

**ACHIEVEMENT IN WRITING BY NEPALI AND THARU  
NATIVE SPEAKERS**

**A Thesis submitted to the Department of English Education  
in Partial Fulfillment for the Master's Degree in Education**

**Submitted by  
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**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2010**

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## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067/04/14

Manoj Chhetri

## **DEDICATION**

Dedicated to

my parents, whose simple and hard working life style ever inspired me to strive for future living and work for the betterment of all along with my wife who devotes her efforts to supporting my labor toward the better ends and to my enlightened teachers whose guidance has ever been essential to driving my struggles to future success.....

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Manoj Chhetri

## **ABSTRACT**

The present study aims to assess the achievement in writing by Nepali and Tharu native speakers. The main focus of the study was directed toward whether the achievement of writing differs because of difference in the native languages of the students; if it differs then to what extent? The study was carried out using both primary and secondary sources of data. For primary data, the ninth grade students of a government aided secondary school were taught writing. Altogether 26 students (13 Nepali and 13 Tharu native speakers) were selected as sample and taught writing on the basis of the original texts of the English text book of grade nine. The representative examples from the three types of writing namely controlled, guided and free writing were chosen for teaching. The sampling procedure was purposive because of the availability of the Tharu students. During the data analysis the Nepali native speakers dominated the Tharu students in terms of scores all along. But the trend and rate of progress in writing seemed similar in both of the groups. In conclusion, different native languages of the learners do not necessarily show the significant gap between their achievements.

The first chapter consists of background, definition of language, first language, second language, foreign language and filter language. The theory of language acquisition, monolingualism and bilingualism are also introduced in the first chapter. The first chapter also includes the writing skills, mechanics and other components of writing, correcting scoring written works. The origin of action research, its definition and process have been put in this chapter. The final parts of this chapter are review of the related literature, objectives and significance of the study. The second chapter deals with the methodology applied in the study, the sources of data, sample population, sampling procedure, tools and procedures for data collection. The chapter also states the limitations of the study. The third chapter presents analysis and interpretation. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end.

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## LIST OF ABBREVIATIONS

TOEFL	Test of English as a Foreign Language
IESL	International Test of English as a Second Language
L1	First Language
L2	Second Language
P.	Page
etc.	Etcetera
i. e.	That is
NELTA	Nepalese English Language Teachers' Association
TU	Tribhuvan University
ELT	English Language Teaching
et al.	And other people
No.	Number
&	and
NP	Noun Phrase
VP	Verb Phrase
MO	Mark Obtained
Dec	December
SLC	School Leaving Certificate
PAR	Participatory action research
ESL	English as a second Language
Ed	Edited
OUP	Oxford University Press
Co	Company
US	United States
USA	United States of America
Vol.	Volume
CUP	Cambridge University Press