

# CHAPTER ONE

## INTRODUCTION

This study is about "Developing Writing Proficiency Through Process Writing". This chapter consists of general background which includes the discussion on the English language, language skills, writing skills, importance of writing skills, components of writing skills, mechanics of writing, writing proficiency, process writing, importance of process writing, problems of process writing, solution of difficulties in process writing, review of related literature, objectives of the study and significance of the study.

### 1.1 General Background

Language is means of communication through which we share our ideas, feelings and emotions. Human beings, animals as well as birds can communicate with each other within their group by using sounds or signs or both. Human beings are distinguishable from animals and birds by language. People speak when they want to express their opinions and desires to establish their social relationship and friendship. Communication generally does not take place in isolation. It is specially a human possession. Chomsky (1965, p.15) claims the existence of innate properties of language to explain the Child's mastery of his native language in such a period of times despite the highly abstract nature of rules of Language Acquisition Device (LAD) which is in human mind. Linneberg (1967, p.21) says, "Language is species specific behavior and certain mode of perception, categorizing abilities and other languages related mechanisms are biologically determined".

More specifically, language learning means learning language skills. Language skills are: listening, speaking, reading and writing. Similarly listening and speaking are the primary skills and reading and writing are the secondary skills. Listening and reading are the receptive skills and speaking and writing are the productive skills. Language acquisition process begins with listening and other skills develop later on. Listening and speaking skills do not need any formal

training in course of language learning where as the other two skills reading and writing is needed conscious learning. Writing skill is one of the most important skills for learning language. This skill is productive in nature.

## **Writing**

Writing is one of the four skills of language. Writing skill is a permanent record form of expression and as a means of communication. Writing is putting down something which has been spoken in conventional graphic form. In this sense writing is nothing more than the correct association of conventional graphic symbols, with sounds; which have no significant importance for the writer. Writing is thus, is clearly much more than production of graphic symbols. The symbols have to be arranged to form sentences, so it is highly developed form. It is an act of creation of thinking process. It is output of mental effort. Writing refers to the expression of ideas in a consecutive way according to the message. So some kind or translating our thoughts into language in graphic form. Through writing we share our ideas, arouse feelings persuade and convince other people. In Rivers' (1968; p. 243) words,

"Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express him in a literary which requires the utilization of a special vocabulary and certain refinements structures" Describing its complexity Nunan says, "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate a control of a number of variables simultaneously. At, the sentence level these include control of content, format sentence, structure, vocabulary, spelling and letter formation. Beyond, the sentence the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts" (1992, p.36)

About the history of writing Hammmer (2004) says,

"The history of writing is as ancient as Indus civilization. Some of the earliest writing, so far dates from about 5500 years ago. It was found 1999 at a place called Harappa in the region where the great Harrappa or Indus civilization once flourished. There is incomplete agreement about the meaning of the symbols that were discovered. However when the discovery was made the archeologist Richard Meadow stated that the inscriptions had similarities to what became the Indus-script the first recognized written language. Since then many different writing system have evolved around the world (p.1)".

Writing is an art which gives one to be heard and to influence others. It is permanent imitation what we speak. For long term memorization writing is needed. The main purpose of writing is to be enabled the learners for free composition and creativity. We can not learn to speak without learning to hear and write unless we are able to read. That is why reading and writing are interrelated and helpful in improving the competence level of learners. Writing is the very complex process requiring many composite skills like mental, psychological rhetorical, and critical.

In Richard's (1986, p.36) words writing refers to the "Expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express him in a polished literary form which requires the utilization of special vocabulary and certain refinements structures."

Speaking is natural but writing needs conscious learning. Permanency and accuracy are the important factors in writing.

Writing exercises are concerned with enlarging ideas of the students. We should be sensitive to the fact that writing has its own rules and conventions and we can expect course material to take them into account. Writing is not speech written down and writing ability can not be adequately taught by simply

getting students to write down oral drills or do written grammar exercises. This may help them with their spelling but it will not equip them to produce coherent written text following the convention of writing. Rivers (1968, p.243) describes writing as "Writing becomes a more complicated process when it involves putting in graph form, according to the system accepted by educated native speakers combination of words, which might be spoken in specific circumstances which convey certain elements of meaning".

Thus writing is a difficult task which needs systematic progress from stage to stage. Practice of free writing decreases the teacher dependency of students day by day. And lastly they can be the proficient writer.

### **1.1.2 Importance of Writing Skill**

Writing is one of the most important and supervisor skills for learning a language. It is a productive skill, which needs proper mechanics of writing to make sensible sentences and paragraphs. Writing helps to transmit thoughts, feelings and ideas from past to present and present to future. Thus, it is a transparent mirror, which can present our knowledge as well as experiences. Writing is the output of listening, speaking and reading skills.

Writing is thus an important productive skill which is called 'product' and 'process'. In our examination system of all levels, the writing proficiency plays a vital role in securing good marks. If the students are not trained in writing skill, they can not give their answers in a limited time of examination. In this way, the students must develop their writing skill to pass the examination. The students can not be perfect in any language without the knowledge of writing skill.

Writing skill provides variety in the classroom activities. Writing is a transparent mirror that can present out thoughts and experiences and knowledge related to science, technology, religion, philosophy, politics, sociology, literature and culture. Furthermore, the following points make the writing so important.

- (a) Writing is the primary basis upon which our work, our learning and our intellect will be judged in college in the work place and in the community. Writing expresses who we are as a person.
- (b) Writing is portable and permanent. It makes our thinking visible.
- (c) Writing helps us among facts, inferences and opinions without getting confused and without confusing our readers.
- (d) Writing promotes our abilities to pose worth while question.
- (e) Writing fosters our ability to explain a complex position to readers and to ourselves.
- (f) Writing helps us to give feedback.
- (g) Writing helps us to refine our ideas.
- (h) Writing requires that we anticipate our reader's need. Our ability to do so demonstrates our intellectual flexibility and maturity.
- (i) Writing out our ideas permits us to evaluate the adequacy of our arguments.
- (j) Writing stimulates us to extend a line of thought beyond of our first impression.
- (k) Writing helps us to understand how the truth is established in a given discipline.
- (l) Writing equips us with the communication and thinking skills. We need to participate effectively.
- (m) Writing is an essential job skill.

### **1.1.3 Components of Writing**

Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence,

structure is the most desired thing. It is an art of manipulating words and sentences in effective way.

Richard (1985) says, "Learning to write in either a first language or a second language is one of the most difficult task. Learning to write is a difficult and lengthy process, that one includes anxiety and frustration in many learners. Yet good writing skills are essential to academic success and requirement for many occupation and professions (p.100)".

Writing is not the random juxtaposition of words and sentences to construct a text. Rather it is an art of manipulating words and sentences in an effective way. But it is very complex task to write clearly and explicitly.

The components of writing can be divided into three main stages of writing skills.

### **1.1.3.1 Mechanics of Writing**

Mechanics refers to the punctuation and spelling. Mechanics of writing is known as graphological system which mainly includes capitalization, spelling and punctuation. Learners must have the knowledge of mechanics of writing. Heaton (1988, p.145) says, "Mechanics of writing is the ability to use correctly those conventions peculiar to the written language." Mastery over the mechanics of writing and practice on the basic skills are necessary in the first step for child. Under mechanics of writing, the learner should learn the letters, capitalization, spelling patterns and sentence punctuation.

#### **i. Capitalization**

Capitalization refers to the proper use of capital letters. Wehneir: (2005, P.60), "Appropriate capitalization is a matter of convention. i.e. capitalization the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of the quotation and so on" are very familiar to us. But, some capitalizations are matter of style rather than convention. Certain rules are determined for using capital letters.

## **ii. Spelling**

Spelling helps to write the letters in a word in correct orders. Incorrect spellings prevent the understanding of a written message. It can affect the reader's judgment. Slightly change in spelling can bring drastic change in meaning. Spelling plays a very important role since addition, deletion, omission or replacement of one letter with another can change the entire message, so in writing system mastery in spelling is needed.

## **iii. Punctuation**

Punctuation is system of inserting marks on symbols in order to make the meaning clear. According to Wehner: (2005, P. 60), "The correct use of punctuation mark such as full stop [.] , hyphen [-] , dots [...], slash [/] dash [-], quotation marks [' , or " "], brackets ( ) , [ ] , { } , italics and so on, help the writer to organize written language and clarity relation between words and clauses".

### **1.1.3.2 Structuring**

The second stage of writing is 'structuring'. In this stage students learn the spelling of words, syntactic rules of structuring words, sentences and paragraphs to form a text. This is the level up to sentences where it tells about the structuring of words, phrases and sentences to construct a compact text. It pays attention to syntax and semantics that looks appropriateness and accuracy.

### **1.1.3.3 Discourse**

Discourse can be defined as the stretch of language which communicates something either in oral or in written form. Discourse analysis examines how stretches of language consider in their full textual, social and psychological context becomes meaningful and unified for their users. It provides the insight into the problems and process of language use. In this regard Cook (1996) says, "The language which is used to communicate something and felt to be coherent; may or may not be corresponded a correct or series of correct sentences due linguistic elements of discourse. So, the language in use for

communication is called discourse. And full search for what gives discourse coherence is discourse analysis (p.6)."

Thus the sentences which communicate some message to the reader in written form can be said written discourse. The elements that the discourse contains can be presented as follows:

### **i) Coherence**

Coherence can be defined as the semantic relationship of different sense units between and among the utterances. It is the relationship between different sentences based on the meaning. It conveys not solely on denotative meaning. It makes our written text more logical, organized and easy to understand and clear. Giving the coherence in writing Harmer (2004) says,

"Text to have coherence it needs to have some kinds of internal logic which the reader can follow with or without the use of the prominent cohesive devices where a text is coherent the reader can understand at least two thing's:1) The writer's purpose the reader should be able to understand what the writer's purpose is. Is it to give information, suggest a course of action make a judgment on a book or a play, or express an opinion about old events, or example? A coherent text will not mask the writer's purpose ii) the writer's line of thought, the reader able to follow the writer's line of reasoning if the text is discursive piece. If on the other hand, it is a narrative the reader should be able to follow the story and not get confused by the time jumps and too many characters etc, (p.24-25).

Thus, coherence refers to the relationship between utterances and the meaning it conveys.

### **ii) Cohesion**

Cohesion means linking phrases together, so that the whole text is clear and reasonable. It is achieved by several methods, such as the use of conjunctions,

another is the linking of phrases and sentences with words like *he, they and that* which refer back to something mentioned before. The main contribution of cohesion in written text is that, it makes the written text more compact and smooth. Harmer (2004) says,

"When we write a text we have a number of linguistic techniques at our disposal to make sure that are prose 'sticks together'. We can for example use lexical repetition and /or chains of words within same lexical set through a text to have this effect. We can use various grammatical devices to help the reader understand what is being referred to all the time, even when words are left out or pronouns are substituted for nouns (p. 22)".

To sum up, cohesion refers to the grammatical and/ or lexical relationship between different elements of a text.

#### **1.1.4 Writing Proficiency**

Proficiency means the ability of doing something in a skilled or an expert way because of training and practice. Writing proficiency means having sufficient command of the writing for a particular purpose. What candidates have to be able to write in the language in order to be considered as a proficient writer.

Writing proficiency is the ability of an individual to write or perform in an acquired language. The writing proficiency plays a vital role in securing good marks in the examination and spread knowledge and experience to others. It is concerned with specific skills and abilities rather than general abilities. It is useful for assuring employers or academic institutions to rely on potential employers. It helps to select people from different institutions in countries in affair manner. Hockett (1972) says,

"Though writing is not the linguist's primary concern, he is interested in it as any educated member of our society of course is and also for two special reasons. One is that our records of our past speech until the extremely recent invention on the phonograph, take the form exclusively

of documents and inscriptions. The other is that writing is itself of tremendous importance in human life and that the natural and history of writing can only be clearly understood in terms of language. (p.185)."

Writing proficiency is one of the most important component of language proficiency. People have realized the critical importance of the search for excellence in developing writing assessment instruments that provide the best possible information about student proficiency which is quite difficult to realize, the direct topic approach has high validity, but while quite typical, this method has a serious drawbacks. It will be accompanied into a smaller storage that may occur. If the writers were able to find their own level by writing on to topic then they feel comfortable. The indirect objectives approach is not easily affected scores, but the validity of this method has been doubted.

In order to be proficient writer, one has to be able to express his/her ideas feelings, emotions and desires by using his or her own language. That is known as free writing or composition. Then the question arises about how to test writing. According to Hughes (2003),

"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 tests which measure writing ability accurately. And if, in fact satisfactory accuracy were a real possibility, consideration of backwash and ease of construction would still argue for the direct testing of writing within teaching institutions (p.83)."

Given the decision to test writing ability directly, we are in apposition to test the testing problems in general form for writing.

This has the following three parts:

1. We have the set of writing tasks that are properly representative of the population of tasks that we should be expect able to perform.

2. The tasks should elicit samples of writing which truly represent the students' ability.
3. It is essential that the samples of writing can and will be scored reliably.

Weir (1993) states,

"Two different approaches for assessing writing ability can be adopted. 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 tests. Secondly, more direct extended writing tasks of various types should be constructed. These would have greater construct, content, face and wash back validity, but would require a more subjective assessment. (p. 58)."

Thus, testing writing is a very complex task because testing includes infinite number of things such as spelling, cohesion, coherence etc. Besides, the complexities of testing writing increase due to the fact that writing now is not restricted to articles, books, letters etc, on paper alone. Today computer offers a wide range of opportunities to write documents, e-mails, faxes or which have made writing a more complex process because the writer has to be familiar with a dazzling array of tools with which to prepare, organize and present his write-ups.

### **1.1.5 Process Writing**

Written form of language uses visual symbols or to represent the sounds used in speaking. Letters can be seen or read. In process writing graphic symbols are arranged and re-arranged in the large units say words and sentences. Sentences are arranged in sequential order. Byrne (1988) says, "Produce a sequence of sentences arranged in a particular order and linked together in certain ways". A good writer always keeps the audience in his mind. Who he is writing for and why he is writing are two important components. These two audiences and purpose keep the writer in right track. The process of writing is highly

individualistic. The teacher re-invents any teaching procedures in which are appropriate both teacher and students because teaching and learning are joint enterprises. The teacher should be a linguistic judge in process writing when the students develop their writing proficiency. He will provide proper linguistic forms, experiences, ideas, attitudes and feelings. Such a piece of writing displays language proficiency. The process writing demands conscious intellectual effort. The process writing gives an insight into what is involved in the writing process. It helps to reconstruct the train of thought which underlies the text they will write. The writer has time at his disposal. He can think, plan and then write. First he makes notes, then prepares drafts and revises the text and produce final copy.

The writer always follows the essentials of writing which are spellings or mechanics of writing or graphological resources. Addition or omission of one letter to another can change the entire meaning. Process writing requires the ability to spell in English. The relationship between sounds and letters is a must. Punctuation helps to clarify the meaning and understand the text. We cannot understand the text without punctuation. The writer should write grammatically correct sentences for comprehensible writing, suitable words and proper use of grammar should be needed. Harris (1993, p.10) says, "Writing is the process, which occur over a period of time, particularly if we take into account". The sentences are extended periods thinking that precede creating in initial draft.

The goal of this technique is to nurture the skill with which writers work out their own solutions. Writer provides shape by using their raw materials onto coherent message. Writing is a process of matching of matter with manner.

White and Arndt (1993, p.4) present the following steps of process writing. These organizing principles, the various processes entitled in the writing. Each of the six main processes groups together and activities centered one of these processes.

- i. Generating ideas
- ii. Focusing
- iii. Structuring
- iv. Drafting
- v. Evaluating
- vi. Re-viewing

The 'process writing' wheel can be shown diagrammatically as follows:

### **1.1.5.1 Generating Ideas**

Generating ideas is an important part of the writing process. The writer has to consider where to start and how to start. So the writer discovers, develops and arranges the ideas. The writer attempts to discover a topic and identifies the purpose of it. The writer stimulates the ideas in the initial stage to prove the usefulness of the topic. Generating ideas involves drawing upon long term memory which consists of three main kinds of memory store: According to White and Arndt (1993, p.17), "Episodic memory, semantic memory and conscious memory." Episodic memory consists; devoted of events, experiences and visual and auditory images. Semantic memory consists of

information of ideas, attitudes and values. Conscious memory includes emotions and feelings. These different types of memories will be included according to the writer's purpose. In this step the writer first chooses the topic, identifies a purpose for writing, finds an appropriate form in which to develop a topic, work out a plot and develop the organization of ideas.

### **1.1.5.2 Focusing**

To communicate the message the writer chooses the focal idea. The focal idea unifies and informs the text. Some personal and intellectual commitment should be in focal idea or attitude. Writer has to consider the reader's questions what the writer trying to tell the reader. The writer need to establish the viewpoint to the reader. The focal idea or viewpoint is related to the writer's engagement with the subject matter. The focal expression closely related to the writer's purpose in writing. In this stage the writer discovers the main idea during the drafting process. Clear focus is essential for an effective piece of writing. The writer will be organized ideas coherently. The writer will consider the negative responses of the reader. To select focal idea or topic, the writer always keeps the concepts and procedures of fast writing and loop writing in his mind.

### **1.1.5.3 Structuring**

Structuring means selecting information both side of the factual and linguistic field and arranging them more precisely. What information to be selected and how to arranged them are crucial to the success of writing. Grouping ideas together and deciding upon how to sequence them are the main process in the structuring. New ideas are constantly generated by the actual process of writing. In this process grouping ideas into framework, using statement prompts considering priorities of ideas, experimenting with arrangements and relating structure to focal ideas are the focal points of structuring. White and Arndt, (1998, p.78) states, "Writers chooses from among the ideas and place them in order to scrutinize the expressions and place them where they belong."

In this stage the writer thinks the purpose of writing, information of writing and expression of the reader.

#### **1.1.5.4 Drafting**

Writer considers how to organize information and ideas properly for their reader. The writer always has to think the pupil or reader in his mind. He also considers how to reach the conclusion. Well opening and well ending of the text with the sense of completion is a must. The fundamentals to drafting are the processes of revision and re-writing. The writer runs through the 'write, re-visit, re-write'. The students prepare three drafts while they are writing. The third draft is the final product. The second draft is the word processing copy. The teacher also prepares the drafts and demonstrates to the students. It will be appreciation to the teacher and students. The first draft is beginning then second is adding or deleting, the third is ending or product copy. The teacher considers the procedures for each stage. Leki, (1998, p.5) says, "Don't be afraid to add, delete and change your ideas." Therefore the writer prepares the text in this mentioned way or stage.

#### **1.1.5.5 Evaluating**

Traditionally students write and the teachers evaluate but the students should be critic one owns. Re-writing is what writing is all about and only few of us write exactly right at the first time. The students decide themselves whether their text fulfills its intended goal or not. The students have to be their own evaluators. Only assessed by the teacher and read by student is not authentic. This process arouses the self-assessment capacity. At the first draft the teacher will provide feedback and criteria for evaluation. Leki (1998, p.30) presents, "Cubic which evaluates the writing from different points, they are: describing, comparing, analyzing, associating, applying and arguing." Students apply their own evaluation criteria. At last they start conferencing. Conferencing is a procedure where the teacher, reader and writer work together what the writer

has to be written. Before writing, while writing and after writing activities should be conducted.

### **1.1.5.6 Re-viewing**

White and Arndt (1998, p.136) say, "Inspect your soldiers from the rear rank to the front, down to the minutest detail, decide on retaining or rejecting by the turn of a here." This is the final or last process. Re-viewing means look or observe the text with a new pair of eyes. There is sense in which a writing task never ends. It requires the sense for judgment and awareness. It is an actual amending process. For this process adequate linguistics tools are necessary. It develops the critical capacities of the students and enriches the learner to get the linguistics resources. Writing is basically related with purpose, audience and form. In this stage the focus is an overall assessment of the text to check, how the writer has been in taking these three contextual factors into account. Each copy of the final draft is typed and the text reached in a central file. Testing out of the logical links between ideas is not clear. Considering linguistic devices, logical connectors provide clear concept to the readers and help to understand the text. In this stage cohesive links are tested. To make logical thread sentences and paragraphs should be linked meaningfully. This process is called re-construction process. The writers help the reader to understand the messages. The writer segments the materials, while the students prepare the final draft. The writer should consider the paragraphing process. In this process, some words have to be cut out and some have to be added. Skilled writers are artists of language they know how to manipulate words and structures. Written texts have lexical choice, proper use of modal verbs and use of connectives. At last the writer highlights the idea or focal point, adjust the style and edits the text, correct and mark dealing with trouble spots and finishes with proof reading. The writer produces real text after collaborating marking. Then original or real product is to be got.

### **1.1.6 Importance of Process Writing**

Writing is one of the four skills of language learning. It is the fourth skill or last skill in learning. It is the skill which is the most difficult to master. That is why it is taught as the last skill. It demands kinetic faculty of our mind and needs proper handling. It needs structural and functional correctness.

It is not only putting down the alphabets on a piece of paper but it is also a purposeful selection and organization of ideas, facts and experiences. It is more related to, thinking in our mind and expressing it on a piece of paper. It is related to productive skill in the language teaching learning.

But in the context of Nepal the writing plays a very important role. One has to get good marks to show ones talent or mastery over the subject matter in any field. Right from the nursery class to master's level one can show his/her talent only through the writing examination. Viva or interviews etc. have very little importance in comparison to written tests. In the SLC examination of Nepal 75% weight age is given to reading and writing but only 25% to the listening and speaking. But in the higher levels, there will be interview, observation viva etc. which will not carry out as much marks as in the written test. One has to prove one's capacity only through writing. Even in the public service commission examination, oral interviews have importance in comparison to written tests. So the importance of writing skill cannot be ignored in Nepal. Writing is the only way to get success in life.

Byrne (1988, p.6-7) says that writing serves a pedagogical purposes:

- ) The introduction and practices of some form of writing enable to provide for different learning styles and needs.
- ) Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- ) Exposure to the foreign language through more than one medium especially if skills are properly integrated appears to be more effective than relying on single medium alone.

) Writing provides varieties in classroom activities serving as a break from oral work.

) Writing is needed for formal and informal testing.

Bacon states: "Reading makes a full man, conference a ready man and writing an exact man (Francis, Bacon, as cited in Sharma and Phyak (2009, p.254))."

The process writing gives insights how the writer operates as he creates the text. The writer provides concern and responsibility equally. It is the resources for further ideas. It provides the writer enthusiasm and commitment to become the successful writer. It develops language proficiency through process writing. It provides the ability to select the various tasks from various sections to the writer. The writer thinks carefully and remembers the text. It is a social activity.

Regarding the importance of writing skill, writing has an instrumental value in the learners. It is means of preserving knowledge. It serves as a check on his forgetting useful items of knowledge and ideas. The habit of note taking helps of what is read and summarizing helps the recollections of what has been studied.

#### **1.1.6.1 Problems of Process Writing**

Process writing is difficult task. Hedge (2005, p. 55) says, "It would be unwise to assume that all students or event, the majority of students are skilled writers in their mother tongue. Large numbers of students leave school without becoming proficient writer."

Process writing has some problems: According to the white and Arndt (1993, p.12-13) there are some problems which are as follows:

) Process writing has tended to be a much neglected part of language program.

) It is time consuming process.

- ) Students neglect to do homework.
- ) It is complex task.
- ) Writers face with a very complex management problems.
- ) The writers have to organize mass of ideas, information and associations into coherent linear text. So it is difficult.
- ) The writer can neither speak nor see the person whom he is addressing.
- ) It is difficult task to package the information.
- ) Disorder, impression, excursiveness, complexity and individual variation are difficulties in process writing. It is inappropriate for lower level classes.
- ) Six steps of process writing dictate the learners.
- ) Evaluation and reviewing are less important in producing text.
- ) Unnatural and irrelevant things should be written.
- ) It is mechanical and uninteresting.
- ) Writing skill is more difficult to justify than the other skills.

#### **1.1.6.2 Solution of difficulties in Process Writing**

- ) Process writing is challenging and demanding task, so learner has to face some difficulties for their future.
- ) The process writing is not only challenging but also rewarding.
- ) The best way is to learn to write is by writing.
- ) Only commanding and trained teacher can teach it. So concern sectors should manage training and only able teacher should be appointed.
- ) Writing should be started with suitable and interesting topic.
- ) English periods should be increased in school.

- ) Medium of English should be started from grade one.
- ) Process writing should be applied only in secondary level.
- ) The teacher should arouse the interest of the students to the text.

## **1.2 Review of Related Literature**

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new things or ideas. Many articles, reports, thesis, and books have been written on the area of writing skills. Here the researcher reviewed some of them so that he could be depended this study in consonance with the existing ones.

Rivers (1968, p.244) says, "Writing is not then a new skill which can be learned in isolation,.....writing gives the students' practice in manipulating structural variants adding the reinforcement of the kinesthetic image to the auditory and visual."

According to the River's word writing is old language skill and the students learn it separately. This skill is related with the kinesthetic images.

Hockett (1972) says, "Though writing is not the linguists' primary concern, he is interested in it, as any educated member of our society cause is and also for two special reasons: one is that our records of our past speech, until the extremely recent invention of the phonograph take the form exclusively of documents and inscriptions. The other is that writing is itself of tremendous importance in human life and that the natural and history of writing can only be clearly understood in terms of working of languages."

According to Widdowson (1978,p.62), One way of describing writing is say..."The use of visual medium to manifest the graphological and grammatical system of language, and another" that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper." He further considers writing an activity of developing discussion as

transferring information of various kinds from the writer's world knowledge to that of the readers and that linguistic rules facilitate the transference though mere linguistic rules are not sufficient to do this.

Odell (1981,p.43) argues that writing is the good activity to improve our understanding of only subject. The assumption is that the knowledge or ideas in crude form may be refined by trying to put them on the paper. The argument in that writing is an activity which involves the writer in the process of formulating ideas then testing and confirming them.

Several research works were carried out on writing proficiency by former researcher in the Department of English Education some of them are as follows:

Karki (1996) carried out a study on "A Comparative Study of Writing Proficiency between the Students of Public and Private Schools of Grade X in Lamjung District. The objective of this study was to analyze the writing of the students of grade X and identify their weaknesses. The findings show that writing proficiency of the students of private schools was better than that of public school.

Paudyal (1999) carried out a study on "Comparative Study of English Language Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu". The main objective of this study was to investigate the writing proficiency of the 12<sup>th</sup> grader's of Gulmi and Kathmandu district. This study also aimed to make comparative study of the English language writing proficiency of the students of different schools of Gulmi and Kathmandu district. The finding in this study was that the urban areas students were better than those of rural areas. This study explicitly showed that students of humanities and science faculties, specially, the girls had better proficiency.

Barakoti (2001) studied "Errors Committed by PCL Second Year Students in Writing Free Composition". The objective of this study was to develop the writing proficiency in free composition. He went to the field and performed his

activities. It was found that the students had committed errors in sentence construction, spelling and organization of thought. It showed that the students did not give proper attention to writing comparing to other language skills.

Bhattarai (2002) carried out the study on "A Comparative Study of the Writing Proficiency of the Secondary Level Students." The objective of this study was to develop the writing proficiency of the secondary level students. He found that the students of government school had less proficiency than the boarding school.

Sah (2003) did his research work on "Writing Proficiency of Grade Nine Students". The objective of this study was to find out the writing proficiency of the students specially using of the components of writing. He found that the students committed errors in the use of mechanics of writing.

Guragain (2008) carried out a study on "Proficiency in Free Writing of Grade Eleven Students of Kathmandu Valley". Similarly this study is also concerned on writing proficiency. Such determined objectives as comparing free writing proficiency and suggesting some pedagogical implications. Here the measurement of the proficiency is not clear as well. The proficiency was tested stream wise and findings show that the students of humanities were good in free writing. The researcher suggested to conduct the activities for free writing that can increase the writing ability of the students. The findings seem somehow satisfactory than other ones.

Subedi (2008) did her research work on "Proficiency in Writing Skill: A Case of Letters". The objective of the study was to find the writing proficiency of the students of ninth grade. She went to the field and took the test. Then she found that the overall proficiency of grade nine students in letter writing was found average.

Sharma (2009) did her research work on "Writing Proficiency of The Students of Higher Secondary Level". The objectives of the study was to find out writing proficiency in punctuation, articles, subject verb agreement and prepositions in

the writing of twelfth graders of the faculty of education in the Kathmandu Valley. The finding showed that the students were better in Kathmandu than Sirah.

Although the research work mentioned above are related to the writing proficiency. The research works have been carried out in the same topic and are just concerned only a few aspects of writing which are not able to detect the development of writing skill as a whole. There are not any specific methods and techniques to develop the writing proficiency. So this research aims to find out develop whether students can write writing skills after practicing process of writing. This study tends to develop writing proficiency through process writing, so the researcher hopes it will be more explicit and unique than previous ones.

### **1.3 Objectives of the Study**

Objectives of the study were as follows:

- i. To develop student's writing proficiency through process writing.
- ii. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Writing is the most fundamental and significant form of language. This study is a primary attempt to study about the development of writing proficiency through process writing of students of grade X of Parbat district. It mainly pointed out and determined the nature of difficulties faced by the students in the development of writing proficiency through process writing. To be more specific this study will be useful for the students, teachers, textbook writers, syllabus designers and other persons who are directly and indirectly involved in English language teaching activities.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted by the researcher while carrying out the research. The researcher adopted the following research methodology to carry out the research:

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data in this research study. The primary source was used for collecting data and the secondary source was consulted to facilitate the study.

##### **2.1.1 Primary Sources**

The students of grade ten who took part in the test programme and the teaching English program in the selected classes as well as the selected school of Parbat district were the primary sources of data. The primary data were mainly collected from the students of grade ten of the selected school.

##### **2.1.2 Secondary Sources**

The secondary sources of data were different books written about writing proficiency, process writing and testing writing like Rivers (1968), Heaten (1977), Harmer (1991), Nunan (1992) White and Arndt (1993), Karki (1996), Leki (1998), Poudel (1999), Bailey (2006), Guragain (2008) etc. Different Journals, articles like writing a research proposal, thesis writing and earlier researches carried out in this field were consulted as the supporting materials.

#### **2.2 Sample Population**

All the students studying in class ten of Shree Ram Secondary School of Parbat district was the study population of this study. The sample size of this study was twenty.

## 2.3 Sampling Procedure

For this research work, the researcher first of all, selected a secondary school by using non random judgmental sampling procedure then the researcher selected ten boys and ten girls from the grade ten.

## 2.4 Tools for Data Collection

The main tools for data collection were the test items. The researcher prepared the questions to find out the existing writing proficiency of the student selected boys and girls. Those test items contain description, give logic and essay. The researcher evaluated those tasks in terms of organization of ideas, choosing of the central idea, shaping of the ideas, preparing of the draft, evaluation (self and peer evaluation) revision, and components of writing such as mechanics of writing, structuring and discourse. The main criteria followed by the researcher while evaluating the students' free writing proficiency were as follows:

S.N.	Criteria	Marks Allotted
1	Mechanics of writings	17
2	Structuring	16
3	Discourse	17
<b>Total</b>		<b>50</b>

Similarly, the proficiency of the students' was determined into the rating scale given below

### Rating Scale

Obtained Marks	45-50	40-44	35-39	30-34	25-29	Below
Proficiency Level	Excellent	Very good	Good	Average	Below Average	Poor

## **2.5 Process of Data Collection**

To collect data, the researcher prepared the test items based on the level of students. Then he visited the selected school and contacted the school authority for the management of proper time to teach and conduct the weekly tests. Before distributing the test items the researcher consulted the students and made them clear about the nature and purpose of the task. Then he conducted the pre-teaching test and collected the answer sheets of the students.

The researcher selected the topic and prepared the lesson plan, then he taught in the ten class. After teaching one week he taught paragraph writing, essay writing story writing then he conducted the second test, he collected the answer sheets of the students and he checked. Then he also taught the second week. He taught essay writing, speech talk etc. and designed the test items and conducted the test. Then he collected the test and checked them and he taught one week again and conducted test and collected the answer sheets of the paper.

## **2.6 Limitations of the Study**

This study had the following limitations:

- (i) The study was limited to Parbat district.
- (ii) Only twenty students of grade ten (10 boys and 10 girls) were selected as the sample of the study.
- (iii) The study was limited to a set of test items which was made by the researcher and sample was given in the Appendix II
- (iv) The study focused only on Developing Writing Proficiency through Process Writing.
- (v) The study was limited only on writing skill of language.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This is the focal part of the study. It deals with the presentation, analysis and interpretation of the data, which are collected by the researcher from the Shree Ram Secondary School, Parbat. The researcher selected twenty students and taught them by applying processes of writing. There were test items related with writing namely paragraph writing, dialogue writing, letter writing, story writing, essay writing and speech talk. After taking the weekly test the researcher collected answer sheets of the students and checked and assigned the marks to those answers given by the students. After that the researcher again taught and took second test and collected answer sheets and checked and third term he look the exam and checked the answer sheets of the students. Then the collected data were tabulated, analyzed and interpreted descriptively as well as using appropriate statistical tools. The researcher analyzed and interpreted the data in terms of total proficiency before teaching proficiency, after teaching weekly test proficiency of the students in process writing.

The analysis and interpretation of the data have been made in the following headings:

- 3.1 Holistic Development of Writing Proficiency through Process Writing.
- 3.2 Components-wise Writing Proficiency before starting the action
- 3.3 Components-wise Writing Proficiency after starting of action in a week
- 3.4 Components-wise Writing Proficiency after starting of action in two week.
- 3.5 Components-wise Writing Proficiency after starting of action in three week.

### **3.1 Holistic Development of Writing Proficiency through Process Writing**

The overall writing proficiency of the students from the selected school has been analyzed and interpreted in detail using mean and percentile calculation in free writing after teaching by applying the processes of writing. The following table shows the proficiency of the students:

**Table No. 1**  
**Holistic Proficiency of the Students in Writing**

S.N.	No. of Students	Marks Obtained in Free Writing		Remarks
		Average	Percentage	
1	20	29	58	Below average

The table shows that twenty students were selected from Shree Ram Secondary School of Parbat. The researcher conducted the test in free writing. The answer sheets were checked and added the numbers of the students. The total number of the whole students was 580. The test was taken out of 50. The numbers of the students divided total marks and found average. The average mark was 29 and the percentage was 58. The researcher evaluated the students in free writing and their score was below average.

### 3.2 Components-wise Writing Proficiency before starting the Action

The analyses of the use of components of writing before teaching of the students of Shree Ram Secondary School Parbat are as follows:

**Table No. 2**

**Components-wise Writing Proficiency before starting the Action**

S.N.	Area	No. of Errors of the Students	Total No. of the Sentences	% of Errors in total Sentences	Remarks
1	Mechanics of Writing		1315		
	Capitalization	40		3.04	
	Spelling	44		3.34	
	Punctuation	240		18.25	
		324	1315	24.63	
2	Structuring	160	1315	12.17	
		160	1315	12.17	
3	Discourse		1315		
	Coherence	80		6.08	
	Cohesion	100		7.60	
		180	1315	13.68	
<b>Total</b>		<b>664</b>	<b>1315</b>	<b>50.48</b>	

The above table represents the errors committed in the areas of components of writing such as mechanics of writing, structuring and discourse by the grade ten students of Shree Ram Secondary School Parbat. Accordingly, they committed 3.04% of errors in the use of capital letters, 8.34% in the use of spelling 18.25% in the use of punctuation, they committed 12.17% accuracy of the sentences, 6.08% in the use of coherence & 7.60% in the use of cohesion. They committed 18.25% in mechanics of writing, 12.17% in structuring and 13.68% in discourse. Thus, they committed 50.48% of errors in total sentences and their existing writing proficiency was poor.

The table shows the overall average score and percentage were 22 and 44 percent, respectively. The students of Shree Ram Secondary School were seen satisfactory in free writing with the average score of 22 out of 50 full marks and 44 percent. Only four students are low but other students' level is near and tolerable.

### 3.3 Components-wise Writing Proficiency after starting of action in a week.

The analysis of the students in their use of components in writing applying processes after teaching a week are shown in the following table:

**Table No. 3**

#### **Components-wise Writing Proficiency after starting of action in a Week**

<b>S.N.</b>	<b>Area</b>	<b>No. of Errors of the Students</b>	<b>Total No. of the Sentences</b>	<b>% of Errors in total Sentences</b>	<b>Remarks</b>
1	Mechanics of Writing		1320		
	Capitalization	30		2.27	
	Spelling	42		3.18	
	Punctuation	224		17.80	
		296	1320	23.25	
2	Structuring	145	1320	10.98	
		145	1320	10.98	
3	Discourse		1320		
	Coherence	75			5.68
	Cohesion	90		5.68	6.81
		165	1320	6.81	12.49
<b>Total</b>		<b>606</b>	<b>1320</b>	<b>12.49</b>	<b>46.52</b>

The above data shows that the students of Shree Ram Secondary school wrote 1320 sentences. In the use capital letters, they committed 2.27% errors, 3.18%

in use of spelling, 17.80% in the use of punctuation. They also committed 10.98% in the writing of accurate sentences. They committed 5.68% and 6.81% errors in coherence and cohesion respectively. Thus they committed 46.52% errors which was comparatively progressive than the first test.

### **3.4 Components-wise Writing Proficiency after starting of action in two week**

The analysis of the components wise writing proficiency of the students of Shree Ram Secondary School are shown as follows:

**Table No. 4**

#### **Components-wise Writing Proficiency after starting of action in two week**

<b>S.N.</b>	<b>Area</b>	<b>No. of Errors of the Students</b>	<b>Total No. of the Sentences</b>	<b>% of Errors in total Sentences</b>	<b>Remarks</b>
1	Mechanics of Writing		1325		
	Capitalization	24		1.81	
	Spelling	40		3.01	
	Punctuation	224		16.90	
		284	1325	21.72	
2	Structuring	140	1325	10.56	
		140	1325		
3	Discourse		1325		
	Coherence	65		4.90	
	Cohesion	78		5.88	
		143	1325	10.78	
<b>Total</b>		<b>567</b>	<b>1325</b>	<b>43.06</b>	

According to the components wise errors the students of Shree ram Secondary School committed 21.72% of errors in the use of mechanics of writing. In the area of structuring, they committed 10.56% of errors. Like wise in the use of

discourse they committed 10.78% errors. In the total areas of components of writing they committed 43.06%. They committed less than 3% than the first test. The progress was 3% after teaching two week by applying the processes of writing.

### 3.5 Components-wise Writing Proficiency after starting of action in three week

The analysis of the components of writing; such as use of mechanics of writing structuring and discourse of the students are shown as follows:

**Table No. 5**

**Components-wise Writing Proficiency after starting of action in three week**

S.N.	Area	No. of Errors of the Students	Total No. of the Sentences	% of Errors in total Sentences	Remarks
1	Mechanics of Writing		1240		
	Capitalization	17		1.43	
	Spelling	28		2.25	
	Punctuation	208		16.77	
		253	1240	20.45	
2	Structuring	107	1240	8.60	
		107	1240	8.60	
3	Discourse		1240		
	Coherence	54		4.34	
	Cohesion	92		7.41	
		146	1240	11.75	
<b>Total</b>		<b>506</b>	<b>1240</b>	<b>39.80</b>	

The data above revealed that the students of Shree Ram Secondary School committed 20.45% errors in mechanics of writing. They committed the least in

capitalization and the most in punctuation. In the area of structuring they committed 8.60% errors which in less than 2% than the first exam. The use of coherence and cohesion in writing, they committed 4.34% and 7.41% respectively. Their total improvement was 4% which was satisfactory. Thus the teaching of writing by applying the process was needed and the components of writings were important in teaching writing.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This is the final chapter of the study which deals with the two conclusive parts of the research work viz. findings and recommendations.

#### **4.1 Findings**

After the analysis and interpretation of the collected data, the researcher concluded the following findings:

- (i) As a whole, the students were seen poor in free writing i.e. out of 50 in the first exam which was taken as a pre-teaching test. The students obtained 22 marks in overall average which makes 44 percent. Likewise they committed 3.04% of errors in the use of capital letters, 3.34% in the use of spelling, 18.25% in the use of punctuation, 12.17% in the writing of accuracy, 6.08% use of coherence in writing and 7.60% in cohesion. They committed 12.17% errors in mechanics of writing, 12.17% in structuring and 13.68% in discourse.
- (ii) The students were found more proficient after applying the process in teaching of writing. They increased their proficiency from 22 overall average marks and 44 percent to 23 overall average marks and 46 percentage after a week teaching. Their average progress was 1.9 and 14.4 percent. Similarly the students of Shree Ram Secondary School wrote 1320 sentences. They committed 2.27% errors in the use of capital letters, 3.18% in the use of spelling, 17.80% in the use of punctuation, 10.98% in the accuracy, 5.68% in the coherence and 6.81% in the cohesion. The data showed that the progress was 4% than the first test.
- (iii) After teaching of second week by applying process in writing, the students of Shree Ram Secondary School, committed 21.72% of errors in the use of mechanics of writing, in the area of structuring they committed 10.56%, in discourse they committed 10.78% errors. In the components wise the overall proficiency they committed 43.06%. They

committed 3% less errors than the before taken test. Second week i.e. in the third test, the students achieved overall average 27 marks out of 50 and 53 percentage. The overall average progress was 3.58 and 6.73 percent.

- (iv) After applying processes in third week teaching, the students were seen more proficient, they achieved 29 overall average marks out of 50 and 58 percentage. The overall average progress was 2.1 and 7.2 percent. In the components-wise writing proficiency in the further test of the students, they committed 20.45% errors in mechanics of writing, 8.60% in structuring and 11.75% in discourse.
- (v) In conclusion the process writing is difficult in implementing but it is important and need to apply in the class because the findings show that within a three weeks time the students increased their proficiency from overall average 22 marks and 44 percent to 29 overall average to 58 out of 50. This progress was really attractive and satisfactory. They committed 20.45% in mechanics of writing, 8.60% in structuring and 11.75% in discourse. The students were too weak in the use of punctuations.

#### **4.2 Recommendations**

On the basis of findings of the research work, the researcher would like to recommend some pedagogical implications to improve the Developing Writing Proficiency through process writing of the students. Following points can be recommended for improving the writing proficiency of the students:

- (i) Reading is an essential pre-requisite for writing. So, reading of different articles, books, news papers, stories, novel etc. should be encouraged for generating ideas.
- (ii) After reading the students should be able to organize the ideas in their text. The teacher should focus to organize the ideas.

- (iii) The school should organize the educational tour of different historical and natural places and the students should be asked to prepare the reports for their tour.
- (iv) Teacher should give the suggestion to link the ideas and to consider the audience, purpose, attitudes and view points of the writing for structuring.
- (v) Different types of programmes like debate competition, discussion, reporting, critical speech talk should be conducted as the extra-curricular part and students should be write these activities for drafting process.
- (vi) The students should write daily activities for their home work.
- (vii) The teacher should check their copy and he should inform and facilitate them for evaluating.
- (viii) The writing activities should be given to the students with regular correction such as self correction, peer correction and teacher correction for reviewing the text.
- (ix) The teacher should consider the mechanics of writing in teaching of writing.

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## Appendix – I

### Lesson Plan No-1

School's Name: Shree Ram Secondary School, Parbat

Subject: English

Class: X

Period: 1<sup>st</sup>

Number of the Students : 20

Time: 1 hrs.

Topic : Ecology and Environment

#### Specific Objectives

On completion of this topic, the students will be able to

- (a) Write an essay on "Ecology and Environment
- (b) Materials Board, Marker, Hand outs etc.

#### Activities:

- (i) The teacher asks some questions about the title of the essay and writes their views on the board. The teacher explains the topics and collects the ideas from the students as well. The teacher asks several questions about the topic ecology and environment writes them on the board. The teacher asks the students to organize the ideas.
- (ii) The students concentrate their ideas about the topic "Ecology and Environment". The students identify the central idea and other information. First the students work individually then in groups. The groups prepare ideas and exchange the ideas between groups. The teacher invites the students to think about how could they use ideas. The teacher asks the students to organize their text and how will they set.
- (iii) The ideas of the students are arranged and the students and teacher discuss how to arrange them on groups of information. The teacher asks the students to start off point for the first draft. The teacher displays the hand outs about the ecology and environment and the students add suggestions for linking the

ideas together. The teacher asks the students to consider the audience, purpose, attitudes and view points.

- (iv) The teacher explains how to open the essay Ecology and environment. The students develop further ideas. The teacher writes students suggestions as to what they expect from the beginning and ending of the sort of text they are going to consider. The students prepare the first draft and display it to other groups too.
- (v) The teacher gets the students in groups. The students work through the texts asking them to mark the places where they think the writing is unclear and incomprehensible. The teacher displays the text on the board. The students add points which they may not have covered. The students exchange their paper to each other and discuss the summary and the points. The students set the ideas and produce draft.
- (vi) The text reaches in the central file. The teacher displays the hands out. The students prepare the final version. They cut out some points and they add some points. After checking by the teacher and proof reading, the final version prepared.

**Appendix - II**  
**Questions for the Students**  
**Test Item**

School's Name: Shree Ram Secondary School, Parbat

Subject: English

Class: X

Period: 1<sup>st</sup>

Number of the Students : 20

Time: 1 hrs.

Topic : Ecology and Environment

**Attempt all the questions**

1. Write essay on "Ecology and Environment" about 100 words. 20
2. Write a paragraph on "City Centers" about 50 words 10
3. Write a couple of paragraphs about "Jealousy". 20

## Appendix – III

### Statistical Formula used on this Study

Formula of the average or Mean

$$\bar{X} = \frac{\sum X}{N}$$

Hence,  $\bar{X}$  X Average or mean

X: Students scores

$\sum$  Sign of summation

N : Total no. of the students

Formula of grand average or mean

$$\bar{\bar{X}} = \frac{\sum \bar{x}}{N}$$

Hence,  $\bar{\bar{X}}$  X Average or mean

$\bar{x}$  = Average scores

$\sum$  = Sign of summation

N : Total of average

## Appendix – IV

### Student-wise Writing Proficiency Teaching before Teaching

S.N.	Name of the Students	Mark Obtained (Out of 50)	Percent (%)	Remarks
1	Ujwal Karki	20	40	
2	Amit Bhusal	22	44	
3	Santosh Bhusal	23	46	Most
4	Ishwor Bhusal	25	50	
5	Saroj G.C.	21	42	
6	Madan Adhikari	23	46	
7	Suraj B.K.	20	40	
8	Suresh Karki	20	40	
9	Mahesh Karki	22	44	
10	Ramesh Bhusal	20	40	
11	Indra Karki	21	42	
12	Bishnu K.C.	22	44	
13	Ishwori Sapkota	22	44	
14	Sharmila Karki	15	30	Least
15	Nanju Bhusal	20	40	
16	Suhita Bhusal	15	30	Least
17	Sunita Karki	15	30	
18	Saraswati Karki	21	42	
19	Hira K.C.	22	44	
20	Shova Sharma	15	30	Least
<b>Total</b>		<b>404</b>	<b>808</b>	
<b>Average</b>		<b>22</b>	<b>44</b>	

## Appendix – V

### Student-wise Writing Proficiency Teaching after a Week

S.N.	Name of the Students	Mark Obtained (Out of 50)	Percent (%)	Progress		Remarks
				No.	%	
1	Ujwal Karki	25	50	5	25	
2	Amit Bhusal	25	50	3	13.6	
3	Santosh Bhusal	26	52	3	13.6	
4	Ishwor Bhusal	26	48	1	4	Least
5	Saroj G.C.	23	46	2	9.5	
6	Madan Adhikari	26	52	3	13.04	
7	Suraj B.K.	24	48	4	20	
8	Suresh Karki	24	48	4	20	
9	Mahesh Karki	25	50	3	13.6	
10	Ramesh Bhusal	25	50	5	25	
11	Indra Karki	23	46	2	9.5	
12	Bishnu K.C.	25	50	3	13.6	
13	Ishwori Sapkota	22	44	0	0	None
14	Sharmila Karki	17	34	2	13.3	
15	Nanju Bhusal	21	42	1	5	Least
16	Suhita Bhusal	20	40	5	33.3	Most
17	Sunita Karki	20	40	5	33.3	Most
18	Saraswati Karki	25	50	4	19.04	
19	Hira K.C.	23	46	1	4.54	Least
20	Shova Sharma	16	32	1	6.66	
<b>Total</b>		<b>461</b>	<b>868</b>	<b>1.9</b>	<b>14.4</b>	
<b>Average</b>		<b>23.05</b>	<b>46.1</b>			

## Appendix – VI

### Student-wise Writing Proficiency Teaching after two Week

S.N.	Name of the Students	Mark Obtained (Out of 50)	Percent (%)	Progress		Remarks
				No.	%	
1	Ujwal Karki	30	60	5	20	
2	Amit Bhusal	30	60	5	20	
3	Santosh Bhusal	29	58	3	11.6	
4	Ishwor Bhusal	31	62	5	19.2	
5	Saroj G.C.	28	56	5	21.3	
6	Madan Adhikari	28	56	2	7.6	Least
7	Suraj B.K.	30	60	6	25	Most
8	Suresh Karki	28	56	4	16.6	
9	Mahesh Karki	29	58	4	16	
10	Ramesh Bhusal	28	56	3	12	
11	Indra Karki	28	56	5	21.3	
12	Bishnu K.C.	23	56	3	12	
13	Ishwori Sapkota	24	48	2	9.05	
14	Sharmila Karki	20	40	3	17.6	
15	Nanju Bhusal	22	44	1	4.76	
16	Suhita Bhusal	25	50	5	25	Most
17	Sunita Karki	25	50	5	25	Most
18	Saraswati Karki	30	60	5	20	
19	Hira K.C.	25	50	2	8.7	Least
20	Shova Sharma	20	40	4	25	Most
<b>Total</b>		<b>538</b>	<b>1076</b>	<b>77</b>	<b>334.65</b>	
<b>Average</b>		<b>26.9</b>	<b>53.3</b>	<b>3.85</b>	<b>6.73</b>	

**Appendix – VII**  
**Student-wise Writing Proficiency Teaching after Three Weeks**

S.N.	Name of the Students	Mark Obtained (Out of 50)	Percent (%)	Progress		Remarks
				No.	%	
1	Ujwal Karki	35	70	5	16.6	
2	Amit Bhusal	34	68	4	13.3	
3	Santosh Bhusal	30	60	1	3.7	
4	Ishwor Bhusal	32	64	1	3.2	
5	Saroj G.C.	30	60	2	8.5	
6	Madan Adhikari	30	60	2	8.5	
7	Suraj B.K.	32	64	2	6.6	
8	Suresh Karki	30	60	2	8.5	
9	Mahesh Karki	31	62	2	1.3	Least
10	Ramesh Bhusal	31	62	3	1.7	
11	Indra Karki	30	60	2	8.5	
12	Bishnu K.C.	32	64	4	14.2	
13	Ishwori Sapkota	24	48	0	0	Zero
14	Sharmila Karki	22	44	2	10	
15	Nanju Bhusal	23	46	1	4.5	
16	Suhita Bhusal	27	54	2	8	
17	Sunita Karki	27	54	2	8	
18	Saraswati Karki	30	60	0	0	Zero
19	Hira K.C.	27	54	2	8	
20	Shova Sharma	23	46	3	15	
<b>Total</b>		<b>580</b>	<b>1160</b>	<b>42</b>	<b>148.1</b>	
<b>Average</b>		<b>29</b>	<b>58.0</b>	<b>2.1</b>	<b>7.2</b>	

**Appendix – VIII**  
**Sample Answer Sheets of the Students**