

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Education is an essential aspect of human life. Education is dynamic and it is necessary for each and every changeable society. Education means a natural, progressive and systematic development of human mind. Education should be qualitative for the development of individual as well as the country. It is said that education is light of life which provides knowledge in different situations. To gain knowledge of worldwide, we need language. English is most widely used language. We need English for the acquisition and transmission of the scientific and technological knowledge. It is also the window to western literature, culture and thoughts.

Language is a means of communication. We need communication to run our life effectively. We may face many problems in the absence of a means of effective communication. We learn language through speech and writing. In the Encyclopedia (Britanica, Vol. 13), language is defined as a system of conventional, 'spoken' or 'written' symbols by means of which human being as members of social group and participants in its culture communicate. The main aim of language is communication. Language is based on religion, culture, custom and the status of the society, education and so on. In this regard, it is a means of inter-communication as well as social control.

1.1.1 Introduction of Writing

A language is always recognized in terms of different skills : listening, speaking, reading and writing. A skill means to do something expertly and well. Writing is one the most important skills. It is productive and expressive skill of language. Writing is an expressive skill because we encode meaning by means of certain graphic productive skill because it manipulates the mechanics, letters and structures them into sensible words, sentences and paragraphs. Writing, being secondary and dependent on speech, makes use of graphic symbols to represent spoken sounds. According to Richards et. al. (1985-313) "Writing is a system of writing symbols which represents the sounds, syllables or words of language." It means all languages of the world which have their written form, use graphical symbols that represent spoken sounds. Byrne 91993-1) says "The symbols have to be arranged according to certain convention to form words and words have to be arranged to form a sentence."

Writing uses not only linguistic resources but also makes use of graphological device at the same time. Further, writing is a process and involves several elements. The writer follows a systematic approach. He thinks about the content, audience, purpose, grammar, lexis and overall organization of the text. At the same time, he also thinks and uses some graphological devices like punctual marks, spelling, rhetorical devices (Rivers, 1972, 241).

Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways Harmer, (1950-232).

Thus, writing is an act of transmitting thoughts, feeling and ideas. Writing is a very complex process that requires many composite skills : mental, rhetorical and critical. It is a skill that improves with constant practice. The writer becomes more comfortable and fluent in putting his/her thoughts exactly on paper.

1.1.2 Components of Writing

Writing is not a single skill but the combination of the following components.

- i) Mechanics
- ii) Coherence
- iii) Cohesion
- iv) Orthographic and Para-orthographic text.
 - i) Mechanics : Mechanics refers to the graphological system. It includes the following aspects :
 - a) Spelling or alphabets
 - b) Use of punctuation marks
 - c) Use of capital and small letters
 - d) Alphabetic and syllabic writing (but English has only alphabetic writing)
 - e) Handwriting i.e. printing style, simple cursive, full cursive.
 - f) Use of abbreviation and numbers
 - g) Format or layout of writing.
 - ii) Coherence : Random collection of sentences is not writing. In other words, any combination of sentences to be a text or paragraph, the combination should be coherent. Coherence refers to the semantic relationship between sentence or utterance in a text or discourse. This relationship is based on the speakers' shared knowledge in a spoken

discourse. But in written discourse, the meaning relationship between topic sentence and its supporting details of a paragraph or text reflect coherence. For example in the conversation :

A : Could you give me a lift home ?

B : Sorry, I am visiting my uncle.

There is coherence because both 'A' and 'B' know that B's uncle lives in the opposite direction of A's home.

Any writing paragraph or a text to be coherent it should have a series of sentences that develop a main idea.

iii) Cohesion : Cohesion refers to the grammatical or lexical relationship between different elements/sentences in a text. Any combination of sentences to be a text, there should be grammatical relationship between sentences. Cohesion also refers to the relationship between different parts of sentences. The proper use of cataphora and anaphora makes a piece of writing cohesive.

For example:

A : Is Sony coming to the party ?

B : Yes, she is.

Here, there is link between 'Sony' and 'She', 'is.....coming' and 'is'.

iv) Orthographic and Para-orthographic Text : Orthographic refers to spelling system in general. But specifically, it refers to correct or standard spelling. Orthographic text refers to the text in general where there is no use of any chart, picture, table etc. which are the features of Para-orthographic vext.

Para-orthographic vext deals with

a) Converting a text into chart diagram etc.

- b) Interpreting charts diagrams into orthographic.
- c) Writing from maps' graphs, statistical data etc.
- d) Writing something in the form of table, chart, diagram etc.

1.1.3 Stages of Development of Writing

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

The second stage of writing is 'structuring'. In this stage, the learner learns the spelling of words, synthetic roles of structuring words, sentences, paragraphs and text.

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

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

(I) Copying

This stage is also known as the stage of transcription. In this stage, the learners become familiar with different aspects of language. According to Rivers, as the student is copying, he/she should repeat to himself what he/she is writing. In this way, learner depends on the impression in his mind of the sounds, the symbols represent and he/she has further repetition practice of basic dialogue or pattern sentences. When a learner continues the copying activities, he/she learns the script of the target language, the orthographic rules and syntactic rules roughly.

(II) Reproduction

In reproduction stage, the learner attempts to write without originality what he/she has learned orally and read in his/her text books. If the learner has been trained in habit of accuracy during the copying stages; he/she becomes able to practise different reproduction stage. It helps to reinforce spelling and sentences structures. The method of dictating to the learners is effective for reproducing sentences. Further, the teacher emphasizes on writing and describing a picture or showing something. For it, the learner should understand the meaning of sentences.

(III) Recombination

In this stage, the learners are required to produce learned work with minor adaptation. The writing practice may take a number of forms. e.g. using substitution table to form words, phrases, sentences and transforming sentences and so on. It is a more appropriate way because learn rebuild experience and ideas of writing. It is necessary to manipulate grammatical structure. Dictation is also a very fruitful method for recombining the ideas.

(IV) Guided Writing

In this stage, the learners develop their writing skill than the above ones. Now, the learners are given some freedom in selection of lexical items and structural patterns for their written exercises. But they have to follow the given suggestions regarding the content. At this stage, the learners are given different types of exercises such as completion, replacement, expansion or summarizing on elaborating some topics. They can use their ideas partially. But the learner in this stage, is not semantically free because s/he should follow the guidelines frame.

(V) Free Composition

Writing free composition is a complex activity. It requires the variety of skills. It involves the production and arrangement of written sentences in an appropriate way. At this stage, the learners know how to select the appropriate vocabulary and structure to express their ideas in a meaningful way. They can express their ideas freely in this stage.

Thus, if the learners are carefully guided through all these stages, they can be master in the writing skill.

1.1.4 The Essential Characteristics of Good Writing

Jack, C. Richards says that 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 the most desired thing. Simplicity and directness are the most useful properties of good writing. But making a simple and clear writing is difficult from the syntactic and semantic

point of views. It needs good imagination and logical sequence of thoughts. According to Richards, some essential characteristics of good writing are introduced as follows.

(I) Economy

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

(II) Simplicity

The second quality of a good writing is reducing the complexities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, genres jargons, flourishing and ambiguous words and so on. Simplicity and smoothness make writing understandable and readable, which never disturb the readers to understand the gist points of the writing.

(III) Clarity

Good wiring should be plausible avoiding the complications. The writing must be free from ambiguity and should also be explicit. Written ideas should be presented in a clear, order, readable, understandable and informative style. So, good writing should be out of exaggeration and self contradictory statements.

(IV) Continuity

Continuity of thought is another important quality of good writing. There should be continuity of thoughts of words to follow 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 writer. So, it should be accurate. Such written piece should be free from lexical, syntactic, semantic and grammatical errors.

The above characteristics of good writing play an important role for writing proficiency of the lower secondary level students. So, lower secondary level students should develop their ability to clear, economic simple, continuous and error free sentences gradually.

1.1.5 Cohesion

Cohesion refers to grammatical and lexical relationship with different elements of a text.

1.5.1. Cohesive Devices

(I) Reference

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

Stuti is a student. She reads in Vijaya Samudhyak Siksha Sadan. Here 'she' refers to 'Stuti'. We use such innumerable references words in writing.

(II) Conjunction

And, since, however, moreover, because and so on are used as conjunctions in writing which relate the sentences or parts of sentence in a piece of writing.

(III) Substitution

Sometimes, a word or phrase substitutes for an earlier item in the next to avoid repetition.

For example,

My car is too old. I must buy a new one.

(IV) Ellipsis

Ellipsis is a term used in grammatical analysis to refer to a sentence where part of sentence has been omitted. It is very similar to substitution. Ellipsis is simply a substitution by zero.

For example,

'A' : Where are going ?

'B' : To town,

Here the full form of B's sentence is predictable from A's sentence i.e. 'I am going to town.'

(V) Lexical Cohesion

The careful choice of vocabulary, synonyms and the repetition of words and phrases can create unity in a piece of writing to complete the picture of cohesive relatives. In lexical cohesion, lexical items can relate the parts of a text anaphorically or cataphorically.

1.1.6 Organization

Organization plays a vital role in a piece of writing. The ideas expressed by the writer on any topic must be well organized. If a writer has written very effective and constructive ideas but is not organized in a proper way, this writing becomes worthless. The writer should develop his/her text organizing main phrases, clauses, sentences and paragraphs. Paragraphs should be divided with different ideas or stages of the subject matter. Then, she/he should justify statements and illustrate the topic with suitable examples. Finally, he/she can conclude all his/her ideas or thoughts in the last paragraph. This is one of the systematic ways to write any composition. Therefore, the following points always help to organize any composition or article.

- i) Introductory part of the text.
- ii) Ideas on the text.
- iii) Developing the phrase, clause, sentence and paragraph.
- iv) Paragraph division.
- v) Justifying the statements illustrating the topics.
- vi) Concluding the paragraphs.

1.1.7 Spelling

Each word has its own spelling and meaning of that word depends on the spelling. If we change the spelling of any word, it may be a different word and it conveys the different meaning. Moreover, it also may be meaningless word. Writing is achieved by correct spelling of individual words. The correct spelling of individual word helps to gain correct and meaningful communication through writing. Misspelled words create confusion and make a great number of errors. The English spelling system is full of irregularities and contradictions. The phonological and orthographic form of English language is different. The writing spelling is a genuine complexity of the English writing system.

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

i) If the word is one syllabic and ends in a short vowel followed by a single consonant, the consonant letter is doubled when the suffixes 'ing', 'ed' and 'er' are added.

e.g.	hit	-	hitting
	rob	-	robbing
	stop	-	stopped
	cut	-	cutter etc.

But this rule doesn't apply in the words whose vowel or if the word ends with a silent 'e' e.g. meet - meeting, please - pleased etc.

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

benefit - benefitting, benefitted

refer - referring

Some exceptions :

answer + ed/ing = answered/answering

orbit + ed/ing = orbited/orbiting

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

join - joined/joining

lead - leading

wood - wooden

weep - weeping

visit - visiting/visited

exception :

worship - worshipped

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

e.g. cruel - cruelly

mortal - mortally

exceptions

single - singled
model - modeling etc.

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

move - moving, movable

love - loving, lovable

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

e.g. hope + full = hopeful

immediate + ly = immediately

exception

argue + ment = argument

due + ly = duly etc.

vii) Words ending in 'y' following a consonant change the 'y' to 'i' before any suffix except 'ing'.

e.g. carry + ed = carried

marry + ed = married

easy + er = easier

penny + less = penniless

exception,

carry + ing = carrying

hurry + ing = hurrying etc.

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

e.g.

agree + ing = agreeing

agree + ment = agreement

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

e.g. grace + ous = gracious

space + ous = spacious

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

e.g. courage + ous = courageous

peace + ful = peaceful

xi) When 'full' is added to words the second 'i' is dropped.

e.g. beauty + full = beautiful

xii) Some/any/no/every come before body, thing, where etc are
gathered each other without any spelling change, Wood (1981:32)

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

1.1.8 Punctuation

Punctuation is an art or a system of inserting marks or points in writing or printing in order to make the meaning clear. The punctuation marks are used to mark boundaries. They are used mainly to convey the meaning and to make the expressions explicit or unambiguous. The punctuation marks includes comma, colon, semi-colon, hyphen, full stop, dash, slash,

parenthesis, quotation marks, question marks, exclamation marks, capital letters, apostrophe, line direction and space between words.

Professional writers and editors make use of all these punctuation marks. The lower secondary and secondary level students who are learning English as a second or foreign language do not need to use all punctuation marks. Some important punctuation marks which are useful for earlier learners are as follows.

(I) Full Stop [.]

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

- a) It is used to mark the end of declarative sentence, imperative sentence, statement, commands or indirect question.
- b) It is used to mark after abbreviated forms of the words and initials (wood, 1981:50)
 - i. M. Ed.
 - ii. P.M.
 - iii. K.K. Kaphle
 - iv. U.K, U.S.A. etc
- c) It is used to mark a case of personal preference (Wood, 1981:52).
e.g. abbreviated form of doctor as Dr. It can be written without full stop
Dr.

(II) Comma [,]

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

- a) Comma is used to separate the items in a list of words, phrases and clauses. Wood (1981:44).
e.g. Kishor bought a pen, a pencil, a book and a ruler from stationery yesterday.
- b) It is used to separate question tag from the statement.
Kanpana wrote a story, didn't she ?
- c) It is used in quotation to separate the quotation from the rest of the sentence.
e.g. John says, "William is coming".
- d) It is used to mark the name of any person with addressing him or her.
Sushil, come here.
Good morning, sir.
e.g. At last, they went campus.
- e) It is used with non-defining relative clauses with give additional information about the noun in sentence.
e.g. Hari, who is the tallest boy, has gone outside.

(III) Question mark [?]

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

a) It is used at the end of direct questions.

Where did Subash go yesterday ? (Wh-question)

Are you studying English book ? (Yes/No question)

b) It is not used after a command or statement. But when the command is used to ask a question and has rising intonation while speaking, the question mark is used.

You want a job ?

You are going to India ? etc

(IV) Exclamation Mark [!]

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

i) It is usually used after interjections.

e.g. Oh ! He reached there.

Alas ! she died.

ii) It is used after short order.

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

Get out ! You are a foolish boy. etc.

(V) Quotation mark ["....."]

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

Eg. Laxmi said "The earth is round".

Lalmani said to me "Let me speak to him".

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

e.g. 'Ramayan' is very popular T.V. serial.

My father reads "Shrimatbhagwat" everyday.

(VI) Apostrophe [']

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

a) It is used to replace the omitted letter or letters.

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

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

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

b) It is used to signify possession or ownership of a person, an animal or an abstract noun.

e.g. It is my daughter's 5th birthday.

(VII) Colon [:]

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

a) It is used for opposed clauses which are not connected by conjunction.

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

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

Binod : A thing of beauty is a joy of forever.

[Here : means Binod says]

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

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

(VIII) Semi-colon [;]

It is used to separate a series of loosely connected clauses.

e.g. He phoned me; to give information.

It is used to define something using different sentences.

e.g. This book is thick;

It develops our creative power;

It has sweet information;

(IX) Dash [-]

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

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

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

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

(X) Parenthesis ()

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

e.g. Sita is gained from heaven (It was all wished) a friend.

b) It is used to in close cross-references.

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

(XI) Hyphen [-]

- a) It is used to join the parts of compound words.
e.g. Father-in-law, bath-room, hill-side etc.
- b) It is also used to divide the words in to syllables.
e.g. Un-truth-full-ness
Un-certain etc.

1.1.9 Capitalization

Capitalization is a branch of mechanics. The knowledge, where to use capital letter is important for writing. It is a matter of convention. Some capitalization however is a matter of style rather than convention. Anyway, the knowledge of using capital letter is essential aspect of writing. Some basic rules of capitalization are as follows.

- a) It is used in the beginning of a first word in each sentence.
e.g. She is honest girl.
- b) It is used in the beginning of all adjectives derived of proper nouns.
e.g. Nepali and Indian.
- c) It is used in the beginning of each fresh line of poetry.
e.g. Tiger ! Tiger ! burning bright.
In the forest of the night.
- d) It is used for all nouns and pronouns which indicate divine quality.
e.g. Shiva is the God of Hindu religion.
- e) It is used while writing first person singular pronoun 'I'.
e.g. It is I who is the chairman.
- f) It is used with the name of a person, place, day, month and festivals.
e.g. She is Kalpana (person)

The live in America (place)

Today is Sunday (day)

This is February (month)

Stuti will be here at Dashain and Tihar (festival)

g) It is used in honorary and official titles, specific schools courses and abbreviations.

e.g. Professor Basnyat, Doctor Adhikari, Mr. Kaphle, SOS, URIO etc.

1.1.10 Writing : An overview of Writing

Writing is the act of putting down something which has been spoken in conventional form; writing is clearly much more than the production of graphic symbols. The symbols have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. Writing refers to the expression of ideas in a consecutive of the language. The alternate aim of teaching writing is to make, the student able to express himself in a polished literary form which requires the initialization of special vocabulary and certain refinement of structures. Writing involves encoding of a message of some kind or translating our thoughts into language in graphic form. Encoding is a process of turning or converting a message into a set of symbols.

Parkinson (2002) provides four purposes of writing

- i) to inform, explain and describe
- ii) to argue, persuade and instruct
- iii) to explore, imagine and entertain
- iv) to analyze, review and comment

These four purposes can be categorized as :

- i) informative
- ii) argumentative
- iii) writing stories
- iv) type of writing used for literature and media studies

So for as the students of grade eight are concerned, they are given some practices to fulfill above purposes. These activities are as follows :

- I) Controlled writing
- II) Guided writing
- III) Free composition writing

I. Controlled Writing

In controlled writing, the students are not free to write anything. They can do various exercises such as by providing question to be answered, sentences to be complete words or pictures to follow. For teaching controlled writing, the following types of activities are used.

- (a) Combining
- (b) Reproducing
- (c) Completing

(a) Combining

Combining refers to the task of combining letters, words or sentences according to the proficiency level of the students. For example, in sentence combining, the students may be given a passage written in short sentences and they may be asked to combine these sentences using appropriate connectives.

(b) Reproduction

Reproducing refers to writing without originally of the writer reproducing includes following activities :

- (i) copying
- (ii) reducing
- (iii) answering questions
- (iv) dictation etc.

(c) Completing

Completing refers to the task of completing the parts of sentences. It includes the exercises like fill in the blanks and matching halves.

e.g. (i) Marco Polo ____ one of the most ____ travelers of all history. At the age of seventeen he ____ Italy with his ____ and uncle. It ____ them more than three years to cross the mountains and ____ of Asia. In 1275 they ____ the place of Kublai Khan, the great ____ of China.

(ii) Complete the following dialogues.

Manoj : Hello, Raju ! How are you ?

Raju :

Manoj : I haven't planned anything for tonight. What have you in mind ?

Raju :

Manoj : No, I haven't, what is it called ?

Raju :

Manoj : Who are the stars ?

Raju :

Manoj : It sounds good. I'll come. Where shall we meet ?

Raju :

Manoj : What time ?

Raju : Alright. Bye !

(II) Guided Writing

Guided writing is neither controlled no free. This is semi-controlled writing activity. In guided writing, student's writing is not totally controlled but is guided in some way. In controlled writing, the structures and vocabulary are also controlled but in guided writing, only the content or message or meaning is controlled but students are free to allow their own vocabulary and structures where possible.

The activities for teaching guided writing includes.

- (a) paraphrasing
- (b) parallel writing
- (c) developing skeleton writing
- (d) picture description
- (e) the beginning and ending of story
- (f) a set of instruction etc.

Paraphrasing is the task of producing alternative version of a sentence or paragraph. In parallel writing, the students write the similar text with the help of given text and using hints which are given there. Developing skeleton writing is a branch of substitution exercises. Such writing may be given with greater freedom of choice. The skeleton of text is used to practise inserting text. It helps students to write a complete paragraph. While describing pictures, the teacher gives some instruction and provide with a series of pictures. The teacher also helps the students to understand the relationship

among the pictures. So, at last, the students become able to write a paragraph describing the activities related to the different pictures. In the beginning and the ending a story, the teacher asks the students to listen to the theme of a story. Then, s/he writes some sentences. Some of these sentences are related to the beginning of the story and some sentences are related to the ending of the story. The middle part of that story should be developed by the students. They write the middle part according to the theme of the story. In the set of instructions activity, the teacher gives some instructions and students should follow them. For example, the teacher may ask to write how to prepare tea, etc.

Sampling of guided writing.

i) Education

Definition of education ___ a continuous process ___ makes people bright ___ moral discipline ___ prestige of the person ___ civilization ___ good society ___ peace ___ prosperity ___ and better human society ___ etc.

(ii) Read the given text about '**The Cow**' and write a similar text about '**The Dog**'.

The Cow

Cow is a domestic animal. People keep cow at home for many different purposes. She is a tamed animal. She has a big body. She has two horns bulging out of the head. She has four feet. She is also called four footed animal. She has a long body. The body is covered with soft hair. She has a long tail. A tuft of hair is present at end of the tail. She uses her tail to drive away insects or flies.

The cow is vegetarian animal. She has tough hooves on her feet. She has two big eyes. There are different kinds of cows. Cows of high breed give a lot of milk. Hindus regard cow as goddess Laxmi. She is also a very good friend of the farmers.

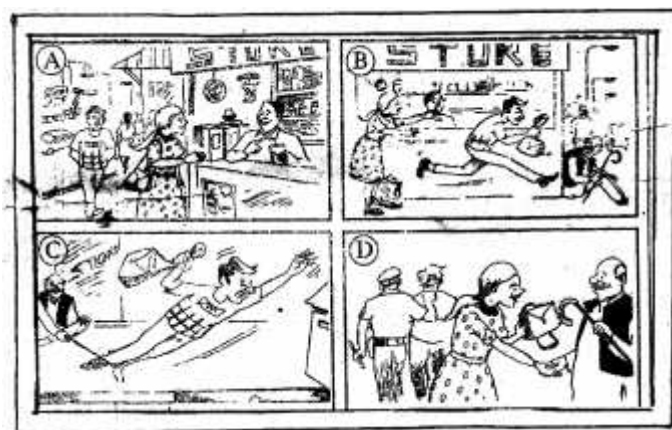
The cow dung and urine is very good fertilizer. The dung of the cow and urine is regarded pious in Hindu religion. Some people eat cow's meat. Cow's meat is called beef. Hindu regard cow as mother. Killing of cow or torturing her is regarded as a sin in Hindu culture.

In fact, the cow is an innocent creature. We must love cow.

The Dog

Four footed domestic animal - kept in homes - big head with no horns - curly tail - likes meat but eats anything - fond of bones - guard our houses - doesn't have deep sleep - has strong smell sense - used in hunting and detecting criminals - helpful to hunters and policemen - faithful slave to his master - loves his master's family - wag his tail when he is happy - sometimes goes mad - dangerous - take care of it - keep neat and clean - washed regularly - some dogs source of diseases - shouldn't keep them dirty - should love them.

(iii) Look at the pictures below and describe what's happening



III. Free Composition 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 composition writing includes.

-) Essay writing/writing about any topic
-) Report writing
-) Letter writing etc.

Free writing is an extended composition. It is not guided or controlled. Students are asked to write a paragraph, essay, report writing, summary writing or diary writing. In free composition, students are allowed first to think on topic that is called brainstorming. There are no restrictions on the students' use of word or structures or on the length of piece. The teacher can help them in selecting and planning topics in getting rid of the errors. Students should remember construction of a good paragraph. It should have controlling and persuasive thoughts. Students also consider unity of ideas and coherence unity of thoughts. The main kinds of free writing are as follows.

-) Narrating
-) Describing
-) Replying
-) Explaining

Narrating refers to narrative compositions. It includes narrating personal experience, stories auto biographies, histories etc. The student should be more creative because s/he should pretend being anybody else too. Any situation is provided to the students and asked to narrate something about the topics.

e.g.

- a) Narrate your personal experience about your school life.
- b) Write a short note on the topic "Prithivi Narayan Shah as National Hero"

Describing refers to descriptive composition. The learners may practice different letters like job application personal letters, business letter etc. They also have to describe different places, animals, buildings etc. It is also an example of free writing because students are free to write any structure of any sentence, no boundaries of words, sentences, paragraphs etc. They may use their creative power while writing. But language should be polished and clear to convey clear concept.

Replying is another kind of free writing. It is also creative writing. Writing different letters with some answers.

Sample of letter writing

- (i) Write a letter to your father asking for some money that you need to buy some stationery and to pay fees.

Gaindakot

07-02-2008

Dear Father,

Thank you very much for your letter and suggestions that I received just yesterday. Please don't worry about my study. I have been studying sincerely in school with my teachers and at home with my uncle. My study is going well. I have been enthusiastic now.

These days, I need some money to buy some stationery and to pay fees. I had some money that is finished because I used it to buy uniform. I need to buy some exercise books and reference books. So, please send me 5,000 rupees as soon as possible. This is the first time I left home. I have missed my mother, brother, sister and friends. Immediately after summer vacation I will come home. This much for today. Give my love to mother, brother, sister and my friends.

Yours

Manju Ghimire

Explaining is also another kind of free writing. It is also creative writing. Here, the students should think about different topics of paragraphs or essays. While explaining something, the students should define the topic first. It is called introduction. Then other aspects characteristic reasons should be explained in coherent and cohesive way.

e.g.

Environment

Environment, the living and non-living things around, plays role for betterment and worseness of the earth and human beings. Environment includes innumerable factors like earth, human beings, natural elements, and man made things. Due to scientific and technological development, over population, deforestation at the environment has been in crisis. As a result existences of earth and human beings are facing problem.

Over population has occupied more land. Some animals, trees, and species of nature have already been extinct. So eco-system has been badly affected by the extinction of natural elements of environment. Environmentalists and scientists have pointed that human life is under attack and many animals have been on the list of endangered species that ultimately

threatens the human existence. Over population causes deforestation. Deforestation causes soil-erosion, landslide, and flooding.

Good and healthy environment makes human life better. In healthy environment people become healthy and they won't be suffering from any diseases. Healthy body and healthy mind produce healthy and good ideas which are contributing to society and individual. And for healthy environment, environmental elements like plants, animals, human and on the whole natural elements must work and exist properly. In the absence of natural elements environment will be spoilt and finally eco-system will be damaged. So, it is essential to manage and maintain the environment for living long life because of healthy environment. People in underdeveloped country live short-life because they are diseased because of bad environment. Therefore, environment is which related to all round situation of human beings. To maintain it government should play important and affective role across the world.

1.1.11 Correction of Student's Written Scripts

Correcting students' written script is one of the best works of helping students develop their writing skill. There is a general proverb, "To err is human nature and we have to take lesson from our mistakes." When the students prepare their writing, it needs to be checked and corrected as soon as possible. If the teacher does not correct their copies, he is worsening their language and encouraging or strengthening mistakes. Correction motivates and encourages for further writing. Discussing the importance of correction, Rivers says, "Systematic training in writing requires systematic correction, of individual scripts of it is to be effective" (1968:255). Similarly, Harmer says "Clearly a major part of teacher's job is to assess the student's work, to see

how well they are performing or how well they perform. Not only this is important pedagogically, but the students quite naturally expect it "(Harmer, 1990:237). Thus, correction is an integrated part of a teaching learning programme. The students' writing should be corrected as part of a teaching learning programme. The students' writing should be corrected as soon as possible so that the correction can be a proper remedy. But, modern methods and principles of teaching-learning programmes found out that correction of written work can be done by the students not by the teachers. By various activities e.g. repeating, echoing, questioning and expressing the teacher can indicate the errors or mistakes in the writers' scripts with appropriate suggestions. The teacher has to mistakes in the writers' scripts with appropriate suggestions. The teacher has to use some correction techniques according to the type of errors and the size of class. There are some correction techniques. They are :

(i) Peer Correction Technique

Students can also correct their class-mate's writing work themselves. In such activities, the students can exchange their notebooks. They also make attempts to correct their mistakes or errors themselves (i.e. one-another). In a large class the correction-job is very difficult. So some students can be asked to write on the blackboard so that such kind of written work can be corrected at a time. By this work, the whole class will be benefited at a time.

(ii) Teacher Correction Technique

Another technique is 'teacher correct students'. The teacher can correct students' writing in many ways. The teacher can symbolize for different types of errors (i.e. symbol for reading, wrong word, tense, word order, pattern of sentences, punctuation, unclear meaning and so on). The students should already be informed about such symbols of correction. For erroneous words or sentences, any mark or underline should be given so that the errors can easily be seen. In this way, the teacher will make a considerable saving of correction time, and the students will be given valuable training for the habits of accuracy.

The students should be alert so that they never repeat them. "In this way, the attention of the class can be drawn to common mistakes, and the photocopied documents can form the basis for remedial work", (Harmer; 1990:147).

(iii) Self-Correction Technique

The students should be carefully trained to study their own scripts systematically in order to eliminate as many errors as possible before presenting them to the teacher. Carelessly presented works should be refused and given back to the students for rewriting. The teacher should instruct them to follow from easy to complex, known to unknown and part to perfect methods. At the primary stage, students should be given short writing assignments at frequent intervals, and then carefully corrected to promote their writing.

Sometimes, the grading of students may be required to make them interested for their progress. For grading the students, various aspects of writing should be included, e.g. grammatical accuracy, lexical choice, mechanics of writing arrangement of ideas and so on. Bearing all these points in mind, the teacher should make grades to the individual students writing.

1.2 Review of the Related Literature

Though we don't have long history of research works in our department, there the various researches carried out in the different subject matters. Most of the researchers have been carried out in specific areas. There are the some research work carried out on writing proficiency in different areas such as : vocabulary, grammar, free composition etc. Most research works are only concerning advanced level and secondary level, but the researcher couldn't find the research work on writing proficiency of lower secondary level. So, the researcher decided to carry out the research work concerning lower secondary level students' writing proficiency of Chitwan district.

Some studies have been carried out on writing/proficiency of the learning in English language. Adhikari (1986) carried out a study on "Difference in Written English Corrections of English Teacher". The finding of that study was that boarding school teachers were found weaker than that of public schools because boarding school teachers were found weaker in situational differentiation.

Karki (1996) "A comparative study on English language writing proficiency between public and private schools in Lumjung district. He found that private school students were far better in the areas of vocabulary, grammar punctuation marks etc.

Poudel (1999) carried out "A comparative study on English language writing proficiency of the students studying in higher secondary schools of Gulmi and Kathmandu district." He found that science and commerce students were far better than humanities faculty. He also found that students of Kathmandu were better than Gulmi district.

Bhattra (2002) "A comparative study of the writing proficiency of the Bachelor's level students" He found that students of institutes were more proficient than the students of faculties.

Sah (2003) "Writing proficiency of grade Nine students" He found that students committed mistakes in use of commas than other punctuation marks and he also found that boys' writing was better than girls'.

Khanal (2007) "The letter writing ability of Grade 10 students" He found that the students committed mistakes in the use of sender's address and date. He also found that students committed many mistakes in using punctuation marks and the letter writing ability of boys was better than of the girls.

From the above description, it can be said that most of the researches have been carried out only concerning to secondary, intermediate and advanced level but no one has carried out a study on lower secondary level (class eight). Therefore, this research attempted to find out the writing proficiency of eight class students of both public and private schools of Chitwan district. In fact class eight is completion of lower level and foundation for secondary and advanced level. Researcher also attempted to find out the English language writing proficiency of Chitwan district.

1.3 Objectives of the Study

The study has the following principal objectives.

- i) To find out students' English language writing proficiency of grade eight in Chitwan.
- ii) To make comparative study of English language writing proficiency on the following variables :
 - a. Public Vs private school students.
 - b. Boys Vs girls.
 - c. Free Vs guided writing.
 - d. Urban Vs rural area students.
- iii) To suggest some pedagogical implications.

1.4 Significance of the Study

Writing is the most fundamental and significance form of language. This study is a primary attempt to study about English language writing proficiency of grade eight students. This dissertation is mainly concerned with the eight class students of private and Community based schools of Chitwan. This study is significant mainly for teachers and students involved in teaching and learning. To be more specific, this study is also useful to teachers, writers, course designers', students and other interested people in language teaching and learning activity.

1.5 Definition of the terms

Skill : Skill means to do something well and expertly.

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

Composition : Things are composed or constructed e.g. piece of writing.

Orthographic : Orthographic refers to spelling system in general.

Coherence: Coherence refers to the semantic relationship between sentences or utterance in text.

Guided writing : Expression depending upon clause and set of instruction.

Anaphora : A term used in grammatical description for the process or result of linguistic unit deriving its interpretation from some previously expressed unit or meaning.

Cataphora : A term used in grammatical description for the process or result of linguistic unit referring forward to another unit.

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

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

Cohesion : Cohesion refers to the grammatical or lexical relationship between different elements/sentences in a text.

CHAPTER-TWO

METHODOLOGY

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

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The researcher used the primary data to carry out the study. He selected four community based and four private schools of Chitwan district and eighty students of grade eight i.e. 10 from each sampling school was regarded as the primary source of data for the study.

2.1.2 Secondary Sources of Data

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

2.2 Sampling Procedure

The sampling population was consisted of grade 8th students of different eight community based and private schools of Chitwan. The researcher administered the tests to all together 80 students both boys and girls, 10 student from each selected school. The research randomly selected four community based and four private schools of Chitwan district.

2.3 Tools for Data Collection

Test tasks were the main tools to collect the data for this study. The researcher consulted the English Text Books for Grade 8, teacher guide and some other books to design the test tasks. Those test tasks were consisted of guided writing and free writing activities. Two guided writing tasks i.e. developing skeleton writing and parallel writing carried 10-10 marks and two free writing i.e. essay writing and letter writing carried 15-15 marks. Each task was related to subjective questions only. So, the final test was designed to administer among the students of grade 8 containing 4 writing exercises. The total full mark was 50. The main purpose of this test was to find writing proficiency of both community based and private schools of 8th grade students'. One and half an hour time was allocated for the test.

There were mainly four test tasks which were the tools to collect the data. All these tasks were designed to find out students' guided and free writing ability. These four tasks are given below :

(I) Task 'A' (Developing Skeleton Writing) : It carried 10 full marks. This task was designed to find out students' proficiency in the areas of subject

matter, grammar, spelling and punctuation marks. This task is related to guided writing in which students get some hints or clues.

(II) Task 'B' (Parallel Writing) : It carried 10 full marks. This task was also administered to find out the students' writing proficiency in the areas of subject matter, grammar, spelling and punctuation marks. This task is also related to guided writing in which students get some hints or clues or ideas.

(III) Task 'C' (Essay Writing) : It carried 15 full marks. This task was designed to find out students writing proficiency in the area of subject matter, grammar, spelling and punctuation marks. In such tasks, students don't get any clues or hints. They have to present their writing proficiency using their own creativity and originality.

(IV) Task 'D' (A letter to a friend) : It carried 15 full marks. This task was designed to find out the students proficiency in writing informal language, other items related to layout, spelling, grammar and punctuation marks were also evaluated simultaneously.

2.4 Process of Data Collection

Before the actual administration of research tools, the researcher had conducted a "Pilot Test" to find out the difficulty level and effectiveness of the research tool including the time limitation. For this purpose, the researcher conducted pilot test in Saraswati Niketan Secondary Boarding School in which school English medium and Nepali medium students are studying. The researcher selected 20 students i.e. 10 English medium and 10 Nepali medium from this school to take test. The following formula was applied to analyze the result.

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

Where,

P=Proficiency Level

R=Written Response (Obtained Marks) of the total students.

N=Total number of students

FM= Fullmarks of the concerned items

While analyzing the pilot test, the researcher found that the test items were well answered. The total proficiency level was 53.1%. So, slight improvements in the real tests were made.

At the time of preparing the research tools, the researcher again studied task items. He also paid particular attention to develop the marking scheme. After making the marking scheme, the researcher visited the selected schools. He requested the school authority to help him to conduct the test without any disturbance. He took stratified random selected students to a separate room, explained the task and distributed the test tasks to each student. The tests were administered during the school hour. The researcher gave one and half an hour to give the responses. Students also attempted all the tasks within that time. The researcher tried his best to maintain the halo effect. The researcher is indebted to the headmasters and English teachers of all the selected schools for their kind co-operation in the process of data collection.

2.5 Limitation of the Study

Due to the constraints of time, resources and other, the study has been confined to the following limitations.

-) The study was only limited to Chitwan district.
-) The study population was taken only from four Community based and four private schools.
-) The population was confined with eighty students, ten students from each of eight selected community based and private schools.
-) The study was limited to the grade eight students.
-) Test was taken only from guided and free writing items.
-) The tools were limited to find out the students proficiency in layout, punctuation marks, spelling, subject matter, grammar, coherence and cohesion.
-) The researcher regarded municipalities area as urban and remaining area as rural.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This Chapter deals with the analysis and interpretation of data. The responses of the students were marked as accurately and systematically as possible. The scores obtained by the student were tabulated for analysis and interpretation. With the view to make the study more objective and effective, the analysis and interpretation of data was carried out using the statistical tools of average' and percentage'.

The writing proficiency of the students above 50% was assumed as satisfactory ability and below 50% was assumed as not satisfactory. Like this since the full marks of the test paper was 50 and analyzing criteria were same for all sampling individuals.

The analysis and interpretation of the data was done under the following headings.

- i) Status of the writing proficiency of the students in the whole test.
- ii) School-wise analysis of the total writing proficiency in the whole test.
- iii) Analysis of the writing proficiency of private schools' students.
- iv) Analysis of writing proficiency of community based schools' students.
- v) Analysis of writing proficiency of the both private and community based schools' students.
- vi) Analysis of writing proficiency of urban areas school's Students.
- vii) Analysis of writing proficiency of rural areas schools' students.
- viii) Analysis of writing proficiency of both urban and rural areas students.

- ix) Status of Girls' Writing Proficiency of both Private and Community based Schools' Students.
- x) Status of Boys' Writing Proficiency of both Private and Community based Schools' Students.
- xi) Analysis of writing proficiency of the both girls' and boys' as a whole.
- xii) Status in guided writing proficiency of community based schools' students.
- xiii) Status in guided writing proficiency of private schools' students.
- xiv) Status in free writing proficiency of community based schools' students.
- xv) Status in free writing proficiency of private schools' students.
- xvi) Analysis of both guided and free writing proficiency of both private and community based schools' students.

3.1 Status of the Writing proficiency of the Students in the Whole Test

Table No. 1

Status of the Writing Proficiency of the Students in the Whole Test

Total Sample	Total Full marks	Total Obtained Marks	Total Average	Above average		Below average	
				No of the students	Percentage	No of the students	Percentage
80	4000	2177	54.43	50	62.5	30	37.5

The table No. 1 given above shows that the total score made by the students in the whole test was found 54.43 among 80, 50 students were found above the total average and 30 students were found below the total average. The percentage of the students found above the total average was 62.5 % and minority number of students in total average was below average. The total

writing proficiency of the students on the whole test was found satisfactory because average writing proficiency was found above 50%.

3.2 School-wise Analysis of the Total Writing Proficiency in the Whole Test

Table No. 2

School-wise Analysis of the Total Writing Proficiency in the Whole Test

S.N.	Schools	Total Sample	Total average	Above average		Below average	
				No of the students	Percentage	No of the students	Percentage
1.	Skyrider Boarding School	10	72.2	9	90	1	10
2.	Nepal Higher Secondary School	10	36.4	3	30	7	70
3.	Chitwan Higher Secondary School	10	40.4	3	30	7	70
4.	BalKumari Boarding School	10	71.00	10	100	0	0
5.	Siddhi Vinayak Boarding School	10	70.2	10	100	0	0
6.	Kalika Boarding School	10	69.4	10	100	0	0
7.	Gunjanagar Secondary School	10	45.2	4	40	6	60
8.	Lower Secondary School	10	30.6	1	10	9	90

The table above shows the school-wise analysis of the total writing proficiency of the students as a whole. Out of the eight different Sampling schools, the students of Boarding schools i.e. Skyrider (72.2%), Balkumari Boarding School (70.0%), Siddhivinayak Boarding School (70.2%) and Kalika Boarding School (69.4%) were found above average. But the community based Schools i.e. Gunjanagar Secondary School (45.2%) Chitwan Higher Secondary School (40.4%), Nepal Higher Secondary School (36.4%) and Lower Secondary School (30.6%) Schools' were found below average. Like wise, the total average writing proficiency obtained by the students was found highest in Skyrider Boarding School (72.2%) and lowest in Lower Secondary School (30.6%).

3.3 Writing Proficiency of Community Based and Private Schools' Students

Table No. 3

Analysis of Writing Proficiency of Private Schools' Students

S.N.	Schools	Total Sample	Total average	Above average		Below average	
				No of the students	Percentage	No of the students	Percentage
1.	Skyrider Boarding School	10	72.2	9	90	1	10
2.	Siddhi Vinayk Boarding School	10	70.2	10	100	0	0
3.	Balkumari Boarding School	10	71.00	10	100	0	0
4.	Kalika Boarding School	10	69.4	10	100	0	0

The table above shows the status of the writing proficiency of the private schools' students. Out of four private Schools, the average proficiency of the students i.e. (72.2%) was found highest in Skyrider Boarding School and was lowest i.e. (69.4%) in Kalika Boarding School. Like this, only one student of Skyrider Boarding School secured below average but all students of all private schools secured above average.

Table No. 4

Analysis of Writing Proficiency of Community Based Schools' Students

S.N	Schools	Total Sample	Total average	Above average		Below average	
				No. of the students	Percentage	No. of the students	Percentage
1	Nepal Higher Secondary School	10	36.4	3	30	7	70
2	Chitwan Higher Secondary School	10	40.4	3	30	7	70
3	Gunjanagar Secondary School	10	45.2	4	40	6	60
4	Lower Secondary School	10	30.6	1	10	9	90

The table above shows the status of the writing proficiency of the students of community based schools. Out of the four community based schools, the average proficiency of the students was highest i.e. (45.2%) in Gunjanagar Secondary school and lowest i.e. (30.6%) in Lower Secondary School. Like this, 27.5% of the community based schools' students obtained

above average whereas 72.5% students obtained below average. So, community based school students were found very poor.

Table No. 5

Analysis of Writing Proficiency of the Both Private and Community Based Schools' Students

S.N.	Schools	Total Sample	Total Average	Above average		Below average	
				No. of the students	Percentage	No. of the students	Percentage
1	Private	40	70.7	39	97.5	1	2.5
2	Community based	40	38.15	11	27.5	29	72.5

The table above shows the status of the writing proficiency of both private and community based schools as a whole. Here, the average proficiency of the students of private schools was 70.7%. Among 40 students of four private schools, the percentage of the students' scoring above was 97.5% and the students scoring below average was only 2.5%.

But the average score of the students of community based Schools was only 38.15. Among the 40 community based School students, the percentage of the students' scoring above average was 27.5% and the students' scoring below average was 72.5%.

3.4 Writing Proficiency of Urban & Rural areas

Table No. 6

Analysis of Writing Proficiency of Urban Areas of Both Community and Private Schools' Students

S.N.	Schools	Total Sample	Total average	Above average		Below average	
				No of the students	Percentage	No of the students	Percentage
1.	Skyrider Boarding School	10	72.2	9	90	1	10
2.	Nepal Higher Secondary School	10	36.4	3	30	7	70
3.	Chitwan Higher Secondary School	10	40.4	3	30	7	70
4.	Balkumari Boarding School	10	71.00	10	100	0	0

The table above shows the status of the writing proficiency of the students of urban areas Schools. Out of four urban areas Schools, the average proficiency of the students was found the highest (i.e. 72.2%) in Skyrider Boarding Schools and Lowest (i.e.36.4%) in Nepal higher Secondary School. Likewise 25 students (i.e.62.5%) obtained above average whereas 15 students (i.e. 37.5%) obtained below average. So the status of writing proficiency was found satisfactory in urban areas. Particularly, the community based schools' students were below average and their performance was not found satisfactory where as the private schools' students were above average and their performance was found satisfactory in urban area.

Table No. 7**Analysis of Writing Proficiency of Rural Areas of Both Community and Private Schools' Students**

S.N.	Schools	Total Sample	Total average	Above average		Below average	
				No of the students	Percentage	No of the students	Percentage
1.	Siddhi Vinayak Boarding School	10	70.2	10	100	0	0
2.	Kalika Boarding School	10	69.4	10	100	0	0
3.	Gunjanagar Secondary School	10	45.2	4	40	6	60
4.	Lower Secondary School	10	30.6	1	10	9	90

The above table displays the total proficiency of 40 students in four different community based and private schools of rural area. The table also displays their proficiency in total average and percentage. Out of the four rural areas schools, the average proficiency was the highest (i.e. 70.2) in Siddhi Vinayak Boarding School and was lowest (i.e. 30.6) in Lower Secondary School. Likewise, 25 students secured above average and 15 students obtained below average. Particularly, the community based schools' students were found below average and their performance was not found satisfactory whereas the private schools' students were above average and their performance was found satisfactory in rural area.

Table No. 8**Analysis of Writing Proficiency of Both Urban and Rural Areas Schools' Students**

S.N.	Schools Areas	Total Sample	Total Average	Above average		Below average	
				No of the students	%	No of the students	Percentage
1.	Urban	40	54.95	25	62.5	15	37.5
2.	Rural	40	53.9	25	62.5	15	37.5

The table above shows that the average proficiency of the students both urban and rural areas schools students. The students of urban areas secured 54.95 percentages. Among the 40 students of urban areas, 25 students were in above average whereas 15 students were in below average. Similarly, the students of rural areas secured 53.9. Among the 40 students of rural areas, 25 students were found above average whereas 15 students were found below average. In conclusion, the students' writing proficiency of urban areas was found better than students' writing proficiency of rural areas.

3.5 Gender wise Analysis**Table No. 9****Status of Girls' Writing Proficiency of both Private and Community Based Schools' Students**

S.N.	Students' Name	Task A	Task B	Task C	Task D	Total
Siddhivinayak Boarding School						
1.	Manju Godar	7	7	12	10	36
2.	Anjali Lama	8	8	12	12	40
3.	Namrata Sapkota	7	8	9	10	32
4.	Sarmila Poudel	7	7	10	9	33
5.	Rekha Adhikari	6	6	9	10	31

Kalika Boarding School						
6.	Barsa Pokhrel	7	6	9	9	31
7.	Mamata Gautam	7	7	11	12	37
8.	Sristi Pokharel	7	8	12	13	40
9.	Sunita Gurung	7	7	10	12	36
10.	Kasam Gurung	7	7	11	10	35
Skyrider Boarding School						
11.	Priyanka Pangen	8	8	11	10	37
12.	Sabita Neupane	5	6	9	3	23
13.	Sabina Dhakal	8	7	10	10	35
14.	Samita A	8	8	12	13	41
15.	Anugya Pokhrel	7	8	13	12	40
Lower Secondary School						
16.	Aarati Thapa	3	4	6	4	17
17.	Anu Gurung	4	4	6	6	20
18.	Pabitra Gurung	2	3	2	1	8
19.	Pratikshya Gurung	5	5	7	2	19
20.	Sabita Baniya	4	4	5	5	18
Gunjanagar Secondary School						
21.	Aarati Gurung	5	6	10	11	32
22.	Bikki Lopchan	6	6	10	10	32
23.	Asmita Magar	4	4	4	3	15
24.	Pabitra Pokhrel	3	4	5	5	17
25.	Dhanmaya Gurung	4	4	6	6	20

Nepal Higher Secondary School						
26.	Rabina Ghimire	2	2	4	2	10
27.	Srijana Dawadi	3	4	5	2	14
28.	Asma Khatun	3	5	5	3	16
29.	Rekha Hawari	5	5	6	8	24
30.	Mamata Thakar	5	6	7	8	26
Chitwan Higher Secondary School						
31.	Anita Dhakal	3	3	5	3	14
32.	Binita Subedi	5	4	4	3	16
33.	Minu Gurung	3	4	7	5	19
34.	Surakshya Bhattra	5	6	7	7	25
35.	Kabita Sunuwar	4	4	6	6	20
Balkumari Boarding School						
36.	Unnati Joshi	7	8	10	11	36
37.	Pragha Pradhan	7	8	10	10	35
38.	Nikita Shrestha	8	8	13	13	42
39.	Sanjita Wasti	8	9	13	13	43
40.	Priya Daga	8	8	13	12	41
	Total					1106

The table above shows the status of girls' writing proficiency of both private and community based Schools' Students. Among 40 Students, 23 girl Students secured above average (i.e. 57.5%) and 17 girl students secured below average (i.e. 42.5%). Sanjita Wasti, the student of Balkumari Boarding School, obtained highest 43 marks out of 50 full marks whereas Pabitra Gurung, the student of Lower Secondary School, obtained lowest 8 marks among the girl students.

Table No. 10
Status of Boys' Writing Proficiency of both Private and Community
Based Schools' Students

S.N.	Students' Name	Task A	Task B	Task C	Task D	Total
Siddhivinayak Boarding School						
1.	Sandesh Yadav	8	8	13	13	42
2.	Sonam Shrestha	7	8	11	10	35
3.	Ashok Dhungana	7	7	12	12	38
4.	Samrat Ojha	7	7	12	12	38
5.	Dipendra Lama	6	5	7	8	26
Kalika Boarding School						
6.	Rajib Shtestha	6	5	10	10	31
7.	Sisir Dhakal	6	6	9	8	29
8.	Bishnu Prasad Marahattha	7	7	13	13	40
9.	Bibek Adhikari	7	7	11	12	37
10.	Saujan Gurung	7	6	9	9	31
Skyrider Boarding School						
11.	Pradip Acharya	6	6	10	9	31
12.	Bikalpa Bhatta	8	9	13	13	43
13.	Santosh Adhikari	8	8	13	13	42
14.	Kiran Adhikari	8	7	10	8	33
15.	Suraj Budhathoki	6	6	12	12	36

Lower Secondary School						
16.	Birbahadur Tamang	3	3	4	2	12
17.	Antesh B.K.	4	3	5	4	16
18.	Krishna Bahadur Gurung	5	5	7	8	25
19.	Bishal Thapa	3	3	2	1	9
20.	Rashik	2	3	3	1	9
Gunjanagar Secondary School						
21.	Suman Rana	5	6	4	7	25
22.	Suman Gurung	6	5	5	6	22
23.	Kisna Gurung	4	4	1	1	10
24.	Binaya Ranabhat	7	7	12	11	37
25.	Sudip Dhakal	4	4	5	3	16
Nepal Higher Secondary School						
26.	Bimal Sharestha	2	3	5	2	12
27.	Bikram Chaudhary	4	4	4	1	13
28.	Binaya Chaudhary	3	4	5	4	16
29.	Shiva Chaudhary	5	6	7	8	26
30.	Amir Chaudhary	4	6	7	8	25
Chitwan Higher Secondary School						
31.	Sajan Lama	5	4	5	0	14
32.	Dipesh Yonjan	5	5	7	0	17
33.	Nabaraj Khanal	3	4	5	5	17
34.	Surendra Devkota	6	5	7	8	26
35.	Pujan Timilsina	6	6	12	10	34

Balkumari Boarding School						
36.	Ankit Maheshori	7	7	11	10	35
37.	Uddan Shreshta	6	7	10	10	33
38.	Anish Shrestha	7	6	10	12	35
39.	Manish Gupta	7	6	9	8	30
40.	Santosh Gupta	6	5	9	5	25
	Total					1071

The table above shows the status of boys' writing proficiency of both private and community based Schools' Students. Among 40 Students, 27 boys Students secured above average (i.e. 67.5%) and 13 boys students secured below average (i.e. 32.5%). Bikalpa Bhatta, the student of Skyrider Boarding School, obtained highest 43 marks out of 50 full marks whereas Bishal Thapa, the student of Lower Secondary School, obtained lowest 9 marks among the boys students.

Table No. 11

Analysis of writing Proficiency of Girls' and Boys' of Both Community Based and Private Schools' Students

S N	Sex	Total Sample			Total Average	Above average		Below average	
		Area		%		No of the students	%	No of the students	%
1	Girls'	Urban	20	55.7	55.3	24	60	16	40
		Rural	20	54.9					
2	Boys'	Urban	20	54.3	53.55	27	67.5	13	32.5
		Rural	20	52.8					

The table above shows the status of the writing proficiency of both boys and girls of both private and community based schools' students. The table also shows of urban and rural areas girls' as well as urban and rural areas boys' writing proficiency. The urban areas girls' writing proficiency was found 55.7% and rural areas girls' writing proficiency was found 54.9%. Similarly, the urban areas boys' writing proficiency was found 54.3% and rural areas boys' writing proficiency was found 52.8%. Among the 40 girls students of urban areas, 24 obtained above average whereas 16 girls students obtained below average. Among the 40 boys students of urban areas, 27 obtained above average whereas 13 boys students obtained below average. The total girls' students writing proficiency was found 55.3% and the total boys writing proficiency was found 53.55%.

3.6 Item-wise Analysis

Table No. 12
Status in Guided Writing Proficiency of Community Based Schools
Students

S.N	Schools	Total Sample	Total Full Marks	Total Obtained Marks	Total average	Above average		Below average	
						No of the students	%	No of the students	%
1	Nepal Higher Secondary School	10	200	83	41.5	4	40	6	60
2	Chitwan Higher Secondary School	10	200	90	45	4	40	6	60
3	Gunjanagar Secondary School	10	200	98	49	5	50	5	50
4	Lower Secondary School	10	200	72	36	2	20	8	80

The table above shows the status of the writing proficiency of community based schools in guided writing. Among four community based schools, Gunjanagar Secondary School, obtained highest marks (i.e. 49%) whereas Lower Secondary School obtained lowest marks (i.e. 36%) out of 200 full marks. Among 40 students, 15 students secured above average and 25 students secured below average marks. So, guided writing proficiency of community based schools' students was not found satisfactory.

Table No. 13**Status of Guided Writing Proficiency of private Schools' Students**

S.N.	Schools	Total Sample	Total Full Marks	Total Obtained Marks	Total average	Above average		Below average	
						No of the students	%	No of the students	%
1	Skyrider Boarding School	10	200	145	72.5	10	100	0	0
2	Siddhi Vinayk Boarding School	10	200	139	69.5	10	100	0	0
3	Balkumari Boarding School	10	200	143	71.5	10	100	0	0
4	Kalika Boarding School	10	200	134	67	10	100	0	0

The table above shows the status of the writing proficiency of private schools in guided writing. Among four private schools, Skyrider Boarding School obtained highest marks (i.e. 72.5%) whereas Kalika Boarding School obtained lowest marks (i.e. 67%) out of 200 full marks. Among 40 students, 40 students secured above average and no students secured below average marks. So, guided writing proficiency of private schools' students was found satisfactory.

Table No. 14
Status of Guided Writing Proficiency of Both Community Based and
Private Schools' Students

S N	Schools	Item	Total Sample	Total Full Marks	Total Obtained Marks	Total Average	Above average		Below average	
							No of the students	%	No of the students	%
1	Private	Guided writing	40	800	561	70.13	40	100	0	0
2	Community based	Guided writing	40	800	343	42.88	15	37.5	25	62.5

The table above shows the status of guided writing proficiency of both community based and private schools' students. Among total 40 students of private schools, all 40 students secured above average and total average of private schools in guided writing was found 70.13% whereas among total 40 students of community schools, only 15 students secured above average and 25 students scored below average. The total average of community based schools was found 42.88%. So, the guided writing proficiency of private schools' students is satisfactory and the guided writing proficiency of community based schools' students was not found satisfactory.

Table No. 15
Analysis of Free Writing Proficiency of Community Based Schools'
Students

S.N	Schools	Total Sample	Total Full Marks	Total Obtained Marks	Total average	Above average		Below average	
						No of the students	%	No of the students	%
1	Nepal Higher Secondary School	10	300	101	33.67	3	30	7	70
2	Chitwan Higher Secondary School	10	300	112	37.33	2	20	8	80
3	Gunjanagar Secondary School	10	300	129	43	3	30	7	70
4	Lower Secondary School	10	300	82	27.33	1	10	9	90

The table above shows the status of the writing proficiency of community based schools in free writing. Among four Community based schools, Gunjanagar Secondary School obtained highest marks (i.e. 43%) whereas Lower Secondary School obtained lowest marks (i.e. 27.33%) out of 200 full marks. Among 40 students, 9 students secured above average and 31 students secured below average marks. So, free writing proficiency of community based schools' students was not found satisfactory.

Table No. 16**Status of Free Writing Proficiency of Private Schools' Students**

S.N.	Schools	Total Sample	Total Full Marks	Total Obtained Marks	Total average	Above average		Below average	
						No of the students	%	No of the students	%
1.	Skyrider Boarding School	10	300	216	72	9	90	1	10
2.	Siddhi Vinayk Boarding School	10	300	213	71	10	100	0	00
3.	Balkumari Boarding School	10	300	212	70.67	9	90	1	10
4.	Kalika Boarding School	10	300	212	70.67	10	100	0	00

The table above shows the status of the writing proficiency of private schools in free writing. Among four private schools, S kyrider Boarding School obtained highest marks (i.e. 72. %) whereas Kalika Boarding School and Balkumari Boarding schools obtained lowest marks (i.e. 70.67%) out of 300 full marks. Among 40 students, 39 students secured above average and one student secured below average marks. So, free writing proficiency of private schools' students was found satisfactory.

Table No. 17
Analysis of Both Guided and Free Writing Proficiency of Both
Community Based and Private Schools' Students

S N	Writing Items	Total Sample	Total Full Marks	Total Obtaine d Marks	Total Average	Above average		Below average	
						No of the students	Percentage	No of the students	Percen tage
1	Guided	80	1600	904	56.5	55	68.75	25	31.25
2	Free	80	2400	1277	53.21	47	58.75	33	41.25

The table above shows the status of free writing proficiency of both community based and private schools' students. Among total 80 students of both private and community based schools, 55 students secured above average and 25 students secured below average in guided writing. Total guided writing proficiency was found 56.5% whereas total free writing proficiency was found 53.21% of the students. Among 80, 47 students secured above average and 33 students secured below average. So, the guided writing proficiency of private schools' students was found satisfactory and the guided writing proficiency of community based schools' students was not found satisfactory. Similarly, the free writing proficiency of private schools' students was found satisfactory and the free writing proficiency of community based schools' students was not found satisfactory.

CHAPTER-FOUR

SUMMARY, FINDING AND RECOMMENDATIONS

4.1 Summary

The main objective of the research study was to find students' writing proficiency of grade eight. In the process of research, the researcher prepared four test task related to different kinds of writing items. Two test tasks which were related to guided writing contained full marks 20, i.e. 10 for each and two test tasks which were related to free writing contained 30, i.e. 15 for each. After conducting the tests in all eight selected schools the researcher prepared data and the data was calculated, tabulated and analyzed using descriptive as well as simple statistical technique.

The population of the study consisted of 80 students of grade eight in Chitwan district. In order to find out the difficult level of test-tasks the researcher had conducted a pilot test in one different school. While analyzing the data the researcher had followed different kinds of techniques. He has attempted to analyze systematically and objectively as far as possible. After doing analysis of different data, the researcher has found out some conclusions.

4.2 Findings

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

- a) English language writing proficiency of grade Eight in Chitwan was found satisfactory since total average score was found above 50%.

- b) The writing proficiency of Private Schools' students was found far better than Community based schools students since total marks score of Private Schools' Students was found 70.7 where as the Community based schools was found 38.15 only.
- c) The writing proficiency of urban areas Schools' students was found better than rural areas Schools' Students.
- d) Among Eight different selected Schools i.e. Skyrider Boarding, Siddhivikyan Boarding, Balkumari Boarding and Kalika Boarding were found satisfactory in writing proficiency but others Schools i.e. Gunjanagar Secondary, Chitwan Higher Secondary, Nepal Higher Secondary and Lower Secondary Schools were not found satisfactory because these Schools average score was found below average.
- e) Among the four community based Schools, Gunjanagar Secondary Schools secured a bit better in the Comparison of other selected Community based Schools where as Lower Secondary School was found in lowest position.
- f) The writing proficiency of girls was found better than boys' writing proficiency.
- g) The students' writing proficiency in guided writing was found better free writing activities.
- h) The grammatical proficiency of the students was found poor. They committed many errors in subject verb agreement and preposition.
- i) Almost all the students were found better in time management skill. They finished all the tasks within allocated time.

4.3 Recommendations

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

- i) Language teachers should teach the use of language rather than about a language.
- ii) Many grammatical errors were found which was result of traditional teaching of grammar. So, grammar should be thought inductively.
- iii) Community based Schools' students are poor in English language writing because all subjects are taught in Nepali medium except English. So, other major subjects such as Mathematics, Science etc. should also be taught in English medium.
- iv) Writing skill is output of all skills. So, writing activities should give special focus for the competence of the students in writing skill.
- v) Free writing activities should be given special attention. The Students should be free to express themselves in various writing activities: such as essays, letters, stories, poems, dialogues etc.
- vi) There should have same system, medium and management of learning in the country.
- vii) A language teacher should speak less, he/she should let the students more chances for speaking and writing. S/he should always encourage to write meaningful sentences in different ways.
- viii) Most of the teachers in our country are untrained. The government should give them different trainings like pre-service training, in service training and refreshment training. So that, they can handle teaching writing effectively.
- ix) The government should provide different materials i.e. audio, audio-visual and visual aids to the Schools which help to develop the writing skill of the students.

- x) Teachers' teaching load should be reduced so that they can prepare their lessons, make different teaching materials and teach their students effectively.
- xi) The traditional teaching methods should be discouraged. Instead, modern, scientific and student centered methods should be used while teaching writing skill.
- xii) The school should manage the appropriate size of class and there should have regular homework checking. So, students can improve writing skill.
- xiii) Different techniques for students' motivation should be implemented and teaching should be practicable and contextual rather than theoretical.
- xiv) Homework is one of the most successful steps of improving the English language writing. That is why written task should be made compulsory for every student's rapid improvement of the English language writing.

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APPENDICES

Appendix-1

List of the student marking of Pilot Test

(SARASWATI NIKETAN ENGLISH BOARDING SCHOOL)

SN	Name	Task 'A'		Task 'B'		Task 'C'		Task 'D'		G.T
		I	II	I	II	I	II	I	II	
1	Samana Poudel	4.5	4.5	4.0	4.0	6.0	6.0	6.0	6.0	41
2	Dinesh Sigdel	2.0	1.0	2.0	1.5	3.0	4.0	1.5	3.0	18
3	Nimisha Kandel	4.0	4.0	4.0	4.0	5.5	5.5	6.0	6.0	39
4	Shrijkana Bharndari	1.5	1.5	1.5	2.5	3.0	3.0	1.0	0.0	14
5	Suman Tiwari	2.0	2.5	3.0	2.5	4.0	4.0	4.0	3.0	25
6	Mamata Ghimire	2.5	2.5	3.0	3.0	4.0	4.0	4.0	4.0	27
7	Sunita Shrestha	1.5	2.5	3.0	3.0	4.0	4.0	1.0	0.0	19
8	Dipak Raj Giri	1.5	1.0	1.5	2.0	3.0	2.0	2.0	1.0	14
9	Shiva Bote	1.0	1.0	0	1.0	3.0	3.0	1.0	0.0	10
10	Rabina Ghimire	3.5	3.0	3.5	3.0	5.0	4.0	4.0	4.0	30
11	Mahesh Kharel	3.0	3.0	3.5	3.5	4.5	5.5	5.0	5.0	33
12	Manisha Ghimire	3.0	2.5	2.0	2.5	3.0	3.0	3.0	1.0	20
13	Asmita Ghimire	3.0	3.5	3.5	3.0	5.0	5.0	5.5	5.5	34
14	Nabin Magar	2.0	2.0	1.5	1.5	2.0	2.0	1.0	0.0	12
15	Sudip Sharma	3.5	3.0	3.5	3.0	5.0	4.5	4.5	5.0	32
16	Santosh Thapa	3.5	3.5	4.0	3.5	5.0	5.0	5.0	5.5	35
17	Niraj Pandey	3.5	3.0	3.0	3.5	3.0	4.0	5.0	5.0	30
18	Shanti Paudel	3.0	3.5	3.5	3.5	5.5	5.0	5.5	5.5	35
19	Pradeep Ghimire	4.0	4.0	4.5	4.0	5.5	5.5	5.0	5.5	38
20	Lok Maya Thapa	2.0	3.0	2.0	3.0	4.0	4.0	4.0	3.0	25
Total										531

Total score :- 53.1

Appendix - 2

Mark Scheme for writing proficiency

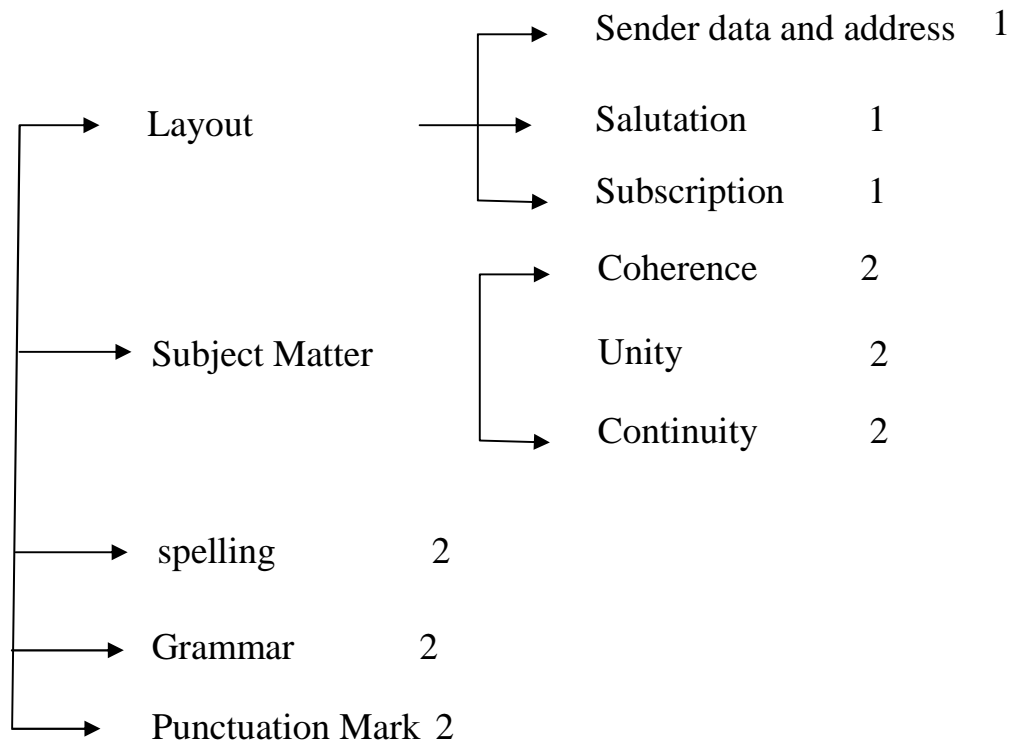
Task A & B (Guided Writing)

→	Subject Matter	→	Coherence	1
			Unity	1
			Continuity	1
			<hr/>	
→	Spelling	2		
→	Grammar	3		
→	Punctuation	2		
				<hr/>
				10

Task 'C' Essay Writing

→	Subject Matter	→	Coherence	2
			Unity	2
			Continuity	2
			<hr/>	
→	Spelling	2		
→	Grammar	4		
→	Punctuation Mark	2		
				<hr/>
				15

Task 'D' personal letter



15

Appendix-3

List of Schools chosen for the study

S.N.	Name of the Schools
1.	Skyrider Boarding School
2.	Nepal Higher Secondary School
3.	Chitwan Higher Secondary School
4.	Balkumari Boarding School
5.	Siddhivinayak Boarding School
6.	Gunjanagar Secondary School
7.	Kalika Boarding School
8.	Lower Secondary School

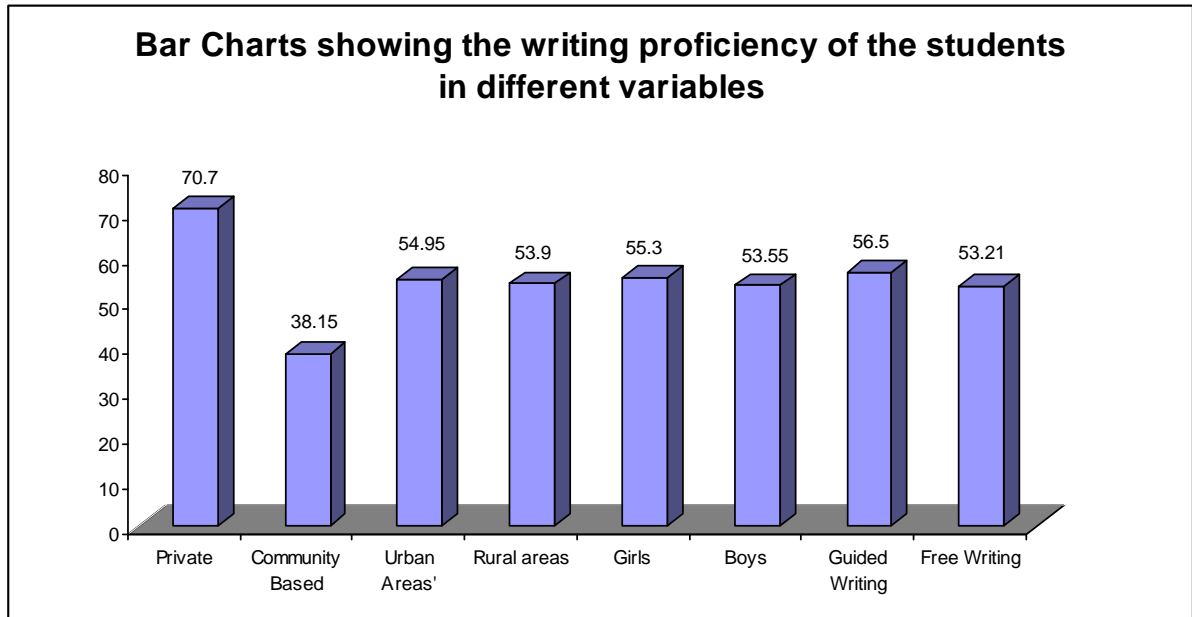
List of the Private Schools

Rural	Siddhivinayak Boarding School
	Kalika Boarding School
Urban	Skyrider Boarding School
	Balkumari Boarding School

List of the Community Based Schools

Rural	Gunjanagar Secondary School
	Lower Secondary School
Urban	Nepal Higher Secondary School
	Chitwan Higher Secondary School

Appendix-4



Appendix-5

Sample of Question Sheet

Writing Test Grade Eight

Time : 1:30

F.M. : 50

Class : Eight

P.M. : 16

Name of the Student :

Sex :

Roll no. :

School's Name :

Attempt all Questions :

Task 'A'

Write a description on "**Discipline**" in about 120-150 words using the given hints. [10]

Discipline is very important - all must have discipline - without discipline nothing can be done properly - discipline is very important in army and police - without discipline war and game unsuccessful - so all must have discipline - all schools should give priority to discipline -.

Task 'B'

Read the given text about '**The Cow**' and write a similar text about '**The Dog**'. [10]

The Cow

Cow is a domestic animal. People keep cow at home for many different purposes. She is a tamed animal. She has a big body. She has two horns bulging out of the head. She has four feet. She is also called four footed animal. She has a long body. The body is covered with soft hair. She has a long tail. A tuft of hair is present at end of the tail. She uses her tail to drive away insects or flies.

The cow is vegetarian animal. She has tough hooves on her feet. She has two big eyes. There are different kinds of cows. Cows of high breed give

a log of milk. Hindus regard cow as goddess Laxmi. She is also a very good friend of the farmers.

The cow dung and urine is very good fertilizer. The dung of the cow and urine is regarded pious in Hindu religion. Some people eat cow's meat. Cow's meat is called beef. Hindu regard cow as mother. Killing of cow or torturing her is regarded as a sin in Hindu culture.

In fact, the cow is an innocent creature. We must love cow.

The Dog

Four footed domestic animal - kept in homes - big head with no horns - curly tail - likes meat but eats anything - fond of bones - guard our houses - doesn't have deep sleep - has strong smell sense - used in hunting and detecting criminals - helpful to hunters and policemen - faithful slave to his master - loves his master's family - wag his tail when he is happy - sometimes goes mad - dangerous - take care of it - keep neat and clean - washed regularly - some dogs source of diseases - shouldn't keep them dirty - should love them.

Task 'C'

Write an essay on '**My School**' in about 150-180 words. [15]

Task 'D'

Write a letter to your foreign friend describing about a festival of your locality. [15]

Appendix - 6

Samples of the students' Answer Sheet