

## CHAPTER –ONE

### 1. General Background

Language can be viewed as one of the most essential aspects of human existence. Human existence has been possible due to the existence of language as it transfers the heritage from one generation to another. It is the only means for expressing emotions, feelings, ideas and perspectives of human beings. It is a mean of communicating thoughts and feelings. Spoken cry cannot be called a language. In the pre-historic days, signals made by various body parts were used for communication. Then cries, gestures etc. were used. Gradually, speech sounds were developed and language came into use for the purpose of communication.

Regarding language, Brown (1994, p. 87), says "It is a way of changing needs and conditions of speakers through observable sequences of sounds." Similarly, Richards et. al. (1996, p. 196) define language as "The system of human communication which consists of structural arrangement of sounds or their written representation into large units, eg. Morphemes, words, sentences, utterances." However, Sapir (in Lyons, 2003, p. 3) defines language as "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". In the same way, Longman Dictionary of Contemporary English defines language as "the system of human expressions by means of words".

From the above mentioned definitions of language, we can say that it is an instrument or the tool of human beings which is used for communication. It is a part and parcel of human life. We can undoubtedly say that language is nothing but an invaluable instrument mainly reserved for communicating thoughts between or among people. It is a set of signals and voluntary vocal system of human communication. It is species specific. It helps human beings to communicate, interchange and share their ideas, opinion, thoughts and emotions to each other. Every language has its own status in the world. Among

all the languages, English is the most dominant in the present day world and it has the prominent role. English is universal, official and semi official language. It is the most widely used language in mass media, business, entertainment, diplomacy and Internet. In Nepal, the English language is taught as a compulsory subject from grade one to Bachelor's Degree. It is learnt as a second or foreign language in Nepal. Students of different levels suppose it as a prestigious language and wish to learn it. In Nepal, teaching learning activities are carried out to master the students' listening, speaking, reading and writing skills.

Different language users have different skills. Human beings learn to listen and speak automatically and naturally. They do not have other options. They are situationally compelled or obliged to listen and speak. They acquire these two basic skills without any conscious efforts. Listening and speaking are, therefore, referred to as primary or obligatory language skills. On the other hand, reading and writing are called secondary or optional languages skills because we, human beings are not compelled to acquire or learn them to conduct our life. We have to learn them through conscious efforts.

Four language skills listening, speaking, reading and writing are integrated not only in teaching and learning a language but also in real-life situation. A language is basically used in the real-life situations in order to receive information. To grasp information, we have to listen to someone or something or read a written text. Therefore, listening and reading are referred to as receptive skills. On the other hand, a language is used to express our feelings, thoughts and so on in terms of speaking and writing. Therefore, speaking and writing are known as productive skills. It means that speaking and writing are involved in production.

## **1.1 Language Skills**

The purpose of teaching a language is to enable the students to communicate in that language. It is essential that every language classroom is to be directed to equip students with the language skills they really need. The four main skills

are listening, speaking, reading and writing. "To be able to use the language, to convey thoughts, intentions, wishes, information etc. a person needs a mastery of various elements". (Haycraft 1978, p.78)

### **1.1.1 Listening**

Listening refers to the ability that enables the learner to identify and understand the natural or recorded speech of someone. Speech involves pronunciation of different sounds, stress, rhythm and intonation. Therefore, listening involves understanding a speaker's pronunciation, his grammar and his vocabulary and grasping his meaning. Harmers (2006, p.133) opines "Listening texts are good pronunciation model, in other words the more students listen, the better they get, not only at understanding speech but also at speaking themselves". Thus, listening is one of the four language skills which involve the activity of paying attention to try and get meaning from something we hear. It is a good pronunciation model through which we able to shape our speaking.

### **1.1.2 Speaking**

Speaking is primarily a productive skill because language is primarily manifested in speech. When learners are taught speaking skill, they have to be made able to communicate what they wanted to express. Speaking is the process of expressing someone's thoughts and feelings through the vocal organs. Of all the four language skills, speaking seems intuitively the most important as people who know a language is referred to as "Speakers" of that language. According to Bacon (in Sharma et. al. 2006, p. 20) "for speaking, participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what". It takes place in a situation where the speaker is under pressure to produce the utterances without having most time to organize what and how people want to say. Thus, speaking is based on successful interaction. This process involves both production and comprehension.

### **1.1.3 Reading**

Reading refers to the process of making students able to grasp the information content in the text. Information is simply grasped by means of visual or graphic symbols. The meaningful arrangement of the symbol always carries information. So, reading is the receptive skills and is a way of grasping information from the graphic symbols. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of the native speakers of the language. Referential materials are read in order to get factual information. Academic or intellectual materials are read in order to foster intellectuality. Similarly, Moyle (1973, p. 25) opines "A broader view of teaching of reading is that it involves the recognition of the important element of meaning in their essential relation including accuracy and thoroughness in comprehension". Therefore, reading should assist the learners to live into the texts in order to recognize the meaning of the elements contained in them.

### **1.1.4 Writing**

Writing is the last skill of language in natural order. While writing, we use graphic symbols that are letters or combination of letters, which relate to the sounds, we make when we speak. According to Bacon (in Sharma et. al. 2006, p. 254),"reading makes a full man, conference a ready man and writing an exact man." Emphasizing the importance of writing, Pahuja (1995, p. 164) says, "Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech". Therefore, one should learn much more about writing skills to be an exact man. It is said that writing is the act of forming the symbols. It is the permanent and powerful medium of the expression.

Writing uses visual symbols. It is a productive skill which involves better organization of meaning and also more accuracy of the form speaking. To focus on writing Ur. (2008, P. 161) says "Good writing must be clear, organized and made of well-crafted sentences.

Writing skill is equally important for those people who are linguistically dumb when they are supported to speak. It has been remarked that writing is the most difficult to the language abilities to acquire or to learn. The difficulty lies not only generating and organizing ideas, but also in translating these ideas into readable text. So, while teaching writing, the teachers have to pay attention to higher level skills of planning and organizing to higher grades and lower level skills of spelling, punctuation, word choice and so on to lower graders.

#### **1.1.4.1 Sub skills of writing**

Writing is a skill in which we produce a sequence of sentences arranged in a particular order and linked to gather in certain ways. It is an activity through which human beings share their culture, religion, values, ideas and assumptions from one generation to another. Stressing the importance of sub-skills to be employed in writing Munby (1978, p. 79) points out the following sub-skills as:

- Manipulating the script at a language using spelling, punctuation and forming the shapes of letters
- forming the shapes of letters
- using the spelling system
- using punctuation
- expressing information explicitly
- expressing information implicitly
- inference and
- figurative language
- expressing the communicative value of sentences and utterances.
- expressing relations within a sentence using
- elements of sentence structure

- modal auxiliaries
- intra-sentential connectors
- expressing relation between part of the text through lexical cohesion devices.
- using indicators in discourse for
- introducing an idea
- developing an idea
- transition to another idea
- concluding an idea
- emphasizing a point
- explanation of point already made
- anticipation and objection
- reducing the text through avoiding irrelevant information

### **1.1.5 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 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 reduces 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 sentences to another, from first paragraph to another and from the first chapter to the another chapter.

#### **d) Economy**

A shorter statement or analysis employing fewer 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.

### **1.1.6 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, semicolon, full stop and 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 speaker's 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 reformation 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 constant 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.

### **1.1.7 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, students' 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 by correct 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 students' 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 into a coherent text or can be exercise based on the text that students are given assistance such as model to follow, a plan or outline to expand from 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 clause)
- 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.

As we know, writing is a difficult skill; the development of which requires gradual and systematic progression from one stage to another. At each successive stage teacher's guidance and control over the language gradually decreases and the learner is given increasing more freedom and challenges. Some such types of free compositions are as follows:

- i) paragraph writing
- ii) essay writing
- iii) narrative writing
- iv) dialogue writing
- v) descriptive writing
- vi) report writing
- vii) letter writing
- viii) story writing

Among the above mentioned types of free writing activities, the main focus here is on the paragraph writing, letter writing and essay writing.

### **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. 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) Letter Writing**

Letter writing is an art. It is the complete communication between friends, relatives and organization. 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 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, letter of application etc.

## **III) 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'.

"The essay is a long piece of composition of 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 and presents the writer's thought on it. Then the essay is brought to a close in a suitable concluding passage" (Narayanaswami 2000, p. 92). The main types of essay are; descriptive, narrative, expository and reflective essay.

### **1.1.8 Stages of Writing Development**

The four languages skills are integrated. A particular skill is better learnt in relation to other skills. Therefore, writing can not be taught in isolation. The most effective writing practice must have a close connection with what is being practiced in relation to other skills. In order to make them able to write English

appropriately, the students must be taught systematically through five stages of development similarly, Rivers (1968, p. 245) has suggested five stages of writing which help the learners write in the foreign language. They are copying, reproduction, recombination, guided writing and free composition.

### **1.1.8.1 Copying**

This is the first stage in the development of writing where students are required to copy the model given by their teachers or the model of the textbook.

Especially for the lower classes, copying is useful for the recognition and production of letter shapes, for improving their handwriting and spelling.

Letters to be copied should be given in contrastive pairs or groups such as p:q, u:v, m:w, h:n etc so that students can see the minor distinction and similarities between them. The prime objective of copying at lower grades is to cultivate a good handwriting that gives no trouble for the readers to read.

### **1. 1.8.2 Reproduction**

During this stage the students try to write without the original version that they mastered or learned orally from their memory (without looking the model).

Here, the students have to rewrite immediately remembering the shapes of letters, words and sentences without reference to their original form. Then they are asked to compare their writing with the original form. Another form of reproduction that is commonly used in foreign language classes is dictation. In order to emphasize difficulties in particular spelling, the spot-dictation procedure can be adopted. "Where particular difficulties of spelling are being emphasized, procedure may be adopted a complete sentence will be read, but only the word or words which are repeated will be written"(Rivers 1968, p. 247). At this stage, the emphasis is entirely on accuracy or reproduction.

### **1.1.8.3 Recombination**

At this stage of writing, the students are asked to write sentences that they have learnt previously with slight changes. The learners at this stage will write the

type of recombination which they have already heard, produced orally and read in the textbook.

Completing sentences using pictures or using alternative words given, producing drilled patterned with slight changes on some parts then transforming sentences on the basis of given clues etc. are some examples of recombination. This stage of writing is particularly useful to train students in manipulating language forms and to develop their ability to write correct sentences.

#### **1.1.8.4 Guided Composition**

This is the second last of writing development. In this stage, the students will be given some freedom in the selection of lexical items and structural patterns for written exercise within a given framework. Guided composition is a technique of controlling writing in language learning skills. In guided composition they may be allowed more freedom in lexical and grammatical choice. The writing practice is based on what they have read or have been reading. Thus, in writing the teacher needs to act as a superior.

#### **1.1.8.5 Free Composition**

This is the stage of writing development. In this stage, the students are asked to describe, narrate, explain and summarize what they have read or heard. When they become accustomed to express themselves, they are given opportunity to express their ideas on the materials they have read. In this stage, students are not in controlled situation. They are free to make the use of vocabulary, structures, items that they like. It is that type of composition in which the student is free to exercise his or her choice in respect his or her words, structures and sometimes ideas. However, the teacher may help the students in collection of ideas developing outline, supplying some language materials etc.

## **1.2 Aspects of writing process:**

The things which are to be considered by the writers to write are called aspects of writing process. The most essential aspects of writing are writer's process, purpose, word choice, organization mechanics, grammar and context.

## **1.3 Techniques Followed to Teach Writing**

Writing is the way of expressing one's thoughts and feelings through the graphic symbols. There are various techniques usually followed to teach writing skill. They are controlled practice, mind map, guided writing, and product based techniques, out lining, parallel writing, oral practice and modal of writing text.

## **1.4 Strategy:**

Strategy refers to the style or ways that the students and teachers adopt to exchange their ideas, emotions, thoughts and feeling easier, faster, more enjoyable, more directed and more transferable to new situation. Strategies are those specific attacks that we make on given problems. We need particular strategy to do the tasks. Strategy can be further classified into two. They are:

### **1.4.1 Language Teaching Strategies:**

The language teacher aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning strategies. He must adopt the strategies to teach his students. He must be familiar with teaching strategies. Teaching strategies play an important role in second language. They facilitate students to become more aware of learning the second language. It is found that a fair number of learners receiving training had shown greater improvement in language performance those who were not trained in strategy use.

A learner may become so skillful in making up for lack of linguistic knowledge by the help of the guidelines or the techniques or the style of the strategies of



the teachers. Teaching strategies are the style used by the teacher while teaching the students.

According to Oxford (1990, p. 142), "Teaching strategy is the internal capacity of the instructor to make his students ready to learn something with his own style." From above definition we can conclude that the ways how the teacher teaches in the classroom is teaching strategy. The teacher usually uses his own strategy to teach or develop their learning habits.

#### **1.4.2 Classification of Teaching Strategy:**

Teaching strategies have been classified by different scholars. The basic classifications of teaching strategies by Roy Killen (retrieved on 19th of January, 2011 from [www.merlot.org](http://www.merlot.org)) are given below:

##### **a) Active Strategy**

In this strategy the teacher teaches his students to be active. Here, the teacher makes students do anything in a classroom other than merely passively listening to his lecture. This teaching strategy improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills.

##### **b) Collaborative Teaching Strategy**

In this strategy, the teacher makes his students work together in small groups to accomplish a common learning goal.

##### **c) Discussion Strategy**

The teacher creates good environment to discuss in the class among the students so that they can develop their own view and hear their own voices.

##### **d) Humour Strategy**

Using this strategy in the classroom, teacher can enhance students learning by improving understanding in retention.

#### **e) Learner-centered teaching strategy**

In this strategy, the teacher teaches on the basis of students' level, interest and capacity. The students are the center of learning.

#### **f) Lecture strategy**

Lectures strategies are the way most teachers today learned in classes. In this strategy, the students are ordered to listen the lecturer's voice to understand the subject matter.

#### **g) Problem-based Teaching strategy**

It is an institutional strategy that challenges students to 'learn to learn' working in groups to seek the solution of the real problems.

Teachers who train students to use language appropriately can help them to become better students.

### **1.4.3 Language Learning Strategy**

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987, p. 19) define learning strategies as "... any set of operations, steps, plans, routines used by the learners to facilitate them in obtaining, storage, retrieval and use of information". From this definition, we can understand that strategies are the techniques, methods, or ways that helps or facilitate the learners to obtain or master the language.

In the similar way, Brown (1994, p. 104) says "Learning strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, plans designs for controlling and manipulating certain information. They are contextualized 'battle plans' that might vary from moment to moment or day to day or year to year." This shows that strategies are the battle plans and the way of approaching a problem of the particular task to find the solution. Similarly, O'Malley and Chamot (in Lessard- Closustan, 1997, p.2) defined 'Learning strategy as a special thoughts or behaviours that

individuals use to help them comprehend, learn or retain new information.

From the above definition, we know that learning strategies are nothing but just thought or behaviour that help the learner to comprehend or learn the language easily.

Richards and Platt (in Hismanaglu; 2008, p.1) also state that learning strategies are "Intentional behaviour and thoughts used by learners during learning so as to better help them understand, learn, or remember new information."

From above mentioned definitions, we can conclude that all languages learners use learning strategies either consciously or unconsciously. When processing new information and performing tasks in the language classroom. Language classroom is like a problem solving environment in which language learners are likely to face new input and difficult task given by their instructors when they got the way to solve the problem. They try to find the quickest and the easiest way to solve the problem.

#### **1.4.4 Classifications of language learning strategies**

Language Learning strategies have been classified by many scholars (Wanden and Rubin 1987;. O'Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994 etc). However, most of these attempts to classify language learning strategies reflect more or less the same categorization of language learning strategy without any radical changes. The classification presented by them are given below-

##### **a. Rubin's (1987) Classification of Language Learning Strategies**

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are-

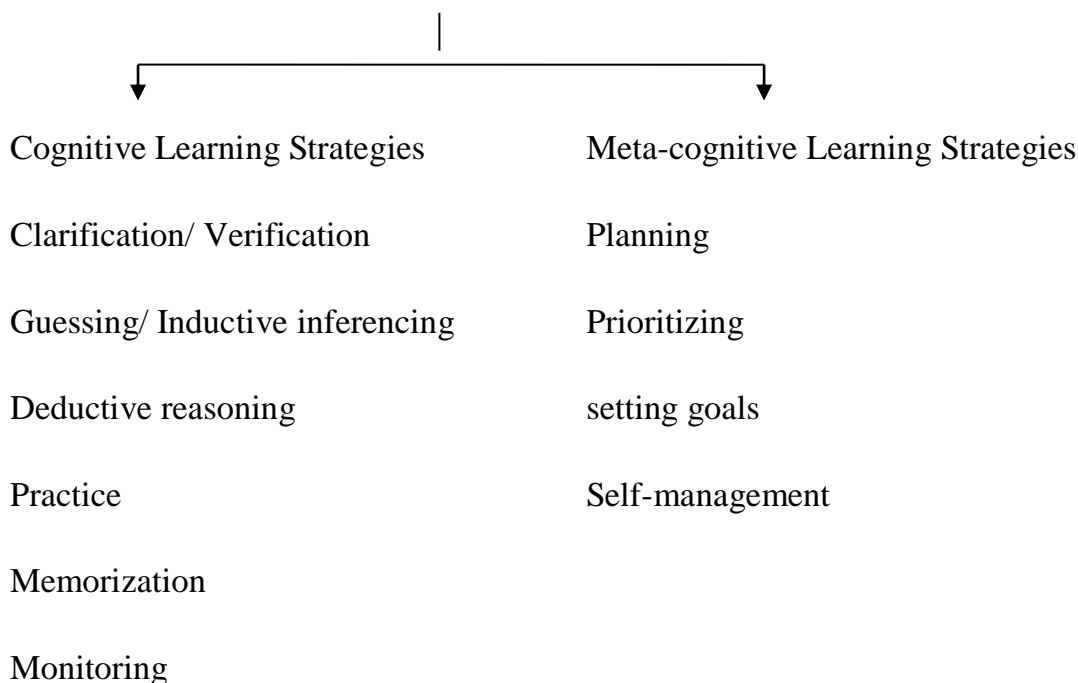
i. Learning Strategies

ii. Communication Strategies

### iii. Social Strategies

These strategies are described below:

#### a. Learning Strategies



#### b. Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across. Communication strategies are used by speakers when they are faced with some difficulty due to the fact that their communication ends outstrip their communication means or when confronted with misunderstanding by a co-speaker.

#### c. Social Strategies

Social strategies are those activities that afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning strategies do not lead directly to the obtaining, storing, retrieving and using of language.

## **B. Oxford's (1990) Classification of Learning Strategies**

Oxford (1990, p.9) regards the aim of language learning strategies as being oriented towards the development of communicative competence. She classifies language learning strategies into two main classes, direct and indirect, which are further sub-divided into 6 groups. In her system, meta-cognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990, p.17) taxonomy of language learning strategies is shown in the following.

### **a. Direct Strategies**

#### **i. Memory**

- Creating mental linkages
- Applying images and sounds
- Retrieving well
- Employing action

#### **ii. Cognitive**

- Practicing
- Receiving and sending message strategies
- Analyzing and reasoning
- Creating structure for input and output

#### **iii. Compensation Strategies**

- Guessing intelligently
- Overcoming limitation in speaking and writing

## **b. Indirect Strategies**

### i. Meta- cognitive Strategies

- Centering your learning
- Arranging and planning your learning
- Evaluating your learning

### ii. Affective Strategies

- Lowering your anxiety
- Encouraging yourself
- Taking your emotional temperature

### iii. Social Strategies

- Asking questions
- Co-operating with others
- Emphasizing with others

## **c. O'Malley's (1985) Classification of Language Learning Strategies**

- Meta-cognitive Strategies
- Cognitive Strategies
- Socio-affective Strategies

## **Meta-cognitive Strategies**

It can be stated that meta-cognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning

process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-monitoring, delayed production, self-evaluation.

### **Cognitive Strategies**

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration and transfer are among the most important cognitive strategies.

### **Socio-affective strategies**

As to the socio-affective strategies, it can be stated that they are related with social-meditating activity and transacting with others. Cooperation and question for clarification are the main socio affective strategies (Brown 1987, p. 93-94).

### **D. Stern's (1992) Classification of Language Learning strategies**

According to Stern (1992, p. 262-266), there are five main language learning strategies. These are as follows:

- Management and planning strategies
- Cognitive strategies
- Communicative –Experimental Strategies
- Interpersonal Strategies
- Affective Strategies

### **1.4.5 Communication Strategies**

Faerch and Kasper (in Brown, 1994, p. 118) defined communication strategies as "potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal." Communication strategies are different from learning strategies because they deal with receptive domain of intake, memory, storage and recall. Communication strategies pertain to the employment of verbal or non-verbal mechanisms for the productive communication of information. They are used by the speaker intentionally and consciously in order to cope with difficulties in communicating in L<sub>1</sub>/FL. The term 'language learning strategy' is used more generally for all strategies that L<sub>1</sub>/FL learners use in learning the target language and communication strategies are, therefore, just type of language learning strategies.

**a) Tarone (in Brown, 1994, p. 119) classified communication strategies as follows:**

a. Paraphrase

- Approximation
- Word coinage
- Circumlocution

b. Borrowing

- Literal translation
- Language switch

c. Appeal for Assistance

d. Mime

e. Avoidance



- Topic avoidance
- Message abandonment

**b) Chesterfield and Chesterfield (in Brown, 1994, pp. 122-124) classified communication strategies as follows:**

- Repetition
- Memorization
- Formulaic expression
- Verbal attention getter
- Answer in unison
- Talk to self
- Elaboration
- Anticipatory answer
- Monitoring
- Appeal for assistance
- Request for clarification
- Role-play

### **1.5 Challenges in Teaching Second Languages or Foreign Languages:**

In Nepal, whenever we talk about teaching the foreign or second language, we automatically understand that is the English language. It means it has the status of second or foreign languages for years, it has been used mostly for academic purposes and we can see that the new generation is developing almost bicultural and bilingual skill in English.

To learn or teach, we are adopting different techniques, methods and approaches. Though many techniques, methods and approaches are being used in the English language teaching classroom, many learners of English are getting problem to exchange their opinions and feelings. Most of the learners may that English is a difficult language.

The teachers teaching English as a second language have been facing with some issues and problem. The prime issue is the nature of the class being heterogeneous or mixed ability learners. The next factor is the size of the class being very large. Similarly, students are likely to use their mother tongue when the teacher gets them to practice the target language. One of the major problems is how to develop their writing habits because a teacher simply has one or two class period leisure. There is not sufficient management of teaching materials and most of the teachers are not interested to use it.

The testing system of our country is only based on writing system. If the student is very poor in writing he can't pass the examination. Even though they have mastered all skill except writing they can't pass the exam.

## **1.6 Review of Related Literature**

A lot of researches have been carried out in learning strategies and teaching strategies. Some of the research carried out by various researchers are as follows:

Oxford (1992/1993, p. 18) found in his research paper "Language Learning Strategy in a Nutshell" that a fair number of learners receiving strategy training had shown greater improvement in language performance than those who were not trained in strategy used.

Devkota (2003) carried out the study entitled 'A study of Learning strategies used in Studying Literature' to find out the learning strategies employed in studying literary texts by the students of B.Ed. specializing in English. He used questionnaire and interview as research tools. The study shows that while studying text the students note down the difficult words and consult the

dictionary and translate some of the difficult words into their first language only in some cases.

Ghimire (2004) carried out a research entitled 'A study on the proficiency of the students' in writing skill' This study was carried out to compare English writing proficiency of students of different streams. Both primary and secondary data were utilized in the study. In this research, the major findings have been presented in four different headings, i.e. holistic findings, stream wise findings, textual and non-textual writing based findings and actual teaching / learning situation findings.

Rain (2006) carried out the study entitled "Learning strategies used by Maithili Learners at English at secondary level" to identify the strategies used by Maithili learners to learn English language. He used interview, observation and questionnaire as research tools. He found that students used the strategy of memorizing, translating, consulting dictionary while learning vocabulary. He also found that students read the text aloud, solved the questions based on the text while learning reading skill.

Shrestha (2007) carried out the study entitled 'Strategies adopted by tenth graders in learning English vocabulary' to identify the learning strategies employed while learning vocabulary by the tenth graders students, the research tool was only questionnaire. He found that students used the strategies of verbal repetition, translation, note taking of difficult words using dictionary and glossary.

Prashain (2008) carried out a research entitled 'Problems faced by English teachers in teaching writing skills' He attempted to find out the problem faced by English teachers in teaching writing skills in lower secondary level and sixty teachers of lower secondary level of Chitwan district were informants for the study. In his finding, major problems faced by English teachers in teaching writing skills were: students' poor base in English, crowded classrooms, lack enough materials like practice book, reference book, students' careless writing and copying from the talented ones.

Khadka (2009) carried out the study research on 'Communication Strategies used by Grade Twelve students' to find out the communication strategies used by the grade twelve students. He used observation, interview and questionnaire as the research tools. He found that students used translation, formulaic expression, requesting for clarification, language switching, answer in unison, structure and indirect appeal for assistance strategies to master the communication ability.

### **1.7 Objectives:**

The objectives of the study are as follows-

- a) To find out the learning strategies used by the tenth graders to write free composition in English.
- b) To find out the relation between strategy used and the students' success in writing.
- c) To suggest some pedagogical implications.

### **1.8 Significance of the study:**

The research will be beneficial to those teachers and students who are directly involved in teaching and learning English. The research will be equally significant for the syllabus designers, language experts, linguists, text book writers, and the people who are interested in this field. The research also will be invaluable for the Department of English Education itself and the teachers who want to develop the writing skills of the students.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted by the researcher while carrying out the research-

#### **2.1 Sources of the Data:**

The researcher used both primary and secondary sources of data.

##### **2.1.1 Primary sources:**

The primary sources of the data were the students and teachers who have been learning and teaching English language in the schools.

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

The secondary sources were the books, journals, research reports, articles and websites related to Teaching Learning strategies and writing skill. Some of them were Wander and Rubin (1997). <http://www.merlot.org/web/>, Journals of NELTA (Vol.:10, 11, 12, 13, 14, 15)

#### **2.2 Population of the study:**

The sample population of this study was the students of grade ten of Morang district who are studying in four private schools of Indrapur, Mrigauliya and Belbari VDCs.

##### **2.2.1 Sample population:**

The sample population of the study was 80 students from the four private schools of Indrapur, Belbari and Mrigauliya VDCs of Morang district. 40 boys and 40 girls were selected for this study.

##### **2.2.2 Sampling Procedure**

The sample population was purposively selected for the research.

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

Research tools were employed to elicit the required information from the sample population. A set of questionnaire was prepared to find out the learning strategies used by the students of tenth graders.

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

The researcher visited the purposively selected schools, teachers and students after preparing the required copies of the questionnaire. He gave them a set of questionnaire to know how they were learning and how their teachers were teaching. He frequently visited the teachers, students and schools. Then he collected the data related to this research.

### **2.5 Limitation of the Study**

The study had the following limitations:

- I. The study was limited in the study of strategies in writing free composition.
- II. The population of the study was limited to 80 students and four English teachers of the four private schools of Morang district.
- III. The study was limited to tenth graders only.
- IV. Data was collected through questionnaire and students' profile of the final result of the concerned schools.
- V. Only final result of the concerned students and the note taken from their subject teachers were used to find out the relation between strategies and students success in writing.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION

This study primarily aims to find out the strategies used by the tenth graders in writing free composition. This chapter is completely devoted to the analysis and interpretation of the collected data.

#### 3.1 Students Response about the Strategies before Writing Free Composition

There were ten items in the questionnaire to find out the strategies used by the students of tenth grade before writing free composition. There were some spaces in the questionnaire to find out the new strategies as well. The distributions of students' responses are presented using a table along with the description below.

**Table:1**

#### **Students' Responses about the strategies before writing free composition**

S.N	Strategies Used before Writing free composition	Responses			
		Never	Occasionally	Sometimes	Always
1	Draft preparation	56.25%	28.75%	10%	5%
2	Note making	57.5%	30%	10%	2.5%
3	Practicing	21.25%	22.5%	28.75%	27.5%
4	Teachers' Depending	65%	12.5%	11.25%	11.25%
5	Memorization	6.25%	7.5%	16.25%	70%
6	Text book consulting	1.25%	3.75%	8.75%	86.25%
7	Discussion with friends	47.5%	12.5%	27.5%	12.5%
8	Questions Answering	61.25%	25%	6.25%	7.5%
9	Word changing	53.75%	26.25%	10%	10%
10	Deep thinking	11.25%	10%	51.25%	27.5%

The table asserts that there are some significant strategies used before writing free composition.

The first item in the questionnaire included the strategies of draft preparation (outline) before writing free composition. Of the total students 56.25% responded that they never prepare the draft before writing free composition, 28.75% informants responded that they occasionally prepare the draft, 10% of informants responded that they sometimes prepare whereas only 5% of the informants responded that they always prepare the draft before writing free composition. From this data, we know that only few students prepare the draft before writing free composition and most of the students never prepare the draft before writing free composition.

The second item was incorporated in the questionnaire to ensure whether the students make notes or not before writing free composition. Of the total students, 57.5% of students expressed their opinion that they never make notes, 30% of them expressed their opinion that they occasionally make notes whereas 10% students expressed their opinion that they sometimes make notes and only 2.5% students expressed that they make notes before writing free composition. This shows that least number of students make notes before writing free composition. Most of the students neglect it.

The strategy included in the third item was practicing more frequently before writing free composition. Of the total informants, 21.75% responded that they never practice, 22.5% are found they occasionally practice whereas 28.75% responded that they sometimes practice and 27.5% opined that they always practice before writing free composition. Those who practiced whole the time are in high rank in comparison to others.

The fourth item given in the questionnaire was whether the students depend upon teacher or not. 65% responded that they never depend upon teachers, 12.5% responded that they occasionally depend upon teachers whereas 11.25% responded that they sometimes depend upon teachers and same number (11.25%) of respondents responded that they always depend upon teachers. This



shows that students do not depend upon teachers in the secondary level mostly. They try to do themselves.

The fifth item in the questionnaire included whether the students memorize the readymade composition or not before writing free composition. Moreover, 6.25% students opined that they never recite, 7.5% students opined that they occasionally recite. In the same way, 16.25% students responded that they sometimes recite and the majority of the students i.e. 70% students opined that they always recite before writing free composition. From the above data, it is found that most of the students recite the readymade composition rather than depending on the teachers.

The sixth item incorporated in the questionnaire included the strategy of textbooks and guide consultation. Majority of the students i.e. 1.25% opined that they never consult textbooks and guides whereas, 3.75% students opined that they occasionally consult textbooks and guide and 8.75% students opined that they sometimes consult and the least number of students i.e. 86.25% of students opined that they always consult books and guide. This means students normally prepare to write free composition by consulting books and guides.

The seventh item included the strategy of discussion with their friends. 47.5% of students responded that they never discuss with their friends before writing free composition, 12.5% of students responded that they occasionally discuss with partners whereas 27.5% of students responded that they sometimes discuss with friends, and 12.5% of students responded that they always discuss with their friends before writing free composition. It resembled that most of the students recite the composition and least number of them discuss with their friends.

The eighth item comprised the strategy of preparing sign – post questions (pre-questions and answers) and answers them before writing free composition. Out of the total students 61.25% opined that they never use questions' answering strategy, 25% students responded that they occasionally use questions' answering strategy whereas 6.25% students opined that they sometimes use

questions' answering strategy and 7.5% students opined that they always use questions' answering strategies. From this data, it is found that most of the students do not make pre-questions and answer them before writing free composition.

The ninth item included in the questionnaire was whether the students change the words from the source or not. 53.75% students responded that they never change the word of readymade composition, 26.25% students responded that they occasionally change the word whereas 10% students responded that they sometimes change the words and 10% students responded that they always change the words before writing free composition. It is found that more than half of the students just copy and paste what they have read in the source book.

The tenth item in the questionnaire consists of the strategy of deep thinking (thinking about subject matter) before writing free composition. While responding to it, 11.25% students were found that they never think deeply, 10% students opined that they occasionally think whereas 51.25% students sometimes think and 27.5% students always think deeply before writing free composition. This means students mostly think deeply before writing free composition.

From the above mentioned data, we can conclude that most of the students never use question- answer (pre-question) strategy and always use text book consulting strategy before writing free composition. Most of the students do not make pre questions before writing. Similarly, minority of students never uses deep thinking strategy whereas, always use note making strategy. Most of the students occasionally prepare the draft and the least number of students occasionally consult textbook. In the same way, majority of the students sometimes think deeply and least number of students sometimes use question - answer strategy before writing free composition.

### **3.2 Students responses about the strategies while writing free composition**

There were twelve items in the questionnaire to find out the strategies used by the tenth graders while writing free composition. There were some spaces to

find out the new strategies as well. The students who were selected from each school were evaluated to find out the strategies while writing free composition. The obtained data from the respondents are analyzed below:

**Table:2**

**Distribution of students' Responses about the strategies while writing free composition**

S.N.	Strategies Used before Writing free composition	Responses			
		Never	Occasionally	Sometimes	Always
1	Brain Storming	51.25%	21.25%	16.25%	11.35%
2	Memorization	21.25%	20%	22.5%	36.5%
3	Translating	10%	12.5%	8.75%	68.75%
4	Copying	8.75%	11.25%	20%	60%
5	Own creation	81.25%	7.5%	6.25%	5%
6	Free writing	78.25%	8.75%	10%	25%
7	Clustering	26.25%	25%	23.75%	25%
8	Journalists' questions	55%	17.5%	15%	12.5%
9	Outlining	40%	47.5%	7.5%	5%
10	Co-operating	25%	20%	26.25%	28.75%
11	Mixing	37.5%	20%	22.5%	20%

The first item in the questionnaire included the strategy of brain storming while writing free composition. Majority of the students i.e. 51.25% expressed their opinion of not using brain storming strategy while writing free composition, 21.25% of the students expressed that they occasionally use brain storming strategies whereas 16.25% students expressed that they sometimes use brain storming strategy and 11.25% students expressed that they always use brain storming strategy while writing free composition. This shows that most of the students do not use brain storming strategy. Those who use this strategy, have high success rate.

The second item was incorporated in the questionnaire to ensure whether students memorize or not while writing free composition. Of total students 21.75% responded that they occasionally memorize. In the same way, 22.5% students responded that they sometime memorize and 36.25% students responded that they always memorize while writing free composition. This shows that students normally memorize the free composition before writing free composition.

The third item given in the questionnaire was to find out the strategy of translating the idea from their mother tongue. Of total respondents 10% opined that they never translate, 8.75% opined that they occasionally translate whereas 12.5% opined that they sometimes translate and 68.75% opined that they always translate the idea from their mother tongue while writing free composition. In writing free composition, students who translate the idea into their mother tongue are very high in number.

The strategy included in the fourth item was copying. However, the majority of the students i.e. 60% said that they always copy, 20% said that they sometimes copy, 11.25% said that they occasionally copy and 8.75% said that they never copy while writing free composition. The main intention of the students is to copy from the friends or the source text. Only few students do not copy and become successful.

The fifth item in the questionnaire was whether the students write free composition by their own creation or not. Of the total students, 81.25% opined that they never create an idea themselves (own creation), 7.5% students opined that they occasionally write by own creation whereas 6.25% students opined that they sometime write free composition by own creation and only 5% students while writing free composition. It is found that majority of the students do not create their own idea and write what has been memorized.

The sixth item incorporated in the questionnaire encompassed the strategy of writing freely themselves. Out of total students 78.75% of informants responded they never write freely, 8.75% of informants responded that they

occasionally write freely, 10% of them responded that they sometimes write freely and only 2.5% of informants responded that they always write freely while writing free composition. Those who are brilliant they responded that they write freely. It is also found that most of the students do not write freely.

The seventh item included the strategy of clustering while writing free composition. 26.25% of students opined that they never use clustering strategy, 25% of students opined that they occasionally use clustering strategy, 23.75% of students opined they sometimes use clustering strategy and 25% of students opined they always use clustering strategy while writing free composition. Almost equal number of students use the strategy and do not use strategy of clustering.

The eighth item comprised the strategy of using Journalists' questions. Out of the total students, 55% of the sampled students responded they never use journalists' questions, 17.5% of the sampled students responded they occasionally use journalists' question, 15% of the sampled students responded they sometimes use journalists' question and 12.5% of the sampled students responded the always use journalists' question while writing free composition. It is found that more than half of the students never make pre-questions and answer them while writing free composition.

The ninth item included in the questionnaire was whether the students outline or not while writing free composition. 40% students opined that they never outline, 47.5% students opined that they occasionally outline, 7.5% students opined that they sometimes outline and 5% students opined that they always outline while writing free composition. This data shows that majority of students occasionally outline and minority of students always outline before writing free composition.

The tenth item comprised the strategy of co-operating with friends while writing free composition. Out of total informants, 25% of informants expressed that they never co-operate with their friends, 20% of informants expressed that they occasionally co-operate with their friends, 26.25% of informants

expressed that they sometimes co-operate with their friends and 28.75% of informants expressed that they always co-operate with their friends while writing free composition. It is found that students not only write the free composition by co-operating but also they write free composition by without co-operating.

Another strategy incorporated in the eleventh item of the questionnaire was whether the students mix different languages or not. Out of the total informants, 37.5% responded that they mix, 20% responded that they occasionally mix, 22.5% responded that they sometimes mix and 20% responded that they always mix different languages while writing free composition. It is found that majority of the students mix different language in writing free composition.

From the above mentioned data, we can conclude that most of the students never use free writing strategy and always use translation strategy in writing free composition. Most of the students do not write themselves without depending upon others. Similarly, minority of students never uses copying strategy whereas, always use free writing strategy. Most of the students occasionally outline and the least number of students occasionally create their own. In the same way, majority of the students sometimes co-operate and least number of students create their own while writing free composition.

### **3.3 Strategy used and Students' Success in Writing**

There were 80 answer sheets of the informants to find out the relation between strategy used and students' success in writing. The average marks obtained by the students of all selected schools has been analyzed and interpreted using mean and percentile calculation in free writing. The description and the average marks along with their strategies are presented below:

**Table : 3****Strategy used and Students' Success in Writing**

S. N.	Strategies	No. of students who used the strategy	Marks Obtained (Out of 100)		Remarks
			Average $\frac{\sum x}{N}$	Percentage	
1	Brain Storming	9	70.66	70.66	Most
2	Memorization	29	54.83	54.83	
3	Translating	55	56.76	56.76	
4	Copying	48	56.75	56.75	
5	Own creation	4	65.5	65.5	
6	Free writing	2	65	65	
7	Clustering	20	43.95	43.95	
8	Journalists' questions	10	38.1	38.1	
9	Outlining	4	38	38	Least
10	Co-operating	23	50.35	50.35	
11	Mixing	16	41.13	41.13	

The above mentioned table shows that 9 students used brain storming strategy and they obtained 70.66 marks in average. Similarly, out of 80 students 29 students used memorization strategy and scored 54.83 average marks. In the same way, 55 students used translating strategy and obtained 56.76 average marks. However, 48 students used copying strategy and got 56.75 average marks, and only 4 students wrote free composition using by their own creation and able to score 65.5 average marks. Likewise, 65 average marks is obtained by the students who used free writing strategy. The students who used clustering strategies were 20 in number and they scored 43.95 average marks.

Only 10 students used journalist questions strategy and scored 38.1 average marks. Similarly, 4 students used outlining strategy and scored 38 average marks. In the same way, 23 students wrote free composition by co-operating with their friends and scored 50.35 average marks. However, 16 students used mixing strategy while writing free composition and scored 41.13 average marks.

The students who used brain storming strategy have high success in the examination and the students who used outlining strategies have very low result. The students who used own creation, brain storming and memorizing strategies have scored high marks, and they have been found in good position. Those who used outlining, journalists question and mixing strategies have found very weak in the examination. Only few students used free writing, own creation, brain storming strategies but they have found very excellent in examination.

### **3.4 Analysis of the opinion given by the teachers**

In order to make my study more authentic, I took interview with four secondary English teachers of Morang district. The interview was carried to find out how their students write free composition. From the interview, it came to be obvious that most of the students translate their ideas from mother tongue to English and copy the composition from books, guides teachers' hands out. Most of the students do not write themselves. They totally depend upon their teachers.

### **3.5 Analysis and Interpretation of Class observation**

In course of my study, I went to four different secondary boarding schools of Morang district in order to observe four different secondary English teachers' classes. The sole purpose behind that was to find out what strategy were used by the students in writing free composition.

While conducting class observation students were found to be writing free composition through translating, copying and memorizing in general most of the time.



## CHAPTER – FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter presents findings and recommendations of the study. The main objectives of this research were to identify the strategies used by the students of tenth graders and the relation between strategies used and students' success in writing free composition.

The researcher constructed questionnaire and observed the classroom. The questionnaire was designed on the basis of four scales to judge the strategies used in writing free composition. To ensure the validity of finding a set of interview was conducted for the teachers. The data has been collected from 80 students of secondary level studying in four different boarding schools. To make the study more authentic and effective data have been also collected from four teachers of secondary level teaching in Morang district.

#### 4.1 Findings

On the basis of analysis and interpretation, the following findings have been derived.

**a.**

- (i) It has been found that tenth graders used only memorization and textbook consulting strategies most of the time.
- (ii) It has been found that nobody prepared the draft (outline) and note before writing.

**b.**

- (i) It has been found that most of the students used two strategies i.e. translating and copying while writing free composition
- (ii) It has been found that most of the students did not use two strategies i.e. own creation and outlining while writing free composition.

c.

(i) Those students who used own creation; brain storming and free writing strategies have the high success rate. They have been found in good position.

(ii) Those students who used outlining and journalists' questions strategies have the low success rate. They have been found in last position.

## **4.2 Recommendations**

On the basis of the findings of the research work, the researcher would like to make the following recommendations. Following points can be recommended for improving free writing composition:

(i) While teaching English the teachers should expose the students with more strategies as far as practicable.

(ii) Teachers should facilitate the students in writing free composition.

(iii) English language teachers are still found to be using the same methods of teaching free composition. So, they should teach using different strategies according to the students' level, interest and age.

(iv) To motivate the students, the teacher should play the role of guide, friend, motivator, organizer etc. in the classroom so that they could write the composition.

(v) The language teachers need training and teacher education.

(vi) Most of the students do not write the free composition themselves, so, the students should be given enough chance to practice it.

(vii) The testing system should be changed. If students do not write free composition they must not be upgraded.

(viii) The students who write themselves are found to be successful in the examination. So, students are discouraged to recite and copy the composing

from the model. They must be encouraged to write after enough practice themselves.

(ix) All the concerned personalities and authorities should take immediate action to implement the findings and this research in order to ratify the problem in writing free composition and strengthen the slow progress of the students.

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## APPENDIX –I

### QUESTIONNAIRE

School' Name: .....

Address: .....

Student's Name: .....

Grade: .....

Date: .....

How are you writing free composition? Please, read the questions and answer them with reference to your school, teachers, and yourself. They are only for the purpose of research and would not be used for any other purposes.

#### **Before writing strategies**

1. I prepare the draft (outline) before I write free composition in the examination.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

2. I prepare the note before writing free composition?

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

3. I practice a lot from books, magazines, journal, notes, guides etc. before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

4. I depend upon the teachers before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

5. I memorize the free composition from teacher's notes, guides, books etc, before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

6. I consult dictionary, textbooks before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

7. I discuss with the friends and relatives before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

8. I prepare the questions and answer them related to my writing before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

9. I memorize the readymade composition by changing some words and prepare changing the words

before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

10. I think deeply before writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

11. If you have any other strategies that you used before writing free composition, please write them down.

.....

.....

.....

.....

**While writing strategies**

1. I write free through brain storming while writing free composition.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

2. I write free composition reading by heart and writing the same through memorization.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

3. I write free composition through translating my ideas to English language.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

4. I write free composition copying from books, guides, composition given by the teachers, interest etc.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

5. I write composition based on the composition in the books, reading them and writing on my own creation.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

6. I write free composition myself writing freely.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

7. I write free composition by generating ideas and discovering relationship among them. (clustering)

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

8. I write free composition through journalist's questions.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

9. I write the free composition by outlining the main points of the writing.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

10. I write free composition by co-operating with my friends.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

11. I write free composition by mixing Nepali language.

(i) Never      (ii) Occasionally      (iii) Sometimes      (iii) Always

12. If you have any other strategies to write free composition, please write them down. (How are you writing free composition?)

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.....  
Thank you.

## **APPENDIX –II**

### **Statistical Formula Used on the Study**

Formula of the average or mean

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

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

X = Student scores

$\Sigma$  = sign of summation

N= total No. of the students

### APPENDIX –III

#### Mark Obtained by the Individual Students

##### 1. Subijimur Memorial H. S. School, Indrapur, Morang

S. N.	Name of the Students	Full Marks	Obtained Marks
1	Prashant Pokhrel	100	61
2	Rabi Khadka	100	52
3	Ujjwal Rijal	100	66
4	Roshan Rai	100	43
5	Nitesh Subedi	100	76
6	Ganesh Puri	100	42
7	Saugat Niraula	100	53
8	Abinash Bajgain	100	73
9	Yubaraj Dahal	100	57
10	Bisham Pokhrel	100	36
11	Pramila Shrestha	100	39
12	Sabnam Shrestha	100	96
13	Alisha Bista	100	39
14	Aarati Rai	100	56
15	Ashma Upreti	100	32
16	Kabita Gautam	100	47
17	Romisha Timsina	100	46
18	Manisha Limbu	100	58
19	Archana Bhattarai	100	43
20	Puja Khadka	100	23

## 2. Siddharth English School, Indrapur, Morang

S. N.	Name of the Students	Full Marks	Obtained Marks
1	Anisha Acharya	100	29
2	Kritika Dahal	100	82
3	Sabina Adhikari	100	93
4	Nishma Pokhrel	100	66
5	Anuradha Dhakal	100	36
6	Ashma Rimal	100	39
7	Sangita Sharma	100	64
8	Sarbina Gurung	100	26
9	Sophiya Darnal	100	88
10	Rekha Shrestha	100	34
11	Kishor Khatri	100	46
12	Amit Rai	100	39
13	Bishan Rai	100	28
14	Krishna Rai	100	16
15	Himahang Rai	100	66
16	Pradip Thakuri	100	86
17	Durga Bahadur Dulal	100	49
18	Niraj Paudel	100	38
19	Sujan Rai	100	57
20	Arbind Shah	100	49

### 3. Bhanu Memorial English School, Belbari, Morang

S. N.	Name of the Students	Full Marks	Obtained Marks
1	Santosh Bhandari	100	86
2	Suraj Shrestha	100	27
3	Diwas Gautam	100	43
4	Pushpa Subedi	100	82
5	Rijan Rai	100	82
6	Prabhakar Dulal	100	87
7	Niraj Lamichhane	100	46
8	Anim Gurung	100	77
9	Ajit Bhagat	100	83
10	Sanjog Dewan	100	66
11	Madhuri Shrestha	100	67
12	Mamata Shrestha	100	72
13	Jenisha Chhetri	100	63
14	Sushmita Ban	100	67
15	Arena Limbu	100	34
16	Shenima Rai	100	39
17	Puja Rai	100	43
18	Deepa Rai	100	36
19	Gauri Gurung	100	46
20	Bishnu Karki	100	29

#### 4. Bright Future Secondary English School, Mrigauliya, Morang

S. N.	Name of the Students	Full Marks	Obtained Marks
1	Anu Siwakoti	100	83
2	Mandira Katuwal	100	73
3	Arati Rai	100	18
4	Sita Karki	100	27
5	Pramila Luhagun	100	43
6	Sharmila Chaudhari	100	48
7	Shanta Danuwar	100	59
8	Sadhiksha Shrestha	100	48
9	Naina Kala Mukhiya	100	53
10	Harimaya Kharel	100	53
11	Gokul Dahal	100	46
12	Ghanashyam Rijal	100	44
13	Gopal B. K.	100	36
14	Hopan Tudu	100	29
15	Kiran Oli	100	23
16	Balkrishna Sitaula	100	41
17	Bidur Prasai	100	40
18	Anil Limbu	100	43
19	Prabhat Thulung	100	64
20	Rabi Majhi	100	28