

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we can express thoughts, feelings and desires. It can also be taken as a means for establishing a good relationship among people in a community, nation and the world as a whole. Language is the expression of human personality. It is a form of social behavior that enables the individual to cooperate with others in a group. It is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. The fundamental function of language is to communicate.

According to Sapir (1978,p.8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbol." Wardhaugh (1998,p.1) defines language as "What the members of a particular society speak".

English is one of the widely used languages because it has gained the status of international language. It is used as Lingua Franca because it is used to communicate with the people who are of different linguistic backgrounds. It is claimed that one in every seven people speaks the English language. The English language is taken as the richest language in the world because it has the richest vocabulary in comparison to other languages. Most of the books are written in English, so it is the most dominant language in all areas as in trade, mass media and international diplomacy, etc. It is also language of the world politics, science and technology, economics, medicine, marketing and so on. So, the sound knowledge of English is a basic need in these days.

1.1.1 Aspects of Language

The objective of teaching a language is to help the learners in learning it. But the most important question regarding the language is the things that a language learners need to learn. A student of language needs to learn its vocabulary, grammar pronunciation and spelling and different language skills such as listening, speaking, reading and writing. Thus, aspects of language refer to components of language that a learner of language needs to learn. According to Harmer (2008:81), language aspects are pronunciation, grammar, vocabulary, discourse and skills. These aspects are described below:

- a. **Pronunciation:** Pronunciation includes the pronunciation of segmental sounds (i.e. vowel and consonants) and pronunciation of supra-segmental sounds/features like stress, intonation, pitch and strength. As a language learner, we need to learn various sounds that occur in a language. We should be able to differentiate between these sounds and understand certain sound rules, for example, the different pronunciation of the '-ed' past tense endings. When we learn new words we need to know how they are pronounced and where they are stressed. Similarly, we need to know intonation pattern, rhyme and relationship between pitch and intonation. Accurate pronunciation gives us communicative efficiency. So it is one of the most important aspects of language.
- b. **Grammar:** Grammar refers to structure or pattern of language, rules of language and can also be called as the frame or skeleton of a language. Tense, voice, person, number, etc. are the aspects of grammar. It includes syntax and morphology. The knowledge of grammar is essential for components users of language because grammar is the backbone of language. If our aim of language is to enable students to use the language, we should teach grammar of language.

- c. **Vocabulary:** Vocabulary includes words or lexemes. They are vital organs and the flesh to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of vocabulary in language teaching. We need to know what they mean and how they are used. Words occur in context. So the meaning of words needs to be taught according to the context where they are used.
- d. **Discourse:** Crystal (1985:118) defines discourse as "a continuous stretch of (especially spoken) language larger than a sentence but within this board nation, several different applications can be found. At its almost general, a discourse is behavioral unit which has a pre-theoretical status in linguistics: it is a set of utterance which constitute any recognizable speech event (no reference being made to its linguistic structure if any), e.g. a conversation, a joke, a sermon, an interview." Discourse refers to stretches of language perceived to be meaningful, unified and purposive. It is a stretches of language consisting of several sentences which are perceived as being related in some ways. As we know language is used differently in different situations. Similarly, we need to know the difference between formal and informal language use. Such knowledge involves learning language functions.
- e. **Language Skills:** Language has four skills; listening, speaking, reading and writing. Language skills can be classified into receptive skills and productive skills. The skills which are involved in receiving messages such as listening and reading are receptive skills whereas the skills which are involved in the production of language for conveying message such as speaking and writing are productive skills. Similarly, language skills can also be classified into primary and secondary skills. Listening and speaking are the primary skills whereas reading and writing are the secondary skills. If a language learner develops his/her language skills, he/she can approach the foreign language with more confidence.

1.1.2 Writing Skill and its Components

A language is always recognized in terms of different skills; listening, speaking, reading and writing. A skill means ability to do something expertly. Writing is one of the most important skills. It is a productive and expressive skill of language. Writing is an expressive skill because we encode meaning by means of certain graphic symbols unlike decoding in receiving. It is a productive skill. It manipulates the mechanics: producing letters and their combinations into sensible words, sentences and paragraphs.

Writing, being secondary and dependent on speech, makes use of graphic symbols to represent spoken sounds. Richards et al. (1990,p.313) says "Writing is a system of written symbols which represents the sounds, syllables or words of language." It means all language of the world which has their written form, use graphic symbols that represent spoken sounds. Byrne (1993,p.1) says "The symbols have to be arranged, according to certain convention to form words, and have to be arranged to form a sentence."

Writing uses not only linguistic resources but also makes use of graphological devices at the same time. It is a process, and involves several elements. The writer follows a systematic approach. He thinks about the content, audience, purpose, grammar, lexis and overall organization of the text. At the same time, he also thinks and uses some graphological devices like punctuation, spelling and rhetorical devices (Rivers, 1968,p.241).

"Writing is an activity through which human being communicates with one another and transmits their accumulated cultures from one generation to another. It equally provides us with possibilities to discover and articulates ideas in many ways" (Harmer, 2008,p.232).

Thus, "writing is an act of transmitting thoughts, feelings and ideas in many ways" (Harmer, 2008,p.232).

Thus, Writing is an act for transmitting thoughts, feelings and ideas from 'up here in head to' down there' on paper since writing is a thinking process in its own right that demands conscious intellectual efforts. "The essentials of writing are the spellings and punctuation, sometimes also known as mechanism of writing or graphological resources." (Byrne,1993,p.13).

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

Mechanics of writing mainly includes capitalization, spelling and punctuation. The learner must have the knowledge of mechanism of writing, use of correct and appropriate words and sentences, treatment of content, stylistic skills and judgment skill. Richard et al. (1990,p.259) Views "The mastery of mechanism of writing and practice in the basic skills are necessary first steps for child or adult learners. Under mechanics of writing, the learners should learn the alphabet, the left to the right direction of English writing system, upper and lower case, letters, rules for capitalization, basic spelling patterns of English and rules for words and sentences, punctuation."

Use of capitalization refers to the correct use of capital letters. For example 'I' is a capital letter. It is written and printed with capital letter. There are rules of capitalization, that is where and when to use a capital letter. The knowledge of using capital letter is important for writing.

Spelling is to name or write the letters of a word in their correct order. Spelling plays a very important role since addition, omission or replacement of one letter with another can change the entire meaning of the word or of the whole message. Mastery of writing

system requires the ability to spell, particularly in English the relationship between sound and letters is very complex and therefore, mastery in spelling is needed.

Punctuation is one of the graphological devices of writing process. Speech has its suprasegmental features like pitch, stress, intonation and length which help to convey meaning. These suprasegmental features like pitch; stress, intonation and length help to convey meaning. Although these suprasegmental features can not be represented in writing devices like punctuation (capital letters, word and sentence boundaries, comma, question mark, etc.) are extremely used to help convey meaning or patterns of meaning. For example, in the following sentences, it is unclear whether the brother went to the movies or stayed at home.

"I went to the movie with my mother and my brother and my sister stayed at home with my father."

The writer could make the meaning clear by inserting a comma in one of the two places, depending on the intended meaning:

"I went to the movie with my mother and brother, and my sister stayed at home with my father."

"I went to the movies with my mother, and my brother and sister stayed at home with my father."

Harris(1993,p.30) views "punctuation as an important aspect of written language. It is fundamentally a means of marking boundaries and relationship between the grammatical units of written text."

1.1.3 Stages of Writing Development

There are three stages of writing. The first stage is called 'manipulation' in which the writer simply manipulates the aspects or phonological item or a spoken word in its

written form. The learner learns mechanics of writing, handwriting and punctuation i.e. capitalization, full stop, comma and so on.

The second stage of writing is 'structuring'. In this stage, the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraph and text.

The third 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 learn to write complete and meaningful sentences. This stage is the ultimate stage, which is widely used in social services. The learners have to write correct sentences to be able to design, classify and organize the description of the subject matter.

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

a. Copying

This stage is also known as the stage of transcription. In this stage, learners become familiar with different aspects of language. According to Rivers, as the student is copying, he should repeat to himself what he is writing. In this way, he depends on the impression in his mind of the sounds, the symbols represented and he has further repetition on practice in copying accurately with correct diacritical and punctuation marks, he may continue to copy as an aid to memorization. When a learner continues the copying activities, he learns the scripts of the target language and orthographic rules and syntactic rules thoroughly.

b. Reproduction

In this stage, learners attempt to write what they have already learned orally. The method of dictating to the learners is effective for reproducing sentences. Furthermore, the teacher emphasizes on writing and describing a picture or showing something. For it, the learner should understand the meaning of sentences.

c. Recombination

In recombination stage, the learners recombine learned skills. It is a more appropriate way because learners rebuild on former experience and ideas of writing. It is necessary to manipulate grammatical structure. The learners can substitute words, phrases, or sentences expanding them more explicitly. Dictation is also a very fruitful method for recombining the ideas.

d. Guided writing

The stage of guided writing is a more developed stage than the above ones. Now, the learners are given some freedom in the selection of lexical items and structural patterns, but they have to follow the given different types of exercises such as completion, replacement, expansion or summarizing on elaborating some topics. They can include their ideas partially. Likewise, the learners can expand simple sentences by adding or modifying words or 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 guided frame.

f. Free Composition

Writing composition is a complex activity, which requires a 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 the stages, they can be master in the writing skill.

The last two stages, guided composite and free composition are very important for the diploma level students. Both these compositions are heavily emphasized in the courses of higher education. Due to this fact, these compositions were used to find out the English language writing proficiency of this research study.

1.1.4 The Essential Characteristics of Good Writing

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 sentences 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, (1990,p.57) 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 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 be avoided exaggeration and self-contradictory statements.

For example, we should not write 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 from one 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 thought 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 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, figure, 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 proficiency in diploma level students. They should have the ability to write clear, short, simple, continuous and error free sentences.

1.1.5 Cohesion

Cohesion refers to grammatical and lexical relationship with the different elements of a text. This is the relationship between sentences or between parts of a sentence. For example:

A: Is Ram coming to the party?

B: Yes, he is.

There is a link between Ram and he and also between is coming andis.

In the sentence,

If you are going to London, I can give you the address of a good hotel there. Here is the link between London and there.

1.1.6 Elements of Cohesion

i) Reference

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

Shyam is a doctor. He works in Bir Hospital.

In this vary example, 'He' refers to Ram. We use such innumerable reference words in writing.

ii) Conjunction

'And', 'since', 'however', 'moreover', 'because' and do on are widely used to relate the parts of sentence or sentences. For example:

Ram didn't study more last year. As a result, he failed in the final examination. Such conjunctions relate this sentences or parts of a sentence in a piece of writing.

iii) Substitution

Sometimes a word phrase substitutes for an earlier item in the text to avoid repetition. For example: My car is too old. I must buy a new one.

iv) Ellipsis

Substitutions and ellipsis are very similar to each other. Ellipsis is simply substitution by zero. Both, substitution and ellipsis consist the same fundamental relation between parts of a text even though they are two different kinds of structural mechanisms and show rather different patterns. For example:

Hardly any one left the country before the war.

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. Such relation is called lexical cohesion. In lexicon cohesion, lexicon items can relate the parts of a text anaphorically or cataphorically.

1.1.7 Coherence

The term 'coherence' also indicates to the relationship, which links the meaning of utterances in a 'discourse' or of the sentence in a text. These links may be based on the speaker's shared knowledge.

For example:

A: Shall we go to the cinema tomorrow?

B: There is a band programme.

There is not grammatical and lexical linkage between the two utterances. A's question and B's reply but the exchange has the coherence because both 'A' and 'B' know about the band programme.

There should be coherence in a paragraph. Here, coherence refers to a series of sentences that develops the main idea i.e. with a topic sentences and supporting sentences, which relate to it. The concept of cohesion is a semantic relation, which refers to the relations of meaning that exist within the text. Cohesion is a part of system of a language. The potential for cohesion lies in the systematic resources of reference, ellipsis and so on that is built into language itself.

1.1.8 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 writers has written very effective and constructive ideas but are not organized in a proper way, his writing becomes worthless. Organization has equal role in any composition that may be free composition or guided composition. Therefore, when someone has to write any composition he/she should define or introduce the topics or subject matter clearly. Then he/she can elaborate his/her view on the text developing the main phrases or stages of the subject matter. Then he/she has to conclude all the ideas of the written text in a single paragraph.

1.1.9 Importance of writing

Writing is superior to other language skills because of its quality of being permanent. In Nepal, English has been taught and learned as a foreign language. It is being taught as a

compulsory subject from grade one to Bachelor level in Nepal. All the answers especially in exams are required to be given in the written form. The English language teaching (ELT) curriculum objectives of the secondary level (SL) in Nepal focuses on the cultivation of communicative ability and proficiency is listening, speaking, reading and writing. The secondary level curriculum gives 20% weightage to listening and speaking and 80% to reading and writing. This weightage shows that writing is one of the most important skills of language.

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

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

1.1.10 An Overview of Punctuation

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

a) Professional writers and editors make use of all the punctuation marks. The high school students and those who are learning English as a second or foreign language do not need to use all these punctuation marks. The different punctuation marks are given below. (Gordon, 1978,p.73/15/35; Wood, 1981,p.52)

i. Full stop (.)

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

a) It is mainly used to mark the end of declaratives sentences, imperative sentences, statements, commands or indirect questions;

i) *Manoj and Sabin want to play chess. (Declarative)*

ii) *Ramesh has been carrying out a research work. (Statement)*

iii) *Close the window. (Command)*

iv) *Shyam asked what my name was. (indirect question)*

b) It is used to mark after abbreviated forms of the words and initials;

i) *S.L.C.*

ii) *P.M.*

iii) *D.B. Bhattarai*

c) It is used to mark a case of personal preference

e.g. Abbreviated form of doctor as Dr. It can also be written without full stop Dr

d) If a sentence ends with an abbreviated word, this abbreviated word uses the full stop *e.g. Tenjing reached at the top of the mountain at 11.30 a.m.*

ii. Comma (,)

Comma is relatively more difficult to use. It is used to separate the items in a list of words, phrases or clauses and question tag from the rest of the sentences. It helps to understand the meaning of sentence. According to Wood (1981,p.44; Gordan, 1978,p.51), some rules are given below:

a) Comma is used to separate the items in a list of words, phrases and clauses;

e.g. Rakesh bought a pen, a pencil, a scale, a book and a eraser from stationary yesterday.

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

e.g. Mina wrote a story, didn't she?

c) It is used before direct quotations and also inside closing quotation marks; e.g.

William Wordswoth says, "Child is the father of the man." "Yes, of course," said Hari.

d) It is used at a particular emphasis and contrast of dramatic effect.

e.g. Finally, the importance of correcting student's error was emphasized.

e) It is used to mark the names of persons spoken to address directly

e.g. Good morning, Sir.

Gita, come in.

f) It is used between the independence clauses that are joined by co-ordinating connections (and, but, or, nor).

e.g. Shyam opened the box, and Raju took out the gun.

g) It is used to separate an introductory or transitional word or phrase from the rest of sentence;

e.g. In fact, Raju doesn't even know his name.

h) It is used with contacted form;

e.g. In fact, Raju doesn't even know his name.

- i) It is used with non-defining relative clause which gives additional information about the noun in sentence;

For example: *My grandfather, who is 70 years old, is going to do second marriage.*

Ramesh, who is a doctor, is living next door.

iii. Question Mark (?)

Question Mark is another mark of punctuation. It is used to close a question sentence.

Some rules for question marks are given below (Gordan, 1978,p.19; Harris, 1993,p.51; Wood, 1981,p.41):

- a) It is used at the end of direct question.

Where did you go yesterday? (Wh question)

Did you do your home work? (Yes/no question)

- b) It is used in parentheses to express doubts.

He was born in 1983 (?) and died in 2011.

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

Would you mind opening the door?

You want a drink? (drink emphasized) or (it indicates rising tone).

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. (Gordon, 1978,p.51)

- a) It is usually used after interjections.

Oh! You came.

Alas! He died.

What a nice scenery!

b) It is used after a short order.

e.g. Get out! I don't want to see you again.

v. Quotation Mark (".....")

a) Quotation Mark is used to enclose the exact words of a speaker or writer. The exact word may be words, phrases, clauses and statement (Wood, 1981,p.43;Harris, 1993,p.25).

e.g. Ram said, "The earth is round."

Sita said to me, "Let him go."

b) It is used to give special emphases to titles; i.e., title of radio programs and television shows, title of movies, plays of books and newspapers newspaper articles

e.g. "Vishnu Puran" is a very popular TV serial.

The old man reads "Ramayan" 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. (Gordan, 1978,p.31)

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

It's a statue, isn't it?

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

Ram's bag = bag of Ram/Ram has bag.

c) It is used to signify possession or owner of a person, an animal or an abstract noun:

e.g. It was his fifteenth birthday.

vii. Colon (:)

It is another device of punctuation. It is used in various ways. (Gordan, 1978,p.14).

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

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

- b) It is used to introduce a quotation of a speech.

e.g. John Keats says, "A thing of beauty is joy forever."

William Wordsworth says; "Child is the father of the Man."

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

e.g. They stayed inside: it was raining.

viii. Semi-colon (;)

- a) It is used to separate a serious of loosely connected clauses (Gordan, 1978,p.45)

e.g. I have no money to help him; My pocket is thin.

- b) It is used to separate co-ordinate clauses joined by conjunction.

e.g. I have no money to help him; My pocket is thin. ('To' is conjunction)

- c) It is used to separate the main clause, not joined by a conjunction which is considered as closely connected as to one sentence.

e.g. If I were a prime minister; I would develop my country.

ix Dash (-)

- a) It is used instead of a colon or semicolon to make the writing more vivid or dramatic (Gordan, 1978,p.19; Harris, 1993,p.28).

e.g. You have been staying with me for months and months-how can I trust you again?

- b) It is used for a break /sudden turn in the middle of a sentence and to mark word in opposition of explanation and to introduce a question.

e.g. Monalisha left them all- her family, her relatives and her friends.

x. Hyphen (-)

- a) It is used to join the parts of a compound word. (Haris, 1993:81).

e.g. Mother-in-law, hill-garden, bath-room, hill-side, president-chamber, etc.

- b) It is used to divide the words into syllables,

Un-truth-full-ness

Un-certain

xi. Parentheses [()]

- a) It is used to separate extra information and comment from the rest of the sentence (Harris; 1993: 58).

e.g. Monalisha is gained from heaven (it was all wished) a friend.

- b) It is used to enclose cross-references.

e.g. The title "Introduction" (see on page: 1) gives us clear idea about writing skill.

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

xii. Capitalization

Capitalization is a branch of mechanics. The knowledge where to use capital letters is important for writing. Some basic rules of capitalization are as follows. (Wood, 1981,p.24).

- i) It is used in the beginning of a sentence.
e.g. He is a lawyer.
- ii) It is used in the beginning of all adjectives derived of proper nouns.
e.g. America and Japan.
- iii) It is used in the beginning of each fresh time of poetry.
e.g. Tiger! Tiger! Burning bright. In the forest of the night.
- iv) It is used for all nouns and pronouns which indicate deity (divine quality)
e.g. Ramchandra, He is the god.
- v) It is used to write the 1st person singular pronoun "I".
e.g I am a student.
- vi) It is used to write the form of interjection.
Oh! Hari arrives.
- vii) It is used with the name of a person, place, day, month and festivals
e.g.
 -) *She is Rita (Person)*
 -) *We live in Kathmandu. (Place)*
 -) *This is July. (month)*
 -) *Manisha shall be here at Dashain and Tihar. (Festival)*

1.1.11 An Overview of Spelling

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

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

- i) If words of one syllable have vowel before the ending consonant, the consonant letter is doubled when suffix 'ing', 'ed' and 'er' are hit-hitting, stop-stopped, begin-beginning, recur-recurring, cut-cutting, rob-robbing.
- ii) If words of two or more syllables have one vowel before the ending of consonant, the consonant is doubled while adding suffixes 'ing', 'ed' and so on.

Befit-befitting, befitted

Put-putting

Refer-refferring

Some exceptions:

Answer + ed/ing = answered/answering

Orbit +ed/ing = orbited/orbiting

- iii) If words have two vowel before ending with a consonant, the consonant is not doubled while adding suffixes 'ed', 'ing' or and so on.

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

lead + ing = leading, wood + en = wooden

weap + ing = weaping, visit + ed/ing = visited/visiting

Some exceptions:

e.g. parallel + ed = paralleled, worship + ed/ing = worshipped/worshipping

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

e.g. cruel + ly = cruelly

Some exceptions:

single + ed = singled

model + ing = modeling

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

e.g. love + ed = loved

move + ing = moving

move + able = movable

Some exceptions:

dye + ing = dyeing, singe + ing = singeing

- vi) A final 'e' is retained before a suffix beginning with consonant (Godan, 1978,p.71).

e.g. hope + full = hopeful

immiediate + ly = immediately

Exception:

argue + ment = argument

due + ly = duly

- vii) Word ending in 'ee' before a suffix (Haris,1993,p.65)

e.g agree + ed = agreed

agree + ing = agreeing , agree + ment = agreement

- Viii) Words ending in 'y' following a constant change the 'y' to 'i' before any suffix except-'ing' (Wood, 1981,p.71)

e.g. carry + ed = carried

marry + es = marries

mercy + full = merciful

easy + er = easier

penny + ness = penniness

carry + ing = carrying

hurry + ing = hurrying

ix) Words ending in 'ce', the 'e' is changed into 'i' before adding 'ous'

(Harris,1993,p.35)

e.g. grace + ous = gracious

space + ous = spacious

x) Words ending in 'ce' or 'ge' retain 'e' before suffix beginning with a, o or u end suffix
ful (Gordan, 1978,p.65).

e.g. courage + ous = courageous

peace + ful = peaceful

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

e.g. beauty + full = beautiful

xii) Verb ending in 'y' following vowel retain the 'y' before suffix

(Harris,1993,p.32).

e.g. stay + ed = stayed

stay + s = stays

xiii) Verbs ending in s, sh, ch, o, and z are added suffix 'es' to the verbs (Gordan,
1993,p.71).

pass + es = passes

wash + es = washes

watch + es = watches

go + es = goes

relax + es = relaxes

buzz + es = buzzes

xiv) Verbs ending in, expect these (number XV) letters are added 's' to the verbs
(Gordan, 1978,p.61)

e.g. tell + s = tells

want + s = wants

give + s = gives

look + s = looks

grow + s = grows

put + s = puts

kick + s = kicks

shoot + s = shoots

xv) Any/Some/No/Every come before body, thing, where which are gathered each other
(Wood, 1981,p.32)

e.g. anybody, Somebody, Everybody, Anything, Everything, Everywhere, and
Somewhere.

xvi) One comes after any or some which are gathered.

e.g. Anyone/None (no one x) or (No one x) Someone.

xvii) Noun and pronoun that come after any, some, to and every are separated to each
other expect body and things (Wood,1981,p.112)

e.g. Any book (Any + noun)

Some books (Some + noun)

No girl (No + noun)

Every inch (Every + noun)

Exception: any + not proper noun, e.g. any Ram

xviii) Miscellaneous (mixed sorts; having a various qualities)

already (all ready ×) (some bodies ×) amount the number of persons)

can't (can't ×) of Course (of course ×)

1.1.13 Components of teaching writing skills

- i) Teachers must develop the ability of the learners to write correct and appropriate sentences.
- ii) Mechanical skills: Teachers should develop the ability of learners to use punctuation and spelling, etc. correctly.
- iii) Treatment of content: Teacher has to develop the ability of the learners to think and express themselves correctly in writing.
- iv) Stylistics: Teacher must develop the ability of the learners to manipulate sentences and paragraphs and use language effectively.
- v) Judgement Skills: Teacher must develop the ability of the learners to write in an appropriate manner for a particular purpose. He also must develop the ability to select, organize and order relevant information.

Eighth graders are given practices in controlled writing, guided writing and free composition. It is, therefore, relevant to see what these terms mean or refer to.

1. Controlled Writing

Controlled writing is fully guided. It is supplied with information in the form of some clues or points and students are asked to complete paragraph by filling gaps. Controlled writing includes the followings:

- a) Gap filling
- b) Broken dialogue

a) Gap filling

The teacher distributes a sheet of paper with word missing and explains the plot of the sentences and conversation students fill in the blanks.

Then teacher distributes the answer-sheet (Byrne, 1993).

Fill in the blanks with appropriate words or phrases from the box.

-) The teacher distributes a sheet with word missing, and tells the theme of the stories. Then students fill in the blanks.
-) In a programme of individualized instruction, students do exercise and complete the ditto sheet. The teacher can speak their progress.

Sample:

This is an example of an advertisement. It's for a A person, who is trained in continental food, can apply. They are leader to prepare food for diabetic patients.must have three years of experience. between 21-40 years. They can submit their application 30th 2011.

b. Broken Dialogue

A dialogue is a devised conversation intended to be uttered by the participants. The participants pretend to assume different roles and exchange their ideas in short conversation forms. A dialogue s mainly of two kinds: broken dialogue and free conversational dialogue, the first refers to gaping something when students construct dialogues. The second refers to free form of dialogue when students write anything according to purpose.

This can be written with/without clues.

Sample:

Two friends are talking on the phone. Fill in the blank spaces in their conversation with your own words.

Amrita: Hello!

Amit: _____ It's me, _____

Amrita: Hi, Amit . _____

Amit: I'm fine, are you free today? I am having a party today.

Amrita: I'd love to but _____

Amit : _____ What's wrong?

Amrita: Suffering from nasty cold: Watery eyes and nose, violent sneezes, you know.

Amit: _____ take care.

Amrita: Bye thanks for calling

2. Guided Writing

Guided writing is a semi- guided / controlled exercise. It is supplied with information in the form of 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 according to the guidelines .It may be a notice, note, telegram, dialogue, etc.Note that students do not add any information .The guided writing includes following things;

- a. Skeleton for writing stories
- b. Parallel writing
- c. A set of question
- d. The beginning and end of a story
- e. Describing pictures

f. A set of instruction

a) Skeleton story writing

Skeleton for writing stories is a branch of substitution exercise. Such story 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 interesting text. It helps student to write a complete paragraph.

e.g.

Here are the 'bare bones' of a story. By filing in the blanks in an interesting way, you can make any kind of story. Do you want mysterious funny and d silly?

It's up to you. Be sure to create an interesting title, when you have finished your story.

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

b) Parallel Writing

Parallel Writing means changing the point of view. In this writing, student, retell something from another person's point of view. They also may change the time.

a) Changing the point of view

The student rewrites a story from another person's view:

Mr.Shrestha at Mrs.Reena's house every morning at 11:30. He always has letters for Mr.karn. He doesn't see the caretaker. He begins to yell Mrs.Reena finds him. But she always makes him a cup of coffee.

Exercise: A Postman tells the story in his own words.

I am arrive at my friends' house every morning at 11:30

.....
.....

b) Changing tense:

Mr Shrestha arrived at Mrs.Reena's house every morning at 11:30.

.....
.....
.....

c) Set of Question

The teacher can give students many question relevant to their everyday experience .The answer should be varied and simple at the same time. This is not suitable for nine graders.

d) Beginning and ending of story:

- 1) Teachers ask students to listen to the theme of a story.
- 2) Students listen carefully.
- 3) Teachers present some subject matters in the beginning of the story and in the ending of the story on the black board or overhead projector.
- 4) Students participate to develop the paragraph story with the help in the beginning and ending of a story.

Marco Polo was born in Venice, a city in Italy, in about 1254.Venice was a very important trading centre, and Marco's father and uncle traveled as far as Asia, Buying and selling different goods. When Marco was seventeen he left Venice with father Niccolo.

.....
.....
.....

They were the first Europeans, for many hundreds of years to visit the great country of china. They became friends of Kublai khan. They travelled all over the china in his service

d) Describing pictures

Some instruction

-) Students look at the series of pictures
-) Try to find out the relation between them
-) Describe them in the form of a story
-) Use past tense

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 to pleasant sounds
-) Cultivate the land
-) Plant the cultivated land
-) Take off woolen cloth

3. Free composition

Free writing is an extended composition. It is not guided or controlled. Student are asked to write a paragraph of paragraphs or an essay or telegrams or office's notice's ,tender notices or report writing or summary writing or diary writing. They are required toe express their own opinions. This requires a careful planning.

In free composition, students are allowed first to think on topic. There is no restriction on the student's use of words or structures or on the length of the piece. The teachers can help them in selecting and planning topics in getting rid of the errors. It should have controlled and persuasive thought. Students also consider unity of ideas and coherence unity of thoughts should be combined with coherence in a good paragraph.

Types of free coherence

- i. Narrating (an incident story)
- ii. Describing (in the form of an essay or paragraph)
- iii. Replying (in the form of a letter or application)
- iv. Explaining (the reason for somethingetc)

Some procedures are given below:

- i. Students should have controlled persuasive thought on given topic.
- ii. Students should think supporting important facts according to the topic.

- iii. Unity of thoughts should be combined with coherence.
- iv. Students should construct forceful thoughts and convincing expression.
- v. Students should write some subject matters according to their creative and imaginative.
- vi. Students should write purpose of the topics. The purpose of the topics should be given. Students follow some indications.
e.g. write an essay on Tourism in about 150 words.

[Introduction, advantages, disadvantages, conclusion]

Narrative composition includes simple, retold stories, histories autobiography (story of person's life written himself), personal experience event of everyday life, etc. Narrative composition is usually a verbal re-enactment (re-construct low fully) that happened or that is imagined .In the beginning, the students are given simple narrative composition to write. After those students should follow simple structures constructed them.

Some examples are given below:

- i. A bad dream that frightened Mr.Shrestha's wife.
- ii. Your journey to Prithivi Narayan Municipality 'Gorkha'.
- iii. Spending five hours in a big fair.
- iv. Describe why had you decide to join Rudraksheshwar H. S.S. Ramechhap

Sample

Describing oneself

I am a teacher of Shree Rudraksheshwor secondary school, Ramechhap. I have been teaching compulsory English, Grammer and population (Grade VII, VIII, IX, X). I am an M.Ed. student of Tribhuvan University, Kritipur, Kathmandu. I am writing M.Ed. Thesis under Dr.Bal Mukunda Bhandari, (T.U). I have teaching experience in many educational institutes: 10+2, High school, Institute of Ramechhap.

Personal Experience

My Experience of College life

After passing the SLC, I admitted Mahendrodya Multiple Campus i.e. Intermediate, Bachelor and M.Ed at Tribhuvan University, Kirtipur, Kathmandu. But School life was free from strict discipline. Generally, we had no close contact with the teacher.

Describing

Descriptive composition is the second type of composition. It is a more skill consuming, creating writing. The chief purpose of this type of writing is to describe something, someone or a scene. The main aim of the writer is to convey someone wise by a word picture what he has seen but which is interesting. The writer should attempt to write job application, complain, letter, condolence letter, congratulation letter, invitation letter and business letter and so on.

Some procedure

- i. The writer's perceptual experience should be vivid and interesting.
- ii. It should be attractive in polished language and clear thought.
- iii. It should show the depth of perception.

Sample

Picture describing

Look at the picture. Imagine what happened. Write a conversation between these two friends.

Muna: Hello! Is this 4216674

Rajan: Yes who is speaking, please?

Muna: I'm Muna, Your classmate. Why are you missing, Rajan?

Rajan: What to say. I have got a cycle accident the day before yesterday when I was returning from school. I've just come from hospital. I've got a new life, muna.

Muna: Rajan:
.....

Muna: Don't mention ! I'll see you tomorrow. Bye

Rajan:

Replying (in the form of letter application)

Replying is another kind of free writing. It is also creative writing. Learners/ Student read letter or application.

Some procedures:

- i. Student read the form of letter or application deeply.
- ii. They find the main question of sender or applicant.
- iii. They write the answer of the particular question and write the converse (opposite) of the letter or the application.
- iv. When the learners write the answer of the same letter of application, learner's student should take care of the actual purpose or application.

Sample:

Explaining (the reason for something)

Explaining is the fourth kind of free writing. It is also creative writing. Learners/ Student think about the topic paragraph/essay. They write subject matters which are reasonable.

Sample:

Population problem in Nepal

Population plays a vital role for the development of the nation. Human resources are needed for the population. They are also needed for social, religious, cultural, political and scientific process. The human resources should be properly used. They should be provided good food, Clothes, shelter and education.

According to the census of 2018 B.S. Nepal's population was 94, 12,996. But it is increased to 1, 50, 20,441 and 1, 84, 62,081 and 2038 respectively. The growth rate from 2028 to 2038 was 2.66% and from 2038 to 2048 was 2.1% the present population of Nepal is 2, 32, 91, 097.

There are many reasons for the population growth in Nepal, illiteracy, superstitions, traditional beliefs (cultural tradition), lack of provision of family planning, etc.

1.2 Review of related literature

Adhikari (1986) carried out a study on "Difference in Written English Corrections of English teacher." The findings of this study were that private schools' teachers were found weaker than in public schools.

Bhattarai (2001) carried out a study on "The use of Punctuation in Free Writing." The finding of the study was only one part of punctuation. It had not covered the whole areas of punctuation. Students used all together thirteen items of punctuation mark.

Dahal (1998) carried out a study on “The Tenses and Aspects in free Writing of the 11th grades. “This study concentrated on the problems, causes and solutions in using tenses and aspects in free writing. Findings of this study were that students’ competence was better in tenses than in aspects.

Giri (1981) carried out of a study on “ A Comparitive study of English Language Profociency of the student studying at grade ten in secondary school of Kathmandu and Doti.” The result of the study obviously concludes that students out of the valley were poorer in English language than those inside the valley.

Karki (1996) carried out a study on “Comparative study between the students of public and private school of grades ten in Lamjung district”. The finding was that writing competences of private school were better than that of public school.

Paudyal (1999) carried out a study on “Comparative study of English language writing proficiency Higher Secondary School of Gulmi and Kathmandu .” The finding in his study was that urban area’s students were better than the students of the rural areas. This study explicitly shows that the students of Humanities and Science especially the girl had better proficiency in English writing.

Though all the four skills are inseparable from the teaching learning process, Nepalese people learn the English language for the literacy purpose rather than linguistic purpose. Nepalese people also emphasize that listening and speaking have low priority while reading and writing have high-priority for language learning programme. Therefore, it is necessary to emphasize on writing skill in the Nepalese context. The researcher has investigated relevant studies but has analyzed both cause and solution of grade eight students (boys and girls). So this study especially focuses on writing proficiency that will provide actual reinforcement for causes and remedies to the students of eighth graders in terms of writing mechanism, guided and free writing in a balanced way.

1.3 Objectives of the study

The objectives of the study were

- a. To find out writing proficiency of grade eight students.
- b. To analyze their proficiency in terms of punctuation, vocabulary, grammar, format, spelling.
- c. To suggest some pedagogical implications.

1.4 Significance of the study

English has been taught and learnt as a foreign language in most of the countries in the world. As the major skill of language learning, writing skill has a major role to play for the better acquisition and learning of the language. Nepal is one of such countries where English is being taught as a foreign language from primary to bachelor level as a compulsory subject since long. Because of this status of English, various researches have been carried out to make the field of teaching and learning of English more effective. For years, language teaching placed heavy emphasis upon early writing skill proficiency so it would not be wrong to claim that this study will be significant to those who are directly or indirectly involved in the field of teaching and learning language. It will be a great asset for the teachers who are teaching to different ethnic groups. Moreover the findings of this study are also expected to be beneficial for policy maker, curriculum designers, textbook writers, teachers, students and prospective researchers.

CHAPTER TWO

METHODOLOGY

The study, in this section, deals with methodology. The researcher followed the following methodology during the study in order to achieve the data objectives specified.

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of data

The researcher used the primary data to carry out the study. The primary sources of data were the students of grade eight of Ramechhap district studying in private and public schools. The primary data of the study was collected through the administration of the test.

2.1.2 Secondary Sources of Data

The researcher consulted various books, journals and articles of language testing, especially writing proficiency testing apart from English for purpose of collecting data.

2.2 Sample Population and Sampling Procedure

The Researcher administered the tests randomly to sixty students both boys and girls, 10 students from each selected school. At the period of selecting students, the researcher visited school and requested with the school authority to provide students' progress report of grade seven final term and then he selected top scorer, average

scorer and poor scorer students avoiding same ethnic group. The researcher randomly selected three community based and three private schools of Ramechhap district.

2.3 Tools for data collection

The researcher consulted English textbooks for grade 8, English work books (Rai, 1999, and Yadav, 2001) for grade 8, and some other books to design the test items for mechanics of writing, guided writing and free writing , the main purpose of this task was that the researcher would find the writing proficiency in using mechanics, and writing composition.

The major tools for collection of primary data were objective and subjective test items. The final test was designed to administer among the informants carried 100 full marks and three hours' time was allocated for the test.

There were mainly three tools.

- i) Set-A (mechanics of writing):**It carries 10 full marks. It includes test items for the correct use of capital letters, full stop, comma, apostrophe, question marks, exclamation marks, spelling, and quotation marks.
- ii) Set- B (Guided writing):** Test items in set –B were designed to find out students' proficiency in writing composition by using clues. It carried 50 full marks out of 100.
- iii) Set –C (Free writing):** Test items in set C were to find out students 'proficiency I writing free composition. It carried 40 full marks out of 100.

2.4. Process of data collection

Before the actual administration of research tools, the researcher conducted a “Pilot test” to find out the difficult level and effectiveness of the research tool including the time limitation. For this purpose, the researcher conducted pilot test in a private school where students are studying in English and Nepali medium. The researcher selected 20 students i.e. 10 English medium and 10 Nepali medium from the school to take test. The following formula was applied to analyze the result.

$$P = R/N.FM \times 100\%$$

Where,

P = proficiency level

R = written response (obtained marks) of the total students

N = total number of students

FM = full marks of the concerned items

From the above pilot test, the researcher found out that seventy percentage students accomplished their task accurately within the given time. This assured the researcher that there is high effectiveness and low difficulty level in the research tools.

At the time of preparing research tools, the researcher again studied task items. He 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 selected students to a separate room, explained the task and distributed the test tasks to each student. The test was administered during the school hour. The researcher gave three hours to give the respond. Students attempted the entire task within that time. The researcher tried

his best to reduce the halo effect. Researcher was indebted to the headmaster and English teachers of all the selected school for their kind cooperation 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 limited to Ramechhap district.

-) The study population was from three community based and three private schools.

-) The population was confined with sixty students, ten students from each of six selected community based and private schools.

-) The study was limited to the grade eight students.

-) The test was taken only from guided and free writing items.

) The tools were limited to find out the students proficiency in, punctuation marks, spelling, format, grammar and vocabulary.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

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

3.1 Holistic Analysis

3.2 Item – wise Analysis

3.3 School – wise analysis

3.4 Gender – wise analysis

The data, collected with the help of test items, contained six questions related to guided writing. The full marks of those items were 100. The first item was writing news paper articles. The second was writing letter using hints. The third and sixth items were developing skeleton into fuller text. The fourth item was parallel writing and fifth was description about own self - using hints.

3.1 Holistic Analysis and Interpretation of Total Proficiency

Table No. 1
Total Proficiency

Total Sample	Total Average	Above Average		Below Average	
		No. Of Students	Percentage (%)	No. Of Students	Percentage (%)
60	50.31	36	60%	24	40%

The

above table shows that the total sample of the students was 60 and the total average was 50.31. The percentage of the students scoring above the average was 60 and the percentage of the students scoring below average was 40. Therefore, the majority of the students were above average, and the proficiency in the guided writing was considered the satisfactory but in the free writing, it was quite poor.

3.2(a) Item – wise Analysis and Interpretation of Total Proficiency in Guided Writing

Table no 2
Total proficiency in item 1

T . S a	T. a	Above Average				Below Average			
		N. St	%	Private	Public	N.St	%	Private	Public

		B	G	B	G	N.S		%		N.S		%		B	G	B	G	N.St		%		N.St		%	
						B	G	B	G	B	G	B	G					B	G	B	G	B	G	B	G
		1	1	3	3	1	1	2	2	3	7	5	11.	1	1	2	18.	0	3	0	5	1	8	2	13.
		8	9	0	1	5	2	5	0			6	6	2	1	0	33					2		0	33
6	8.	37		61.6		27		45		10		16.66		23		38.33		3		5		20		33.33	
0	9																								
8																									

Table No.2 shows the total proficiency in the item No 1 in which the students were asked to write newspaper articles with the help of the given clues. The average score obtained by 60 students in that item was 8.98. The table shows that 61.66% of the total students crossed the average marks and 39.3% students crossed average marks from the private schools was 27% and from public schools was 20.5. Among the total students who crossed the average marks, the percentages of the girls and boys of the private and public schools were 12%, 15% and 7%, 3% respectively. It was clearly seen that the writing proficiency of girl students was much better in guided writing as in developing newspaper article than the boy students both in private and public school.

3.2(b) Item – wise Analysis and Interpretation of Total Proficiency

Table no 3

Total proficiency in item 2

T.S	T.a	Above Average	Below Average
a			

		N.S		%		Private				Public				N.St		%		Private				Public			
		B	G	B	G	N.S		%		N.S		%		B	G	B	G	N.S		%		N.S		%	
						t		t		t		t						t		t					
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
		1	1	26.	3	1	1	18.	18.	5	7	8.	11	1	1	23	2	4	4	6	6	1	8	1	1
		6	8	66	0	1	1	33	3			3	.6	4	2	.3	0			6	6	0	6	1	3.
																				6	6			.6	3
60	11.05	34		56.66		22		36.66		12		20		26		43.33		8		13.33		18		30	

Table No.3 shows the total proficiency in the item no.2 in which students were asked to write essay without using hints. The full marks of this item was 20 and average score obtained by students in that item was 11.05. In this item, 56.66% students crossed the average marks. The percentage of the girls and boys of private and public schools who crossed the average marks was 8.33, 18.33 and 11.66 and 8.33 respectively. The percentage of the girls and boys of private and public schools was 6.66, 6.66 and 13.33, 16.66 who came below the average marks.

From this table, the researcher found out that writing proficiency of the students was quite satisfactory in free writing than that of the guided writing.

3.3(a) School – wise Analysis and Interpretation of Total Proficiency

Table no 4

Total proficiency of six different schools in six different items

S.N	School's Name	Items						Total (1000)	%
		1	2	3	4	5	6		
1.	LSES	109	140	54	149	81	116	650	65
2.	MHSS	144	132	22	127	64	116	575	57.5
3.	RHSS	102	119	45	129	56	107	558	55.8
4.	NSS	93	115	42	130	66	90	536	53.6
5.	TEBS	44	68	10	88	46	40	296	29.6
6.	KDES	77	89	20	114	55	49	404	40.4

The above table displays the total proficiency of 60 students (10 students from each of the selected school) in three different private and three different government- aided high schools of Ramechhap District. The table shows that the total proficiency of the students of Little Star English School was 65%. This school obtained the highest proficiency among the selected schools. On the other hand, the proficiency of the students of Tamakoshi English Boarding school was 29.6%. This school obtained the lowest proficiency among the selected schools. Mahendrodaya H secondary school, Rudraksheshwor Secondary school, Naglanya secondary School and Karkala Devi English School come under the second, third, fourth, fifth rank respectively. Thus, the students studying in Little Star English Boarding School were found better than the students of other five schools.

3.3 (b) School wise Analysis and Interpretation of each item

(Table no 5

S.N	LSEBS		MHSS		RSS		NSS		TEBS		KEBS	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
1.	109	68.12	44	27.5	102	63.75	114	71.25	93	58.12	77	18.12
2.	140	70	68	34	119	59.5	132	66	155	57.5	89	44.5
3.	54	45	10	8.33	45	37.5	22	18.33	42	35	20	16.66
4.	149	74.5	88	44	129	64.5	127	63.5	130	65	114	57
5.	82	68.33	46	8.33	56	46.66	64	53.33	66	55	55	45.83
6.	116	58	40	20	107	53.5	116	58	90	45	49	24.5

The above table shows the school wise proficiency on each item. The total proficiency of the students of Nagkanya secondary school on item No.1 was 71.25% which is the highest percent among the selected school. On the other hand, the total proficiency of the students of Mahendrodaya Higher Secondary school was 27.5% which is the lowest percentage among the selected schools.

In item No.2, Little Star English School stood first securing 70% and Mahendrodaya Higher Secondary school stood last securing 34%. Nagkanya Secondary School, Rudraksheshwor Secondary School, Tamakoshi English School and Karkala Devi English School stood second ,third, fourth and fifth respectively.

In item no.3, the total proficiency of the students of Little Star English Boarding school was 45%. This school obtained highest proficiency. Mahendrodaya Higher Secondary school obtained 8.33% in items no 3. This school's students obtained the lowest proficiency among the selected schools.

The proficiency of the students of Little Star English Boarding school was 74.5% in item no.4. This school obtained the highest proficiency among the selected schools. 44% is the lowest proficiency obtained by the students of Mahendrodaya Higher secondary school was the lowest proficiency. In item no.4 Tamakoshi, Rudraksheshwor, Nagkanya and Karkala Devi were at the third, fourth and fifth rank respectively.

The students of Little Star English Boarding school were able to obtain the highest proficiency in item No.5 securing 68.33% and Mahendrodaya Higher Secondary obtained the lowest proficiency securing 8.33% Tamakoshi, Nagkanya, Rudraksheshwor and Karkala Devi Secondary School became second, third, fourth and fifth securing 55%, 53.33%, 46.66% and 45.83% respectively.

The students of Little Star English Boarding and Nagkanya Secondary School obtained the highest proficiency in item No.6. Both schools obtained 58%. Mahendrodaya Higher Secondary School obtained the lowest proficiency were as Rudraksheshwor, Tamakoshi and Karkala Devi School stood second, third and fourth securing 53.5%, 45% and 25.5% respectively.

3.4 Gender wise Analysis and interpretation of each item

Table 9

Item No	Boys (30)		Girls (30)	
	Total	%	Total	%
1	259	53.95	280	58.33(480)
2	325	54.16	338	56.33(600)
3	91	25.27	102	28.33(360)
4	361	60.16	376	62.66(600)
5	172	47.77	197	54.72(360)
6	237	39.5	281	46.83(600)

The above table shows the gender wise analysis of each item. The total proficiency of girls in item No. 1 was 58.33% and of boys was 53.95%. In item No.1, girls obtained greater proficiency than the boys.

The total proficiency of girls in item No.2 was 56.33% and of boys was 54.16%. The girls studying in class eight were found better than boys.

The total proficiency in item No. 3 obtained by girls was 28.33% and by boys was 25.27% which showed the girls were found better than the boys in developing skeleton into fuller text.

The total proficiency of girls in item No. 4 was 62.66% and boys was 60.16%. It seemed that girls were found better than boys.

Proficiency between girls and boys in item No.5 and 6 showed that girls were found better than boys because girls secured greater percent than boys.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of the study was to find out the writing proficiency of grade eight students of Ramechhap district in guided writing and free writing. The students were selected from the three private and three public secondary schools of the Ramechhap district. The data was taken from thirty students of private and thirty from public schools consisting of equal number of boys and girls from each selected school.

Many techniques were applied to analyze the ability of the students in writing skill. Question wise analysis was done. This analysis shows that writing proficiency of the students of private schools did better in each question than the students of public schools. He also analyzed their writing proficiency in terms of grammar, punctuation, spelling and so on.

4.1 Findings

On the basis of the study and interpretation, the finding of the present research has been presented as below:-

- a. Students obtained higher marks in parallel writing than other types of guided writing like developing skeleton into fuller text, paraphrasing, etc.
- b. Writing proficiency of the girls was found better than the boys in both private and public schools. In the private schools, the total proficiency of the girls was 62.73% and of the boys was 56.13%. Likewise, in public schools, the total proficiency of the girls was 42.2% and of the boys was 40.44%.
- c. Writing proficiency of the boys and girls of private school in guided writing was found better than the boys and girls of the public schools.
- d. Students' writing proficiency of the private school was found better than the students of the public schools. The average proficiency of the students of the private school was 59.43% and of the public school was 41.2% and the difference between private and public schools' students in total proficiency was 18.23%

4.2 Recommendations

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

- 1) Developing skeleton into fuller should be encouraged.

- 2) Model writing on different topic should be presented to the students in order to encourage them in writing assignments.
- 3) Concerned vocabulary should be taught first before involving them in writing composition.
- 4) Punctuation marks should be emphasized when developing paragraph.

If these above mention recommendations are taken into consideration by the concerned officials and person, the creative proficiency in writing of boys and girls and the students of the public and private schools can be developed.

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