CHAPTER ONE
INTRODUCTION

1.1 General Background

Language is fundamentally a means of human communication. Therefore, it is not only essential but also inevitable for human beings to get mastery over a language to survive in the society. Language is a means by which we express our feelings, thoughts, experiences, ideas, desires, emotions, etc. It is a voluntary vocal system of human communication and a versatile tool that people use to fulfill their needs. There is not only a single language spoken in the universe and no human civilization is believed to exist without language.

Language is a means of expressing and sharing facts, ideas, emotions, beliefs and feelings. Language is defined as a system of conventional spoken or written symbols by means of which human beings as members of social group and participants in its culture, communicate. None of the languages is supposed to be superior or inferior as far as communication is concerned. Nevertheless, the English language, considered as an international lingua-france, has dominant role in the world. English, one of the languages of UNO, is thought to be an important medium for the acceleration of technical development and tourism in any country.

In addition to this, the English language is viewed as an asset to get better job, to have higher social status and to improve economical condition. Therefore, the importance of teaching and learning the English language in Nepal should not be overemphasized. English is taught from grade one to Bachelor's level as a compulsory subject in Nepal. English has been taught in private schools from the beginning i.e. nursery. It is also taught as an optional subject from +2/ PCL to Master's level at faculties of education, and humanities and social sciences. The aim of language teaching nowadays is to make the learners able to communicate in target language. Language teaching and learning require all four language skills (listening, speaking, reading and writing). All four

language skills should be developed for a good communication. All skills should be given equal emphasis. Listening and reading, the receptive skills, are the pre-requisite of speaking and writing the productive skills. Without receiving something, one can rarely produce anything.

Listening is the most important and fundamental skill to be developed because speaking is perhaps impossible until something is listened. Speaking, the second language skill in the series of language skills precedes reading. The teaching of speaking is essential in learning a foreign language because the main purpose of learning a FL is to communicate with the speakers of that language and communication is done mainly through speaking. The third language skill is reading skill. It is also said that reading is understanding, interpreting and making sense of a given text. So far as the writing is concerned writing is an act of transmitting thoughts, feelings and ideas from 'up here' in the head to 'down there' on paper. As writing is thinking process in its own right, it depends upon conscious intellectual efforts.

Skill means to do something expertly and well. Writing is one of the most important skills in learning a new language. Writing is very complex process requiring many composite skills viz. mental, psychological, rhetorical and critical. It is a productive skill. It means to manipulate the mechanics of writing, structuring them into sensible words (s), sentence (s) and paragraph(s) in order to make the reader understand, the meaning of such complex effort. Writing is an activity by which human beings communicate with one another, transmit their accumulated culture from one generation to another. Describing its complexity, Nunan(1989) 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 into

cohesive and coherent paragraphs and text (p. 36).

Bhattarai (2006, p. 44) has given the following components of writing skills.

There are three important stages of process of writing. The first stage is 'manipulation' in which the shapes and the graphic marks are manipulated. Here, the learner simply manipulates the shapes of the graphic counterparts of the phonological items in its written form.

The second stage of process of writing is 'structuring' stage in which the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraphs and then forming a text.

The third stage is 'semantic stage' This is the highest level in the process of writing. In this stage, the writer should know the circumstances in which the written communication takes place, and the social purpose which it serves.

Speaking and writing are the two ways through which one can linguistically express ones ideas. Between two, writing is more important as it is permanent

record of one's thoughts, other language skills like speaking and reading are measured through writing. Discussing its nature, Bowen et al.(1985) opine that:

> Writing is more an individual effort than speaking, while at the same time more rule bound and therefore more error prone... The speaker does not have to pronounce each word exactly according to one standard of pronunciation or one model of structure, while the writer is expected to produce according to one model of spelling and usually a reduced range of structures with hundred percent accuracy (p. 253)

As regards to the relation of writing skill with language teaching. Harmer says; "for the point of view of language teaching, therefore, there is often far greater pressure for written accuracy than there is for accuracy in speaking" (1991, p.53). Thus, writing a permanent record for every human affair needs accuracy. While writing a paper, the writer should be aware of the errors in sentence structure, spelling and grammar. No matter how good the content of the paper is, the readers will have problems if they must wade through mistakes.

1.1.1 Writing Skill

Writing language was the product of an agrarian society. These societies were centered around the cultivation of grain. A natural result of the cultivation and storage of grain is the product of beer. The history of writing follows the art of expressing thoughts by letters or other marks. In the history of how systems of representation of language through graphic means have evolved in different human civilization, more complete writing systems were preceded by proto-writing system of ideographic symbols. Writing is superior to other language skills because of its quality of being permanent. It demands conscious and continuous intellectual efforts.

According to Kress (1982), "Writing as an important study shows that speech typically tends to employ, co-ordinating or chaining constructions, while writing tends to employ hierarchically organized structures with embedding at several different levels" (quoted in Harris, 1993, p. 79).

Some points about writing given by Harris (1993) are as follows:
- Speech and writing are different ways of using language understanding the difference is an important part of the teaching of writing.
- Writing used in appropriate ways can help develop thinking and promote learning.
- Research indicates that govern success in second or foreign langauge writing are broadly similar to those governing writing in the mother tongue. Helping pupils understand the purposes and processes of writing should, therefore, be part of every teacher's aim (p. 115).

Rivers (1968, p.243) describes writing as, "a more complicated process when it involves putting in graphic form, according to the system accepted by educated native speakers, combination of words, which might be spoken in specific circumstances, that is, which convey certain elements of meaning."

Writing makes a special contribution to the way people think. It enables us to sort out information and to highlight what is important. It also helps us to learn more effectively and to think critically.

Writing is conveying meaning through the use of graphic symbols that represent a language. It is a skill in which we produce sequences of sentences arranged in a particular order and linked together in certain ways. Our mind is a storage of knowledge. To show our intelligence, we express it by writing. Slowly it comes out with the help of pen on paper. So, writing is like jumping into a freezing lake and slowly coming to the surface.

The art of writing becomes difficult because we are required to write without the possibility of interaction or any feedback. It is a solitary activity. Language

itself is highly favorable to oral communication. This means that there are opportunities during one's speech, to repeat, teach, expand, rephrase or record.

Writing, still holds an important place in examination in many countries. In terms of needs and preparing learners to enter the real world, writing is more difficult to justify than the other skills. However, the school is a micro world of its own, in which writing holds the most important role. Writing helps to solidify the students' knowledge, structure and complements the other skills. Appropriacy can be developed through writing. The goal of writing is to develop the student's ability to write up the point at which written homework can be given.

Writing does not mean only neatness and handwriting. There may be full of many language errors and spelling mistakes. To evaluate students' performance, attention should be paid to various aspects of the written works such as language context, organization and presentation, and should be allocated to each of them.

The person who writes effectively determines his/her success. It is highly necessary to emphasize the teaching of this skill at school. Classroom alone, will not be sufficient. So, some writing tasks can be assigned for homework and the teacher should try to find an efficient way to correct student's work and s/he should produce and exploit appropriate materials for particular kinds of writing lessons.

Out of four language skills, listening, speaking, reading and writing; writing is the last and the most difficult skill, which takes much time to learn. We can achieve it also. So, Margaret Mead says", "Learning to write well takes time and much effort, but it can be done" (as cited in Subedi (2005, p.142). Writing systematically in language presentable before wider audience is demanding skill of writing.

1.1.2 Importance of Writing Skill

Each and every skill has its own specific significance, but writing is the most demanding language skill. Both in educational field and future career one will be judged in part by one's ability to put ideas on paper. It is an art which gives one a chance to be heard and to influence others. Writing is a form of problem solving which involves different processes as generating ideas, discovering a 'voice' with which to write, planning, goal setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. Writing is an art which crosses time and space limitations. In conclusion, writing is the most important part of preparation for academic pursuits. It needs more attention.

Byrne (1988. pp. 6-7) says writing serves a variety of pedagogical purposes:
a.   The introduction and practice of some form of writing enables to provide for different learning styles and needs.
b.   Written work is taken as tangible evidence that they are making progress in the language.
c.   Exposure to the foreign language through more than one medium, especially if skills are properly integrated appears to be more effective than relying on a single medium alone.
d.   Writing provides variety in classroom activities, serving as a break from oral work.
e.   Writing is often needed for formal and informal testing.

Harris (1993, p.10) says, "writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating in initial draft. "

Writing is an art that provides one a chance to know and influence other. The goal of written language is to convey information accurately, effectively and appropriately. It helps to measure the student's mastery of their knowledge. So, it is very much important skill to be taught in the basic school level.

1.1.3 Mechanics of Writing

Writing is a tough activity which includes many skills in order to produce an effective piece of writing. The learner must have the knowledge of mechanical skills, stylistic skills and judgmental skills. Bowen, et al(1985) say that mastery of mechanics of writing and practicing the basic skills are necessary for learners who do not yet write in many language (as cited in Baral (2005, p.133). Under mechanics of writing, the learner should learn the left to right direction of English writing system, upper and lower case letters, rules for capitalization basic spelling patterns, and rules for word and sentence punctuations. Mechanics mainly include capitalizations, spelling and punctuation.

1.1.3.1 Capitalization

Appropriate capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of a quotation and so on are very familiar to us. Some capitalization, however, is matter of style rather than convention. Furthermore, there are certain rules for capitalization as well. Some example are: It is used in all proper nouns, proper adjectives, historical events, periods, documents, days of the week, month, political and social groups, etc.

1.1.3.2 Spelling

The correct, exact and effective communication through writing is achieved by the correct spelling of individual words. Misspelled words make the written script full of errors and difficult to comprehend. The English spelling system is full of irregularities and contradictions. Correct spelling is essential factor of writing. There are some basic rules which can be very helpful for writing and memorizing correct spelling. Let's see some rules as: e.g.

Words ending in 'y' and preceded by a consonant, change the 'y' to 'i' if 'y' is preceded by a vowel.

For example:

     baby-babies

    apply-applying

1.1.3.3 Punctuation

Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper use of punctuation marks help the writer to organize written language and clarify relation between words, phrases and clauses. The different punctuation marks are used for different purposes. The use of punctuation marks is as follows:

a.   Comma (,)

Comma is used to separate the items in list of words, phrases or clauses and question tag from the rest of the sentence. It is used to separate an introductory or transitional word or phrase from the rest of the sentence. For example:

-       Rekha bought a skirt, pant and a bag yesterday.
-       Securing good marks in English literature is very difficult and one should, therefore, labour hard.

b.   Full stop (.)

It is used to mark end of a sentence. For example:

-       Hari is a doctor.
-       Jacob is a tourist guide.

c.   Question mark (?)

It is used at the end of an interrogative sentence and used in parenthesis to express doubt. For example:

-       What are you doing ?
-       She was born in 2001(?) A.D.

d.   Exclamation mark (!)

It is used to express a high degree of happiness, sorrow, anger, surprises or other strong emotions. For example:

-       Hurrah ! we won the match.
-       What a wonderful game they played !

e.   Colon (:)

It is used after a principal clause where the following statement illustrates or explains the content of the principal clause. For example:

-        They left old house: it was ruined.

f.   Semi-colon (;)

It is used to join independent clauses that are not connected with a comma or co-ordinating conjunctions. For example:

-        The sun is rising now; the shadows were long.

g.   Dash (-)

It is used instead of a colon or a semi-colon to make the writing vivid or dramatic. For example:

-        You have been cheating me for years-how can I trust you again ?

h.   Quotation marks (" ")

It is used to enclose direct quotation, dialogue, titles of shorter works such as poems, short stories etc. For example:

-        Bacon said, "Study serves for delight, for ornament, and for ability".

i.   Parenthesis ( )

It is used to enclose cross reference and to separate extra information, an after thought or a comment. For example:

-        Francis Bacon (1561-1626) is known as the father of English essay and modern English pros.

j.   Hyphen (-)

It is used to form a compound word from two other words, from prefix and a proper name, and form two other words which are separated by preposition. For example:

-        Brother-in-law, co-operative etc.

k.   Apostrophe (')

It is used with 's' to indicate the possession. It is used in contracted forms also. For example:

-        The author's, don't (do not) etc.

1.1.4 Characteristics of Good Writing

Writing is an act of using language but it is a very complex task to write clearly and explicitly. Writing is an art that provides one a chance to know and influence others. The goal of written language is to convey information accurately, effectively and appropriately. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. Making a simple and clear piece of writing is difficult from the syntactic and semantic points of view. It requires good imagination and logical sequence of thought. According to Richards (1968, pp.36) some essential characteristics of good writing are introduced as follows:

1.1.4.1 Economy

A good writer must express his ideas briefly and effectively. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing. Good writing is like a gold coin, small in size but precious one.

1.1.4.2 Simplicity

The second quality of good writing is reducing complexities and expressing ideas or thoughts in a natural way. Simplicity and smoothness make writing understandable and readable which never disturb the reader to understand the gist of writing.

1.1.4.3 Clarity

A good writer should not add complications in his/her writing. The writing must be free from ambiguity and should be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts.

1.1.4.4 Continuity

The important factor of good writing is continuity of thought. There should be continuity of thought from one word to another, from one phrase to another, from one sentence to another, from first to second paragraph and from first chapter to next chapter. It should maintain standard from the beginning to the end.

1.1.4.5 Free from Errors

Writing is a permanent code of ones thought or ideas, it must be accurate. Every written piece has to be free from lexical, syntactic, semantic and grammatical errors. A good piece of writing requires examples and illustrations to explain abstract and difficult ideas. Writing involves thinking, planning, assembling, clarifying and organizing processes. The art of writing is based upon one's own mental capacity which is very important for specific subject matter.

1.1.5   Stages of Teaching Writing

Writing is the productive skill in written mode of communication. It is a skill that improves with practice, the writer will become more comfortable and fluent in putting his/her thoughts exactly on paper. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. It is better to go through the following processes while teaching writing skill. The processes of teaching writing are:

1.1.5.1 Planning

Planning is the pre-writing stage. To make teaching writing successful the teacher should prepare an overall plan. The teacher creates a learning context, teaches the new words, familiarizes the content and structure of the lesson and familiarizes the purpose and format of writing to the students. Planning encourages students to write. The following activities provide the learning experiences for students at this stage:

a. **Brainstorming**

It is a widely used and effective way of getting ideas flowing. It involves thinking quickly and without inhibition so as to produce as many ideas as possible in a given topic. It should be free-wheeling, unstructured and non-judgemental.

Brainstorming is a technique of eliciting ideas or information about the topic of writing. It is a process to collect ideas from the students in the form of words, phrases or clauses in random order and write them on the board so as to make the students copy all the ideas.

b. **Consulting resources for information**

In this stage, the teacher encourages the students to think what they know is right or wrong, sufficient or not. The students are encouraged to develop their thought by discussing with each other. They are encouraged to consult various resources to clarify their thoughts and to get some extra necessary data or information.

c. **Making notes**

In this stage, the teacher guides the students in making notes in random order not necessarily in the form of full sentences. Making notes is like using questions: either it is unstructured or it is structured with headings. In unstructured notes, the teacher told the students to write down individually and

ideas that come to mind on the topic concerned without attempting at this stage to organize them.

In structured notes, students themselves nominate headings or categories and then supply information under each heading. This, can subsequently be selected and arranged according to an organizing principle for structuring the text itself.

d.   Organizing notes

In the last stage the students are helped in organizing the ideas or points into a sensible or proper order deciding in which paragraph they are to put.

1.1.5.2 Making an Outline

In this stage, the collected information are organized in proper order. The organized ideas are to be set in certain order and relationship. It might be written in short phrases, incomplete sentences, but must be legible.

1.1.5.3 Preparing the First Draft

According to White and Arndt (1991), the drafting activities make the more from pre-writing activities to actual writing process. The writer based writing is transferred into reader based writing. One important dimension of good writing is that the writer's ability to visualize the audience in terms of level, age, purpose, interest depend on the genre of writing.

1.1.5.4 Revising, Editing and Producing the Final Draft

First draft can never be the final product. The writer can change the words, sentences or even some part of organization. Production of the final copy is the goal of writing. This is post-writing activity in which substitution, addition or deletion can be done.

1.1.6 Process Writing

The process approach treats all writing as a creative act, which requires time and positive feedback to be done well. In process writing, the teacher moves

away from being someone who sets students writing topic and receives the finished product for correction without any intervention in the writing process itself to improve students' writing.

Process writing engages students in the creative process as well as helping them to understand the conventions involved in written communication. This 'enabling' approach involves a collaborative effort between teacher and students, breaking down classroom barriers and engaging both parties as writers and critical readers. White and Arndt (1991) say that focusing on language errors 'improves neither grammatical accuracy nor writing fluency' and they suggest instead that paying attention to what the students say will show an improvement in writing.

The teacher needs to move away from being a marker to reader, responding to the content of student writing more than the form. Students should be encouraged to think about audience: who is he writing for? what does his reader need to know? Students also need to realize that what they put down on paper can be changed. Things can be deleted, added, restructured reorganized etc.

Hedge (1988, pp.21-23) says that the process writing is often described as consisting of three major activities or groups of activities:

1.1.6.1 Pre-writing

Before putting pen to paper, the skilled writer in real life considers two important questions.
a.   What is the purpose of this piece of writing?
b.   Who am I writing this for? This question deals with audience.

1.1.6.2 Writing and Rewriting

The second phase of activity is the writing itself and with good writing this consists of making a first draft. There is a good deal of recycling in the process from planning to drafting, reviewing, re-planning, revising, etc.

1.1.6.3 Editing

The post-writing stage consists of reading through and trying to apply a reader's perspective in order to assess how clearly readers might follow the ideas. The editing process makes the final adjustments and checks accuracy so that the text is maximally accessible to the readers. Writing is a complex process and can lead to learner frustration. Students may also react negatively to reworking the same material; but as long as activities are varied and the objectives clear then they will usually accept doing so. In the long term, you and your students will start recognize the value of a process of a writing approach as their written work improves (Stanley, 2003 as cited in Hedge, 1988, p. 23). Process writing is a move away from students writing to test their language towards the communication of ideas, feelings and experiences.

1.1.7   Steps of Process Writing

According to White and Arndt (1991) process writing involves the following steps:

1.1.7.1 Glimpsing the Process

It is an attempt to recreate the thought processes which underlie a piece of written text. It involves verbalizing thought or thinking aloud as one writes. It helps to reconstruct the thinking that went into the writing and also supply important clues for improving the coherence of the text; it can also give us a fascinating insight into what goes on as we struggle to translate meaning into words.

1.1.7.2 Generating

Generating ideas is clearly a crucial part of the writing process, since writing is primarily about organizing information and communicating meaning. It involves drawing upon long-term memory. The three main kinds of memory stored in this steps are as follows:.

Episodic memory: This memory is related to events, experience and visual and auditory image.

Semantic memory: This semantic memory is related to information, ideas, attitude and values.

Unconscious memory: This memory includes emotions and feelings.

1.1.7.3 Focusing

In this step, discovering main ideas, considering purpose, considering audience and form are focused.

1.1.7.4 Structuring

After focusing, the writer choose ideas and places them in order. S/he scrutinizes the expression and place them properly. Conveying a message through writing is a matter of selecting both factual and linguistic information and arrange them more precisely by structuring it.

1.1.7.5 Drafting

The writer being immersed in phrases painfully consenting it was like darting fish with hooks in their gills, dragged from the depths of an unplumbed pool. Activities in this section make the move from the so called pre-writing stage to actually writing a first draft.

1.1.7.6 Evaluating

It is the assessment of the draft. It is very essential that the language should be understandable and the reasoning should be well maintained. Not only the teacher but also the students themselves have to be their own evaluator. Without a sense of what is wrong with a text, there is little hope of being able to put it rightly.

1.1.7.7 Reviewing

It is the essential part of process writing. In this stage, a new look at what is on the page is quite likely to give rise to more ideas and thoughts. This process requires a sense of judgment - awareness that, all is not quite right with the text.

Reviewing includes checking the context, checking connections, checking divisions, assessing impact, editing, correcting and marking and taking final stock of the product.

1.1.8 Free Writing

Free composition generally refers to free writing. This type of writing is mainly characterized by the students' freedom in selection of vocabulary and structure "Free writing is a way to get some use out of information, and it may very well give you a focus for the rest of hour work on the subject. Sometimes when we find an approach to a subject through brainstorming, free writing unlocks a wealth of ideas to pursue" (Miller and Webb, 1992. p.10). In free writing the writer should not be stopped at the beginning phase. Students are free to think and supply their ideas. S/he can write whatever they like, they should emphasize on quantity rather than quality at the starting phase. After a long practice quantity itself shapes the quality of writing.

Writing free composition requires a careful planning and students should be helped here too. There are certain processes of writing which help the students to write accordingly in a better way. Students can be given explicit information about form, context, audience and purpose of writing.

1.1.9 Action Research

Action research was propounded by Kurl Lewin (1946), for the first time assuming to bridge the gap between the theoretical and the applied research. It is a research conducted by the practitioner to find out and solve the difficulty of the subjects as well as for the feedback for their activities.

As the name suggests, action research comprises two components: action and research. Research is a means to action, either to improve our practice or to take action to deal with a problem or an issue. Action research in normally associated with 'hands on' small scale research projects. Most action research is concerned with improving the quality of service. It is carried out to identify

areas of concern, develop and test alternatives, and experiment with new approaches. Action research seems to follow two traditions. The British tradition tends to view action research as a means of improvement and advancement of practice (Carr and Kemmins, 1986), whereas in the American tradition it is aimed at systematic collection of data that provides the basis for social change (Bogdan and Biklem, 1992, cited in Burns, 2010, p. 27).

Action research is based upon a philosophy or community development that seeks the involvement of community members. Involvement and participation of a community, in the total process from problem identification to implementation of solutions are the two salient features of this research.

Action research is a research which has the primary goals of finding the ways of solving problems by bringing out a practical action in comparison with the research which seeks to discover scientific principles or develop general laws and theories. It is a practical process of identifying, recognizing and solving the problems in a scientific way. It always orients toward the resulted change of certain phenomena, situations or issues.

The major focus of action research in on concrete and practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occurring setting, primarily using methods common to qualitative research (Nunan, 1992, Mckernan 1996) such as observing and recording events and behaviours.

Action research applies a systematic process of investigating practical issues on concerns which arise within a particular social context. The findings and insights that are gained through action research are driven primarily by the data collected by the participants within their specific teaching situations, rather than by theories proposed through investigations which are external to the teaching context, but external to the teaching context, but which may attempt to generalize to that context.

1.1.9.1 Definitions of Action Research

Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethnical framework (Rapoport 1970, p. 499, cited in Burns, 2010, p. 29).

Similarly, Cohen and Manion(1994) write, "Action research is a small -scale intervention in the functioning of the real world, and a close examination of the effects of such intervention" (as cited in Burns, 2010, p. 29).

According to Bogdan and Biklen (1982), "Action research is the systematic collection of information that is designed to bring about social change" (as cited in Burns, 2010, p. 30).

Similarly R.B Burns (1994) States,

> Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioner and laymen (as cited in Burns, 2010, p. 30).

On the basis of above mentioned definitions, we can say that action research is evaluative and reflective as it aims to bring about change and improvement in practice. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

1.1.9.2 Characteristics of Action Research

Action research is carried out to bring changes in the existing situation. It is mostly carried out by the practitioners to improve their current practices and to find out the solution for their immediate classroom problems. Many scholars have defined action research in different ways. They have no any uniform definition of action research and thus the characteristics, to some extent, vary

from one to another definition. Although action research is becoming very significant in language education, it has been defined in a number of ways.

Kember (2002) has listed seven major characteristics of action research. They are as follow:

- Social practice

- Aimed towards improvement

- Cyclical

- Systematic enquiry

- Reflective

- Participative

- Determined by the practitioners (as cited in Norton, 2009, p.54-56)

In the same way, according to Mckernan (1991), characteristics of action research are:

- It is collaborative

- Seeks to understand particular complex social situations.

- Seeks to understand the process of change with in social systems.

- Makes for practical problem solving action as work as expanding scientific knowledge.

- Focuses on those problems that are of immediate concern to practitioners.

- It is participatory.

- It includes evaluation and reflection. (as cited in Cohen et al, 2007, p.299)

According to Richards (2010) , Action research has the following characteristics:

- Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.

- It is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake.
- It can be carried out by an individual teacher or in collaboration with other teacher. (p.171)

On the basis of the above mentioned characteristics, we can state some characteristics of action research as follows:
- It is carried out by the practitioners.
- It is collaborative.
- It aims at bringing change.
- It is practical.
- It has a participatory nature.
- It is a cyclical process.

1.1.9.2 Purpose and benefits of Action Research

The day- to -day activities of teaching normally constitute a sufficiently demanding workload for most teachers, so an appropriate question is, why add research to a teacher's workload? Advocates of action research suggest that this concern reflects a misunderstanding of action research. Because action research is research based on teaching, it is best thought of as adding a research dimension to existing practice as a way to better understand and improve such practice. It is also seeks to re define the role of the teacher by giving teachers the means to set their own agendas for improvement and by shifting the responsibility for change or improvement from an outsider (a school board, a principal, a supervisor, a researcher) to teachers themselves.

As Sagor (1992) comments, "By changing the role of the teachers, we can profoundly change the teaching and learning process in our schools." (as cited in Richards 2010, p.173)

According to Norton (2009) "The fundamental purposes of action research is to systematically investigate one's teaching/learning facilitation practice, with the

dual aim of improving that practice and contributing to theoritical knowledge in order to benefit student learning". (p. 59)

Similarly, Best & Kahn (2008) states "The purpose of action research is to improve school practices and at the same time to improve those who try to improve the practices: to combine the research processes, habits of thinking, ability to work harmoniously with others, and professional spirit. (p.21)

On the basis of the above definitions, the purpose of action research is to improve teaching /learning process in our schools. The teachers who have carried out action research often report significant changes to their understanding of teaching.

1.1.9.3 Steps in Carrying out Action Research

As suggested by Nunan (1992), the followings are the steps to carryout the action research:

i.   Initiation

In this stage, the researcher outlines a problem of classroom teaching. S/he observes the problems of the students in brief. It is a starting point for undertaking some initial action. Here, the researcher gains knowledge by reading books, articles and other materials.

ii.   Preliminary Investigation

In this stage, data is collected through the closer inspection of situation. So the researcher collects the concrete information about the problem which is going on in the classroom. S/he collects the data through detailed observation.

iii.   Hypothesis

In the third step, idea about the possible solution of problem is hypothesized. The hypothesis is also formed about the possible occurrence of the problem.

iv.   Intervention and Treatment

In this step, the regular ongoing classroom activities are interrupted and a new treatment is introduced to bring change in the ongoing state of affairs.

v.   Evaluation

After the treatment, the researcher evaluates whether the students behaviour is improved before and after the intervention and treatment.

vi.   Dissemination

In this steps, the teacher shares the ideas about the findings of the study. The teacher runs a workshop for colleagues and presents papers at the language conference.

vii.   Follow-up

The findings of the study are followed up by the practitioners. Regular way of teaching and learning is changed and the new one is adopted to introduce certain changes in the study.

1.1.10 Process of Data Collection in Action Research

According to Kemmis and McTaggart(1998) action research occurs through dynamic and complementary process, which consists of four essential 'moments' of planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

- develop a plan of critically informant action to improve what is already happening,
- act to implement the plan,
- observe the effects of the critically informed action in the contexts in which it occurs, and
- reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages (Kemmis and McTaggart 1998, p. 10, cited in Burns, 2010, p. 25).

According to Burns (2010) to carry out action research, the researcher has to follow some processes:
- Exploring
- Identifying

- Planning
- Collecting data
- Collecting data
- Analysing/Reflecting
- Reporting and Writing

1.2 Review of the Related Literature

Many articles, reports, theses and books have been written about developing the English writing skill. So, the researcher reviewed some of the related articles, reports, theses, books, etc.

Poudyal (1999) carried out a study on "A Comparative Study on English Language Writing: Proficiency of the Students of Gulmi and Kathmandu District." This was a cross sectional study. The objective of his study was to identify the problems and weaknesses in their writing materials. He used test item for the students and questionnaire for the teachers to collect data. The findings of this study show that the students of capital city were better than those of ruler areas.

Ghimire (2004) carried out a research on "A Study on the Proficiency of the Students' in Writing Skill". The objective of his study was to explore the problems in teaching-learning situation and to compare the proficiency of the students in teacher and in non-textual writing. He used test item, questionnaire and class observation sheet to collect data. The findings of his study show that 68.33 percent of the students were very poor in English writing. Students of science stream have been found better in performance than the students of other streams.

Pande (2004) carried out the research on "The Effectiveness of Project work Technique in Developing Writing Skill". The objective of her study was to find out the effectiveness of project work technique in developing writing skills. She used test paper to collect data. The findings of her study show that the use

of project work technique in classroom teaching is slightly more effective than conventional teaching.

Adhikari (2005) carried out a study on "The Effectiveness of Strip Story in Developing Writing Skill". The objective of this study was to find out the effectiveness of strip-story in developing writing skill. He used test item in free writing to collect the data. The findings of the study show that the group of students taught using this technique performed better than the group taught with usual classroom technique. This research conclude that writing strip story has significant role in developing writing skill.

Dahal (2008) carried out a research on "Effectiveness of Process Writing". The objective of his study was to find out the effectiveness of process writing in free composition. He had used test items to measure the targeted objectives. The test items included item for writing. The findings of the study show that the traditional methods of teaching writing should not be continued. Modern, scientific and learner centered method should be used while teaching writing with proper process of writing. Process writing is very much essential in developing coherence and cohesion in free composition.

The above mentioned different surveys, and experimental researches are related to measure the proficiency of writing skills and effectiveness of process writing on different levels but no one has carried out an action research on "Teaching writing skill through process writing in secondary level (9)". Therefore the proposed study seems distinct from the other researches done previously.

1.3   Objectives of the Study

The objectives of the present study were as follows:

a.   To develop writing skill through process writing,
b.   To suggest some pedagogical implications on the basis of the findings of the study.

1.4   Significance of the Study

The study attempts to find out the effectiveness of process writing in teaching writing skill. Therefore, the study is expected to be significant to all those who are interested in language teaching and learning especially the teachers and the students will be highly benefited. Furthermore, it will be fruitful to understand the actual conditions of free writing of the students at this level and show the right path to improve it. Along with this, the study will be helpful to the subject experts, syllabus designers, textbook writers, language teachers, researchers and those who are directly and indirectly involved in teaching and learning the English language.

CHAPTER TWO
METHODOLOGY

The following methodology had been adopted to fulfill the objectives of the study.

2.1   Sources of Data
The researcher used both primary and secondary sources to collect the data. The primary sources were used for collecting data and the secondary sources were used for facilitating the research.

2.1.1   Primary Sources of Data
The primary data was collected from the students of grade IX of Harvard Academy, Kolpatan, Pokhara by administrating pre-test, post-test and progressive tests. Thus the students of the class were the primary sources.

2.1.2   Secondary Sources of Data
In addition to the primary source, I consulted the books, theses, journals, encyclopedias etc. related to the research work in order to facilitate the study. Some of them were as follows:

White, R and Arndt, V. (1991), Sapkota (1994), Subedi, M.B. (2005), Sharma (2007), Encyclopedia, Journals, of Young Voice in ELT, etc.

2.2   Population of the Study
All the students of grade IX of Harvard Academy, Kolpatan, Pokhara-15 were the population of the study.

2.3   Sampling Procedure
While sampling the population one of the private schools from Kaski district was selected through non-random judgemental sampling procedure and all the students of grade IX were the sample population of the research.

2.4   Tools for Data Collection
For this research, data was collected through essay type question including pre-test, progressive test and post-test. The pre- test and the post- test consisted of same questions whereas the four progressive test included different questions.

2.5　Process of Data Collection

The researcher followed procedure to collect data;

a.　At first, the researcher visited the principal of concerned school and seek consent to carry out the research on the students of class IX in teaching writing skill.

b.　Then, the researcher constructed a pre-test and post-test. After that, the researcher administered the pre-test to determine the actual level of performance of the student before conducting the actual action research.

c.　Then, the researcher made a lesson plan everyday. After that researcher she taught according to lesson plan. After teaching, the researcher found out students' understanding and test their understanding immediately through test paper.

d.　The researcher also prepared a progressive test and assessed the progress of the students every their day. She did not teach the students on the day of progressive test

e.　Then, the researcher administered the post-test. Then, the results of all the tests were compared to identify the effectiveness of process writing in teaching writing skill.

f.　Finally, the result obtained from the school was compared as a whole and obtained data will be interpreted and analyzed effectively using descriptive method.

2.6　Limitations

The proposed study had the following limitations.

a.　The study was limited to a private school of Kaski district.

b.　Only the 9th grade students was include as the sample of the study.

c.　The research study was limited to free composition only (i.e essay and paragraph writing).

d.　The study was focused only on teaching writing skill.

CHAPTER -THREE
ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the collected data from the primary sources. The main objective of the study was to develop writing skill through process writing in free composition.

To fulfill this purpose, the researcher tabulated and analyzed the data as follows:

- Comparison of all the test scores.
- Holistic comparison of average scores of all the tests.
- Analysis of average scores of essay writing and paragraph writing.

3.1 Comparison of Test Scores

In this section, the comparison between average scores of the students and their average percent is given.

3.1.1 Comparison Between Average Scores of the Pre-test and the Post-Test

The comparison of average scores of the pre-test and the post-test is given below:

Table No. 1
Comparison Between Average Scores of the Pre-Test and the Post-Test

Tests	Pre-Test	Post-Test
Full marks	50	50
Average score	20.5	34.5
Average percentage	41	68.42

As the above table shows, the average score of the students in the pre-test was 20.5 out of 50. In this test the average percentage of the students was 41. In the post-test the average score of the students was 34.5. In this test the students' average percentage of the score was 68.42. The average score of the post-test was increased by 27.42 percent in comparison to the pre-test. It shows that writing skill of the students has been developed through process writing.

3.1.2 Comparison Between Average Percentage of the Pre-Test and the First Progressive Test

The comparison of average percentage of the pre-test and the first progressive test is given below:

Table No. 2

Comparison Between Average Percentage of the Pre-Test and the First Progressive Test

Test	Pre-Test	First Progressive Test
Full marks	50	10
Average score	20.5	4.78
Average percentage	41	47.8

As the above table shows, the average score of the students in the pre-test was 20.5 out of 50. In this test, the average percentage of the students was 45. In the first progressive test, the average score of the students was 4.78 out of 10. In this test, the average percentage was 47.8. The average percentage in the first progressive test was increased by 6.8 percent. It shows that process writing seemed to have progressive effect on teaching writing.

3.1.3 Comparison Between Average Scores of the First and the Second Progressive Test

The comparison of average scores of the first and the second progressive test is given below:

Table No. 3

Comparison Between Average Scores of the First and the Second Progressive Test

Tests	First Progressive Test	Second Progressive Test
Full marks	10	10
Average score	4.78	5.42
Average percentage	47.8	54.2

As the above table shows, the average score of the students in the first progressive test was 4.78 out of 10. In this test the average percentage of the students was 47.8. In the second progressive test the average score of the students was 5.42. In this test the average percent of the students score was 54.2. The average score of the second progressive test was increased by 6.4 percent in comparison to the first progressive test. It shows that, the students

have again shown remarkable progress in writing skill with the help of process writing.

3.1.4 Comparison Between Average Scores of the Second and the Third Progressive Test

The comparison of average scores of the second and the third progressive test given below:

Table No. 4

Comparison Between Average scores of the Second and the Third Progressive Test

Tests	Second Progressive Test	Third Progressive Test
Full marks	10	10
Average score	5.42	6
Average percentage	54.2	60

As the above table shows, in the second progressive test the average score of the students was 5.42. In this test the average percent of the students' score was 54.2. In the third progressive test the average score of the students was 6. In this test the average percent of the students' score was 60. the average score of the third progressive test was increased by 5.8 percent in comparison to the second progressive test. It shows that, process writing seemed to have significant role in developing writing skill of the students.

3.1.5 Comparison Between Average Scores of Third and Fourth Progressive Test

The comparison of average scores of the third and the fourth progressive test is given below:

Table No. 5

Comparison Between Average Scores of Third and Fourth Progressive Test

Tests	Third Progressive Test	Fourth Progressive Test
Full marks	10	10
Average score	6	6.5
Average percentage	60	65

As the above table shows, in the third progressive test the average score of the students was 6. In this test the average percent of the students' score was 60. In the fourth progressive test the average score of the students was 6.5. in this test the average percentage of the students was 65. The average score of the fourth progressive test was increased by 5 percent in comparison to the third progressive test. This shows that, writing skill of the students became more effective with the help of process writing.

3.1.6   Comparison Between Average Percentage of the Fourth Progressive Test and the Post-Test

The comparison of average percentage of the fourth progressive test and the post-test is given below:

Table No. 6
Comparison Between Average Percentage of the Fourth
Progressive Test and the Post-Test

Tests	Third Progressive Test	Fourth Progressive Test
Full marks	10	50
Average score	6.5	34.5
Average percentage	65	68.42

As the above table shows, the average score of the students in fourth progressive test was 6.5 out of 10. In this test, the average percentage of the students was 65. In the post-test, the average score of the students was 34.5 (out of 50), and the average percentage was 68.42. The average percentage in the post-test was increased by comparison to the fourth progressive test. It shows that, process writing play significant role in developing writing skill of the students.

3.2   Holistic Comparison of the Average Scores of all the Tests

In this section the average score of the pre-test, four progressive tests and the post-test are given.

Table No. 7
Holistic Comparison of the Average Scores of all the Tests

Tests	Full marks	Average marks	Average Percentage
Pre-Test	50	20.5	41
First progressive test	10	4.78	47.8
Second Progressive Test	10	5.42	54.2
Third Progressive Test	10	6	60
Forth Progressive Test	10	6.5	65
Post-Test	50	34.2	68.42

As the table shows, the full marks of the pre-test and the post-test was 50. In the pre-test, the average marks of the students was 20.5. The average percentage was 41. The full marks of each progressive test was 10. In the first progressive test, the average score was 4.78 and the average percentage was 47.8. In the second progressive test, the average scores was 5.42 and the average percentage was 54.2. In the third progressive test, the average scores of the students was 6 and the average percentage was 60. In the fourth progressive test, the average scores was 6.5 and the average percentage was 65. In the same way, in the post-test the average score was 34.2 and the average percentage was 68.42. It shows that, teaching writing through process writing helps to develop free writing skills of students.

3.3   Analysis of Average Score in Essay Writing and Paragraph Writing

In this section, the average score of easy writing and paragraph writing is given.

Table No. 8
Analysis of Average Score Essay Writing and Paragraph Writing

S.N.	Items	F.M.	Average Score	Average percentage
1.	Essay	75	42.32	56.42
2.	Paragraph	65	35.10	54

The above table shows that the average score in essay writing was 42.32 and the average percentage was 56.42. Similarly in paragraph writing the average

score of the student was 35.10 and the average percentage of paragraph writing was 54. The difference between the average percentage of essay writing and paragraph writing was 2.42. It shows that, teaching essay is the most suitable item through process writing.

CHAPTER -FOUR
FINDINGS AND RECOMMENDATIONS

The study focused on the effectiveness pf process writing in the development of writing in free composition. In this study, the researcher selected two different teaching items (Essay and paragraph writing) and students of grade nine of Harvard Academy were selected as a sample for this research work. In case of analyzing writing through process writing, the researcher used a pre-test, four progressive test ands a post-test. Students became active and curious to learn while teaching in the classroom through process writing. They participated actively in the classroom activities.

4.1   Findings

On the basis of analysis and interpretation of data, the following findings have been drawn:

i.   After comparing the test result of the pre-test and the post-test it was found that the average score of the post-test was increased by 27.42 percent in comparison to the pre-test.

ii.   After comparing the test results of four progressive tests it was again found that teaching writing through process writing gave better results than teaching without using process writing.

iii.   The average score of all the students was increased by 6.4 percent in the second progressive tests in comparison to the average score of the first progressive test.

iv.   Similarly, in the third progressive test the average score of all the students was increased by 5.8 percent in comparison to the average score of the second progressive test.

v.   In the same way, the average score of the students in fourth progressive test was increased by 5 percent in comparison to that of the average score of the third progressive test.

vi.   Comparing the progress of the four progressive tests, it was found that the increasing rate of the average scores kept on increasing gradually.

vii.   After analyzing the test results of the pre-test, the four progressive tests and the post-test it was found that teaching writing through process writing helps to develop free writing skills of students.

viii.   After analyzing the average score of essay and paragraph writing, it is found that the average score of essay writing is 42.32 and the average score of paragraph writing is 35.10. It shows that the average percent of essay writing is more by 2.42 percent in comparison to the average score of the paragraph writing. We can conclude that teaching essay is the most suitable item through process writing.

ix.   Based on the observation of the researcher it was found that the students took part in the teaching learning activities very actively and curiously.

4.2   Recommendations

On the basis of the above findings the following recommendations and pedagogical implications have been made.

i.   Since teaching through proper process writing gives more effective and fruitful result in developing writing skill the teachers are recommended to use proper process of writing in teaching writing in free composition as far as practicable.

ii.   From the research it was found that teaching writing through process writing is better to develop free composition writing. So, the course designers are recommended to include process writing in the course so that the students get chance to develop their writing skill.

iii.   Without any plan nothing can work effectively which create great problem to language teachers and learners. So, the language teacher should provide their students with proper process of writing so that they get opportunity to involve in discussion, interaction, writing strategies which avoid habit of hesitation.

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Lesson Plan 1

Topic: Writing paragraphs on ' Dashain'

Teaching item: Composing aloud, Generating ideas and focusing.

1.   Specific objective:

On the completion of this lesson, the students will be able to:

a.   Generate ideas and focus on the topic.

2.   Teaching Materials:

-      Daily used teaching materials

3.   Teaching Activities:

-      At first, the teacher writes the topic and conducts composing aloud.

-      Then, the teacher gives brief notes on how we can generate ideas.

-      After that, she writes some points on brainstorming, using questions, making notes and using visuals.

-      The teacher asks students to give some ideas related to the topic.

-      After that, she informs the students about what should be focused while discovering ideas.

-      The teacher gives brief note on: discovering ideas, considering purpose, audience and form.

-      At last, the teacher helps to select relevant ideas and delete irrelevant ones.

4.   Evaluation:

To evaluate her students, the teacher will ask:

-      To give some ideas related to the topic.

-      To make five questions related to the topic.

5.   Homework:

Write short note on importance of education, focusing on the list that should be followed while writing.

Lesson Plan 2

Topic: Writing paragraph

Teaching items: Structuring, drafting, evaluating and reviewing the text

1. Specific objectives:

On the completion of this lesson, the students will be able to:

- Structure and draft the idea.

- Evaluate and review the text.

2. Teaching Materials

- Daily used teaching materials.

3. Teaching Activities:

- The teacher gives brief introduction to the sub-steps of structuring i.e. ordering information, experimenting with arrangement and relating structure to focal idea.

- The teacher asks them to arrange their ideas by following above given steps.

- The teacher gives notes on drafting and its steps i.e. drafting by teachers and beginning, adding and ending.

- The teacher tells her students that while writing a paragraph, beginning and ending should be written effectively.

- The teacher tells her students to evaluate their text which can be done by focusing on type of writing, purpose and ideas, structure of text and response of readers.

- Then, she asks students to read the text they have made.

- Finally, teacher helps the students to make the text effective by adding information and rearranging the sequence of text.

4.   Evaluation:

The students will be asked:

-        about the sub-steps of focusing and

-        to read a text and add some points if necessary.

5.   Homework:

Write similar paragraph on 'Tihar' following all the steps.

-        generating ideas by using questions.

Appendix I

Table of comparison between the Pre-test and the Post-Test

S.N.	Name of students	Pre-Test	Post-Test
1.	Santosh Thapa	29	39
2.	Deepa Bhandari	27	39
3.	Sujana Bhandari	26	41
4.	Ramkrishna K.C	23	34
5.	Raj Kumar Malla	22	38
6.	Niraj Thing	22	37
7.	Prashant Kandel	21	38
8.	Shiva Bhandari	21	33
9.	Sachin K.C.	20	37
10.	Ankit K.C.	20	32
11.	Mithila Gurung	20	31
12.	Suraj Gurung	17	32
13.	Anita Shrestha	11	27
14.	Sushma Chudali	8	21
Total		287	479
Average score		20.5	34.2
Average Percentage		41	68.42

Holistic Comparison of Average Score of all the Tests

S.N.	Name of Students	Marks obtain in pre-test	Marks obtain in first progressive test	Marks obtain in Second progressive test	Marks obtain in third progressive test	Marks obtain in fourth progressive test	Marks obtain in post-test
1.	Santosh Thapa	29	6	6.5	7	7.5	39
2.	Deepa Bhandari	27	6	6.5	7	7.5	39
3.	Sujana Bhandari	26	6	7	7.5	8	41
4.	Ramkrishna K.C	23	5	5.5	6	6.5	34
5.	Raj Kumar Malla	22	5	6	7	7.5	38
6.	Niraj Thing	22	5.5	6	6.5	7	37
7.	Prashant Kandel	21	5	6	7	7.5	38
8.	Shiva Bhandari	21	5	5.5	6	6.5	33
9.	Sachin K.C.	20	5.5	6	6.5	7	37
10.	Ankit K.C.	20	4.4	5	5.5	6	32
11.	Mithila Gurung	20	4.5	5	5.5	6	31
12.	Suraj Gurung	17	3.5	4	4.5	5	32
13.	Anita Shrestha	11	3	4	4.5	5	27
14.	Sushma Chudali	8	3.5	3	3.5	4	21
Total		287	67	76	84	91	479
Average score		20.5	4.78	5.42	6	6.5	34.2
Average Percentage		41	47.8	54.2	60	65	68.42

Comparison Between First Progressive Test and Second Progressive Test

S.N.	Name of students	First progressive Test	Second ProgressiveTest
1.	Santosh Thapa	6	6.5
2.	Deepa Bhandari	6	6.5
3.	Sujana Bhandari	6	7
4.	Ramkrishna K.C	5	5.5
5.	Raj Kumar Malla	5	6
6.	Niraj Thing	5.5	6
7.	Prashant Kandel	5	6
8.	Shiva Bhandari	5	5.5
9.	Sachin K.C.	5.5	6
10.	Ankit K.C.	4.5	5
11.	Mithila Gurung	4.5	5
12.	Suraj Gurung	3.5	4
13.	Anita Shrestha	3	4
14.	Sushma Chudali	2.5	3
Total		67	76
Average score		4.78	5.42
Average Percentage		47.8	54.2

Comparison Between Second Progressive Test and Third Progressive Test

S.N.	Name of students	Second progressive Test	Third Progressive Test
1.	Santosh Thapa	6.5	7
2.	Deepa Bhandari	6.5	7
3.	Sujana Bhandari	7	7.5
4.	Ramkrishna K.C	5.5	6
5.	Raj Kumar Malla	6	7
6.	Niraj Thing	6	6.5
7.	Prashant Kandel	6	7
8.	Shiva Bhandari	5.5	6
9.	Sachin K.C.	6	6.5
10.	Ankit K.C.	5	5.5
11.	Mithila Gurung	5	5.5
12.	Suraj Gurung	4	4.5
13.	Anita Shrestha	4	4.5
14.	Sushma Chudali	3	3.5
Total Marks		76	84
Average score		5.42	6
Average Percentage		54.2	60

Table of comparison Between Third Progressive Test and Fourth Progressive Test

S.N.	Name of students	Third progressive Test	Fourth Progressive Test
1.	Santosh Thapa	7	7.5
2.	Deepa Bhandari	7	7.5
3.	Sujana Bhandari	7.5	8
4.	Ramkrishna K.C	6	6.5
5.	Raj Kumar Malla	7	7.5
6.	Niraj Thing	6.5	7
7.	Prashant Kandel	7	7.5
8.	Shiva Bhandari	6	6.5
9.	Sachin K.C.	6.5	7
10.	Ankit K.C.	5.5	6
11.	Mithila Gurung	5.5	6
12.	Suraj Gurung	4.5	5
13.	Anita Shrestha	4.5	5
14.	Sushma Chudali	3.5	4
Total Marks		84	91
Average score		6	6.5
Average Percentage		60	65

Table of Comparison Between Essay Writing and Paragraph Writing

S.N.	Name of students	Essay (out of 75)	Paragraph (Out of 65)
1.	Santosh Thapa	50.5	44.5
2.	Deepa Bhandari	50	43
3.	Sujana Bhandari	53	42.5
4.	Ramkrishna K.C	44	36
5.	Raj Kumar Malla	46.5	39
6.	Niraj Thing	45.5	38.5
7.	Prashant Kandel	45	39.5
8.	Shiva Bhandari	42.5	35.5
9.	Sachin K.C.	43.5	38.5
10.	Ankit K.C.	41.5	31.5
11.	Mithila Gurung	39	32.5
12.	Suraj Gurung	38	28
13.	Anita Shrestha	30.5	24.5
14.	Sushma Chudali	23	18
Total Marks		592.5	491.5
Average score		42.32	35.10
Average Percentage		56.42	54

Appendix III

Used Sample of Modified input in Process Writing

1.   Checklist for writing paragraph

-       Use correct grammar, spelling and punctuation,

-       Make a logical arrangement of paragraph.

-       Make appropriate attitude towards the reader.

-       Avoid unnecessary repetition.

-       Include all necessary information

-       Proof read before positing.

-       Avoid jargon.

-       Use short and simple sentence.

2.   Question for writing paragraph about the festival.

-       Who celebrate this festival ?

-       How many days do we celebrate this festival ?

-       What do we call the first day of this festival ?

-       In which month does this festival usually fall ?

-       Why do we celebrate this festival ?

-       What ritual activities do people perform in this festival ?

-       What do we call the last day of this festival ?

-       What importance does this festival have ?

Marking Scheme

The researcher used the following marking scheme:

For Paragraph (festival)

a.   Relevance of subject matter.   6

      i.   Introduction

      ii.   Importance of the festival

      iii.   How is it celebrated ?

b.   Spelling   1

c.	Punctuation marks	1
d.	Clarity	1
e.	Simplicity	1

For Essay writing

a.	Relevance of subject matter	8
	i. Introduction (about topic)	
	ii. Body (importance)	
	iii. Conclusion (ending)	
b.	Spelling	1
c.	Punctuation marks	1