CHAPTER – ONE
INTRODUCTION

1. General Background

Man needs to communicate with his fellow beings. He can not survive without communication. Communication can be done through several means but language is, by far, the most common means for communication. Language is the most widely used means of communication for people. It is uniquely human possession. It is the distinctive property of human beings. Stressing on the importance of language, Lyons (1991:10) says that ". . . man is most clearly distinguished from other animal species . . . by his captivity for language." Therefore, language is "the most frequently used and most highly developed form of human communication (Crystal, 1971: 239). Hornby (2007:721) defines language as "The use by humans of system of sound and words to communicate."

We can express our thoughts, feelings, ideas, etc. through language. The major function of language is to communicate. It is close to men's feelings and religion, culture, society and individual. In this regard, language is a means of social contact. Language is used in society and society is affected with culture and religion. Thus, language is affected by culture and religion of a particular society.

In the Encyclopedia Britannica (Vol: 13: 736) language is defined as "a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate."

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

structure and their physical inadequacies. By physical inadequacies, here, we mean animals do not have vocal organs and type of brain, which human beings possesses. Human mind is specially equipped with especially type of capacity to acquire language which Chomsky calls Language Acquisition Device (LAD). While defining language Hockett (1985:181) says that "Man is the only living species with this power (to speak) and that no other living species can reasonably be presumed to have had the power at some earlier time and to have lost it science. The appearance of language in this universe at least in our planet- is, thus, exactly as recent as the appearance of man itself."

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

Different scholars have defined language as:

"Language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols." Sapir, (1981: 8)

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

It is customary to take speech as the only skill of language used for communication. In fact, writing skill is equally important for communication purpose.

There are many languages in the world. English is one of the most popular languages among them. Most people who speak English are not

Englishmen and are not citizens of England. English is recognized as an international language by the United Nations Organization. Language has mainly two aspects. They are speech and writing. Speech is primary and writing is secondary. People speak when they want to express their ideas, opinions, desires, and establish social relationships and friendship. It does not generally take place in isolation. On the other hand, writing is different from speech. It is secondary manifestation of language. It is a finished product and involves manipulating, structuring and communicating. Writing is conveying meaning through the use of symbols that represent a language.

Language has different skills. A skill means to do something well and expertly. Writing is one of the most important skills for learning a language. It is a productive skill, which needs proper handling of the mechanics of writing to make sensible sentences and paragraphs. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. It provides us chances to acquire others' ideas, feelings and thoughts. Among the four skills of language, writing is the output of listening, speaking and reading.

Generally, writing is the most difficult as well as an important skill in our context. The writing proficiency plays a vital role in securing good marks in the examinations. Writing is a means through which we can obtain knowledge and experience, and it can spread our knowledge and experience to others.

Writing being secondary and dependent on speech makes use of graphic symbols to present spoken sounds. Richards et al. (1985:313) says, "Writing is a system of written symbols which represents the sounds, syllable 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 conventions to form words, and words have to be arranged to form a sentence."

Writing uses not only linguistic resources but also makes us of graphological devices as the same time. Further, writing is a process and 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 (Rivers: 1972:241).

Writing is an act of transmitting thoughts, feelings and ideas from 'up here' in the head to 'down there' on paper since writing is a thinking process in its own right, it demands conscious intellectual efforts.

Thus, writing is an act of transmitting thoughts, feelings and ideas from past to present and from 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. White and Arndt (1993:3) views that, writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own." Similarly, Harmer (1991: 78) says that "Writing 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."

1.1 What is writing?

Writing is conveying meaning through the use of graphic symbols that represent a language. Pictures also convey meaning in some ways, but

drawing pictures is not writing as pictures do not represent language units. Similarly, merely drawing letters, which represent the units of language, is not writing. An artist might draw Chinese letters without difficulty, but it is not writing unless he understands Chinese. 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.

Writing can be looked at in two levels. In its simplest form writing can be the act of putting down something which has been spoken in conventional graphic forms. In this sense, writing is nothing more than the correct association of conventional graphic symbols with sounds which have no significant importance for the writer. Writing, thus, is clearly much more than the production of graphic symbols. The symbols have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. So, in its highly developed form, writing refers to the expression of ideas in consecutive way according to the graphic conventions of the language. In other words, writing involves encoding of a message of some kind or translating our thoughts into language in graphic forms.

Writing, like speaking, is a productive skill. So it is more difficult than both listening and reading. Besides, writing is the secondary manifestation of language, speech being the primary one. Therefore, the teaching of writing should focus after being master on three skills. One should hear the speech sounds before he sees their graphic representation and one should see the graphic symbols before he writes them. Thus, the other three skills, viz, listening, speaking and reading, form the basis for this skill.

Byrne (1991:1) mentions that when we write, we use graphic symbols: that is letters or combinations of letters which relate to the sound we make when we speak. On one level, writing can be said to be the act of forming

these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols which have to be arranged, according to certain convention, to form words, they have to be arranged to form sentences, although again it can be said to be 'writing' if we are merely making lists of words, as in inventories of items such a shopping lists.

Rivers (1978:243) views it as, "A more complicated process when it involves putting in graphic form, according to the system accepted by the educated native speakers, combinations of words, which might be spoken in specific circumstances (that is, which convey certain elements of meaning)".

Chastain (1976) quoted in Phyak and Sharma (2006: 84) writes that "The goal in writing is two fold. Psychologically students are more impressed by exercises that are to be written and handed in than by those that are to be learned. Realistically, the teacher knows that writing homework exercises other written activities help the students to acquire the vocabulary and the grammar of the lesson. Practically the students' minimum contact with the language in the classroom must be expanded as much as possible. The overall objectives then will be to help the learners express their ideas in written form."

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. Munby quoted in Phyak and Sharma (2006:254-55) says. "It is a productive skill which involves manipulating, structuring and communicating. This can be further looked at in terms of sub skills of writing. The sub - skills of writing are:

1. Manipulating the script of a language,

(i)   forming the shapes of letters

(ii)   using the spelling system

(iii)   using punctuations

2. Expressing information explicitly.

3. Expressing information implicitly through

(i)   inference and

(ii)   figurative language

4. Expressing the communicative value of sentence and utterances.

5. Expressing relations within a sentence using,

(i)   elements of sentence structure

(ii)   modal auxiliaries

(iii)   Intra-sentential connectors.

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

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

8. Using indicators in discourse for

(i)   introducing on idea

(ii)   developing an idea

(iii)   transition to another idea

(iv)   concluding an idea

(v)   emplacing a point

(vi)   explanation of point already made

(vii)   anticipating and objection

9. Reducing the text through avoiding irrelevant information"

1.2 Stages of Development of Writing

There are different stages for developing writing skills. Rivers (1968:245) says that "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." Rai (1998:79) says that" Writing starts from copying and ends in free writing."

1.2.1 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. Copying is essential and useful for the recognition and production of letter shapes, for improving hand writing and spelling and for fixing the words and sentences firmly in their memory. Letters to be copied should be given in contrastive pairs or groups such as d b p q, A X Y M W, C G O S U, etc. So that the students can see the finer distinctions and similarities between them. The teacher should get them to copy those words, phrases and sentences with which they are already familiar orally. The objective is to cultivate a good hand writing, the handwriting that gives no trouble for the reader to read. To achieve this purpose, attention should be paid to make sure that there is proper spacing and right proportion in size and that the lines are kept straight. Discussing the significance of this stage in learning writing skills, Rivers says that "As the student is copying, he should repeat to himself what he is writing. In this way, he deepens the impression in his mind of the sounds, the symbol represent, and he has further repetition practice of basic dialogue or pattern sentences. 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" (1972:246).

1.2.2 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 letter, 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.

1.2.3 Recombination

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

1.2.4 Guided Writing

At this stage students are required to write sentences in combination to produce a text, keeping to the subject matter and guidelines given by the teacher. Guided writing exercises take various forms: they can be information-transfer exercises such as transforming information from a chart, table, graph, etc into orthographic texts, or may involve developing notes into coherent text, or can be exercises based on the texts that students have dealt with as part of their reading lesson, etc. Other forms of guided writing exercises would be a series of questions the answer of which can form a unified text, outlines that can be developed into the form of a text, a dialogue for the students to report, etc. To make students' transition from the strictly controlled writing exercises mentioned above (i.e. copying, reproduction and recombination) to much freer paragraph writing, teacher's guidance is necessary and guided writing serves this purpose.

To facilitate the process of guided writing, the teacher often provides guidance in the form of a short text as a model or by doing oral preparation. This reduces the chances of committing errors. However, guided writing has the limitation that it lacks creativity, for the learner expresses not the ideas that are of his own, but the ones given by the teacher.

1.2.5 Free Composition

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

Writing free composition requires a careful planning and a stage-by-stage procedure. Therefore, students should be helped here, too. However the help required here is of indirect sort. The teacher should help the students with choice of topics, which should be based on their interest, their familiarity with the subject matter and the usefulness of the ideas. To begin with, free compositions can be profitably based on the themes of the reading texts that the students have dealt with, but they should be required to express ideas related to the texts, not simply the ideas that the texts contain. The teacher should also discuss and remind the students of the key vocabulary and sentence structures if this seems necessary. Above all, the teacher should help them with procedural information, i.e. information on what is involved in the writing process. As discussed above, a writer processed through several stages such as brainstorming, outlining, drafting, revising and rewriting to produce a piece of writing. The students should be asked to follow these stages to produce a well organized and effective piece of composition. If a student can write a good composition without going through this process, he will write a better one if he carefully follows the process.

1.3 Importance of Writing

Writing is superior to other language skills because of its quality of being permanent and accurate. There is no doubt that writing is the most difficult skill for language learners to master. A skill means doing something expertly and well. Writing is one of the most important skills in learning a new language. It is a productive skill. By production. It means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. Through writing, we are able to share ideas, arouse feelings, persuade and convince people. It further helps to transmit human beings accumulated culture from one

generation to another. Francis Bacon (1987) quoted in Phyak and Sharma (2006:254) says that "Writing attracts special importance because reading maketh a full man, conference a ready man and writing an exact man".

The main purpose of writing is to enable the learners for free composition and creativity. Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over considerable period of time. Writing is a very complex process requiring many composite skills viz mental, psychological, theoretical and critical aspects. Describing its complexity Nunan says that "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include 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," (1989:36). In the same way, Verghes says that "Learning a second language is an effective learning, the four skills viz. listening, speaking, reading and writing. Writing is the most demanding language skill." (1990:16)

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

Speech and writing are the two means through which one can linguistically express one's ideas. Between these two, writing is more important as it is a permanent record of one's thoughts. Other language skills like speaking and reading are measured through writing. In connection with teaching. Harmer says that "For the point of view of language teaching, there is often for greater pressure for written accuracy than there is for

accuracy speaking." (1991:53). Thus, writing, a permanent record of every human affairs, needs accuracy. While writing a paper the writer should be aware of the errors in sentence structure, spelling, punctuation and grammar. No matter how good the content of the paper is the readers will have problems if they have to go through mistakes.

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 English language teaching (ELT) curriculum of the secondary level (SL) 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 shown that writing is one of the most important skills of language.

The writing proficiency plays a vital role in securing good marks in the examinations and it can spread our knowledge and experience to others. The goal of written language is to convey information accurately, effectively and appropriately. We come to know that, students who learn the English language can not be perfect without writing skill. They can express their ideas correctly and appropriately when they are efficiently in writing. In Nepalese context, for the development of general proficiency in the English language reading and writing skills should be given emphasis. The best way to develop writing is to get the learners to write.

High School students extensively use the written form of language. They make use of written language in their day to day learning activities. They occasionally write personal or official letters and participate in many writing contents. Such as essay writing, story writing, poetry writing, guided writing. Besides, they appear in their unit or monthly tests, or final

examination and they are required to answer more than 80% of the asked questions in writing. In S.L.C. examination, answers are required in writing, Students must develop their writing skills to pass the S.L.C. exam.

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

1.4 The Essential Characteristics of Good Writing

Writing is an art of using language. But, it is a very complex task to write clearly and explicitly. In this context, Richards says that "Learning to write in either a first or second language is one of the must difficult tasks. Learning to write is a difficult and lengthy process, that one induces anxiety and frustration in many learners. Yet good writing skills are essential to academic success and a requirement for many occupations and professions" (1990:100).

Correct and effective writing is the most desirable thing to be called a effective writer. 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 sequence of thoughts. An attempt, the following is a short account about the main elements of good writing.

1.4.1 Simplicity

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

1.4.2 Clarity

Good writing must be absolutely free from ambiguity and should be crystal-clear. There should not be different interpretations or misinterpretation in the writing. Ideas should be presented in clear, orderly, readable, understandable and informative style. The writer must always be conscious of the reader and information style. 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 contradictory statements.

1.4.3 Continuity

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 another, from one sentence to another, from the first paragraph to the second paragraph and first chapter to the second chapter.

1.4.4 Economy

A shorter statement or analysis employing fewer terms is preferred to the one that is longer, other things being equal. The greatness of a writer lies in his/her capacity to express his/her ideas briefly and effectively. Economical writing is efficient and esthetically satisfying. While it makes a minimum demand on the energy and patience of readers; it returns to them a maximum of sharply compressed meaning. Good writing is like a gold coin, small in compass but great in value. Economy of words without sacrificing the meaning is the secret of good writing.

1.4.5 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.

1.4.6 Complete

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

1.4.7 Free from Error

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

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

Writing involves thinking, planning, assembling, classifying and organizing processes. Thus, ability to write good or effective English is not a god given gift to a few people. The art of writing is based upon one's own mental capability it is very important for specific subject matter.

The above characteristics of good writing play a vital role in the writing proficiency of the grade ten students. The secondary school students should have the ability to write clear, economic, simple, continuous and error free sentences.

1.5 Testing of Writing

A test is a measuring device which we use when we want to compare an individual with other individuals who belong to the same group. Van et al (1984:313), says that "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." Khaniya (2005:1-2) describes, "Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn." He further says that "It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective."

Spencer (1983:79) quoted in Khaniya (2005:150) points out that leaning to write is such a complicated and still inadequately researched process that is not easy to identify simple categories of teacher behavior which indubitably constitute good teaching of writing."

The best way to test people's writing ability is to get them to write. This is not an unreasonable assumption. Even professional testing institutions are unable to construct indirect test which measure writing ability accurately. Our assessment/examination systems depend on the written expression the scoring of the students. Writing is a process not product, and the process of writing can be studied and understood. Weir (1993:58) describes two different approaches for assessing writing ability. "Firstly writing can be divided into discrete levels, eg. Grammar, vocabulary, spelling and punctuation, and these elements can be tested separately by the use of objective test. Secondly, more direct extended writing tasks of various types should be constricted. These would have greater construct, content, face and wash back validity but would require a more subjective assessment".

In this connection, Khaniya cited from Bachman and Palmer (1996). Argues, 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. Khaniya (2005:14) defines, the best way to test writing is to get the learners write. He further considers three problems in testing writing as:

i) Setting writing tasks properly representative (operations, test types; address, topic) of the population of tasks that students should be able to perform.

ii) The tasks that elicit samples of writing (set as many as possible) which truly represents the student's ability.

iii) The writing should be scored reliably (Holistic impressionistic, Analytic and a combination of both).

Weir (1990:60) quoted in Khaniya (2005) defines that integrate and direct approach to the testing of writing, we can incorporate items which test a candidate's ability to perform certain of the functional tasks required in the performance of duties in the target situation.

1.6 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. They are given below:

1) Mechanics

Also known as graphological system, mechanics refers to those aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens) capitals, abbreviations and numbers which are often dealt within 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 they express. Overuse or under use of punctuation is often formed on by many writers or editors of English. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. The mechanics of writing is a very basic concept in writing process.

2) Coherence

Coherence refers to the relationship between an utterance and the 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 readers. Generally a paragraph has a coherence, if it is a series of sentences that develop a main ideas (i.e. with a topic sentence and supporting details which relate to it). Ideas and thoughts should be connected logically in a piece of writing. The writing should be so connected that one sentence leads on naturally to the next.

3) Cohesion

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

4) Orthographic and Para orth-ographic texts

Orthography deals particularly with writing system and spelling system. Different languages of the world use different types of writing; for example, logographic writing, syllabic writing and alphabetic writing. It is equally important to draw students' attention to the fact how Para orthographic texts can convey the same meaning more clearly and more precisely. Examples of Para orthographic texts include charts, table, graphs, etc. Students should be trained to convert a prose text into Para orthographic display or vice versa.

1.7 Mechanics of Writing

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

The alphabet, the left to right direction of English writing system and upper and lower case letters, can be learnt by the learners by means of some writing practices. Mechanism mainly includes capitalization, spelling and punctuation. The beginners should be guided through the mechanism a step at a time with individual attention. The literate or educated learner will probably learn the mechanism at high speed. An attempt is made here to

present the basic spelling patterns and words as well as sentence punctuation of English language.

1.7.1 Punctuation

It is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear (Webster Dictionary, 1988). The punctuation marks are used to mark boundaries and relationships between words or sentences. The proper use of punctuation marks such as comma, colons, semi-colon, hyphen, full stop, dash, parenthesis, quotation marks, exclamation marks, apostrophe and so on help the writer organize written language and clarify relation between words, phrases and clauses. Punctuations are used mainly to convey the meaning and to make the expressions explicit or unambiguous. The different punctuation marks are full stop, question mark, exclamation mark, quotation mark, apostrophe, colon, semi colon, dash, hyphen and parenthesis.

1.7.2 Capitalization

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

1.7.3 Spelling

Writing is achieved by correct spelling of individual words spelling errors are nuisance to the reader. Robert (1985:148) says that "spelling rules are frequently more concluding than the memorization of individual words." The phonological and orthographical form of the English language is

different. So the listener can not write properly what the speaker says. It is a great problem for learners. Spelling is mainly a mastery of convention.

1.8 Guided Writing

1.8.1 General Principle

Guided writing is neither controlled nor free. It stands as a bridge between controlled and free writing. In guided writing the student's writing is not totally controlled but is guided in some way. In controlled writing the structures and vocabulary are also controlled but in guided writing only the content or message or meaning is controlled but the students are free to use their own vocabulary and structures where possible. At this stage students are required to write sentences in combination to produce a text, keeping to the subject matter and guidelines given by the teacher. Guided writing exercises take various forms: they can be information transfer exercises such as transforming information from a chart, table, graph etc. into orthographic texts, or may involve developing notes into a coherent text, or can be exercises based on the texts that students have dealt with as part of their reading lesson etc. It includes any writing for which students are given assistance such as model to follow, a plan or outline to expand from, a partly-written version with indications of how to complete it, or pictures that show a new subject to write about in the same way as something that has been read. Other form of guided composition exercises would be a series of questions, the answers of which can form unified text, outlines that can be developed into the form of a text, a dialogue for the students to report etc. Rivers (1968-:252) says that "In guided writing, the student will be given some freedom in the selection of lexical items and structural patterns for his written exercise, but within a framework which restrains him from attempting to compose at a level beyond his state of knowledge. He will begin with outlines which allow for some individually, but which also help

him to keep to what he has learned, and he will gradually more on to composition which is so closely associated with what he has read or heard that he has no choice but to restrict himself to the known. As his control of writing techniques increases he will be ready to move into the fifth stage, composition, where he may attempt to express his personal meaning in acceptable foreign language expression."

The main exercise types are completion, reproduction, compression, and transformation. Some of the suggestions that follow are closer to controlled writing, some are almost free. Cross (1992:132) writes the following types of guided writing.

1.8.2 Guided Writing by Completion

The best known completion exercises are 'filling in the blanks'. A passage is given, with selected words or phrases missing, some times with an indication of how many letters or words have been omitted (eg......or.....). Students have to complete the passage. Depending on how much help the students need the words or phrases needed for the blanks may or may not be given. If they are, the exercise is closer to controlled work, it not, it can be called guided. Completion exercises can be use for any of the writing skills. The most bovines application is to the teaching of linking words and phrases. But more complex skills can also be helped by completion exercise. For instance, to teach the logical presentation of contrast in description students can be given a paragraph with one half of the contrast missing, or to teach description of a process they can be given a paragraph with one or two stages of the process missing.

1.8.2.a Completion by Matching

Any completion exercise can be assisted by pictures. For instance, students can match words to pictures in the blank spaces in sentences and then complete the sentence. Picture matching can also be used for students to complete stories with missing paragraphs. Likewise, diagrams or chart can help them complete essay with missing sections, and so on.

1.8.2.b Completion by Multiple Choice Questions

Students are given three or four possible items for any blank and select the appropriate one to fill in.

1.8.2.c Completion Using Plans and Outlines

Substitution frames can be adapted as plans to show the structure of whole paragraphs. These are helpful for completion exercise. For instance, one paragraph omitted from a story or essay can be used for many aspects of writing, e.g. the alternation of dialogue and narration in a story. The steps of an argument or the logical arrangement of a description. In each case, a paragraph is omitted and students have the aid of a plan to write it and thus complete the story or essay.

1.8.3 Guided Writing by Reproduction

Reproducing a piece of writing may be exact reproduction of something read (or heard, on occasion) either by copying it or by re-writing it from memory, or else it may be free reproduction in which students re-write something 'in their own words' (even trying to improve upon the original, if they can). Free reproduction is a bridge to totally free writing.

In many of the following exercises the original passage that is to be reproduced could well be in the native language so that the reproduction would involve some 'free translation,' i.e. conveying the same meaning but without word-for-word exactness. This is a very useful way of providing

content for students who would otherwise spend more time worrying about what to write them about how to write.

In an exercise involving reproduction from memory it is a help to let students have an outline to follow:

1.8.3.a Reproduction by Matching

Students read or listen to a story, and then use pictures as a guide to reproducing it.

1.8.3.b Reproduction by Copying

(i) ***Punctuation:*** Students copy out a given passage that is unpunctuated and supply the punctuation.

(ii) ***Listening comprehension:*** Students listen to a passage read by the teacher or on a tape and then reproduce it from memory.

1.8.4 Guided Writing by Comprehension

Many examinations still require precise or summary writing, on the grounds that it is useful for note-taking, forces close attention to the thread of an argument, and helps separate essential from non essential details. Whatever one's view on these matters, compression does involve a recognition of main points and the use of paraphrase. Both are important skills in writing.

1.8.4.a Compression by Underlining

i. Presentation of ideas: Given a salesman's long, detailed report on a new machine, students underline key points that would be included in a preliminary letter to the manager of a company that might buy it.

ii. Style: Students underline those parts of a long passage that could be omitted from a summary of it.

iii. Logic function: Given a long passage and an outline (perhaps prepared by the student themselves), students while a summary of the main points. The outline could be in the form of headings, a chart, a diagram, etc.

1.8.5. Guided Writing by Paraphrase

Transformation: This means the changing of a small number of features (perhaps only one) of a piece of writing. So that it becomes suitable for a different context, or fulfills a different purpose within the same context. It can sometimes involve grammatical transformation. For example a change from the active 'I accept your advice' to the passive 'your advice will be accepted' can change a statement from a personal to an impersonal response.

But any other change involving vocabulary, paragraph structure, essay planning, emotive tone etc. can be included in useful paraphrase exercises.

1.8.5.a Paraphrase by Matching

i. Linking words: Given a passage using *he* students match it with a picture showing a girl involved in the dame activities, and then re-write the passage changing *he* to *she* as necessary.

ii. Emotive tone given plain statements students change them to suit different writes suggested by pictures. For instance, starting with the plain statement 'Be careful' and shown a picture of a mother writing to a son who is on holiday alone, students change the statement to something like 'whatever happens, do be careful on the road.' Shown a picture of a policeman preparing a porter urging the public to take care on the roads, they change it to something like 'pedestrians must look both ways before crossing a road.'

1.8.5. b Paraphrase by Comparing

i. Paraphrase Given two paragraphs, *a* with the topic sentence as an opening generalization and *b* with the topic sentence as a conclusion, students transform a third passage with the topic sentence in the middle into type *a* or *b* and observe what changes in linking words are required by the change.

ii. Description Given two different objects to describe and two contrasting passage showing different kinds of description, students choose one of the passages as a model to describe each of the objects. For instance, one model passage describes a train from one end to the other; the other model passage describes a helicopter first outside then inside. The technique of the first passage would be suitable as a model to describe a street; the second would suit a description of a car.

1.8.5.c Paraphrase by Copying

i. Communicative function Given a sample telegram as a model, students transform a detailed message into telegram style. This assumes, of course, that preceding exercises have practiced 'telegram English.'

ii. Communicative function Students change a report about a machine into advertisement for it, or rice versa.

iii. Paragraphs Students transform a given paragraph into one with a different structure. For example, they change a paragraph starting with a generalization followed by examples into one starting with examples and ending with a generalization.

iv. Narrative Given a model story in the simple past tense, students transform another story from present tense into simple past by copying the verb forms of the model. (The teacher must ensure that the same verbs occur in both stories).

Guided writing is semi-guided/controlled exercises. It is supplied with information in the form of some clues or points. Students are asked to select the information from the input. Then, students use all information correctly in short paragraphs. They write or describe something according to the guidelines. It may be a notice, note, telegram, dialogue, etc. Note that students do not add any new information. The guided writing includes following.

(a) skeleton for writing stories

(b) parallel writing

(c) a set of questions

(d) the beginning and end of a story

(e) describing pictures

(f) a set of instructions

(a) Skeleton means outline or layout of something or an incomplete description that gives the main points but no details of something such as book or plan. The students are given only main points of something on the basis of which they have to write complete text. Skeleton writing stories is a branch of substitution exercises and such stories may be given with greater freedom of choice. More than one word may suit here freely and this leads to free writing. The skeleton of a story is used to practice investing 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. Do you want mysterious, funny sad silly? It's up to you. Be sure to create an interesting title, when you have finished your story.

A girl named 'Manisha' .... in the village She .... there with her mum, ... and one younger brother. They went .... to fish. They had little .... boat. Manisha had not caught it. All members in her family .... happy.

(b) Parallel Writing

Parallel writing is a way to learn well by imitating a model. Parallel writing may be both direct imitation of the model, or reproducing a new piece of writing. In direct imitation, the teacher presents a model, and then provides the new words, sentence or paragraphs, etc. that are to be substituted for some of those in the model. The teacher can indicate where the substitute items can go by underlining parts of the model, or by setting the model out in a conventional substitution form.

In some cases, students can provide the writing piece with their own words and structures. Of course, the new items must be such that an acceptable new piece will be produced. Following example serves a purpose of parallel writing:

> Jack gets up at seven o'clock in the morning. His father calls him if he doesn't wake up. He washes his hands and face. Then he has breakfast. After this he goes to school on his cycle.

After the students read the above text, they can produce another text in parallel form, such as the following:

> Mary goes to school at nine o'clock in the morning. Her brother brings her when he has time. She takes out has books and pencils. Then she sits down at her desk. After this, she listens to her teacher.

(c) Set of questions

The teacher can give students many relevant questions to their everyday experience. The answers should be varied and simple at the same time. Thus, it is not suitable for nine graders.

(d) Description of Picture:

Describing Picture

Some instruction

- Look at the pictures carefully
- Use present continuous tense or 'going to' structure.
- Describe each picture separately

Answer sheet:-
Picture no:1
        The bridge is going to collapse, the train is going to crash into the water and its probably going to hit the boat.

Picture no 2:
        The locusts are going to land in the field and they are going to eat all the corn, as a result the harvest is going to be ruined.

Picture no 3:
        The man is going to fall asleep. He is going to drop the cigarette and it's going to set light to the bed.

Points to remember

- Read the given paragraph carefully

- Try to think the beginning and end of the story

- Think whether your beginning or ending is matching with given paragraph or not

- Use the same tense uses in the paragraph

* Few sentence of the story are missing from the beginning and end, Write them in short.

We came early and sat in the exam hall for the fourth paper exam. I and Milan were in the same room, I saw him cheating. He used to ignore his study. I had already warned him not to do cheating. One of our friend had been expelled for two years. The principal caught him

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(f) A Set of Instructions

Sample of Exercise: The four seasons describe your activities during each season use at least fire different verbs,

➢ Wear a beautiful dress

➢ Listen beautiful sound

➢ Cultivate the land

➢ Plant in the cultivate land

➢ Put out woolen cloth

1.9 Review of 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. Many articles, reports, thesises and books have been written comparing the English writing skill with the primary, lower secondary, secondary school and other levels too. In the department of English language education, some studies have been carried out in "writing proficiency" that are some how more or less related to this study can be observed 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."* The finding was that the study intended to see if the urban, the rural schools differ in the language proficiency, Kathmandu students of secondary level were better than that of the Doti students.

- Adhikari (1986) carried out a study on *"Difference in written English corrections of English teacher."* The finding of this study was that boarding schools teachers were found weaker than in general schools because boarding schools teachers were found in weaker in situational differentiation.

- Karki (1996) carried out a study on "*A comparative study on the English language writing proficiency between the students of public and private schools of grate X in Lamjung district*." He found that the students studying in private schools have good vocabulary in the English language. They can write word, clause and sentence in appropriate way.

- Dahal (1998) carried out a study on *"The tenses and aspects in free writing of the 11th grades."* This study concentrated on the problems/causes and solutions in using tenses and aspects in free writing. Finding of this study was that the students more competent in tense than in aspect.

- Poudyal (1999) carried out a study on *"Comparative study of English language writing proficiency in higher secondary schools of Gulmi and Kathmandu."* He found the students of higher secondary schools of Kathmandu had better English language than the students of Gulmi. They committed less errors in constructing sentences than the students of rural areas.

- Barakoti (2001) carried out a research study on *"Errors committed by PCL second year students in writing competitions."* It was found that the students had committed errors in sentence construction, spellings, and organization of thoughts. It shows that students do not give proper attention to writing a compared to other language skills.

- Bhattarai (2001) in his work *"The use of punctuation in free writing"* has found eleven items among the thirteen punctuation items, were erroneous. The study has not covered only single punctuation marks but all.

- Bhattarai (2002) carried out a study on *"A comparative study of the writing proficiency of the Bachelor's level students."* He found that the students of institutes have greater proficiency in writing than the students of faculties.

- Dangol (2004) carried out a study on *"Errors committed by tenth graders in writing guided composition."* He found that the students were better in using conjunction than in using tense.

- Shah (2003) carried out a study on *"writing proficiency of grade Nine students"*. He found that the students. Students committed error in the use of comma than in the use of other specific punctuation marks i.e. capital letter, full stop, apostrophe, question mark and so on.

- Bharati (2007) carried out a study on *"comparing speaking and writing ability of grade ten students"*. He found that government students were

better in writing ability than in speaking ability in the English language. Students were less proficient in speaking than writing.

Though, all the four language skills are inseparable from the teaching learning process. The Nepalese people learn the English language for the literacy purpose rather than linguistic purpose. Nepalese people also emphasize that listening and speaking have low priority while reading and writing have high priority for language learning programme. Therefore, it is necessary to emphasize on writing skill in Nepalese context.

Thus, this study was carried out to find out proficiency in guided writing of the students of grade ten of private and public schools of Katmandu. The study compares the proficiency of the students in terms of sex and types of schools. This study differs from other studies in its sample population, area of the study and statistical analysis of the data.

1.10 Objectives of the Study

The main aim of this study is to find out the English language writing proficiency of grade ten students of Kathmandu valley in guided writing. The specific objectives are:

1. to find out guided writing proficiency of grade ten students of Kathmandu valley.

2. to compare their guided writing proficiency on the basis of the following variables:

   Boys Vs girls.

   Public Vs private Schools.

3. to find out the weakness and strengths of the students in writing.

4. to suggest some pedagogical implications.

1.11   Significance of the Study

This study will be useful for those who are involved in the field to language teaching especially in E.L.T. "The study will further be significant mainly for teachers because they are the people who are directly concerned with grade ten English course and students studying in grade ten. This study will also be significant for material developers who prepare remedial courses. It will also be very important for teachers, students and researchers. This will have remarkable contribution in the areas of teaching writing skill.

CHAPTER - TWO

METHODOLOGY

A systematic research study needs to follow a proper methodology to achieve the predetermined objectives. "Research methodology is a sequential

procedure and methods to be adopted in a systematic study," Kothari (1993:19). The present research focuses on finding out the situation of the writing proficiency of grade ten students in guided writing of Kathmandu valley. The working plan used in carrying out the study from its beginning step to final one is more or less descriptive. The researcher has come to the concrete facts by visiting schools, administering tests and analyzing the collected data. Great care was taken to develop and select research tools considering validity, objectivity and reliability as far as possible.

2.1 Sources of Data

Both primary and secondary sources were used for the collection of data. The sources are as follows:

2.1.1 Primary Sources

The researcher used the primary data to carry out the study. The primary sources of data were the students of grade ten of Kathmandu valley studying in private and public schools. The primary data of the study was collected through the administration of tests.

2.1.2 Secondary Sources

The secondary sources used for this research were related books e.g. Byrne (1982), Clark (1982), Rivers (1978), journals, articles, magazines, the thesis approved in the Department of English Language Education, T.U. and many other types of researches.

2.2 Population of the Study

The population of the study were sixty students of grade ten of Kathmandu valley i.e. public and private. The study was based on sixty informants to elicit writing proficiency.

2.3 Sample Population of the Study

The study is limited to grade ten of the six randomly selected secondary schools of Kathmandu valley i.e. three privates and three public schools are as follow.

1) Mangal higher secondary school.

2) Gyanodaya Higher Secondary School

3) Mahendra Bhrikuti Secondary School

4) Panga Secondary School

5) Kirtipur English Boarding School

6) Rehdoon Higher Secondary School

The researcher administered the tests to altogether sixty students, ten students from each school, five girls and five boys.

2.4 Sampling Procedure

The researcher used purposive (judgmental) sampling procedure to select required number of students. He selected three public and three private schools of Kathmandu valley. Students were selected from grade ten of Kathmandu valley from the private and public schools. He selected sixty students, among them thirty students from the public and thirty from private schools. Five girls and five boys were selected from each selected school.

2.5 Tools for Data Collection

The researcher used a test consisting of six questions to collect data from the students. The tasks were:

(i)   Skeleton for writing stories (two questions based on this item).

(ii) Parallel writing (Read the condolence notice given below and write the similar condolence notice for the clues given below)

(iii) Paragraph writing using hints (write a short paragraph about yourself based on the given hints)

(iv) Newspaper articles writing (write newspaper articles with the help of the given hints.

(v) Letter writing (write a letter to your friend describing about your plan to visit somewhere. Include the following points in your letter).

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

2.6 Allotment of the Marks

The researcher distributed marks to each item. First, second, third, fourth, fifth and sixth items carried 16, 20, 12, 20, 12, 20 marks respectively. To make marking more objective and systematic the researcher distributed marks of each item on the basis of the following different criteria:

Table No. 1 Allotment of the Marks

S.N.	Variables	Items No. 1	S.N.	Variables	Items No. 2
1.	Content	4	1.	Content	6
2.	Grammar	3	2.	Grammar	2
3.	Format	1	3.	Format	4

4.	Vocabulary	2	4.	Vocabulary	2
5.	Spelling	2	5.	Spelling	2
6.	Punctuation	2	6.	Punctuation	2
7.	Cohesion/ Coherence	2	7.	Cohesion/Coherence	2
Full Marks		**16**	**Full Marks**		**20**

Table No. 2 Allotment of the Marks

S.N.	Variables	Items No. 3	S.N.	Variables	Items No. 4
1.	Content	4	1.	Content	6
2.	Vocabulary	4	2.	Vocabulary	3
3.	Spelling	1	3.	Spelling	2
4.	Grammar	1	4.	Grammar	2
5.	Punctuation	1	5.	Punctuation	2
6.	Cohesion/ Coherence	1	6.	Cohesion/ Coherence	2
			7.	Format	3
Full Marks		**12**	**Full Marks**		**20**

Table No. 3 Allotment of the Marks

S.N.	Variables	Items No. 5	S.N.	Variables	Items No. 6
1.	Content	4	1.	Content	6
2.	Inclusion of all hints	3	2.	Vocabulary	6

3.	Grammar	1	3.	Spelling	2
4.	Spelling	1	4.	Grammar	2
5.	Vocabulary	1	5.	Punctuation	2
6.	Punctuation	1	6.	Cohesion/ Coherence	2
7.	Cohesion/ Coherence	1			
	Full Marks	**12**		**Full Marks**	**20**

2.7 Process of Data Collection

Having prepared the test paper on the basis of text books and practice books of class Nine and Ten, old question papers of S.L.C., the researcher personally visited the three selected public and three private schools to collect data. The data for this study was collected from the written works of the students. With the help of headmaster / principal and English teacher, he gathered the required the number of students of the tenth graders from purposive (Judgmental) samplings procedure for conducting the tests. The researcher administered the test items in the allocated time (i.e. 1.50 hour) and the students were asked to answer the questions. They also attempted all the questions within the given time. Being aware of the possible halo effect, the researcher tried his best to maintain the atmosphere effectless. In course of data collection, the researcher requested the principals and English language teachers of the selected schools to help in the process of data collection.

2.8 Limitations of the Study

The study was conducted within following limitations:

(i) The study was limited to six schools: from three public and three private secondary schools of Kathmandu valley.

(ii) The population of study were selected only from the grade ten students of Kathmandu valley of public and private schools.

(iii) The population of the study was confined to altogether sixty students, ten students from each selected school.

(iv) The study was limited to a test consisting of six questions.

(v) The research work was limited to the following grammatical areas: tense, agreement, conjunction, relative pronoun and spelling in guided writing.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter is the heart of this research report, which consists of all the main aspects of the research study. To be more specific, tabulation and interpretation of data is done in this chapter. The analysis is further divided into the following sub-headings.

3.1 Holistic Analysis

3.2 Item-wise Analysis

3.3 School-wise Analysis

3.4 Gender-wise Analysis

Data were collected with the help of the test-items contained six questions related to guide writing. The full marks of those items were one hundred. The first item was writing newspaper article. The second was writing letter using hints. The third and sixth items were developing skeleton into fuller text. The fourth item was parallel writing and fifth was description about own self-using hints.

3.1 Holistic Analysis

Table No. 4 Total Proficiency

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
60	50.31	36	60%	24	40%

The above table shows that the total sample of the students was 60 and the total average was 50.31. The percentage of the students scoring above the

average was 60% and the percentage of the students scoring below average was 40%. Therefore, the percentage of the students scoring in above average is 60, the majority of the students were above average, and the proficiency in the guided writing was considered satisfactory.

3.2 Item-wise Analysis and Interpretation of Total Proficiency

Table No. 5

Total Proficiency in item No. 1

T.Sa.	T.A.	Above Average												Below Average												
		N.St.		%		Private				Public				N.St.		%		Private				Public			
		B	G	B	G	N.St.		%		N.St.		%		B	G	B	G	N.St.		%		N.St.		%	
						B	G	B	G	B	G	B	G					B	G	B	G	B	G	B	G
		18	19	30	31.66	15	12	25	20	3	7	5	11.66	12	11	20	18.33	0	3	0	5	12	8	20	13.33
60	8.98	37		61.66		27		45		10		16.66		23		38.33		3		5		20		33.33	

Table No. 5 shows the total proficiency in the item no. 1 in which the students were asked to write newspaper articles with the help of the given clues. The average score obtained by 60 students in that item was 8.98. The table shows that 61.66% of the total students crossed the average marks and 38.3% students could not obtain the average marks. In this item, the percent of the students among the total students who crossed average marks from the private schools was 27% and from public schools was 20%. Among the total students who crossed the average marks, the percentages of the girls and boys of the private and public schools were 12%, 15% and 7%, 3% respectively.

Table No. 6

Total Proficiency in item 2

T.Sa.	T.A.	Above Average												Below Average											
		N.St.		%		Private				Public				N.St.		%		Private				Public			
		B	G	B	G	N.St.		%		N.St.		%		B	G	B	G	N.St.		%		N.St.		%	
						B	G	B	G	B	G	B	G					B	G	B	G	B	G	B	G
		16	18	26.66	30	11	11	18.33	18.33	5	7	8.33	11.66	14	12	23.33	20	4	4	6.66	6.66	10	8	16.66	13.33
60	11.05	34		56.66		22		36.66		12		20		26		43.33		8		13.33		18		30	

Table No. 6 shows the total proficiency in the item no. 2 in which students were asked to write letter using hints. The full marks of this item were 20 and average obtained score by the 60 students in that item was 11.05. In this item, 56.66% students crossed the average marks, among the total students. Among the total students, the percentages of the girls and boys of private and public schools who crossed the average marks were 18.33%, 18.33% and 11.66%, 8.33% respectively. The percentages of the girls and boys of private and public schools are 6.66%, 6.66% and 13.33%, 16.66% who came below the average marks.

Table No. 7

Total proficiency in item No. 3

T.Sa.	T.A.	Above Average												Below Average											
		N.St.		%		Private				Public				N.St.		%		Private				Public			
		B	G	B	G	N.St.		%		N.St.		%		B	G	B	G	N.St.		%		N.St.		%	
						B	G	B	G	B	G	B	G					B	G	B	G	B	G	B	G
		13	17	21.66	28.33	9	12	15	20	4	5	6.66	8.33	17	13	28.33	21.66	6	3	10	5	11	10	18.33	16.66
60	3.21	30		50		21		35		9		14.99		30		50		9		15		21		35	

The full marks of the item no. 7 was 12 and the pass marks was 4. In this item, students were asked to develop skeleton into fuller text. The average score obtained by 60 students in this item was 3.21. This table shows that 50% students scored above the average marks and 50% of them were below the average. Among the total students 20% girls and 15% boys of private and 8.33% girls and 6.66% boys of public schools obtained above the average marks. Likewise, 21.66% girls and 28.33% boys of private and 16.66% girls and 18.33% boys of public schools were below the average marks.

Table No. 8
Total Proficiency in item No. 4

T.Sa.	T.A.	Above Average								Below Average							
		N.St.	%	Private		Public				N.St.	%	Private		Public			
		B	G	B	G	N.St.	%	N.St.	%	B	G	B	G	N.St.	%	N.St.	%
						B	G	B	G	B	G	B	G				
						B	G	B	G					B	G	B	G
		16	16	26.66	26.66	11	11	18.33	18.33	5	5	8.33	8.33	14	14	23.33	23.33	4	4	6.66	6.66	10	10	16.66	16.66
60	12.28	32		53.33		22		36.66		10		16.66		28		46.66		8		13.33		20		33.33

This table shows the total proficiency of the 60 students in parallel writing. In this item, students were asked to write condolence using hints. The full marks of this item was 20 and the average score obtained by the 60 students in this item was 12.28. 53.33% students crossed average mark and 46.66% remained below the average marks. Among the total students, the percentages of the girls and boys of the private and public schools were 18.33%, 18.33% and 8.33%, 8.33% respectively who obtained above the average marks and 6.66%, 6.66% and 16.66%, 16.66% respectively who could not reach the average marks. Regarding the pass marks of this question, obtained marks by the students in this item seemed satisfied.

Table No. 9
Total proficiency in item no. 5

T.Sa.	T.A.	Above Average												Below Average											
		N.St.		%		Private				Public				N.St.		%		Private				Public			
		B	G	B	G	N.St.		%		N.St.		%		B	G	B	G	N.St.		%		N.St.		%	
						B	G	B	G	B	G	B	G					B	G	B	G	B	G	B	G
		14	19	23.33	31.66	10	11	16.66	18.33	4	8	6.66	13.33	16	11	26.66	18.33	5	4	8.33	6.66	11	7	18.33	11.66
60	6.15	33		55		21		35		12		20		27		45		9		15		18		30	

This table shows the total proficiency in item no. 5 in which students were asked to describe yourself using hints. This item carried 12 marks. The average score obtained by the 60 students in this item was 6.15. Among the total students, 55% and 45% students obtained above and below the average marks respectively. Among the total students, the percentages of the girls and boys of the private and public schools were 18.33%, 16.66% and 13.33%, 6.66% respectively who obtained above the average marks. Likewise, 6.66% girls, 8.33% boys of the private and 11.66% girls, and 18.33% boys of the public schools remained below the average marks.

Table No. 10
Total proficiency in item No. 6

T.Sa.	T.A.	Above Average												Below Average											
		N.St.		%		Private				Public				N.St.		%		Private				Public			
		B	G	B	G	N.St.		%		N.St.		%		B	G	B	G	N.St.		%		N.St.		%	
						B	G	B	G	B	G	B	G					B	G	B	G	B	G	B	G
		14	18	23.33	30	11	15	18.23	25	3	3	5	5	16	12	26.66	20	4	0	6.66	0	12	12	20	20
60	8.63	32		53.33		26		43.33		6		10		28		46.66		4		6.66		24		40	

Table 10 shows the total proficiency in item No. 6 in which students were asked to develop skeleton into fuller text. Average score obtained by the total students, in this item, was 8.63. Among the total students, 53.33% and 46.66% students obtained above and below the average marks respectively. Among the total students, 25%, girls, 18.33% boys of the private, 5% girls, and 5% boys of the public students became able to cross the average marks. 6.66% boys, 0% girls of private, 20% boys, and 20% girls of public, among the total students, in this item, remain the average marks.

3.3 School wise Analysis and Interpretation of Total Proficiency

Table No. 11

Total Proficiency of Six Different Schools in Six different items

S.N.	School's Name	Items						Total	%
		1	2	3	4	5	6	(1000)	
1.	Kirtipur English Boarding School	109	140	54	149	82	116	650	65
2.	Panga Secondary School	144	132	22	127	64	116	575	57.5
3.	Rehdoon Secondary School	102	119	45	129	56	107	558	55.8
4.	Gyanodaya Secondary School	93	115	42	130	66	90	536	53.6
5.	Mahendra Bhrikuti Secondary school	44	68	10	88	46	40	296	29.6
6.	Mangal Higher Secondary School	77	89	20	114	55	49	404	40.4

The above table displays the total proficiency of 60 students (10 students from each of the selected school) in three different private and three different governments aided public high schools of Kathmandu valley. The table shows that the total proficiency of the students of Kirtipur English Boarding School was 65%. This school obtained the highest proficiency among the selected schools. On the other hand, the total proficiency of the students of Shree Mahendra Bhrikuti Secondary School was 29.6%. This school obtained the lowest proficiency among the selected schools. Panga Secondary School, Rehdoon Higher Secondary School, Gyanodaya Secondary School and Magal Higher Secondary School come under the second, third, fourth, fifth rank respectively. Thus, the students studying in

Kirtipur English Boarding School were found better than the students of other five schools.

Table No. 12

School-wise proficiency of each item

S.N.	KEBS		MBSS		RHSS		PSS		GSS		MHSS	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
1 (16)	109	68.12	44	27.5	102	63.75	114	71.25	93	58.12	77	48.12
2 (20)	140	70	68	34	119	59.5	132	66	115	57.5	89	44.5
3 (12)	54	45	10	8.33	45	37.5	22	18.33	42	35	20	16.66
4 (20)	149	74.5	88	44	129	64.5	127	63.5	130	65	114	57
5 (12)	82	68.33	46	38.33	56	46.66	64	53.33	66	55	55	45.83
6 (20)	116	58	40	20	107	53.5	116	58	90	45	49	24.5

The above table shows the school-wise proficiency on each item. The total proficiency of the students of Panga Secondary School on item No. 1 was 71.25%, which is the highest percent among the selected school. On the other hand, the total proficiency of the students of Mahendra Bhrikuti Secondary school was 27.5% which is the lowest percent among the selected schools.

In item no. 2, among the selected schools, Kirtipur English Boarding School stood first securing 70% and Mahendra Bhrikuti Secondary School stood last securing 34%. Panga secondary, Rehdoon Higher Secondary, Gyanodaya secondary and Mangal higher secondary stood second, third, forth and fifth respectively.

In item no. 3, the total proficiency of the student of Kirtipur English Boarding School was 45%. This school obtained highest proficiency among the selected schools, in item No. 3. Mahendra Bhrikuti Secondary School obtained 8.33% in item No. 3. This school's students obtained the lowest proficiency among the selected schools.

The total proficiency of the students of Kirtipur English Boarding School was 74.5% in item no. 4. This school obtained the highest proficiency among the selected schools. 44% is the lowest proficiency obtained by the students of Mahendra Bhrikuti secondary school which is the lowest proficiency among selected schools, in item no. 4. Gyanodaya, Rehdoon, Panga, Mangal were third, fourth, fifth rank respectively.

The students of Kirtipur English Boarding school (KEBS) were able to obtain the highest proficiency in item No. 5, among the selected schools securing 68.33% and Mahendra Bhrikuti Secondary obtained the lowest proficiency securing 38.33% Gyanodaya, Panga, Rehdoon, Mangal secondary school became second, third, fourth, fifth securing 55%, 53.33%, 46.66%, 45.83% respectively.

The students of Kirtipur English Boarding and Panga secondary School obtained the highest proficiency in item no. 6, among the selected schools. Both schools obtained 58%. Mahendra Bhrikuti secondary school obtained the lowest proficiency. whereas Rehdoon, Gyanodaya, Mangal secondary schools stood second, third and fourth securing 53.5%, 45%, 25.5% respectively.

Table No. 13

Difference between public and private schools in total proficiency

Private		Public	
Total (3000)	%	Total (3000)	%
1783	59.43	1236	41.2

The above table shows that the students of private schools obtained greater marks than public schools. The total proficiency of the students of private schools was 59.43% and of public schools was 41.2%. The difference of the students of the private and public schools in total proficiency was 18.23%. Thus the students of private schools were found better than the students of government aided public schools.

3.4 Genderwise Analysis

Table No. 14

Genderwise analysis of total proficiency

Total sampling	Number of gender boys and girls	item 1	item 2	item 3	item 4	item 5	item 6	Total	Total percent
		480	600	360	600	360	600	3000	
60	Boys (30)	259	325	91	361	172	237	1445	48.16
	Girls (30)	280	338	102	376	197	281	1574	52.46

The above table shows that girls obtained greater proficiency than boys. The total proficiency of girls was 52.56% and of boys was 48.16%. The difference between boys and girls in proficiency was 4.3%. Thus, as a whole, the ladies students studying in all schools were found better than the genes students.

50

Table 15

Gender wise analysis and interpretation of each item

Item no	Boys (30)		Girls (30)	
	Total	%	Total	%
1 (480)	259	53.95	280 (480)	58.33
2 (600)	325	54.16	338 (600)	56.33
3 (360)	91	25.27	102 (360)	28.33
4 (600)	361	60.16	376 (600)	62.66
5 (360)	172	47.77	197 (360)	54.72
6 (600)	237	39.5	281 (600)	46.83

The above table shows the gender-wise analysis of each item. The total proficiency of girls in item no. 1 was 58.33% and of boys was 53.95%. In item no. 1, girls obtained greater proficiency than the boys.

The total proficiency of girls in items no. 2 was 56.33% and of boys was 54.16%. The girls studying in class ten were found better than boys.

The total proficiency in item no 3 obtained by girls was 28.33% and by boys was 25.27% which shows the girls were found better than the boys in developing skeleton into butter text.

The total proficiency of girls in item no. 4 was 62.66% and of boys was 60.16%. It seems that girls were found better than boys.

Proficiency between girls and boys in item no. 5 and shows that girls were found better than boys because girls secured greater percent than boys.

Table No. 16

Difference between girls of public and private schools in total proficiency

Private		Public	
Total (1500)	%	Total (1500)	%
941	62.73	633	42.2

Table No. 16 shows that the total proficiency of girls of private schools was 62.73% and of public was 42.2%. Thus, the proficiency of private schools were found better than government aided public schools.

Table No. 17

Difference between boys of public and private schools in total proficiency

Private		Public	
Total (1500)	%	Total (1500)	%
842	56.13	603	40.2

The above table shows that the total proficiency of boys of private schools boys was 56.13% and of public was 40.13% . This table shows that the proficiency of the boys students of private school were found better than the boys of public schools.

Table No. 18
Difference between boys and girls of private school in total proficiency

Boys (30)		Girls (30)	
Total (1500)	%	Total (1500)	%
842	56.13	941	62.73

The total proficiency of boys of private school was 56.13% and of girls was 62.73%. Girls were found better proficiency than boys and difference between boys and girls were found 6.6%.

Table No. 19

Difference between boys and girls of public school in total proficiency.

Boys (30)		Girls(30)	
Total (1500)	%	Total (1500)	%
603	40.2	633	42.2

Table no. 19 shows that the total proficiency of boys and girls of public schools were 40.2% and 42.2% respectively. Thus, the girls of public schools were found better than the boys.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of the study was to find out the writing proficiency of grade ten students of Kathmandu valley in guided writing. The students were selected from the three private and three public secondary schools of the Kathmandu valley. The data was taken from thirty students of private and thirty from public schools consisting of equal number of boys and girls from each selected school.

Many techniques were applied to analyze the ability of the students in writing skill. Questionwise analysis was done. This analysis shows that the students of private schools did better in each question than the students of public schools. He also analyzed the writing skill of boys vs girls.

4.1 Findings

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

a. The writing proficiency of the girls in each selected schools was found better than the writing proficiency of the boys.

b. Students obtained higher marks in parallel writing than other types of guided writing like developing skeleton into fuller text, paraphrasing, etc.

c. Writing proficiency of the girls was found better than the boys in both private and public schools. In the private schools, the total proficiency of the girls was 62.73% and of the boys was 56.13%. Likewise, in public schools, the total proficiency of the girls was 42.2% and of the boys was 40.2%.

d. Writing proficiency of the boys and girls of private schools in guided writing was found better than the boys and girls of the public schools.

e. Most students could not attempt item no 3 in which students had been asked to develop skeleton into fuller text.

f. The writing proficiency of the students of the private schools was found better than the students of the public schools. The average total proficiency of the students of the private schools was 59.43% and of the public schools was 41.2% and the difference between private and public schools' students in total proficiency was 18.23%

4.2 Recommendations

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

1. Boys should be encouraged to participate in the writing contests.

2. Developing skeleton into fuller text should be encouraged.

3. The public schools should manage appropriate size of class so that the teacher can carry out different writing practices and correct the learners' writing.

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

5. The school administration and the district office need to focus on developing writing skills seriously.

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

7. The schools should manage for visual aids. It will help to develop the writing skill of the students.

8. Students of public schools are poor in English because most of the courses are taught in Nepali so language of instruction should be English.

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

10 The teacher should use appropriate teaching materials as far as possible e.g. charts, flashcards to elicit students' motivation towards writing.

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

APPENDIX-1
Questionnaire

Time: 1:50

This questionnaire is prepared to collect the data for the purpose of a research study on the writing proficiency of grade ten students of kathmandu valley in guided writing to fulfill the master's degree. I Promise that your creation will be confidential. Please, supply required information in the following format.

Name: Sex: School's name:

Class: Subject: Roll No:

Section:

1. Write newspaper articles with the help of the given clues below the headlines. 16

Plane crash at Thankot

Flying to Kathmandu from Pokhara

Thick clouds

Hit the TV Tower

Caught fire, all died

Compensation to the Passengers announced,

Rs. 500000 each.

---

2. Write a letter to your friend. Write about your plan to visit somewhere. Include these points in your letter. 20

> - The place you are going to visit.
>
> - Who you are going with
>
> - Where and for how long you will stay there.
>
> - What things or places your will see, what things you will do there.

3. Write a readable story with the help of the following outlines. 12

> A poor goes out fishing …….. Heavy rains…….. get under a bridge ……… fishes there …………. Remarks of a passer……. by:
>
> "won't get any fish there" ………. Reply. "Fishes will come here to keep out of the rain."

4. Read the condolence notice given below and write the similar condolence notice for the clues give below. 20

> CONDOLENCE
>
> Birth: 1930   Photo   Death:2001
>
> We want to express deep sympathy and grief at the sudden and untimely demise of
> **Mr Kashi Joshi,**
>
> A cook in Everest Hotel. He worked there for two years. We want to express our heartfelt condolence to his bereaved family and relatives and pray for the departed soul to rest in heaven in peace. He will remain in our heart forever.
>
> Karun thapa
> Everest Hotel, Kathmandu

Clues:
Mr.Arjun Rai/ a tourist guide/ International tourism centre/ Bhotahity, Kathmandu/ for three years/ mainly for Chinese tourists.

5. Write a short paragraph about yourself based on the following hints. 12
Your birthplace and date, age, family size and member, education (school, when, where, why) interest, like, dislikes, physical description, present status, future plans, etc.

6. Complete the following Paragraphs. 20

Long ago a woodcutter, Mohan ……… in a village ………… was far from the town. He was very poor …honest. He ……..collect firewood and ………it to the town. One day his axe fell in to the pond …..he was ….a tree. He began to cry. The Water god came out …. the pound and asked …… he was crying. He told his story. The god took pity …. Him and gave him a golden axe. Thus, Mohan …. by the god.

APPENDIX 2

Shree Mahendra Bhrikuti Secondary School

S.N	Student's Name	Marks Obtain					
		Q.No.1	Q.No.2	Q.No.3	Q.No.4	Q.No.5	Q.No.6
1.	Shreejana Ghising 'F'	5	5	1	6	2	3
2.	Prakriti Karki 'F'	3	2		1	4	3
3.	Anju lama 'F'	6	6		10	6	3
4.	MandiraAle 'F'	3	7		11	2	2
5.	Christina Rai 'F'	7	10		10	7	4
6.	Prakash Kadel 'M'	4	6		7	3	4
7.	Sujan Bhattarai 'M'	5	12	3	14	6	9
8.	Niraj Gautam 'M'	4	8	2	10	5	4
9.	Ram Krishna Shahi 'M'	4	8	1	11	5	4
10.	Nadim Rana	3	4	3	8	6	4

APPENDIX 3

Gyanodaya Secondary School

S.N	Student's Name	Marks Obtain					
		Q.No.1	Q.No.2	Q.No.3	Q.No.4	Q.No.5	Q.No.6
1.	Sharmila k.c 'F'	10	12		18	6	8
2.	Sabi k.c 'F'	12	12	6	17	8	8
3.	Sarita bhandari 'F'	8	7	3	15	6	8
4.	Nabina Subedi 'F'	10	12	5	10	8	7
5.	Babita Maharjan 'F'	10	12	5	12	8	14
6.	Sanish Maharjan 'M'	8	15	5	16	7	12
7.	Ashish Budhathoki 'M'	10	15	7	15	7	12
8.	Bhuwan 'M'	7	8	3		3	5
9.	Hemanta shrestha	10	10	4	12	6	8
10.	Shubha Raj Lama 'M'	8	12	4	15	7	8

APPENDIX 4

Mangal Higher Secondary School

S.N	Student's Name	Marks Obtain					
		Q.No.1	Q.No.2	Q.No.3	Q.No.4	Q.No.5	Q.No.6
1.	Nanda Thapa 'F'	10	12	4	14	7	9
2.	Ayusha Khadgi 'F'	12	12	3	13	7	7
3.	Seelpa Kunwar 'F'	5	5		10	4	5
4.	Alisha Manandhar 'F'	8	12	2	10	7	9
5.	Bina Maharjan 'F'	9	8	4	11	7	1
6.	Nirj Lama 'M'	13	12		15	8	8
7.	Sukra Raj 'M'	4	7	2	12		
8.	Ishwor Shrestha 'M'	4	6		9	4	2
9.	Rajesh Manandhar 'M'	6	8	3	9	6	4
10.	Manish Maharjan 'M'	6	7	2	11	5	4

APPENDIX 5

Kirtipur English Boarding School

S.N	Student's Name	Marks Obtain					
		Q.No.1	Q.No.2	Q.No.3	Q.No.4	Q.No.5	Q.No.6
1.	Shoheena Maharjan 'F'	8	16	8	14	8	15
2.	Alina Maharjan 'M'	12	16	5	15	8	10
3.	Sajana Maharjan 'M'	6	13	5	15	7	15
4.	Reshma Maharjan 'F'	13	17	7	16	8	12
5.	Rumina Dangol 'F'	12	12	5	15	9	13
6.	Santosh Maharjan 'M'	11	15	5	14	9	6
7.	Rockey Maharjan 'M'	13	12	7	16	8	10
8.	Dev Maharjan 'M'	9	10	6	14	8	11
9.	Sujan Maharjan 'M'	14	16	6	17	9	15
10.	Ram Saran Rokkha 'M'	11	13		13	8	9

APPENDIX 6

Shree Panga Secondary School

S.N	Student's Name	Marks Obtain					
		Q.No.1	Q.No.2	Q.No.3	Q.No.4	Q.No.5	Q.No.6
1.	Sweeta Maharjan 'F'	12	13		12	7	14
2.	Arati k.c	13	11	5	10	8	10
3.	Gatha Rijal 'F	14	17	6	18	9	18
4.	Chandamani Maharjan 'F'	12	15		15	8	13
5.	Ukrita Maharjan 'F'	11	13		13	4	12
6.	Sanjeev Basnet 'M'	10	12	4	10	6	7
7.	Bibek Budhathoki	9	14	4	10	7	10
8.	Gautam tamang 'M'	11	13	3	14	8	10
9.	Sudip Maharjan 'M'	13	14		16	7	14
10.	Prabin Maharjan 'M'	9	10		9		8

APPENDIX 7

Rehdoon Higher Secondary School

S.N	Student's Name	Marks Obtain	S.N					
		Q.No.1	Q.No.2	Q.No.3	Q.No.4	Q.No.5	Q.No.6
1.	Shradha Maharjan 'F'	11	15	4	14	7	12
2.	Sapana Maharjan 'F'	9	11	5	13	8	12
3.	Sangamita Maharajan 'F'	12	14	6	15	6	12
4.	Anju Budhathoki 'F'	8	11	7	11	6	10
5.	Alina Maharjan 'F'	9	10	6	12	5	12
6.	Pushpa Raj Tamang 'M'	10	11	3	13	2	8
7.	Sanjeep Maharjan 'M'	11	9	4	10		9
8.	Dinesh k.c 'M'	10	12	5	13	8	10
9.	Dipesh Maharjan 'M'	12	14	5	13	8	12
10.	Laxam Rokka 'M'	10	12		15	6	10

APPENDIX 8

List of schools Chosen for the study

S.N	Name of School	Address
A	Public (Government) schools	
01	Mangal Higher secondary school	Kirtipur, Kathmandu
02	Mahendra Bhrikuti Secondary school	Ekantakuna, Kathmandu
03	Gyanodaya Secondary school	Bafal, Kathmandu
B	Private (Boarding) schools	
01	Kirtipur English Boarding school	kirtipur, Kathmandu
02	Rehdon Higher secondary school	Samakoshi, Kathmandu
03	Panga secondary school	Kirtipur, Kathmandu

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