

CHAPTER-ONE

INTRODUCTION

1.1 General Backgrounds

Language is a means of human communication. It is an asset and possession of human being. It is God's special gift to mankind. It is universal medium for conveying one's ideas, emotions, desires, and beliefs to another as they share the common code that make up the language. As there are so many languages in the world, they play equally important role in communication. However, some languages seem to have more dominant role than others on the basis of a particular place, situation or occasion. Among them the English language is the most widely used it in the world.

Language has a speech and writing as two main skills where the former is primary and the latter is secondary. Speech is used to express ideas, feelings and to establish relationship and friendship. It is an oral means of communication. On the other hand, writing is the graphic representation of symbols. It is the secondary aspect of language. It is finished product and involves manipulating structuring and communicating.

Language is powerful means of communication. Different skills are used in language and writing a language. Writing is a productive skill which needs very careful handling to give sensible sentences and paragraphs. It remains for generation to generation. We can save our culture, tradition and share our ideas and thoughts from one generation to another. Writing is the output of listening, speaking and reading. It is more permanent and accurate in comparison to other skills.

Writing needs constant practice to become a good writer. It needs different composite skills like mental, rhetorical and critical. The writer feels more

comfortable in putting his/her thoughts exactly on paper. She/he expresses their feelings on paper. Writing gives relaxation to us.

There are various languages used in different speech communities. Among which English is the most dominant language. English is widely used; it has often been referred to as a 'world language', the 'lingua franca' of the modern era. It is the language often taught as a second language around the world. In the context of Nepal, English is taught as a compulsory subject up to the Bachelor level. Besides, global communication, teaching of English in Nepal aims at enabling students to have access to the world body of knowledge. Pedagogically, teaching English is targeted at developing all the four skills listening, speaking, reading and writing.

1.1.1 Writing skill

Writing is a productive skill which needs proper handling of the mechanics involved in it like spelling and punctuations. Writing is doing a linguistic activity normally engaged in by an individual who is responding to a demand, and who is literate enough to switch into the written mode to make that response. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It involves manipulating, structuring and communicating the ideas in an impressive way. Writing is one of the two most common channels of communication, the other being speech. It is an activity of rendering the spoken language into its graphic form. Writing involves encoding of a message of some kind or translating our thoughts into language in graphic form.

Nunan (1989, p.36) says,

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence the writer must be able to

structure and integrate information into cohesive and coherent paragraphs and texts.

This is a broad definition of writing that asserts writing as a very complex process which requires many composite skills, mental, rhetorical, and critical and it is a skill that improves with the constant practice. Writing should be cohesive and coherent to make others understand it. Besides this, the writer becomes more comfortable to be fluent in putting his\her thoughts exactly on paper.

Harmer (1991, p.78) says, “Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways.”

This definition asserts that writing is a graphic means of communication from which we can transmit our cultures from one generation to another generation.

Based on Heaton (1991, p.138), the writing skills are complex and grammatical and rhetorical devices but also of conceptual and judgment elements:

- 1) Grammatical Skills: The ability to write correct sentences.
- 2) Stylistic Skills: The ability to manipulate sentences and use language effectively.
- 3) Mechanical Skills: The ability to use correctly those connectives peculiar to the written language. For example: punctuation, spelling.
- 4) Judgment Skill: The ability to write in a appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

1.1.2 Importance of Writing

Writing is an important medium of expressing our thoughts, ideas and feelings in the form of graphic representation. There is no doubt that writing is the most difficult skill for learners to masters. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. So, writing attracts special importance because it makes an exact man. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. Each and every, skill (listening, speaking, reading and writing) has its own specific significance but writing is the most demanding language skill. Both in education field and future career, one will be judged in part of one's ability of communicate his\her view on paper. The main goal of written language is to convey information accurately, effectively and appropriately.

Good writing skill helps students in securing good marks in examination. It is helpful medium for those students who can not express their feelings and emotions by speaking. They can express themselves on paper. Thus, we can say that those students are perfect English learners who have good knowledge of writing skill because writing makes a man perfect.

Harmer (1991, p.86) says, "Writing as a co-operative activity, co-operating writing works well with both process and genre based approaches." In the same way, he argues that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own right.

According to Richard (1985, p.101), "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately."

The main purpose of writing is to enable the learners for free composition and creative writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own.

Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill because language learning as a whole is the amalgamation of four language skills viz, Listening, Speaking, Reading and Writing.

1.1.3 Testing Writing

A test is a measuring device which can be used when we want to compare an individual with other individual who belongs to the same group. In other words, testing is a means of assessment, evaluation and measuring rod to evaluate the student's ability or achievement. It is a part of evaluation which includes the judgment of total activities involved in teaching and learning. A test is generally administered in formal situation to grade the students in language education. Writing is a cooperative activity which works well with both process and sense-based approach. It consists of various components that work together to construct a communicative environment in classroom activities. Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. Writing is a complex activity, which includes various skills. To produce an effective piece of writing, the learner must possess the knowledge of mechanical skills, stylistic skills and judgment skills. Under mechanism of writing the learners should learn the alphabet, the left and right direction of English writing script, upper and lower case letters, rules of capitalization, basic spelling patterns of English and rules for words and sentence formation. It can be learnt by the learners by means of some writing practices. Mechanics mainly includes capitalization, spelling and punctuation. An attempt is made here to present the basic spelling patterns and words as well as sentence punctuation of the English language.

I) Punctuation

Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper use of punctuation marks such as comma, colons, semi-colons, hyphens, full stop, dash, parenthesis, quotation marks, exclamation marks, apostrophe, and so on

helps the writer organize written language and clarify relation between words, phrases and clauses. There are different punctuation marks used for different purposes. Some are presented below with the use:

a) Capitalization

Capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of word or sentence, the pronoun 'I' and so on are very familiar to us. Capitalization however is a matter of style rather than convention.

b) Comma

It is used to separate an introductory or transactional word or phrase from the rest of the sentence. e.g. To pass an exam one should, therefore, labor hard.

c) Full stop

It is used to make the end of sentences. e.g. Honesty is the best policy.

d) Quotation Mark

It is used at the end of an interrogative sentence and used in parenthesis to express doubt; e.g. What are you doing?

e) Exclamation Marks

It is used to express a high degree of happiness, sorrow, anger, surprise or other strong emotions. e.g. Oh! What are you doing?

What a beautiful day!

f) Colon

It is used after principal clauses where the following statement illustrates or explains the content of the principal clause.

e.g. He bought a pen: It was damaged.

It is used before a long list and often introduced by phrases. e.g. such as, for example, as follows, etc.

g) Semi colon

It is used to join independent clauses so that are not connected with the comma or coordinating conjunctions. e.g. The sun is rising now; the shadows were long.

h) Dash

It is used instead of a colon or semi-colon to make the writing vivid or dramatic. e.g. You have been dancing here for years- how can I forget you?

i) Parenthesis

It is used to enclose cross references and to separate extra information and after thought or a comment.

j) Quotation Marks

It is used to enclose direct quotation, dialogue title of shorter works. Such as poems, short stories, etc. e.g. Ram says, "I am a teacher."

k) Hyphen

It is used to form a compound word from two other words, from prefix and a proper name and from two other words which are separated by prepositions. e.g. Mother -in -law.

l) Apostrophe

It is used with 's' to indicate the possession. e.g. the author's. It is used in contracted form. e.g. I'm, She's, etc.

1.1.4 The Essential Characteristics of Good Writing

Writing is an art of using language. But it is a very complex task to write clearly and explicitly. In this context, Richards (1985, p. 100) says,

Learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process, that one includes anxiety and frustration in many

learners. Yet good writing skills are essential to academic success and requirement for many occupations and professions.

Correct and efficient writing is the most desirable thing to be called effective writer. Similarly, simplicity and directness are the most useful properties of good writing. Writing requires good imagination and logical sequence of thoughts. As an attempt, the following is a short account of the main element of a good writing.

1.1.4.1 Simplicity

The important quality of a good writing is to reduce the complexities and expressing ideas or thoughts in a natural way. Simplicity and smoothness make writing understandable and readable which never disturb the reader to understand the gist of the writing. It avoids the extra stylistic words, genres, jargons, flourishing and ambiguous words and so on.

1.1.4.2 Clarity

Good writing must be absolutely free from ambiguity and should be crystal-clear. There should not be different interpretations or misinterpretations in the writing. The writer must always be conscious of the reader and information style. Good writing should avoid exaggerations as well as contradictory statements.

1.1.4.3 Economy

The greatness of the writer lies in his\her capacity to express his\her ideas briefly and effectively. Economical writing is efficient and esthetically satisfying. While it makes a minimum demand in the energy and patience of readers; it returns to them maximum of sharply compressed meaning.

1.1.4.4 Coherence

Coherence is the relationship between an utterance and the meaning it conveys. The thought in a paragraph should be connected and developed in a logical order to maintain coherence. One of the pervasive illusions which persist in the

analysis of language is that the meaning of a linguistic message solely on the basis of structure of the sentence(s) used to convey that message. Syntactic structure and lexical items are used in a linguistic message to arrive at an interpretation, but it is a mistake to think that these items operate only with the literal input to our understanding, for example, when a writer has produced of perfectly grammatical sentence from which a literal interpretation can be derived, but it would not be claimed to have understood, simply because more information needed.

1.1.4.5 Complete

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

1.1.4.6 Free from Errors

As writing is the permanent record of one's thoughts or ideas, it must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors. Besides, good writing must have examples and illustrations to explain abstract and different ideas and new information.

1.1.5 Process Writing

Writing is essentially a thinking process and certain aspects of thought are inaccessible to consciousness. Written thought is often meager in comparison with the wealth of mental effort that the reader fails to understand or follow from the written page the meaning which is so clear to us. Not only can it help to reconstruct the thinking that went into the writing, and thus supply important clues for improving the coherence of the text, it can also give us a fascinating insight into what goes on as we struggle to translate meaning into words.

According to White (1991, p.11-137.) process writing follows these points:

1.1.5.1 Generating Ideas

Since writing is primarily about organizing information and communicating meaning, generating ideas is clearly a crucial part of the writing process.

Because actually getting started is one of the most difficult and inhibiting steps in writing, idea generating is particularly important as an initiating process. For this reason, the activities which follow can be regarded as belonging to the initial stages, when the writer is still attempting to discover a topic and identify a purpose. Even in later stages, however, idea generating continues to take place. So that the techniques used to stimulate ideas at an initial stage may still prove useful.

1.1.5.2 Focusing

Focusing includes discovering main ideas, considering purpose and so on. In this topic the focus is given on main idea of the text, purpose of the text is described.

1.1.5.3 Structuring

Structuring information entails various organizational processes of grouping ideas together and deciding upon how to sequence them. However, as we are no doubt aware of our own experience, we very rarely know exactly what we are going to write and how we are going to present it until we actually start writing. Although the writer may start off with a general organizational scheme, new ideas are constantly generated by the actual process of writing. In other words, writing organization of ideas is a preliminary and final stage, but rather where on going reorganization is the keyword.

1.1.5.4 Drafting

Many of the activities described in earlier section are often classified as 'pre-writing'. The main concern of the writer in writing is that how best to organize information and ideas for their reader, writer now have to think of how to attract of their audience, how to continue appealing to them, and how to lead them through the text to a conclusion.

1.1.5.5 Evaluating

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

1.1.5.6 Reviewing

One essential part of the process remains, though, namely to "re-view" the text, as if with a new pair of eyes. And often, even at this stage, a new look at what is on the page is quite likely to give rise to get more ideas and thoughts which have to be worked into the original conception.

1.1.6 Activities for Writing Skills

Following three types of activities can be given to the students:

1.1.6.1 Controlled Writing

Controlled writing activity is carried out under the direct supervision of the teacher-students have no freedom to make errors. This type of writing is particularly helpful for the beginners. It includes combining, reproducing and completing. Combining exercises can join words into sentences, sentences into paragraphs or paragraphs into essays. Such exercises are on the brink of production. Since, they involve students in constructing some writing. In reproduction exercises students write without originality, what they have learned orally or read in their textbooks. Reproducing a piece of writing may be exact reproduction of something read either by copying it or by rewriting it from memory. In completion exercises some parts of sentences are given, and students are required to complete with words or phrases. The best known completion exercise is "filling in the blanks".

1.1.6.2 Guided Writing

In guided writing activities students can be given some freedom in the selection of lexical items and structural patterns for their writing exercise. Paragraphing, parallel writing and developing skeleton into a text type of activities can be done for guided writing.

1.1.6.3 Free Writing

The ability to write freely and independently is the undoubted goal of writing lessons. Students are taught controlled and guided exercises before they attempt to write freely in whatever style or variety is being taught. In free writing along traditional lines students are presented with a topic and are then free to write as they please. Free writing is the final stage on the development of the writing skill. Free writing refers to the type of writing in any topic which gives complete freedom of expression. This type of writing is mainly characterized by the students' freedom in selection of vocabulary and structure. Pinacus (1993, p. 110) defines, free writing as "the ability to write freely what has been taught", not "the ability to write anything at all".

Rivers (1968, p. 252) states that the final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning.

Writing free composition requires a careful planning and students should be helped in this stage, too. However, the help required here is of indirect sort. The teacher should help the students with the choice of topics, which could be based on their interest, their familiarity with the subject matter and the usefulness of the ideas.

Free writing can be classified into four types. They are narrating (e.g. an incident story), describing (e.g. in the form of an essay or paragraph), replying (e.g. in the form of a letter or application) and explaining (e.g. the reasons for something).

1.1.7 Grammar

Knowledge of grammar is essential for competent users of a language. Learning a second language is not an easy task. It needs a lot of time and efforts to have mastery over all the levels of a language. These levels are phonology, lexicon, grammar and semantics.

Grammar is one of the important aspects of any language. It is the building blocks or skeleton of language. Grammar is the study of science of rules forming words and combining them into sentences. Grammar is an account of the language possible sentence structure, organized according to certain general principles.

Thus, grammar is the description, analysis and formulation of language patterns. It is the description of the structure of a language that allows us to form completely different sentences. Grammar enables learners to use the language accurately and appropriately.

Without a sound knowledge of grammar, communication is very difficult. Conveying grammatical information accurately is an important part of second or foreign language teaching. So, the knowledge of grammatical rules is essential for the mastery of a language.

1.1.7.1 Subject-verb Agreement

The structure of the English language is the relations of subject, verb and agreement. In many languages we can see the two parts: nouns and verbs. So, the subject of the sentences must agree with the verb of the particular sentence. Likewise, the verb of the sentence must agree with the subject of that particular sentence. Such type of one to one relationship between subject and verb is called subject-verb agreement.

The subject, verb, copula, determiners and modifiers which are closely linked with the structure are studied in the structure of English sentence.

Subject: It refers to something about which a statement or assertion is made in the text of the sentence and it is a term used in the analysis of grammatical functions to refer to a major constituents of sentence or clause structure, traditionally associated with the 'doer' of an action. e.g. 'My mother writes to me three times in a week.' (Crystal, 2003, p. 441)

Verb: It refers to an element which can display morphological contrast of tense, aspect, voice, mood, person and number. The verb can be categorized

into two types: auxiliary verb and main verb. For example: 'Hari brings the basket'. e.g. 'John is a teacher'. (Crystal, 2003, p. 490)

Agreement: Grammatical constraints requiring that if one word has a particular form, other word occurring in the same construction must take appropriate corresponding form. For example: *'You speaks English'.

'You speak English'. (Celce- Murica and Larsen Freeman, 1999, p.58)

1.2 Review of Related Literature

In the Department of English Education, some studies have been carried out on 'Writing Proficiency' that are related to this study.

Dahal (1998) carried out his research on errors by PCL 2nd years students in free writing in terms of the use of tense and aspect. He found that twelve percentage of aspect was found to be erroneous. Nearly, fifty percent errors were committed in tense sequence.

Adhikari (1999) carried out a research work on an analysis of errors committed by the students of grade nine in the use of causative verbs. He found some reason of committing errors such as the lack of activity pattern of causative verb interference, poor comprehension power, ignorance of rule, over generalization and etc.

Barakoti (2001) carried out a research on errors committed by PCL second year students in writing free composition was found that students had committed errors in sentence construction, spelling and organization of thought. It shows that the students did not give proper attention to writing a compared to other language skills.

Bhattarai (2001) carried out a research study on a comparative study of the writing proficiency of the bachelor's level students. He found that the students of institutions have greater proficiency in writing than the students of faculties

Sah (2003) carried out a study on writing proficiency of grade nine students.

He found that the students committed mistakes in the use of comma than in the

use of other specific punctuation marker i.e. capital letters, full stop, apostrophe, question mark and so on.

Kandel (2004) carried out a study on English language proficiency of the B.Ed. students on the basis of IELTS to determine the overall proficiency of B.Ed students majoring in English. The finding of his study is just 4.53 band score out of total band 1 which makes 50.33%. It shows the inadequateness of overall proficiency of the B.Ed. students.

Meheta (2006) carried out a research work on 'A comparative study on subject-verb agreement in Bhojpuri and English'. He found that both languages lack agreement distinction with the gender of the first person subject. Similarly, in both languages verb-agreement system is marked with tense. The subject- verb agreement with third person pronoun with respect to number is similar in both languages. The agreement of verbs in completely of the third person subject in Bhojpuri, but in English such agreement is not influenced by gender or honorability.

Shahi (2006) carried out a research on a study on the use of verbs in free writing by eight^h graders. He found that performance of 8th graders in free writing in terms of the use of different kind of verbs were the emission of 'Be' verb among the different types of errors.

Although the research was mentioned above are related to writing proficiency and shows that none of the research work has been carried out on free writing proficiency of higher secondary level of Kanchanpur district.

1.3 Objectives of the Study

The objectives of this research were as follows:

1. To find out free writing proficiency of higher secondary level students of Kanchanpur district.
2. To compare their free writing proficiency on the basis of the following variables:
 - a) Faculty of Education and Science
 - b) Education and Commerce
 - c) Science and Commerce

d) Boys and Girls

3. To suggest some pedagogical implication.

1.4 Significance of the Study

This study is useful for those who are involved in the field of language teaching especially in ELT. It is also very important for teachers, students and researchers. This is a remarkable contribution to the areas of teaching free writing skill.

To understand others' writing and to write something expressively it is imperative to have the knowledge of grammar, mechanics and organizational aspects of writing. While reading or writing, the significance of such elements can never be ignored. Otherwise, we cannot comprehend the message while reading and convey the right information while writing. As a result, what ought to be done remains undone. Therefore, the study of such aspects of writing is quite significant for all the people in general and the people who are directly or indirectly involved in English language teaching learning and activities in particular. Furthermore, there is no research work conducted on the topic of proficiency in free writing in higher secondary level of Kanchanpur district in the Department of English Education, T.U. So, this research study is an invaluable treasure for the department and the English teacher in general as well. The findings of this study are useful in teaching learning activities. And it is equally valuable for the further research works in this field.

CHAPTER-TWO

METHODOLOGY

The research was carried out using the following methodology:

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary source of data for this research was the students of two higher secondary level schools studying in the streams of Education, Commerce and Science of Kanchanpur district.

2.1.2 Secondary Sources of Data

The secondary sources for this research were various books on grammar, and writing skills, different journals, research works and other documents related to the study which have been mentioned in 'References' more particularly the following books were consulted : Brown and Yule(1983), Heaton (1975), Harmer J.(1991), Rivers(1978) and White (1991).

2.2 Population of the Study

The total population of this study was the students of higher secondary level studying in second year in the faculty of Education, Commerce and Science of selected higher secondary schools of Kanchanpur district.

2.3 Sampling Procedure

Two higher secondary schools of Kanchanpur district were selected conveniently and sampling population was selected using simple random sampling procedure. In this study, the sample was of 50 students. Students of second year from the faculty of Education, Commerce and Science were selected. The researcher selected ten students from each faculty consisting of equal number of boys and girls for administering the test.

2.4 Tools for Data Collection

While collecting data, I visited students with two copies of test items which contented only subjective questions, having one short essay question and another long essay question. I used written test item for data.

2.5 Process of Data Collection

I adopted the following process for data collection:

-) At first I visited the selected colleges and seek permission from the authority and I explained the purpose and process of my research.
-) After getting permission from the authority, I established a good rapport with the students and sampled the required number of population using simple random sampling procedure.
-) Then, I administered the task on the selected students in the allocated time.
-) I collected answer sheets from the population after their writing.
-) Next day, I gave them orientation class about essay writing.
-) After that, I administered another task on the previously selected students in the allocated time.
-) I collected answer sheets from the population after their writing.

2.6 Limitations of the Study

The study had the following limitations:

- a) This research was limited to the only two higher secondary level schools and students studying at faculty of Education, Commerce and Science of Kanchanpur district.
- b) The population of the study was from the two higher secondary level students studying at the faculty of Education, Commerce and Science.
- c) Only fifty students of grade XII were the primary source of the data collection.
- d) Free writing proficiency of the higher secondary level students (second year) was measured.
- e) The primary data was collected only from the test item.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretations of the data collected from the higher secondary level students of Education, Commerce and Science stream from two campuses of Kanchanpur district. This chapter concentrates on the analysis and interpretations of the students' ability in free writing. Marks obtained by the students are statistically grouped and analyzed. The average marks and percentages of the marks secured by the students of each campus are observed. The analysis is further divided into the following sub-headings:

3.1 Test-I

- 3.1.1 Holistic Analysis
- 3.1.2 Question-wise Analysis
- 3.1.3 Faculty-wise Analysis
- 3.1.4 Gender-wise Analysis

3.2 Test-II

- 3.2.1 Holistic Analysis
- 3.2.2 Question-wise Analysis
- 3.2.3 Faculty-wise Analysis
- 3.2.4 Gender-wise Analysis

Data were collected from two colleges with the help of the test items containing two questions related to free writing. The full marks of those questions were thirty. Tests were given in for two days. First day, for test-I only topics were given to the students and next day for test-II topics were given only after giving the students orientation class about essay writing. Different questions were given on both days. Two questions of the first test-I contained

the topics like ‘The Value of Time’ and ‘Environment pollution: A problem’. And next day, for test-II, orientation class was given about essay writing and after that a task was given to the students. The first question was writing an essay on ‘Dowry system’, the second question was to write a ‘Agriculture in Nepal’.

3.1 Test-I

The first day, for test-I only topics were given to the students of Baljagirti College and K.V.M. College and they were asked to write on the topics given to them, and result is described as follows:

3.1.1 Holistic Analysis

Holistic analysis refers to the analysis of free writing proficiency of whole colleges in two different questions as a whole.

The following table displays the total free writing proficiency of the students of Baljagirti College and K.V.M. College.

Table No. 1
Total Free Writing Proficiency

T. Sa.	T. A.	Above Average		Below Average		F. M.
		N. St.	(%)	N. St.	(%)	
50	9.36	24	48	26	52	30

The above table shows that the total sample of the students was 50 and the total average was 9.36. Forty eight percent of the students scored above average marks and 52% students remain below average marks. Thus, the highest numbers of the students remain below average. So, proficiency in free writing was not satisfactory.

a) Baljagirti College

3.1.2 Question-wise Analysis of Total Proficiency

The following table displays total free writing proficiency in Question No. 1.

Table No.2
Total Proficiency in Question No. 1

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		2	7	10	35	5	6	25	30	
20	3.7	9		45		11		55		10

The above table shows the total proficiency in the question no. 1 in which the students were asked to write a short essay on ‘The Value of Time’. The full mark of this question was ten. The average score obtained by 20 students of Baljagirti College in that question was 3.7, in which 45% of the total students crossed the above average marks and 55% obtained below average marks. This table also shows that the total numbers of students above average were 9 and the total numbers of students below average were 11.

The following table displays total free writing proficiency in question no.2.

Table No.3
Total proficiency in Question No.2

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		5	5	25	25	5	5	25	25	
20	5.25	10		50		10		50		20

The above table shows the total free writing proficiency in question no. 2 in which students of Baljagirti College were asked to write an essay in the topic ‘ Environment Pollution: A Problem’. The full mark of this question was twenty and average score obtained by the twenty students in that question was 5.25. In this question, the equal number of student obtain 50% each above and below average marks. The equal number of the students got above and below average marks, i.e. 10 students.

3.1.2 Faculty-wise Analysis

The following table displays faculty-wise analysis of total free writing proficiency:

Table No.4
Faculty-wise Analysis of Total Proficiency

S.N.	Faculty's Name	Questions		Total	(%)	F.M.
		1	2			
1	Education	25	52	77	25.7	30
2	Commerce	48	52	100	33.33	

The above table displays the total proficiency of 20 students studying in two different faculties viz. Education and Commerce. This table also displays the total proficiency of the students belonging to the faculties of Education and Commerce was 25.7% and 33.33% respectively. Among these two faculties, the students belonging to the commerce obtained the highest position and students of education faculty obtained the lowest proficiency in free writing.

The following table displays faculty-wise analysis of each question:

Table No. 5
Faculty-wise Analysis of each Question

Q.NO.	Education		Commerce		F. M.
	Total	%	Total	%	
1	25	25	48	48	10
2	52	26	52	26	20

The above table displays the faculty wise proficiency of each question. In question no.1, among two faculties, the students from Commerce faculty obtained the highest proficiency in free writing, securing 48% and the students belonging to the faculty of Education obtained the lowest free writing proficiency, securing 25%. In question no. 2, the students of both faculties obtained equal percentage, i.e 26%.

3.1.3 Gender-wise Analysis

The following table displays gender wise analysis of total proficiency:

Table No.6
Gender-wise Analysis of Total Proficiency:

T. Sa.	No. B. & G.	M.O.Qn.1	M.O.Qn.2	Total	(%)	F.M.
	B(10)	30	45	75	25	
	G(10)	43	60	103	34.33	
20		73	105	178		30

The above table shows that girls obtained greater proficiency than that of boys. The total proficiency of girls and boys was 34.33% and 25% respectively. Thus, the female students were found to be better than male students.

The following table displays gender wise analysis of each question:

Table No. 7
Gender-wise Analysis and Interpretation of each question

Q. No.	B		G		F. M.
	Total	%	Total	%	
1	30	30	43	43	10
2	45	22.5	60	30	20

The above table shows the gender wise analysis of each question in which the total proficiency of girls and boys in question no.1, was 43% and 30%. Girls obtained greater proficiency than the boys in writing short essay.

The total proficiency of girls and boys in question no. 2, was 30% and 22.5%. Girls were found better than boys in this question.

b) K.V.M. College

First day for test-I only the topic was given to the students of K.V.M. College and they were asked to write on that, and result is described as follows:

The following table displays total free writing proficiency in question no. 1:

Table No. 8
Total Proficiency in Question No.1

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		5	9	16.7	30	9	7	30	23.33	
30	4.9	14		46.7		16		53.33		10

The above table shows the total proficiency in the question no.1 in which the students were asked to write short essay on ‘The Value of Time’. The average score obtained by 30 students of Kanchan V.M.College in that question was 4.9.This table shows that 46.7%students were above average and 53.33% of students remain below average. In the same way, 14 out of 30 students got above average marks and 16 students got below average marks.

The following table displays total free writing proficiency in question no.2:

Table No.9
Total Proficiency in Question No. 2

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		4	9	13.33	30	10	7	33.33	23.33	
30	5.1	13		43.33		17		56.66		20

The above table shows the total free writing proficiency in question no. 2 in which students of Kanchan V.M.were asked to write an essay in the topic ‘Environment Pollution: A Problem’. The full marks of this question was twenty and average score obtained by thirty students in that question was 5.1 and 43.33% students crossed the above average marks .Among the total students 56.66% students remain below average. Their proficiency is not satisfactory in this question.

The following table displays faculty wise analysis of free writing proficiency:

Table No. 10
Faculty-wise Analysis of Total Proficiency

S.N.	Faculty’s Name	Questions		Total	(%)	F. M.
		1	2			
1	Education	32	25	57	19	
2	Commerce	49	54	103	34.33	
3	Science	55	74	129	43	30

The above table shows the total proficiency of 30 students studying in three different faculties viz. Education, Commerce and Science. The above table shows that the total proficiency of the students belonging to the faculties of Education, Commerce and Science was 19%, 34.33% and 43% respectively. Among these faculties students belonging to the science faculty scored highest position. The students belonging to the faculty of education obtained the lowest proficiency in free writing. Students belonging to the faculty of Commerce obtained the free writing proficiency in between them, securing 34.33%.

The following table displays faculty wise analysis of each Question:

Table No. 11
Faculty-wise Analysis of each Question:

Q. No.	Education		Commerce		Science		F. M.
	Total	%	Total	%	Total	%	
1	32	32	49	49	55	55	10
2	25	12.5	54	27	74	37	20

The above table displays the faculty wise proficiency of each question. In question no. 1, among three faculties, the students from Science and Education faculty obtained the highest and lowest proficiency in free writing, securing 55% and 32% respectively. And the students belonging to the faculty of Commerce obtained the proficiency in between them, securing 49%.

In question no. 2, among three faculties, the students from science obtained the highest and lowest free writing proficiency, securing 37% and 12.5% respectively. And the students belonging to the faculty of commerce obtained the free writing proficiency in between them, securing 27%.

Table No.12: Gender-wise Analysis of Total Proficiency

The following table shows gender-wise analysis of total proficiency:

T. Sa.	No. B.& G.	M.O.Qn.1	M.O.Qn.2	Total	(%)	F. M.
	B.(15)	72	53	125	27.7	
	G.(15)	71	94	165	36.7	
30		143	147	290		30

The above table shows that girls obtained greater proficiency than that of boys. The total proficiency of girls was 36.7% and of boys was 27.7%. Thus, female students were found better than male students.

The following gender wise analysis of each table displays Question:

Table No.13

Gender-wise Analysis of each Question

Q. No.	B.(15)		G.(15)		F. M.
	Total	%	Total	%	
1	72	48	71	47.33	10
2	53	17.67	94	31.33	20

The above table shows the genderwise analysis of each question in which the total proficiency of boys and girls in question no.1, was 48% and 47.33% respectively. In this question boys obtained greater proficiency than the girls in writing short essay with slight difference.

The total proficiency of girls and boys in question no. 2, was 31.33% and 17.67% respectively. Girls were found to have better proficiency than the boys in this question.

3.2 Test-II

Second day, for test-II, topics were given to the students of Baljagirti College and K.V.M. College only after giving them the orientation class about essay writing, and they were asked to write on that, and result of that is described as follows:

3.1.1 Holistic Analysis

Holistic analysis refers to the analysis of free writing proficiency of whole colleges in two different questions as a whole.

The following table displays the total free writing proficiency of the students of Baljagirti College and K.V.M. College.

Table No. 1

Total Free Writing Proficiency

T. Sa.	T. A.	Above Average		Below Average		F. M.
		N. St.	(%)	N. St.	(%)	
50	13.86	23	46	27	54	30

The above table shows that the total sample of the students was 50 and the total average mark was 13.86. The percentage of the students securing above average marks was 46 and the percentage of the students securing below average marks was 54. In this study also the maximum numbers of the students remained below average. Thus, the proficiency in free writing was not satisfactory.

a) Baljagirti College

The following table displays total free writing proficiency in question no. 1:

Table No. 15
Total Proficiency in Question NO. 1

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		6	9	30	45	4	1	20	5	
20	6	15		75		5		25		10

The above table shows the total proficiency in the question no.1 in which students were asked to write short essay on ‘Dowry system’. The total average score obtained by the students of Baljagirti College was 6. In the above mentioned data 75% of the students were above average marks and 25% students remained below average marks. This table also shows that the total number of students above score was 15 and 5 students were of below average. Thus, the proficiency of the students in this question was satisfactory

The following table displays total free writing proficiency in question no.2:

Table No. 16
Total proficiency in Question No. 2

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		3	69	15	30	7	4	35	20	
20	9.6	9		45		11		55		20

The above table shows the total free writing proficiency in question no. 2 in which students of Baljagirti College were asked to write an essay on the topic ‘Agriculture in Nepal’. The full mark of this question was 20 and the total

average secured by 20 students was 9.6. In this question, 45% students crossed above average marks. And 55% of students remain below average marks. Thus their proficiency in this question was not satisfactory.

3.2.2 Faculty-wise Analysis

The following table displays faculty wise analysis of total free writing proficiency:

Table No.17
Faculty-wise Analysis of Total Proficiency

S.N.	Faculty's Name	Questions		Total	(%)	F.M.
		1	2			
1	Education	68	120	188	62.7	30
2	Commerce	55	72	127	42.33	

The above table displays the total proficiency of 20 students in different faculties, viz. Education and Commerce. The total proficiency of the students belonging to the faculties of Education and Commerce was 62.7% and 42.33% respectively. Among these faculties, the students belonging to the faculty of Education obtained the highest position and the students belonging to the faculty of Commerce obtained the lowest proficiency in free writing.

The following table displays faculty wise analysis of each question:

Table No.18
Faculty-wise Analysis of each Question

Q. No.	Education		Commerce		F.M.
	Total	%	Total	%	
1	68	68	55	55	10
2	120	60	72	36	20

The above table displays the faculty wise proficiency on each question. In question no.1, the students from Education faculty obtained the highest proficiency in free writing, securing 68%. And the students belonging to the faculty of Commerce faculty obtained the lowest free writing proficiency, securing 55%.

In question no.2, the students from Education faculty obtained the highest free writing proficiency, securing 60%, the students belonging to the faculty of Commerce faculty obtained the lowest free writing proficiency, securing 30%.

3.2.3 Gender-wise Analysis

The following table displays gender wise analysis of total free writing proficiency:

Table No.19
Gender-wise Analysis of Total Proficiency

T. Sa.	N. B. & G.	M.O.Qn.1	M.O.Qn.2	Total	(%)	F. M.
	B.(10)	57	71	128	42.7	
	G.(10)	77	116	193	64.33	
20		134	187	321		30

The above table shows that the total proficiency of girls was 64.33% and boys obtained 42.7%. Thus, female students were found better than male students.

The following table displays gender wise analysis of each question:

Table No.20
Gender-wise Analysis of each Question

Q. No.	B.(10)		G(10)		F. M.
	Total	%	Total	%	
1	57	57	77	77	10
2	71	35.5	116	58	20

The above table shows the gender wise analysis of each question in which the total proficiency of girls in question no. 1 was 77% and boys obtained 57%. Girls were found better than boys in question no. 1.

The total proficiency of girls in question no. 2 was 50% and boys obtained 35.5%. Girls were found better in question no. 2, also.

b) Kanchan V.M. College

The following table displays total free writing proficiency in question no.1:

Table No. 21
Total Proficiency in Question No.1

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		8	6	26.7	20	9	7	30	23.33	
30	5.4	14		46.7		16		53.33		10

The above table shows the total proficiency in the question no.1 in which the students of Kanchan V.M.College were asked to write a short essay on ‘Dowry system’. The average score obtained by 30 students in that question was 5.4. The table shows that 46.7% of the total students crossed the above average marks and 53.33% remained below average marks. The above table also shows

that 14 out of total number of students crossed above average marks and 16 students remained below average marks.

The following table displays total free writing proficiency in question no. 2:

Table No.22
Total Proficiency in Question No. 2

T. Sa.	T. A.	Above Average				Below Average				F. M.
		N. St.		(%)		N. St.		(%)		
		B	G	B	G	B	G	B	G	
		7	3	23.33	10	9	7	23.33	43.33	
30	4.9	10		33.33		16		66.7		20

The above table shows the total proficiency in the question no. 2, in which the students of Kanchan V.M. College were asked to write an essay on 'Agriculture in Nepal'. The average score obtained by 30 students in that question was 4.9. The table shows that 33.33% of students crossed the above average marks and 66.7% of the students remain below average marks. The above table also shows that the total number of students above average was 10 and 16 students were below average.

The following table displays faculty wise analysis of total free writing proficiency:

Table No. 23
Faculty-wise Analysis of Total Proficiency

S.N.	Faculty's Name	Questions		Total	(%)	F. M.
		1	2			
1	Education	43	41	84	28	
2	Commerce	56	83	139	66.33	
3	Science	54	70	124	41.11	30

The above table shows the total proficiency of 30 students in three different faculties viz. Education, Commerce and Science was 28%, 66% and 41.11% respectively. Among these faculties students belonging to the Commerce faculty scored the highest position. The students belonging to the faculty of Education obtained the lowest proficiency and students belonging to the faculty of Science obtained the free writing proficiency in between them, securing 41.11%.

The following table displays faculty wise analysis of each question:

Table No.24
Faculty-wise Analysis of each Question

Q. No.	Education		Commerce		Science		F.M.
	Total	%	Total	%	Total	%	
1	43	43	56	56	54	54	10
2	41	24	83	41.5	70	35	20

The above table displays the faculty wise proficiency of each question. In question no.1 the students from Commerce obtained the highest proficiency in free writing, securing 56%, the students belonging to the faculty of Education obtained the lowest free writing proficiency, securing 43% and the students belonging to the faculty of Science obtained the free writing proficiency in between them, securing 54%.

In question no. 2, the students from Commerce obtained the highest proficiency, securing 41.5%, the students belonging to the faculty of Education obtained the lowest free writing proficiency, securing 25% and the students belonging to the faculty of Science obtained the free writing proficiency in between them, securing 35%.

The following table displays gender wise analysis of total free writing proficiency:

Table No.25
Gender-wise Analysis of Total Proficiency

T. Sa.	N. B. & G.	M.O.Qn.1	M.O.Qn.2	Total	(%)	F.M.
	B.(15)	86	80	166	36.9	
	G.(15)	75	87	162	36	
30		161	167	328		30

The above table shows that the total proficiency of boys and girls was 36.9% and 36% respectively. Thus, the male students were found slightly better than female students.

The following table displays gender wise analysis of each question:

Table No.26
Gender-wise Analysis of each Question

Q. No.	B.(15)		G.(15)		F.M.
	Total	%	Total	%	
1	86	57.33	75	50	10
2	80	26.66	87	29	20

The above table shows the gender wise analysis of each question in which the total proficiency of boys and in question no.1, was 57.33% and 50% respectively. So, in this question boys obtain greater proficiency better than the girls.

The total proficiency of girls was better in question no. 2, i.e.29% and boys obtained lower proficiency, i.e.26.66%. So, girls were found better than the boys.

3.1 Test-I

Analysis of the students of Baljagirti College and K.V.M. College in punctuation and grammatical items in test-I is as follows:

Table No.27

Analysis of the Punctuation and Grammatical items in Test-I

Areas	Number of Errors	Total number of sentences	% of errors in total sentences
Full stop	49	1254	3.91
Capital letters	81	1254	6.45
Comma	115	1254	9.17
Spelling	253	1254	20.17
Subject-verb agreement	105	1254	8.37
Others	50	1254	3.98
Total	653	1254	52.07

In the use of full stop, the students committed 3.91% errors in the sentences they wrote. In the use of capital letters, comma, spelling, subject-verb agreement and other aspects, students committed 6.45%, 9.17%, 20.17%, 8.37% and 3.98% errors respectively. Likewise, they committed 52.07% of

errors when comparing with total number of sentences they wrote. Their total proficiency of test-I was not found to be satisfactory.

3.2 Test-II

Analysis of the students of Baljagirti College and K.V.M. College in punctuation and grammatical items in test-II is as follows:

Table No.2*

Analysis of the Punctuation and Grammatical items in Test-II

Areas	Number of Errors	Total number of sentences	% of errors in total sentences
Full stop	35	1730	2
Capital letters	70	1730	4
Comma	52	1730	3
Spelling	204	1730	11.79
Subject-verb agreement	103	1730	5.95
Others	76	1730	4.39
Total	504	1730	31.21

In the use of full stop, the students committed 2% errors in the sentences they wrote. And in the use of capital letters, comma, spelling, subject-verb agreement and other aspects, the students committed 4%, 3%, 11.79%, 5.85% and 4.39% errors respectively. Likewise, they committed 31.21% errors when comparing with the total number of sentences they wrote. Their total test-II was found to be satisfactory as they committed less error in the number of sentences.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of the study was to find out the proficiency in free writing of grade twelve students from three faculties, viz. Education, Commerce and Science of two colleges of Kanchanpur district. The data were taken from fifty students. Many techniques were applied to analyze and interpret the data such as holistic analysis, question wise analysis, faculty wise analysis and gender wise analysis.

4.1 Findings

The following findings have been deduced from the study:

- a) The total free writing proficiency of the students was not found satisfactory in test-I, in the sense that only 48% of the students obtained above average marks in which the average marks was 9.36 out of 30 full marks from Baljagirti and K.V.M. College.
- b) The total free writing proficiency of the students was also not found satisfactory in the test-II in the sense that only 46% of the students obtained total above average marks in which the average marks was 13.86 out of 30 full marks from Baljagirti and K.V.M. College.
- c) The free writing proficiency of the students in test-I was not satisfactory in the sense that 45%, and 50% of the students from Baljagirti College obtained 3.7 and 5.25 total average marks in question no. one and two, out of 10 and 20 full marks respectively. And 46.7% and 43.33% of the students from K.V.M. College obtained 4.9 and 5.1 average marks in question no. one and two out of 10 and 20 full marks respectively.
- d) The free writing proficiency of the students in test-II was satisfactory in the sense that 75%, and 45% of the students from Baljagirti College

obtained 6 and 9.6 total average marks in question no. one and two, out of 10 and 20 full marks respectively. And 46.7% and 33.33% of the students from K.V.M. College obtained 5.4 and 4.9 average marks in question no. one and two, out of 10 and 20 full marks respectively.

- e) The average total proficiency of the students in test-I from Baljagirti College was 25.7% and 33.33% in the faculty of Education and Commerce respectively. And the average total proficiency of the students from K.V. M. College was 19%, 34.33% and 43% in the faculty of Education, Commerce and Science respectively.
- f) The average total proficiency of the students in test-II from Baljagirti College was 62.7% and 42.33% in the faculty of Education and Commerce respectively. And the average total proficiency of the students from K.V. M. College was 28%, 46.33% and 41.33% in the faculty of Education, Commerce and Science respectively.
- g) The total proficiency of the boys and girls in test-I of Baljagirti College was 25% and 34.33% respectively. And the average total proficiency of the boys and girls of K.V.M. College was 27.7% and 36.7% respectively.
- h) The total proficiency of the boys and girls in test-II of Baljagirti College was 42.7% and 64.33% respectively. And the average total proficiency of the boys and girls of K.V.M. College was 36.97% and 36% respectively.
- i) The students were found better in the use of punctuation than in the use of other grammatical aspects.

4.2 Recommendations

On the basis of the findings from the analysis and interpretation, the researcher has made the following recommendations for pedagogical implications and for further researches:

- a) Students should be encouraged to participate in free writing.

- b) Essay writing should be given frequently in the classroom.
- c) Students should be given adequate knowledge of essay writing.
- d) Correct sentence making exercises with examples should be emphasized because the students scored the lowest marks in this category.
- e) The students are poor at the appropriate use of subject-verb agreement so, the teaching learning activities should not be only exam oriented but skill oriented.
- f) Sufficient examples with rules should be given to make learning effective, permanent and meaningful. Appropriate teaching materials should be used whenever possible while teaching.
- g) Different types of essay writing should be given to the students.
- h) The administration of college should conduct different intra- inter college, faculty-wise, gender-wise essay writing competition to enrich students knowledge.
- i) Students from education faculty should be given adequate exercise in free writing.
- j) Boys should try to do better in free writing.

Finally, the findings of this research are limited only to 50 students of two different colleges with three faculties of Kanchanpur district. Therefore, it cannot be claimed that the findings of this study are applicable for all the colleges in Nepal. To test the validity of these findings, it is desirable to carry out further research in this area covering greater number of colleges as well as students. Similar type of research work can be carried out in other districts and other area of grammar and writing skills.

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Appendix 1

Test Item

Time :

F.M. :

P.M :

This test item of test-I is prepared to collect the data for the purpose of a research study on the free writing proficiency of higher secondary level students of Kanchanpur district to fulfill the master's degree. I promise that your creation will be confidential. Please, supply required information in the following format.

Name :

Sex :

School's Name :

Class :

Subject :

Roll No. :

- 1) Write a short paragraph about “The Value of Time”.

.....
.....
.....
.....

- 2) Write an essay on the topic “Environment Pollution: A problem”.

.....
.....
.....
.....

Appendix 2

Test Item

Time :

F.M. :

P.M. :

This test item of test-II is prepared to collect the data for the purpose of a research study on the free writing proficiency of higher secondary level students of Kanchanpur district to fulfill the master's degree. I promise that your creation will be confidential. Please, supply required information in the following format.

Name :

Sex :

School's Name :

Class :

Subject :

Roll No. :

- 1) Write a short paragraph about “Dowry system”.

.....
.....
.....
.....

- 2) Write an essay on the topic “Agriculture in Nepal”.

.....
.....
.....
.....

Appendix 3

Name of the Colleges

- 2) Baljagirti College, Kanchanpur
- 3) Kanchan Vidya Mandir College, Kanchanpur

Appendix 4

Appendix 3 shows the result all the students in Education and commerce Faculty of Baljagirti College who participated in the free writing proficiency test of test-I and test-II.

Baljagirti College (Education Faculty)

Result of girls

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Renu Chand	F	5	7	12	8	15	23
2. Samita Rukaya	F	2	7	9	6	13	19
3. SaritaChaudhari	F	3	8	11	1	14	21
4. Kabita Pant	F	1	2	3	6	13	19
5. Pooja Joshi	F	3	3	6	8	12	20

Result of boys

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Laxman Pant	M	2	9	11	8	15	23
2. Hem Joshi	M	2	1	3	7	13	20
3. Keshab Bhatta	M	2	4	6	7	9	16
4. Yogendra Paneru	M	3	4	7	6	8	14
5. Binod B.K.	M	3	6	9	5	8	13

Baljagirti College (Commerce Faculty)

Result of girls

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Bhageshwari Shah	F	6	3	9	6	11	17
2. Payal Bhandari	F	5	8	13	6	14	20
3. Tulsi Ayer	F	5	6	11	6	13	19
4. Sabita Tamang	F	5	5	10	4	7	11
5. Hema Joshi	F	6	2	8	8	16	24

Result of boys

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Ramesh Kathayat	M	6	9	15	7	13	20
2. Gobin Kathayat	M	5	7	12	5	5	10
3. Ukesh Bhandari	M	4	2	6	5	6	11
4. Dinesh Ayed	M	7	9	16	6	6	12
5. Devraj Joshi	M	3	5	8	2	3	5

Appendix 5

Appendix 4 shows the result all the students in Education, Commerce and Science faculty of K.V.M.College, who participated in the free writing proficiency test of test-I and test-II.

K.V.M. College (Education Faculty)

Result of girls

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Mamta Gautam	F	5	5	10	6	6	12
2. Sangeeta Shrestha	F	3	4	7	5	6	11
3. Tara Joshi	F	3	2	5	3	4	7
4. Rajeshwari Bhatta	F	2	1	3	6	2	8
5. Rita Shah	F	3	2	5	3	4	7

Result of boys

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1.Harendra Bhatta	M	3	4	7	4	7	11
2.Prakash Joshi	M	4	3	7	6	6	12
3. Pushkar Khatri	M	3	2	5	4	2	6
4. Mohan Bhatta	M	3	2	5	3	1	4
5. Hari Pant	M	3	2	5	3	3	6

K.V.M. College (Commerce Faculty)

Result of girls

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Sonu Chand	F	6	11	17	8	6	14
2. Sushmita Bokati	F	5	8	13	5	6	11
3. Aditi Bhatta	F	5	7	12	5	2	7
4. Laxmi Pant	F	6	6	12	4	4	8
5 Priya Shah	F	3	2	5	8	15	23

Result of boys

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Nabin Bhatta	M	6	8	14	6	3	9
2. Naveen Bokati	M	5	6	11	8	14	22
3. Suresh Nath	M	7	6	13	7	13	20
4. Dinesh Nath	M	4	3	7	4	9	13
5. Jiwan Joshi	M	3	2	5	6	11	17

K.V.M. College (Science Faculty)

Result of girls

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1.Rita Saud	F	8	10	18	7	4	11
2. Bhumi Bohara	F	5	6	11	5	2	7
3. Yashoda Bhatta	F	6	12	18	7	13	20
4. Sabitri Pant	F	5	8	13	3	3	6
5. Himanshi shah	F	7	7	14	5	6	11

Result of Boys

Name of Students	Gender	Test-I			Test-II		
		Qn. 1	Qn. 2	Total	Qn. 1	Qn.2	Total
1. Ashim Panday	M	6	8	14	6	5	11
2. Bipin Paudel	M	5	8	12	5	9	14
3. Dipendra Kuwar	M	5	3	8	8	12	20
4. Hemraj Bhatta	M	4	4	8	5	4	9
5. Jaya Raj Joshi	M	4	2	6	6	12	18