

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. We need a language to express ideas, feelings and thoughts. We face many problems in the absence of a means of effective communication. "A language is a signaling system which operates with symbolic vocal sounds and which is used by a group for the purposes of communication" (Jordan, 1999: 39).

Language is species specific to mankind, i.e. only human beings have the capability to speak language and their mind is genetically equipped with it. No other animals can acquire human language because of its complex structure and their physical inadequacies. Hockett (1958) says, "Man is the only living species with this power (to speak) and that no other living species can reasonably be presumed to have had the power at some earlier time and to have lost it senses. The appearance of language in this universal at least in our planet is thus exactly as recent as the appearance of men itself."

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, language has mainly two aspects. We can learn it through speech and writing; speech is primary and writing is secondary. People speak when they want to express their ideas, opinions, desires, and establish social relationships and friendships. It does not generally take place in isolation.

On the other hand, writing is different from speech. It is secondary manifestation of language. It is a finished product and involves manipulating, structuring and communicating. Writing is conveying meaning through the use of symbols that represent a language.

A skill means ability to do something well and expertly. Language has different skills viz. listening, speaking, reading and writing. Among them listening and speaking are receptive skills and reading and writing are productive skills. Writing is one of the most important skills for learning a language. It is a productive skills. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another generation. It provides us a chance to acquire ideas, feelings and thoughts. Among the four language skills, writing is the output of listening, speaking and reading.

Writing is an act of transmitting thoughts, feelings and ideas on paper. Since writing is a thinking process in its own right, it demands conscious intellectual efforts. Writing uses not only linguistic resources but also makes use of graphological devices at the same time. Further, writing is a process and involves several elements. The writer follows a systemic approach. He thinks about the content, audience, purpose, grammar, lexis and overall organization of the text. At the same time he also thinks and uses some graphological devices like punctuation, spelling and rehetorical devices (Rivers, 1968:241).

According to Richards (1990: 313), "Writing is a system of written symbols which represents the sounds, syllables or words of language."

1.2 Writing: the Productive Skill of Language

Writing is the act of putting down the graphic symbols that represent a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart. Thus, writing is an act of transmitting thoughts, feelings and ideas on paper.

"Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts" (Nunan, 1989:36).

Writing can be the act of putting down in conventional graphic form something that has been spoken. It refers to the expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures. Writing is not, then a skill which can be learned in isolation (Rivers, 1968:242).

Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. Jordan (1999: 41) defines, "writing is a method of human inter communication by means of conventional visible marks". "Writing is a good activity to improve our understanding of any subject" (Odell, 1981:43).

Writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own. It is a permanent record, as a form of expression and as a means of communication. It has tended to be a much neglected part of the language programme, both in first and for foreign or second language teaching (White and Arndt, 1991:3).

Byrne (1991:1) mentions that when we write, we use graphic symbols: that is letters or combination of letters, which relate to the sound we made when we speak, on one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind but writing is clearly of graphic symbols, just as speech is more than, the production of sounds. The symbols have to be arranged, according to certain conventions to form words, and words have to be arranged to form sentences, although again we can be said to be writing if we are merely making lists of words, as in inventories of items such as shopping lists.

1.2.1 Importance of Writing

Writing is superior to other language skills because of its quality of being permanent and accurate. There is no doubt that writing is the most difficult skill for language learners to master.

Writing enables us to provide for different learning styles and needs some learners, especially, those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in language for such students, writing is likely to be an aid to retention, if only because they feel more at ease and related written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is

not likely to be a time index of their attainment, but once again it satisfies a psychological need.

- Writing provides variety in classroom activities, serving as a break from oral work. At the same time, it increases the amount of language contact through work that can be set out of class.
- Writing is often needed for formal and informal testing. In some cases, of course a written test may even be appropriate for example, making note while listening.
- 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 (Byrne, 1991:56).

The main purpose of teaching writing is to enable the learners for free composition and creativity. Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over considerable period of time. Writing is a very complex process requiring many composite skills viz. mental, psychological, theoretical and critical aspects. The goal in writing is two folds. Psychologically students are more impressed by exercises that are to be written and handed in than by those that are to be learned. Realistically the teacher knows that writing homework exercises and other written activities help the students to acquire the vocabulary and the grammar of the lesson, practically the student's minimum contact with the language in the classroom must be expanded as much as possible. The overall objective then will be to help the learner express their ideas in written form.

Byrne (1991: 6) mentions that it is possible to learn to speak a foreign language without learning how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use.

It is obviously quite true that writing is a least used of the four skills for the average foreign language users. Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately (Richards, 1990: 101).

Writing is a thinking process in its own. It is cooperative activity, cooperative writing works well with both process and genre-based approaches. Writing helps the students to language development, learning style and most importantly, writing as a skill in its own right. It is an activity through which human being communicates with one another and transmits their accumulated cultures from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways (Harmer, 1991:255).

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

1.2.2 Components of Writing

Writing is a system of written symbols which represents the sounds, syllables or words of language. It is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. They are given below.

i. Mechanics

Mechanics is also known as graphological system; it refers to those aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and members which are often dealt within the revision or editing stage of writing. Although in correct spelling does not often present the understanding of a written message, it can adversely affect the reader's judgment. However, at times slight change in spelling of words can bring drastic change in the meaning they express overuse or underuse of punctuation is often formed on by many writers and editors of English. Thought punctuation is frequently a matter of personal style, violation of well established customs makes a piece of writing look awkward to many readers. The mechanics of writing is a very basic concept in writing process. It mainly includes capitalization, spelling and punctuation.

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

Spelling rules are frequently more concluding than the memorization of individual words. Writing is achieved by correct spelling of individual words spelling errors are nuisance to the reader (Robert, 1985: 148).

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

ii) Coherence

Coherence refers to the principles of organization, postulated to account for underlying functional connectedness of a piece of spoken/written language. It encompasses the study of the factors like user's knowledge of the world, the inference one makes and the assumptions one holds close to one's heart and mind (Crystal, 1992).

Coherence is a product of many different factors, which combine to make every paragraphs, every sentence and every phrase contribute to the measuring of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Coherence itself is the product of factors (http://papyr.com/hyper_textbooks/comp/coherent.htm).

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the reader. For example:

- a. What time is it?
- b. Sorry, sir there was a traffic jam.

There is no grammatical or lexical line between A's question and B's reply but the exchange has coherence because both A and B know that A is asking why it is late, and B is replying that it is due to traffic jam.

Generally a paragraph has coherence, if it is a series of sentences that develop main ideas. And thought should be connected logically in a piece of writing. The writing should be so connected one sentence leads on natural to next.

iii. Cohesion

Cohesion is the glue that holds a piece of writing together . In other worlds, if a paper is cohesive, it sticks together from sentence to sentence and paragraph to paragraph. Cohesive devices certainly include transitional words and phrases, such as therefore, further more, or for instance that clarity for readers the relationships among ideas in a piece of writing. However, transitions aren't enough to make writing cohesive repetition of keywords and use of reference words are also needed for cohesion (<http://leo.stcloudstate.edu/style/cohesion.htm>).

Cohesion refers to the grammatical and or lexical relationships between different elements of a text. This may be the relationship between different sentences or between different part of a sentence. For example:

A: Is Tom going to London?

B: No, he is not going there.

There is a link between Tom and he, between is....and going, and between London and there, sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

iv) Orthographic and Paraorthographic text

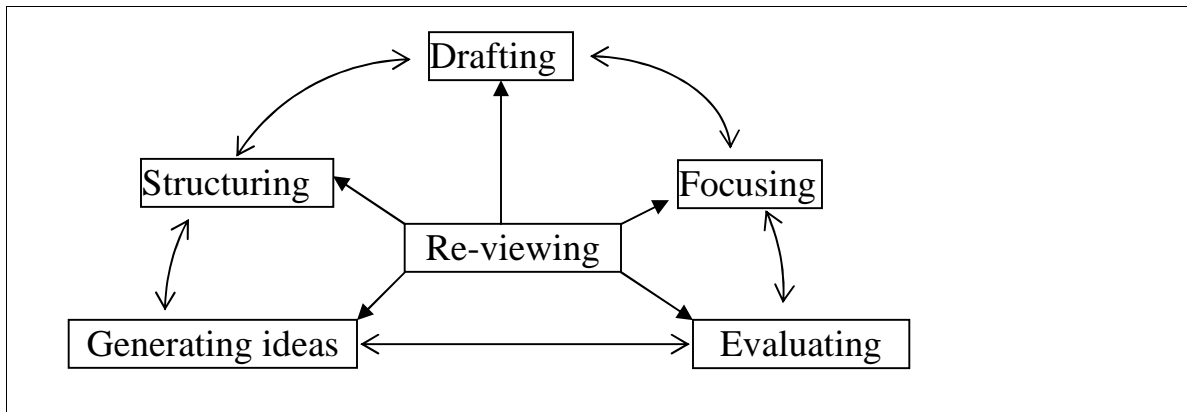
Orthography deals particularly with writing system and spelling system. Different languages of the world use different types of writing. For example logographic writing, syllable writing and alphabetic writing (O'Grady et al. 1997: 554) and paraorthographic text is related to the use of diagrams, figures, symbols etc. students should be trained to convert a prose text into paraorthographic display or vice versa.

1.2.3 Stages of Writing

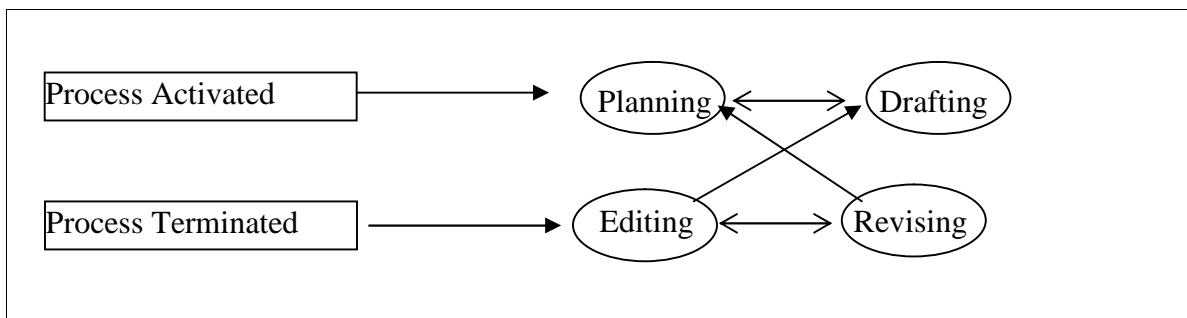
Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual efforts, which usually has to be sustained over a considerable period of time (White and Arndt, 1991:3).

The process approach to teaching, writing which mainly consists of four basic stages: planning, making an outline, preparing the first draft, and revising, editing and producing the final draft. The stages are neither

sequential nor orderly. In fact, as research has suggested, many good writers employ a recursive non-linear approach –writing of draft may be interrupted by more planning and revision may lead to reformulation with a great deal of recycling to earlier stages (Krashen, 1984:17). Similarly, White and Arndt (1991:11) present the following model for process writing.



Richards and Renandya (2002) present the following figure for process writing.



Rivers (1968:245) says, "To be able to write in the foreign language student must be trained systematically through five stages of development: copying, reproduction, recombination, guided writing and composition". The stages of writing are as follows.

i. Copying

The first stage, copying (sometimes called transcription) is often despised by foreign language teachers as an unworthy and unchallenging occupation for adolescent students. The work set for copying should consist of sections of work already learned orally and read with the teacher. As the student is copying, he should repeat to himself what he is writing. After he has had some practice in copying accurately, with correct diacritical and punctuation marks, he may continue to copy as an aid to memorization. At this stage, he repeats a sentence to himself as he copies it and then tries to say it over to himself two or three times without referring to the script, copying activities may be continued side by side with more advanced writing practice.

ii. Reproduction

During the second, or reproduction stage the student will attempt to write, without originality, what he has learned orally and read in his textbook. As a first step he will be asked to rewrite immediately each sentence he has copied without reference to his copy or to the original. He will then compare this version with the original. Next he will be asked to write down sentences he has memorized read, and copied as they are dictated to him. At this stage, will the writing activity on the part of the students require variation of learned phrases since the emphasis is entirely an accuracy of reproduction.

iii. Recombination

The third stage is the recombination stage, where the students are required to reproduce learned work with minor adaptations. The writing of recombination of learned sentences requires not only the ability to manipulate grammatical structures, which is basic to the speaking skill, but also a second knowledge of the intricacies of representing graphically what the student is required only to recognize in reading.

At this stage, writing practice may take a number of forms. Students will write out structure drills of various kinds: making substitutions of words and phrases, transforming sentences, expanding them to include further information within the limits of learned phrases contracting them by substituting pronouns for nouns or single words for groups of words. The recombination may take the form of variations of memorized dialogue which, after correction, may be acted out in the classroom.

iv. Guided writing

At the fourth stage, guided writing the students will be given some freedom in the selection of lexical items and structural patterns for their written exercise, but within a framework which restrains him from attempting to compose at a level beyond his state of knowledge.

At the guided writing stage the students may begin with completion exercises where parts of sentences are given and structural pattern is thus established for them. At this stage the learners are given different types of exercises such as completion replacement, expansion or summarizing an elaborating some topics. They can include their ideas partially. Likewise, the

learners can expand simple sentences by adding or modifying words and phrases. The skeleton of a story or dialogue may be supplied for the development of writing. But students are not totally free because they have to follow the guide frame.

v. Composition

The final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning. Composition is a complex activity, which requires a variety of skills. At this stage he will be increasing his understanding of the differences between speaking and writing a foreign language. Exercises in composition will at first be closely linked with materials being read and discussed; the student will be asked merely to describe, narrate, and explain, or to summarize. This composition may consist of a summary of the contents with a personal commentary, or the narration of some aspect of the story assigned previously by the teacher.

The last two stages, guided composition and composition are very important for the PCL students. Both these compositions are heavily emphasized in the course of higher education. Due to this fact, I studied the proficiency of the PCL first year students in guided writing.

1.2.4 The Essential Characteristics of Good Writing

Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear

writing is difficult from the syntactic and semantic point of view needs good imagination and logical sequence of thoughts (Richards, 1990). According to Richards some essential characteristics of good writing are introduced as follows:

i. Economy

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

ii. Simplicity

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

iii. Clarity

A good writer should not add complications and should be plausible in his writing. The writing must be free from ambiguity and should also be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self

contradictory statements. For example, we should not write such self-contradictory sentences. Flying planes can be dangerous.

iv. Continuity

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

v. Free from errors

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

Furthermore, every good writing requires examples and illustrations to explain abstract and difficult ideas. Appropriate facts, figures, depth of knowledge and maximum objectivity are the most necessary things in a good piece of writing. The above characteristics of good writing play a vital role in the writing proficiency of the certificate level students. They should have the ability to write clear, short, simple continuous and error free sentences.

1.3 Testing Writing

A test is a measuring device which we can use when we want to compare an individual who belongs to the same group. It is used as a process

of scrutinizing how far learners have learned what the teacher wishes them to learn.

Testing writing has two different approaches for assess writing which can be divided into discrete levels, e.g. grammar, vocabulary, spelling and punctuation, and these elements can be tested separately by the use of objective tests. Secondly, more direct tended writing tasks of various types should be constructed. These would have greater construct, content, face and wash back validity but would require a more subjective assessment. He also says, with a more integrative and direct approach to the testing of writing we can incorporate items which test the candidate ability to perform certain of the functional tasks required in the performance of duties in the target situation (Weir, 1990).

Writing indicates that writing is not merely the transfer of ideas from mind to paper. It is more process of refining the ideas. The best way to test writing is to get the learners write, learning to write is such a complicated and still inadequately researched process that it is not easy to identity simple categories of teacher behaviour which indubitably constitute good teaching of writing (Spencer, 1983).

Bachman and Palmer (1981) agree the primary purpose of testing writing is to make inferences about the language ability of the learners and the secondary purpose is to make decisions on the basis of those inferences.

Heaton (1988:135) says, "The actual writing conventions which it is necessary for the students to master relate chiefly to punctuation and spelling."

Hughes (1995:75) gives the decision to test writing ability directly, we are in the position to state the testing problem, in a general form for writing. This has three parts:

- i. We have to set writing tasks that are properly representative of the population of tasks that we should expect the students to be able to perform.
- ii. The task should elicit samples of writing which truly represent the students' ability.
- iii. It is essential that the samples of writing can and will be scored reliably.

Writing proficiency is the ability of an individual to write or perform in an acquired language.

The writing proficiency plays a vital role in securing good marks in the examination and it can spread our knowledge and experience to others. It is concerned with specific skills and abilities rather than general abilities. It is useful for assuring employers or academic institutions to rely on potential employers. It helps to select people from different institutions and countries in a fair manner.

Writing proficiency is one of the most important components of language proficiency, people have realized the critical importance of the search for excellence in developing writing assessment instruments that provide the best possible information about students' proficiency which is quite difficult to realize, the direct topic approach has high validity but while quite typical, this method has a serious drawback. It will be compared into

a smaller score range that might occur. If writers were able to find their own level by writing on to topic they feel comfortable with. The indirect objectives approach is not easily affected scores, but the validity of this method has been doubted ([www/google. Using English com. ESL/forum/ learning English](http://www.google.com/ESL/forum/learning%20English)).

1.4 Guided Writing

Guided writing is linked to reading and various types of texts are used as model. It involves the teacher writing with small group of students. In guided writing students apply the understanding they have gained from model or shared writing sessions, with varying degrees of supports from the teacher. The students explore aspects of writing process, which have been demonstrated. The teacher predetermines the teaching focus from observation and analysis of students writing. The sessions is focused on specific aspects of writing that students need to develop ([http//www.fp. education. tas. gover. au english. targeting. htm.](http://www.fp.education.tas.gov.au/english.targeting.htm)).

Guided writing is neither controlled nor free. This is a semi controlled writing activity. Guided writing exercises take various forms: they can be information transfer exercises such as transforming information from a chart, table, graph etc. into orthographic texts, or may involve developing notes into a coherent text, or can be exercised based on the text that students have dealt with as part of their reading lesson etc. other form of guided writing exercises would be series of questions, the answers of which can form unified text, outlines that can be developed into the form of a text, a dialogue for the students to report etc.

To facilitate the process of writing guided composition, the teacher often provides guidance in the form of a short text as a model. This reduces the chances of committing errors.

Rivers (1968:250) argues in the fourth stage of guided writing that the student will be given some freedom in the selection of lexical items and structural patterns for his written exercise, but within a framework which restrains him from attempting to compose at a level beyond his state of knowledge.

Guided writing stands as a bridge between controlled and free writing. It includes any writing for which students are given assistance such as a model to follow, a plan or outline to expand from, etc. In such activities, students will be given some freedom in the selection of lexical items and structural patterns for their writing exercise. Typical types of activities that can be done for guided writing are paraphrasing, parallel writing, and developing skeleton into a text.

Paraphrasing exercise may extend from very simple transformation exercises to more advanced ones. They can sometimes involve grammatical transformation as well. It is to be noted that paraphrasing is simply producing the alternative version of the original.

Parallel writing is a way to learn well by imitating a model or reproducing a new piece of writing. In direct imitation the teacher presents a model, and then provides the new words, sentences or paragraphs, etc.

Developing skeleton into a fuller text is an activity in which students are given basic outlines with the aim of assisting the writing exercise. Such

outlines work as hints to develop into a fuller text Cross. (1992: 132) writes the following types of guided writing.

1.4.1 Guided Writing by Completion

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

a. Completion by Matching

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

b. Completion by Multiple Choice Questions

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

c. Completion Using Plans and Outlines

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

1.4.2 Guided Writing by Reproduction

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

In many of the following exercises the original passage that is to be reproduced could well be in the native language so that the reproduction would involve some 'free translation,' i.e. conveying the same meaning but without word-for-word exactness. This is a very useful way of providing content for students who would otherwise spend more time worrying about what to write than about how to write.

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

a. Reproduction by Matching

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

b. Reproduction by Copying

i) Punctuation:

Students copy out a given passage that is unpunctuated and supply the punctuation.

ii) Listening comprehension:

Students listen to a passage read by the teacher or on a tape and then reproduce it from memory.

1.4.3 Guided Writing by Comprehension

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

a. Compression by Underlining

i. Presentation of ideas:

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

ii. Style:

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

iii. Logic function:

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

1.4.4 Guided Writing by Paraphrase

Transformation:

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

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

a. Paraphrase by Matching

i. Linking words:

Given a passage using *he* students match it with a picture showing a girl involved in the same activity, and then re-write the passage changing *he* to *she* as necessary.

ii. Emotive tone:

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

b. Paraphrase by Comparing

i. Paraphrase:

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

ii. Description:

Given two different objects to describe and two contrasting passage showing different kinds of description, students choose one of the passages

as a model to describe each of the objects. For instance, one model passage describes a train from one end to the other; the other model passage describes a helicopter first outside then inside. The technique of the first passage would be suitable as a model to describe a street; the second would suit a description of a car.

c. Paraphrase by Copying

i. Communicative function:

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

ii. Communicative function:

Students change a report about a machine into advertisement for it, or vice versa.

iii. Paragraphs:

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

iv. Narrative:

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

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

- (a) skeleton for writing stories
- (b) parallel writing
- (c) a set of questions
- (d) describing pictures
- (e) the beginning and end of a story
- (f) a set of instructions

(a) Skeleton for Writing Stories

Skeleton means outline or layout of something or an incomplete description that gives the main points but no details of something such as book or plan. The students are given only main points of something on the basis of which they have to write complete text. Skeleton writing stories is a branch of substitution exercises and such stories may be given with greater freedom of choice. More than one word may suit here freely and this leads to free writing. The skeleton of a story is used to practice investing text. It helps students to write a complete paragraph.

Example

Here are the 'bare bones' of a story. By filling in the blanks in an interesting way, you can make any kind of story. Do you want mysterious, funny sad silly? It's up to you. Be sure to create an interesting title, when you have finished your story.

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

(b) Parallel Writing

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

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

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

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

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

(c) Set of questions

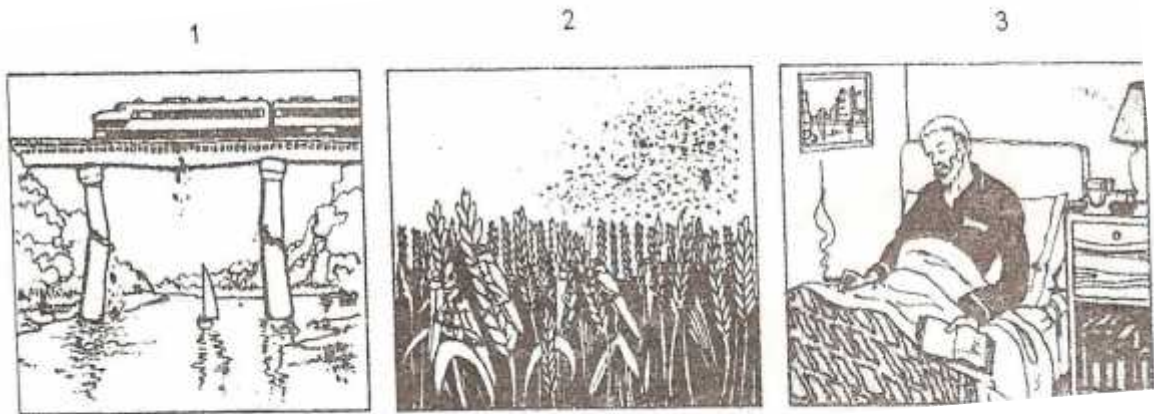
The teacher can give students many relevant questions to their everyday experience. The answers should be varied and simple at the same time. Thus, it is not suitable for lower graders.

(d) Description of Picture:

Describing Picture

Some instruction

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



Answer sheet:-

Picture no:1

The bridge is going to collapse, the train is going to crash into the water and its probably going to hit the boat.

Picture no 2:

The locusts are going to land in the field and they are going to eat all the corn, as a result the harvest is going to be ruined.

Picture no 3:

The man is going to fall asleep. He is going to drop the cigarette and it's going to set light to the bed.

(e) Beginning and End of Story

Points to remember

- Read the given paragraph carefully
- Try to think the beginning and end of the story
- Think whether your beginning or ending is matching with given paragraph or not
- Use the same tense uses in the paragraph

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

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

(f) A Set of Instructions

Sample of Exercise:

The four seasons describe your activities during each season use at least five different verbs,

- Wear a beautiful dress
- Listen beautiful sound
- Cultivate the land
- Plant in the cultivate land
- Put out woolen cloth

1.5 Review of Related Literature

There are some research works carried out on writing proficiency by former researchers in our English Department. They have been carried out in connection with the free and guided compositions but this research is conducted on guided composition. The related literature to the research study is as follows.

Giri (1981) carried out a study on *A comparative study of English language proficiency of the students studying in grade ten in secondary school of Doti and Kathmandu*. The finding was that the students of Kathmandu studying in secondary level were better than those of Doti.

Karki (1996) carried out a study on *A comparative study on the English language writing proficiency between the students of public and private schools of grade X in Lamjung district*. He found that the students

studying in private schools have good vocabulary in the English language. They can write word, clause, and sentence in appropriate way.

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

Barakoti (2001) carried out a research study on *Errors Committed by PCL First Year Students in Writing Compositions*. It was found that the students had committed errors in sentence construction, spellings and organization of thoughts. It shows that students do not give proper attention to writing as compared to other language skills.

Bhattarai (2002) carried out a study on *A Comparative Study of the Writing Proficiency of the Bachelor Level Students*. He found that the students of institutes have greater proficiency in writing than those of faculties.

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

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 conjunctions than in using tense.

Thus, this study was carried out to find out the writing proficiency of the PCL first year students in guided writing. The study compares the

proficiency of the students in terms of faculty, sex and test items. This study differs from other studies in its sample population, area of the study and statistical analysis of the data.

1.6 Objectives of the Study

This research study was carried out forming the following objectives.

- i. To find out guided writing proficiency of the PCL first year students.
- ii. To compare their writing proficiency on the basis of the following variables:
 - a) Boys Vs Girls.
 - b) Students of Faculty of Education Vs Faculty of Humanities and Social Science
- iii. To suggest some pedagogical implications.

1.7 Significance of the Study

This research study is directly related to two faculties i.e. Faculty of Education and Faculty of Humanities and Social Sciences of Kathmandu valley. This research study is significant to those who are involved in the field of language teaching especially in ELT and those who are related to these two faculties of higher education. This study is relevant to teachers, textbook writers, course designers, students and other interested people in language teaching and learning. The findings of the present study are also helpful for the English language writing proficiency students of others levels too.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfil the set objectives.

2.1 Source of Data

The study was based on both primary and secondary data.

2.1.1 Primary Sources

The primary sources of data of this research were the students of PCL first year studying at Faculty of Education and Humanities and Social Science of selected campuses from Kathmandu Valley.

2.1.2 Secondary Sources

The secondary sources for this research study were related books. e.g. Byrne (1991), Clark (1982), Harmer (1991), White and Arndt (1991), Hockett (1958), Rivers (1968), journals, articles, magazines, theses approved in the Department of English Education, T.U. and many other types of researches. The researcher visited different websites related to writing proficiency.

2.2 The Population of the Study

The population of the study was the students of PCL first year studying in the Faculty of Education and Faculty of Humanities and Social Sciences of selected campuses. Thirty students from Faculty of Education

and thirty from Faculty of Humanities and Social Sciences were selected from Kathmandu Valley.

2.3 Sampling Procedure

The sample population was taken by using purposive (judgmental) sampling procedure in order to select the required number of students. Those students were selected from Mahendra Ratna Campus and Pashupati Multiple Campus. He selected thirty students (15 boys and 15 girls) from Faculty of Education and rest thirty students (15 boys and 15 girls) from Faculty of Humanities and Social Sciences of Kathmandu valley.

2.4 Tools for Data Collection

The main tools for data collection were test items. These tests items consisted of five questions for the students. The tasks were:

- i. letter writing (write a letter using the following hints)
- ii. paragraphs writing (two questions based on this item),
- iii. newspaper report writing (write a newspaper report for the following headlines using the clues given below the headline) and
- iv. parallel writing (read the paragraph and then write similar description).

The total full marks were fifty and there were five guided questions. Each item was targeted to elicit appropriate use of different tenses, agreement, conjunction, relative pronoun and spelling in guided composition. Neither the test items were completely new nor too difficult for the students. On the other hand, guided compositions, the title and the major points related to the title were provided. The points were supplied in an

organized way so students have to elaborate those points in their own way. 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 context.

This research was done with the students of PCL first year. Those items for writing guided composition were chosen on the basis of the PCL first year students in guided writing. The main focus of the study was to find out the writing proficiency of the PCL first year students in guided writing.

2.5 Allotment of Marks

The researcher distributed marks to each item first, second, third, fourth and fifth items carried 12,7,7,12 and 12 respectively. To make marking more objective and systematic the researcher distributed marks of each item, on the basis of the following criteria.

Table No. 1 Allotment of the marks

Letter writing -12 marks	Paragraphs writing -7 marks
Content- 3	Content- 2
Grammar- 2	Grammar- 1
Vocabulary -2	Vocabulary -1
Spelling- 2	Spelling- 1
Punctuation- 2	Punctuation- 1
Cohesion/ coherence -1	Cohesion/ coherence -1

Newspaper report writing-7 marks	Parallel writing-6 marks
Content- 2	Content- 1
Grammar- 1	Grammar- 1
Vocabulary -1	Vocabulary -1
Spelling- 1	Spelling- 1
Punctuation- 1	Punctuation- 1
Cohesion/ coherence -1	Cohesion/ coherence -1

2.6 Process of Data Collection

After the development of tools i.e. test items the researcher adopted the following process for data collection. First of all, he visited the two selected campuses i.e. Mahendra Ratna Campus, Tahachal and Pashupati Multiple Campus, Chabahil and requested the concerned authority for permission to take the tests. The researcher consulted the students and made them known about the test. The test items were designed for ninety minutes. It means the test was conducted in a single day. When the researcher entered the classroom, he selected the required number of students by using purposive (judgmental) sampling procedure. Then he explained the purpose of the test to the targeted groups. Later, he distributed the test papers. All the students finished their writing on time. Then he took the written documents. The same procedure was followed to collect data in other faculty.

After collecting the answer sheets the researcher checked them. The researcher collected the required data for this research study.

2.7 Limitations of the Study

The researcher attempted to carryout the tasks taking the following limitations.

-) The study was limited to two campuses of Kathmandu Valley only i.e. Mahendra Ratna Campus, Tahachal and Pashupati Multiple Campus, Chabahil.
-) The study was limited to the PCL first year students studying at Faculty of Education and Humanities and Social Sciences.
-) Thirty students from each campus were taken as the population of the study.
-) Guided writing proficiency was measured.
-) The primary data was collected only from the test items.
-) The study was limited to a test consisting of guided letter writing, developing skeleton into fuller text and parallel writing by PCL first year students.
-) The research work was limited to the following grammatical areas; tense, agreement, conjunction, relative pronoun and spelling in guided writing.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This is the crucial part of this research study, which consists of all the main part of the research study. To be more specific, tabulation and interpretation of data is done in this chapter.

Data were collected with the help of the test items. The test items contained five questions related to guided writing. The full marks of those test items were fifty. The first test item was writing letter. The second item was writing paragraph using hints. The third item was newspaper report writing. The fourth item was writings paragraph about ownself using hints and the fifth item was parallel writing. The written documents were studied and graded on the basis of the scores secured by the students. The written documents were scored separately. It is impossible to find all the students having equal writing proficiency in a single faculty. Some of them were above average while others were average and some of them were below average. Average (mean) is taken to show the proficiency of targeted groups.

In written documents of the student the following types of errors were found. Types of errors and examples from students' answer sheets are given in the following.

Types or errors	Examples
Spelling errors	Wastch, zo, neassary, pollution, sant, vichealk
Errors in using vocabulary	Religious (gose except goes)
Errors in punctuation	She's working hours are 9:30 am to 6:00 pm.
Grammatical Errors	My classes teacher ... he work in ...

3.1 Total Analysis

Table No. 2

Guided writing proficiency of the students of two faculties.

S.N.	Variables	No. of students	F.M.	Total average	Percentage
1	Education	30	50	21.7	23.4
2	Humanities	30	50	25.2	50.4

The average marks of the students and total percentage of the marks gained by all the students is given in the above table. It shows that students of Humanities and Social Science have the highest proficiency in guided writing. The total average of the Faculty of Humanities and Social Sciences was 25.2 and they have secured 50.4% . The total average of the Faculty of Education was 21.7 and they have secured 43.4% .

Table No. 3

Total proficiency of the students in guided writing

S.N.	Total average	Above average		Below average	
		No. of students	Percentage	No. of students	Percentage
60	23.45	34	56.66	26	43.33

The above table shows that the total sample of the students was 60 and the total average was 23.45. The percentage of the students scoring above the average was 56.66% and the percentage of the students scoring below average was 43.33%. Therefore, the percentage of the students scoring in above average is 56.66%. The majority of the students were above average, and the proficiency in the guided writing was considered satisfactory.

3.2 Sex wise Analysis

Table No. 4

Guided Writing Proficiency of Boys Vs Girls in the Faculty of Education

S.N.	Variables	No. of students	F.M.	Total average	Percentage
1	Boys	15	50	21.0	42.0
2	Girls	15	50	22.4	48.8

The above table shows that girls obtained greater proficiency than the boys and guided writing of the students in the Faculty of Education. The total average of girls was 22.4 and of boys were 21.0. Therefore, the percentage of the girls was 48.8 and of boys were 42.0. The majority of the students were girls.

Table No. 5

Guided Writing Proficiency of Boys Vs Girls in the Faculty of Humanities and Social Sciences.

S.N.	Variables	No. of students	F.M.	Total average	Percentage
1	Boys	15	50	25.0	50.0
2	Girls	15	50	24.4	50.8

The above table shows that girls obtained greater proficiency than the boys in guided writing of the students in the Faculty of Humanities and Social Science. The total average of girls was 25.4 and of boys was 25.0 . Therefore, the percentage of the girls was 50.8 and of boys was 50.0 . The majority of the students were girls.

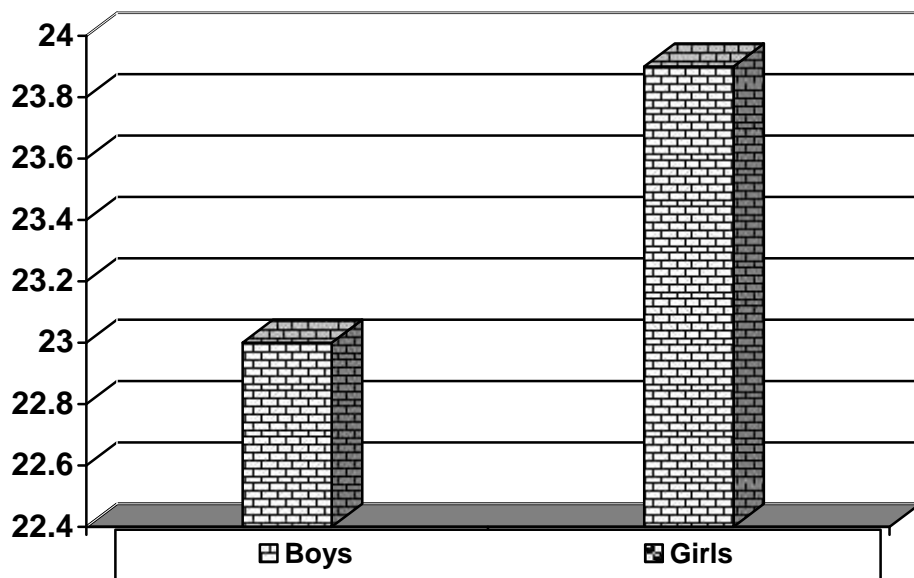
Table No. 6

Guided Writing Proficiency of Boys Vs Girls (Two Faculties)

Total sampling	No. of boys and girls	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
	30	23.0	19	63.33	11	36.66
60	30	23.9	17	56.66	13	43.33

The above table shows that girls obtained greater proficiency than the boys in guided writing . The total average of girls was 23.9 and of boys was 23.0 . There was not a great difference between girls and boys proficiency. The majority of the students were above average.

Sex wise comparison of writing proficiency.



The writing proficiency of girls is higher than the boys in guided writing. The variation is 3.0% which is statistically not significance.

3.3 Item wise Analysis

Table No.7 Item No. 1

T.S.	T.A.	Above average												Below average											
						Edu				Hum								Edu				Hum			
		N. st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%	
		B	G.	B.	G	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.
		17	21	28.33	35	5	10	8.33	16.66	12	11	20	18.33	13	9	21.66	15	10	5	16.66	8.33	3	4	5	6.66
60	6	38		63.33		15		24.99		23		38.33		22		33.66		15		24.99		7		11.66	

The above table shows the total proficiency in item no. 1 in which the students were asked to write a letter with the help of the clues. The full marks of the item no. 1 is 12. The average score obtained by 60 students in that item was 6.00. The table shows that 63.33 of the total students crossed the average marks and 33.66 students could not obtain the average marks. In this item , the percent of the students who crossed average marks from the Faculty of Education was 24.99 % and from Faculty of Humanities and Social Sciences was 38.33% . The percentages of the girls and boys who crossed the average marks from the Education and Humanities and Social Sciences Faculties were 8.33% , 16.66% and 20, 18.33% respectively.

Some erroneous sentences of students writing in item no. 1 were:

- I get your letter yesterday.
- Kathamndu is very various than village.
- I hoping there are you well.
- I am find your live in the best surkath give your letter I am very happy etc.

Table No. 8

Item No. 2

T.S.	T.A.	Above average												Below average											
						Edu				Hum								Edu				Hum			
		N. st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%	
		B	G.	B.	G	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.
		16	20	26.66	33.33	9	10	15	16.66	7	10	11.66	11.66	10	14	16.66	23.33	6	5	10.	8.33	8	5	13.33	8.33
60	2.65	26		59.99		19		31.66		17		28.32		24		39.99		11		18.33		13		21.66	

The above table shows the total proficiency in item no. 2 in which students were asked to write paragraph using hints. The full marks of this item were 7 and average obtained score by the 60 students in that item was 2.65. In this item 59.99% students crossed the average marks and 39.99% students could not obtain the among the total students. The percentages of the girls and boys of Faculty of Education and Humanities and Social Sciences who crossed the average marks were 16.66%, 15% and 16.66% 11.66% respectively. The percentages of the girls and boys of Faculty of Education and Humanities and Social Sciences were 8.33%, 10% and 8.33%, 13.33% respectively who came below the average marks. Some of the erroneous sentences of students writing in item no. 2 were:

- I was small boy. I play a marble.
- My parents is the very much lovely.
- I comed home from school.
- When I were child. etc

Table No. 9

Item No. 3

T.S.	T.A.	Above average												Below average											
						Edu				Hum								Edu				Hum			
		N. st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%	
		B	G.	B.	G	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.
		21	21	35	35	8	10	13.33	16.66	13	11	21.66	18.33	9	9	15	15	7	5	11.66	8.33	2	4	3.33	6.66
60	2.9	42		70.0		18		29.99		24		39.99		18		30.0		12		19.99		6		9.99	

The above table shows the total proficiency in item no. 3 in which the students were asked to write newspaper report with the help of the given clues. The full marks of this item was 7. The average score obtained by 60 students in that item was 2.9. The table shows that 70% of the total students crossed the average marks and 30% students could not obtain the average marks. In this item, the percentage of the students who crossed average marks from the Faculty of Education was 29.99% and from the Faculty of Humanities and Social Sciences was 39.99%. The percentage of the girls and boys who crossed the average marks from the Faculty of Education and Faculty of Humanities and Social Sciences were 16.66%, 13.33% and 18.33% , 21.66% respectively.

Some of the erroneous sentences of students writing in item no. 3 were:

- 2064, 8 Phalgun to play football game it games take part. Where completely 16 teams are competed

Table No. 10

Item No. 4

T.S.	T.A.	Above average												Below average											
						Edu				Hum								Edu				Hum			
		N. st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%	
		B	G.	B.	G	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.
		16	16	26.66	26.66	5	6	8.33	10	11	10	18.33	16.66	14	14	23.33	23.33	10	9	16.66	15	4	5	6.66	8.33
60	5.33	32		53.33		11		18.33		21		34.99		28		46.99		19		21.66		9		14.99	

The above table shows the total proficiency in item no. 4 in which students were asked to describe about themselves with the help of the given points. The full marks of the item no. 4 was 12. The average score obtained by 60 students in that item was 5.33. The table shows that 53.32% of the total students crossed the average marks and 46.99% students could not obtain the average marks. In this item, the percentage of the students who crossed average marks from the Faculty of Education was 18.33% and from the Faculty of Humanities and Social Sciences was 34.99%. The percentages of the girls and boys who crossed the average marks from the Faculty of Education and Faculty of Humanities and Social Sciences were 10% , 8.33% and 16.66% , 18.33% respectively.

Some of the erroneous sentences of students writing in item no. 4 were:

- I had learn it , I have visit Kathmandu.
- I hope successes it aim
- I learning English seen 5 class.
- I letter say

Table No. 11

Item No. 5

T.S.	T.A.	Above average												Below average											
						Edu				Hum								Edu				Hum			
		N. st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%		N.st.		%	
		B	G.	B.	G	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.	B	G.
		18	16	30	26.66	8	8	13.33	13.33	10	8	16.66	13.33	12	14	20	23.33	7	7	11.66	11.66	5	7	8.33	11.66
60	6.64	34		56.66		16		26.66		18		29.99		24		43.33		14		23.32		12		19.99	

The above table shows the total proficiency in item no. 5 in which the students were asked to write parallel writing based on the information given there. The full marks of this item was 12. The average score obtained by 60 students in this item was 6.46. The table shows that 56.66% of the total students crossed the average marks and 43.33% could not obtain the average marks. In this item, the percent of the students who crossed average marks from the Faculty of Education was 26.66% , and from Faculty of Humanities and Social Sciences was 29.99% .

Some of the erroneous sentences of students writing in item no. 5 were:

- Helen is a sales girl who work
- Helen chshier sales girl working department.

3.4 Analysis of the Marks in Terms of Central Tendencies

The items are further analyzed in terms of central tendencies. The mean, median and mode are the measures of central tendencies.

a. Mean

The mean score refers to the arithmetical average i.e. the sum of the total separate scores divided by the total number of candidates.

Thus,

$$M = \frac{\sum FX}{N}$$

Here,

M= the mean

= the sum of

X = the Score

F= the number of times a score occurs

The mean score of this study is given below:

Marks (X)	Frequency (F)	(FX)	CF
16	4	64	4
17	1	17	5
18	1	18	10
19	3	57	13
20	5	100	18
21	3	63	21
22	2	44	24
23	3	69	27
24	8	192	35
25	4	100	39
26	7	182	46
27	4	108	50
28	5	140	55
29	3	87	58
30	1	30	59
32	2	64	61
	60	FX= 1407	

$$M = \frac{\sum FX}{N}$$

$$\frac{1407}{60}$$

$$= 23.45$$

Thus, the mean score of study is 23.45

b. Median

It refers to the score guided by the middle candidate in the merit. In the case of 60 students in this study, there is no middle person and thus the score half way between the lowest score in the top half and the highest score in the bottom half is taken as median it is calculated by using formula.

$$Md = \frac{N}{2} \text{TH term}$$

$$\frac{60}{2}$$

$$= \frac{60}{2}$$

30.5th term

Here,

N = Total number of students

In the data of the study, the lowest score in the top half = 23

The lowest score in the top half= 23

The highest in the bottom half = 22

The median score is 23.

c. Mode

The mode refers to the score which most candidates obtained. In this study the mode is 26, as 60 students have secured this mark.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of the study was to find out the guided writing proficiency of PCL first year students. The students were selected from Mahendra Ratna Campus, Tahachal and Pashupati Multiple Campus, Chabahil in Kathmandu valley. The data were taken from sixty students of PCL. first year students consisting of equal number of boys and girls from each selected campus.

4.1 Findings

On the basis of the analysis and interpretation, the findings of the present research have been listed below:

- a. The guided writing proficiency of the PCL first year students was found satisfactory. Most of the students were above average. In total, 56.66% students were above average and 43.33% were below in average.
- b. The writing proficiency of the students of Humanities and Social Sciences was found better than that of the students of the Faculty of Education.
- c. Writing proficiency of the girls was found better than those of boys in both Faculties.
- d. Most of the students do not have knowledge to construct ideas on a topic.

- e. Some very common words like ‘zoo’ , ‘necessary’, ‘pollution’, ‘religious’ etc. are wrongly spelled in ‘zo’, ‘pallution’, and ‘religiou’ etc.
- f. Students obtained higher marks in parallel writing than other types of guided writings like developing skeleton into fuller/ text, paraphrasing etc.

4.2 Recommendations

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

- a. Students should be encouraged to participate in the guided writing. They should be given chance to practise in different writing tasks.
- b. Boys should be encouraged more to participate in writing in two different Faculties.
- c. The students studying in Faculty of Education should be encouraged to participate in the writing tasks. They should be given chance to write different writing exercises.
- d. Students should consult dictionary to correct spelling. Model writing on different topics should be presented to the students in order to encourage them in writing assignments.
- e. Model writing on different topics should be presented to the students in order to encourage them in writing.

- f. The teacher should use visual aids. It will help to develop the writing skill of the students.
- g. More exercises should be included on spelling in the textbook.

If these above mentioned recommendations are taken into consideration by the concerned officials and persons, the gap found between the boys and girls and the students of the Faculty of Education and Humanities and Social Sciences can be minimized.

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Appendix - I

Test-Item

F.M. 50

P.M. 16

Time: 2 hrs.

This questionnaire is prepared to collect the data for the purpose of a research entitled A Study on the Proficiency of the PCL First year Students in Guided writing to fulfill the Master's Degree. I promise that your creations will be confidential. Therefore, I'd like to request to the respective students to participate by your heart. Please, supply required information in the following format.

Name:	
Sex:	
Campus Name:	
Faculty:	
Subject:	
First Language:	

Q.N. 1 Imagine that you are living in Kathmandu for your higher education and your family is far from you. Write a letter to your father with the help of the following points.

12

Opening personal information (health, last letter from home, economic problem) Kathmandu Valley (cultural values, religious places, water problem, expensiveness, pollution, lack of social relationship, large number of people) . . . information on campus (classes, teachers, library, games and sports, hotel friendships) closing of the letter.

Q.N. 2 Write a paragraph about things you used to do in your childhood use 'would' and take help of the following points. 7

- a. Play marbles.
- b. Study and to do homework.
- c. Watch cartoon on T.V.
- d. Parents scold me.
- e. Convince me to do homework.
- f. My carefree and tensionlessness childhood age.
- g. Unforgettable.

Q.N. 3. Write a newspaper report for the following headlines using the clues given below the headline. 7

Koshi Beat Mahakali

Inter-zonal Tournament

Dashrath Stadium, Kathmandu

Final Clash

3 goals to 1

Q.N. 4. Write a paragraph about yourself with the help of the following points. 12

- | | |
|----------------------------|---|
| 1. Name | 2. Age |
| 3. Sex | 4. Nationality |
| 5. Religion | 6. Occupation |
| 7. Education | 8. How long have you been learning English? |
| 9. Where did you learn it? | 10. Have you ever visited Kathmandu? |
| 11. If so give details | 12. Brief statement of interest and hobbies |

Q.N. 5 Read the paragraph and then write similar paragraph based on the information given below:

Frank is a cashier who works in a bank. His working hours are 9 a.m. to 5 p.m. He earns \$ 20 a week. At week - ends he plays golf or goes riding. In his spare time he is studying economic, and in ten or twelve years he hopes to become a bank manager.

- a. Helensalesgirl.....department store9:30 a.m.6 p.m.\$ 10 Table tenniswalkingbook keepingshop manageress.
- b. Joycesecretaryoffice.....9:15 a.m.5:30 p.m.\$ 12tennis Swimming drawing and painting dress designer.

Appendix –II
Mahendra Ratna Campus, Tahachal, Kathmandu
Faculty of Education
PCL First Year
Name and marks obtained in each item (Boys)

S.N	Name of the students	Item I	Item II	Item III	Item IV	Item v	Total
1	Kamal Oli	7	3	3	5	8	26
2	Lila Bdr. Tamang	5	2	3	2	7	19
3	Murai Prd. Timalisina	6	3	2	6	8	25
4	Sanjaya Pradahh	6	3	3	6	8	26
5	Gaurab Rai	5	2	2	3	4	16
6	Dinesh Chandra Poudel	5	2	2	3	6	18
7	Narendra Raj Giri	5	2	3	6	7	24
8	Janak K.C.	4	3	2	4	4	16
9	Pradip Pantha	7	2	3	6	8	26
10	Balaram poudel	6	2	3	6	7	24
11	Suman Rai	4	3	3	3	4	17
12	Chandra Bdr. Gurung	5	4	3	4	2	18
13	Rakesh Rai	5	3	2	4	5	19
14	Prakash Khanal	4	4	2	3	5	18
15	Ghanshyam Ojha	5	3	3	5	7	23

Name and marks obtained in each item (Girls)

S.N	Name of the students	Item I	Item II	Item III	Item IV	Item v	Total
1	Srijana Lawati	5	2	3	4	7	21
2	Kamala Giri	7	3	3	5	8	26
3	Sarala Karki	8	3	3	6	8	28
4	Rupa Gurung	7	3	2	7	8	27
5	Sabita Malla	8	3	3	7	8	29
6	Kabita Khanal	6	3	1	4	7	21
7	Rekha pradhan	6	3	3	6	6	24
8	Sabita Karki	6	2	3	6	7	24
9	Nirmala Karki	5	2	3	4	4	18
10	Yasodha Bhattarai	6	3	3	2	6	20
11	Rita Dhakal	4	2	2	4	4	16
12	Dipa Kahdka	7	3	3	7	8	28
13	Ramala subedi	6	3	3	2	6	20
14	Urmila pradhan	5	3	2	3	5	18
15	Suja Dahal	5	1	2	4	4	16

Appendix –III
Pashupati Multiple Campus, Chabahil, Kathmandu
Faculty of Humanities and Social Sciences
PCL First Year
Name and marks obtained in each item (Boys)

S.N	Name of the students	Item I	Item II	Item III	Item IV	Item v	Total
1	Sajeen Shrestha	8	3	2	7	9	29
2	Manoj Bhattarai	8	4	5	7	8	32
3	Ajay Pradhan	7	3	4	5	8	27
4	Rakesh Rai	7	3	4	7	7	28
5	Tirtha Mishra	5	2	3	7	7	24
6	Bishal Rai	7	3	3	6	7	26
7	Bikram Sharma	7	3	3	7	7	27
8	Khagendra Niroula	5	2	3	5	5	20
9	Saroj Pokherel	6	2	3	6	6	23
10	Dev limbu	6	3	2	6	5	21
11	Ob prakash Rai	6	2	3	6	6	24
12	Hari Dhakal	5	2	3	4	6	20
13	Dhiraj Rai	6	2	3	6	8	25
14	Bishnu Niroula	7	2	3	5	7	24
15	Gopal Pariyar	7	2	3	6	7	25

Name and marks obtained in each item (Girls)

S.N	Name of the students	Item I	Item II	Item III	Item IV	Item v	Total
1	Sabita girl	7	4	5	8	8	32
2	Sita Rai	7	3	5	7	8	30
3	Kritika pradhan	8	3	4	7	7	29
4	Bimala ojha	6	3	4	8	7	28
5	Sima khanal	7	2	3	7	8	27
6	Gita Karki	6	3	3	6	8	26
7	Manisha Neupane	7	3	4	5	6	26
8	Kabita Khadka	5	3	4	6	7	25
9	Anu Timalina	7	3	4	7	7	28
10	Manju Poudel	6	2	2	6	6	22
11	Pujan Karki	5	2	2	5	5	24
12	Januka Basnet	6	2	3	5	6	19
13	Sarala Giri	6	2	3	5	6	22
14	Sushma Rai	5	2	2	6	5	23
15	Sujata Maharjan	5	3	2	5	5	20