

# CHAPTER –ONE

## 1. Introduction

This study is about ‘Free Writing Proficiency of Grade Ten Students.’ This chapter consists of general background which includes the discussion on the English language, language teaching , language skills, writing skill, importance of writing skill, characteristics of good writing, components of writing, types of writing, free composition, free writing activities, importance of free writing , review of related literature, objectives of the study and significance of the study.

### 1.1. General Background

Language is fundamentally a means of human communication. It is extremely complex and highly versatile. It is a dynamic and open system that allows human beings to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Language is species specific and inevitable, i.e. only human being in the universe can use language because he possesses a unique faculty of speech. It is inevitable in the sense that every normal child learns at least one language in his her life span. Therefore, it is a great accomplishment of human civilization; we cannot think of any academic, social and artistic activities without language. Brown (1993, cited in Paudel, 2008, p.1) says, “Language is a system of arbitrary vocal symbols used for human communication.” Language has two purposes: specific and general. Language as a specific purpose is a programme of instruction in which the content and the aims of the language use are fixed by specific needs of a particular group of language users. Language as a general purpose is a programme which aims to general language proficiency. Similarly, Crystal (1978, p.282) defines language as “The systematic conventional use of sound, signs, or written symbols in a human society for communication and self expression.” This definition includes different forms of language like written language, sign language and speech. However, language is used to store knowledge, transmit message, knowledge and experiences from one generation to another generation and from one individual to another. We can express our feelings, thoughts and ideas through language. The main function of language is to

communicate. It is close to man's feelings, religion, culture, society and individuals. In this respect language is a means of social contact. It is a social phenomenon and used in the society. Communication can be done through several means but language is, to the far extent, most common means for communication. It is undoubtedly the human possession. It is distinctive property of human beings. This is with the unique possession of language; human beings are able to be superior and distinct from other animals. Language is also defined as a system of conventional, spoken or written symbols by means of which human beings as members of social group and participants in it culture communicate. In this regard, it is a means of inter-communication as well as social control.

Focusing on the importance of language, Lyons (1981, p.10) says, ... man is the most clearly distinguished from other animal species ... by his capacity for language. Language is species specific to mankind i.e. only human beings have the capacity to speak language and their mind is genetically equipped with it. None of the other animals can acquire human language due to its complicated structures and their physical inadequacies. By physical inadequacies, here we mean animals do not have vocal organs and type of brain as what human beings have. Human mind is specially equipped with special type of capacity to acquire language what Chomsky calls Language Acquisition Device (LAD).

Every normal (physically and mentally) human being acquires language as a natural process of development. Acquisition of the first language is quite different from learning second language. To get mastery over language everybody needs to have the sound knowledge of all skills and aspects of language, i.e. listening, speaking, reading and writing, vocabulary, grammar and communicative functions.

### **1.1.1. The English Language**

Among the different languages existing in different societies, English is the most widely used language in the world. It is the lingua franca of the world because it is the only language that is widely adopted for communication between two speakers speaking different languages. Moreover, the English language is used to achieve

worldwide knowledge related to different fields like culture, religions, literature, education, science and technological discoveries. English has been recognized as the chief foreign language to be taught in different countries. It is the main language of the world's books, newspapers and advertising. Nearly half of the world books have been written in English. It is the official international language of the airport and air traffic control. It is the language of international business and academic conferences, diplomacy and sport. Over two-thirds of the world's scientists write in English. Three quarters of the world's mail is written in English. English is spoken by more than half of the population of the world as a first, second and foreign language. Almost 60% of the world's advanced research is done in English and the rest is quickly translated into English. So, it becomes necessary for everyone to know English otherwise they will cut themselves off from the world knowledge. Now-a-days, English has become an indispensable vehicle to the transmission of modern civilization. We can never reach to the rapid advancement and innovations made in the field of science and technology, industrial development, international relationships, tremendous progress made in different fields of human knowledge without the proper knowledge of English. The English language is used and found at every nook and corner of the academic world as well as day to day life.

### **1.1.2. Language Teaching**

Language teaching, here, we mean teaching of the English language. The history of English language teaching in Nepal is associated with the establishment of Durbar High School by the profounder of Ranacracy, Junga Bahadur Rana. He established Durbar High School in 1854 A.D., after returning from the tour of Britain. Opening of Tri-Chandra College is also supposed as a milestone in the study of English at higher level. Now, it is being taught from elementary level to the bachelor level as a compulsory subject.

Language teaching involves teaching of both the first and second language. Acquisition of first language and learning of second language involve different processes. In the world of language teaching, new concepts have been arising in the

mind of applied linguists. There are four basic skills of language namely listening, speaking, reading and writing. To get mastery over language, everybody needs to have ability in all skills and aspects.

### **1.1.3. Language Skills**

Skill refers to do something expertly and well. Language is used in different fields and it has many purposes. Language involves four language skills namely listening, speaking, reading and writing. Our choice of language skill may depend upon the channel of communication. Such channel contains certain language skills that native speakers and competent language users possess. Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters listen to the radio or read books. In other words, they possess the four language skills of listening, speaking, reading and writing.

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. Very often, language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading.

Different language users will obviously have different skills. In the first place, a large number of people cannot read and write. Secondly, education, training and occupation often determine the set of genres that anyone can operate in. The type of speaking skill that deals on a stock exchange need is completely different from that of a teacher since they are dealing in different speaking genres. But whatever kind of category of skill language user deal with, they still need to possess both the main skill and a number of sub-skills.

Underwood (1989, p.37) defines listening as “an activity of paying attention and trying to get meaning from something we hear.” It means listening is important language skill which supports speaking. In the past, listening was the most neglected

skill in comparison to other skills. Now, listening is no more neglected but every skill is equally important. We have to practice listening in order to be a successful communicator. In this post-modern era, we have varieties of listening means such as lecture, T.V., radio, computer and mobile phones. These means can be used for picking up information, making notes and being successful in communication. Thus, listening is one of the four language skills which involve the activity of paying attention to try to get meaning from something we hear. It is an active process of perceiving and constructing a message from a stream of sounds. Listening involves active cognitive processing.

Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. Speech consists of pronunciation of vowels and consonant sounds, stress, rhythm, juncture and intonation. Speaking is directly related to listening. According to Khaniya (2005, p.132) language is learnt for interaction by the fact that the teaching of speaking deserves considerable attention. It is productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his or her utterances without having much time to organize what and how people want to say. Similarly, Ur (1996, p.120) identifies four characteristics of successful speaking activity. They are:

1. learner's talk a lot
2. participation is even
3. motivation is high, and
4. language is an acceptable level

The aforementioned features help to make speech natural while speaking in a natural setting. Thus, speaking is based on successful interaction. This process involves both production and comprehension.

Reading is a receptive skill and the third skill after listening and speaking. Khaniya (2005, p.139) defines reading as "the way of understanding a text and understanding a text means comprehending text. In a usual way, reading is handled as reading

comprehension.” We read any text to deduce meaning from the text; we associate the sign in text with concept in reality. There is no single reason for reading, our reading purpose determines the way of reading for example, if we want to find out any particular information, say telephone number in a text, we go thoroughly without considering any other information in the text. Similarly, if we want to read any text, say novel or short story for entertainment, we will read all the information contained in the text to get general picture. Another important point to be noted here is that there are various reading materials in our daily life and in classroom also. We should include newspaper articles, brochures, advertisements, and extracts from short stories or novels and so on besides the textbook. Thus, reading is the total understanding of a message from the text.

### **1.1.3.1. Writing Skill**

Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. It is a productive skill in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is the last language skill and it is also the most difficult of all the skills. It is difficult not only in generating and organizing ideas but also in translating these ideas in readable text. The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of skills of planning and organizing as well as the lower level skills of spelling, punctuation, word choice, and so on. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the way that only writing makes possible. Rivers (1968) states:

Writing refers to the expression of ideas in a consecutive way,  
according to the graphic convention of the language: the ultimate aim

of a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures (p.243).

From this definition we can say that writing is the way of expressing our ideas in a continuous process through the graphic symbols of the language. Writing requires different mechanisms and it also requires special skill from one type of writing to another type of writing.

Bell and Burnaby (1984, cited in Nunan, 1998) point out:

Writing is an extremely cognitive activity in which the writer is required to demonstrate control 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 (p.36).

Similarly, White and Arndt (1991) say:

Writing is far from being a simple 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 a considerable period of time. Writing is a form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-selecting, monitoring and evaluating what is going to be written as well as what has been written, and searching for language with which to express exact meaning. Moreover, writers rarely know at the outset exactly. What it is they

are going to write because many ideas are only revealed during the act of writing (p.3).

From these definitions, we can say that writing is a very complex process and requires mechanics of writing, coherence, and cohesion to integrate information properly. Writing is an act of transmitting thoughts, feelings, and ideas from past to present and from present to future. That is why, it demands caution in using it. It is a transparent mirror, which can vividly present our knowledge as well as experiences. White (1991, p.3) views that, "Writing is far from a simple matter of transcribing language into written symbols. It is thinking process in its own." Similarly, Harmer (1991, p.78) says, "Writing is an activity through which human beings communicate with one another and transmit their accommodate culture from one generation to another. It equally provides with possibilities to discover and articulate ideas in many ways." The definition as mentioned above given by White and Arndt and Harmer, from this definition, we can say that writing is not only concerned with the transcription of language into graphic forms instead it involves great thinking process which means writing requires plenty of intellectual effort. It is an activity through which human beings share their culture, religion, values, ideas, and assumptions from one generation to another. While writing, everyone needs ample of micro skills. Stressing the importance of micro skills to be employed in writing, Munby (1978, p.79) points out the following micro skills as:

- a) Manipulating the script of language
  - i) Forming the shape of letters
  - ii) Using the spelling systems
  - iii) Using punctuation
- b) Expressing information explicitly
- c) Expressing information implicitly through
  - i) Inference
  - ii) Figurative language
- d) Expressing the communicative value of sentence and utterances



- e) Expressing relation within a sentence using
  - i) Elements of sentence structure
  - iii) Model auxiliaries
  - iv) Intra-sentential connectors
- f) Expressing relations between parts of a text through lexical cohesive devices
- g) Expressing relations between parts of a text through grammatical cohesive devices
- h) Using indicators in discourse for
  - i) introducing an idea
  - ii) developing an idea
  - iii) transmitting to another idea
  - iv) concluding an idea
  - v) placing a point
  - vi) explanation of point already met
  - vii) anticipating an objection
- i) Reducing the text through avoiding irrelevant information.

All the aforementioned micro skills have to be taken into account in consideration while writing a piece of composition only then the piece of composed composition as what produced by any writer will be effective and relevant.

### **a) Writing as a Process vs Product**

There is a great dispute whether writing is a process or writing as a product. Traditionally in curriculum practice, a distinction has been made between the activities of the syllabus designer, which have been focused on products and the activities of the methodologies, which have been focused on process. However, in modern era of ELT scenario of teaching writing, this over simplistic division has become difficult to sustain. Process oriented approach of writing views that competent writers never produce final text as their first endeavor, it takes a long time to be accomplished and it is often painful process in which the final text comes through a successive draft. Miller (1992, p.7) views that “every writer has his /her own process

but experienced writer follows some processes which include finding topic, planning, drafting, editing, revising, and producing the final draft.”

Writing can not be accomplished within the single stage instead it requires several stages only then anyone can produce the effective piece of text. The writers have to make the great effort from the very beginning to the final product. For and foremost, he or she should find the topic on what topic he/she is going to write then should make the planning which is considered as pre-writing activities. Following White and Arndt (ibid) brainstorming can be used to:

- i) choose a topic
- ii) identify a reason or purpose for writing
- iii) develop a topic
- iv) work out a plot
- v) develop an organization of idea.

Spider-gram technique is the most useful technique for the sake of gathering the ideas of brainstorming. Then the writer has to consult the materials for information. Another process to planning is to prepare notes. This can be both structured and unstructured. After that the writer has to organize the notes which mean grouping ideas into framework. This activity gives the rough idea of maintaining coherence and unity. After the organization of notes, another process of writing is to making an outline. Here the writer makes an outline on the basis of organized notes. The organized ideas are to keep in certain order and relationship. When plenty of ideas are gathered at the planning and outline stage, the first attempt at writing i.e. drafting may proceed quickly. Drafting activities make the move from pre-writing activities to actual writing activities. They are moving from writer-based to reader-based writing. Still in this stage, the writer can add, delete, substitute and make the transposition. First draft is not the final product. Again the writer revises and edits maintaining all the aspects of writing. Finally the writer produces the final text which is the goal of writing. After

doing all the activities mentioned above the writing can be accomplished. This is how in this modern era writing is conceived as process not the end product. On the other hand, product oriented approach to the development of writing favor classroom activities in which the learner engaged in imitating, copying and transforming models of correct language. This mostly occurs at the level of sentences. Under the circumference of product oriented approach of writing, it is believed that student can read expected to write coherent paragraph, they should have mastered at the level of sentences. So writing classes should entirely devoted to sentences formation and grammar exercises which means the main emphasis a product oriented approach is on the development of formal aspect of language.

### **1.1.3.2. Importance of Writing Skill**

Writing is one of the most important and superior 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 skill 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 cannot 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 cannot 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 our thoughts, and experiences. Written documents can be preserved for long time. Writing has widely been used to transmit 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 more easily among facts, inferences, and opinions without getting confused and without confusing our readers.
- d) Writing promotes our abilities to pose worthwhile 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 readers' 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 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.

### **1.1.3.3. Characteristics of Good Writing**

Writing is an art of using language. But, it is a very complex task to write clearly and explicitly. In this context, learning to write either in a first or a second language is one of the most difficult tasks. Learning to write is difficult and lengthy process, that one induces anxiety and frustration in many learners. Good writing skills are essential to academic success and requirement for many occupation and profession. Making a simple and clear writing is difficult from the syntactic and semantic point of view. It requires the good imagination and logical sequence of thought. Ur (1996, p.159) lists the following features to distinguish written text from spoken discourse:

- Permanence
- Explicitness
- Density
- Detachment
- Organization
- Standard language
- A learnt skill
- Sheer amount and importance

Thus, writing is the systematic organization of information. The above mentioned characteristics of good writing are generalized as follows:

### **a) Simplicity**

The quality of good writing is reducing the complexities, expressing ideas and thoughts in natural ways. It avoids extra stylistic words, genres, jargons, flourishing and ambiguous words and so on. Simplicity and smoothness make writing understandable and readable.

### **b) Clarity**

Good writing must be absolutely free from ambiguity and should be crystal clear. There should not be different interpretation and miss interpretation in writing. Ideas should be presented in clear orderly, readable, understandable and informative style. Good writing should avoid exaggeration as well as contradictory statements.

### **c) Continuity**

Continuity of thought and natural link of ideas are important features of writing. There must be continuity of thought from one word to the following word, from one phrase to another, from one sentence to another, from first paragraph to another and from the first chapter to the chapter another.

#### **d) Economy**

A shorter statement or analysis employing fewer terms is preferred to the one that is longer, other things being equal. The greatness of a writer lies in his/her capacity to express his/her ideas briefly and effectively.

#### **e) Coherence**

Good writing deals with one topic at a time. In good piece of writing, all the sentences are closely related to the central ideas.

#### **f) Complete**

Good writing must be complete. It completes the topic as what it deals with. Good writing avoids exaggeration and self contradictory statements.

#### **g) Free from error**

As writing is the permanent of one's thoughts or ideas, it must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuations and other errors.

The above mentioned characteristics of a good writing play a vital role in the writing proficiency of grade ten students. The secondary level students should have the ability to write clear, economic, continuous and simple and error free sentences.

### **1.1.3.4. Components of Writing**

Writing is often long and painful process in which the final text emerges through successive drafts. Thus, writing is not merely an activity of encoding verbal thoughts in printed symbols but it is the combination of various components. In this context, Heaton (1991, p.142) states that writing is not a single skill but it is the combination of the following components:

- Mechanics
- Coherence

- Cohesion
- Orthographic and Para-orthographic text

### **a) Mechanics**

The mechanics of writing mainly include spelling and punctuations. It is a very basic concept in writing process. It includes some aspects of writing such as spelling or alphabets, use of punctuation marks, use of capital and small letters, handwriting, use of abbreviations and numbers, spacing, format etc. The use of comma, hyphen, semi-colon, full stop is important in any written text. If punctuations are wrongly used, they bring change in meaning.

### **b) Coherence**

Random collection of sentences is not writing. In other words, any combination of sentences to be a text or paragraph, the combination should be coherent. Coherence refers to the semantic relationship between sentences in a text. This relationship is based on the speakers' shared knowledge in a spoken discourse but in written discourse, the meaning relationship between topic sentence and its supporting detail of a paragraph of text reflect coherence.

### **c) Cohesion**

Cohesion refers to the grammatical link and lexical relationship between sentences in a text. Any combination of sentences to be a text, there should have grammatical relationship between sentences. The use of anaphora and cataphora makes the text cohesive. Cohesion includes different linking devices such as personal, comparative, demonstrative references, logical connectors. It also includes addition, comparison, contrast, enumeration, inferences, exemplification, replacement and reformulation of ideas.

## **d) Orthographic and Para-orthographic Text**

The orthographic system deals with linguistic symbols but Para-orthographic text is related to the use of diagram, figure, symbols etc. Orthographic text mainly deals with complexity and irregularity in spelling, outstanding spellings, and the spelling of loan words, the syllable structure and consonant clusters. On the other hand, Para-orthographic text is related to the change of orthography in the form of diagram, pie-chart, maps, tables etc. which requires special skills.

### **1.1.3.5. Types of Writing**

There are mainly three types of writing. They are: controlled writing, guided writing and free writing.

#### **A. Controlled Writing**

Controlled writing can be conducted under the supervision of the teacher. In it, student's writing is controlled by various means; for instance, by providing questions to be answered, sentences to be completed, or words or pictures to be followed. The teacher provides only one correct answer and clear guidelines. Some activities involved in controlled writing are:

- i) Copying
- ii) Combining
- iii) Reproducing
- iv) Completing

In this way, exercises of controlled writing are designed to show the kind of writing they will produce in a lesson for practice. They are devised so that students have virtually no freedom to make mistakes.



## **B.Guided Writing**

Guided writing is semi-controlled writing activity. It is a bridge between the controlled writing and free writing. In such writing, the student's writing is not totally controlled. In controlled writing, the structures and vocabulary also controlled but in guided writing, only the content or message or meaning is controlled but the students are free to allow their own vocabulary and structures. In guided writing, students are required to write sentences in combination to produce a text, keeping to the subject matter and guidelines given by the teachers. Guided writing takes various forms: they can be information transfer exercise such as: transforming information from a chart table into orthographic text or may involve developing notes in to a coherent text or can be exercise based on the text that students have dealt with as part of reading lesson. It incorporates any writing for which students are given assistance such as model to follow, a plan or outline to expand form a partly written version with indication of how to complete it or picture that show a new subject to write about in the same way as something that has been read. Other form of guided writing composition exercises would be a series of questions, the answer of which can form unified text, outlines that can be developed into the form of the text, a dialogue for the students to report. In this way, proficiency in guided writing can be developed in students. Some guided writing activities are:

- i) Paraphrasing (e.g. transformation from one to another form)
- ii) Parallel writing (e.g. imitation of a model)
- iii) Developing skeleton into a fuller text (e.g. writing on the basis of given clues)
- iv) Guided writing by completion (e.g. completing with missing words or phrases)
- v) Guided writing by reproduction (e.g. rewriting from memory or freely. It may be reproduction by matching, reproduction by copying etc.)
- vi) Guided writing by compression (e.g. recognition of main points)

## **C. Free Writing**

Free writing is an extended composition. It is not guided or controlled. In free writing, students are presented with a topic and then are free to write as they please. Free writing involves the individual selection of vocabulary and structure for the expression of personal attitude; however, the teacher may help the students in the collection ideas, developing an outline, supplying some language materials etc. Free composition is open ended. A free composition is one in which:

- there are no restrictions on pupils for use of vocabulary and structure.
- there are usually no restrictions on the length of composition.
- pupils are free to think and supply their ideas.

As the students' level gets higher, the amount of control over what the learners write should be reduced. Organizational skill is very important, and this can be well developed through report writing and letter writing. Except these two, free writing includes paragraph writing, dialogue writing, essay writing, writing précis and summary and writing different notices.

Free writing is not entertained by all the students and teachers because it encourages errors and is difficult to evaluate. Advanced as well as elementary students need some familiarization with controlled and guided exercises before they attempt to write freely in whatever style or variety is being taught. At all levels, students must be taught what they have to write. Students can be given explicit information about form, context, audience and purpose of writing before starting to write. Free writing should have controlling and persuasive thought. Students also consider unity of ideas and coherence.

### **a) Types of Free Composition**

Composition writing can be of various types depending upon the purpose of the writer and the genre he/she is involved in. The main types of free writing are as follows:

### **i) Narrative ( narrating an incident/story)**

Narrative composition includes simple retold stories, histories, autobiographies (story of personal life), personal experience, everyday life etc. The students are given simple narrative structures to write free composition. After that, students should follow simple structures themselves, e.g. ‘a bad dream that frightened Samjhana,’ ‘your journey to Madi,’ ‘an unforgettable moment in my life’ etc.

### **ii) Descriptive ( describing in the form of an essay or paragraph)**

Describing is a type of free writing on which the students express their ideas in the form of an essay or paragraph, e.g. ‘Write an essay about ‘Rivers in Nepal’.

### **iii) Reflective ( replying in the form of a letter or application)**

Replying is another kind of free writing. It is also creative writing. In this writing, the students read the letter/application or wanted notice and write the reply taking care of the actual purpose.

### **iv) Explanatory (explaining the reasons for something .....etc.)**

Explaining is the fourth kind of free writing. It is also a creative writing. Learners think about the topics of paragraph/essay and they write about the subject matters which are responsible for.

### **v) Imaginative ( pretending to be the different)**

Imaginative composition is a form of free composition in which students imagine themselves as different persons, or being in a different place. Imagined character may be the writer himself/herself or someone else. Fiction writing or literary writing is an example of imaginative writing.

## **b) Stages of Free Writing**

Learning to write coherently and in a way which is appropriate for one’s purpose and audience is something which many people can never easily manage in a foreign

language because there exist a number of conflicting theories of planning and teaching a course in writing. Most often, process approach is used in teaching writing rather than genre-based approach. Process approach in writing consists of four basic stages. The four basic stages of teaching writing are:

- i) Planning
- ii) Making an outline
- iii) Preparing the first draft and
- iv) Revising, editing and producing the final draft.

The term process writing has been bandied about quite a while in EFL/ESL classrooms. It is no more than writing process approach to teaching writing. Process writing in the classroom may be constructed as a programme of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point. White and Arndt (1991, p.47) present the following model for writing process:

### **c) Free Writing Activities**

Free writing is a complex activity, which requires a variety of skills. It involves the production and arrangement of written sentences in an appropriate way. At this stage, the learners know how to select the appropriate vocabulary and structure to express their ideas in a meaningful way. They can express their ideas freely in this stage. Hedge (1986, p.6) states that “freestyle contains many different types of writing for a range of purposes, for example, writing letters, articles, instructions, notes and reports.” It has sometimes been called speed writing or quick writing because its main feature is writing as quickly as possible without stopping. Another main feature of free writing is that the writer concentrates on content rather than on the form. In this way, the primary focus is on getting as many ideas down on paper as possible. At a later stage quality can take over from quantity in a process of selection and redrafting. Normally, free writing includes the following writings:

- i. Paragraph writing
- ii. Dialogue writing
- iii. Letter writing
- iv. Report writing
- v. Essay writing
- vi. Précis and summary writing
- vii. Writing a book/film review
- viii. Preparing resume
- ix. Calling meeting and writing minute
- x. Interpreting and using para-orthographic text etc.

Among the above mentioned types of free writing activities, the main focus here is on the paragraph writing, dialogue writing, letter writing, report writing and essay writing which are briefly described below.

### **i) Paragraph writing**

A paragraph can be defined as a piece of writing in which one's thought as the central idea or controlling idea is developed by means of supporting details. The supporting details can be examples, reasons, comparative statements, or other related facts. Every good paragraph should have a controlling idea, to which its sentences are related. A paragraph is regarded as a good one only if the readers can completely understand the unit of information it contains; and if its central or controlling idea is completely developed by means of appropriate supporting details. There are different types of paragraphs such as descriptive, narrative, expository, reflexive etc.

### **ii) Dialogue Writing**

The literal meaning of 'dialogue' is the conversation or talk between two people; but there can be more than two participants of characters in a conversation, involved. Dialogue takes place in real life situations. There must be a topic or subject for a dialogue. We never converse without any purpose. So a dialogue is a conversation or a talk on a topic for a particular purpose between two or among more characters. "A dialogue literally means 'talk between two people'". (Dave et. al. 1988). According to Oxford Advanced Learner's Dictionary, "a dialogue is a conversation or talk." There are formal and informal dialogues.

### **iii) Letter Writing**

Letter writing is an art. It is the complete communication between friends, relatives and organizations. The information imparted by the letters should be clear and natural. The language and style differ from one letter to another. For instance, a personal letter is normally written in personal and informal style; and it can consist of colloquialisms, slang and dialects as well. On the other hand, a business letter or an official letter is written in a formal and impersonal style. The types of letter are personal letter, business letter, official letter, informal letter, letter of application etc.

#### **iv) Report Writing**

A report is a factual account of something heard, seen, done, studied, experimented etc. which is published or broadcast in written or spoken form and is intended to the target receiver. A report writer can include his opinion and recommendation on the basis of the fact observed or resulted. The form of the report has to such that the intended receiver must draw the information from the report quickly and easily. The main types of report are reporting events, reporting excursions and newspaper report.

#### **v) Essay Writing**

‘An essay’ means a piece of composition on a topic. The definition of it literally varies from person to person but the entire semanticity of different definition, to some extent, seems to be similar. Oxford Advanced Learners Dictionary defines ‘essay’ as a “piece of writing usually short and in prose, on any one subject”.

Narayanaswami (2000) says:

The essay is a long piece of composition on a theme or subject. It is self content, that is, it has a beginning, middle and an end. The beginning usually introduces the subject in general form. The middle of the essay develops the theme and presents the writer’s thought on it. Then the essay is brought to a close in a suitable concluding passage (p.92).

The main types of essay are; descriptive, narrative, expository and reflective essay.

### **1.2. Review of the Related Literature**

To carry out the research, the researcher took help from different books, journals, articles and the research works previously carried out in this field. Some of the reviewed literatures are mentioned here in the following paragraphs:

Lawrence (1972) says:

Writing is a thinking process. The system attempts to maximize each students' intellectual participation in the writing process it requires memorization and active recall. More importantly, it demands that each student should be engaged all times in an internal dialogue. He must be actively aware of the goals he is attempting to achieve and of the cognitive methods he's ... Thus, writing as a process of active thinking is inextricably linked to student independence and student accountability (p.4).

Similarly, Malkoc (1989) states:

Writing skills are often the most difficult skills for students of English as a foreign language to acquire. This may be because of the great emphasis on listening, speaking and reading in the classroom. Or it may be that their teachers have not had special training in this area and feel unsure of their own writing competence. (This is true of native-speaking as well as non-native speaking teachers of English). Whatever the case, it is true that guided writing practice in the early stages of English instruction will help to reinforce and prepare learners for the production of written English at more advanced levels (p.7).

In the same way, Verghes (1990, cited in Bhattarai, 2002, p.11) says, "Learning a second language is an effective learning of the four skills viz. listening, speaking, reading and writing. Among these four language skills, writing is the most demanding language skill." The more the writing is accurate and explicit, the seaman the readers understand. Verghes further discusses the distinction between speaking and writing,



and says that writing is different from speaking in that it aims at compactness and prevision as well as grammatical, idiomatic and orthographic accuracy and in the conventions of writing tend to be less flexible than those of speech. Moreover, the students who learn to write in English have not only to cope with mechanical problems connected with the scripts of the language, but also with the problems ease and fluency of expression of grammatical and lexical accuracy and of the appropriateness of the style of writing on demanded by the occasion of situation.

There are several other research works carried out on language proficiency as well as writing proficiency by former researchers in the area of vocabulary, grammar, free composition, use of punctuation, guided composition, letter writing etc. The related literatures reviewed for the study were as follows:

Giri (1981) carried out a study on “A comparative study of English Language Proficiency of the Students Studying in Grade Ten in Secondary Schools of Doti and Kathmandu District.” He selected ten (five from each) government-aided schools from those two districts using lottery system. From those schools, he took 100 (fifty from each district) students through random sampling as the sample for his study. His study was aimed to find out the students’ ability of conversation and normal speech in English. The finding was that the students of secondary level studying in Kathmandu were better than those of studying in Doti.

Paudel (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 his study was to investigate the writing proficiency of the twelfth graders of Gulmi and Kathmandu districts. The finding of his study was that the students of urban areas were better than that of rural areas. This study explicitly showed that students of humanities and science faculties, specially the girls had better proficiency. Similarly, Aryal (2001) carried out a study on “Listening Proficiency of Grade Ten Students.” The objectives of his study were to find out the listening proficiency of the students in both seen and unseen texts and to compare it with the students of different schools of Gorkha district on the basis of the availability of

appropriate listening test materials. The major finding of this study was that there was no significance difference between the proficiency in the seen and unseen text. Similarly, the listening test materials provided to this level are not so appropriate.

Bhattarai (2001) carried out a study on “The Use of Punctuation in Free Writing.” The main objective of his study was to establish the hierarchies of the total use, correct use and erroneous use of punctuation marks on the basis of their frequency in the written texts and to analyze their hierarchies. It did not cover the whole area of punctuation. Students used altogether thirteen items of punctuation marks. Only eleven items of punctuation were found erroneous.

Bhattarai (2002) carried out a study on “A Comparative Study of Writing Proficiency of Bachelor Level Students.” The main objective of his study was to find out the writing proficiency of bachelor level students’ in free and guided writing and to compare it between the boys and girls. The finding of his study was that the students of bachelor level are more proficient in guided writing than in the free writing. Similarly, he found out that there was no significant difference between the proficiency of boys and girls. Similarly, Sah (2003) carried out a study on “A Writing Proficiency of Class Nine students.” The main objective of his study was to find out the proficiency of nine graders in free and guided writing and the main finding of his study was that the students were seen more proficient in guided writing than in free writing with the mean score 23.725 and 18.85 respectively.

Ghimire (2004) carried out a research entitled “A Study on the Proficiency of the Students in Writing Skills.” The main purpose of his study was to find out and compare the students’ proficiency in pronunciation and to compare the proficiency of the boys and girls. The finding shows that performance of the boys was better than that of the girls. In the same way, Khanal (2007) carried out a research entitled “Letter Writing Ability of Grade Ten students’.” The main purpose of his study was to find out the students’ proficiency in using different mechanics of writing and language used in different kinds of letter writing. The finding shows that the students were poor

in the proper use of mechanics of writing. They obtained only 37 marks in average, out of 100.

Kafle (2008) conducted a research entitled “A Study on the Proficiency in Guided Writing.” The main purpose of this study was to find out and compare the students’ guided writing proficiency and to find their weaknesses and strengths in writing. For this study, 60 students of class ten of Kathmandu valley and ten students from 6 schools were taken. He used test items as the tool for data collection, he found that the proficiency of girls was better than of boys and private school’s proficiency was better than of public school.

Paudel (2008) carried out a research on “Proficiency of Grade Nine Students in Free and Guided Writing.” The main purpose of this study was to find out the proficiency of grade nine Students’ in free and guided writing. The finding of his study was that the students were seen more proficient in guided writing than in free writing.

Likewise, Karki (2010) is carrying out a research entitled “Grade Seven Students’ Proficiency in Guided Writing.” The main objective of his study was to find out the grade seven students’ proficiency in guided writing and to compare the proficiency of girls and boys belonging to government aided schools. The finding of the study shows that only 37% of the students obtained above the average marks and other 63% of the students obtained below average marks. In total, the boys were more proficient than the girls.

From this description, it is known that a number of researches have been carried out to the area of language proficiency focusing on different aspects and issues in different levels of language. But no researches have been carried out on the ‘free writing proficiency of grade ten students’. Therefore, this research is different and unique which attempts to find out the free writing proficiency of grade ten students of Bardiya district.

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

The main objectives of the study were as follows:

1. To find out the free writing proficiency of grade ten students of Bardiya district in terms of paragraph writing, dialogue writing, letter writing, report writing and essay writing.
2. To compare the proficiency of the students between private and government aided schools and also to make its item-wise comparison.
3. To suggest some pedagogical implications.

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

Though all the four language skills are inseparable from the teaching learning activities, Nepalese students learn the English language for the literacy purpose rather than linguistic purpose. They also assume that listening and speaking have low priority while reading and writing have high priority for language learning program. Therefore, it is necessary to emphasize on writing skill in Nepalese context. So, this study focuses on the writing proficiency of tenth graders in free writing.

This study will be significant mainly for the language teachers teaching English at grade ten. They are the people who can develop remedial classes or materials to improve writing skill. This study will also provide some insights on proficiency aspect of free writing. The findings of the study will be helpful for the teachers, students, researchers, textbook writers and others who are interested to work in the field of writing proficiency.

## **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 employed to facilitate those data.

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

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

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

The secondary sources of data were different books such as Rivers (1968), Lawrence (1972), Crystal (1978), Munby (1978), Nunan (1989), Lyons (1981), Pincas (1982), Hedge (1986), Hedge (1988), White (1991), Heaton (1991), Harris (1993), Brown (1993), Byrne (1993), Harmer (1991), Kumar (1996), Ur (1996), Best and Khan (1996), Malkoc (1989), Miller (1992), Underwood (1989), Nunan (1998), Narayanaswami (2000), Richards and Rodgers (2002), Subedi (2002), Khaniya (2005), etc. Different journals like NELTA journal, articles like writing a research proposal, thesis writing and earlier researches carried out in this field which are mentioned in the reference section were also consulted as the supporting materials.

## **2.2. Sample Population**

All the students studying in class ten in both private and government aided schools of Bardiya district were the study population for this study. The sample size of this study was one hundred.

### **2.2.1. Sampling Procedure**

For this research work, the researcher first of all, selected ten (five private and five government-aided) secondary schools by using non-random judgmental sampling procedure. Then the researcher selected ten students from each school as a sample for his study by using simple random sampling procedure. He used the fish-bowl draw method to select the sample from the whole class.

## **2.3. Tools for Data Collection**

The main tools for data collection were the test items. The researcher prepared the sample questions to find out the free writing proficiency of the students selected from both private and government-aided schools. Those test items contained five varieties of free writing activities (e.g. paragraph writing, dialogue writing, letter writing, report writing and essay writing) each carrying equal marks (10). The researcher evaluated those tasks in terms of organization of information, grammar, coherence, cohesion, clarity, and mechanics of writing.

The main criteria followed by the researcher while evaluating the students' free writing proficiency were as follows:

<b>S.N.</b>	<b>Criteria</b>	<b>Marks allocated</b>
1	Organization of information	2
2	Proper use of mechanics of writing	2
3	Clarity of writing	2
4	Coherence and cohesion	2
5	Economy and completeness	2
	<b>Total</b>	<b>10</b>

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

<b>Obtained Marks</b>	<b>45-50</b>	<b>40-44</b>	<b>35-39</b>	<b>30-34</b>	<b>25-29</b>	<b>Below 24</b>
<b>Proficiency Level</b>	Excellent	Very good	Good	Average	Below average	Poor

#### **2.4. Process of Data Collection**

To collect the data, the researcher prepared the test items based on the level of students. Then he visited the selected schools and contacted the school authority for the management of proper time to conduct the 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 test and collected the answer sheets of the students.

## **2.5. Limitations of the Study**

This study had the following limitations:

- i. The study was limited to Bardiya district.
- ii. Only 100 students of grade ten from ten (five private and five government aided) secondary schools were selected as the sample for the study.
- iii. The study was limited to a set of test items given in Appendix-I.
- iv. The study focused only on five varieties of free writing activities namely paragraph writing, dialogue writing, letter writing, report writing and essay 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 ten selected schools of Bardiya district. There were test items related with free writing namely paragraph writing, dialogue writing, letter writing, report writing and essay writing. After the collection of answer sheets of the students, the researcher checked and assigned the marks to those answers given by the students. After that, the collected data was tabulated, analyzed and interpreted descriptively as well as using appropriate statistical tools and diagrams. The researcher analyzed and interpreted the data in terms of total proficiency, school-wise proficiency and item-wise proficiency of the students in free writing.

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

- 3.1 Holistic proficiency in free writing
- 3.2 School-wise proficiency in free writing
- 3.3 Item-wise proficiency in free writing
- 3.4 Total item-wise proficiency in free writing
- 3.5 Proficiency of the students of private and government-aided Schools

#### **3.1 Holistic Proficiency in Free Writing**

The overall proficiency of the students of all selected schools has been analyzed and interpreted in details using mean and percentile calculation in free writing in this heading. The following table shows the overall proficiency of the students in free writing in terms of paragraph writing, dialogue writing, letter writing, report writing and essay writing:

**Table No. 1**

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

S.N.	No. of Students	Marks Obtained in Free Writing		Remarks
		Average	Percentage	
1	100	16.86	33.72	Poor

The table shows that one hundred students were selected from ten schools of Bardiya district. The students who were selected from each school were evaluated by a set of test items related to free writing. It also shows that the mean score obtained by the students in free writing was 16.86 (out of 50) which makes 33.72% in average. The result in total seems to be poor.

**3.2 School-wise Proficiency in Free Writing**

The proficiency of the students of Sunrise Secondary Boarding School, Bageshwory Higher Secondary Boarding School, Janajyoti Higher Secondary Boarding, Bardiya Educational Academy, Bheri Public Shikshalaya, Shree Janajyoti Higher Secondary School, Shree Chure Higher Secondary School, Shree Tribhuvan Higher Secondary School, Shree Jagadamba Higher Secondary School and Nepal Rastriya Higher Secondary School in free writing has been analyzed and interpreted in details using mean and percentile calculation. The following table shows the school-wise comparison of proficiency in free writing:

**Table No. 2****School-wise Proficiency of the Students in Free Writing**

S.N.	Variable School	No. of Students	Marks Obtained (out of 50)		Remarks
			Average	Percentage	
1	S.R.S.B.S.	10	23.4	46.8	
2	B.H.S.B.S.	10	21.6	43.2	
3	J.J.H.S.B.S.	10	23.8	47.6	Most
4	B.E.A.	10	18.8	37.6	
5	B.P.S.	10	19.5	39.0	
6	J.J.H.S.S.	10	11.7	23.4	
7	C.H.S.S.	10	5.9	11.8	Least
8	T.H.S.S.	10	11.2	22.4	
9	J.H.S.S.	10	12.8	25.6	
10	N.R.H.S.S.	10	19.9	39.8	
<b>Total</b>		<b>100</b>	<b>16.86</b>	<b>33.72</b>	

The table shows that the overall average score and percentage were 16.86 and 33.72%, respectively. The students of J.J.H.S.B.S. were seen the most proficient in free writing with the average score of 23.8 and the students of C.H.S.S. were seen the least proficient in free writing with the average score of 5.9. The students of S.R.S.B.S., B.H.S.B.S. and J.J.H.S.B.S. obtained below the average score i.e. above 20 and the

students of B.E.A., B.P.S., J.J.H.S.S., C.H.S.S., T.H.S.S., J.H.S.S. and N.R.H.S.S. obtained the poor score i.e. below 20.

### 3.3 Item-wise Proficiency in Free Writing

Under this heading, the proficiency of the students of all selected schools in each item has been analyzed and interpreted in details with the help of mean and percentile calculation. The following table shows the proficiency of the students in paragraph writing:

**Table No. 3**

#### **Proficiency of the Students in Paragraph Writing**

S.N.	Variable School	No. of Students	Marks Obtained (out of 10)		Remarks
			Average	Percentage	
1	S.R.S.B.S.	10	4.0	40	
2	B.H.S.B.S.	10	3.2	32	
3	J.J.H.S.B.S.	10	4.5	45	Most
4	B.E.A.	10	3.0	30	
5	B.P.S.	10	3.1	31	
6	J.J.H.S.S.	10	3.3	33	
7	C.H.S.S.	10	2.2	22	
8	T.H.S.S.	10	1.5	15	Least
9	J.H.S.S.	10	3.2	32	
10	N.R.H.S.S.	10	3.7	37	
<b>Total</b>		<b>100</b>	<b>3.17</b>	<b>31.7</b>	

The above table shows that the overall proficiency of students in paragraph writing was 3.17 or 31.7%. Among the students of these ten schools, the students of J.J.H.S.B.S. were found to be the most proficient and the students of T.H.S.S. were found to be the least proficient in paragraph writing. The marks obtained by the students of T.H.S.S., C.H.S.S., J.J.H.S.S., J.H.S.S., N.R.H.S.S., B.H.S.B.S., B.E.A. and B.P.S. were poor and the marks obtained by the students of J.J.H.S.B.S. and S.R.S.B.S. were below average. The following table shows the proficiency of the students in dialogue writing:

**Table No. 4**

**Proficiency of the Students in Dialogue Writing**

S.N.	Variable School	No. of Students	Marks Obtained (out of 10)		Remarks
			Average	Percentage	
1	S.R.S.B.S.	10	6.0	60	
2	B.H.S.B.S.	10	6.0	60	
3	J.J.H.S.B.S.	10	6.5	65	Most
4	B.E.A.	10	5.3	53	
5	B.P.S.	10	4.5	45	
6	J.J.H.S.S.	10	4.7	47	
7	C.H.S.S.	10	4.0	40	Least
8	T.H.S.S.	10	4.1	41	
9	J.H.S.S.	10	4.2	42	
10	N.R.H.S.S.	10	5.1	51	
<b>Total</b>		<b>100</b>	<b>5.04</b>	<b>50.4</b>	

The above table shows that the overall proficiency of students in dialogue writing was 5.04 or 50.4%. Among the students of these ten schools, the students of J.J.H.S.B.S. were found to be the most proficient and the students of C.H.S.S. were found to be the least proficient in dialogue writing. The marks obtained by the students of T.H.S.S., C.H.S.S., J.J.H.S.S., B.P.S. and J.H.S.S. were below average, the marks obtained by the students of N.R.H.S.S. and B.E.A. were average and the marks obtained by the students of J.J.H.S.B.S., S.R.S.B.S. and B.H.S.B.S. were good. The following table shows the proficiency of the students in letter writing:

**Table No. 5**

**Proficiency of the Students in Letter Writing**

S.N.	Variable School	No. of Students	Marks Obtained (out of 10)		Remarks
			Average	Percentage	
1	S.R.S.B.S.	10	5.1	51	
2	B.H.S.B.S.	10	4.8	48	
3	J.J.H.S.B.S.	10	5.5	55	Most
4	B.E.A.	10	3.7	37	
5	B.P.S.	10	3.8	38	
6	J.J.H.S.S.	10	3.1	31	
7	C.H.S.S.	10	2.1	21	Least
8	T.H.S.S.	10	2.7	27	
9	J.H.S.S.	10	2.3	23	
10	N.R.H.S.S.	10	3.2	32	
<b>Total</b>		<b>100</b>	<b>3.63</b>	<b>36.3</b>	

The above table shows that the overall proficiency of students in letter writing was 3.63 or 36.3%. Among the students of these ten schools, the students of J.J.H.S.B.S. were found to be the most proficient and the students of C.H.S.S. were found to be the least proficient in letter writing. The marks obtained by the students of T.H.S.S., C.H.S.S., J.J.H.S.S., B.P.S. J.H.S.S., N.R.H.S.S. and B.E.A. were poor, the marks obtained by the students of B.H.S.B.S. were below average and the marks obtained by the students of J.J.H.S.B.S., S.R.S.B.S. were average. The following table shows the proficiency of the students in report writing:

**Table No. 6**

**Proficiency of the Students in Report Writing**

S.N.	Variable School	No. of Students	Marks Obtained (out of 10)		Remarks
			Average	Percentage	
1	S.R.S.B.S.	10	4.5	45	
2	B.H.S.B.S.	10	4.8	48	
3	J.J.H.S.B.S.	10	5.4	54	Most
4	B.E.A.	10	2.8	28	
5	B.P.S.	10	2.9	29	
6	J.J.H.S.S.	10	2.8	28	
7	C.H.S.S.	10	2.3	23	Least
8	T.H.S.S.	10	2.6	26	
9	J.H.S.S.	10	2.7	27	
10	N.R.H.S.S.	10	3.1	31	
<b>Total</b>		<b>100</b>	<b>3.39</b>	<b>33.9</b>	

The above table shows that the overall proficiency of students in report writing was 3.39 or 33.9%. Among the students of these ten schools, the students of J.J.H.S.B.S. were found to be the most proficient and the students of C.H.S.S. were found to be the least proficient in report writing. The marks obtained by the students of S.R.S.B.S., T.H.S.S., C.H.S.S., J.J.H.S.S., B.P.S. J.H.S.S., N.R.H.S.S. and B.E.A. were poor and the marks obtained by the students of B.H.S.B.S. and J.J.H.S.B.S. were below average. From this result, it is found that the students are less proficient in report writing in average than the earlier items. The following table shows the proficiency of the students in essay writing:

**Table No. 7**

**Proficiency of the Students in Essay Writing**

S.N.	Variable School	No. of Students	Marks Obtained (out of 10)		Remarks
			Average	Percentage	
1	S.R.S.B.S.	10	2.1	21	
2	B.H.S.B.S.	10	2.3	23	
3	J.J.H.S.B.S.	10	3.1	31	Most
4	B.E.A.	10	1.5	15	
5	B.P.S.	10	1.6	16	
6	J.J.H.S.S.	10	1.2	12	
7	C.H.S.S.	10	1.1	11	
8	T.H.S.S.	10	1.0	10	Least
9	J.H.S.S.	10	1.1	11	
10	N.R.H.S.S.	10	1.3	13	
<b>Total</b>		<b>100</b>	<b>1.63</b>	<b>16.3</b>	



The above table shows that the overall proficiency of students in essay writing was 1.63 or 16.3%. Among the students of these ten schools, the students of J.J.H.S.B.S. were found to be the most proficient and the students of T.H.S.S. were found to be the least proficient in essay writing. The average proficiency of the students in essay writing was poor. From this result, it is found that the students are least proficient in essay writing.

### 3.4 Total Item-wise Proficiency in Free Writing

The following table shows the total item-wise proficiency of the students in free writing:

**Table No. 8**

#### **Total Item-wise Proficiency of the Students in Free Writing**

S.N.	Type of Writing	Marks Obtained (out of 10)		Remarks
		Average	Percentage	
1	Paragraph Writing	3.17	31.7	
2	Dialogue Writing	5.04	50.4	Most
3	Letter Writing	3.63	36.3	
4	Report Writing	3.39	33.9	
5	Essay Writing	1.63	16.3	Least
<b>Total</b>		<b>16.86</b>	<b>33.72</b>	

The above table shows the total average marks and the total percentage of the marks obtained by the students in different types of free writing. It shows that the total average marks and the percentage were 16.86 and 33.72% respectively. It also reveals

that the students were most proficient in dialogue writing and least proficient in essay writing. The average marks obtained by the students in paragraph writing, dialogue writing, letter writing, report writing and essay writing were 3.17, 5.04, 3.63, 3.39 and 1.63 respectively. Clearly, the overall proficiency of the students in free writing is seen poor i.e. below 20 out of 50.

### 3.5 Proficiency of Private and Government-aided Schools

The proficiency of the students of private schools is seen higher than the proficiency of the students of government-aided schools. The average marks obtained by the students of private schools were 21.42 and the average marks obtained by the students of government-aided schools were 12.3 out of 50. Comparatively, the total percentage of the proficiency of the students of private and government-aided schools was 42.84 and 24.6, respectively. The following table reveals the comparison of the proficiency of the students between private and government-aided schools:

**Table No. 9**

#### Proficiency of the Students between Private and Government-aided Schools

Private Schools				Government-aided Schools			
S N	Variable School	Marks Obtained (out of 50)		S N	Variable Schools	Marks Obtained (out of 50)	
		Average	Percentage			Average	Percentage
1	S.R.S.B.S.	23.4	46.8	1	J.J.H.S.S.	11.7	23.4
2	B.H.S.B.S	21.6	43.2	2	C.H.S.S.	5.9	11.8
3	J.J.H.S.B.S.	23.8	47.6	3	T.H.S.S.	11.2	22.4
4	B.E.A.	18.8	37.6	4	J.H.S.S.	12.8	25.6
5	B.P.S.	19.5	39.0	5	N.R.H.S.S	19.9	39.8
<b>Total</b>		<b>21.42</b>	<b>42.84</b>	<b>Total</b>		<b>12.3</b>	<b>24.6</b>

The table above shows that the overall average score and percentage of the students of private schools was 21.42 and 42.84%, respectively. Similarly, the overall average score and percentage of the students of government-aided schools was 12.3 and 24.6%, respectively. Regarding the private schools, the students of J.J.H.S.B.S. are seen the most proficient and the students of B.E.A. are seen the least proficient. Similarly, regarding the government-aided schools, the students of N.R.H.S.S. are seen the most proficient and the students of C.H.S.S. are seen the least proficient. From the data presented above, it is clear that the students of private schools are seen more proficient than the students of government-aided schools.

## 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:

1. a. As a whole, the students were seen poor in free writing i.e. out of 50; they obtained 16.86 marks in average which makes 33.72%.
  - b. In average, the students were seen the most proficient in dialogue writing and the least proficient in essay writing i.e. 50.4% and 16.3%, respectively.
  - c. The students obtained 3.17 in paragraph writing, 5.04 in dialogue writing, 3.63 in letter writing, 3.39 in report writing and 1.63 in essay writing, out of 10.
  - d. The students were seen poor mainly in vocabulary, use of mechanics and organization of information.
  
2. a. Comparatively, the students of private schools were seen more proficient than the students of government-aided schools.
  - b. The students of private schools obtained 21.42 marks and the students of government-aided schools obtained 12.3 marks in average i.e. 42.84% and 24.6%, respectively.
  - c. The students of J.J.H.S.B.S., B.H.S.B.S. and S.R.S.B.S. obtained below average marks and the students of other seven schools obtained poor marks i.e. below 20, in average.
  - d. Among the students sampled from the ten schools, the students of J.J.H.S.B.S. were seen the most proficient and the students of C.H.S.S. were seen the least proficient. The average marks obtained by them were 23.8 and 5.9 respectively.

- e. In average, the girls were found to be more proficient than the boys. The average marks obtained by the girls and boys were 33.2% and 32.14%, respectively.
- f. The girls of S.R.S.B.S. obtained 25.8 marks and the boys of J.J.H.S.B.S. obtained 24.83 marks in average which is the highest score of the boys and girls.

## **4.2 Recommendations**

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

1. a. Reading is an essential prerequisite for writing. So, reading of different articles, books, newspapers, stories, novels etc. should be encouraged.
- b. Students should be made familiar with different types of writing.
- c. Controlled writing and guided writing should be used before free writing.
- d. Students should be asked to write the theme or submit the summary of each reading.
- e. The schools should organize the educational tours of different historical and natural places and the students should be asked to prepare the reports of the tours.
- f. The students should be asked to write daily notes of their daily activities in English.
- g. Essay writing was very much difficult for most of the students. So, the students should be encouraged to be participated in different free writing competitions like essay writing.
- h. Different types of programs like debate competition, discussion, reporting, criticizing should be conducted as the extra-curricular part.

- i. Different types of maps, pictures and diagrams should be made available and the students should be asked to describe them.
2.
  - a. At first, the government-aided schools should avoid the tradition of teaching deductively. Instead, they should teach the students inductively.
  - b. Some guided writing activities like paraphrasing, parallel writing, reproduction, completion and compression should be taught in the beginning.
  - c. The original writing should be made available to the students.
  - d. The students should be made aware of their errors committed in their writing.
  - e. Self correction, peer correction or teacher correction can be applied considering the situation.
  - f. English environment should be created in the English language classes.
  - g. Students should be encouraged to express their ideas in English even they commit errors in early stages.
  - h. The less proficient and the more proficient students should be separated.
  - i. Simple to complex rule of learning should be implemented while practicing free writing.
  - j. Different audio-visual aids should be used in the classroom as the live materials.
  - k. To enrich their vocabulary power, different types of vocabulary games should be played.
  - l. The students should be made clear about the characteristics, components and processes of writing.

## References

- Aryal, K.M. (2001). *Listening proficiency of grade ten students*. An unpublished M.Ed. thesis. T.U., Kathmandu, Nepal.
- Best, J.W. and Khan, J.W. (1996). *Research in education*. New Delhi: Prentice Hall.
- Bhattarai, A. (2001). Writing a research proposal. *Journal of NELTA*, Volume.6  
Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, Y.B. (2001). *The use of punctuation in free writing*. An unpublished M. Ed. thesis. T.U., Kathmandu, Nepal.
- Bhattarai, G.R. (2004). *A thematic analysis of research report*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, P.P. (2002). *A comparative study of the writing proficiency of the bachelor level students*. An unpublished M.Ed. thesis. T.U., Kathmandu, Nepal.
- Brown, H.D. (1993). *Principles of language learning and teaching*. Englewood Cliffs: Prentice –Hall.
- Byrne, D. (1993). *Teaching writing skills*. London and New York: Longman.
- Crystal D. (1978). *A dictionary of linguistics and phonetics*. UK: Blackwell.
- Giri, R. A. (1981). *A comparative study of english language proficiency of the students studying in grade ten*. An unpublished M.Ed. thesis. T.U., Kathmandu, Nepal.
- Grimire, M. (2004). *A study on the students' proficiency in writing skills*. An unpublished M.Ed. thesis. T.U., Kathmandu, Nepal.
- Harmer, J. ( 1991). *The practice of English language teaching*. London: Longman.
- Harris, J. ( 1993). *Introducing writing*. Penjuin: Harmondsworth.

- Heaton, J.B. (1991). *Writing English language testing*. London: Longman.
- Hedge, T. (1986). *Freestyle*. Hongkong: Nelson.
- Hedge, T. (1988). *Writing*. Hongkong: ELBS.
- Kafle, C.L. (2008). *A Study on the proficiency in guided writing*. An unpublished M.Ed. thesis. T.U., Kathmandu, Nepal.
- Karki, N.B. (2010). *Grade seven students' proficiency in guided writing*. An unpublished M.Ed. thesis. T.U., Kathmantu, Nepal.
- Khanal, R. (2007). *Letter writing ability of grade ten students*. An unpublished M.Ed. thesis. T. U., Kathmandu, Nepal.
- Khaniya, T.R. (2005). *Examination for enhanced learning*: Lalitpur, Millennium Publication.
- Kumar, R. (1996). *Research methodology*. London: Sage Publication.
- Lawrence, M.S. (1972). *Writing as a thinking process*. America: University of Michigan.
- Lyons, J. (1981). *Language and linguistics*. UK: CUP.
- Malkoc, A.M. (1989). *Letter writing inEenglish*. English Progress Division, Washington: U.S. Information Agency.
- Miller, R.K. (1992). *Motives for writing*. London: Mayfield Publishing Cpmpany.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge:CUP.
- Narayanaswami, V.R. (2000). *Strengthen your writing*. London: Longman.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge:CUP.
- Nunan, D. (1998). *Language teaching methodology*. New York: Prentice Hall.



- Paudel, H.L. (1999). *A research report on writing proficiency of higher secondary level students*. An unpublished thesis. T.U., Kathmandu, Nepal.
- Paudel, N.P. (2008). *Proficiency of grade nine students in free and guided writing*. An unpublished M.Ed. thesis. T.U., Kathmandu, Nepal.
- Pincas, A. (1982). *Teaching english writing*. Hongkong: Modern English Publication.
- Rechards, J.C. and Rodgers, T. (2002) *Approaches and methods in language teaching*. Cambridge: CUP.
- Rivers, W. (1968). *Teaching foreign language skills*. Chicago: Chicago University Press.
- Sah, L.N. (2003). *Writing proficiency of grade nine students*. An Unpublished Thisis. T.U., Kathmandu, Nepal.
- Subedi. H.L. (2002). *Writing skills in English*. Kathmandu: Neema Pustak Prakashan.
- Underwood, M. (1989). *Teaching listening*. London: Longman.
- Ur, P. (1996). *A Course in language teaching*. Cambridge: CUP.
- White, R.V. (1991). *Process writing*. London: Longman.

## **APPENDIX- I**

### **Questions for the Students**

#### **Test Item**

Name: F.M.: 50  
School: P.M.: 20  
Class: Time: 1.30 hrs.  
Group:

#### **Attempt all the questions**

1. Write three paragraphs on “an educational tour that you have ever made. 10
2. Write a dialogue between the principal and a student about the regular absence of the student. (5 exchanges) 10
3. Write a letter to your friend living abroad for ten years. Describe him the change in your country after his departure. 10
4. Write a newspaper report on “10 Killed and 7 injured on a Road Accident.” 10
5. Write an Essay on ‘Technical Education.’ 10

### **APPENDIX- III**

#### **Marks Obtained by the Individual Students**

##### **1. Sunrise Secondary Boarding High School, Gulariya, Bardiya**

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Niraj Chaudhary	50	15
2	Barsha Basnet	50	29
3	Pratima Chaudhary	50	30
4	Puja Sharma	50	28
5	Yamuna Katuwal	50	20
6	Prakriti Ragmi	50	22
7	Sukriti Gyawali	50	20
8	Archana Chaudhary	50	20
9	Saksham Subedi	50	15
10	Sewa Pandey	50	35

## 2. Bageshwori Higher Secondary Boarding School, Gulariya, Bardiya

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Uma Gupta	50	10
2	Sagar Gyawali	50	18
3	Suman Chaudhary	50	15
4	Manoj Khadka	50	16
5	Manoj Kumar Chaudhary	50	30
6	Sanjay Ali	50	18
7	Pratap Devkota	50	18
8	Subash Paudel	50	23
9	Ashmita Gyawali	50	30
10	Monika Chalise	50	38

### 3. Janajyoti Higher Secondary Boarding School, Gulariya, Bardiya

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Susmita Paudel	50	24
2	Elina Shah	50	34
3	Abishekh Subedi	50	26
4	Yogesh Paudel	50	28
5	Bibek Paudel	50	32
6	Pravin Sharma	50	30
7	Noor Kaushar	50	15
8	Suman Paudel	50	15
9	Deepa Gaudel	50	16
10	Rupesh Adhikari	50	18

#### 4. Bardiya Educational Academy, Neulapur, Bardiya

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Dipesh Acharya	50	16
2	Puspa Raj Timilsena	50	22
3	Anshika Bhandari	50	22
4	Lek Bahadur Chaudhary	50	15
5	Mohan Sapkota	50	21
6	Bimala Panta	50	14
7	Sirjana Chapain	50	15
8	Nikesh Joshi	50	22
9	Shiva Raj Timilsena	50	16
10	Jaya Bhandari	50	25

### 5. Bheri Public Shikshalaya, Neulapur, Bardiya

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Dipendra Chaudhary	50	16
2	Bineet Wagle	50	17
3	Priyanka Pokhrel	50	23
4	Jeevan Thapa	50	22
5	Ravi Sigdel	50	22
6	Digra Prasad Adhikari	50	15
7	Bishnu Adhikari	50	16
8	Vivek Wagle	50	17
9	Sabina Bhandari	50	22
10	Sita Bhandari	50	25

**6. Shree Janajyoti Higher Secondary School, Shivapur, Bardiya**

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Ramesh Thapa	50	7
2	Raj Kumar kandel	50	14
3	Khagendra Thapa	50	9
4	Khadak Bahadur Thapa	50	15
5	Sarba Raj Bharati	50	15
6	Kabita Thapa	50	10
7	Anuja Dhakal	50	13
8	Laxman Chaudhary	50	12
9	Keshav Khadka	50	14
10	Anil Chaudhary	50	8



### 7. Shree Chure Higher Secondary School, Bagnaha, Bardiya

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Ramesh Tharu	50	7
2	Bal Kumari Tharu	50	3
3	Raj Kumar Tharu	50	10
4	Khem Raj Khanal	50	17
5	Bal Ram Tharu	50	2
6	Anita Kushma	50	2
7	Sunita Chaudhary	50	3
8	Kalpana Tharu	50	4
9	Puran Jaisi	50	8
10	Santaram Tharu	50	3

### 8. Shree Tribhuvan Higher Secondary School, Neulapur, Bardiya

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	G.P. Gautam	50	8
2	Deepa Acharya	50	5
3	Saraswoti Khanal	50	6
4	Sunita Chaudhary	50	9
5	Rabin Rasaili	50	10
6	Suveg Kumar Sharma	50	18
7	Roshani Paudel	50	9
8	Laxman Chaudhari	50	8
9	Arun Adhikari	50	20
10	Raj Kumar Khadka	50	19

**9. Shree Jagadamba Higher Secondary School, Madhela, Bardiya**

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Sunil Tharu	50	16
2	Lal Bahadru Gahamagar	50	13
3	Ganesh Kumar Alemagar	50	24
4	Ramesh Gahamagar	50	5
5	Premkala Bogati	50	13
6	Man Kumari Pulami	50	18
7	Kalu Singh Kathayet	50	7
8	Pratap Shahi	50	11
9	Pratika Subedi	50	12
10	Sita Tharu	50	9

### 10. Shree Nepal Rastriya Higher Secondary School, Dhodari, Bardiya

<b>S.N.</b>	<b>Name of Students</b>	<b>Full Marks</b>	<b>Obtained Marks</b>
1	Anita Chaudhary	50	16
2	Ram Kumar Chaudhary	50	10
3	Gayatri Rijal	50	25
4	Shyam Chaudhary	50	20
5	Sankalpa Paudel	50	20
6	Gautam Chaudhary	50	21
7	Tilak G.C.	50	20
8	Diksha Paudel	50	31
9	Alina Chaudhary	50	17
10	Nirmala Thapa	50	19

s