

# **CHAPTER ONE**

## **INTRODUCTION**

This study is about the 'Writing proficiency of ten graders in Tehrathum District.' This chapter includes General Background, Review of the related Literature, Objectives and significance of the study.

### **1.1 General Background**

Language is basically regarded as a means of human communication among human beings. It is the system of expressing of one's thoughts, feelings, emotions, attitudes, desires, ideas etc. It is the obvious fact that the possession of language makes a human being different from animals and thinking is far more complex in human being than in other animals. It is dynamic and open system which allows human beings to communicate each other. Oxford Advanced Learners Dictionary (2000, p. 721) defines language as "the system of communication in speech and writing that is used by people of particular country."

Similarly Sapir (1978, p. 8) defines "Language is purely human and non-instinctive method of communicating ideas emotions and desires by means of a system of voluntarily produced symbols."

Crystal (1992, p. 212) says, language as" the systematic conventional use of sound, signs or written symbols in the human society for communication and self expression". As Sthapit, (2002, as cited in Guragain 2008,p.1) states "language is a voluntary vocal system of human communication."

Similarly Brown,(1994 as cited in Prasai 2008, P.1) says, "It is a way of changing needs and conditions of speakers through observable sequences of

sounds." Richards et al. (1996, p.196) define language as, "The system of human communication which consists of structured arrangement of sounds or their written representation into large units e.g. morphemes, words, sentences, utterances."

The above definitions given by different scholars clear that language firstly is the means of communication, then the medium of sharing ideas and so on which is one of the unique properties of human beings.

There are many languages spoken in the world. Among them English has been recognized as a widely used language for global communication though Chinese is the most widely spoken language. It is not only important but a top requirement of those seeking good jobs and is often the language in which much of the business of good job is conducted. So it is a prestigious and a standard language in the world. It is accepted as a means of communication in diplomacy. It is an international lingua franca and also used as an official languages in the countries like India, Hong Kong, Philippines, Singapore, South Africa, Ireland, New Zealand etc. 'It is spoken as a native language by more than 300 million people most of them living in north America, British, Australia, New Zealand, the Caribbean and South Africa' Quirk et al. (1985, p. 13). It is one of the most widely used languages among the six UN official languages. It has the largest body of vocabulary and the richest body of literature. It is not only language for international communication but also an entrance to the global body of knowledge. We can never reach to the rapid advancement and innovations made in the field of science and technology, industrial development, International relationships, world civilization, medicine, economics, tremendous progress made in different fields of human knowledge without the proper knowledge of English. Thus we can undoubtedly say that it is nothing but an invaluable instrument mainly reserved for

communicating thoughts between or among people. It is a major and fast growing language which crosses the geographical boundary together with racial boundary. It is found and used at every nook and corner of the academic world as well as in day to day life.

### **1.1.1 ELT situation in Nepal**

In reference to Nepal, English language has been given priority over international languages. It is included in the syllabus of Nepal as a compulsory subject from primary to Bachelor level and also as an optional or specialized subject in every level. In addition, a number of English medium institutions have been established in private sector. So English has become the prominent part of every people in Nepal.

Nepal needs English for academic, scientific and commercial activities. Moreover, it is necessary to ensure better corner within and outside the country. In other word, English has become the language of survival in Nepal. Further more, in the present era of globalization. English has been an essence for developing international brotherhood.

English has begun to be learnt in Nepal after it entered the Indian subcontinent with the expansion of British Empire in the east. The British Introduced English in Indian Education system and later it expanded upon Nepal. In this context Awasthi (2003) states 'Formally English entered in Nepalese Education in 1854 when the Prime Minister Jang Bahadur Rana established Darbar High School in Kathmandu. However, it was not introduced in the higher education until 1981 when Trichandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National education system plan (NESP) until the English language teachers were not

trained. It started only in 1971 when FOE of TU initiated B. Ed. programme in English education" (Journal of NELTA 8, 22). Thus English is taught as specialized subject in I. Ed., B. Ed., M.Ed. English in T.U. in the faculty of education.

### **1.1.2 Language Skills**

Language can be made use of daily life in its various modes and manners. These modes or manners are called language skills; listening, speaking, reading and writing. This is the natural order of the development of skill. Writing is one of the most important skills. It is a productive and expressive skill of language. Writing is an expressive skill because we encode meaning by means of certain graphic symbols like decoding in receiving. It is a productive skill. It manipulates the mechanics, letters and structures them into sensible words, sentences and paragraphs. "To be able to use the language to convey thoughts, intentions, wishes, information etc. a person needs a mastery of various elements." (Hay Craft 1978, P.78).

#### **1.1.2.1 Listening**

"Children listen before they speak. A new born baby hears the sounds with other people make and a lot of it is words. There is now evidence that babies hear sounds and begin to process them while still in the womb." (Elkin, S. 2008, P.81).

Listening is the activity of paying attention to and trying to get meaning from something we hear. It is the ability to identify and understand what the audiences are saying. It involves understanding a speaker's accent or pronunciation, grammar, vocabulary and grasping meaning. It is a receptive skill. It involves active cognitive processing. It is a first language skills that a child acquires.

### **1.1.2.2 Speaking**

Speech is a primary form. Speaking is the production of language sounds in audible and meaningful form. It is the productive skill and has second position in its order of presentation. We speak when we want to express our ideas, opinions, desires and to establish social relationship. It is equated with communicative competence itself. Speech is basically a communicative and social art.

"Children speak before they read or write. A command of spoken language is an essential forerunner of reading. Research shows too that children need spoken language in order to be able to think and reason. Without words some experts say actions are instinctive like an animals are-not thought out-although a child, as any parent knows, understands quite complex word sequences long before he or she can say them. It is language and the elaborate communication. It allows of course which distinguishes human from animals." (Elkin, S. 2008, P.81).

### **1.1.2.3 Reading**

Reading means 'perceiving a written text in order to understand its contents. It is an active and a receptive skill. It is obviously a receptive skill because we receive message by reading something. Reading without understanding is just barking at prints and therefore reading involves understanding or comprehension. It has the third position in order of presentation. To make comprehensive reading, the reader must have both mental and physical processes which account for active participation. While reading, the reader constructs message from graphic symbols.

According to Parkinson (2002, P.50) "in reading activities, the students follow series of activities, that student read (silently and aloud speak and listen in

groups while some give a report) and write. "They analyze synthesis, evaluate and create". He further says, "Reading texts should help the students to be assessed on their ability to understand information; select what is relevant to specific purpose and collect information within and between texts; appreciate the difference between facts, ideas and opinions; recognize implicit meaning and activities; evaluate information and detect bias; appreciate a writer's use of language." (2002, p.53).

There are many reasons why getting students to read English texts is an important part of the teachers' job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes of simply for pleasures. The following things should be considered by the teachers while teaching reading in the classroom (Larsen-Freeman, P. 128).

- ) Objectives of the teaching
- ) Role of the teachers
- ) Role of the students
- ) Process of teaching
- ) Nature of student-teacher interaction
- ) Feelings of students
- ) Cultural aspects of language
- ) Role of students' native language
- ) Areas of language
- ) Evaluation scheme
- ) Respond to the student errors

Teachers are managers, guides, facilitators who recognize that they must focus students' attention on the learning, challenge, and then step back and respond in service to their learning.

#### **1.1.2.4 Writing**

Writing is one of the most important skills of language which is known as productive, active and secondary skill. Graphic symbols are used to represent spoken sounds in writing. As Elkin, S. (2008, P.4) states "Writing starts as soon as a child can hold a crayon and awareness of it probably begins even earlier. A baby who sees a parent or carer reading a notice or a book is at some level, learning that the adult is absorbing meaning from paper. And as soon as the child begins to make marks on paper he or she is on the way to becoming a writer."

It is a way of conveying meaning through the use of graphic symbols that represent a language. Writing involves the encoding of a message of some kind: that is, we translate our thoughts into language. It is a lively means to express our joys, sorrows, experiences or curiosities.

According to Richards et al. (1985, p. 313) "writing is a system or written symbols which represent the sound, syllabus or words of language". It means all languages of the world which have their written form, use graphic symbols that represent spoken sounds. Similarly, White and Arndt (1993, p. 3) Opine "writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own."

This definition asserts that writing is a very complex process that requires heavy mental practice. The writer should be able to transcribe language into written symbols as well as should be able to express his/her thoughts and feelings on a paper in an attractive way. According to Rai (2055, p. 78) "Writing is an act of transmitting thoughts, feelings and ideas from up here in head to down there on paper. Since it is a thinking process in its own right that demands conscious intellectual efforts".

Nunan (1989, p. 36) says, "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate 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 written must be able to structure and integrate information into cohesive and coherent paragraphs and texts."

This definition is a broad definition of writing that asserts writing as a very complex process which requires many composite skills, mental, rhetorical and critical and it is a skill that improves with constant practice.

In conclusion, writing is an act of transmitting thoughts, feelings and ideas which is a very complex process that requires composite skills. It is a transparent mirror which can present knowledge and experiences from generation to generation.

### **1.1.3 Components of Writing**

The components of writing are given below:

#### **a. Mechanics (Graphological System)**

The Term mechanics refers to the aspect of writing i.e punctuation marks, capitalization, abbreviation and numbers. These are the basic concept for the beginners. Many Students whose native-language orthography is very different from English have difficulty in forming English letters. Such students should get special training. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment. However, at times slight change in spelling of words can bring drastic change in the meaning they express. One of the reasons that spelling is difficult for students of English as a foreign language is that the



correspondence between the sound of a word and the way it is spelt is not obvious. Similarly, overuse or underuse of punctuation is often frowned on by many writers or editors of English. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers.

## **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 of different senses units between and among the utterances. 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 deal of a paragraph or a text reflects coherence. Any written paragraph or a text to be coherent it should have a series of sentences that develop a main idea. According to Swami (1987 p.13), in a good piece of writing, all the sentences are closely related to the central idea.

For example: in the conversation;

A: Could you give me a lift home?

B: Sorry, I am visiting my uncle?

X: What time is it?

Y: Sorry sir, There was a traffic jam.

In the above examples, there is coherence because both A and B know B's uncle lives in the opposite direction of A's home. Similarly there is no grammatical or lexical link between X's question and Y's reply but the exchange has coherence because both X and Y know that X is asking why Y is late. In the reply of X's question Y presents the reason due to traffic jam.

### **c. Cohesion**

Oxford Advanced Learner's Dictionary (2000, p. 288) defines cohesion as " the out or state of keeping together." cohesion refers to the grammatical and lexical relationships between different elements of a text. It may be the relationship between different sentences or between different parts of sentences. Any combination of sentences to be a text there should have grammatical relationship between sentences. Cohesion also refers to the relationship between different parts of sentences. The proper use of cataphora and anaphora makes a piece of writing cohesive. For example,

A: Is Jacky coming to the party?

B: Yes, she is.

In the above conversation, there is a link between 'Jacky' and 'She' and 'is.....' coming.

There are two levels of cohesion. They are:

- Sentential (Intra-sentential) cohesion.
- Textual (inter-sentential) cohesion.

Sentential cohesion occurs within a sentence where as textual cohesion occurs across sentences.

### **d. Orthographic and Para orthographic text:**

Orthography deals particularly with writing and spelling system. Different languages of the world use different types of writing systems, For example, logographic writing, syllabic writing and alphabetic writing. It is equally important to draw students' attention to the fact as to how Para orthographic texts can convey the same meaning more clearly and more precisely.

### **Orthographic text deals with:**

- I. Complexity and irregularity in (English) spelling
- II. Outstanding spelling eg. tough, cough, dough, heard dreadful  
beard and leopard, people, theory etc.
- III. The spelling of loan words for eg.  
ghee (borrowed from Hindi)  
campus (borrowed from Latin).  
restaurant (borrowed from French)
- IV. Writing direction eg.  
Left to right (English, Nepali)  
Right to left (Urdu).  
Top to bottom (Japanese) etc.
- V. Syllable pattern/structure eg.  
Consonant clusters.  
Doubling of consonants etc.

### **Para orthographic text deals with;**

- I. Converting a text into chart, diagram etc.
- II. Interpreting charts, diagrams etc. into orthographies.
- III. Writing from maps, graphs, statistical data etc.
- IV. Writing something in the form of table, chart, diagram etc.

### **1.1.4 Process of Writing**

According to White and Arndt (1991 P. 11-77), Process of writing involves the following points:

#### **I. Glimpsing the Process**

The writer becomes ready to put his thoughts feelings etc. on the paper. White and Arndt, (1991, p.11 as cited in Guragain 2008,p.5) states. "The Writer stilled the waters of his mind to stabilize his thinking, he peered in to his thoughts and one by one put them into words ....."

#### **II. Generating Ideas**

Generating ideas is clearly a crucial part of the writing process. Because actually getting started is one of the most difficult and inhibiting steps in writing, ideas generating is particularly important as an initiating process.

#### **III. Focusing**

Focusing includes discovering main ideas, considering purpose, considering audience and considering form.

#### **IV. Structuring**

In this process, the writer chooses from among the ideas and places them in order; he scrutinizes the expression and places them where they belong. To be, specific; structuring involves grouping ideas into frameworks, considering priorities relating structure to focal idea and so on.

## **V. Drafting**

The writer being immersed in phrases painfully consenting, it was like darting fish with hooks in their gills, dragged from the depth of an unplumbed pool. Activities in this section mark the move from the writing a first draft.

## **VI. Evaluating**

It is the assessment of the draft. It is essential that the language be understandable and reasoning well maintained.

## **VII. Reviewing**

It is one of the essential parts of the process which remains, the text as if with a new pair of eyes. And often even at this stage, a new look at what is on the page is quite likely to give rise to get more ideas and thoughts which have to be worked into the original conception. Indeed, there is sense in which a writing task never ends; instead, we simply have to decide that we have reached the point where we must abandon our text to its fate.

### **1.1.5 Mechanics of Writing**

Mechanics of writing mainly includes capitalization, spelling and punctuation. The learner must have the knowledge of mechanics of writing, use of correct and appropriate words and sentences, treatment of content, stylistic skills and judgment skills, Bowen et al. (1985, p.254), state "The mastery of mechanics of writing and practice on the basic skills are necessary first steps for a child or alphabet the left to right direction of English writing system, upper and adult learners. Under mechanics of writing the learners should learn the lower case letters, rules for capitalization, basic spelling patterns of English and rules for words and sentences punctuation."

The beginners should be guided through the mechanism a step at a time with individual attention. The literate or educated learners will probably learn the mechanism at high speed. An attempt is made here to present the basic spelling patterns and words as well as sentence punctuation of the English language.

### **1.1.6 Stages of Writing**

There are five stages of developing writing skills. According to Rivers (1968, p.245) the stages of writing are as follow:

#### **1.1.6.1 Copying**

It is the first stage of writing. It is also known as transcription. As the student is copying, he should repeat himself what he is writing. After he has had some practices in copying accurately with correct diacritical and punctuation marks, he may continue to copy as an aid to memorization. At this stage, he repeats a sentence to himself as he copies it and then tries to say it over to him two or three times without referring to the script. It is an initial stage for the purpose of recognition.

#### **1.1.6.2 Reproduction**

In this stage, the learner attempts to write without originality what he/she has learned orally and reads in his/her textbooks. If the learner has been trained in forming the habit of accuracy during the copying stage, s/he becomes able to practise it at reproduction stage. It helps to reinforce spelling and sentence structures.

### **1.1.6.3 Recombination**

In this stage, the learners are required to reproduce learned work with minor adaptation. The writing practice may take a number of forms, e.g. using substitution table to form words, phrases, sentences and transforming sentences and so on.

### **1.1.6.4 Guided Writing**

In this writing, the students are supplied with information in the form of some clues or points. They are asked to select the information from the input given by the teacher. Then students use all information correctly in short paragraphs. It may be a notice, note, telegram, dialogue etc. In this writing the students do not add any new information. They should be limited only the instructors guidance.

It includes the following points.

- a. Skeleton for writing stories.
- b. Parallel writing.
- c. The beginning and ending of a story.
- d. Describing pictures.
- e. A set of instructions etc.

### **1.1.6.5 Free Writing**

Free writing or composition is the final stage in the development of the writing skill. It should, therefore be practised only after students have done sufficient

guided practice. Thus, the appropriate level to practise free composition writing extensively is the secondary level although its teaching can start much earlier.

Free writing can be classified into four types. They are narrating, describing, replying and explaining. In conclusion, free writing is just like swimming in deep Ocean where there is no certainty of length, depth, framework and ideas.

### **1.1.7 The Essential Characteristics of Good Writing**

Writing is a complex skill. It is an art of using language. To be a good and perfect writer the following points are to be essential.

#### **1.1.7.1 Simplicity**

Good writing must be simple. It is an important quality of writing. Karki (1993, p.13) says that reducing complexities, unnecessary expressing ideas or thoughts unnatural or unpretentious way is the essential characteristics of good writing. It avoids the extra stylistic words, genres, jargons, flourishing and ambiguous words etc. writing should be readable and understandable so that it could not disturb the readers to understand the gist of the writing.

#### **1.1.7.2 Clarity**

Good writing should be clear. It must be absolutely free from ambiguity. There should not be different in interpretations or misinterpretations in the writing. Ideas should be presented in a clear orderly, readable, understandable and informative style. The writer must always be conscious of the reader and information of the writing. He should have the clear idea and the expression style should be informative. It should avoid exaggerations as well as contradictory statements.



### **1.1.7.3 Continuity**

Continuity of thought and natural link of ideas are important features in 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 the first paragraph to the second paragraph, first chapter to the second chapter and so on.

### **1.1.7.4 Economy**

Economical writing is efficient and esthetically satisfying, while it makes a minimum demand on the energy and patience of readers; it returns to them a maximum of sharply compressed meaning.

### **1.1.7.5. Coherence**

Good writing deals with one topic at a time. According to swami (1987, p.13) "in a good piece of writing all the sentences are closely related to the central idea."

### **1.1.7.6 Complete**

A good writing must be complete. It completes the topic it deals with. Good writing should avoid exaggeration and hyperbolic and self contradictory statements.

### **1.1.7.7 Free from Error**

Good writing must be free from error. It must be accurate. Every written piece has to be free from orthographic errors, Semantic errors, grammatical errors, idiomatic errors, factual errors, Punctuation errors and so on.

### **1.1.8 Importance of Writing**

Writing is superior to other language skills because of its quality of being permanent. According to Richard (1985, p.101) "Written language is primarily transactional oriented. The goal of written language is to convey information accurately, effectively and appropriately."

In context to Nepal, English has been taught and learned as a foreign language. It is being taught as a compulsory subject from the beginners level to the Bachelor level. For the development of general proficiency in the English language, reading and writing skill should be given emphasis. The best way to develop writing is to get the learners write.

Byrne(1988, P.6-7) has mentioned the importance of writing in language teaching and learning in following points.

- a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in a language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
- b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
- c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Even at an

elementary level there are many opportunities for activities that effectively integrate skills.

- d. Writing provides variety in classroom activities, serving as a break from oral work. At the same time, it increases the amount of language contact through work that can be set out of class.
- e. Writing is often needed for formal and informal testing. For many years, writing has occupied its place as a primary skill in teaching and learning programmes in school and college is to enable the student to write correctly and appropriately.

### **1.1.9 Writing Proficiency**

Our examination system depends on the written expression for the scoring of the students. There are many reasons that compel us to limit our test in 'paper and pencil' method. Obviously writing has become the most powerful pedagogical tool in the field of language teaching. Most of the classroom activities are dependent upon writing system. It is often needed for formal and informal testing. Writing activity provides a variety in classroom activities where only oral practice is focused. In such situation writing activity serves as a break and students can utilize their imagination and creativity through written discourse which co-operates them to achieve linguistic proficiency.

Linguistic Proficiency is the ability of an individual to speak or perform in an acquired language. As the theories vary among pedagogues as to what constitutes proficiency, there is little consistency as to how different organizations classify it. Additionally, fluency and language competence are generally recognized as being related but as separate controversial subjects. In predominant framework of the United States, proficient speakers demonstrate both accuracy and fluency and use a variety of discourse strategies. Thus, a high number of native speakers of a language can be fluent without being

considered proficient. To be a proficient in a language one should be proficient in all kinds of language skills i.e. listening, speaking, reading and writing.

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

Writing proficiency is one of the most important components 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 store range that may occur. If writers were able to find their own level by writing on to topic, then they feel comfortable with. The indirect objectives approach is not easily affected scores, but the validity of this method has been doubted. To be proficient in writing, one has to be able to express his/her ideas, feelings, emotions and desires by using his or her own language.

According to Hughes (1995, p.75), 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, considerations of backwash and ease of construction would still argue for the direct testing of writing within teaching institutions.

Weir (1993, p.58) says, "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."

Thus, testing writing is a very complex task because testing of it includes infinite number of things such as spelling, cohesion, coherence etc. Beside this, the complexity of testing writing increases due to the fact that writing now is not restricted to articles, books, letters etc. on paper alone. Now a days, computer technology offers a wide range of opportunities to write documents, emails, faxes, internet, etc. which have made writing a more complex process because the writer has to be familiar with dazzling array of tools with which to prepare, organize and present his write ups.

## **1.2 Review of Related Literature**

Since testing writing proficiency is a broad area of study, many researchers have been carried out in this field in the department of English Education. Furthermore, numbers of comparative study of writing also have been carried out. Some instances of the latest research works reviewed by me as a researcher are as follows:

Karki (1996) carried out a study on "A comparative study of writing proficiency between the students of public and private school of grade Ten in Lamjung District". The objective of his study was to analyze the writing of the students of grade ten and identifying their weaknesses. The research shows that writing proficiency of private schools was better than that of public schools.

Likewise, Paudyal (1999) carried out a study on "comparative study of English language writing proficiency in Higher secondary school of Gulmi and Kathmandu. The objectives of his study was to investigate the writing proficiency of the 12th graders of Gulmi and Kathmandu districts. His study was comparative between the students of rural and Urban students. His findings were to be better the students of urban area rather than the students of rural area. This study also found that students of humanities and Science faculties, girls were better proficient than that of the boys.

In the same way, Barakoti (2001), carried out a research on "Errors committed by PCL second year students in writing free compositions. The main objective of his study was to find out the errors and mistakes in writing free composition in different aspects. The finding of his study was that the students of PCL second year committed errors in sentence construction spelling and organization of thought. The tool used for data collection was test items requiring the students to write free composition.

Sah (2003), carried out a research on "writing proficiency of Grade Nine students. It was a cross sectional study in which both primary and secondary sources of data were used. The population of the study was 100 students of grade IX from Siraha district. Test items were the major tools of data collection. The major findings of the study were that the students committed mistakes in the use of comma than in the use of other specific punctuation marks i.e. capitalization, full stop, apostrophe, question mark and so on. This study also carried out the section of proficiency but could not solve the problems occurred in writing free composition.

Ghimire (2006), carried out the research entitled "A study of Errors committed by Twelfth Graders in writing free composition" This study was confined to Higher Secondary Schools of Sindhupalchok district. He visited different five Higher Secondary Schools. The objective of his research study was to identify and classify the grammatical errors caused by the students in writing free

composition I.e. letter writing paragraph writing and essay writing. The study also emphasized only grammatical errors of free composition. The problems while teaching writing composition were raised but could not meet the remarkable ideas to solve them in his study.

Prasain (2008), carried out a research entitled "Problems faced by English Teachers in Teaching writing skill" He attempted to find out the problems in teaching writing and causes of having problems in teaching writing free composition. As the informants there were altogether 60 English teachers from secondary and lower secondary schools of Chitwan district. The study emphasized the writing problems due to student's illegible handwriting, lack of physical facilities, lack of supervision, limited amount of time students disinterest toward writing skill, use of traditional method of teaching etc.

Guragain (2008), carried out a study on "Proficiency in free writing of grade eleven students of Kathmandu Valley". The main objective of his study was to compare their free writing proficiency between different stream of students in Kathmandu Valley. The finding of his study was that boys were better proficient than the girls. It is also found that the writing proficiency of the students of humanities stream in free writing proficiency was better than education and commerce students.

Similarly Paudel (2008), carried out a study on "Proficiency of grade Nine students in Free and Guided writing" The main objective of his study was to find out proficiency of the students of grade nine in free writing and guided writing. The finding of his research was seen that the students in guided writing were more proficient than the free writing.

The proposed study is different from all the studies carried out so far in the sense that writing proficiency of ten graders in a particular district i.e. one of the remote districts has not been carried out yet. That's why I Was interested in

this field to assist to solve the issue of writing proficiency. Comparatively on the basis of gender and inter-school located in different area of Tehrathum district. The findings of the research will certainly be significant to those who are directly or indirectly involved in teaching and learning English as a second language in Nepal.

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

The objectives of this research study were as following:

- a. To determine writing proficiency of grade ten students of Tehrathum district.
- b. To compare their free writing proficiency on the basis of gender and inter-schools.
- c. To suggest some pedagogical implications for improvement.

### **1.4 Significance of the study**

The findings of the study will be directly fruitful for the teachers who are teaching in secondary level. It will also be significant for the teacher trainers and curriculum experts to identify the writing proficiency and testing the writing skill in this level. This study will also reveal for programme evaluators, policy makers, text book writers, syllabus designers and for all who are directly or indirectly involved in teaching profession. Finally it will also help the novice researchers to gain an insight into the area who want to hold their researches in this field ahead.



## **CHAPTER TWO**

### **METHODOLOGY**

For the purpose of fulfilling the set of objectives the following Methodology was adopted.

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

The study was based on both primary and secondary sources of data.

##### **2.1.1 Primary sources of data.**

The primary sources of data for this study were the sixty students of ten graders in selected schools of Tehrathum district.

##### **2.1.2 Secondary sources of data.**

I primarily emphasized on the primary sources of data. Moreover I directly or indirectly consulted all the materials available both in print or electronic media which were related to the problems in writing proficiency. I consulted many books, journals, magazines, articles or periodical publication and also went through the text book and teachers' guide of secondary Level. In addition to it, I consulted the previous theses carried out by Sah (2003), Ghimire (2006), Poudel (2008), Prashain (2008), Guragain (2008), and others available in the library of SMC.

#### **2.2 Sample and Sampling Procedures**

The research was based on sixty informants to elicit the proficiency. Sixty non-native Students of English, ten from each school were selected from six higher secondary school of Tehrathum District.

I used purposive (Judgemental), random sampling procedure in order to select the required number of students. For this purpose six government- aided schools were chosen. Ten students from each school were selected randomly.

### **2.3 Tools for data collection**

The main tool for the collection of data was a test consisting of three questions for free writing. They were essay writing (Write an essay on Women Education), paragraph writing (Write a short paragraph about your school), and letter writing (Write a letter to your friend studying in Kathmandu describing your plans after passing S.L.C.). Each item was targeted to elicit the appropriate use of grammar, content, punctuation, cohesion, coherence, format and good handwriting. The allotment of the marks was ten, ten and five respectively. Total marks of the test were twenty five. Students were given forty-five minutes of time to answer those items. The informants were free to use their own vocabulary and structure.

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

The data for this study was collected from the written works of the students. I prepared the test paper on the basis of S.L.C. Level questions. I then selected six- schools and visited them one after another. With the help of the Principal and English teacher, I gathered the students of ten graders randomly in the class room as per the required number for conducting the tests. The test was administered to the students. The students were asked to answer the question. I then collected the answer sheets and requested the related English teacher to check. After that I rechecked them for their reliability. After the completion, I counted the errors committed by the students in the use of grammatical correctness, content, punctuation marks, cohesion/ coherence, format and good handwriting. Then I described them.

## **2.5 Limitation of the study**

I attempted to carry out the task under the following limitations:

- i. The study was limited to six government- aided higher secondary school of Tehrathum district.
- ii. The study was limited to a test consisting of three questions: They were essay writing, paragraph writing and letter writing.
- iii. Ten students from each school were taken as the sample of this study.
- iv. This study was mainly concerned to find out the writing proficiency of ten graders.
- v. The data were collected only by using questionnaire.
- vi. The test item was limited to the areas of content, Grammar, format, vocabulary, punctuation, coherence/ cohesion, good handwriting .
- vii. The sample size was only sixty students who were studying in Government- aided six higher secondary schools of Tehrathum district.
- viii. The findings may not be applicable to the whole school throughout Tehrathum district as well as the whole country.
- ix. Students' free writing proficiency was compared on the basis of the following variables: boys Vs girls, intra- school Vs inter school.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter primarily aims at investigating problems that are hindering the proficiency in writing English at ten graders in Tehrathum district. The main concern here is to find out the writing proficiency of ten graders with their problems in different aspects. I also tried to find out the causes of problems with the help of the set of questionnaire. I was in conclusion to choose forty informants from six selected high schools. After going to the related school and observing the condition of students I decided to take at least ten informants from each school to find out the real problem. So sixty students from six Higher secondary schools were randomly chosen as the subject for this study. In order to elicit opinions regarding writing problems prevailing in Tehrathum district, I distributed a set of questionnaire to all the sixty students. The problems in writing drawn from the analysis of information collected from the students are presented here using different tables, figures along with their description.

As aforementioned, the research work was focused on the areas of tense agreement, cohesion, coherence, content and spelling. To fulfill this study I collected the data consisting of three questions for free writing. The first item was essay writing of ten marks, the second was paragraph writing of the equal marks and the third one was letter writing of five marks. The data has been categorized under the following four main headings and analyzed and interpreted them.

- 3.1. Total proficiency analysis**
- 3.2. Gender- wise analysis**
- 3.3. Item- wise analysis**
- 3.4. School- Wise comparison analysis**

### 3.1 Total proficiency analysis

The great majority of students at most of the public schools in our country come from various social and cultural backgrounds. Most of the students take English as any other subjects like Nepali, Social study, Science, Mathematics and so on. So their exposure to English is not limited to six hours in a week. Moreover, it can be added here that the medium of instruction in all government-aided schools is not still in English. Most of the English teachers are still applying GT method while teaching. Along with other courses, they study and write in Nepali. As a result, their understanding of the text and writing skill is not worth mentioned. It can be seen that students face developing functional language skills, such as proper natural language in different social contexts and using English language in creative ways. Furthermore, most of the students are compelled to imitate and memorize. They fail to integrate their critical thinking into their creative writings. As the matter of fact, their proficiency seems poorer rather than the students of private schools.

**Table No.-1**

The following table shows the overall analysis of total free writing proficiency of grade ten students.

Total Informants.	Total Proficiency	Total Average	Above Average		Below Average		Full marks
			No of informants	Percentage (%)	No of informants	Percentage (%)	
60	839	14	32	53.33%	28	46.66%	25

As shown in the table above the total number of the informants was 60 and total proficiency obtained by the selected students in different items i.e. essay paragraph and letter from different six schools was 839. The total proficiency was formed by calculating the marks of sixty informants obtained by the test which was conducted during the research period. In the same way, the average

mark was obtained by dividing the total proficiency into the number of informants who were taken by random sampling process from different six higher secondary schools of Tehrathum district. So the average mark obtained by the informants was 14. Thirty-two informants yielded the above average marks and twenty-eight yielded the below average marks. The percentage of the students scoring above the average was 53.33% and the percentage of the students scoring below average was 46.66%. The total full mark of the text conducted in 3 items was 25. This statistics exhibits that the majority of the students was above average. It clarifies that the proficiency in free writing was considered satisfactory.

### **3.2 Gender wise analysis**

As students experience to be proficient in writing, the confidence and skills they learn can be easily transferred to formal writing. The rules of formal writing become less intimidating. Students view the rules as helpful guidelines instead of unreasonable restrictions. The rules are not silencing writing voices; rather organization grammar and structures are boundaries in which individual expression and thought are contained. It takes time to develop and mature. Writing is a continuous process which requires a long span of time. It is affected by society, culture, gender, etc. Gender issues are categories which need to be redefined and surfaced in the EFL class so that our students can cope with or survive in the new constantly changing global reality. Our society is multicultural, in some parts the discrimination on the basis of gender seems as the vital problem of the society. In the female dominated society, girls are not provided equal opportunities as boys in respect to time, education, and opportunities. It is due to lack of awareness, lack of education, lack of parental support, poverty and so on. Therefore, I was encouraged here to analyze the proficiency on the basis of gender.

**Table No.- 2**

To explore the gender wise proficiency of the informants, sixty students were selected from different six Higher Secondary School, out of them thirty were male informants and thirty were the female ones. The proficiency obtained by the informants is shown in the table below.

<b>Total informants</b>	<b>Numbers of Boys and Girls</b>	<b>Item No- 1</b>	<b>Item No- 2</b>	<b>Item No- 3</b>	<b>Total</b>	<b>Total Percentage %</b>	<b>F.M.</b>
	Boys (30)	163	152	100.50	415.50	27.70	
	Girls (30)	166.50	152.50	104.50	423.50	28.23	
60		329.50	304.50	205	839	55.93	25

The above table reveals that the text was based on 3 main items to find out the gender wise proficiency. After the research conducted on the three items, I came to the conclusion that girls obtained greater proficiency than that of the boys. The total proficiency of boys was 27.70 and the proficiency of girls was 28.23%. Thus as a whole the female students were found to be slightly better than male informants which shows that girls are more labourious and sensitive in hard subjects like English. It can also be supposed that female awareness in education is increasing rather than the previous days in rural areas.

### **3.2.1 Gender- wise Analysis and Interpretation of each Item**

**Table No.- 3**

The table asserts gender wise analysis of each item in writing proficiency:

<b>Item No</b>	<b>Topic</b>	<b>Boys (30)</b>		<b>Girls (30)</b>		<b>F.M.</b>
			<b>%</b>	<b>Total</b>	<b>%</b>	
1	Essay	163	54.33	166.50	55.50	10
2	Paragraph	152	50.66	152.50	50.83	10
3	Letter	100.5	67.00	104.50	69.66	5

The above table shows the gender- wise analysis of each item where the total proficiency of boys in essay writing was 54.33% . Similarly the total proficiency of girls in the same item was 55.50%. According to this table it can be analyzed that girls obtained greater proficiency than the boys in writing essay.

The next item i.e. Item No- 2 was writing a paragraph. In this item the total proficiency of boys was 50.66% and of girls was 50.83%. In this item too girls were slightly better in writing paragraph than the boys.

The total proficiency in item No- 3, in writing a letter, obtained by boys was 67% and by girls was 69.66% which also shows that girls were found to have better proficiency than the boys. As the research shows that girls were found better proficient than the boys in each item.

### 3.2.2 Errors committed by male informants

The following table displays the total number of errors committed by male informants from different higher secondary school.

**Table No-4**

S. N.	School	Errors in Tense		Errors in Agreement		Errors in Cohesion/ coherence		Errors in Content		Errors in Spelling		Total
		No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	
1	K.H.S.	15	7.73	49	25.25	36	18.55	38	19.58	56	28.86	194
2	R.H.S.	16	8.37	55	28.79	34	17.80	37	19.37	49	25.65	191
3	T. H.S.	18	8.45	58	27.23	32	15.02	40	18.77	65	30.51	213
4	B. H.S.	26	11.76	58	26.24	36	16.28	40	18.09	61	27.60	221
5	M.H.S.	22	9.36	63	26.80	38	16.17	40	17.02	72	30.63	235
6	S. H.S	24	10.34	62	26.72	39	16.81	37	15.94	70	30.17	232
	Total	121	9.40	345	26.82	215	16.71	232	18.04	373	29.00	1286



The table exhibits that the male students committed overall 1286 errors in different items in the use of tense, agreement, cohesion, coherence, content and spelling respectively.

The informants of Krishna Higher Secondary school committed 15(7.73%) errors in tense, 49(25.25%) errors in agreement, 36(18.55%) errors in cohesion/coherence, 38(19.58%) errors in content and 56(28.86%) errors in spelling. The male informants from this school committed the highest number of errors in spelling and lowest number of errors in tense.

The informants of Ram Sanskrit Higher Secondary School committed 16(8.37%) errors in tense , 55(28.79%) errors in agreement, 34(17.80%) errors in cohesion/coherence, 37(19.37%) errors in content and 49(25.65%) errors in spelling. They committed the highest number of errors in agreement and the lowest number of errors in tense.

The students of Trimohan Higher Secondary School committed 18(8.45%) ,58(27.23%), 32(15.02%), 40(18.77%),65(30.51%) errors in the use of tense, agreement, cohesion/coherence, content and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

Similarly, the male informants of Bhagawati Higher Secondary School committed 26(11.76%) errors in tense, 58(26.24%) errors in agreement, 36(16.28%) errors in cohesion/coherence, 40(18.09%) in content and 61(27.60%) errors in spelling. The highest number of errors committed by male informants was in spelling and the lowest was in tense.

The students of Mahendra Higher Secondary School committed 22(9.36%) errors in the use of tense, 63(26.80%) in agreement, 38(16.17%) errors in cohesion/coherence, 40(17.02%) in content and 72(30.63%) errors in spelling.

Lastly, the students of Saraswati Higher Secondary School committed 24(10.34%) errors in tense, 62(26.72%) errors in agreement, 39(16.81%) errors in cohesion/ coherence, 37(15.94%) errors in content and 70(30.17%) errors in spelling. From this table, it is concluded that most of the male informants from different high school committed the large number of errors in spelling and few in the use of tense.

The highest number of errors was committed by the male informants from MHS and the lowest by the informants of RSHS, KHS, THS, BHS, SHS at the first, second , third, fourth and the last positions respectively.

### 3.2.3 Errors committed by female informants.

**Table No-5**

This table presents a clearer view of the errors committed by female informants from different selected Higher Secondary Schools of Tehrathum district.

S. N.	School	Errors in Tense		Errors in Agreement		Errors in Cohesion/ coherence		Errors in Content		Errors in Spelling		Total
		No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	
1	K.H.S.	11	6.07	54	29.83	32	17.67	31	17.12	53	29.28	181
2	R.H.S.	13	7.26	52	29.05	30	16.75	36	20.11	48	26.81	179
3	T. H.S.	16	8.37	55	28.78	30	15.70	36	18.84	54	28.27	191
4	B. H.S.	22	10.13	61	28.11	33	15.20	39	17.97	62	28.57	217
5	M.H.S.	21	9.21	60	26.31	34	14.91	43	18.85	70	30.70	228
6	S. H.S	22	9.82	64	28.57	37	16.51	35	15.62	66	29.46	224
	Total	105	8.60	346	28.36	196	16.06	220	18.03	353	28.93	1220

This table presents the errors committed by the female informants from the selected high school of Tehrathum district. It asserts that the total number of errors committed by female informants was 1220 in the use of tense, agreement, cohesion/coherence, content and spelling.

The informants of Krishna Higher Secondary School committed 11(6.07%) errors in tense, 54(29.83%) errors in agreement, 32(17.67%) in cohesion/coherence, 31(17.12%) in content and 53(29.28%) in spelling. The total number of errors committed by female informants from this school was 181.

The errors committed by the female informants from Ram Sanskrit Higher Secondary School were 13(7.26%) in tense, 52(29.05%) in agreement, 30(16.75%) in coherence/cohesion, 36(20.11%) in content and 48(26.81%) errors in spelling. The total number of errors from this school was 179; the least number of errors out of six high schools.

The students of Trimohan Higher Secondary School committed altogether 191 errors. Out of them 16(8.37%) in tense 55(28.79%) in agreement, 30(15.70%) in coherence /cohesion, 36(18.84%) in content and 54(28.27%) in spelling. The informants committed the highest number of errors in spelling and the lowest number of errors in tense.

Similarly, the female informants of Bhagawati Higher Secondary School committed 217 errors in all items, they committed 22(10.13%) in tense, 61(28.11%) in agreement, 33(15.20%) in cohesion/coherence, 39(17.97%) in content and 62(28.57%) in spelling.

The informants of Mahendra Higher Secondary School committed 21(9.21%) errors in tense, 60(26.31%) in agreement, 34(14.91%) in cohesion/coherence, 43(18.85%) in content and 70(30.70%) errors in spelling. The total number of errors in all the items was 228 which was the highest number of errors out of six high schools.

In the same way, the students of Saraswati Higher Secondary School committed 22(9.82%) errors in tense, 64(28.57%) in agreement, 37(16.51%) in cohesion/coherence, 35(15.62%) in content and 66(29.46%) in spelling. The total errors committed in different three items were 224 by 30 female informants from six high schools.

### **3.3 Item- wise analysis**

There are a number of phenomena taking place in the 21<sup>st</sup> century world which require capabilities and even demand specific mental abilities. Raising our student's writing skill has become a compelling need. The seemingly inexorable technological race, cultural, industrial and financial globalization of societies, migration and case of massive poverty are all to be dealt with and processed by a new type of individual which is both an inhabitant of a country and a competitive citizen of the world.

Writing, at least in any significant form, involves the ability to organize sentences into a coherent whole or text. Most writing practice should from the start aim to teach those devices of the written language which are needed in order to be able to write various kinds of text items by collecting the different ideas. It is the real fact that the learners cannot be expected to master all the different items of the written form of language. Many of them, in any case would not be relevant to their needs, to the extent that these can be identified in a writing programme. At the same time, it is not enough to try to teach them a kind of 'neutral' general purpose form of written expression. As in speech, they have to some extent at least to be able to select an appropriate style, formal or informal, depending on what they are writing about and whom they are addressing, and to be able to present this to the reader in an appropriate form, such as a letter, paragraph or an essay. Although it can't be said that this is easy, many of the difficulties which the learners have in this area arise because of the nature of the writing tasks: for example, simply if they are asked to write a paragraph out of context, they are not encouraged to think of writing as

communication. Likewise it might be noted, our goal should not be to teach different kinds of writing (such as narrative, descriptive, expository and so on) but rather to see that these are practised within the wider context of a text. For example, a letter may involve some ‘narration’; essay may involve ‘description’, while a paragraph might provide the setting for some expository writing.

### 3.3.1 Item- wise analysis and interpretation of total proficiency. Item No.- 1

**Table No.- 6**

The following table displays total free writing proficiency in item No- 1

Total informants	Total Average	Above Average				Below Average				F.M.
		No. infts.		%		No. infts.		%		
		B	G	B	G	B	G	B	G	
		16	17	26.66	28.33	14	13	23.33	21.66	
60	5.49	33		55		27		45		10

The above table shows the total proficiency in item No- 1. The total number of informants was sixty from different six high schools. There were 30 male students and 30 female students as the participants. The text was conducted for 45 minutes in which the students were asked to write an essay. The average score obtained by 60 students in that item was 5.49. The table shows that 55% of the total students crossed the average marks and 45% students obtained below average marks. The above table also shows that the total number of students above average was 33 and the total number of students below average was 27. The full mark of this item was ten.

### 3.3.2 Item- wise analysis and Interpretation of total proficiency Item No.- 2

**Table No- 7**

The following table displays total free writing proficiency in item No- 2

Total informants	Total Average	Above Average				Below Average				F.M.
		N. infts		%		N.infts		%		
		B	G	B	G	B	G	B	G	
60	5.8	19	19	31.66	31.66	11	11	18.33	18.33	10
		38		63.33		22		36.66		

The above table displays the total free writing proficiency in item No- 2 in which students were asked to write a short paragraph about their own school. The full marks of this item were ten and average score obtained by the sixty students in that text was 5.8. The result in this item seemed satisfactory. Out of sixty students, 38 students yielded above average was 63.33%. Likewise, the number of informants who obtained below the average mark was 22 from six different higher Secondary schools; 11 male informants and 11 female informants. So the informants below the average marks were 36.66%. The Percentage of the boys and girls separately above the average was 31.66 and below average were 18.33 respectively.

### 3.3.3 Item- wise analysis and interpretation of total proficiency Item No.- 3

**Table No- 8**

The following table displays total free writing proficiency in item No- 3

Total informants	Total Average	Above Average				Below Average				F.M.
		No. infts.		%		No. infts.		%		
		B	G	B	G	B	G	B	G	
		15	16	25	26.66	15	14	25	23.33	
60	3.42	31		51.66		29		48.33		5

The above table shows that the total samplings were 60 from different selected six High schools. There were 10 participants from each school; 5 boys and 5 girls. The time allotment was of 45 minutes for all items. The full mark of this item was five. In this item, students were asked to write a letter. The total score obtained by 60 students in this item was 205 and full mark of it was 300. The total scoring in this item was 68.33% which can be supposed the highest percentage in the comparison of essay writing and paragraph writing. The number of informants yielded above the average was 31(15 male informants, 16 female informants) and the number of informants yielded below average was 29(15 male, 14 female). Out of sixty students from six government-aided schools the average score obtained by 60 students in this item was 3.42. This table shows that 51.66% students scored above average marks and 48.33% students scored below average marks. The participation of female informants seems satisfactory.

### 3.3.4 Item wise errors committed by the students.

Error, in general, refers to the use of a linguistic item in a way, which a fluent or a native speaker of the language regards as showing faulty or incomplete learning. They are the defective forms of utterances which appear regularly in the learners' language. They are considered incorrect because they violate the

norms of code. All the incorrect forms or the forms deviated from the norms are not errors, they are mistakes. Errors result from incomplete knowledge and mistakes are caused by lack of attention, fatigue, carelessness or some other aspects of performance. Errors occur at the competence level, as the result of which they occur regularly and frequently in language learner's use of the target language.

Though errors are called 'unwanted forms' or 'unsuccessful bits', they are no longer seen as bits of crime. They are recognized as having their own underlying system which can be described in their own terms. The learners' errors carry a tremendous value particularly in the field of language teaching. That is why, now-a-days they are not treated as negative outcomes but the most apparent proofs that the learners are making necessary progress in developing their system of the language they are learning.

The following table states Item wise errors committed by the students.

**Table No.-9**

S. N.	Test Item	Errors in Tense		Errors in Agreement		Errors in Cohesion/ coherence		Errors in Content		Errors in Spelling		Total
		No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	
1	1	87	9.03	262	27.20	157	16.30	171	17.75	286	29.69	963
2	2	82	8.34	276	28.13	153	15.59	179	18.24	291	29.66	981
3	3	57	10.14	153	27.22	101	17.97	102	18.14	149	26.51	562
	Total	226	9.01	691	27.57	411	16.40	452	18.03	726	28.97	2506

The above table shows that the total errors 2506 committed by the informants in the use of tense, agreement, coherence, content and spelling under each item in each school. Under the first item writing an essay; the errors committed by students were 87(9.03%), 262(27.20%), 157(16.30%), 171(17.75%),



286(29.69%) in the use of tense, agreement, coherence, content, and spelling respectively. The students committed the highest number of errors in spelling and the lowest number in tense. Under the second item in writing a short paragraph, the students committed 82(8.35%), 276(28.13%), 153(15.59%), 179(18.24%), 291(29.66%) errors in the use of tense, agreement, coherence, content and spelling respectively. In this item too, the students committed the highest number of errors in spelling and the lowest number of errors in tense.

Similarly under the third item the students committed 57(10.14%), 153(27.22%), 101(17.97%), 102(18.14%), 149(26.51%) errors in tense, agreement, coherence, content and spelling respectively. The students committed the highest number of errors in agreement and the lowest number of errors in tense.

In total the students committed 226(9.01%) 691(27.57%), 411(16.40%), 452(18.03%), 726(28.97%) errors in the use of tense, agreement, coherence, content and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

### **3.4 School- wise comparison**

So far we have looked at writing in gender without drawing any distinction between writing in the mother tongue and writing in a foreign language (here English ). However, there are some differences, particularly in the learning situation where the environment in writing in the mother tongue is positive and writing in the foreign language is negative. Environment in writing in the mother tongue is positive and writing in the foreign language is negative.

Most children learn to write in English at school, generally at the age of five and seven. By this time they have a poor command of the spoken language, adequate at least to their social needs, but their experience of the written language is very limited.

On the other hand, children acquire the second language fairly laboriously. They are required to make regular use of it, both in classes devoted to writing practice and as their education progresses in other lessons which involve some form of written work. Certain types of writing particularly those which involve some form of written work. Many children, in fact, simply do not enjoy writing partly because out of school, it has little value for them as a form of social interaction, although in most cultures the ability to write carries prestige. Very few children succeed in becoming really proficient at writing and many cease to use this skill once they leave school.

Another, the most significant factor is that all the government-aided schools in Nepal are not rich of physical facilities as well as the administrative and educational facilities. Most of the schools are still facing the scarcity of well trained subject teachers. Students are compelled to study with the teacher who is far from the related subject and most of the schools, if it is facilitated; they are not laborious and hardworking in teaching. Comparatively even the school of the same status, it is found the vast diversity in the teaching learning activities. As a result, it can be seen the biasness in the same form of school in different ways which is that, even if we delay the introduction of writing for some time, the amount of language which the learners will have at their disposal for writing will be very limited. To focus these problems, I was encouraged to have the comparison among or between the schools of the same status.

The school- wise errors committed by students from different selected higher secondary schools are presented in the following table.

**Table No.- 10**

S. N.	School	Errors in Tense		Errors in Agreement		Errors in Cohesion/ coherence		Errors in Content		Errors in Spelling		Total
		No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	No. of Errors	Percentage	
1	K.H.S.	26	6.93	10	27.60	68	18.13	69	18.4	109	29.06	375
2	R.H.S.	29	7.84	10	28.90	64	17.29	73	19.72	97	26.21	370
3	T. H.S.	34	8.42	11	28.0	62	15.34	76	18.81	119	29.54	404
4	B. H.S.	48	10.95	11	27.20	69	15.75	79	18.03	123	28.08	438
5	M.H.S.	43	9.28	12	26.60	72	15.55	83	17.92	142	30.66	463
6	S. H.S	46	10.08	12	27.60	76	16.66	72	15.78	136	29.82	456
	Total	226	9.02	69	27.57	41	16.40	452	18.03	726	28.97	2506

The table presented above shows the errors committed by the students of different school in the use of tense, agreement, cohesion/coherence, content and spelling respectively.

The students of Krishna Higher secondary school committed 26(6.93%), 103(27.60%), 68(18.13%), 69(18.4%), 109(29.06%) errors in the use of tense, agreement, cohesion, coherence, content and spelling as respectively aforementioned table. It is seen that the students committed the highest number of errors in spelling and the lowest number of errors in coherence.

It can also be analyzed from the table that the students of Ram Sanskrit Higher secondary School committed 29(7.84%), 107(28.90%), 64(17.029%), 73(19.72%), 97(26.21%) errors in the use of tense, agreement, cohesion,

coherence, content and spelling respectively. They committed the highest number of errors in agreement and the lowest number of errors in tense.

Similarly the students of Trimohan Higher secondary school committed 34(8.42%), 113(28%), 62(15.34%), 76(18.81%), 119(29.045%) errors in the use of tense, agreement, coherence, content and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

The students of Bhagawati Higher secondary school committed 48(10.95%), 119(27.20%), 69(15.75%), 79(18.03%), 123(28.08%) errors in the same topics mentioned above respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

The students of Mahendra Higher secondary school committed 43(9.28%) errors in tense, 123(26.60%) errors in agreement, 72(15.55%) errors in coherence, 83(17.29%) in content and 142(30.66%) errors in spelling. They committed the highest number of errors in spelling and the lowest number of errors in tense.

In the same way the students of Sarawati Higher secondary school committed 46(10.08%), 123(27.60%), 76(16.66%), 72(15.78%), 136(29.82%) errors in the use of tense, agreement, cohesion, coherence, content and spelling respectively. They committed the highest number of errors in spelling and the lowest number of errors in tense.

In total the students of different six Higher secondary school where I visited in the process of collecting data committed 226(9.02%) errors in the use of tense, 691(27.57%) errors in the use of agreement, 411(16.40%) in coherence, 452(18.03%) errors in content and 726(28.97%) errors in the use of spelling. They committed the highest numbers of errors in the use of spelling and the lowest number of errors in tense.

### 3.4.1 School wise comparison of the proficiency of the students in essay writing

**Table No.- 11**

S.N	Variables school	No. of informants	Marks obtained in F.M 10		Remarks
			Average	Percentage (%)	
1	K.H.S	10	5.5	55	
2	R.S.H.S	10	5	50	
3	T.H.S	10	4.5	45	
4	B.H.S	10	3.5	35	
5	M.H.S	10	4.5	45	
6	S.H.S	10	4	4	
	Total	60	32.9	54.8	

The above table shows that the over all average score and overall percentage was 32.9 and 54.8 respectively. The students of K.H.S were seen the most proficient in essay writing with the average score of 5.5 and the students of B.H.S were seen the least proficient in essay writing with the average score of 3.5. The average score of T.H.S. and M.H.S seems equal with 4.5. Similarly R.S.H.S has 5 and S.H.S. has four. School wise, the K.H.S. students did the best of all in this item. The students from RSHS, THS, MHS, SHS, BHS, were at the second, third, fourth, fifth, and the last position respectively. Though the informants of BHS did worst and showed a very poor performance, they were the least inconsistent and the informants of SHS were the most inconsistent in the use of the incorrect forms in this item. They seem least proficient in writing an essay than paragraph writing and letter writing.

### 3.4.2 School- wise comparison of the proficiency of students in paragraph writing

Table No.- 12

S.N	Variables school	No. of informants	Marks obtained in F.M 10		Remarks
			Average	Percentage (%)	
1	K.H.S	10	5.7	57	
2	R.S.H.S	10	5.2	50	
3	T.H.S	10	5.5	55	
4	B.H.S	10	4.2	40	
5	M.H.S	10	4.5	45	
6	S.H.S	10	5.2	50	
	Total	60	34.8	58	

The above table shows that the overall average score and overall percentage in writing paragraph was 34.8 and 58 respectively. The students of K.H.S were seen more proficient in paragraph writing with the average score of 5.7 . Similarly the students of B.H.S were seen the least proficient in writing paragraph with the average score of 4.2. R.S.H.S and S.H.S obtained equal score with 5.2 . T.H.S and M.H.S obtained 5.5 and 4.5 respectively. Therefore, the KHS students did the best of all. Those of THS, SHS, RSHS, MHS, BHS. were at the second, third, fourth and the last positions respectively. Though, the informants of BHS did worst. They were less inconsistent than their SHS counterparts in the use of incorrect forms. The score of paragraph writing seems better than essay writing. The table displays that students are more proficient in paragraph writing rather than essay writing.

### 3.4.3 School-wise comparison of the proficiency of students in letter writing.

**Table No.- 13**

S.N	Variables school	No. of informants	Marks obtained in F.M 5		Remarks
			Average	Percentage (%)	
1	K.H.S	10	3.1	62	
2	R.S.H.S	10	3.2	64	
3	T.H.S	10	3	60	
4	B.H.S	10	2.8	56	
5	M.H.S	10	2.5	50	
6	S.H.S	10	2.6	52	
	Total	60	20.5	68.3	

The above table shows that the overall average score and overall percentage was 20.5 and 68.3 respectively. The students of R.S.H.S. were seen the most proficient in letter writing with the average score of 3.2. Similarly the students of M.H.S. and S.H.S. were seen the least proficient in letter writing with the average score of 2.5 and 2.6 respectively. K.H.S which was in the first position in writing essay and paragraph seen in the second position with the score of 3.1. Similarly T.H.S. and B.H.S. obtained 3 and 2.8 respectively. The students of RSHS did far better and were more consistent than their intra-school counterparts in the use of grammatical forms. Among the institutions, RSHS did best in letter writing. Those of KHS, THS, BHS, SHS, MHS were at the second, third, fourth, fifth and the last positions in the rank order.

### 3.4.4 School Wise comparison of the total proficiency in each item.

**Table No. - 14**

The following table asserts the total proficiency in each item from different selected High School.

	<b>Essay Writing</b>	<b>Paragraph</b>	<b>Letter</b>	<b>Total</b>	<b>Percentage</b>	<b>Remarks</b>
KH.S.	55	57	62	174	69.6	
RS.H.S.	50	50	64	164	65.6	
TH.S.	45	55	60	160	64	
BHS.	35	40	56	131	52.4	
MHS	45	45	50	140	56	
SHS	40	50	52	142	56.8	

The above table displays that the total proficiency in each item in individual school obtained differently. KHS obtained 55 marks in essay writing. Similarly 57 marks in paragraph writing and 62 in letter writing. The total participants from this school were 10. The full marks of the 3 items were 25. In total, scoring 174 (69.6%), this school stood in the first position in writing proficiency.

Similarly, the research was conducted in RSHS. This school obtained 50 marks in essay writing, 50 marks in paragraph writing and 64 marks in letter writing. The same nature of test and same number of informants were taken place. By obtaining 164 marks (65.6%) this school got success to grab the second position out of the selected high School.

Likewise, During the research period T.H.S. was also the selected school for measuring writing proficiency. This high School came to the third position by obtaining 160 marks in three items. i.e. 45 in essay writing, 55 in paragraph and 60 in letter writing. The total scoring of this school was 64%.



In the same way, the another school S.H.S. scored 40, 50 and 52 in essay, paragraph and letter writing respectively. The total scoring of this school was 142 i.e. 56.8%. This school got success to achieve the fourth position out of the six.

Similarly the test was accomplished in M.H.S. This school got stood in the fifth position in writing having scored 45 in essay writing, 45 in paragraph writing and 50 in letter writing. The total proficiency of this school was 140 (56%).

Lastly, the text was performed in the same terms and conditions to B.H.S. out of the selected school. This school got the sixth position in measuring writing proficiency. The informants of this school achieved 35 in writing an essay, 40 in writing a paragraph and 56 in writing a letter. Thus, the total scoring of this high School was 131 i.e. 52.4% which seems comparatively poorer than the rest High schools.

### **Diagram: 1**

**The following bar-diagram asserts the total proficiency in each item.**

Remarkably, the bar-diagram suggests that the students of ten graders are not so very good in writing proficiency. They are poor in all the skills of language. In course of writing, they seem less proficient as expected. The use of

grammatical function seems satisfactory. During the research period it was found that in the use of tense and verb agreement they are not clear sometimes they use auxiliary verbs for a particular person and sometime they use the same verb for another person. Even though, the writing practice seems satisfactory. As stated above diagram, the students were found good at writing a letter scoring 68.3% and poorer in writing an essay obtaining 54.8% similarly in writing a paragraph they were found moderate by having 58%, comparatively some ups and downs in writing seems tolerable.

### **Diagram -2**

The above diagram displays the total free writing proficiency of ten graders in Tehrathum district. The research work was held in different six government-aided High Schools of Tehrathum District. The selected schools were KHS, RSHS, THS, MHS and BHS. The text was conducted on the 3 main texts i.e. essay writing, paragraph writing and letter writing. The informants were randomly chosen from ten grades, five were boys and 5 girls from each school. Informants were free to opine themselves. Within 45 minutes of time they had to accomplish all the items in their own words.

In this way the text was accomplished. The scoring percent of each school shows that B.H.S. has been in the 6th position scoring 52.4%. The informants did worst and showed a very poor performance. Similarly, M.H.S. school having 56% came to the 5th position likewise S.H.S. scored 56.8% in each item and came to the 4th position. THS, R.S.H.S., K.S.H. scored 64%, 65.6% and 69.6% respectively. From this diagram we come to the conclusion that proficiency writing in 10 graders seems satisfactory.

### **Diagram -3**

The above diagram asserts that the text items were on the basis of 3 main texts. The scoring of the informants in each item was the boy informants from 6 selected High schools were 30 (5 from each school). The total proficiency of the boys in essay writing was 163, in paragraph writing 152, and in letter writing was 100.5. The total scoring marks of the all items was 415.5 e. 55.4%.

Similarly the scoring mark of the female informants was 166.5 in essay writing, 152.5 in paragraph writing and 104.5 in letter writing. The total proficiency of girls in all the item was 425.5 or 56.46%. By this diagram, it is clear that girls seem to be more proficient than the boys in writing.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

After a close scrutiny of the data accumulated for this study I have faced the following problems and their causes existing in writing proficiency at 10 graders in Tehrathum district.

#### **4.1 Findings**

On the basis of the analysis and interpretations of the data collecting, the following findings have been drawn.

- a. The free writing proficiency of ten graders in Tehrathum district was found good according to their level. The proficiency of the students was examined based on their performance on the basis of certain criteria like tense, agreement, cohesion/coherence, content, spelling and so on. It was found that their proficiency was good.
- b. The free writing proficiency of girls was found better than the boys in each school. It shows that the girls were more proficient than that of the boys in English writing. The main reason was that the girls were found to be labourious, obedient, sincere and good-disciplined rather than the boys. So the girls secured better marks than the boys which clarifies that the girls were more proficient than the boys in writing free composition.
- c. The students of K.H.S. were found proficient in essay and paragraph writing. They obtained 5.5(55%) and 5.7(57%) respectively.
- d. In writing a letter R.S.H.S. was found slightly more proficient than K.H.S. The students of R.S.H.S. obtained 3.2(64%) where as K.H.S obtained 3.1(62%) only.
- e. The students of B.H.S. were found to be the least proficient in essay and paragraph writing whereas the students of M.H.S. were found the least proficient in letter writing.

- f. Writing practice of the students was found poor and most of them made grammatical and spelling errors while writing.
- g. It was found that most of the students had poor handwriting which created a problem to find out the exact proficiency.
- h. It was also found that most of the students could not write long sentences due to poor base in English and limited vocabulary storage. The weaker students could not write even long vocabularies independently. In test session, they tried to copy brighter students.
- i. Regarding the condition of English exposure during English class it was found that students were very poor to respond in English.
- j. The condition of physical infra structure and management in the selected school was not satisfactory for the purpose of teaching writing I found that the classrooms did not have enough space for classroom activities. The teachers were compelled to teach over crowded classes.

## **4.2 Recommendations**

On the basis of the above mentioned findings I would like to propose the following recommendations:

- a. It seemed that the students were not taught how to write properly. The result signified that there was a lack of practice in free writing among the majority of the informants. Therefore, a lot of practice should be given in guided and free writing.
- b. Boys should be encouraged to participate in free writing rather than girls.
- c. Regular feed back to the students to be given in writing practice.
- d. Giving opinion was very much difficult for most of the students. So the activities like opinion poll should be practised with regular correction.

- e. Integrated teaching may be one of the best techniques to improve proficiency in the use of punctuation marks and other grammatical items in writing skill. Self correction, peer correction, teacher correction can be applied considering the situation in the classroom.
- f. Students are encouraged to apply the grammatical rules and structures strictly.
- g. Hand writing practice is also remarkable for better and legible Handwriting.
- h. Copying of bright students by poor ones has become a serious problem so that students should be encouraged to write their homework themselves. So, if possible, the school administration should manage different section on the basis of their knowledge.
- i. The activities for writing should relate more with speaking so that it could develop communicative as well as written competence of the learners.
- j. The concerned bodies should be sensitive for the management of physical facilities and good teaching facilities.
  
- k. In teaching writing the teacher, if possible, is recommended to apply Model Text Deconstruction Process (MTDP) for the accuracy and to develop the students' writing skill.

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## **APPENDIX - I**

### **Test Item**

**F.M. :25**

**P.M. : 8**

**Time:45 Minutes**

Name :

Sex :

School's Name :

#### **Questions:**

Candidates are required to give their answers in their own words

1. Write an essay on "women Education" in about 100 words. 10
2. Write a short paragraph about your school in about 80 words. 10
3. Write a letter to your friend studying in Kathmandu describing your plans after passing S.L.C. in about 60 words. 5

## APPENDIX - II

**The name of the institutes from where data had been collected.**

1. Shree Ram Sanskrit Higher Secondary School Sakranti-2, Khelpur, Tehrathum.
2. Shree Krishna Higher Secondary School Sakranti-1, Dandagaun, Tehrathum.
3. Shree Trimohan Higher Secondary School Sakranti-6, Tehrathum.
4. Shree Bhagawati Higher Secondary School Thoklung, Tehrathum.
5. Shree Mahendra Higher Secondary School Khamlalung, Tehrathum.
6. Shree Saraswati Higher Secondary School Hwaku, Tehrathum.

## APPENDIX - III

### Allotment of the marks : Item No 1 and 2

S.No.	Variables	Marks
1	Content	3
2	Grammar	1
3	Format	2
4	Vocabulary	1
5	Punctuation	1
6	Cohesion/Coherence	1
7	Good Hand Writing	1
	<b>Full Marks</b>	<b>10</b>

### Allotment of the marks : Item No - 3

S.No.	Variables	Marks
1	Content	2
2	Format	1
3	Grammar	0.5
4	Vocabulary	0.5
5	Punctuation	0.5
6	Good Hand Writing	0.5
	<b>Full Marks</b>	<b>5</b>

## APPENDIX - IV

### Krishna Higher Secondary School

#### Individual obtained Marks

S.No.	Name	Gender	Item-1	Item-2	Item-3	Total
1	Suman Bhandari	M	6	6.5	3.5	16
2	Puja Limbu	F	7	7.5	3.5	18
3	Ishwora Shrestha	F	7.5	7	3.5	18
4	Santosh Sodhung	M	4	4.5	2.5	11
5	Dilli Kafle	M	6	6.5	3.5	16
6	Manisha Mabo	F	7.5	8	4	19.5
7	Pramod Bhattarai	M	5	4.5	3	12.5
8	Muna Gautam	F	4	4.5	2.5	11
9	Srijana Tamang	F	4.5	4	2.5	11
10	Ram Prasad Ghimire	M	3.5	4	2.5	10
	<b>Total</b>		<b>55</b>	<b>57</b>	<b>31</b>	<b>143</b>

### Ram Sanskrit Higher Secondary School

S.No.	Name	Gender	Item-1	Item-2	Item-3	Total
1	Manju Acharya	M	6	6.5	3.5	16
2	Manusha Khapung	F	7	7.5	3.5	18
3	Batula Mote	F	7.5	7	3.5	18
4	Umesh Khatri	M	4	4.5	2.5	11
5	Dambar Limbu	M	6	6.5	3.5	16
6	Indra Kumari Phombo	F	7.5	8	4	19.5
7	Hom Nath Dahal	M	5	4.5	3	12.5
8	Prabesh Pahim	F	4	4.5	2.5	11
9	Tika Pariyar	F	4.5	4	2.5	11
10	Mahendra Dahal	M	3.5	4	2.5	10
	<b>Total</b>		<b>55</b>	<b>57</b>	<b>31</b>	<b>143</b>

### Trimohan Higher Secondary School

S.No.	Name	Gender	Item-1	Item-2	Item-3	Total
1	Sanju Sedhai	F	6.5	7	4	17.5
2	Keshav Gurung	M	6	6	3.5	15.5
3	Krishna Tamang	M	5	6.5	3.5	15
4	Gopal Sitaula	M	4	5.5	2.5	12
5	Rohit Dhungel	M	4.5	5	3.5	13
6	Bhuban Bhandari	M	4	5.5	2.5	12
7	Manu Baral	F	4	5	2.5	11.5
8	Muna Gurung	F	4	4.5	2.5	11
9	Lila Maya Tamang	F	3	5.5	3	11.5
10	Radhika Sitaula	F	4	4.5	2.5	11
	<b>Total</b>		<b>45</b>	<b>55</b>	<b>30</b>	<b>130</b>

### Mahendra Higher Secondary School

S.No.	Name	Gender	Item-1	Item-2	Item-3	Total
1	Jhuma Chombang	F	6.5	7	3.5	17
2	Suba Chandra Chombang	M	6	6	3	15
3	Sambhu Hangsrong	M	4.5	4	2.5	11
4	Bijay Limbu	M	4	4.5	2	10.5
5	Jiten Limbu	M	3.5	4	3	10.5
6	Bijay Khawas	M	2.5	4	2	8.5
7	Prabha Pahim	F	4	3	2.5	9.5
8	Dil Kumar Gurung	F	5	4	2	11
9	Shova Niraula	F	4	4.5	2.5	11
10	Roshani Isbo	F	5	4	2	11
	<b>Total</b>		<b>45</b>	<b>45</b>	<b>25</b>	<b>115</b>

### Bhagawati Higher Secondary School

S.No.	Name	Gender	Item-1	Item-2	Item-3	Total
1	Sanchila Tamang	F	6	6	3	15
2	Raju Shrestha	M	4.5	4	3	11.5
3	Iksa Kandangwa	F	3	4	2.5	9.5
4	Saroj Dhungel	M	4	3	3	10
5	Krishna Prasad Camlagai	M	3	4	2.5	9.5
6	Shovit B.K.	M	2.5	4	3	9.5
7	Sarmila Nepal	F	2	4	3	9
8	Geeta Bhujel	F	3	4	2.5	9.5
9	Pabitra Dhungel	F	4	3	2.5	9.5
10	Chandra Kandangwa	M	3	4	3	10
	<b>Total</b>		<b>35</b>	<b>40</b>	<b>28</b>	<b>103</b>

### Saraswati Higher Secondary School

S.No.	Name	Gender	Item-1	Item-2	Item-3	Total
1	Pratiksha Karki	F	6.5	7	3	16.5
2	Sarala Ghimire	F	5	6	3	14
3	Umesh Limbu	M	4	5	2.5	11.5
4	Sudip Timsina	M	4.5	5.5	3	13
5	Ganga Niraula	F	3	4	2.5	9.5
6	Bhupendra K.C.	M	4	4.5	2.5	11
7	Saraswati Dhungana	F	3.5	4.5	3	11
8	Deepak Niraula	M	3	4	2	9
9	Uma Tamang	F	2.5	4	2	8.5
10	Kedar Bhattarai	M	4	5.5	2.5	12
	<b>Total</b>		<b>40</b>	<b>50</b>	<b>26</b>	<b>116</b>