CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is defined as a means of communication. It is a system of arbitrary vocal symbols used for human communication. Language is needed in order to share ideas, feelings, thoughts, emotions and desires. Language is the system of structured arrangements of sound system, words, phrases and sentences. According to Oxford Advanced learner's Dictionary (2010, p.865) language is "The use by human of a system of sounds and words to communicate." Similarly, Crystal (1997, p.22) defines language as "The systematic conventional use of sound, signs, or written symbols in a human society for communication and self expression." Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.

There are so many languages in the world but all the languages have no written forms. We know, the primary form of language is speech and the writing is the secondary one. The language is either spoken or written for the purpose of communication which means to exchange ideas, message and information etc. Therefore, language is a means through which information and messages are exchanged through the four skills i.e. reading, writing, speaking and listening. Different ethnic groups use it for communicative purpose with each other. It is the fact that English is the most popular language of the world.

English is a worldwide language, so it is known as an international language. It is a lingua franca. It is so because the speakers of different languages use it for communication as well. It is a link language of the world people. It is also an official language of the U.N. The literature, religions, fashion design, computer, songs and music and modern technology are the main causes for its worldwide use.

In the context of Nepal, the English language has been taken as an international language for a means of communication and it has been taught as a compulsory subject from grade one to Bachelor level. With the change of time and situation the curriculum has been designed with the specific modified features to suit Nepalese society and compete in international manpower market. Hence, it is a language for livelihood in Nepal.

In many countries, English is a medium of instruction, and how to teach English is a major subject matter. Many learning theories have been developed for teaching and learning it.

1.1.1 Skills of the English Language

Language learning is the process of the development of skills of a language in a learner. Unless one knows the skills of language, his language learning process is meaningless. The four basic skills of language should be developed.

Listening Skill: Listening refers to the ability that enables the listener to identify and understand someone's message. Listening is directly related to the understanding capacity of pronunciation of consonant and vowel sounds, stress, rhythm and intonation. So, all these aspects of language should be learnt to develop listening skills of the English language.

Speaking Skill: Speech consists of pronunciation of vowel and consonants, stress, rhythm, juncture and intonation. Speaking is primarily a productive skill. The most important skill is speaking. Language learning is primarily related to speak. Teaching speaking means to teach the learner how to communicate in the target language.

Reading Skill: Understanding a written symbol or text is a reading skill of language or extraction of the required information of the written text as efficiently

as possible is a reading skill. Reading is a receptive skill of language. It is a way of receiving information from the graphic symbols.

Writing Skill: Writing skill is one of the difficult skills of a language. Writing is a productive skill. Writing begins from copying letters from a book. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is much more than production of graphic symbols.

a. Sub-skills of Writing

Sub skills are the unit of writing skills. They are the basic foundations of it. They strengthen language writing grammatically. Writing skill develops through the sub-skills.

1) Manipulating the script of a language
    i) Forming the shape of letters
    ii) Using the spelling system
    iii) Using punctuation
2) Expressing information explicitly.
3) Expressing information implicitly through
    i) Inference
    ii) Figurative language
4) Expressing communicative value of sentences and utterances
5) Expressing relation with sentence using.
    i) Elements of sentence structure
    ii) Modal auxiliaries
    iii) Intra sentential connectors
6) Expressing relation between parts of a text through grammatical cohesion devices.

7) Using indicators in discourse for

    i) Introducing to an idea

    ii) Developing an idea

    iii) Transition to another idea

    iv) Concluding to an idea

    v) Emphasizing to an idea

    vi) Explanation of point already made

    vii) Anticipating an objection

8) Reducing the text through avoiding irrelevant information

(From Venketeswarana (1995, p. 20)

1.1.2 Why to Teach Writing?

Writing enables the learner to communicate through the graphic system of language and to spell appropriately. The goal of writing is to develop the students' ability to select the appropriate words and phrases for writing text. Writing helps the learner to control the structures of the language and to express what they have learnt orally or by reading a text. The basic aim of writing is to enable the learner to produce varieties of written texts from copying a letter to controlled writing, guided writing, free writing as well as creative writing.

The introduction and practice of some forms of writing enable us to acquire different learning styles. Some learners especially those who do not learn easily through oral practice, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention because they feel more easy and relaxed. Writing is often needed for formal and informal testing. The exposure to a foreign language through more than one medium is likely to be more effective than relying on a single medium alone. Writing also provides variety in classroom activities; serving as a break form oral work and increases the amount of language contact through work plan that can be set out of class.

1.1.3 What is Academic Writing?

Academic writing is writing completed in a school, college or university for an academic audience consisting of professor, instructors and students. Good academic writing has four characteristics: unity, coherence, support and strong sentence skills. We should keep these characteristics in mind when we refer to them during our study and practice of academic writing.

According to Bishop and Solan, (2005, p.22) the characteristics of academic writing are as follows:

1) Unity: In good academic writing, all the elements work together and united to achieve a single purpose. The writer carefully chooses and organizes all of his or her information in order to make one point.

2) Coherence: Good academic writing is well organized. The writer follows a clear logical plan that can be easily understood by the reader.

3) Support: Good academic writing offers convincing evidence to support ideas. For convincing evidence the writer uses specific details, examples and facts to support his or her main points.

4) Strong sentence skills: Good academic writing follows the standard rules of grammar and punctuation. The writer demonstrates control over the language and uses a wide range of vocabulary.

1.1.4 Components of Writing

Components of writing refer to the systematic arrangement of an idea by the help of sub skills of writing. "This act may involve nothing more than the correct association of conventional graphic symbols with sounds which have for the writers no meaning and no significant relationships." (Rivers 1968, p. 242). It says how to arrange the ideas in a logical order for the purpose of making clarity. The main components are as follows:

i Mechanics

The beginning of writing generally starts from spelling and punctuations. The mechanics of writing is very basic concept in writing process. When one starts writing something, he needs to jot down idea through the use of vocabulary in a sequence, using correct spelling. Then, he needs the punctuation system. Without correct punctuation a language gives different meaning. The use of comma, hyphen, semicolon, colon small letter, capital letter full stop etc is important.

ii Coherence

Coherence is a discourse concept which refers to the semantic relationship between the utterances used in the text. It needs good relationship between the utterances and the meaning it conveys. It is based on the speaker's shared knowledge and experience.

iii Cohesion

Cohesion refers to the grammatical link between sentences. Cohesion includes different linking devices, personal, comparative, demonstrative references, logical connectors etc. It includes the additional comparison, contrast, enumeration, references, exemplification, replacement and reformulation of ideas.

iv Orthographic and Paraorthographic Texts

The orthographic system refers to the linguistic symbols such as spelling words, phrase, clauses, and sentences and paraorthographic text are-diagram, figure symbols, the use of graphic symbols with the full fledged form of writing to communicate information to the readers. It is the ability of a learner to recognize the script of language. The paraorthographic texts are concerned with the non text or non linguistic information which is represented in graphics. They are diagrams, charts, graphs, tables, maps, public symbols, traffic signs etc.

1.1.5 Classification of Composition

The most common and traditional type of classification of composition can be made on the basis of the title. They are descriptive, narrative, argumentative and reflexive. Each of them is described shortly below:

a. Descriptive

Descriptive essays are the accurate descriptions of some places and things such as countries, islands, mountains, seas, rivers, aspects and phenomena of nature, towns, buildings and so on. So, these types of essays can be said to be the accurate account of 'something' which conveys the factual pieces of information. To the readers, the information to be included in these kinds of essays is what is seen and heard by the writers. It is said that the writers of the descriptive essays do not make room for their own imagination.

b. Narrative

Narrative essays consist of narration of some past events. The event can be historical or legendary occurrences, stories either true or imaginary programs accidents and biographies of the well- known personalities. Narrative essays are on average, accurate accounts of the past events. Normally, the stories of narrative develop according to the chronological order but it does not mean that chronological order is a 'must'. The circumstances under which the events happened should be distinctively brought out, and actors should stand out clearly. Dialogues should be introduced where necessary and possible only in order to make the narrative vivid, but the direct and straightforward way of narrating   the events seems to be best.

c. Argumentative/ Expository

The aim of the argumentative essays is to convince the readers that position the writer has taken on a subject or a saying is right. The writer has to try to give his own reflections and thought about the proposition concerned. Views both for and against the proposition must be concerned. The writer has to state his thoughts or

opinions on the proposition in clear terms. Then, he has to mention the supporting details or evidence along with arguments in a logical matter. In other word, at first the truth about the proposition should be established. Secondly, it should be pointed out what would happen if it were not true. Its application to life should be made clear. The effect on the readers depends on the clarity of the thoughts supported by examples, illustrations, anecdotes, references and parallel quotations. While writing an argumentative essay, the reasoning power of the writer plays a vital role because the writer who has a rich reasoning power can present his thought very clearly. Argumentative essays seem to be simply literary. Expository essays are the account of thoughts of the essayist on a proposition or saying.

d Reflective Essay

Reflective essays are the reflections of the writer's experiences on the topics. The aim of the reflective essay is to set the opinion of the writer upon the subject and to support them by the illustrations. Normally, the topics of the reflective essays can be abstract in nature. The language style used in the reflective essays seems literary. If the given subject is controversial, then the possible objections to the view maintained should be nearly stated and replied. Concrete illustrations should be introduced to explain and clarify the remarks offered because readers are apt to get lost amongst abstractions. In fact, reflective essays express the essayist's original thought on some topics.

1.1.6 Stages of Teaching Writing

Teaching writing is a difficult skill of language, however some strategies help the writer to make writing easier. There stages of teaching writing are described as follows:

(a) Planning: Planning is the initial stage of writing. Generating idea is clearly a crucial part of the writing process. In writing, idea gathering is particularly important as an initiating process. Generating the idea involves drawing upon the long time memory which is mastered by the writer. Brain storming is a widely

used and effective way of gathering ideas. Brain storming involves choosing a topic, purpose of writing, develop a topic, work out a plot and organization.

(b) Making an outline: It is primarily concerned with the gathering ideas and secondarily organizing them in order. It is also a process of grouping ideas in a frame work. It provides a base for organizing idea for drafting.

(c) Preparing the first draft: Drafting information entails various organization processes of grouping, ideas gathering and deciding their sequence. Caring a message through writing is essentially is a matter of selecting information and putting them in a correct order under the preparation of the first draft. It also includes what the writer is going to write and how the writer is going to present them.

(d) Revising editing producing the final draft: The writer produces the final draft through various processes of focusing, structuring, drafting, evaluating and redrafting or editing their texts and gradually proceeds into the final position. The writer makes most of the major decisions to their ideas although one essential part or process remains incomplete. That is review of the text. The reviewing process requires a sense of judgment or awareness for the purpose of finding any idea may be missing or unclear so that the left part can be edited.

1.1.7 Parallel Writing

The most common traditional process of teaching writing is parallel writing in which the focus is given essentially on the ability to produce correct texts or products. Unlike the process writing, the product writing is directly produced by the teacher or others without any process and the students are asked to write similar text. The students try to create a similar text by studying an example given by the teacher, which is called parallel writing.

1.1.8 The Model Text Deconstruction Process

The Model Text Deconstruction Process (MTDP) refers to the systematic analysis of the text for the purpose of finding out what sorts of writing elements /components are interrelated in the model text so that the learners can draft a similar text. The Model Text Deconstruction Process is a recent idea which looks similar to parallel or guided writing in surface study, but it is not the same. Here, the learners analyze, study, investigate and inspect the given model text and find what sorts of logical sequence, ordering, language elements, and grammar are arranged. By the micro study of model text, the learner deconstructs a new text. His/her study and analysis will help the learner to draft a new text. Then, the learners deconstruct the writing by keeping all the elements of model text in the mind so that he/ she can reproduce a similar text.

Deconstruction is a prewriting by the process of thinking and analyzing about a model text for the purpose of creating a new text that may be similar or different than the original given text. It states that the learners will create a similar text by the process of analyzing, studying, investigating, and rethinking about the model text. The learner finds what sorts of elements are included in the text and what he or she needs to include in his new text. Then, a new formation can be made by the process of deconstruction analyzing the model text.

> According to Bashyal (2009, p.14). Writing uses visual symbols
> (or graphic symbols) to represent the sounds used in speaking. It is
> a productive skill which involves better organization of meaning
> and also more accuracy of form than speaking. However, "the
> ability to express one's ideas in writing form in a second language
> and to do so with reasonable accuracy and coherence is no mean
> achievement, since many speakers of English never totally master
> this skill" (CelceMurcia, and Mcmcintos, 1979, p.187). A good
> piece of writing is logical, maintains cohesion, and coherence,

grammatically accurate, and correct in spelling and punctuation. A written text must also provide good reasons and evidences for opinions to clarify or to persuade the readers. There quite often knows physical presence of the readers- but only assumed audience. "The readers can not ask the question so the writer must anticipate possible questions and explain them. Good writing must be clear organized, and made of well crafted sentences" (Ur 2008, pp.160-161).

a. Why Deconstruction?

MTDA provides a way to create a new text by analyzing the given text. We know that from a vacuum nothing emerges. It is a prewriting activity to generate content. The writer thinks about its components/ sub skills before he attempts to write.

Writing requires mastery on its basic components to make it an effective piece of discourse. It can be taught so easily that the students keep on improving and getting motivations to write much more if we follow the proper process of teaching writing Bashyal (2009, p.17).

i. Model text deconstruction process is a better process to teach writing because:
- it provides chances to learn.
- it helps the learners to develop confidence.
- it is student based process.
- model text provides a way to create something new because from a vacuum nothing emerges.
- it is planned, systematic and learner centered.
- while the analyzing the text the learner knows the components of writing.
- it is a creative process.
- there is an ample practice and interaction.
- it is systematic orderly and organized.

ii. MTDP makes teaching easier because:

- it follows the steps the developing writings.

- it provides model to produce similar text.

- it creates and follows and different procedures and practice.

- it is based on planning and developing in learner's pace of learning.

- it makes students practice of possible words and structures.

- it gives a model which is helpful to make an idea to categorize, draft and edit.

- it gives outline and develops thinking about the text.

b. How to Deconstruct?

The easiest way to deconstruct a text is to find out the components which are interrelated in a text. The learner has to analyze, study and investigate for the purpose of finding out the elements of given text so that he/she can draft a new one.

The lesson plans that follow here present the teaching of writing using MTDP.

a. A lesson plan to teach a post card writing/ letter by MTDP

Objectives

At the end of the lesson, the students will be able to-

-Design a letter/post card.

-Deconstruct a post card/letter.

- Write a post card/letter.

Teaching materials

- Daily needed materials-chalk, duster, book.

- A formatted post card.

- A post card written in news print, word card, flash card, pocket board.
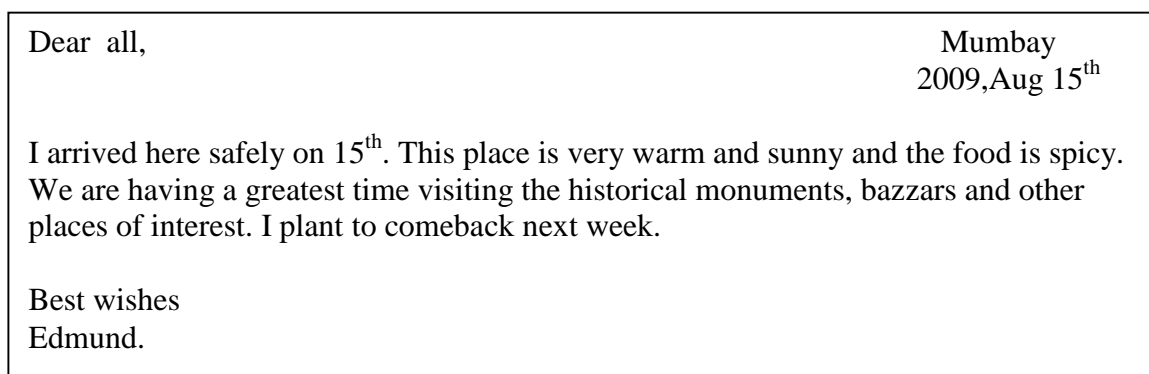
Motivation/Revision

- The teacher asks some questions.

- Have you ever written a post card/letter?

- What did you write in it?

- When did you write?

- How did you write?

Presentation/Practice

-The teacher shows a post card to the students.

> Dear all,   Mumbay
>   2009,Aug 15th
>
> I arrived here safely on 15th. This place is very warm and sunny and the food is spicy. We are having a greatest time visiting the historical monuments, bazzars and other places of interest. I plant to comeback next week.
>
> Best wishes
> Edmund.

The teacher asks the basic components of the post card with the students. Then the teacher deconstructs the given post card.

Layout- Address- date- salutation

Body- Beginning of a letter- When arrived?

  Grammar- tense- ordering-

  Vocabulary- About food, about weather,

  About places.   Salutation

  How you are getting on?

  About your study.

  About weather- food- feeling-

Ending- Leave taking.
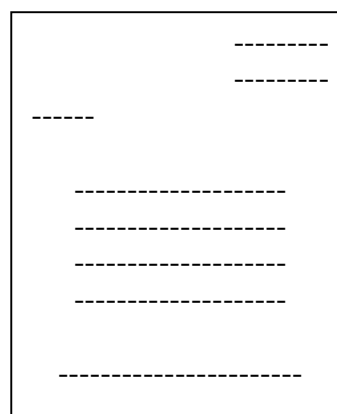
        Yours' Sincerely,

         Best wishes,

         with love from……

        Yours' Faithfully

The teacher shows a formatted letter to the students.

He shows flash card, word card and grammar card and asks some questions.

Who wrote the letter to whom?

When did he write the letter?

What was he feeling?

Evaluation

- The teacher asks them to design a post card.

- The teacher writes a formatted post card on board and asks them to fulfill the post card.

- The teacher asks them to deconstruct a letter from their books.

Homework

- Write a post card letter to your parents describing about your study.

b. A lesson plan to teach future plan by MTDP

Objectives

At the end of the lesson the students will be able to:

- Deconstruct a future plan.

- To write a future plan.

- To select needed structures/vocabulary of future plan.

Teaching Materials

- Daily needed materials- chalk, duster, book.

- A model future plan.

- Word card, sentence card, pocket card etc.

Motivation/Revision

The teacher asks some questions:

- How do you pass your vacations?

- Have you ever travelled anywhere?

- Where did you go?

- What did you do?

- Where will you go in coming vacation?

Presentation practice

- The teacher shows a future plan of Rohit

Rohit says,

"I plan to go to Kathmandu. I will stay there for three days. I am going to visit Pashupati Nath, Zoo in Jaulakhel, and old temples of Bhaktpur. I will also visit Narayanhity Museum. I will be visiting Dhulikhel and will stay there over night. There is good, clean and unpolluted environment. I will be back on Monday."

The teacher asks the students about the components to deconstruct, then, he deconstructs in the following ways.

Grammar/tense/structure

Subject+verb+to inf.

Subject+is/am/are+verb+ing.

Subject+will/shall+verb+object.

Subject+shall/will+be+verb+ing.

Content

Where to go?

When to go?

What to see?

What to do?

Whom to go?

How long to stay?

Vocabulary

weather, food, feeling, word choice……..

Organization

Unity and ordering

Evaluation

The teacher asks some questions to the students.

- How will you spend your vacation?

- Where will you go?

- What will you do?

- How long will you stay there?

Homework

Write a future plan of your own for your winter vacation.

c. Classroom Procedures for MTDP

1. The teacher will carry out a demonstration of the Model Text Deconstruction Process for post card writing.

2. Warm up the students: The students will be asked similar questions as: When did you arrive in this school? Why are you here? How is your study? When will you go back to home? What will you do the next? Or
some situational practical questions.

3. Ask the students how they feel at school and they have regular contact with their parents / brother-sister/ friends who are out of your village or town with the help of mobile, email, postcard etc. Confirm that sending a postcard would be a good way to do so. Now, show on the board the teacher's ready made model cardboard postcard letter, or if possible give one / one postcard letter to each of them. Then, the students will analyze, study, or think about the given model postcard for the purpose of deconstruction the text in the postcard as their own situation. Use the board to brainstorm with the class. Elicit the potential sections of each postcard.(possible answer are : opening, arrival, purpose of arrival, past activities, present activities present feelings about study, plan of future , completion of study and leave taking salutation) Elicit possible grammar points to consider for each section and write them next to each (verb tense, adverb, adjectives, etc).

16

4. Distribute or ask the students them to format postcard template as given on board. Have the students write the postcards for parents, brother, sister, friends, about their study (5 minutes). Monitor and assist the students. As they start writing, supply them or inform to use color to make it attractive. Have them cut, tear postcards and share with classmates and find out whose the very attractive is. And what sorts of components are missing–grammar, tense, etc, from previous brainstorming session.

5. Discuss and debrief of lesson demonstration.

6. Have the students work with groups. Set up the discussion with an introduction such as: reflect on our session thus far as if it were as actual writing lesson. Next write the following questions on the board for discussion.

7. Next have two core groups share their lesson outlines. When all groups shared with another group, brainstorm the basic outline on the board. You may invite two groups to come to the board and write their respective outline for comparison. Discuss the purpose of each step. Steps should reflect the following stages: warm up, presentation, analysis and deconstruction of model postcards, grammar considerations practice, and scaffolding of activities with materials, peer feedback session, and group sharing of examples.

8. Reflection and discussion for (20 minutes).

9. Give each core group one question to consider. When each group has finished discussion of their questions, have a spokesperson from each group and read the question aloud and present his / her group's responses. Allow for other group to give their opinion on each question.

1.2 Review of the Related Literature

Various experimental research works have been carried out to find out effectiveness of techniques and methods but a few researchers have tried to develop research in writing skills. i.e. processes of teaching writing. Most teachers and students think that it is a difficult skill; however, some candidates try to carry out the research related to it. A few of them are reviewed.

Bhattari, (2002) conducted a study on 'The writing proficiency of the Bachelor's Level Students.' This research was an attempt to analyze and compare the writing proficiency. It was a cross-sectional comparative study and found that the students of medical science are more proficient than those of others. The major findings were that the students of institutes had grater proficiency in writing than the students of faculties, with in institutes; students of medical science were more proficient than those of the others. This research was on the skill, writing, but searched nothing about the problems.

Sah (2003) carried out research entitled "Writing Proficiency of Grade Nine Students". It was a cross sectional study in which both primary and secondary soruces of data were used. The population of the study were 100 students of grade -x from Siraha district. Test items were the major tools of data collection. The major findings of the study were explain as; the students were committed mistakes in the use of comma than in the use of other punctuation marks. This study also touched the section of proficiency but did not bring about the problem in writing.

Ghimire (2004) carried out research entitled 'A study on the proficiency of the students in writing skill. ' The study was carried out to compare English writing proficiency of the students of different streams. Both primary and secondary data were utilized in the study. It was focused on proficiency so students were informants. In this research work, the major findings have been presented under

four different headings, i.e. holistic findings, stream-wise findings, textual non-textual writing based findings and actual teaching/learning situation findings.

Thapalia (2007) conducted a 'Comparative Study in Proficiency of Bachelors Level Students in Interpreting Para-orthographic Texts'. His study proved that the students studying in the institute had higher proficiency than the students studying in the faculties. The students also illuminated the fact that the proficiency of the boys in interpreting para-orthographic texts (82.82%) was a bit higher than that proficiency of the girls (79.49%).

Khatri (2008) carried out a research on 'Proficiency in Interpreting Orthographic and Para-orthographic Texts'. It was found that the average proficiency of the students in orthographic texts was found to be moderate (59.45%) Their proficiency in interpreting para orthographic was found to be better (68.92%).

The records show that some candidates have tried to carry out some research pm the processes of teaching writing but not on MTDP. The topic I have carried out for the research, is a new idea of English and Foreign Language of teaching writing skills. That is why the research carried out by me is a quite new and different than any other research carried out till present time.

1.3 Objectives of the Study

The objectives of the study use as follows:

) To find out the effectiveness of Model Text Deconstruction Process in teaching writing skills.

) To suggest some pedagogical implications for teaching writing in secondary level.

19

1.4 Significance of the Study

The study entitled 'The Effectiveness of Model Text Deconstruction Process' will be highly significant for finding out the most effective way of teaching writing in secondary level students. It also provides a practical pedagogical implication to the teacher trainers, by providing more practical information to the textbook writers, counselors subject experts, curriculum designers as to well all those who are directly or indirectly involved in English language teaching / learning activities.

CHAPTER TWO
METHODOLOGY

This chapter on methodology describes the methods and procedure adopted to accomplish the objectives of the study, sample population and sampling procedures, tools for data collection, process of data collection, and limitations of the study.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The students of grade IX of Janata Model Higher Secondary School of Palpa district were the primary sources of data.

2.1.2 Secondary Sources of Data

The primary sources of data are not sufficient to complete this thesis. So, the researcher searched some secondary sources of data. Some important secondary sources of data are as follows:

Bashyal, (2009), Bhattarai, (2001), Crystal, (1997) *English as global language,* EFLU, (2009). journals, articles, encyclopedia, dictionary, unpublished thesis, website and meeting different intellectual persons, professors, as well as linguists were the secondary sources of data.

2.2 Population of the Study

The population of study was fifty students of Janata Model Higher Secondary chool, Tansen Palpa.

2.3 Sample Population and Sampling Procedure

I followed the random sampling procedure to sample the population. The sample population of the study consisted of the fifty students of grade nine studying in Janata Model Higher Secondary School, Tansen Palpa. There were 62 students in IX A. They were divided into two groups. Both groups were taught for a month. The students were selected by the lucky draw system as follows:

) 50 pieces of paper were torn. In 25 pieces, PWP and in the rest of 25 pieces, MTDP was written. And twelve blank pieces of papers were mixed according to the number of the students.

) All the pieces of papers were folded and mixed together.

) All 62 students of grade nine were given a chance to choose the pieces of paper.
   by the lucky draw system.

) The students who drew the blank pieces of papers were excluded from the test and they attended the test of piloting process.

) The students who chose PWP and MTDP appeared in the test.

2.4 Tools for the Data Collection

Five sets of tests based on the parallel writing and five sets of tests based on the MTDP were developed as the tools for the data collection. The five sets of tests

from PWP and the five sets of texts from MTDP are the tools for the data collection. Only five teaching items were selected for the test. They were:

⟩ Postcard writing

⟩ News writing

⟩ Condolence writing

⟩ Process writing

⟩ Future plan writing

Each set of text was taught and test was designed and administrated in PWP and MTDP for the collection of data. The full mark was 25 for PWP and 25 for MTDP. The scores were tabulated for the analysis and interpretation.

2.5 Piloting of Test

The researcher carried out a piloting test to the examinees. The appropriateness and duration of the test was calculated. The pilot test was conducted on 12 students who were excluded from the test of PWP and MTDP of grade IX studying in JVT School. The researcher gave instructions to the students. The time each student took to complete the test was recorded for the average time calculation. The answer sheets were collected and awarded with marks. Minor mistakes were not penalized.

2.6 Process of Data Collection

First of all, the researcher visited Janata Model Higher Secondary School of Palpa district, and requested the purpose of visiting to the headmaster and for his permission. After getting permission the researcher went to grade IX then, the processes were as follows:

23

There were all together sixty-two students in standard nine A. They were divided into two groups equally by using random sampling procedure. There became thirty one students in one group. I selected a leader from each group. The leader chose a piece of paper written PWP and MTDP by the lucky draw system. The leader who chose PWP was named controlled group and the leader who chose MTDP, was named experimental group.

- The researcher explained the purpose of his visit to the students.
- We managed and agreed a suitable time for both groups to teach these given items by parallel writing process and model text deconstruction process for a month. The teaching items were based on standard nine English curriculum.
- After a month of teaching, the researcher selected fifty students for the test by the lucky draw system which were mentioned in sampling process.
- One set of test was administrated to both groups everyday.
- The researcher ensured that there would not be any external disturbance during the time of test administrating.
- The researcher played the role of invigilator.
- When the test was over, the answer sheets were collected for scoring. This process kept on going until the tests were finished.
- The researcher awarded the marks out of 25 full marks to each group. The marks were tabulated and compared and analyzed between PWP and MTDP

2.7 Limitations of Study

The limitations of the study were as follows:

a) The study was limited to the students of Janta Model Higher Secondary School, Tansen, Palpa.

b) It was limited to the students of grade IX

c) This study was confined to the given five set of texts mentioned in tools for the data collections.

d) It was limited to PWP and MTDP techniques of writing.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data obtained from the study. The analysis and interpretation of the data was carried out after scoring the marks to the respondents. The marks of the students obtained in both PWP and MTDP were tabulated and average marks in those sets of tests were carefully calculated. Therefore, the total performance of the both texts (PWP and MTDP) was analyzed descriptively and statistically using different pictorial representation, such as table, diagram, pie-chart, bar-graph etc.

The study was conducted for the purpose of finding out the effectiveness of model text deconstruction. It aimed to find out whether this MTDP is suitable or not, to what extent it is suitable to develop writing skill in secondary level. How it can be useful in the teaching /learning field. While analyzing the data, the main focus was given on the proficiency of the students to test the effectiveness of MTDP. The analysis and interpretation of the data was taken out under the different headings in accordance with the variables.

The effectiveness of MTDP was carried out by the process of interpreting and comparing the marks. The following table tabulates comparative study of the both texts for the purpose of finding out the total performance and effectiveness of MTDP by interpreting them.

3.1 Proficiency of the Students in PWP and MTDP

The holistic comparison of the proficiency of the students in two different set of texts has been given in the following table:

Table No. 1

Proficiency of the Students in PWP and MTDP

Number of students	PWP			MTDP			PWP and MTDP		
	AVE.	PER.	F.M.	AVE.	PER.	F.M.	AVE.	PER.	F.M.
50	14.64	58.56	25	18.02	72.08	25	32.66	65.32	50

Table No 1, given above shows that the average proficiency of the students in both texts was found to be good as a whole. I have found 65.32 % with the average score of 32 .66 marks out of 50 full marks. However, their proficiency in both texts was found to be diverse.

The overall proficiency of the students in PWP was found to be moderate. They secured 58.56 percent with the average score of 14.64 out of 25 full marks. But the proficiency in MTDP was found to be better than PWP. They secured 72.08% with the average score of 18.02 out of 25 full marks. The difference in the proficiency of the students between PWP and MTDP was found to be 13.53% with the average score of 3.38 marks.

The study shows that the students have better proficiency in MTDP than PWP texts. It means the students have better result in MTDP which signifies the effectiveness of MTDP. That is why the MTDP is proved that it is the best way of teaching writing in secondary level. My aim was to find out whether the MTDP

27

can be effective than PWP or not. In this way, that the pedagogical implication is set as the best way of teaching writing skill.

Bar-graph of percentage and average

The following shows the comparative study of percentage and average of both groups.

Figure No. 1

Bar-graph of percentage and average
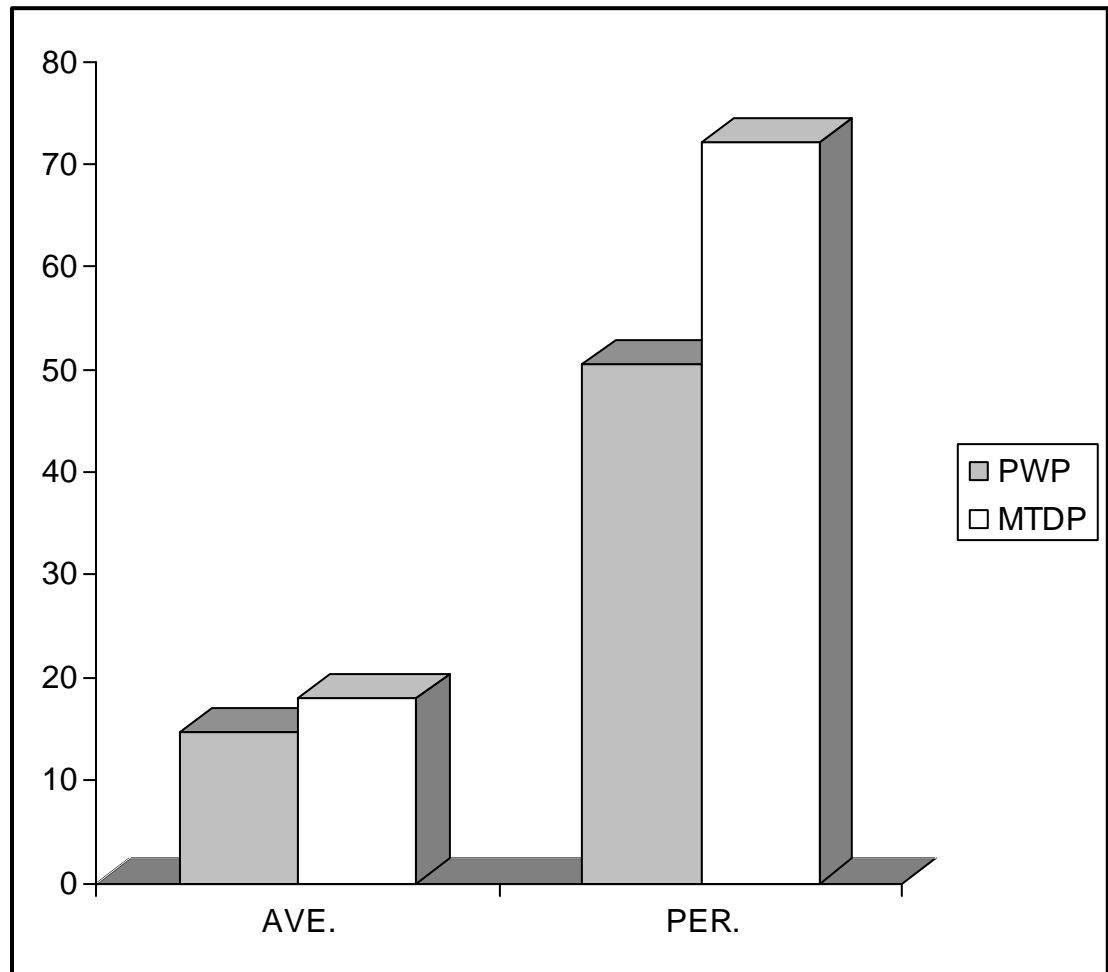
The diagram shows that the white bars are bigger than the blank one. It is so because the white bars are related to MTDP and blank bar is related to PW. It states that the percentage of MTDP has been found 72.08 Percent with the average score 18.02 out of 25 full marks whereas PW has 58.56 Percent with the average score 14.64 out of same full marks.

Pie-chart of percentage of PWP and MTDP

The percentage and average of PWP and MTDP is presented in pie-chart by the following figure.

3.2 Text-wise Compression Between percentage, Average and its Differences

The comparison of five different set of texts has been given in the following table. This table shows the students' capacity in different of tests.

This table shows the holistic comparison among the texts. In postcard writing the total marks was found 90 out of 125 full marks in MTDP whereas in PWP 72 mark was scored out of 125 full marks. The difference has been found 18 marks. In condolence writing there is the least difference. The difference of mark is 13. The highest difference has been found in process writing which is 19.5.

In conclusion, the text wise comparison shows that the students have not secured good result in PWP text and the students have been found more proficient in MTDP which means the effectiveness of Model Text Deconstruction Process.

3.3 Student-wise Comparison Between Total Average and Percentage

The following table shows the student wise comparison between average and percentage.

Table No. 3

Student-wise Comparison Between TOT, AVE and PER

S.No	MTDP			PWP		
	Total	Average	Percentage	Total	Average	Percentage
F.M.	25	5	100%	25	5	100%
1.	21	4.2	84	16.5	3.3	67
2.	21.5	4.3	84.02	16	3.2	64
3.	18.5	3.7	72.07	16.5	3.3	66
4.	19	3.8	76	15.5	3.1	62
5.	16	3.2	64	14	2.8	56
6.	22	4.4	88	18	3.6	72
7.	15.5	3.1	60.02	19	3.8	76
8.	16.5	3.3	66	14.5	2.9	58
9.	15	3	60	15	3	60
10.	19	3.8	76	13.5	2.7	54
11.	16	3.2	64	12	2.4	48
12.	15	3	60	11	2.2	44
13.	13.5	2.7	50.04	17	3.4	68
14.	13	2.6	50.02	17	3.4	68
15.	17	3.4	68	12	2.4	48
16.	18	3.6	72	14	2.8	56
17.	18	3.6	72	19.5	3.9	78
18.	20	4	80	12	2.4	58
19.	18	3.6	72	10.5	2.1	42
20.	21	4.2	84	10	2	40
21.	20.5	4.1	80.02	12	2.4	48
22.	18.5	3.7	74	12	2.4	48
23.	20.5	4.1	80.02	16	3.2	64
24.	21	4.2	84	15.5	3.1	62
25	16.5	3.3	66	16	3.2	64

The table shows that the highest mark has been found 22 out of 25 full marks with the average score 4.4 out of 5 full marks in MTDP, whereas in PWP the highest mark has been found 19.5 out of 25 full marks with the average score 3.9. The lowest marks has been found 13 out of 25 full marks with the average score 2.6 out of 5 full marks in MTDP whereas in PWP the lowest marks has been found 10 out of 25 full marks with the average score 2.

Thus, the more quality result has been found in MTDP but average result has been found in PWP. This shows the effectiveness of the Model Text Deconstruction Process in teaching writing skills.

3.4 Division-wise Comparison of PWP and MTDP

The following table shows the division wise comparison of PWP and MTDP of all students.

Table No. 4

Division-wise Comparison of PWP and MTDP

Division	MTDP	PWP	Total
Distinction	8	Nil	8
First	15	13	28
Second	2	9	11
Third	Nil	3	3
Total	25	25	50

 The above table shows that the students in PWP texts have been comparatively poorer whereas in MTDP the students have been found more quality. In parallel writing, no one has secured distinction marks but in MTDP Eight students have secured Distinction Marks. An interesting thing is that no student has got third division marks in MTDP and distinction marks in PWP. Thus, from the table the effectiveness of MTDP has been proved.

3.5 The Mean Score of PWP

The following table calculates the mean score of the parallel writing process.

Table No. 5
The Mean Score of PWP

Marks arranged in ascending order (x)	Frequency (f)	Product of marks and frequency (fx)	Cumulative frequency (cf)
10	1	10	1
10.5	1	10.5	2
11	1	11	3
12	5	60	8
13.5	1	13.5	9
14	2	28	11
14.5	1	14.5	12
15	1	15	13
15.5	2	31	15
16	3	48	18
16.5	2	33	20
17	2	34	22
18	1	18	23
19	1	19	24
19.5	1	19.5	25
	f X25	fx X366	25

Using the formula

$$\bar{x} X \frac{fx}{N}$$

$$\bar{x} X \frac{366}{25} \quad \text{(putting the values)}$$

34

Therefore, mean $\bar{x}$ X 14.64

In this way, the mean score of the study in PW is 14.64 out of 25 full marks. It shows that the students have average proficiency in PW.

3.6 The Mean Score of MTDP

The following table calculates the mean score of the model text deconstruction process.

Table No. 6

The Mean Score of MTDP

Marks arranged in ascending order (x)	Frequency (f)	Product of marks and frequency (fx)	Cumulative frequency (cf)
13	1	13	1
13.5	1	13.5	2
15	2	30	4
15.5	1	15.5	5
16	2	32	7
16.5	2	33	9
17	1	17	10
18	3	54	13
18.5	2	37	15
19	2	38	17
20	1	20	18
20.5	2	41	20
21	3	63	23
21.5	1	21.5	24
22	1	22	25
	f X 25	*fx* X 450.5	25

Using the formula

$$\bar{x} \, \text{X} \, \frac{fx}{N}$$

$$\bar{x} \, \text{X} \frac{450.5}{25} \quad \text{(putting the values)}$$

Therefore, mean $\bar{x}$ X18.02

In this way, the mean score of the study in MTDP is 18.02 out of 25 full marks. It shows that the students obtained very good result which means the effectiveness of MTDP.

3.7 The Median Score of PWP

The median score of the study in PWP text is presented as follows:

$$\text{The formula} = \frac{N \, \Gamma 1 th}{2} item$$

$$= \frac{25 \, \Gamma 1 th}{2} item \quad \text{putting the values.}$$

$$= \frac{26}{2}$$

$$= 13$$

Therefore, the median score of the students in PWP has been found 14. This statistical calculation shows that the performance of the students in PW has been found average.

3.8 The Median Score of MTDP

The median score of the study in MTDP text is presented as follows:

$$\text{The formula} = \frac{N \, \Gamma 1 th}{2} item$$

$$= \frac{25 \Gamma 1th}{2} item \text{ putting the values.}$$

$$= \frac{26}{2}$$

$$= 13$$

Therefore, the median score of the students in MTDP has been found 18. This statistical calculation shows that in MTDP, the students have shown better result than PW.

3.9 The Mode

The mode is a frequently obtained score in the distribution of the data. It is said that the mode is the score which the most candidates obtain. The study was carried out to find out the effectiveness of MTDP in secondary level students. The mode of the study in two sets of texts containing PWP and MTDP is given below:

Table No. 7

The Mode

S.N.	Type of texts	Total number of candidates	Mode	Total number of candidates obtained same marks
1	PW	25	12	5
2	MTDP	25	18/21	3/3

This above table shows that the mode of the students in both texts, PWP and MTDP, has been found as follows:

Five students secured 12 marks out of 25 candidates in PWP. Three students secured 21 marks and 3 students secured 18 marks in MTDP. This calculation

shows that the most students have good proficiency in MTDP which means the effectiveness in MTDP.

3.10 Analysis of the Marks on the Basis of Measures of   Variability

It is said that the purpose of knowing the variability among the score ie. how they are spread out of the center point measures of variability are very significant range and the standard deviation are the measures of variability. The range and standard deviation of the study is presented in the following section.

3.10.1 Range of the Study in PWP

We know that the highest and lowest value of the proficiency of the text in PW was 19.5 and 10 respectively. The range of the study has been calculated as follows:

Range = L - s
= 19.5 -10 (Putting the values)
Therefore, range = 9.5

In this way, the range of the proficiency of the students in PWP has been found to be 9.5. It shows the fact that the effectiveness of PWP was varied. It is proved that the group of the students has been found of mixed ability.

3.10.2 Range of the Study in MTDP

From the statistical data, we know that, the highest and lowest proficiency of the students in MTDP has been found 22 and 13 respectively. The range of the study has been calculated as follows:

Range = L - S
= 22 - 13 (Putting the values)
= 9
Therefore, range = 9

Thus, the range of the study in MTDP has been found 9. It shows that the students who were involved in the test were mixed ability.

3.10.3 Standard Deviation of the Study in PWP

The Standard Deviation of the proficiency of the students in PWP has been completed as follows:

Table No. 8

Standard Deviation of the Study in PWP

Marks (x)	Frequency (f)	Individual deviation	Square of the deviation	Product of frequency and square of deviation
10	1	-4.64	21.52	21.52
10.5	1	-4.14	17.13	17.13
11	1	-3.64	13.24	13.24
12	5	-2.64	6.96	34.84
13.5	1	-1.14	1.29	1.29
14	2	-0.64	0.40	0.81
14.5	1	-0.14	0.19	0.38
15	1	0.36	0.12	0.12
15.5	2	0.86	0.73	1.47
16	3	1.3	1.84	5.54
16.5	2	1.86	3.45	6.91
17	2	2.36	5.56	11.13
18	1	3.36	11.28	11.28
19	1	4.36	19.0	19
19.5	1	4.86	23.61	23.61
				$fx^2 = 168.27$

Using the formula $\sigma = \sqrt{\dfrac{fx^2}{N}}$

$\sigma = \sqrt{\dfrac{168.27}{25}}$ (putting the values)

$\sigma = \sqrt{6.7308}$ $\sigma = 2.5943785$

Therefore, the Standard Deviation is 2.5943785. In this way, the standard deviation of the proficiency of the students in PWP has been found to be 2.5943785. This statistical calculation shows that the students were of varied ability in PWP.

3.10.4 Standard Deviation of the Study in MTDP

The Standard Deviation of the proficiency of the students in MTDP has been completed as follows:

Table No. 9

Standard Deviation of the Study in MTDP

Marks (x)	Frequency (f)	Individual deviation	Square of the deviation	Product of frequency and square of deviation
13	1	-5.02	25.20	25.20
13.5	1	-4.52	20.43	20.43
15	2	-3.02	9.12	18.24
15.5	1	-2.52	6.35	6.35
16	2	-2.02	4.08	8.08
16.5	2	-1.52	2.31	4.62
17	1	-1.02	1.04	1.04
18	3	-0.02	1.004	1.012
18.5	2	0.48	0.23	0.46
19	2	0.98	0.96	1.92
20	1	1.98	3.92	3.98
20.5	2	2.48	6.15	12.3
21	3	2.98	8.88	26.64
21.5	1	3.48	12.11	12.11
22	1	3.98	15.84	15.84
				$fx^2 = 157.222$

Using the formula $\displaystyle \int = \sqrt{\frac{fx^2}{N}}$

$\displaystyle \int = \sqrt{\frac{157.222}{25}}$ (putting the values)

$\int = \sqrt{6.2888}$ $\qquad$ $\int = 2.5077639$

Therefore, the standard deviation = 2.5077639. In this way, the standard deviation of the proficiency of the students in MTDP has been found to be 2.5077639. This statistical calculation shows that the students were of mixed ability in MTDP.

3.11 Correlation Co-efficient of the Study

Correlation co-efficient of the study determines to the degree of relationship between the variables. Therefore, Karl Pearson's co-efficient of correlation has been taken into account to find out the correlation co-efficient of the study.

The formula

$$R_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{\left(N \sum x^2 - (\sum x)^2\right)\left(N \sum y^2 - (\sum y)^2\right)}}$$

Where,

x = Proficiency of the students in PWP

y = Proficiency of the students in MTDP

N = Number of compared principles (texts)

$\sum$ = The sum of

Table No. 10

Correlation Co-efficient of the Study

C.Texts	PWP	MTDP	fx^2	fy^2	xy
PCW	72	90	5184	8100	6480
NW	71	88	5041	7744	6248
CONW	74	87	5476	7569	6438
PROW	73	92.5	53297.6	8556.25	6752.5
FPW	76	93	5776	8649	7068
Total = 5	x X366	y X450.5	x^2 X74774.5	y^2 X40618.25	xy X32986.5

$$R_{xy} = \frac{5 \mid 32986.5\, Z\, 366 \mid 450.5}{\sqrt{\mathbf{5} \mid 366\, f\, 74774.5\, \text{Å}'\, \mathbf{5} \mid 40618.25\, Z\, f\, 450.5\, \text{Å}'}}$$

$$R_{xy} = \frac{1649325\, Z\, 164883}{\sqrt{\mathbf{4}\, 368373.3'\, \mathbf{4}\, 62473}}$$

$$R_{xy} = \frac{495}{\sqrt{22232317}}$$

$$R_{xy} = 0.104984$$

In this way, the correlation co-efficient of proficiency of the students in PWP and MTDP has been found to be 0.104984. The correlation co-efficient set to be good if the result of two variables is set to be less than 1. Hence, this calculation shows that the proficiency of the students using the variables of PW and MTDP has been found to be reliable.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings which are derived from the analysis and interpretation of the data. The findings reflect the sprit of the set objectives of the study. On the basis of the findings, some recommendations and pedagogical implications have been made with a view to introduce new teaching writing skills in the secondary level as well as for the effectiveness of MTDP. Hence, this chapter presents the findings, recommendations and pedagogical implications of the study.

4.1 Findings

The findings derived from the analysis and interpretations of the data are listed as follows:

(a) The average proficiency of the students in PWP from the test administrated has been found to be moderate (ie. 58.56%), good second division only with the average score of 14.64 out of 25 full marks. The average proficiency of the students in MTDP has been found to be excellent (72.08%) with the average score of 18.02 out of 25 full marks.

(b) The difference of the proficiency of the students between PWP and MTDP has been found to be 13.53% with the average score of 3.38 out of 25 full marks.

(c) Eight students have secured distinction marks in MTDP whereas in PWP no one has secured.

(d) The highest percentage has been found 88 in MTDP where as in PWP 78 percent has been found.

(e) The lowest percentage has been found 50.02% in MTDP where as 40 percent in PWP. It is interesting that the difference between the highest percentages in the both texts has been found 10% and difference between the lowest percentages in both texts has the same as highest.

(f) The findings show that the students have far better proficiency in MTDP than in PWP, which means the effectiveness of MTDP.

(g) The holistic comparison of the proficiency of the students in the two different sets of test namely PWP and MTDP has been found 65.32 percent with the average score of 32.66 out of 50 full marks.

My aim was to find out whether the Model Text Deconstruction Process can be effective for developing as a Process of teaching writing skills in secondary level in Nepal or not. And to judge it's effectiveness in secondary level as a process of teaching writing skills. From the data, it is proved that the Model Text Deconstruction Process is a quite effective Process in teaching wiring skills in secondary level in Nepal.

4.2 Recommendations

On the basis of the findings of the study, the following recommendations and pedagogical implications have been made to improve the teaching of writing skills:

a. The Model Text Deconstruction Process is strongly recommended to focus by the curriculum designers, text book writers, expertise, teacher's trainers, teachers and English language learners.

b. It would be noteworthy if the MTDP is applied as a process of   teaching writing skill in secondary level in Nepal.

c. It would be better to introduce sub skills of writing to the students so that they can think and recreate a new text by the process of deconstruction.

46

d. Quality of writing can be improved by the process of deconstruction process.

e. Writing skills can be made easy by the process of Model Text Deconstruction.

f. It would be better to introduce a large number of examples of MTDP in the secondary level.

g. One of the best processes of teaching writing skill is the Model Text Deconstruction Process.