

# **PROFICIENCY IN FREE WRITING OF TENTH GRADERS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Kristina Timsina**

**Faculty of Education  
Tribhuvan University  
Janta Multiple Campus  
Itahari, Sunsari, Nepal**

**2021/2077**

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

**Date: 2077-11-25**

**(March 9, 2021)**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Kristina Timsina** has completed this thesis entitled **Proficiency in Free Writing of Tenth Graders** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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## **RECOMMENDATION FOR EVALUATION**

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**DEDICATION**

**Dedicated**

**To**

**My Parents and Gurus**

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**Kristina Timsina**

**Date: 2077-11-25**

**(March 9, 2021)**



## ABSTRACT

This research work attempts to compare the writing proficiency of the Tenth Graders of Sunsari District in a variety of free writing. To carry out this research work, the researcher prepared the test items of different types of free writings i.e. essay, letter and paragraph writing. Then, a test was administered to a number of 60 students in order to find out data for the research. The sources of data were 60 students from six Private schools of Sunsari District. Then the test was administered to collect the data. After the administration of the test, the free writing of the students was collected, scored, analyzed and the proficiency was calculated and compared. It was found that the students have achieved 72.41 percentage in essay writing, 66.25 percentage in letters writing and 60.66 percentage in paragraph writing. (see table 1 and Appendix V) and Girls` overall proficiency in free writing i. e. essay, letter and paragraph were 65.33 percentage whereas boys` overall proficiency was 67.55 percentage (see table 2 & 3, Appendix III & IV). They scored better in essay than in letters and paragraph writing.

This research study consists of five chapters: introduction, review of related literature, methodology, results and discussions and findings and recommendations. The first chapter introduction contains general background, statements of the problems, rational of the study, objectives of the study, research questions, significant of the study and delimitations of the study. Similarly, second chapter deals with review of the related literature, implication of the reviewed literature and conceptual framework. Chapter three methods and procedures of the study consists of design of the study, sources of data, population of the study, sampling procedures, data collection tools and procedures, process of data collection and data analysis and interpretations. Forth chapter is result and discussions of the data. In this section

marks obtained by the students have been analyzed to find out their writing proficiency. Some statistical tools such as average and percentage have been used to analyze the marks obtained by the students. Finally, the writing proficiency of the students of tenth graders has been compared on the basis of the marks obtained in free writing. Finally, fifth chapter consists of findings and recommendations of the study. reference and appendices are presented at the end of this chapter.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

AD	Anno Domini
CDC	Curriculum Development Centre
ESL	English as Second Language
ELT	English Language Teaching
NELTA	Nepal English Language Teachers Association
NESP	National Education System Plan
OALD	Oxford Advance Learners Dictionary
WWW	World Wide Web

## **CHAPTER - ONE**

### **INTRODUCTION**

Language is fundamentally a means of communication either spoken or written. It is a dynamic and open system that allows human beings to communicate their thoughts, feelings, desires, emotions, experiences and ideas. This chapter includes general background, statement of the problem, objectives of the study, research questions, rationale of the study, significance of the study and delimitation of the study.

#### **1.1. General Background**

A language is always recognized in terms of different skills; listening, speaking, reading and writing. A skill means an ability to do expertly and well. Writing is one of the most important skills of language which refers to a permanent record form of expression and as a means of communication. Writing is putting down something which has been spoken in conventional graphic form. In this sense writing is nothing more than the correct association of conventional graphic symbols, with sounds; which have no significant importance for the writer. Writing is thus, clearly much more than production of graphic symbols. The symbols have to be arranged to form sentences, so it is highly developed form. It is an act of creation of thinking process. It is output of mental effort. Writing refers to the expression of ideas in a consecutive way according to the topic or subject matter.

In the context of Nepal, English is taught as a compulsory subject up to Bachelor level. The aim of teaching English is to enable the students in global communication and business, and to have access to the world body of knowledge. Pedagogically, teaching English is targeted at developing all the four skills listening, speaking, reading and writing. Similarly, Sapir (1992 as cited in Regmi, 2004, p. 1)



states 'language as a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols. If we want to say something, we produce sounds, use facial expressions, gestures etc. to facilitate the comprehension of speech.

Writing is an art of using language. But it is a very complex task to write clearly and explicitly. In this context, Richards (1985, p.100) says, 'Learning to write is either a first or second language is one of the most difficult tasks'. In this sense we can also say that learning to write is a difficult and lengthy process. However, good writing skills are essential to academic success and requirement for many occupation and professions. One who has good writing proficiency will get more opportunities in the lives too.

Sometimes one should express some views regarding to various topics like essay writing or paragraph writings. In this regard Richards (1985, p. 10) says, that "Free composition is that type of composition in which only title or topic is provided and everything else is done by the students and students have freedom to make their own choice of words and their organization to express their ideas." So that we can also say that writing is an art of manipulating words and sentences in a meaningful way. However, it is very complex task to write clearly and explicitly. In this context Richards and Rodgers (1985, p. 100) say, "Learning to write is either in first language or a second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process, that one includes anxiety and frustration in many learners." So, at school making students competent and proficient in free writing is very difficult in the context of Nepal as our learning process of English is either second language or third language too. According to Rivers, (1968, p. 243) "Writing refers to the

expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express him in a literary text which requires the utilization of a special vocabulary and certain refinements structures."

## **1.2 Statement of the Study**

According to, Nunan, (1992, p.36) 'Writing is an extremely complex cognitive activity in which the writer is required to demonstrate a control of a number of variables simultaneously. At, the sentence level these include control of content format sentence, structure, vocabulary, spelling and letter formation.' In our country Nepal, on secondary level curriculum, writing is not taken as an important part as much as it should be.

Especially in the context of Nepal many students have problems in writing. Most of the learners depend on the textbook. There are not sufficient writing exercises for the students of secondary level in their textbook because only one Our English is taught in English language but rest of the subjects are taught in Nepali language. So, the students feel writing work as the most difficult skill in real practice and in the examination. Sometimes some learners may suffer from anxiety, tension and frustration too because of insufficient ideas, practices and support. In secondary level curriculum only thirty five percent is allocated for writing exercises. Less emphasis is given for writing to this level of the students and it is neglected area. Lack of writing exercises in their textbook cause for poor writing skill. So, I have chosen this topic as search to find out whether the students of tenth graders are proficient in free writing or not.

### **1.3 Objectives of the Study**

This study had based on following objectives:

- a. To find out the proficiency of free writing of the tenth graders of Sunsari District in terms of:
  - i. Paragraph writing
  - ii. Letter writing
  - iii. Essay writing
- b. To recommend some pedagogical implications.

### **1.4 Research Questions**

The questions for this study were:

- What is the level of proficiency of the students in free writing?
- What is the proficiency of students in paragraph, letters and essay writing?

### **1.5 Significance of the Study**

This study `proficiency in free writing of tenth graders will be beneficial to the learners, teachers, subject-expert, curriculum designers, text-book writers, ; language trainers and all the people who directly or indirectly involved in English language teaching and learning. This study will be helpful to find out the students` problem in writing and analyze causes and explore the ways to solve the problem in free-writing.

### **1.6 Delimitations of the Study**

The study has the following delimitations:

- i. This study was limited to grade ten only.

- ii. This study was limited to private schools only.
- iii. This study was limited to Sunsari District only.
- iv. There were sixty students (five girls and five boys from each school) from six schools.
- v. This study was limited to;
  - a) Paragraph Writing
  - b) Letter Writing
  - c) Essay Writing

### 1.7 Operational Definition of Key Term

The following key words have been used:

**Achievement:** Obtained score of the students on the test

**Average:** A number of expressing central value in a set of data, in a particular mode, median or mean, which is calculate d by dividing the sum of the values in the set by their number.

**Coherence:** Logical and well organization of the presentation.

**Cohesion:** Linking phrases together so that the whole text is clear and readable.

**Composition:** Things that are composed or constructed e.g. pieces of writing.

**Free Writing:** Self-expression of subject matter in written form that gives complete freedom of expression.

**Mechanics:** Aspect of writing such as capitalization, spelling, punctuation.

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

**CDC:** Curriculum development center.

## **CHAPTER - TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter is about the theoretical and empirical bases of the research. It includes sub-sections like review of theoretical literature, review of related literature, implications of the review for the study and conceptual framework.

#### **2.1 Review of Theoretical Literature**

Literature review is fundamental stage to be carried out, it certainly needs strong theoretical and empirical ground to be based on. The review of theoretical literature provides the researcher with a strong knowledge base to find out the area of problem and the need of investigating on it. Similarly, for setting the objectives of the study, appropriate methodology to conduct the study and accomplishing the study, literature review plays crucial role. In order to provide a strong theoretical base to my study, various topics have been dealt with throughout this study.

##### **2.1.1 An Overview of Writing Skills**

Listening, speaking, reading and writing are four language skills. Listening and reading are receptive skills and speaking and writing are productive skills. Among the four language skills, writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. It is a productive skill in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in

order to convey the meaning so that the reader can grasp the information. It is the last language skill and it is also the most difficult of all the skills. It is difficult not only in generating and organizing ideas but also in translating these ideas in readable text.

In defining writing, Nunan, (1989, p.36) states, Writing is conveying meaning through the use of graphic symbols that represent a language. Pictures also convey meaning in some ways, but drawing pictures is not writing as pictures do not represent language units. Similarly, merely drawing letters, which represent the units of language, is not writing. An artist might draw Chinese letters without difficulty, but it is not writing unless he understands Chinese. Thus, writing is the partial representation of the language that the writer knows and that he uses to express his meanings to the people who can read it.

Similarly, Odell, (1981, p.43) says, its highly developed form, writing refers to the expression of ideas in consecutive way according to the graphic conventions of the language. In other words, writing involves encoding of a message of some kind or translating our thoughts into language in graphic forms.

Writing, like speaking, is a productive skill. So, it is more difficult than both listening and reading. Besides, writing is the secondary manifestation of language, speech being the primary one. Therefore, the teaching of writing should focus after being master on three skills. One should hear the speech sounds before he sees the graphic representation and one should see the graphic symbols before he writes them. Thus, the other three skills, viz, listening, speaking and reading, form the basis for this skill.

Similarly, Byrne (1991, p.1) mentions, “When we write, we use graphic symbols: that is letters or combinations of letters which relate to the sound we make when we speak. On one level, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind”.

Rivers (1978, p.243) views it as, “a more complicated process when it involves putting in graphic form, according to the system accepted by the educated native speakers, combinations of words, which might be spoken in specific circumstances (that is, which convey certain elements of meaning”.

Guided writing is a complicated form of writing. It involves different process such as appropriate combination of words, choice of appropriate words, and use of different graphic forms as well as signals.

In this way, Byrne (1991) focused on graphic symbols. Also, he said it makes easier to the students to write by using letters and sentences. Whereas Rivers (1978) against his views and said using graphic symbols are only easy for educated native speakers because writing is more complicated process.

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. Phyak and Sharma (2006, pp. 254-255) say, “Writing is a productive skill which involves manipulating, structuring and communicating”. This can be further looked at in terms of sub skills of writing. The sub - skills include:

- a. Manipulating the script of a language,
  - i. Forming the shapes of letters

- ii. Using the spelling system
- iii. Using punctuations
- b. Expressing information explicitly
- c. Expressing information implicitly through,
  - i. Inference and
  - ii. Figurative language
- d. Expressing the communicative value of sentence and utterances
- e. Expressing relations within a sentence using,
  - i. Elements of sentence structure
  - ii. Modal auxiliaries
  - iii. Intra-sentential connectors.
- f. Expressing relations between parts of a text through lexical cohesion devices
- g. Expressing relations between parts of a text through grammatical cohesion devices
- h. Using indicators in discourse for,
  - i. Introducing an idea
  - ii. Developing an idea
  - iii. Transition to another idea
  - iv. Concluding an idea
  - v. Emplacing a point
  - vi. Explanation of point already made
  - vii. Anticipating and objection
  - viii. Reducing the text through avoiding irrelevant information

Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and makes ideas clear. Writing has many sub-skills. At first, the script of a language has manipulated in terms of shape, spelling and punctuations.



In a similar way, writing can express information communicative value and relation within a sentence. Then writing can express relations between parts of a text through lexical and grammatical cohesion devices. Finally, the text could be reduced.

### **2.1.1.1 Writing Skills**

Writing is the expression of ideas and views through written form. Information or message can be conveyed usually through the writing process. Writing is an act of putting down something which has spoken, in conversational graphic symbol. Phyak and Sharma, (2006, p.254) say, “Writing attracts special importance because reading make it a full man, conference a ready man and writing an exact man”. So, it is a visual representation of speech. It is a powerful medium of expression. It is the expression of idea in a consecutive way according to the conversational graphic form. Writing skill helps to encode a message of our thoughts into language in graphic form. It is the correct association of graphic symbols with sound. According White and Arndt (1991, p.35) views “writing is far from a simple matter of transcribing language into written symbols. It is thinking process in its own.

Writing is an art that provides chance to know and influence others. It is the last step of language skills and is taken as a productive skill. Students may be perfect in English only when he/she is perfect in writing skill. The main aim of writing skill is to convey information accurately, effectively and appropriately. According to Harmer (2008, p.53), “Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures from one generation to another. It equally provides us with possibilities to discover and articulate ideas in many ways”.

From the above definition, we can say that writing is a very complex process and requires mechanics of writing. It is the process of expressing thoughts, feelings, emotions and ideas. Through the process of writing human can share their culture, religion, values and assumptions from one generation to another. Writing skill involves following basic skills as mentions by Harmer (2008, p.53):

- a) Handwriting
- b) Spelling
- c) Punctuation
- d) Constructing grammatical sentence

Students who learn the English language cannot be perfect without the knowledge of writing skill. So, writing skill is a very important language skill. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in a certain way. Writing helps the reader to grasp the information. It involves thinking on the part of the writer, use of hand and brain which help in the learning of the language.

### **2.1.1.2 Importance of Writing Skill**

According to Richards, (1990, p.101), Written language is primarily transactional or message-oriented. The goal of written language is to convey information accurately, effectively and appropriately. Writing skill plays a crucial role in every parts of learning. It makes the learners able to write correctly and nicely according to the convention of the language and also make able to express in writing what they speak, wish, feel and understand. Writing skill helps to develop creativity in the learners. Writing is more difficult than other required remaining three skills.

White and Arndt (1991, p.45) say that writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own. Writing helps students to develop their creativity. Some learners who do not learn easily through oral practice feel easier and more relaxed while they are writing. Writing helps to measure the student`s mastery of the knowledge which is presented in a paper. In the examination system of Nepal, writing plays an important role. If the students do not have power of writing skills, he/she cannot write the answer in a limited given time of examination. Student must develop their writing skills for securing good marks in the written examination. Writing is a major skill through which we can present our thoughts, emotions, feeling, sorrow and experience.

### **2.1.1.3 Types of Writing**

Writing is an art of manipulating words and sentences in an effective way. But it is very complex task to write clearly and explicitly. In this context Richards and Rogers (1985, p. 100) say, “Learning to write is either in first language or a second language is one of the most difficult tasks”. Learning to write is a difficult and lengthy process, that one includes anxiety and frustration in many learners. Yet good writing skills will be essential to academic success and requirement for many occupation and professions.

Writing is not the random juxtaposition of words and sentences to construct a text. Rather it is an art of manipulating words and sentences in an effective way. The types of writing According to Richards (2002, p. 23) are discussed in the following:

- i. **Controlled Writing:** (According to Silva, 1990, p. 56) ‘Controlled writing, also known as guided writing has been a tradition for a long time in English as second

/foreign language classrooms. It is still considered an effective tool.' Unlike free writing, controlled writing takes place when learners are supplied with a great deal of the content and form such as outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

ii. **Guided Writing:** Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity.

iii. **Free Writing:** Free writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. It is used mainly by prose writers and writing teachers.

#### **2.1.1.4 Components of Writing**

Writing is a complex skill among the four language skills. To reach to the final text learners have to make many drafts of writing. According to Byrne (1991, p.72) writers have to consider the following components while writing:

##### **a. Mechanics**

Writing is an activity that includes many skills to produce an effective piece of a text. Mechanics in writing refers to spelling, punctuation, capitalization and fine hand-writing. Regarding this, Heaton, (1975, p.145) says, "... the ability to use correctly, those conventions peculiar to the written language". Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgment. However, at times slight change in spelling of words can bring drastic change in the meaning they express. The learners must have

the knowledge of such mechanical skills to have mastery over the writing skill.

Spelling plays a very important role since addition, deletion, replacement of one letter with another can change the meaning of the word. Punctuation helps clarify meaning and understand punctuation. It is difficult to understand a text or paragraph without punctuation. A capital letter being in the beginning of the sentence.

#### **b. Cohesion and Coherence**

Cohesion is the set of grammatical features that links the ideas of a text. To be a text, there should have grammatical relationship between sentences. Various cohesive devices such as conjunction, ellipsis, substitution, parallelism etc. are responsible for making discourse units connected and well formed. According to Halliday and Hasan (1976, p.32), ``Coherence is recognized by the overt presentation of cohesive devices such as: reference, substitution, ellipsis, conjunction and lexical cohesion to connect sentences or paragraphs in the text. If there is cohesion in a context, there is certainly coherence``. Writing skill is one of the complex and difficult tasks. To be a good writer one should have the ability to write correct and appropriate sentences, can think creatively and develop thoughts, excluding all irrelevant information and manipulate sentences and paragraphs and use effectively. Harmer, (2004, pp. 24-25) says, Text to have coherence it needs to have some kinds of internal logic which the reader can follow with or without the use of the prominent cohesive devices where a text is coherent the reader can understand at least two things. Coherence refers to the semantic relationship between the sentences in a text. Connection through grammatical devices and logical sequences of the ideas in a text, the text become paragraph of a text reflects coherence.

### **c. Orthographic and Para-orthographic Features**

Orthographic system refers to the spelling or writing system of a language. It deals with linguistic symbols. Para orthographic system refers to the features such as charts, tables and graphs that can express message or information more systematically and precisely than the words or sentences. O’Grady, (1997, p.554) says, “Para-orthographic texts include charts, table, graphs, etc. Students should be trained to convert a prose text into Para orthographic display or vice versa”. It is related to change orthography in the form of diagram, pie-chart, map, table which requires special skill.

#### **2.1.1.5 Stages of the Development of Writing Skill**

Writing follows a gradual and systematic manner when students develop writing skill, they follow the procedures that includes simple to complex principle which are in progressive manner. Rivers, (1968, p.245) says, "To be able to write in a foreign language, the student must be trained systematically through five stages of development: copying, reproduction, recombination, guided writing and free writing." Rai, (1998, P.79) says that, “Writing starts from copying and ends in free writing”.

There are five stages in the development of writing (Byrne, 1991) which are mentioned below:

#### **a. Copying**

Copying is the setting of hand or training the movement of hand on the paper copying is a mechanical work which is done without knowing much meaning, but only preparation for starting writing. Rivers, (1968, p.246) says, "As the student is

copying, he should repeat to himself what he is writing. In this way, he deepens the impression in his mind of the sounds, the symbol represents, and he has further repetition practice of basic dialogue or pattern sentences. After he has had some practice in copying accurately, with correct diacritical and punctuation marks he may continue to copy as an aid to memorization”.

### **b. Reproduction**

At this stage, the attention is to be paid to proper punctuation, spelling and shapes of the letters. The students can be asked to reproduce the words or sentence that they have mastered orally. At this stage, students will also be asked to write down sentences they have memorized, read and copied. Rivers, (1968, p.244), “Reproduction is a bit more challenging than copying as students have to remember the shapes of letter, words and sentences without reference to their written form”. This helps them to improve their memory. Here, too, attention should be paid to proper punctuation, size and spacing.

### **c. Recombination**

A little advanced work is given at this stage. Students reproduce sentences with minor change on what they have learned. Richards, (1986, p.243), “Completing sentences seeing pictures or using alternative words given, producing drilled patterns with slight changes on some parts of them, transforming sentences on the basis of given clues, etc. are some examples of recombination”. Other examples involve producing sentences from a substitution table, expanding sentences to include given words or information, etc. This stage of writing is particularly useful to train students in manipulating language forms and to develop their ability to write correct sentences.

#### **d. Guided Composition**

Guided composition is a technique of controlling writing in language learning. At this stage students are supposed to create a text or paragraph on the basis of the given clues and guidelines. In this regard, Rivers, (1968, p.252) says, "In guided writing, the students will be given some freedom in the selection of lexical item and structural patterns for his written exercise, but within a framework which restrains him from attempting to compare at a level beyond his state of knowledge".

#### **e. Free Composition**

Free composition is that type of composition in which only title or topic is provided and everything else is done by the students. Students have freedom to make their own choice of words and their organization to express their ideas. In this regard Richards (1985, p. 10) says, that "Free composition is that type of composition in which only title or topic is provided and everything else is done by the students and students have freedom to make their own choice of words and their organization to express their ideas." In this regard we can also say that writing is an art of manipulating words and sentences in a meaningful way.

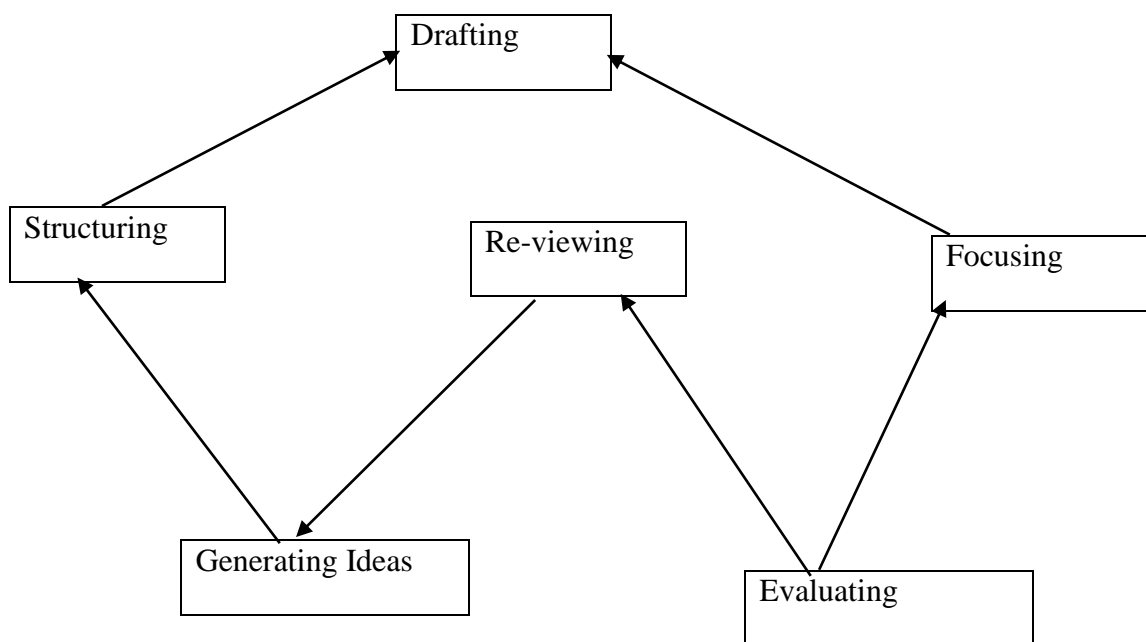
#### **2.1.1.6 Process of Free Writing**

Learning to write coherently and in a way which is appropriate for one's purpose and audience is something which many people can never easily manage in a foreign language because there exist a number of conflicting theories of planning and teaching a course in writing rather than genre-based approach. Process approach in writing consists of four basic stages of teaching writing are:



- i. Planning
- ii. Making an outline
- iii. Preparing the first draft and
- iv. Revising, editing and producing the final draft.

The term process writing has been bandied about quite a while in EFL ESL classrooms.it is no more than writing process approach to teaching writing. Process writing in the classroom may be constructed as a programme of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point. White and Arndt (1991, p. 47) present the following model for writing process:



#### 2.1.1.7 Difference Between Essay, Paragraph, Dialogue, and Letter Writing

According to Harmer (2008, p. 62) following differences have been brought:

## **I. Paragraph Writing**

A paragraph can be defined as a piece of writing in which one's thought as the central idea or controlling idea is developed by means of supporting details. The supporting details can be examples, reasons, comparative statement, or other related facts. In this regard Richards (1985, p. 10) says, that "Free composition is that type of composition in which only title or topic is provided and everything else is done by the students and students have freedom to make their own choice of words and their organization to express their ideas." So that we can also say that writing is an art of manipulating words and sentences in a meaningful way. According to Harmer (2008, p. 63) 'Every good paragraph should have a controlling idea, to which its sentences are related. A paragraph is regarded as a good one only if the readers can completely understand the unit of information it contains; and if its central or controlling idea is completely developed by means of appropriate supporting details.' There are different types of paragraphs such as descriptive, narrative, expository and reflective.

## **II. Dialogue**

The literal meaning of dialogue is the conversation or talk between two people; but there can be more than two participants of characters in a conversation, involved. Dialogue takes place in real life situation. According to Harmer (2008, p. 64) 'There must be a topic or subject for a dialogue. We never converse without any purpose. So, a dialogue is a conversation or a talk on a topic for a particular purpose between two or among more characters.' According to oxford learner's dictionary 'A dialogue is a conversation or talk'. Generally, there are formal and informal dialogue in a real life.

### **III. Letter Writing**

Letter writing is an art. It is the complete communication between friends, relative and organizations. According to Harmer (2008, p. 6) 'The information imparted the letter should be clear and natural. The language and style differ from one letter to another.' For instance; a personal letter is normally written in personal and informal style; and it can consist of colloquialisms, slang and dialects as well. On the other hand, a business letter or an official letter is written in a formal and impersonal style. The types of letter are personal letter, business letter. Official letter, informal letter and letter of application.

### **IV. Report Writing**

A report is a factual account of something heard, seen done, studied, experimented etc. which is published or broadcast in written or spoken form and is intended to the target receiver. According to Harmer (2008, p. 65) 'A report writing can include his opinion and recommendation on the basis of the fact observed or resulted. The form of the report has to such that the intended receiver must draw the information from the report quickly and easily.' The main type of report is reporting events, reporting excursion and newspaper report.

### **V. Essay Writing**

‘An essay’ means a piece of composition on a topic. The definition of it literally varies from person to person but the entire semanticity of different definition, to some extent, seems to be similar. Oxford Advance Dictionary defines ‘essay’ as a piece of writing usually short and in prose, on any one subject’.

## 2.2 Review of Related Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Through a number of research works have been carried out in the field of teaching English; very few of them have been conducted in the field of teaching English and effectiveness of guided writing to develop writing skill in secondary level students for writing proficiency. Some research studies related to this study are reviewed as follows:

**Paudyal** (1999) carried out a study on ‘A Comparative Study of English Language Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu’. The main objective of this study to investigate the writing proficiency of the twelfth graders of the graders of Gumi and Kathmandu district. This study also aimed to make comparative study of the English language writing proficiency of the students of different schools of Gulmi and Kathmandu district. For this study, he selected 100 students of higher secondary level by using purposive non-random sampling procedure. Test items were his main tools for data collection showed that the students of urban areas were better than that way of the rural areas. This study also explicitly showed that students of humanities specially the girls have better proficiency.

Similarly, **Barakoti** (2001) carried out research on ‘Errors Committed by PCL Second Year Students in Writing Free Composition’. His objective was to identify errors committed by PCL second year students in free composition. Thirty students of Higher Secondary School in Jhapa district were selected as the sample population of the study. Test was taken as the main tool for collecting data. From that

research work, he found that the students had committed errors in sentence construction, spelling and organization of thought.

In the same way **Bhattarai (2002)** also carried out the study on 'A comparative study of the writing proficiency of the bachelor's level students' the aim of his study was to highlight the writing proficiency of the bachelor's level students of Kathmandu district. He selected 60 students from three different campuses and institutes of Kathmandu valley as the primary source of his study. He used both open-ended questions for data collection. He found that the students of institutes had greater proficiency in writing than the students of faculties.

Likewise, **Shah (2003)** carried out a study on 'Writing Proficiency of Grade Nine Students'. The objective of his research work was to find out the writing proficiency of grade nine students. The sample population of the study consisted forty students of class nine in Siddhartha Secondary School, Makwanpur. The main tool for the collection of the data for his study was test such as letter writing, developing story. He found that students made mistake in the use of punctuation marks such as full stop, question mark, apostrophe, capital letter and so on.

In the same way **Panday (2004)** he has carried an experimental research on 'Effectiveness of Project Work Technique in Developing Writing Skill'. The main objective was to find out the effectiveness of project work technique in developing writing skill. He used both primary and secondary sources for data collection. The primary sources of the study were twenty-six students of B. ED first year studying in Nilkantha Campus, Dhading. The main tool for the data collection was test items. The finding of the study was that the use of project work technique in classroom technique in classroom teaching was more effective than conventional teaching.

Similarly, **Guragain (2008)** carried out the study on 'Proficiency in Free Writing of Grade Eleven Students of Kathmandu Valley'. This study was carried out to compare free writing of grade eleventh students 'proficiency and suggest some pedagogical implications. He used both the primary secondary sources. The proficiency was tested stream wise and findings showed that the student of humanities were good in free writing. The researcher suggested to conduct the activities for free writing that could increase the writing abilities of the students.

On the same way **Sharma (2009)** carried out research entitled 'Writing Proficiency of the Students of the Higher Secondary Level'. The main objective of the study was to find out the writing proficiency in terms of punctuation, articles, subject-verb agreement and preposition in the writing of twelfth graders. The study was for higher secondary level but the researcher just tested the one aspect of writings that is mechanics. So, this study was not enough to find out the writing proficiency of the students because it only emphasized grammaticality. The area that was tested should have extended, so it is not as it was aimed.

Likewise, **Pandey (2011)** carried out a research on 'Effectiveness of Task based approach in teaching creative writing'. The main purpose of carrying out this research was to find out the effectiveness of task-based approach in teaching creative writing. He found that the task-oriented activities are effective in language teaching and valuable tool for reinforcing learning

All though the research works mentioned above are related to writing proficiency of the students, I could not find the research works been carried out purely on the same topic which I had conducted. There is not any specific categorization of writing and showing of rubrics too. So, this research aims to find out writing

proficiency of secondary level. It aims to test above the syntax level but not the mechanics only. This study tends to measure writing proficiency of the tenth graders on the basis of letter writing, essay writing and paragraph writings.

### **2.3 Implication of the Review of Study**

The above reviewed studies are to some extent related to my study. After reviewing these studies, I have gathered lots of knowledge regarding how I should proceed. Therefore, these studies helped me in various ways in identifying my research problem, developing methodology and making analysis. To be specific, Paudyal (1999), Barakoti (2001) and Bhattarai (2002) helped me to identify and define research problem and research questions. Similarly, Panday (2004) helped me to develop insights in framing methodology and tool for data collection. In the same way, Shah's (2008) study helped me in analyzing the data. However, my study seems to be different from their studies because my study mainly investigates on guided writing especially of letter, essay and paragraph writing but others researches had focused on punctuation, articles, subject verb agreement and preposition. I have carried out survey research and I took help of Paudyal (1999) as my study was related to writing proficiency. Nevertheless, other research conducted by Barakoti, Sharma, Guragain, and so on, also gave me much information about the role of guided writing to develop writing skills.

### **2.4 Conceptual Framework of the Study**

To conduct this study on `proficiency in free writing of tenth graders will follow the following conceptual frame-work:

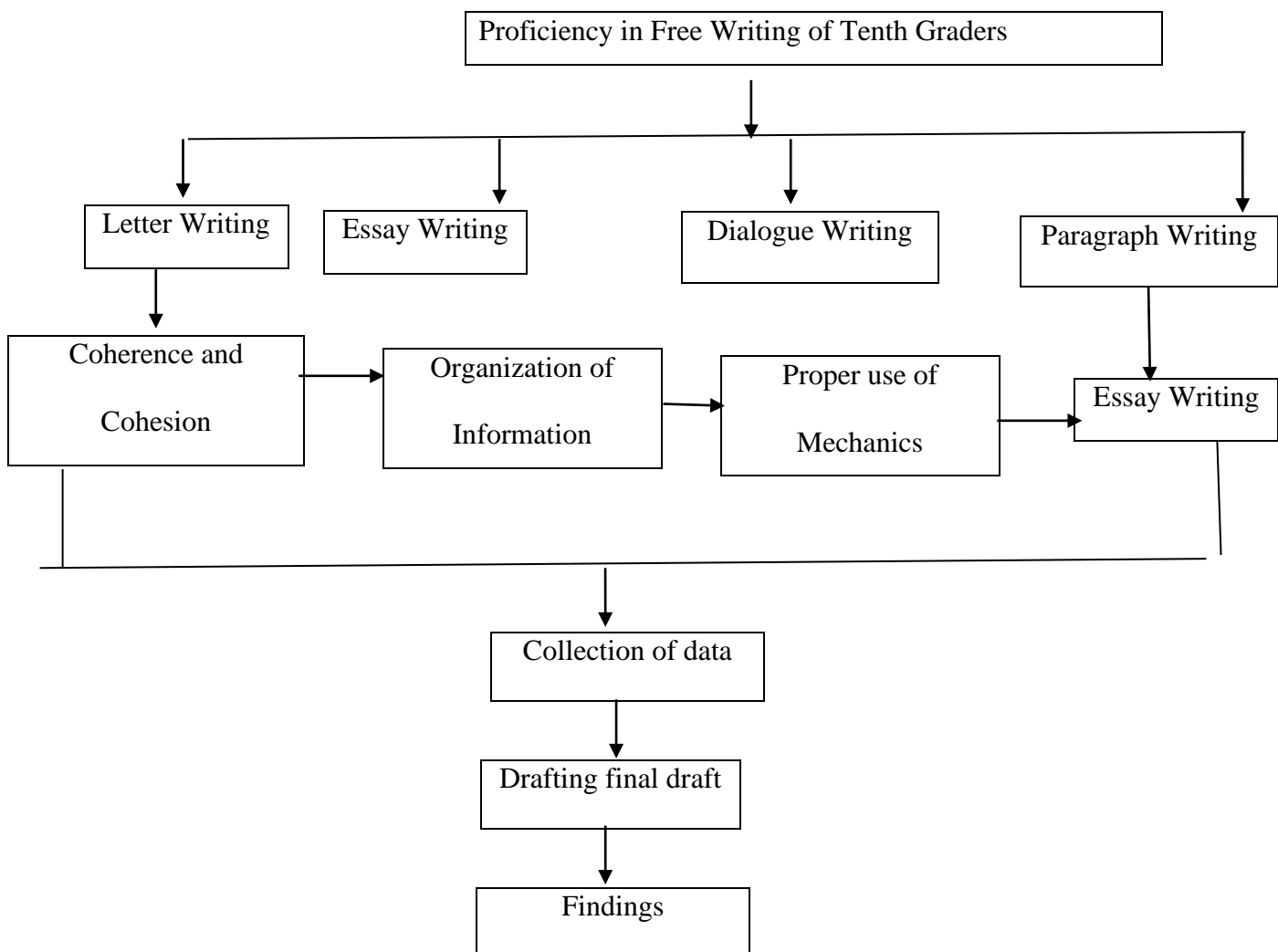


Figure 2: Conceptual framework of the study.



## **CHAPTER - THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

#### **3.1 Design of the Study**

I used survey research to achieve the objectives. So, this research was conducted according to the principles of survey research where data were collected and described by both ways quantitatively and qualitatively.

#### **3.2 Sources of Data**

I used both primary and secondary sources. Both types of resources were very important to complete this research. Though primary resources were focused for this thesis.

##### **3.2.1 Primary Sources**

This research is basically based on the first-hand data from 60 students of six private boarding schools of Sunsari District.

##### **3.2.2 Secondary Sources**

Secondary sources are the data collected from text books, journals, theses, internet like Harmer (2008), Richards (2002), Richards and Rogers (1985) White and Arndt (1991), Bhattarai (2002) and so on. So, I had collected necessary data from above mentioned areas to make complete thesis.

### **3.3 Population and Sample**

The Population was all students studying in grade ten of six private secondary boarding level schools of Itahari - Sunsari District. Among them thirty girls and thirty boys (10 from each school) from six schools were selected as the sample by using judgmental sampling procedure.

### **3.4 Sampling Procedure**

I have purposively selected ten private secondary level boarding schools for my study. In total 60 participants (Thirty girls and thirty boys, 10 from each school) were selected as the sample by using judgmental sampling procedure.

### **3.5 Data Collection Tools**

As a tool for data collection, a set of test item was used and this included free writing paragraph writing, essay writing and letter writing.

### **3.6 Process of Data Collection**

In order to collect data for the research, I visited six Private Secondary level Boarding Schools and explained the purpose of visit. After getting the permission from school authority, I entered into class ten and told them about the purpose of the visit. Then, I presented test items to collect necessary information. Finally score of the students was analyzed both quantitatively and qualitatively.

### **3.7 Data Analysis and Interpretation Procedure**

The collected data were analyzed and interpreted by both ways i. e. quantitatively and qualitatively. Data were tabulated quantitatively and described the

table in a qualitatively. Finally, results were drawn by both ways quantitatively and qualitatively.

## **CHAPTER - FOUR**

### **RESULTS AND DISCUSSION**

This chapter deals with the analysis and interpretation of the data collected quantitatively and qualitatively from the students. After collecting the data, the answers were checked and marks were assigned to them. Then the marks obtained by the students of each stream were presented. After grouping their marks, the average marks and the percentage of the average marks secured by each school in free writing (i.e., essay, letters and paragraph) were carefully calculated. Finally, students writing proficiency on paragraph, letter and essay was tabulated and describes on the basis of marks they obtained.

#### **4.1 Results**

On the basis of the rigorous analysis and interpretation of the data, the following results/findings of the study were extracted which were presented below:

- 1 The students have achieved 72.41 percentage in essay writing, 66.25 percentage in letters writing and 60.66 percentage in paragraph writing. (see table 1 and Appendix V)
- 2 Girls` overall proficiency in free writing i.e., essay, letter and paragraph were 65.33 percentage whereas boys` overall proficiency was 67.55 percentage (see table 2 & 3, Appendix III & IV)
- 3 Boys` proficiency was found better than that of Girls in free writing (i.e., essay, letter and paragraph) where boys obtained 2.22 more percentage. (see table 2 & 3, Appendix III & IV)
- 4 Girls have obtained 68.4 percentage in essay whereas boys have obtained 76.5 percentage in essay writing. (see table 4, Appendix III & IV)

- 5 This study shows that girls obtained 67.4 percentage in letter writing and boys obtained 65.1 percentage in letter writing. (see table 5, Appendix III & IV)
- 6 Boys obtained 61 percentage in paragraph writing whereas girls obtained 60.3 percentage in paragraph writing. (see table 6, Appendix III & IV)
- 7 Students were found having better writing proficiency in essay writing than that of letter and paragraph writing where they obtained 72.41 percentage in essay and 66.25 percent in letter and 60.66 percentage in paragraph writing. (see table 7 & 8, Appendix III & IV)
- 8 Students were found having better writing proficiency in letter writing than that of paragraph writing where they obtained 66.25 percentage in letter writing and 60.66 percent in paragraph writing. (see table 7,8 & 9, Appendix III & IV)
- 9 This study has shown that 10 boys in letter and have obtained below average marks which was 7.24 in essay writing out of 30 total boys. (see appendix IV)
- 10 This study has shown that 16 boys in letter have obtained below average marks which was 6.51 in letter writing out of 30 total boys. (see appendix IV)
- 11 Thirteen boys got below the average marks in paragraph writing where the average marks were 6.1. (see appendix IV)
- 12 This study shows that 12 girls got below the average marks in essay writing where the average marks was 6.84. (see appendix II)
- 13 This study has shown that thirteen girls got below the average marks in letter writing, average marks was 6.74. (see appendix II)
- 14 Seventeen girls got below the average marks in paragraph, the average marks were 6.03. (see appendix II)

## 4.2 Discussion

The level of their writing proficiency has been analyzed and compared in the following tables:

### 4.2.1 Writing Proficiency of the Tenth Graders

This section shows the writing proficiency of the tenth Graders in essay, letter and paragraph writing. The following tables 1, 2,.....15 show the performance of the students in essay, letter and paragraph writing.

### 4.2.2 Overall/ Holistic Writing Proficiency of the Students

Table below shows the writing proficiency of the students in the texts (i.e., essay, letters and paragraph):

**Table 1**

**Writing Proficiency of the Students**

S.N	Types of Writing	Number of Students	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Essay	60	434.5	7.24	72.41	Most
2	Letters	60	397.5	6.62	66.25	
3	Paragraph	60	364	6.06	60.66	Least
	Total	180	1196	6.64	66.44	

Table 1 shows the writing proficiency of tenth graders in different three writing texts (i.e. essay, letters and paragraph) making item wise interpretation, the students in essay have scored better than in other writing texts. They have scored 7.24 average marks out of 10 full marks i.e. 72.41 percent of the marks in the test.

Similarly, the students have performed least in paragraph writing in the comparison to other texts. Statistically, they have secured only 6.06 average marks out of 10 full marks, i.e. 60.66 percentage, which is below than the average in total, 66.44 percentage. The achievement in the letter is better than paragraph writing with the average score 6.62 i.e. 66.25 percentage. Students scored most marks in essay i.e. 72.41 and least marks in paragraph i.e. 60.66

It can be said that, the achievement in essay is better than letter and paragraph writing. Students were found in paragraph writing more difficult than letters and paragraph writing. However, their proficiency is good since their overall average percentage is 66.44.

#### **4.2.3 Gender Wise Writing Proficiency of the Tenth Graders**

The following section presents the gender wise writing proficiency of the Tenth Graders in essay, letter and paragraph writing.

#### **4.2.4 Overall Writing Proficiency of Girls**

The writing proficiency of girls in essay, letters and paragraph writing is shown and analyzed here. Table 2 shows the performance of girls only.

**Table 2****Writing Proficiency of the Girls Only**

S.N	Types of Writing	Number of Girls	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Essay	30	205	6.84	68.4	Most
2	Letters	30	202	6.74	67.4	
3	Paragraph	30	181	6.03	60.3	Least
	Total	90	588	6.53	65.33	

Table 2 presents the writing proficiency of the girls only of tenth Graders studying in different six schools of Sunsari district. In writing three texts, they have obtained 6.53 average marks out of 10 full marks i.e 65.33 percentage of the marks. Text wise, the girls have obtained the highest marks in essay i.e. 6.84 average marks and 68.4 percentage. Whereas they have obtained lowest marks i.e 6.03 average marks out of 10 full marks and 60.3 percentage in paragraph writing which is below the average score i.e 65.33 percentage. However, girls have obtained 6.74 average marks and 67.4 percentage in letter writing. The percentage of the girls each text was as below:

Essay 68.4

Letters 67.4

Paragraph 60.3



This shows that the Tenth Graders girls of Sunsari have better writing proficiency in essay writing than letters and paragraph writing.

#### 4.2.5 Overall Writing Proficiency of Boys

The writing proficiency of boys in essay, letters and paragraph writing is shown and analyzed here. Table 2 shows the performance of boys only.

**Table 3**

#### **Writing Proficiency of the Boys Only**

S.N	Types of Writing	Number of Boys	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Essay	30	229.5	7.65	76.5	Most
2	Letters	30	195.5	6.51	65.1	
3	Paragraph	30	183	6.1	61	Least
	Total	90	608	6.7	67.55	

Table 3 presents the writing proficiency of the boys only of tenth Graders studying in different six schools of Sunsari district. In writing three texts, they have obtained 6.1 average marks out of 10 full marks i.e 61 percentage of the marks. Text wise, the boys have obtained the highest marks in essay i.e. 7.65 average marks and 76.5 percentage. Whereas they have obtained lowest marks i.e 6.1 average marks out

of 10 full marks and 61 percentage in paragraph writing which is below the average score i.e 65.33 percentage. However, boys have obtained 6.51 average marks and 65.1 percentage in letter writing. The percentage of the boys in each text were as below:

Essay 76.5

Letters 65.1

Paragraph 61

This shows that the Tenth Graders boys of Sunsari have better writing proficiency in essay writing than letters and paragraph writing.

#### **4.2.6 Text Wise Total Writing Proficiency of the Tenth Graders**

Table 4 below shows the text wise total writing proficiency of the tenth graders of Sunsari District:

##### **4.2.6.1 Overall Proficiency in Essay Writing**

Table below shows overall writing proficiency of the tenth graders in essay writing.

**Table 4****Total Writing Proficiency of the Students in Essay Writing**

S.N	Gender	Number of Students	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Girls	30	205	6.84	68.4	Most
2	Boys	30	229.5	7.65	76.5	Least
	Total	60	434.5	7.24	72.24	

Table 4 shows that Tenth Graders boys of Sunsari District have best writing proficiency in easy writing than girls where they have obtained 7.65 average marks which is 76.5 percentage and tenth graders girls have obtained 6.84 average marks which is 68.4 percentage in essay writing.

**4.2.6.2 Overall Proficiency in Letter Writing**

Table below shows overall writing proficiency of the tenth graders in letter writing.

**Table 5****Total Writing Proficiency of the Students in Letter Writing**

S.N	Gender	Number of Students	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Girls	30	202	6.74	67.4	Most
2	Boys	30	195.5	6.51	65.1	Least
	Total	60	397.5	6.62	66.25	

Table 5 shows that Tenth Graders girls of Sunsari District have best writing proficiency in letter writing than boys where they have obtained 6.74 average marks which is 67.4 percentage and tenth graders boys have obtained 6.51 average marks which is 66.25 percentage in letter writing.

**4.2.6.3 Overall Proficiency in Paragraph Writing**

Table below shows overall writing proficiency of the tenth graders in paragraph writing.

**Table 6****Total Writing Proficiency of the Students in Paragraph Writing**

S.N	Gender	Number of Students	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Girls	30	181	6.03	60.3	Least
2	Boys	30	183	6.1	61	Most
	Total	60	364	6.06	60.6	

Table 4 shows that Tenth Graders boys of Sunsari District have best writing proficiency in paragraph writing than girls where they have obtained 6.1 average marks which is 61 percentage and tenth graders girls have obtained 6.03 average marks which is 60.3 percentage in paragraph writing.

**4.2.7 Writing Proficiency of Students Between Essay and Letter**

This section makes comparison of the writing proficiency of the Tenth Graders of Sunsari District in essay and letter (essay Vs letter)

**Table 7****Writing Proficiency in Essay and Letter**

S.N	Types of Writing	Number of Students	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Essay	60	434.5	7.24	72.41	Most
2	Letter	60	397.5	6.62	66.25	Least
	Total	120	832	6.93	69.33	

Table 7 presents the writing proficiency of Tenth Graders in essay and letter writing. The students have better writing proficiency in essay than that of letter. The students have obtained 7.24 average marks and 72.41 percentage in essay writing whereas they have obtained 6.62 average marks and 66.25 percentage in letter writing out of 10 full marks.

It shows that students have better writing proficiency in essay writing than letter writing where students got 6.16 less percentage in letter writing than essay writing.

#### **4.2.8 Writing Proficiency of Students Between Essay and Paragraph**

This section makes comparison of the writing proficiency of the Tenth Graders of Sunsari District in essay and paragraph (essay Vs paragraph).

**Table 8**  
**Writing Proficiency in Essay and Paragraph**

S.N	Types of Writing	Number of Students	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Essay	60	434.5	7.24	72.41	Most
2	Paragraph	60	364	6.06	60.66	Least
	Total	120	798.5	6.65	66.54	

Table 8 presents the writing proficiency of Tenth Graders in essay and paragraph writing. The students have better writing proficiency in essay than that of paragraph. The students have obtained 7.24 average marks and 72.41 percentage in essay writing whereas they have obtained 6.06 average marks and 60.66 percentage in paragraph writing out of 10 full marks.

It shows students have better writing proficiency in essay writing than paragraph writing where students got 11.97 less percentage in paragraph writing than essay writing.

#### **4.2.9 Writing Proficiency of Students Between Letter and Paragraph**

This section makes comparison of the writing proficiency of the Tenth Graders of Sunsari District in letter and paragraph (letter Vs paragraph).

**Table 9**  
**Writing Proficiency in Letter and Paragraph**

S.N	Types of Writing	Number of Students	Total Marks	F.M 10		Remarks
				Average	Percentage	
1	Letter	60	397.5	6.62	66.25	Most
2	Paragraph	60	364	6.06	60.66	Least
	Total	120	761.5	6.34	63.45	

Table 9 presents the writing proficiency of Tenth Graders in letter and paragraph writing. The students have better writing proficiency in letter than that of paragraph. The students have obtained 6.62 average marks and 66.25 percentage in letter writing whereas they have obtained 6.06 average marks and 60.66 percentage in paragraph writing out of 10 full marks.

It shows students have better writing proficiency in letter writing than paragraph writing where students got 5.59 less percentage in paragraph writing than that of letter writing.



## CHAPTER – FIVE

### SUMMARY, CONCLUSION AND IMPLICATION OF THE STUDY

The final chapter incorporates the summary, conclusion and recommendation/implication of the study which were based on the results and discussion of the data.

#### 5.1 Summary of the Study

The study was carried out on 'Proficiency in free writing of tenth graders. The main objectives of the study were to find out the proficiency of free writing of the tenth graders of Sunsari District in terms of: Paragraph writing, letter writing and essay writing and to recommend some pedagogical implication of the study. To fulfill the objectives, a set of questionnaires was used as a tool for the data collection. The data were collected from six different private boarding schools of Sunsari District (see appendix v). Students were asked to write essay, letter and paragraph on the given topic. The data were collected including five boys and five girls from each school. The sample population were selected using simple random sampling procedure. The collected data were analyzed and interpreted statistically as well as descriptively arranging them into different dimensions to meet the objective of the study.

On the basis of the rigorous analysis and interpretation of the data, the following major findings of the study were extracted:

- a) The students have achieved 72.41 percentage in essay writing, 66.25 percentage in letters writing and 60.66 percentage in paragraph writing. (see table 1 and Appendix V)
- b) Girls` overall proficiency in free writing i.e., essay, letter and paragraph was 65.33 percentage whereas boys` overall proficiency was 67.55 percentage (see table 2 & 3, Appendix III & IV)

- c) Boys` proficiency was found better than that of Girls in free writing (i.e. essay, letter and paragraph) where boys obtained 2.22 more percentage. (see table 2 & 3, Appendix III & IV)
- d) Girls have obtained 68.4 percentage in essay whereas boys have obtained 76.5 percentage in essay writing. (see table 4, Appendix III & IV)
- e) Students were found having better writing proficiency in essay writing than that of letter and paragraph writing where they obtained 72.41 percentage in essay and 66.25 percent in letter and 60.66 percentage in paragraph writing. (see table 7 & 8, Appendix III & IV)
- f) Students were found having better writing proficiency in letter writing than that of paragraph writing where they obtained 66.25 percentage in letter writing and 60.66 percent in paragraph writing. (see table 7,8 & 9, Appendix III & IV).
- g) This study has shown that 10 boys in letter and have obtained below average marks which was 7.24 in essay writing out of 30 total boys. (see appendix IV)
- h) This study has shown that 16 boys in letter have obtained below average marks which was 6.51 in letter writing out of 30 total boys. (see appendix IV)
- i) Thirteen boys got below the average marks in paragraph writing where the average marks was 6.1. (see appendix IV)
- j) This study shows that 12 girls got below the average marks in essay writing where the average marks was 6.84. (see appendix II)
- k) This study has shown that thirteen girls got below the average marks in letter writing, average marks was 6.74. (see appendix II)
- l) Seventeen girls got below the average marks in paragraph, the average marks was 6.03. (see appendix II)

## 5.2 Conclusion of the Study

Here conclusion means concise form of the overall findings presented in the result section. As the study was set out to investigate the Tenth Graders writing proficiency in essay, letter texts from different six private boarding schools of Sunsari District, the conclusion can be made based on the findings of the study in concise form.

- a) The students have achieved 72.41 percentage in essay writing, 66.25 percentage in letters writing and 60.66 percentage in paragraph writing. (see table 1 and Appendix V)
- b) Girls` overall proficiency in free writing i.e. essay, letter and paragraph was 65.33 percentage whereas boys` overall proficiency was 67.55 percentage (see table 2 & 3, Appendix III & IV)
- c) Boys` proficiency was found better than that of Girls in free writing (i.e. essay, letter and paragraph) where boys obtained 2.22 more percentage. (see table 2 & 3, Appendix III & IV)
- d) Girls have obtained 68.4 percentage in essay whereas boys have obtained 76.5 percentage in essay writing. (see table 4, Appendix III & IV)
- e) Students were found having better writing proficiency in essay writing than that of letter and paragraph writing where they obtained 72.41 percentage in essay and 66.25 percent in letter and 60.66 percentage in paragraph writing. (see table 7 & 8, Appendix III & IV)
- f) Students were found having better writing proficiency in letter writing than that of paragraph writing where they obtained 66.25 percentage in letter writing and 60.66 percent in paragraph writing. (see table 7,8 & 9, Appendix III & IV)

### **5.3 Implication of the Study**

The implication of the findings in strategy level, implication level and further researches have been suggested as follow:

#### **5.3.1 Policy Level**

On the basis of the findings of the study, the following implications in policy level can be made so that lacks seen in free writing can be minimized.

- a) The findings of the study can help the government to adopt suitable English curriculum which fits needs and demands the students.
- b) Similarly, this study could be helpful for curriculum development center to incorporate more exercises related to free writing while designing the new course.
- c) Textbook writers and curriculum designers can be equally benefited by the achievement of the students and can select good texts which suits the students.
- d) The result of the study can help to create supportive and favorable learning environment in the schools.
- e) After observing the students` achievements teachers, students and other concerned authority can conduct different workshops and can develop better environment communication and meet the objective designed by CDC Nepal for further practice and to enhance their achievement.
- f) At last, but not the least the school administration can also utilize this study to formulate policy in school level.

#### **5.3.2 Practice Level**

On the basis of findings of the research, following implications can be made in practice level so that the gap seen in free writing can be minimized.

- a) This study helps the students to be familiar with different types writing.

- b) English language teachers can equally benefit to develop new teaching learning strategy and enhance the students` proficiency in free writing.
- c) As the students were seen poor in paragraph writing, the teachers can provide ideas of developing suitable paragraph on the various topics.
- d) The findings of the study can be a corner stone to the teachers and students to develop appropriate teaching learning environment analyzing their teaching learning culture.

### **5.3.3 Further Research**

On the basis of findings of the study several recommendations can be made for further researches which complement the research undertaken in this field. The following recommendations can be made for further research:

- a) The role of text book to develop students free writing.
- b) Effectiveness of free writing to develop students writing proficiency.
- c) The role of teachers to develop students writing proficiency.

In conclusion, if further insights can be generated based on the conceptual framework and the result of the present study and gap free writing can be minimized.

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.



## APPENDIX I

### Test Questions

Name of school :

Date:

Name of Student:

Class :

Questions

- A) Write an essay on use of mobile phone at least in 250 words. (10)
- B) Write a couple of paragraph about your experience of first day at school. (10)
- C) Write a letter to your friends living abroad for ten years. Describe him the change in your country after his departure. (10)

Marking Scheme:

The following marking scheme was used in evaluating the free writing:

i)	Task response	= 2 marks
ii)	Coherence & cohesion	=3 marks
iii)	Lexical resource	=3 marks
iv)	Grammatical and accuracy	= 2 marks
	<hr/>	
	Total	10 marks

## Appendix – II

### Achievement of Individual Students

a) Marks obtained by the individual students of Hamro English Boarding School-  
Sunsari in Essay, Letter and Paragraph.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Suhana Siddique	F	8	7	9	24
2	Surakhsya Shrestha	F	5	5	6	23
3	Lija Pokhrel	F	8	7	8	23
4	Niruta Katwal	F	7.5	7	7	21.5
5	Salina Chaudhary	F	7	5	2	14
6	Roshan Shrestha	M	6	5	5	16
7	Gaurab Chaudhary	M	6	5	5	16
8	Dipesh ai	M	8	6	6	20
9	Prabin Niroula	M	7	7.5	5	19.5
10	Sandip Limbu	M	9	8.5	9	26.5
	Total		71.5	58	62	191.5

b) Marks obtained by the individual students of Little Flower Secondary Boarding  
School- Sunsari in essay, letter and paragraph writing.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Amrita Thapa Magar	F	9	9	8	26
2	Sandhya Chaudhary	F	9	8	5	22
3	Swastika Chaudhary	F	5	8	4	17
4	Sarita Rai	F	7	8	6	21
5	Sumina Tamang	f	8	8	7	23
6	Samrat Limbu	M	8	7	5	20
7	Pritam Chaudhary	M	8	6	5	19
8	Bishal Shrestha	M	7	8	5	20
9	Shiva Chaudhary	M	8	7	5	20
10	Sambhu Limbu	M	7	6	6	19
	Total		76	67	56	199

c) Marks obtained by the individual students of Unique Academy- Sunsari, in essay, letter and paragraph.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Archana B.K	F	6	5.5	5.5	17
2	Anusha Poudel	F	5.5	5.5	5.5	15.5
3	Anita Chaudhary	F	7	7.5	7.5	20.5
4	Sasi Rai	F	7	7.5	6	20.5
5	Aaisha Rai	M	5.5	5	6	16.5
6	Sangam Pariyar	M	8.5	7.5	7	23
7	Aakash Chaudhary	M	6	5	3	14
8	Gaurab Shrestha	M	8.5	5.5	6	20
9	Anil Shah	M	7	7.5	6	20.5
10	Ashok Chaudhary	m	6	5.5	5	17
	Total		67	62	57.5	186.5

d) Marks obtained by the individual students of Peace Zone Residential Secondary School, Sunsari in essay, letter and paragraph.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Sarika Chaudhary	F	7.5	7	6.5	21
2	Muna Rai	F	6	6	7.5	19.5
3	Anisha Thapa	F	8	8.5	8	24.5
4	Anjana Ghimire	F	7	5	6	18
5	Sarita Chaudhary	F	7.5	7.5	6	21
6	Gaurab Gupta	M	7.5	3	3.5	14
7	Bimal Rai	M	8.5	8.5	7.5	24.5
8	Sanjiv Khadka	M	7	5	5	17
9	Munna Mandal	M	8	5.5	5.5	19
10	Mahesh Shah	M	8	8	8.5	24.5
	Total		68	64	64	196

e) Marks obtained by the individual students of Bal Bikas English School, Sunsari in essay, paragraph and letter writing.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Prasanna Rajwasti	F	6.5	5	5	16.5
2	Anusha Koirala	F	7	8	5.5	20.5
3	Sadikshya Pokhrel	F	7	7	5	19
4	Sapana Chaudhary	F	5	6	5	16
5	Bhumika Pande	F	5	6	5	13
6	Dipak Sharma	M	9	8.5	9	26.5
7	Sankalpa Parajuli	M	8.5	6	8.5	23
8	Patik Subba	M	8	5.5	5	18.5
9	Anuj Pokhrel	M	7.5	5	6	18.5
10	Buddha Chaudhary	M	8.5	6	5	19.5
	Total		73	63	59	195

f) Marks obtained by the individual students of Sunsari Cryatal Secondary Boarding School, Sunasri in letter, paragraph and essay writing.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Mariya Suedi	F	6	6	5	17
2	Najya Khan	F	7	6	7	20
3	Supriya Basnet	F	7	7	7	21
4	Samikshya Chaudhary	F	8	8	5	21
5	Aakriti Sanjel	F	6	6	5	17
6	Bibek Shah	M	7	8	6	21
7	Tusar Giri	M	8.5	6	7	21.5
8	Lokesh Karki	M	7.5	8	8	23.5
9	Kiran Chaudhary	M	7.5	8	7.5	23
10	Manish SShah	M	8.5	7.5	8	24
	Total		73	70.5	65.5	209

### Appendix-III

#### Achievement of Girls Only

a) Marks obtained by the girls only in essay, letter and paragraph writing.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Mariya Suedi	F	6	6	5	17
2	Najya Khan	F	7	6	7	20
3	Supriya Basnet	F	7	7	7	21
4	Samikshya Chaudhary	F	8	8	5	21
5	Aakriti Sanjel	F	6	6	5	17
6	Prasanna Rajwasti	F	6.5	5	5	16.5
7	Anusha Koirala	F	7	8	5.5	20.5
8	Sapana Chaudhary	F	5	6	5	16
9	Bhumika Pande	F	5	6	5	16
10	Sadikshya Pokhrel	F	7	7	5	19
11	Sarika Chaudhary	F	7.5	7	6.5	21
12	Muna Rai	F	6	6	7.5	19.5
13	Anisha Thapa	F	8	8.5	8	24.5
14	Anjana Ghimire	F	7	5	6	18
15	Sarita Chaudhary	F	7.5	7.5	6	21
16	Archana B.K	F	6	5.5	5.5	17
17	Anusha Poudel	F	5.5	5.5	5.5	15.5
18	Anita Chaudhary	F	7	7.5	7.5	20.5
19	Sasi Rai	F	7	7.5	6	20.5
20	Aaisha Rai	M	5.5	5	6	16.5
21	Amrita Thapa Magar	F	9	9	8	26
22	Sandhya Chaudhary	F	9	8	5	22
23	Swastika Chaudhary	F	5	8	4	17
24	Sarita Rai	F	7	8	6	21
25	Sumina Tamang	f	8	8	7	23
26	Suhana Siddique	F	8	7	9	24
27	Surakhsya Shrestha	F	5	5	6	23
28	Lija Pokhrel	F	8	7	8	23
29	Niruta Katwal	F	7.5	7	7	21.5
30	Salina Chaudhary	F	7	5	2	14
	Average Score		6.84	6.74	6.03	
	Total Score		205	202	181	588

## Appendix-IV

### Achievement of Boys Only

a) Marks obtained by the boys only in essay, paragraph and letter writing.

S.N.	Name of the Students	Sex	Marks Obtained in			Total 30
			Essay 10	letter 10	Paragraph 10	
1	Bibek Shah	M	7	8	6	21
2	Tusar Giri	M	8.5	6	7	21.5
3	Lokesh Karki	M	7.5	8	8	23.5
4	Kiran Chaudhary	M	7.5	8	7.5	23
5	Manish SShah	M	8.5	7.5	8	24
6	Dipak Sharma	M	9	8.5	9	26.5
7	Sankalpa Parajuli	M	8.5	6	8.5	23
8	Patik Subba	M	8	5.5	5	18.5
9	Anuj Pokhrel	M	7.5	5	6	18.5
10	Buddha Chaudhary	M	8.5	6	5	19.5
11	Gaurab Gupta	M	7.5	3	3.5	14
12	Bimal Rai	M	8.5	8.5	7.5	24.5
13	Sanjiv Khadka	M	7	5	5	17
14	Munna Mandal	M	8	5.5	5.5	19
15	Mahesh Shah	M	8	8	8.5	24.5
16	Sangam Pariyar	M	8.5	7.5	7	23
17	Aakash Chaudhary	M	6	5	3	14
18	Gaurab Shrestha	M	8.5	5.5	6	20
19	Anil Shah	M	7	7.5	6	20.5
20	Ashok Chaudhary	m	6	5.5	5	17
21	Samrat Limbu	M	8	7	5	20
22	Pritam Chaudhary	M	8	6	5	19
23	Bishal Shrestha	M	7	8	5	20
24	Shiva Chaudhary	M	8	7	5	20
25	Sambhu Limbu	M	7	6	6	19
26	Roshan Shrestha	M	6	5	5	16
27	Gaurab Chaudhary	M	6	5	5	16
28	Dipesh ai	M	8	6	6	20
29	Prabin Niroula	M	7	7.5	5	19.5
30	Sandip Limbu	M	9	8.5	9	26.5
	Average Score		7.65	6.51	6.1	
	Total Score		229.5	195.5	183	608

## Appendix-V

### Holistic Writing Proficiency

Writing proficiency of students in essay, letter and biography

S.N	Texts	Number of Students	F.M	Total Marks	Average percentage
1	Essay	60	10	434.5	72.41
2	Letters	60	10	397.5	66.25
3	Paragraph	60	10	364	60.66
	Total	180	10	1196	66.44

## Appendix – VI

### Names of Data Collected Schools

S.N	Names of the Schools	Number of informants
1	Hamro English Boarding School- Sunsari	10
2	Little Flower Secondary Boarding School- Sunsari	10
3	Unique Academy- Sunsari	10
4	of Peace Zone Residential Secondary School, Sunsari	10
5	Bal Bikas English School, Sunsari	10
6	Sunsari Cryatal Secondary Boarding School, Sunasri	10
	Total	60