

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with the general background, review of the related literature and the significance of the study.

### **1.1 General Background**

Language is fundamentally a means of human communication. It is extremely complex and highly versatile. It is a dynamic and open system that allows human beings to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Language is species specific and inevitable, i.e. only human being in the universe can use language because he possesses a unique faculty of speech. It is inevitable in the sense that every normal child learns at least one language in his/her life span. Therefore, it is the great accomplishment of human civilization; we cannot think of any academic, social and artistic activities without language. According to Sapir (1978:8), "Language is primary human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Similarly, Wardhaugh (1986:3) says, "Language is a system of arbitrary vocal symbols used for human communication" In every language, vocal sounds are organized systematically and languages have their own system of arrangements. The sounds and words in speech utterances are always structured in a particular way. Every language has its own grammatical system which directs to correct form of the language in speech as well as in written form. Thus, language, the unique and living phenomenon, is the gateway of communication through which human being can express his/her

feelings, thoughts, ideas and curiosities. A language lives so long as there are people who speak it and use it as their native tongue.

There are many languages in the world. Among them, English is one of the richest languages and generally acknowledged to be the world's the most important language. It has become the language of science, commerce, education, trade and international negotiations. Almost 60% of the world's advanced research is done in English and the rest is quickly translated into English. So, it becomes necessary for everyone to know English otherwise they will cut themselves off from the world knowledge. The English language is used as a means of communication among people whose native languages are mutually unintelligible. Hence, it is used as a lingua franca at international level. It is understood and spoken by more than half the population of the world as a first, second and foreign language. Quirk et al. (1985:13) write that English is spoken as a native language by more than 300 million people, most of them living in North America, British, Australia, New Zealand, the Caribbean and South Africa. It is not only important but a top requirement of those seeking good jobs and is often the language in which much of the business of good job is conducted. It is needed for access to at least half of the world's scientific literature, and the most important scientific journals are in English. It is, thus, intimately associated with technological and economic development and it is the principal language of international aid. English is also accepted as a means of communication in diplomacy. So being an international language, it is essential for establishing diplomatic relationship with foreign countries. Nearly half of the world's books have been written in

English. Nowadays, English has become an indispensable vehicle to the transmission of modern civilization. We can never reach to the rapid advancement and innovations made in the field of science and technology, industrial development, international relationships, tremendous progress made in different fields of human knowledge without the proper knowledge of English. The English language is used and found at every nook and corner of the academic world as well as day to day life.

### **1.1.1 Language Skills**

A language is always recognized in terms of different skills: listening, speaking reading and writing. A skill means to do something expertly and well. Writing is one of the most important skills. It is a productive and expressive skill of language. Writing is an expressive skill because we encode meaning by means of certain graphic symbols unlike decoding in receiving. It is a productive skill. It manipulates the mechanics, letters and structures them into sensible words, sentences and paragraphs.

### **1.1.2 Writing**

Writing, being secondary and dependent on speech, makes use of graphic symbols to represent spoken sounds. Richards et al. (1985:313) say, "writing is a system of written symbols which represents the sound syllables or words of language". It means all languages of the world which have their written form, use graphic symbols that represent spoken sounds. Byrne (1993:1) says that the symbols have to be arranged, according to certain convention to form words, and words have to be arranged to form a sentence.

Writing uses not only linguistic resources but also makes use of graphological devices at the same time. Further, writing is a process that involves several elements. The writer follows a systemic 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.

Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways. Rai (2055:78) says, "writing is an act of transmitting thoughts, feelings and ideas from up here in head to down there on paper". Since writing is a thinking process in its own right the demands conscious intellectual efforts.

In conclusion, writing is a very complex process that requires many composite skills: mental, rhetorical and critical. It is a skill that improves with constant practice. The writer becomes more comfortable and fluent in putting his/her thoughts exactly on paper.

#### **1.1.2.1 Mechanics of Writing**

Mechanics of writing mainly includes capitalization, spelling and punctuation. The learner must have the knowledge of mechanics of writing, use of correct and appropriate words and sentences, treatment of content, stylistic skills and judgement skills. Bowen et al. (1985:254) say, "The mastery of mechanics of writing and practice on the basic skills are necessary first steps for a child or

adult learners. Under mechanics of writing, the learners should learn the alphabet, the left to right direction of English writing system, upper and lower case letters, rules for capitalization, basic spelling patterns of English and rules for words and sentences punctuation."

#### a. Capitalization

Use of capitalization refers to the correct use of capital letters. For example 'I' is a capital letter. It is written and printed with capital letter. There are rules of capitalization, i.e. where and when to use a capital letter. The knowledge of using capital letter is important for writing.

#### b. Spelling

Spelling is to name or write the letters of a word in their correct order. Spelling plays a very important role since addition, omission or replacement of one letter with another can change the entire meaning of the word or of the whole message. Mastery of writing system requires the ability to spell, particularly in English the relationship between sounds and letters is very complex and therefore, mastery in spelling is needed.

#### c. Punctuation

Punctuation is one of the graphological devices of writing process. Speech has its suprasegmental features like pitch, stress, intonation and length which help to convey meaning. Although these suprasegmental features can not be represented in writing, devices like punctuation (capital letters, word and sentence boundaries, comma, question mark etc.) are extensively used to help convey meaning or patterns or meaning.

Harris (1993:30) views punctuation as an important aspect of written language. It is fundamentally a means of marking boundaries and relationship between the grammatical units of written text.

### **1.1.2.2 Stages of Development of Writing**

There are five stages in developing writing skills. They are copying, reproduction, recombination, guided writing and free composition. Rivers (1968:245) says, "To be able to write in a foreign language, the student must be trained systematically throughout five stages of development: copying, reproduction recombination, guided writing and free writing."

In copying stage, there is a new script to be learned and the necessity of accurate copying for the purpose of recognition. In reproduction stage, the learner attempts to write without originality what he/she has learned orally and read in his/her textbooks. If the learner has been trained in the habit of accuracy during the copying stage, she/he becomes able to practice it at reproduction stage. It helps to reinforce spelling and sentence structures. It is true that it is very mechanical, so it becomes boring. At recombination stage, the learners are required to reproduce learned work with minor adaptation. The writing practice may take a number of forms, e.g., using substitution table to form words, phrases, sentences and transforming sentences and so on. At guided writing stage, learners are given some freedom in the selection of lexical items and structural patterns for their written exercises. They always have some kind of guidelines or clues (words, pictures, skeletons etc.) for their written works. At free writing stage, students have now freedom to make their own choice of words and organization to

express their ideas. It involves individual selection of vocabulary and structure for the expression of personal meaning.

### **1.1.2.3 The Essential Characteristics of Good Writing**

Writing is a complex skill. To be a good writer, the students must consider the following essential elements of good writing.

- i) **Coherence:** Good writing deals with one topic, at a time. According to Swami (1987:13), in a good piece of writing, all the sentences are closely related to the central idea.
- ii) **Clarity:** Good writing should be clear. It must be absolutely free from ambiguity. There should be room for different interpretations or misinterpretations in the writing. Idea should be presented in a clear, orderly, readable, understandable and informative style.
- iii) **Complete:** Good writing must be complete. A good piece of writing completes the topic it deals with. Good writing should avoid exaggeration and hyperbolically and self-contradictory statements.
- iv) **Continuity:** Perumul (1984:16) says, "Continuity of thought and natural link of ideas are important features in writing." There must be continuity of thought from one word to the following word, from one phrase to the next phrase from one sentence to the other sentence, from the first paragraph to the second paragraph and first chapter to the second chapter.
- v) **Unity:** Writing language must have unity. Words make up a sentence, sentences make up a paragraph and just as a sentence cannot be called a good sentence, if it does not contain one main thought so paragraph can not be called

good, if it is not constructed as to deal with one and only one main topic or theme.

- vi) Economy: Good writing must be brief. A writer writes something in his/her capacity to express his/her ideas briefly and effectively. Good writing is like a gold coin, small in compass but its value is great.
- vii) Simplicity: Good writing must be simple. Karki (2053:13) says that reducing complexities, unnecessary expressing ideas or thought, unnatural or unpretentious way is the best characteristics of good writing.
- viii) Free from error: Good writing must be free from error. It must be accurate. Every written piece has to be free from orthographic errors, semantic errors, grammatical errors, idiomatic errors, factual errors, punctuation errors and others.

#### **1.1.2.4 Importance of Writing**

Writing is superior to other language skills because of its quality of being permanent. In Nepal, English has been taught and learned as a foreign language. It is being taught as a compulsory subject from grade one to bachelor level in Nepal. All the answers are required to be given in the written form. The objectives of English Language Teaching (ELT) curriculum at secondary level in Nepal focuses on the cultivation of communicative ability and proficiency in listening, speaking, reading and writing. The secondary level curriculum gives 20% weightage to listening and speaking and 80% to reading and writing. This weightage shows that writing is one of the most important skills of language.

High school students extensively use the written form of language. They make use of written language in their day to day learning



activities. They occasionally write personal, official letters and participate in many writing contests such as essay writing, story writing or poetry writing. Besides, they appear in their unit or monthly tests, or final examination, and they are required to answer more than 80% of the questions in writing. In S.L.C. examination, students are required to answer in writing.

In conclusion, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill. Their English language competence is better, if they can write well.

#### **1.1.2.5 An Overview of Teaching Writing**

Components of the teaching writing are as follows:

- (i) Mechanical skill:- It is the ability of the learners to use punctuation and spelling, etc. correctly.
- (ii) Treatment of content:- It is the ability of the learners to think and express themselves correctly in writing.
- (iii) Style:- It is the ability of the learners to manipulate sentences and paragraphs and use language effectively.
- (iv) Judgmental skills:- It is the ability of learners to write in an appropriate manner for a particular purpose. It also refers to the ability to select, organize and order relevant information.

Ninth graders are exposed to controlled writing, guided writing and free writing according to the present secondary level English language curriculum. Therefore, it is relevant to see what these terms mean or refer to.

### 1.1.3 Controlled writing

Controlled writing is fully guided. It is supplied with information in the form of some clues or points and students are asked to complete paragraph by filling gaps. Controlled writing includes the following exercises:

- a) Gaps filling
- b) Broken dialogue

#### i. Gap Filling

The teacher distributes a sheet of paper with word (s) missing and the students fill in the gaps choosing the correct word (s) from the box on the basis of theme of a story (Byrne, 1993:12).

- The teacher distributes a sheet with words missing, and tells the students the theme of the stories. Then students fill in the blanks.
- In a program of individualized instruction, students do exercise and complete sheet. The teacher checks the student's progress.

Fill in the blanks with appropriate words or phrases from the box.

*A fox was one day very .... . He .... A bunch of fine large, ripe grapes hanging from a vine. He ..... at them but was .... to seize them. He .... several times ..... all in vain, for they were quite .... reach.*

*At last he .... his attempts and going away, said, "I am very glad I could not .... these grapes. They are quite ..... and would have made me ill if I had been so foolish as to eat them."*

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| unable, but, hungry, out of, jumped, saw, gave up, sour, reach, tried |
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## ii. Broken Dialogue

A dialogue is a devised conversation intended to be uttered by the participants. The participants pretend to assume different roles and exchange their roles in short conversation forms. In the broken dialogue, the students construct dialogues on the basis of clues/criteria mentioned there.

Sample: A hotel receptionist and a customer are talking together. Read the conversation and fill in the missing dialogue.

*Receptionist:* .....

*Mrs. Rai:*       *Good morning* .....

*My husband will arrive this afternoon.*

*Receptionist:* .....

*Mrs. Rai:*       .....*perhaps for a week.*

*Receptionist:*   *Let me see, of course this is the busiest time of*  
                          *year for us but ah yes, .....*

*Mrs. Rai:*       .....

### 1.1.4 Guided writing

It is supplied with information in the form of some clues or points. Students are asked to select the information from the input given. Then students use all information correctly in short paragraphs. It may be a notice, note, telegram, dialogue etc. The students do not add any new information.

The guided writing covers the following activities:

- i) Skeleton for writing stories
- ii) Parallel writing
- iii) The beginning and ending of a story

iv) Describing pictures

v) A set of instructions

### **i) Skeleton for writing stories**

Skeleton for writing stories is a branch of substitution exercises. Such stories may be given with greater freedom of choice. More than one word may suit here freely and this leads to practice inserting text. It helps students to write a complete paragraph.

Example

Here are the 'bare bones of a story. By filling in the blanks in an interesting way, you can make any kind of story.

*It is a hot day ..... a thirsty crow wants water .....sees an earthen pot.....water is low.....makes way .....brings pebbles .....puts them into .....water level comes up quenches its thirst.*

### **ii) Parallel writing**

Parallel writing means changing the point of view. In this writing, students retell something from another person's point of view. They also may change the time.

Example:

*Mr. Adhikari arrives at Mrs Sita's house in the morning at 10:30. He has letters from Mr. Ram. He doesn't see the caretaker. He begins to yell. Mrs Sita finds him. She makes him a cup of tea.*

Exercise:

Rewrite the story from Mrs Sita's Point of view.

*Mr. Adhikari, a post man arrived at my house in the morning at 10:30.....*

*I made him a cup of tea.*

**iii) The beginning and ending of a story**

- a) Teacher presents some subject matters in the beginning and ending of the story on the black board or overhead projector.
- b) Teacher asks the students to listen to the theme of a story.
- c) Students listen carefully.
- d) Students participate to develop the paragraph or story with the help of beginning and ending a story.

*A young farm girl was going to market, carrying a pot of milk on her head. She was ambitious and began to plan.....*

*Just at the moment she was in deep thought, she tripped over a stone. The pot fell and broke. The milk was all spilled.*

**iv) Describing pictures**

- a. Describing picture is a type of guided writing. The students develop a story on the basis of the evidence on the series of pictures.

Some instructions

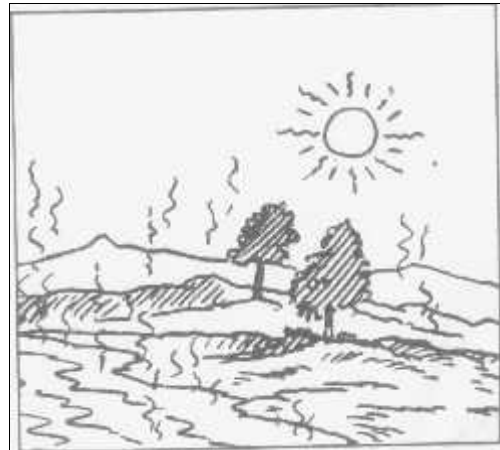
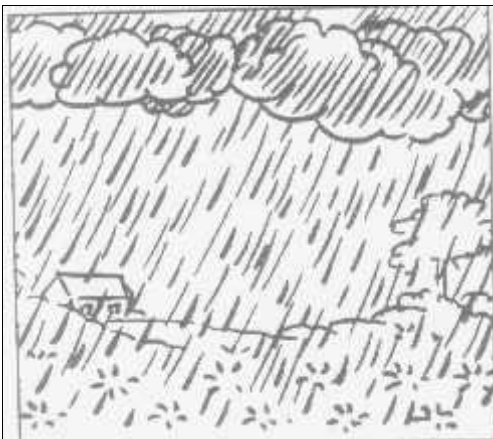
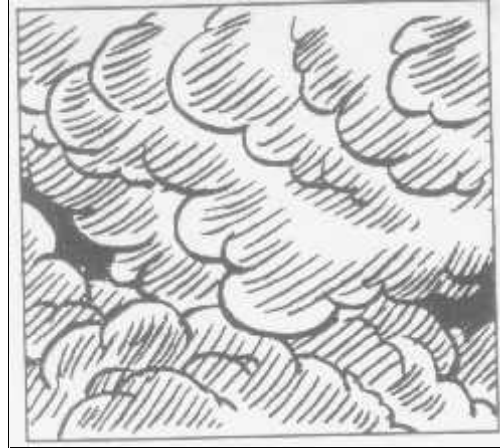
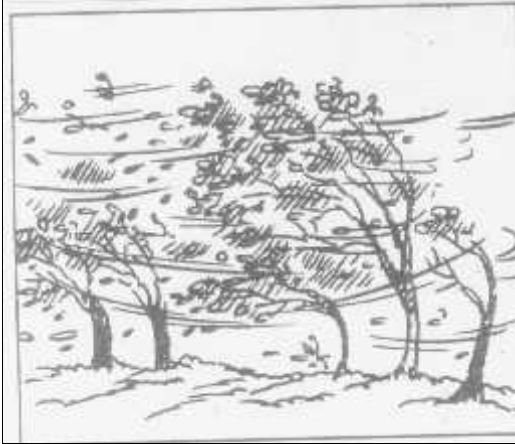
- Look at the series of pictures.
- Try to find out the relation between them.
- Describe them in the form of a story.
- Use past tense.

Sample: Look at the following series of picture and develop a story.



Answer key: A boy entered the head teacher's room without permission and sat on the Chair. He started talking/argueing in a loud voice. He came out of the room and bang the door. Lastly, he felt he did not do well.

Sample of exercise: The four seasons



b. Describe your activities during each season.

Use at least five different verbs.

- Wear a beautiful clothes
- Take an umbrella
- Wear woolen cloths
- Cultivate the land
- Listen to the music

### **1.1.5 Free Composition**

Free writing is an extended composition. It is not guided or controlled. Students are asked to write a paragraph or paragraphs or telegrams or office notices, tender notices or report writing or summary writing or diary writing. They are required to express their own opinions. This requires a careful planning.

In free composition, students are allowed first to think on a topic. There are no restrictions on student's use of word or structures. The teacher can help them in selecting and planning a topic in getting rid of the errors. It should have controlling and persuasive thought. Students also consider unity of ideas and coherence. The types of free writing are as follows:

- i. Narrating (an incident story)
- ii. Describing (in the form of an essay or paragraph)
- iii. Replying (in the form of a letter or application)
- iv. Explaining (the reasons for something .....etc.)

The things to be considered in free writing are as follows:

- i. Students should have controlled persuasive thought on a given topic.
- ii. Students should think supporting important facts according to the topic.
- iii. Unity of thought should be combined with coherence.
- iv. Students should construct forceful thought and convincing expression.



- v. Students should write some subject matters according to their creative and imaginative.
- vi. Students should write the purpose of the given topic. The purpose of the topic should be given. Students follow some indications.

### **i. Narrating (an incident/story)**

Narrative composition includes simple retold stories, histories autobiographies (story of person's life) personal experience, everyday life etc. The students are given simple narrative structures to write free composition. After that, students should follow simple structures themselves. Some example are as follows:

- i. A bad dream that frightened Samjhana.
- ii. Your journey to "Madi"
- iii. Spending five hours in a big fair.

### **ii. Describing (in the form of an essay or paragraph)**

Describing is a type of free writing on which the students express their ideas in the form of an essay or paragraph.

Sample: Writing an essay about rivers in Nepal

### **iii. Replying (in the form of a letter or application)**

Replying is another kind of free writing. It is also creative writing. In this writing, the students read the letter/application or wanted notice and write the reply taking care of the actual purpose.

Sample: Read the following notice and write the application for the required post.

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| <p style="text-align: center;"><b>Wanted</b><br/><b>Hotel Safari Narayani</b><br/><b>Requires</b><br/><b>An Accountant</b></p> <p><i>Candidates are required to apply their application on the address below. They must be young and energetic, having good knowledge of spoken and written English. Application after the due date will not be accepted.</i></p> <p><i>Last date for application submission – 2064/06/04</i></p> <p style="text-align: right;">The Manager<br/>Hotel Safari Narayan<br/>P.O. Box – 436<br/>Bharatpur, Chitwan</p> |
|--|

#### **iv. Explaining**

Explaining is the fourth kind of free writing. It is also a creative writing. Learners think about the topics of paragraph/essay and they write about subject matters which are reasonable.

#### **Sample: The book you like most**

Write an essay on "The book you like most" focusing on reasons.

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| <p><i>There are a number of books that I like. However, Muna-Madan, Composed by Devkota is the book I like most. This epic is full of ups and downs of life. It is indeed filled with the sentiment of true love. This book has shown that man cannot be great or small because one can be great if one has a wide heart to grasp the inner feelings of human beings. These all are the reasons why I like Muna-Madan Most.</i></p> |
|---|

### **1.1.6 An Overview of Correcting Written Work**

Correction of student's written script is one of the best works of helping students develop their writing skill. If the teacher does not correct their copies, he is worsening his language, encouraging and strengthening mistakes. Rivers, (1968:255) says that systematic training in writing requires systematic correction of individual scripts if it is to be effective.

It is a very hard work for a teacher to correct all exercise books. It is a serious problem in teaching writing skill although different methodologists have given different correction techniques. (Byrne, 1993:7-8) has mentioned the following techniques of correcting writing.

- i. Teacher asks students to write a story/essay/some lines. Answer sheets should be collected and corrected.
- ii. The another device is that the teacher should put the actual symbols for correction. They are 's' for spelling 'g' for grammar, 'w' for word order, 'n' for number and 'p' for punctuation.
- iii. The teacher moves around the class and cares the line that contains a mistake and students try to correct them.
- iv. Only answer should be written on the blackboard.
- v. Correction by the students themselves.
- vi. Exchanging exercise books: It is not possible for lower classes. In this techniques the students exchange their exercise copies/books among themselves and find out their friends' mistakes.

- vii. Use of computer: It is little difficult for lower class students. In these techniques, the students set their written scripts on the computer's screen, and find out their mistakes (grammar, spelling punctuation). After that they should correct themselves with the help of computer.

## **1.2 Review of the Related Literature**

This section is an attempt to review related studies, articles and reports. The related literatures reviewed for the study are as follows:

Giri (1981) carried out a study on "A comparative study of English language proficiency of the students studying in grade ten in secondary school of Doti and Kathmandu". His study was aimed to find out the students' ability of conversation and normal speech in English. The finding was that Kathmandu students of secondary level were better than of those Doti students.

Karki (1996) carried out a study on "A Comparative Study of Writing Proficiency between the Students of Public and Private School of Grade Ten in Lamjung district." The objective of his study was to analyze the writing of the students of Grade Ten and identifying their weaknesses. The finding shows that writing proficiency of private schools was better than that of public school.

Paudyal (1999) carried out a study on "Comparative study of English language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu". The main objective of his study was to investigate the writing proficiency of the 12<sup>th</sup> Graders of Gulmi and Kathmandu districts. His study was also aimed to make a

comparative study of the English language writing proficiency of the students of different schools of Gulmi and Kathmandu district. The finding in his study was that urban area students were better than that of the rural areas. This study explicitly showed that students of humanities and science facilities, especially the girls had better proficiency.

Bhattarai (2001) carried out a study on "The use of punctuation in free writing." The main objective of his study was to establish the hierarchies of the total use, correct use and erroneous use of punctuation marks on the basis of their frequency in the written texts and to analyze their hierarchies. It did not cover the whole area of punctuation. Students used altogether thirteen items of punctuation marks. Only eleven items of punctuation were found erroneous.

### **1.3 Objectives of the Study**

The major objectives of this study was to find out proficiency of the students of Grade nine in free writing and guided writing. The specific objectives were as follows:

- i. To find out the proficiency of nine graders in free writing and guided writing.
- ii. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Though all the four language skills are inseparable from the teaching learning activities, Nepalese students learn the English language for the literacy purpose rather than linguistic purpose. They also assume that listening and speaking have low priority

while reading and writing have high priority for language learning program. Therefore, it is necessary to emphasize on writing skill in Nepalese context. So this study focuses on the writing proficiency of nine graders in free and guided writing.

This study will be significant mainly for the language teachers teaching English at grade nine. They are the people who can develop remedial classes or materials to improve writing skill. This study will also be significant for materials developers who prepare materials for teaching writing. The findings of the research will certainly be significant to all those who are directly or indirectly involved in teaching and learning English as second language in Nepal.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher adopted the following methodology to achieve the objectives of this study:

#### **2.1 Sources of Data**

Both primary and secondary sources of data were utilized to collect the data.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were the forty students from four different government aided schools of Madi, Chitwan.

##### **2.1.2 Secondary Sources of Data**

The researcher also used different books, journals and the theses related to the topic like Karki (2053), Bhattarai (2001) and so on as secondary sources.

#### **2.2 Sampling Procedure**

The researcher selected four different government-aided schools of Madi by using non random judgmental sampling procedure. The same procedure was used to select grade nine also. The researcher adopted the stratified random sampling procedure to determine the sample size of the study. Forty students of grade nine from four different schools of Madi were taken for the study using stratified random sampling procedure.

### **2.3 Tools for Data Collection**

The researcher developed the test item to collect the required data. The test item included both subjective and objective type questions for assessing the free and guided writing proficiency level of the students. The final test designed to administer among the informants carried 100 full marks, and three hours' time was allotted for the test. The main tools are as follows:

- i. Test item 'A' (Guided writing): It carried 50 full marks. It included test items for re-writing sentences, writing similar description, developing story and completing a dialogue.
- ii. Test item 'B' (Free writing): It carried 50 full marks. It included test items for essay writing, letter writing and giving opinion.

### **2.4 Process of Data Collection**

Before the actual administration of research tools, the researcher had conducted a 'pilot test' to identify the effectiveness of the research tools. Test items administrated in the pilot test were well answered. Therefore, no changes were made in the tests. At the time of preparing the research tools the researcher also took a particular attention for developing marking scheme. He developed marking scheme. Lastly, the researcher visited the selected schools, talked to the head teachers conveying the purpose of the study and administered the test to the students. Being aware of the possible halo effect, the researcher tried his best to maintain the atmosphere effectless.



## **2.5 Limitations of the Study**

- i. The study was limited to the grade nine students of government aided schools.
- ii. The area of the study was Madi.
- iii. Only forty students were involved in the study.
- iv. The findings may not be applicable to the whole schools throughout the Chitwan district as well as the country.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the sample population. After the collection of answer sheet, the researcher checked and assigned the marks to the students. After that, he tabulated the sources and analyzed and interpreted the data by using the simple statistical tools:

The analysis and interpretation of the data have been made in the following headings:

3.1 Total proficiency

3.2 School-wise Comparison of Proficiency

3.3 Item-wise Comparison of Proficiency

#### 3.1 Total Proficiency

The overall proficiency of the students of all selected schools has been analyzed and interpreted in details using mean and percentile calculation in free writing and guided writing in this heading. The following table shows the overall proficiency of the students in free and guided writing.

**Table 1**

**Status of total proficiency in free and guided writing**

| S.N. | No. of Student | Marks obtained in free writing |            | Marks obtained in guided writing |            |
|------|----------------|--------------------------------|------------|----------------------------------|------------|
|      |                | Average                        | Percentage | Average                          | Percentage |
| 1    | 40             | 18.85                          | 37.7       | 23.72                            | 47.45      |

The table shows that the mean score obtained in free writing by the students was 18.85 out of 50. The result seems to be satisfactory

but the mean score attained by the students in guided writing was 23.72. The result seems to be good.

### 3.2 School-wise Comparison of Proficiency

The proficiency of the students of Shomeshwor Secondary School, Madi Secondary School, Janakalyan Secondary School and Janajeevan Secondary school in the free writing and guided writing has been analyzed and interpreted in details using mean and percentile calculation. The following table shows the school-wise comparison of proficiency in free writing:

**Table 2**

**School wise comparison of the proficiency of the students in free writing**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 18.5                     | 37         |         |
| 02    | J.J.S.          | 10              | 18.8                     | 37.6       |         |
| 03    | S.S.S.          | 10              | 17.7                     | 35.6       |         |
| 04    | M.S.S.          | 10              | 20.4                     | 40.8       |         |
| Total |                 | 40              | 18.775                   | 37.55      |         |

The table shows that the overall average score and overall percentage was 18.775% and 37.55% respectively. The students of M.S.S. were seen the most proficient in free writing with the average score of 20.4 and the students of S.S.S. were seen the least proficient in free writing with the average score 17.7. The students of J.K.S. obtained below the mean score i.e: 18.5 and the students of J.J.S. obtained just above the mean score i.e: 18.8.

Similarly, the proficiency of students in guided writing has been presented as follows:

**Table 3**

**School wise comparison of the proficiency of the students in  
guided writing**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 23.6                     | 47.2       |         |
| 02    | J.J.S.          | 10              | 23                       | 46         |         |
| 03    | S.S.S.          | 10              | 21.5                     | 43         |         |
| 04    | M.S.S.          | 10              | 26.8                     | 53.6       |         |
| Total |                 | 40              | 22.92                    | 45.85      |         |

The table shows that the overall average score and overall percentage was 22.92 and 45.85% respectively. The students of M.S.S. were seen more proficient in guided writing with the average score 26.8 and the students of S.S.S. were seen the least proficient in guided writing with the average score of 21.5 which was less than the overall mean score by 1.425. The students of J.K.S. and J.J.S. obtained above the mean score, 23.6 and 23 respectively.

### **3.3 Item-wise Comparison of Proficiency**

The proficiency of the students of all the selected schools in each item of free and guided writing activities has been analyzed and interpreted in detail with the help of mean and percentile calculation in this heading.

### 3.3.1 Item-wise Proficiency in Free Writing

Under this heading, the proficiency of the students of all selected schools in each item of free writing has been analyzed and interpreted in details with the help of mean and percentile calculation. The following table shows proficiency in essay writing:

**Table 4**  
**Proficiency of the Students in essay writing**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 7.9                      | 39.5       |         |
| 02    | J.J.S.          | 10              | 8.5                      | 40.25      |         |
| 03    | S.S.S.          | 10              | 7.55                     | 37.75      |         |
| 04    | M.S.S.          | 10              | 9.05                     | 45.25      |         |
| Total |                 | 40              | 8.13                     | 40.68      |         |

The above table shows that the overall proficiency of the students in essay writing was 40.68%. The Students of J.K.S. J.J.S, S.S.S. and M.S.S. obtained 39.5%, 40.25%, 37.75% and 45.25% marks respectively. The students of M.S.S. were found to be the most proficient in essay writing whereas the students of S.S.S. were found to be the least proficient. The marks obtained by the students of J.K.S. and S.S.S were below the average score and the students of M.S.S. and J.J.S. obtained above the average score. The following table shows the proficiency of students in letter writing:

**Table 5**  
**Proficiency of the Students in letter writing**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 4.45                     | 44.5       |         |
| 02    | J.J.S.          | 10              | 5.15                     | 51.5       |         |
| 03    | S.S.S.          | 10              | 5.2                      | 52         |         |
| 04    | M.S.S.          | 10              | 5.6                      | 56         |         |
| Total |                 | 40              | 5.1                      | 51         |         |

The table shows that the overall proficiency of the students in letter writing was 51%. The average marks obtained by the students of J.K.S., J.J.S., S.S.S. and M.S.S. were 44.5%, 51.5%, 52% and 56% respectively. The students of M.S.S. were found to be most proficient and the students of J.K.S. were found to be the least proficient in letter writing. The mark obtained by J.K.S. was less than the average marks whereas the other schools obtained above the average score.

The following table shows the proficiency of the students in giving opinion:

**Table 6**  
**Proficiency of the Students in giving opinion**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 6.15                     | 30.75      |         |
| 02    | J.J.S.          | 10              | 5.06                     | 28.00      |         |
| 03    | S.S.S.          | 10              | 4.95                     | 24.75      |         |
| 04    | M.S.S.          | 10              | 5.75                     | 28.75      |         |
| Total |                 | 40              | 5.61                     | 28.06      |         |

The table shows that the overall proficiency of the students in giving opinion was 28.06%. The students of J.K.S. J.J.S, S.S.S. and M.S.S. obtained 30.75%, 28%, 24.75% and 28.75% respectively. Students of J.K.S. were found to be the most proficient in giving opinion and the students of S.S.S. were found to be the least proficient. Students of J.J.S. obtained less than the mean score. But the students of M.S.S. obtained just above the mean score.

### 3.3.2 Item-wise Comparison of Proficiency in guided writing

The proficiency of the students of all the selected schools in each item in guided writing has been analyzed and interpreted in details with the help of mean and percentile calculation in this heading.

The following table shows the proficiency of the students in re-writing sentences:

**Table 7**

#### **Proficiency of the students in re-writing sentence**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 5                        | 62.5       |         |
| 02    | J.J.S.          | 10              | 4.1                      | 51.25      |         |
| 03    | S.S.S.          | 10              | 4.9                      | 61.25      |         |
| 04    | M.S.S.          | 10              | 4.85                     | 60.62      |         |
| Total |                 | 40              | 4.17                     | 58.9       |         |

The above table shows that the overall proficiency of the students in re-writing sentence was 58.9%. The students of J.K.S. were

found to be the most proficient with 62.5% whereas the students of J.J.S. were found to be the least proficient with 51.25% which was below the mean score. The students of S.S.S. and M.S.S. obtained above the average score.

The following table shows the proficiency of the students in re-writing sentence in another way:

**Table 8**

**Proficiency of students in re-writing sentence in another way**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 8.75                     | 43.75      |         |
| 02    | J.J.S.          | 10              | 7.3                      | 36.5       |         |
| 03    | S.S.S.          | 10              | 7.7                      | 38.5       |         |
| 04    | M.S.S.          | 10              | 10.9                     | 54.5       |         |
| Total |                 | 40              | 8.66                     | 43.31      |         |

The table shows that the overall proficiency of the students in re-writing sentence in another way is 43.31%. The students of J.K.S., J.J.S., S.S.S. and M.S.S. obtained 43.75%, 36.5%, 38.5% and 54.5% respectively. The students of M.S.S. were found to be the most proficient and the students of J.J.S. were found to be the least proficient in this item. The students of J.J.S. obtained below the mean score whereas J.K.S. and M.S.S. obtained more than the mean score.

The following table shows the proficiency of the students in writing similar description:



**Table 9****Proficiency of the students in writing similar description**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 3                        | 37.5       |         |
| 02    | J.J.S.          | 10              | 3.95                     | 49.37      |         |
| 03    | S.S.S.          | 10              | 2.6                      | 32.5       |         |
| 04    | M.S.S.          | 10              | 3.85                     | 48.12      |         |
| Total |                 | 40              | 3.35                     | 41.87      |         |

The table above shows that the overall proficiency in writing similar description was 41.87%. The students of J.J.S. were found to be the most proficient whereas the students of S.S.S. were found to be the least proficient. The students of S.S.S. and J.K.S. obtained less than the mean score and the students of J.J.S. and M.S.S. obtained more than the mean score.

The following table shows the proficiency of the students in developing a story.

**Table 10****Proficiency of the students in developing a story**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 2.4                      | 34.28      |         |
| 02    | J.J.S.          | 10              | 3.35                     | 47.85      |         |
| 03    | S.S.S.          | 10              | 2.7                      | 38.57      |         |
| 04    | M.S.S.          | 10              | 3.25                     | 46.42      |         |
| Total |                 | 40              | 2.925                    | 41.78      |         |

The table shows that the overall proficiency of the students in developing a story was 41.78%. The students of J.K.S., J.J.S., S.S.S., and M.S.S. obtained 34.28%, 47.85%, 38.57% and 46.42% respectively. The students of J.J.S. were found to be the most proficient and the students of J.K.S. were found to be the least proficient in developing a story. The students of J.J.S. and M.S.S. obtained above the average score but the students of J.K.S. and S.S.S. obtained below the average score.

The following table shows the proficiency of the students in completing dialogue:

**Table 11**  
**Proficiency of the students in completing dialogue**

| S.N.  | Variable school | No. of Students | Marks obtained (F.M. 50) |            | Remarks |
|-------|-----------------|-----------------|--------------------------|------------|---------|
|       |                 |                 | Average                  | Percentage |         |
| 01    | J.K.S.          | 10              | 4.6                      | 65.71      |         |
| 02    | J.J.S.          | 10              | 4.3                      | 61.42      |         |
| 03    | S.S.S.          | 10              | 3.6                      | 51.42      |         |
| 04    | M.S.S.          | 10              | 3.95                     | 56.42      |         |
| Total |                 | 40              | 4.11                     | 58.75      |         |

The above table shows that the overall proficiency of the students in completing dialogue is 58.75%. The students of J.K.S., J.J.S., S.S.S. and M.S.S. obtained 65.71%, 61.42%, 51.42% and 56.42% respectively. The students of J.K.S. were found to be the most proficient and the students of S.S.S. were found to be the least proficient in completing a dialogue. The students of J.K.S. and J.J.S. obtained above the average score and the students of M.S.S. and S.S.S. obtained below the average score.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the two conclusive parts of the research work viz. findings and recommendations.

#### **4.1 Findings**

The major findings of the study are as follows:

- i. Students were seen more proficient in guided writing than in free writing with the mean score 23.725 and 18.85 respectively.
- ii. The students of M.S.S. were found to be the most proficient in both free and guided writing with the mean score 20.4 and 26.8 respectively.
- iii. The students of S.S.S. were found to be the least proficient in both free and guided writing with the mean score 17.7 and 21.5 respectively.
- iv. The students of M.S.S. and J.J.S. were found obtaining more than the average score by 1.63 and 0.025 respectively.
- v. The students of J.K.S. and S.S.S. were found obtaining less than the average score by 0.275 and 1.075 respectively.
- vi. The students were found poor in giving opinion with the score less than mean by 1.06.

## 4.2 Recommendations

On the basis of the findings of the research work, the researcher would like to recommend some pedagogical implications.

- i. Free writing should be encouraged. The students should be made free to express themselves in various writing context such as essay writing, story writing, article writing, report writing, letter writing, diary writing, application writing, drama writing, poem composing and so on.
- ii. Giving opinion was very much difficult for most of the students. So the activities like opinion poll should be practiced with regular correction.
- iii. Integrated teaching may be one of the best techniques to improve proficiency in the use of punctuation marks and other grammatical items. Integrated practice can be made perfect to use punctuation marks and other grammatical items in writing skill. Self correction, peer correction or teacher correction can be applied considering the situation.
- iv. English teachers should familiarize themselves with modern approaches to teaching writing skill through ELT journals, Forum, TESOL and so on.
- v. More exercises of free writing should be included in the text book.

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## Appendix – I

### Proficiency of the students of Janakalyan in each items

| S.N.       | Free Writings       |           |           |           |           |           |       | Guided writing |              |             |           |           | Total |
|------------|---------------------|-----------|-----------|-----------|-----------|-----------|-------|----------------|--------------|-------------|-----------|-----------|-------|
|            | Name                | F.W.<br>1 | L.W.<br>2 | G.O.<br>3 | E.W.<br>4 | G.O.<br>5 | Total | R.W.S.<br>8    | R.W.S.<br>20 | W.S.D.<br>8 | D.S.<br>7 | C.D.<br>7 |       |
| 1          | Nirmal Acharya      | 4         | 3.5       | 2.5       | 4.5       | 4.5       | 19    | 4.5            | 11           | 4           | 3.5       | 4.5       | 27    |
| 2          | Binod Chapagain     | 3.5       | 4.5       | 4.5       | 4         | 2.5       | 19    | 4.5            | 10           | 3           | 1.5       | 4         | 22    |
| 3          | Sunita Gurung       | 2.5       | 3.5       | 2         | 3.5       | 2.5       | 14    | 3.5            | 9.5          | 1.5         | 1.5       | 3         | 19    |
| 4          | Khem Kanta Adhikari | 6         | 7.5       | 5.5       | 7         | 5         | 31    | 7              | 15           | 5.5         | 5         | 6.5       | 39    |
| 5          | Bhanu Bhakta Subedi | 4.5       | 6         | 3.5       | 5         | 4         | 23    | 6              | 12           | 2.5         | 2         | 5.5       | 28    |
| 6          | Buddi V.K.          | 1.5       | 2         | 1.0       | 2         | 1.5       | 08    | 4              | 4            | 1           | 1.0       | 4         | 14    |
| 7          | Hari Maya Chaudhary | 2.0       | 2.5       | 2         | 2         | 2.5       | 11    | 4.5            | 4.5          | 1.5         | 1.5       | 3         | 15    |
| 8          | Deependra Neupane   | 5.5       | 6         | 4         | 6         | 3.5       | 25    | 5.5            | 11           | 3           | 2.5       | 5         | 27    |
| 9          | Bal Ram Pokhrel     | 3.0       | 2.5       | 2.5       | 2         | 2         | 12    | 3.5            | 3.0          | 3.5         | 1.5       | 4.5       | 16    |
| 10         | Laxmi G.C.          | 4.5       | 6.5       | 2.5       | 6         | 3.5       | 23    | 7              | 7.5          | 4.5         | 4         | 6         | 29    |
| Total      |                     | 37        | 44.5      | 30        | 42        | 31.5      | 185   | 50             | 87.5         | 30          | 24        | 46        | 236   |
| Average    |                     | 3.7       | 4.45      | 3.0       | 4.2       | 3.15      | 18.5  | 5.0            | 8.75         | 3.0         | 2.4       | 4.6       | 23.6  |
| Percentage |                     | 37        | 44.5      | 30        | 42        | 31.5      | 37%   | 62.5           | 43.75        | 37.5        | 34.28     | 65.71     | 47.2% |

## Appendix - II

Proficiency of the students of Janajeevan in each items

| S.N.       | Free Writings   |          |           |           |           |           | Total | Guided writings |        |        |       |       | Total |
|------------|-----------------|----------|-----------|-----------|-----------|-----------|-------|-----------------|--------|--------|-------|-------|-------|
|            | Name            | F.W<br>1 | L.W.<br>2 | G.O.<br>3 | E.W.<br>4 | G.O.<br>5 |       | R.W.S.          | R.W.S. | W.S.D. | D.S.  | C.D.  |       |
| 1          | Ramesh Pahari   | 2.0      | 3.5       | 1.5       | 4         | 2         | 13    | 5               | 3      | 2.5    | 2     | 2.5   | 15    |
| 2          | Chandra Pun     | 4        | 5.5       | 2.5       | 3.5       | 3.5       | 19    | 5               | 6      | 4.5    | 2.5   | 4     | 22    |
| 3          | Harish Pandey   | 4.5      | 6.0       | 3.0       | 4         | 2.5       | 20    | 5.5             | 7.5    | 5.5    | 4.5   | 6     | 29    |
| 4          | Mina Adhikari   | 1.5      | 1.5       | 1         | 2.0       | 1         | 08    | 2.0             | 4      | 1.5    | 1.5   | 2     | 11    |
| 5          | Suman Pariyar   | 3.5      | 4.5       | 2.0       | 4         | 3.0       | 17    | 4               | 9      | 2.5    | 3.0   | 4.5   | 23    |
| 6          | Sushila Bot     | 6.5      | 7         | 5.5       | 6.5       | 6.5       | 32    | 6.5             | 14     | 6.5    | 5     | 6     | 38    |
| 7          | Prakash Paudel  | 3.0      | 4.0       | 2.0       | 2.5       | 1.5       | 13    | 2.5             | 5      | 3.0    | 2.5   | 3     | 16    |
| 8          | Basanta Chhetri | 5        | 7         | 4         | 5.5       | 3.5       | 25    | 3.0             | 10     | 4.5    | 5     | 5.5   | 28    |
| 9          | Kamala Rana     | 3        | 4         | 1.5       | 3.5       | 2.0       | 14    | 2               | 6      | 3.0    | 2.5   | 3.5   | 17    |
| 10         | Anamol Subedi   | 6        | 7.5       | 3.5       | 6         | 4         | 24    | 5.5             | 8.5    | 6      | 5     | 6     | 31    |
| Total      |                 | 39       | 51.5      | 26.5      | 41.5      | 29.5      | 188   | 41              | 73     | 39.5   | 33.5  | 43    | 230   |
| Average    |                 | 3.9      | 5.15      | 2.65      | 4.15      | 2.95      | 18.8  | 4.1             | 7.3    | 39.95  | 3.35  | 4.3   | 23    |
| Percentage |                 | 39       | 51.5      | 26.5      | 41.5      | 29.5      | 37.6% | 51.25           | 36.5   | 49.37  | 47.85 | 61.42 | 46%   |



### Appendix – III

Proficiency of the students of Shomeshwor Secondary School in each items

| S.N.       | Free Writings   |          |           |           |           |           |       | Guided writings |             |             |           |           | Total |
|------------|-----------------|----------|-----------|-----------|-----------|-----------|-------|-----------------|-------------|-------------|-----------|-----------|-------|
|            | Name            | F.W<br>1 | L.W.<br>2 | G.O.<br>3 | E.W.<br>4 | G.O.<br>5 | Total | R.W.S.<br>1     | R.W.S.<br>2 | W.S.D.<br>3 | D.S.<br>4 | C.D.<br>5 |       |
| 1          | Indira Paudel   | 4.5      | 6.5       | 4         | 5.5       | 4.5       | 25    | 6.5             | 11          | 3.5         | 4.0       | 4.0       | 29    |
| 2          | Dhruba G.C.     | 4.0      | 6.0       | 3.5       | 2.5       | 3.0       | 19    | 5.0             | 7.5         | 2.5         | 3.5       | 3.5       | 22    |
| 3          | Dilip Chaudary  | 1.5      | 4.0       | 2.5       | 4.0       | 2.0       | 14    | 4.0             | 6.0         | 2.0         | 1.5       | 2.5       | 16    |
| 4          | Saraswati Khati | 1.0      | 2.5       | 1         | 3.0       | 1.5       | 09    | 2.0             | 4.5         | 1.5         | 1.0       | 2.0       | 11    |
| 5          | Aakash Paudel   | 6.0      | 7.5       | 4.0       | 6         | 4.5       | 28    | 7.0             | 12          | 5.5         | 4.5       | 5.0       | 34    |
| 6          | Rita Gurung     | 4.5      | 6         | 3.0       | 3.5       | 4.0       | 21    | 6.0             | 10          | 3.5         | 3.5       | 4.0       | 27    |
| 7          | Saroj Kandel    | 3.0      | 5.5       | 1.5       | 5.5       | 2.5       | 18    | 5.5             | 7.0         | 3.5         | 3.0       | 4.0       | 23    |
| 8          | Naresh Karki    | 2.5      | 3.5       | 1.0       | 2.0       | 1.0       | 10    | 2.0             | 6.0         | 1.0         | 1.5       | 2.5       | 13    |
| 9          | Milan Rana      | 3.5      | 4.5       | 1.5       | 5.5       | 2.0       | 17    | 5.0             | 6.5         | 1.5         | 2.0       | 4.0       | 19    |
| 10         | Bimala Pokhrel  | 3.5      | 6.0       | 1.5       | 4.0       | 1.0       | 16    | 6.0             | 6.5         | 1.5         | 2.5       | 4.5       | 21    |
| Total      |                 | 34       | 52        | 23.5      | 41.5      | 26        | 177   | 49              | 77          | 26          | 27        | 36        | 215   |
| Average    |                 | 3.4      | 5.2       | 2.35      | 4.15      | 2.6       | 17.7  | 4.9             | 7.7         | 2.6         | 2.7       | 3.6       | 21.5  |
| Percentage |                 | 34       | 52        | 23.5      | 41.5      | 26        | 35.4% | 61.25           | 38.5        | 32.5        | 38.57     | 51.42     | 43%   |

## Appendix - IV

Proficiency of the students of Madi Secondary School in each items

| S.N.       | Free Writings     |          |           |           |           |           | Total | Guided writings |             |             |           |           | Total |
|------------|-------------------|----------|-----------|-----------|-----------|-----------|-------|-----------------|-------------|-------------|-----------|-----------|-------|
|            | Name              | E.W<br>1 | L.W.<br>2 | G.O.<br>3 | E.W.<br>4 | G.O.<br>5 |       | R.W.S.<br>1     | R.W.S.<br>2 | W.S.D.<br>3 | D.S.<br>4 | C.D.<br>5 |       |
| 1          | Sandeep Chapagain | 6        | 7.5       | 3.5       | 6.5       | 3.5       | 27    | 6               | 13          | 4.5         | 50        | 5.5       | 34    |
| 2          | Deewakar Misra    | 3.0      | 4.5       | 1.5       | 3.5       | 1.5       | 14    | 4.5             | 6.5         | 4.0         | 2.5       | 3.5       | 21    |
| 3          | Rachana Thapa     | 6.5      | 8.0       | 5         | 7         | 5.5       | 32    | 6               | 15          | 6.5         | 5.5       | 6         | 39    |
| 4          | Manoj Shah        | 4.6      | 6.0       | 3.5       | 5.0       | 4.0       | 23    | 5.0             | 12          | 3.5         | 2.5       | 4.0       | 27    |
| 5          | Sarada Kumal      | 1.5      | 2.5       | 0.5       | 2.0       | 0.5       | 07    | 2.0             | 6.0         | 1.0         | 1.0       | 1.0       | 11    |
| 6          | Narayan Chaudary  | 3.5      | 5.0       | 3.0       | 4.5       | 2.0       | 18    | 5.0             | 12.5        | 3.0         | 2.0       | 3.5       | 26    |
| 7          | Nita Lamichhane   | 5.5      | 6.5       | 3.0       | 6.5       | 2.5       | 24    | 4.5             | 13.0        | 3.5         | 2.5       | 2.5       | 26    |
| 8          | Lalit Darain      | 2.5      | 3.5       | 1         | 1.5       | 1.5       | 10    | 3.0             | 7.5         | 1.0         | 1.5       | 2.0       | 15    |
| 9          | Rameshwor Mahato  | 6.5      | 7.5       | 5.5       | 6.5       | 5         | 31    | 6.5             | 16.0        | 6.0         | 5.5       | 6         | 40    |
| 10         | Suresh Lamichhane | 4        | 5         | 2.5       | 4         | 2.5       | 18    | 6               | 7.5         | 5.5         | 4.5       | 5.5       | 29    |
| Total      |                   | 43.5     | 56        | 29        | 47        | 28.5      | 204   | 48.5            | 109         | 38.5        | 32.5      | 39.5      | 268   |
| Average    |                   | 4.35     | 5.6       | 2.9       | 4.7       | 2.85      | 20.4  | 4.85            | 10.9        | 3.85        | 3.25      | 3.95      | 26.8  |
| Percentage |                   | 43.5     | 56        | 29        | 47        | 28.5      | 40.8% | 60.62           | 54.5        | 48.12       | 46.42     | 56.42     | 53.6% |

## Appendix - V

### Total Proficiency in Free and Guided Writing

| S.N. | Name of School  | No. of Students | Total Marks in F.W. | Total Marks in G.W. |
|------|-----------------|-----------------|---------------------|---------------------|
| 01   | Janakalyan S.S. | 10              | 185                 | 236                 |
| 02   | Janajeevan S.S. | 10              | 188                 | 230                 |
| 03   | Shomeshwor S.S. | 10              | 177                 | 215                 |
| 04   | Madi S.S.       | 10              | 204                 | 268                 |
|      | Total           | 40              | 754                 | 949                 |

Average in F.W.

$$\text{Average} = \frac{\text{Sum of F.W.}}{\text{Total No. of Students}}$$

$$= \frac{754}{40}$$

$$= 18.85$$

$$\text{Percentage} = 37.5\%$$

Average in G.W.

$$\text{Average} = \frac{\text{Sum of G.W.}}{\text{Total No. of Students}}$$

$$= \frac{949}{40}$$

$$= 23.725$$

$$\text{Percentage} = 47.45\%$$

## Appendix - VI

School: Janakalyan Secondary School, Kalyanpur.

School wise proficiency

Full Marks: 50

| S.N.  | Name of Students    | Marks in F.W. | Marks in G.W. |
|-------|---------------------|---------------|---------------|
| 1     | Nirmal Acharya      | 19            | 27            |
| 2     | Binod Chapagain     | 19            | 22            |
| 3     | Sunita Gurung       | 14            | 19            |
| 4     | Khem Kanta Adhikari | 31            | 39            |
| 5     | Bhanu Bhakta Subedi | 23            | 28            |
| 6     | Buddi V.K.          | 08            | 14            |
| 7     | Hari Maya Chaudhary | 11            | 15            |
| 8     | Deependra Neupane   | 25            | 27            |
| 9     | Bal Ram Pokhrel     | 12            | 16            |
| 10    | Laxmi G.C.          | 23            | 29            |
| Total |                     | 185           | 236           |

Average/mean in F.W.

Average/mean in G.W.

$$\text{Average} = \frac{\text{Sum of F.W.}}{\text{Total No. of Students}}$$

$$\text{Average} = \frac{\text{Sum of G.W.}}{\text{Total No. of Students}}$$

$$= \frac{185}{10}$$

$$= \frac{236}{10}$$

$$= 18.5$$

$$= 23.6$$

Percentage = 37%

Percentage = 47.2%

## Appendix - VII

School: Janajeevan Secondary School Kharkatta.

School wise proficiency

Full Marks: 50

| S.N.  | Name of Students | Marks in F.W. | Marks in G.W. |
|-------|------------------|---------------|---------------|
| 1     | Ramesh Pahari    | 13            | 15            |
| 2     | Chandra Pun      | 19            | 22            |
| 3     | Harish Pandey    | 20            | 29            |
| 4     | Mina Adhikari    | 08            | 11            |
| 5     | Suman Pariyar    | 17            | 23            |
| 6     | Sushila Bot      | 32            | 38            |
| 7     | Prakash Paudel   | 13            | 16            |
| 8     | Basanta Chhetri  | 25            | 28            |
| 9     | Kamala Rana      | 14            | 17            |
| 10    | Anamol Subedi    | 27            | 31            |
| Total |                  | 188           | 230           |

Average/mean in F.W.

Average/mean in G.W.

$$\text{Average} = \frac{\text{Sum of F.W.}}{\text{Total No. of Students}}$$

$$\text{Average} = \frac{\text{Sum of G.W.}}{\text{Total No. of Students}}$$

$$= \frac{188}{10}$$

$$= \frac{230}{10}$$

$$= 18.8$$

$$= 23$$

Percentage = 37.6%

Percentage = 46%

## Appendix - VIII

School: Shomeshwor Secondary School Gardi.

School wise proficiency

Full Marks: 50

| S.N.  | Name of Students | Marks in F.W. | Marks in G.W. |
|-------|------------------|---------------|---------------|
| 1     | Indira Paudel    | 25            | 29            |
| 2     | Dhruba G.C.      | 19            | 22            |
| 3     | Dilip Chaudary   | 14            | 16            |
| 4     | Saraswati Khati  | 09            | 11            |
| 5     | Aakash Paudel    | 28            | 34            |
| 6     | Rita Gurung      | 21            | 27            |
| 7     | Saroj Kandel     | 18            | 23            |
| 8     | Naresh Karki     | 10            | 13            |
| 9     | Milan Rana       | 17            | 19            |
| 10    | Bimala Pokhrel   | 16            | 21            |
| Total |                  | 177           | 215           |

Average/mean in F.W.

Average/mean in G.W.

$$\text{Average} = \frac{\text{Sum of F.W.}}{\text{Total No. of Students}}$$

$$\text{Average} = \frac{\text{Sum of G.W.}}{\text{Total No. of Students}}$$

$$= \frac{177}{10}$$

$$= \frac{215}{10}$$

$$= 17.7$$

$$= 21.5$$

Percentage = 35.4%

Percentage = 43%

## Appendix – IX

School: Madi Secondary School Basantapur.

School wise proficiency

Full Marks: 50

| S.N.  | Name of Students  | Marks in F.W. | Marks in G.W. |
|-------|-------------------|---------------|---------------|
| 1     | Sandeep Chapagain | 27            | 34            |
| 2     | Deewakar Misra    | 14            | 21            |
| 3     | Rachana Thapa     | 32            | 39            |
| 4     | Manoj Shah        | 23            | 27            |
| 5     | Sarada Kumal      | 07            | 11            |
| 6     | Narayan Chaudary  | 18            | 26            |
| 7     | Nita Lamichhane   | 24            | 26            |
| 8     | Lalit Darain      | 10            | 15            |
| 9     | Rameshwor Mahato  | 31            | 40            |
| 10    | Suresh Lamichhane | 18            | 29            |
| Total |                   | 204           | 268           |

Average/mean in F.W.

Average/mean in G.W.

$$\text{Average} = \frac{\text{Sum of F.W.}}{\text{Total No. of Students}}$$

$$\text{Average} = \frac{\text{Sum of G.W.}}{\text{Total No. of Students}}$$

$$= \frac{204}{10}$$

$$= \frac{268}{10}$$

$$= 20.4$$

$$= 26.8$$

Percentage = 40.8%

Percentage = 53.6%

## Appendix - X

### Proficiency of the students in essay writing

| S.N. | School | No. of students | Marks obtained in |        | Total | Average | Percentage |
|------|--------|-----------------|-------------------|--------|-------|---------|------------|
|      |        |                 | item a            | item b |       |         |            |
| 1.   | J.K.S. | 10              | 37                | 42     | 79    | 7.9     | 39.5       |
| 2.   | J.J.S. | 10              | 39                | 41.5   | 80.5  | 8.05    | 40.25      |
| 3.   | S.S.S. | 10              | 34                | 41.5   | 75.5  | 7.55    | 37.75      |
| 4.   | M.S.S. | 10              | 43.5              | 47     | 90.5  | 9.05    | 45.25      |
|      | Total  | 40              | 133.5             | 172    | 325.5 | 8.13    | 40.68      |



## Appendix - XI

### Proficiency of the students in giving opinion

| S.N. | School | No. of students | Marks obtained in |        | Total | Average | Percentage |
|------|--------|-----------------|-------------------|--------|-------|---------|------------|
|      |        |                 | item a            | item b |       |         |            |
| 1.   | J.K.S. | 10              | 30                | 31.5   | 61.5  | 6.15    | 30.75      |
| 2.   | J.J.S. | 10              | 26.5              | 29.5   | 56    | 5.6     | 28         |
| 3.   | S.S.S. | 10              | 23.5              | 26     | 49.5  | 4.95    | 24.75      |
| 4.   | M.S.S. | 10              | 29                | 28.5   | 57.5  | 5.75    | 28.75      |
|      | Total  | 40              | 109               | 115.5  | 224.5 | 5.612   | 28.06      |

## Appendix - XII

### Test Item (A)

Name of the School:

F.M.: 50

Name of the Student:

Time: 1:30

Class:

Roll No:

**A. Rewrite the sentences below so that they mean the same. Begin with the words given. (4×2 =8)**

1. She is writing a book.

A book is .....

2. I don't mind how long you stay.

You can .....

3. His room was so small that he couldn't sleep.

There wasn't enough .....

4. The last time my shoes were mended in 2001 A.D.

I haven't .....

**B. Rewrite each of the following sentences in another way beginning each new sentence with the words given. (10×2=20)**

1. When we arrived a policeman was questioning she bank clerk.

When we arrive, the bank clerk .....

2. John is taller than Mary

Mary is not .....

3. "I haven't seen her for years". He said

He said that .....

4. I won't come unless young ring.

I'll come .....

5. She wasn't strong enough to lift she suitcase.

The suitcase .....

6. I was able to leave the office early yesterday.

It was possible .....

7. Tom is very good at Tennis.

Tom plays .....

8. Poor girl was bitten by a mosquito.

A mosquito .....

9. "When will you visit London?", The teacher asked me.

The teacher asked me .....

10. He said to me, "Go to sleep".

He told me .....

**C. Read the description of Rhinoceros and write similar description of wild Elephant from the notes given. [8]**

The Rhinoceros is an immense animal which can grow to a length of three meters and height of one and a half meters. It can carry its two-tone body and run at the speed of forty km/ hr. it has a thick skin which acts as armour plating to protect its body. Although is has poor eyesight, its senses of smell is good.

The rhinoceros eats only plants. Grass leaves and shrubs are its normal diet. It lives among the forest and tall grasses of the Terai mainly in Chitwan. Only an estimated 380 of these animal survive in Nepal today.

Description: 3m high. 6 tones weight, maximum speed 25 to 40 km/hr. long and sight, keen sense of smell.

Food: grass bamboo, leaves, shoots Habitat: Terai quantity: about 50.

**D. Write a short story using the following hints. [7]**

A sailor .....wrecked on an island .....hungry and thirsty .....coconut trees..... Unable to climb .....monkeys on a tree ..... Throws stones at them .....monkeys pluck coconuts and throws at him.

**E. The following is conversation between two school friends. Use your imagination to write July's side of the conversation. [7]**

Milly: Why didn't you come to school yesterday?

Jully: .....

Milly: Why did you have to go the hospital?

Jully: .....

Milly: How did she break her ankle?

Jully: .....

Milly: How did you take her to the hospital?

Jully: .....

**Test Item (B)**

Name of the School:

F.M.: 50

Name of the Student:

Time: 1:30

Class:

Roll No:

a) Write an essay on "Peace and development in about 120 words.

b) Write a letter to your pen friend studying in U.S.A. describing the present situation in your county, Nepal in about 120 words (10)

c) Do you agree or disagree with the following statement?

"Mobile Phone to the teen age youths is a fashion."

Use specific reasons and example to support your opinion. (10)

d) Write an easy on 'Road accidents' in about 120 words. (10)

e) When people succeed, it is because of hard work. Luck has nothing to do with success. "Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your opinion in about 120 words (10)

**Best of Luck**