

CHAPTER- ONE

INTRODUCTION

This chapter deals with the general background, the objectives, significance of the study and definition of the specific terms and the review of related literature.

1.1 General Background

Language is a means of communication by which we (human beings) can express our thoughts, feelings, emotions, etc. We can not think any activities if there is absence of language. As it is said, language is for communication; if we speak and communicate orally, it is called verbal communication. If we write and communicate, it is called written or graphic communication and if we use sign or gesture and communicate, it is called signal communication. These above mentioned lines cover human communication, animal communication and signal communication. Although communication is possible through different ways, only human communication is possible through language. To clarify this statement, "all social animals communicate with each other; from bees and ants to whales and apes, but only human have developed a language which is more than a set of pre-arranged signals" www.britania.com (retrieved on December 28, 2010).

Languages are linked to each other by shared words or sounds or grammatical constructions. The theory is that the members of each linguistic group have descended from one language, a common ancestor. In many cases that original language is judged by experts to have been spoken in surprisingly recent time- as little as a few thousand years ago.

Language is universal medium for conveying the common facts as well as complex thoughts, ideas, feelings, emotions of daily life. Each and every language is equal in the sense that major function of language is to

communicate. In this regard, Encyclopedia Britannica (Vol. 10) defines language as “the expression of ideas by means of speech sounds combined into words. Words are combined into sentences. This combination answering to that of ideas into thoughts”. According to Sapir (1978), “language is a purely human and non-intuitive method of communicating ideas, emotions and desire by means of a system of voluntarily produced symbols” (as cited in Lyons 2002, p. 3).

Language is symbolic and systematic which should follow some conventions. Language is a vocal and only the property of human beings. It possesses open-ended, extendibility and modifiability, displacement, etc. Not only but also, language is structurally dependent and complex in the sense that human beings can express many noble utterances which are structurally more complicated.

Though, language has been defined by various scholars, no single definition is perfect in itself. However, it is widely accepted that language is a complex human phenomenon and its existence is found only with human beings. Therefore, it is the property of only human beings in general.

The importance of language can be realized from the fact that globalization in commerce, industry, services, international education, exchanging programs, job opportunities in European and American world and growing unemployment in the countries of the third world. Among many languages in the world, English language is being prominent because different programmes, such as military expertise, peace keeping campaigns, force supply to nations for controlling internal and international conflicts, need of making unity of people are treated in English. From the point of view of curricular activities also, the importance of English language is increasing day by day. Language and literature, science and technology, geography, history, the field of journalism and media, all the disciplines of the studies in current situations, most of teaching materials, etc. are prepared in English. The departure of students of developing countries to European and other American countries also explains the importance of English language. Now, the one who can not communicate in

English, can not survive in this modern world because trade, industry, curricular activities, etc. are mostly dominated by English language. Specially, in the countries of third world like Nepal, speaking English is symbolic to being educated and noble. Not only this, the regional and local dialects are also influenced by English language.

In the context of Nepal, English language was introduced in 1954 AD with the foundation of Darbar High School by Rana Prime minister Janga Bahadur Rana. It was used only for royal and high class families. But later on the importance of English was realized and it was introduced in higher education with the establishment of Tri-Chandra College in 1918 AD. Now, English is taught from nursery to bachelor level as a compulsory subject.

1.1.1 English Language Proficiency

There are four skills to language proficiency. They are: reading, writing, speaking and listening. Language proficiency is measured for an individual by each language such that the individual may be proficient in other language. The term 'proficiency', as used in this research is taken from the objectives mentioned in the language curriculum of the secondary level. It aims at making students able to communicate and comprehend the comments, describe an event, express sympathy and condolence in appropriate situation, give instruction properly, write various newspaper articles, etc. According to Lado (1977, p. 91) "proficiency in target language includes the four skills: understanding, speaking, reading and writing, but no translation and interpretation which are separate professional skills for the interpreter." In this connection, Corder (1977, p. 369) has opined his view about proficiency as "... a person's knowledge of the whole language."

So far the discussion language proficiency includes at least four language skills: listening, speaking, reading and writing which are found in all the languages. Understanding those language skills means getting the knowledge of language. The, four language skills, are listed below:

1.1.1.1 Listening Proficiency

Listening proficiency refers to the ability to receive conversation, command, instructions, etc. directed towards them with the comprehension of sound stress, intonation, etc. Listening activity can also be defined as ‘an activity of paying attention to and trying to get meaning from something we hear.’ This shows that a listener should be able to work out what speakers mean and to understand the words themselves.

1.1.1.2 Speaking Proficiency

Speaking proficiency refers to the oral proficiency. It is the ability to speak language with reasonable ease and correct pronunciation. Likewise, speaking can be defined as an ability to express oneself fluently in a foreign language. It is a complex and complicated skill. It not only involves the structure and vocabulary items but also the thinking of what is to be said. Speaking in language is the most important as the primary purpose of languages is to interact and communicate.

1.1.1.3 Reading Proficiency

Reading is a way of grasping information from a text through graphic symbols. It is very important in second language learning since the people who do not have chances to meet native speakers of the language can learn the language through reading books or texts written in that language. Reading serves as a foundation for all learning. It is the basis of every academic subject. The learners need to improve their reading skill to study course material, read things for pleasure and general information and gain access to the world body of knowledge. To get meaning from the text i.e. to have the good comprehension of the reading text by the students, the text should be organized. The text should be readable. To make a text readable, cohesion plays the central role.

1.1.1.4 Writing Proficiency

Writing proficiency refers to the ability to write simple and correct sentences. It is one of the most important productive and expressive skills of language. It is expressive because we encode meaning by means of graphic symbols. It manipulates the mechanics, letters and structures into meaningful words, sentences and discourses.

1.1.2 Writing Proficiency

Writing is an activity through which we communicate with others and transmit our cultures from one generation to another. It not only uses linguistic resources but also makes use of graphological devices. According to Nunan (1998, p. 36) :

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 writer must be able to structure and integrate information into cohesive and coherent paragraphs.

Writing being complex in nature necessary to control the number of variables. It is dealt in sentence levels as well as beyond sentence level. We should think the content, permits, vocabulary, spelling, etc. in writing.

Likewise, Rivers (1972, p. 241) has defined writing as;

Writing is not only the resources but also use of graphological devices at the same time. Further, writing is a process and involves several elements. The writer follows a systematic approach. It means about the content, audience, purpose, grammar, lexis, and overall organization of

the text. At the same time, he also thinks and uses some graphological devices like spelling and rhetorical devices.

Writing is the secondary and productive skill which depends on speech. It includes different aspects, stages, mechanics, structure, etc. Richard et. al. (1985, p. 313) have opined the view about writing as “a system of written symbols which represent the sound, syllabus or word of language.” This means all the languages which are used in this universe have their written or graphological system. They use different graphic symbols to represent different spoken sounds. As for example, in English language, we use only 44 sounds and 26 alphabets to write something. The haphazard using of symbols can not give any meaning, so the symbols used in language should be arranged systematically. For this there are certain conventions in writing as sounds or letters are arranged or combined to form word and words are arranged or combined systematically to form sentence. For example, if the three letters ‘c’, ‘a’ and ‘t’ are arranged as ‘cta’, it can not give any sensible meaning but, if we combine these three letters as ‘cat’ , it gives meaning i.e. a four footed domestic animal which kills rat.

In conclusion, writing is the complex process which requires mental, rhetorical and critical skills. It includes mechanics, follows certain stages and should be conscious of punctuation.

1.1.3 Components of Writing

Writing is not only an activity of encoding verbal thought in printed symbols but also is an expression of them in pen and a paper. Writing includes mechanics, coherence, cohesion, orthographic and paraorthographic texts as its components. They are described below:

1.1.3.1 Mechanics

Mechanics refers to those aspects of writing such as spelling, use of punctuation mark, capitals, abbreviation, numbers etc. which are found in the editing stage of writing. I would like to quote, Bowen et al. (1985, p. 224) say:

The mastery of mechanics of writing and practice in the basic skills are necessary first steps for child or adult learners. Under mechanics of writing, the learners should learn the alphabet, the left to right direction of English writing system, rules for capitalization, basic spelling patterns of English and rules for words and sentences punctuation.

Use of capitalization refers to the correct use of capital letter. For example, the first letter of all the proper nouns is found in capital. Similarly, spelling refers to give the name or write the letters of a word in a correct order. It plays vital role in writing. The simple change, addition, omission or replacement of one letter with another, can change the whole meaning of the word. In English, the relationship between sound and letter is difficult. So, it is necessary to get mastery in spelling, punctuation in language is the system of inserting or placing marks in writing or printing in order to make the meaning clear. It is only found in graphological devices of writing process but not in speech as supra segmental features.

1.1.3.2 Coherence

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relation between the utterances. The relations may be based on the shared knowledge between the writer and the reader. For example,

Sita: What time is it ?

Mina: Sorry, Madam. There was a traffic jam.

There is no grammatical or lexical link between Sita's question and Mina's response but this exchange has coherence because both Sita and Mina know that Sita is asking why Mina is late and Mina is replying that it is due to traffic jam. Generally a paragraph has coherence if it has a series of sentences that develop the main idea. Ideas and thoughts should be connected logically in a piece of writing. So, coherence can be achieved through a good organization of texts.

1.1.3.3 Cohesion

It refers to the grammatical or lexical relationship between different elements in a text. Any combination of sentences to form a text, there should have grammatical relationship between and among the 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,

Shyam: Ramesh, coming to the party?

Ram: Yes, he is.

Here, there is a link between 'Ramesh' and 'he'; and 'is..... coming' and 'is'.

Likewise, in the sentence, if you are going to Kathmandu, I can give you the address of a good hotel there. The link in the above example is between 'Kathmandu' and 'there', sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

1.1.3.4 Orthographic and Para Orthographic Text

Orthography deals particularly with writing system and spelling system. Different languages of the world use different types of writing. For example, logographic writing, syllable writing and alphabetic writing. According to O Grady et al. (1977, p. 554):

Logographic refers to the writing in which the symbols represent morphemes. For example, Chinese language uses logographic writing. The syllabic writing refers to the type of writing in which the symbols are used to represent syllables. This is found in Japanese language. And alphabetic writing includes consonant and vowel segments. This type of writing is used in English language. On the other hand par orthographic text refers to the use of charts, tables, graphs, figures, etc. to convey the meaning. They can express the clear meaning. The students should be able to convert the prose text into parorthographic form and vice versa. Not only this, the students should be able to produce graph, chart, statistical data, etc. by themselves.

1.1.4 Stages of Writing

To be able to write in the foreign language student must be trained systematically through five stages of development: copying, reproduction, recombination, guided writing and composition. These stages will overlap and the practice of activities of the previous stages continuing as more complicated work is introduced as follows (Rivers, 1968, p. 245).

1.1.4.1 Copying

It is the first stage of writing process. This stage is sometimes called transcription. It is often despised by foreign language teachers as an unworthy and unchallenging occupation for adolescent students. This is the stage in which a learner attempts to copy letters, words and sentences of the target language. At this stage, the learner repeats a sentence himself as he copies it, and then tries to say it over himself two or three times without referring to the script. In the early stages, credit should be given for accuracy in copying in order to encourage students in careful observation of details.

1.1.4.2 Reproduction

During the second or reproduction stage of writing stage, the student will attempt to write, without originality, what he has learned orally and read in his textbook. At the first step, the learner will be asked to rewrite immediately each sentence he has copied without reference to his copy or to the original for correction. Next he will be asked to write down sentences he has memorized, read and copied as they are dictated to him. At a further stage, the teacher will call for the writing of a learned phrase as response to a question he is asking or a description of a picture he is showing. At this stage, the student requires variation of learned phrases since the emphasis is entirely on accuracy of reproduction.

1.1.4.3 Recombination

The third stage is the recombination stage, in which the student is required to reproduce learned work with minor adaptations. At this stage, writing practice may take a number of forms. Students will write out structure drill of various kinds, making substitutions of words and phrases, transforming sentences, expanding them to include further information, etc. The writing of drills not only gives valuable practice in accurate and construction of sentences but also consolidate what has been learned orally. It may take the form of variants of memorized dialogue or conversation which, after correction, may be acted out in the classroom.

1.1.4.4 Guided Writing

At the fourth stage, guided writing, the student will be given some freedom in the selection of lexical item and structural patterns for written exercise. He will begin with outlines which allow for some individuality, but which also help him keep to what he has learned, and he will gradually move on to composition which is so closely associated with what he has read or heard that he has no choice but to restrict himself to the known. At this stage, the student may begin with completion exercises where parts of sentences are given and

the structural pattern is thus established for him. Expansion of a simple sentence by the addition of modifying words and phrases, or the inclusion of further information, can give practice in developing meanings within a framework. As the student advances in skill, he may be allowed more freedom in his choice of expression. As this stage he may write summaries of stories he has studied in class, heard in the laboratory, or enjoyed for extensive reading. He may rewrite a story, or a part of a story, from a different angle. A story may be rewritten in dialogue form or a dialogue rewritten as a narration.

1.1.4.5 Composition

The final stage of stages of writing is composition. It involves individual selection of vocabulary and structure for the expression of personal meaning. In a foreign language, the student is still not capable of being truly creative in his writing at this level, since he must write as a native speaker writes, without having, as yet, the same mastery of the language in all its flexibility. Exercise in composition will at first be closely linked with material being read and discussed; the student will be asked merely to describe, narrate, and explain or to summarize. As he becomes more accustomed to expressing himself within consciously accepted restrictions, he will be asked to comment on or develop ideas beyond those in the material read.

Keeping personal diary, writing letters for different purposes, writing short story, summary writing are some of the advanced stages of composition writing. The composition stage provides teachers and students with the opportunity to identify persisting areas of misunderstanding on an individual basis, so that remedial practice may be undertaken where necessary.

Grammar translation (GT) method puts emphasis on writing rather than other skills but the type of writing exercise that was reared on the lap of GT method was totally mechanical which could not recognize the creative nature of language . In today's world, writing skill is very often unable to enjoy great popularity. But we should not forget the fact that one becomes literate only if

he can write. Moreover, to write well is the demand of the day because we have to deal with many unseen people through writing.

Creativity is the demand of this competitive world, and writing is the only skill that helps us become more creative. And only if we are creative we can get opportunities in this age. So we should not ignore this skill during teaching-learning process. Moreover, we can practice it at any moment no matter whether we are in group or alone, in the midday or in the midnight. Maturation in learning reflects on the way people write. So do not ignore writing skill anymore.

1.1.5 Punctuation: An Overview

The word punctuation is derived from the Latin word ‘punctum’ which means proper use of putting in points or stops into a piece of writing. It is an art of inserting marks or points in writing or printing in order to make the meaning or sentence clear. They are used mainly to convey the meaning to make the expressions unambiguous. There are several punctuation mark which are listed and described below:

The Full stop (.)

The Comma (,)

The Semi Colon (;)

The Colon (:)

The Question Mark (?).

The Exclamation Mark (!)

The Apostrophe (’)

The Quotation Mark (‘ ’ \ “ ”)

The Dash (—)

The Hyphen (-)

The Parentheses [()]

The Parentheses ([])

The Slash (/)

The Dots (...)

The Footnotes

The Italics

The capital letters

i The Full Stop (.)

Full stop represents the greatest pause or separation. It is the most common punctuation mark used in writing. It is used:

) To mark the end of a declarative or an imperative sentence. In other words, that is not a direct question or an exclamation; as,

- I like coffee.
- He told me a story.
- Call him now.

) To mark abbreviation, but they are not so usual in modern style; as,

- Dec.
- I.A.
- U.N.D.P.

ii The Comma (,)

Comma represents the shortest pause. It is used:

-) To separate a series of words in the same construction; as,
- She speaks quickly, fluently and correctly.
 - He bought a pen, a book and two pencils.
-) To separate each pair of words joined by ‘and’; as,
- Rich and poor, fat and slim, tall and short, bright and dull, all need food.
-) After a non finite or verb-less clause at the beginning of a sentence; as,
- To be sure of getting there on time, he reserved a car.
 - The situation being favorable, he got the job.
-) To mark off a noun or phrase in apposition; as,
- Madan Kumar Bhandari, the popular leader of CPN UML, lost his life in 2050 B.S.
-) To separate a question tag from a statement; as,
- She is a Nurse, isn’t she?
 - They are playing Football, aren’t they?
-) To mark off words used in addressing people; as,
- How are you, Ramesh ?
 - Come into my arm, Sushil.

iii The Semi Colon (;)

Semi colon represents a pause of greater importance than that of comma. It is also another type of punctuation mark. It is used:

) Instead of a comma to separate from each other parts of a sentence that already contain commas; as,

- They were determined to succeed whatever the cost; they would achieve their aim, whoever might suffer on the way.

) In formal writing to separate two main clauses, specially those not joined by a conjunction; as,

- The sun was already low in the sky; it would soon be dark.
- I had never been to America; however, it had already been one of my ambitions.

iv The Colon (:)

Colon refers to more complete pause than that of semicolon. It is generally used with a dash after it (:–) it is used:

) To introduce a list of items; as,

- My bag consists of two books: literature and linguistics.
- While repairing a bicycle puncture, we should follow certain steps which are as follows:

Especially in formal writing, before a clause or phrase that gives more information about the main clause. Instead of a colon, semicolon or a full stop can be used but not a comma; as,

- The room has not been swept for a long time: it is full of dust.

) To introduce a quotation; as,

- John Bacon says: “Reading makes a full man, writing an exact man, speaking a ready man.”

v The Question Mark

Question mark is one of the most important punctuation marks. It is also called interrogation. It is used:

) At the end of a direct question; as,

- Do you speak English?
- Are you a student?
- Where do you live?

) As the end of question tag; as,

- She is a student, isn't she?
- I am a student, aren't I?

) In parentheses to express doubt; as,

- Puspalal (? 1981-2035)

vi The Exclamation Mark (!)

Exclamation mark is used at the end of a sentence or remark expressing surprise, joy, anger, shock, strong emotion; as,

- What a wonderful news!
- Alas! Oh dear!
- Long Live Democracy!

vii The Apostrophe (')

In writing, it is used to show possession or ownership of a person. It is used:

) In contracted forms to indicate that letters or figures have been omitted;
as,

- I'm = I am
- He'd = He would\ had
- She's = She has\ is

) With S to indicate that a thing or person belongs to somebody (possessive); as,

- The cow's dung.
- The men's seats.
- The student's card.

) To form the plural of a letter, a figure or an abbreviation; as,

- All the Mp's
- Cross your X's
- During the 1990's

viii The Quotation Marks\ Inverted Commas (‘ ‘ \ “ “)

It is used to enclose the exact word, phrase or sentence of speaker or writer. In British usage quotation marks are usually single and in US usage they are usually doubled; as,

British – ‘Help!’

US – “Help!”

Quotation marks are used:

) To enclose words and punctuation in direct speech; as,

- She asked, “What are you thinking?”
- He said, “Nothing.”

-) To draw attention to a term that is being used for special effect; as,
 - Hundreds were killed in the name of ‘national security.’
-) To enclose the titles of articles, short poems, radio and television programs; as,
 - I was watching ‘Tito Sattya’.
 - Bhanubhakta’s ‘Ramayan’.
-) To enclose short quotation or saying; as,
 - Do you know the origin of the saying: “A little knowledge is dangerous thing ?”

ix The Dash (—)

Dash is used instead of a colon or semicolon to make writing more specific. It is used:

-) To resume a scattered subject; as,
 - Her parents, brothers, sisters, friends- all loved her.
-) In informal English,, instead of colon or semicolon to mark of summary or Conclusion of what has gone before; as,
 - You’ve admitted that you lied to me – how can I believe to you again?
 - Men were shouting, women were screaming, children were weeping – it was chaos.
-) In formal English singly or in parts to separate extra information or comment from the rest of the sentence; as,
 - He knew nothing at all about it – or so he said.
 - Books in the library – contrary to what students say – aren’t torn.

) To indicate hesitant or interrupted speech; as,

- Tell me – I mean, would you mind telling your telephone number, please?

x The Hyphen (-)

Hyphen is shorter than the dash. It is used:

) To form a compound form of two or more other words; as,

- Sister-in-law
- Eighty-one

) To separate a prefix ending in a vowel from a word beginning with the same vowel; as,

- Co-ordination
- Re-elect

) After the first part of a word that is divided between one line and the next; as,

- She speaks correct English but in writing she makes many mistakes.

) Between two numbers or dates to include everything that comes between these numbers or dates; as,

- Page 134-165
- The literary development of Nepali language, 2007-46.

xi The Parentheses [()]

) It is used to separate additional information from the rest of the sentence; as,

- Mt. Everest (8848m.) is the highest mountain in the world.

) To enclose cross references; as,

- Future meaning can be obtained from present continuous tense (see page 34).

) To enclose numbers or letters in the text; as,

- Our objectives are
 - To give quality education.
 - To maintain discipline and
 - To give technical education.

xii. The Square Brackets ([])

Square brackets are used to enclose editorial comments; as,

- The notice says: SKOOL [Sic] closes at 4 pm.

xiii The Slash (/)

It is also called oblique. It is one of the punctuation marks which is used commonly in writing to show the option. It is used:

) To separate alternative words or phrases; as,

- Mr.\Mrs.\Miss. Shrestha is invited.
- Is he married\ single\ divorced?
- You should put on a hat and\ or cap.

) In internet and e-mail address to separate the different elements; as,

- http. \ www.oup.co.uk\elt\

) To mark the end of each line of poetry where several lines are run out; as,

- We rise in early morn\
- And plough this earth.

xiv The Dots (...)

It is also called ellipsis. Specially three dots ... are used:

) To indicate that words or phrases have been omitted from a quotation or at the end of a conversation; as,

- He has a pistol in his ...

) To mark hesitant or interrupted speech; as,

- ‘The murderer was ...’

xv The Footnotes

Footnotes are indicated in the text by superscript numbers placed after the references or quotation; they are put either at the bottom of the page or at the end of the chapter or books; as,

- To drive Indra from his throne, ²⁵

25 Indra is the greatest of the Aryan Gods of the Vedas, associated with war and thunder, and governing the rains.

xvi The Italic

Italic is indicated by underlining in hand written or typed texts. They are used:

) To show emphasis; as,

- He did not play sincerely- you did.
- The new chairman was warmly welcomed.

) To mark the title of books, magazines, newspapers, plays, operas, films, paintings; as,

- Devkota's Munamadan is very interesting.
- A letter in The Kathmandu Post \ in today's Himal Khabar Patrika is reprinted.

) For foreign words or phrases; as,

- He has to renew his permesso de soggiorno (residence permit).

xvii The Capital Letters

Capital letter is one of the most important parts of punctuation marks. It is generally used at the beginning of the sentence and initial letter of the proper noun. It is used:

) To begin a sentence; as,

- They are planting rice.
- He has a pen.

) To begin all proper nouns and adjectives derived from them; as,

- Pokhara
- Nepalese
- Surya Gurung

) To write the first person singular pronoun as,

- I went home.
- I am a student.

1.2 Review of the Related Literature

The researcher went through a number of related studies, articles and reports, theses and some of them which are worth-mentioning have been presented below.

Giri (1981) carried out a research on ‘A comparative study of English language proficiency of the students studying in grade ten in secondary school of Doti and Kathmandu’. The research found that language proficiency of urban or students of Kathmandu are better than students of Doti.

Similarly, **Karki (1996)** carried out a study on ‘A Comparative study between the students of public and private school of grade ten in Lamjung district’. The findings were that the students who were studying in private school have good vocabulary and good writing competence in English. They can use correct vocabulary than the student who were studying in public school.

In the same way, **Paudyal (1999)** carried out a research on ‘Comparative Study of English Language Writing Proficiency in Higher Secondary school of Gulmi and Kathmandu’. He found that students who were studying in city area are better in writing than students who were studying in village or rural area. This studies clearly shows that girls who were studying in Humanities and science had good editing competence than the boys.

Likewise, **Khaniya (2002)** Carried out research on ‘Proficiency of the Students in Negative and Interrogative Transformation’. The study has found that student may feel uneasy or difficult when there is no auxiliary verb while changing the sentences from interrogative to negative and from negative to interrogative.

Moreover, **Sah (2003)** carried out research on ‘Writing Proficiency of Grade 9 Students’. He found out that writing skill of boys was better than the writing skill of girls. He also found that student committed more mistakes in the use of punctuation mark. They felt uneasy to use punctuation marks in free writing than in guided writing even if they had the basic knowledge of punctuation mark.

On the other hand, **Ghimire (2003)** carried out a study on ‘Pronunciation Proficiency of the Students of Lower Secondary Level’. He found out that most of the students could not pronounce the consonant clusters beginning with / s /

sound and also past marker (ed) and the plural ending (- s) properly. He also concluded that students committed mistake in pronunciation because the lack of habit to pronounce those difficult words.

Finally, **Basnet (2008)** carried out a study on ‘Proficiency of the Students in Guided Writing’. The finding was that some of the students though they are studying in the higher level, lack knowledge in using capital letter at the beginning of sentence. The studies also found that writing proficiency of girls was better than the boys in both Education and Humanities faculty. Findings of the study were also that the writing proficiency of the students of Humanities was better than the writing proficiency of the students of Education Faculty.

The above mention studies were carried out on the area of punctuation, transformations, comparative study of writing proficiency, etc. So, this study is different from the previous one as it attempts to find out the writing proficiency of secondary level students who was studying in public school.

1.3 Objectives of the Study

This research study had the following objectives:

- a to find out the writing proficiency of secondary level students,
- b to discover the problems and weaknesses in writing skill at secondary level,
- c to suggest some pedagogical implication.

1.4 Significance of the study

This research study is directly related to the teachers who are teaching at secondary level at present and the students who are studying in secondary level. They are the people who can develop remedial classes or materials. This research is also significant to those people who are involved in the field of language teaching learning especially. To be more specific, this research is relevant to the textbook writers, course designers, teachers, students and other

interested people in language teaching and learning who are directly and indirectly involved in English language teaching and learning activities. The findings of the present research will be also helpful for the English language writing proficiency students of other level too. This study will have mark able contribution in the area of teaching writing skill.

1.5 Definition of the Terms

Average: It is a statistical tools used in analysis and interpretation of data. It is the result of adding several amounts together and dividing the total by the numbers of amounts together and dividing the total by the number of amounts.

Free writing: Self expression of subject matters.

Guided Writing: Expression depending upon clues and set of instrument.

Mechanics: Aspect of writing such as spelling, punctuation, etc.

Proficiency: Ability of students in writing skill.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted to complete the present study. It particularly focuses on primary and secondary sources of data, sample population, sampling procedure, tools for data collection, process of data collection, process of data analysis and limitations of study.

2.1 Source of Data

The research was mainly based on the field study. The source of data used during the study is primary sources as well as secondary sources which are presented below.

2.1.1 Primary Sources of Data

For this study the primary sources of data were the students of secondary level from northern part of Kaski district.

2.1.2 Secondary Sources of Data

Secondary Sources of Data were books, theses, journals, internet 'documents, articles, etc. The compulsory English, our English Grade nine and ten, Benton (1960), Dawadi (2005), etc.

2.2 Population of the Study

The total populations of the study are students of the secondary level who are studying in northern part of Kaski district.

2.3 Sample Population

The sample populations of the study were the students of class nine and ten of the following schools which are located in northern part of Kaski district. They are:

Shree Bhagawati Secondary School, Dangsing, Kaski

Shree Udaya Secondary School, Dhampus, Kaski

Shree Uma Secondary School, Dangsing, Kaski

Shree Prithivi Narayan Secondary School, Dhampus, Kaski

Shree Birethanti Secondary School, Dangsing, Kaski

2.4 Sampling Procedure

Out of the total students of those schools studying in grade nine and ten, sixty students were sampled from all the schools. Twelve students from each school were selected, thirty students from grade nine and thirty students from grade ten were sampled. Likewise, six students were the girls and six were the boys who were sampled from each selected school. I used judgmental sampling for selecting schools and simple random sampling for selecting students and conducted examination to those students.

2.5 Tools for Data collection

For the development of tools, first of all, I have prepared three sets of questions. Those three sets were selected according to the grid of secondary level English curriculum (Appendix A). The questions were of sixty marks having eight marks in set A, twenty marks in set B and thirty two marks in set C.

There were three sets: the first set (Set A) refers to mechanics of writing. In set, there were two questions, in question number one, the students were asked to tick the right answer out of the four alternatives given. Among those four alternatives, three were spelt wrongly and only one rightly. In second set, they were asked to correct the given sentences by using appropriate punctuation marks (capitalization, full stop, question mark, comma, etc). Similarly the second set, set B refers to guided writing, which consists of two questions. They were question, numbers, three and four. In question no three, the students were asked to construct a readable story from the given outline. In question number four, the students were asked to write a formal condolence with the help of given points. At last, the third set, set C refers to free writing which consists of three questions, question number five, six and seven. In question number five, the students were asked to write an informal letter. Likewise, in question number six, they were asked to write formal letter i.e. letter of application. Similarly in question number seven, students were asked to write an essay about ‘Importance of Women Education in Nepal’.

2.6 Process of Data Collection

After preparation of the test item or question set, I visited the selected schools: Shree Bhagawati Secondary School, Shree Udaya Secondary School, Shree Uma Secondary School, Shree Prithivi Narayan Secondary School, and Shree Birethanti Secondary School. The researcher requested the school administration and subject teacher to assign him a suitable date and time to administer the test. As assigned by them, the researcher administered the test to twelve students who were studying in grade nine and ten from each school on different days. After administration of the test the researcher collected the answer sheet and examined them. The obtained score was tabulated and analyzed.

2.7 Process of Data Analysis

After collecting data, I assigned mark to the students' response. According to the marks obtained by students, the researcher used different tools such as average, percentage and chart to analyze and interpret the score.

2.8 Limitation of the Study

This study will have the following limitations:

- a. The study was limited on only five schools.
- b. The study was based on only sixty students of grade nine and grade ten.
- c. The test items were based on the grid of secondary level English curriculum.
- d. The study was conducted only in government school of northern part of Kaski district. They are:

Shree Bhagawati Secondary School

Shree Udaya Secondary School

Shree Uma Secondary School

Shree Prithivi Narayan Secondary School

Shree Birethanti Secondary School

- e. Only the writing proficiency of those students from selected schools was measured.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of collected data and the performance shown by the grade nine and ten students studying in selected schools of northern part of Kaski district. The performance of students was tabulated and analyzed by using simple statistical tools, percentage, graph and chart.

After collecting data, the answers provided by the respondents were checked and given marks according to the complexity of questions. After assigning marks correct answers were tabulated under various headings as presented below.

- 3.1 Total Proficiency of Students' in Writing Skill
- 3.2 Item-wise Analysis and Interpretation of Writing Proficiency
- 3.3 School-wise Analysis and Interpretation of Writing Proficiency
- 3.4 Class -wise Analysis and Interpretation of Writing Proficiency
- 3.5 Gender- wise Analysis and Interpretation of Writing Proficiency

I have chosen following five schools for the present study which are as follows

Shree Bhagwati Secondary school, Dangsing, Kaski

Shree Udaya Secondary School, Dhampus, Kaski

Shree Prithivi Narayan Secondary School, Dhampus, Kaski

Shree Birethati Secondary School, Dangsing, Kaski

Shree Uma Secondary School, Dangising Kaski.

The students' proficiency in writing skill was categorized in four levels on the basis of their correct response, these four levels are listed below.

SN	Students' Mark	Students' Proficiency
1	71% to 100%	Excellent (E)
2	51% to 70%	Good (G)
3	35% to 50%	Satisfactory (S)
4	Below 35%	Less Satisfactory (LS)

The performance in writing with correct response of 71% to 100% was categorized as the excellent level of proficiency in writing. In the second place, the correct responses of 51% to 70% was categorized as good level of achievement. Similarly, the correct responses of 35% to 50% was placed in satisfactory level of achievement. Finally less satisfactory level was assigned for those responses whose percentage was below 35%. The initial letter of each level represents the level of achievement in writing proficiency. They are E for Excellent, G for Good, S for Satisfactory and LS for Less satisfactory.

3.1 Total Proficiency of Students' in Writing Skill

The total proficiency of secondary level students was analyzed and interpreted with the help of data which was collected from students' performance. For it a comprehensive list of questions were administered to the students of those schools. The responses given by the students in writing has been categorized in to different headings. Among them the first classification is the measurement of the total proficiency of the students.

Table 1
Total Proficiency

Total Sample	Total Marks	Total obtained marks	Percentage	Level
60	3,600	1,607	44.63	S

The table presented above shows the overall proficiency of students in writing. According to it, the overall proficiency of those students from selected school were found satisfactory, it is satisfactory because the set level of proficiency and the obtained proficiency by the students was found the same i.e. 44.63%. It is so because students achieved 44.63% in which they scored 1,607 marks within the full marks of 3,600.

3.2 Item-wise Analysis and Interpretation of Writing Proficiency

Item-wise analysis refers to the analysis and interpretation of students' performance in different items that were put in questions and administered to the students during the test. The items used in test were in three sets: they were mechanics of writing, guided writing and free writing. Their proficiency is analyzed and interpreted in the following way.

3.2.1 Total Proficiency in Set A

The set A consists of two questions for testing writing proficiency. In first the students were asked to tick the right answer from the four alternatives given. Among those four alternatives, three were spelt wrongly and only one was right. In second they were asked to correct the given sentences by using appropriate punctuation marks i.e. Capital, full stop, question mark, comma, etc.

Table 2
Total proficiency in set A

Set No.	School's Name	Obt. Marks	Percentage	Total Sample	Total Correct Response	Total Responses	Percentage	Level
A	UM.S.S	65	67.7	60	316	480	65.83	G
	UD.S.S	58	60.41					
	PN.S.S	75	78.12					
	BH.S.S	59	61.45					
	B.I.S.S	59	61.45					

Table 2 shows that the students' proficiency in mechanics of writing was found highest from the students of Shree Prithivi Narayan Secondary School. They scored 78.12 percent in total as their correct response was 75 out of 96 marks. Similarly, the students' proficiency in Set A was found lowest from the students of Shree Birethanti Secondary School and Shree Bhagawati Secondary School. They scored 61.45 percent in total as their correct response was 59 with in 96 marks. Moreover, table 2, shows that the students' proficiency in mechanics of writing was 65.83 percent which was supposed to be good. In set A the total obtained marks was 316 whereas the full mark of this was 480. On the other side, only 34.17 percent of them answered wrong.

The above mentioned data can be shown by using the following pie-chart.

Total Proficiency in Set A

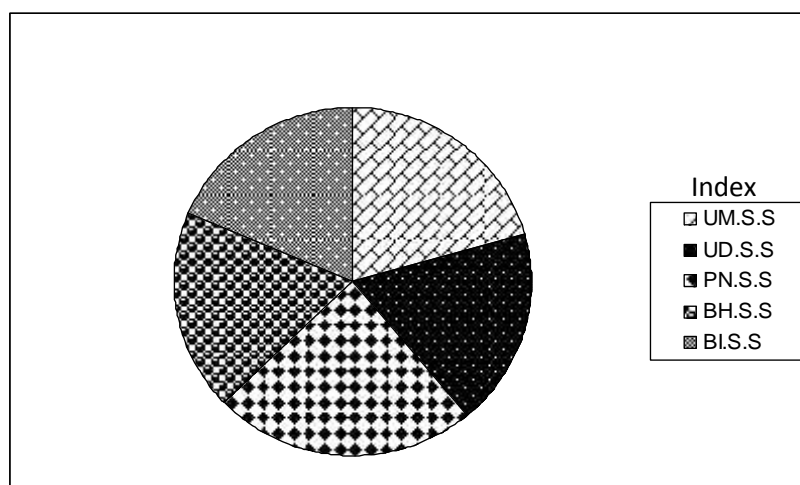


Figure. 1

3.2.2 Total Proficiency in Set B

The set B consists of question to measure the ability of guided writing in which two questions were asked to the students. In the first questions of this set, the students were asked to write the story from the given outline. Similarly, in second question of the same set was condolence writing, in which the students were asked to write a letter of condolence by using the clues given in the question.

Table 3
Total proficiency in set B

Set No.	School's Name	Obtained Marks	Percentage	Total Sample	Total Correct Response	Total Response	Percentage	Level
B	UM.S.S	94	39.16	60	435	1,200	36.25	S
	UD.S.S	71	29.58					
	PN.S.S	87	36.25					
	BH.S.S	99	41.25					
	BL.S.S	84	35.0					

Table 3 shows that the students' proficiency in guided writing was found highest by the students of Shree Bhagawati Secondary School. They scored 41.25 percent in total as their correct response was 99 with in 240 marks. Similarly the students' proficiency in set B was found lowest by the students of Shree Udaya Secondary School. They scored 29.58 percent in total as their correct response was 71 with in 240 marks. Moreover, the table, shows that the students' proficiency in guided writing was 36.25 percent which was supposed to be satisfactory. In set B total obtained marks was 435 whereas the full marks of this was 1200. On the other side, only 63.75 percent of them were answered wrong for the questions asked them to write correctly.

The above mentioned data can be shown by using the following pie-chart.

Total Proficiency in Set B

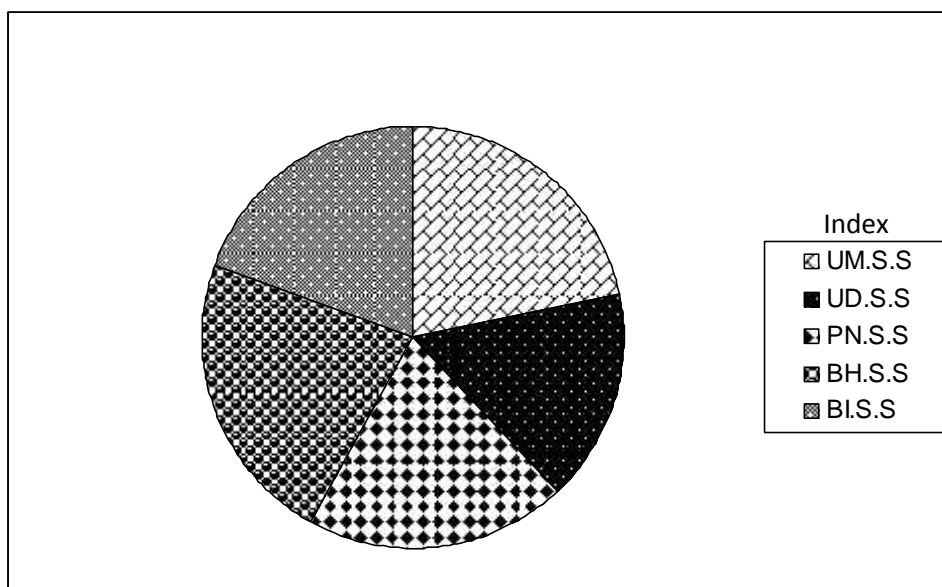


Figure. 2

3.2.3 Total Proficiency in Set C

The set C consists of questions to measure the ability of free writing in which three questions were asked. In the first questions of this set the students were asked to write an informal letter to their brother describing their study. In the next question of this set, the students were asked to write formal letter which is letter of job application for primary level English teacher to Pragati Primary School, Dangsing, Kaski.

Similarly, in third question the students were asked to write an essay about 'The Importance of Women Education in Nepal'. Clear instruction was given that the essay should consist of at least two hundred words and they should, at least, mention the need of education, condition of women in Nepal, role of women and suggestion.

Table 4
Total proficiency in set C

Set No.	School's Name	Obtained Marks	Percentage	Total Sample	Total Correct Response	Total Response	Percentage	Level
C	UM.S.S	175	45.57	60	856	1,920	44.58	S
	UD.S.S	162	42.18					
	PN.S.S	156	40.62					
	BH.S.S	222	57.81					
	B.I.S.S	141	36.71					

Table 4 shows the students' proficiency in free writing. In it the students of Shree Bhagawati Secondary School have performed excellently. So they were attributed as highest scorer. They scored 57.81 percent out of the total students. Their correct response was 222 out of 384 marks. Similarly, the students' proficiency in set C was found lowest by the students of Shree Birethanti Secondary School. They scored 36.71 percent in total as their correct response was 141 out of 384 marks. Moreover, the table shows that the students' proficiency in free writing was 44.58 percent which was supposed to be satisfactory. In set C the total obtained marks by the students was 856 where as the full marks of this was 1920. On the other hand, only 55.42 percent of them were answered wrong.

The above mentioned data can be shown by using the following pie-chart.

Total Proficiency in Set C

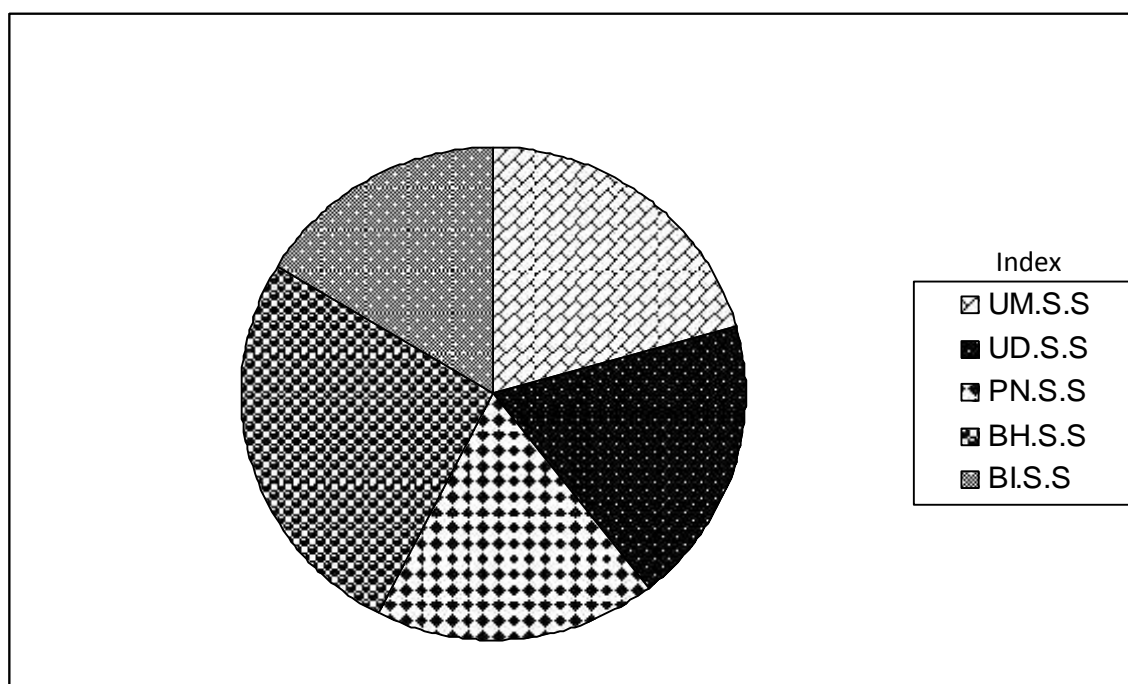


Figure. 3

3.3 School-wise Analysis and Interpretation of Total Proficiency

Among sixty samples, twelve samples were taken from each school. The number of boys and girls were equal from each school which is six. The three sets of questions mechanics of writing, guided writing and free writing were used for measuring writing proficiency. The school wise performance was analyzed and interpreted with the help of table below.

Table 5**Total Proficiency of Five Different Schools in Three Different Sets**

S N	School's Name	Sets			Total (3600)	Percentage (%)	Level
		A(8)	B(20)	C(32)			
1	Shree Uma Secondary School	65	94	175	334	46.38	S
2	Shree Udaya Secondary School	58	71	162	291	40.41	S
3	Shree Prithivi Narayan Secondary School	75	87	156	318	44.16	S
4	Shree Bhagawati Secondary School	59	99	222	380	52.77	G
5	Shree Birethanti Secondary School	59	84	141	284	39.44	S
	Total	316	435	856	1,607	44.63	S

Table 5 Shows, the total proficiency of 60 students in writing (12 students from each of the school) five different government aided public high schools of northern parts of Kaski district. This also shows that the student's proficiency was measured with the help of three sets, they are set A, set B and set C. The set A (Mechanics writing) consisted of full marks 8. The second set, set B (Guided writing) consisted of the full marks 20. The last set, set C (free writing) consists of the full marks 32. The proficiency of the selected schools was found satisfactory as the average score or percentage was 44.63. The students of Shree Bhagawati Secondary School were found better than other selected school as their average score was 52.77. Likewise, students' proficiency in writing Shree Uma Secondary School was found in second position as their average score was 46.38 which was supposed to be the satisfactory level. Similarly, the third position was secured by the student of

Shree Prithivi Narayan Secondary School. Their average performance in three sets was also found satisfactory as they obtained 44.16 in average. The fourth position was found to be secured by Shree Udaya Secondary School. The students of this school secured 291 marks in with in 720 total. The total percentage of the students was 40.41, which was also considered satisfactory in level. At last, the students of Shree Birethanti Secondary School obtained lowest position among those selected school. Among 720 marks in total, they scored only 284 which in percent will be 39.44. This was also regarded satisfactory level.

The above mentioned data can be shown clearly by using the following bar chart.

Bar Chart for School-wise Analysis in Percentage

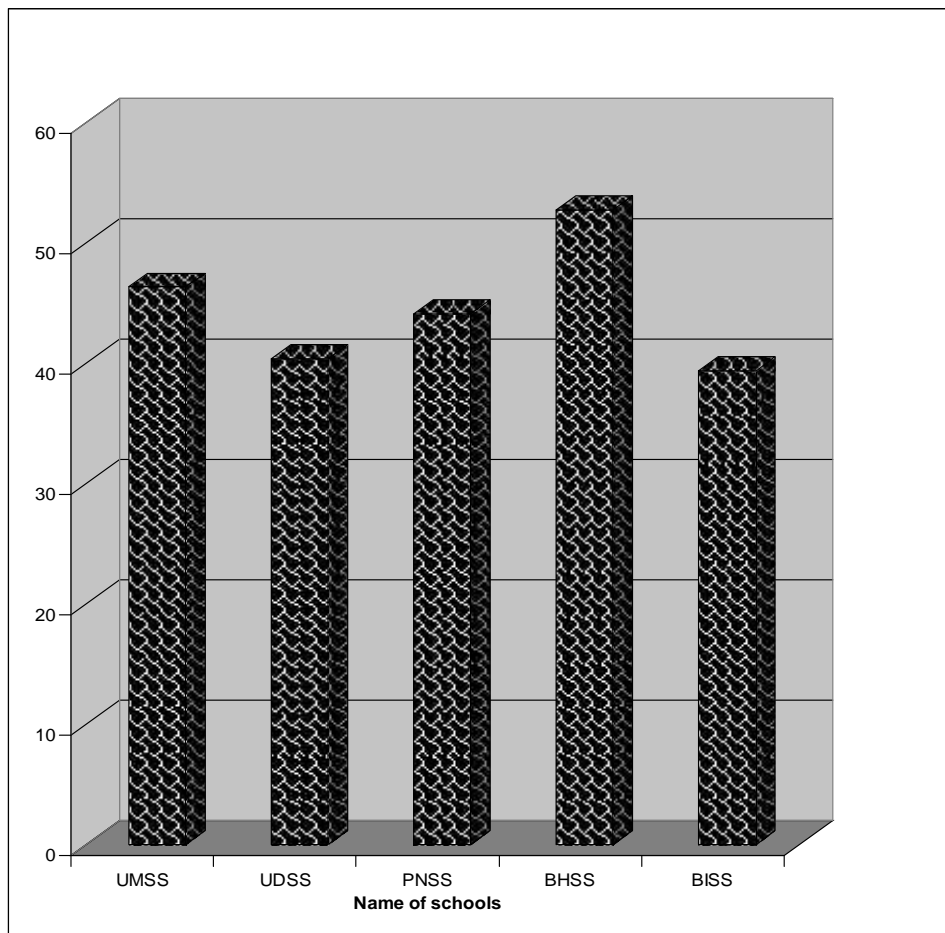


Figure. 4

3.4 Class-wise Analysis and Interpretation of Writing Proficiency

Among sixty samples, thirty samples were taken from class nine and the same numbers of samples were taken from class ten as well. The three sets of questions mechanics of writing, guided writing and free writing were used for measuring writing proficiency. The class-wise performance was analyzed and interpreted with the help of table below.

Table 6
Class-wise Proficiency

Total Sample	Classes	Set A	Set B	Set C	Total obtained marks	Total percent	Level
30	9	152	209	419	780	43.33	S
30	10	164	226	437	827	45.94	S

Table seven shows that there were thirty students in class nine and same number in class ten who attempted the questions set the by researcher. The class-wise writing proficiency was measured in three different sets. They are set A (Mechanics of Writing), Set B (Guided Writing) and set C (Free Writing). The students who were studying in class ten were found more proficient than the students who were studying in class nine because the total marks obtained by class ten students was 827 (164 in set A, 226 in set B and 437 in set C). But the total marks obtained by class nine students was 780 (152 in set A, 209 in set B and 419 in set C) The total proficiency of class ten was

found better as their proficiency in writing was 45.94 in percentage. It was found that they were satisfactory in writing whereas the total proficiency of class nine students was 43.33 percent which is also satisfactory. All the writing proficiency of both was at satisfactory level, the student who studied in class ten were more proficient by 2.61 percent.

Multiple Bar Chart-wise Proficiency

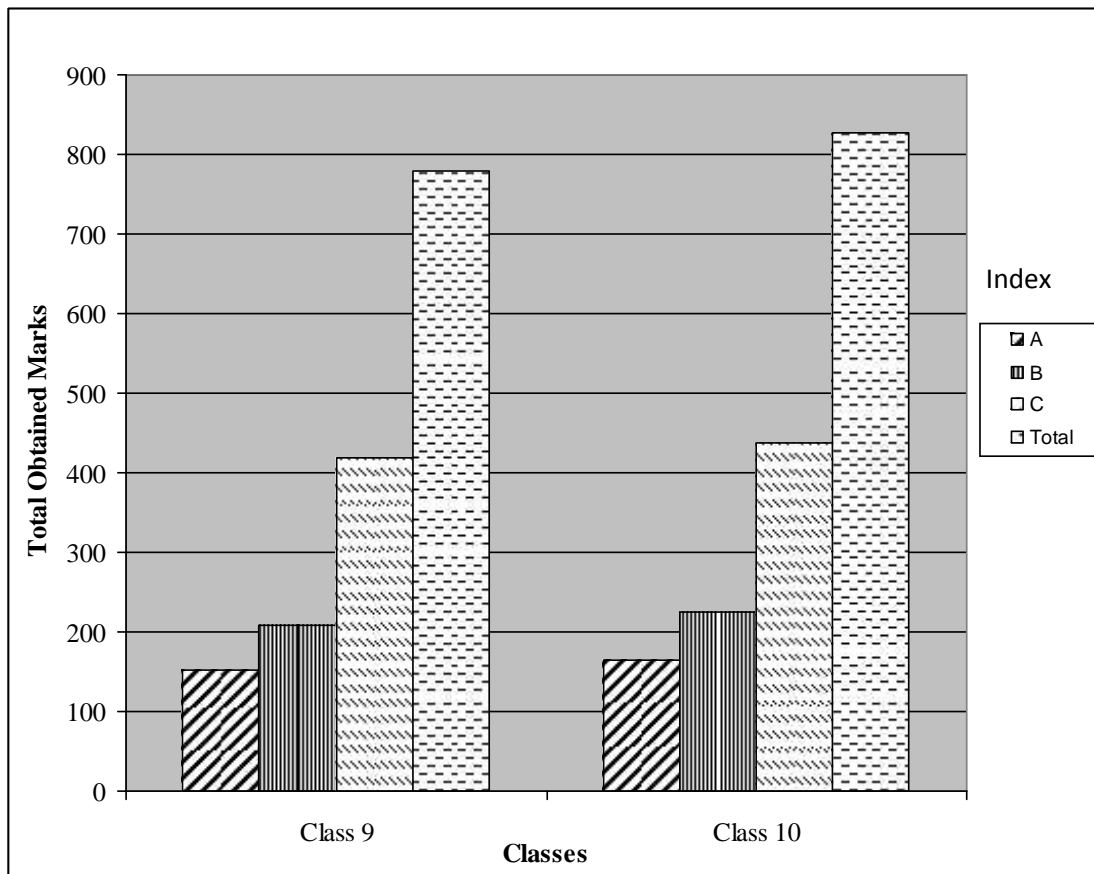


Figure. 5

3.5. Gender-wise Analysis and Interpretation of Writing Proficiency

The study consisted of 60 samples. Among selected samples 30 were boys and same number were girls. The number of boys and girls were equal from each school which is six. The writing proficiency of boys and girls was analyzed and

interpreted with the help of the scores they obtained in test. The gender wise proficiency was analyzed and interpreted with the help of the following table.

Table 7
Gender-wise Analysis

Total sample	Number of Gender	Set A Mechanic writing	Set B Guided Writing	Set C Free Writing	Total obtained	Total Percent	Level
60	Boys (30)	162	216	443	821	45.61	S
	Girls (30)	154	219	413	786	43.66	S

Table 8 shows that there were thirty girls and thirty boys as sample population. The gender-wise writing proficiency was measured in three different sets. They are set A (Mechanics of Writing), Set B (Guided writing) and set C (Free Writing). The boys were found more proficient than girls because the total marks obtained by boys was 821 (162 in set A, 216 in set B and 443 in set C). But the total marks obtained by girls was 786 (154 in set A, 219 in set B and 413 in set C). The total proficiency of boys in all schools was 45.61 percent which is satisfactory. Whereas the total proficiency of girls in all schools was 43.66 percent which is also satisfactory. Although, the writing proficiency of both was at satisfactory level, the boys were more proficient by 1.95 percent than the proficiency of girls..

The above mentioned data can be shown by using the following multiple bar chart.

Multiple Bar Chart for Gender-wise Proficiency

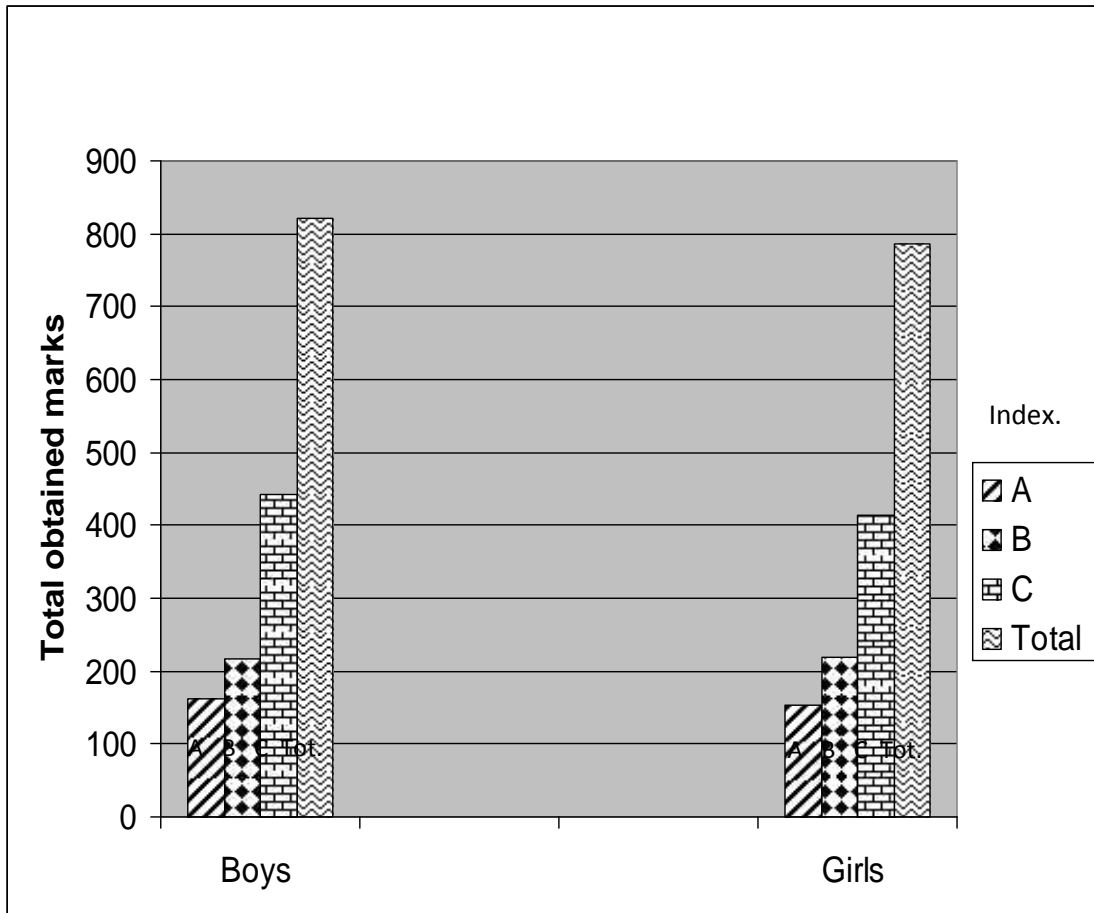


Figure. 6

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings which are derived from the analysis and interpretation of the collected data and the recommendations which are suggested for further improvement from the derived findings. They are presented below.

4.1 Findings

The findings derived on the basis of discussion, analysis and interpretation of data are listed below:

- 1 The writing proficiency of the secondary level students was found satisfactory as their proficiency in writing was found 44.63 percent. Although their achievement is below 50 percent; it is nearly the second division marks according to government school criteria fixed by the government of Nepal.
- 2 The students were found good in choosing correct spelling but they were not found good in use of punctuation mark as they were in spelling.
- 3 The writing proficiency of the students in mechanics of writing was found good as they were able to secure good marks which is of first division marks set by the government of Nepal.
- 4 The student's proficiency in guided writing was not found good as their average obtained marks was only 36.25.
- 5 Most of the students were found less proficient in story developing since most of them did not respond it properly even though clear instruction and skeleton of the story was given to them.

- 6 The students' proficiency in free writing was found satisfactory as majority of them have responded correctly to the given text items.
- 7 The writing proficiency of grade ten students was found somehow better than that of ninth Grade students but differences was very slight. In these, since the proficiency of grade ten students was not found so good in comparison to grade nine as grade ten students were proficient by one year.
- 8 Writing proficiency of boys is found better in secondary level as the boys were able to obtain relatively good marks in average than girls of the same level.
- 9 Some students, though, they are studying at secondary level could not response properly in punctuation because of the lack of knowledge of using capitalization in the beginning of a sentence, correct use of punctuation and correct uses of grammar etc.
- 10 Among guided and free writing, the student were found more proficient in condolence writing as almost all students attempted this item.

4.2 Recommendations

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

- 1 Although the students' proficiency in writing is satisfactory, they should be given more chance to practice individually and in group and more exposure should be given for practice.
- 2 The students should be encouraged to notice the punctuation marks clearly. For this, the teachers should provide clear concept of different punctuation marks with their illustration.

- 3 The students were found good in spelling, so the teachers are recommended to make more questions to test spelling in English.
- 4 The Students should be given more focus on guided writing. For this they are recommended to practice more.
- 5 The students' performance in story developed was found unsatisfactory so the teachers and students are recommended to focus on it by employing different techniques of teaching and learning,
- 6 The girls should be encouraged to participate in writing so that their writing proficiency will be increased in comparison to boys.
- 7 For improving free writing proficiency, students are recommended to read different world books for improving it.
- 8 Writing skills is not found to be focused in secondary level. So it should be focused by giving different kinds of test items.
- 9 Model writing topic should be presented to the students in order to encourage them in writing task.
- 10 The traditional method of teaching writing should be changed. For this, the teachers can use modern scientific and learner centered methods while teaching writing.
- 11 The visual aids and cut out pictures which are fruitful in teaching writing should be used by the teachers. This will help the students to write something in pleasant and motivating way.
- 12 Special teacher training programs should be conducted on how to teach writing skill for secondary level students. Supervision on government schools should be done time and again by the subject experts.

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Appendix A

Test paper

Time- 1.5 hour

F.M- 60

P.M- 19.2

Attempt all questions

(Set A) [8]

Q.1 Put the tick to the correct spelling

A. i) studant ii) stedunt iii) student iv) stadent

B. i) villege ii) villege iii) vellage iv) village

Q 2 Rewrite the following sentences to correct the punctuation marks.

Hari asked shyam are you going pokhara Yes replied shyam

(Set B) [20]

Q. 3 Construct a readable story with the help of outline given below.

A woman.....two servant.....worked hard..... The woman a cock used to crow.....very early.....the woman used to wake up situation was still writing . The woman up whenever she killed and made them Moral.

Q4 Imaging that one of your friend has had a motor cycle accident. He has dead in hospital. Write a letter of condolence to his parents using the clues in the box.

Ram Bhadur, your best friend ,studies together, for six years, very helpful, always cracked jokes, popular with both teacher and student, miss him very much.

(Set C) [32]

- Q5 Write a letter to your brother describing about your study.
- Q6 Write a letter of application for primary level English teacher to Pragati Primary School, Dangsing-8, Kaski.
- Q7 Write an essay on the importance of women education in Nepal in about 200 words.

The End

APPENDIX B

LIST OF STUDENTS' MARKING OF ALL SCHOOL

APPENDIX B.1

SHREE UDAYA SECONDARY SCHOOL						
S.N	Student's Name	Class	Set A	Set B	Set C	Total
1	Dilliram Bhandari	10	4	4	11	19
2	Subina Bhandari	10	6	5	12	23
3	IshworBhandari	10	4	6	16	26
4	Shiva Bhandari	9	6	8	19	33
5	Navin Shrestha	9	4	6	10	20
6	Roshan Gurung	9	6	8	17	31
7	Alisha Bhandari	10	4	5	12	21
8	Ritu Bhandari	10	6	8	15	29
9	Manu Nepali	10	4	8	17	29
10	Asmita Gotame	9	6	5	11	22
11	Laxmi Khadka	9	4	4	14	22
12	Sunita Bhandari	9	4	4	8	16
	Total		58	71	162	291

APPENDIX B.2**SHREE BIRETHANTI SECONDARY SCHOOL**

S.N	Student's Name	Class	Set A	Set B	Set C	Total
1	Srijana Bhandari	10	4	6	9	19
2	Indra Nepali	10	6	7	8	21
3	Nanda gurung	10	4	7	10	21
4	Manju Bhandari	9	4	7	17	28
5	Ashika Poudel	9	6	7	14	27
6	Anita Bhandari	9	7	7	11	25
7	Kamal Rasaile	9	4	6	13	23
8	Anil Shrestha	9	4	7	14	25
9	Ganga pd Bhandari	9	4	8	11	23
10	Lil Bhandari	10	4	5	12	21
11	Savita Pun	10	6	8	12	26
12	Nirmala Thapa	10	6	9	10	25
	Total		59	84	141	284

APPENDIX B. 3

SHREE BHAGAWATI SECONDARY SCHOOL						
S.N	Student's Name	Class	Set A	Set B	Set C	Total
1	Raju Tulachan	10	6	7	8	21
2	Sumesh rana	10	7	10	23	40
3	Durga Bd Sunar	10	6	9	12	27
4	Susmi Gurung	10	5	8	27	40
5	Pratiksha	10	5	8	27	40
6	Saru Pun	10	5	16	18	39
7	Sagar Gurung	9	4	5	19	29
8	Jiban Chhetri	9	5	7	17	29
9	Chandra Man Bhandari	9	4	7	20	31
10	Sangita pariyar	9	4	7	19	30
11	Ganga Pun	9	4	7	23	34
12	Priya Pun	9	4	8	9	21
	Total		59	99	222	380

APPENDIX B. 4

SHREE PRITHIVI NARAYAN SECONDARY SCHOOL						
S.N	Student's Name	Class	Set A	Set B	Set C	Total
1	Kabita Sunuwar	9	4	8	7	19
2	Anusha B.K.	9	7	8	17	32
3	Ramila Khadka	9	6	7	5	18
4	Gore B.K.	9	8	8	21	37
5	Bimal B.K.	9	6	7	10	23
6	Kumar Pariyar	9	8	9	16	33
7	Sheela B.K.	10	6	6	5	17
8	Roji Gurung	10	5	6	13	24
9	Preity Gurung	10	7	7	15	29
10	Amrit Pariyar	10	6	7	17	30
11	Kamal Pariyar	10	7	8	14	29
12	Suresh B.K	10	5	6	16	27
	Total		75	87	156	318

APPENDIX B. 5

SHREE UMA SECONDAEY SCHOOL						
S.N	Student's Name	Class	Set A	Set B	Set C	Total
1	Bikash Thapa	10	6	9	17	32
2	Sujan Gurung	10	5	8	15	28
3	Deepak B.K	10	6	9	18	33
4	Bishnu Thapa	10	4	6	14	24
5	Sabina Pun	10	6	8	14	28
6	Sita Baral	10	7	9	19	35
7	Samir Pun	9	5	6	15	26
8	Manoj Chhetri	9	4	7	13	24
9	Biahal Gurung	9	5	7	13	25
10	Binita Thapa	9	6	9	15	30
11	Kharika Adhikari	9	6	7	10	23
12	Sabina B.K.	9	5	9	12	26
	Total		65	94	175	334