

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we can express thoughts, feelings and desires. It can also be taken as a means for establishing a good relationship among the people in a community, nation and the world as a whole. Language is the expression of human personality. It is a form of social behaviour that enables the individual to co-operate with others in a group. It is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. The fundamental function of language is to communicate.

According to Sapir (1978:8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols." Wardhaugh (1998:1) defines language as "What the members of a particular society speak". Similarly, in the Encyclopedia Britanika (Vol. XIII, page 693) language is defined as "an arbitrary system of vocal symbols by means of which human beings, as a member of social group and participants in a culture interact and communicate" Pei (1996:141) says, "Language is a symbol of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols processing arbitrary conventional meaning". Similarly, Finocchiaro (1904:8) opines that "language is a system of arbitrary, vocal symbols which permit

all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact."

Language learning is learning for communication, in which all aspects of communicative competence should be noted. It is a complex system consisting of at least six components: phonology, morphology, syntax, lexicon, speech acts and Discourse. Language is purely human but structurally complex. It is unique and creative. Language is not only a means of communication but it is a social phenomenon which is used in our society to establish the relationship among the human beings.

Crystal, (1995:108) opines, "English holds special status of medium of communication." There are more than 6000 languages spoken in the world. Among them, English is one of the widely used language because it has gained the status of international language. It is used as a Lingua Franca because it is used to communicate with the people who are of different linguistic backgrounds. It is claimed that one in every seven people speaks the English language. The English language is taken as the richest language in the world because it has the richest vocabulary in comparison to other languages. Most of the books are written in English, so it is the most dominant language in all areas as in trade, mass media and international diplomacy, etc. It is also language of the world politics, science and technology, economics, medicine, marketing and so on. So, the sound knowledge of English is a basic need in these days.

1.1.1 Aspects of Language

The objective of teaching a language is to help the learners in learning it. But the most important question regarding the language learning is the things that a language learners need to learn. A student of language needs to learn its vocabulary, grammar, pronunciation and spelling and different language skills such listening, speaking, reading and writing. Thus, aspects of language refer to components of language that a learner of language needs to learn. According to Harmer (1997:22), language aspects are pronunciation, grammar, vocabulary discourse and skills. These aspects are described as follows:

- a. Pronunciation:** Pronunciation includes the pronunciation of segmental sounds (i.e. vowels and consonants) and pronunciation of supra - segmental sounds/features like stress, intonation, pitch and strength. As a language learner, we need to learn various sounds that occur in a language. We should be able to differentiate between these sounds and understand certain sound rules, for example, the different pronunciation of the '-ed' past tense endings. When we learn new words we need to know how they are pronounced and where they are stressed. Similarly, we need to know intonation pattern, rhyme and relationship between pitch and intonation. Accurate pronunciation gives us communicative efficiency. So it is one of the most important aspects of language.
- b. Grammar:** Grammar refers to structure or pattern of language, rules of language and can also be called as the frame or skeleton of a language. Tense, voice, person, number, etc. are the aspects of grammar. It includes syntax and morphology. The knowledge of grammar is essential for competent users of languages because grammar is the backbone of

language. If our aim of language teaching is to enable students to use the language, we should teach grammar of language.

- c. **Vocabulary:** Vocabulary includes words or lexemes. They are vital organs and the flesh to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of vocabulary in language teaching. We need to learn the words of the language. When we learn words, we need to know what they mean and how they are used. Words occur in context. So the meaning of words need to be taught according to the context where they are used.
- d. **Discourse:** Crystal (1985:118) defines discourse as "a continuous stretch of (especially spoken) language larger than a sentence but within this broad nation, several different applications can be found. At its almost general, a discourse is behavioral unit which has a pre-theoretical status in linguistics: it is a set of utterance which constitute any recognizable speech event (no reference being made to its linguistic structure if any), e.g. a conversation, a joke, a sermon, an interview." Discourse refers to stretches of language perceived to be meaningful, unified and purposive. It is a stretch of language consisting of several sentences which are perceived as being related in some ways. As we know language is used differently in different situations, we should be able to use language according to situations. Similarly, we need to know the difference between formal and informal language use. Such knowledge involves learning language functions.
- e. **Language Skills:** Language has four skills: listening, speaking, reading and writing. Language skills can be classified into receptive skills and productive skills. The skills which are involved in receiving messages such as listening and reading are receptive skills whereas the skills which

are involved in the production of language for conveying messages such as speaking and writing are productive skills. Similarly, language skills can also be classified into primary and secondary skills. Listening and speaking are the primary skills whereas reading and writing are the secondary skills. If a language learner develops his/her language skills, he/she can approach the foreign language with more confidence.

1.1.2 Ethnicity

An adequate definition of ethnicity is not possible as it covers the vast area of study and analysis. If we explore the etymological meaning of the word 'ethnic', it originates from the Greek word 'ethnos' and simply means 'nation' or people. The term 'ethnicity' appeared in the Oxford English Dictionary in 1972 for the first time. It is open to debate and that often causes great confusion. Recently, ethnicity has taken on slightly different connotations and now tends to be used to describe people who are often a minority in the country in which they live. Words like 'ethnic groups' 'ethnicity' and 'ethnic conflict' have become quite common terms in the English language and they keep appearing in the press, in TV news, in political programs and in casual conversations.

An ethnic group is a community of people who share cultural or physical characteristics including one or more of the following: history, political system, religion, language, geographical origin, traditions, myths, behaviors, foods, genetic similarities and physical features.

Some scholars have sought to define the ethnic group in the broadest sense. This can be seen in the case of the editors of the Harvard

Encyclopedia of American Ethnic Groups. Therustorm et.al (980: VI), when in seeking to define ethnic groups, they offered the following list of features that co-exist in various and different combinations. Common geographic origin; migratory status, race, language or dialect, religious faith or faiths, ties that transcend kinship neighborhood, and community boundaries, shared traditions, values and symbols, literature, folklore and music, food preference, settlement and employment patterns, special interest in regard to political institutions that specifically serve and maintain the group, and internal sense of distinctiveness, and an external perception of distinctiveness.

The term 'ethnicity' refers to relationship between groups whose members consider themselves distinctive and these groups may be ranked hierarchically within a society. It is therefore necessary to distinguish clearly between ethnicity and social class.

1.1.3 Ethnicity in Nepal

Historically, Nepal is a multi-ethnic nation with diverse languages, religions and cultures. So the present constitution of our country has acknowledged the fact that Nepal is a multi-ethnic, multi-racial, multi-lingual, multi-cultural and multi-religious country. Multi-ethnic nation comprises various ethnic and religious communities. Its ethnical and religious diversity is coupled with its linguistic plurality. The linguistic diversity existing in the country has given rise to three situations viz. monolingualism, bilingualism and multilingualism. The Constitution of Nepal 1990 has put forward a conceptual design to uplift the living standard of the ethnic groups by removing all sorts of existing economic and social

inequalities to set up and develop their healthy social life based on justice and morality by developing their language, literature, arts, scripts, religions and cultures by creating special opportunities.

It is very difficult to find out the various ethnic groups, their distribution and population size since no anthropological/linguistic survey has been carried out in Nepal to date. The Central Bureau of Statistics (CBS) provided data on 59 ethnic groups in 1991 census whereas it provided 100 ethnic groups in the 2001 census respectively. Despite this available information, many agencies have provided their own information on it and thus the number of ethnic groups, their population size may differ from one source to another. For example, the National Committee of Nationalists 2002 listed 59 distinct cultural groups within Janajati and The Dalit Commission-2002 noted 28 cultural groups within it.

Despite its clear diversity in ethnic composition of the population of Nepal, the 1991 and 2001 census data demonstrate that nearly 70% of the total population belongs to ten major ethnic groups. The Chhetri group is the largest in size. On the other hand, the Kusunda group stands in the 100th position. According to the 2001 census the 32 smallest ethnic cast groups altogether account for just 0.71% of Nepal's total population. We find ten distinct cultural groups whose population size is less than 0.1% of the whole population. They are Kusunda, Patharkata/Knshwadia, Munda, Raute, and Yelmo.

Most of the Hill and Mountain districts are relatively homogenous into their group representation compared to the Terai districts as a whole. Looking at the four most represented groups within a given district; the hilly

district of Bhaktapur has the highest level of such homogeneity with 91% of its population restricted to four caste groups while Sarlahi district in the Terai has the least homogeneity with its four largest groups comprising just 36% of its total population. The diversity in the Terai might have been caused because of the excessive flow of people from Hills, Mountains and India.

The researcher focused on evaluating the writing proficiency of five different ethnic groups of students studying in different public schools of Kathmandu district. They are Chhetri, Hill-Bhramin, Tamang/Lama, Newar and Gurung.

According to the Nepal Census (2001), the above mentioned five groups cover about 55.6% of the total population of the country. Since this is a small attempt to study in ethnic groups, obviously, it cannot represent the entire ethnic groups existing in the country.

1.1.4 What is Writing?

Man needs language to communicate with his fellows or relatives because he cannot survive without language. It is a vehicle of human thoughts, ideas and feeling. The primary function of language is to communicate.

There are many languages in the world. English is one of them. Most people in the world speak English, although they are not English men and are not born in England. English is spoken throughout the world and it is realized as an international language by the UN.

A language is always recognized in terms of different skills: listening, speaking, reading and writing. A skill means to do something experts. 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.

Writing, being secondary and dependent on speech, makes use of graphic symbols to represent spoken sounds. Richards et al. (1985: 313) says "Writing is a system of written symbols which represents the sounds, 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 "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 and involves several elements. The writer follows a systematic approach. He thinks about the content, audience, purpose, grammar, lexis and overall organization of the text. At the same time, he also thinks and uses some graphological devices like punctuation, spelling and rhetorical devices (Rivers: 1972, 241).

Writing is an activity through which human being communicates with one another and transmits their accumulated cultures from one generation to

another. It equally provides us with possibilities to discover and articulate ideas in many ways (Harmer, 1950: 232).

Thus, "writing is an act for 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 that demands conscious intellectual efforts. "The essentials of writings are the spelling and punctuation, sometimes also known as mechanics of writing or graphological resources."

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.

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: 259) view "The mastery of mechanics of writing and practice in the basic skills are necessary first steps for 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."

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, that is where and when to use a capital letter. The knowledge of using capital letter is important for writing.

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.

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. These suprasegmental features like pitch, stress, intonation and length 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 extremely used to help convey meaning or patterns of meaning. For example, in the following sentence, it is unclear whether the brother went to the movies or stayed at home.

"I went to the movies with my mother and my brother and my sister stayed at home with my father."

The writer could make the meaning clear by inserting a comma in one of the two places, depending on the intended meaning:

"I went to the movies with my mother and brother, and my sister stayed at home with my father."

"I went to the movies with my mother, and my brother and sister stayed at home with my father."

(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.

1.1.5 Stages of Development of Writing

There are three stages of writing. The first stage is called 'manipulation' in which the writer simply manipulates the aspects or phonological item or a spoken word in its written form. The learner learns mechanics of writing, handwriting, and punctuation i.e. capitalization, full stop, comma and so on.

The second stage of writing is structuring.' In this stage, the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraph and text.

The third and the highest level in the process of writing is 'semantic stage' in which the learner doesn't learn only the mechanics and structuring rules of writing but also learn to write complete and meaningful sentences. This stage is the ultimate stage, which is widely used in social services. The learners have to learn to write correct sentences to be able to design, classify and organize the description of the subject matter.

However, Rivers (1968: 245) has suggested five stages of writing which helps the learners to writer in the Foreign language. They are copying, reproduction, recombination, guided writing and free composition.

a. Copying

This stage is also known as the stage of transcription. In this stage, learners become familiar with different aspects of language. According to River, as the student is copying, he should repeat to himself what he is writing. In this way, he depends on the impression in his mind of the sounds, the symbols represented and he has further repetition on practice of basic dialogue or pattern of sentences. After he has some practice in copying accurately with correct diacritical and punctuation marks, he may continue to copy as an aid to memorization. When a learner continues the copying activities, he learns the scripts of the target language, and orthographic rules and syntactic rules thoroughly.

b. Reproduction

In this stage, learners attempt to write without originality what they have already learned orally. The method of dictating to the learners is effective for reproducing sentences. Furthermore, the teacher emphasizes on writing and describing a picture or showing something. For it, the learner should understand the meaning of sentences.

c. Recombination

In recombination stage, the learners recombine learned skills. It is a more appropriate way because learners rebuild on former experience and ideas of writing. It is necessary to manipulate grammatical structure. The learners can substitute words, phrases, or sentences expanding them more explicitly. Dictation is also a very fruitful method for recombining the ideas.

d. Guided writing

The stage of guided writing is a more developed stage than the above ones. Now, the learners are given some freedom in the selection of lexical items and structural patterns, but they have to follow the given suggestions regarding the content. At this stage, the learners are given different types of exercises such as completion, replacement, expansion or summarizing on elaborating some topics. They can include their ideas partially. Likewise, the learners can expand simple sentences by adding or modifying words or phrases. The skeleton of a story or dialogue may be supplied for the development of writing. But students are not totally free because they have to follow the guided frame.

e. Free Composition

Writing composition is a complex activity, which requires a variety of skills. It involves the production and arrangement of written sentences in an appropriate way. At this stage, the learners know how to select the appropriate vocabulary and structure to express their ideas in a meaningful way. They can express their ideas freely in this stage. Thus, if the learners are carefully guided through all the stages, they can be master in the writing skill.

The last two stages, guided composition and free composition are very important for the diploma level students. Both these compositions are heavily emphasized in the courses are heavily emphasized in the courses of higher education. Due to this fact, these compositions were used to find out the English language writing proficiency of this research study.

1.1.6 The Essential Characteristics of Good Writing

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

i) Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy, and materials. Economy of words without losing the meaning is one of the best qualities of good writing. For example, he teaches in a primary school. Rather than this we can write, he is a teacher.

ii) Simplicity

The second quality of a good writing is reduction of complexities and expression of ideas in a simple way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing understandable and readable and never confuses the readers in understanding the message of the writing. For example, Walk slowly lest you should fall down. Instead of this we can write, walk slowly otherwise you won't approach your destination.

iii) Clarity

A good writer should not add complications and should be plausible in his writing. The writing must be free from ambiguity and should also be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should be avoid exaggeration and self-contradictory statements. For example, we should not write such self-contradictory sentences – *Flying planes can be dangerous*.

iv) Continuity

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

v) Free from Errors

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

Furthermore, every good writing requires examples and illustrations to explain abstract and difficult ideas. Appropriate facts, figures, depth of knowledge and maximum objectivity are the most necessary things in a good piece of writing. The above characteristics of good writing play a vital

role in the writing proficiency in diploma level students. They should have the ability to write clear, short, simple, continuous and error free sentences.

1.1.7 Cohesion

Cohesion refers to grammatical and lexical relationship with the different elements of a text. This is the relationship between different sentences or between parts of a sentence. For example:

A: Is Sita coming to the party?

B: Yes, she is.

There is a link between Sita and she and also between is coming and is.

In the sentence,

If you are going to London, I can give you the address of a good hotel there.

Here is the link between London and there.

1.1.8 Cohesive Devices

i) Reference

A common way of linking sentence is through back references by using 'it', 'this' 'he'/'she' and so on. Pronouns and demonstratives are the most common reference words in English. For example,

Ram is a doctor. He works in Bir Hosital.

In this vary example, 'He' refers to Ram. We use such innumerable reference words in writing.

ii) Conjunction

'And', 'since', 'however', 'moreover', 'because' and so on are widely used to relate the parts of sentence or sentences. For example:

Ram didn't study more last year. As a result, he failed in the final examination. Such conjunctions relate this sentences or parts of a sentence in a piece of writing.

iii) Substitution

Sometimes a word phrase substitutes for an earlier item in the text to avoid repetition. For example: My car is too old. I must buy a new one.

iv) Ellipsis

Substitutions and ellipsis are very similar to each other. Ellipsis is simply substitution by zero. Both, substitution and ellipsis consist the same fundamental relation between parts of a text eventhough they are two different kinds of structural mechanisms and show rather different patterns. For example:

Hardly any one left the country before the war.

v) Lexical Cohesion

The careful choice of vocabulary, synonyms and the repetition of words and phrases can create unity in a piece of writing to complete the picture of cohesive relatives. Such relation is called lexical cohesion. In

lexical cohesion, lexical items can relate the parts of a text anaphorically or cataphorically.

1.1.9 Coherence

The term 'cohesion' also defines the relationship, which links the meanings of utterances in a 'discourse' or of the sentence in a text. These links may be based on the speaker's shared knowledge. For example:

A: Shall we go to the cinema tomorrow?

B: There is Band Programme.

There is not grammatical and lexical linkage between the two utterances. A's question and B's reply but the exchange has the coherence because both 'A' and 'B' know about the band programme.

There should be coherence in a paragraph. Here, coherence refers to a series of sentences that develops the main idea i.e. with a topic sentence and supporting sentences, which relate to it. The concept of cohesion is a semantic relation, which refers to the relations of meaning that exist within the text. Cohesion is a part of system of a language. The potential for cohesion lies in the systematic resources of reference, ellipsis and so on that are built into language itself.

1.1.10 Organization

Organization plays a vital role in a piece of writing. The ideas expressed by the writer on any topic must be well organized. If a writer has written very effective and constructive ideas but are not organized in a

proper way, his writing becomes worthless. Organization has equal role in any composition that may be free composition or guided composition. Therefore, when someone has to write any composition he/she should define or introduce the topics or subject matter clearly. Then he/she can elaborate his/her view on the text developing the main phrases, clauses, sentences and paragraph should be divided with different ideas or stages of the subject matter. Then he/she has to justify statements using examples and illustrations. Finally, she/he has to conclude all the ideas of the written text in a single paragraph.

1.2.1 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 specially in exams are required to be given in the written form. The English language teaching (ELT) curriculum objectives of the secondary level (SL) in Nepal focuses on the cultivation of communicative ability and proficiency is 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 or 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 asked questions in writing. In S.L.C. examination answers are required in writing. Students must develop their writing skills to get through S.L.C.

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

1.2.2 Punctuation: An Overview of Punctuation

Punctuation is an art or a system of inserting marks or points in writing or pointing in order to make the meaning clear. The punctuation marks are used to mark boundaries and relationships between words or sentences. They are used mainly to convey the meaning and to make the expressions explicit or unambiguous. The punctuation marks include comma, colon, semicolon, hyphen, full-stop, dash, slash, parentheses, quotation mark, question mark, exclamation mark, capital letter, apostrophe, line direction and space between words.

Professional writers and editors make use of all these punctuation marks. The high school students and those who are learning English as a second or foreign language, do not need to use all these punctuation marks. The different punctuation marks are given below:

i. Full stop (.)

Full stop is the most common punctuation mark that is used to mark sentence boundary.

a) It is mainly used to mark the end of declarative sentences, imperative sentences, statements, commands or indirect questions, (Gordon, 1978:15)

i. Manisha and Saroj want to play volleyball. (Declarative)

ii. Basanta has been carrying out a research work. (Statement)

iii. Open the door. (Command)

iv. Lalu asked what the title of my research work was. (indirect question).

b) It is also used to mark after abbreviated forms of the words and initials. (Wood, 1981: 50)

i. M.Ed.

ii. P.M.

iii. P.R. Sharma

c) It is used to mark a case of personal preference (Wood, 1981:52).

e.g. Abbreviated form of doctor as Dr. It can also be written without fullstop
Dr

d) If a sentence ends with an abbreviated word, this abbreviated word uses the full stop (Gordan, 1973:35). e.g. Ramshran reached the top of the world at the top of the mountain at 11.30 a.m.

ii. Comma (,)

Comma is relatively more difficult to be used. It is used to separate the items in a list of words, phrases or clauses and question tag from the rest of the sentence. It helps to understand the meaning of sentence. Some rules are given below.

a) Comma is used to separate the items in a list of words, phrases, and clauses (Wood, 1981:44). e.g. Prakash bought a book, a pen, a ruler, a pencil and an eraser from stationery yesterday.

b) It is used to separate question tag from the statement (Karki, 1996: 21).

e.g. Muna wrote a story, didn't she?

c) It is used before direct quotations and also inside closing quotation marks (Khatri, 2001: 19). e.g. William Wordsworth says, "*Child is the father of the man.*" "Yes, of course," said Hariram.

d) It is used at a particular emphasis and contrast of dramatic effect.

e.g. Finally, the importance of correcting student's error was emphasized.

e) It is used to mark of the names of persons spoken to address directly (Khatri, 2001: 15).

e.g. Good morning, Sir.

Ram, come in.

f) It is used between the independent clauses that are joined by coordinating conjunctions (and, but, or, nor).

e.g. Sarala opened the box, and Reena took out the gun.

g) It is used to separate an introductory or transitional word or phrase from the rest of sentence (Gordan, 1978:51).

e.g. In fact, Rajan doesn't even know his name.

h) It is used with contacted form, Karki (1996:22).

e.g. Infact, Rajan doesn't even know his name.

i) It is used with non-defining relative clause which give additional information about the noun in sentence (Gordan, 1978:13).

For example: *My mother who is 60 years old, is having a party on the occasion of her birthday.*

Roma kumar, who is an intelligent student in his class, is my niece.

iii. Question Mark (?)

Question Mark is another mark of punctuation. It is used to close a question sentence. Some rules of using question marks are given below.

a) It is used at the end of direct questions (Gordan, 1978: 19).

Where did Rajan go the day before yesterday? (Wh question)

Did you play football? (Yes/no question)

b) It is used in parentheses to express doubt (Harris, 1993: 51).

He was born in 2040 (?) and died in 2058.

c) It is not used after a command or a statement. But when the command is used to ask a question and has a rising intonation while speaking, the question mark is used (Wood, 1981: 42).

Will you open the door?

You want a job? (job emphasizes) or (it indicates rising tone).

iv. Exclamation Mark (!)

Exclamation Mark is another mark of punctuation. It is used for sentences which express strong emotion such as surprise, anger, joy, indignation, urgency, enthusiasm, disbelief and so on (Khatri, 2001:18).

- a) It is usually used after interjections.

Oh! Your arrive.

Alas! She died.

What a hot day!

- b) It is used after a short order (Gordon, 1978: 51). Get out! I don't want to see you again.

v. Quotation Mark (".....")

- a) Quotation mark is used to enclose the exact words of a speaker or writer. The exact word may be words, phrases, clauses and statements (Wood, 1981: 43).

e.g. Rajan said, "The earth moves round the sun."

Rajaram said to me, "Let me speak to him."

- b) It is used to give special emphasis to titles; i.e., title of radio programmes and television shows, title of movies, plays, title of books and newspapers or newspaper articles (Harris, 1999: 25).

e.g. "Vishnu Puran" is a very popular TV serial.

The old man reads "Ramayan" everyday.

vi. Apostrophe (')

In writing, an apostrophe shows possession or ownership of a person or an animal, it also shows contracted form of words or phrases.

a) It is used to replace the omitted letter or letters (Gordan, 1978: 31).

e.g. It's a monument, isn't it?

In this example it's the contracted form of "it is".

Hari's books = books of Hari/Hari has books.

Animal's legs = legs of animal/animal has legs.

b) It is used to signify possession or ownership of a person, an animal or an abstract noun Gordan, (1978: 31).

e.g. It was grandfather's seventeenth birthday.

vii. Colon (:)

It is another devices of punctuation. It is used in various ways.

a) It is used for opposed clauses which are not connected by a conjunction (Gordan, 1978:14).

e.g. To err is human: To forgive is divine.

b) It is used to introduce a quotation of a speech (Harris, 1993: 28).

e.. John Keats says, "A thing of beauty is joy forever."

William Wordsworth says; "Child is the father of the Man."

c) It is used after the main clause where the following statement illustrates or explains the content of the clauses (Karki; 1996: 15).

e.g. They stayed inside: it was raining.

viii. Semi – Colon (;)

a) It is used to separate a series of loosely connected clauses (Gordan, 1978: 45).

e.g. I have no money to help him; My pocket is thin.

b) It is used to separate co-ordinate clauses joined by conjunction (Gordan, 1978: 45).

e.g. I have no money to help him my pocket is thin ('to' is conjunction).

c) It is used to separate the main clause, not joined by a conjunction which are considered so closely connected as to one sentence (Gordan, 1978 :41).

e.g. If I were a president; I would develop my country.

ix. Dash (–)

- a) It is used instead of a colon or semicolon to make the writing more vivid or dramatic (Gordan, 1978: 19).

e.g. You have been staying with me for months and months – how can I trust you again?

- b) It is used for a break/sudden turn in the middle of a sentence and to mark word in opposition of explanation and to introduce a question (Harris, 1993: 28).

e.g. Monalisha left them all – her family, her relatives and her friends.

x. Hyphen (-)

- a) It is used to join the parts of a compound word.

e.g. Mother – in – law, hill – garden, bath – room, hill – side, president – chamber, etc.

- b) It is used to divide the words into syllables, Suctiffe (1998: 81).

Un-truth-full-ness

Un-certain

xi. Parentheses [()]

- a) It is used to separate extra information and comment from the rest of the sentence (Harris; 1993: 58).

e.g. Monalisha is gained from heaven (it was all wished) a friend.

b) It is used to inclose cross-references.

e.g. The title "Introduction" (see on page: 1) gives us clear idea about writing skill.

All these punctuation marks which are given above help to develop writing skill. The learners must know these marks in order to produce clear, effective and correct writing scripts.

xii. Capitalization

Capitalization is a branch of mechanics. The knowledge where to use capital letters is important for writing. Some basic rules of capitalization are as follows:

i) It is used in the beginning of a sentence. He is a lowyer.

ii) It is used in the beginning of all adjectives derived of proper nouns.

e.g. America and Japan.

iii) It is used in the beginning of each fresh time of poetry.

e.g. Tiger!Tiger! Burning bright. In the forest of the night.

iv) It is used for all nouns and pronouns which indicate deity (divine quality).

e.g. Ramchandra, He is the god.

v) It is used to write the 1st person singular pronoun "I".

e.g. I am a student.

vi) It is used to write the form of interjection.

Oh ! Hari arrives.

vii) It is used with the name of a person, place, day, month and festivals (Wood, 1981: 24).

e.g.

) She is Rita. (Person)

) We live in Kathmandu. (Place)

) This is July. (month)

) Manisha shall be here at Dashain and Tihar. (Festival)

1.2.3 Spelling Rule: An Overview of Spelling Rule

Writing is achieved by correct spelling of individual words. Spelling errors and nuisance to the reader. (Robert, 1985: 148) says, "*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 writer properly what the speaker says. It is a great problem for learners. Spelling is mainly a mastery of convention.

However, there are some basic rules that can be helpful for correct spelling.

i) If words of one syllable have vowel before the ending consonant, the consonant letter is doubled when the suffixes 'ing', 'ed' and 'er' are hit-

hitting, stop-stopped, begin-beginning, recur-recurring, cut-cutting, rob-robbing.

- ii) If words of two or more syllables have one vowel before the ending of consonant, the consonant is doubled while adding suffixes 'ing', 'ed' and so on (Gordan, (1978: 71).

Befit – befitting, befitted

Put-putting

Refer – referring

Some exceptions:

Answer + ed/ing = answered/answering

Orbit +ed/ing = orbited/orbiting

- iii) If words have two vowels before ending with a consonant, the consonant is not doubled while adding suffixes 'ed' 'ing' or and so on (Gordan, J. 1993 :74).

e.g. Join+ed = Joined, join+ing = joining

lead+ing = leading, wood+en = wooden

weap+ing = weaping, visit+ed/ing = visited (visiting)

Some exceptions:

e.g.:

Parallel+ed = paralleled worship + ed/ing = whorshipped/worshipping

iv) If words ending have a letter 'L' preceded or followed by a single vowel or two vowels. The letters 'l' is doubled while adding suffixes 'ly', ed and ing (Gordan, 1993 :41).

e.g. cruel+ly = cruely

some exceptions:

single+ed = singled

model+ing = modeling

v) If words ending have the letter 'e' following a consonant the letter 'e' is dropped adding suffixes: ed, and able (Wood, 1981 : 62).

e.g. love + ed = loved

move + ing = moving

move + able = movable

Some exceptions:

dye + ing = dyeing

singe + ing = singeing

vi) A final 'e' is retained before a suffix beginning with consonant (Sutcliffe, 1999: 71).

e.g. hope + full = hopeful

immediate + ly = immediately

Exception:

argue + ment = argument

due + ly = duly

vii) Words ending in 'ee' do not retain 'ee' before a suffix (Gordan, 1993: 65).

e.g. agree + ed = agreed

agree + ing = agreeing

agree + ment = agreement

viii) Words ending in 'y' following a consonant change the 'y' to 'i' before any suffix except '-ing' (Wood, 1981: 71).

e.g. carry + ed = carried, marry + es = marries

mercy + full = merciful, easy + er = easier, penny + ness = penniness

carry + ing = carrying

hurry + ing = hurrying

ix) Words ending in 'ce', the 'e' is changed into 'i' before adding 'ous' (Harris, 1993: 35).

e.g. grace + ous = gracious

space + ous = spacious

x) Words ending in 'ce' or 'ge' retain 'e' before suffix beginning with a, o or u end suffix ful (Gordan, 1993: 65).

e.g. courage + ous = courageous

peace + ful = peaceful

xi) When 'Full' is added to words the second 'l' is dropped.

e.g. beauty + full = beautiful

xii) Verb ending in 'y' following vowel retain the 'y' before suffix (Harris, 1993: 32).

e.g. stay + ed = stayed

stay + s = stays

xiii) Verbs ending in s, sh, ch, o, x and z are added suffix 'es' to the verbs (Gordan, 1993: 71).

pass + es = passes

wash + es = washes

watch + es = watches

go + es = goes

relax + es = relaxes

buzz + es = buzzes

xiv) Verbs ending in, except these (number XV) letters are added 's' to the verbs (Gordan, 1993: 61).

e. g. tell + s = tells

want + s = wants

give + s = gives

look + s = looks

grow + s = grows

put + s = puts

kick + s = kicks

shoot + s = shoots

xv) Any/Some/No/ Every come before body, thing, where which are gathered each other (Wood, 1981: 32).

e.g. Anybody, Somebody, Everybody, Anything, Everything, Everywhere, and Somewhere.

xvi) One comes after any or some which are gathered.

e.g. Anyone/None (no one x) or (No one x) Someone.

xvii) Noun and pronoun that come after any, some, no and every are separated to each other except body and things (Sutcliffe, 1999: 112).

e.g. Any book (Any + noun)

Some books (Some + noun)

No girl (No + noun)

Every inch (Every noun)

Exception: any + not proper noun, e.g. any Ram

xviii) Miscellaneous (mixed sorts; having a various qualities)

already (all ready X) (some bodies X) (amount the number of persons)

cann't (can't X) of Course (Of course X)

into (in to X) in fact (infact X) meanwhile (mean while X)

hillside (Hill side X)

otherwise (other wise X)

tomorrow (To-morrow X)

unstill (un still X)

therefore (there-fore X)

horseback (horse back X)

Footnote 'X' means incorrect spelling.

1.2.2 Writing: An Overview of Writing

Components to teach the writing skills.

- i) Teachers must develop the ability of the learners to write correct and appropriate sentences.
- ii) Mechanical skills: Teachers should develop the ability of the learners to use punctuation and spelling, etc. correctly.
- iii) Treatment of Content: Teacher has to develop the ability of the learners to think and express themselves correctly in writing.
- iv) Stylistics: Teacher must develop the ability of the learners to manipulate sentences and paragraphs and use language effectively.
- v) Judgement Skills: Teacher must develop the ability of the learners to write in an appropriate manner for a particular purpose. He also must develop the ability to select, organize and order relevant information.

Eight graders are given practices in controlled writing, guided writing and free composition. It is, therefore, relevant to see what these terms mean or refer to.

1. 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 followings:

- a) Gap filling
- b) Broken dialogue

a. Gap Filling

The teacher distributes a sheet of paper with word missing and explains the plot of the sentences and conversation students fill in the blanks. Then teacher distributes the answersheet (Byrne, 1993).

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

) The teacher distributes a sheet with words missing, and tell the theme of the stories. Then students fill in the blanks.

) In a programme of individualized instruction, students do exercise and complete the ditto sheet. The teacher can check their progress.

Marco Polo _____ one of the most _____ travelers of all history. At the age of seventeen he _____ Italy with his _____ and uncle. It _____ them more than three years to cross the mountains and _____ of Asia. In 1225 they _____ the palace of Kublai Khan, the great _____ of China. Kublai Khan was the grandson of the great _____ Khan who had conquered the _____ of Northern Asia and Eastern Europe with his _____ of horsemen. By then, Kublai Khan ruled a large empire more advanced in many _____ than _____ in Europe.

whole	was	took	famous	reached	left
army	father	Ghenghis	deserts	ways	
emperor	countries				

b. 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 ideas in short conversation forms. A dialogue is mainly of two kinds: broken dialogue and free conversational dialogue, the first refers to gapping something when students construct dialogues. The second refers to free form of dialogue when students write anything according to purpose.

This can be written with/without clues.

Sample: Two friends are talking on the phone. Fill in the blank spaces in their conversation with your own words.

Amrita: Hello!

Amit: _____ It's me, _____

Amrita: Hi, Amit. _____

Amit: I'm fine. Are you free today? I'm having a party today and _____

Amrita: I'd love to but _____

Amit: _____? What's wrong?

Amita: Suffering from a nasty cold: Watery eyes and nose, violent sneezes, you know.

Amit: _____ Take care.

Amrita: Bye. Thanks for calling.

2. Guided Writing

Guided writing is semi-guided/controlled exercises. It is supplied with information in the form of 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 things.

- 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 story writing is a branch of substitution exercise. Such story 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 practise interesting text. It helps students to write a complete paragraph. e.g.

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 and silly? It's up to you. Be sure to create an interesting title, when you have finished your story.

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

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.

a) Changing the point of view

The students rewrite a story from another person's view:

Mr. Shrestha at Mrs. Reena's house every morning at 11:30. he always has letters for Mr. Karn. He doesn't see the Caretaker. He begins to yell. Mrs. Reena finds him. But she always makes him a cup of coffee.

Exercise: A Postman tells the story in his own words.

I arrive at my friend's house every morning at 11: 30.....
.....
.....
.....
.....

Changing Tense:

Mr. Shrestha arrived at Mrs. Reena's house every morning at 11: 30.

.....
.....
.....
.....
.....

Set of Questions

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

Beginning and ending of story:

1. Teacher asks the students to listen to the theme of a story.
2. Students listen carefully.
3. Teacher presents some subject matters in the beginning of the story and in the ending of the story on the black board or overhead projector.
4. Students participate to develop the paragraph or story with the help in the beginning and ending of a story.

Marco Polo was born in Venice, a city in Italy, in about 1254. Venice was a very important trading centre, and Marco's father and uncle traveled as far as Asia, buying and selling different goods. When Marco was seventeen, he left Venice with his father Niccolo.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

They were the first Europeans. For many hundreds of years to visit the great country of China. They became friends of Kublai Khan. They travelled all over China in his service.

E. Describing Pictures

Some instructions

-) Students 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



Answer – Sheet:

One day last week, when Gita and Sita were walking they saw something bright on their way to village. "What's that?" asked Gita. "May be something important," Sita replied.

They both took the thing and walked straight.

At last, they met a gentleman sweating and gasping. He had lost his purse. They gave him his lost purse. He was very grateful to the girls. "Thank you" he said, and he took the purse which they gave him very honestly.

A set of instructions:

➤ Sample of Exercise: The four seasons

Describe your activities during each season. Use at least five different verbs,

) Wear a beautiful dress

-) Listen beautiful sound
-) Cultivate the land
-) Plant the cultivated land
-) Take off woolen cloth.

3. Free Composition

Free writing is an extended composition. It is not guided or controlled. Students are asked to write a paragraph or paragraphs or an essay or telegrams or office's 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 topic. There are no restrictions on the student's use of words or structures or on the length of the piece. The teacher can help them in selecting and planning topics in getting rid of the errors. Students should remember construction of a good paragraph. It should have controlling and persuasive thought. Students also consider unity of ideas and coherence unity of thoughts should be combined with coherence in a good paragraph.

Types of free writing

- 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.)

Some procedures are given below:

- i) Students should have controlled persuasive thought on 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 purpose of the topics. The purpose of the topics should be given. Students follow some indications.

E.g. Write an essay on Tourism in about 150 words.

[introduction, advantages, disadvantages, conclusion]

Narrative composition includes simple, retold stories, histories autobiographics (story of person's life written himself), personal experience event of everyday life, etc. Narrative composition is usually a verbal re-enactment (re-construct low fully) that happened or that is imagined. In the beginning, the students are given simple narrative composition to write. After that students should follow simple structures constructed themselves.

Some examples are given below.

- i) A bad dream that frightened Mr. Shrestha's wife.
- ii) Your journey to Prithivi Narayan Municipality 'Gorkha'.
- iii) Spending five hours in a big fair.
- iv) Describe why had you decided to join Shakti Higher Secondary School.

Sample

Describing Oneself

I am a teacher of Shree Bheem Secondary School, Thankot. I have been teaching compulsory English, Grammar and Population (grade VII, VIII, IX and X). I am an M. Ed. Student of Tribhuvan University, Kirtipur, Kathmandu. I am writing M.Ed. thesis under Dr. Chandreshwar Mishra (T.U.). I have teaching experience in many educational institutes: 10+2, institute in Kathmandu.

Histories: Stories

Topic: Genghis Khan

Genghis Khan was born in 1162, the son of a Chief of a tribe which lived in north-east Asia. There were many tribes or groups, all called Mongols. They rode horses and kept sheep, goats and cattle. Genghis Khan's father was murdered when he was a small boy. When he was older, he trained his soldiers and made a grate army. Genghis Khan means 'Prince of all that lies between the Oceans'. With his fierce, ruthless army, he tried to conquer the world. It was an army of skilled horsemen. Each soldier had five horses.

Personal Experience

My Experience of College life

After passing the SLC, I admitted in Gorkha Education Campus i.e. Intermediate, Bachelor and M.Ed. But school

life was the free from strict discipline. Generally, we had no close contact with the teacher.

Describing

Descriptive composition is the second type of composition. It is a more skill consuming, creative writing. The chief purpose of this type of writing is to describe something, someone or a scene. The main aim of a the writer is to convey someone else by a word picture what he has seen but the other person has not; it may be to describe something that he has seen which is interesting. The writers should attempt to write job application, complain letter, condolence letter, congratulation letter, invitation letter and business letter and so on.

Some procedures:

- i) The writer's perceptual experience should be vivid and interesting.
- ii) It should be attractive in polished language and clear thought.
- iii) It should show the depth of perception.

Sample No. 1

Job Application

Balaju, Kathmandu

25th July, 2007

To

The Personnel Manger,

Ashok Engineering,

P.O.B. 15635

Kathmandu.

Dear Sir,

I wish to apply for the post of site supervisor in response to your advertisement published in the Rising Nepal dated 20th July, 2007.

I am 24 years old. I passed the SLC in the first division and joined Thapathali Engineering College, Kathmandu. I passed the Diploma (Eng.) in 2006.

Since 2006, I have been working as a overseer in Nepal Construction Company, Kathmandu. This experience will be helpful in discharging my duty effectively as a site supervisor.

References can be obtained from:

The Principal, Thapathali Engineering College, Kathmandu.

The Director, Nepal Construction Company, Kathmandu.

I am waiting for your prompt reply.

Yours Faithfully,

Ramchandra Pokharel

Nayabazar-16, Kathmandu.

Sample – 2: Picture Describing

Example:

Look at the picture. Imagine what has happened. Write a conversation between these two friends.



Muna: Hello! Is this 4216674?

Rajan: Yes, who is speaking, please?

Muna: I'm Muna, your classmate. Why are you missing, Rajan?

Rajan: What to say. I got a cycle accident the day before yesterday when I was returning from school. I've just come from hospital. I've got a new life, Muna.

Muna:.....
.....

Rajan:

Muna: Don't mention! I'll see you tomorrow. Bye.

Rajan:

Replying (in the form of letter of application)

Replying is another kind of free writing. It is also creative writing. Learners/students read letter or application.

Some procedures:

- i) Students read the form of letters or application deeply.
- ii) They find the main questions of sender or applicant.
- iii) They write the answer of the particular questions and write the converse (opposite) of the letter or application.
- iv) When the learners write the answer of the same letter of application, learners students should take care of the actual purpose of letter or application.

Sample: 1

<p>WANTED ANNAPURNA HOTEL Requires An Accountant</p> <p>Candidates are required to apply their application on the above address. They must be young ad energetic, having good knowledge of spoken and written English. Application after due date will not be accepted.</p> <p style="text-align: right;">The Manager, Annapurna Hotel</p>
--

Explaining (The reason for something)

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

Sample: 1 Population Problem in Nepal

Population plays a vital role for the development of a nation. Human resources are needed for population. They are also needed for social, religious, cultural, political and scientific process. The human resources should be properly used. They should be provided good food, clothes, shelter, health care and education.

According to the census of 2018 B.S. Nepal's population was 94,12,996. But it increased to 1,50,20,441 and 1,84,62,081 in 2028 and 2038 respectively. The growth rate from 2028 to 2038 was 2.66% and from 2038 to 2048 was 2.1%. The present population of Nepal is 2,32,91,097.

There are many reasons for the population growth in Nepal, illiteracy, superstitions, traditional beliefs (cultural tradition), lack of provisions of family planning, etc.

1.2.4 Correction: An Overview of Correction

Correction of students' written script is one of the best work of helping students' writing skill. If the teacher does not correct their copies, he is worsening their language, encouraging and strengthening mistakes. Rivers, (1968: 225) says that "Systematic training in writing requires systematic correction of individual scripts if it is to be effective."

It is a very hardwork for a teacher to correct all exercise books/copies. It is a serious problem in teaching writing skill although different methodologies have given different correction techniques. Some acceptable suggestion have been given as follows:

- 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 crosses 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 technique, the students exchange their exercise copies/books among themselves and find out their friends' mistakes.
- vii) Use of Computer: It is also impossible for lower class students. In this technique, 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.

1.3 Review of Related Literature

Very few researches have been carried out in relation to ethnic groups, some of the researches similar to this study are given below.

Karki, (1996) carried out a study on "Comparative Study between the Students of Public and Private School of grade ten in Lamjung District." The finding was that writing competence of private schools were better than that of public schools.

Paudyal, (1999) carried out a study on "Comparative study of English language writing proficiency in Higher Secondary School of Gulmi and Kathmandu." The finding in his study was that urban areas students were better than that of the rural areas. This study explicitly shows that Humanities and science students especially the girls had better proficiency in English writing.

Giri, (1981) carried out of a study on "A Comparative Study of English Language Proficiency of the Student Studying Grade Ten in Secondary School of Kathmandu and Doti." The result of the study obviously concludes that students out of the valley were poorer in English language proficiency than those inside the valley.

Bhattarai, (2001) carried out a study on "The use of Punctuation in Free Writing". The finding of the study was only one part of punctuation. It had not covered the whole areas of punctuation. Students used together thirteen items of punctuation mark.

Adhikari, (1986) carried out a study on "Difference in Written English Corrections of English teacher." The Findings of this study was that private schools' teachers were found weaker than in general schools because private schools' teachers were found weaker in situational differentiation.

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. Findings of this study was that students' competence was better in tenses than in aspects.

Though all the four 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 the Nepalese context. The researcher has studied relevant studies but has analyzed both cause and solution of grade eight students (boys and girls). So this study focuses on the writing proficiency of eight graders. At the end, the researcher comes to the conclusion that his study will provide actual reinforcement for causes and remedies of different ethnic groups of eight the graders interms of writing proficiency and improve of proficiency in a balanced way.

1.4 Objectives of the Study

The objectives of the study are as follows.

-) To find out students' proficiency in using mechanics of writing in terms of different ethnic groups.
-) To find out and compare the writing proficiency of different ethnic groups of grade eight students' in writing composition (e.g. letter, essay and instruction, etc.)
-) To suggest some pedagogical implications.

1.5 Significance of the Study

English has been taught and learnt as a foreign language in most of the countries in the world. As the major skill of language learning, writing skill has a major role to play for the better acquisition and learning of the language. Nepal is one of such countries where English is being taught as a foreign language from primary to bachelor level as a compulsory subject since long. Because of this status of English, various researches have been carried out to make the field of teaching and learning of English more effective. For years, language teaching placed heavy emphasis upon early writing skill proficiency. So it would not be wrong to claim that this study will be significant to those who are directly or indirectly involved in the field of teaching and learning language. It will be a great asset for the teachers who are teaching to different ethnic groups. Moreover, the findings of this study are also expected to be beneficial for policy makers, curriculum designers, textbook writers, teachers, students and prospective researchers.

1.6 Definition of the Terms

- ❖ **Average:** It is a statistical tool used in analysis and interpretation of data. It is the result of adding several amounts together and dividing the total by the number of amounts.
- ❖ **Composition:** Things are composed or constructed, e.g. piece of writing.
- ❖ **Free Writing:** Self expression of subject matters.
- ❖ **Ethnic Groups:** It refers to both ethnic and caste groups.
- ❖ **Guided Writing:** Expression depends upon clues and set of instructions.
- ❖ **Heterogeneous Class:** The class which consists of students from different background/environment.

- ❖ **Mechanics:** Aspects of writing such as capitalization, spelling and punctuation.
- ❖ **Proficiency:** Able to do something well because of training and practice.
- ❖ **Unsatisfactory Marks:** It refers to below average marks.
- ❖ **Satisfactory Marks:** It refers to the average or above average marks.

CHAPTER TWO

METHODOLOGY

2.1 Introduction

The study, in this section, deals with methodology. The researcher followed the following methodology during the study in order to achieve the objectives specified.

2.2 Sources of Data

The researcher used both primary and secondary sources of data.

2.2.1 Primary Sources of Data

The primary sources of data for this study were the responses provided by five ethnic groups of the students of Grade Eight studying in five different schools of Kathmandu district.

2.2.2 Secondary Sources of Data

The researcher consulted various books, journals and articles of language testing, especially writing proficiency testing apart from English textbook of Grade Eight for the purpose of collecting data.

2.3 Sample Population

The sample of the study was eight graders studying in different public schools of Kathmandu district. Twenty students from each ethnic group were selected for the study. The number of sample was one hundred in total. The

ethnic groups selected for the study were Hill-Bramin, Chhetri, Newar, Gurung and Tamang/Lama. They were selected randomly because they cover majority of population and easily available and the rest were selected purposively. The list of schools were:

-) Shree Bheem Secondary School, Thankot, Kathmandu.
-) Shree Chandi Bhairab Secondary School, Chisapani, Kathmandu.
-) Shree Ganesh Secondary School, Chapali, Kathmandu.
-) Shree Sidhi Ganesh Secondary School, Sorhakhutte, Kathmandu.
-) Nepal Rastriya Higher Secondary School, Nepaltar, Kathmandu.

2.4 Tools for Data Collection

The researcher consulted English text books for grade 8, English work Books (Rai, 1999 and Yadav 2001) for grade 8, English text book (Rai et al. 1999) and some other books to design the test items for mechanics of writing, guided writing and free writing. The main purpose of this task was that the researcher would find the writing proficiency in using mechanics, and writing composition.

The major tools for collection of primary data were objective and subjective test items. the final test designed to administer among the informants carried 100 full marks and one and half an hours' time was allocated for the test.

There were mainly these tools. They are given below:

- i) **Set- A (mechanics of writing)** : It carried 10 full marks. It included test items for the correct use of capital letters, full stop, comma, apostrophe, question marks, exclamation marks, spelling and quotation marks.
- ii) **Set-B (Guided writing)**: Test items in set-B were designed to find out students' proficiency in writing composition by using clues. It carried 50 full marks out of 100.
- iii) **Set-C (Free writing)** : Test items in set-C were to find out students' proficiency in writing free composition. It carried 40 full marks out of 100.

2.5 Process of Data Collection

In the process of data collection the researcher went to the District Education Office, Kathmandu. He got the list of government aided schools, their address, as the name of the head teachers and the phone number of the schools. Then he went to the selected schools, met the head teachers, explained the purpose of his research and asked for the help. The researcher explained the nature and purpose of the study to the students. He himself played the role of the invigilator. He encouraged the students to perform better since it was competition among five ethnic groups. A one and half hour test was administered to the students in their own schools. Two students were allowed to sit on a bench so as not to let them copy each other's answer. They were carefully watched and explained the questions in case they did not understand. Most of the students completed the test within the allocated time. He collected the answer sheets when the test was finished

and thanked the students for their help. The answer sheets were carefully marked and the scores obtained by the students were analyzed.

2.6 Limitations of the study

The study had the following limitations:

1. The population of the study was the students of only five public schools of Kathmandu district.
2. The informants were all Eight Graders.
3. The tools were limited to find out students' proficiency in mechanics of writing (Capital letters, Full stop, Comma, apostrophes, question mark, quotation marks and exclamation mark), guided writing and free writing compositions.
4. Only five ethnic groups such as Hill-Brahmin, Chhetri, Newar, Gurung and Tamang/Lama were selected for the study.
5. The study was based on one hundred students consisting of twenty students from each ethnic group.
6. The study focused only on the writing proficiency. (Mechanics, guided writing and free writing)
7. Five public schools were selected on the basis of purposive sampling procedure.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the research findings. It deals with the analysis and interpretation of the data in three different ways. This consists of the writing proficiency and also of the total proficiency of the students. This analysis is further divided into the following sub-headings.

3.1 Over all comparison of writing proficiency in terms of different ethnic groups.

3.2 Item-wise analysis and interpretation of different ethnic groups on the basis of mechanics of writing, guided writing and Free writing.

3.3 Analysis of writing proficiency on the basis of mechanics of writing, guided writing and Free writing.

3.1 Overall Comparison of Writing Proficiency in terms of Different Ethnic Groups

Table No.1

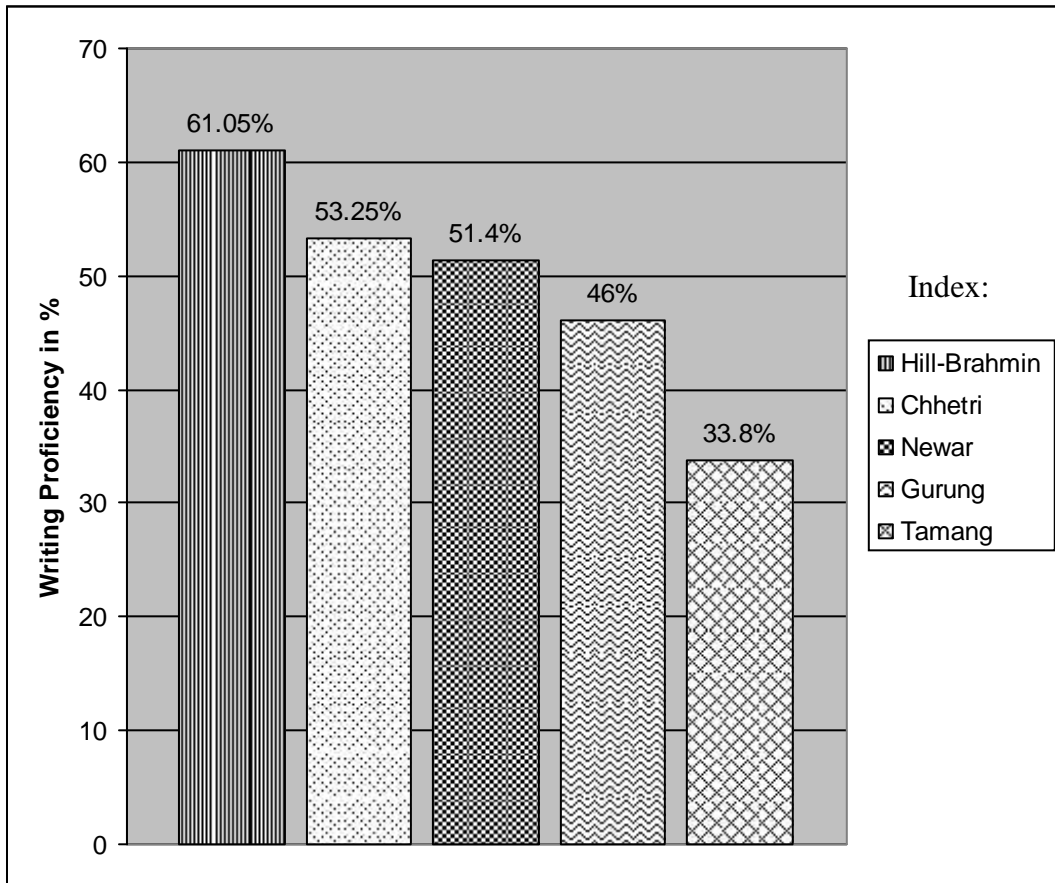
S.N.	Ethnicity	Full Marks	Total Marks	Percentage (%)	Position
1.	Hill - Brahmin	20×100 = 2000	1221	61.05%	1 st
2.	Chhetri	20×100 = 2000	1065	53.25%	2 nd
3.	Newar	20×100 = 2000	1028	51.4%	3 rd
4.	Gurung	20×100 = 2000	920	46%	4 th
5.	Tamang	20×100 = 2000	676	33.8%	5 th

The above table presents the overall comparison of writing proficiency – Mechanics of Writing, Guided Writing and Free Writing – in terms of different five ethnic groups (Hill-Brahmin, Chhetri, Newar, Gurung and Tamang).

In aggregate, the full marks for each ethnic group is 2000 (20 students 100 marks questions). The total marks obtained by Hill-Brahmin students are 1221 (61.05%), Chhetri 1065 (53.25%), Newar 1028 (51.4%), Gurung 920 (46%) and Tamang 676 (33.8%). If we see the position, Hill-Brahmin students are able to hold the 1st position and Chhetri the 2nd position. Similarly, students of Newar ethnic group are able to hold the 3rd position whereas Gurung and Tamang the 4th and the 5th positions respectively.

The overall analysis of writing proficiency of the students of five ethnic group shows that the Hill-Brahmin students are never second (2nd) in any writing proficiency tests whereas Chhetri never 3rd. Students of Newar and Gurung ethnic group fell in the 3rd and the 4th positions in writing proficiency tests respectively but Tamang students are always in the last position in every writing proficiency test. This means the ethnic groups, Newar, Gurung and Tamang are less proficient than the educational achievement of Hill-Brahmin and Chhetri students.

The description above can also be shown in the bar graph as below.



3.2 Item-wise analysis and interpretation of different ethnic groups on the basis of Mechanics of Writing, Guided writing and Free writing.

3.2.1 Total Proficiency of Different Ethnic Groups in Mechanics of Writing.

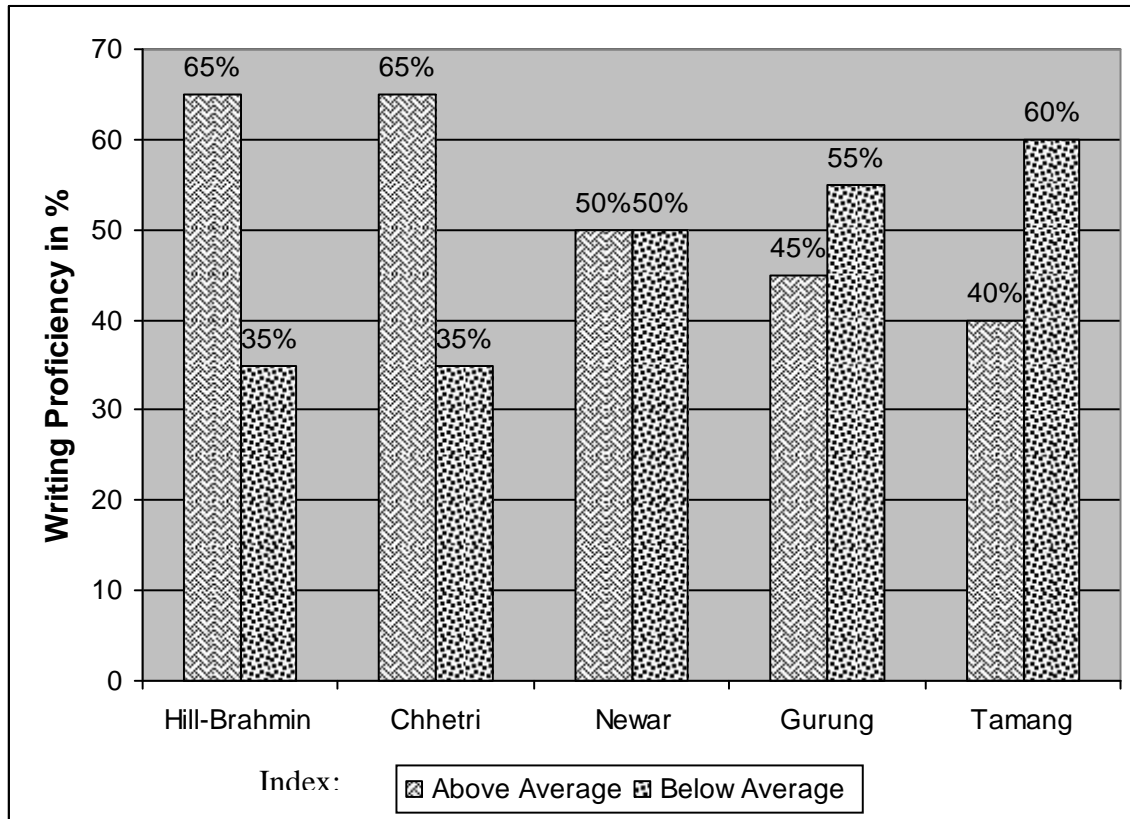
The following table is about the total proficiency of different ethnic groups in mechanics of writing.

Table No. 2

S.N.	Ethnicity	Total sample	Above Average		Below Average	
			No. of students with correct response	Percentage (%)	No. of students with correct response	Percentage (%)
1.	Hill - Brahmin	20×10 = 200	13	65%	7	35%
2.	Chhetri	20×10 = 200	13	65%	7	35%
3.	Newar	20×10 = 200	10	50%	10	50%
4.	Gurung	20×10 = 200	9	45%	11	55%
5.	Tamang	20×10 = 200	8	40%	12	60%

Table No. 2 shows the writing proficiency in mechanics of writing. The students of Hill-Brahmin, Chhetri, Newar, Gurung and Tamang groups were asked to choose the best alternative out of four and punctuate the given piece of text. Twenty students of the above five ethnic groups each were asked ten marks questions related to mechanics. Among the groups, the above average score obtained by 20 Hill-Brahmin students was 7.95. Thirteen of them responded the questions correctly and 7 of them answered incorrectly which is 65% and 35% respectively. Similarly, the above average score of twenty Chhetri Students was 7.7. Among them, 13 responded correctly whereas seven not which is 65% and 35% respectively. Likewise, the above average score secured by twenty Newar ethnic group students was 6.55. Fifty percent questions were correctly answered. But the above average score gained by Gurung and Tamang students of 20 of each ethnic group was 5.55 and 5.15 where Gurung students were able to respond the 45% questions correctly and 55% incorrectly whereas the same number of Tamang students were able to give 40% correct and 60% incorrect answers.

The following bar also shows the total proficiency of different ethnic groups in mechanics of writing in percentage.



The above bar presents the proficiency in mechanics of writing. The Hill-Brahmin and Chhetri students have higher proficiency in the test of mechanics of writing than the students belonging to Newar, Gurung and Tamang communities, the former secured 65% whereas the later below 50%. It shows that the ethnic groups like Newar, Gurung and Tamang behind the Hill-Brahmin and Chhetri students.

3.2.2 Total Proficiency of Different Ethnic Groups in Guided Writing.

The following table is about the total proficiency of different ethnic groups in guided writing.

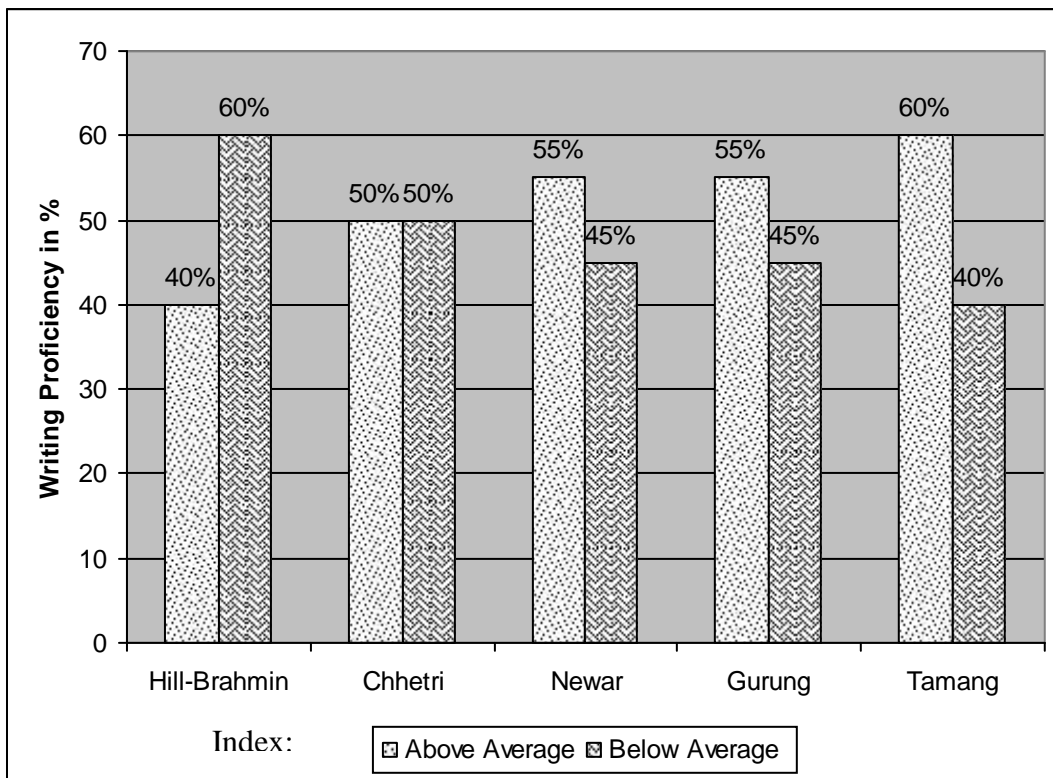
Table No.3

S.N.	Ethnicity	Total sample	Above Average	Percentage (%)	Below Average	Percentage (%)
			No. of students with correct response		No. of students with correct response	
1.	Hill - Brahmin	20×50 = 1000	8	40%	12	60%
2.	Chhetri	20×50 = 1000	10	50%	10	50%
3.	Newar	20×50 = 1000	11	55%	9	45%
4.	Gurung	20×50 = 1000	11	55%	9	45%
5.	Tamang	20×50 = 1000	12	60%	8	40%

Table No.3 represents the writing proficiency of the students of Hill-Brahmin, Chhetri, Newar, Gurung and Tamang. They were asked to write a letter to their friend/s describing their village or town and write a complete set of instructions for mouth to mouth resuscitation in a paragraph form. Twenty students of the above five ethnic group each were asked writing questions carrying 50 marks. Among the groups, the above average score obtained by 20 Hill-Brahmin students was 29. Eight of them responded the questions correctly and 12 of them answered incorrectly which is 40% and 60% respectively. Similarly, the above average score of twenty Chhetri students was 24.5. Among them, 10 students responded correctly whereas 10 did not do so which is 50% and 50% respectively. Likewise, the above average score secured by twenty Newar ethnic group students was 23.2. Fifty five percent questions were correctly answered and 45% questions

were incorrectly answered. But the above average score gained by Gurung and Tamang students was 21.9 and 15.95 respectively where Gurung students were able to respond to the 55% questions correctly and 45% incorrectly whereas the same number of Tamang students were able to give 60% correct and 40% incorrect answers.

The data given above is also presented in the bar graph below.



3.2.3 Total Proficiency of Different Ethnic Groups in Free Writing

The following table is about the total proficiency of different ethnic groups in free writing:

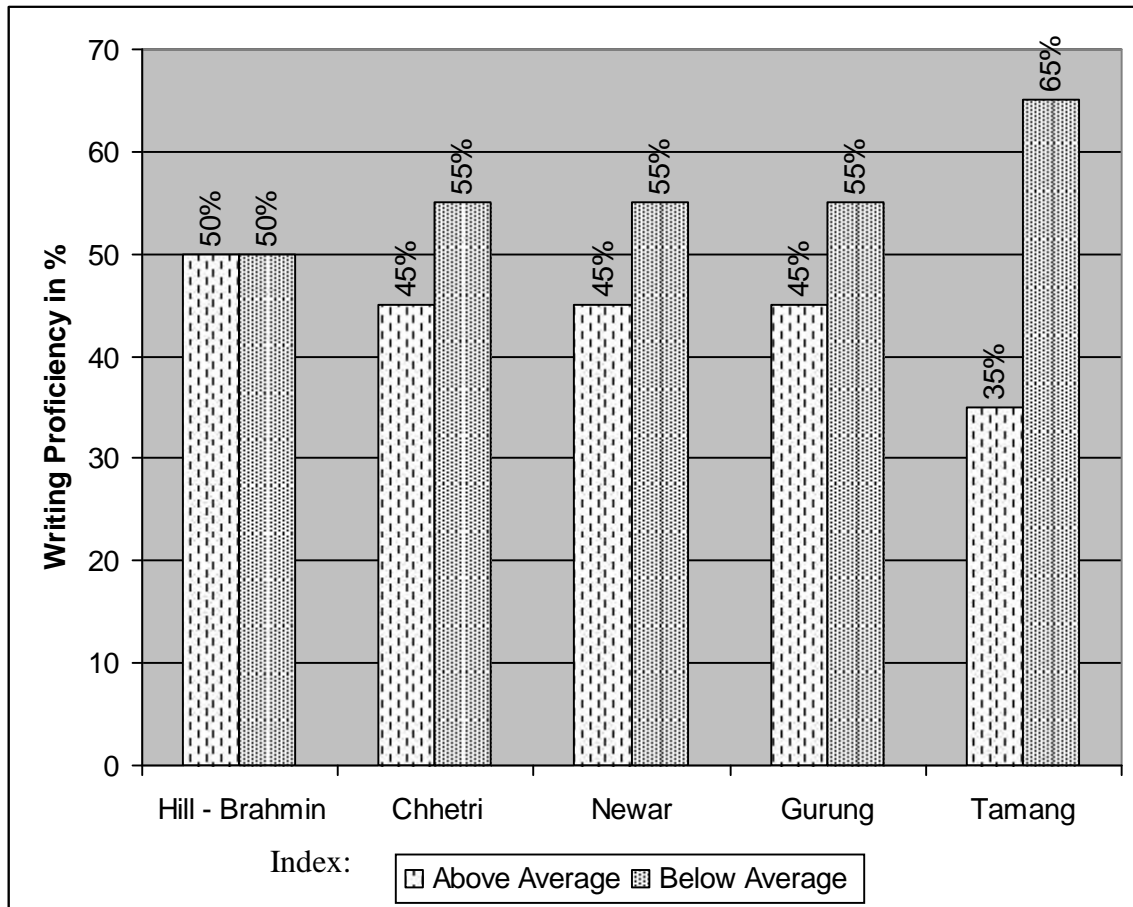
Table No. 4

S.N.	Ethnicity	Total sample	Above Average		Below Average	
			No. of students with correct response	Percentage (%)	No. of students with correct response	Percentage (%)
1.	Hill-Brahmin	20×40 = 800	10	50%	10	50%
2.	Chhetri	20×40 = 800	9	45%	11	55%
3.	Newar	20×40 = 800	9	45%	11	55%
4.	Gurung	20×40 = 800	9	45%	11	55%
5.	Tamang	20×40 = 800	7	35%	13	65%

Table No.4 shows the proficiency in free writing. The students of Hill-Brahmin, Chhetri, Newar, Gurung and Tamang were asked to write an essay on 'Television' in about 150 words and write a letter to their friend/s, Ravi describing four things that were allowed to do and other four things that were not allowed to do in their school. Twenty students of the above five each ethnic group were asked 40 marks free writing questions. Among the groups, the above average score obtained Hill-Brahmin students was 24.1. Ten of them responded to the questions correctly and the same number incorrectly. Similarly, the above average score of Chhetri students was 21.05. Among them 9 students responded correctly and stood above average marks whereas 11 stood below average marks which is 45% and 55% respectively. Likewise, the above average score secured by twenty Newar ethnic group students was 21.65. Forty five percent questions were correctly answered and were above average whereas 55% questions were incorrectly

answered and remained below average. But the above average score gained by Gurung and Tamang students was 18.55 and 12.7 respectively where Gurung students were able to respond to 45% questions correctly and remained above average where 55% questions below average. Similarly, the same number of Tamang students were able to give 35% correct answers above average score whereas 65% below average score.

The above description is also shown below in the bar graph.



3.3 Analysis of Writing Proficiency on the basis of Mechanics of Writing, Guided Writing and Free Writing.

The following table is about the analysis of writing proficiency on the basis of Mechanics of Writing, Guided Writing and Free Writing.

Table No.5

S.N.	Mechanics of Writing				Guided Writing			Free Writing		
	Ethnicity	Total sample	Obtained marks	Percentage (%)	Total sample	Obtained marks	Percentage (%)	Total sample	Obtained marks	Percentage (%)
1.	Hill - Brahmin	20×10 = 200	159	79.5%	20×50 = 1000	580	58%	20×40 = 800	482	60.25%
2.	Chhetri	20×10 = 200	154	77%	20×50 = 1000	490	49%	20×40 = 800	421	52.62%
3.	Newark	20×10 = 200	131	65.5%	20×50 = 1000	464	46.4%	20×40 = 800	433	54.12%
4.	Gurung	20×10 = 200	111	55.5%	20×50 = 1000	438	43.8%	20×40 = 800	371	46.37%
5.	Tamang	20×10 = 200	103	51.5%	20×50 = 1000	319	31.9%	20×40 = 800	254	31.75%

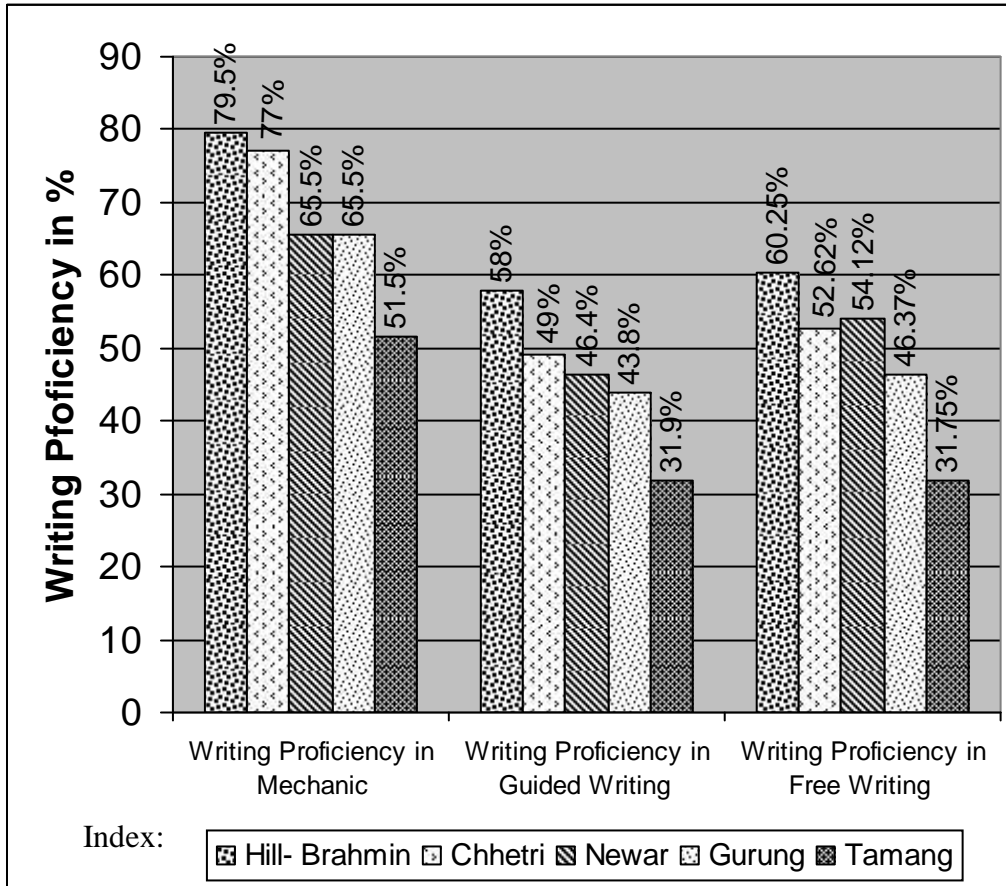
Table No.5 shows the analysis of writing proficiency on the basis of Mechanics of Writing, Guided Writing and Free Writing.

In aggregate, out of 200 full marks, the obtained mark is 159 or 79.5%, whereas the Chhetri and Newar students in the same topic and on the same full marks obtained 154 (77%) and 151 (65.5%) respectively. In the same way, the Gurung and Tamang students obtained 111 and 103 marks in the same topic and in the same full mark which is 55.5% and 51.5% respectively. This data proves that Hill-Brahmin and Chhetri students are better in Mechanics of writing test than the students of Newar, Gurung and Tamang ethnic group.

In aggregate, out of 1000 full marks, the obtained mark is 580 or 58% whereas the Chhetri and Newar students in the same topic and in the same full marks obtained 490 (49%) and 464 marks (46.4%) respectively. In the same way, the marks obtained by the students of Gurung and Tamang ethnic groups are 438 (43.8%) and 319 (31.9%) respectively in the same mark same topic questions as asked to the other groups better proficiency in comparison to the other groups especially to Newar, Gurung and Tamang.

In the same way, in the writing proficiency of free writing, the Hill-Brahmin students obtained 482 marks out of 800 full marks (20 students 40 mark questions in free writing) which is 60.25%. In the same topic and full marks of questions, the marks secured by the students of Chhetri, Newar, Gurung and Tamang are 421 (52.62%), 433 (54.12%), 371 (46.37%) and 254 (31.75%) respectively in aggregate. On this test as in other tests, the Hill-Brahmin students are better in proficiency of free writing where they are compared with the students of other ethnic groups.

The above description is also shown below in the bar graph.



CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. On the basis of findings recommendations have been provided.

Findings

On the basis of analysis and interpretation of collected data, the findings of the present study are summarized in the following points:

- a) As a whole, writing proficiency of Hill-Brahmin students was found to be followed by (61.05%), Chhetri (53.25%), Newar (51.4%), Gurung (46%) and Tamang (33.8%). So, the Hill-Brahmin students possess the highest writing proficiency and the Tamang students have the lowest writing proficiency.
- b) In terms of mechanics of writing proficiency of Hill-Brahmin students 65% above and 35% below average, Chhetri students 65% above and 35% below average, Gurung students 45% above and 55% below average and Tamang students 40% above and 60% below average. Here the Hill-Brahmin students obtained the highest score whereas the Tamang students obtained the lowest score.
- c) In terms of guided writing proficiency of Hill-Brahmin students 40% above average and 60% below average, Chhetri students 50% above average and 50% below average, Newar students 55% above average and 45% below average, Gurung students 55% above average and 45% below average and Tamang students 60% above average and 40% below

average were found. Here Tamang students obtained the highest score whereas the Hill-Brahmin students obtained the lowest score.

- d) In terms of free writing, proficiency of Hill-Brahmin students 50% above average and 50% below average, Chhetri 45% above average and 55% below average. Similarly, Newar students 45% above average and 55% below average, Gurung students 45% above average and 55% below average and Tamang 35% above average and 65% below average were found. Here the Hill-Brahmin students obtained the highest score whereas the Tamang students obtained the lowest score.
- e) As a whole, Tamang students are the poorest in writing proficiency i.e. 33.8%.
- f) Hill-Brahmin students are one of the best performers who stood in the first position obtaining 61.05%. Similarly, Chhetri students stood in the second 53.25%, Newar in the third 51.4%, Gurung in the fourth 46% and Tamang 33.8% in the fifth position.
- g) Most of the students were found weak to create their own sentences by free writing items.
- h) Most of the students did not attempt the questions of free writing.
- i) Most of the students committed mistakes in the use of comma than in the use of other specific punctuation marks, i.e. capital letter, full stop, apostrophe, question mark and so on.
- j) Most of the students attempted the questions of guided writing.

Recommendations

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

- a) Comparatively, Tamang, Gurung and Newar students should be given more emphasis and treated more seriously so as to make them able to go along with the students of other ethnic groups like Hill-Brahmin and Chhetri.
- b) The teachers should improve their teaching techniques. The students should be involved in group works and pair works. The teacher should encourage the students for learning free writing and guided writing items.
- c) Proficiency of writing items need to be tested frequently.
- d) Repetition can be encouraged through testing. It forces most learners to revise their work and make a conscious effort at recall.
- e) The students were found weak to use their own sentences in free writing items. So more practice should be provided in 'Free writing' to increase creativity.
- f) Use of comma should be emphasized while teaching punctuation marks or the use of comma should be clarified while teaching other grammatical items.
- g) Integrated teaching can be one of the best techniques to improve competence 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.

- h) Free writing should be encouraged. The students should be free to express themselves in various writing contents: essay writing, story writing, article writing, report writing, letter writing, diary writing, application writing, drama writing, poem composing and so on.
- i) Teaching load should be reduced, so that the teachers can prepare their lesson plans and can correct the students' homework. They should be given attractive facilities to motivate them towards their work.
- j) The school should manage the visual aids or other teaching materials which help to develop the writing skill of the students.
- k) Above all, the researcher would like to suggest all the authorities, who are concerned with the field of teaching and learning, to be inclusive by incorporating all the diversities. The ethnic group taken as a sample caste in their research 'Tamang', an example of social exclusion. There may be several reasons behind their poor performance in writing proficiency, nonetheless, the teachers, guardians and all other practitioners concerned with schooling in Nepal need to pay a serious attention to bring these minorities into the main stream.

REFERENCES

- Adhikari, M.N., 1999. *An Analysis of Error Committed by Students of Grade Nine in the use of Causative Verb*. M.Ed. Thesis, T.U., Kirtipur.
- Adhikari, V. 1986. *Difference in Written English Corrections of English Teacher*. .
- Arts and Arts, 1986. *English Syntactic Structure*, Oxford: Pergamon Press.
- Bhattarai, A. 2001. *The Use of Punctuation in Free Writing*.
- Bhattarai, G.R., 2000. *An Analytical Study of Researches Carried Under the Department of English Education*, Journal of NELTA.
- Bhattarai, Y.B. 1998. *A Comparative Study of English Language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu*.
- Bowen, J. Donald, et al., 1985. *TESOL Techniques and Procedures*, USA: New Bury House Publication.
- Brown, D.H. 1994. *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall. New Jersey.
- Burns, Roert B. 1994. *Introduction to Research Methods*. Melbourne: Longman Cheshire.
- Bynre, D., 1993. *Teaching Writing Skills*. London: Longman.
- Cella, Murica M. and Mc Intosh, Lois (Eds.) 1989: *Teaching English as a Foreign Language*; United States: Newbury House Publisher.

- Central Bureau of Statistics, 2001. *Population Monograph of Nepal*. Vol. 1
Ram Shahpath, Kathmandu: C.B.S.
- Chipalu, R. 1995. *A Comparative Study of Proficiency in English Grammar
between Students of the Urban and Rural School in Kathmandu
Valley*.
- Cowise, A.P. (ed.), 1989. *Oxford Advance Learner's Dictionary of Current
English*. Calcutta: OUP.
- Crystal, D. 1985. *The Cambridge Encyclopedia of the English Language*.
Cambridge University Press.
- Crystal, D. 2003. *A Dictionary of Linguistics and Phonetics*. Blackwell
Publishing.
- Dahal, H.P. 1998. *A Study on the Tenses and Aspects of Free Writing of 11th
Graders of Selected School of Kathmandu*.
- Giri, R.A. 1981. *A Comparative Study of English Language Proficiency of
the Students Studying in Grade X in Secondary School of Doti and
Kathmandu*.
- Gordon, I., 1978. *Practical Punctuation*. London: Heineman Education
Book Ltd.
- Harmer, J. 1992. *The Practice of English Language Teaching*. London:
Longman.
- Harris, J., 1993. *Introducing Writing Penguin Books Ltd*.

- Heaton, J.B., 1993. *Writing English Language Testing*. London: Longman.
- Karki, H.B., 1996. *A Comparative Study between the Students of Public and Private School of grade ten in Lamjung District*.
- Khatri, L.B., 2001. *The Study of Errors in the Use of Punctuation Marks, M.Ed. English, Thesis*.
- Kumar, R. 1996. *Research Methodology*. New Delhi: SAGE Publication.
- Lado, R., 1994. *Language Teaching, as a Scientific Approach*, Tata MC Graw-Hill Publishing Company, Ltd. Bombay.
- Martinet, A.V., Thomson, A.J. *Practical English Grammar* Delhi, Oxford, University.
- Paudyal, H.L. 1999. *A Comparative Study of English Language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu*.
- Perumal, V., 1990. *The Art of Writing Curriculum Development Quarterly*. Kathmandu: CDC, T.U.
- Rai, V.S., 1998. *ELT Theories and Methods Bhirkuti Academic Publication Exhibition Road, Kathmandu*.
- Rai, V.S., Ishwar Shrestha, K.P. Hamal, 1991. *Sprinter English Work book and Test book*. Bhudi Puran Publication.
- Rai, V.S., Ishwar Shrestha, K.P. Hamal, 1999. *Our English Text Book Grade Nine and Ten Sanothimi, Bhaktapur (CDC)*.

Rana, S.P., 1996. *Measurement and Evaluation in Education*, Vidharthi Pustak Bhandar.

Richards, J. et al., 1985. *Longman Dictionary of Applied Linguistics Essex*: Longman.

Rivers, W., 1968. *Teaching Foreign Language Skills*, Chicago: University of Chicago.

Sapir, E. 1978. *Language*. London: Granda Publication.

Wardhaugh, R. 1998. *An Introduction to Sociolinguistics*, Cambridge: Blackwell Books Ltd.

APPENDIX: A

LIST OF STUDENT'S MARKING OF ALL SCHOOLS

APPENDIX –A.1

Shree Bheem Secondary School, Thankot, Kathmandu

S.N.	Students' Name	Set – A Mechanics of Writing Obtained Marks (10)	Set – B Guided Writing Obtained Marks (50)	Set – C Free Writing Obtained Marks (40)	Total Marls (100)
1.	Asim Ghimire	2+2+6=10	15+16=31	17+11=28	69
2.	Sarman Pokharel	2+2+6=10	14+15=29	17+10=27	66
3.	Aarati Sigdel	2+2+4=8	17+13=30	18+10=28	66
4.	Sumita Lamichhane	2+0+3=5	13+15=28	18+7=25	58
5.	Ramita Tiwari	2+2+3=7	13+12=25	14+10=24	56
6.	Kumar Regmi	2+2+4=8	14+17=31	19+9=28	67
7.	Pradeep Dahal	2+2+3=7	14+10=24	17+10=27	58
8.	Pratima Sigdel	2+2+5=9	12+15=27	12+7=19	55
9.	Gita Bhurtel	2+2+4=8	12+15=27	15+9=24	59
10.	Tank Khanal	2+0+5=7	18+16=34	13+11=24	65
11.	Muna Sapkota	2+2+4=8	18+16=34	10+8=18	60
12.	Soniya Dahal	2+2+5=9	11+14=25	17+9=26	60
13.	Santosh Khanal	2+0+4=6	13+16=29	19+7=26	61
14.	Sapana Sigdel	2+2+6=10	15+17=32	10+7=17	59
15.	Pramila Pant	2+2+2=6	15+13=28	18+9=27	61
16.	Rita Bhattarai	2+2+6=10	19+10=29	14+10=24	63
17.	Bikash Raj Kafle	0+2+4=6	10+15=25	11+9=20	51
18.	Mira Koirala	2+0+6=8	16+10=26	14+9=23	57
19.	Ravi Sharma	2+0+6=8	19+14=33	17+9=26	67
20.	Balram Mishra	2+2+5=9	18+15=33	11+10=21	63
	Total	38+30+91=159	296+284=580	301+181=482	1221
	Percentage	79.5%	58%	60.25%	61.05%

APPENDIX: A.2**SHREE CHANDIBHAIRAB SECONDARY SCHOOL, CHISAPANI,
KATHMANDU**

S.N.	Students' Name	Set – A Mechanics of Writing Obtained Marks (10)	Set – B Guided Writing Obtained Marks (50)	Set – C Free Writing Obtained Marks (40)	Total Marls (100)
1.	Nissan Parajuli	2+2+4=8	12+16=28	14+10=24	60
2.	Nara B. Paudel	0+2+5=7	14+17=31	12+6=18	56
3.	Sudam Mahatara	2+2+6=10	15+16=31	11+10=21	62
4.	Dipesh Basnet	2+2+4=8	13+16=29	18+10=28	65
5.	Apsara Kardel	2+2+4=8	10+15=25	10+5=15	48
6.	Reshma Karki	2+2+0=4	6+9=15	4+7=11	30
7.	Shova Basnet	2+2+3=7	9+14=23	16+6=22	52
8.	Suman Bhandari	0+0+4=4	7+10=17	15+10=25	46
9.	Dhurba B. Pandit	0+2+6=8	10+14=24	11+9=20	52
10.	Prativa Thapa	0+2+5=7	11+11=22	13+8=21	50
11.	Rita Basnet	2+2+4=8	11+14=25	10+6=16	49
12.	Krishna Bhandari	2+2+6=10	10+12=22	16+7=23	55
13.	Suraj Chhetri	2+2+4=8	12+15=27	10+9=19	54
14.	Sirish Subedi	2+2+4=8	11+17=28	12+8=20	56
15.	Bishwonath Hamal	2+2+4=8	11+13=24	11+8=19	51
16.	Sapana Bista	2+2+3=7	15+11=26	19+8=27	60
17.	Sabina K.C.	2+2+6=10	14+7=21	13+6=19	50
18.	Ajay Kuwar	2+2+6=10	17+11=28	15+11=26	64
19.	Suman G.C.	2+2+2=6	10+13=23	15+8=23	52
20.	Sagar Mahat	2+2+4=8	10+11=21	14+10=24	53
	Total	32+38+84=154	228+262=490	259+162=421	1065
	Percentage	77%	49%	52.62%	53.25%

APPENDIX: A.3**SHREE GANESH SECONDARY SCHOOL, CHAPALI,
KATHMANDU**

S.N.	Students' Name	Set – A Mechanics of Writing Obtained Marks (10)	Set – B Guided Writing Obtained Marks (50)	Set – C Free Writing Obtained Marks (40)	Total Marks (100)
1.	Sarita Maharjan	2+2+6=10	18+10=28	17+10=27	65
2.	Pramila Dangol	2+2+5=9	13+11=24	16+8 =24	57
3.	Raju Maharjan	2+2+1=5	8+11=19	14+9=23	47
4.	Anil Shrestha	2+0+2=4	13+12=25	11+6=17	46
5.	Saraswati Shrestha	2+2+4=8	5+12=17	10+7=17	42
6.	Amit Shrestha	2+0+2=4	6+8=14	9+10=19	37
7.	Seema Shrestha	0+2+4=6	19+9=28	11+9=20	54
8.	Mahesh Majorjan	0+2+3=5	5+9=14	12+7=19	38
9.	Shree Ram Shrestha	2+0+5=7	13+15=28	13+9=22	57
10.	Manoj Rajbahak	2+0+4=6	9+11=20	14+10=24	50
11.	Pralhad Shrestha	0+2+5=7	10+16=26	11+9=20	53
12.	Purna Shrestha	2+2+3=7	15+12=27	7+10=17	51
13.	Bhagabati Maharjan	0+2+6=8	11+14=25	16+10=26	59
14.	Binod Shrestha	2+0+4=6	6+12=18	14+10=24	48
15.	Bhabana Maharjan	0+2+4=6	16+14=30	16+10=26	62
16.	Sandhya Maharjan	0+2+6=8	9+11=30	13+12=25	53
17.	Shova Dangol	0+2+5=7	7+16=23	11+10=21	51
18.	Arjun Shrestha	2+2+4=8	10+15=25	17+9=26	59
19.	Hariram Maharjan	2+2+2=6	13+10=23	9+8=17	46
20.	Himal Shrestha	0+0+4=4	14+16=30	10+9=19	53
	Total	24+28+79=131	220+244=464	251+282=433	1028
	Percentage	65.5%	46.4%	54.12%	51.4%

APPENDIX: A.4

SHREE SIDHI GANESH SECONDARY SCHOOL, SORHAKHUTTE

S.N.	Students' Name	Set – A Mechanics of Writing Obtained Marks (10)	Set – B Guided Writing Obtained Marks (50)	Set – C Free Writing Obtained Marks (40)	Total Marks (100)
1.	Sonam Gurung	0+2+5=7	15+12=27	10+8=18	52
2.	Chiring Gurung	2+0+4=6	13+12=25	10+2=12	43
3.	Chandra Gurung	0+0+5=5	9+7=16	18+3=21	42
4.	Damar B. Gurung	0+2+4=6	8+8=16	10+2=21	34
5.	Sangita Gurung	2+2+3=7	8+9=17	5+5=10	34
6.	Gola B. Gurung	0+2+4=6	9+9=18	7+5=12	36
7.	Kendra B. Gurung	2+2+5=9	14+14=28	12+6=18	55
8.	Kanchan Gurung	2+2+6=10	15+19=34	15+10=25	69
9.	Urma Gurung	0+2+3=5	9+7=16	4+4=8	29
10.	Fulmaya Gurung	0+0+5=5	13+12=25	18+10=28	58
11.	Santa Bir Gurung	0+0+4=4	13+10=23	10+8=18	45
12.	Bir B. Gurung	0+0+5=5	13+12=25	12+8=20	50
13.	Puja Ghale	2+0+3=5	12+10=22	16+12=28	55
14.	Sarmila Ghale	0+0+3=3	15+11=26	9+8=17	46
15.	Santa B. Gurung	0+0+4=4	15+10=25	12+8=20	49
16.	Basanta Gurung	0+0+4=4	9+8=17	14+6=20	41
17.	Sarad Gurung	2+0+2=4	7+9=16	19+10=29	49
18.	Kajiman Gurung	0+2+5=7	14+10=24	12+6=18	49
19.	Ram B. Gurung	0+2+4=6	10+10=20	6+3=9	35
20.	Purna B. Gurung	0+0+3=3	9+9=18	17+11=28	49
	Total	12+18+81=111	230+208=438	236+135=371	920
	Percentage	55.5%	43.8%	46.37%	46%

APPENDIX: A.5

NEPAL RASTRIYA HIGHER SECONDARY SCHOOL, NEPAL TAR

S.N.	Students' Name	Set – A Mechanics of Writing Obtained Marks (10)	Set – B Guided Writing Obtained Marks (50)	Set – C Free Writing Obtained Marks (40)	Total Marks (100)
1.	Samjana Tamang	0+0+2=2	5+5=10	2+2=4	16
2.	Kapil Tamang	0+2+3=5	7+5=12	6+2=8	25
3.	Bishnu Tamang	2+0+4=6	6+7=13	4+6=10	29
4.	Chiring Tamang	0+0+5=5	9+9=18	6+5=11	34
5.	Phate B. Tamang	2+0+6=8	12+14=26	16+12=28	62
6.	Bala B. Tamang	0+0+4=4	8+7=15	4+4=8	27
7.	Krishna B. Tamang	2+0+3=5	7+8=15	4+3=7	27
8.	Kajiram Tamang	2+0+4=6	8+8=16	6+6=12	34
9.	Kupmati Tamang	2+0+5=7	9+8=17	5+5=10	34
10.	Kul B. Tamang	0+0+5=5	7+9=16	7+5=12	33
11.	Kyamuna Tamang	0+0+3=3	6+4=10	2+2=4	17
12.	Raj Kumar Tamang	0+0+4=4	9+8=17	11+10=21	42
13.	Bhim Raj Tamang	0+2+3=5	4+6=10	4+4=8	23
14.	Prabin Tamang	0+0+3=3	8+7=15	9+9=18	36
15.	Bishnu B. Tamang	0+2+4=6	8+8=16	6+6=12	34
16.	Lalit Tamnag	2+0+4=6	10+8=18	5+8=13	37
17.	Ek Maya Tamang	0+0+4=4	5+11=16	6+6=12	32
18.	Ranjita Tamang	2+2+3=7	12+13=25	12+9=21	53
19.	Ram B. Tamang	2+2+3=7	9+8=17	12+10=22	46
20.	Suman Tamang	0+0+5=5	8+9=17	8+5=13	35
	Total	16+10+77=103	157+146=319	135+141=254	676
	Percentage	51.5%	31.9%	31.75%	33.8%

APPENDIX-B

LIST OF SCHOOL'S MARKING

Items	Name of the schools					Total Marks	Percentage %
	Appendix -A.1	Appendix -A.2	Appendix -A.3	Appendix -A.4	Appendix -A.5		
Set – A (Mechanics of Writing)	159	154	131	111	103	661	66.1%
Set – B (Guided Writing)	580	490	464	438	319	2291	45.82%
Set – C (Free Writing)	482	421	433	371	254	1961	49.02%
Total	1221	1065	1030	920	676	4913	49.13%
Percentage	61.05%	53.25%	51.5%	46.0%	33.8%	49.13%	

APPENDIX – C

THE RESULT OF GIRLS' MARKS

S.N.	Girls' Name	Set – A Mechanics of Writing (10)	Set – B Guided Writing (50)	Set – C Free Writing (40)
1.	Aarati Sigdel	8	30	28
2.	Sumitra Lamichhane	5	28	25
3.	Ramita Tiwari	7	25	24
4.	Pratima Sigdel	9	27	19
5.	Gita Bhurtel	8	27	24
6.	Muna Sapkota	8	34	18
7.	Soniya Dahal	9	25	26
8.	Sapana Sigdel	10	32	17
9.	Pramila Panta	6	28	27
10.	Rita Bhattarai	10	29	24
11.	Mira Koirala	8	26	23
12.	Apsara Kardel	8	25	15
13.	Reshma Karki	4	15	11
14.	Shova Basnet	7	23	22
15.	Prativa Thapa	7	22	21
16.	Rita Basnet	8	25	16
17.	Sapana Bista	7	26	27
18.	Sabina K.C.	10	21	19
19.	Sarita Maharjan	10	28	27
20.	Pramisa Dangol	9	24	24
21.	Saraswoti Shrestha	8	17	17
22.	Seema Shrestha	6	28	20
23.	Bhagabati Shrestha	8	25	26
24.	Bhabana Maharjan	6	30	26
25.	Sandhya Shakya	8	20	25
26.	Shova Dangol	7	23	21
27.	Hima Shrestha	4	30	19
28.	Chandra Gurung	5	16	21
29.	Sangita Gurung	7	17	10
30.	Kanchan Gurung	10	34	25

31.	Urma Gurung	5	16	8
32.	Fulmaya Gurung	5	25	28
33.	Puja Gurung	4	22	28
34.	Sarmila Ghale	3	26	17
35.	Samjana Tamang	2	10	4
36.	Kupmati Tamang	7	17	10
37.	Kyamuna Tamang	3	10	4
38.	Ek Maya Tamang	4	16	12
	Total	260	902	718
	Percentage	26%	47.47%	47.23%