

# CHAPTER - ONE

## INTRODUCTION

This chapter includes general background, English language proficiency i.e. listening proficiency, speaking proficiency, reading proficiency and writing proficiency, components of writing i.e. mechanics, coherence, cohesion, orthographic and paraorthographic text, stages of writing i.e. copying, reproduction, recombination, guided writing and punctuation, review of the related literature, objectives of the study, significance of the study, definition of key terms.

### 1.1 General Background

There are many means of communication as gustatory system of communication, olfactory system of communication, tactile system of communication, kinesics system of communication, etc. However, language is primary means of communication for human beings. It is voluntary vocal system of human communication. It is universal human phenomenon and god's gift for human beings in the sense that no other animals in this universe use language as human beings do. Language is species specific. Some animals and birds seem to be producing human sounds but they only copy the human sounds. They do not know the meaning of the words they produce and hence can not use for communication so, it is completely human phenomenon.

In a simple sense language may be viewed as a means of human communication. But, in fact, it is broad and universally accepted human phenomenon in which complex and highly versatile code is used for human communication. It is dynamic and open system that allows humans to communicate their thoughts, desires, feelings, emotions, etc. **Wordhaugh** (1986) mentions:

A language or a variety of language is a code which can be used to refer

to any kind of system that two or more people employ for communication. People are always faced with code choices when they speak on a particular occasion. When you open your mouth, you must choose a particular language, dialect, style, register or variety that is, a particular code (p. 86).

The perspectives of defining language differ from scholars to scholars. Some emphasize on one aspect while other focus on the other. That's why, sometimes it is said that there are definitions more than the field specialists. Unlike **Wardhaugh, Sapir** (1921) defines language on the basis of its characteristics as "A purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in **Dahal**, 2006, p. 13). Like wise, for **Otto Jespersen** (1904), language is not an end in itself. It is a way of connection between souls, a means of communication (as cited in **Poudel**, 2007, p. 9).

Language is symbolic and systematic which should follow some conventions. Language is a vocal and only the property of human beings. It possesses open-ended, extendibility and modifiability, displacement, etc. Not only but also, language is structurally dependent and complex in the sense that human beings can express many noble utterances which are structurally more complicated.

Though, language has been defined by various scholars, no single definition is perfect in itself. However, it is widely accepted that language is a complex human phenomenon and its existence is found only with human beings. Therefore, it is a property of only human beings in general. The importance of language can be realized from the fact that globalization in commerce, industry, services, international education, exchanging programs, job opportunities in European and American world and growing unemployment in the countries of the third world. Among many languages in the world, English language is being prominent because different programmes such as military expertise, peace keeping campaigns, need of making unity of people are treated

in English. From the point of view of curricular activities also, the importance of English language is increasing day by day. Language and literature, science and technology and all the other disciplines of the studies in current situations, most of teaching materials are prepared in English. The departure of students from developing countries to European and other American countries also explains the importance of English language. Now, the one who can not communicate in English can not survive in this modern world because trade, industry, curricular activities, etc. are mostly dominated by English language. Specially, in the countries of third world like Nepal, speaking English is symbolic to being educated and noble. Not only this, the regional and local dialects are also influenced by English language.

In the context of Nepal, English language was introduced in 1954 A. D. with the foundation of Darbar High School by Rana Prime minister Janga Bahadur Rana. It was used only for royal and high class families. But later on the importance of English was realized and it was introduced in higher education with the establishment of Tri-Chandra College in 1918 A. D. Now, English is taught from nursery to bachelor level as a compulsory subject.

### **1.1.1 English Language Proficiency**

There are four skills to language proficiency. They are: Listening, speaking, reading and writing. Language proficiency is measured for an individual by each language so that the individual may be proficient in other language. The Term proficiency, as used in this research proposal is taken from the objectives mentioned in the language curriculum of the secondary level. It aims at making students able to communicate and comprehend the comments, describe an event, express sympathy and condolence in appropriate situation, give instruction property, etc. According to **Lado** (1977, p. 91) "Proficiency in target language includes the four skills: understanding, speaking, reading and writing, but no translation and interpretation which are separate professional

skills for the interpreter." In this connection, **Corder** (1977, p. 369) has opened his view about proficiency as " a person's knowledge of the whole language."

So far the discussion, language proficiency includes at least four language skills: listening, speaking, reading and writing which are found in all the languages understanding those language skills means getting the knowledge of language. The four language skills are described in brief below:

### **1.1.1.1 Listening Proficiency**

Listening proficiency refers to the ability to receive conversation, command instructions, etc. directed towards them which the comprehension of sound stress, intonation etc. Listening activity can also be defined as 'an activity of paying attention to and trying to get meaning from something we hear.' This shows that a listener should be able to work out what speakers mean and to understand the words themselves.

### **1.1.1.2 Speaking Proficiency**

Speaking proficiency refers to the oral proficiency. It is the ability to speak language with reasonable ease and correct pronunciation. Likewise, speaking can be defined as " an ability to express oneself fluently in a foreign language'. It is a complex and complicated skill. It not only involves the structure and vocabulary items but also the thinking of what is to be said speaking in language is the most important as the primary purpose of language is to interact and communicate.

### **1.1.1.3 Reading Proficiency**

Reading is a way of grasping information from a text through graphic symbol. It is very important in second language learning since the people who do not have chances to meet native speakers of the language can learn the language through reading books or texts written in that language. Reading serves as a foundation for all learning. It is the basis of every academic subject. The

learners need to improve their reading skill to study course material, read things for pleasure and general information and gain access to the world body of knowledge. To get meaning from the text i.e. to have the good comprehension of the reading text by the students, the text should be organized. The text should be readable. To make a text readable, cohesion plays the central role.

#### **1.1.1.4 Writing Proficiency**

Writing proficiency refers to the ability to write simple and correct sentences. It is one of the most important productive and expressive skills of language. It is expressive because we encode meaning by means of graphic symbols. It manipulates the mechanics, letters and structures into meaningful words sentences and discourses.

#### **1.1.2 Writing Proficiency**

Writing is an activity through which we communicate with others and transmit our cultures from one generation to another with the help of graphic symbols. It not only uses linguistic resources but also makes use of geographical devices.

According to **Nunan** (1998, p. 36):

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

Writing being complex in nature necessary is control the number of variables. It is dealt in sentence level as well as beyond sentence level. We should think the content, permits, vocabulary, spelling, etc. in writing. Likewise, Rivers (1972, p. 241) has defined writing as:

Writing is not only the resources but also use of graphological devices at the same time. Further, writing as a process and involves several

elements. The writer follows a systematic approach. It means 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 spelling and rhetorical devices.

Writing is the secondary and productive skill which depends on speech. It includes different aspects, stages, mechanics structure, etc. Richard et al. (1985, p. 313) have opined the view about writing as "a system of written symbols which represent the sound, syllabus or word of language." This means most of the languages which are used in this universe have their written or graphological system. They use different graphic symbols to represent different spoken sounds. As for example, in English language we use only 44 sounds and 26 alphabets to write something. The haphazard using of symbols cannot give nay meaning, so the symbols used in language should be arranged systematically. For this there are certain conventions in writing as sounds or letters are arranged or combined to form word and words are arranged or combined systematically to form sentence. For example, if the three letters 'p', 'e' and 'n' are arranged as 'epn' it can not give any sensible meaning but, if we combine these three letters as 'pen', it gives meaning i.e. a writing device. In conclusion, writing is the complex process which requires mental, rhetorical, and critical skills. It includes mechanics, follows certain stages and should be conscious of punctuation.

### **1.1.3 Components of Writing**

Writing is not only an activity of encoding verbal thought in printed symbols but also is an expression of them using pen paper writing includes mechanics, coherence, cohesion, orthographic and Para orthographic texts as its components. They are described below:

#### **1.1.3.1 Mechanics**

Mechanics refers to these aspects of writing such as spelling, use of punctuation mark, capitals, and abbreviation numbers etc. which are found in

the editing stage of writing. The researcher would like to quote, Bowen e t al. (1985, p. 224) say:

The mastery of mechanics 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 right direction of English writing system, 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 letter. For example, the first letter of all the proper nouns is found in capital. Similarly, spelling refers to give the name or write the letters of a word in a correct order. It plays vital role in writing. The simple change, addition, omission or replacement of one letter with another, can change the whole meaning of the word. In English the relationship between sound and letter is difficult. So, it is necessary to get mastery in spelling, punctuation in language is the system of inserting or placing marks in writing or printing in order to make the meaning clear. It is only found in graphological devices of writing process but not in speech as supra segmental features.

### **1.1.3.2 Coherence**

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relation between the utterances. The relations may be based on the shared knowledge between the writer and the reader. For example:

Teacher: What time is it?

Student: Sorry, Sir. There was a traffic jam.

There is no grammatical or lexical link between teacher's question and student's response but this exchange has coherence because both know that teacher is asking why student is late student is replying that it is due to traffic jam.

Generally, a paragraph has coherence if it has a series of sentences that develop the main idea. Ideas and thoughts should be connected logically in a piece of writing. So, coherence can be achieved through a good organization of texts.

### **1.1.3.3 Cohesion**

It refers to the grammatical or lexical relationship between different elements in a text. Any combination of sentences to form a text, there should have grammatical relationship between and among the sentences. Cohesion also refers to the relationship between different parts of sentences.

The proper use of cataphora and anaphora makes a piece of writing cohesive for example.

Shyam: Ramesh, coming to the party?

Ram: Yes, he is,

Here, there is a link between 'Ramesh' and 'he'; and 'is ..... coming' and 'is'.

### **1.1.3.4 Orthographic and Paraorthographic Text**

Orthography deals particularly with writing system and spelling system.

Different languages of the world use different types of writing for example, logographic writing, syllable writing and alphabetic writing. According to O Grady et al (1977, p. 554):

Logographic refers to the writing in which the symbols represent morphemes. For example, Chinese language uses logographic writing. The syllabic editing refers to the type of writing in which the symbols are used to represent syllables. This is found in Japanese language and alphabetic writing includes consonant and vowel segments this type of writing is used in English language. On the other hand, paraorthographic text refers to the use of charts, tables, graphs, figures, to convey the meaning. They can express the clear the meaning. The students should be able to convert the prose text into paraorthographic from and vice versa. Not only this, the students should be able to produce graph, chart, statistical data, etc. by themselves.

From the above explanation it is clear that, there are two types of text orthographic and paraorthographic text. The system of writing in which morphemes are used to represent symbols is logographic and the system of



writing in which symbols are used to represent syllables are called syllabic editing. Both logographic system of writing and syllabic editing writing come under the orthographic text. In contrary to this, paraorthographic text refers to the use of charts, tables, graphs, figures, etc. to convey the meaning.

#### **1.1.4 Stages of Writing**

To be able to write in the foreign language student must be trained systematically through five stages of development: copying, reproduction, recombination, guided, writing and composition. These stages will overlap and the practice of activities of the previous stages continuing as more complicated work is introduced as follows (Rivers, 1968, p. 245).

##### **1.1.4.1 Copying**

It is the first stage of writing process. This stage is sometimes called transcription. It is often despised by foreign language teachers as an unworthy and unchallenging occupation for adolescent students. This is the stage in which a learner attempts to copy letters, words and sentences of the target language. At this stage the learner repeats a sentence himself as he copies it, and then tries to say it over himself two or three times without referring to the script. In the early stages, credit should be given for accuracy in copying in order to encourage students in careful observation of details.

##### **1.1.4.2 Reproduction**

During the second or reproduction stage of writing, the student will attempt to write, without originality, what he has learned orally and read in his textbook. At the first step, the learner will be asked to rewrite immediately each sentence he has copied without reference to his copy or to the original for correction. Next he will be asked to write down sentences he has memorized, read and copied as they are dedicated to him. At a further stage the teacher will call for the writing of a learned phrase as response to a question he is asking or a description of a picture he is showing. At this stage, the student requires

variation of learned phrases since the emphasis is entirely on accuracy of reproduction.

### **1.1.4.3 Recombination**

The third stage is the recombination stage, in which the student is required to reproduce learned work with minor adoptions. At this stage, writing practice, take a number of forms. Students will write out structure drill of various kinds, making substitutions of words and phrases, transforming sentences, expanding them to include further information, etc. The writing of drills not only gives valuable practice in accurate and construction of sentences but also consolidate what has been learned orally. It may take the form of variants of memorized dialogue or conversation which, after correction, may be acted out in the classroom.

### **1.1.4.4 Guided Writing**

At the fourth stage, guided writing, the student will be given some freedom in the selection of lexical item and structural patterns for written exercise. He will begin with outlines which allow for some individually, but which also help him keep to what he has learned, and he will gradually move on to composition which is so closely associated, with what he has read or heard, that he has no choice but to restrict himself to the known. At this stage, the student may begin with completion exercises where parts of sentences are given and he/she can write moreover, to write well is the demand of the day because we have to deal with many unseen people through writing.

Creativity is the demand of this competitive world, and writing is the only skill that helps us become more creative and only if we are creative we can get opportunities in this age. So we should not ignore the skill during teaching learning process. Moreover, we can practice it at any moment no matter whether we are in group or alone, in the midday or in the midnight. Maturation in learning reflects on the way people write. So do not ignore writing skill anymore.

### **1.1.4.5 Free Writing**

It is the final stage of writing development. At this level, students are expected to be independent operator in handling all the problems related to writing. They can make the apt choice of situations, organization of the content, grammatical structures, etc. The students are expected to be fully equipped with rich lexical and grammatical knowledge and the apt use of them to compose a free writing.

### **1.1.5 Punctuation**

The word punctuation is derived from the Latin word 'punctum' which means proper use of putting in points or stops into a piece of writing. It is an art of inserting marks or points in writing or printing in order to make the meaning or sentence clear. They are used mainly to convey the meaning to make the expressions unambiguous. There are several punctuation marks which are listed and described below:

The Full Stop (.)

The Comma (,)

The Semi Colon (;)

The Colon (:)

The Question Mark (?)

The Exclamation Mark (!)

The Apostrophe (')

The Quotation Mark (' ' " ")

The Dash (—)

The Hyphen (-)

The Parentheses (( ))

The Parentheses ([ ])

The Slash (/)

The Dots (...)

The Footnotes

The Italics (*I*)

The Capital Letters (**B**)

### **i) The Full Stop (.)**

Full stop represents the greatest pause or separation. It is the most common punctuation mark used in writing. It is used:

- ) To mark the end of a declarative or an imperative sentence. In other words, that is not a direct question or an exclamation; as,
  - I like coffee.
  - He told me a story.
  - Call him now.
- ) To mark abbreviation, but they are not so usual in modern style; as,
  - Dec.
  - U.N.D.P.
  - I.A.

### **ii) The Comma (,)**

Comma represents the shortest pause. It is used:

- ) To separate a series of words in the same construction; as,
  - She speaks quickly, fluently and correctly.
  - He bought a pen, a book and two pencils.
- ) To separate each pair of words joined by and; as,
  - Rich and poor, fat and slim, tall and short, bright and dull, all need food.
- ) After a non-finite or verb-less clause at the beginning of a sentence; as,
  - To be sure of getting there on time, he reserved a car.
  - The situation being favorable, he got the job.
- ) To mark off a noun or phrase in apposition; as,
  - Katmandu, the capital city of Nepal, is getting polluted day by day.
- ) To separate a question tag from a statement; as,
  - She is a Nurse, isn't she?
    - They are playing football, aren't they?
- ) To mark off words used in addressing people; as,
  - How are you, Rita?

### iii) The Semi Colon (;)

Semi colon represents a pause of greater importance than that of comma. It is also another type of punctuation mark. It is used:

) Instead of a comma to separate from each other parts of a sentence that already contain commas; as,

- They were determined to succeed whatever the cost; they would achieve their aim, whoever might suffer on the way.

) In formal writing to separate two main conjunction; as,

- The sun was already low in the sky; it would soon be dark.
- I had never been to America; however, it had already been one of my ambitions.

### iv) The Colon (:)

Colon refers to more complete pause than that of semicolon. It is generally used with a dash after it. It is used:

) To introduce a list of items; as,

- My bag consists of two books: literature and linguistics.
- While repairing a bicycle puncture, we should follow certain steps which are as follows:

Especially in formal writing, before a clause or phrase that gives more information about the main clause. Instead of a colon, semicolon or a full stop can be used but not a comma; as

- The room has not been swept for a long time: it is full of dust.

) To introduce a quotation; as,

- John Bacon says: "Reading makes a full man, writing an exact man, speaking a ready man."

) In Dialogue; as,

- Bikram: What's your name?  
Basanta: I'm Basanta.

## **v) The Question Mark**

Question mark is one of the most important punctuation marks. It is also called interrogation. It is used:

- ∫ At the end of a direct question; as,
  - Where do you live?
  - Are you a student?
- ∫ At the end of question tag; as,
  - She is a student, isn't she?
- ∫ In parentheses to express doubt; as, Puspalal (? 1981 - 2035)

## **vi) The Exclamation Mark (!)**

Exclamation mark is used at the end of a sentence expressing surprise, joy, anger, shock, strong emotion; as,

- What a wonderful news!
- Alas!

## **vii) The Apostrophe (')**

In writing, it is used to show possession or ownership of a person. It is used;

- ∫ In contracted forms to indicate that letters or figures have been omitted; as,
  - I'm = I am
  - He'd = He would/had
  - She's = She has/is
- ∫ With subject to indicate that a thing or person belongs to somebody (possessive); as,
  - The cow's dung.
  - The men's seats.

## **viii) The Quotation Marks/ Inverted Commas (' ' / " ")**

It is used to enclose the exact word, phrase or sentence of speaker or writer. In

British usage question marks are usually single and in US usage they are usually doubled; as, British - 'Help!' US - "Help!"

Quotation marks are used:

- ) To enclose words and punctuation in direct speech; as,
  - She asked, "What are you thinking?"
  - He said, "No Thing"
- ) To draw attention to a term that is being used for special effect; as,
  - Hundreds were killed in the name of 'national security.'
- ) To enclose the titles of articles, short poems, radio and television programs; as,
  - I was watching 'Meri Bassai'
  - Bhanubhakta's 'Ramayan'.
- ) To enclose short quotation or saying; as,

### **ix) The Dash (-)**

Dash is used instead of a colon or semicolon to make writing more specific. It is used:

- ) To resume a scattered subject; as,
  - Her parents, brothers, sisters, friends - all loved her.
- ) In informal English, instead of colon or semicolon to mark of summary or conclusion of what has gone before; as,
  - You've admitted that you lied to me - how can I believe to you again?
  - Men were shouting, women were screaming, children were weeping - it was chaos.
- ) To indicate hesitant or interrupted speech; as,
  - Tell me - I mean, would you mind telling your telephone number, please?

## **x) The Hyphen (-)**

Hyphen is shorter than the dash. It is used:

- )] To form a compound form to two or more other words; as,
  - Sister-in-law
  - Eighty-one
- )] To separate a prefix ending in a vowel from a word beginning with the same vowel; as,
  - Co-ordination
  - Re-elect
- )] After the first part of a word, that is divided between one line and the next; as,
  - She speaks correct English but in writing she makes many mistakes.
- )] Between two numbers or dates to include everything that comes between these numbers or dates; as,
  - page 134 - 165
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## **xi) The Parentheses [( )]**

It is used to separate additional information from the rest of the sentence; as,

- Mt. Everest (8848m.) is the highest mountain in the world.
- )] To enclose cross references; as,
  - Future meaning can be obtained from present continuous tense (see page 34).
- )] To enclose numbers or letters in the text; as,
  - our objectives are



- (a) To give quality education
- (b) To maintain discipline and
- (c) To give technical education

## **xii) The Square Brackets ( [ ] )**

Square brackets are used to enclose editorial comments; as,

- The notice says: SCHOOL [Science] closes at 4 pm.

## **xiii) The Slash (/)**

It is also called oblique. It is one of the punctuation marks which are used commonly in writing to show the option. It is used:

) To separate alternative, words or phrases; as,

Mr./Mrs./Miss ..... is invited.

Is the married/ single/divorced?

) In internet and e-mail address to separate the different elements; as,

- <http://www.oup.co.uk/elt/>

) To mark the end of each line of poetry where several lines are run out; as,

- We rise in early morn/

And plough this earth.

## **xiv) The Dots (...)**

It is also called ellipsis. Specially three dots are used:

) To indicate that words or phrases have been omitted from a quotation or at the end of a conversation; as,

- He has a pistol in his ...

) To mark hesitant or interrupted speech; as,

- The murderer was ...

## **xv) The Footnotes**

Footnotes are indicated in the text by superscript numbers placed after the references or quotation, they are put either at the bottom of books; as,

- To drive Indra from his throne, <sup>25</sup>
- 25 Indra is the greatest of the Aryan Gods of the Vedas, associated with war and thunder, and governing the rains.

## **xvi) The Italic**

Italic is indicated by underlying in hand written or typed texts. They are used:

) To show emphasis; as,

- He did not play sincerely -you *did*.
- The new chairman *was warmly welcomed*.

) To Mark the title of books, magazines, newspapers, plays, operas, films, paintings; as,

Devkota's *Munamadan* is very interesting

) For foreign words or phrases; as,

- He has to renew *his permesso de soggiorno* (residence permit).

## **xvii) The Capital Letters**

Capital letter is one of the most important parts of punctuation marks. It is generally used at the beginning of the sentence and initial letter of the proper noun. It is used:

) To begin a sentence; as,

- They are planting rice.
- He has a pen.

) To begin all proper nouns and adjectives derived from them; as,

- Pokhara

- Nepalese
- Surya Gurung

) To write first person singular pronoun; as,

- I am a student.
- He and I are going to market.

## **1.2 Review of the Related Literature**

The researcher went through a number of related studies, articles and reports, these and some of them which were worth-mentioning had been presented below.

**Giri** (1981) carried out a research on 'A comparative study of English language proficiency of the students studying in grade ten in secondary school of Doti and Kathmandu'. The research found that language proficiency of urban or students of Kathmandu are better than students of Doti.

Similarly, **Karki** (1996) carried out a study on 'A Comparative study between the students of public and private school of grade ten in Lamjung district'. The findings were that the students who were studying in private schools have good vocabulary and good writing competence in English. They could use correct vocabulary than the students who were studying in public school.

In the same way, **Paudyal** (1999) carried out a research on 'comparative study of English language writing proficiency in Higher Secondary School of Gulmi and Kathmandu'. He found that students who were studying in city area are better in writing than students who were studying in village or rural area. This studies clearly shows that girls who were studying in Humanities and science had good editing competence than the boys.

Likewise, **Khaniya** (2002) carried out research on 'proficiency of the students in Negative and Interrogative Transformation'. The study has found that student

may feel uneasy or difficult when there is no auxiliary verb while changing the sentences from interrogative to negative and from negative to interrogative.

Moreover, **Sah** (2000) carried out research on 'Writing Proficiency of Grade 9 students'. He found out that writing skill of boys was better than the writing skill of girls. He also found that student committed more mistakes in the use of punctuation mark. They felt uneasy to use punctuation marks in free writing than in guided writing even if they had the basic knowledge of punctuation marks.

On the other hand, **Ghimire** (2003) carried out a study on 'Pronunciation proficiency of the students of Lower Secondary Level'. He found out that most of the students could not pronounce the consonant clusters beginning with /s/ sound and also past marker (-ed) and the plural ending (-s) properly. He also concluded that students committed mistake in pronunciation because the lack of habit to pronounce those difficult words.

Likewise, **Paudel** (2007) carried out a study on 'Item Analysis of Multiple Choice Tests: A Case of Grammar: Theory and Practice'. The finding was that the test items were neither perfect discriminator nor good discriminator so that perfect and good discriminators were impossible.

Similarly, **Basnet** (2008) carried out a study on 'Proficiency of the students in Guided writing'. The finding was that some of the students though they are studying in the higher level, lack knowledge in using capital letter at the beginning of sentence. The studies also found that writing proficiency of girls was better than boys in both Education and Humanities faculty. Findings of the study were also that the writing proficiency of the students of Education faculty.

Finally, **Bhandari** (2011) carried out a study on 'Writing Proficiency of Secondary Level'. The finding was that the writing proficiency of grade ten students was found somehow better than that of ninth grade students but

differenced was very slight. In these, since the proficiency of grade ten students was not found so good in comparison to grade nine as grade ten students were proficient by one year. He also found that writing proficiency of boys is better than that of girls of the same level.

Though the above mentioned studies were carried out on the area of writing proficiency, no one has carried out the study on 'writing proficiency of grade nine students of Bardiya and Kaski districts' yet.

### **1.3 Objectives of the study**

This research study had the following objectives:

- To find out the writing proficiency of grade nine students of Bardiya and Kaski districts.
- To discover the problems and weaknesses in writing skill at grade nine students of two districts.
- To compare the problems and weaknesses in writing proficiency at grade nine students of Kaski and Bardiya districts.
- To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This research study is directly related to the teachers who are teaching in secondary level. They can develop remedial classes or materials. This research is also significant to those people who involve in the field of language teaching learning especially. To be more specific, this research is relevant to the textbook writers, course designers, teachers, students and other interested people in language teaching and learning activities. The findings of the present research were also helpful for the English language writing proficiency students of other levels too. This study would have remark & remarkable contribution in the area of teaching writing skill.

## 1.5 Definition of the Terms

- Average** : It is a statistical tools used in analysis and interpretation of data. It is the result of adding several amounts together and dividing the total by the numbers of amounts together and dividing the total by the number of amounts.
- Coherence** : The relationship between an utterance and the meaning it conveys.
- Cohesion** : Grammatical or lexical relationship between different elements in a text.
- Free writing** : Self expression of subject matters.
- Guided Writing** : Expression depending upon clues and set of instrument.
- Mechanics** : Aspect of writing such as spelling, punctuation, etc.
- Proficiency** : Ability of students in writing skill.
- Punctuation** : Proper use of putting in points or stops in to a piece of writing.
- Recombination** : The process of recombining things.
- Reproduction** : Act of copying.

# **CHAPTER - TWO**

## **METHODOLOGY**

This chapter deals with the methodology adopted to complete the present study. It particularly focuses on primary and secondary sources of data, sample population sampling procedure, tools for data collection, process of data collection, process of data analysis and limitations of study.

### **2.1 Source of Data**

The source of data was used during the study was primary sources as well as secondary sources which were presented below.

#### **2.1.1 Primary sources of Data**

For this study the primary sources of data were the grade nine students of Bardiya and Kaski districts.

#### **2.1.2 Secondary sources of Data**

Secondary sources of Data were books, theses, journals, internet documents, articles, etc.

### **2.2 Population of the Study**

The total populations of the study were the grade nine students of Bardiya and Kaski districts.

### **2.3 Sample Population**

The sample populations of the study were the students of grade nine of Bardiya and Kaski districts. Five schools from each district were taken for sample population. They are:

1. Shukra Higher Secondary School, Taratal, Bardiya.
2. Gurans Higher Secondary School, Sanoshree, Bardiya.
3. Pancha Janya Higher Secondary School, Padanaha, Bardiya
4. Yuvak Secondary School, Baniyabhar, Bardiya
5. Nepal National Secondary School, Sanoshree, Bardiya
6. Bhadrakali Higher Secondary School, Pokhara -13, Kaski
7. Barahi Higher Secondary School, Pokhara -5, Kaski
8. Bindhyabasini Higher Secondary School, Pokhara -2, Kaski
9. Arva Bijaya Secondary School, Dhandbesi, Kaski
10. Ratan Pande Secondary School, Arva, Kaski

## **2.4 Sampling Procedure**

Out of the total students of those schools studying in grade nine, sixty students were sampled from all the schools. From each school six students were selected, like wise three students were the boys and three were the girls, who were sampled from each selected school. I used non-random judgmental sampling procedure for selecting schools and students, and then examination was conducted to those students.

## **2.5 Tools for Data Collection**

For the development of tools, first of all, I had prepared three sets of questions. Those three sets were selected according to the grid of secondary level English curriculum. The questions were of sixty marks having eight marks in set A, twenty marks in set B, and thirty-two marks in set C.

There were three sets: the first set (set A) referred to mechanics of writing. There were two questions, in question number one, objective question was asked, and the students were asked to tick the right answer out of the four alternatives given. Among those four alternatives, three were with wrong spelling and only one was right. In question number two, they were asked to



correct the given sentences by using appropriate punctuation marks (capitalization, full stop, question mark, comma, etc.). Similarly, the second set, (set B) referred to guided writing, which consisted of two questions. There were question number three and four. In question number three, the students were asked to construct a readable story from the given outline. In question number four, the students were asked to write a formal condolence with the help of given points.

At last, the third set, (set 'C') referred to free writing which consisted of three questions, question number five, six and seven. In question number five, the students were asked to write a formal letter. Likewise, in question number six, the students were asked to write an informal letter. Similarly, in question number seven, students were asked to write a descriptive essay about 'Dowry System in Nepal'.

## **2.6 Process of Data Collection**

After preparation of the test item or question set, the researcher visited the selected schools:

1. Shukra Higher Secondary School, Taratal, Bardiya.
2. Gurans Higher Secondary School, Sanoshree, Bardiya.
3. Pancha Janya Higher Secondary School, Padanaha, Bardiya
4. Yuvak Secondary School, Baniyabhar, Bardiya
5. Nepal National Secondary School, Sanoshree, Bardiya
6. Bhadrakali Higher Secondary School, Pokhara -13, Kaski
7. Barahi Higher Secondary School, Pokhara -5, Kaski
8. Bindhyabasini Higher Secondary School, Pokhara -2, Kaski
9. Arva Bijaya Secondary School, Dhandbesi, Kaski
10. Ratan Pande Secondary School, Arva, Kaski

The researcher requested the school administration and the subject teacher to assign her suitable date and time to administer the test. As assigned by them, the researcher administered the test to six (6) students who were studying in grade

nine (9) from each school on different days. After administration of the test, the researcher collected the answer sheet and examined them. The obtained score was tabulated and analyzed.

## **2.7 Process of Data Analysis**

After collecting data, the researcher assigned mark to the students' response. According to the marks obtained by students, the researcher used different tools such as average, percentage and chart to analyze and interpret the score.

## **2.8 Limitation of the Study**

This study had the following limitations:

- a) The study was limited on only ten schools five/five from each district.
- b) The study was based on only sixty students of grade nine. Out of them the number of boys was thirty and the number of girls was also thirty.
- c) The test items were based on the grid of secondary level English curriculum.
- d) The study was conducted only in government school of Kaski and Bardiya districts. They are :
  1. Shukra Higher Secondary School, Taratal, Bardiya.
  2. Gurans Higher Secondary School, Sanoshree, Bardiya.
  3. Pancha Janya Higher Secondary School, Padanaha, Bardiya
  4. Yuvak Secondary School, Baniyabhar, Bardiya
  5. Nepal National Secondary School, Sanoshree, Bardiya
  6. Bhadrakali Higher Secondary School, Pokhara -13, Kaski
  7. Barahi Higher Secondary School, Pokhara -5, Kaski
  8. Bindhyabasini Higher Secondary School, Pokhara -2, Kaski
  9. Arva Bijaya Secondary School, Dhandbesi, Kaski
  10. Ratan Pande Secondary School, Arva, Kaski
- e) Only the writing proficiency of those students from selected schools was measured.

# **CHAPTER – THREE**

## **ANALYSIS AND INTERPRETATION**

This chapter is the core part of this research report which deals with the analysis and interpretation. Tabulation and interpretation of data are done in this chapter. Data were collected with the help of test items consisting of objective questions, questions of guided writing and questions of free writing. The full marks of all items were consisting of 60 marks. The marks were given according to the allotment of marks with the help of answer key to make uniformity while examining the test papers. The analysis and interpretation of data is done on the basis of following:

- Total proficiency of students' in writing skill
- Item-wise Analysis and Interpretation of writing proficiency
- School-wise Analysis and Interpretation of writing proficiency
- District-wise Analysis and Interpretation of writing proficiency
- Gender-wise Analysis and Interpretation of writing proficiency

### **3.1 Total Proficiency of Students' in Writing Skill**

Proficiency of students' in writing skill refers to the students' capacity of writing. The researcher visited the different selected schools of Kaski and Bardiya districts and she administered the test items to the students of both the districts and collected them and found out the proficiency of writing skill of those students. The researcher tried to enlist the proficiency of students according to the districts.

#### **3.1.1 Total Proficiency of Students' in Writing Skill of Kaski District**

Here, under this heading, the researcher presented the total scores of the students of Kaski district. The researcher presented the secured marks of the students in different items accordingly. The researcher added the marks

obtained by the students of different schools to compare and contrast the marks of two districts and schools as well.

**Table No. 1**

| S. N. | Name of Schools  | Name of Students     | Obtained Marks    |                    |                    |                   |
|-------|--|----------------------|-------------------|--------------------|--------------------|-------------------|
|       |  |                      | Item A<br>(F.M 8) | Item B<br>(F.M 20) | Item C<br>(F.M 32) | Total<br>(F.M 60) |
| 1.    | Bhadrakali Higher Secondary School Pokhara - 13, Kaski | Trisna Shripali      | 7                 | 5                  | 12                 | 24                |
|       |  | Manjita Gurung       | 7.5               | 5.5                | 14                 | 27                |
|       |  | Reza Gurung          | 7.                | 9.5                | 9.5                | 26                |
|       |  | Anil Lamichhane      | 7.5               | 6                  | 6.5                | 20                |
|       |  | Manish Kuwar         | 5.5               | 7.5                | 4.5                | 17.5              |
|       |  | Binod Lama           | 6.5               | 4.5                | 12.5               | 23.5              |
|       |  | Total                | 41                | 38                 | 59                 | 138               |
|       |  | <b>Total Average</b> | <b>6.83</b>       | <b>6.33</b>        | <b>9.83</b>        | <b>23</b>         |
| 2.    | Arva Vijaya Secondary School, Arva-7, Kaski            | Bina Gurung          | 5                 | 6                  | 19                 | 30                |
|       |  | Sharmila Lamichhane  | 6.5               | 9                  | 16.5               | 32                |
|       |  | Jharna Sunar         | 3                 | 5                  | 8                  | 16                |
|       |  | Saroj Ale Magar      | 4                 | 9                  | 10                 | 23                |
|       |  | Nishan Gurung        | 6.5               | 7                  | 17.5               | 31                |
|       |  | Padam Adhikari       | 7                 | 3.5                | 3                  | 13.5              |
|       |  | Total                | 32                | 39.5               | 74                 | 145.5             |
|       |  | <b>Total Average</b> | <b>5.33</b>       | <b>6.58</b>        | <b>12.33</b>       | <b>24.25</b>      |
| 3     | Bindhyabasini Higher Secondary School                  | Laxmi Magar          | 6                 | 8                  | 9.5                | 23.5              |
|       |  | Srijana Adhikari     | 6                 | 4.5                | 14                 | 24.5              |
|       |  | Pratima Gurung       | 8                 | 8.5                | 12.5               | 29                |
|       |  | Bikal Parajuli       | 5                 | 8                  | 10.5               | 23.5              |

|    |                                |                      |             |             |            |              |
|----|--------------------------------|----------------------|-------------|-------------|------------|--------------|
|    |                                | Ganesh Poudel        | 4           | 7           | 14.5       | 25.5         |
|    |                                | Parimal Tamang       | 8           | 11          | 17         | 36           |
|    |                                | Total                | 37          | 47          | 78         | 162          |
|    |                                | <b>Total Average</b> | <b>6.16</b> | <b>7.83</b> | <b>13</b>  | <b>27</b>    |
| 4. | Ratan Pande Secondary School   | Bipana Baral         | 5.5         | 3           | 8.5        | 17           |
|    |                                | Sangita Baral        | 4           | 6.5         | 2.5        | 13           |
|    |                                | Saru Lamichhane      | 2           | 1           | 2.5        | 13           |
|    |                                | Bir Bdr. B.K.        | 5           | 5.5         | 9.5        | 20           |
|    |                                | Prakash Baral        | 5           | 0           | 8.5        | 13.5         |
|    |                                | Bikash Bhujel        | 3           | 3.5         | 7.5        | 14           |
|    |                                | Total                | 24.5        | 19.5        | 39         | 83           |
|    |                                | <b>Total Average</b> | <b>4.08</b> | <b>3.25</b> | <b>6.5</b> | <b>13.83</b> |
| 5. | Barahi Higher Secondary School | Samjhana Acharya     | 7           | 3.5         | 13.5       | 24           |
|    |                                | Prativa Shrestha     | 7           | 4.5         | 18         | 29.5         |
|    |                                | Shelina Tamang       | 6           | 4.5         | 16.5       | 27           |
|    |                                | Sagar Poudel         | 7.5         | 3           | 2          | 12.5         |
|    |                                | Samir Prabin         | 8           | 5.5         | 14         | 27.5         |
|    |                                | Shiva Ramdam         | 2           | 1           | 2          | 5            |
|    |                                | Total                | 37.5        | 22          | 66         | 125.5        |
|    |                                | <b>Total Average</b> | <b>6.25</b> | <b>3.66</b> | <b>11</b>  | <b>20.9</b>  |

Table No. 1 clearly shows that the marks obtained by the students in different items i. e. item 'A', item 'B' and item 'C' of Kaski district.

The full mark of item 'A' is 8 in which two students of Bindhyabasini Higher Secondary School and one student of Barahi Higher Secondary School got 8 marks. The lowest mark in item 'A' is 2 which are from the students of Barahi Higher Secondary School and Ratan Pandey Secondary School. The students of Bhadrakali Higher Secondary School got the highest average score in item 'A'

that is 6.85. Similarly, the students of Ratan Pandey Secondary School got the lowest average score in item 'A' that is 4.08.

Likewise, the full mark of item 'B' is 20. Out of 20, one student of Bindhyabasini Higher Secondary School got the highest score that is 11 and a student of Ratan Pandey Secondary School got lowest mark that is 0. The highest average score in item 'B' is from the students of Bindhyabasini Higher Secondary School which is 7.83 and the lowest average score has been secured by the students of Ratan Pandey Secondary School that is 3.25.

Similarly, the full mark of item 'C' is 32 and out of 32, a student of Barahi Higher Secondary School got the highest mark that is 18. Similarly, two students of Barahi Higher Secondary School got the lowest mark in item 'C' that is only 2. The highest total average in item 'C' is from the students of Bindhyabasini Higher Secondary School which is 13 and the lowest mark is 6.5 which is from the students of Ratan Pandey Secondary School.

Among the five schools of Kaski district, the students of Bindhyabasini Higher Secondary School are able to get the highest total average mark that is 27 and the students of Ratan Pandey Secondary School are able to obtain the lowest total average score that is 13.83.

The researcher has arranged the table randomly. Cleverly, the researcher has presented the first three names and marks of girls and the latest three are of boys. The researcher has also added all the items marks of one school.

### **3.1.2 Total Proficiency of Students' in Writing Skill of Bardiya District**

Here, under this heading the researcher presented the total scores of the students of Bardiya district. The researcher presented the secured marks of the students in different items accordingly. The researcher added the marks obtained by the students of different schools to compare and contrast the marks of two districts and schools as well.

**Table No. 2**

| S. N. | Name of Schools                                       | Name of Students     | Obtained Marks |             |              |              |
|-------|---|----------------------|----------------|-------------|--------------|--------------|
|       |   |                      | Item A         | Item B      | Item C       | Total        |
|       |   |                      | (F.M 8)        | (F.M 20)    | (F.M 32)     | (F.M 60)     |
| 1.    | Sukra Higher Secondary School Taratal -5, Bardiya     | Mamata Wagle         | 3              | 1           | 4            | 8            |
|       |   | Sabita Baniya        | 6              | 1           | 3            | 10           |
|       |   | Kalpana B.K.         | 6              | 3.5         | 16           | 25.5         |
|       |   | Mohan B.K.           | 8              | 6           | 21           | 35           |
|       |   | Bimal Bhandari       | 8              | 7           | 26           | 41           |
|       |   | Roshan Thapa         | 8              | 16          | 27.5         | 51.5         |
|       |   | Total                | 39             | 34.5        | 97.5         | 171          |
|       |   | <b>Total Average</b> | <b>6.5</b>     | <b>5.75</b> | <b>16.25</b> | <b>28.50</b> |
| 2.    | Yuvak Higher Secondary School, Baniyabhar -5, Bardiya | Bimala Dhit          | 4.5            | 4.5         | 9.5          | 18.5         |
|       |   | Ritu Tharu           | 2              | 1           | 0            | 3            |
|       |   | Sarita Kumari Tharu  | 0              | 1           | 0            | 1            |
|       |   | Subodh Singh         | 2.5            | 5           | 12.5         | 20           |
|       |   | Raj Kumar Tharu      | 8              | 5.5         | 14           | 27.5         |
|       |   | Nayan Singh Tharu    | 7              | 4.5         | 12           | 23.5         |
|       |   | Total                | 24             | 21.5        | 48           | 93.5         |
|       |   | <b>Total Average</b> | <b>4</b>       | <b>3.58</b> | <b>8</b>     | <b>15.58</b> |
| 3.    | Gurans Higher Secondary School                        | Bhima K.C.           | 7.5            | 9.5         | 13           | 30           |
|       |   | Ganga Budha          | 8              | 2.5         | 17           | 27.5         |
|       |   | Sumitra Kandel       | 6.5            | 3           | 17           | 26.5         |
|       |   | Sagar Oli            | 8              | 13          | 24           | 45           |
|       |   | Raj Kumar Chaudhari  | 8              | 1.5         | 20.5         | 30           |

|    |                                      |                      |             |             |              |              |
|----|--------------------------------------|----------------------|-------------|-------------|--------------|--------------|
|    |                                      | Nabin Rana           | 7.5         | 9           | 19           | 35.5         |
|    |                                      | Total                | 45.5        | 38.5        | 110.5        | 194.5        |
|    |                                      | <b>Total Average</b> | <b>7.58</b> | <b>6.41</b> | <b>18.41</b> | <b>32.42</b> |
| 4. | Pancha Janya Higher Secondary School | Rubi Tharu           | 6           | 4.5         | 5            | 15.5         |
|    |                                      | Shila Tharu          | 7           | 7.5         | 9            | 23.5         |
|    |                                      | Jaya Chaudhary       | 5.5         | 10.5        | 8            | 24           |
|    |                                      | Arjun Tharu          | 8           | 11          | 17.5         | 36.5         |
|    |                                      | Kancha Tharu         | 6           | 8           | 7            | 21           |
|    |                                      | Patiram Tharu        | 7           | 13          | 14.5         | 34.5         |
|    |                                      | Total                | 39.5        | 54.5        | 61           | 155          |
|    |                                      | <b>Total Average</b> | <b>6.58</b> | <b>9.08</b> | <b>10.17</b> | <b>25.83</b> |
| 5. | Nepal National Secondary School      | Durga Adhikari       | 5           | 2.5         | 3            | 10.5         |
|    |                                      | Sarita Chaudhari     | 6           | 4           | 16           | 26           |
|    |                                      | Kamala B.K.          | 5           | 2.5         | 6            | 13.5         |
|    |                                      | Ishwor Oli           | 7.5         | 2.5         | 13           | 23           |
|    |                                      | Prakash B.K.         | 7           | 4           | 16           | 27           |
|    |                                      | Nabin Puri           | 1           | 2.5         | 2            | 5.5          |
|    |                                      | Total                | 31.5        | 18          | 56           | 105.5        |
|    |                                      | <b>Total Average</b> | <b>5.25</b> | <b>3</b>    | <b>9.33</b>  | <b>17.58</b> |

Table No. 2 clearly shows the marks obtained by the students in different items i. e. item 'A', item 'B' and item 'C' of Bardiya districts. The full marks of item 'A' is 8 in which three students of Sukra Higher Secondary School got eight (8) mark, a student of Yuvak Higher Secondary School got eight (8) mark. Similarly, three students of Gurans Higher Secondary School also got eight (8) mark in item 'A'. Similarly, a student of Pancha Janya Higher Secondary School got 8 mark. But the students of Nepal National Secondary School obtained 7.5 as their highest score. In item 'A', the total average scores of Sukra



Higher Secondary School, Yuvak Higher Secondary School, Gurans Higher Secondary School, Pancha Janya Higher Secondary School are 6.5, 4, 7.58 and 6.58 respectively and the average of Nepal National Secondary School is 5.25.

Similarly, the table also clearly shows the marks obtained by the students in item 'B'. The full marks of item 'B' is 20. Out of 20, a student of Shukra Higher Secondary School got highest mark that is sixteen (16). Whereas two students of Shukra Higher Secondary School and two students of Yuvak Higher Secondary School got lowest mark that is 1. The highest total average of item 'B' is 9.08 which is secured by the students of Pancha Janya Higher Secondary School and lowest average mark of item 'B' is 3 which is secured by the students of Nepal National Secondary School.

Likewise, the full mark of item 'C' is 32. Out of 32, a student of Shukra Higher Secondary School got the highest mark that is 27.5 and the two students of Yuvak Higher Secondary School got nothing in item 'C'. The table also shows the total average mark of each school in item 'C'. The highest total average in item 'C' is 18.41 which is of the students of Gurans Higher Secondary School whereas the lowest total average in item 'C' is 8 which is from the students of Yuvak Higher Secondary School.

The researcher has arranged the table randomly. Cleverly, the researcher has presented the first three names and marks of girls and the latest three are of boys. The researcher has also added the all the items marks of one school.

### 3.2 Item-wise Analysis and Interpretation of Writing Proficiency

**Table No. 3**

| S.N.                 | Item | Bardiya District | Kaski District |
|----------------------|------|------------------|----------------|
| 1                    | A    | 5.98             | 5.73           |
| 2.                   | B    | 5.72             | 5.53           |
| 3                    | C    | 12.43            | 10.53          |
| <b>Total Average</b> |      | <b>23.98</b>     | <b>21.80</b>   |

Table No. 3 clearly expresses the item wise marks of Kaski and Bardiya districts. The average mark of Baridya district in item 'A' is 5.98 whereas it is 5.73 in Kaski district. Similarly, the average mark in item 'B' of Bardiya district is 5.72 where it is 5.53 in Kaski district. Likewise, the average score of item 'C' of Bardiya district is 12.43 which is 10.53 in Kaski district. The total average of Bardiya district is 23.98 which is 21.80 in Kaski district. This table clearly shows that the score obtained by the students in Bardiya district is far better than the score obtained by the students in Kaski district.

### 3.3 School-wise Analysis and Interpretation

Here, under this heading the researcher has presented school-wise average marks of Kaski and Bardiya Districts separately.

#### 3.3.1 School-wise Average Marks of Kaski District

**Table No. 4**

| S. N.                | School's Name | Average Obtained Marks       |                               |                               |                           |
|----------------------|---------------|------------------------------|-------------------------------|-------------------------------|---------------------------|
|                      |               | Average in Item A<br>(F.M 8) | Average in Item B<br>(F.M 20) | Average in Item C<br>(F.M 32) | Total Average<br>(F.M 60) |
| 1.                   | BKHSS         | 6.83                         | 6.33                          | 9.83                          | 23                        |
| 2.                   | ABSS          | 5.33                         | 6.58                          | 12.3                          | 24.25                     |
| 3.                   | BBHSS         | 6.17                         | 7.83                          | 13                            | 27                        |
| 4.                   | RPSS          | 4.08                         | 3.25                          | 6.5                           | 13.83                     |
| 5.                   | BHSS          | 6.25                         | 3.67                          | 11                            | 20.92                     |
| <b>Total Average</b> |               | <b>5.73</b>                  | <b>5.53</b>                   | <b>10.52</b>                  | <b>21.80</b>              |

Table No. 4 clearly shows that the students of BKHSS have secured the highest average marks i. e. 6.83 in item 'A'. Similarly, the students of BHSS have obtained 6.25 average marks. Likewise, the students of BBHSS, the students of

AVSS and the students of RPSS have secured 6.17, 5.33, and 4.08 average marks respectively.

The table also presents the average marks of students in item 'B'. In the table, the students of BBHSS have got the highest marks in item 'B' i. e. 7.83.

Likewise, the students of AVSS, the students of BKHSS, the students of BHSS and the students of RPSS have obtained 6.5, 6.33, 3.67, and 3.25 average marks respectively.

In the contest of item 'C', the students of BBHSS have obtained the highest average score that is 13. Similarly, the students of AVSS are able to secure the second highest average mark that is 12.3. Likewise, the students of BHSS, the students of BKHSS, and the students of RPSS have obtained 11, 9.83 and 6.5 average marks respectively.

So, the table presents that the students of BBHSS are able to obtain the highest average marks in all item. i. e. 27. Similarly, the total average mark of AVSS is 24.25. Likewise, the total average marks of BKHSS, BHSS and RPSS are 23, 20.92 and 13.83 respectively.

### 3.3.2 School-wise Average Marks of Bardiya District

**Table No. 5**

| S.<br>N.             | School's Name | Average Obtained Marks  |                         |                         |                  |
|----------------------|---------------|-------------------------|-------------------------|-------------------------|------------------|
|                      |               | Average<br>in Item<br>A | Average<br>in Item<br>B | Average<br>in Item<br>C | Total<br>Average |
|                      |               | (F.M 8)                 | (F.M 20)                | (F.M 32)                | (F.M 60)         |
| 1.                   | SHSS          | 6.5                     | 5.75                    | 16.25                   | 28.5             |
| 2.                   | YHSS          | 4                       | 3.58                    | 8                       | 15.58            |
| 3.                   | GHSS          | 7.58                    | 6.42                    | 18.42                   | 32.42            |
| 4.                   | PJHSS         | 6.58                    | 9.08                    | 10.17                   | 25.83            |
| 5.                   | NNSS          | 5.25                    | 3                       | 9.33                    | 17.58            |
| <b>Total Average</b> |               | <b>5.982</b>            | <b>5.716</b>            | <b>12.428</b>           | <b>24.126</b>    |

Table No. 5 shows that the students of GHSS have obtained the highest total average mark that is 32.42 in which the average marks in item 'A' is 7.58, in item 'B' is 6.42 and in item 'C' is 18.42. Similarly, the students of SHSS have obtained 28.5 in which, in item 'A' 6.5, in item 'B' 5.75 and in item 'C' 16.25 are average marks. Likewise, the students of PJHSS, NNSS, and YHSS have secured 25.83, 17.58 and 15.58 total average marks respectively.

### 3.3.3 School-wise Comparison of the Schools of Kaski and Bardiya Districts

**Table No. 6**

| S.N.                 | Schools of Kaski District |               | Schools of Bardiya District |               |
|----------------------|---------------------------|---------------|-----------------------------|---------------|
|                      | School's Name             | Total Average | School's Name               | Total Average |
| 1                    | BBHSS                     | 27.00         | GHSS                        | 32.42         |
| 2                    | AVSS                      | 24.25         | SHSS                        | 28.50         |
| 3.                   | BKHSS                     | 23.00         | PJHSS                       | 25.83         |
| 4.                   | BHSS                      | 20.92         | NNSS                        | 17.58         |
| 5                    | RPSS                      | 13.83         | YHSS                        | 15.58         |
| <b>Total Average</b> |                           | <b>21.80</b>  | <b>Total Average</b>        | <b>23.98</b>  |

Table No. 6 clearly shows the average marks of Bardiya and Kaski districts. The average mark is presented in descending order with the names of schools. The highest average scorer school of Kaski district is Bindhyabasini Higher Secondary School whereas the highest scorer of Bardiya district is Gurans Higher Secondary School. The highest score of Kaski district's schools is 27.00 whereas the highest score of Bardiya district's school is 32.42. Similarly, the second highest scorer school of Kaski district is Arva Vijaya Secondary School whose average score is 24.25. On the contrary to this, the second highest scorer school of Bardiya district is Shukra Higher Secondary School whose average score is 28.50. Like-wise, Bhadrakali Higher Secondary School's average score

is 23 which is the third highest scorer school of Kaski district. On the other hand Pancha Janya Higher Secondary School of Bardiya district is the third highest scorer school of Bardiya district whose average score is 25.83. In the same way, Barahi Higher Secondary School of Kaski district's average score is 20.92 whereas Nepal National Secondary School of Bardiya district's average score is 17.58. The lowest scorer of Kaski district's school is Ratan Pande Secondary School whose average score is 13.83. Like-wise, the lowest average score of Bardiya district is Yuvak Higher Secondary School whose average score is 15.58.

In the nutshell, the total average score of Kaski district is 21.8 whereas it is found 23.98 in Bardiya district.

### 3.4 Gender-wise Analysis and Interpretation

Here under this heading, the researcher has presented gender-wise comparison of average of girls and boys of each school of Bardiya and Kaski districts.

#### 3.4.1 Gender-wise Comparison of Average of Girls' and Boys' of Each School of Bardiya District

**Table No. 7**

| S. N.                | School's Name | Girls' Average |             |             |              | Boys' Average |             |              |              |
|----------------------|---------------|----------------|-------------|-------------|--------------|---------------|-------------|--------------|--------------|
|                      |               | Item A         | Item B      | Item C      | Total        | Item A        | Item B      | Item C       | Total        |
|                      |               | (F.M 8)        | (F.M 20)    | (F.M 32)    | (F.M 60)     | (F.M 8)       | (F.M 20)    | (F.M 32)     | (F.M 60)     |
| 1.                   | SHSS          | 5              | 1.83        | 7.67        | 14.5         | 8             | 9.67        | 24.83        | 42.5         |
| 2.                   | YHSS          | 2.17           | 2.17        | 3.17        | 7.5          | 5.83          | 5           | 12.83        | 23.67        |
| 3.                   | GHSS          | 7.3            | 5           | 15.67       | 28           | 7.83          | 7.83        | 21.17        | 36.83        |
| 4.                   | PJHSS         | 6.17           | 7.5         | 7.33        | 21           | 7             | 10.67       | 13           | 30.67        |
| 5.                   | NNSS          | 5.33           | 3           | 8.3         | 16.67        | 5.17          | 3           | 10.3         | 18.5         |
| Total                |               | 25.97          | 19.5        | 42.14       | 87.61        | 33.83         | 36.17       | 82.13        | 152.17       |
| <b>Total Average</b> |               | <b>5.19</b>    | <b>3.90</b> | <b>8.43</b> | <b>17.52</b> | <b>6.71</b>   | <b>7.24</b> | <b>16.43</b> | <b>30.44</b> |

Table No. 7 clearly expresses the average marks of the boys and the girls of each school of Bardiya district. The table says that in Bardiya district, boys' average score is better than girls'. The average score of boys of SHSS is 42.5 whereas the girls average mark is 14.5. Similarly, the average mark of boys of NNSS is 18.5 whereas it is 16.67 in the girls of the same school.

The highest average mark of boys in item 'A' is 7.83 which is of GHSS. Similarly, the highest average score of girls in item 'A' is 7.3 of GHSS. The lowest average score of boys in item 'A' is 5.17 which is of NNSS. Similarly, the lowest average score of girls of Bardiya district is of SHSS in item 'A' which is just 5.

Likewise, the highest score in item 'B' of boys of Bardiya district is from PJHSS which is 10.67 whereas the highest score of girls is 7.5 of PJHSS.

Similarly, the highest score in item 'C' of boys of Bardiya district is from SHSS. Which is 24.83 whereas in girls it is 15.67 from GHSS.

The total average score in Bardiya district of boys in item 'A' is 6.77, in item 'B' is 7.24, in item 'C' is 16.43 and total average is 30.44 whereas the total average score in Bardiya district of girls in item 'A' is 5.19, in item 'B' is 3.90, in item 'C' is 8.43 and total average is 17.52.

### **3.4.2 Gender-wise Comparison of Average of Girls' and Boys' of Each School of Kaski District**

**Table No. 8**

| S. N. | School's Name | Girls' Average    |                    |                    |                   | Boys' Average     |                    |                    |                   |
|-------|---------------|-------------------|--------------------|--------------------|-------------------|-------------------|--------------------|--------------------|-------------------|
|       |               | Item A<br>(F.M 8) | Item B<br>(F.M 20) | Item C<br>(F.M 32) | Total<br>(F.M 60) | Item A<br>(F.M 8) | Item B<br>(F.M 20) | Item C<br>(F.M 32) | Total<br>(F.M 60) |
| 1     | BKHSS         | 7.16              | 6.66               | 11.83              | 25.65             | 6.5               | 6                  | 7.83.              | 20.33             |
| 2     | ABSS          | 4.84              | 6.66               | 14.5               | 26                | 5.83              | 6.5                | 10.12              | 22.45             |

|                      |       |             |             |              |              |             |             |             |              |
|----------------------|-------|-------------|-------------|--------------|--------------|-------------|-------------|-------------|--------------|
| 3                    | BBHSS | 6.66        | 7           | 12           | 25.66        | 5.67        | 8.67        | 14          | 28.34        |
| 4                    | RPSS  | 3.83        | 3.5         | 4.5          | 11.83        | 4.33        | 3           | 8.5         | 15.83        |
| 5                    | BHSS  | 6.66        | 4.16        | 16           | 26.82        | 5.84        | 3.16        | 6           | 15           |
| Total                |       | 29.15       | 27.98       | 58.83        | 115.96       | 28.17       | 27.33       | 46.45       | 101.95       |
| <b>Total Average</b> |       | <b>5.83</b> | <b>5.59</b> | <b>11.77</b> | <b>23.19</b> | <b>5.63</b> | <b>5.46</b> | <b>9.29</b> | <b>20.39</b> |

Table No. 8 clearly expresses the gender-wise average marks of each school of Kaski district. The table says that in Kaski district girls' average is better than boys' average score.

The highest average score of boys in item 'A' is 6.5 which is from Bhadrakali Higher Secondary School whereas the highest average score of girls in item 'A' is 7.16 which is from Bhadrakali Higher Secondary School.

Likewise, the highest average score of boys in item 'B' is 8.67 which is from Bindhyabasini Higher Secondary School whereas it is 7 of girls from same school. On the other hand the lowest average marks of boys in item 'B' is 3 which is from Ratan Pandey Secondary School whereas 3.5 of girls of the same school. Similarly, the highest average score in item 'C' of boys is 14 whereas it is 14.5 in girls from Arva Bijaya Secondary School. Similarly, the lowest average score of boys in item 'C' is 6 which is from Barahi Higher Secondary School whereas it is 4.5 in girls which is from Ratan Pandey Secondary School. The total average score of boys is 20.39 whereas it is 23.19 of girls in Kaski district.

### 3.4.3 Comparison of Boys' of Bardiya and Kaski Districts

**Table No. 9**

| S.N. | Item | Average Marks of Boys' of Bardiya District | Average Marks of Boys' of Kaski District |
|------|------|--|--|
| 1    | A    | 6.77                                       | 5.63                                     |
| 2    | B    | 7.24                                       | 5.47                                     |

|                      |   |              |              |
|----------------------|---|--------------|--------------|
| 3                    | C | 16.43        | 9.29         |
| <b>Total Average</b> |   | <b>30.44</b> | <b>20.39</b> |

Table No. 9 clearly shows the boys' obtained marks of Bardiya and Kaski district in different items. The average score of Bardiya district in item 'A' is 6.77 whereas it is 5.63 in Kaski district. Similarly, the average score of item 'B' in Bardiya district is 7.24 where it is 5.47 in Kaski district. Likewise, the boys of Bardiya district obtained average score 16.43 in Item 'C' which is 9.29 of Kaski district. The total average score of the boys of Bardiya district is 30.44 whereas the total average of boys of Kaski district is 20.39.

#### **3.4.4 Comparison of Girls' of Bardiya and Kaski Districts**

**Table No. 10**

| <b>S.N.</b>          | <b>Item</b> | <b>Average Marks of Girls' of Bardiya District</b> | <b>Average Marks of Girls' of Kaski District</b> |
|----------------------|-------------|--|--|
| 1                    | A           | 5.19   | 5.83   |
| 2                    | B           | 3.90   | 5.59   |
| 3                    | C           | 8.43   | 11.77  |
| <b>Total Average</b> |             | <b>17.52</b>                                       | <b>23.19</b>                                     |

Table No. 10 clearly expresses the average marks of girls of Bardiya and kaski district. According to the table, the girls of Bardiya district in item 'A' obtained 5.19 average score whereas it is 5.83 in Kaski district. Similarly, the girls of Bardiya district in item 'B' obtained 3.90 average score whereas it is 5.59 of Kaski district. Likewise, the average mark in item 'C' of Bardiya district is 8.43 whereas it is 11.77 in Kaski district. The total average score of Bardiya district is 17.52 whereas it is 23.19 in Kaski district. So, we can say that the girls of Kaski district are far better than the girls of Bardiya district.



## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

The purpose of the study was to find out the writing proficiency by the grade nine students in punctuation marks, spellings, guided writing and free writing of Kaski and Bardiya districts. The students were selected from the five schools of each district. The data were taken from 60 students, equal number of boys and girls from each selected schools. This chapter consists of two conclusion parts of research work, findings and recommendations.

#### 4.1 Findings

On the basis of the study and interpretation, the findings of the present research have been presented as follows:

- ) The schools of Bardiya district have better performance than the schools of Kaski district.
- ) The boys of Bardiya district have better performance than the girls.
- ) The girls of Kaski district have better performance than the boys.
- ) In comparison to the boys of Bardiya and Kaski districts, the boys of Bardiya district have better performance than the boys of Kaski district.
- ) In comparison to the girls of Kaski and Bardiya districts, the girls of Kaski districts have better performance than the girls of Bardiya district.
- ) The average score in item 'A' of the boys of Kaski district was 5.73 which was 5.98 of the boys of Bardiya district.
- ) The average score in item 'A' of the girls of Kaski district was 5.83 which was 5.19 of the girls of Bardiya district.
- ) The average score in item 'B' of the girls of Bardiya district was 3.9 which was 5.59 of the girls of Kaski district.
- ) The average score in item 'B' of the boys of Bardiya district was 7.24 which was 5.46 of the boys of Kaski district.

- ) The average score in item 'C' of the girls of Kaski district was 11.77 which was 8.43 of the girls of Bardiya district.
- ) The total average score of the boys of Kaski district was 20.39 which were 30.44 of the boys of Bardiya district.
- ) The total average score of the girls of Kaski district was 23.19 which were 17.52 of the girls of Bardiya district.
- ) The urban area's schools of Bardiya district have better performance than in rural area's schools.
- ) The urban area's schools of Kaski district have better performance than in rural area's schools.

## **4.2 Recommendations**

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

- ) The writing activities should be practical with regular correction.
- ) Students of Kaski district are found worse in free writing, especially in letter writing. Therefore, regular practice should be given from accurate level.
- ) Students of Bardiya district are found worse in guided writing, especially in story writing and informal condolence writing. Therefore, regular practice should be given from right level.
- ) The schools should provide extra books on writing practice of guided exercises and essay through their libraries.
- ) The teachers should correct immediately and advise the students frequently to use punctuation marks correctly.
- ) The number of students should be limited in a section for proper correction and good guidelines.
- ) The teachers who are teaching in schools should be trained from nursery level to secondary level. So, they should be given regular training on how to teach writing skill effectively.

- ) The teacher should use appropriate teaching materials as far as possible.
- ) School supervisors should also visit school frequently and help them with teaching problems.

If the recommendations mentioned above are taken seriously into consideration by the concerned officials and persons, the writing skill of the students would be improved.

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## Appendix-II

### Marking Scheme

#### [Set 'A']

- Q.1 2 marks of each correct answer  
A. Congratulation  
B. Village
- Q.2 0.5 mark for each correct punctuation mark.  
Hema asked Mohan, "Where are you going?"  
"I am going to Kathmandu," replied Mohan.

#### [Set 'B']

- Q.3 1 mark for title  
2 marks for cohesion and coherence  
1 mark for grammar  
3 marks for gist  
1 mark for moral
- Q.4 1 mark for date  
1 mark for salutation  
2 marks for introducing paragraph  
4 marks for main body  
2 marks for cohesion and coherence  
2 marks for grammar

#### [Set 'C']

- Q.5 1 mark for date  
1 mark for addressee  
1 mark for subject  
1 mark for introducing paragraph  
3 marks for main body  
2 marks for grammar  
1 mark for conclusion
- Q.6 1 mark for date  
2 marks for salutation or greeting  
1 mark for cohesion and coherence  
4 marks for main body  
2 marks for grammar
- Q.7 3 marks for three paragraphs  
2 marks for cohesion and coherence  
2 marks for grammar  
5 marks for main theme

**The End**

## Appendix-I

### Questionnaire for Data Collection

Time- 1.50 hour

F.M.: 60

P.M.: 19.2

**Attempt all the questions.**

**[SET-A]**

**[4+4=8]**

Q.1. Put the tick mark  to the correct spelling.

- A. (i) cangrotulation (ii) congratulotion (iii) cungratulation  
(iv) congratulation
- B. (i) villege (ii) villeage (iii) vellage (iv) village

Q.2. Rewrite the following sentences to correct the punctuation marks:  
Hema asked mohan where are you going I am going to Kathmandu,  
replied Mohan.

**[SET-B]**

**[8+12=20]**

Q.3. Construct a readable story with the help of outline given below and write an apt title and a moral as well.

A merchant \_\_\_\_ his gold watch was stolen \_\_\_\_ knows a servant is a thief \_\_\_\_ no one accepts \_\_\_\_ gives each a stick of the same length \_\_\_\_ tells the stick of the thief will grow one inch longer by tomorrow \_\_\_\_ the thief cut the stick one inch \_\_\_\_ the thief is caught.

Q.4. Imagine that one of your friends has a motor cycle accident. He died in hospital. Write a letter of condolence to his parents using the clues in the box.

|  |
|--|
| Shreya Thapa, your best friend, studies together, for six years, very helpful, always cracked jokes, popular with both teacher and student, miss him very much |
|--|

**[SET-C]**

**[10+10+12=32]**

Q.5. Write a letter of application for the post of Primary Level English Teacher in Siddhartha Primary School, Arva-3, Kaski.

Q.6. Write a letter to your father asking for some amounts of money to buy some stationery, school uniform and to pay school fee.

Q.7. Write an essay on the 'Dowry System in Nepal'.

**The End**

## **Appendix-III**