' performance on English guided writing in terms of content, grammar (subject verb agreement and tense), format, spelling, vocabulary and arrangement. The researcher selected 30 students from the two schools of Kathmandu district through purposive non-random sampling procedure. The test items were used as the main tool for data collection. The four test items were story writing, writing news, writing biography and condolence writing. There were 30 students as a sample from the two selected schools consisting of 15 from each school. The test items were of 80 full marks. The collected data were analyzed and interpreted with the help of tables, statistical tools, percentage and average. Holistic analysis, school-wise analysis and item-wise analysis are done separately. Holistic analysis shows that the performance of 30 students of the two selected schools on the four test items was satisfactory. Likewise, school-wise analysis shows that Shanti Nikunja Secondary School obtained high rank. The result was found better than Balsewa Secondary School which obtained low rank. Similarly, item-wise analysis reflects that the students obtained highest marks in condolence writing. The students obtained the lowest marks in writing news report. Similarly, students were found erroneous in selecting vocabulary, writing content, using tense and arranging sentences. It was found better in using format, spelling and subject, verb agreement.

This thesis has been divided into five different chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, the second chapter consists of the review of the theoretical literature, review of the empirical literature, implications of the review of the study and conceptual framework.

The third chapter deals with the methodological aspect under which design and method of the study , population, sample and sampling procedure, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The fourth chapter focuses on the analysis of the data and interpretation of results. Similarly, the fifth chapter of the study consists of conclusion and recommendation of the whole study. References and appendices are included at the end of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
EFL	:	English Foreign Language
ELT	:	English Language Teacher
et al.	:	and other
etc.	:	Etcetera
i.e.	:	That is/that are
Ltd.	:	Limited
M. Ed.	-	Master of Education
NCF	:	National Curriculum Framework
NELTA	-	Nepal English Language Teachers' Associations
No.	-	Number
OUP	:	Oxford University Press
p.	:	Page
pp.	:	Pages
Prof	:	Professor
Regd.	-	Registrations
SLC	:	School Leaving Certificate
TU	:	Tribhuvan University
Viz.	:	Namely
Vol.	:	Volume

CHAPTER-ONE

INTRODUCTION

This study entitled 'Students' performance on English Guided Writing' tries to explore the level of performance of the students in class nine. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

English is a major international language, one of the six official languages of the United Nations and the means of international communication through which human beings share desires, ideas, feelings, thoughts and emotions to each other. According to Wardraugh (1986, p.1), "Language is what the members of the particular society speak". We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. Generally, listening and reading are receptive skills, whereas, speaking and writing are productive skills. It is the most difficult language ability to acquire. Writing is one of the most important skills of language in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is regarded as the visual representation of speech through some conventional symbols. According to Harmer (2007, p. 109), "We judge people as literate if they can read and write in certain situation and for certain purpose some of which are more prestigious than others." Thus, people account literate under which focuses that for them who can read and write.

According to Richards and Rodgers (1989, p. 54), "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately". The main purpose of writing is to enable the learners for free composition and creative writing is far from being a simple matter of transcribing language into written symbols. Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill. So, the students' language competence becomes better if they can write well. The more the practice they get their skills developed.

Writing makes use of graphic symbols to present spoken sounds. According to Richards and Rodgers (1990), "Writing is a system of written symbols which presents the sounds, syllabus or words of language" (p. 313). It means, all languages of the world, which have their written form, use graphic symbols that represent spoken sounds. The symbols have to be arranged according to certain conventions to form words, and the words have to be arranged to form a sentence.

Written performance plays a vital role in securing good marks in the examinations. Writing is a productive skill, which needs the mechanics of writing to make sensible sentences and paragraphs. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. Among the four skills of language, writing is the output of listening, speaking and reading. It is a finished product and involves manipulating, structuring and communicating. Writing is conveying meaning through the use of symbols that represent a language. Hence, the writing is powerful and permanent means of communication.

In conclusion, writing is productive skill that students have to perform their writing proficiency in their written tests. There are different types of writing i.e. controlled, free and guided. Secondary level English curriculum has prescribed these types of writing activities to develop students' writing skills. Among them, the guided writing includes parallel, paraphrasing and developing skeleton into fuller texts. The questions i.e. writing news story report using given information, writing story, biography from the given clues and using format are asked to give answer on the basis of specification grid. If the students do these activities of designed and administered tests by using appropriate content, grammar, vocabulary, spelling and arrangement, they secure good marks. Thus, students' performance in writing becomes better.

1.2 Statement of the Problem

Secondary level English curriculum focuses on all four skills of English viz. listening, speaking, reading and writing where, listening and speaking contains 25 marks and 75 is allocated for reading and writing. Reading and writing includes comprehension text (i.e. passages, advertisements, poems). The guided section includes skeleton story, broken dialogues, interpreting chart, diagram and pictures, writing news story, news report, and news article.

According to testing system of secondary level, it is necessary to secure pass marks and students have to pass for both listening and speaking (i.e. practical and reading and writing separately. Guided writing, according to specification grid, focuses on grammar use, word choice, arrangement and content as a whole. But the students of the secondary level are not well enough to meet

the objectives aimed in the grid. There are different questions related to guided writing which student have to write an answer with the help of the given outlines, information and format and clues. It is not totally controlled but guided in some given hints. It is the most important to develop writing skills and for securing marks in examination. According to officer of the Controller of Examination (2071) (School Leaving Certificate Examination Statistics), pass percentage of English language in SLC is below 50%. This is why the researcher is trying to find out whether guided writing has any role to uplift and lower down the result percentage of SLC.

1.3 Objectives of the Study

The proposed study aimed;

- i. To find out the students' performance on English guided writing in terms of content, grammar (subject verb agreement and tense), format, spelling, vocabulary and arrangement and
- ii. To suggest some pedagogical implications.

1.4 Research Questions

The research work was carried out with an attempt to identify the students' performance on English guided writing. I put and forward the following research questions in order to find out students' performance on English guided writing:

- i. What is the students' level of performance on English guided writing?
- ii. What is the students' level of performance in content, grammar (subject-verb agreement), tense, format, spelling, vocabulary and arrangement?

1.5 Significance of the Study

This study will be useful for those who are interested in the field of English language teaching and learning. It will provide an insight to the teachers that they know their students' ability and can change their teaching strategies of guided writing to improve writing skills of their students. Especially, English language teachers who take interest in developing student writing skills in guided can take help from this research. Similarly, the research is expected to help the other people like curriculum designer, to design curriculum and examination paper. It will be significant for policy maker in the field of ELT education. It will be helpful for teachers' trainers while they train English teachers about guided writing skills. Similarly, it will be significant for text books writers to include exercises relating to guided writing activities according to the secondary level English curriculum.

1.6 Delimitations of the Study

This study had the following delimitations:

- i. The area of study was limited to the two secondary schools of Kathmandu valley only.
- ii. The sample size of the study was 15 students of grade nine from each of the two sample schools.
- iii. The study was limited in terms of content, grammar (tense and subject verb agreement) format, spelling, vocabulary and arrangement in their guided writing.

1.7 Operational Definition of Key Terms

The following important terminologies were used throughout the study:

Assessment: This word refers to the act of judging or forming an opinion about the students in written examinations. Here the researcher adopted for checking answer sheets and for evaluating writing performance of the testees at secondary level.

Performance: In this study, the term means the way the students can execute something in a systematic way who take part in the examination administered by researcher.

Specification Grid: This means the guide for designing and administering language test addressing all skills and aspects at secondary level English course books. Here, the researcher designed the test items based on specification grid of secondary level students participated in designed test item on guided writing.

Testing: The act of measuring someone or something in order to find out information. Here, the researcher will involve the selected students into examination for finding whether they achieve high or low performance.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This study 'Students' performance on English Guided writing is an attempt to find out their level of performance relating to particular problems. It is an action that the researcher has to go through the existing literature to make himself with the available body of knowledge in the research area. I have included some of the thesis, the related theoretical literature, empirical literature, implications of the review and conceptual framework of the study in this chapter.

2.2 Review of Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the factors that is directly and indirectly associated with the English language development of the students. Any research works are based on certain theoretical assumptions and principles. Theories are formulated to explain predict and understand the phenomena and extend existing knowledge within the limit of the critical bounding assumptions. The theoretical review of the literature related to my topic is mentioned below.

2.2.1 Writing Skill

Writing, the visual representation of our thoughts, feelings, emotions and ideas, is one of the language skills. Writing is a task assigned to the students with some specific topic. Richards (1985) says "Writing being secondary and depend on speech makes use of graphic symbols to represent the spoken sound". There is no such restriction or boundary in such writing task. It is the final stage in the development of the writing skill. Writing involves the individual selection of vocabulary and structure for the expression of personal meaning; however, the teacher may help the students in the collection of ideas, developing an outline, supplying some language materials, etc. writing composition is open ended in nature.

Munby (1979) says, "It is productive skill which involves manipulating structuring and communicating in terms of sub skills of writing (p. 79)."

Thus, in his sense language is a productive skill where the writer aims at producing his / her own ideas in a graphic form with the help of certain

structures. Like in speaking, the main aim of writing is to communicate ideas and feelings in written form. So, Students need to learn writing skills by involving basic skills i.e. handwriting, spelling, punctuating and constructing grammatical sentences.

According to Harmer, (2007) writing involves the following cognitive skills.

- Gathering information and ideas relevant to the topic, and discarding what is not relevant;
- Organizing the information and ideas into a logical sequences (i.e. maintaining cohesion and coherence in writing)
- Structuring the sequences into sections, paragraphs, or stanzas.
- Editing the draft and writing out a final text. (p. 113)

Thus writing is a logical representation of ideas, thoughts, feelings and emotions in a logical way through lexeme. It includes sections, paragraphs, and stanzas to perform a certain theme on a topic. Students have to organize, gather, write and produce a variety of written text appropriately and effectively. Writing for better performance students must be perfect in handling the proper knowledge of components, characteristics and stages of writing.

2.1.2 Components of Writing

Writing is an art of manipulating words and sentences in an effective way. But it is very complex task to write clearly and explicitly. Writing consists of a number of components. Heaton (1975, p. 63) states that writing is the combination of following four components:

- (i) Mechanism
- (ii) Coherence
- (iii) Cohesion
- (iv) Orthographic and Para-orthographic text.

For him, writing should follow certain mechanism especially in orthographic texts. There should be coherence and cohesion in a good writing. Otherwise the writer may fails to express what he/she intends to perform.

i) Mechanism

It refers to the graphological system in writing. It includes:

- (a) Spelling or alphabets
- (b) Use of punctuation marks.
- (c) Use of capital and small letters.
- (d) Handwriting: Printing style, simple cursive, full cursive
- (e) Use of abbreviations and numbers
- (f) Format and layout of writing.
- (g) Citation and reference in formal writing.

ii) Coherence

It refers to the semantic relationship between sentences in a text or it refers to the relationship between an utterance and the meaning it conveys. Those links may be based on the shared knowledge between the writer and the readers. It also refers to the semantic relationship between topic sentence and its supporting detail of a paragraph.

iii) Cohesion

It refers to the grammatical and or lexical relationship between different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. Sentential cohesion occurs with a sentence whereas textual cohesion occurs across sentences.

iv) Orthographic and Para-orthographic text

Orthographic refers to spelling system in general. It refers to the text in general where there is no any use of chart, picture, table and diagram whereas para-orthographic text deals with the:

- (a) Converting a text into chart.
- (b) Interpreting charts, diagrams, tables.
- (c) Writing from maps, graphs.
- (d) Writing something in the form of table, chart and diagram.

Writing is an art of manipulating words and sentences in an effective way. But it is very complex task to write clearly and explicitly for constructing full text in a meaningful way. Similarly, in the context of components of writing Richards (1985) states, three main stages of writing:

- a) Mechanism
- b) Structuring
- c) Semantics

The first one is known as ‘mechanics’ in which the learner simply manipulates the shapes of the graphic components of the phonological items or spoken words in its written forms.

In the same way, the second component is known as ‘structuring’ where the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraphs and forming a text.

Similarly, the third or the highest level of writing process is called ‘semantic stage’ where learner learns not only the mechanics and structuring of the rules but also the significance of using a word, phrase, or sentences in the overall context of entire written script.

If we compare the stages of writing of Richards 1985 with those of Heaton 1968, they are quite different. Acc. to Richards, coherence and cohesion come with in structuring.

2.1.3 Types of Writing

There are various activities for the development of writing skill. They are controlled, guided and free writing. Present secondary level curriculum (9-10) has prescribed the writing activities exercises in the course, types of writing are mentioned below:

i. Controlled Writing

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

ii. Guided Writing

In guided writing students are suggested to do writing task on the basis of the guidelines given to them. Students are given some kind of freedom to present and express their ideas. The following guided writing are suggested to implement in exercises, like writing story, using format, parallel writing, use clues, hints and information have been prescribed in the secondary level curriculum.

iii. Free Writing

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

2.1.4 Guided Writing and Its Types

Guided writing activities are seen as important in the teaching of writing because these are designed on the basis of the insights gained from both process and product approaches to writing practice. The students are suggested to do writing task on the basis of the guidelines given to them. They are basically intended to produce the required work and written text. However, they can be trained in the processes such as brainstorming, drafting, revising, writing, editing and final draft to lead them towards the final product. In guided activities, students are given some kind of freedom to present and express the ideas. They are involved in the activities such as paraphrasing, parallel writing, developing fuller text through skeleton, and so on.

In paraphrasing, students are involved in writing a given sentences or text in the different version such as in passive voice, reported speech, indirect question polite form colloquial form, prose, summary, interpretation, and so on. In parallel writing activity, students practise following a model, or imitating writing, from a given text. They may read a model text and try to reproduce the similar one by substituting certain information, facts or points. In developing skeleton into a fuller text; the students are given basic outlines on the basis of which they have to produce fuller text. The outline can be in the form of small points of one or few words, simple yes/no and information questions, charts information and webs.

Heaton (1975), states that there are mainly four types of writing to be practised while teaching writing skill. They are controlled writing, guided writing, free composition writing and writing para-orthographic text. But, this research is mainly concerned with guided writing, which is briefly described below.

Guided writing is semi-controlled writing activity. Writing is not totally controlled but guided in some way. So guided writing is neither controlled nor free. It stands as a bridge between controlled and free writing. In controlled writing the structure and vocabulary are controlled but in guided writing only

the message or content is controlled. Students are free to use their own vocabularies and structures where possible. Guided writing exercises take various forms. They can be information transfer exercises such as transforming information from a chart, table, graph etc. into orthographic texts or may involve developing notes into a coherent text or can be exercises based on the texts that students have dealt with as part of their reading lesson. It includes any writing for which students are given assistance such as model to follow, a plan or outline to expand from, a partly-written version with indications of how to complete it or pictures that show a new subject to write about in the same way as something that has been read. Other form of guided writing exercises would be a series of questions, the answers of which can form unified text, outlines that can be developed into the form of a text, a dialogue for the students to report. In this regards Rivers (1968) says:

In guided writing, the students will be given some freedom in the selection of lexical item and structural patterns for his written exercise, but within a framework which restrains him from attempting to compare at a level beyond his state of knowledge. He will begin with outlines which allow for some individually, but which also help him to keep to what he has learned, and he will gradually move on to composition which is so closely associated with what he has read or heard that he has no choice but to restrict himself to the known. As his control of writing techniques increases he will be ready to move into the fifth stage, composition, where he may attempt to express his personal meaning in acceptable foreign language expression. (p. 252)

According to Rivers (1968, p. 163), the activities for teaching guided writing include:

- (i) Paraphrasing
- (ii) Parallel writing
- (iii) Developing skeleton into fuller text.

(i) Paraphrasing

Paraphrasing is the text of producing alternative version of a sentence or a paragraph. Paraphrasing exercises may extent from very simple transformation exercises to more advance one. They can sometimes involve grammatical transformation as well for example, changing an active sentence into passive and direct speech into indirect speech as shown below.

e.g. Ram writes a letter.(Active)
A letter is written by Ram.(Passive)

(ii) Parallel Writing

In this, students are asked to write similar paragraph on the basis of the text they have studied. It is a way to learn well by imitating a model, or reproducing a new piece of writing. In direct imitation, the teacher presents a model and then provides the new words, sentences or paragraphs that are to be substituted for some of those in the model. In some cases, students can provide the writing piece with their own words and structure. Of course, new items must be such that an acceptable new piece will be produced, i.e. read the following condolence and write similar condolence of your own.

(iii) Developing Skeleton into a fuller text

In this, students complete the text on the basis of its skeleton. Students are given basic outlines with the aim of assisting the writing exercise. Such outline work as hints to develop into a fuller text. The basic information given in the skeleton may vary greatly depending upon the level of the students and nature of the writing task. It generally includes the task of writing a story or an essay and completing the broken dialogue.

Students are asked to write answer by developing the given clues when they have to produce varieties of written texts. They are required to use the format and layout in guided writing activities. There is no room for total freedom of the writer but guide in some way. However, students can develop their writing skills on the basis of the given outlines and information.

2.1.5 Importance of Teaching Writing

Writing is one of the most important skills in learning a new language. It is productive skill. By production, it means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. We are able to share ideas, arouse feelings, persuade and convince people through writing.

Writing is superior to other language skills because of its quality of being permanent. In Nepal, English has been taught and learnt as a foreign language from the establishment of Durbar High School in 1910 B.S. It is being taught as a compulsory subject from grade one to bachelor level in Nepal. All the

answers are required to be given in the written form. The English Language Teaching (ELT) curriculum of secondary level focuses on the cultivation of communicative ability and proficiency in listening, speaking, reading and writing. The secondary level curriculum gives 25% weightage to listening and speaking and 75% to reading and writing. This weightage shows that writing is one of the most important skills of language.

The main purpose of writing is to enable the learners for free composition and creativity. Writing is not only the matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over considerable period of time. Writing is a very complex process requiring many composite skills viz. mental, psychological, theoretical and critical aspects. The students have to produce the varieties of written texts in sensible meaning accurately by using these aspects. If they can write consciously, they will have better achievement.

The writing proficiency plays vital role in securing good marks in the examination. High school students extensively use written form of language. They make use of written language in their day to day learning activities. They occasionally write personal or official letters and participate in many writing contents. Such as essay writing, story writing, guided writing and poetry writing. Students are required to answer more than 75% of the asked questions in written form. In conclusion, we can say that the students who learn English language cannot be perfect without knowledge of writing skill. Their English language competence is better if they can write well. Thus, Guided writing plays vital role to develop their skill creatively.

2.1.6 Testing Writing

A test is a measuring device which we use when we want to compare an individual with other individuals who belong to the same group. "It is used as a process of finding out how far learners have learnt what the teacher intended them to learn" (Khaniya, 2005, pp. 1-2). He further says;

It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or changes it in order to make his teaching more effective.

The best way to test people's writing ability is to get them to write. This is not an unreasonable assumption. Even professional testing institutions are unable to construct indirect test which measure writing ability accurately. Our

assessment/examination system depends on the written expression. Writing is a process not product and the process of writing can be studied and understood. Weir (1993) describes two approaches for assessing writing ability.

Firstly, Writing can be divided into discrete levels, e.g. Grammar, vocabulary, spelling and punctuation, and these elements can be tested separately by the use of objective test. Secondly, more direct extended writing tasks of various types should be constricted. These would have greater construct, content, face and washback validity but would require a more subjective assessment. (p. 58)

This process essentially involves the process part of writing. It has already been accepted that testing the process part is difficult. In this regard, Khaniya (2005, p. 152) says, the best way to test writing is to get the learners write. He further considers three problems in testing writing as:

- i. We have to set writing tasks that are properly representative (operations, test types, address, topic) of the population of tasks that we should expect the students to be able to perform.
- ii. The task should elicit samples of writing which truly represent the students' ability.
- iii. It is essential that the samples of writing can and will be scored reliably.

Writing proficiency is the ability of an individual to write or perform in an acquired language. It plays a vital role in securing good marks in the examination and it can spread our knowledge and experience to others. It is concerned with specific skills and abilities rather than general abilities.

2.1.7 Secondary Level English Curriculum

English is the principal international language of diplomacy, knowledge, business and tourism. Thus, it has a dominant position in international media, science, and modern technology. A high percentage of world publications in science, technology and commerce is published in English. That is why learning English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the school system. Through learning English, learners will develop the confidence to communicate effectively in speaking, listening, reading and writing English that will enable them to participate actively in a global society.

Due to the belief of the importance of learning a foreign language, and the importance of English language in particular, it is being taught at all levels of the school educational system (1-12).

The learning of English opens up the world for our children and youth. It gives them the ability to become active participants in the knowledge making society and raises their awareness of the multilingual and multicultural world they live in.

A curriculum that maximizes the learning of all students is one that recognizes and celebrates diversity and engages all students in intellectually challenging learning experiences. It provides students with clear guidelines on what they are learning and how they will be assessed. It involves a range of teaching strategies to meet different learning needs and explicit teaching to scaffold students' learning so that they develop and consolidate the required knowledge and skills to meet the anticipated future demands of work and citizenship:

This curriculum primarily focuses on language skills. In the revision of this curriculum, level-wise competencies have been devised for this level. These competencies relate to listening to and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competencies of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology. To achieve these competencies specific learning outcomes are formulated under each language skill (listening, reading, speaking and writing) with some elaboration of indicators. Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child friendly learning facilitation and assessment processes.

But in the present secondary level English curriculum of 2071 has not mentioned the general objectives of the level. However, the competencies of

English as mentioned in proposed secondary English curriculum (2071) are to enable the learners to:

- understand spoken English for general purposes with good degree of precision.
- use spoken English for general purposes with a good degree of fluency and accuracy.
- interact, communicate and collaborate effectively with others orally in pair, groups and whole class discussion.
- read a range of fiction and non-fiction texts, in a range of media understanding the ideas and information they convey with a good degree of precision.
- write descriptive, narrative and imaginative texts in a range of different forms and media with a fair degree of accuracy.
- use all four language skills in a variety of personal, social and academic contexts and
- use English language to think creatively, critically and to solve problems the crop up in the real life and to promote tolerance and maintain socio-cultural harmony.

i) Learning Outcomes of Grade Nine

Write for a variety of audiences, purposes and in various forms to communicate meaning, ideas and emotions:

- Write about personal experiences creatively by composing meaningful paragraphs to express facts, ideas, interests, likes and dislikes, opinions and attitudes.
- Express and share feelings and to reflect on their personal experience in meaningful sentences

Develop writing process to enhance their written products:

- Plan and organize ideas for writing.
- Revise and check structure, spelling and punctuation.

- Practice peer, group and self- editing to improve writing convention.

Use different strategies to generate ideas for writing:

- Brainstorm, mind map and take notes.
- Develop simple paragraphs using appropriate cohesive devices and transitions.
- Make notes on a variety of texts.

Demonstrate awareness of the practices and values of both national and target cultures while writing:

- Write about the current practices in national and target cultures.
- Write a short description of own cultural values and traditions.
- Write reflectively on common beliefs and attitudes of the national culture.
- Express views on events and occurrences presented in different media.

Develop thinking skills while writing:

- Complete the unfinished text in a coherent way.
- Predict the likely consequences of an event.
- Develop paragraphs on imaginary topics.

Produce a variety of authentic text types:

- Design a variety of grade- appropriate visuals such as posters, slogans and advertisements.
- Write electronic text messages.
- Design post cards, draft message of congratulation or condolence.
- Write personal and official letters, draft news stories and notices.
- Make questionnaire for project work.
- Use grade appropriate tools to evaluate their own, peers and group writing.

Transfer information from table to prose and vice versa:

- Create with guidance a variety of writing texts such as short stories, short poems and argumentative texts etc.

ii. Learning Facilitation Process (Principles of Teaching English)

Teaching English at this level should follow the following principles:

Learners in grade 9 will be beginning to develop independence in the way they study, remember and store and use language. The pedagogic approach at this stage will therefore focus on supporting learners to use learning strategies which will help them to develop this independence. The curriculum will help learners to improve their paraphrasing and Summarizing skills, the fluency and accuracy of their speech and writing and their ability to monitor their own speech. The curriculum will support learners as they consolidate their ability to plan, organize and present written work and begin to develop awareness of genre and register. The curriculum will help learners to develop

The pedagogic approach to English in grade 10 builds on the socially-oriented pedagogic processes of the earlier stages. In this stage, learners are beginning to consolidate their independence in language work and pedagogical practices will reflect this. Curriculum will create opportunities for learners to learn together, to draw on their personal life and language experiences, and to develop their social and cultural understanding. Learning activities will foster a growing ability to be a self-directing, independent learner and will include peer and self-assessment and increased opportunities for making choices about topics for talk, reading and writing.

Learning resources will be well-chosen to stimulate interest and to make connections between learners' wider learning experiences; wherever possible, they will be authentic texts drawn from both print and digital media sources.

Pair and group work will be important in fostering high levels of participation and language use, and most lessons will be structured around both full class work and opportunities for pair and group work. The curriculum will scaffold learners' language learning through the careful design of follow up tasks which create opportunities for learners to practice in authentic contexts.

iii. Classroom Activities

The following methods, techniques and activities should be followed:

- a. Demonstration and dramatization
- b. Question and answer
- c. Guessing the meaning of new words from their context
- d. Simulation and role play
- e. Group and pair work
- f. Information gap activities

- g. Inquiry and discovery
- h. Brainstorming
- i. Mind mapping
- j. Quick write

iv. Learning Resources

Each student must have a textbook for the appropriate grade. Each school should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. Teachers should make extensive use of the writing board and flash cards produced from locally available materials.

v. Student Assessment Process

In order to assess the learners' learning achievement in English subject, the following assessment procedures will be used:

vi. Formative/continuous assessment

Assessment of what is learnt becomes meaningful when done on an informal or continuous basis. This can give the teacher a clearer picture of a student's ability than a formal test or examination. If only formal tests and examinations are conducted, it is not possible to evaluate accurately the level of competence of the student. Therefore, a continuous informal assessment of what the students have learnt and what they are not able to learn will be done, and on the basis of the result of it, remedial instruction should be conducted. The aim of the formative assessment is to help the learners to learn more rather than simply to check what they have learnt and what they have not. Formative assessment should focus on the learner's ability to use all the four skills of language: listening, speaking, reading and writing as well as the aspects of language: grammar, vocabulary language functions, etc. in order to communicate in real life situations. Assessment should measure how students use English and not what they know about it.

The following tools can be used for formative assessment:

- Class work
- Home work
- Class test
- Weekly test
- Monthly test
- Project work
- Practical work

- Creative work
- Participation in classroom activities including group discussion
- Self initiation in learning
- Making notes of what have been learnt by the students
- Role play, simulation and dramatization
- Acting out dialogues, etc.

vii. Summative assessment

As a part of summative assessment, tests for assessing four skills of language, viz. listening, speaking, reading and writing will be conducted terminally in which 25 % weightage is allocated for listening and speaking and 75 % is allocated for reading and writing. Listening and speaking tests will be conducted on practical basis. Letter grading system will be used in summative assessment. Subject specific grade will also be provided. Just like formative assessment, summative assessment should also focus on the learner's ability to use all the skills and aspects of language in order to communicate in real life situations and to cope with the English speaking situations.

viii. Assessing writing

Over-correction should be avoided when assessing students' writing; as this may discourage Students. Only serious mistakes should be pointed out. Comments should be given in the margin to indicate students' mistakes and weaknesses. Abbreviations, symbols, arrows, circles and lines should be used instead of simply marking a tick or a cross. Students find it more fun to correct their friends' work and make the necessary corrections. So, this activity can also be used but under supervision. For the assessment of writing, the students should be given tasks such as developing a skeleton into a story, describing pictures, describing events, describing situations, writing essays, writing stories, writing letters, etc.

Assessment should be based on: (1) the content, i.e. the supporting details (2); the accuracy; (3) the fluency; (4) the organization, i.e. coherence and cohesion; (5) the appropriateness of language used by the students; (6) the orthographic convention and (7) the originality and creativity.

Writing is not complete and correct ignoring grammar. So, the grammatical items like articles, prepositions, tags, concord, sentence transformation, tense, voice, conditional sentences, reported speech, causative verbs, connectives, etc. are recommended to be incorporated while assessing writing.

ix. Alternative testing measures (for special need)

It is recommended that due attention is to be paid for assessing differently-able like underprivileged, hearing impaired and poor sighted students. For this, alternative testing measures can be designed and applied.

It is desirable that all four language skills should be tested. The allocation of marks for each language skill is as indicated in the grid below:

Listening	Speaking	Full marks
10	15	25
Reading	Writing	-
40	35	75
Total		100

x. Assessment Writing at Secondary Level English

Over correction should be avoided when assessing students writing, as this may discourage students. Only serious mistakes should be pointed out. Comments should be given in the margin to indicate students' mistakes and weaknesses. Abbreviations, symbols, arrows, circles and lines should be used instead of simply marking a tick or a cross. Students find it more fun to correct their friends work and make the necessary corrections. So, this activity can also be done but under supervision. For the assessment of writing, the students should be given exercises such as developing a skeleton into a story, describing pictures and narrative writing. According to National Curriculum Framework, (2064):

Assessment should be based on:

- the accuracy;
- the fluency;
- the relevance and
- the appropriateness of language used by the students.

Writing is not complete and correct ignoring grammar. So, the following grammatical items are recommended to be incorporated in writing assessment: According to National Curriculum Framework, (2071):

- Articles
- Prepositions
- Tags
- Concord
- Sentence transformation,
- Tense
- Voice
- Conditional sentences,
- Reported speech
- Causative verbs and
- Connectives.

It is desirable that all four language skills should be tested in the examination. Students should secure 32% in reading and writing and 40% in listening and speaking to pass the examination. The allocation of marks in the examination should be as indicated in the grid below: According to National Curriculum Framework (2071):

Listening	Speaking	Full Marks	Pass Marks
10	15	25	(40% of 25) = 10
Reading	Writing		
40	35	75	32% of 75= 24
Total		100	32

xi. Types of Guided Writing Suggested in Secondary Level Curriculum

According to National Curriculum Framework (2071), there are three types of writing i.e. guided writing, control writing and free writing likewise

According to the SLC specification grid (2071), the secondary level compulsory English has prescribed the following types of activities to assess the guided writing test.

- i) Interpreting chart diagram pictures
- ii) Broken dialogues
- iii) Writing paragraphs
- iv) Writing news stories
- v) Rules and regulation
- vi) Narrating sequences of events
- vii) Arguments: Completing a skeleton story can be assessed throughout these activities.

2.3 Review of the Empirical Literature

There are plenty of researches carried out by different researchers on various topics related to writing. However, the research studies were different in one or the other ways. So, I have reviewed some of the related but different research studied which can be helpful for my present study. The present research is different than those of the researches done previously in the following ways.

Shah (2009) carried out a research entitled 'Proficiency in guided writing'. The objectives of the study were to find out the guided writing proficiency of grade 10 students of Rukum district, to compare their proficiency in terms of school and gender and to find out weaknesses and strength of the students in guided writing. Sample population was taken from four public secondary schools of Rukum district. 80 students were selected from each school randomly through different strategies like gender-wise, item-wise, holistic and school-wise selection. The researcher used a set of tests consisting of five questions to collect data from the student. The tasks were: story writing, newspaper report writing, letter writing, parallel writing and completing dialogue. The data were interpreted and analyzed on the basis of four heading: holistic analysis, item wise analysis, school wise analysis and gender wise analysis. It has found that

the average total proficiency of all students in guided writing was 50.92 percent. Students obtained the highest marks in parallel writing, 68.20 percent student obtained lowest mark in letter writing 35.83 percentage proficiency. Himalayan Higher Secondary School, Khola Gaun was the best among selected. Average total proficiency of the students of this school was 59.80 percent. Balkanya Secodnary School, Sakcha was found less proficient 43.15 percent. Girls' proficiency was found better than boys. 53.73 percent was the total proficiency. The boys' performance was 48.12 percent. However, my study is related to Kathmandu valley which cannot be generalized in the other geographical locations.

Sharma (2010) conducted a survey research on 'Writing proficiency of the Students of Higher Secondary School'. The objective of the study was to find out the writing proficiency on punctuation, subject verb agreement and the preposition in the writing of the twelfth graders. The test items were used as the tool and techniques of data collection. Both primary and secondary sources of data were used in the study. Forty students from public secondary school were the sample population. The researcher used judgmental sampling procedure. The major finding of research was that the students 'writing proficiency was not satisfactory. They were found not able to insert the correct preposition and they lacked the knowledge of subject verb agreement. However, this study was not enough to find out writing proficiency of students in the sense that it only emphasizes grammar i.e. controlled writing.

Regmi (2011) carried out a research entitled "Writing proficiency of the students of Banke District. The objectives of the study were to find out their writing proficiency and to analyze their proficiency in free writing. The sample size of the study comprised of sixty students from three government schools and institutional schools. The researcher adopted purposive non-random sampling procedure. He used the test items to collect data. The test items

included three essays - type questions. The raw data were analyzed in terms of different headings like total proficiency, college-wise proficiency, sex wise proficiency, and stream wise proficiency. The major finding of the study was that the average proficiency of the students in free writing was found to be 24.11 among the students representing three different schools Bal Niketan Higher Secondary School, Mahendra Higher Secondary School and Janata Higher Secondary School. As a whole, 50% of students were found above average proficiency and rest 50% were found below average proficiency, i.e. 24.11. Furthermore, in case of sex wise comparison boys were found more proficient than the girls with average marks 24.37 and 22.93 percent respectively. But the present thesis is different than Regmi's one as the previous studies only free writing whereas, the present one focuses on guided writing.

Khadka (2012) carried out a research entitled 'Writing proficiency of higher secondary level student'. The objectives of the study were to find out their writing proficiency of higher secondary level students and to find out students' proficiency in terms of stream and sex wise. The sample size of the study was 60 students (30 boys and 30 girls) from different three higher secondary schools. He used the test item to collect the data. The researcher used purposive non-random sampling. The test items included three different types of essay questions descriptive, narrative and argumentative for assessing their proficiency. The data were analyzed in terms of different heading like total proficiency, college wise proficiency, sex wise proficiency, stream wise proficiency. The finding of the study was that as a whole 50% of the students were found above average in proficiency and 50% of the students were found below average. 24% boys were found more proficiency than girls with the average marks 24.37 and 23.76 respectively. Management stream were found more proficient than the students of education stream with the average marks

27.98 and 20.93 respectively. Like Regmi this study only studied free writing being particular to essay which is different that the present study.

Neupane (2015) carried out a research entitled 'Free writing proficiency of grade XI students before and after feedback'. The objective of the study was to find out free writing proficiency of grade XI students before and after feedback. The sample size of the study was 20 students of grade XI of Siddhartha Gautam Campus, Rupandehi district. It was a quasi experimental research he selected 20 students from campus. He used a set of test items to collect the data. The test item included three questions such as paragraph writing, essay writing and letter writing. Data were analyzed using descriptive method and mathematical tool. Mark obtained before feedback was 41.25% while after feedback it was 45.13%. This study differs with the present study in terms of type of research. It was a Quasi- experimental research.

2.4 Implications of the Review of the Study

The researcher is curious enough to carry out proposed study. Students' performance on English guided writing. Being a researcher, I have also reviewed available literature as much as possible which helped me in many ways for my present study.

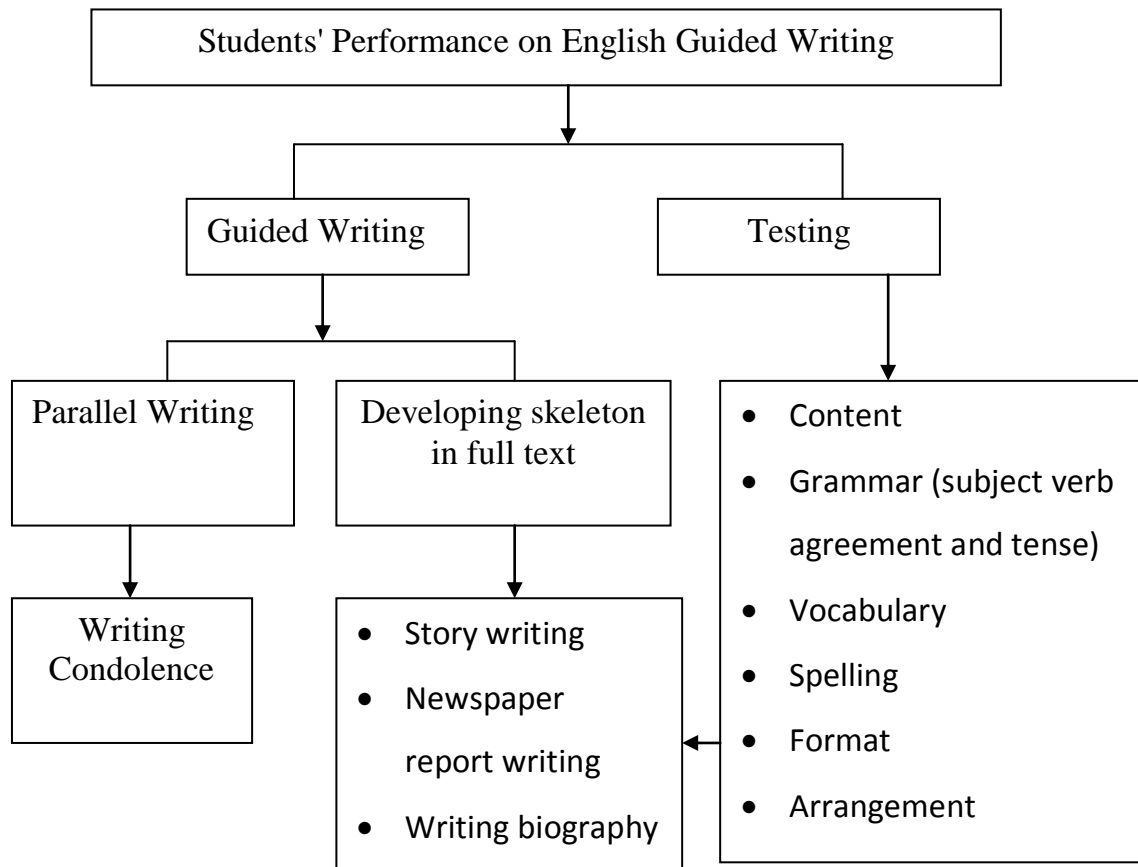
- a. The study of Shah (2009) helped me to select the research methods for my present study.
- b. I was helped to design test items from the research study of Sharma (2010).
- c. The third reviewed study was by Regmi(2011). This was helpful for me in getting theoretical background.
- d. In the same way, Khadka(2012) was useful for me to refine research methodologies and derive findings.

- e. The fifth reviewed study was by Neupane (2015). This was useful for me in selecting variables.

In a nutshell, all these theses were useful for me in writing bibliography, tabulating data, interpreting and analyzing data and finding the conclusions. Furthermore, all these research studies were helpful for identifying the present trends of the research studies in the department.

2.5 Conceptual Framework

A conceptual framework of this study "Students' Performance on English Guided Writing" is based on the following conceptual framework.



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher adopted the following methodological procedures to fulfill the objectives of the study.

3.1 Design and Method of the Study

As the nature of the problem of the study suggests, I used survey research design to conduct this research. It has to be carried out in a large scale. Survey research is a new technique for social science research and educational research.

Kumar, (2009, p.11) opines, "The survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables."

Survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes opinions and specified behaviours on certain issues, phenomena, events and or situations. The findings of survey is the best research design carried out to find out public operation and the behaviours and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time.

The survey which is a broad scale and carried out at large scale and used at single point of time on small scale in the educational research.

3.2 Population, Sample and Sampling Strategy

The population of this study was all the secondary level students of grade nine of two schools(viz. Bal Sewa Secondary School and Shanti nikunja Secondary School) studying in Kathmandu Valley. I used purposive non-random sampling procedure and selected 15 students of grade nine from each schools by using the same sampling procedure.

3.3 Study Area/Field

The study area was the secondary level schools of Kathmandu valley. Similarly, students' performance on English guided writing is my field of research.

3.4 Data Collection Tools and Techniques

The researcher used a set of test items to collect data from the students like story writing from the given outline, newspaper report writing from the information given, writing biography using clues and parallel writing and write similar condolence notice by reading the condolence notice given.

3.5 Data Collection Procedure

In order to collect the primary data, the researcher followed the following procedures:

- i. At first, the researcher visited the selected school with official letter from the Department of English Education, T.U., Kirtipur and talked to the concerned authority for permission to carry out the research.
- ii. After getting permission, the researcher took help from concerned teacher. He went the classroom and gave information to the students about the research that the researcher was going to conduct.
- iii. He distributed the test papers.

- iv. The researcher administered the test.
- v. The researcher collected the answer sheets within allocated time and
- vi. He thanked the informants and the authority for their kind information and co-operation.

3.6 Data Analysis and Interpretation Procedures

The analysis and interpretation of the collected data were accomplished through appropriate statistical tools using percentage, diagrams chart, tables, systematically.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of Data and Interpretation of Results

The collected data were analyzed and interpreted using the test items namely short story, news report, biography and condolence. All these test items were guided writing. The researcher analyzed the aforementioned test items on the basis of these variables. They are content, grammar (tense, and subject verb agreement) format, vocabulary, spelling, and arrangement of sentence in the given test items. The allocated marks of the given test items varied all to its topic. The story writing and biography consisted of 20 marks whereas 25 full marks was allocated for news report. In the same way condolence consisted of 15 marks in its marks distribution. The analysis and interpretation of data was done on the basis of the following three headings.

- (i) Holistic analysis
- (ii) Item wise analysis
- (iii) School wise analysis

Similarly, to make the study systematic the researcher distributed marks of each item on the basis of following criteria.

4.1.1 Allocated Marking Scheme Holistically

It refers to the allocation of marks in different variables for each four test items differently.

Table 1
Allocated Marking Scheme

S.N.	Variables	Item 1	Item 2	Item 3	Item 4
1	Content	6	7	5	3
2	Tense	3	4	4	2
3	Subject Verb Agreement	2	2	2	2
4	Format	1	4	2	3
5	Vocabulary	3	2	2	2
6	Spelling	2	3	3	1
7	Arrangement	3	3	2	2

Total	20	25	20	15
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The above table shows clearly about what are the variables used on the four test items viz. writing skeleton story, writing news report, writing biography, and writing condolence. The table shows how the researcher divided the total full marks for each item to test the students paper. For item no. 1, it was 20 full marks which was further divided in the different variable like content (6 marks) tense 3 marks, subject verb-agreement 2 marks, format 1 marks, vocabulary 3 marks, spelling 2 marks and arrangement 3 marks. This pattern of marks distribution was also followed in the rest of the three test items as well. However, the variable wise sub division seems to be varied on the basis of its full marks.

4.1.2 Holistic Analysis

Holistic analysis refers to the analysis of guided writing performance of two schools on four different test items as a whole. The following table shows the total performance of the two schools holistically.

The following abbreviations used in the table refers to i.e. the following symbol. F.M. refers to the full marks of the four test items, likewise, MO refers to the marks obtained by the students of both selected schools, likewise T.A. indicates the total average and the symbols TP refers to the total percent, it means the marks obtained by the student is converted into the percentage.

Table 2
Total Performance of Thirty Students on Four Test Items

Total Sample	Schools	Items	F.M.	M.O.	T.A.	T.P.
30	Two schools of Kathmandu valley i. Shree Bal Sewa Secondary School, Jhochhen, Kathmandu ii. Shree Shanti Nikunja Secondary School, Bhagawatibari, Kathmandu	Item 1	600	297	9.9	49.5%
		Item 2	750	319	10.63	42.33%
		Item 3	600	256	8.53	42.66%
		Item 4	450	294	9.8	65.33%
		Total	2400	1166	100	48.58%

The table reflects the total performance of thirty students on four test items. And it also shows the total performance of the students on guided writing of the two selected government aided schools of Kathmandu district. The total sample of the students was 30. They secured 48.58 percent in total. It also displays their performance on four test items differently. It shows that all the students of selected school obtained 65.33% in condolence writing which is the highest percent they achieved. In contrast to item no. 4, condolence writing, the

students got 42.33% in item no. 2, news report writing which is the lowest value they obtained. The achievement of item No. 1 is quite satisfactory than the achievement of item no. 3 where they got 49.5% and 42.66% respectively.

It seems that the students achieved 9.8 average marks in item no. 4 which has 450 total marks. In the same way, item no. 1 which consisted of 600 full marks and the total average was 9.9. The marks in item no. 2 is 10.63 in average while it has 750 full marks. The total average of item no. 3 is just 8.53 in 600 full marks.

Most of the students of Shanti Nikunj Secondary School were found erroneous in the use of content vocabulary and arranging the sentences and using tense in item no. 1, 2 and 3. The students achieved the highest marks in item no. 4 condolence writing (parallel writing). They used format according to given instructions. They obtained the lowest marks in item no. 2, news report writing. The selection of vocabularies used in the newspaper was erroneous in writing content and arrangement of the sentences.

Similarly, most of the students of Balsewa Secondary School were found erroneous in the use of vocabulary, writing content, using tense and arranging the sentence on English guided writing test items. Students of Balsewa Secondary School were found the best using format, on writing four test items. They were found the worst in using vocabulary in item no. 1, 2 and 3.

To conclude, we can see that the students' total performance of 30 students of the two schools on four guided writing test items was 48.58%. The students performance is above average in item no. 4 condolence writing whereas the students performance is below average in item no. 2 i.e. 42.33% in news report writing. The performance of writing story is quite satisfactory than the performance of item no. 3 writing biography. Similarly, Shanti Nikunja Secondary obtained 50.70% and Balsewa Secondary School achieved 46.5% . Shinti Nikunja Secondary School was found high average whereas Balsewa Secondary School was found low average.

4.1.3 School-wise Analysis

School-wise analysis refers to the analysis of the two selected schools viz. Balsewa Secondary School and Shanti Nikunja Secondary Schools differently.

4.1.3.1 Performance of Balsewa Secondary School on Four Test Items

It shows the performance of Balsewa Secondary School, Jhochhen Kathmandu. The following symbols, M.O. refers to full marks obtained, T.A. refers to total average. Similarly, statistical tools like average, percentage, above and below are used to analyze and interpret the marks obtained by the students. T.P. refers to the total percent obtained by students. No refers to the number of the selected students from Balsewa Secondary School. Average is the 50% of the full marks whereas below refers to the marks below 50%. Likewise, the above

average indicates that more than 50% marks in total which is obtained by the students on four test items differently.

Table 3
Performance of Balsewa Secondary School, Jhochhen Kathmandu
on Four Test Items

Total Sample	Schools	Items	Total Full marks	M.O.	T.A.	T.P.	Above average		Below average	
							No.	%	No.	%
15	Shree Bal Sewa Secondary School, Jhochhen, Kathmandu	Item 1	300	157	10.46	52	9	60.55	6	48
		Item 2	375	149	9.33	39.33		46.2		30
		Item 3	300	114	7.6	38		55		29.5
		Item 4	225	138	9.2	61.30		73.33		50.83
		Total	1200	558		46.5				

The above table shows the total performance of 15 students of Balsewa Secondary School on four guided writing test items. The total sample of the students was 15. The students secured 46.5% in total. It also displays their performance on four test item differently. In item no. 1, writing story, students achieved above average i.e. 60.55%. They obtained 48% which was below average in item no. 1. The total average of the story writing was 10.46%. Likewise, 9.33% was total average and 46.24 was the above average in item no. 2 writing news report. 7.6 was the total average in item no. 3 writing biography, 55% was above average in this item writing biography and 29.5 was below average. The student performed above average 73.33 in in item no. 4 condolence writing whereas 50.83 was below average. The total average was 9.2 in item no. 4 condolence writing.

It shows that all the students of the school obtained 61.30% in item no. 4 which is the highest percent they achieved. In contrast to item no. 4, the students got 38% in item no. 3 which is the lowest value they obtained. The achievement of item no. 1 is quite satisfactory 49.5% where they got 49.5% respectively. The students performance above average is i.e. 73.33 in item no. 4 i.e. condolence writing. Student achieved below average in item no. 3 (i.e. writing biography).

Similarly, most of the students of Balsewa Secondary School were found erroneous in the use of vocabulary, writing content, using tense and arranging

the sentence on English guided writing test items. Students of Balsewa Secondary School were found the best using format, on writing four test items.

In conclusion, we can see the total students of Balsewa secondary school achieved above average in condolence writing out of 15, 9 students performed the highest marks i.e. 73.33% whereas 6 students achieved below average in writing biography i.e. 29.5%.

4.1.3.2 Performance of Shanti Nikunja Secondary School, Bhagawatibari, Kathmadu

In this section, the following table deals clearly about the performance of Shanti Nikunja Secondary School on four test items.

It shows the performance of Shanti Nikunja Secondary School, Bhagawatibari, Kathmandu. The following symbols i.e. M.O. refers to marks obtained T.A. refers to total average. Similarly, statistical tools like average, percentage, above and below are used to analyze and interpret the marks obtained by the students. T.P. refers to the total percent of the students on four different test items.

Table 4
Performance of Shanti Nikunja Secondary School Bhagawatibari Kathmandu on Four Test Items

Total Sample	Schools	Items	Total Full marks	M.O.	T.A.	T.P.	Above average		Below average	
							No.	%	No.	%
15	Shanti Nikunja Secondary School, Bhagawatibari, Kathmandu	Item 1	300	140	9.33	46.66	8	54	7	42
		Item 2	375	170	11.33	45.33		56		34.85
		Item 3	300	142	9.46	47.33		70		30
		Item 4	225	156	10.4	69.33		79		60.83
		Total	1200	609		50.75				

Table no. 4 shows the total performance of 15 students of Shanti Nikunja Secondary School on four guided writing test items. The total sample of Shanti Nikunja Secondary School students was 15. In total, the students got 50.75% . It also displays their performance on four test item differently. Eight students achieved 54% above average in item no. 1 in writing story. The below average

was 42% in this item. They achieved 56% above average in item no. 2 in writing news report and 34.85% was the below average of the 7 students. Similarly, the eight students, achieved 70% above average in item no. 3 writing biography. The below average was 30% in item. And students obtained 79% in condolence writing. 60.83% was the below average in this items in condolence writing. It shows that all the students of selected school obtained 69.33% in item no. 4 which is the highest percent they achieved. The students got 45.33% in item no. 2 which is the lowest value they obtained. The achievement of item no. 3 is better than the achievement of 1 where they got 47.33% and 46.66% respectively. In contrast to the highest value of item no. 4 condolence writing, the students only obtained 45.33% in item no. 2, writing news report.

Eight students out of fifteen 15 achieved above average and 7 students achieved below average. They obtained above average in item no. 4 condolence writing i.e. 79%. Likewise, they obtained below average 30% in item no. 3 i.e. below average writing biography.

Most of the students of Shanti Nikunj Secondary School were found erroneous in the use of content vocabulary and arranging the sentences and tense in item no. 1, 2 and 3. Most of them were found highest marks in item no. 4 condolence writing (parallel writing). They used format according to given instructions. They obtained the lowest marks in item no. 2, news report writing.

To conclude, it was found that out of 15 students, 8 students achieved above average and 7 students achieved the below average. The students obtained above average in item no. 4 in condolence writing and students obtained below average in writing biography i.e. 30%.

4.1.4 Item-wise Analysis

In this chapter, the item-wise analysis refers to the analysis of the four test items i.e. writing story, writing news report, writing biography and condolence writing vividly in tabular form and its description.

It refers to the analysis of the various items of the two selected schools viz. Balsewa Secondary School and Shanti Nikunja Secondary Schools of Kathmandu Valley.

4.1.4.1 Analysis of Item No. 1, Story Writing of the Two Selected Schools

Table 5
Analysis of Item No. 1 of Two Selected Schools

Total	Total Average	Above average		Below average	
		No.	%	No.	%
30	9.9	16	60.55	14	43.75

This table shows that the item-wise analysis of the two selected schools jointly in a clear way. It shows the joint analysis of 30 students of Balsewa Secondary School and Shanti Nikunja Secondary School in item no. 1 writing skeleton story. It is clearly shown in the table that out of 30 students, 16 students achieved above average marks which is 60.55% of the total sample. Out of 30 students, 14 students achieved below average which is 43.75% of the total sample.

Students were found better in using format spelling and subject verb agreement in story writing. Students of Balsewa Secondary School found errorness in the selection of vocabulary writing content. They were found in used in tense and arrangement of sentences. Most of them used present in writing story. They found difficulty in writing content and arrangement of sentences where as they found easier in writing, spelling and format designing.

It was found that most of the students achieved above average marks of the two selected schools on item no. 1 (writing story).

4.1.4.2 Analysis of Item No. 2 Writing News Report of the Two Selected Schools

Table 6
Analysis of Item No. 2 of Two Selected Schools

Total	Total Average	Above average		Below average	
		No.	%	No.	%
30	10.63	8	58.5	22	37

It is clearly reflected that how was the students' performance in writing news report of the selected schools. The table depicts those students total average is 10.63%. Eight of total sample performed above average which is 58.5%. Similarly, 22 students performed below average which is 37% of total percentage. Similarly, students performance of Shanti Nikunja Secondary School was better than Balsewa Secondary School. The selected schools students had errorness in using vocabulary, tense, content and arrangement of the sentences. Shanti Nikunja Secondary School students were to be better than Balsewa Secondary School in item no. 2 in writing news report.

It was found that the students of the two selected schools performed above average 58.5% whereas they performed below average 37%.

4.1.4.3 Analysis of Item No. 3 Biography of Two Selected Schools

Table 7
Analysis of Item No. 3 of Two Selected Schools

Total	Total Average	Above average		Below average	
		No.	%	No.	%
30	8.53	14	57.14	16	30

It is depicted that 14 students out of 30 performed above average in writing biography of both the school which is 57.14% of the total percentage. In the same way, 30% of students performed below average. Shanti Nikunja Secondary School's students were found to be better than Balsewa Secondary School. The students performance was erroneous in the use of selecting the vocabulary, writing content, arranging the sentences. They were found to be better in performance using format, spelling and subject verb agreement in this item no. 3, writing biography.

It was found that most of the students performed above average in item no. 3 writing biography i.e. 57.14% whereas 30% students achieved the below average in this item.

4.1.4.4 Analysis of Item No. 4 Writing Condolence of the Two Selected Schools

Table 8
Analysis of Item No. 4 of Two Selected Schools

Total	Total Average	Above average		Below average	
		No.	%	No.	%
30	9.8	17	74.5	13	53.33

It is clearly shows how the students of both schools performed in writing condolence. The total average is 9.8. Seventeen out of 30 students performed above average which is 74.5%. Thirteen students performed below average i.e. 53.33%.

Shanti Nikunja Secondary School's students performed better in condolence writing whereas Balsewa Secondary School's students performed better in story writing. It was found that the students of both the selected schools performed above average in writing condolence. The above average obtained 74.5% and below average obtained 53.33%. It was also found that the parallel writing was the easiest.

4.2 Summary of Findings

In this research, the researcher has presented the whole summary of the research on the basis of presentation, analysis and interpretation of the collected data. The research was carried out to find out the students performance on English guided writing in terms of content grammar, subject verb agreement, tense, format, vocabulary, spelling and arrangement of the sentences.

The total performance of the students is 48.58% in all the four test items. They got different marks in all the four items. They secured 49.5% marks in story writing. Similarly, they got 42.33% in newspaper writing, 42.66% in writing biography. They secured 65.33% in writing condolence. As a whole, the obtained marks on guided writing seem to be satisfactory result. The students got highest marks in condolence writing. They used format, content, subject verb agreement and spelling easily whereas most of them were found erroneous in grammar, tense, vocabulary and arrangement of sentences.

- (i) Holistic analysis shows the students' performance is 48.58% in all the four test items like story writing, news report writing, writing biography and condolence writing.
- (ii) The total performance of students in Balsewa Secondary School on four different test items was 46.5%. The students obtained highest mark in writing condolence i.e. 61.30% while they obtained 38% in writing biography. Similarly, they obtained 52.33% in writing short story and 39.73% in writing news report respectively.
- (iii) The total students' performance of Shanti Nikunja Secondary School on four different test items was better than the performance of Bal Sewa Secondary School. The students of Shanti Nikunja Secondary School obtained 50.75% in total. They obtained highest mark 69.33% in condolence writing. They secured 45.33% in writing in news report. Similarly, they obtained 47.33% in writing biography and 46.66% in writing short story.
- (iv) The students obtained highest marks item no. 4 i.e. 65.33% in writing condolence.
- (v) The students' performance was found lower in writing news report rather than writing story, writing biography and condolence writing. They obtained 42.33% in writing news report.
- (vi) Most of the students were found erroneous in the use of vocabulary, writing content, using tense and arranging the sentence on English guided writing on four test items.
- (vii) It was found satisfactory in using format, spelling agreement and subject verb agreement.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals in the conclusion and recommendations. The researcher describes recommendations for the further researchers, policy makers and practical users.

5.1 Conclusions

The present research work entitled **Students' Performance on English Guided Writing** is an attempt to find out the students' performance on English guided writing in terms of content, grammar (subject verb agreement and tense), format, spelling, vocabulary and arrangement. The researcher selected thirty secondary level students from two schools of Kathmandu district through purposive non-random sampling procedure. The test items were used as the main tool for data collection. There were 30 samples from two selected schools consisting of 15 students from each. The test items of 80 full marks. The collected data were analyzed and interpreted with the help of tables, statistical tools, percentage and average. Holistic analysis, school-wise analysis and item-wise analysis are done separately. Holistic analysis shows that the performance of 30 students of the two selected schools on the four test items is 48.58% in total. Likewise, school-wise analysis shows that Shanti Nikunja Secondary School, obtained 50.75% students performed of this school was found better than Balsewa Secondary School, where this school obtained 46.5%. Similarly, item-wise analysis reflects that the students achieved the highest marks in condolence writing where the students of the two selected schools achieved 65.33% in condolence writing. Student obtained the lowest marks in writing news report i.e. 42.33%. Similarly, students were found erroneous in selecting vocabulary, writing content, using tense and arranging sentences. It was found better in using format, spelling and subject, verb agreement.

5.2 Recommendations

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

- Policy Related
- Practice Related
- Further Research Related

5.2.1 Policy Related

The government of Nepal should make the following policies in order to improve the level of guided writing performance of secondary level. It should formulate the policy relating to encourage the student center activities and discourage the teachers centered learning activities. Curriculum development center should incorporate more exercises related to guide writing while designing the new course. Last but not the least; the school administration should utilize this study to formulate the policy at secondary level course book.

5.2.2 Practice Related

In this level, teachers, students and other interested people can get benefit from studying this research. They can change themselves by studying this study because the world of pedagogy is shifting rapidly from the authoritative to democratic. Similarly, teacher can change their strategy and roles to develop the proficiency of students on guided writing of their own in the necessity of classroom and the level of the learners. It can be suggested that academic professionals have to make the real learners in the demand of time as required by the content. It should not be the obedient parrots in their learning who can rote the given questions and assignments line by line.

5.2.3 Further Research Related

The current study only has been limited to the secondary level community school of Kathmandu Valley. It has only studied some of the the guided writing as mentioned in the secondary curriculum. This is why the other researchers needs study on the other level and areas. This work can serve as a reference tool for those who are interested in and want to carry out further research on the area of writing. The following can be the further areas of research related to the study.

- a. A comparative study of the government and private schools can be studied to further the study.
- b. Students performance before and after the feedback can be analysed for the same selected schools which helps to find out the reliability of the test.
- c. It can be a research topic for the in service Secondary level to study in the action level and help to give the feedback.
- d. It is not only helpful for the researchers but also it can be useful for the textbook writer to set teaching strategies and design test items.
- e. Most importantly, it can be useful for all the ELT readers and users.

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APPENDIX-I TEST ITEMS

Dear Sir/Madam

This test items for getting information for my research entitled **Students' Performance on English Guided Writing** under the supervision of **Dr. Anjana Bhattarai**, Professor and Head, Department of English Education. Your kind co-operation in responding the test items and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the test items. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Researcher
Chandra Bahadur Oli
Department of English Education
T.U., Kirtipur, Kathmandu

TEST ITEMS 2072

Class: Nine
Subject: Compulsory English

Full Marks: 80
Pass Marks: 28
Time: 2 hrs

1. Write a story with the help of the following outlines. 20

a merchant riding home from a fair a large sum of money with him sudden heavy rainfall merchant gets wet shortly after attacked by a robber robber's attempt to shoot failure gun powder damp the merchant escapes moral.

2. Write a Newspaper Report. Use the clues in the box. 25

- ▶ A week of heavy rain.
- ▶ Rivers (Mechi, Kankai, Koshi, Kamala, Bagmati with its tributaries over flooded)
- ▶ Affected areas: Terai (Jhapa, Morang, Saptari, Dhanusha, Rautahat)
- ▶ Damages: 50 dead, thousands homeless, 150 livestock, paddy crops loss of crores of rupees.
- ▶ Relief work
- ▶ Rs 10,000 given to each family by the Government .

3. Write a short biography of a famous person in your locality. Use the clues given in the box below. 20

- name
- parents name
- his/her date of birth
- where s/he was born
- her/his works/contribution
- death

4. Read the notice of condolence given below. Imagine one of your neighbour was killed in an accident. Write the necessary content to form the condolence similar to the following. 15

CONDOLENCE

We express our deep sympathy and grief at the sudden and untimely demise of
Mrs. Sudha Tuladhar
a senior draftsman of our member firm (Architects Collaborate (Nepal) Pvt.
Ltd.).

We extend our heartfelt condolences to her bereaved family and relatives and
pray that her departed soul will rest in peace in heaven.
She will always remain in our hearts and memories.

Society of Consulting Architectural and Engineering Firm (SCAEF) Nepal
Tripureshwor, Kathmandu

The End

Appendix-II

Name: Nikita Khopri
Class: 9
Roll No: 4
Date: 20/8/2018
Subject: Compulsory English

Full Marks: 80
Pass Marks: 28

S.N.	Items	FM	MO	%
1.	Item No 1	20	11	55%
2.	Item No 2	25	7	28%
3.	Item No 3	20	6	30%
4.	Item No 4	15	10	66.6%
Total		80	34	42.5%

अमित कुमार
प्रधानाध्यापक

1. Write a story with the help of the following outlines

Story writing

A merchant

Once upon a time there was lived in city-village

A merchant riding home from a fair riding
He had a large sum of money with him.

They was sudden heavy rainfall. They merchant
get wet and he was A merchant be careful

of in side. They merchant get wet and he
was gone side. He was shortly after

rainfall. He attacked by robber a robber
robber's gone. A merchant attempt to shoot him

They were very failure a gun powder damp.

The merchant escapes our face.

Moral: life is very hard work after.

11

C.
T.
SV
F.
S.
V.
A.

2. Newspaper Report

14th may ~~11:15~~ kdm (k.t) ~~11:15~~ am (ut) In
Month 48 in 10:30 am (Mechi, Kankai, Kashi,
Kamala, Bagmati with its tributaries over flowed
so dead thousand homeless, 150 livestock

Paddy crops Crops of ~~reppers~~ reppers.

The ~~Government~~ Government Office Nepal announces
Rs. 10,000 given to each family.

7

C.
T.
SV
F.
S.
V.
A.

3. Write a short biography of a famous person in your locality. Use the clues given in the box below.

Ans Miss ~~Om~~ Bahadur Tamang was born in Nuwakot 2035. Ashar 1 when he was 20 year old her come Kathmandu from Kavre. He likes to drive so much he goes to take training. He was always helps.

C.
T.
SV
F.
V.
S.
A

4) (Condolence)

We express our deep sympathy and grief of the sudden and untimely demise of Mrs. Radha Khadgi



2068/3/19
He was born
He works (Sellsman)

C.
T.
SV
F.
V.
S.
A.

a Senior drafts person of our member firm (Music Singer)
We extend our heartfelt condolences to her bereaved family and relative and pray that her departed soul will rest in peace in heaven she will always remain in our hearts and memories.

10

Society of Consulting Architectural and Engineering Firm (~~SCE~~) Nepal Basantapur Dattu Kathmandu N.G.E



संस्था का नाम

संस्था का पता

संस्था का नाम

संस्था का पता

कक्षा

विषय

दिनांक

समय

श्री Bishal Kumar

कक्षा 10 रोल नं. 3

विषय English I

दिनांक 2023/02/13

संस्था का नाम

S.N.	Items	FM	M.O	FP
1.	Item 1	20	14	70%
2.	Item 2	25	14	56%
3.	Item 3	20	12	60%
4.	Item 4	15	11	73.33
Total		80	51	63.75%

श्रीगुरु साहान
प्रधानाध्यापक

A merchant save by a ~~luck~~.

1.

A merchant save

A ~~One day~~ Once up a time, there lived a merchant in a small village. He was rich in that small village. He don't have any ~~one~~ family. ~~Every year~~ A fair often to every years. One day the merchant went to ~~celebrate~~ celebrate fair. after finished the fair. ~~the~~ The merchant ~~want~~ went to home.

~~He was~~ When he was on the way riding horse, he had a large sum of money with him. Suddenly a heavy rainfall. The merchant wanted to ~~save~~ save him or money, so he came under the roots. The merchant got wet so he wanted to dry him self. After few minutes a group of ~~robber~~ robbers were passing ~~throu~~ through. They saw a boy a ~~money~~ money and wanted to steal the money. The robber's came near to merchant. The merchant ~~scared~~ scared by them. The robber ~~asked~~ giv asked to give them money but the merchant refused. The robber's ~~a~~ attacked ~~the~~ the merchant. ~~but he sea~~ but he escaped but he wanted to escapes. The robber's attempt to shoot him. but the gun powder was damp by the rain. they failed to ~~the~~ the money from the ~~mer~~ merchant.

The merchant escapes ^{ted} he thanks to God by saving from the robbers.

Moral: If there is a will, there is a way.

C.
T.
SV
F.
V.
S.
A

2.

~~50 dead~~

~~50 died by~~

50 Died By The Flood

C.
T.
SV.
F.
V.
S.
A

25th may Ktm (K.T.P): A flood which was Damag in Terai. by investigation the main main cause of flood is a week of heavy rain. produce a large size a flood. ~~Do Damage in Terai~~ Affected areas Terai (Jhapa, Morang, ~~Saptari~~ Saptari, Dhanusha, Raudhara etc district. Rivers such as (mechi, Kankai, Koshi, Kamala, Bagmati etc with its tributaries over) flowed by the flood so people died, thousands of family are homeless, 150 livestock are swept away by flood. and paddy crops ~~to~~ ~~cores~~ ~~of~~ ~~repress~~ affected by flood.

The Nepal police and Army men Relief work to save people, and the Government of Nepal has announced to ~~gave~~ gave RS 10,000 to each family.

14

CONDOLENCE

Date of Birth

~~2072~~ 2045/04/10



Date of ~~Dead~~ ~~die~~

2073/01/25

Mrs. ~~Sudha~~ ^{Smriti} Tuladhur

We ~~I~~ express ^{our} deep sympathy and grief at the sudden and untimely demise of Mrs. ~~Sudha~~ ^{Smriti} Tuladhur.

a Senior drafts person of our member firm (Nepal Bank limited. NBL)

We extend our heartfelt condolences to her bereaved family and relatives and pray that her departed soul will rest in peace in heaven.

She will always remain in our hearts and memories.

Nepal Bank limited (NBL)
New road, Kathmandu Nepal.

11

3.

Samir Tamang (Biography)

Samir Tamang was ~~born~~ born in 2055/09/26, Kavre
anarkot, His father's name is Gyan ~~Shakya~~ b. Tamang
and his mother's name is Thule maya Tamang. He
study in grade Ten in Bal sawa Secondary school.
He is very helpful and honest. He always smile and
looks Happy. His family also nice ~~to~~ ~~never~~ He was
~~be~~ when he was in school. One day his friend was
injured so he took him to near hospital for treatment.

He is good student and all the teacher liked him.
He also know how to help other. He was works in
nature's club to ~~to~~ improved ~~to~~ environment and population.

I am proud of him that he is in our society.
He is my best friend. and I am ~~to~~ inspired by him,
and He will always remain in ~~to~~ my hearts and memories.

12

विषय .. - - - - -
दिना .. २०१९-३-१३ .. -

श्रीमन्महोदय

Name: Mina Magar

Class: Nine

Roll No: Two

Subject: Compulsory English

Date: 2019-3-13

S.N.	Items	FM.	MO	P. %.
1	Item 1	20	13	65%
2	Item 2	25	12	48%
3	Item 3	20	4	20%
4	Item 4	15	12	80%
Total	..	80	41	51.25

अंगुल शाहल
प्रधानाध्यापक

~~A Merchant~~ A Merchant

Once ~~it~~ upon a time, there was a small village there lived a Merchant. He had a small family. Oneday the Merchant was riding home from a fair. He had a large sum of money with him. He was riding but suddenly heavy rainfall. The Merchant got wet. ~~Shortly after~~ The merchant was shelter. The rainfall stop shortly after ~~a merchant~~ ~~attacked by a robber~~ immediately attacked by a robber robber's attempt to shoot but failure because of gun powder was damp. The merchant ~~was~~ escaped.

Moral: life is very hard work then after happy.

13

50 Dead

July 29; (NTV): In July about a 9:00 a.m. Mechi, Kankai, Koshi, Kamala, Bagmati, with its tributaries over flowed because there was a week of heavy rain. They affected areas Terai Thapa, Morang, Saptari, Dhanusha, Rautahat etc. 50 person was dead, thousands homeless, 150 livestock, paddy crop crosses of reppes. Then after there villoge men relief works.

The government office Nepal announcement Rs. 10,000 given to each family.

12

CONDOLENCE



Dead: 20/8-1-3



Birth: 2056-1-1

Mrs. Sujana Thakuri

G.
S.
T.
F.
S.
V.
A.

We express our deep sympathy and grief at the sudden and untimely demise of Mrs. Sujana Thakuri.

a senior draftsman of our member firm (Bal Sewa Secondary (BSS) School).

We extend our heartfelt condolences to her bereaved family and relatives and pray that her departed soul will rest in peace in heaven.

She will always remain in our hearts and memories.

GRP

Society of Consulting Architectural and Engineering firm (SCAEF) Nepal

Thochhen, Kathmandu,

12

Sujan Adhikari

Sujan Adhikari is born in 1990. Magh, 6. in Dhadling. He is famous person in my village. He is small son of Sujata Adhikari and Shyam Adhikari.

cont
4

c.
v
T
F
S
P.
A

शान्ति निधुञ्ज मा. वि.

परीक्षा :

नाम :

कक्षा : रोल नं.

विषय :

दिनांक :

Name : Anil Tamang
 Class : 10
 School : Shanti Nikunj S.S.
 Date : 20/3/2021

S.N.	Items	FM	MO	P. %
1.	Item 1	20	9	45%
2	Item 2	25	72	48%
3	Item 3	20	810	50%
4	Item 4	15	109	60%
Total		80	40	50%

1. Lucky merchant

→ Once, there was a merchant. He was riding home from a fair. He has had a large sum of money with him. Suddenly, heavy rainfall began. He wanted to protect from rain but but he gets ~~wet~~ got wet.

After a couple of minutes, unfortunately some robbers attacked him. They attempt to shoot a merchant with their gun.

Lucyly, robbers fall ~~but~~ and a merchant safe. Then gun powder damp and the merchant escaped.

Moral: ~~The fast~~ The fast tal

9

3.

→

Mamata Tamang P. T.

Mamata Tamang is my locality's social-worker. Her date of birth is 2044/10/8/23 B.S.

She was born in Sindhupalchok district. Her exact birth place is Salleni v.D.C. of Sindhupalchok.

In my locality, her contribution is very big. She belongs from middle-class family

but, she done many great job for our society. She ^{teaches} many poor children for free. She has established 'a home

A - -

Her named 'Baal vajan' four orphan children.
Besides, she daily cook food for street-
children and she has done many works
for poor and orphan children.

CONDOLENCE

We express our deep sympathy and grief
at the sudden and untimely demise of

Mr. Hare

Mr. Hare Krishna Bahadur Prasad etc.
a senior senior manager of our Siddharth
Bank.

We extend our heartfelt condolences to her
beloved family and relatives and pray
that ~~his~~ his departed soul will rest in
peace in heaven.

He will always remain in our heart
and me memories.

Siddharth Bank
~~to~~ Tinkone, Ktm.

10

9

A - Format ?

2.

Heavy flood in Terai

Asas 13, Ktm ✓

The Himalayan Times.

C. After a heavy rain, there was a
T. big flood in Terai area. When
SV Mechi, Kankai, Koshi, Kamala, Bagmati
F. rivers began to overflow, then
V. heavy flood began. Mainly the flood
G. affected Terai areas. Mainly, Thapa,
A. Morang, Sunsari, Dhanusha, Rautah are
mainly affected areas.

According to the local police station,

50 people dead, thousands homeless, 150
livestock and ~~part~~ paddy crops areas
of repress. Nepal government has began
to Relif work and Nepal police, Nepal

Nepali army and ~~local~~ red cross are
helping victims. Rs 10,000 given to each
family by the Nepal Government.

12

शान्ति मिलकुडज मा. वि.

परीक्षा:

नाम : Sushma Dwarup

कक्षा : 10th रोल नं. 4

विषय :

दिनांक : 20/3/2014

S.N.	Items	F.M.	M.O	P. f.
1.	Item 1	20	15	75%
2.	Item 2	25	17	68%
3.	Item 3	20	14	70%
4.	Item 4	15	13	86%
Total		80	59	73.75%

1)

"The brave merchant"

⇒

One day, a merchant was riding home from a fair. He had carried a large sum of money with him. He was alone in his way to home. Suddenly, there was heavy rainfall. Unfortunately, the merchant gets wet, he felt cold and started sneezing. After sometimes, he was attacked by a robber. The robbers attempted to shoot him. Sadly, he did not know what to do and what not to do. They asked him for money. But the merchant refused to give them his money. The robbers ^{shout} shouted at him and ordered him to give them a money. But the merchant was not in the mood to give them his money. Now, this time, the robbers was very angry, then they ^{took} take out their gun and pointed at him to shoot. Unfortunately, the gun had ^{became} wet by the rain. Luckily, he was able to save his life by them by making them jolted that he had recorded everything by his friend sitting with the help of his friend who was hidden and told to give

this recorded track to the police.
at last, the robbers let him go.

Moral: "Never lose hope and try to
fight back in every situation"

15

3)

Biography

Indra Bahadur Ghale is the famous person in my locality. He was the only son of his father's Chamer Bahadur Ghale and mother's Mayra Ghale. He was born in ~~2025~~ 2025 B.S at Lamjung in Maghigau.

He was very brave since his childhood. He was very kind and hardworking. He always used to help poor people. He was very friendly in nature. He was loved by all in my locality. He completed his studies in Shanti Nikunj M.V. which is my school too. He was very honest and obedient in his school. He was liked by all the teachers. At school, he became energetic.

After he completed his after S.L.C, he

G.
F.
SM
F.
V.
S.
A

he started the training to join British army. He worked very hard. As a result, after one year, he joined British Army. He became a soldier. He ~~says~~ ^{thought that} ~~think~~ duty is his life and gun is his wife and he is a soldier born to die. His ~~think~~ thought makes me do more hardworking. He fought with other soldiers in the war. He was very curious when he got into the war for the first time. He thought that he will be safe or not. He can meet his ~~no~~ family again or not. He always pray God to make all his friends alive. After thirty years, he was free from his duty. He established different institutions for youth to give them training before they join the army. He established some organization to provide welfare to Ex-British Gurkha Army. He established a school named as Rudra Higher Secondary school at Lamjung in HarraBoat.

He was in the way to do something more to his people for their

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T.
SVA.
F.
V.
S.
A.

development in upcoming days.
We wish he will get success in
this dreams of further development,

14

14

P.
C.
S.
SVA
V.
A.
T

~~We express our deep sympathy and
grief at the sudden and untimely
demise of
Mr. Ram Basant~~

4)



We express our deep sympathy
at the sudden and untimely demise

C.
SVA

T.

F.

V.

S.

A.

of
Mr. Ram Bhandari
a senior member of Basketball
of (Lamjung district, VDC 9)

We extend our heartfelt condolences
to his ~~late~~ bereaved family and
relatives and pray that his
departed soul will rest in peace
in heaven.

He will always remain in our
heart and memories.

Basketball Training Centre (BTC)
Nepal.

Beshishar, Lamjung.

13

Date Himalayan Times

This week, we have to face a lots of problems, due to heavy rain. Different rivers of our country i.e. Mechi, Kankai, Koshi, Karna, Bagmati with have overflowed.

Due to this, many areas of Terai like Jhapa, Morang, Saptari, Dhanusha, Rautahat are affected badly. This ^{rainfall} cause unexpected destruction.

Many damages have taken place. 50 people had dead, died. Thousands of people became homeless. 150 livestock. Many crops have damaged eat, choses of top supers are get and many other things are lossed.

But there is also some good and relieving news. Many helpers are doing relieving works. They tried to find and also have find many peoples. They are trying to make all the people safe. Another good news is that Rs 10,000 given to each family by

C.

S.A.

T.

F.

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A.

C.
S.
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A.
T.
F.

the government. We will try to
~~update~~ ~~you~~ gather information
relating to Jorai and its destruction
in next time.

17

Reported by
Sushma Chaurang

शान्ति विद्युज मा. वि.

परीक्षा :

नाम : Binod Raymaghi

कक्षा : 10 'B' रोल नं. 13

विषय : Compulsory English

मिति : 2073/02/14

S.N.	Items	F.M	M.O	P. %
1.	Item 1	20	8	40%
2.	Item 2	25	9	36%
3.	Item 3	20	4	20%
4.	Item 4	15	8	53.33%
Total		80	29	36.25%

1. Write a story with the help of the following questions.

C. One ~~open open~~ there, was a Merchant. ^{S.E} Hew
T. was riding home from a fair. He has
SVA had a large sum of money with him.
F. suddenly heavy rainfall. And Merchant
V. gets wet but he wanted to pocket
S. his money and ~~HPM~~ salt but he got
A. wet. After a short ~~time~~ time unfortunately
Robbers come and extract that but lucky.
the gun powder was dumped the merchant
escapes from that place that the Merchant
was safe.

Moral: Don't be fooled

8

2. Write a Newspaper report use the clues in the box.

C. A week of heavy rain. → Rivers Mechi,
T. kankai, koshi, kamala, bagmati bagmati with
SVAI tributaries over flowed which
F. affected areas are Terai, Jhapa,
V. Morang, Saptari, Pharusha, Rautahat its have
S. Damages 50 dead people were dead,
A. thousands people were homeless 150
livestock, paddy crops crores of represses
government help the family to give Rs 10,000
money of the per to all the family and
going back to their homes.

9

4. Read the condolence notice given below and write the similar condolence.

Go CONDOLENCE

We express our deep sympathy and grief at the sudden and untimely demise of Mrs. Hari Radha Thapa

C. ~~it is~~ My. Hari prasad
T. it is difficult to say and I ~~is~~ still
SVA can't believe my ears. Is it true.

F.
V. As you know he best friend of mine.
S. we are reading together in shanti
A. Nikunja M.V. he was very discipline
discipline. hard worker. he is famous famous
by class and teacher he always cracked
jokes he is very talent for study and
games. but ~~sadly~~ he was missed.

we extend our heartfelt condolences to her bereaved family and relatives and pray that her departed soul will rest in peace in heaven. He will always remain in our hearts and memorise

~~He will always remain in~~
who gave. --- (8)

3) biography

~~Rajan~~ Lal Rajan Lal Thapa

Rajan was born in 1979. he was born

in Ramechhap. Rajan father name was

Rumhari Thapa and mother name was

Sabita Thapa.

S. P. S.

A



?

C.

Appendix - III

Individual Students' Performance of Balsewa Secondary School, Jhochhen, Kathmandu on Four Test Items

S.N.	Students' Name	Item No. 1	Item No. 2	Item No. 3	Item No. 4	Full Marks	Marks Obtained	%
1	Bhagawati Shrestha	12	11	11	11	80	45	56.25
2	Bipana Sunar	8	7	6	8	80	29	36.25
3	Bishal Kunwar	14	14	12	11	80	51	63.75
4	Junu Lama	10	9	6	7	80	32	40.00
5	Manoj Lama	7	6	6	6	80	25	31.25
6	Mina Magar	13	12	4	12	80	41	51.25
7	Mohamad Salim	8	10	5	7	80	30	37.5
8	Nikita Khadki	11	7	6	10	80	34	42.5
9	Rojina Gotame	10	11	6	8	80	35	43.75
10	Samir Tamang	7	8	7	9	80	31	38.75
11	Smriti Khatri	14	11	11	10	80	46	57.5
12	Susanta Gupta	9	8	6	9	80	32	40
13	Susil Bogadi	13	15	10	11	80	49	61.25
14	Ujwal Maharjan	9	10	7	7	80	33	41.25
15	Yunisha Khadki	12	10	11	12	80	45	56.25
	Total	157	149	114	138	1200	558	46.5

**Individual Students' Performance of Shanti Nikunja Secondary School,
Bhagawatibari, Kathmandu on Four Test Items**

S.N.	Students' Name	Item No. 1	Item No. 2	Item No. 3	Item No. 4	Full Marks	Marks Obtained	%
1	Abject Karki	8	7	6	8	80	29	36.25
2	Anil Tamang	9	12	10	9	80	40	50
3	Anisha Roka	12	13	12	9	80	46	57.5
4	Anjali K. Rauniyar	10	13	10	11	80	34	42.5
5	Bandana Shah	11	12	10	12	80	45	56.25
6	Binod Rayamajhi	8	9	4	8	80	29	36.25
7	Bipana Darnal	10	9	11	11	80	41	51.25
8	Mamata Tamang	9	7	8	10	80	34	42.5
9	Manish Shrestha	7	10	8	9	80	34	42.5
10	Niraj Giri	7	8	5	10	80	30	37
11	Prakash Tamang	14	15	13	12	80	54	64.5
12	Prashanta Tamang	8	13	12	12	80	45	56.25
13	Roshan Shahi Khadki	14	17	13	12	80	56	72
14	Sachin Shrestha	8	11	6	10	80	34	42.5
15	Susma Gurung	15	17	14	12	80	59	73.75
	Total	140	170	142	156	1200	609	50.75

**Students Performance of Item No. 1 Writing Story of Balsewa Secondary
School, Jhochhen Kathmandu**

S.N.	Students' Name	Full Marks	Obtained Marks	%
1	Bhagawati Shrestha	20	12	60
2	Bipana Sunar	20	8	40
3	Bishal Kunwar	20	14	70

4	Junu Lama	20	10	50
5	Manoj Lama	20	7	35
6	Mina Magar	20	13	65
7	Mohamad Salim	20	8	40
8	Nikita Khadki	20	11	55
9	Rojina Gotame	20	10	50
10	Samir Tamang	20	7	35
11	Smriti Khatri	20	14	70
12	Susanta Gupta	20	9	45
13	Susil Bogadi	20	13	65
14	Ujwal Maharjan	20	9	45
15	Yunisha Khadki	20	12	60
	Total	300	157	52.33

Students Performance of Item No. 2 Writing News Report of Balsewa

Secondary School, Jhochhen Kathmandu

S.N.	Students' Name	Full Mark	Obtained Marks	%
1	Bhagawati Shrestha	25	11	44
2	Bipana Sunar	25	7	28
3	Bishal Kunwar	25	14	56
4	Junu Lama	25	9	36
5	Manoj Lama	25	6	24
6	Mina Magar	25	12	48
7	Mohamad Salim	25	10	40
8	Nikita Khadki	25	7	28
9	Rojina Gotame	25	11	44
10	Samir Tamang	25	8	32
11	Smriti Khatri	25	11	44
12	Susanta Gupta	25	8	32
13	Susil Bogadi	25	15	60
14	Ujwal Maharjan	25	10	40
15	Yunisha Khadki	25	10	40
	Total	375	149	39.73

Students Performance of Item No. 3 Writing Biography of Balsewa

Secondary School, Jhochhen Kathmandu

S.N.	Students' Name	Full Mark	Obtained Marks	%
1	Bhagawati Shrestha	20	11	55
2	Bipana Sunar	20	6	30
3	Bishal Kunwar	20	12	60
4	Junu Lama	20	6	30
5	Manoj Lama	20	6	30
6	Mina Magar	20	4	20
7	Mohamad Salim	20	5	25
8	Nikita Khadki	20	6	30
9	Rojina Gotame	20	6	30
10	Samir Tamang	20	7	35
11	Smriti Khatri	20	11	55
12	Susanta Gupta	20	6	30
13	Susil Bogadi	20	10	50
14	Ujwal Maharjan	20	7	35
15	Yunisha Khadki	20	11	55
	Total	300	114	38

Students Performance of Item No. 4 Writing Condolence of Balsewa

Secondary School, Jhochhen Kathmandu

S.N.	Students' Name	Full Mark	Obtained Marks	%
1	Bhagawati Shrestha	15	11	73
2	Bipana Sunar	15	8	53
3	Bishal Kunwar	15	11	73
4	Junu Lama	15	7	47
5	Manoj Lama	15	6	40
6	Mina Magar	15	12	80
7	Mohamad Salim	15	7	47
8	Nikita Khadki	15	10	67
9	Rojina Gotame	15	8	53
10	Samir Tamang	15	9	60
11	Smriti Khatri	15	10	67
12	Susanta Gupta	15	9	60
13	Susil Bogadi	15	11	73
14	Ujwal Maharjan	15	7	47
15	Yunisha Khadki	15	12	80
	Total	225	138	61.33

Students Performance of Item No. 1 Writing Short Story of Shanti

Nikunja Secondary School, Bhagawatibari Kathmandu

S.N.	Students' Name	Fulls Mark	Marks Obtained	%
1	Abject Karki	20	8	40
2	Anil Tamang	20	9	45
3	Anisha Roka	20	12	60
4	Anjali K. Rauniyar	20	10	50
5	Bandana Shah	20	11	55
6	Binod Rayamajhi	20	8	40
7	Bipana Darnal	20	10	50
8	Mamata Tamang	20	9	45
9	Manish Shrestha	20	7	35
10	Niraj Giri	20	7	35
11	Prakash Tamang	20	14	70
12	Prashanta Tamang	20	8	40
13	Roshan Shahi Khadki	20	14	70
14	Sachin Shrestha	20	8	40
15	Susma Gurung	20	15	75
	Total	1200	140	46.66

Students Performance of Item No. 2 Writing News Report of Shanti

Nikunja Secondary School, Bhagawatibari Kathmandu

S.N.	Students' Name	Full Marks	Marks Obtained	%
1	Abjeet Karki	25	7	28
2	Anil Tamang	25	12	48
3	Anisha Roka	25	13	52
4	Anjali K. Rauniyar	25	13	52
5	Bandana Shah	25	12	48
6	Binod Rayamajhi	25	9	36
7	Bipana Darnal	25	9	36
8	Mamata Tamang	25	7	28
9	Manish Shrestha	25	10	40
10	Niraj Giri	25	8	32
11	Prakash Tamang	25	15	60
12	Prashanta Tamang	25	13	52
13	Roshan Shahi Khadki	25	17	68
14	Sachin Shrestha	25	11	44
15	Susma Gurung	25	17	68
	Total	375	173	45.33

Students Performance of Item No. 3 Writing Biography of Shanti Nikunja

Secondary School, Bhagawatibari Kathmandu

S.N.	Students' Name	Full Marks	Marks Obtained	%
1	Abject Karki	20	6	30
2	Anil Tamang	20	10	50
3	Anisha Roka	20	12	60
4	Anjali K. Rauniyar	20	10	50
5	Bandana Shah	20	10	50
6	Binod Rayamajhi	20	4	20
7	Bipana Darnal	20	11	55
8	Mamata Tamang	20	8	40
9	Manish Shrestha	20	8	40
10	Niraj Giri	20	5	25
11	Prakash Tamang	20	13	65
12	Prashanta Tamang	20	12	60
13	Roshan Shahi Khadki	20	13	65
14	Sachin Shrestha	20	6	30
15	Susma Gurung	20	14	70
	Total	300	142	47.33

Students Performance of Item No. 4 Writing Condolence of Shanti

Nikunja Secondary School, Bhagawatibari Kathmandu

S.N.	Students' Name	Full Marks	Marks Obtained	%
1	Abject Karki	15	8	53
2	Anil Tamang	15	9	60
3	Anisha Roka	15	9	60
4	Anjali K. Rauniyar	15	11	73
5	Bandana Shah	15	12	80
6	Binod Rayamajhi	15	8	53
7	Bipana Darnal	15	11	73
8	Mamata Tamang	15	10	67
9	Manish Shrestha	15	9	60
10	Niraj Giri	15	10	67
11	Prakash Tamang	15	12	80
12	Prashanta Tamang	15	12	80
13	Roshan Shahi Khadki	15	12	80
14	Sachin Shrestha	15	10	67
15	Susma Gurung	15	13	87
	Total	225	155	69.33