CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication through which we express our ideas, emotions, feelings, thoughts, desires, experiences and so on. Language therefore, is at the centre of human life through which one receives the clear picture of the whole world.

According to Wardhaugh (1972) "Language is a system of arbitrary vocal symbols used for human communication" (p. 3). It is also used for various purpose such as academic, official, social, personal and so on and the absence of which, no artistic, academic and social activities can be thought of.

According to Wardhaugh (1986), "Language is what the member of particular society speak" (p. 1).

Hornby (2000), defines language as "The use by human of a system of sounds and words to communicate" (p. 72).

In Sapir's (1978, p.8) words "Language is a purely human and non-instinctive method of communication ideas, emotions and desires by means of voluntarily produced symbols."

According to Bloch and Trager (1942), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates" (p. 5).

"Language is the most frequently used and highly developed from of human communication" (Crystal, 1971, p. 239).

Crystal (1992) defines language as, "The systematic conventional use of sound, signs and written symbols in the human society for communication and self expression" (p. 212). This definition is broad one which includes different forms of language like written language and sign language including the proper language speech. More precisely, "Language is a voluntary vocal system of human communication" (Sthapit, 2002, p. 5).

Language is species specific to mankind, i.e. only human beings have the capability to speak language and their mind is genetically equipped with it. No other animals can acquire human language because of its complex structure and their physical inadequacies. Hockett (1958) says,

> Man is the only living species with this power (to speak) and that no other living species can reasonably be presumed to have had the power at some earlier time and to have lost it senses. The appearances of language in this universal at least in our planet is thus exactly as recent as the appearance of men itself. (p. 181)

There are many languages in the world. Among them, English is the most widely used language. Although it is not the language with the largest number of native speaker, it has become the international language. It is the only language for international communication. It is the language of international communication, international politics, commerce, media, education, technology and diplomacy. It is also one of the six official languages of the UN. More than 50% of the world's newspapers are published in English and it is the language of science and technology. More than half of the scientific and technical periodicals or radio stations use English as the medium of communication. English language deserves to be regarded as a world language. "It is the world's

most widely spoken language and common means of communication between the people of different nations. One person out of every four on the earth can be reached through English" (Varghese, 1989, p. 1). It is used to establish diplomatic relationship with most of the countries in the world by some internationally recognized organizations like UN. The English language has greater significance in the present world. It is an international lingu franca. It is the most dominant language in the world. It is one of the six official languages of the United Nations and means of international communication in South Asia. Indeed, English is supposed to be the passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern culture and civilization in any part of the world. English has the largest vocabulary, perhaps as many as two million and one of the noblest bodies of literature. So, it is the most appropriate international language for Nepal and a vital tool for the Nepalese to learn to communicate successfully in international settings.

Language has mainly two aspects. They are speech and writing. Speech is primary and writing is secondary People speak when they want to express their ideas, desires, opinions, experiences and establish social relationship and friendship. It does not generally take place in isolation. On the other hand, writing is different from speech. It is secondary manifestation of language. It is a finished product and involves manipulation of language. It is a finished product and involves manipulating, structuring and communicating. Writing is conveying meaning through the use of symbols that represent a language.

Language has different skills. A skill means to do something well and expertly. Writing is one of the most important skills for learning a language. Writing is the most difficult as well as an important skill in our context. Writing

proficiency plays a vital role in securing good marks in the examinations. Writing is a productive skill, which needs proper handling of the mechanics of writing to make sensible sentences and paragraphs. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. Among the four skills of language, writing is the output of listening, speaking and reading.

Writing makes use of graphic symbols to present spoken sounds. According to Richards et al. (1985) "Writing is a system of written symbols which presents the sounds, syllabus or words of language" (p. 313). It means all languages of the world, which have their written form, use graphic symbols that represent spoken sounds. Similarly, Byrne (1993) says "the symbols have to be arranged according to certain conventions to form words, and the words have to be arranged to form a sentence" (p. 1).

1.1.1 Writing : The Productive Skill of Language

Writing is one of the productive skill, the other being the speaking whereas listening and reading are the receptive skills. Reading without understanding is just barking at the print, speaking is much more than the production of speech sounds, listening without decoding the sound into message is no listening at all. Likewise, writing is much more than the production of graphic symbols. The symbols have to be arranged according to certain convention to form words and words have to be arranged to form sentences. We produce a sequence of sentences arranged in a particular order and linked together in a certain way, that we may call a text.

Writing is highly developed form that refers to the expression of ideas in a consecutive way according to the graphic convention of the language. Writing is one of the two most common channels of communication. The other being

the speech. So, the ultimate goal of teaching writing is to make the students able to express himself/herself in a polished literary form that requires the utilization of special vocabulary and certain refinement of structure. It is the act of putting down the graphic symbols that represent a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart. Thus, writing is an act of transmitting thoughts, feelings and ideas on paper.

Nunan (1989) defines:

> 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 includes 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. (p. 36)

Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. "Writing is a method of human inter communication by means of conventional visible marks" (Jordan, 1999, p. 41). Likewise, "Writing is a good activity to improve our understanding of any subject" (Odell, 1981, p. 43). Likewise in Rivers' (1978, p. 243) words,

> Writing is a more complicated process when it involves putting in graphic form, according to the system accepted by the educated native speakers, combinations of words, which might be spoken in

specific circumstances (that is which convey certain elements of meanings).

Chastain (1976) writes that:

> The goal in writing is two fold. Psychologically students are more impressed by exercises that are to be written and handed in than by those that are to be learned. Realistically, the teacher knows that writing homework exercises than other written activities help the students to acquire the vocabulary and the grammar of the lesson. Practically the students' minimum contact with the language in the classroom must be expanded as much as possible. The overall objectives then will be to help the learners express their ideas in written form. (p. 84)

Harmer (2000) states that one approach to writing is to look at instances of writing and to analyze the features of written text. This will tell us something about what it is that students have to produce. It is possible to build up a list of the skills that writers need. It would include:

- ▶ getting the grammar right
- ▶ having a range of vocabulary
- ▶ punctuating meaningfully
- ▶ spelling correctly
- ▶ using a range of sentence structure
- ▶ linking ideas and information across sentences to develop a topic.
- ▶ developing and organizing the content clearly.

Writing is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain way. Munby(1979) says,

> It is a productive skill which involves manipulating, structuring and communicating. This can be further looked at in terms of sub skills of writing. The sub-skills of writing are:

1. Manipulating the script of a language.

    (i) forming the shape of letters.

    (ii) using the spelling system.

    (iii) using punctuations.

2. Expressing information explicitly.

3. Expressing information explicitly through

    (i) inference

    (ii) figurative language

4. Expressing the communicative value of sentence and utterance.

5. Expressing relations within a sentence using,

    (i) element of sentence structure.

    (ii) modal auxiliaries.

    (iii) Intra-sentential connectors.

6. Expressing relation between parts of a text through lexical cohesion devices.

7. Expressing relation between parts of a text through grammatical cohesion devices.

8.   Using indicators in discourse for

(i) introducing on idea.

(ii) developing an idea.

(iii) transition to another idea.

(iv) concluding an idea.

(v) emplacing a point.

(vi) explanation of point already made.

(vii) anticipating and objection.

9.   Reducing the text through avoiding irrelevant information. (p. 58)

1.1.1.1 Importance of Teaching Writing

Writing is one of the most important skill in learning a new language. It is productive skill. By production, it means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. We are able to share ideas, arouse feelings, persuade and convince people through writing. Francis Bacon (1987) says that "Writing attracts special importance because reading make a full man, conference a ready man writing an exact man" (p. 254).

Writing is superior to other language skills because of its quality of being permanent. In Nepal English has been taught and learnt as a foreign language from the establishment of Darbar high school in 1910 B.S. It is being taught as a compulsory subject from grade one to bachelor level in Nepal. All the answers are required to be given in the written form. The English Language Teaching (ELT) curriculum of secondary level focuses on the cultivation of communicative ability and proficiency in listening, speaking, reading and

writing. The secondary level curriculum gives 25% weightage to listening and speaking and 75% to reading and writing. This weightage shows that writing is one of the most important skills of language.

The main purpose of writing is to enable the learners for free composition and creativity. Writing is not only the matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over considerable period of time. Writing is a very complex process requiring many composite skills viz. mental, psychological, theoretical and critical aspects. Describing its complexity, Nunan, (1989) says that:

> 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 the control of context, 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. (p. 36)

According to Richards (1990), "Written language is primarily transactional or message-oriented. The goal of written language is to convey information accurately, effectively and appropriately" (p. 101).

The writing proficiency plays vital role in securing good marks in the examination. High school students extensively use the written form of language. They make use of written language in their day to day learning activities. They occasionally write personal or official letters and participate in many writing contents. Such as essay writing, story writing, guided writing,

poetry writing. Students are required to answer more than 80% of the asked questions in written form. In conclusion, we can say that the students who learn English language can not be perfect without knowledge of writing skill. Their English language competence is better if they can write well.

1.1.1.2 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. Heaton (1975, p. 63) states that writing is the combination of following four components:

(i) Mechanism

(ii) Coherence

(iii) cohesion

(iv) Orthographic and para-orthographic text.

i) Mechanism

It refers to the graphological system in writing. It includes:

(a) Spelling or alphabets

(b) use of punctuation marks.

(c) use of capital and small letters.

(d) Handwriting: Printing style, simple cursive, full cursive

(e) Use of abbreviations and numbers

(f) Format and layout of writing.

(g) Citation and reference in formal writing.

ii) Coherence

Coherence refers to the semantic relationship between sentences in a text or it refers to the relationship between an utterance and the meaning it conveys. Those links may be based on the shared knowledge between the writer and the readers. It also refers to the semantic relationship between topic sentence and its supporting detail of a paragraph. e.g.

A: Would you visit the Dharahara with me?

B: Sorry, I'm visiting the National zoo.

There is coherence because both A and B know that National Zoo is in the opposite direction of Dharahara.

iii) Cohesion

Cohesion refers to the grammatical and or lexical relationship between different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. Sentential cohesion occurs with a sentence whereas textual cohesion occurs across sentences. e.g.

A: Is Ram visiting the zoo?

B: Yes, he is.

Here is link between Ram and he, and is . . . visiting and is.

iv) Orthographic and Para-orthographic text

Orthography refers to spelling system in general. It refers to the text in general where there is no any use of chart, picture, table, diagram whereas para-orthographic text deals with the:

(a) Converting a text into chart.

(b) Interpreting charts, diagrams, tables.

(c) Writing from maps, graphs.

(d) Writing something in the form of table, chart, diagram.

1.1.1.3 Mechanics of Writing

Writing is a complex activity, which includes various skills. In order to produce an effective piece of writing. A good learner must have the knowledge of mechanical skills, stylistic skills and judgement skill. Emphasizing the importance of mechanism of writing, Bowen et al. (1985) says that "Mastery of mechanism of writing and practice in the basic skills are necessary in the first step for child or adult learners who do not write yet in any language." (p. 254). Under mechanism of writing the learners should learn the alphabet, the left and right direction of English writing script, upper and lower case letter, rules of capitalization, basic spelling patterns of English and rules for word and sentence formation. Mechanism mainly includes capitalization, spelling and punctuation.

(i) Capitalization

It is a matter of convention. Many of the conventions e.g. Capitalization of the first letter of word of sentence, the pronoun 'I', the first letter in the first word of a quotation and so on are very familiar to us. Some capitalization, however, is a matter of style rather than convention. While capitalizing for stylistic purposes, writers usually do so to emphasize a key word or a concept. It is good to know about the rule of capitalization for a good writer to make his/her writing artistic.

(ii) Punctuation

According to Webster Dictionary (1988), Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the

meaning clear. There are many punctuation marks which are used to mark boundaries and relationship between words or sentences. The proper use of punctuation marks such as comma, colon, semi-colon, full stop, dash, hyphen, parenthesis, quotation marks, exclamation marks, apostrophe and so on help the writer organize written language and clarify relation between words, phrases and clauses, punctuation marks are mainly used to convey meaning and to make the expressions explicit or unambiguous.

(iii) Spelling

The correctness of a word or sentence depends upon the correct use of spelling. Writing is achieved by correct spelling of individual words. Robert (1985) says "Spelling rules are frequently more concluding than the memorization of individual words" (p.148). Spelling is more important that the replacement of one letter by another change the meaning of a word or a sentence. In English language there are different phonological and orthographical form. So the listener can not write properly what the speaker says. It is a great problem for learners. Spelling is mainly a mastery of convention.

1.1.1.4 Characteristics of good Writing

Writing is an art of using language but it is very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is most desired thing. Simplicity and directness are the most useful properties of good writing. But making a simple and clear writing is different from the syntactic and semantic point of view. So, good writing needs good imagination and logical sequence of thoughts. According to Richards some essential characteristics of good writing are introduced as follows:

(i) Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without loosing the meaning is one of the best quality of good writing. Good writing is like a coin, small in compass but great in value. Economy of words without sacrificing the meaning is the secret of good writing for example, He drives bus to Dang. Rather than this we can write, He is a driver.

(ii) Simplicity

Simplicity is the another characteristics of good writing where there is the reducing the complexicities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, genres, Jargons, flourishing and ambiguities and so on. Simplicity and smoothness make writing understandable and readable which never disturbs the readers to understand the gist of the writing.

(iii) Clearity

In a good writing, Whatever is written must be absolutely free from ambiguity and should be crystal clear. Ideas should be presented in clear, orderly, readable, understandable and informative style. good writing should avoid exaggeration and self contradictory statements. The writer must always be conscious of the reader and information style.

(iv) Continuity

Continuity of thought is another important factor of a good writing. There should be continuity of thoughts from one word to the words that follow, from one phrase to following phrases, from one sentence to following sentence and

from one paragraph to another paragraph. The concept of continuity of thought is based on the natural linkage of ideas. Such linkage should be maintained from the beginning to the end.

(v) Coherence

Good writing deals with one topic at a time. According to Swami (1987, p. 13), In a good piece of writing, all the sentences are closely related to the central idea.

(vi) Completeness

A good writing must be complete. It completes the topics it deals with. A good writing should avoid exaggeration, hyperbole and self contradictory statements.

(vii) Free from errors

Writing is the permanent record of one's thoughts or ideas. It must be accurate so every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors.

Besides, every good writing must have examples and illustrations to explain abstract, difficult and new ideas or information. There should be appropriate direction, adequate facts, figures, depth of knowledge, specificity and maximum objectivity in every piece of effective writing.

1.1.1.5 Stage of Writing

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own rights. It demands conscious intellectual efforts, which usually has to be sustained over a considerable period of time (White and Arndt, 1991). There are different stages for developing writing skills. Rivers (1968), says that, "To be able to write in a foreign language, the students must be trained systematically throughout five stages of development: copying, reproduction, recombination, guided writing

and free writing" (p. 245). Therefore, writing always starts from copying and ends in free writing.

(i) Copying

This is the first stage of writing in which students are rquired to copy the model given by the teacher or in the textbook. Copying is essential and useful for the recognition and production of the letter shapes, for improving hand writing and spelling and for fixing the words and sentences firmly in their memory. Letters to be copied should be given in contrastive pairs or in group such as p q d b, M W, C G O etc. So that the students can see the distinctions and similarities between them. The teacher should get them to copy those words, phrases and sentences with which they are already familiar orally. As the student is copying, he should repeat to himself what he is writing. After he has had some practice in copying accurately, with correct diacritics and punctuation marks, he may continue to copy as an aid to memorization. At this, he repeats a sentence to himself as he copies it and then tries to say it over to himself two or three times without referring to the script. The objective is to cultivate a good hand writing, the handwriting that gives no trouble for the reader to read. To achieve this purpose, attention should be paid to make sure that there is proper spacing and right proportion in size and that the lines are kept straight.

(ii) Reproduction

At this stage students attempt to write sentences that they have mastered orally from their memory without seeing a model. It is a bit more challenging than copying as students have to remember the shapes of letter, words and sentences without reference to their written form. This helps them to improve their memory. The attention, in this too should be paid to proper punctuation, size and spacing. The easiest form of reproduction is to ask students to reproduce

the words and sentences they have copied without seeing the copy. Then they should be asked to reproduce the words and sentences they have memorized orally by means of drills, dialogues etc.

(iii) Recombination

It is the stage where students write sentences that they have learnt previously with slight changes. Competing sentences using/seeing pictures or alternative words given, producing drilled patterns with slight changes on some parts of them, transforming sentences on the basis of given clues are some examples of recombination. Some other examples involve producing sentences from a substitution table, expanding sentences to include given words or information. This stage of writing is particularly useful to train students in manipulating language forms and to develop their ability to write correct sentences. Recombination is more challenging and mechanical as it focuses on the form of language rather than expression of one's ideas or personal meanings. Thus, recombination exercises are primarily for the manipulation of grammatical patterns rather than for the communication of new ideas.

(iv) Guided Writing

At this fourth stage, students are made to do writing on the basis of given hints or points. Students are given some freedom in the selection of lexical items and structures for their written exercises but the message or content is guided which restraints them from attempting to compose at a level beyond his state of knowledge. At this stage, students may begin with completion exercises where parts of sentences are given and structural pattern is thus established for them. The learners are given different types of exercises such as completion, replacement, expansion or summarizing and elaborating some topics. They can include their ideas partially. Likewise, the learners can expand simple

sentences by adding or modifying words and phrases. The skeleton of a story or dialogue may be supplied for the development of writing.

(v) Free composition writing

Free composition writing is the final stage in the development of writing skill. It should, therefore be practiced only after students have practiced sufficient guided writing tests. Thus, the appropriate level to practice free composition writing is the secondary level although its teaching can start much earlier. Celce, Murcia and Intosh (1979) says "It involves the production and arrangement of written sentences in a manner appropriate to the purposes of the writer, the person or persons address and function of what written" (p. 189).

This stage involves individual selection of vocabulary and structure for the expression of personal meaning. Free writing composition requires a careful planning and stage-by-stage procedure. The teacher should help the students with choice of topics, which should be based on their interest, their familiarity with the subject matter and the usefulness of the ideas. Free composition can be profitably based on the themes of the reading texts that the students have dealt with, but they should be required to express ideas related to the texts, not simply the ideas that the text contain. As discussed, a writer processed through several stages such as brainstorming, outlining, drafting, revising and rewriting to produce a place of writing. The students should be asked to follow these stages to produce a well organized and effective piece of composition.

1.1.2 Testing Writing

A test is a measuring device which we use when we want to compare an individual with other individuals who belong to the same group. "It is used as a process of finding out how far learners have learnt what the teacher intended them to learn" (Khaniya, 2005, p. 1-2). He further says that

It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or changes it in order to make his teaching more effective."

The best way to test people's writing ability is to get them to write. This is not an unreasonable assumption. Even professional testing institutions are unable to construct indirect test which measure writing ability accurately. Our assessment/examination systems depends on the written expression. Writing is a process not product and the process of writing can be studied and understood. Weir (1993) describes two approaches for assessing writing ability.

Firstly, Writing can be divided into discrete levels, e.g. Grammar, vocabulary, spelling and punctuation, and these elements can be tested separately by the use of objective test. Secondly, more direct extended writing tasks of various types should be constricted. These would have greater construct, content, face and washback validity but would require a more subjective assessment. (p. 58)

Bachman and Palmer (1996) agree that the primary purpose of testing writing is to make inferences about the language ability of the learners and the secondary purpose is to make decision on the basis of those inferences. Keeping this view in mind, while testing writing, the test tasks should be such that they yield information about the testees based on which we can make inferences about their writing ability. This process essentially involves the process part of writing. It has already been accepted that testing the process part is difficult. Khaniya (2005, p. 152) says, the best way to test writing is to get the learners write. He further considers three problems in testing writing as:

(i)   We have to set writing tasks that are properly representative (operations, test types, address, topic) of the population of tasks that we should expect the students to be able to perform.

(ii)   The task should elicit samples of writing which truly represent the students' ability.

(iii)   It is essential that the samples of writing can and will be scored reliably.

Writing proficiency is the ability of an individual to write or perform in an acquired language. It plays a vital role in securing good marks in the examination and it can spread our knowledge and experience to others. It is concerned with specific skills and abilities rather than general abilities.

1.1.3 Guided Writing

Heaton (1975) states that there are mainly four types of writing to be practiced while teaching writing skill. They are controlled writing, guided writing, free composition writing and writing para-orthographic text. This research is mainly concerned with guided writing, which is briefly described below.

Guided writing is semi-controlled writing activity. Writing is not totally controlled but guided in some way. So guided writing is neither controlled nor free. It stands as a bridge between controlled and free writing. In controlled writing the structure and vocabulary are controlled but in guided writing only the message or content is controlled. Students are free to use their own vocabularies and structures where possible. Guided writing exercises take various forms. They can be information transfer exercises such as transforming information from a chart, table, graph etc. into orthographic texts or may involve developing notes into a coherent text or can be exercises based on the texts that students have delt with as part of their reading lesson. It includes any

writing for which students are given assistance such as model to follow, a plan or outline to expand from, a partly-written version with indications of how to complete it or pictures that show a new subject to write about in the same way as something that has been read. Other form of guided writing exercises would be a series of questions, the answers of which can form unified text, outlines that can be developed into the form of a text, a dialogue for the students to report.

Rivers (1968) says:

> In guided writing, the students will be given some freedom in the selection of lexical item and structural patterns for his written exercise, but within a framework which restrains him from attempting to compare at a level beyond his state of knowledge. He will begin with outlines which allow for some individually, but which also help him to keep to what he has learned, and he will gradually move on to composition which is so closely associated with what he has read or heard that he has no choice but to restrict himself to the known. As his control of writing techniques increases he will be ready to move into the fifth stage, composition, where he may attempt to express his personal meaning in acceptable foreign language expression. (p. 252)

The main exercise types are completion, reproduction, comprehension and transformation. Some of the suggestions that follow are closer to controlled

writing, some are almost free. The activities for teaching guided writing includes:

(i) Paraphrasing
(ii) Parallel writing
(iii) Developing skeleton into fuller text.

(i) Paraphrasing

Paraphrasing is the text of producing alternative version of a sentence or a paragraph. Paraphrasing exercises may extent from very simple transformation exercises to more advanced one. They can sometimes involve grammatical transformation as well. e.g.

Rewrite the sentences below so that they mean the same:

(a)   Prime minister opened new Dang-Rukum road.

         New Dang-Rukum road ....

(b)   Gold is too expensive to buy.

         Gold isn't ....

Other activities for paraphrasing include.

▶   Give a story in present tense and ask to change into past tense or vice versa.

▶   Give an informal letter and ask to change into a formal one.

▶   Ask to transform a detailed message into a telegram and vice versa.

▶   Ask to change a report about machine into an advertisement for it or vice versa.

▶   Students can be given a dialogue to convert it into narrative.

(ii) Parallel Writing

In this, students are asked to write similar paragraph on the basis of the text they have studied. It is a way to learn well by imitating a model, or reproducing a new piece of writing. In direct imitation, the teacher presents a model and then provides the new words, sentences or paragraphs that are to be substituted for some of those in the model. In some cases, students can provide the writing piece with their own words and structure. Of course, new items must be such that an acceptable new piece will be produced. For example:

Read the texts given and produce similar text in parallel form.

(a)   Sumnima gets up at 6 O'clock in the morning. Her mother calls her if she doesn't wake up. She washes her hands, brush teeth and washes face. Then she has breakfast. She changes her dress at 9 O'clock and goes to school smiling on her foot carrying a small school bag on her back.

(b)   Mr. Tej Bahadur Chand is my Mama. He lived in Chaurjahari Rukum. He had long face with long and straight nose, bright black eyes and short straight hair. He has two lovely sons and a daughter. Whose elder son Mr. Dipendra is studying MBBS doctor. Mr. Tej Bdr. Chand was 5.5 feet tall and weight 60 kg. He was sub-overseer of Bijayashwori VDC Rukum. He was honest, helpful, cooperative, energetic and laborious personnel of the area who died untimely at the age of 38 in 2064 B.S. because of lung cancer.

(iii)   Developing Skeleton into a fuller text

In this, students complete the text on the basis of its skeleton. Students are given basic outlines with the aim of assisting the writing exercise. Such outline work as hints to develop into a fuller text. The basic information given in the

skeleton may vary greatly depending upon the level of the students and nature of the writing task. It generally includes the task of writing a story or an essay and completing the broken dialogue. e.g.

(a) Write a short story on the basis of the points.

Three men pass through the forest .... a bag of gold coin .... agree to divide it .... they become hungry .... one sent to buy food .... plot to murder him .... returns .... murdered him by his companions .... they eat the poisoned food .... conclusion.

(b) Write a short essay on three paragraph.

Pollution

Paragraph 1	Introduction
	▶ Definition
	▶ Type
	▶ Condition

Paragraph 2	Development
	▶ Effect
	▶ Causes
	▶ Preventive measures

Paragraph 3	Conclusion
	▶ Advice to Government
	▶ Advice to public
	▶ Advice to VDC/Municipality

1.2 Review of Related Literature

Many attempts have been carried out in the field of proficiency of language skills in the foreign countries and in Nepal. Only few research works have been carried out in testing proficiency in the writing as a separated skill.

Giri (1981), carried out a study on "A comparative study of English language proficiency of the students in Grade ten in secondary school of Doti and Kathmandu." The result of the study was that students out of the valley were poorer in English language proficiency than those inside the valley.

Sapkota (1994), did MA research work on "Developing English writing skill." The result was that more than 79% of the students has poor writing skills.

Karki (1996), carried out a study on "A comparative study on the English Language Writing proficiency between the students of public and private schools of grade X in Lamjung district." He found that the students studying in private schools have good vocabularies in English language. They can write words, clauses and sentences appropriately.

Poudyal (1999), carried out a study on "A comparative study of English language writing proficiency in higher seconary school of Gulmai and Kathmandu." He found the students of Kathmandu had better English language writing proficiency than the students of Gulmi. They committed less errors in constructing sentences than the students of rural areas.

Singh (2000), carried out a research entitled "Listening proficiency of grade 10" and found that students proficiency was better in the seen texts in Comparison to unseen texts.

Barakoti (2001), carried out a research study on "Errors committed by PCL second year stuents in writing composition." It was found that the students had

committed errors in sentence contruction, spellings, and organization of thoughts. It shows that students do not give proper attention to writing as compared to other language skills.

Bhattarai (2001), Carried out a study on "The use of punctuation in free writing." He found eleven items among the thirteen punctuation items, were erroneous. The study has not covered only single punctuation marks but all.

Bhattarai (2002), carried out a study on "A comparative study of the writing proficiency of the Bachelor's level students." He found that the students of institutes 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 marks i.e. Capital letter, full stop, apostrophe, question mark and so on.

Dangol (2004), carried out a study on "Errors committed by 10th graders in writing guided composition". He found that the students committed the highest number of errors in tense.

Bhattarai (2007), carried out a study on "Comparing speaking and writing ability of grade ten students". He found that government students were better in writing ability than in speaking ability in the English language. Students were less proficient in speaking than writing.

Kafle (2008), carried out a study on "A Study on the proficiency in guided writing" and found that students obtained higher marks in parallel writing than other types of guided writing.

Although the research works mentioned above are related to writing proficiency and show that none of the researchers has carried out guided

writing proficiency of grade 10 students preparing to cross "Iron gate". So this attempt will be different from previous ones in that it is the first attempt to find out guided writing proficiency of grade 10 students preparing for SLC examination.

1.3 Objectives of the Study

The objectives of the study are:

i) To find out the guided writing proficiency of grade ten students of Rukum district.

ii) To compare their proficiency in terms of item, school, and gender.

iii) To find out the weakness and strengths of the students in guided writing.

iv) To suggest some pedagogical implications.

1.4 Significance of the Study

This study "Proficiency in guided writing" will be significant for those who are directly and indirectly involved in the field of ELT and it will be equally significant for language teacher (Esp. English language teachers), students, syllabus designers, textbook writers as well as all those who are keenly interested in language teaching and learning because it reveals with the proficiency of grade Ten students in guided writing.

CHAPTER TWO

METHODOLOGY

A systematic research needs to follow proper methodology to achieve the pre-determined objectives. According to Kothari (1993), "Research methodology is a sequential procedure and methods to be adopted in a systematic study" (p. 19). So, In this chapter sources of data, population of the study, sample population, tools of data collection, process of data collection and limitation of the study have been dealt with.

2.1   Sources of Data

It is impossible to carry out any research activity without data from related sources. So, the researcher used both the primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of data for this research were the students of grade 10 studying in four public secondary schools of Rukum district.

2.1.2 Secondary Sources of Data

The secondary sources for this study were the related articles, magazines, journals, textbook of grade ten, teaching manual, previous theses and books related to the topic as : Brown (1996), Bynre (1993), Harmer (1991), Heaton (1975), Hockett (1958), Rai (1998).

2.2   Population of the Study

The total population of the study were 80 students of class ten studying in four public secondary schools of Rukum district namely Himalaya Higher Secondary School Kholagaun, Sital Higher Secondary School Chaurjahari,

Secondary School Kotjahari and Bal Kalyan Secondary School Saakcha, Rukum.

2.3   Sampling Procedure

The researcher selected students of grade 10 from four selected schools of Rukum district. He selected twenty students, ten boys and ten girls from each selected school randomly.

2.4   Tools for Data collection

The researcher used a set of tests consisting of five questions to collect data from the students. The tasks were:

i)   Story writing from the outline given.   20

ii)   Newspaper report writing from the information given   25

iii)   Letter writing to friend describing the place he/she is going to visit
        in his/her winter vacation from the hints given   24

iv)   Parallel writing. Write the similar condolence notice by reading
        the condolence notice given   16

v)   Completing dialogue by choosing the appropriate sentences
        given.   15

Each item was targeted to elicit the appropriate use of different tenses, format, agreement, use of relative pronoun, punctuation, vocabulary and spelling in guided writing. The items were prepared on the basis of the secondary level curriculum of English and specification grid for SLC examination. The informants were allowed to use their own vocabulary and structures appropriately where possible but they were controlled in terms of meaning or message or content.

2.5 Allotment of the Marks

It is necessary to make marking objective and systematic so, the researcher distributed marks of each item on the basis of following criteria.

Table No. 1

Allotment of the marks

S.N.	Variables	Item 1	Item 2	Item 3	Item 4	Item 5
1	Content	5	5	6	4	3
2	Grammar	4	4	4	3	-
3	Format	-	4	2	3	3
4	Vocabulary	4	4	4	2	-
5	Spelling	4	4	4	2	3
6	Punctuation	1	2	2	1	3
7	Coherence/cohesion	2	2	2	1	3
Total F.M. in Each item		20	25	24	16	15

2.6 Process of Data Collection

The researcher collected the data from the primary sources by using the test papers prepared on the basis of textbooks, practice sets and old question papers of S.L.C examination. For this he adopted the following process:

i) At first, the researcher visited the selected schools with official letter from the Department of English Education T.U. Kirtipur and talked to the authority (Headmaster/Principal) to get permission and explained him/her the purpose of the visit.

ii)   After getting permission, the researcher talked to the English teachers and went to the classroom and gave necessary information to the students for each part of the test they are going to take.

iii)   Then, he distributed the test papers. While administering the test, he checked the class and helped the students where necessary.

iv)   After finishing the allocated time, he collected the answer sheets.

v)   After collecting the answer sheets, he checked them on the basis of the allotment of marks distributed for each item and collected the required data for this research study.

2.7   Limitations of the Study

The study was conducted within following limitations.

i)   The study was limited to four public secondary schools of Rukum district.

ii)   The population of the study were selected only from grade ten.

iii)   Only 80 students, 20 from each schools were taken for the study.

iv)   Only the productive skill, guided writing was measured.

v)   The primary data was collected only from written test consisting of five questions.

vi)   Questionnaire is only the tool for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is the heart of this research report which deals with the research findings. To be more specific, tabulation and interpretation of data is done in this chapter. Data were collected with the help of the test-items consisting of five questions related to guided writing. The full marks of those items was one hundred. The first item was writing a readable story with the help of outline given consisting of 20 marks. The second test item was writing a newspaper report using the information given consisting of 25 marks. The third item was writing a letter to a friend describing a plan to visit some place in vacation time using the hints given consisting of 24 marks. The fourth item was parallel writing i.e. condolence notice writing looking at the given model consisting of 16 marks and the last test item was completing dialogue by selecting appropriate sentences given consisting of 15 marks. The analysis and interpretation of data is done on the basis of following four headings-

3.1   Holistic analysis

3.2   Item-wise analysis

3.3   School-wise analysis

3.4   Gender-wise analysis

3.1   Holistic Analysis

Holistic analysis refers to the analysis of guided writing proficiency of whole schools in five different items as a whole.

Table No. 2

Total proficiency of all the schools in five different items

Total Sample	Schools	Items	Total marks	Percentage
80	Four Selected Schools of Rukum district	Item -1	849	53.06
		Item -2	983	49.15
		Item -3	688	35.83
		Item -4	873	68.20
		Item -5	681	56.75
Total			4074	50.92

The above table shows the total proficiency of the students in guided writing of four selected government schools of Rukum district. The total sample of the students was 80 and the total average was 50.92%. It also displays their proficiency in five different items. It shows that all the students of selected schools obtained 53.06% in item no. 1, 49.15% in item no. 2, 35.83% in item no. 3, 68.20% in item no. 4 and 56.75% in item no. 5. The proficiency in different items shows that in item no. 4, the students obtained the highest proficiency i.e. students found item no. 4 easiest than others. Thus, the total proficiency of the students in item no. 4 was found better than other items and the total proficiency of the students in item no. 3 was found worse than other items that means students found item no. 3 most difficult. This also displays that the students' proficiency was above average in item no. 1, 4 and 5 and below average in item no. 2 and 3.

3.2   Item-wise Analysis

Item-wise analysis refers to the analysis of an item at a time.

Table No. 3

Total proficiency in item no. 1

T.Sa.	T.A.	Above Average				Below Average			
		No. of Students		Percentage		No. of Students		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		18	29	22.5	36.25	22	11	27.5	13.75
80	10.61	47		58.75		33		41.25	

The above table, shows the total proficiency in item no. 1 in which students were asked to construct a readable story based on the outline given. The average score obtained by the selected 80 students in that item was 10.61. The table shows 58.75% of the total students obtained the marks above average and 41.25% of them obtained below average i.e. among the 80 selected students, 47 students scored above average and 33 students scored below average marks.

Table No. 4

Total proficiency in item no. 2

T.Sa.	T.A.	Above Average				Below Average			
		No. of Students		Percentage		No. of Students		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		19	20	23.75	25.0	21	20	26.25	25.0
80	12.28	39		48.75		41		51.25	

This table shows the total proficiency of the students in item no. 2, in which students were asked to write newspaper report using the information given with correct spelling, punctuation and format. The average score obtained by the 80 students of selected schools in that item was 12.28. It shows that 48.75% of the total selected students obtained the mark above average and 51.25% of them obtained below average i.e. among the 80 selected students, 39 students scored above average and 41 scored below average mark. So, it shows that more students obtained the marks below average than above average.

Table No. 5

Total proficiency in item no. 3

T.Sa.	T.A.	Above Average				Below Average			
		No. of Students		Percentage		No. of Students		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		22	21	27.5	26.25	18	19	22.5	23.75
80	8.6	43		53.75		37		46.25	

The above table shows the total proficiency in item no. 3, in which students were asked to write a letter to their friends describing their plan to visit a place in their winter vacation with correct spelling, punctuation and format using the ideas given. The average score obtained by 80 students in this item was 8.6. In this item, 43 students got the mark above average and 37 students got the mark below average which was 53.75% and 46.25% of the total students respectively. It shows that more students obtained the marks above average than below average in this item.

Table No. 6

Total proficiency in item no. 4

T.Sa.	T.A.	Above Average				Below Average			
		No. of Students		Percentage		No. of Students		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		22	25	27.5	31.25	18	15	22.5	18.75
80	10.91	47		58.75		33		41.25	

The above table shows the total proficiency of the students in item no. 4 in which students were asked to write a condolence notice with correct language and format. It was parallel writing because students were asked to write a condolence notice by looking at the model given. The average score obtained by 80 students in this item was 10.91. It shows that 58.75% of the total students i.e. 47 scored above average and 41.25% of the total students i.e. 33 scored the mark below average. More students obtained the mark above average than below average in this item.

Table no. 7

Total proficiency in item no. 5

T.Sa.	T.A.	Above Average				Below Average			
		No. of Students		Percentage		No. of Students		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		27	27	33.75	33.75	13	13	16.25	16.25
80	8.51	54		67.5		26		32.5	

The above table shows the total proficiency of the students in item no. 5 in which students were asked to complete an incomplete dialogue choosing the correct alternatives given to make the dialogue coherence and cohesive. The average score obtained by 80 students in this item was 8.51. Students found this item easiest because 54 students i.e. 67.5% of the total students obtained the marks above average and only 26 students i.e. 32.5% of the total students obtained the marks below average.

3.3   School-wise Analysis

Table No. 8

Total proficiency of each selected school in five different items

S.N.	School's Name	Items					Total 2000	Percent
		1	2	3	4	5		
1	Shree Himalaya Higher Secondary School, Kholagaun, Rukum	254	310	216	236	180	1196	59.80
2	Shree Sital Higher Secondary School, Chaurijahari, Rukum	221	251	160	212	174	1018	50.90
3	Shree Seconary School, Kotjahari, Rukum	203	224	167	217	186	997	49.85
4	Shree Bal Kalyan Secondary School, Saakcha, Rukum	171	198	145	208	141	863	43.15
Total		849	983	688	873	681	4074	50.92

The above table shows the total proficiency of 80 students (20 students from each of the selected school, 10 boys and 10 girls) of four different government schools of Rukum district. It displays their proficiency in five different items. The table shows that the total proficiency of the students of Shree Himalaya

Higher Secondary School, Kholagaun was 59.80% This school obtained the highest proficiency among the four selected schools. On the other hand, the total proficiency of the students of Shree Bal Kalyan Secondary School Saakha was 43.15% which was the lowest proficiency among the selected schools. Shree Sital higher secondary school Chaurjahari and Shree Secondary School Kotjahari Came under the second and third rank in proficiency respectively. Thus, the students studying in shree Himalayan Higher Secondary school Kholagaun were found best and the students studying in Shree Balkalyan Secondary School were found worst among the students of selected schools. This is shown in the following bar diagram.

Diagram No. 1

Total Proficiency of each selected school in five different items
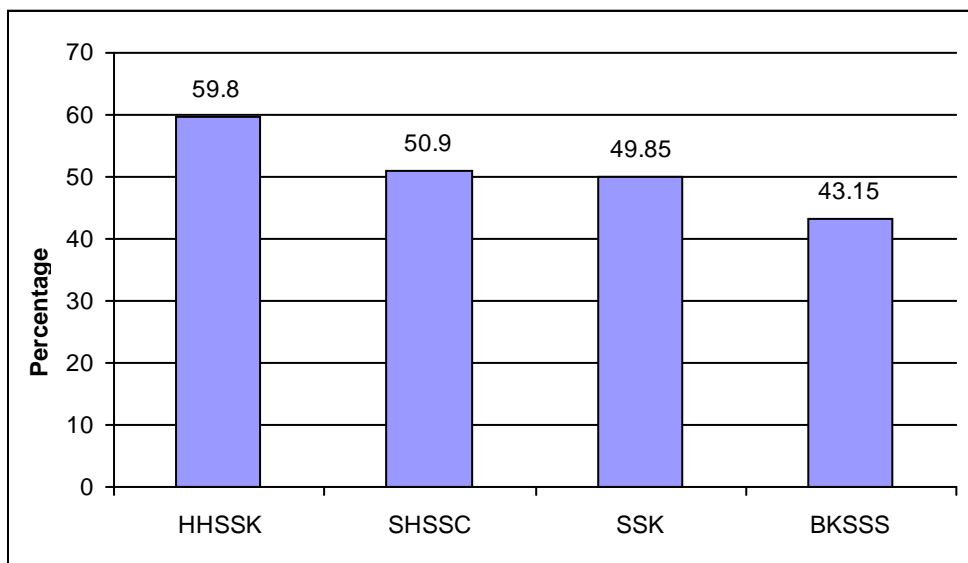
Table No. 9

School wise proficiency in each item

S.N.	HHSSK		SHSSC		SSK		BKSSS	
	Total	%	Total	%	Total	%	Total	%
1 (20)	254	63.50	221	55.25	203	50.75	171	42.75
2 (25)	310	62.00	251	50.20	224	44.80	198	39.60
3 (24)	216	45.00	160	33.33	167	34.79	145	30.20
4 (16)	236	73.75	212	66.25	217	67.81	208	65.00
5 (15)	180	60.00	174	58.00	186	62.00	141	47.00

The above table shows the school-wise proficiency on each item. The total proficiency of the students of Himalaya Higher Secondary School Kholagaun on item no. 4 was 73.75% which is the highest percent among the selected schools and the students' proficiency of Secondary school saakcha was 30.20% in item no. 3, which is the lowest among them.

The same school (Himalaya Higher Secondary school, Kholagaun) stood first securing 63.50%, 62.00% and 45.00%, in item no. 1, 2 and 3 respectively and Secondary School Saakcha stood last securing 42.75%, 39.60%, 30.20% and 47.00 in item no. 1, 2, 3 and 5 respectively. In item no. 5 secondary school Kotjahari stood at the first securing 62.00% and HHSSK, SHSSC stood on the second and third position.

The above table also displays that the total proficiency of the students of the selected schools in item no. 3, which was writing a letter to a friend describing their plan to visit somewhere in their winter vacation was the lowest among other items. So, the students of all the selected schools found item no. 3 the most difficult among item no. 1, 2, 4 and 5. This is shown in the following bar diagram.

Diagram No. 2

School-wise proficiency in each item
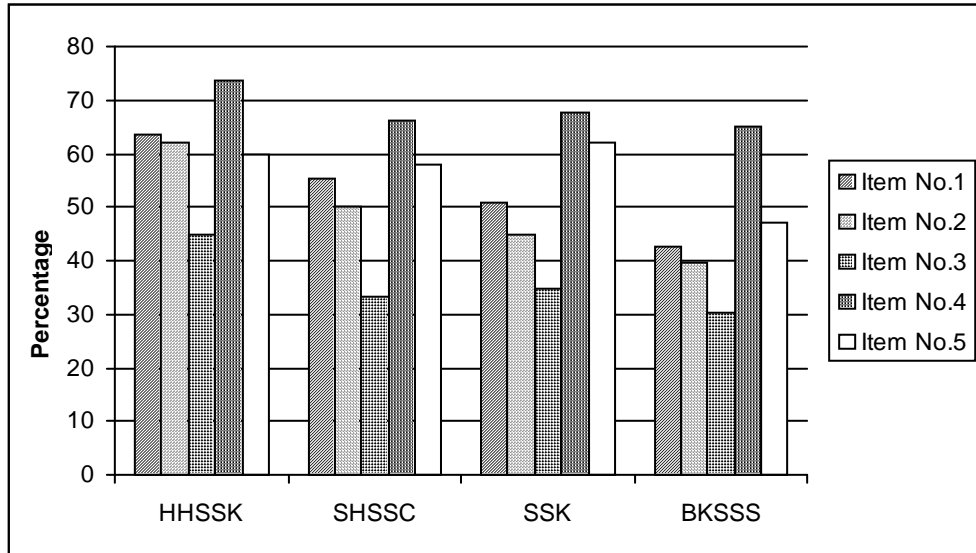
3.4   Gender-wise Analysis

Equal number of boys and girls (10 boys and 10 girls) were taken for the administration of test from each selected school for Gender-wise analysis.

Table No. 10

Gender-wise Analysis

Total Sample	Students	Percent	Item 1 (20)	Item 2 (25)	Item 3 (24)	Item 4 (16)	Item 5 (15)	Total obtained	Total percent
80	Boys (40)	50	384	475	316	432	318	1925	48.12
	Girls (40)	50	465	508	372	441	363	2149	53.72
Total			849	983	688	873	681	4074	50.92

The above table shows the total proficiency of 80 students of four selected government schools of Rukum district. Equal number of boys and girls were selected on whom the test was administered. The table shows that the total proficiency of boys in all schools was 48.12% and the total proficiency of the girls in all schools was 53.72%. It shows the proficiency of girls was better than the boys so the girls studying in all schools were better than the boys. This is shown in the following bar diagram.

Diagram No. 3

Total proficiency of Boys and Girls
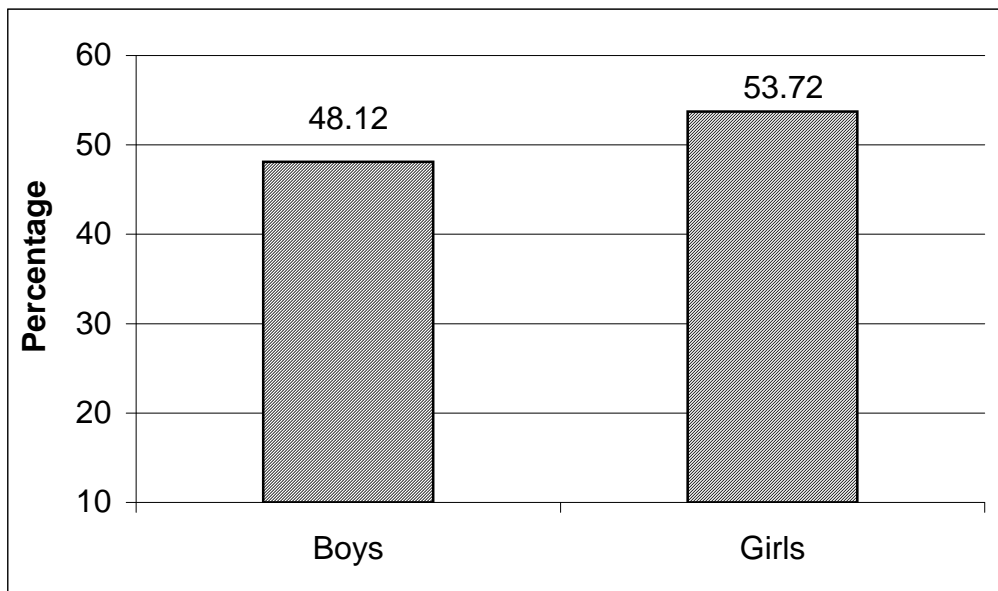
CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of the study was to find out the guided writing proficiency of grade ten students of Rukum district. The students were selected from the four government schools. The data was taken from 80 students, equal number of boys and girls from each selected school. Many techniques were applied to analyze the ability of the students in writing skill. So this chapter consists of two conclusion parts of research work, findings and recommendations.

4.1   Findings

On the basis of the study and interpretation, the findings of the present research have been presented as follows:

1. The average total proficiency of all the students in guided writing was 50.92.

2. Students obtained the highest mark in item no. 4, that was parallel writing. The total proficiency in this item was 68.20 percent.

3. Students obtained the lowest mark in item no. 3, that was writing a letter. The total proficiency in this item was 35.83 percent.

4. The proficiency of the students of Himalaya Higher Secondary School Kholagaun was the best among the selected schools. The average total proficiency of the students of this school was 59.80 percent.

5. The proficiency of the students of Balkalyan Secondary School Saakcha was the worst among the selected schools. The average total proficiency of the students of this school was 43.15 percent.

6. The writing proficiency of the girls in each selected school was found better than the proficiency of the boys. The total proficiency of the girls

was 53.73 percent and the total proficiency of the boys was 48.12 percent.

4.2   Recommendations

On the basis of the findings of the present research work, the following recommendations have been made.

1.   The guided writing activities should be practised with regular correction.

2.   Letter writing was found very much difficult for most of the students. So it should be practised with regular correction.

3.   Boys' proficiency was worse than that of girls. So boys should be encouraged to practise writing.

4.   More exercises of guided writing should be included in the textbook.

5.   School should manage appropriate size of class to carry out different writing practices and correct the learner's writing.

6.   The schools should provide extra books on writing practice through their libraries.

7.   Most of the teachers are untrained. They should be given regular training on how to teach writing skill effectively.

8.   The teacher should use appropriate teaching materials as far as possible.

9.   School supervisors should also visit school frequently and help them with teaching problems.

If these above mentioned recommendations are taken seriously into consideration by the concerned officials and person, the writing proficiency of the students would be improved and the proficiency gap between the girls and the boys can be minimized.

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QUESTIONNAIRE

Name: F.M.: 100

School: Time: 2 hour

Sex: Roll No.:

Class: 10

1. Construct a readable story based on the following outline: (20)

   A farmer has an amazing goose ....lays a golden egg daily .... the farmer greedy .... thinks to be rich at once .... kills the goose to get all the eggs inside her .... great disappointment .... gets a single egg .... moral.

2. Write a newspaper report using the information given: (25)

   Twin otter crashes in Dadeldhura.

   ⟩ All 25 on board died.

   ⟩ Flying from Dhangadhi to Bajhang.

   ⟩ Collided with pine tree in Chure hill.

   ⟩ 25 passengers including 3 crew members died.

   ⟩ Most of the passengers civil servants and students.

   ⟩ Condolence given to the families of deceased by the minister of civil aviation.

   ⟩ Government announced to give Rs. 10,00,000 each as compensation.

3. Write a letter to your friend describing your plan to visit somewhere in your winter vacation. Use the hints given. (24)

⟩ Date and month you are leaving for the visit.

⟩ The place you are going to visit.

⟩ Person you are going with.

⟩ Where and for how long will you stay there.

⟩ What things or places will you see there.

⟩ What other things you will do there.

4. Read the condolence notice given below and write the similar condolence notice from the clues given. (16)

CONDOLENCE
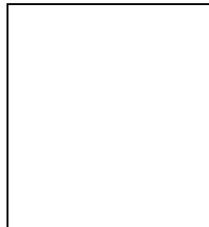
Birth 2025/08/28   Death 2064/06/14

I express my deep sympathy and grief at the sudden and untimely demise of

Mr. Tej Bahadur Chand

A senior sub-overseer of Bijayashwori VDC Rukum, who worked there for 15 years. He was very skilled, helpful, cooperative, enthusiastic and energetic personnel who died untimely at the age of 39 because of lung cancer. I want to express my heartfelt condolence to his bereaved family and relatives and pray for the departed soul to rest in heaven in peace. He will remain in my memory forever.

Lava Hajur Shah

Kholagaun-4, Rukum

Clues:

Mr. Kamal Dangi/a senior teacher/Padmodaya Higher Sec. School/Ghorahi Dang/for 8 years/laborious, energetic, self-motivated.

5. Complete the following dialogue with the appropriate sentences given in the box below: (15)

A: Where is the airport from here?

B: ....

A: How can I get there?

B: ....

A: Thank you. Taxi ! Taxi !

C: ....

A: To the airport please. And hurry

C: ....

A: It leaves in an hour and a half.

C: ....

(i)   Oh ! You still have plenty of time.

(ii)   You can take a bus or a taxi.

(iii) It's on the other side of the town.

(iv) Yes, sir, Wheer do you want to go?

(v)   What time does your plane leave?

(vi) Where do you want to fly please?

APPENDIX - B (B-1)

LIST OF STUDENTS' MARKING OF ALL SCHOOLS

Shree Himalaya Higher Secondary School Kholagaun, Rukum

S.N.	Students	Marks Obtained					Total marks (100)
		Item 1 (20)	Item 2 (25)	Item 3 (24)	Item 4 (16)	Item 5 (15)	
1	Aashish Dhital	16	20	18	14	15	83
2	Pabitra Thapa	15	20	19	15	15	84
3	Nabindra K.C.	15	20	17	14	12	78
4	Dilli Raj Sharma	16	18	14	14	12	74
5	Laxmi Rokaya	14	19	20	15	12	80
6	Sabita KC	14	19	18	13	12	76
7	Bal Gopal Shah	10	16	12	12	3	53
8	Anjana Sharma	14	20	18	13	12	77
9	Pratima Sharma	11	18	13	13	9	64
10	Aashi Ram Bohara	15	17	14	14	12	72
11	Nisha Hamal	14	16	17	12	9	68
12	Birendra Adhikari	10	18	12	13	9	62
13	Asmita Shah	12	13	0	10	3	38
14	Tilak Malla	10	12	6	8	0	36
15	Gopal Chand	8	8	0	9	0	25
16	Laxman Acharya	7	8	0	10	3	28
17	Sunita Rokaya	13	9	0	4	9	35
18	Rohit KC	14	12	10	12	12	60
19	Sumitra Sharma	14	13	8	13	12	60
20	Dipa Oli	12	14	0	8	9	43
Total		254	310	216	236	180	1196
Percent		63.50	62.00	45.00	73.75	60.00	59.80

APPENDIX - B (B-2)

Shree Sital Higher Secondary School Chaurjahari, Rukum

S.N.	Students	Marks Obtained					Total marks (100)
		Item 1 (20)	Item 2 (25)	Item 3 (24)	Item 4 (16)	Item 5 (15)	
1	Dhansara Nath Yogi	15	18	15	14	12	74
2	Lava Hajur Shah	16	20	16	14	12	78
3	Kusha Hajur Shah	14	18	13	12	12	69
4	Dipendra Pun	14	16	14	13	9	66
5	Tilak Bdr.Thapa	14	15	12	14	9	64
6	Indra Bikram Karki	12	10	10	10	9	51
7	Tilak Bdr. KC	12	18	16	14	15	75
8	Hema Pun	10	5	5	9	9	38
9	Sarita Nath Yogi	13	18	13	14	15	73
10	Milan Khadka	13	17	10	12	12	64
11	Muna Pun	12	17	12	13	12	66
12	Samoj Devkota	10	10	3	9	9	41
13	Bhima Budha	12	16	5	11	6	50
14	Mansara Bohara	16	18	11	12	12	69
15	Ganesh Bista	8	8	0	8	0	24
16	Melina Khadka	8	0	0	3	6	17
17	Amrita Bohara	6	0	0	4	0	10
18	Narsingh Pun	3	5	0	8	0	16
19	Bishnu KC	5	9	0	10	3	27
20	Tika Pun	8	13	5	8	12	46
Total		221	251	160	212	174	1018
Percent		55.25	50.20	33.33	66.25	58.00	50.90

APPENDIX - B (B-3)

Shree Secondary School Kotjahari, Rukum

S.N.	Students	Marks Obtained					Total marks (100)
		Item 1 (20)	Item 2 (25)	Item 3 (24)	Item 4 (16)	Item 5 (15)	
1	Dibas Oli	13	16	16	13	12	70
2	Ritu K.C.	13	18	16	14	12	73
3	Tilak Rana	12	14	14	13	12	65
4	Manisha Rana	10	16	15	14	9	64
5	Surendra Rana	10	14	13	12	12	61
6	Bipana Bohara	13	15	13	11	12	64
7	Shakti KC	5	10	0	10	6	31
8	Nirmala Sharma	11	16	10	12	9	58
9	Samjhana Chand	8	16	12	13	12	61
10	Naresh KC	8	15	14	11	9	57
11	Shiba Raj KC	8	5	0	8	9	30
12	Kalpana Bhandari	9	0	8	10	9	36
13	Nisha Malla	12	10	5	8	6	41
14	Birendra BK	11	10	0	8	6	35
15	Ganga Oli	12	10	2	8	12	44
16	Dipak G.M.	13	11	0	9	9	42
17	Prabha Sharma	12	12	8	13	9	54
18	Bal Bdr. BK	8	5	6	7	6	32
19	Ranju Rana	10	3	8	12	6	39
20	Chandra Dhakal	5	8	7	11	9	40
Total		203	224	167	217	186	997
Percent		50.75	44.8	34.79	67.81	62.00	49.85

APPENDIX - B (B - 4)

Shree Balkalyan Secondary School, Saakcha, Rukum

S.N.	Students	Marks Obtained					Total marks (100)
		Item 1 (20)	Item 2 (25)	Item 3 (24)	Item 4 (16)	Item 5 (15)	
1	Tara Rokaya	14	16	15	13	12	70
2	Rajesh DC	12	17	16	14	12	71
3	Dipa Oli	13	16	16	12	9	66
4	Sijan KC	12	15	10	13	9	59
5	Dipika KC	8	9	12	12	9	50
6	Hari Bdr. Rana	6	12	10	9	6	43
7	Dipak KC	9	11	10	12	9	51
8	Laxman KC	10	9	7	12	9	47
9	Mina Bista	11	12	13	11	9	56
10	Srijana Rokaya	13	10	14	10	9	56
11	Ratna Nepali	0	2	0	8	6	16
12	Nirmala Rana	12	8	0	9	3	32
13	Kamala Rokaya	13	12	5	8	3	41
14	Janaki Rana	8	12	9	13	6	48
15	Dal Bdr. Badi	0	7	0	7	3	17
16	Ganesh Chand	0	0	0	6	3	9
17	Keshab Malla	0	10	0	8	3	21
18	Gita Khadka	12	12	8	13	12	57
19	Ranjana Kuwar	13	8	0	10	6	37
20	Bikash Bastrakar	5	0	0	8	3	16
Total		171	198	145	208	141	863
Percent		42.75	39.60	30.20	65.00	47.00	43.15

APPENDIX C

LIST OF SCHOOL'S MARKING

Items	Name of Schools				Total Mark	Percent
	Appendix B-1	**Appendix B-2**	**Appendix B-3**	**Appendix B-4**		
Item -1	254	221	203	171	849	53.06
Item -2	310	251	224	198	983	49.15
Item -3	216	160	167	145	688	35.83
Item -4	236	212	217	208	873	68.20
Item -5	180	174	186	141	681	56.75
Total	1196	1018	997	863	4074	50.92
Percent	59.8	50.90	49.85	43.15	50.92	

APPENDIX - D

THE RESULT OF GIRLS' MARK

S.N.	Students	Marks Obtained					Total marks (100)
		Item 1 (20)	Item 2 (25)	Item 3 (24)	Item 4 (16)	Item 5 (15)	
1	Pabitra thapa	15	20	18	14	15	83
2	Laxmi Rokaya	14	19	20	15	12	80
3	Sabita KC	14	19	18	13	12	76
4	Anjana Sharma	14	20	18	13	12	77
5	Pratima sharma	11	18	13	13	9	64
6	Nisha Hamal	14	16	17	12	9	68
7	Asmita Shah	12	13	0	10	3	38
8	Sunita Rokaya	13	9	0	4	9	35
9	Sumitra Sharma	14	13	8	13	12	60
10	Dipa Oli	12	14	0	8	9	43
11	Dhansara Nath Yogi	15	18	15	14	12	74
12	Hema Pun	10	5	5	9	9	38
13	Sarita Nath Yogi	13	18	13	14	15	73
14	Muna Pun	12	17	12	13	12	66
15	Bhima Budha	12	16	5	11	6	50
16	Mansara Bohara	16	18	11	12	12	69
17	Melina Khadka	8	0	0	3	6	17
18	Amrita Bohara	6	0	0	4	0	10
19	Bishnu KC	5	9	0	10	3	27
20	Tika Pun	8	13	5	8	12	46

21	Ritu KC	13	18	16	14	12	73
22	Manisha Rana	10	16	15	14	9	64
23	Bipana Bohara	13	15	13	11	12	64
24	Nirmala Sharma	11	16	10	12	9	58
25	Samjhana Chand	8	16	12	13	12	61
26	Kalpana Bhandari	9	0	8	10	9	36
27	Nisha Hamal	12	10	5	8	6	41
28	Ganga Oli	12	10	2	8	12	44
29	Prabha Sharma	12	12	8	13	9	54
30	Ranju Rana	10	3	8	12	6	39
31	Tara Rokaya	14	16	15	13	12	70
32	Dipa Oli	13	16	16	12	9	66
33	Dipika KC	8	9	12	12	9	50
34	Mina Bista	11	12	13	11	9	56
35	Srijana Rokaya	13	10	14	10	9	56
36	Nirmala Rana	12	8	0	9	3	32
37	Kamala Rokaya	13	12	5	8	3	41
38	Gita Khadka	12	12	8	13	12	57
39	Janaki Rana	8	12	9	13	6	48
40	Ranjana Kuwar	13	8	0	10	6	37
Total		465	508	372	441	363	2149
Percent		58.12	50.8	38.75	68.90	60.50	53.72

APPENDIX - E

LIST OF SCHOOLS CHOOSEN FOR THE STUDY

SN	Name of Schools	Address	Principal/ Headmaster	Total Students in School	Total Student in Grade Ten
1	Himalaya Higher Secondary School,	Kholagaun-4, Rukum	Bhim Bdr. Oli	927	142
2	Sital Higher Secondary School	Bijayashwori-5, Rukum	Ganesh Rijal	1258	213
3	Secondary School	Kotjahari-2, Rukum	Narendra Giri	734	76
4	Bal Kalyan Secondary School	Nuwakot-4, Rukum	Shiva Kumar Sharma	488	42