

**PROFICIENCY OF GRADE SIX STUDENTS IN
GUIDED WRITING**

**A Thesis Submitted to The Department of English Language
Education, T.U., Kirtipur, Kathmandu
In Partial Fulfilment for the Master's Degree in
English Language Education**

**By
Niranjan Kumar**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

**PROFICIENCY OF GRADE SIX STUDENTS IN
GUIDED WRITING**

**A Thesis Submitted to The Department of English Language
Education, T.U., Kirtipur, Kathmandu
In Partial Fulfilment for the Master's Degree in
English Language Education**

**By
Niranjana Kumar**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

**T.U. Regd. No. : 18804-94
Second Year Exam
Roll No.: 28240/059**

**Date of Approval of the Thesis
Proposal: 2064-4-23
Date of Submission: 2064-12-17**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Niranjan Kumar** has worked and completed his M.Ed. Thesis entitled "**Proficiency of Grade Six Students in Guided Writing**" from Parsa district under my guidance and supervision.

I recommended this thesis for acceptance.

Date: 2064-12-17

Dr. Shanti Basnyat (Guide)

Professor

Department of English Language

Education

Tribhuvan University

Kirtipur, Kathmandu.

RECOMMENDATION FOR EVALUATION

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

Dr. Chandreshwar Mishra

Reader and Head

Department of English

Language Education

T.U., Kirtipur, Kathmandu

Chairperson

Dr. Shanti Basnyat (Guide)

Professor,

Department of English

Language Education

T.U., Kirtipur, Kathmandu

Member

Mrs. Tapasi Bhattacharya

Reader,

Department of English

Language Education

T.U., Kirtipur, Kathmandu

Member

Date: 2064-12-19

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Shanti Basnyat (Guide)

Professor

Department of English Education

T. U., Kirtipur

Member

Dr. Jai Raj Awasthi

Professor and Chairperson

English and Other Foreign Languages

Education subject Committee

Department of English Education

T. U., Kirtipur

Member

Date: 2064-12-21

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and hearty gratitude to my guraama and thesis supervisor **Dr. Shanti Basnyat**, Professor, Department of English Language Education, for her constant guidance, enlightening ideas, and invaluable suggestions to prepare this thesis. Without her help, co-operation and encouragement I would not have been able to present this thesis in this form.

I am extremely grateful to the scholarly personalities of the Department of English Language Education **Prof. Dr. Shishir Kumar Sthapit** (retired), **Dr. Jai Raj Awasthi**, Professor and Chairperson of English and Other Foreign Languages Education Subject Committee and **Prof. Dr. Tirtha Raj Khaniya** for their and regular inspiration.

Similarly I am heartily grateful to **Dr. Chandreshwar Mishra**, Reader and Head, Department of English Education, T.U. Kirtipur for his encouragement and valuable suggestions to complete this work.

I am equally thankful to **Dr. Anjana Bhattarai**, **Dr. Balmukund Bhandari**, **Mr. Vishnu Singh Rai**, **Mrs. Tapasi Bhattacharya**, **Mr. Bal Krishna Sharma**, **Mr. Prem Bahadur Phyak**, **Mr. Uma Nath Sharma** and other teachers and staff of the Department for showing keen interest and giving constructive suggestions throughout the research work.

I would like to express my sincere gratitude to the Head Masters, English teachers and the students of the selected schools in Parsa district who helped me to collect the data for the study.

I would like to thank my family members for their support and encouragement to this study. And all of my well-wishers who directly and indirectly helped me also deserve thanks for their kind co-operation in this work.

Niranjan Kumar

ABSTRACT

This study attempts to identify and explain the English language writing proficiency of grade six students in guided writing of Parsa district. For this study, 100 students of class six of Parsa district, 20 students, both boys and girls, were randomly selected from each five selected school. In order to collect relevant data, a set of test items was administered to the students. The data were analyzed and findings were determined.

The research proved that the writing skill of boys was found better than that of girl students. Students obtained more marks in parallel writing than other types of guided writing. The writing proficiency of the students of Radha Krishna Chaurasiya Secondary School was found better than the students of other four selected schools.

Chapter one presents the general background of the study, dealing with writing, importance of writing, characteristics of writing states of writing, review of related literature objectives and significance of the study.

Chapter two deals with the methodology adopted in the study that deals with the sources of data, population of the study, sample population, tools of data collection and limitations of study.

Chapter three deals with the analysis and interpretation of the data such as item-wise analysis, school-wise analysis and gender-wise analysis.

Chapter four deals with the findings and recommendations of the study.

Final part of thesis entails bibliography and appendices.

CONTENTS

	Page
<i>Recommendation for Acceptance</i>	
<i>Recommendation for Evaluation</i>	
<i>Evaluation and Approval</i>	
<i>Dedication</i>	
<i>Acknowledgements</i>	
<i>Abstract</i>	
<i>Contents</i>	
<i>List of Table</i>	
<i>Abbreviation</i>	
CHAPTER ONE: INTRODUCTION	1-23
1.1 General Background	1
1.1.1 The English Language	2
1.1.2 English Language Teaching in Nepal	3
1.1.3 Introduction to Writing	4
1.1.4 Capitalization: Some Rules of Capitalization	7
1.1.5 Spelling: Some Rules of Spelling	8
1.1.6 Punctuation: Some Rules of Punctuation	13
1.2 Review of the Related Literature	20
1.3 Objectives of the Study	22
1.4 Significance of the Study	23
CHAPTER TWO: METHODOLOGY	24-26
2.1 Sources of Data	24
2.1.1 Primary Sources of Data	24
2.1.2 Secondary Sources of Data	24
2.2 Population of the Study	24
2.2.1 Sample Population	24

2.3	Tools of Data Collection	25
2.4	Process of Data Collection	25
2.5	Limitations of the Study	26
CHAPTER THREE: ANALYSIS AND INTERPRETATION		27-31
3.1	Holistic Analysis	27
3.2	Item-wise Analysis	28
3.3	School-wise Analysis	30
3.4	Gender-wise Analysis	31
CHAPTER FOUR: FINDINGS AND RECOMMENDATION		32-33
4.1	Findings	32
4.2	Recommendations	33
BIBLIOGRAPHY		34-36
APPENDICES		37-46

LIST OF TABLE

	Page
Table No. 1: Total Proficiency of Whole Schools in Five Different Items	27
Table no. 2: Total Proficiency in item-1	28
Table no. 3: Total Proficiency in item-2	28
Table no. 4: Total Proficiency in item-3	29
Table no. 5: Total Proficiency in item-4	29
Table no. 6: Total Proficiency in item-5	30
Table no. 7 Total Proficiency of five different schools in five different items	30
Table No. 8: Gender Wise Analysis	31

LIST OF ABBREVIATIONS AND SYMBOLS

Asst.	-	Assistant
T.U.	-	Tribhuvan University
B.S.	-	Bikram Sambat
A.D.	-	Anno Domini
E.L.T.	-	English Language Teaching
S.L.C.	-	School Leaving Certificate
I.Ed.	-	Intermediate in Education
U.N.	-	United Nations
M.Ed.	-	Master of Education
P.M.	-	Prime Minister
S.N.	-	Serial Number

CHAPTER: ONE

INTRODUCTION

This chapter deals with the general background, the English language, English language teaching in Nepal, introduction to writing, characteristics of good writing, importance of teaching writing, Rules of capitalization, Rules of Spelling Rules of Punctuation, review of the related literature the objectives of the study and the significant of the study.

1.2 General Background

Language is a voluntary vocal system of human communication , it is the most widely used means of communication through which we can express our ideas, emotions, feelings, thoughts, desires, and so on .we can not think of any social academic and artistic activities going on without language.

Chomsky (1957:13) defines language as "A set of sentences each finite in length and constructed out of a finite set of elements."

According to Sapir (1978:8), "Language is a purely human and non-instinctive method of communication ideas, emotions and desires by means of voluntarily produced symbols"

According to Wardhaugh (1986:1), "Language is what the members of a particular society speak."

Hornby (2000:72) defines language as "The use by human of a system of sounds and words to communicate."

Thus language has been defined variously. No single definition of language is perfect in itself.

1.1.1 The English Language

There are many languages in the world. English is one of them; most people in the world speak English although they are not Englishmen and are not born in England. English is spoken through out the world and is realized as an international language by the UN.

Among the languages spoken in the world, English has been recognized as a widely used language for global communication. In addition to their national languages, now-a-days, most countries around the world have put more emphasis on English language education, realizing that English has played greater role in international trade, technology, education, entertainment and other aspects of social life. Due to this increasing expansion of the scope of English demands learning of it as a second language has also been increasing rapidly. English deserves to be regarded as a world language. "It is the world's most widely spoken language and common means of communication between the people of different nations. One person out of every four on the earth can be reached through English." (Varghese 1989:1). English is the mother tongue of most of the people of Great Britain, Canada, USA and Australia. Indeed, English is supposed to be the passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world.

There are many languages spoken all around the world. Among them English is the one which has greater significance in the present world. It is an international lingua franca. It is the most dominant language in the world. It is one of the six official languages of the United Nations and the means of international communication in south Asia.

1.1.2 English Language Teaching in Nepal

English language was introduced in Nepal with the foundation of Durbar high school in 1854 A.D by the Prime Minister Janga Bahadur Rana. Since the implementation of NESP in 1971 English had been being taught in all school in Nepal as compulsory subject from grade four up to bachelor level. The government has recently (since 2060 B.S) introduced English from class one in public school. However, in private schools, it has been taught from pre-primary level for years.

Learning English is very complex for Nepalese learners. So, they commit many errors. Errors are inevitable in the process of learning a language. It is human nature to make errors. Error is committed by non native speakers/learners at the competence level due to linguistic reasons, which can't be identified and corrected by the learner himself / herself. An error is consistent, regular and uncorrectable. Students/ learners may commit errors in receptive and productive skills in second language learning .Mother tongue interference, over generalization, analogical creation; hyper-corrections and difficulty are the main sources of errors. English language which we have above discussed more is not our mother tongue. Learner of second language; not only at school level but also at campus level commit errors in writing “Guided composition” students may commit errors in the use of tense, spelling, coherence and cohesion.

Most of the students commit grammatical errors in learning second language because they try to convert the structure of second language into the structure of their native tongue .In writing , language should be grammatically correct and contextually appropriate , if not it will be meaningless . So these two aspects are the vital part in writing guided composition.

1.1.3 Introduction to Writing

Writing is an activity by which human beings communicate with one another, transmit their accumulated culture from one generation to another. It is an act of transmitting thoughts, feeling and ideas on paper. Thus, writing conveys meaning through the use of graphic symbol that represent a language. It is productive and expressive skill of language .It manipulates the mechanics, letter and structures into sensible words sentences and paragraph.

“Writing being secondary and dependent of speech makes use of graphic symbols to represents spoken sound” (Richards et al. 1985:313)

Mechanism of writing mainly includes capitalization, spelling and punctuation. Capitalization refers to the correct use of capital letters spelling is to name or write the letters of a word in their correct order to makes a sensible word. Punctuation is one of the graphological devices of writing process such as comma (,), full stop (.), question (?) and colon (:)
etc.

a. Characteristics of Good Writing

Writing is a craft of language to its best possible effect to teachers to delight and to influence an audience to a significant position. But learning this craft to best possible effect is indeed challenging job .In this context, Richards et al. says “learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process that one includes anxiety and frustration in many learners. Yet good writing skills are essential to academic success and requirement for many occupations and professions ” (1985:100)

An effective piece of writing possesses an attractive beginning, a well thought out development of ideas and simulating endings. We can compare the art of good writing with beginning will attract the reader's attention. Good ending will send the reader away satisfied and simulated.

Correct and impressive writing is logical and simple. The logical sentence structure is the best possible sentence structure and the simple word is the right word. Simplicity and directness are the secrets of good writing. But the achievement of simplicity is not so easy. It requires imagination and thought. The following is a short account about the main elements of good writing.

Brevity:

The greatness of a writer lies in his capacity to express his ideas briefly and effectively. Economic writing is efficient writing. Good writing is like a good coin, small in compass but great in value.

Simplicity:

Minimize complexities, embellishment and expressing ideas or thought in natural way is the second characterization of writing.

Clarity:

In a good writing, whatever is written must be absolutely free from ambiguity and should be crystal-clear. Ideas should be presented in clear, orderly, readable, understandable and informative style.

Continuity:

There must be continuity of thought from one word to following word, from one phase to next phase, from one sentence to the other sentence from first paragraph to the following paragraphs and interconnection among chapters.

Free form errors

Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors.

b. Importance of Teaching Writing

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

High school students extensively use the written form of language. They make use of written language in their day to day learning activities. They occasionally write personal or official letters and participate in many writing contests such as essay writing, story writing or poetry writing. Besides, they appear in their unit or monthly tests or final examination and they are required to answer more than 80% of the asked question in writing. In S.L.C. examination answers are required in writing must develop their writing skills to get through S.L.C.

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

1.1.4 Capitalization: Some Rules of Capitalization

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

- a) It is used in the beginning of a sentence.
e.g. He is a student.
- b) It is used in the beginning of all adjectives derived of proper nouns.
e.g. Nepali and Indian.
- c) It is used in the beginning of each fresh line of poetry.
e.g. Tiger! Tiger! Burning bright. In the forest of the night.
- d) It is used for all nouns and pronouns which indicate quality (divine quality).
e.g. Bishnu, He is the God.
- e) It is used to write the 1st person singular pronoun.
e.g. "I"
- f) It is I ,Sutcliffe (ed) (1999:17)
- g) It is used to write the form of interjection.
e.g. Oh! Ram arrives.
- h) It is used with the name of a person, place, day, month and festivals, Wood (1981:24)
e.g. He is Shyam. (Person)
We live in Nepal. (Place)
Today is Monday. (Day)
This is April. (Month)
Sashi shall be here at Dashain and Tihar. (Festival)

1.1.5 Spelling: Some Rules of Spelling

Writing is achieved by correct spelling of individual words. Spelling errors are a nuisance to the reader. 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. The phonological and orthographical form of English language is different. So the listener can not write properly what the speaker says. It is a great problem for learners. Spelling is mainly a mastery of convention.

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

- a) If words of one syllable have one vowel before the ending consonant, the consonant letter is doubled when the suffixes 'ing', 'ed', and 'er' are.
e.g. Hit-hitting,
stop- stopped,
begin- beginning,
recur- recurring,
cut- cutting,
rob- robbing
- b) If words of two or more syllables have one vowel before the ending of consonant, the consonant is doubled while adding suffixes 'ing', 'ed' and so on, Gordan (1978:71).
e.g. befit- befitting, befitted
Refer-referring
Some exceptions:-
Answer+ ed/ing=answered/answering

Orbit+ ed/ing=orbited/ orbiting

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

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

lead+ ing= leading

wood+ en= wooden

weep +ing= weeping

visit+ ed/ing= visited/visiting

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

e.g. cruel + ly = cruelly

some exceptions:-

single+ed= singled

model+ing= modeling

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

some exceptions:-

dye + ing= dyeing

Singe + ing = singeing

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

e.g. hope + ful= hopeful

Immediate + ly = immediately

Some exceptions:-

Argue + ment = argument

Due + ly = duly

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

e.g. agree + ed = agreed

Agree + ing = agreeing

Agree + ment = agreement

- h) Words ending in 'y' following a consonant change the 'y' to 'I' before any suffix except '-ing', Wood (1978:71).

e.g. carry + ed = carried

Marry + es = marries

Mercy + full = merciful

Easy + er = easier

Penny + ness = penniness

Carry + ing = carrying

Hurry + ing = hurrying

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

e.g. grace + ous = gracious

Space + ous = spacious

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

e.g. courage + ous = courageous

Peace + ful = peaceful

- k) When 'full' is added to words the second 'l' is dropped.

e.g. beauty + full = beautiful

- l) Verb ending in 'y' following vowel retain the 'y' before suffix,
Harris (1993:32).
e.g. stay +ed = stayed
stay + s = stays
- m) Verbs ending in s, sh, ch, o, x, z are added suffix 'es' to the verbs,
Gordan (1993:71).
e.g. pass + es = passes
Wash +es = washes
Watch+ es =watches
Go = es = goes
Relax +es= relaxes
Buzz +es =buzzes
- n) Verbs ending in except these (number xii) letters are added 's' so
the verbs, Gordan (1993:61).
e.g. tell+ s =tells
Want + s = wants
Give +s= gives
Grow + s = grows
Exceptions:-
Speak + es = speaks
- o) Any/ Some/No/Every come before body, thing, where which are
gathered with each others, Wood (1981:32).
e.g. Anybody,
Somebody
Everybody
Anything
Everything

Everywhere

Somewhere

- p) One comes after any or some which are gathered.

e.g. Anyone, none (no one x) or (No one x)

Someone

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

e.g. any book (any + noun)

Some books (some + noun)

No boy (no+ nouns)

Every inch (every +noun)

Exceptions: - any + not proper noun, e.g. any Rat

- r) Miscellaneous (mixed sorts; having a various qualities)

e.g. already (all ready x)

Some bodies (amount the number of persons)

can't (can't x)

Of course (of course x)

In fact (infact x)

Meanwhile (mean while x)

Hill side (hillside x)

Otherwise (other wise x)

Tomorrow (to-morrow x)

Therefore (there fore x)

Horseback (horse back x)

Footnote: 'x' means incorrect spelling.

1.1.6 Punctuation: Some Rules of Punctuation

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

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

Full Stop [.]

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

- a) It is mainly used to mark the end of declarative sentences, imperative sentences, statements, commands or indirect questions, Gordon (1978:15).
 - i. Ram and Shyam want to play chess. (Declarative)
 - ii. Sabita has been carrying a research work. (Statement)
 - iii. Open the window. (command)
 - iv. Kalu asked what the title of my research work was. (indirect question)
- b) It is also used to mark after abbreviated forms of the words and initials, (Wood, 1981:50).

- i. M.Ed.
 - ii. P.M.
 - iii. S.M. Sah
- c) It is used to mark a case of personal preference (Wood), 1981:52).
e.g. abbreviated form of doctor is Dr. it can't be written without full stop.
 - d) If a sentence ends with an abbreviated word, this abbreviated word uses the full stop, Gordan (1973:35).

e.g. Uttam reached the top of the world at the top of the Mountain at 11.30 a.m.

Comma (,)

Comma is relatively more difficult to be used. It is used to separate the items in a list of words, phrases or clauses and question tag from the rest of the sentence. It helps to understand the meaning of 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. Sujata bought a book, a pen, a ruler, a pencil and an eraser from stationery yesterday.
- b) It is used to separate question tag from the statement, Karki(1996:21).
e.g. Ramu wrote a story, didn't he?
- c) It is used before direct questions and also inside closing question marks, Khatri (2001:19).
e.g. William Wordsworth says, "Child is the father of man".

"Yes of course," said Hari.

- d) It is used at a particular emphasis and contrast of dramatic effect.
e.g. Finally, the importance of correcting student's error was emphasized.
- e) It is used to mark of the names of persons spoken to addressed directly, Khatri(20:15).
e.g. Good morning, sir.
Jack, come in.
- f) It is used between the independent clauses that are joined by co-ordinating conjunctions (and, but, or, nor).
e.g. Sharan opened the box, and Anu took out the gun.
- g) It is used to separate an introductory or transitional word of phrase from the rest of sentence, Gordan (1978:51).
e.g. In fact, Saroj doesn't even know her name.
- h) It is used with contracted form, Karki (1996:22).
e.g. In fact, Saroj doesn't even know her name.
- i) It is used with non-defining relative clauses which give additional information about the noun in sentence, Gordan (1978:13).
e.g. My mother, who is 55 years old, is having a party on the occasion of her birthday.
Mukesh, who is an intelligent student in his class, is my niece.

Question mark (?)

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

- a) It is used at the end of direct questions, Gordan (1978:14).
e.g. Where did Nilam go yesterday? (Wh question)
Do you play volleyball? (Yes/no question)
- b) It is used in parentheses to express doubt, Harris (1993:51).
e.g. He was born in 2045 (?) and died in 2063.
- c) It is not used after a command or a statement. But when the command is used to ask a question and has a rising intonation while speaking, the question mark is used, Wood (1981:42).
e.g. Will you open the window?
You want a job? (job emphasizes) or (it indicates rising tone)

Exclamation mark (!)

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

- a) It is usually used after interjections.
e.g. Oh! You arrive.
e.g. Alas! She died.
e.g. What a hot day!
- b) It is used after short order, Gordan (1978:51)
e.g. Get out! I don't want to see you again.

Quotation mark (".....")

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

e.g. Dipendra said to me, " Let me speak to him".

- b) It is used to give special emphasis to titles, i.e. title of radio programs and television shows, title of movies, plays, title of books and newspapers or newspaper articles, Harris (1993:25).

e.g. "Rayaman" is a very popular T.V. serial.

e.g. The old woman reads "Mahabharat" everyday.

Apostrophe (')

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

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

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

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

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

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

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

e.g. It was grandmother's 64th birthday.

Colon (:)

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

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

e.g. To err is man: to forgive is divine.

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

e.g. Ram says: "a thing of beauty is a joy forever".

William Wordsworth says, "Child is the father of man".

- c) It is used after the main clause where the following statement illustrates or explains the content of those clauses, Karki (1996:15).
e.g. they stayed inside : it was raining.

Semi-colon (;)

- a) It is used to separate a series of loosely connected clauses, Gordan (1978:45).
e.g. I have no money ; to help him.
- b) It is used to separate co-ordinate clauses joined by conjunction, Gordan (1978:45).
e.g. I have no money ; to help him. ('To' is conjunction)
- c) It is used to separate the main clause, not joined by a conjunction, which are considered so closely connected as to one sentence, Gordan (1978:41).
e.g. If I were a president; I would develop my VDC.

Dash (-)

- a) It is used instead of a colon or semicolon to make the writing more vivid or dramatic, Gordan (1978:19).
e.g. You have been staying with me for months and months-how can I trust you again?
- b) It is used for a break/sudden turn in the middle of a sentence and to mark words in opposition of explanation and to introduce a question, Harris (1993:28).
e.g. Amisha Shah left them all-her family, her relatives and her friends.

Hyphen (-)

- a) It is used to join the parts of a compound word.
e.g. Brother-in-law, hill-garden, bath-room, hill-side, president-chamber.
- b) It is used to divide the words into syllables, Sutcliffe (1999:81).
e.g. un-truth-full-ness
e.g. un-certain

Parentheses [()]

- a) It is used to separate extra information, an after-thought or comment from the rest of the sentence, Harris (1993:58).
e.g. Aruna is gained from heaven (it was all wished) a friend.
- b) It is used to inclose cross-references.
e.g. The title "Introduction" (see on page : 5) gives us clear idea about writing skill.

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

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

There are three kinds of writing guided writing, controlled writing and free composition.

Guided writing is semi-controlled writing activities. It is supplied with information in the form of some clues or points. Students are asked to select the information from the input. Then students use all information correctly in short paragraph. They describe or write something according to the guidelines. It may be notice, note, telegram, dialogue describing picture, parallel writing etc.

1.2 Review of the Related Literature

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 Grade 10 in secondary schools of Katmandu and Doti." The result of the study obviously concluded that students out of the valley were poorer in English language proficiency than those inside the valley.

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

Sapkota (1994) did MA research work on "Developing English writing skill". The result is that more than seventy-nine percentage of the students has poor writing skills.

Karki (1996) did his M .Ed .research on "A Comparative Study on English Writing proficiency between the public and Private Schools of Grade "X". The finding is that the students of the private schools who have been taught in the English medium from the very beginning were

found far better in every aspect than the students of government aided schools.

Poudel (1999) completed his SLED research work entitled "A Comparative Study of English Language Writing, Proficiency of the Students Studying in Higher Secondary Schools of Gulmi and Katmandu District". The findings of this research are that the students of capital city were better than that of the rural areas .The study further shows that boys of the higher secondary level were weaker in English writing proficiency than the girls.

Bhattarai (2001) carried out a study on "The use of punctuation in free writing". The finding of this study was only one part of punctuation. Students used altogether thirteen items of punctuation mark. Only eleven items punctuation were found to be erroneously.

Gautam (2002) in his research entitled "Proficiency in the Use of Dictionary" has found out the proficiency of Master level students in using monolingual English dictionary".

Upadhya (2003) has undertaken a research on "The proficiency of the Students in using a Monolingual English Dictionary ".He has compared the proficiency of the proficiency certificated level students of two separate streams (i.e.I.Ed.and I.A.) in the use of dictionary. He has found that the students of I.A. were better in dictionary use than the students of I.Ed.The students of Morang district were more proficient than the students of Jhapa district. Similarly, the boys were better than the girls.

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

Ghimire (2005) conducted a research entitled "Errors Committed by twelfth graders in writing free composition." He found that the students committed the highest number of errors in agreement and the lowest number of errors in tense.

Bharati (2007) carried out a study on "Comparing speaking and writing ability of grade ten students". He found that government students were better in writing ability than in speaking ability in the English language. Students were less proficient in speaking than writing.

Kafle (2008) carried out a study on "Proficiency in guided writing". He found that the writing proficiency of the students of private schools was found better than the students of public schools.

This research is directly related to the guided writing of grade six that students' should possess. So I opine that it will help English language teachers, school supervisors, curriculum designers, but it is particularly fruitful to the students and teachers who learn and teach English of grade six. Thus, it will be useful to the concerned professional in the field to teaching English as a foreign language.

1.3 Objectives of the Study

The main aim of this study is to find out the proficiency in guided writing of grade six students in Parsa district. The specific objectives are as follows:

- i. To find out the students' proficiency in guided writing.

- ii. To compare their proficiency in term of item, school and gender.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

This study "The Proficiency of Grade Six Students in Guided Writing" will be significant mainly for teachers because they are the people who are directly concerned with English course and students studying in grade six. They are the people who can develop remedial classes or materials. This study will also be significant for materials developers who prepare remedial courses. It will also help the course designers and text book writers to design and write better course and text books.

CHAPTER: TWO

METHODOLOGY

A systemic research study needs to follow proper methodology to achieve the pre-determined objectives. In this chapter, sources of data, population of the study, sample population, tools of data collection, process of data collection and limitations of study have been dealt with.

2.2 Sources of Data

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

2.2.1 Primary Sources of Data

The primary sources of data collection for this research were the students of grade six.

2.1.2 Secondary Sources of Data

The researcher went through different relevant and useful materials like the curriculum, text-books of grade six, teaching manual, different books of grammar, dictionary, journals, government publications, reports, previous theses, articles etc. in order to be familiar with the concurred work.

2.2 Population of the Study

The population of the study was grade six students of Parsa district. The study was based on hundred informants to elicit writing proficiency.

2.2.1 Sample Population

Five schools were selected. Twenty students, both boys and girls from each school were selected randomly. The school's names are as given below.

- i. Shree Kali Prasad Lakhe Secondary school, Langadi, Parsa
- ii. Shree Radha Krishna Chaurasiya Secondary School, Bahuwarwa, Parsa
- iii. Shree Janta higher Secondary school, Badnihar, Parsa
- iv. Shree Nepal National Secondary school, Solakhpur, Parsa
- v. Shree Nepal National Secondary school, Mahuwan, parsa

2.3 Tools of Data Collection

The researcher used a test item consisting of five questions to collect data from the students. The tasks were (i) read the following text and produce another similar text. (ii) read the following hints and make a complete text (iii) write a story using the following hints (iv) read the following text about Nepal and produce another similar text about India (v) complete the following dialogue from Prakriti's side. Those items of guided writing were chosen on the basis of the lower secondary level syllabus.

The informants were allowed to use their own vocabulary and structures appropriately where possible but they were controlled in terms of meaning or message or content. The test items were administered to all together 100 students, both boys and girls, 20 students from each selected school. The full marks were fifty and two hours time was allotted for the test.

2.4 Process of Data Collection

For collecting the relevant data and responses required for this work the researcher has adopted the following producers:

- i. Five schools of Parsa districts were visited with official letters from the Department of Education T.U. Kirtipur.

- ii. English teachers and administrators were contacted in the selected schools of Parsa district.
- iii. In order to identify the writing proficiency of the students, they were asked to sit for the writing test. For this, each student was provided individual question paper and writing sheet. The students were allowed only two hours for the test. The weightage of the test was fifty.
- iv. After two hours the researcher collected the answer sheets and thanked them.

2.5 Limitations of the Study

The researcher attempted to carry out the tasks taking the following limitations:

- i. The study was limited to 100 students, 20 students from each selected five schools of Parsa district.
- ii. The population of the study was the grade six students, both boys and girls, from the selected schools.
- iii. The medium of writing skill was based on the guided writing.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

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

- 3.1 Holistic analysis
- 3.2 Item-wise analysis
- 3.3 School-wise analysis
- 3.4 Gender-wise analysis (boys and girls)

3.1 Holistic Analysis

Holistic analysis refers to the analysis of whole schools in five different items.

Table No. 1
Total Proficiency of Whole Schools in Five Different Items

Total Sample	Selected Schools	Set items	Total Marks	Percentage
100	Five selected schools in Parsa district	Item-1	505	72.14
		Item-2	575	57.5
		Item-3	547	54.7
		Item-4	591	65.66
		Item-5	558	39.85
Total			2776	55.52

The above table displays the total proficiency of 100 students in five different government schools of Parsa district. The average total proficiency of the hundred students was 55.52 percent. The table also displays their proficiency in five different items. This table shows that the

total proficiency of the students in all schools obtained 72.14% in item 1, 57.5% in item 2, 54.7% in item 3, 65.66% in item 4, 39.85% in item 5. In these aspects item 1 was the highest proficiency among them. Thus the total proficiency of the students in item 1 was found better than other items and the total proficiency of the students in item 5 was found worse than other items.

3.2 Item-wise Analysis and Interpretation of Total Proficiency

Item-wise analysis refers to an item at a time.

Table No. 2
Total Proficiency in Item-1

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percent	No. of Students	Percent
100	5.05	32	32	68	68

Table 1 shows the total proficiency in item 1 in which students were asked to produce a similar text on the basis of the given text applying the correct punctuation marks. The average score obtained by 100 students in that item was 5.05. The table shows 32% of the total students scored above average and 68% of them scored below average.

Table No. 3
Total Proficiency in Item-2

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percent	No. of Students	Percent
100	5.75	70	70	30	30

Table 2 shows the total proficiency in item 2 in which students were asked to complete a text with given hints applying the correct

punctuation marks. The average score obtained by 100 students in that item was 5.75. The table shows 70% of the total students scored above average and 30% of them scored below average.

Table No. 4

Total Proficiency in Item-3

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percent	No. of Students	Percent
100	5.47	67	67	33	33

Table 3 shows the total proficiency in item 3 in which students were asked to write a readable story on the basis of the given hints applying the correct punctuation marks. The average score obtained by 100 students in that item was 5.47. The table shows 67% of the total students scored above average and 33% of them scored below average.

Table No. 5

Total Proficiency in Item-4

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percent	No. of Students	Percent
100	5.91	69	69	31	31

Table 4 shows the total proficiency in item 4 in which students were asked to produce a similar text on the basis of the given text applying the correct punctuation marks. The average score obtained by 100 students in that item was 5.91. The table shows 69% of the total students scored above average and 31% of them scored below average.

Table no. 6
Total Proficiency in Item-5

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percent	No. of Students	Percent
100	5.58	51	51	49	49

Table 4 shows the total proficiency in item 4 in which students were asked to complete an incomplete dialogue from Prakirti's side. The average score obtained by 100 students in that item was 5.58. The table shows 51% of the total students scored above average and 49% of them scored below average.

3.3 School-Wise Analysis and Interpretation of Total Proficiency

Table No. 7
Total Proficiency of five different schools in five different items

S.N.	Schools' Name	Items					Total (1000)	Percent
		1	2	3	4	5		
1	Shree Kali Prasad Lakhe Secondary school, Langadi, Parsa	82	93	75	104	27	381	38.1
2	Shree Radha Krishna Chaurasiyia Secondary School, Bahuwarwa, Parsa	107	133	137	146	168	691	69.1
3	Shree Janta higher Secondary school, Badnihar, Parsa	113	142	148	99	184	686	68.6
4	Shree Nepal National Secondary school, Solakhpur, Parsa	96	111	116	127	152	602	60.2
5	Shree Nepal National Secondary school, Mahuwan, parsa	107	96	71	115	27	416	41.6
Total		505	575	547	591	558	2776	55.52

The above table displays the total proficiency of the 100 students (20 students from each of the schools) in five different government

schools of Parsa district. The table also displays their proficiency in five different items. The table shows that the total proficiency of the students of Shree Radha Krishna Chaurasiya Secondary School, Bahuwarwa, Parsa was 69.1% this school obtained the highest proficiency among the selected schools. On the other hand, the total proficiency of the students of Shree Kali Prasad Lakhe Secondary school, Langadi, Parsa was 38.1%. This school obtained the lowest proficiency among the selected schools. Thus the students studying in Radha Krishna Chaurasiya Secondary School, Bahuwarwa, Parsa were found better than the students of the other four schools.

3.4 Gender Wise Analysis (Boys and Girls)

Gender wise analysis refers to whole items of all schools. The numbers of girls in every school were lesser than the number of boys.

Table No.-8
Gender Wise Analysis

Total Sample	No. of gender boys and girls	Percent	Item 1 (7)	Item 2 (10)	Item 3 (10)	Item 4 (9)	Item 5 (14)	Total obtained	Total percent
100	Boys(73)	73	368	416	396	454	417	2051	56.19
	Girls(27)	27	137	159	151	137	141	725	53.7
Total			505	575	547	591	558	2776	55.52

The above table displays the total proficiency of 100 students in five different government schools of Parsa district. This table also displays 73 boys and 27 girls in all schools. The table shows gender wise proficiency in five different items. The table also shows that the total proficiency of the boys in all schools obtained 56.19% and the total proficiency of the girls in all schools obtained 53.7%. Thus the boys studying in all schools were better than the girls studying in all schools.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATION

This chapter consists of two conclusion parts of research work findings and recommendations.

4.1 Findings

- i. It term of holistic analysis. The total proficiency of the students was good in guided writing. The average total proficiency was 55.52 percent.
- ii. In term of item-wise analysis
 - (a) The students' proficiency in item 1 was the highest. The total proficiency in this item was 72.14 percent.
 - (b) The students' proficiency in item 5 was the lowest. The total proficiency was 39.85 percent.
- iii. In term of school-wise analysis
 - (a) The students of Radha Krishna Chaurasiya Secondary School was better than the students of other four schools. The average total proficiency of the students of this school was 69.1 percent.
 - (b) The students of Kali Prasad Lakhe Secondary School was worse than the students of other four schools. The average total proficiency of the students of this school was 38.1 percent.
- iv. The writing proficiency of the boys in each selected school was found better than the writing proficiency of the girls.

4.2 Recommendations

1. The guided writing activities should be practised with regular correction.
2. Dialogue writing was very much difficult for most of the students. So dialogue writing activities should be practised with regular correction.
3. Boys' proficiency was better than the girls' proficiency. So girls should be encouraged to practise the guided writing activities.
4. More exercises of guided writing should be included in the textbook.

BIBLIOGRAPHY

- Adhikari, M.N. 1986. *An Analysis of Error Committed by Students of Grade Nine in the use of Causative Verb*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Bharati, T.B. 2007. *Comparing Speaking and Writing Ability of Grade Ten Students*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Bhattarai, G.R. 1993. *Methods of Teaching English*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G.R. 2005. *A Thematic Analysis of Research Reports*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, Y. B. 2001. *The use of punctuation in the free writing*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Bynre, D.1993. *Teaching Writing Skills*. London and New York: Longman.
- Chomsky, N. 1957. *Syntactic Structures*. The Hague: Mouton
- Dangol, P.P 2004. *Errors Committed by Tenth Grades in Writing Guided Composition*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Gautam, R. B. 2002. *Proficiency on the use of Dictionary*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Ghimire, N.R. 2005. *Errors Committed by Twelfth Grades in Writing Free Composition*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Giri, R.A. 1981. *A Comparative Study of English Language Proficiency of the Students Studying in Grade Ten in Secondary School of Doti*

- and Kathmandu District.* An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Gordan, I., 1978. *Practical Punctuation.* London: Heineman Education Book Ltd.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching.* London: Longman.
- Harris, J., 1993. *Introducing Writing.* Penguin Books Ltd.
- Heaton, J. B. 1993. *Writing English Language Testing.* London: Longman.
- Hornby, A. S. 2000. *Oxford Advanced Learner's Dictionary of Current English.* Oxford: OUP.
- Kafle, C.L. 2008. *Proficiency in guided Writing.* An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Karki H. B., 1996. *A Comparative study on English Writing proficiency between the Public and Private Schools of Grade X.* An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Karki, H.B. 1996. *Comparative Study on the Writing Skill.* An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Khatri, L.B., 2001. *The Study of Errors in the Use of Punctuation Marks,* An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Kumar, R. 1996. *Research Methodology.* New Delhi: SAGE/ Publication.
- Paudel, H.L. 1999. *A Comparative Study of English Language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu District.* An Unpublished M.Ed. Thesis. Kathmandu: T.U.

- Rai, V.S.. 1998. *ELT Theory and Method and ELT Material and Practice*. Kathmandu: Bhirkut Academic Publication.
- Richards, J. et al. 1985. *Longman Dictionary of Language and Applied Linguistics*. London: Longman.
- Richards, J. 1974. *Error Analysis*. London: Longman.
- Sapir, E. 1978. *Language*. London: Grandada Publishing Ltd.
- Sapkota, J. L. 1994. *Developing English writing skill*. An Unpublished M. A.Thesis: T. U., Kirtipur, Kathmandu.
- Sthapit, S.K. 1984. *A Course in General English*. Faculty of Education, Kathmandu: T.U.
- Sutcliffe, A.J. (ed.), 1999. *Writers Guide to Style and Usage*. Delhi Macmillan, India Ltd.
- Upadhyaya, S. N. 2003. *The Proficiency of the Students in Using a Monolingual Dictionary*. An Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Ur, P. 1997. *A Course in Language Teaching Practice and Theory*. Cambridge: CUP.
- Verghese, C.P. 1989. *Principles of Teaching English*. New Delhi: Vikas Publishing House, Pvt. Ltd.
- Wardhaugh, R. 1986. *An Introduction to Sociolinguistics*. Cambridge: Basil Blackwell.
- Wood, F.T. 1981. *Current English Usage*. Delhi Publication.

APPENDIX-A

LIST OF STUDENTS' MARKING OF ALL SCHOOLS

Shree Kali Prasad Lakhe Secondary School, Langadi, Parsa

S.N.	Name of students	Items					Total marks (50)
		Item 1 Obtained marks (7)	Item 2 Obtained marks (10)	Item 3 Obtained marks (10)	Item 4 Obtained marks (9)	Item 5 Obtained marks (14)	
1	Bikash K. patel	4	5	6	7	10	32
2	Rajan Kumar	5	4	5	6	3	23
3	Gobind Patel	5	3	6	7	1	22
4	Prasant Kumar	3	0	4	3	0	10
5	Punam Kumari	5	6	5	7	0	23
6	Rabita Kumari	5	5	6	7	0	23
7	Sabitri Gupta	5	6	6	5	0	22
8	Manika Gupta	4	5	0	4	0	13
9	Krishna Kumar	4	4	0	0	0	8
10	Ravi Patel	5	4	6	7	0	25
11	Saroj Patel	3	6	3	7	0	19
12	Ajay Patel	6	5	6	5	0	22
13	Kanahiya Sah	0	0	2	0	0	2
14	Purshotam Kumar	4	6	2	2	3	17
15	Rambabu Kumar	5	6	6	6	0	23
16	Shakti Kumari	5	6	5	7	0	23
17	Chandan Kumar	4	4	0	5	0	13
18	Jitendra Kumar	5	5	0	6	0	17
19	Shivbalak Kumar	0	6	0	6	0	12
20	Roshan Patel	5	7	7	7	10	36
Total		82	93	75	104	27	381
Percent		58.57	46.5	37.5	57.77	9.64	38.1

**Shree Radha Krishna Chaurasiya Secondary School, Bahuwarwa,
Parsa**

S.N.	Name of students	Items					Total marks (50)
		Item 1 Obtained marks (7)	Item 2 Obtained marks (10)	Item 3 Obtained marks (10)	Item 4 Obtained marks (9)	Item 5 Obtained marks (14)	
1	Sajan Kshetri	5	6	8	8	12	39
2	Rajaram Chauhan	5	7	8	8	12	40
3	Shreeram Kumar	5	6	3	8	6	28
4	Jaya Kumari	4	6	7	6	7	30
5	Shrikanti Kumari	5	8	7	5	6	31
6	Anil Gupta	6	8	9	8	13	44
7	Manju Kumari	3	0	5	7	8	23
8	Priyanka Kumari	6	8	7	8	11	40
9	Uttam Kumar	5	7	6	7	8	33
10	Raj Kumar	6	8	7	8	11	40
11	Amrita Kumari	5	8	7	8	12	40
12	Phool Mahammad	5	7	8	7	0	27
13	Ijhar Hawari	6	7	8	8	12	41
14	Dipendra Kumar	5	7	8	2	0	22
15	Raj Chauhan	6	7	9	8	12	42
16	Manish Kumar	6	6	7	8	11	38
17	Rajak Miya	6	7	8	8	10	39
18	Skur Miya	6	6	0	8	2	22
19	Rekha Kumari	6	7	7	8	11	39
20	Punam Kumari	6	7	8	8	4	33
Total		107	133	137	146	168	691
Percent		76.4	56.5	68.5	81.1	60.3	69.1

Shree Janta Higher Secondary School, Badnihar, Parsa

S.N.	Name of students	Items					Total marks (50)
		Item 1 Obtained marks (7)	Item 2 Obtained marks (10)	Item 3 Obtained marks (10)	Item 4 Obtained marks (9)	Item 5 Obtained marks (14)	
1	Phoolmaya Basnet	6	8	8	0	10	32
2	Bidhya Bharati	5	6	8	7	10	36
3	Sanam Kumari	6	8	9	8	11	42
4	Anju Dhakal	5	6	7	8	12	38
5	Amrita Gautam	5	6	8	8	9	36
6	Nabin Acharya	7	8	9	8	10	42
7	Anil Chaudhary	6	8	7	8	11	40
8	Tejendra Paudel	5	6	7	8	10	36
9	Sobha Kumari	6	8	8	0	11	33
10	Jhalak Paudel	6	7	8	8	12	41
11	Bikash Pandey	6	8	8	6	8	36
12	Ganesh Dhakal	6	6	7	8	11	38
13	Yamuna Paudel	5	6	6	2	4	23
14	Nisha Acharya	6	8	8	7	12	42
15	China Kumari	5	6	8	0	11	30
16	Halimaya Kumari	6	8	8	0	11	33
17	Laxmi Tamang	5	6	5	0	0	16
18	Radha Gewali	6	8	7	0	10	31
19	Santosh Shrestha	5	7	5	5	11	33
20	Archana Kumari	6	8	7	8	0	29
Total		113	142	148	99	184	687
Percent		80.7	71	74	55	65.71	68.7

Shree Nepal National Secondary School, Solakhpur, Parsa

S.N.	Name of students	Items					Total marks (50)
		Item 1 Obtained marks (7)	Item 2 Obtained marks (10)	Item 3 Obtained marks (10)	Item 4 Obtained marks (9)	Item 5 Obtained marks (14)	
1	Basirudin Ansari	5	6	7	7	8	33
2	Neelam Rai	5	6	6	0	2	19
3	Sunita Shrestha	5	3	0	0	0	8
4	Sanju Thakur	5	7	7	8	10	37
5	Krishna Bahadur	5	6	6	8	5	30
6	Rabin Devkota	5	6	6	8	7	32
7	Sagar Sunuwar	6	8	7	9	10	39
8	Gori Basyal	5	0	6	7	10	28
9	Sandeep Gurung	5	3	6	7	10	31
10	Rustam Ansari	5	6	7	8	10	36
11	Sulochana Sah	5	6	6	7	8	32
12	Seetal Kherel	5	6	6	8	11	36
13	Sobha Khadka	5	3	0	0	0	8
14	Abinash Kumar	5	6	7	7	9	34
15	Niranjana B.K	5	7	7	7	7	33
16	Raju Adhikari	5	6	7	8	8	34
17	Binay Bhujel	5	7	6	7	10	35
18	Sushil Dhital	0	6	6	6	9	27
19	Dharmendra M.	5	6	6	8	10	35
20	Sabitri Pajiyar	5	7	7	7	8	34
Total		96	111	116	127	152	601
Percent		68.57	55.5	58	70.5	54.28	60.1

Shree Nepal National Secondary School, Mahuwan, Parsa

S.N.	Name of students	Items					Total marks (50)
		Item 1 Obtained marks (7)	Item 2 Obtained marks (10)	Item 3 Obtained marks (10)	Item 4 Obtained marks (9)	Item 5 Obtained marks (14)	
1	Sanjay Mahato	5	6	0	8	0	19
2	Abhisek Kumar	5	5	7	6	2	25
3	Gauri Kumari	5	6	0	4	0	15
4	Pardeshi Majhi	5	5	2	0	0	12
5	Awadhilal Paswan	4	3	3	6	0	16
6	Binesh Ram	6	3	0	8	2	19
7	Ajesh Paswan	5	4	5	8	0	22
8	Babita Kumari	5	4	0	7	2	18
9	Bijay Kumar	6	3	4	8	0	21
10	Rajesh Ram	5	4	3	8	2	22
11	Shrawan Sah	5	4	4	4	0	17
12	Sidhanta Kalwar	5	4	4	3	0	16
13	Raj K. Patel	6	7	6	8	3	30
14	Arbinda Yadav	6	5	6	7	0	24
15	Sanjeev Giri	6	6	7	0	4	23
16	Abhyas Kumar	6	8	2	8	2	26
17	Sandeep Yadav	5	6	2	7	5	25
18	Rambalak Yadav	6	4	7	0	2	19
19	Aklesh Kumar	5	6	6	8	0	25
20	Kishori sah	6	4	3	7	3	23
Total		107	96	71	115	27	417
Percent		76.42	48	35.5	63.8	9.6	41.7

APPENDIX-B

LIST OF SCHOOLS' MARKING

Items	Name of schools					Total marks	Percent
	Appendix A-1	Appendix A-2	Appendix A-3	Appendix A-4	Appendix A-5		
Item-1	82	107	113	96	107	505	72.14
Item-2	93	133	142	111	96	575	57.5
Item-3	75	137	148	116	71	547	54.7
Item-4	104	146	99	127	115	591	65.66
Item-5	27	168	184	152	27	558	39.85
Total	381	691	686	602	416	2776	55.52
Percent	38.1	69.1	68.6	60.2	41.6	55.52	

APPENDIX-C

The Result of Girls Marks

S.N.	Name of students	Items					Total marks (50)
		Item 1 Obtained marks (7)	Item 2 Obtained marks (10)	Item 3 Obtained marks (10)	Item 4 Obtained marks (9)	Item 5 Obtained marks (14)	
1	Phoolmaya Basnet	6	8	8	0	10	32
2	Sanam Kumari	6	8	9	8	11	42
3	Anju Dhakal	5	6	7	8	12	38
4	Amrita Gautam	5	6	8	8	9	36
5	Sobha Kumari	6	8	8	0	11	33
6	China Kumari	5	6	8	0	11	30
7	Laxmi Tamang	5	6	5	0	0	16
8	Radha Gewali	6	8	7	0	10	31
9	Archana Kumari	6	8	7	8	0	29
10	Jaya Kumari	4	6	7	6	7	30
11	Srikanti Kumari	5	8	7	5	6	31
12	Manju Kumari	3	0	5	7	8	23
13	Priyanka Kumari	6	8	7	8	11	40
14	Amrita Kumari	5	8	7	8	12	40
15	Rekha Kumari	6	7	7	8	11	39
16	Punam Kumari	6	7	8	8	4	33
17	Rabita Kumari	5	5	6	7	0	23
18	Sabitri Sharma	5	6	6	5	0	22
19	Manika Gupta	4	5	0	4	0	13
20	Punam Gupta	5	6	5	7	0	23
21	Babita Kumari	5	4	0	7	2	18
22	Gauri Kumari	5	6	0	4	0	15
23	Sabitri Pajiyar	5	7	7	7	8	34
24	Shobha Khadka	5	3	0	0	0	8
25	Sulochana Sah	5	6	6	7	8	32
26	Gori Basyal	5	0	6	7	0	18
27	Sunita Shrestha	5	3	0	0	0	8
Total		137	159	151	137	141	727
Percent		72.48	58.88	55.92	56.37	37.3	53.85

APPENDIX D

MARK SCHEME FOR WRITING TEST

Item – 1 :	- Spelling	– 1 marks
	- Grammar	– 1 marks
	- Punctuation	– 1 marks
	- Subject matter	– 4 marks
	Total	– 7 Marks

Item – 2 :	- Spelling	– 1 marks
	- Grammar	– 1 marks
	- Punctuation	– 2 marks
	- Subject matter	– 6 marks
	Total	– 10 marks

Item – 3 :	- Spelling	– 1 marks
	- Grammar	– 1 marks
	- Punctuation	– 2 marks
	- Subject matter	– 6 marks
	Total	– 10 marks

Item – 4 :	- Spelling	– 1 marks
	- Grammar	– 1 marks
	- Punctuation	– 2 marks
	- Subject matter	– 5 marks
	Total	– 9 marks

Item – 5 :	- Spelling	– 2 marks
	- Grammar	– 2 marks
	- Punctuation	– 2 marks
	- Subject matter	– 8 marks
	Total	– 14 marks

APPENDIX-E
SAMPLE OF QUESTION SHEET

Writing Test Assigned to The Students of Grade Six

Name: _____ Time: Two hours
School: _____ Full mark: 50
Sex: _____

1. Read the following text and produce another similar text.

Santosh gets up at seven o'clock in the morning his father call him if he does not wake up. He washes his hands and face. Then he has breakfast after this he goes to school on his cycle.

2. Read the following hints and make a complete text.

Pratibha getup 7o'clock bath
breakfast books and copy school
..... 10o' clock 4o'oclock
back from school play dine study
sleep 10 pm.

3. Write a story using the following hints.

A Sailor.....wrecked on an island.....hungry and thirsty
..... coconut trees unable to climb monkeys on a tree
..... throws stones at them monkeys pluck coconuts and throw at
him.

4. Read the following text about Nepal and produce another similar about India.

Nepal is a small country. It's area is 147181 sq.km. There are many high mountains in Nepal. Different races of people with different castes

live in Nepal. There are Brahman, Chhetri, Limbu, Magar, Tamang etc. Nepali is the national language of Nepal. Kathmandu is the capital city of Nepal. There are 5 development regions, 14 zones, 75 districts in Nepal. The brave warriors of Nepal are Amar Singh Thapa, Bhimsen Thapa etc.

5. Read the following incomplete dialogue and complete it from Prakirti's Side.

Roshani: Why didn't you come to school this morning?

Prakirti.....

Roshani: Why did you have to go to the hospital?

Prakirti.....

Roshani: How did she break her ankle?

Prakirti.....

Roshani : How do you take her to the hospital?

Prakirti.....

Roshani: Did you have to pay for the Ambulance?

Prakirti.....

Roshani: Did the doctor plaster her ankle or simply bandage it?

Prakirti.....

Roshani: Is she at home now or in the hospital?

Prakirti.....