CHAPTER – ONE

INTORDUCTION

1.1 General Background

A skill means to do something well and expertly. Language has four different skills viz. listening, speaking, reading, and writing. Among them, listening and reading are receptive skills and speaking and writing are productive skills. Writing is an activity by which we communicate with one another and transmit our cultures, ideas and thoughts from one generation to another generation. It provides us a chance to acquire ideas, feelings and thoughts. Among the four skills, writing is the output of listening, speaking and reading. According to Richards (1990), "Writing is a system of written symbols which represents the sounds, syllables or words of language" (p.313).

Writing is different from speaking. It is secondary manifestation of language. It is a finished product and involves manipulating, structuring and communicating. Writing is conveying meaning through the use of symbols that represent a language. Rivers (1968) says,

> Writing is an act of transmitting thoughts, feelings and ideas on paper. Since writing is a thinking process in its own right, it demands conscious intellectual efforts. Writing uses not only linguistic resources but also makes use of graphological devices at the same time. Further, writing is a process and involves several elements. The writer follows a systematic approach. He thinks about the content, audience, purpose, grammar, lexis and overall organization of the text. At the same time he also thinks and

uses some graphological devices like punctuation, spelling and rhetorical devices (p.241).

Thus, writing is the partial representation of the language that the writer knows and that he uses to express his meanings to the people who can read it. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways.

To sum up, writing plays a vital role in the expressions of ideas in an effective way. The ultimate aim of teaching writing is to enable the students to express their ideas and feelings. It is one of the most important channels of communication and it involves encoding of message of any kind, and which includes the phonological, grammatical and semantic system of language. Therefore, teaching of writing should focus after being master on three skills.

1.1.1 Writing: The Productive Skill of Language

Writing is one of the most important skills in learning a new language. It is a productive skill. It means to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. In other words, writing is the act of putting down the graphic symbols that present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart. Thus, writing is an act of transmitting thoughts, feelings and ideas on paper.

Writing is an activity by which human beings communicate with one another, transmit their accumulated culture from one generation to another. It is through, we are able to share ideas, arouse feelings and persuade and convince in many maps. Nunan (1989) says:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (p.36).

From the above mentioned definition, we can say that writing is a very complex process and requires many composite skills, like mental, psychological, rhetorical and critical aspects. Writing is the system of written symbols which represent the sounds, syllables or words of language. Writing skill requires different mechanisms as capitalization, spelling and punctuation too. So that, from writing skill we can convey the meaning clearly.

Rivers (1968) says:

Writing refers to the expression of ideas in a consecutive way, according to the graphic conventions of the language; the ultimate aim of a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinement structure (p.243).

So, writing is an activity to improve our understanding of any subject. Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. According to Jordon (1999), "Writing is

methods of human inter-communication by means of conventional visible marks" (p.41). Similarly, White and Arndt (1991) include:

"Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It is a permanent record, as a form of expression and as a means of communication" (p.3).

Writing is far from being a simple matter of transcribing language into written symbols. The symbols have to be arranged, according to certain conventions to form words, and words have to be arranged to form sentences. Writing demands conscious intellectual effort, which usually has to be sustained over a considerable period of time.

1.1.2 Importance of Writing Skill

Writing is an act of transmitting thoughts, feelings and ideas from past to present and present to future. That is why, it demands caution in using it. It is a transparent mirror, which can present our knowledge as well as experiences. It provides us with chance to acquire others' ideas, feelings and thoughts. Among the four skills of language, writing is the output of listening, speaking and reading. Bacon (1987) says "Writing attracts special importance because reading maketh a full man, conference a ready man and writing an exact man" (as cited in Sharma and Phyak, 2006, p. 254).

The writing proficiency plays a vital role in securing good marks in the examinations. In all levels, students are asked to give the answers in written form in their examinations. Lower secondary level students occasionally take part in writing contests like story writing, poetry writing, essay writing, letter writing, etc. If the students are not trained in writing skill, they cannot give their answers in a limited time of examination. So, the students must develop

their writing skill to pass the examination. The students cannot be perfect in any language without knowledge of writing skill. Their English language competence is supposed to be better if they can write well.

Verghes (1990) says "Learning a second language is an effective learning, the full skills viz. listening, speaking, reading and writing. Writing is the most demanding language skill" (p. 16). Similarly, Byrne (1991) conveys:

> Writing skill enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in language for such students, writing is likely to be an aid to retention, if only because they feel more at ease and related written work serves to provide the learners with some tangible evidence that are making progress in the language. It is not likely to be a time index of their attainment; once again it satisfies a psychological need (p.56).

Byrne (ibid.) highlights the importance of writing with the following lines:

> -Writing provides variety in classroom activities, serving as a break from oral work. At the same time, it increases the amount of language contact through work that can be set out of class.

> -Writing is often needed for formal and informal testing. In some cases, of course a written test may even be appropriate for example, making note while listening.

-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.

Writing homework exercises and other activities help the students to acquire the vocabulary and grammar of the lesson. Practically the student's minimum contact with the language in the classroom must be expanded as much as possible. The overall objective will be to help the learners to express their ideas in written text. Richards (1990) says, "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately" (p.101).

Similarly, Harmer (1991) includes:

Writing is a thinking process in its own. It is a cooperative activity; cooperative writing works well with both process and genre-based approaches. Writing helps the students to language development, learning style and most importantly, writing as a skill in its own right. It is an activity through which human beings communicate with one another and transmits their accumulated cultures from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways (p.255).

In this way, the main purpose of writing is to enable the learners for free composition and creativity. Thus, writing is a transparent mirror, which can present our thoughts and experiences. Written documents can be preserved for

a long time. Whatever information of the past is available in the present is the result of writing. Writing is a permanent record of human affair, need and accuracies. Writing has widely been used in order to transmit old experiences, knowledge of religion, philosophy, politics, sociology, literature and culture. The appointment of a job also starts with writing skill. Therefore, writing has greater importance as compared to the other skills of language.

1.1.3   Components of writing

Writing is a system of written symbols which represent the sounds, syllables or words of language. It is not merely an activity of encoding verbal thought in printed symbols. It consists of other components. They are given below.

i. Mechanics

Mechanics is also known as graphological system; it refers to such aspects of writing as spelling, use of punctuation marks, capitals, abbreviations and factors which are often dealt with the revision or editing stage of writing. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgment. However, at times slight change in spelling of words can bring drastic change in the meaning. Though punctuation is frequently a matter of personal style, violation of well established rules makes a piece of working look awkward to many readers. The mechanics of writing is a very basic concept in writing process. It mainly includes capitalization, spelling and punctuation.

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

While capitalizing for stylistic purpose, writer usually does so to emphasize a key word or a concept.

Robert (1985) says, "Spelling rules are frequently more concluding than the memorizations of individual words. Writing is achieved by correct spelling of individual words spelling error is nuisance to the reader" (p.148). So, spelling is mainly a mastery of convention.

Punctuation is an art of practice or system of inserting marks or paints in writing or printing in order to make the meaning clear. The punctuation marks are used to mark boundaries and relationships. Punctuations are used mainly to convey the meaning and to make the expressions explicit or unambiguous. The proper use of punctuation marks such as comma, colon, semi-colon, hyphen, full stop, dash, parenthesis, quotation mark, exclamation mark, and apostrophe and so on help the writer organize written language and clarify relation between words, phrases and clauses.

ii. Coherence

Coherence is a product of many different factors, which combine to make every paragraph; every sentence and every phrase contribute to the measuring of the whole piece.

Crystal (1992) defines:

> Coherence refers to the principles of organization, postulated to account for underlying functional connectedness of a piece of spoken/written language. It encompasses the study of factors like user's knowledge of

the world, the interface one makes and assumptions one holds close to one's heart and mind (as cited in Basnet,2008,p. 8).

Coherence refers to the relationship between an utterance and meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the reader. For example:

A. What time is it?
B. Sorry, sir there was a traffic jam.

In the above example, there is no grammatical or lexical link between A's question and B's answer but the exchange has coherence because both A and B know that A is asking why it is late, and B is replying that it is due to traffic jam.

Generally a paragraph has coherence, if it is a series of sentences that develop main ideas. And thought should be connected logically in a piece of writing. The writing should be so connected that one sentence will lead to another to form a meaningful text.

iii. Cohesion

Cohesion is a glue that holds a piece of writing together. In other words, if a paper is cohesive, it sticks together from sentence to sentence and paragraph. Cohesive devices certainly include transitional words and phrases, such as therefore, further more, or for instance that clarity for readers the relationships among ideas in a piece of writing. However, transitions are not enough to make writing cohesive repetition of keywords and use of reference words are also needed for cohesion (http://leo.stcloudstste, edu/style/cohesion.htm).

Cohesion refers to the grammatical and/or lexical relationships between different elements of a text. This may be the relationship between sentences or between different parts of a sentence. For example:

  A: Is Jims going to New York?

  B: No, he is not going there.

There is a link between Jims and he, between is... and ….going, and between New York and there, sentential cohesion occurs within a sentence where as textual cohesion occurs across sentences.

1.1.4   Stages of writing

Writing is far from being a simple matter of transcribing language into symbols; it is a thinking process in its own right. It demands conscious intellectual efforts, which usually has to be sustained over a considerable period of time. Krashen (1984) includes:

> The process approach to teaching writing which mainly consists of four basic stages: planning, making an outline, preparing the first draft, and revising, editing and producing the final draft. The stages are neither sequential nor ordinary. In fact, as research has suggested, many good writers employ a recursive non-linear approach-writing of draft may be interrupted by more planning and revision may lead to reformulation with the great deal of recycling to earlier stages (p.17).

Similarly, White and Arndt (1991, p.11) present the following model of process writing.
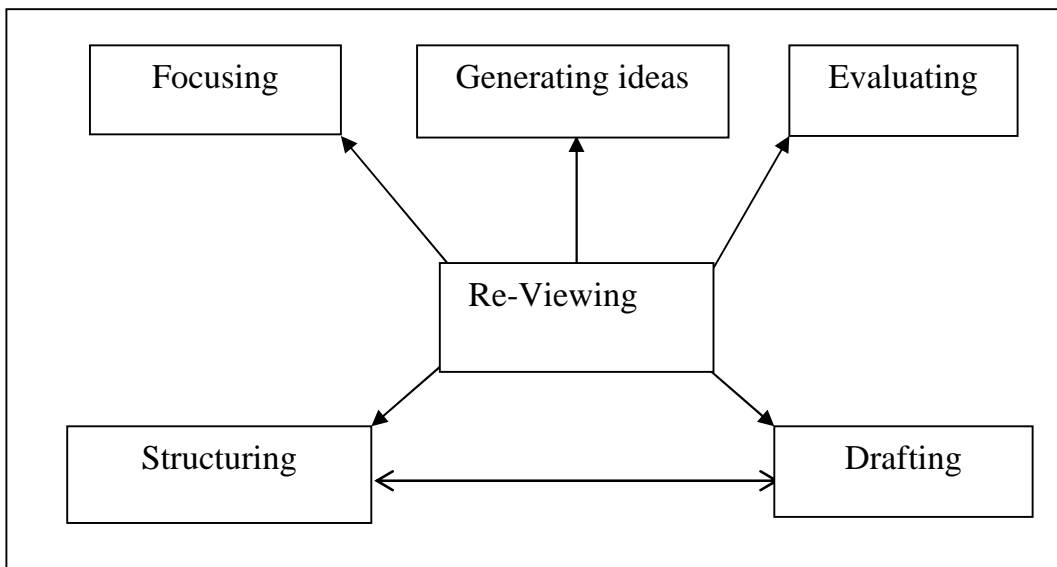
Likewise, Strauch (2005, p.17) presents the following figure for the process of writing
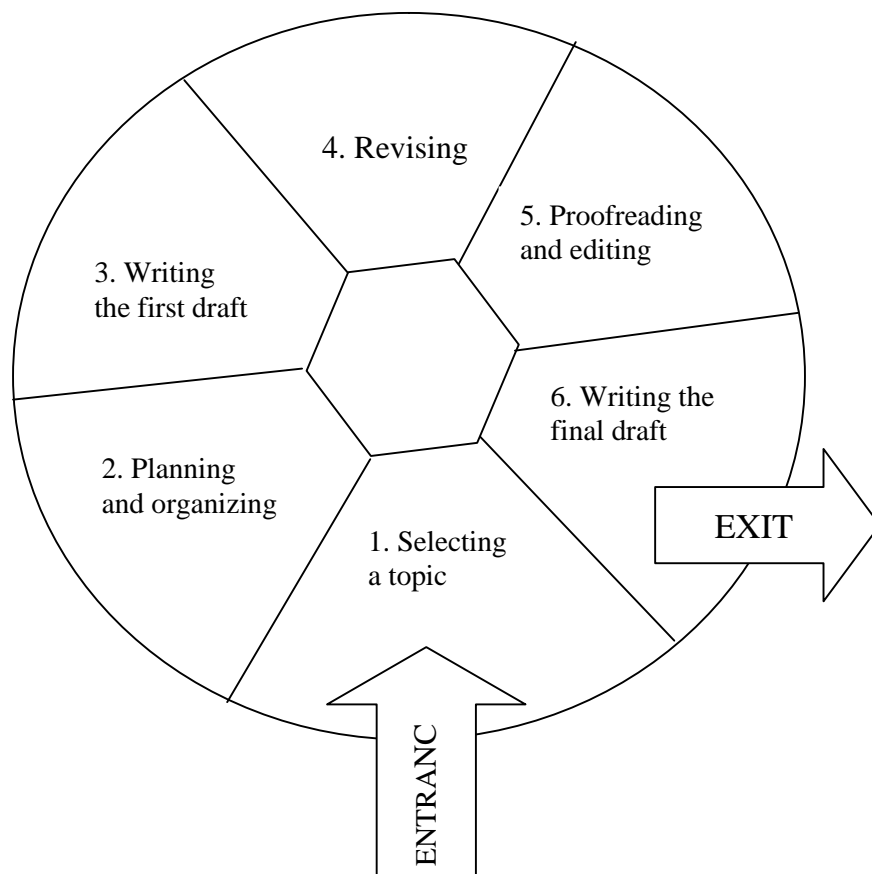
Rivers says "To be able to write in the foreign language students must be trained systematically through five stages of development: copying, reproduction, recombination, guided writing and composition" (1968, p. 245). Now, we can present the stages of writing as follows.

i. Copying

This is the first stage of writing, in which students are required to copy the model given by the teacher or in the textbook. As the student is copying, he should repeat to himself what he is writing. After he has had some practice in copying accurately, with correct diacritical and punctuation marks, he may continue to copy as an aid to memorization. At this stage, he repeats the sentence to himself as he copies it and then tries to say it over to himself two or three times without referring to the script, copying activities may be continued side by side with more advanced writing practice.

ii. Reproduction

At this stage, students are required to write sentences that they have mastered orally from their memory without seeing a model. Reproduction is a bit more challenging than copying as students have to remember the shapes of letters, words and sentences without reference to their written form. This helps them to improve their memory. Here, too, attention should be paid to proper punctuation, size and spacing.

The easiest form of reproduction is to ask students to reproduce the words and sentences they have copied without seeing the copy. Then they should be asked to reproduce the words and sentences they have memorized orally by means of drills, dialogues, etc.

iii. Recombination

The third stage is the recombination stage in which the students are required to reproduce learned work with minor adaptations. The writing of recombination of learned sentences requires not only the ability to manipulate grammatical structures, which is basic to the speaking skill, but also a second knowledge of the intricacies of representing graphically what the student is required only to recognize in reading.

At this stage, writing practice may take a number of forms. Students will write about structure drills of various kinds: making substitutions of words and phrases, transferring sentences, expanding sentences to include given words or information, etc. The recombination may take the form of variations of memorized dialogue which, after correction, may be acted out in the classroom.

iv. Guided writing

In this stage, the students will be given some freedom in the selection of lexical items and structural patterns for their written exercise, but within a framework which restraints them from attempting to compose at a level beyond his state of knowledge.

The students may begin with completion exercises, where parts of sentences are given and structural pattern is thus established for them. At this stage, the learners are given different types of exercises such as completion, replacement, expansion or summarizing or elaborating some topics. They can include their ideas partially. Likewise, the learners can expand simple sentences by adding or modifying words and phrases. The skeleton of a story or dialogue may be supplied for the development of writing. But students are not totally free because they have to follow the guide frame.

V. Composition

The final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning. Composition is a complex activity, which requires a variety of skills. At this stage, a student will be increasing his understanding of the differences between speaking and writing a foreign language. Exercises in composition will at first be closely linked with materials being read and discussed; the student will be asked merely to describe, narrate and explain or to summarize. This composition may consist of a summary of the contents with a personal commentary, or the narration of some aspect of the story assigned previously by the teacher. After this, the students may simply be given the topics and they will write on those topics freely.

1.1.5   The Essential Characteristics of Good Writing

Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is most desired thing. Similarly, simplicity and directness are the most useful properties of good writing. In fact, making a simple and clear writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequences of thoughts.

According to Richards (1990, P.100) the essential characteristics of good writing are as follows:

i. Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy, and

materials. Economy of words without losing the meaning is one of the best qualities of good writing. Good writing is like a gold coin, small in compass but great in value.

ii. Simplicity

The second quality of a good writing is the reducing the complexities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, jargons, ambiguities and so on. Simplicity and smoothness make writing understandable and readable which never disturbs the readers to understand the gist of the writing.

iii. Clarity

A good writer should not add complications and should be plausible in his writing. The writing must be free from ambiguity and should also be explicit. The writer should have the idea of what to say in which sequence, what is said and how to express something. Good writing should avoid exaggeration as well as self contradictory statements.

iv. Continuity

Continuity of thought is another important factor of good writing. There should be continuity of thought from one word to the following word, from one phrase to another phrase, from one sentence to another sentence, from the first paragraph to the second paragraph and first chapter to the second chapter. The concept of continuity of thought is based on the natural linkage of ideas. Such linkage should be maintained from the beginning to the end.

V. Free from errors

Writing is a permanent record of thoughts and ideas expressed by a writer so, it should be accurate. Such written piece should be free from lexical, syntactic, semantic and grammatical errors.

Furthermore, good writing requires examples and illustrations to explain abstract and difficult ideas. Appropriate facts, figures, depth of knowledge and maximum objectivity are the most necessary things in a good piece of writing. The above characteristics of good writing play a vital role in the writing proficiency of the school level students. They should have the ability to write clear, short, simple and continuous and error free sentences.

1.1.6 Testing writing

A test is a measuring device which we can use when we want to compare an individual with other individuals who belong to the same group. It is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn.Weir (1990) says:

> Testing writing has two different approaches for assess writing which can be divided into discrete levels, e.g. grammar, vocabulary, spelling and punctuation and these elements can be tasted separately by the use of objectives tests. Secondly, more direct tended writing tasks of various types should be constructed. These would have greater construct, content, face and wash back validity but would require a more subjective assessment. He also says, with a more integrative and direct approach to the testing of writing we can incorporate items which test the candidate

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ability to perform certain of the functional tasks required in the performance of duties in the target situation (p. 58).

The primary purpose of testing writing is to make inferences about the language ability of the learners and the secondary purpose is to make decision on the basis of these inferences. In the context of teaching, tests do not only have the purpose of measuring the language behavior of individual, but they are also useful instruments of an entire group of students. Similarly, Spencer (1983) includes,

Writing indicates that writing is not merely the transfer of ideas from mind to paper. It is more process of refining the ideas. The best way to test writing is to get the learners write, learning to write is such a complicated and still inadequately researched process that is not easy to identity simple categories of teacher behavior which indubitably constitute good teaching of writing (as cited in Khaniya, 2005, p.150).

Testing offers useful inputs to the teacher to be aware of the effects of his teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective.

Hughes (1995, p.75) gives the decision to test writing ability directly, we are in the position to state the testing problem, in a general form for writing. This has three parts:

i. We have to set writing tasks that are properly representative of the population of tasks that we should expect the students to be able to perform.

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

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

Writing proficiency is the ability of an individual to write or perform in an acquired language. The writing proficiency plays a vital role in securing good marks in the examination and it can spread our knowledge and experience to others. It is concerned with specific skills and abilities rather than general abilities. It is useful for assuring employers or academic institutions to relay on potential employers. It helps to select people from different institutions and countries in affair manner.

Writing proficiency is one of the most important components of language proficiency people have realized the critical importance of the search for excellence in developing writing assessment instruments that provide the best possible information about student's proficiency which is quite difficult to realize, the direct topic approach has high validity but while quite typical, this method has a serious drawback. It will be companied into a smaller score range that might occur. If writers were able to find their own level by writing on topic they feel comfortable with. The indirect objectives approach is not easily affected scores, but the validity of this method has been doubted (www/google. Using English .com ESL/forum/learning English)

1.1.7 Writing an Essay

An essay means a piece of composition on a topic. It is a written composition giving expression to one's own personal ideas or opinions on some topic. Hornby (1990) defines 'essay' as a "piece of writing usually short and in prose, on any one subject" (as cited in Subedi, 2004, p. 98).

Narayanswami (2000) says:

> The essay is a long piece of composition on a theme or subject. It is self-contained, that is, it has a beginning, middle and an end. The beginning usually introduces the subject in general forms. The middle of the essay develops the theme and presents the writer's thought on it. Then the essay is brought to a close in a suitable concluding passage (p. 92).

It can be, on the basis of aforementioned definitions, concluded that an essay is a self-contained piece of writing in prose on a theme or subject. It is a written composition of giving expression to one's own personal ideas or opinions on some topic, whether it expresses personal opinions, or gives information on any given subject. Therefore, the essay must have unity, coherence, conciseness and clear systematicity in the whole writing. According to Collins Cobuild English Language Dictionary,

> Essay is a short piece of writing on one particular subject that is written by a writer for publication. The dictionary points out two characteristics of essay (a) it can be written on any subject (science, culture, sports, politics, literatures, etc.) and (b) it should be short. It is not and should not be as long as nobel or an epic. Essay can be classified into several

different types. According to subject matter, it can be political or literary, scientific or social, etc according to style; it may be humorous or satirical, prosaic or poetic, and so on. According to the intention of the essayist, it can be descriptive or narrative, argumentative or explanatory, etc. (as cited in Sharama and Phyak, 2006, p.292).

Essay can be literary or non- literary on any subjects or topics. The essay can be categorized as literary or non- literary on the basis of the following criteria:

i. the style of presentation

ii. language form and wording

iii. the nature of the theme they deal with

iv. the purpose of writing.

The main purpose of writing the literary essay is to provide pleasure to the readers. On the other hand, the purpose of writing the non-literary ones is to get something done or to push world in a certain direction.

1.1.8 Parts of an Essay

An essay is a piece of composition which has well-defined parts of its own. They are introduction, or the beginning, body, or the middle part and conclusion, or the ending. Each of these parts plays a vital role to make an essay complete and well written. These three parts have their own role; they are completely enter–related. In other words, there must be unity, coherence and clear systematicity in the whole writing. These parts are mentioned here below:

i. Introduction or the Beginning

Introduction is the first part of an essay. It simply introduces the subject matter by giving general introduction of the topic. The introduction can consist of a definition or a proverb, or a very short paragraph or question or general statement, or leading up to the subject and so on. The main purpose of the introduction is to draw the attention of the readers. It provides key notes to the readers. It is said that the introduction should be clear, simple, complete and impressive to give the exact account of the subject.

ii. Body or the Middle

This is the second and the most important and largest part of the essay. It provides supporting ideas and details to explain and develop the main idea. Illustration, description or the supporting details of the central idea should be given after the introduction. It contains appropriate facts, anecdotes, figures, examples, logics and so on what are needed to clarify the subject matter. This is also called the discussion part. It is here that the writer convinces the reader of his point of view. In this part, coherence has to be well maintained because the description should follow the particular order to the requirement. This part of an essay is complete within itself, too because every thing is clearly mentioned here.

iii. Conclusion or the Ending

As the introduction should arouse interest, the conclusion should satisfy it. Ending gives final touches and leads the reader to a definite conclusion. An effective and satisfying end to an essay is as important as an arresting beginning. So that, the ending should be satisfied by the conclusion. The ending may contain the writer's own opinion as the summary of the whole

writing, too. A good conclusion may consist of :- (a) a summing up of the arguments and logics/reasons of the essay, (b) final conclusion drawn from the subject matter, (c) a suitable quotation and (d) ending with the main point.

1.1.9 Types of Essays

Essays can be classified on the basis of different criteria but the following classification is quite usual.

i. Descriptive Essays

Descriptive essays are the accurate description of some places and things such as countries, islands, mountains, seas, rivers, aspects and phenomena of nature, towns, buildings and so on. So these types of essays can be said to be the accurate account of 'something' which conveys the factual pieces of information to the readers.

ii. Narrative Essays

A narrative essay consists mainly of the narration of some event, or series of events. Narrative essays are, on average, accurate accounts of the past events. The events can be historical or legendary occurrences, stories either true or imaginary, a journey or voyage, programmed, accidents and biographies of the well known personalities.

iii. Expository/Argumentative Essays

The aim of argumentative essays is to convince the readers that the position of the writer has taken on a subject or saying is right. The writer has to try to give his own reflections and thoughts about the proposition concerned. Views both for and against the proposition must be considered. An expository essay consists of an exposition or explanation of subject; e.g. institutions,

occupations, scientific topics, literary topics etc. Expository essays are the account of thoughts of the essayist on a proposition or saying.

iv. Reflective Essays

A reflection is a thought on some subject on an idea arising in the mind. So, reflective essay is the reflections of the writer's experiences on a variety of topics. Normally the topics of the reflective essays can be abstract in nature. For example; habits or qualities, social, political and domestics topics, philophical subjects, religious and theological topics. In fact, such compositions express the writer's original thoughts on some topics.

v. Imaginative Essays

Essays on subjects such as the feeling and experiences of the sailor wrecked on a desert island may be called imaginative essays. In such the writer is called to place himself in imagination in a position of which he has had no actual experience. Such subjects as "if I were the king"or"the autobiography of a house", would call for imaginative essays.

1.1.10 Steps of Writing an Essay

The procedures of writing essay vary from essay to essay depending upon the types of writing, but the common procedures or steps can be followed for our purpose. Writing essay is not an easy job. It basically requires the deep knowledge of the subject matter along with the sound knowledge and skill of writing. While writing an essay, the following steps, the common ones, are to be followed:

i. Planning

It is the first step of writing an essay. Here the writer has to specify the topic. So this can be called the specification of the topics on which the essay is going to be written. The writer has to make a precise statement of what he is going to write about.

ii. Getting Ideas

It is the second step of writing an essay. It is the step of collection and formulation of the ideas. The writer has to jot down all the points he can think on the subject. It means to make a quick and short note including all the possible points. The points can occur in any order, i.e. the point can be disordered, too. "They may appear to be a disconnected series of any points" (Narayanswami, 2000, p.94).

iii. Organizing the Ideas

It is the third step of writing an essay. In this step, the writer has to arrange the points, headings collected, in order. The statement of the theme should be read carefully in order to find a pattern of development of the theme. This is the step of ordering the main headings. The main headings should be supported by sub-headings. This is the step of ordering the main headings. This step is only the draft of headings and sub-headings.

iv. Preparing an Outline of the Essay

It is the fourth step of writing an essay. In the third step, the main headings are properly ordered but sub-headings may or may not be ordered. In this step, the sub-headings are properly ordered under the main headings. So in this step, everything is properly ordered to make the perfect outline of the essay.

v. Writing the Essay

The writer has to write the complete essay on the basis of the outlines prepared. After completing the essay, the writer has to read through the draft and revise it, paying attention to clarity and grammatical accuracy. The final form of the essay should be clear and accurate.

1.1.11. Characteristics of Good Essays

A good essay should be divided into a number of paragraphs and follow the characteristics of a good paragraph. The qualities of a good essay, as mentioned by Narayanswami (2000) are described below.

i. Unity

An essay must have unity, developing one theme with a definite purpose. In another way, an essay must have an aim, i.e. it must have a single central idea to impart to the readers. The subject must be clearly defined in the mind and kept in view throughout. There should be only apt description, examples, and illustrations and so on. All the supporting details should directly be related to the central idea.

ii. Balance

Everything mentioned in the essay should be balanced. All the details should be directly related to central idea. Balance refers to the balance among the parts of the essay. The introduction, the body and the conclusion should deal with the same controlling idea. The introduction should be shorter than the body. Similarly the conclusion, too, should be shorter but impressive. The theme of the essay should have a balanced thought leading to the conclusion.

iii. Coherence

The essay should follow a clear order and move steadily towards the goal or aim specified before we start writing. Coherence can be maintained by presenting the materials in a particular order. The common orders are chronological order, logical order and spatial order. We have to determine which order/s should be followed depending upon the requirement. Thus ideas are arranged in a definite pattern, so that the important ones stand out prominently, and the relation between the ideas is clearly seen.

iv. Length

The length of the essay depends on the writer's purpose in writing. The writer should specify for whom he is writing because the length of the essay also depends on the reader's background and needs. The length of the essay should not influence the unity, coherence, balance, clarity and the parts of it. Each part should contribute to the total effort.

v. Style

The usual style of writing an essay is formal if we are writing descriptive or argumentative essays. Complete sentences are used and vocabulary is rich making use of words which sounds are high. Argumentative and reflective essays seem more literary than descriptive and narrative ones.

vi. Clarity

The language style of the essay should be clear. It is said that ambiguity should not be introduced in the sense of high soundedness.

vii. Grammatical Correctness

All the words and sentences used in the essay should be formal and standard or normative. Colloquialisms and slang should not be introduced. On the other hand, in the sense of literary expressions, grammaticality should not be broken.

viii. Cohesion

Grammatical and lexical connectedness should be well introduced in the language of the essay. Cohesion refers to unity. Appropriate cohesive devices keep the parts and thoughts of the text together. Any kinds of texts must have a certain structure which depends on factors quite different from those required in the structure of a single sentence. The, lexical connectedness between or among the lexical items and grammatical connectedness between/among the grammatical kind can be termed as cohesion.

ix. The Personal Touch

An essay is supposed to have individual feelings, ideas, thoughts and impressions .On the other hand, an essay can reveal the personal feelings and opinions of the writer. An essay is a written composition giving expressions to one's personal ideas or opinion on a subject; and this personal touch should not be lost.

x. Climax

If an essay contains several statements of varying importance or emphasis, it is appropriate to arrange them in an ascending scale of the importance. The thoughts as the supporting details are supposed to lead the mater to the climax.

1.1.12 Importance of Teaching Essay Writing

If a language student ever needs to write anything in the second language, it will probably be an essay. Essays are one of the most widespread forms of written communication. For this reason, we have to devote classroom time to teaching essay writing. But it is not only because essays are so useful that we should do this. Teaching essay writing also gives us the chance to deal with a variety of forms and functions that are essential parts of language mastery. We can write essays to express our internal ideas, feelings and thoughts through language. And we can also write essays to describe something, narrate some events, give logic about a topic or theme. Essay writing tasks make students consider audience as well as their accuracy. We can share our knowledge experiences through essays. Wren and Martin (1989) say:

> An essay can give real image to the readers from any subject matter.
> Each of these language functions has its own associated vocabularies,
> connotations, sentence structures and appropriate choice of words and
> tone to fit the audience. Within each function there are various levels of
> formality and informality. Essay writing tasks make students consider
> their audience as well as their accuracy (p. 382).

In the school level, the students should be engaged in essay writing practices. It provides the students with an opportunity, using their own words and ideas to communicate. English is our target language as well as international language; our students should be competent in it. Description of some things or objects may be necessary to persuade readers to accept a particular judgment. The description should be accurate and successful to catch or touch the readers. Due to scientific discoveries, the world is being smaller day by day and we have

been able to communicate each other from one side of the earth to another side. At that time, we can convey our own feelings, thoughts, ideas, interests, knowledge about subject matter through writing essay. Rivers (1968) says "composition exercises which are not closely related to intensive reading assignments should be so designed that they do not become tests of originality and invention. Precise description of persons, places, and things provide excellent training in exact expression" (p.254).

Essay writing encourages the students to interpret their experiences logically.They can give the excellent image to the readers. Through the essays, we can get originality of expression. Creative thinking and critical writing can provide insight to the laborious person. Miller (1992) includes:

> In essay, details are essential for making memories come alive upon the page. Essayists usually focus upon something specific because they are working on a small canvas. When writing an essay, we try to make the focus specific, and include background information only to extent that it is necessary for the audience to understand what the writer want the heart of writer's essay to convey. The essay helps to attract the attention of the readers and provide pleasure to them (p. 425).

In this way, the essay writing activity has got international value. For this reason too, essay writing should be taught from the school level in each country.

1.1.13 Descriptive Essay Writing

Descriptive essays are the accurate description of some places and things; such as animals, islands, mountaions, plants, towns, countries, buildings, seas, rivers, motor-cars, aspects and phenomena of nature etc and so on. So, these types of essays can be said to be accurate account of 'something' which conveys the factual pieces of information to the readers. The information to be included in these kinds of essays is what is seen and what is heard by the writers. It is said that the writers of the descriptive essays do not make room for their own imagination. Wren and Martin (1989) define:

A descriptive essay consist of a description of some place or thing; e.g; (a) animals, plants, minerals(such as the elephant, the papal tree, coal); (b) towns, countries, buildings, etc; (e.g. Bombay, Italy The Tajmahal); (c) aspects and phenomena of nature (such as volcanoes, the monsoon, sunlight, organic life); and (d) manufactured articles (such as motor-cars, stream-engines, silk, paper, etc.) (p.380).

1.2 Review of the Related Literature

Every new task needs the knowledge of previous background, which can help and direct to reach the new target for finding out new things or ideas. There is some research works carried out on writing proficiency by former researchers in our Department of English. They have been carried out in connection with the vocabulary, grammar, free and guided compositions, letter writing, etc. but this research is conducted on descriptive essay. The related literature to the research study is as fallows.

Karki (1996) carried out a study on "A Comparative Study in the English Writing Proficiency between the students of Private and Public Schools of Grade Ten in Lamjung District." The main purpose of his study was to find out English writing proficiency of grade ten students. The population of the study comprises altogether 20 secondary schools of Lamjung district. The tools for the collection of data consisted of a test covering different language items related to the curriculum. He found that the students of private schools were far better in all the areas of vocabulary, grammar, spelling and punctuation. Likewise, Poudyal (1999) carried out a study on "A Comparative Study of English Language Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu District." The main purpose of this study was to find out writing proficiency. The population consists of 60 higher secondary level students from four streams (15 each from humanities, education, commerce and science) each from Gulmi and Kathmandu. The instrument for data collection consisted of two guided and two free compositions. Both are open-ended questions. Finally, it was found that the students of Kathmandu district were better than the students of Gulmi district in writing proficiency.

Barakoti (2001) has carried out a research entitled "Errors Committed by PCL Second Year Students in Writing Free Composition." The main purpose of this study was to identify the errors committed by the students and compare the proficiency between students of humanities and education streams. He used questionnaire tool for data collection. He found that the students had committed errors in sentence construction, spelling and organization of thoughts. It shows that the students do not give proper attention to writing, compared to other language skills. The student of humanities stream committed more errors than the students of education stream. Similarly, Bhattarai (2002) has also conducted a research on "A Comparative Study of Writing Proficiency of Bachelors' level Students." The main aim of his study was to investigate the

writing proficiency of bachelor's level students in free and guided compositions. The population of the study consisted of 140 students of diploma 1st year each from 4 faculties and 3 institutes of Kathmandu valley. He used both free and guided compositions for data collection process. He found that the students of institutes have grater proficiency in writing then the students of faculties. And the boys are ahead of girls in most streams.

Sah (2003) carried out a study on "A Writing Proficiency of Class 9 Students." The main purpose of this study was to find out the students' proficiency in writing. The population of the study was 100 students of grade x of Siraha district. Test items were major tools for data collection. Both objective and subjective test items were included within three sets of guided writing and free writing. He found that the students committed mistakes in the use of commas than in the use of other punctuation marks, most students did not attempt the questions of free writing. Likewise, Dangal (2004) has conducted a research entitled "Errors Committed by 10th Grader in Writing Guided Composition." The main purpose of this study was to find out the errors on use of tense, agreement, conjunction, relative pronoun and spelling committed by the ten graders in writing guided composition. The sample population consists of 60 students from ten grade of private and public schools of Jhapa district. Test items were major tools of data collection. He found that the students were better in using conjunction than in using tense and the students of private secondary schools are most able than the public secondary schools.

 Ghimire (2004) carried out a research entitled "A Study on The Proficiency of the Students in Writing Skills." The main purpose of this study was to find out and compare the students' proficiency in pronunciation. The sample population consists of 90 sixth grader students of public schools from Kathmandu district. For the collection of the data, the researcher prepared a list of words containing

all the vowels (monophtongs and diphthongs) and some consonant clusters (e.g. ccv, cvccc, cvcc, etc) from the students' text books for grades four and five. The students were asked to read the words aloud and their pronunciations were recorded. The finding showed that performance of boys (38.4%) was better than that of the girls (37.17%). The Tibeto-Burman native speakers were found more proficient than Indo-Aryan native speakers. Although the study has significant implications on language pedagogy it is limited to the word level pronunciation. Further study can be made on sentence and discourse level.

Basnet (2008) carried out a study on "Proficiency of the Students in Guided Writing". The main purpose of this study was to find out guided writing proficiency of the PCL first year students. The population consists of sixty students, thirty from faculty of Education and thirty from faculy of Humanities and Social Sciences of Katmandu valley. He used four guided questions for the collection of data. Finally, it was found that the guided writing proficiency of the PCL first year students of faculties of Humanities and Social Sciences was found better than that of the students of faculties of Education. Likewise, Kafle (2008) has conducted a research entitled "A Study on The Proficiency in Guided Writing." The main purpose of this study was to find out and compare their guided writing proficiency and to find out weakness and strengths of the students in writing. For this study, 60 students of class ten of Kathmandu valley and ten students from each school. He used test task tools for data collection. He found that the proficiency of girls was better than that of the boys and private schools were better than the student of public schools. The proficiency of private school's students was 59.43% whereas the public school acquired 41.2% only. Similarly, Kumar (2008) has carried out a research on "Proficiency of Grade Six Students in Guided Writing." The main purpose of his study was to identify and explain the English language proficiency of grade six students in guided writing. The sample population consists of 100 students

of grade six from five government schools of Parsa district. He used a set of test task tools for data collection. He found that writing proficiency of boys were better than that of girls. Students obtained more marks in parallel writing than other types of guided writing.

All these research works were conducted on writing and writing proficiency. Some of them are related to guide writing, some are writing free composition and some are grammatical errors committed by the different levels of students. No research has yet been conducted on the ability of descriptive essay writing. Thus, this study was carried out to find out the proficiency in descriptive essay writing of the students of grade eight of private and public schools of Kirtipur Municipality. This study differs from others in its sample population, area of the study and statistical analysis of the data. While evaluating the students' ability in essay writing, the researcher paid attention on the unity, coherence and cohesion, organization of paragraphs, clarity, tense and punctuations of writing. In the same way, the researcher evaluated the descriptive essay writing ability in terms of introduction, body and conclusion.

1.3 Objectives of the Study

This research study was carried out forming the following objectives.

(a) To find out the descriptive essay writing proficiency of Grade Eight students.
(b) To compare their writing proficiency on the basis of the following variables:
     (i)   Public Vs. Private schools
     (ii)   Boys Vs. Girls
(c) To suggest some pedagogical implications.

1.4 Significance of the Study

The present study will provide some insights into the essay writing proficiency of grade eight students. This study is significant to those who are involved in the field of language teaching especially in ELT and those who are related to these two schools i.e. private and public schools. This study is relevant to the students, teachers, textbook writers, syllabus designers, examiners and researchers and other people who are directly or indirectly involved in language teaching and learning activities. With the help of this study, one can get truer picture of writing proficiency on descriptive essays achieved by the students of Grade Eight of Kirtipur Municipality. The findings of the present study are also helpful for the English language writing proficiency students of others levels too.

CHAPTER – TWO

METHODOLOGY

The methodology that the researcher followed in carrying out this study is described below.

2.1 Sources of Data

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

2.1.1 Primary Sources

The primary sources of data of this research were the students of Grade Eight of Kirtipur Municipality studying in private and public schools. The primary data of the study was collected through the administration of test items.

1.1.2 Secondary Sources

The secondary sources of this research study were related books e.g. Byrne(1991), Harmer(1991), Miller(1992), Richards(1990), Nunan(1989), Rivers(1968), Jordan(1999), Narayanswami(2000), journals, articles, magazines, and theses approved in the Department of English Education, T.U. and many other types of researches. The researcher also visited different websites related to writing proficiency.

2.2 The Population of the Study

The population of the study was the students of the Grade Eight who were studying English as the compulsory subject in Kirtipur Municipality of both private and public schools.

2.3 Sample Population

The researcher selected eight schools for the study. Those schools were selected by using purposive (judgmental) sampling procedure. She selected four private and four public schools from Kirtipur Municipality. The total number of students was eighty from eight schools (forty from private and forty from public schools). Ten students from each school were selected through disproportionate stratified sampling procedure. That is, five girls and five boys were selected from each school irrespective of their number in the classes.

2.4 Tools for Data Collection

The main tools for data collection were test items. These tests items consisted of two questions for the students. The tasks were:

(i) Write an essay on 'My School'.

(ii) Write an essay on 'The Elephant'.

The researcher prepared the same questions to check the ability in writing for all the grade eight students selected from private and public schools. Those test tasks contained essay writing activities. Each task carried equal marks i.e. twenty marks for each item. Each item was targeted to elicit appropriate use of different parts of an essay as well as coherence and cohesion, unity, clarity, organization of paragraphs, grammar, punctuation and spelling of writing. The tasks were related to descriptive essay writing activities which were based on their textbooks. Each test task consisted of subjective questions only. For essay writing, the title and the major points related to the title were provided. The key points were supplied in an organized way so, students had to elaborate those

points in their own way. The main focus of the study was to find out the writing proficiency of the grade eight students in writing descriptive essay.

2.5 Process of Data Collection

After the development of the tools i.e. tests tasks, the researcher adopted the following process for data collection. First of all, the researcher selected the required number of schools by using purposive (judgemental) sampling procedure. Then, she visited the eight selected schools i.e. Hill Town Higher Secondary School, Puspasadan Secondary School, Kirtipur English Boarding School, Rarahill Memorial Secondary School, Mangal Higher Secondary School, Jana Sewa Higher Secondary School, Kirtipur Secondary School and Bhaishnabi Secondary School. Then she requested the concerned authority for permission to take the tests. The researcher consulted the students and made them clear about the test. The test tasks were designed for fifty minutes. The test was conducted in a school on a single day. When she entered the classroom, she selected the required number of students by using disproportionate sampling procedure. The entire students finished their writing on time. Then she took the answer sheets. The same procedure was followed to collect data in other schools. After collecting the answer sheets the researcher checked them.

2.6 Limitations of the Study

The study was conducted within the following limitations:

(a) The area of the study was limited to only one type of essay, i.e. descriptive essay.

(b) The tasks were guided by some key points on the topics given.

(c) The primary data was collected only from the test items.

(d) The study was limited to eight schools: four from public and four private schools of Kirtipur Municipality.

(e) The study was limited to the Grate Eight students.

(f) Forty students, ten each, from the four private schools and the same number of the students from the public schools were selected as the sampled population.

(g) The research work was limited to the following areas: parts of an essay (i.e. introduction, body and conclusion), coherence and cohesion, unity, clarity, organizations of paragraphs, tense, spelling and punctuation in descriptive essay writing.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data to measure the specified objectives. The analysis is divided into the following sub-headings:

3.1 Holistic Analysis

3.2 Item -Wise Analysis

3.3 Sex-Wise Analysis

Data were collected with the help of the test items. The test items contained two questions related to descriptive essay writing. The full marks of those test items were forty. The first test item was writing an essay on 'My School' using key points. The second item was writing an essay on 'The Elephant' using key points provided by the researcher.

In written documents of the students the following types of errors were found. Types of errors and examples from students' answer sheets are given in the following table.

Types of errors	Examples
Spelling errors	Hous, Esay, Cantine, Teeath, Quich, Heavi,lag,iuseful,beutiful,libary
Errors in cohesion/coherence	Student can read here class play group to. Must of student are pass Be good in result.
Errors in punctuations	Extra curricular activities. In our country there are many National park wild preserve area etc

3.1. Holistic Analysis

The performance of the students of public and private schools was observed, analyzed and interpreted. For this, there were two questions each with the weight of 20 marks. Their holistic performance was analyzed as given below.

3.1.1 Overall Performance of the Students in Descriptive Essay Writing

To find out the overall performance of the students, the researcher analyzed and interpreted their obtained marks and found the average marks. On the basis of average marks, she selected them above average and below average with the percentage. We can see all things from the following table:

Table No. 1

Total No. of Students	Average Marks Secured	Above average		Below average	
		No. of Students	Percentage %	No. of Students	Percentage %
80	26.12	45	56.25	35	43.75

The above table shows that the overall average was 26.12 marks (out of 40). The percentage of students scoring above the average was 56.25% and the below average was 43.75%. The majority of the students were above average, and the proficiency in the descriptive essay writing was considered satisfactory. But some of the students did not able to write the correct spelling of very common words and they were weak to construct the ideas on the basis of parts essay.

3.1.2 Performance of the Students of Private and Public Schools

After analyzing, interpreting and tabulating the overal performance of the students, we can differentiate their writing performance on the basis of private and public schools. The average marks and percentage of marks gained by the students is given in the following table:

Table No. 2

S.N.	Schools	No. of Students	F.M.	Average Marks	Percentage %
1	Private	40	40	29.03	72.57
2	Public	40	40	23.22	58.05

It shows that the students of private schools have the higher proficiency in descriptive essay writing than the students of public schools. The average mark of the private schools was 29.03(out of 40), i.e. they secured 72.52%. The average marks of the public schools were 23.22 (out of 40) and they secured 58.05%. And the public schools students were weaker than the private schools students about the grammar as well as organization of paragraphs in proper order.

3.2 Item wise Analysis

For this, there were two questions related to the essay writing. The full mark of these two questions was 40. The first question was 'Write an assay on My School' and the second was 'Write an essay on The Elephant' by including some key points. From the item wise analysis, we can analyze the overall performance of the students and average marks found and get percentages of marks of private and public schools. So the analysis of item 1 and item 2 is presented below.

Item No. 1

Table No. 3

T.S.	A.M.	Above average												Below average											
		Private and Public				Private				Public				Private and Public				Private				Public			
		N. St		%		N. St		%		N. St		%		N. St		%		N.St		%		N. St		%	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
		25	28	31.25	35	17	18	21.25	22.5	8	10	10	12.5	15	12	18.75	15	3	2	3.75	2.5	12	10	15	12.5
80	13.96	53		66.25		35		43.75		18		22.5		27		33.76		5		6.25		22		27.5	

The above table shows the overall performance in item no. 1 in which the students were asked to write an essay on 'My School' with the help of the key points given by the researcher. The full mark of item 1 was 20. The average score obtained by 80 students in that item was 13.96 marks (out of 40). The table shows that 66.25% of the total students crossed the average marks and 33.76 % students could not obtain the average marks. In this item, the percent of the students who crossed average marks from the private schools was 43.75% and from public schools was 22.5%. The percentages of the boys and girls who crossed the average marks from the private and public schools was 21.25%, 22.5% and10, 12.5% respectively. The percentages of the boys and girls who could not cross the average marks from the private and public schools was 3.75%, 2.5% and 15%, 12.5% respectively.

Some erroneous sentences of the students writing in the item No. 1 were:

❖ there is a two block at my school.

❖ My school conducts extra activities like quige contest, easy writing.

❖ There are cantin also.

❖ There are three building and 35 room.

❖ It was establise in 2019 B.S.

❖ The teachers have goods habits.

❖ It's has of building.

❖ We can understand they's teaching etc.

Item No. 2

Table No. 4

T.S.	A.M.	Above average												Below average												
		Private and Public				Private				Public				Private and Public				Private				Public			
		N.St		%		N.St		%		N. St		%		N. St		%		N.St		%		N. St		%	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
		19	20	23.75	25	13	15	16.25	18.75	6	5	7.5	6.25	21	20	26.25	25	27	25	33.75	31.25	34	35	42.5	43.75
80	12.16	39		48.75		28		35		11		13.75		41		51.25		52		65		69		86.25	

The above table shows the overal performance in item 2 in which students were asked to write an essay on 'The Elephant' by the help of the given clues. The full mark of this item was 20 and average obtained score by the 80 students in that item was 12.16 (out of 40). In this item 48.75% students crossed the average marks and 51.25% students could not obtain the average marks. The percentages of the boys and girls of private and public schools who crossed the average marks was 16.25%, 18.75% and 7.5%, 6.25% respectively. The percentages of the boys and girls of private and public schools was 33.75%, 31.25% and 42.5%, 43.75% respectively who came below the average marks.

Some of the erroneous sentences of students writing in item No. 2 were:

- ❖ There are two types elephant.
- ❖ It have four legs.
- ❖ It have been trunk also.
- ❖ I like must elephant.
- ❖ It eat a grass.
- ❖ Elephant is a wild animals.
- ❖ It's has one trunk.
- ❖ It is very good animals.
- ❖ They eat a much foods.
- ❖ It have two eye.
- ❖ It drink 200 liters in a day.
- ❖ An elephant have heavi weight.
- ❖ It is a very good animals.

❖ It have 2 eyes.

❖ All people have useful works, etc.

3.4 Sex Wise Analysis

The performance of boys and girls of private and public schools were observed, analyzed and interpreted. Their sex wise performance was analyzed as given below.

3.3.1 Performance of Boys and Girls of Private Schools

To show the performance of boys and girls of private schools, the researcher analyzed their obtained marks and found the average marks and percentage of the marks, which is given below.

Table No. 5

S.N.	Variables	No. of Students	F.M.	Average Marks	Percentage %
1	Boys	20	40	28.25	70.62
2	Girls	20	40	29.8	74.5

The above table shows that girls have better performance than the boys in descriptive essay writing in the private schools. The overall average of girls was 29.8 marks (out of 40) and of boys were 28.25 marks (out of 40). Therefore, the percentage of girls was 74.5 and of boys was 70.62. The majority of the students were girls.

3.3.2 Performance of Boys and Girls in Public Schools

The performance of boys and girls of public schools was analyzed and interpreted with the help of average marks and percentage they obtained, which is given in the following table

Table No. 6

.S.N.	Variables	No. of Students	F.M.	Average Marks	Percentage %
1	Boys	20	40	22.8	57
2	Girls	20	40	23.65	59.12

The above table shows that girls obtained greater proficiency than the boys in descriptive essay writing of the students in the public schools. The average mark of girls was 23.65 (out of 40) and of boys were 22.8 (out of 40). Therefore, the percentage of girls was 59.12 and of boys was 57.00. The majority of the students were girls.

3.3.3 Girls' Performance: Private and Public Schools

The following table shows the performance of the girls of private and public schools.

Table No.7

Private		Public	
Total(1600)	%	Total(1600)	%
596	37.25	473	29.56

The above table shows that the overal performance of girls of private schools was 37.25% and of public was 29.56%. Thus, the proficiency of girls of private schools was found better than public schools.

3.3.4 Boys' Performance: Private and Public Schools

Through the help of following table we can find the performance of boys between the private and public schools.

Table No. 8

Private		Public	
Total(1600)	%	Total(1600)	%
565	35.31	456	28.5

The above table shows that the overal performance of boys of private schools was 35.31% and of public was 28.5%. Thus, the proficiency of boys students of private schools were found better than the boys of public schools.

3.3.5 Performance of Boys and Girls (Private and Public Schools)

The performance of boys and girls from private and public schools was analyzed and interpreted with the help of average marks. And found the number of students above average and below average with percentages.

Total Sample	No. of Boys and Girls	Total Average	Above Average	Below Average

			No. of Students	Percentage %	No. of Students	Percentage %
	40	25.52	24	60	16	40
80	40	26.72	23	57.5	17	42.95

Table No. 9

The above table shows that girls have greater performance than the boys in descriptive essay writing. The average mark of girls was 26.72 (out of 40) and of boys was 25.52 (out of 40). There was not a great difference between girls and boys proficiency. The majority of the students were above average.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with findings, recommendations and pedagogical implications of the study.

4.1 Findings

On the basis of the analysis and interpretation, the findings of the present study have been listed below:

1. a) The descriptive essay writing proficiency of the grade eight students was found satisfactory.

    b) Most of the students were above average. In total, 56.25% students were above average and 43.75% were below in average.

2. a) The writing proficiency of the students of the private schools was found better than that of the students of the public schools.

    b) The overall proficiency of the private schools was 72.57% and the public was 58.05%.

    c) Writing proficiency of girls was found better than that of boys in both private and public schools.

    d).In the private schools, the overall proficiency of the girls was 37.25% and the boys was 35.31%.

    e). Like wise in public schools, the overall proficiency of the girls was 29.56% and the boys were 28.5%.

3. Most of the students did not have knowledge to construct ideas on a topic.

4. a). Most of the students could not attempt task B in which students had been asked to write essay on 'The Elephant'.

    b). Students obtained higher marks in writing essay on 'My School' than on 'The Elephant'.

5. Some very common words like leg, beautiful, heavy, useful, library, canteen, quiz, contest, so, etc. are wrongly spelled in lag, beutiful, heavi, iuseful, libary, cantin, quich, contast, show, etc.

6. Most of the students of private and public schools could not be able to organize the paragraphs in proper order and support their ideas on the basis of introduction, body and conclusion of essays.

4.2. Recommendations

On the basis of the findings, some recommendations and pedagogical implications are presented as follows:

1. a) Students should be encouraged to participate in the descriptive essay writing.

   b) They should be given chance to practice in different writing tasks.

2. a) The students studying in public schools should be encouraged to participate in the writing tasks.

   b) They should be given chance to write different writing exercises.

c). Boys should be encouraged more to participate in writing both in private and public schools.

3. Students should be encouraged to write descriptive essays as well as other types of essays on the basis of parts of essay.

4. a) Free writing should be encouraged.

   b) The students should be free to express themselves in various writing contents: essay writing, story writing, report writing, drama writing, letter writing, diary writing, article writing, and poem composing and so on.

5. Model writing on different topics should be presented to the students in order to encourage them in writing assignments.

6. Most of the teachers are untrained. Government should give them training on how to teach writing skills.

If these above mentioned recommendations are taken into consideration by the concerned officials and persons, the gap found between the boys and girls and the students of the private and public schools can be minimized.

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Descriptive Essay Writing Tasks for Grade Eight Students.

Attempt all questions.

Name: Time: 50 minutes

Roll No: Full Marks: 40

                                                           Pass marks: 12.8

School: Sex:

Task 'A'

 Write an essay on 'My School'. Including the following key points:

 (Introduction - name – place – background – buildings – rooms – facilities – teachers - teaching and learning activities – extra-curricular activities – results and conclusion.).

Task 'B'

 Write an essay on 'The Elephant'. Including the following key points:

(Introduction – largest and strongest – strange-looking animal – the trunk – live jungle – intelligent animal – carry loads – very useful – conclusion).

Thank you.

APPENDIX-II

Allotment of Marks

The researcher distributed marks to each item. Each task carried equal marks. Both first and second items carried 20/20 marks respectively. To make marking more objective and systematic she distributed marks of test items, on the basis of the following criteria.

Introduction or the Beginning	2 Marks
Body or the Middle	4 Marks
Conclusion or the Ending	2 Marks
Coherence and Cohesion	3 Marks
Unity	2 Marks
Clarity	2 Marks
Organization of Paragraphs	2 Marks
Spelling	1 Mark
Tense	1 Mark
Punctuation	1 Mark
Total	20 Marks

APPENDIX-III

Puspasadan Secondary Bording School, Dhalpa, Kirtipur

Name and Marks Obtained in Each Item (Boys and Girls)

S.N.	Name of the students Girls	Task A	Task B	Total
1	Anuka Dangol	18	15	33
2	Kiran Bandana Maharjan	18	17	35
3	Sushma Dangol	16	15	31
4	Shreejala Maharjan	18	15	33
5	Sumana Manandhar	14	12	26
	Boys			
1	Raman Ghimire	14	13	27
2	Nimesh Adhikari	16	15	31
3	Kiran Thapa	15	12	27
4	Adarbha Sjigdyal	16	14	30
5	Rohish Maharjan	16	16	32

APPENDIX- IV

Kirtipur English Bording School, Tyanglaphat, Kirtipur

Name and Marks Obtained in Each Item (Boys and Girls)

S.N.	Name of the students	Task A	Task B	Total
	Girls			
1	Reema Shertha	18	15	34
2	Binu Maharjan	13	14	27
3	Karishma Rai	17	13	30
4	Rekeena Maharjan	14	12	26
5	Apsara Bolakha	16	15	31
	Boys			
1	Kritesh Shrestha	16	14	30
2	Govinda Maharjan	14	13	27
3	Narendra Lama	15	12	28
4	Anish Thapa	18	16	34
5	Binaya Maharjan	15	11	26

APPENDIX –V

Rarahill Memorial Secondary School, Nagaun, kritipur

Name and Marks Obtained in Each Item (Boys and Girls)

S.N.	Name of the students	Task A	Task B	Total
	Girls			
1	Shishir Maharjan	13	12	25
2	Sushma Maharjan	15	14	29
3	Manila Maharjan	15	12	28
4	Grihma maharjan	17	15	32
5	Sajza Maharjan	16	15	31
	Boys			
1	Sanjib Maharjan	14	12	26
2	Pragyan Tandulkar	14	13	27
3	Aashis Maharjan	15	13	28
4	Rabin Lama	18	16	34
5	Ajesh Bagrachrya	13	12	25

APPENDIX –VI

Hilltown International Higher Secondary School Baghbhairab Kirtipur

Name and Marks Obtained in Each Item (Boys and Girls)

S.N.	Name of the students	Task A	Task B	Total
	Girls			
1	Rajani Shahi	18	16	34
2	Nita Maharjan	16	15	31
3	Shashya Maharjan	14	13	27
4	Sarita Chadahari	14	12	26
5	Sabina K.C.	15	14	29
	Boys			
1	Amann Singh Maharjan	12	13	25
2	Chajesh Maharjan	15	13	28
3	Dicken Maharjan	15	12	27
4	Somi Maharjan	16	14	30
5	Sagar K.C.	13	11	24

APPENDIX –VII

Mangal Higher Secondary School, Nayabazar Kirtipur

Name and Marks Obtained in Each Item. (Boys and Girls)

S.N.	Name of the students	Task A	Task B	Total
	Girls			
1	Ashmita Adhikari	15	12	27
2	Rojina Adhikari	17	13	30
3	Nisma Adhikari	14	11	25
4	Mishree Buda Magar	15	12	27
5	Lisa Maharjan	16	13	29
	Boys			
1	Suman Maharjan	13	12	25
2	Ashwini Dhakal	15	14	29
3	Arun Kattel	13	11	24
4	Ribesh Shertha	12	10	22
5	Sudip Gurung	16	14	30

APPENDIX –VIII

Janasewa Higher Secondary School, Panga, Kirtipur

Name and Marks Obtained in Each Item. (Boys and Girls)

S.N.	Name of the students Girls	Task A	Task B	Total
1	Sudha Dangol	14	13	27
2	Amrita Mali	12	11	23
3	Manita Dahal	18	15	33
4	Usha Maharjan	15	11	26
5	Binita Tiwari	15	9	24
	Boys			
1	Chittra Khattri	12	10	22
2	Deepak Lama	15	13	28
3	Himal Basnet	16	14	30
4	Moti Karki	14	13	27
5	Sami Lama	15	10	25

APPENDIX –IX

Kirtipur Secondary School, Bahiri Gaun, Kirtipur

Name and Marks Obtained in Each Item. (Boys and Girls)

S.N.	Name of the students	Task A	Task B	Total
	Girls			
1	Anita K.C.	15	13	28
2	Ranjina Maharhan	13	11	24
3	Sujita Lama	12	11	23
4	Monika Manandhar	11	9	20
5	Sarala Singh	11	9	20
	Boys			
1	Sunil Lama	12	11	23
2	Sanjayaa Maharjan	10	9	19
3	Dipesh Dangol	13	12	25
4	Subash Manandhar	14	13	27
5	Mahesh Rahut	14	12	26

APPENDIX –X

Bhaishnabi Secondary School, Bhajungle, Kirtipur

Name and Marks Obtained in Each Item. (Boys and Girls)

S.N.	Name of the students	Task A	Task B	Total
	Girls			
1	Anisa Pariyar	6	7	13
2	Sujita Mjhi	10	9	19
3	Sumitra Rai	11	8	19
4	Isha Bista	7	6	13
5	Kalpana Lama	12	11	23
	Boys			
1	Sangam Dhital	9	8	17
2	Suroj Budhathoki	8	6	14
3	Paras Lama	8	7	15
4	Sanam Maharjan	5	4	9
5	Deepak Maharjan	10	9	19

APPENDIX –XI

Some Sample of Answer Sheets.