THE LETTER WRITING ABILITY
OF GRADE 10 STUDENTS

A Thesis Submitted to

**The Department of English Education
University Campus, Kirtipur
In Partial fulfillment for the Master's Degree in Education
(Specialization in English Education)**

By

**Rajendra Khanal
M. Ed. Second year**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2007**

T.U. Regd. No. 9-2-268-73-97   **Date of Approval of the**
Campus Roll. No. 277   **Thesis proposal: 2063-0813**
2nd Year Exam Roll No. 281394-062   **Date of Submission: …**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rajendra khanal** has worked and completed this dissertation entitled **The Letter Writing Ability of Grade 10 Students** under my guidance and supervision.

I recommend the dissertation for acceptance.

Date: 7th Chaitra, 2063
     21th March, 2007

_____
Dr. Tirth Raj Khaniya
Professor (Guide)
Department of English Education
Faculty of Education
T.U., Kirtipur
Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee**.

Dr. Chandreshwor Mishra ....
Head   Chairman
Department of English Education
T.U., Kirtipur

Dr. Tirth Raj Khaniya ....
Professor (Guide)   Member
Department of English Education
 T.U., Kirtipur

Mrs. Saraswati Dawadi ....
Lecturer   Member
Department of English Education
T.U., Kirtipur

Date: 14th Chaitra,2063
      28th March, 2007.

EVALUATION AND APPROVAL

This dissertation has been evaluated and approved by the following **Thesis Evaluation Committee**.

Dr. Chandreshwor Mishra   ....
Head   Chairman
Department of English Education
T.U., Kirtipur

Dr. Jai Raj Awasthi   ....
Professor
Department of English Education   Member
T.U., Kirtipur

Dr. Tirth Raj Khaniya   ....
Professor (Guide)
Department of English Education   Member
T.U., Kirtipur

Date: 16th Chaitra, 2063
        30th March, 2007

DEDICATION

To my parents who have

devoted their entire lives for making me

What I am now.

ACKNOWLEDGEMENTS

and for using his ideas and articles in this study. I would like to express my acknowledgements to Dr. Govinda Raj Bhattarai, professor of the Department of English Education and Assistant Dean of Faculty of Education, T.U. I am also indebted to Dr. Chandeshwor Mishra, Head of the Department of English Education, T. U. for providing suggestions, encouragement and cooperation to initiate this work and complete it.

Similarly, I am much indebted to my respected teachers Dr. Anjana Bhattarai, lecturer of the Department of English Education T.U. Mr. Padma Lal Bishwokarma, lecturer of the Department of English Education, T.U. whose encouragement ideas, help and suggestions from different sources are also important in this study. My sincere gratitude also goes to Mr. Ram Ekal Singh and Mr. Bishnu Singh Rai, lecturers of the Department of English Education, T.U.

Furthermore, I am also very grateful to the Headmasters and the concerned teachers and all the students of Grade 10 of selected schools of Kathmandu district for their kind cooperation and responses. Similarly, I would like to thank my friends: Promod Kumar Mandal, Him Bahadur Gyawali, Chhiring Bhote, Nirmala khanal, Raj Kumar Gandharva, Pradeep Chauhan, Narayan Panthi, Kamal Prasad Timilsena and Kamal Raj Dahal who constantly helped me to complete this study in spite of their business. I am indebted and equally thankful to my brother

ABSTRACT

The research entitled" The Letter Writing Ability of Grade 10 Students" is an attempt to identify the errors that the learners make in letter writing and determine their letter writing ability. In order to find out the letter writing ability, the researcher studied different course books, work books and test books related to class 9 and 10 to collect the data and then prepared 5 different test tasks. The errors in letter writing refer to the errors in lay out, spelling grammar and punctuation marks. No research as yet has been done in this area to see what problems or difficulties the students face in writing different letters. For the study, four (higher) secondary schools of Kathmandu district were selected. The total population was 100. 25 students from each school were randomly selected. The data was tabulated, analyzed and interpreted descriptively using simple statistical tools. After analyzing the data, the research found that the students were weaker in formal letter writing. They also committed many errors in grammar, i.e. sub-verb agreement and preposition. In the same manner, boys were more competent then the girls of each selected school.

The study contains altogether four chapters. The first chapter deals with the introduction. It consists of general background, introduction of writing, assessing students' letter writing ability, stages of development of writing, essential characteristics of good writing, cohesion, organization, spelling, punctuation, capitalization, overview

of writing, correction of students' written scripts, review of the related literature, objectives of the study and significance of the study.

Chapter two introduces the methodology adopted for the study. It encompasses sources of data, sampling procedure, tools and processes of data collection and limitations of the study.

Chapter three consists of analysis and interpretation of the data. This chapter deals with the proficiency in terms of item, sex and school. In this chapter the proficiency of the students were tabulated. Actually, the total proficiency in each item, total proficiency of each school and total proficiency of boys and girls were calculated using simple statistical tools.

Chapter four presents the summary of findings and recommendations. Findings are derived from the analysis and interpretation of data carried out in chapter three and recommendations and suggestions are made on the basis of findings. The findings of the study are made in terms of item, gender and school.

ABBREVIATIONS

e.g.	:	For example
ELT	:	English Language Teaching
Esp.	:	Especially
Et al	:	And other people
Etc.	:	Et cetera
i.e.	:	That is
L1	:	First Language
L2	:	Second Language
M.Ed.	:	Master of Education
No.	:	Number
Nos	:	Numbers
Pro.	:	Professor
Sth.	:	Something
T.U.	:	Tribhuvan University

CONTENTS

LIST OF TABLE

CHAPTER ONE
INTRODUCTION

1.1 General Background

Education means a natural, progressive and systematic development of human mind. It is the development of the whole human being by formatting the habits and playing a very important role in the development of the individual personality, society and nation. It plays a vital role in broadening the people's vision. It is also said that education is the light of life. It helps to produce disciplined citizens who are suitable for good society. To produce the educated society, people should be provided with some knowledge in different situations, i.e. formal and informal. Here, instruction plays a vital role to achieve specific goals. As Houle (1972) says, "When an episode of learning or teaching is analyzed, either while it is occurring or afterward, it is seen to be an intricate meshing of countless aims and actions. The teacher, if there is one has general purposes, specific ends, and personal reasons for understanding his/ her work. Similarly, each learner has broad aspirations, immediate goals and private motives". So, in any educational process there exist teacher, students and their goals are achieved through textbook. This can be shown diagrammatically as follows:
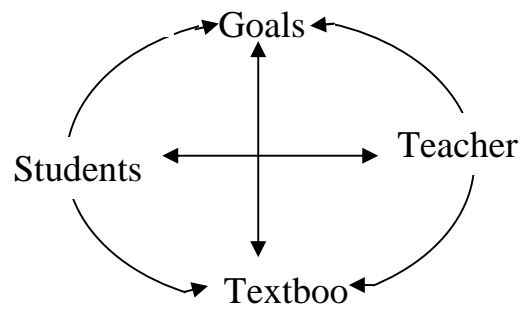
Here, teacher and students have goals to achieve and they interact each other where their instruction is guided by textbook.

While learning a language, we have to be competent in different skills, i.e., listening, speaking, reading and writing. To learn all these skills we have to take part in different language learning environment. Learning a language is very essential for each human being to live in the community. Language is a means of communication through which we exchange our feelings, thoughts and emotions between each other. The primary function of language is to communicate.

There are many languages in the world. Among them some languages are most prominent and have got great value but some have not. Nepali, our national language, doesn't have access to the scientific and technological world. We need English for the acquisition and transmission of the scientific and technological knowledge. It is also the window to western literature, culture and thought. English is absolutely necessary to introduce us to

the rest of the world. As education is an agent of such a process, the place of English in Nepalese education as a foreign language is indispensable. English language is the most widely used language in the history if existence. It is understood by about a billion of the six billion people worldwide. Thinking about these things English language teaching/learning was begun in Nepal. From the very beginning it has been allocated considerable importance in our school and university level curricula. At the outset Bhimsen Thapa started employing Indian teachers to coach Royal family members in the Royal palace. Later, with the advent of Rana rulers in Nepal, English education was born, developed and expanded.

The teaching of English language institutionally as a subject of study begins with the foundation of Darbar High School in 1854 A.D. The main objective of opening this school was to keep a close relationship with British people. The establishment of Tri-Chandra College in 1918 A.D. marked the beginning of higher education in Nepal. Nepalese colleges were affiliated with Indian universities (e.g. Calcutta University and Patana University) before the inception of Tribhuvan University in 1959. English was a compulsory subject and the medium of instruction and examination was also in English. Now it is being taught from grade IV in public schools and from the first grade in English medium schools. It is also taught as a compulsory subject up to bachelor level in different Universities of the country.

A language is always recognized in terms of different skills: listening, speaking, reading and writing. A skill means to do something expertly and well. Writing is one of the most important skills for learning a new language. It is a productive skill which needs proper handling of the mechanics of writing to make sensible sentences and paragraphs. It is also an expressive skill because we encode meaning by means of certain graphic symbols unlike decoding in receiving. Altogether there are four skills of language learning: listening, speaking, reading and writing and writing skill is the output of the rest three skills.

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. In the same manner, Byrne (1991:1) 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 skill enables the learners to discover ideas; arouse feelings, give chance to be heard and persuade others. It is not simply a matter of transcribing language into written symbols but also a thinking process in its own right. It demands conscious and continuous intellectual efforts. It is also an act of transmitting thoughts, feelings and ideas from past to present and present to future. It is the permanent record of

one's thoughts and ideas, a form of expression and a reliable means of communication. In its process, writing is very complex that involves different procedures such as getting ideas, planning, arranging, goal setting, monitoring and evaluating what is going to be written. To prove this, Rivers (1972:241) says, "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".

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 judgment skills. Bowen et al (1985:254) says," The mastery of mechanics of writing and practice in the basic skills are necessary in the first step 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".

Without getting mastery over different mechanics, a writer can not convey the intended meaning clearly.

Richards (1990:101) says," written language is primarily transactional or message- oriented. The goal of written language is to convey information accurately, effectively and appropriately". So, we can say that the students who learn the English language can not be perfect without the knowledge of different mechanics in writing skill. They can learn to express their ideas explicitly when they are efficient in writing.

Use of capitalization refers to the correct use of capital letters. There are rules of capitalization. These rules refer to the positions and exceptions of using capital letters. For example, the first letter of each sentence is capitalized but the letter 'I' is always capitalized whether it is in initial position, middle position or in final position. The knowledge of using capital letter is very important for writing.

Spelling refers to naming or writing 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 language. 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. Although these suprasegmental features can not be represented in writing, devices like punctuation (word and sentence boundaries, comma, question mark etc.) are extensively used to convey meaning or pattern of meaning.

1.1.1 Introduction of Writing

Skill means doing something expertly and well. Writing is one of the most important skills in learning a new language. It is a productive skill. By production: it means to manipulate its mechanism, structuring them in to sensible word or units in order to make the reader understand the meaning of such complex effort. Through writing, we are able to share ideas, arouse feelings, persuade and convince people. It further helps human beings to transmit accumulated culture from one generation to another.

Writing is far from being a simple matter of transcribing language in to written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over a considerable period of time. Writing is a very complex process requiring many composite skills, i.e. mental, psychological, theoretical and critical aspects. Describing its complexity David Nunan says," Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control

of content, format sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information in to cohesive and coherent paragraphs and texts".

Speech and writing are the two means through which one can linguistically express one's ideas. Between these two, writing is more important as it is a permanent record of one's thoughts. Other language skills like speaking and reading are measured through writing. In connection with teaching, Harmer (1991:53) says, " For the point of view of language teaching, there is often far greater pressure for written accuracy than other is for accuracy in speaking". Thus, writing, a permanent record of every human affair needs accuracy. While writing a paper, the writer should be aware of the errors in sentence structure, spelling, punctuation and grammar. No matter how good the content of the paper is, the readers will have problems if they have to go through mistakes.

Writing is a skill that improves with practice. With regular writing practice, the writer will become more comfortable and fluent in putting his/ her thoughts exactly on paper. Thus, writing skill is a most indispensable ingredient in getting a command over any language.

To develop the writing skill in students, we have to give more priority on the significance of teaching of writing. C. Paul (1990:71) says," Learning a second language is in

effect learning the four skills vi listening, speaking, reading and writing". Though each language skill has its one specific significance but writing is the most demanding language skill. Writing is an art that provides one a chance to be known and to influence others. Though this is the time of science and technology, we are still bound to the written world as the basic means of communication and interaction. The persons who use different kinds of machines should follow the written direction to handle these machines. In our secondary level curriculum 20% weight age has been given to listening and speaking and 80% to reading and writing. This weight age also reveals that writing is one of the most important skills of language.

To be competent in writing skill, we should develop our letter writing skill. There are very few people who do not need to write letters. At some point in our lives, we need to write letters- both pleasant and unpleasant. Some of us have to write business letters as a part of our jobs. Others write personal letters for pleasure or as a necessity. Finally, many of us correspond with public authorities in today's world.

Letters have been written since time immemorial and letter writing has become an art over the years. With the development of industry and the growth of commerce between nations, letter writing is more of a necessity today than ever before. A businessman prospecting for business in foreign markets can not

possibly visit all the markets. This gap is well covered by writing letters.

1.1.2 Assessing Students' Letter Writing Ability

If a language student will ever need to write anything in the second langrage, it will probably a letter. Letters are on of the most widespread forms of written communication. For this reason, we have to devote classroom time to teaching letter writing. But it is not only because letters are useful that we should do this. Teaching letter writing also gives us the chance to deal with a variety of forms and functions that are an essential parts of language mastery. We can write letters to invite, explain, apologize, commiserate, congratulate, complain, inquire, order, apply, acknowledge and thank. Each of these language functions has its own associated vocabulary, connotations, sentence structure and appropriate choice of words and tone to fit the audience. Within each function there are various levels of formality and informality. Letter writing tasks make students consider their audience as well as their accuracy.

In the school level, the students should have been engaged in letter writing practices. Letter writing styles in mother tongue and in target language are different. English, being our target language as well as international language, our students should be competent in it. Due to scientific discoveries, the world is being smaller day by day and we have been able to communicate each other from one side of

the earth to another side. Especially in the formal tasks, we have to use written form of language. If it is international ceremony related to international organization like UN, we have to use written English language to inform, invite etc. Here we have to send letters to invite different persons from different nations. Though we are able to talk each other on the phone, it is supposed to be informal. In this way, the letter writing activity has got international value. For this reason too, letter writing should be taught from the school level in each country.

So far as the letter writing assessment is concerned, it is essential for the test writer to concentrate on those types of test items which appear directly relevant to the ability to use language for real- life communication. In the written section of a test, questions requiring students to write letters, memos, reports and messages would be used in place of many of the more traditional compositions used in the past. The writing skill is very complex and difficult to teach, requiring mastery got only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Writing thus requires different kinds of abilities depending on the type of writing that is being engaged in. it is important to view writing not solely as the product of an individual, but as social and cultural act. It is also a cognitive activity. As children's ability to write in the target language develops, it will be accepted that they will be able to write longer and more independently produced texts that

are appropriate to their purpose, and that have greater accuracy and a wider range of vocabulary.

They will also be expected to use writing for other purposes that do not require length, but require specialization- for example, to write notes, to fill in forms, to write arguments and different letters etc.

As with all assessment of language use, it is important to encourage the writer to use new meanings in tasks rather than old meanings that are evoked- for example, when children copy, write memorized sentences and write down what is heard as in dictation. Writing is a complex activity requiring children to think about a number of factors simultaneously- for example, the formation of letters or characters, vocabulary, grammar and punctuation, lat out, organization and selection of appropriate content for the intended audience.

In any prose writing, the examiner should pay more attention on five general components. These components are as follows:

(a) Language Use: The ability to write correct and appropriate sentences;

(b) Mechanical Skills: The ability to use different mechanics, i.e. spelling, punctuation etc:

(c) Content: The ability to think creatively and develop the ideas excluding irrelevant information;

(d) Stylistic Skills: The ability to manipulate the sentences and paragraphs effectively;

(e) Judgment Skills: The ability to write anything thinking about the purpose and audience in mind.

In family and social correspondence, we mainly deal with letters that are written about everyday happenings in our lives. The commonest social letters are those of congratulations, bereavement, good wishes, thanks and requests. Some people like writing letters for no other reason but that they like to stay in touch with their loved ones.

Whatever be the occasion, a personal letter is almost always well received and appreciated. The best letters are those that are simply worded and sincere in tone. For instance, when writing a condolence letter, we should not use euphemisms. The recipient (or addressee) knows perfectly well what you are writing about. A few words sharing the grief with the bereaved family and offering help are enough to convey your sincerity. When writing such letters, you must, however, be careful in the use of the words "shocked"

and "grieved". While the former is used to express condolence over an untimely death, the latter is used to express simple grief.

Sometimes, situations arise when you may want to use strong words in a personal latter. However, it should be remembered that once the letter is in the box, we can not get it back! Therefore, if we are tempted to use strong words, we have to weigh each word with care and avoid using derogatory expressions. We should re-read the letter before posting it-if need be, several times and remove words of expressions that we will regret later. If the students are able to write different kinds of letters, it can be a useful testing tool to test the above components. It provides the students with an opportunity to demonstrate their ability to organize language material using their own words and ideas and to communicate. While testing letter writing proficiency, the students should be presented with a clearly defined context which motivates them to write. The writing task should be such that it ensures that have something to say and a purpose for saying it. They should also have an audience in mind when they write. While assessing the letter writing proficiency of the students, we have to provide two or more exercises to find out different varieties of language. If the letter writing proficiency test is intended primarily for assessment purpose, it is advisable not to allow students to choose the items to be answered. In this

situation, students will not waste their time on deciding which exercise to answer. If we agree that writing is a "Communicative Act", then it should be taught and assessed as such.

The traditional assessment of the writing skill has been to assign a composition of some sort and assign a letter grade to it. Perhaps, our greatest failure in the assessment of foreign language writing skill has been our procedures for grading. Too often, language teachers get too consumed by the content of composition that they lose sight of the fact that they are assessing writing skills (Bernhardt and Deville, 1991). A major question that teachers must ask when grading written composition is: Am I assessing content, quality, writing ability or all of the above? The question must be answered honestly prior to grading.

In formal letter writing assessment, prompts and preparations for writing tasks are important. Clear instructions are needed with an indication of the audience and purpose for the task and some indications of how the writing will be scored. In the foreign language context, authentic assessment does not mean assessing skill levels in the same way as it would be done with native speakers of a language. Using authentic activities is as important as using authentic materials.

1.1.3 Stages of Development of Writing

Mainly, we see that there are three important stages of development of writing. They are (I) Manipulating (II) Structuring and (III) Semantic stage. In manipulation stage, the learner manipulates the shapes of different words or gives a shape to phonological items or spoken words. In fact, the learner learns the mechanics of writing: hand writing, capitalization and punctuation. In the second stage, the learner learns the spelling of different words, syntactic rules of structuring words, sentences, paragraphs and whole text. The third stage is 'semantic stage'. This stage being the highest stage the learner should learn not only about the mechanics and structuring rules but also about standard and meaningful sentences. Here, the learner have to learn to write correct sentences and become able to design, classify and organize a description to relate the subject matter.

Though these three stages should be followed by each language learner, Rivers (1968:245) advocates, "To be able to write in the foreign language, the students must be trained systematically through out the five stages of development: copying, reproduction, recombination, guided writing and free composition". River's five stages have got more prestige and supposed to be more reliable. So, these five stages need to be defined systematically. These stages are defined as follows:

(I) Copying

This stage is also called the stage of transcription. In this stage the learner becomes familiar with many aspects of language. Rivers (1968:246) says," As the student is copying, he/ she should repeat to himself/ herself what he / she is writing. In this way, he/she deepens the impression in his / her mind of the sounds, the symbol represent, and he/ she has further repetition practice of basic dialogue or pattern sentences. After he/she has had some practices in copying accurately with correct diacritical and punctuation marks, s/he may continue to copy as an aid to memorization". Here, his view reveals that when a learner continues the copying activities, s/he learns the scripts of the target language, the orthographical rules and syntactic rules thoroughly. This is the primary stage and more emphasis should be given to encourage the learners to write.

(II) Reproduction

In reproduction stage, the learner attempts to write without originality what s/he has learned orally and read in his/her textbooks. If the learner has successfully been trained in habits of accuracy during the copying stage, he/she becomes able to practice different practices relating reproduction stage. In this stage, the learner tries to write originally. It also helps to reinforce spelling and sentence structure. The method of dictating to the learners is

effective for reproducing sentence. The teacher should emphasize on writing and describing a picture or showing something. It is also true that it is very mechanical and the learner should understand the meaning of sentences. So, it may be a little boring activity.

(III) Recombination

In this stage, the learner recombines learnt skills in drills. The learners are required to reproduce learned work with minor adaptation. It is a more appropriate way because learner rebuilds on former experiences and ideas. It is necessary to manipulate grammatical structure and a sound knowledge if ideas. The writing practice may take a number of forms, e.g. using substitution table to form words, phrases and sentences and transforming sentences and so on. The way of dictating is also very fruitful method for recombining the ideas. The use of dialogue, narration and conversation help the learners in this stage.

(IV) Guided Writing

This stage is a more developed stage than the above ones. The learners are given some freedom in the selection of lexical items and structural patterns for their written exercises. But they have to follow the given suggestions regarding the content. The learners are given different types of exercises such as completion, replacement, expansion or summarizing the stories or elaborating some kind of guidelines or clues (words, pictures, skeletons etc.) for their

written works. But the learner in this stage is not semantically free because s/he should follow the guideline frame.

(V)   Free Composition

While defining free composition, Celce-Murica and Macintosh (1979:189) say, "It involves the production and arrangement of written sentences in a manner appropriate to the purposes of the writer, the person or persons address, and function of what written". At this stage, the learner knows how to select the appropriate vocabulary and structure to express his/ her idea in a meaningful way. It means learners have now freedom to make their own choice of words and organization to express their ideas. Learner can expose his/her sound knowledge to others. He/she should be encouraged from time to time so that his / her creativity would develop.

1.1.4 The Essential Characteristics of Good Writing

Writing is a very complex skill. It is an art of using language. Jack C. Richard says, "Learning to write in either the first or second language is one of the most difficult tasks". Correct and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. It is difficult to make a simple and clear writing from the syntactic and semantic point of view. It also requires good imagination and logical sequence of thoughts. So, to be a good writer, the students must consider the following essential characteristics of good writing.

(I)   Economy

A good writer may express his/her ideas or thoughts briefly and effectively. If the text is very lengthy, it may be boring for the readers. So, there should be economy of words or minimization of words to express the meaning clearly and quickly. If the written text is short and effective, it is supposed to be popular among the readers because it saves time, energy and materials. The written text can be understood easily by the reader if it is direct, definite and exact to the point or topic. Good writing is like a gold coin, small in size but great in value. To write the full meaning in a small text is one of the best qualities of good writing.

(II)   Simplicity

Good writing must be simple. Reducing complexities and expressing ideas or thoughts in a natural way is one of the best characteristics of good writing. The writer should avoid the extra stylistic words, genres, jargons, flourishing and ambiguous words. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gist of the writing.

(III) Clarity

Good writing should be clear. It must be absolutely free from ambiguity. There should not be any room for different interpretations or misinterpretations in the writing. Written text should not add complications or should be plausible.

Ideas should be presented in a clear, orderly, readable, understandable and informative style. Celce Murica and Macintosh(1979:192) says, "The writer should have the idea of what to say, how to sequence, what is said and how to express what is said. So, good writing should avoid exaggeration and self- contradictory statements.

(IV) Continuity

Perumal (1984:16) says," Continuity of thought and natural link of ideas are important features in writing. There must be continuity of thought from one word to following word, from one phrase to next phrase, from one sentence to another sentence, from the first paragraph to second paragraph and from the first chapter to the next chapter". The concept of continuity of thought is based on the natural linkage of ideas. It should maintain a standard from the beginning to the end.

V) Free From Error

Good writing must be free from errors. The writer can not use a whole range of facial expression, gestures and general bodily language to convey the message. As writing is the permanent record of thoughts or ideas, it must be accurate. Every written piece has to be free from orthographic errors, semantic errors, grammatical errors, idiomatic errors, factual errors, punctuation errors and others. To explain abstract and difficult ideas and new information the writer should use examples and illustrations.

1.1.5 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:

John: Is Gopal writing a letter?

Monica: Yes he is.

In these two sentences, there is a link between "Gopal" and "he". It means "he" refers to "Gopal". The words "is writing" in the first sentence are related to the word "is" in the second sentence. So, the word "is" in the second sentence means "is writing".

Cohesion also refers to the relationship which links the meanings of utterances in a conversation or of the sentence in a text. These links are based on the speaker's attitude. For example:

Hari: Are you going to Kathmandu?

Sita: No, my uncle is in Pokhara.

In these two sentences, there is no grammatical and lexical link between Hari's question and Sita's reply. But the question and answer have cohesion because both of them (Hari and Sita) understand each other. It means Sita is going to Pokhara to meet her uncle.

While studying cohesion, we also have to get some knowledge about coherence. Coherence refers to a series of sentences that develops a main idea (i.e. with a topic sentence and supporting sentences related to each other). This is a semantic concept and refers to the relations of meaning that exist within the text. It occurs where the interpretation of some elements in the discourse is dependent in that of another. The one presupposes the other in the sense that it can not be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up and the two elements the presupposing and presupposed are there by at least potentiality integrated into a text.

Cohesive Devices

(I)   Reference

This is a common way to link sentences through back reference by using 'it', 'this', 'he/she' etc. Pronouns and demonstrative are the most common reference words in English. For example: Two girls entered the classroom and they start reading very quickly. In this sentence, the pronoun 'they' refers to 'two girls' and works as a reference word to link the sentences.

(II)   Conjunction

Some of the words are used to cohere the parts of any sentence or different sentences. Such kinds of words are:

however, since, and, moreover, in addition to, further more etc. For example: Ram reads a novel and Gopal reads a drama, but Sita writes a letter. In this sentence, the words ' and ' and 'but' are the good examples of conjunction.

(III) Substitution

Sometimes a word phrase substitutes for an earlier item in the text in order to avoid repetition of that word. This kind of text is supposed to be far better than that of another one. For example: My pen has been broken and I need a new one. Here, in this sentence, the word 'one' substitutes the phrase 'my pen'. So the reader should understand that the word 'one' means 'another new pen' in this context.

(IV) Ellipsis

Substitution and ellipsis are very similar to each other. Ellipsis is also simply a substitution. But it is zero substitution. Although substitution and ellipsis embody the same fundamental relation between parts of a text (a relation between meanings). They are two different kinds of structural mechanisms and hence show rather different patterns. For example, in the sequence   A: Where are you going?   B: To town. The full form of B's sentence is predictable from A's sentence (I am going to town).

(V)   Lexical Cohesion

The repetition of words and phrases or the careful choice of synonyms or similar expressions can create unity in a piece

of writing. To complete the picture of cohesion relations, it is necessary to take account about lexical cohesion. Further more, the class of general noun functions as cohesion on the borderline between grammatical and lexical cohesion. The class of general noun is a small set of nouns having generalized reference with in the major noun classes, those such as ' human noun', 'place noun', ' fact noun' etc. For example, people, person, man, woman, child, boy, girl [human]; place [place]; the question idea [fact] etc.

1.1.6 Organization

When one writs any text whether guided or free s/he should define or introduce the topics or subject matter with sound view. While writing any text it should be sequential and ideas should be developed in a systematic way. If the ideas are organized properly, the reader may understand it without any difficulty. The writer can elaborate his/ her view on the text developing the main phrases, clauses sentences and paragraphs. Paragraphs should be divided with different ideas or stages of the subject matter. Then, he/she should justify statements and illustrate the topic with suitable examples. Finally, he/she can conclude all his/her ideas or thoughts in the last paragraph. This is one of the systematic ways to write any composition. So, the following points always help to organize any text like composition or article:

(a)   Introductory part of the text;

(b)   Ideas on the text;

(c)   Developing the phrase, clause, sentence and paragraph;

(d)   Paragraph division;

(e)   Justifying the statements, illustrating the topics; and

(f)   Concluding the paragraph

1.1.7 Spelling

Each word has its own spelling and meaning of that word depends on the spelling. If we change the spelling of any word, it may be a different word and it contains different meaning. Moreover, it also may be a meaningless word. Writing is achieved by correct spelling of individual words. The correct spelling of individual word helps to gain correct and effective communication through writing. Misspelled words make the written work difficult to comprehend and create a great number of errors. So, spelling errors are a nuisance to the reader. Robert (1985:148) says," Spelling rules are frequently more concluding than the memorization of individual words". The English spelling system is full of irregularities and contradictions. The phonological and orthographical form of English language is different. The writing spelling is a genuine complexity of the English writing system. So, the listener can not write properly what the speaker says. Correct spelling is an essential factor of spelling system. English spelling is a great problem for learners. Spelling is mainly a mastery of convention.

Here are some basic rules, which can be very useful for writing and memorizing correct spelling.

(I)   If the word is one syllabic and ends in a short vowel followed by a single consonant, the consonant letter is doubled when the suffixes 'ing', 'ed', and 'er' are added, e.g.   hit   -----   hitting

stop   -----   stopped

begin   -----   beginning

cut   -----   cutter

But this rule doesn't apply in the words whose vowel is long or if the word ends in a silent 'e'.

E.g. meet   -----   meeting

Please   -----   pleased etc.

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

e.g. befit   -----   befitting, befitted

refer   -----   referring , referred etc.

Exceptions:-

answer   -----   answering, answered

orbit   -----   orbiting, orbited etc.

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

join   -----   joined, joining

lead   -----   leading

Wood   -----   wooden etc.

Exception:-

worship   -----   worshipped .

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

e.g.   cruel ----- cruelly

mortal----- mortally

Exceptions:-

Single   -----   singled

Model   -----   modeling etc.

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

e.g.   Love   -----   loved, lovable

Move   -----   moved, movable etc.

(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 etc.

(VII) 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 + less - penniless

But

Carry + ing – carrying

Hurry + ing – hurrying etc.

(VIII) If the word ends in 'ce', the 'e' is changed into 'I' before adding 'ous', Harris (1993:35)

e.g.   grace + ous – gracious

space + ous – spacious

(IX)   When ' full' is added to other words the second 'l' is removed.

e.g.   beauty + full – beautiful

peace + full – peaceful

(X)   Some/any/no/every come before body, thing, where etc. which are gathered each other, Wood, (1981:32).

e.g. anybody,   somebody,   everybody,   nothing, something etc.

1.1.8 Punctuation

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

language and clarify relation between words, phrases and clauses. The high school students and those who are learning English as a second or foreign language need to use these punctuation marks properly. The different punctuation marks are listed below:

Comma [,]

Comma is relatively more difficult to be used. It is used to separate the items in a list of words, phrases, clauses. It is also used to separate question tag from the rest of the sentence. It helps to understand the full meaning of a 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.   I ate rice, curry, meat and ghee.

(b)   It is used to separate question tag from the statement.

e.g.   I ate rice, didn't I?

(c)   It is used in quotation to separate the quotation from rest of the sentence.

e.g.   John says," David is coming".

(d)   It is used to mark the name of any person while addressing him or her.

e.g. Ram, close the door.

Good evening, sir.

(e) It is used to separate introductory or transitional words of phrase from the rest of the sentence.

e.g. At last, they went campus.

(f) It is used with non- defining relative clauses which give additional information about the noun in sentence.

e.g. Hari, who is the tallest boy, has gone outside.

Full Stop [.]

Full stop is the most common punctuation mark. A sentence can not be completed without full stop. Some of the examples are as follows:

(a) Mainly, it is used to mark the end of different types of sentences (declarative, imperative, statement etc.)

e.g. We ate our lunch.

Please, open the door.

Man is mortal.

(b) It is used in abbreviated forms.

e.g. J.A., Dr.

U.S.A., U.K. etc.

(c)   If a sentence ends with an abbreviated word, this abbreviated word uses the full stop.

e.g. Usually, I sleep at 11.00 P.M.

Question Mark [?]

Question mark is another punctuation. It is used to refer to a sentence as a question. Some of the rules are as follows:

(a)   It is used in direct question, i.e. wh-question, and yes/no question.

e.g. What do you want? (wh- question)

Do you want anything? (yes/no question)

(b)   It is also used in declarative sentence, if the purpose is to ask something.

e.g. You want to sleep?

You are going to India? etc.

Exclamation Mark [!]

It is another punctuation mark. It is used for sentences which express strong emotion such as anger, joy, surprise, enthusiasm etc. Main rules are as follows:

34

(a)   It is used after interjections.

    e.g.   Oh! He reached there.

        Alas! She died. Etc.

(b)   It is used after short order.

    e.g.   Shut up! I don't like it.

        Get out! You are a foolish man. Etc.

Colon [:]

It is another device of punctuation. It is used in various ways. Some rules are as follows:

(a)   It is used to introduce a person who tells something.

    e.g.   John: A thing of beauty is a joy forever. [Here, ':' means John says].

(b)   It is used for opposed clauses which are not connected by any conjunction.

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

(c)   It is used after the main clause where the following statement illustrates or explains the content of that clause.

    e.g.   They are discussing: the merits and demerits of science and technology.

Semi-Colon [;]

Semi-colon is used in the following situations:

(a)   It is used to separate co-ordinate clause joined by any conjunction.

e.g.   He came here; to ask a question.

(b)   It is also used to define something using different sentences.

e.g.   This book is thick;

It develops our creative power;

It contains many photos;

[Here, the same book has been defined and the semi-colon has been used to separate the sentences].

Dash   [-]

(a)   It is used instead of a colon or semi-colon to make the writing more vivid or dramatic.

e.g.   You are cheating me for a long time- how can I bear it?

(b)   It is used to define the sentence to make it more clear.

e.g.   They lost their property – house, money, cattle etc.

Parenthesis (   )

(a)   It is used to give extra information in the sentence.

e.g.   We have to develop different language skills (listening, speaking, reading and writing) to be a language teacher.

(b)   It is used to show cross-references.

e.g.   The grammatical item tense (see page no.3) is very useful for a language learner.

Quotation Mark   [" ....."]

(a)   It is used to enclose the exact words of a speaker or writer.

e.g.   (i) Scientist says, "The earth is round".

(ii) Ram said to Sita," Will you marry me"?

(b)   It is also used to give more emphasis on something.

e.g.   He reads "newspaper" every morning.

Apostrophe   [']

(a)   It's used to show the possession of something or somebody.

e.g.   This is John's pen.

It is my teacher's book.

(b) It is used in the contracted form.

    e.g. It's a bag.

      He is a teacher, isn't he?

Hyphen   [-]

(a) It is used to join the parts of compound words.

    e.g. Father- in-law, bath-room, hill- side etc.

(b) It is also used to divide the words in to syllables.

    e.g. un-truth-full- ness

      un-faith-full etc.

1.1.9 Capitalization

Capitalization is a branch of mechanics. It is a matter of convention. Many of the conventions e.g. (i) capitalization of the first letter of the first word of a sentence (ii) the pronoun 'I' (iii) the first letter in the first word of a quotation and so on are very familiar to us. Some capitalization however is a matter of style rather than convention. While capitalizing for stylistic purposes, writers usually do so to emphasize a key word or a concept. The knowledge where to use capital letters is important for writing. Some basic rules of capitalization are as follows:

a) It is used in the beginning of first word in each sentence.

e.g.   He is a lecturer.

   This is an apple.

b)   It is also used in the beginning of each fresh line of poetry.

   e.g.   Tiger! Tiger! Burning bright

   In the forest of the night.

c)   It is also used for all nouns and pronouns which indicate divine quality.

   e.g.   Shiva is the God of Hindu religion.

d)   It is used while writing first person singular pronoun 'I'

   e.g.   It is I who is the chairman.

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

   e.g.   Nepali, English, American etc.

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

   e.g.   Alas! , Oh! , etc.

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

   e.g.   He is John.

   Today is Sunday.

This is April.

I will live here from Dashain to Tihar.

h)   It is used in honorary and official titles, specific school courses and abbreviations.

e.g. Professor Khaniya, Doctor Mishra, Mr. Shrestha, ILO, WHO etc.

1.1.10 Writing: An Overview of Writing

Teaching writing skill is a very complex activity. The teacher should be very competent in different components of writing skill. The students should be practiced more on the components of writing skill. When we write anything, we have to use graphic symbols that are letters, which relate to the nouns, we make when we speak. Writing is said to be the act of forming the symbols. It is not only the production of graphic symbols because we have to arrange them according to the certain conventions to form words and words have to be arranged to form sentences. In order to be competent in writing skill, the students should be taught writing at two levels- as a mechanical process and as an intellectual activity. This is also an advanced language skill in natural order. The overall objective of teaching writing skill should be to help the learners express their thoughts and ideas in written form, which requires the utilization of a special vocabulary and certain refinements of structure.

Cunningsworth (1987) says," So far as writing exercises are concerned, we should be 'sensitive to the fact that writing has its own rules and conventions and we can expect course material to take that into account. Writing is not speech written down, and writing ability can not be adequately taught by simply getting students to write down oral drills or do written grammar exercises. This may help them with their spelling but it will not equip them to produce coherent written text following the conventions of writing". So, the writing exercises should be integrated to the other skills. Traditional teaching methods are related to some exercises which practice the forms of language but it should be replaced by providing some creative writing exercises are interesting, the purpose of writing can be achieved. Similarly, Parkinson (2002) provides four purposes of writing- (i) to inform, explain and describe; (ii) to argue, persuade and instruct; (iii) to explore, imagine and entertain; (iv) to analyze, review and comment. These four purposes can be categorized no. (i) as informative, no.(ii) as argumentative, no.(iii) as writing stories and no.(iv) as a type of writing used for literature and media studies. So, we can say that writing materials should fulfill the above mentioned purposes.

So far as the students of Grade 10 are concerned, they are given some practices to fulfill the above purposes. These practices are as follows:

(i)   Controlled Writing

<div align="center">

(ii)   Guided Writing

(iii)   Free Composition

</div>

1. Controlled Writing

In controlled writing activity, the students are not free to write anything they want. Some information are supplied in the form of clues or gist and students are asked to complete any sentence or paragraph by filling the gaps. Mainly, controlled writing includes the following activities:

a)   Gap filling activity
b)   Broken dialogue activity

In gap filling activity, the teacher distributes a sheet of paper with word missing. He explains the plot of the sentences and conversation. The list of missing words is also available for the students. Then the students should select the proper word from the list and fill the gaps with the relevant words.

In broken dialogue activity, the students should pretend to assume different roles and exchange their ideas in short conversation forms. A dialogue is a devised conversation intended to be uttered by the participants. Dialogue is mainly divided into two categories; broken dialogue and free conversation dialogue. In free conversation dialogue, the speaker is allowed to say anything that s/he wants. But in broken dialogue, the speaker is controlled and s/he says

something according to the situation. An example of broken dialogue is as follows:

John: Good morning, David.

David: ....

John: How are you?

David: ....

2 Guided Writing

Guided writing is semi-controlled writing exercise. It is also supplied with information in the form of some clues or points. Students should use all information correctly in short paragraphs. They write something according to the guidelines. The text is generally related to any particular topic and it will help students to understand the text. It may be a notice, telegram, story etc. Students are not allowed to add any new information. The guided writing activities are as follows:

a) describing pictures
b) parallel writing
c) skeleton for writing stories
d) a set of questions
e) the beginning and end of a story
f) a set of instruction etc.

While describing pictures, the teacher gives some instructions and provide with a series of pictures. The

teacher also helps the students to understand the relationship among the pictures. So, at last, the students become able to write a paragraph describing the activities related to different pictures. In parallel writing, the students rewrite the same text with some changes in tense, person, gender etc. The teacher gives a text and provides a suggestion i.e., change the tense, change the person etc. The students are not allowed to add any information in the provided text. In the same way, for skeleton writing story, the teacher provides a story with some missing words. Students should understand the story and fill in the blanks with the proper words. They should not add other sentences in the story. In set of questions activity, the teacher gives many questions to the students relevant to their everyday experience. The questions should be direct and in simple form. The answers are varied but simple at the same level. This activity is not supposed to be suitable in secondary level.

In beginning and ending a story, the teacher asks the students to listen to the theme of a story. Then s/he writes some sentences. Some of these sentences are related to the beginning of the story and some sentences are related to the end of the same story. The middle part of that story should be developed by the students. They write the middle part according to the theme of that story. In set of instructions activity, the teacher gives some instructions and students should follow them. For example, the students may be

asked to write three, four sentences related to their holiday activities.

3. Free Composition

Free composition refers to free writing. It is not guided or controlled. It demands an advanced skill in writing. Students are asked to write a paragraph or paragraphs related to essay, notices, reports, summary, diary etc. It requires careful planning before writing. Students are allowed to express their own thoughts. There is no restriction of sentence structure, length, selection of vocabularies etc. Students should control and guide themselves. They have to take care of organization, unity, coherence etc. The teacher can help them to select the topic and in making plan to discourage the errors. There are many kinds of free writing. The main kinds of free writing are as follows:

(i)   Narrating
(ii)   Describing
(iii)   Replying
(iv)   Explaining

Narrating refers to narrative compositions. It includes narrating personal experience, stories, autobiographies, histories etc. The students should be more creative because he/she should pretend of being anybody else too. Any situation is provided to the students and asked to narrate something about that topic. Some examples are as follows:

(a) Narrate your personal experience in your college life.

(b) Write a short note on the topic " Bhanubhakta ra Ghasi "

(c) Write a brief description about yourself etc.

Eg:-

(a) Look at the pictures. This is what happened when Ramesh entered the Head Teacher's room. Write down what he should or shouldn't have done. Use the clues next to the pictures.

Example:
Ramesh should have asked for permission to enter the Head Teacher's room. He shouldn't have . . . .
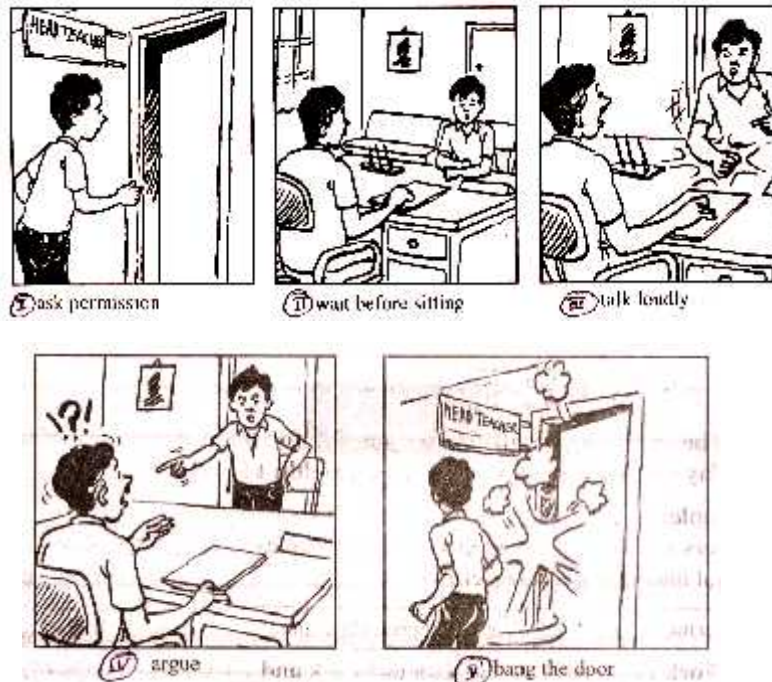
Describing refers to descriptive composition. The main aim of the writer may be to convey somebody else a word picture what he/she has seen before. The learners may practice different letters like job application, personal letter, business letter, condolence letter etc. to be competent on describing skill. They also have to describe

different places, animals, buildings etc. It is also an example of free writing because students are free to write any structure of any sentence, no boundaries of words, sentences, paragraphs etc. They may use their creative power while writing. But the language should be polished and clear to convey clear concept. In the same manner, if the writer's perceptual experience is vivid and interesting, it is thought as a good writing style. Moreover, it should show writer's in-depth perception as well. Example for describing picture

Yesterday Mrs Kalpna Gurung went shopping in the afternoon. The picture shows what was happening when she came back. Look at the picture and describe what was happening when Mrs Gurung got home.

Example: When she got home her husband was reading the newspaper.

Replying is another kind of free writing. It is also creative writing. Writing different letters with some answers, application writing etc. are the examples of replying activity. While teaching replying the following procedures can be followed:

(i)   Students should study the form of letters or application deeply.

(ii)   They have to find the main cause of sending that letter.

(iii)   They have to practice answering the questions.

(iv)   The students should take care of their reply, either it is complete or not.

Example..............read the following application and write it's reply. Give reasons why Monica hasn't been selected for scholarship.

```
Jayanti Subba
The Secretary
Kirti Subba Trust

Dear Madam,
I saw your announcement in Kantipur. My name is
Sunita Limbu. I have passed SLC in the first
division.
I am from a poor family. My parents cannot afford
the expense of my higher study. I am, therefore,
applying for the Kirti Subba Scholarship.
The photocopies of my certificates are attached
herewith.

Yours sincerely,

Monica
```

Explaining is also another kind of free writing. It is also creative writing. Here, the students should think about different topics of paragraphs or essays. Explaining is related to the reasons for something. While explaining something, the students should define the topic first. It is called introduction. This part may be helpful to understand

the topic for the reader. Then the reasons should be explained sequentially. So, the text seems cohesive.

For example,

Unemployment in Nepal

Nepal is one of the poorest countries in the world. On the other hand it is a developing country. Higher percentage of the people is illiterate. Though some people are literate, they have gained theoretical knowledge. People who have technical knowledge are very few. Our country being very poor can not create many job opportunities. Actually, there are many causes of being unemployment in Nepal. Some of them are as follows:

(i)   Poor economic condition;
(ii)   Highly unstable situation in politics;
(iii)   Corruption;
(iv)   Gender discrimination in education etc.

Though other factors also affect in the employment rate, these above mentioned factors are supposed to be the vital factors. The people who are educated in Nepal do not like to live here. They go to other developed countries and stay there. It is happening day by day because our government has not any policy to keep educated people in Nepal. If they live and help to create any job opportunities, it would be far better for us.

In this way, the activities related to narrating, describing, replying and explaining are very helpful for free writing activity. All of these activities have no limitation of anything. The writer may use his/her creative power as well. So, free writing activity is supposed to be the most developed task in writing skill.

1.1.11   Correction of Students' Written Scripts

Correction of students' written script is one of the best works of helping students develop their writing skill. It is a general proverb, "To err is human nature, we have to take lesson from our mistakes." When the students prepare their writing, it needs to be checked and corrected as soon as possible. If the teacher does not correct their copies, he is worsening their language and encouraging or strengthening mistakes. Correction motivates and encourages for further writing. Discussing the importance of correction, Rivers (1968:255) says, "Systematic training in writing requires systematic correction of individual scripts if it is to be effective". Similarly, Harmer (1990:237) says, "Clearly a major part of teacher's job is to assess the students' work, to see how well they perform. Not only is this important pedagogically but the students quite naturally expect it". It is very hard work for a teacher to correct all exercises but correction is an integrated part of a teaching learning program. But modern methods and principles of teaching-learning program have found out that correction of written work can be done by the students not by the teachers. The

teacher may indicate the errors or mistakes in the writer's or students' script with appropriate suggestions. The teacher may use some correction techniques according to the types of error and the size of class. It is a serious problem in teaching writing skill although different methodologists have given different correction techniques. Such types of correction techniques are as follows:

(i)   Peer correction technique

(ii)   Teacher correction technique

(iii)   Self-correction technique

(I)   Peer Correction Technique

This technique suggests that students are able to correct their mistakes each other. In this technique, the students can exchange their notebooks/texts. They attempt to correct their mistakes or errors themselves (i.e. one another). In a large class, the correction job is very difficult for a teacher. It is also a time consuming activity too. So, the students can be asked to write on the blackboard so that such kind of written work can be corrected at a time. If we do so, the whole class will be benefited at the same time.

(ii)   Teacher Correction Technique

This is another important correction technique. In this technique the teacher corrects students' writing in different ways. The teacher can symbolize for different types of errors, i.e. symbol 's' for spelling , 'g' for grammar, 'w' for

word order , 'n' for number and 'p' for punctuation etc. the students should already be informed about such symbols of correction. For erroneous words or sentences, any mark or underline should be given so that the errors can easily be seen. The students should be more conscious about the errors because they should not repeat the same errors in another text. Harmer (1990:147) says, "The attention of the class can be drawn to common mistakes and the photocopied documents can form the basis for remedial work". In this way, the teacher should make a considerable saving of correction time and the students will be given valuable training for the habits of accuracy.

(iii)   Self Correction Technique

The students should be carefully trained to study their own scripts systematically in order to eliminate as many errors as possible before presenting them to the teacher. Carelessly presented works should be refused and given back to the students for rewriting. Rivers (1972:256) says, " ………a great deal of incorrect writing is merely a waste of time and energy. It consolidates the students' bad habits which are very difficult to eradicate at a later rate". On the other hand Gebhard (1982) says, "To acquire the language, you have to go through a process that includes making mistakes. If you make a mistake, this is good because if you actively pay attention to your mistakes and specially the corrections, you can learn very rapidly".

Actually, students should not be punished for their errors. Instead the teacher should instruct them to follow from easy to complex, known to unknown and part to perfect methods. At the primary stage, students should be given short and simple writing texts at frequent intervals and carefully corrected to promote their writing. While evaluating the writing texts, the teacher should pay more attention on grammatical accuracy, lexical choice, mechanics of writing arrangement of ideas and so on. If we grade our students according to their writing ability, it will also encourage them to improve their writing.

1.2 Review of The Related Literature

Though we do not have a long history of research works in our department, there are various researches carried out in different subject matters. Most of the researches have been carried out in specific areas taking the population of junior level. There are some research works carried out on writing proficiency in different areas such as vocabulary, grammar, free composition etc. The researcher did not find any research works carried out on the ability in letter writing of any particular level. Hence, the researcher decides to carry out a research work in letter writing ability of grade 10 students.

An ELT survey was done in Nepal in 1981 joined by the British Council and ODA on behalf of HMG, ministry of Education. It was carried out to cover the overall skills. But

it was not concerned particularly with the writing skill. This sort of particular research being proposed here has not remained explored in the above mentioned survey. Here the researcher went through a number of related studies, articles and reports.

Giri (1981) carried out a study on "A Comparative Study of English Language Proficiency of the Students Studying in Grade 10 in Secondary Schools of Kathmandu and Doti". The result of the study obviously concluded that the study intended to see the difference in language proficiency among urban and rural schools and found Kathmandu students of secondary level were better than that of the Doti students.

Adhikari (1986) carried out a study on "Difference in Written English Corrections of English Teacher". The finding of that study was that boarding school teachers were found weaker than that of public schools because boarding school teachers were found weaker in situational differentiation.

Karki (1996) carried out a study on "A Comparative Study between the Students of Public and Private Schools of Grade 10 in Lamjung District". The finding was that the writing competence of the students of private schools who have been taught in the English medium from the very beginning were found far better in every aspect than that of public schools.

Dahal (1998) carried out a research study on "The Tense and Aspects in Free Writing of the 11th Grades". This study

concentrated on the problems, causes and solutions in using tenses and aspects in free writing. Finding of this study was that the students were better in tense than in aspects.

Paudyal (1999) carried out a study on "Comparative Study of English Language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu". He found that urban areas students were better in English language writing than that of the rural areas. This study explicitly shows that Humanities and Science students especially the girls had better proficiency in English language writing.

Bhattarai (2001) carried out a study on "The use of punctuation in free writing". The analysis of this study has not covered only single punctuation but all of them. His finding was that eleven items among the thirteen punctuation items were erroneous.

Similarly, Sah (2003) carried out a research study entitled "Writing Proficiency of Grade 9 Students" to find out the students' proficiency in using mechanics. He found that 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. He also found that the writing skill of boys in every selected school was better than that of girls.

Though all the four language skills are inseparable from the teaching learning process, the Nepalese people learn

English language for the literacy purpose rather than linguistic purpose. It is also thought that listening and speaking have low priority while reading and writing have high priority for language learning program. So, it is necessary to emphasize on writing skill in Nepalese context while evaluating the proficiency in letter writing of Grade 10 students. The researcher paid more attention on the clarity, fluency, formality and effectiveness in communication of ideas. In the same way, the researcher has evaluated the letter writing proficiency in terms of content, syntax, grammar, mechanics, organization, word choice, purpose, audience and the writers' process. So, at the end, the researcher comes to the conclusion that his study will provide actual reinforcement for causes and remedies of grade 10 students (both boys and girls) in terms of writing proficiency and improve of proficiency in proper manner.

1.3 Objectives of the Study

The study has the following principal objectives:

1. To find out the students' proficiency in lay-out, subject matter, spelling, grammar and punctuation marks in letter writing.
2. To find out the students' proficiency in using formal and informal language in formal and informal letter writing.
3. To suggest some pedagogical implications of the findings of this study.

1.4 Significance of the Study

Writing is the most fundamental and significant form of language. This study is a primary attempt to study about English language writing proficiency in letter writing activities. This dissertation mainly concerns with the students of Grade 10 students of public schools in Kathmandu district. This study will be significant mainly for teachers and students because they are the people who are directly involve in teaching and learning activities respectively. The teachers can develop remedial classes or materials. It is also be significant for materials developers who prepare remedial courses. It will also help syllabus designers and textbook writes to design and write better course and textbooks. Besides, other persons who are interested in the field of ELT can also derive some information from the research study.

1.5 Definition of the Terms

Average: It is a statistical tool used in analysis and interpretation of data. It is a result of adding several amounts together and dividing the total by the number of amounts.

Composition: A kind of writing activity where a topic is taken and written about it. Here, things are composed or constructed.

Free writing: A kind of writing activity where the writer is free to express his/her thoughts.

Heterogeneous Class: The class which consists of students from different background/environment.

Mechanics: Aspects of writing, i.e. capitalization, spelling and punctuation.

Over Loaded Class: The class which contains a large number of students.

Proficiency: Able to do something well because of training and practice.

CHAPTER TWO
METHODOLOGY

A systemic research study needs to follow a proper methodology to achieve the pre-determined objectives. Kothari (1993:19) says, "Research methodology is a sequential procedure and method to be adopted in a systemic study". This chapter deals with the sources of data, sampling population, tools and process of data collection, and limitations of the study.

2.1 Sources of Data

In the process of this study, the researcher has used two sources of data, i.e. primary sources of data and secondary sources of data

2.1.1 Primary Sources of Data

The researcher used the primary data to carry out the study. The primary sources for collecting the data were the responses made by the students from four different public schools in Kathmandu District. The primary data of the study was collected through the administration of tests.

2.1.2 Secondary Sources of Data

The secondary sources for collecting the data were different books, articles, reports and other submitted theses which support the research topic.

2.1.3 Sampling Procedure

The sample population was consisted of Grade 10 students of four different schools. The researcher administered the tests to all together 100 (hundred) students both boys and girls, 25 students from each selected school. Those schools were randomly selected from, Kathmandu district. All those schools were public schools. The researcher administered the tests using the same test-tasks to all the students.

2.2 Tools for Data Collection

Test tasks were the main tools to collect the data for this study. The researcher consulted English text books for grade 9 and 10, English work books (Rai, 1999 and Yadav, 2001) for grade 9 and 10, English test book (Rai, 1999) and some other books to design the test tasks. Those test- tasks were consisted of letter writing activities. Each task carried equal marks. Each task was related to subjective question only. So, the final test designed to administer among the students of Grade 10 contained five letter writing exercises. The altogether full marks was 100, 20 for each item. The main purpose of this task was that the researcher would find the writing ability in using mechanics and writing letters using formal and informal language according to the type of letter. One and half an hours' time was allotted for the test.

There were mainly five test tasks which were the tools to collect the data. All of these tools were designed to fine out the letter writing ability of the selected students (see Appendix F). These five tools are given below:

(I)   Task A (letter to a friend):- it carried 20 full marks. This task was designed to find out the students' proficiency in writing informal language. Other items related to layout, spelling, grammar and punctuation marks were also evaluated simultaneously.

(II)   Task B (family letter):- this task was also administered to find out the students' proficiency in using informal language. It also carried 20 full marks. The researcher administered the test thinking that the language used in this task should have been more polished than in task A.

(III)   Task C (business letter):- test items in task c were designed to find out students' proficiency in using formal language. The researcher asked the students to write a business letter ordering some stationery things to their business firm. It also carried 20 full marks.

(IV)   Task D (letter of application):- the main objective of using this tool was also to find out the students' proficiency in using formal language. The researcher asked the students to write an application letter for the post of an

English teacher at secondary level. This task also carried 20 full marks.

(V) Task E (love letter):- the researcher used this tool to find out the most informal language of the students in letter writing. The students were asked to write a love letter to their lover/beloved expressing their love affair. The students were free to use their language. It also carried 20 full marks. Other items i.e. layout, spelling, grammar and punctuation marks were also equally evaluated as in all other tasks.

2.3 Process of Data Collection

The researcher had conducted a "pilot test" before the actual administration of research tools to identify the difficulty level and effectiveness of the research tools including the time limitation. For this purpose, the researcher went to consult the head – teacher of Man Singh Secondary School, Manamaiju V.D.C., Kathmandu. With the help of some teachers of this school, the researcher became able to conduct a test. In this test, twenty (20) students were randomly selected to take part in the exam. The following formula was applied while analyzing the result.

$$P = \frac{R}{N \times FM} \times 100\%$$

Where,

P = Proficiency level

R = Right response (obtained marks) of the total students.

N = Total number of students.

FM = Full marks of the concerned items.

While analyzing the pilot test, the researcher found that each item was answered well. The total proficiency level was 58.20% for each student. So, slight improvements in the real tests were made.

At the time of preparing the research tools the researcher again studied the letter writing activities contained in grade 9 and 10 textbooks. He also paid a particular attention to develop marking scheme. After making the marking scheme, the researcher visited the selected schools. He requested the school authority to help him to conduct the test without any disturbance. He took randomly selected students to a separate room, explained the task and distributed the test-tasks to each student. The tests were administered during the school hours. The researcher gave one and half an hours' time to give the responses of these tasks and ten minuets for checking their own mistakes. Students also attempted all the tasks with in that time. The researcher tried his best to maintain the halo effect. The researcher is debt to the head master and

English teachers of all the selected schools for their kind cooperation in the process of data collection.

2.4 Limitations of the Study

Due to the constraints of time, resources and others the study has been confined to the following limitations:

a. The research was based only on the letter writing activities. The population was confined to altogether100 students, 25 students from each of four selected public schools of Kathmandu district.
b. The study was limited to the Grade 10 students.
c. The tools were limited to find out the students' ability in mechanics and formal and informal use of language.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

The chapter deals with the research findings. It deals with the analysis and interpretation of the data in three different ways. This consists of the letter writing ability of each student from, four different public schools. It also consists of the total letter writing ability of the responses given by the respondents for the test-tasks given to them. As already stated in the previous section, 1 mark was given for sender's address and date, 1 mark for salutation and another 1 mark for subscription. These three items were included in Lay Out format. The second format was Subject Matter. The items coherence, unity, continuity and language use were included in this format. Actually, 2 marks were given for coherence, 2 marks for unity, 2 marks for continuity and 5 marks for language use. Here, the researcher paid more attention to the respondents' language use. The formal and informal language was used by the respondents while writing formal and informal letters. But sometimes some of the students used informal language while writing formal letters. The researcher has thought it as a great mistake of the respondents. Other items that contained the marks were spelling, grammar and punctuation marks. Specifically, 2 marks were given for spelling, 1 mark for grammar and 3 marks for punctuation marks.

While analyzing the marks the analysis was further divided into the following sub- headings.

    3.1   Item-wise analysis

    3.2   School-wise analysis

    3.3   Gender- wise analysis

The schools which were randomly selected in Kathmandu district for the research purpose were as follows:

(I)   Shree Trilingatar Madhyamik Vidhyalaya, Dhapasi, Kathmandu.

(II)   Shree Shivapuri Higher Secondary School, Baluwatar, Kathmandu.

(III)   Shree Nandi Secondary School, Naksal, Kathmandu.

(IV)   Shree Ratna Rajya Higher Secondary School, Old Baneshwor, Kathmandu.

3.1 Item-wise Analysis and Interpretation of Total Ability

Item-wise analysis refers to the analysis of an item at a time. Here, five different kinds of letters are analyzed in different ways.

Table no.1

Total ability in Task A (whole letter to a friend)

Total Samples	Total Average	Above Average		Below Average	
		No. of students	Percent	No. of students	Percent
100	11.82	62	62	38	38

Table 1 shows the total ability in task A in which the students were asked to write a letter to their friends. Altogether they got 1182 marks. The full marks were 2000 for hundred sample students. The average score obtained by 100 students in that item was 11.82. The table shows 62% of the total students scored above average and 38% of them were below average.

Table no. 2

Total ability in task B (Family letter)

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percent	No. of students	Percent
100	11.22	44	44	56	56

Table 2 shows the total ability in task B in which the students were asked to write a letter to their fathers describing their study and school environment. Altogether they got 1122 marks. The full marks were 2000 for hundred sample students from four different public schools in

Kathmandu district. The average score obtained by 100 students in that item was 11.22. The table shows 44% of the total students scored above average and 56% of them were below average.

Table no. 3

Total Ability in Task C (Business Letter)

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percent	No. of students	Percent
100	9.59	54	54	46	46

Table 3 shows the total ability in task C in which the students were asked to write a business letter ordering some books to their business firm. They got altogether 959 marks. The full marks was 2000, 20 marks for each student. The table shows that 54% of the total students scored above average and 46% of them were below average.

Table no. 4

Total Ability in Task D (Application Letter)

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percent	No. of students	Percent
100	9.59	59	59	41	41

Table 4 shows the total ability in task D in which the students were asked to write an application letter to the headmaster for the post of an English teacher at secondary level. The 100 student altogether got 959 marks. The full marks was 2000, 20 for each student. The table also shows that 59% of the total students scored above average and 41% of them were below average.

Table no. 5

Total Ability in Task E (Writing a Love Letter)

Total Sample	Total Average	Above Average		Below Average	
		No. of students	Percent	No. of students	Percent
100	10.74	59	59	41	41

Table 5 shows the total ability in task E in which the students were asked to write a love letter to their lover/beloved expressing their love affair. The 100 students altogether got 1074 marks. The full marks was 2000, 20 for each student. The table also shows that 59% of the total students scored above average and 41% of them were below average.

3.2 School wise Analysis and Interpretation of Total Proficiency

Table no. 6

Total Proficiency of Four Different Schools in Five Different Tasks

S.No.	Schools' Name	Tasks					Total	Percent
		A(20)	B(20)	C(20)	D(20)	E(20)		
01	Shree Trilingatar adhyamik Vidhyalaya Dhapasi, Kathmandu	292	295	258	267	273	1385	55.4
02	Shree Shivapuri higher Secondary School Baluwatar Kathmandu	298	280	238	240	289	1345	53.8
03	Shree Nandi Secondary School, Naksal Kathmandu	287	274	237	248	251	1297	51.88
04	Shree Ratna Rajya Higher Secondary School Old Baneshwor, kathmandu	305	273	226	204	261	1269	50.76
	Total	1182	1122	959	959	1074	5296	52.96

The above table shows the total ability of 100 students (25 students from each of the schools) in four different government aided public high/ higher secondary schools of Kathmandu district. The table also displays their ability in

70

five different letter writing tasks (letter to a friend, family letter, business letter, application letter and love letter). The table clearly displays that the total ability of the students of Shree Trilingatar Madhyamik Vidhyalaya in letter writing was 55.4%. This school obtained the highest proficiency among the randomly selected schools. On the other hand, the total proficiency of the students of Shree Ratna Rajya Higher Secondary School was 50.76%. This school obtained the lowest proficiency among the selected schools. Thus the students studying at Shree Trilingatar madhyamik Vidhyalaya, Dhapasi were found better than the students of other three schools.

Table no. 7

Total Proficiency of Whole Schools in All Five Different Letter Writing Tasks

Total Sample	Selected Schools	Test Tasks	Total Marks	Percent
100	Four Selected Schools in Kathmandu District	Task A: Letter to a friend	1182	59
		Task B: Family Letter	1122	56
		Task C: Business Letter	959	47.95
		Task D: Application	959	47.95

		Letter		
		Task E : Love Letter	1074	52.35

The above table displays the total proficiency of 100 students in four different government aided public high schools of Kathmandu district. The table also displays their letter writing ability in five different letter writing tasks (letter to a friend, family letter, business letter, application letter and love letter). This table shows that the total letter writing proficiency of the students in task A (letter to a friend) is 59%. Similarly, the proficiency in task B is 56%, in task C is 47.95%, in task D is also 47.95% and in task E is 52.35%. Here, one of the surprising matters is that the total proficiency in formal letter writing tasks (business letter and application letter) is same. In these aspects, letter to a friend contained the highest proficiency among the five different letter writing tasks. Business letter and application letter have the lowest proficiency among them. Both of these items are formal tasks. Thus, the total proficiency of the students in informal letter writing tasks was found better than the total proficiency of the students in formal letter writing tasks.

3.3 Gender wise Analysis

Gender wise analysis refers to whole items (letter to a friend, family letter, business letter, application letter and

love letter) of all schools because the number of girls in every school is lesser than the number of boys.

Table no. 8

Gender–wise Analysis

Total Sample	Number of Gender (boys and girls	Percent	Task A	Task B	Task C	Task D	Task E	Total	Percent
100	Boys (70)	70	870	805	708	710	783	3876	55.37
	Girls (30)	30	312	317	251	249	291	1420	47.33
	Total	100	1182	1122	959	959	1074	5296	52.96

This table displays the total proficiency of 100 students in four different government aided public high/higher secondary schools in Kathmandu district. This table also displays that 70 boys and 30 girls were involved from all four schools. The table shows gender wise proficiency in five different letter writing tasks, i.e. letter to a friend, family letter, business letter, application letter and love letter. The table also shows that the total proficiency of the boys in all selected schools was 55.37% and the total proficiency of the girls in all selected schools was 47.33%. Thus the boys studying in all selected schools were better in letter writing tasks than the girls studying in those schools.

CHAPTER FOUR
SUMMARY, FINDINGS AND RECOMMENDATIONS

4.1   Summary

The main objective of the research study was to find out the letter writing ability of Grade 10 students in order to find out whether the students of Grade 10 are proficient in all kinds of letter writing activities (formal and informal letters) and analyze the responses to find out the difficulty. In the process of research, the researcher prepared five test tasks related to different kinds of letter writing activities. All of the test tasks contained the same full marks, i.e. 20 for each task. After conducting the tests in all four selected schools, the researcher prepared a data and the data was calculated, tabulated and analyzed using descriptive as well as simple statistical technique.

The population of the study consisted of 100 students of Grade 10 in Kathmandu district. In order to find out the difficulty level of test-tasks the researcher had conducted a pilot test in one different school in Kathmandu district. While analyzing the data, the researcher has followed three kinds of techniques, i.e. item wise analysis, school wise analysis and gender wise analysis. After doing analysis of different data, the researcher has found out some conclusions.

4.2 Findings

From the analysis and interpretation of the data, the findings of the present study are summed up as below:

a. The students committed mistakes in the use of sender's address and date. Sometimes they wrote it on left hand side and sometimes on right hand side. Sometimes they wrote address first and sometimes date in beginning.

b. Students committed the least mistakes in salutation part of letter writing. Moreover, they committed the least mistakes in task-E (love letter).

c. Many students obtained less marks in task C (business letter) and in task D (application letter). It reveals that many students are weaker in formal letter writing activities than in informal letter writing.

d. Students committed many mistakes in using punctuation marks. Even if they knew the rules of punctuation marks, they did not pay more attention on it.

e. The letter writing ability of boys in every selected school was found better than that of the girls.

f. The proficiency of the students in salutation, subscription and unity of the language was found satisfactory.

g. The grammatical proficiency of the students was found poor. They committed many errors in subject-verb agreement and prepositions.

h. Researcher found over loaded class in every selected school.

i. Almost all the students were found better in time management skill. They finished all the tasks within provided time.

4.3 Recommendations

On the basis of the findings of the research work, the researcher would like to recommend some pedagogical implications (suggestions):

a. Letter writing activities, especially the formal letter writing should be emphasized while teaching writing skill in secondary level.

b. Integrated teaching may be one of the best techniques to improve competence in the use of punctuation marks and other grammatical items. Integrated practice can be followed to make the students proficient in the use of punctuation marks and other grammatical items in writing skill. Self correction, peer correction or teacher correction can be applied considering the situation.

c. 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, drama writing, different kinds of letter writing and so on.

d. Girls should be encouraged to participate in writing activities. They should also be rewarded for their better performance in writing skill.

e. The school should manage the appropriate size of the class. It means there should be proper ratio between the teacher and students so that the teacher can carry out different practices of writing and correct the students' work.

f. Most of the teachers in our country are untrained. The government should give them different trainings like pre-service training, in-service training, and refreshment training etc. so that they can handle teaching writing effectively.

g. Teachers' teaching load should be reduced so that they can prepare their lessons, make different teaching materials and teach their students effectively.

h. The government should provide different teaching materials, i.e. audio, audio-visual and visual aids to the schools which help to develop the writing skill of the students.

i. The traditional teaching methods should be discouraged. Instead modern, scientific and student centered methods should be used while teaching writing skill.

REFERENCES

Adhikari, M.N. 1999. *An Analysis of Error Committed by Students of Grade Nine in the use of Causative Verb*. An Unpublished M. Ed. Thesis. Kathmandu : Tribhuvan University.

Adhikari, V. 1986.*Difference in Written Correction of English Teacher*. An Unpublished M.Ed Thesis, T.U. Kirtipur.

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.* An Unpublished M.Ed. Thesis. Kathmandu: Tribhuvan University.

Bhattarai,G.R.2001.*A Thematic Analysis of Research Reports*. Kathmandu: Ratna Pustak Bhandar.

Bowen, J. Donald, et.al.1985. *TESOL Techniques and Procedures*, USA: New Bury House Publication.

Bynre, D. 1993. *Teaching Writing Skills*. London and New York: Longman.

Cell, Murica and MC. Intosh. Lois(Eds.), 1989. *Teaching English as a Foreign Language*.United States: Newbury House Publisher.

Chipalu, R. 1995. *A Comparative Study of Proficiency in English Grammar Between Students of the Urban and Rural School in Kathmandu Valley.* An Unpublished Thesis. Kathmandu: Tribhuvan University.

Cowie, A.P.(ed.), 1989. *Oxford Advance Learner's Dictionary of Current English.* Calcutta: OUP.

Cunningsworth, A. 1987. *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann Educational Books Ltd.

Dahal, H.P.1998. *A Study on the Tenses and Aspects on Free Writing of 11th Graders of Selected School of Kathmandu.* An unpublished M. Ed. Thesis. Tribhuvan University: 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.* An Unpublished M.Ed. Thesis. Tribhuvan University: Kathmandu.

Gordan, I., 1978. *Practical Punctuation*. London: Heineman Education Book Ltd.

Guth.1989. *The Writer's Agenda* .USA: Wad Worth Publication Company.

Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman.

Harris, J. 1993. *Introducing Writing*. Penguin Books Ltd.

Heaten, J.B. 1993. *Writing English Language Testing*. London: Longman.

Karki, H.B. 1997. *Comparative Study on the Writing Skill*. An Unpublished M.Ed. Thesis. Tribhuvan University: Kathmandu.

Khatri, L.B. 2001. *The Study of Errors in The Use of Punctuation Marks*. An Unpublished M.Ed. Thesis. Kathmandu: Tribhuvan University.

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.1996. *Practical English Grammar*. Delhi, Oxford University.

Nunan. D.1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Parkinson, T. 2002. *Teaching and Assessing Skills in First Language English*. Cambridge: Cambridge University Press.

Paudyal, H.L.1999. *A Comparative Study of English Language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu*. An Unpublished M.Ed. Thesis. Tribhuvan University: Kathmandu.

Perumal, V. 1990. *The Art of Writing Curriculum Development Quarterly*. Vol. Two. Kathmandu CDC, T.U.

Rai, V.S. Ishwor Shrestha, K.P.Hamal, 1999. *Sprinter English Workbook and Test Book*. Bhudipuran Publication.

Rai, V.S.1998. *ELT Theory and Method and ELT Material and Practice*. Bhirkuti Academic Publication ,Exhibition Road, Kathmandu.

Rai,V.S. Ishwor Shrestha , K.P. Hamal,1999. *Our English Textbook. Grade Nine and Ten*. Sanothimi, Bhaktapur (CDC).

Rana, S.P. 1996. *Measurement and Evaluation in Education*. Kathmandu: Vidharthi Pustak bhandar.

Richards, J.J., Platt and H. Weber, 1985. *Longman Dictionary of Applied Linguistics*. Essex: Longman.

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

Sah, L.N. 2003. *Writing Proficiency of Grade 9 Students*. An Unpublished M.Ed. Thesis, Tribhuvan University: Kathmandu

Sutcliffe, A.J. (ed.) 1999. *Writer's Guide to Style and Usage*. Delhi: Macmillan, India Ltd.

Webester, Webseter's Third New International Dictionary, G. and C. Merriam Company Publishers. Massachusette, USA.

Wood, F.T. 1981. *Current English Usage*. Delhi: Delhi Publication.

Yadav Y.P. et al. 2002. *English Work Book: Grade Nine and Ten*. Vidharthi Pustak Bhandar, Bhotahiti, Kathmandu

APPENDIX A
SHREE MANSINGH SECONDARY SCHOOL
MANAMAIJU, KATHMANDU

THE RESULT OF THE PILOT TEST

S.NO.	STUDENTS' NAME	OBTAINED MARKS					
		TASK A	TASK B	TASK C	TASK D	TASK E	TOTAL
1	Ashish Shrestha	12	9	14	13	12	60
2	Sujan Shrestha	8	11	13	12	9	53
3	Kapil Maharjan	14	12	9	10	11	56
4.	Gopal Bhusal	12	14	8	11	9	54
5.	Sarmila Lama	8	7	9	7	10	41
6.	Krishna Bahadur K.C.	11	12	7	9	13	52
7.	Kamal Prasad Bhandari	10	12	13	11	14	60
8.	Arjun Dhital	8	11	14	12	10	58
9	Surya Narayan Shrestha	12	11	13	14	11	61
10	Narayan bhaktta Shrestha	11	10	7	13	12	53
11	Jamuna Adhikari	9	11	8	12	10	50
12	Bal Krishna Bhattarai	12	13	11	14	13	63
13	Pushpa Aryal	11	10	13	12	9	55
14	Rabindra Joshi	12	8	9	11	10	50
15	Kalpana Shakya	13	11	8	12	11	55
16	Achyut Karki	11	13	10	11	12	57
17	Sapana Shrestha	12	11	9	14	10	56
18	Bishnu Hari Lamsal	13	11	12	7	8	51

19	Akash Sharma	11	14	12	13	11	61
20	Bimala Rai	10	12	9	8	9	48
	Total	223	226	205	226	214	1094
	Percentage	55.75	56.50	51.25	56.50	53.50	54.7

APPENDIX: B
LIST OF STUDENTS' MARKIGNG OF ALL SCHOOLS
APPENDIX – B.1
SHREE TRILINGATAR MADHYAMIK VIDHYALAYA
DHAPASI, KATHMANDU

S.NO.	STUDENTS' NAME	OBTAINED MARKS					
		TASK A	TASK B	TASK C	TASK D	TASK E	TOTAL
1	BIMAL RAJ SHRESTHA	14	13	11	12	13	63
2	JANAK LAL MAHARJAN	12	11	10	11	12	56
3	SUBODH THAPA	13	14	11	12	13	63
4	KISHOR GURUNG	10	12	10	11	12	55
5	ASHOK G.C.	13	10	12	13	11	59
6	SHIV KUMAR REGMI	12	11	9	10	12	54
7	PRANITA KHAREL	9	11	10	8	9	47
8	KABITA LAMA	11	12	11	9	10	53
9	SURENDRA B. K.	13	12	12	10	11	58
10	RAM KUMAR MALLA	12	13	10	11	12	58
11	LALITA DANGOL	8	11	9	10	10	48
12	PRAKASH OLI	13	12	12	11	12	60

13	MANOJ NIRAULA	15	14	13	14	13	69
14	UTTAM GAUTAM	13	12	12	11	12	60
15	HIRA KUMARI PAUDEL	9	11	8	10	11	49
16	SHOVA KARKI	11	12	10	11	10	54
17	GOVINDA BHUSAL	12	14	11	12	12	61
18	BIMALA SITAULA	10	12	9	11	9	51
19	RESHAM THAPA	13	11	10	12	10	56
20	BABURAM KHATIWADA	11	13	12	10	8	54
21	BINOD DAHAL	12	10	11	9	11	53
22	SARMILA POKHAREL	11	9	7	8	9	44
23	HEM LAL YADHAV	13	11	10	11	9	54
24	SOHAN SHRESTHA	12	12	9	10	11	54
25	PREM RAJ	10	12	9	10	11	52

	SAPKOTA						
	TOTAL	292	295	258	267	273	1385
	PERCENTAGE	58.4	59	51.6	53.4	54.6	55.4

APPENDIX – B.2
SHREE SHIVAPURI HIGHER SECONDARY SCHOOL
BALUWATAR, KATHMANDU

S.No.	Students' name	Obtained Marks					
		Task A	Task B	Task C	Task D	Task E	Total
1	Pushpa Raj Pokharel	15	12	10	11	12	60
2	Tika Ram Sharma	13	11	9	12	11	56
3	Ashish Rajbhandari	11	9	12	10	12	54
4	Saroj Pariyar	12	13	10	11	12	58
5	Dinesh Tamang	14	12	11	10	13	60
6	Kamal Raj Dahal	12	11	9	11	12	55
7	Hari Lal Subedi	10	12	8	10	14	54
8	Gokarna Panthi	13	10	9	11	12	55
9	Dharma Raj Lamsal	12	11	12	13	9	57
10	Sanjog Subedi	13	12	11	9	11	56
11	Babita Bhandari	10	11	7	6	9	43
12	Diksha Karki	14	12	11	12	13	62
13	Kumar Lama	13	12	10	11	12	58
14	Santosh Hada	11	14	12	9	10	56
15	Jivan Shrestha	10	12	9	11	12	54
16	Kabita Siwakoti	12	13	10	11	13	59
17	Bandana Bhusal	11	12	9	6	10	48
18	Devid Kumar B.C.	13	11	12	10	13	59
19	Pratiksha Shrestha	10	11	7	6	12	46
20	Binod Pun	14	12	11	9	13	59
21	Bhakta Raj Acharya	12	10	9	11	12	54

22	Laxmi Risal	10	11	8	9	11	49
23	Prem Raj Dhital	12	10	9	11	13	55
24	Chandra Man Gurung	9	7	6	4	8	34
25	Gita Lamichhane	12	9	7	6	10	44
	Total	298	280	238	240	289	1345
	Percentage	59.6	56	47.6	48	57.8	53.8

APPENDIX – B.3
SHREE NANDI SECONDARY SCHOOL
NAKSAL, KATHMANDU

S.No.	Students' name	Obtained Marks					
		Task A	Task B	Task C	Task D	Task E	Total
1	Ayus Sharma	13	11	10	12	11	57
2	Srijana Shrestha	11	9	7	10	10	47
3	Rohit Luitel	9	10	9	8	9	45
4	Chiranjivi Bhattarai	12	11	9	10	11	53
5	Dilli Ram Gautam	14	12	11	11	12	60
6	Pushpa Raj Naupane	11	12	12	10	11	56
7	Rekha Thapa	12	10	8	9	10	49
8	Bimal Balayar	10	11	9	10	10	50
9	Chakra Bahadur Nepali	12	10	11	12	11	56
10	Mani Ram Sapkota	14	12	12	11	9	58
11	Ramesh Baral	13	14	12	10	11	60
12	Suresh Bhandari	15	13	10	12	11	61
13	Samjhana Pyakurel	8	9	7	9	9	42
14	Ishwor Shrestha	11	10	9	10	11	51
15	Mukesh Khatiwada	12	11	10	11	9	53
16	Bipana Malla	10	9	9	8	10	46
17	Gita Rai	6	8	7	6	8	35
18	Biplav Kansakar	14	12	10	11	12	59
19	Saradmani Parajuli	13	11	9	9	10	52
20	Parbati Aryal	9	10	8	9	7	43
21	Sabitra Paudel	11	12	9	8	6	46
22	Sohan Mainali	13	11	10	11	12	57
23	Indra Raj Kafle	12	10	8	10	11	51
24	Indu Shrestha	10	12	10	11	9	52
25	Krishnaman Maharjan	12	14	11	10	11	58
	Total	287	274	237	248	251	1297
	Percentage	57.4	54.8	47.4	49.6	50.2	51.88

APPENDIX – B.4
SHREE RATNA RAJYA HIGHER SECONDARY SCHOOL
OLD BANESHWOR, KATHMANDU

S.No.	Students' name	Task A	Task B	Task C	Task D	Task E	Total
1	Dipendra Basnyet	16	14	12	12	13	67
2	Tilak Khanal	12	13	10	9	11	55
3	Sanjaya Mahat	14	12	9	10	12	57
4	Laxman Shrestha	13	11	10	9	12	55
5	Monika Shrestha	12	10	8	7	9	46
6	Sushma Acharya	11	9	7	9	10	46
7	Sangita Dangol	10	11	8	7	9	45
8	Birendra Karmacharya	12	13	11	10	11	57
9	Dev Prakash Ghimire	14	12	10	9	12	57
10	Ganga Khatri	10	12	11	8	9	50
11	Saroj Singh Thakuri	12	11	10	8	11	52
12	Mamata Dotel	9	10	6	6	9	40
13	Barun Bista	15	13	12	10	12	62
14	Pramod Karnikar	12	10	9	7	10	48
15	Nikhil Sharma	11	9	10	9	10	49
16	Udaya Lama	13	11	9	7	9	49
17	Shash Bahadur Shrestha	8	9	6	4	8	35

18	Sunita Dahal	14	11	10	7	10	52
19	Prabha Kumari Shrestha		9	7	8	11	46
20	Nirmala Luitel	14	10	9	11	12	56
21	Binaya Kumar Nayupane 13	11	10	9	11	54	
22	Pradeep Shrestha	12	11	9	7	10	49
23	Santosh Luitel	14	12	10	9	11	56
24	Sarita Ghimire	10	9	6	4	9	38
25	Suresh Shrestha	13	10	7	8	10	48
	Total	305	273	226	204	261	1269
	Percentage	61	54.6	45.2	40.8	52.2	50.76

APPENDIX – C

LIST OF SCHOOL MARKING

Items	Name of Schools				Total marks	Percentage
	Appendix B1	Appendix B2	Appendix B3	Appendix B4		
Task A letter to a friend	292	298	287	305	1182	59%
Task B family letter	295	280	274	273	1122	56%

Task C Letter	258	238	237	226	959	47.95%
Task D Application Letter	267	240	248	204	959	47.95%
Task E Love Letter	237	289	251	261	1074	52.35%
Total	1385	1345	1297	1269	5296	52.96%
Percentage	55.4	53.8	51.88	50.76	52.96	

APPENDIX -D
NUMBERS OF THE ERRORS COMMITTED BY THE STUDENTS
IN DIFFERENT AREAS OF LETTER WRITING TASKS
(WITH DESCRIPTION OF RESEARCH TOOLS)

Variables	Task A (Letter to a friend)	Task B (Family letter)	Task C (Business letter)	Task D (Application letter)	Task D (Love Letter)	Total	Percentage
Senders' Address and Date	23	18	28	27	13	109	2.29
Salutation	9	13	17	7	6	52	1.09
Subscription	13	21	12	23	7	76	1.6
Coherence	16	32	37	14	16	115	2.42
Unity	26	18	22	14	16	99	2.08
Continuity	32	24	32	13	17	118	2.48
Language Use	13	17	34	27	16	107	2.25
Spelling	257	327	238	321	256	1399	29.45
Grammar	249	323	307	253	284	1416	29.81
Punctuation Marks	336	307	257	256	103	1259	26.50
Total	974	1100	984	955	737	4750	100

APPENDIX - E
THE RESULT OF GIRIS' MARKS

S. No.	Student's name	Obtained Marks					
		Task A	Task B	Task C	Task D	Task E	Total
1	**PRANITA KHAREL**	**9**	**11**	**10**	**8**	**9**	**47**
2	Kabita Lama	11	12	11	9	10	53
3	Lalita Dangol	8	11	9	10	10	48
4	Hira Kumari Paudel	9	11	8	10	11	49
5	Shova Karki	11	12	10	11	10	54
6	Bimala Sitaula	10	12	9	11	9	51
7	Sarmila Pokharel	11	9	7	8	9	44
8	Babita Bhandari	10	11	7	6	9	43
9	Diksha Karki	14	12	11	12	13	62
10	Kabita Sitaula	12	13	10	11	13	59
11	Bandana Bhusal	11	12	9	6	10	48
12	Pratiksha Shrestha	10	11	7	6	12	46
13	Laxmi Risal	10	11	8	9	11	49
14	Gita Lamichhane	12	9	7	6	10	44
15	Srijana Shrestha	11	9	7	10	10	47
16	Rekha Thapa	12	10	8	9	10	49
17	Samjhana Pyakurel	8	9	7	9	9	42
18	Bipana Malla	10	9	9	8	10	46
19	Gita Rai	6	8	7	6	8	35
20	Prabati Aryal	9	10	8	9	7	43
21	Sabitra Paudel	11	12	9	8	6	46
22	Indu Shrestha	10	12	10	11	9	52
23	Monica Shrestha	12	10	8	7	9	46
24	Sushma Acharya	11	9	7	9	10	46
25	Sangita Dangol	10	11	8	7	9	45
26	Ganga Khatri	10	12	11	8	9	50
27	Mamata Dotel	9	10	6	6	9	40
28	Sunita Dahal	14	11	10	7	10	52
29	Prabha Kumari Shrestha	11	9	7	8	11	46
30	Sarita Ghimire	10	9	6	4	9	38
	Total	312	317	251	249	291	1420
	Percentage	52	52.83	41.83	41.5	48.5	47.33

APPENDIX - F

SAMPLE OF QUESTION SHEET
LETTER WRITING TEST
"LETTER WRITING TASKS FOR GRADE 10"

Attempt all questions.

Time: 1.30hrs.

Full mark- 100

Name: ……………………………………………………

Roll No. ………………   Sex ……………

School ……………………………………………………..

Task- A

Suppose you have got a letter from your friend who is interested to come to your town. Now, you reply to this letter telling something about your town.   -20 marks

Task- B

Write a letter to your father describing your study and your school environment.   -20 marks

Task - C

Imagine that you have a bookshop in any place. Write a letter to your business firm ordering some stationery things.   -20 marks

Task-D

Write an application to the headmaster of any secondary school applying for the post of an English teacher at secondary level.   -20 marks

Task-E

Write a letter to your lover/beloved expressing your love affair.

-20 marks