

CHAPTER ONE

INTRODUCTION

1. General Background

Language is fundamentally a means of human communication. Therefore, it is not only essential but also inevitable for a human being to get mastery over a language to survive in the society. Language is a means by which we express our feelings, thoughts, experiences, ideas, desires, emotions, etc. It is a voluntary vocal system of human communication and a versatile tool that people use to fulfill their needs. There is not only a single language spoken in the universe and no human civilization is believed to exist without language.

The definitions of language given by some experts are:

According to the American Heritage Dictionary of the English Language (2006):

Language is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

(<http://www.usingenglis.com/articles/importance-english-language.html>)

For Finocchiaro (1964, p.8) language is "a system of arbitrary, vocal symbols learned the system of that culture, to communicate or to interact" (as cited in Brown, 1993, p.4).

According to Sapir (1921, p.8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 2005, p.3).

Quine (1966, p.215) concludes:

Language can serve many purposes of communications. It enables us to deal with the past and the future, the present and the absent. We talk of an enormous range of topics: of tables, people, molecules, light rays, retinas, air waves, prime number, joy and sorrow, good and evil (as cited in Deritt and Stereeling 1999, p.6).

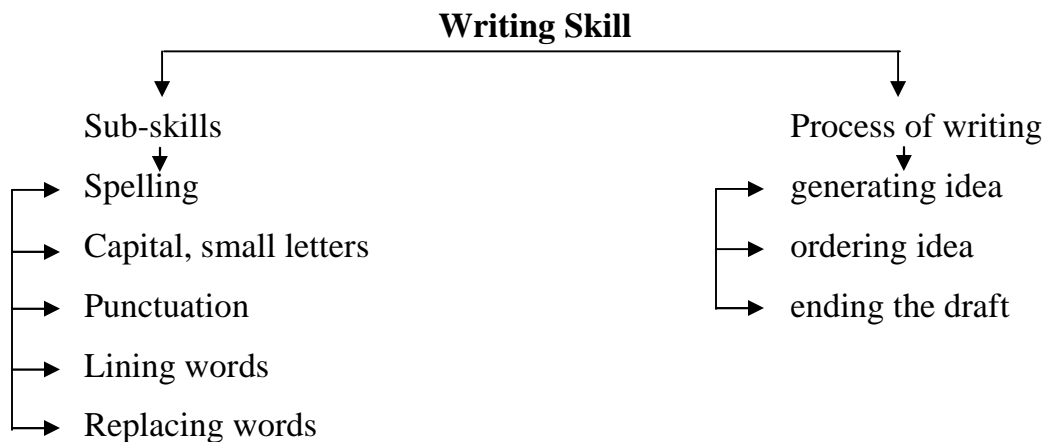
The English language has occupied a special position in global communication. It has gained popularity as a language of science and technology, commerce, business, banking and industry, civil aviation, hotel management, tourism, media, communication, advertisement, diplomacy and internet. It is the voice of progress and modernization. A developing country like Nepal cannot ignore the vast space open to the process of progress and modernization through knowledge of English, keeping away from the treasure of English is almost intended suicidal. It is in this context, Malla (1977) writes:

Why Nepalese people should learn English: we shall have to learn English, not because of its prestige value but because of its practical utility, particularly in the face of our own limitations- material as well as non-material. Higher the education, higher the opportunity and the more frequent use of English (as cited in Bhattarai, 2006, p. 25).

English is one of the official languages of the United Nations [UN]. English is taught and learnt as a foreign language in Nepal. A foreign language is the one, which is not a native language in a country. It is a language, which is learned for some specific purpose, mostly to communicate with the foreigners. Usually, it is taught as a school subject but it is very seldom used as a language of communication with in the country.

Teaching English as a second language has gained increased momentum with the growing trends in socio-cultural and socio-political changes and globalization sweeping the universe at large. With the change in time and situation, the curricula have been designed with specific modified features to suit Nepalese needs. The importance of teaching language skills and learning English in a country like Nepal is very high. There are four language skills. They are interrelated skills which are mainly categorized into two headings. Listening and reading are perceptive skills whereas speaking and writing are the productive skills.

Bhattarai (2006, p. 44) has given the following components in writing skills:



Rosen (1981) concludes:

Writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress,

and hesitations. A speaker can backtrack or clarify and revise ideas as listeners question or disagree. A writer has to compensate for all of these disadvantages (as cited in Hedge, 1988, p. 5).

Among the four basic language skills, writing is the most difficult to acquire. It is the record of one's thoughts and ideas, a form of expression and a reliable means of communication. Writing is a complex process which involves different processes such as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluation what is going to be written as well as what has been written, and searching of language with which to express exact meaning. Other skills like speaking and reading are measured through writing. Yet, despite the power of writing, it has tended to be a much neglected part of the English language teaching-learning programme. In all the troubles a Nepalese learner has to encounter the process of acquiring the skill in the English language, the most serious one is the writing difficulty.

Keeping this reality of Nepalese context into consideration, this research will focus on the effectiveness of process writing in written composition.

1.1 Importance of Writing Skill: At a Glance

Writing is conveying meaning through the use of graphic symbols that represent a language. It is a skill in which we produce sequences of sentences arranged in a particular order and linked together in certain ways. Our mind is a store house of knowledge and that knowledge can be intelligence exhibited by speaking and writing. Comparatively writing demands more technical skill than speaking.

Byrne (1988, pp. 6-7) says that writing serves a variety of pedagogical purposes:

- a. The introduction and practice of some form of writing enables to provide for different learning styles and needs.

- b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.
- d. Writing provides variety in classroom activities, serving as a break from oral work.
- e. Writing is often needed for formal and informal testing.

Harris (1993, p. 10) says, " Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating in initial draft".

Writing is an art that provides one a chance to know and influence others. The goal of written language is to convey information accurately, effectively and appropriately. Writing is the final step, so it is taken that students who learn the English language cannot be perfect without the knowledge of writing skill.

Writing skill plays a crucial role in examination in many countries. In terms of needs and preparing learners to enter the real world, writing is more difficult than the other skills. However, the school is micro-world of its own, in which writing holds the most important role. Writing helps to solidify the students' grasp of vocabulary, structure and the complements of the other skills. The person, who writes effectively, determines his/her success.

It helps to measure the students' mastery of their knowledge. So, it is very much important skill to be taught in the basic school level.

1.1.1 Stages of Teaching Writing

Writing is the productive skill in the written mode of communication. It is a complete process requiring many composite skills viz. mental, psychological,

rhetorical and critical. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. It is better to go through the following processes while teaching writing skill:

1.1.1.1 Planning

Teaching writing will not become a success unless the teacher prepares an overall plan of it. Planning is a prewriting activity that encourages students to write. The following activities provide the learning experiences for students at this stage:

- a. Brainstorming
- b. Consulting resources for information
- c. Making notes
- d. Organizing notes

1.1.1.2 Making an Outline

In this stage, the organized ideas are to be set in certain order and relationship. It might be written in short phrases, incomplete sentences, but must be legible.

1.1.1.3 Preparing the First Draft

According to White and Arndt (1991), drafting activities make the more from pre-writing activates to actual writing process. They are moving from writer based writing to reader based writing. One important dimension of good writing is that the writer's ability to visualize the audience in terms of level, age, purpose, linguistic background, interest depending on the genre of writing i.e. narrative, descriptive, expository, argumentative and reflective.

1.1.1.4 Revising, Editing and Producing the Final Draft

First draft can never be the final product. The writer can change the words, sentences or even some part of organization. S/he can judge the overall

components of the writing text. Production of the final copy is the goal of writing. This is a post-writing activity.

1.1.2 Mechanics of Writing

Writing is a tough activity which includes many skills in order to produce an effective piece of a text. The learner must have the knowledge of mechanical skills, stylistic skills and judgmental skills. Under mechanics of writing, the learner should learn the left to right direction of English writing system, upper and lowercase letters, rules for capitalization, basic spelling patterns, and rules for word and sentence punctuations. Mechanics mainly includes capitalization, spelling and punctuation.

1.1.2.1 Capitalization

Carter and McCarthy (2008, p.839) says “A capital (sometimes called upper case) letter marks the beginning of a sentence”. Appropriate capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of quotation and so on are very familiar to us. Furthermore, there are certain rules for capitalization as well. Let us see an example:

It is used in all proper nouns, proper adjectives, historical events, periods, documents, days of the week, month, political and social groups, etc.

1.1.2.2 Spelling

The achievement of correct, exact and effective communication through writing is by the correct spelling of individual words. Misspelled words make the written script difficult to comprehend and account for the largest member of writing errors. The English spelling system is full of irregularities though there are some rules. Let us see one rule as:

e.g. One syllable words ending in a short vowel followed by a single consonant and two syllable words that have the accent on the second syllable, double the final consonant.

e.g. run - running
stop - stopped.

1.1.2.3 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 uses of punctuation marks help the writer organize written language and clarify relation between words, phrases and clauses.

The different punctuation marks are used for different purposes. Carter and McCarthy (2008, p.838) writes common punctuation marks: symbols and typographic conventions as follows:

- a. Comma (,)
- b. Full Stop (.)
- c. Question Mark (?)
- d. Exclamation Mark (!)
- e. Colon (:)
- f. Semi colon (;)
- g. Dash (-)
- h. Parenthesis ()
- i. Quotation Marks ("...")
- j. Hyphen (-)
- k. Apostrophe (')
- l. Single quotes ('...')
- m. Asterisk (*)
- n. At (In email add) (@)
- o. Forward slash (/)

p. Backslash	(\)
q. Per cent	(%)
r. Open bracket	(
s. Close bracket)
t. Square brackets	[...]
u. Chain brackets	{...}
v. Underline	<u>London</u>
w. Bold	London
x. Italics	<i>London</i>

1.1.3 Process Writing

According to White and Arndt (1991) process writing involves the following steps:

1.1.3.1 Glimpsing the Process

It is an attempt to recreate the thought processes which underlie a piece of written text. It involves verbalizing thought or thinking aloud-as one writes. 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.

1.1.3.2 Generating

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

Generating ideas involves drawing upon long-term memory which consists of three main kinds of memory store:

-) Episodic Memory: - Which is devoted to events, experience and visual and auditory images.

) Semantic Memory: - Which is devoted to information, ideas, attitude and values.

) Unconscious Memory: - Which includes emotions and feelings.

1.1.3.3 Focusing

Focusing includes discovering main ideas, considering purpose, considering audience and form.

1.1.3.4 Structuring

After focusing, the writer chooses from among the ideas and places them in order; he scrutinizes the expressions and places them where they belong to. Conveying a message through writing is essentially a matter of selecting information-both factual and linguistic -and arranging, or more precisely, structuring it.

1.1.3.5 Drafting

The writer being immersed in phrases painfully consenting, it was like darting fish with hooks in their gills, dragged from the depths of an unplumbed pool. Activities in this section mark the move from the so called pre-writing stage to actually writing a first draft.

1.1.3.6 Evaluating

It is the assessment of the draft. It is essential that the language be understandable and the reasoning well maintained. Not the teachers only should be as evaluator but the students themselves have to be their own evaluators, for without a sense of what is wrong with a text, there is little hope of being able to put it right.

1.1.3.7 Reviewing

It is the essential part of process writing. In this stage, a new look at what is on the page is quite likely to give rise to yet more ideas and thoughts which have to be worked into the original conception.

The re-viewing processes require a sense of judgment -awareness that all is not quite right with the text. The actual amending process requires adequate linguistic

tools to work with. Reviewing includes checking the context, checking connections, checking divisions, assessing impact, editing, correcting and marking and taking final stock of the product.

1.1.4 Activities under Process Writing

Hedge (1988, pp. 21-23) says that the process writing is often described as consisting of three major activities or groups of activities:

1.1.4.1 Pre-Writing

Before putting pen to paper, the skilled writer in real life considers two important questions:

- a) What is the purpose of this piece of writing?

This first question is to do with *function*

- b) Who am I writing this for?

The second question is to do with *audience*.

1.1.4.2 Writing and rewriting

The second phase of activity is the writing itself and with good writers this consists of making a first draft. There is a good deal of recycling in the process from planning to drafting, reviewing, replanning, revising, etc.

1.1.4.3 Editing

The post-writing stage consists of reading through and trying to apply a reader's perspective in order to assess how clearly readers might follow the ideas. The editing process makes the final adjustments and checks accuracy so that the text is maximally accessible to the reader.

1.1.5 Approaches to Process Writing

It is a myth that all it takes to write is to sit down in front of a blank page, to begin at the beginning and write through to the end, with no planning, break, editing, or changes in between. And yet, this is sometimes what we ask our students to do.

Good writers plan and revise, rearrange and delete text, rereading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about. To understand this approach one has to be familiar with the following information.

- a. What is process writing?
- b. Why should teachers be interested in a process approach to writing?
- c. The changing roles of teacher and students
- d. What stages are there in a process approach to writing?
- e. Classroom activities
- f. The importance of feedback
- g. Writing as communication
- h. Potential problems

a. What is process writing?

The process approach treats all writing as a creative act, which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

b. Why should teachers be interested in a process approach to writing?

White and Arndt (1991) say that focusing on language errors 'improves neither grammatical accuracy nor writing fluency' and they suggest instead that paying attention to what the students say will show an improvement in writing.

Research also shows that feedback is more useful between drafts, not when it is done at the end of the task after the students hand in their composition to be marked. Corrections written on compositions returned to the student after the process has finished seem to do little to improve student writing.

c. The changing role of teacher and students

The teacher needs to move away from being a marker to a reader, responding to the content of student writing more than the form. Students should be encouraged to think about audience: Who is he writing for? What does this reader need to know? Students also need to realize that what they put down on paper can be changed: Things can be deleted, added, restructured, reorganized, etc.

d. What stages are there in a process approach to writing?

Although there are many ways of approaching process writing, it can be broken down into three stages:

i) Pre-writing

The teacher needs to stimulate students' creativity to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas.

ii) Focusing ideas

During this stage, students write without much attention to the accuracy of their work or the organization. The most important feature is meaning. Here, the teacher (or other students) should concentrate on the content of writing. Is it coherent? Is there anything missing? Anything extra?

iii) Evaluation, structuring and edition

Now the writing is adapted to a readership. Students should focus more on form and on producing a finished piece of work. The teacher can help with error correction and give organizational advice.

e. Classroom activities

Here are some ideas for classroom activities related to the stages above.

i) Brainstorming

Getting started can be difficult, so students divided into groups quickly produce words and ideas about writing.

ii) Planning

Students make a plan of writing before they start. The plan can be compared and discussed in groups before writing takes place.

iii) Generating ideas

Discovery tasks such as cubing (students write quickly about the subject in six different ways - they:

1. describe it
2. compare it
3. associate it
4. analyze it
5. apply it
6. argue for or against it

iv) Questioning

In groups, the idea is to generate lots of questions about the topic. This helps students focus upon audience as they consider what readers need to know. The answers to these questions will form the basis to the composition.

v) Discussion and Debate

The teacher helps students with topics, helping them develop ideas in a positive way involving the students in proper discussion and interaction.

vi) Focusing ideas

) Fast writing

The students write quickly on a topic for five to ten minutes without worrying about correct language or punctuation. Writing as quickly as possible, if they cannot think of a word they leave a space or write it in their own language. The important thing is to keep writing. Later this text is revised.

) Group compositions

Working together in groups and sharing ideas will be preferred. This collaborative writing is especially valuable as it involves other skills (speaking in particular).

) Changing viewpoints

A good writing activity is to follow a role-play or storytelling activity. Different students choose different point of views and think about/discuss what this character would write in a diary, witness statement etc.

) Varying form

Similar to the activity above, but instead of different viewpoints, different text types are selected. How would the text be different if it were written as a letter, or a newspaper article etc.

Vii) Evaluating, Structuring and Editing

) Ordering

Students take the notes written in one of the pre-writing activities above and organize them. What would come first? Why? Here it is good to tell them to start with information known to the reader before moving onto what the reader does not know.

) **Self-editing**

A good writer must learn how to evaluate his/her own language - to improve through checking his/her own text, looking for errors and structure. In this way, the students will become better writers.

) **Peer Editing and Proof-reading**

Here, the texts are interchanged and the evaluation is done by other students. In the real world, it is common for writers to ask friends and colleagues to check texts for spelling, etc. You could also ask the students to reduce the texts, to edit them, concentrating on the most important information.

f. The importance of feedback

It takes a lot of time and effort to write, and it is only fair that student writing is responded suitably. Positive comments can help build confidence in students as a result they can create good feeling for the next writing class. It also helps if the reader is more than just the teacher. Class magazines, swapping letters with other classes etc. can provide an easy solution to providing a real audience.

g. Writing as communication

Process writing is a move away from students writing to test their language towards the communication of ideas, feelings and experiences. It requires that more classroom time is spent on writing, but as the previously outlined activities show, there is more than just writing happening during a session dedicated to process writing.

h. Potential problems

Writing is a complex process and can lead to learner frustration. As with speaking, it is necessary to provide a supportive environment for the students and be patient. This approach needs that more time be spent on writing in class, but as you have seen, not all classroom time is spent actually writing.

Students may also react negatively to reworking the same material, but as long as activities are varied and the objectives clear, then they will usually accept doing so. In the long term, you and your students will start to recognize the value of a process of a writing approach as their written work improves (Stanley, 2003). ([www. teaching English.org.UK./think/articles/approaches-process-writing](http://www.teachingEnglish.org.UK./think/articles/approaches-process-writing))

1.1.5 Free Writing

Free composition is the final stage in the development of writing skill. "Students are presented with a topic and then are free to write as they please" (Pincas, 1992,p.110). A free composition is one in which there is no restriction on pupils for use of vocabulary and structure. In the same way, there is usually no restriction on the length of composition. Pupils are free to think and supply their ideas. "Free writing is a way to get some use out of information, and it may very well give you a focus for the rest of your work on the subject. Sometimes when we find an approach to a subject through brainstorming, free writing unlocks a wealth of ideas to pursue" (Miller and Webb, 1992, p.10). In free writing the writer should not be stopped at the beginning phase. He can write whatever he likes. He should emphasize on quantity rather than quality at the starting phase. After a long practice quantity itself shapes the quality of writing.

Writing free composition requires a careful planning and students should be helped here, too. There are certain processes of writing which help the students to write accordingly in a better way. Students can be given explicit information about form, context, audience and purpose of writing. I think that the lower secondary level is the best level to start and teach the way of process writing in creating free composition. Exercises of free writing may take one or more form of the following types: report writing, project work, letter writing, writing a story, writing a poem, essay writing, dialogue writing. etc. Nevertheless, free writing is just like

swimming in deep ocean where there is no certainty of length, depth, framework and ideas.

1.2 Review of the Related Literature

Though many articles, reports, theses and books have been written about developing the English writing skill, no one has done the study of this nature yet. So, the researcher reviewed some of the related articles, reports, theses, books, etc. He has visited different websites too for the broadening of knowledge in this area.

Giri (1991) carried out a study on "A comparative study of English language proficiency of the students studying Grade 10 in secondary schools of Kathmandu and Doti". The result of the study obviously concluded that students out of the valley were poorer in the English language proficiency than those inside the valley. Besides, Sapkota (1994) carried out an M.A research on "Developing English Writing Skill." He found that more than seventy- nine percentages of the students had poor writing skill. Poudyal (1999) completed his M.Ed. research work entitled "A comparative Study of English Language Writing Proficiency of the Students of Gulmi and Kathmandu District". This is a cross sectional study. The findings of this research are that the students of capital city were better than those of rural areas. The study also shows that boys of the higher secondary level were weaker in English writing proficiency than the girls. 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 letters, full stop, apostrophe, question mark and so on. Ghimire (2004) carried out a research on "A Study on the Proficiency of the Students' in Writing Skill". He found that 68.33% of the students were very poor in English writing proficiency. The students of science stream have been found better in performance than the students of other streams like Education, Humanities and Management streams- respectively.

Adhikari (2005) carried out a study on " The Effectiveness of strip- story in Developing Writing Skills" He found that the group of students taught using strip-story technique performed better than the group taught with usual classroom technique. Hence, this research concluded that writing strip- story has significant role in developing writing skill.

The above mentioned different survey and experimental researches are related to measuring the proficiency of writing skills on different levels but no one has carried out an experimental research on the "Effectiveness of Process Writing" in free composition in Lower Secondary Level. Therefore, the proposed study seems distinct from the other researches done previously.

1.3 Objective of the Study

The objectives of the present study were as follows:

- a. To find out the effectiveness of process writing in free composition.
- b. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

The findings of this study will be beneficial to subject experts, curriculum designers, policy makers, textbook writers, language trainers, methodologists, and all the people who are directly and indirectly involved in English language teaching and learning. Furthermore, it will be fruitful to understand the actual conditions of free writing of the students at this level and show the right path in it. Since the students of this level begin the fundamental practice of free writing, it is at this level where the problem of composing free writing begins. The researcher should have already carried out these sorts of research. Unless and until we know the real problems committed at the basic level of free writing and make the

students aware of such problems, how we can expect our learners to create a free composition on the related area.

CHAPTER TWO

METHODOLOGY

The following methodology was adopted to fulfil the objectives of the study:

2.1 Sources of Data

The researcher used both primary and secondary sources for the data. The primary source was used for collecting data and the secondary sources were used for facilitating the research.

2.1.1 Primary Sources of Data

The students in the classroom were the primary source of data. The data from the primary source were collected by administering a pre- test and a post- test. The

pre-test and post-test were administered before and after teaching respectively. The test items were same for both the tests. The researcher involved himself actively in the experiment.

2.1.2 Secondary Sources of Data

The researcher studied books, theses, articles and journals related to the present research to facilitate the study. He also visited different websites. Some of them were as follows: White and Arndt (1991), Pincas (1992), Miller and Webb (1992), Hedge (1988).

2.2 Sampling Procedure

One of the private schools in Kathmandu district was sampled through judgmental non-random sampling procedure. Thirty-eight students of grade 6 were the sample of the research. They were divided into two groups (controlled and experimental groups) on the basis of the result of the pre- test.

2.3 Tools for Data Collection

The main tools for the collection of data from the primary source were the test items. The test items were developed to measure the targeted objectives. The test items included items for writing.

2.4 Process of Data Collection

The researcher collected the data from the primary sources by conducting a pre-test and post-test. For this purpose, he adopted the following steps:

- i. A set of test items was developed for pre and post-tests. The researcher created the different tasks to be used for the treatment.
- ii. In the beginning phase, he went to the concerned school and talked to ``process of the research.

- iii. After getting permission from the principal, as the researcher himself was an English teacher in the school, he informed and convinced the sample for taking part in the research.
- iv. A pre- test was administered to determine the free writing skill of the students before the experimental teaching.
- v. The students were ranked from the first position to the last on the basis of their individual scores obtained in the pre-test. Then the students were divided into two groups on the basis of odd-even ranking of the individual scores. The group division on the basis of ranking was as follows:

Pre- test Rank	Groups 'A'	Group 'B'
(I) 1 -19	Odd	Even
(II) 20 -38	Odd	Even

- vi. The teaching materials of daily use like pictures and visual aids were used for both groups but teaching techniques were varied.
- vii. The experimental group (i.e. Group 'A') was taught writing skill through process writing approach but the controlled group (i.e. Group 'B') was taught without it. Both groups were taught simultaneously. Each group was taught for six days a week, one period a day of forty minutes. Each of them was taught 32 periods altogether.
- viii. At the end of the experimental teaching, a post-test was taken with the same set of test items administered in the pre-test. Then, the result of both tests (i.e. pre-test and post-test) were compared for determining the effectiveness of process writing in written composition in English at grade 6.

2.5 Limitations of the Study

The proposed study was carried out within the following limitations:

- a. The study was limited to a private school of Kathmandu district.
- b. Only the 6th graders of the school were included as the sample of the study.

- c. The time for experiment was 32 days only.
- d. There were thirty-eight students in the study.
- e. The research study was limited to free composition only.
- f. Mainly, the teaching items included the following processes of writing as:
 - I. Glimpsing the process
 - II. Generating
 - III. Focusing
 - IV. Structuring
 - V. Drafting
 - VI. Evaluating and
 - VII. Re- viewing
- g. The researcher measured the students' free writing capacity based on the subject matter, mechanics of writing (capitalization, spelling, punctuation) and tense aspect relation.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data. The data have been analyzed under the following headings.

- A. Comparison in general
- B. Function – based comparison
- C. Holistic analysis

The individual scores taken from the test (pre-test & post-test) are tabulated under each sub – headings group – wise. The average scores are computed out of the individual scores tabulated. The difference between the average scores of the pre – test and post –test is computed. If it is higher than 5%, it shows the progress of the group. The difference below 5% is statistically not significant. The difference is converted into percentage. The two groups are compared on the basis of the percentage.

The group which got a higher increment percentage has been considered to be better than the one which got lower percentage. As the same medium, method, etc. were used for both the groups, only interaction based on it. It is assumed that one group performed better than the other because the input the group is exposed to and interaction based on it was relatively more effective.

The analysis & interpretation of the study are given below:

3.1 Comparison in general

The general comparison of all items in both the groups (i. e. Pre-T and Post-T) is given below:

The chart below shows the average increment percentage of both groups:

Table 1: In Composing Free Writing

Table	Category	Group A in %	Group B in %
1	In writing essay 'My School'	37.8	13.6
2	In writing story	38.95	13.41
3	In writing an invitation letter	51.7	48.91
4	In writing paragraph	49.87	15.11
Total increment		178.02	91.03
Average increment		44.5	22.75

The above chart shows the average increment percentage of group A 44.5 in composing free writing as whole, whereas, group B has 22.75 percentage average increment. The difference is significant here between group A and B. It indicates that though both the groups made progress in writing free composition, group A has made better progress than the group B did on the whole.

In general comparison, the remarkable difference is seen in writing paragraphs (i.e.49.87%) in group A and 15.11%) only in group B) compared to others.

3.2 Function-Based Comparison on Process Writing

The data collected in different categories of functions and performance of both Pre-T and Post-T are analyzed and interpreted in the following sub – headings:

3.2.1. Comparison on Writing an Essay

The differences in the performance of both groups in writing an essay 'My School' are analyzed in the following table:

Table 2: Writing essay 'My School'

Group	Average Score in Pre – T	Average Score in Post – T	D	D%
A	5	6.89	1.89	37.8
B	5	5.68	0.68	13.6

The above table shows that group ‘A’ has the average score of 5 in the pre – T and 6.89 in the post –T. Group ‘B’ has also the same average score of 5 as it is in the group ‘A’ but the average score of post – T is different i.e. 5.68. Group ‘a’ has increased its average mark by 1.89 (i.e. 37.8%) whereas; group ‘B’ has increased its average mark by 0.68 only (i.e. 13.6%).

It shows that group A made better progress. In this group, most of the students in the pre – T wrote essay in a single paragraph without any order and system. i.e. My School is situated in Kalimati. My school principal name is Sita Thapa. But in the post – T though they used only one paragraph in writing essay they have written logical and grammatical order. For example: Himani Shrestha has written in the following way:

“My School name is Kumudini high school. My school is situated in Kalimati, Bhimmukteshwor”.

3.2.2 comparison in writing a story

Table 3: writing a story

Group	Average Score in pre- T	Average Score in post – T	D	D%
A	4.39	6.1	1.71	38.95
B	4.1	4.65	0.55	13.41

The above table shows that group ‘A’ has the average score of 4.39 in the pre – T and 6.1 in the post – T. This group has increased its average mark by 1.71 (i.e. 38.95%). Group ‘B’ has the average score of 4.1 in the pre – T and 4.65 in the post – T. This group has increased its average marks by 0.55 (i.e. 13.41%).

Both the groups have made progress but the remarkable progress is not seen in group 'B' because they have been found using present tense as well as wrong SVO agreement in several places instead of using past tense in story writing. Example: Aabhusan Maharjan has written “She go to temple. She see the injured parrot. She take parrot and put the medicines in the worn. She make the injured parrot..... There is gold and silver.”

3.2.3 Comparison in writing an invitation letter

Table 4: Writing an invitation letter

Group	Average Score in Pre-T	Average Score in Post-T	D	D%
A	3.81	5.78	1.97	51.7
B	3.23	4.81	1.58	48.91

The above table shows that group A has the average score of 3.81 in the Pre-T and 5.78 in the Post-T. This group has increased its average mark by 1.97(i.e. 51.7%).Group B has the average score of 3.23 in the Pre-T and 4.81 in the Post-T. This group has increased its average mark by 1.58 (i.e. 48.91%).

In both the groups, the students had missed to write about the invitation that was compulsory to mention in an invitation letter but most of them in the Post-T mentioned it.

Though both groups have made remarkable progress, the table shows that group A made a bit better progress than group B in writing an invitation letter.

3.2.4 Comparison in Writing Paragraphs on ‘Dashain’

Table 5: Writing Paragraph on ‘Dashain’

Group	Average Score in Pre-T	Average Score in Post-T	D	D%
A	4.07	6.1	2.03	49.87
B	4.5	5.18	0.68	15.11

The above table shows that group A has the average score of 4.07 in the Pre-T and 6.1 in the Post-T. This group has increased its average mark by 2.03 (i. e. 49.87%). Group B has the average score of 4.5 in the Pre-T and 5.18 in the Post-T. This group has increased its average mark by 0.68 only (i.e.15.11%).

It shows that group A made far better progress than group B. The students of group A in the Pre-T mostly found grammatically wrong (i.e. SVO wrong, capitalization, etc.).But, in the Post-T, they did better progress in using them.

For example, Santosh Paneru wrote about Dashain in the Pre-T as follows:“We always celebrate dashain once in a year. In dashain we get blessings from our elders. We bless to God.”

But he did progress in the Post-T as: “Dashain is one of the greatest festivals of Hindus. Dashain is also known as Vijaya Dashami or Bada Dashain. It is celebrated during the months of September/October.

3.3 Holistic Analysis

Table 6: Holistic analysis of both groups

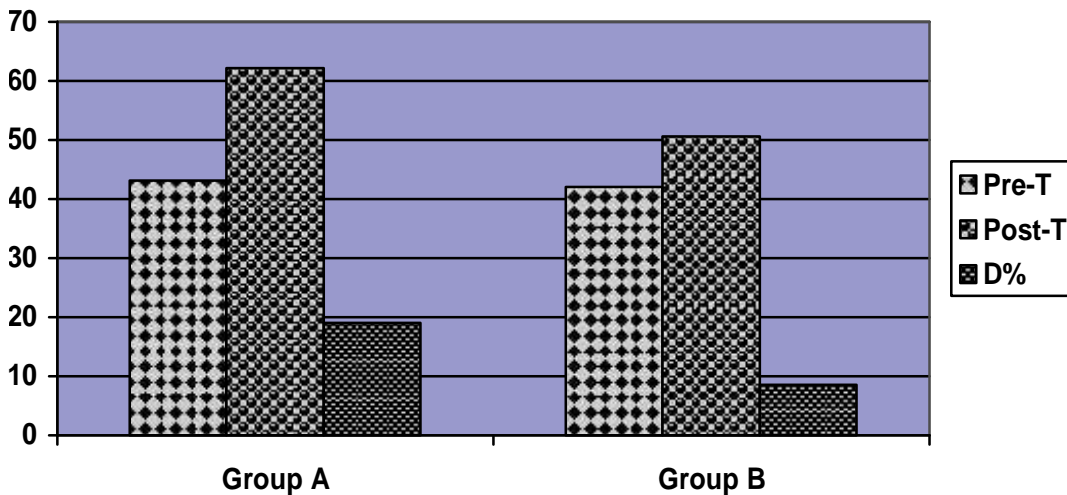
Groups	Average Score in Pre-T	Average Score Post-T	D	D%
A	17.26	24.89	7.63	44.2
B	16.84	20.26	3.42	20.3

The test contained 40 full marks. It consisted of four different items of free writing (i.e. essay writing, story, letter writing and paragraphs writing) tests.

The above table shows that the total average score of group A was 17.26 in the Pre-T and 24.89 in the Post-T. This group increased its average mark by 7.63 (i.e. 44.2%).

Group B has the total average score of 16.84 in the Pre-T and 20.26 in the Post-T. This group increased its average mark by 3.42 (i.e. 20.3%).

The difference in general is shown in the following figure:



The difference shows that group 'A' made far better progress in composing free writing. Therefore, it is crystal clear that the modified input and the interaction with the correct based on it is more effective than the text book input and traditional ways of free writing based on it only.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present study was conducted to find out the effectiveness of process writing in written composition. The current research found that process writing is very much essential in developing coherence and cohesion free composition.

It has also developed students' enthusiasm in free writing and lessened their hesitation in the content of free writing. In order to fulfill the objectives, a experimental study was carried out and on the basis of the analysis and interpretation of the data; the following findings have been derived:

4.1.1 In Writing an Essay

In writing an essay on 'My School', group A has higher average increment than group B. After comparing the average increment percentage of group A (i.e. 37.8%) and group B (13.6%) in writing essay on 'My School', it is found that group A has done better progress.

It is found that if the learners are exposed to modified input with proper processes of writing free composition and they learn the essay writing better as process writing contained glimpsing the process, generating, focusing, structuring, drafting, evaluating, and re-viewing. For example, while drafting the essay with modified input, materials and proper process of writing, there was use of sentence card, point chart and student-centered method in group 'A'. But the same old method of teaching and text book input only were used in group 'B' without any modified materials and process.

4.1.2 In Writing a Story

Group A has higher average increment in writing a story. After comparing the average increment percentage of group A (i.e. 38.95%) and group B (i.e. 13.41%) in writing a story, it is found that group A has done better progress.

It is denoted if that the learners were taught with the proper process of writing with the help of lesson plan accordingly, definitely if they learn the skill of writing story far better than they were taught without any process. It is found that the students with modified input and materials were good in using correct tense (i.e. past tense in story) and content.

4.1.3 In Writing an Invitation Letter

Group A has a higher increment percentage than group B in writing an invitation letter. After comparing the average increment percentage of group A (i.e. 51.7%) and group B (i.e. 48.91%) in writing an invitation letter to a pen friend, it is found that group A has done better progress.

In Pre-T, both the groups had missed to invite their pen friend who was living in England. But, in Post-T, most of them included invitation also. It indicates that both the groups have done progress but the difference is not significant here.

4.1.4 In Writing Paragraph

Group A has a higher increment percentage than group B in writing paragraph. After comparing the average increment percentage of group A (i.e. 49.87%) and group B (i.e. 15.11%) in writing paragraph on 'Dashain', it is found that group A has done better progress.

In Pre-T, both the groups had made wrong use of cohesion and coherence. e.g. Sharmila Bidari had used "My school have 19 teachers. My school have three flats. My school have six toilets". But, in the post-T, most of them made correct use of cohesion and coherence. Although it indicates that both the groups have

done progress, the difference between group A and group B is significantly seen here.

4.1.5 Holistic Analysis

On the whole, group A has a higher average increment percentage than group B by 23.9. Therefore, it is clear that the modified input and materials with the focus on correct process of writing being based on proper plan in free composition is more effective than the text book, text book input and traditional method of teaching free writing (i.e. without proper process of writing) based on it only.

4.2 Recommendations

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

4.2.1 Recommendations for Pedagogical Implications

1. As a whole, the writing with proper process, modified input, materials and charts have been found to be more effective than merely being based on text book only. So, proper process of writing should be used in teaching free writing.
2. Since the steps/processes of writing include proper logical as well as grammatical order, the students develop a systematic way of writing free composition. So, the process writing in free composition should be used in writing courses especially in the lower secondary level of school. This should be the area of interest of syllabus designers, text book writers and educationists.
3. When the teacher starts teaching without any plan and process in the class, then certainly, second language learners get problem that what to write and how. They may raise the questions and queries in the following ways:

- a. 'Oh, I've no ideas'
- b. 'It is always not enjoyable to get started...'
- c. 'I don't know how to write'
- d. I don't think writing is a very satisfactory experience, because it takes a lot of time and also requires a lot of effort....' etc.

But when writing free composition with the proper process of writing is taught to the students in the initial phase, and then certainly they get opportunity to involve in discussion, interaction, writing strategies and so on. So, this makes students to avoid hesitation; and develop content and confidence as well. So, the language teachers should provide their students with proper process of writing.

4. Free writing should be encouraged. The students should be free to express themselves in various writing contents: essay writing, story writing, article writing. Report writing, letter writing, diary writing, application writing, drama writing, poem composing and so on.
5. Most of the teachers in our country are untrained. The government should give them pre-service and in-service training in relevant field so that they can handle teaching writing effectively.
6. The school should manage the visual aids or other teaching materials which help to develop the writing skill of the students.
7. The traditional methods of teaching writing should not be continued. Instead modern, scientific and learning centered method should be used while teaching writing with proper process of writing.

4.2.2 Recommendations for Further Researches

One of the very important issues in writing free-composition is process writing. It is in fact of no less importance which indeed should be taken carefully by the

syllabus designers and experts in our country Nepal as well. So, the researcher has given the following advices to the interested researchers for the topic in questions:

1. The study can be broadened by carrying out a study in a natural setting.
2. This study was limited to only one private school of Kathmandu valley and only the 6th graders of that school were taught for 32 days. It is advisable to carry out further researchers taking longer time, including larger number of population at different levels and more schools of different types from different part of the country.
3. It can be more effective if there is the use of OHP and recorder. So further experimented can be conducted using these devices.
4. This research was limited to four categories of free writing only. It would be better for future studies to address the issues of writing free composition on other aspects and skills of free writing as well.

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APPENDIX I

USED SAMPLE OF MODIFIED INPUT IN PROCESS WRITING

Letters of invitation

A formal invitation includes the following details:

- Who sent the invitation?
- Who is invited (leave a blank space)?
- What is happening?
- Date and time
- A full address for a reply

A formal invitation to a special program

The Nepal English Language Teacher's Association
Cordially Invites
Dr. Losan Aryal
to
the annual conference of the association
at
Staff Academy, Kalamati Kathmandu
~~Date: February 19 to 22 February~~

Time: 7:00 a.m. to 4:00 p.m.

SAMPLE OF STORY

The Foolish Goat

One day, a thirsty fox jumped in to the well to drink water. He couldn't get out. At the time he was trying to get out, a goat appeared before him. He asked the fox what the water was like. The fox praised the water. He added that the water

was very sweet and cool. He invited the goat to get into the well. The goat jumped down in the well without thinking how he could get out. The clever fox leapt upon his head and jumped out. The foolish goat was left in the well. He couldn't get out and was left to die in the well.

Moral: *we must look before we leap.*

MODEL OF INFORMAL INVITATION LETTER

Dear Chomsky,

How are you there in England? I am fine here. How is your study going in the England? My study is fine here.

I am going to write a flim just I have seen recently. The name of that flim is Om Shanti Om. It is a good flim. It was directed by Furahkhan. The hero of that film was Shahrukhan and the heroine of that film was Deepika. The villain of thar filn was Arjun Rampal. In one song there were 31 stars. The song was "Deewangi Deegwangi". Some of the star were Shahrukhan, Bobby Deol, Priyanka Chopra, Preety Zinta, Sunil Shetty, Tushar Kapoor, Jitendra, Dharmendra, etc. The hero and heroine that mean Sharuk Khan and Deepika were killed for the first time and they take birth again in the second time. In the first time Sharuk Khan was small actor and Dipeeka was real actress but in the second time it was just opposite. Sharukh Khan was real actor and Deepika was the small actress. Now I want to stop my pen inviting heartily to you to my beautiful Himalayan county Nepal.

Your pen friend

Kiran Kandel

MODEL OF PARAGRAPH WRITING ON "DASHAIN"

Nepal is a Hindu Kingdom. Hindus observe many festivals. Among them the great festival is Dashain. It is usually observed on the month of September. It is observed for ten days. So this festival is known as Dashain. The educational institutions, governmental and non-governmental offices remain closed during this festival.

Dashain is observed as a victory of good over evil. It reminds us that the good gets victory and bad is ultimately defeated. This festival encourages everybody to follow the path of good. According to our Hindu epic, goddess Bhagawati, the goddess of power was able to kill Mahishashur, the symbol of evil. This festival is celebrated every year in this memory.

‘Ghatasthapana’ is the first day of Dashain. On this day people bring sand from the holy river and put in the corner of the room. The maize, barley and seedling are sown. The young plant is known as ‘JAMARA’. People use this on the tenth day. Since that day goddess Bhagawati is worshiped for nine days. This is known as ‘Navaratri’. The seventh, eighth, ninth and tenth days are the most important days. The seventh day is known as ‘Fulpati’. On this day, flowers are taken from Gorkha Durbar to Kathmandu Hanuman Dhoka in relays in one day. The eighth and ninth days are known as Maha Aastami and Maha Nawami respectively. On these days goats and buffaloes are sacrificed in every homes and temples. It is done to please goddess Bhagawati. It is said that goddess Bhagawati was able to kill the demon king Ravan on this day. So this day is known as Vijaya Dashami (the day of victory). On this day, the junior go to their superiors. The superiors give blessings of long life and prosperity to juniors by making Tika (rice mixed with red powder) on their forehead and Jamara on their heads. People forget all kinds of misunderstanding. So this festival is also known as festival of unity. Those who are away, come to their home to celebrate this festivals.

All the classes of people whether they are rich or poor celebrate this festival with a great joy. The houses are cleaned and decorated. People wear new clothes eat

delicious food. The children play swings and adults play cards. This festival can be misery (dasa) to the poor people. They spend the money carelessly beyond their capacity. They have to lose their land to pay the debt. But this is bad. This should be discouraged. We should not spend more than we can afford.

Clues for essay writing on the topic ‘My School’

- I. School's name
- II. Location
- III. No. of buildings, classrooms, teachers and students
- IV. Level of school (i.e. Lower secondary, Secondary or Higher Secondary)
- V. Headmaster's name
- VI. Problems of schools (physical, educational problems)
- VII. SLC results

MODEL OF ESSAY WRITING ON “MY SCHOOL”

The name my school is Janta Madhyamik Vidyalaya. It is situated in Gorkha district at Ampipal village. It was established in 2013 B.S. by the United Mission to Nepal (UMN). There are four school buildings in total. There are 18 classrooms in them. There is a hostel for the students. There is a building for the teachers’ quarter. There are sixteen classes in total. In some classes there are two sections. The class is conducted from class one to ten. There are 950 students. Among them 550 are boys and 400 girls. There are 21 teachers. All are trained, experienced and qualified. They teach well. The headmaster is also trained, experienced and qualified. The students are well disciplined. The school is one of the best schools in our district. The SLC result of this school is good. Last year, 56 out of 61 students passed the SLC exam. Among them 7 stood in the first division, 42 in second division and 7 in the third division.

The school has some problems too. There is the problem of drinking water. The roofs are old. They leak. They are to be replaced. There is the problem of toilet. The school is over crowded. The teachers can not pay individual attention to the students. The teachers follow lecture method. The students are given a little time to speak even in language classes. The copies are not regularly checked. The library is not well managed. There is no science laboratory I hope that the condition of the school will be improved in future.

Checklist for letter writing

- Make your letter neat and professional.
- Follow a letter format (full block or semi block) strictly.
- Leave margins of approximately 1½ inch all around your letter.
- Spell every word correctly.
- Correct every typographical error.
- Use a good variety of sentence length.
- Avoid clumsy, awkward, fragmented, spliced and fused sentences.
- Use clear, precise, and appropriate vocabulary.
- Use proper idioms and appropriate use of language (formal/informal).

Clues for Writing Invitation Letter

Format of Letter	3
<ul style="list-style-type: none"> - The Heading - The salutation - The body (e.g. importance as well as invitation here) - The ending - The subscription - the signature 	
Relevance of Subject Matter	2

- | |
|---|
| <ul style="list-style-type: none">- Name of the film- Name of the hero, heroine and other characters- Story of the film (starting and ending) |
|---|

Introduction to Paragraph

“A paragraph is a short part of a text, consisting of one or more sentences and beginning on a new line. It usually deals with single event, description, idea, them etc.”

Cambridge International Dictionary of English.

Characteristics of effective paragraph

Unity

Coherence

Completeness

Theme

Paragraph length.

Question of the written story

1. What is the title of the story? Is it suitable?
2. What had happened when the fox was trying to get out?
3. What did the goat ask for?
4. What was the reply of the fox?
5. How did the clever fox come out from the well?
6. What is the moral of the story?

Question of the Paragraph Writing on ‘Dashain’

Who celebrates Dashain?

What is called the first day of Dashain ?

Why do people take Tika on Vijaya Dashami?

How many days do we celebrate Dashain?

In which month does Dashain fall usually?

What types of activities and rituals people perform during Dashain?

What is called the last day of Dashain?

What do you think of celebrating Dashain? Discuss in brief.

Checklist for writing Paragraph

- Use correct grammar, spelling and punctuation.
- Make a logical arrangement of paragraph.
- Make appropriate voice or attitude towards the reader.
- Exclude irrelevant material.
- Avoid unnecessary repetition.
- Include all necessary information.
- Proofread everything before you post it.
- Be concise and contemporary (sound, friendly and natural).
- Avoid using the passive.
- Avoid jargon whenever possible.
- Use shorter sentences rather than longer ones.
- Don't try to be too clear. Be clear and to the point, but don't be too blunt.

The researcher used the following marking scheme:

Marking Scheme

	Students were provided proper and considerable marks in their presentation if they included synonyms or common meanings of the words mentioned in marking scheme.	
1		
a	Relevance of subject matter	5
	i. School's name	

	<ul style="list-style-type: none"> ii. Location iii. No. of buildings, classrooms, teachers and students iv. Level of school (i.e. Lower secondary, Secondary or Higher Secondary) v. Headmaster's name vi. Problems of schools (physical, educational problems) vii. SLC results 	
b	Spelling	1
c	Punctuation(Full stop, comma)	1
d	Capitalization	1
e	Tense -aspect relation	2
2		
a	Relevance of subject matter <ul style="list-style-type: none"> I. Appropriate title II. Use of tense(e.g. past, present or future) III. Starting of the story IV. coherence among the characters used V. Ending the story 	5
b	Spelling	1
c	Punctuation (Full Stop, Comma)	1
d	Capitalization	1
e	Tense-aspect relation	2
3		

a	Format of Letter 3 I. The Heading II. The salutation III. The body IV. The ending V. The subscription VI. the signature	
b	Relevance of Subject Matter	2
	I. Name of the film II. Name of the hero, heroine and other characters III. Story of the film (starting and ending)	
c	Spelling	1
d	Punctuation (full stop, comma)	1
e	Capitalization	1
f	Tense-aspect relation	2
4		
a	Relevance of subject matter i. Introduction: greatest festival of Hindus ii. Why it is celebrated:- victory of good over evil -Ram killed Ravan iii. How it is observed: Ghatasthapan, Keep Jamara, Mahasattami, Mahaastami, Mahanawami and Vijaya Dashami are mainly important. Sacrifice of different but and animals, take delicious food , have blessings by elders, play Kites, swings etc.	5
b	Spelling	1
c	Punctuation (Full stop, comma)	1
d	Capitalization	1
e	Tense -aspect relation	2

	<p>[Note: Relevance of subject matter is the important part of free writing. So, here, how the words and sentences are generated, focused and structured by the students will be measured].</p>
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APPENDIX – II

Questionnaire

Dear Sir/Madam,

This questionnaire is a part of my research study entitled "The Effectiveness of Process Writing in Written Composition" under the supervision of Dr. Jai Raj Awasthi the Professor of the Department of English Education, T.U. Kirtipur, and Kathmandu. Your cooperation in completion of the questionnaire through your creative work will be of great value to me. I would assure you that the responses made by you will be exclusively used confidentially only for the present study.

Thank you

Researcher

Ram Chandra Dahal

T.U., Kirtipur, Kathmandu.

School's name:

Name:

Roll No. : Subject:

Class: Sex:

Candidates are required to give their answers in their own words as far as practicable.

F.M.: -40

P.M.: -16

The figures in the margin indicate full marks.

1. Write an essay on the topic "My School". 10
2. Write an interesting story you like most. 10
3. Write an invitation letter to your pen friend who is in England describing about the film you have recently seen. 10
4. Write at least two paragraphs on the festival "Dashain." 10

APPENDIX III

USED LESSON PLANS IN THE STUDY

LESSON PLAN NO.1

Name of the School: Kumudini High School

Class: VI

Date: 2008-07-16

No. of students: 19

Time: 40 minutes

Subject: English (free writing)

Topic: Writing an essay 'My School'

Teaching item: Glimpsing the process

1. **Specific Objective:** On completion of this lesson, the students will be able to:

a. glimpse the process on essay writing 'My school'

2. **Teaching Materials:**

) Materials of daily use

) Photocopies of the script modified input e.g. word card

) List of clues on topic e.g. Kalimati, Kumudini High School, 19 teachers, 500 students, etc.

3. **Teaching Activities:**

Group A

- T gives Ss fascinating insight about topic.
- T gives some idea to students what the topic entails.
- Ss should try to verbalize things though it may sound irrelevant
- Ss can verbalize their thought in whatever language they wish, although they should write in English.

- Ss should be kept talking, and the taped ‘composing aloud’ is for their ears only.
- T asks them to have ‘trial run’ for ten minutes or so to get used to the idea, or teacher records himself your composing aloud and plays the tape to introduce the activity.
- Ss do their composing aloud for more 20 minutes or so.
- Finally, follow can be done (i.e. check, recheck, present, represent, get Ss work in pair, repeat ‘composing aloud’ in their L1 and compare L1 and L2, etc.)

Group B

- At first, the teacher writes the topic on the board and asks them about it.
 - He describes about the topic in brief.
 - T neither adds nor something nor makes modifications while doing so.
 - He asks Ss to describe the topic of essay.
- 4. Evaluation:** On completion of this lesson, the students will be asked:
- to describe the topic that it entails.
 - to have composing aloud.
- 5 Homework:** Describe the topic of the essay ‘My School’ that it entails’

Lesson Plan No. 2

Topic: Writing an essay ‘My School’

Teaching item: Generating first two paragraphs

- 1. Specific Objectives:** On completion of this lesson, the students will be able to:
 - a. generate simple ideas on the topic ‘My School’
- 2. Teaching Materials:**
 -) Slips of paper, markers, handouts and flannel board.
- 3. Teaching Activities:**

Group A

-) The T uses guided and unguided technique as discovery technique for generating the ideas on the topic 'My School'.
-) He gives prompts, usually questions are provided to enable Ss to discover new ideas.
-) T holds brainstorming process as an unguided procedure to generate ideas.
-) T takes the process of brainstorming by the Ss as well.
-) T uses discovery technique using Ss' questions.
-) T uses discovery technique using given sets of technique. In this technique, T shows set of questions on flannel board and ask them.
-) T helps them for generating ideas, if needed.

Group B

-) At first, the teacher reads the essay 'my school' & asks them to read.
 -) T tells them to make summary of the passage.
 -) T asks them to note down points of the essay.
 -) He tells them to present the essay.
 -) T gives feedback, if needed.
4. **Evaluation:** On completion of this lesson, the students will be asked:
-) to give three main points on the topic 'My School'.
 -) to make three main questions on the topic 'My School'.
5. **Homework:** Make any five questions on the topic 'My School'.

Lesson Plan no. 3

Topic: Writing an essay

Teaching Item: Generating conclusion of essay

1. **Specific Objective:** On completion of this lesson, the students will be able to:
 - a. generate simple ideas on the topic 'My School'.
2. **Teaching Materials:** Points charts, picture of school.
3. **Teaching activities:**

Group A

T starts the lesson by revision the previous ones.

He summarizes the essay 'My School' and asks them to note down the points.

He shows the unstructured and structured notes respectively.

T shows the picture of school and describes it.

Then, he tells the students to describe the picture.

He tells the Ss to have role play as well.

He gives feedback, if needed.

Group B

) The teacher summaries the lesson and asks the students to tell about it.

) He neither adds something nor makes modifications while doing so.

4. **Evaluation:** On completion of this lesson, the students will be asked:
 - to describe the picture of 'My School'.
 - to note down the important points of the essay 'My School'.
 - to note down the important points of the essay 'My School'.

5. **Homework:**

Make a brief note of the essay 'My school'.

Lesson Plan no. 4

Topic: Writing an essay

Teaching Item: Focusing

1. Specific Objective: On completion of this lesson, the students will be able to:

a. focus on main ideas, audience and form of essay

2. Teaching Materials: Model of fast writing, loop writing, handouts, and sentence cards.

3. Teaching Activities:

Group A

) T tells the Ss to have fast writing on the topic 'My school. Here, he gives concentration on ideas, but not on language, grammar or punctuation.

) He asks Ss to have looped writing as well.

) T tells the Ss work individually, then in pairs or groups and after that in contact with the teacher.

) He clears the importance and purpose of writing an essay on 'My School' and shows the writer's reason to write e.g. to praise, thank, correct, persuade, and entertain, etc. on sentence card.

) T helps to select the important as well as useful ideas and rejects to irrelevant ones.

) T helps them to focus on audience and form by showing the model of essay.

) Finally, he gives feedback, if needed.

Group B

) T asks them for fast writing and then loop writing.

) He says the importance of writing as well as purpose of it.

) He checks them and gives feedback if necessary.

4. Evaluation: On completion of this lesson, the students will be asked to:

- a. Do 'fast writing' on "my school'.
- b. What do the readers want on a piece of writing?
- c. What should we consider and focus while writing an essay?

Lesson Plan no. 5

Topic: Writing an essay

Teaching Item: Structuring

1. Specific Objective: On completion of this lesson, the students will be able

to:

- a. Structure the ideas of the essay.

2. Teaching Materials: Framework on chart, photocopy papers, makers.

3. Teaching Activities

Group A

) T asks the Ss to get them in small groups and to think about possible questions related to topic.

) T asks them Ss to discuss how to arrange their groups of ideas/information.

) He asks them to make preliminary framework for their test.

) T shows the framework on the chart.

) T tells them to arrange the ideas in photocopy papers with the help of makers considering priorities with the help of framework.

) He checks and facilitates Ss giving feedback if necessary.

Group B'

) T reads the lesson aloud.

) He asks them to write an essay on the topic 'My school'.

) T tells them to arrange their ideas.

) He gives feedback, if necessary.

- 4. Evaluation:** On completion of this lesson, the students will be asked to:
- a. Structure the ideas presented in the framework.

5. Homework

Write a paragraph structuring ideas on the topic "My school".

Lesson Plan no. 6

Topic: Writing an essay

Teaching Item: Drafting

- 1. Specific Objective:** On completion of this lesson, the students will be able to:
- a. Create the first of the essay 'My School'.
- 2. Teaching Materials:** Sentence card, point chart, draft of essay.
- 3. Teaching Activities:**

Group A

-) T displays notes from the earlier stages, i.e. from brain storming, loop writing.
-) T asks the Ss to offer suggestions.
-) T asks them to choose an opening that interests them.
-) He says them what it is that has caught their attention.
-) T shows the sentence cards on chart and clarifies them.
-) He says the Ss to write after dividing them in groups and checks them if necessary when they finish their writing in photocopy paper with the markers.
-) He shows his draft on sentence card as the feedback.

Group B

-) T asks them to take out copies and write an essay on "My School".

) Hence, he neither adds something nor modifies it.

) Finally, he checks them.

4. Evaluation:

- a. Make a draft on the topic 'My School'.

Lesson Plan No. 7

Topic: Writing an essay

Teaching Item: Evaluating

1. Specific Objective: On completion of this lesson, the students will be able to:

- a. evaluate the essay 'My School'.

2. Teaching Materials: Chart of the first draft.

3. Teaching Activities:

Group A

T divides the Ss in three or four groups and asks them to mark places where they think the writing is unclear, incomprehensible or capable of being improved.

He displays the same draft on the flannel board and invite suggestions from each groups in turn about places where they think it needs to be changed.

T compiles collectively a list of points to be considered in evaluating the content and presentation of information in a piece of writing.

He focuses on types of writing, purpose and ideas, structure of text; and responses of them readers while evaluating.

T asks the students to redraft the text as a possible conclusion and displays some of their work on the flannel board.

Finally, he asks and shows the best draft.

Group B'

In this section, T asks the Ss to check and evaluate their own draft. He asks some of them individually

T himself checks once.

At last, he again tells them to write and check.

4. Evaluation:

- a. Evaluate the written paragraph and suggest.

Lesson Plan no. 8

Topic: Writing an essay 'My School'

Teaching Item: Re-viewing

1. Specific Objectives: On completion of this lesson, the students will be able to:

- a. review the given text.

2. Teaching Materials: Checklist.

3. Teaching Activities:

Group A

At first, T asks Ss to read the text and assess what the context of each was supposed to be.

T provides different drafts of text and checklist as well and them to make note their comments on the checklist.

T asks someone to start the discussion by reading out the notes they have made.

T helps the Ss to amend the text by adding more information, rearranging the sequence of ideas, changing the style rewrite once.

T gives feedback, if needed.

Group B

) T asks to read the text.

) He says them to give more ideas if these have been left to include in the text.

) T also reads the text and adds some more ideas if needed.

) T tells them to write.

) T helps them in case of their need.

4. Evaluation: On completion of this lesson, the students will be asked to:

a. read the text and add two points in it.

5. Homework: Make a final draft of the essay 'My School'.

Lesson Plan No. 9

Topic: Writing a story

Teaching Item: Glimpsing the process

1. Specific Objective: On completion of this lesson, the students will be able to:

b. glimpse the process of story writing.

2. Teaching Materials:

Materials of daily use

Photocopies of the script of modified input e.g. word card

List of clues on topic: use of past tense and pp e.g. was, had appeared, etc.

3. Teaching Activities:

Group A

-) T gives Ss fascinating insight about topic.
-) T gives some idea to students what the topic entails.
-) Ss should try to verbalize things though it may sound irrelevant
-) Ss can verbalize their thought in whatever language they wish, although they should write in English.
-) Ss should be kept talking, and the taped 'composing aloud' is for their ears only.
-) T asks them to have 'trial run' for ten minutes or so to get used to the idea, or teacher records himself your composing aloud and plays the tape to introduce the activity.
-) Ss do their composing aloud for more 20 minutes or so.

) Finally, follow can be done (i.e. check, recheck, present, represent, get Ss work in pair, repeat ‘composing aloud’ in their L1 and compare L1 and L2, etc.)

Group B

At first, the teacher writes the topic on the board and asks them about it.

He describes about the topic in brief.

T neither adds nor something nor makes modifications while doing so.

He asks Ss to describe the topic of story.

4. Evaluation: On completion of this lesson, the students will be asked:

) to describe about the story that it entails.

) to have composing aloud.

5 Homework: Describe about a simple story that it entails.

Lesson Plan No.10

Topic: Writing

Teaching Item: Generating first part of the story

1. Specific Objectives: On completion of this lesson, the students will be able to:

a. generate simple ideas on the topic ‘story’

2. Teaching Materials:

Slips of paper, markers, handouts and flannel board.

3. Teaching Activities:

Group A

-) The T uses guided and unguided technique as discovery technique for generating the ideas on the topic 'story'.
-) He gives prompts, usually questions are provided to enable Ss to discover new ideas.
-) T holds brainstorming process as an unguided procedure to generate ideas.
-) T takes the process of brainstorming by the Ss as well.
-) T uses discovery technique using Ss' questions.
-) T uses discovery technique using given sets of technique. In this technique, T shows set of questions on flannel board and ask them.
-) T helps them for generating ideas, if needed.

Group B

At first, the teacher reads the given story and asks them to read.

T tells them to make summary of the passage.

T asks them to note down points of the story.

He tells them to present the story.

T gives feedback, if needed.

4. Evaluation: On completion of this lesson, the students will be asked:

) to give three main points on the topic 'story'.

) to make three main questions on the given 'story'.

5. Homework: Make any five questions on the given story.

Lesson Plan No.11

Topic: Writing a story

Teaching Item: Generating second part of the story

1. Specific Objective: On completion of this lesson, the students will be able to:

a. generate ideas of the story.

2. Teaching Materials: Points charts, pictures of story.

3. Teaching activities:

Group A

-) T starts the lesson by revision the previous ones.
-) He summarizes the story and asks them to note down the points.
-) He shows the unstructured and structured notes respectively.
-) T shows the picture of story and describes it.
-) Then, he tells the students to describe the picture.
-) He tells the Ss to have role play as well.
-) He gives feedback, if needed.

Group B

The teacher summaries the lesson and asks the students to tell about it.

He neither adds something nor makes modifications while doing so.

4. Evaluation: On completion of this lesson, the students will be asked:

to describe the picture of story.

to note down the important points of the story.

5. Homework:

Make a brief note on the given story.

Lesson Plan no.12

Topic: Writing a story

Teaching Item: Focusing

1. Specific Objective: On completion of this lesson, the students will be able to:

a. focus on main ideas, audience and form of story.

2. Teaching Materials: Model of fast writing, loop writing, handouts, and sentence cards.

3. Teaching Activities:

Group A

) Tells the Ss to have fast writing on a given topic of the story. Here, he gives concentration on ideas, but not on language, grammar or punctuation.

) He asks Ss to have looped writing as well.

) T tells the Ss work individually, then in pairs or groups and after that in contact with the teacher.

) He clears the importance and purpose of writing story and shows the writer's reason to write e.g. to praise, thank, correct, persuade, and entertain, etc. on sentence card.

) T helps to select the important as well as useful ideas and rejects to irrelevant ones.

) T helps them to focus on audience and form by showing the model of a story.

) Finally, he gives feedback, if needed.

Group B

-) T asks them for fast writing and then loop writing.
-) He says the importance of writing as well as purpose of it.
-) He checks them and gives feedback if necessary.

4. Evaluation: On completion of this lesson, the students will be asked to:

- a. Do 'fast writing' on a given topic of the story.
- b. What do the readers want on a piece of writing of a story?
- c. What should we consider and focus while writing a story?

Lesson Plan No.13

Topic: Writing a story

Teaching Item: Structuring

1. Specific Objective: On completion of this lesson, the students will be able to:

- a. structure the ideas of the story

2. Teaching Materials: Framework on chart, photocopy papers, makers.

3. Teaching Activities

Group A

-) T asks the Ss to get them in small groups and to think about possible questions related to topic.
-) T asks them Ss to discuss how to arrange their groups of ideas/information.
-) He asks them to make preliminary framework for their test.
-) T shows the framework on the chart.
-) T tells them to arrange the ideas in photocopy papers with the help of makers considering priorities with the help of framework.

) He checks and facilitates Ss giving feedback, if necessary.

Group B'

) T reads the lesson aloud.

) He asks them to write a story on the given topic.

) T tells them to arrange their ideas.

) He gives feedback, if necessary.

4. Evaluation: On completion of this lesson, the students will be asked to:

a. Structure the ideas presented in the framework.

5. Homework

Write a paragraph structuring ideas on the topic "My school".

Lesson Plan No.14

Topic: Writing a story

Teaching Item: Drafting

1. Specific Objective: On completion of this lesson, the students will be able to:

a. Create the first draft of the story

2. Teaching Materials: Sentence card, point chart, draft of the story

3. Teaching Activities:

Group A

) T displays notes from the earlier stages, i.e. from brain storming, loop writing.

) T asks the Ss to offer suggestions.

) T asks them to choose an opening that interests them.

) He says them what it is that has caught their attention.

) T shows the sentence cards on chart and clarifies them.

) He says the Ss to write after dividing them in groups and checks them if necessary when they finish their writing in photocopy paper with the markers.

) He shows his draft on sentence card as the feedback.

Group B

) T asks them to take out copies and write a first story.

) Hence, he neither adds something nor modifies it.

) Finally, he checks them.

4. Evaluation:

a. Make a draft on the given story.

Lesson Plan No.15

Topic: Writing an essay

Teaching Item: Evaluating

1. Specific Objective: On completion of this lesson, the students will be able to:

a. evaluate the written story.

2. Teaching Materials: Chart of the first draft.

3. Teaching Activities:

Group A

) T divides the Ss in three or four groups and asks them to mark places where they think the writing is unclear, incomprehensible or capable of being improved.

) He displays the same draft on the flannel board and invite suggestions form each groups in turn about places where they think it needs to be changed.

-) T compiles collectively a list of points to be considered in evaluating the content and presentation of information in a piece of writing.
-) He focuses on types of writing, purpose and ideas, structure of text; and responses of them readers while evaluating.
-) T asks the students to redraft the text as a possible conclusion and displays some of their work on the flannel board.
-) Finally, he asks and shows the best draft.

Group B'

-) In this section, T asks the Ss to check and evaluate their own draft. He asks some of them individually
-) T himself checks once.
-) At last, he again tells them to write and check.

4. Evaluation:

- a. Evaluate the written paragraph and suggest.

Lesson Plan No.16

Topic: Writing an essay 'My School'

Teaching item: Re-viewing

1. Specific Objectives: On completion of this lesson, the students will be able to:

- a. review the given text.

2. Teaching Materials: Checklist.

3. Teaching Activities:

Group A

-) At first, T asks Ss to read the text and assess what the context of each was supposed to be.
-) T provides different drafts of text and checklist as well and them to make note their comments on the checklist.
-) T asks someone to start the discussion by reading out the notes they have made.
-) T helps the Ss to amend the text by adding more information, rearranging the sequence of ideas, changing the style rewrite once.
-) T gives feedback, if needed.

Group B

-) T asks to read the text.
-) He says them to give more ideas if these have been left to include in the text.
-) T also reads the text and adds some more ideas if needed.
-) T tells them to write.
-) T helps them in case of their need.

4. Evaluation: On completion of this lesson, the students will be asked to:

- a. read the text and add two points in it.

5. Homework: Make a final draft of the given story.

Lesson Plan No.17

Topic: Writing an invitation letter

Teaching Item: Glimpsing the process

4. **Specific Objective:** On completion of this lesson, the students will be able to:

- c. glimpse the process on ‘writing an invitation letter’

5. Teaching Materials:

-) Materials of daily use
-) Photocopies of the script modified input e.g. word card

-) List of clues on topic e.g. Kalimati, Kumudini High School, 19 teachers, 500 students, etc.

6. Teaching Activities:

Group A

-) T gives Ss fascinating insight about topic.
-) T gives some idea to students what the topic entails.
-) Ss should try to verbalize things though it may sound irrelevant
-) Ss can verbalize their thought in whatever language they wish, although they should write in English.
-) Ss should be kept talking, and the taped 'composing aloud' is for their ears only.
-) T asks them to have 'trial run' for ten minutes or so to get used to the idea, or teacher records himself your composing aloud and plays the tape to introduce the activity.
-) Ss do their composing aloud for more 20 minutes or so.
-) Finally, follow up can be done (i.e. check, recheck, present, represent, get Ss work in pair, repeat 'composing aloud' in their L1 and compare L1 and L2, etc.)

Group B

-) At first, the teacher writes the topic on the board and asks them about it.
-) He describes about the topic in brief.
-) T neither adds nor something nor makes modifications while doing so.
-) He asks Ss to describe the topic of letter writing.

4. Evaluation: On completion of this lesson, the students will be asked:

-) to describe the topic that it entails.
-) to have composing aloud.

5 Homework: Describe the topic of 'letter writing' it entails.

Lesson Plan No.18

Topic: Writing an invitation letter

Teaching item: Generating format of letter writing

1. Specific Objectives: On completion of this lesson, the students will be able to:

a. generate simple ideas on the topic 'writing an invitation letter'

2. Teaching Materials:

) Slips of paper, markers, handouts, format of letter and flannel board.

3. Teaching Activities:

Group A

) The T uses guided and unguided technique as discovery technique for generating the ideas on the topic 'Writing an invitation letter'

) He gives prompts, usually questions are provided to enable Ss to discover new ideas.

) T holds brainstorming process as an unguided procedure to generate ideas.

) T takes the process of brainstorming by the Ss as well.

) T uses discovery technique using Ss' questions.

) T uses discovery technique using given sets of technique. In this technique, T shows set of questions on flannel board and asks them.

) T shows format of letter as the feedback.

) T helps them for generating ideas, if needed.

Group B

) At first, the teacher reads the letter & asks them to read.

) T tells them to make summary of the passage.

) T asks them to note down points of the letter.

) He tells them to present the letter.

) T gives feedback, if needed.

4. Evaluation: On completion of this lesson, the students will be asked:

) to give three main points of the letter.

) to make three main questions of the letter.

5. Homework: Make any five questions on the topic 'letter writing'.

Lesson Plan No. 19

Topic: Writing an invitation letter

Teaching Item: Generating ideas

1. Specific Objective: On completion of this lesson, the students will be able to:

a. generate simple ideas on the topic 'letter writing'.

2. Teaching Materials: Points charts, clue chart.

3. Teaching activities:

Group A

) T starts the lesson by revision the previous ones.

) He summarizes the format of letter and asks them to note down the points.

) He shows the unstructured and structured notes respectively.

) T shows the clue chart and describes it.

) Then, he tells the students to describe the letter.

) He tells the Ss to have role play as well.

) He gives feedback, if needed.

Group B

) The teacher summaries the lesson and asks the students to tell about it.

) He neither adds something nor makes modifications while doing so.

4. Evaluation: On completion of this lesson, the students will be asked:

a. to describe the format o letter.

b. to note down the important points of the letter writing.

5. Homework:

Make a brief note of letter writing.

Lesson Plan No. 20

Topic: Writing an invitation letter

Teaching item: Focusing

1. Specific Objective: On completion of this lesson, the students will be able to:

a. focus on main ideas, audience and form of essay

2. Teaching Materials: Model of fast writing, loop writing, handouts, and sentence cards.

3. Teaching Activities:

Group A

) T tells the Ss to have fast writing on the topic 'writing an invitation letter'. Here, he gives concentration on ideas, but not on language, grammar or punctuation.

) He asks Ss to have looped writing as well.

) T tells the Ss work individually, then in pairs or groups and after that in contact with the teacher.

) He clears the importance and purpose of writing an invitation letter and shows the writer's reason to write e.g. to praise, thank, correct, persuade, and entertain, etc. on sentence card.

) T helps to select the important as well as useful ideas and rejects to irrelevant ones.

) T helps them to focus on audience and form by showing the model of invitation letter.

) Finally, he gives feedback, if needed.

Group B

-) T asks them for fast writing and then loop writing.
-) He says the importance of writing as well as purpose of it.
-) He checks them and gives feedback if necessary.

4. Evaluation: On completion of this lesson, the students will be asked to:

- a. Do 'fast writing' on 'invitation letter'.
- b. What do the readers want on a piece of letter writing?
- c. What should we consider and focus while writing an invitation letter?

Lesson Plan No.21

Topic: Writing an invitation letter

Teaching Item: Structuring

1. Specific Objective: On completion of this lesson, the students will be able to:

- a. structure the ideas of letter writing

2. Teaching Materials: Framework on chart, photocopy papers, makers.

3. Teaching Activities

Group A

-) T asks the Ss to get them in small groups and to think about possible questions related to topic.
-) T asks them Ss to discuss how to arrange their groups of ideas/information.
-) He asks them to make preliminary framework for their test.
-) T shows the framework on the chart.
-) T tells them to arrange the ideas in photocopy papers with the help of makers considering priorities with the help of framework.
-) He checks and facilitates Ss giving feedback if necessary.

Group B'

-) T reads the lesson aloud.
-) He asks them to write an invitation letter.
-) T tells them to arrange their ideas.
-) He gives feedback, if necessary.

- 4. Evaluation:** On completion of this lesson, the students will be asked to:
- a. Structure the ideas presented in the framework.

5. Homework

Write a letter structuring ideas.

Lesson plan no.22

Topic: Writing an invitation letter

Teaching Item: Drafting

- 1. Specific Objective:** On completion of this lesson, the students will be able to:
- a. Create the first of writing an invitation letter.
2. Teaching Materials: Sentence card, point chart, draft of invitation letter.
 3. Teaching Activities:

Group A

-) T displays notes from the earlier stages, i.e. from brain storming, loop writing.
-) T asks the Ss to offer suggestions.
-) T asks them to choose an opening that interests them.
-) He says them what it is that has caught their attention.
-) T shows the sentence cards on chart and clarifies them.
-) He says the Ss to write after dividing them in groups and checks them if necessary when they finish their writing in photocopy paper with the markers.
-) He shows his draft on sentence card as the feedback.

Group B

-) T asks them to take out copies and write an invitation letter.
-) Hence, he neither adds something nor modifies it.
-) Finally, he checks them.

4. Evaluation:

- a. Make a draft invitation letter.

Lesson Plan No.23

Topic: Writing an invitation letter

Teaching Item: Evaluating

- 1. Specific Objective:** On completion of this lesson, the students will be able to:
 - a. evaluate the written invitation letter.
- 2. Teaching Materials:** Chart of the first draft.
- 3. Teaching Activities:**

Group A

-) T divides the Ss in three or four groups and asks them to mark places where they think the writing is unclear, incomprehensible or capable of being improved.
-) He displays the same draft on the flannel board and invite suggestions form each groups in turn about places where they think it needs to be changed.
-) T compiles collectively a list of points to be considered in evaluating the content and presentation of information in a piece of writing.
-) He focuses on types of writing, purpose and ideas, structure of text; and responses of them readers while evaluating.
-) T asks the students to redraft the text as a possible conclusion and displays some of their work on the flannel board.

) Finally, he asks and shows the best draft.

Group B'

) In this section, T asks the Ss to check and evaluate their own draft. He asks some of them individually

) T himself checks once.

) At last, he again tells them to write and check.

4. Evaluation:

- a. Evaluate the written paragraph and suggest.

Lesson Plan No.24

Topic: Writing an invitation letter

Teaching item: Re-viewing

1. Specific Objectives: On completion of this lesson, the students will be able to:

- a. review the given text.
2. Teaching Materials: Checklist.
3. Teaching Activities:

Group A

-) At first, T asks Ss to read the text and assess what the context of each was supposed to be.
-) T provides different drafts of text and checklist as well and them to make note their comments on the checklist.
-) T asks someone to start the discussion by reading out the notes they have made.
-) T helps the Ss to amend the text by adding more information, rearranging the sequence of ideas, changing the style rewrite once.
-) T gives feedback, if needed.

Group B

-) T asks to read the text.
-) He says them to give more ideas if these have been left to include in the text.
-) T also reads the text and adds some more ideas if needed.
-) T tells them to write.
-) T helps them in case of their need.

4. Evaluation: On completion of this lesson, the students will be asked to:

- a. read the text and add two points in it.

5. Homework: Make a final draft of invitation letter.

Lesson Plan No.25

Topic: Writing paragraphs on 'Dashain'

Teaching Item: Glimpsing the process

7. **Specific Objective:** On completion of this lesson, the students will be able to:

d. glimpse the process of paragraph writing on 'Dashain'

8. **Teaching Materials:**

) Materials of daily use

) Photocopies of the script modified input e.g. word card

) List of clues on topic e.g. Ghatasthapana, Vijaya Dashami, delicious food, putting tika, playing swing, etc.

9. **Teaching Activities:**

Group A

) T gives Ss fascinating insight about topic.

) T gives some idea to students what the topic entails.

) Ss should try to verbalize things though it may sound irrelevant

) Ss can verbalize their thought in whatever language they wish, although they should write in English.

) Ss should be kept talking, and the taped 'composing aloud' is for their ears only.

) T asks them to have 'trial run' for ten minutes or so to get used to the idea, or teacher records himself your composing aloud and plays the tape to introduce the activity.

-) Ss do their composing aloud for more 20 minutes or so.
-) Finally, follow can be done (i.e. check, recheck, present, represent, get Ss work in pair, repeat ‘composing aloud’ in their L1 and compare L1 and L2, etc.)

Group B

-) At first, the teacher writes the topic on the board and asks them about it.
-) He describes about the topic in brief.
-) T neither adds nor something nor makes modifications while doing so.
-) He asks Ss to describe the topic ‘Dashain’

4. Evaluation: On completion of this lesson, the students will be asked:

-) to describe the topic that it entails.
-) to have composing aloud.

5 Homework: Describe the topic ‘Dashain’ that it entails’

Lesson Plan No.26

Topic: Writing paragraphs on ‘Dashain’

Teaching Item: Generating simple ideas of the first part

1. Specific Objectives: On completion of this lesson, the students will be able to:

- a. generate simple ideas on the topic ‘Dashain’

2. Teaching Materials:

-) Slips of paper, markers, handouts and flannel board.
-) Teaching Activities:

Group A

-) The T uses guided and unguided technique as discovery technique for generating the ideas on the topic 'Dashain'. He gives prompts, usually questions are provided to enable Ss to discover new ideas.
-) T holds brainstorming process as an unguided procedure to generate ideas.
-) T takes the process of brainstorming by the Ss as well.
-) T uses discovery technique using Ss' questions.
-) T uses discovery technique using given sets of technique. In this technique, T shows set of questions on flannel board and ask them.
-) T helps them for generating ideas, if needed.

Group B

-) At first, the teacher reads the paragraph of Dashain and asks them to read.
 -) T tells them to make summary of the passage.
 -) T asks them to note down points of the paragraph.
 -) He tells them to present the paragraph.
 -) T gives feedback, if needed.
- 4. Evaluation:** On completion of this lesson, the students will be asked:
-) to give three main points on the topic 'Dashain'.
 -) to make three main questions on the topic 'Dashain'.
 -) 5. Homework: Make any five questions on the topic 'Dashain'.

Lesson Plan No.27

Topic: Writing paragraphs on 'Dashain'

Teaching Item: Generating ideas of the second part

1. Specific Objective: On completion of this lesson, the students will be able to:

a. generate simple ideas on the topic 'Dashain'.

2. Teaching Materials: Points charts, picture Dashain festival

3. Teaching activities:

Group A

T starts the lesson by revision the previous ones.

He summarizes the paragraph of Dashain and asks them to note down the points.

He shows the unstructured and structured notes respectively.

T shows the picture of Dashain festival and describes it.

Then, he tells the students to describe the picture.

➤ He tells the Ss to have role play as well.

He gives feedback, if needed.

Group B

The teacher summaries the lesson and asks the students to tell about it.

He neither adds something nor makes modifications while doing so.

4. Evaluation: On completion of this lesson, the students will be asked:

a. to describe the picture of Dashain.

b. to note down the important points of paragraph Dashain.

5. Homework:

Make a brief note of the essay 'My school'.

Lesson Plan No.28

Topic: Writing paragraphs on ‘Dashain’

Teaching Item: Focusing

1. Specific Objective: On completion of this lesson, the students will be able to:

a. focus on main ideas, audience and form of paragraph

2. Teaching Materials: Model of fast writing, loop writing, handouts, and sentence cards.

3. Teaching Activities:

Group A

- T tells the Ss to have fast writing on the topic ‘Dashain’. Here, he gives concentration on ideas, but not on language, grammar or punctuation.
- He asks Ss to have looped writing as well.
- T tells the Ss work individually, then in pairs or groups and after that in contact with the teacher.
- He clears the importance and purpose of writing paragraph on Dashain and shows the writer’s reason to write e.g. to praise, thank, correct, persuade, and entertain, etc. on sentence card.
- T helps to select the important as well as useful ideas and rejects to irrelevant ones.
- T helps them to focus on audience and form by showing the model of paragraph.
- Finally, he gives feedback, if needed.

Group B

- T asks them for fast writing and then loop writing.
- He says the importance of writing as well as purpose of it.
- He checks them and gives feedback if necessary.

4. Evaluation: On completion of this lesson, the students will be asked to:

a. Do fast writing on ‘My school’.

b. What do the readers want on a piece of writing?

c. What should we consider and focus while writing paragraph?

Lesson plan no.29

Topic: Writing paragraphs on 'Dashain'

Teaching Item: Structuring

1. Specific Objective: On completion of this lesson, the students will be able to:

a. structure the ideas of the paragraph 'Dashain'.

2. Teaching Materials: Framework on chart, photocopy papers, makers.

3. Teaching Activities

Group A

- T asks the Ss to get them in small groups and to think about possible questions related to topic.
- T asks them Ss to discuss how to arrange their groups of ideas/information.
- He asks them to make preliminary framework for their test.
- T shows the framework on the chart.
- T tells them to arrange the ideas in photocopy papers with the help of makers considering priorities with the help of framework.
- He checks and facilitates Ss giving feedback if necessary.

Group B'

- T reads the lesson aloud.
- He asks them to write a paragraph on 'Dashain'.
- T tells them to arrange their ideas.
- He gives feedback, if necessary.

4. Evaluation: On completion of this lesson, the students will be asked to:

a. Structure the ideas presented in the framework.

5. Homework

Write a paragraph structuring ideas on the topic 'Dashain'.

Lesson Plan No.30

Topic: Writing paragraphs on 'Dashain'

Teaching Item: Drafting

1. Specific Objective: On completion of this lesson, the students will be able to:

a. Create the first draft of the paragraph 'Dashain'.

2. Teaching Materials: Sentence card, point chart, draft of the paragraph 'Dashain'.

3. Teaching Activities:

Group A

- T displays notes from the earlier stages, i.e. from brain storming, loop writing.
- T asks the Ss to offer suggestions.
- T asks them to choose an opening that interests them.
- He says them what it is that has caught their attention.
- T shows the sentence cards on chart and clarifies them.
- He says the Ss to write after dividing them in groups and checks them if necessary when they finish their writing in photocopy paper with the markers.
- He shows his draft on sentence card as the feedback.

Group B

- T asks them to take out their answer sheet and write a paragraph on 'Dashain'.

- Hence, he neither adds something nor modifies it.
- Finally, he checks them.

4. Evaluation:

- a. Make a draft on the topic 'Dashain'.

Lesson plan no.31

Topic: Writing paragraphs on 'Dashain'

Teaching Item: Evaluating

1. Specific Objective: On completion of this lesson, the students will be able to:

- a. evaluate the paragraph on 'Dashain'.

2. Teaching Materials: Chart of the first draft.

3. Teaching Activities:

Group A

- T divides the Ss in three or four groups and asks them to mark places where they think the writing is unclear, incomprehensible or capable of being improved.
- He displays the same draft on the flannel board and invite suggestions from each groups in turn about places where they think it needs to be changed.
- T compiles collectively a list of points to be considered in evaluating the content and presentation of information in a piece of writing.
- He focuses on types of writing, purpose and ideas, structure of text; and responses of them readers while evaluating.
- T asks the students to redraft the text as a possible conclusion and displays some of their work on the flannel board.
- Finally, he asks and shows the best draft.

Group B'

- In this section, T asks the Ss to check and evaluate their own draft. He asks some of them individually too.
- T himself checks once.
- At last, he again tells them to write and check.

4. Evaluation:

- a. Evaluate the written paragraph and suggest.

Lesson plan no.32

Topic: Writing paragraphs on ‘Dashain’

Teaching item: Re-viewing

1. Specific Objectives: On completion of this lesson, the students will be able to:

- a. review the given text.

2. Teaching Materials: Checklist.

3. Teaching Activities:

Group A

- At first, T asks Ss to read the text and assess what the context of each was supposed to be.
- T provides different drafts of text and checklist as well and them to make note their comments on the checklist.
- T asks someone to start the discussion by reading out the notes they have made.
- T helps the Ss to amend the text by adding more information, rearranging the sequence of ideas, changing the style rewrite once.
- T gives feedback, if needed.

Group B

- T asks to read the text.
- He says them to give more ideas if these have been left to include in the text.

- T also reads the text and adds some more ideas if needed.
- T tells them to write.
- T helps them in case of their need.

4. Evaluation: On completion of this lesson, the students will be asked to:

- a. read the text and add at least two points in it.

5. Homework: Make a final draft of the paragraph 'Dashain'.

APPENDIX - IV

Group Based Tables of pre Test and Post Results

Table I

1. Rank of the students According to the Pre-Test

F.M. 40

Rank	Name of the students	Obtained Marks	Remarks
1	Sharmila Bidari	27	
2	Ssntosh Karmacharya	24	
3	Kiran Kandels	24	
4	Susmita Luitel	22	
5	Santosh Paneru	21	
6	Rajesh Rupakheti	21	
7	Binish Manandhar	20	
8	Anu Gupta	20	
9	Poonam Lama	19	
10	Namrata Khakurel	19	
11	Sambat Das	18	
12	Himani Shrestha	18	
13	Sujata Khakurel	18	
14	Sushma Oli	18	
15	Deepa Rayamjhi	18	
16	Prasanna Ghatani	17	
17	Sanjib Bhandari	17	
18	Sanjaya Rauniyar	17	
19	Puja Shah	17	
20	Ramesh Shrestha	17	

21	Arju Prabin	17	
22	Sumana Luitel	17	
23	Roshma Shrestha	17	
24	Poonam Kumari Gupta	17	
25	Pranit Manandhar	16	
26	Aabhusan Maharjan	16	
27	Ajay Kumar Rauniyar	16	
28	Jaya Kishor Sharma	16	
29	Laxmi Lama	15	
30	Prince Singh	15	
31	Sachin Bhandari	15	
32	Pinky Shrestha	14	
33	Surya Bhusal	13	
34	Manish Maharjan	12	
35	Roji Pradhan	12	
36	Rajesh Nepal	10	
37	Shristi Ranjit	8	
38	Neeva Manandhar	5	

Table II**2. Pre-Test Result of Group 'A'**

Rank	Name of the students	Obtained Marks	Remarks
1	Sharmila Bidari	27	
3	Kiran Kandel	24	
5	Ssntosh Paneru	21	
7	Binish Manandhar	20	
9	Poonam Lama	19	
11	Sambat Das	18	
13	Sujata Khakurel	18	
15	Deepa Rayamjhi	18	
17	Sanjib Bhandari	17	
19	Puja Shah	17	
21	Arju Prabin	17	
23	Roshma Shrestha	17	
25	Pranit Manandhar	16	
27	Ajay Kumar Rauniyar	16	
29	Laxmi Lama	15	
31	Sachin Bhandari	15	
33	Surya Bhusal	13	
35	Roji Pradhan	12	
37	Shristi Ranjit	8	

Table III**3. Pre-Test Result of Group 'B'**

Rank	Name of the students	Obtained Marks	Remarks
2	Ssntosh Karmacharya	24	
4	Susmita Luitel	22	
6	Rajesh Rupakheti	21	
8	Anu Gupta	20	
10	Namrata Khakurel	19	
12	Himani Shrestha	18	
14	Sushma Oli	18	
16	Prasanna Ghatani	17	
18	Sanjaya Rauniyar	17	
20	Ramesh Shrestha	17	
22	Sumana Luitel	17	
24	Poonam Kumari Gupta	17	
26	Aabhusan Maharjan	16	
28	Jaya Kishor Sharma	16	
30	Prince Singh	15	
32	Pinky Shrestha	14	
34	Manish Maharjan	12	
36	Rajesh Nepal	10	
38	Neeva Manandhar	5	

Table IV**4. Post-Test Result of Group 'A'**

R.N.	Rank Based Name	Obtained Marks	Remarks
1	Sharmila Bidari	33	
3	Kiran Kandel	28	
5	Ssntosh Paneru	29	
7	Binish Manandhar	26	
9	Poonam Lama	25	
11	Sambat Das	26	
13	Sujata Khakurel	26	
15	Deepa Rayamjhi	25	
17	Sanjib Bhandari	26	
19	Puja Shah	25	
21	Arju Prabin	23	
23	Roshma Shrestha	23	
25	Pranit Manandhar	28	
27	Ajay Kumar Rauniyar	25	
29	Laxmi Lama	25	
31	Sachin Bhandari	22	
33	Surya Bhusal	20	
35	Roji Pradhan	20	
37	Shristi Ranjit	13	

Table V**5. Post-Test Result of Group 'B'**

R.N.	Rank Based Name	Obtained Marks	Remarks
2	Ssntosh Karmacharya	27	
4	Susmita Luitel	27	
6	Rajesh Rupakheti	25	
8	Anu Gupta	24	
10	Namrata Khakurel	20	
12	Himani Shrestha	21	
14	Sushma Oli	22	
16	Prasanna Ghatani	18	
18	Sanjaya Rauniyar	21	
20	Ramesh Shrestha	23	
22	Sumana Luitel	19	
24	Poonam Kumari Gupta	23	
26	Aabhusan Maharjan	20	
28	Jaya Kishor Sharma	21	
30	Prince Singh	17	
32	Pinky Shrestha	16	
34	Manish Maharjan	18	
36	Rajesh Nepal	14	
38	Neeva Manandhar	9	

APPENDIX V

Function-Wise Tables of Pre and Post-test Results

1. Function-Based Tables of Pre and Post-test Results

a. Comparison in writing an essay 'My School'

Group 'A'

R.N.	Pre-T	Post-T	D	D%
1	8.5	9		
3	7	8.5		
5	5.5	8		
7	5.5	7.5		
9	5	7.5		
11	4.5	7		
13	7	6		
15	4.5	7		
17	4.5	7.5		
19	5	7		
21	5	7		
23	5.5	7.5		
25	5	8		
27	8.5	9		
29	4	7		
31	4.5	6		
33	3.5	5.5		
35	-	6		
37	2	-		

Total Marks	97	131		
Average Marks	5	6.89	1.89	37.8

Group 'B'

R.N.	Pre-T	Post-T	D	D%
2	6	7		
4	6.5	8		
6	5.5	6.5		
8	5	6.5		
10	6	4.5		
12	6	7.5		
14	5.5	6		
16	5	5		
18	6	7		
20	4.5	6.5		
22	5	4		
24	5	7		
26	4.5	5.5		
28	5	6.5		
30	5.5	5		
32	4	3		
34	3.5	4.5		
36	5.5	4		
38	1	4		
Total Marks	95	108		

Average Marks	5	5.68	0.68	13.6
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b. Comparison in writing story**Group 'A'**

R.N.	Pre-T	Post-T	D	D%
1	6.5	8.5		
3	6	6		
5	5.5	7		
7	5	7		
9	4.5	5		
11	4	6		
13	4	8		
15	5	8		
17	5	7.5		
19	4.5	5.5		
21	4.5	6.5		
23	4	4		
25	3	7		
27	3.5	5.5		
29	3	5		
31	3	6.5		
33	4.5	4		
35	4.5	4.5		
37	3.5	4.5		
Total Marks	83.5	116		
Average Marks	4.39	6.1	1.71	38.95

Group 'B'

R.N.	Pre-T	Post-T	D	D%
2	6.5	6		
4	6	6		
6	5	5.5		
8	5.5	6		
10	4	5.5		
12	4	4.5		
14	4	3		
16	5	4		
18	3.5	4		
20	4.5	7.5		
22	5	4		
24	4	6		
26	4	4		
28	4	6		
30	3.5	3		
32	3	4		
34	5	6		
36	-	3.5		
38	1.5	-		
Total Marks	78	88.5		
Average Marks	4.1	4.65	0.55	13.41

c. Comparison in writing an invitation letter

Group 'A'

R.N.	Pre-T	Post-T	D	D%
1	5.5	7		
3	5.5	6.5		
5	5.5	6		
7	4.5	4.5		
9	4.5	6		
11	4.5	7		
13	3	6		
15	4	5		
17	3.5	5		
19	3.5	6		
21	4	5.5		
23	3.5	7.5		
25	3.5	5.5		
27	3.5	5		
29	4	8.5		
31	3.5	4		
33	2	6		
35	4	5		
37	0.5	4		
Total Marks	72.5	110		
Average Marks	3.81	5.78	1.97	51.7

Group 'B'

R.N.	Pre-T	Post-T	D	D%
2	5.5	7.5		
4	3	5.5		
6	4	5.5		
8	4	5		
10	3	5		
12	3.5	4.5		
14	4	6.5		
16	3	4		
18	2.5	4		
20	3.5	5		
22	3	6		
24	4	3.5		
26	3.5	7.5		
28	3	5		
30	3	5		
32	3	4		
34	1	2.5		
36	2	2		
38	3	3.5		
Total Marks	61.5	91.5		
Average Marks	3.23	4.81	1.58	48.91

d. Comparison in writing paragraphs on 'Dashain'

Group 'A'

R.N.	Pre-T	Post-T	D	D%
1	6.5	8.5		
3	5.5	7		
5	4.5	8		
7	5	7		
9	5	6.5		
11	5	6		
13	4	6		
15	4.5	5		
17	4	6		
19	4	6.5		
21	3.5	4		
23	4	6		
25	4.5	7.5		
27	0.5	5.5		
29	4	6.5		
31	4	5.5		
33	3.5	5.5		
35	3.5	4.5		
37	2	4.5		
Total Marks	77.5	116		
Average Marks	4.07	6.1	2.03	49.87

Group 'B'

R.N.	Pre-T	Post-T	D	D%
2	6	6.5		
4	6.5	7.5		
6	6.5	7.5		
8	5.5	6.5		
10	5	5		
12	4.5	4.5		
14	4.5	6.5		
16	4	5		
18	5	6		
20	4.5	4		
22	4	5		
24	4	6.5		
26	4	3		
28	4	5		
30	3	4		
32	4	5		
34	3.5	5		
36	4.5	4.5		
38	2.5	1.5		
Total Marks	85.5	98.5		
Average Marks	4.5	5.18	0.68	15.11

2. Tables of comparison in general

Group 'A'

R.N.	Pre-T	Post-T	D	D%
1	27	33		
3	24	28		
5	21	29		
7	20	26		
9	19	25		
11	18	26		
13	18	26		
15	18	25		
17	17	26		
19	17	25		
21	17	23		
23	17	25		
25	16	28		
27	16	25		
29	15	27		
31	15	22		
33	13	21		
35	12	20		
37	8	13		
Total Marks	328	473		
Average Marks	17.26	24.89	7.63	44.2

Group 'B'

R.N.	Pre-T	Post-T	D	D%
2	24	27		
4	22	27		
6	21	25		
8	20	24		
10	18	20		
12	18	21		
14	18	22		
16	17	18		
18	17	21		
20	17	23		
22	17	19		
24	16	23		
26	16	20		
28	15	21		
30	14	17		
32	13	16		
34	12	18		
36	8	14		
38	320	9		
Total Marks	16.84	385		
Average Marks		20.26	3.42	20.3

SAMPLE ANSWER SHEET

1. Write at least two paragraphs on the festival “Dashain”.

DASHAIN

Dashain is one of the great festivals of the people in our country. We always celebrate Dashain once /D/ in a year. In Dashain, we get /D/ blessing from our elders. In Dashain all family members live /D/ together and put Tika respectively. Dashain comes before Tihar. We celebrate Dashain mostly in Ashoj or /D/ kartik.

We Bless to God. We can also read and do homework which is given by teacher. We play with our friends very happily, Dashain is mostly celebrate by Hindu people. We celebrate our Dashain very /D/ happily once in a year. We buy new clothes to wear in Dashin. We /D/ like Dashain very happy. We went to /go/ mamaghar to get Blass and funs from elders.

Post-test on Free writing

Name: - Shrmila Bidari

Class:-6

Roll.No:-1

Subject: - English

School: - Kumudini High School

1. Write an essay on the topic “My school”.

My school

My school’s name is Kumudini High school. It is located at the Bhimmuktestwor, Kalimati, kathmandu. My school’s slogan is “work is workshop”. In my school there are many teachers and many students. In my school the teachers teach us nicely. My school was established on 2063 B.S. In my school there are many

sisters to take care of small children. There is a tap. In my school there is a hostel for the students. There are six toilets. In my school there is a class from 1 to 10. In my school there is an office and /n/ staff-room. In my school there is a computer also /is/ for computer subject. In my school there are many types of games. There is a play ground. There is one big tree. My school's colour is red. My school is one of the best second home for getting knowledge. My school is best for learning /the/ and teaching.

1. Write an interesting story you like most.

The Thirsty Crow

Once there was a thirsty crow in search of water. He flew here and there to find water. Finally, he saw a pitcher. On that pitcher, there was a little water on the bottom of the pitcher. He couldn't /o/ drink the water. He didn't know what to do. The idea came in his mind. He collected the pebbles from here and there. He put one by one into the pitcher. The water level rose high. He drank the water and quenched his thirst.

2. Write a letter to your pen friend who is in England describing about a film you have recently seen.

Bhummudtेशwor, Kalimati, ktm.

26th September; 2008.

Dear friend Himani,

I am fine here with my family. I hope you are also fine there. I today I am going to write about a film I have recently seen.

Last Saturday, I have gone to the cinema hall to see the film named (सानो संसार). It was very beautiful film that I have never seen before. It contained wonderful events, happy events as well as sad moments. In the film there were many people. At last, hero married with heroine and /e/ they stayed together

happily. This much for today. On next letter, I will write about my family. You also write me about a film you have recently seen. Ok bye, god blesses you.

Your, pen friend
Sarmila Bidari.

3. Write at least two paragraphs on “Dashain”.

Dashain is also known as Vijaya Dashami. We celebrate Dashain for fifteen days. The festival Dashain is occurs on September/Oct. Dashain is /s/ of the Dashain is Ghatasthapana. On the seventh day, it is called Phulpati. The eighth day is called Astami, ninth day is called Nawami and on tenth day, people put tika on their forehead.

On the seventh day, people used to cut the animals like: goat, hen, pig, etc. They use to worship the Gods and Goddess. On the tenth day, people put tike on their forehead and get delicious foods, money and blessings from the elders. People wear new clothes, play swing and fly kite. They also enjoy by eating meat and bitten rice.

Dashain is very important festival because the people who are far a part from their house they use to come to their family members to enjoy and to be happy. In this way, we celebrate the Dashain festival.