

# **CHAPTER ONE**

## **INTRODUCTION**

The present study is entitled “Proficiency of Grade Ten Students on Guided Writing”. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

### **1.1 Background of the Study**

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, is 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 message. So some kind or translating our thoughts into language in graphic form. Through writing we share our ideas, arouse feelings persuade and convince other people. Rivers, (1968, p. 243) states;

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.

Similarly, Nunan, (1992, p.36) says;

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. Beyond, the sentence the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

According to Richards' (1986, p.36) writing refers, "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 polished literary form which requires the utilization of special vocabulary and certain refinements structures".

Thus, writing is a difficult task which needs systematic progress from stage to stage. Practice of free writing decreases the teacher dependency of students day by day. And lastly they can be the proficient writer.

## **1.2 Statement of the Problem**

Among the four language skills of language, writing skill is one complex process. Writing has three important branches under which we take controlled writing, free writing and guided writing respectively. According to Heaton (1975, p.524), "Guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing". Using clues or hints in the course of writing makes easier to the students in writing. Although guided writing provides certain guidelines to the students, many of them, in my experience of teaching, feel problems in doing it. Therefore, from this study, I carried out a study on proficiency of grade ten students on guided writing.

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

The objectives of this study were as follows:

- a. To find out the proficiency of grade ten students on guided writing in terms of content, grammar, organization, selection of vocabulary and punctuation,
- b. To compare their proficiency on the basis of gender variation, and
- c. To suggest some pedagogical implications

### **1.4 Research Questions**

In order to investigate proficiency of grade ten students on guided writing, the following research questions were raised before carrying out this research work.

- i. What is the proficiency level of grade ten students on guided writing?
- ii. Is proficiency different/ similar in terms of gender variation?
- iii. Which item of guided writing is difficult for students?

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

This study will be significant for the prospective researchers to conduct further researches. It will be beneficial for the experts to collect the experiences and use in particular fields. Curriculum designers, text book writers can design curriculum as well as course books considering effectiveness of guided writing in grade ten students. English language teacher will use it as supporting guidelines to motivate students towards learning and provides course content easily.

It will be useful to those students who tend to implement the different writing skills while writing in their respective fields. It will be equally fruitful for those who want to study further in this field in future. In addition to this, this study will help to identify needs, practice and pedagogical implementation in English Language Teaching (ELT) class.

## **1.6 Delimitations of the Study**

The scope of the study was confined to the following considerations:

1. The study was conducted in Pyuthan district.
2. This study was limited only to writing skill of language particularly guided writing skill.
3. The study was limited to a test item consisting of five questions.
4. The sample population of study only included the students of grade ten from public schools.
5. The study included 30 students of respective level as sample of the study.

## **1.7 Operational Definition of the Key Terms**

Following key words were used in the study to guide me to conduct the study;

**1. Proficiency:** The state or quality of being proficient and very skilled or knowledgeable in guided writing. For this study.

**2. Guided writing:** Guided writing is a semi-controlled writing activity.

Students can express their feelings and emotions and also free to use their own vocabularies and structures where possible. In my research study, I will use ...as guided writing activities.

## **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 empirical literature, implications of the review for the study and conceptual framework.

#### **2.1 Review of Related 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**

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) emphasizing 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.



### **2.1.2 Importance of Writing**

Writing is superior to other language skills because of its quality of being permanent and accurate. There is no doubt that writing is the most difficult skill for language learners to master. A skill means doing something expertly and well. Writing is one of the most important skills in learning a new language. It is a productive skill. It means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. Through writing, we are able to share ideas, arouse feelings, persuade and convince people. It further helps to transmit human beings accumulated culture from one generation to another. 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”.

The main purpose of writing is to enable the learners for free composition and creativity. Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious, intellectual effort, which usually has to be sustained over considerable period of time. Writing is a very complex process requiring many composite skills viz. mental, psychological, theoretical and critical aspects. Describing its complexity, Nunan, (1989, p.36)says , “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts”. In the same way, Verghes, (1990, p.16) says, “Learning a second language is an effective learning, the four skills viz. listening, speaking, reading and writing. Writing is the most demanding language 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.”

Speech and writing are the two means through which one can linguistically express one's ideas. Between these two, writing is more important as it is a permanent record of one's thoughts. Other language skills like speaking and reading are measured through writing in connection with teaching. Harmer, (2004, p.53) says, "For the point of view of language teaching, there is often for greater pressure for written accuracy than there is for accuracy speaking." Thus, writing, a permanent record of every human affair, needs accuracy. While writing a paper the writer should be aware of the errors in sentence structure, spelling, punctuation and grammar. No matter how good the content of the paper is the readers will have problems if they have to go through mistakes.

The writing proficiency plays a vital role in securing good marks in the examinations and it can spread our knowledge and experience to others. The goal of written language is to convey information accurately, effectively and appropriately. We come to know that, students who learn the English language cannot be perfect without writing skill. They can express their ideas correctly and appropriately when they are efficiently in writing. In Nepalese context, for the development of general proficiency in the English language reading and writing skills should be given emphasis. The best way to develop writing is to get the learners to write.

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

### **2.1.3 The Characteristics of Good Writing**

Writing is an art of using language. But, it is a very complex task to write clearly and explicitly. In this context, Richards, (1990, p.100) says, "Learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process, that one induces anxiety

and frustration in many learners. Yet good writing skills are essential to academic success and a requirement for many occupations and professions.”

Correct and effective writing is the most desirable thing to be called a effective writer. Similarly, Simplicity and directness are the most useful properties of good writing. In fact, making a simple and clear writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thoughts. Richards, (1990, p.100), mentions the following is a short account about the main elements of good writing.

### **a. Simplicity**

The main quality of a good writing is that it reduces the complexities and expresses the ideas or thoughts in a natural way. Simplicity refers artlessness of mind; freedom from cunning or duplicity ([www.dictionaries.com](http://www.dictionaries.com)) . It avoids the extra stylistic words, genres, jargons, flourishing and ambiguous words and so on. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gist of the writing.

### **b. Clarity**

Good writing must be absolutely free from ambiguity and should be crystal-clear. There should not be different interpretations or misinterpretation in the writing. Ideas should be presented in clear, orderly, readable, understandable and informative style. Clarity refers clearness or lucidity as to perception or understanding ([www.dictionaries.com](http://www.dictionaries.com)). The writer must always be conscious of the reader and information style. The writer should have the idea of what to say, in which sequence, what is said and how to express something. Good writing should avoid exaggeration as well as contradictory statements.

### **c. Continuity**

Continuity of thought and natural link of ideas are important features in writing. Continuity means the mixture of descent, persistence, humor and

deliberation ([www.dictionaries.com](http://www.dictionaries.com)). There must be continuity of thought from one word to the following word, from one phrase to another, from one sentence to another, from the first paragraph to the second paragraph and first chapter to the second chapter.

#### **d. Economy**

A shorter statement or analysis employing fewer terms is preferred to the one that is longer, other things being equal. The greatness of a writer lies in his/her capacity to express his/her ideas briefly and effectively. Economical writing is efficient and esthetically satisfying. While it makes a minimum demand on the energy and patience of readers; it returns to them a maximum of sharply compressed meaning. Good writing is like a gold coin, small in compass but great in value. Economy of words without sacrificing the meaning is the secret of good writing.

#### **e. Coherence**

Good writing deals with one topic, at a time. According to Swami (1987, p.13), “in a good piece of writing, all the sentences are closely related to the central idea.”

#### **f. Completeness**

Having all parts or lacking nothing refers to completeness ([www.dictionaries.com](http://www.dictionaries.com)). A good writing must be complete. It completes the topic it deals with. Good writing should avoid exaggeration and hyperbolically and self-contradictory statements.

## **g. Free from Error**

As writing is the permanent record of one's thoughts or ideas. It must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors.

Moreover, every good writing must have example and illustrations to explain abstract and difficult ideas and new information. There should be appropriate direction, adequate facts and figures, depth of knowledge, and specificity and maximum objectivity in every piece of effective writing.

In this regard, White & Arndt, (1991, p.4) mention, "Writing involves thinking, planning, assembling, classifying and organizing processes". Thus, ability to write good or effective English is not a god given gift to a few people. The art of writing is based upon one's own mental capability it is very important for specific subject matter.

The above characteristics of good writing play a vital role in the writing proficiency of the grade ten students. The secondary school students should have the ability to write clear, economic, simple, continuous and error free sentences.

### **2.1.4 Components of Writing**

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components which have been discussed on the following pages;

#### **a. Mechanics**

Mechanics refers to those aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens) capitals, abbreviations and numbers which are often dealt within the revision or editing stage of 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. Overuse or under use of punctuation is often formed on by many writers or editors of English. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. The mechanics of writing is a very basic concept in writing process.

## **b. Coherence**

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the readers. Generally, a paragraph has a coherence, if it is a series of sentences that develop a main idea (i.e. with a topic sentence and supporting details which relate to it). Ideas and thoughts should be connected logically in a piece of writing.

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.

According to him, they are;

- (i) The writer's purpose the reader should be able to understand what the writer's purpose is. Is it to give information, suggest a course of action make a judgment on a book or a play, or express an opinion

about old events, or example? A coherent text will not mask the writer's purpose

- (ii) The writer's line of thought, the reader able to follow the writer's line of reasoning if the text is discursive piece. If on the other hand, it is a narrative the reader should be able to follow the story and not get confused by the time jumps and too many characters etc.

### **c. Cohesion**

Cohesion refers to the grammatical or lexical relationships between different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

To highlight the concept of cohesion, Harmer (2004, p.22) says, “When we write a text we have a number of linguistic techniques at our disposal to make sure that are prose 'sticks together'. We can for example use lexical repetition and /or chains of words within same lexical set through a text to have this effect”.

### **d. Orthographic and Para-orthographic texts**

Orthography deals particularly with writing system and spelling system. Different languages of the world use different types of writing; for example, logographic writing, syllabic writing and alphabetic writing. It is equally important to draw students' attention to the fact how Para orthographic texts can convey the same meaning more clearly and more precisely. 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”.

### **2.1.5 Mechanics of Writing**

Mechanics refers to the punctuation and spelling. Mechanics of writing is known as graph logical system which mainly includes capitalization, spelling and punctuation. Learners must have the knowledge of mechanics of writing. Heaton, (1975, p.145) says, "Mechanics of writing is the ability to use correctly those conventions peculiar to the written language". Mastery over the mechanics of writing and practice on the basic skills are necessary in the first step for child. Under mechanics of writing, the learner should learn the letters, capitalization, spelling patterns and sentence punctuation.

#### **a. Punctuation**

Punctuation is system of inserting marks on symbols in order to make the meaning clear. According to Wehneir (2005, p. 60), "The correct use of punctuation mark such as full stop [.] , hyphen [-], dots [...], slash [/] dash [-], quotation marks [' , or " "], brackets ( ) , [ ], { } , italics and so on, help the writer to organize written language and clarity relation between words and clauses".

#### **b. Capitalization**

Capitalization refers to the proper use of capital letters. Wehneir, (2005, p.60) says, "Appropriate capitalization is a matter of convention". That is to say, it involves capitalization the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of the quotation and so on. But, some capitalizations are matter of style rather than convention. Certain rules are determined for using capital letters.

#### **c. Spelling**

Writing is achieved by correct spelling of individual words spelling errors are nuisance to the reader. Robert, (1985, p.148) says, "Spelling rules are frequently more concluding than the memorization of individual words". The phonological and orthographical form of the English language is different. So



the listener cannot write properly what the speaker says. It is a great problem for learners. Spelling is mainly a mastery of convention.

### **2.1.6 Stages of Writing**

There are different stages for developing writing skills. Rivers, (1968, p.245) says, "To be able to write in a foreign language, the student must be trained systematically throughout 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".

#### **a. Copying**

This is the first stage of writing, in which students are required to copy the model given by the teacher or in the textbook. Copying is essential and useful for the recognition and production of letter shapes, for improving hand writing and spelling and for fixing the words and sentences firmly in their memory. Letters to be copied should be given in contrastive pairs or groups such as d b p q, A X Y M W, C G O S U, etc. So that, the students can see the finer distinctions and similarities between them. The teacher should get them to copy those words, phrases and sentences with which they are already familiar orally. The objective is to cultivate good hand writing, the handwriting that gives no trouble for the reader to read. To achieve this purpose, attention should be paid to make sure that there is proper spacing and right proportion in size and that the lines are kept straight.

Discussing the significance of this stage in learning writing skills, 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 represent, 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, students are required to write sentences that they have mastered orally from their memory without seeing a model. 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.

The easiest form of reproduction is to ask students to reproduce the words and sentences they have copied without seeing the copy. Then they should be asked to reproduce the words and sentences they have memorized orally by means of drills, dialogues, etc.

## **c. Recombination**

Recombination involves writing sentences that students have learnt previously with slight changes. 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. Although recombination is more challenging than reproduction as it requires thinking on the part of the hearer, it is still mechanical as it focuses on the form of language rather than expression of one's ideas or personal meanings. Thus, recombination exercises are primarily for the manipulation of grammatical patterns rather than for the communication of new ideas.

### **1.1.7 Introduction to Guided Writing**

Guided writing is semi-controlled writing activity. Writing is not totally controlled but guided in some way. So guided writing is neither controlled nor free. It stands as a bridge between controlled and free writing. In controlled writing the structure and vocabulary are controlled but in guided writing only the message or content is controlled. Students are free to use their own vocabularies and structures where possible. Guided writing exercises take various forms. They can be information transfer exercises such as transforming information from a chart, table, graph etc. into orthographic texts or may involve developing notes into a coherent text or can be exercises based on the texts that students have dealt with as part of their reading lesson. It includes any writing for which students are given assistance such as model to follow, a plan or outline to expand from, a partly-written version with indications of how to complete it or pictures that show a new subject to write about in the same way as something that has been read. Other form of guided writing exercises would be a series of questions, the answers of which can form unified text, outlines that can be developed into the form of a text, a dialogue for the students to report.

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”.

### **2.1.8 Stages of Guided Writing**

There are three stages of guided writing. They are;

#### **a. Before writing:**

It is the first stage of guided writing which supports student’s planning and drafting of their work. The previous shared session(s) should be referred back to and then extended to further the student’s learning in the writing process. Following are some examples for implementing it:

- i. The teacher modeling the process of planning and drafting.
- ii. Developing sentence construction and punctuation.
- iii. Retelling a known story in the correct sequence.
- iv. Planning a piece of poetry drawn from a model discussed in the shared session.
- v. Oral rehearsal: in particular, those students who have literacy skills needs.

**b. At the point of writing:**

It is the second stage of guided writing which can be done when the students are beginning to, or have already begun to write independently. The sessions should be used to praise efforts and offer constructive criticism in order to move learning forward. These are some examples for implementing guided writing in this stage;

- i. Write the first or next paragraph of an explanation text and be invited to read it aloud to the group.
- ii. Reread for clarity and purpose.
- iii. Use of consistency in terms of writing traits.
- iv. Use genre-specific vocabulary; choice of phrases, use of complex sentences.
- v. Re-visit objectives for writing and check their work against the success criteria/rubric.

**c. After writing:**

It is the final stage and is the sessions of feedback. Students should be given the opportunity to assess their independent writing. This can be achieved independently or with peer support. Following are some examples for implementing guided writing at this stage;

- (iv) Discuss writing targets and agree upon next steps/new target.
- (v) Support student to edit, proofread and reflect on the impact on the reader.
- (vi) Evaluate work against success criteria/rubric.

Source: (<http://www.oxforddictionaries.com>)

## 2.1.9 Guided Writing Activities

Different scholars have defined guided writing activities differently but, Hedge, (1986, p.6) states, “Freestyle contents many different types of writing for a range of purposes, for example, writing letters, articles, instructions, notes and reports”. According to him, there are mainly three types of guided writing activities which are as follows:

- (i) Paraphrasing
- (ii) Parallel writing
- (iii) Developing skeleton into fuller text.

### (i) Paraphrasing

Paraphrasing is the text of producing alternative version of a sentence or a paragraph. Paraphrasing exercises may extent from very simple transformation exercises to more advanced ones. They can sometimes involve grammatical transformation as well. Joshi & Dhungana. (2016, p.85) have given some examples suitable for this category;

Rewrite the sentences below so that they mean the same.

- (a) **Prime minister inaugurated Pyuthan-Salyan road.**

Pyuthan-Salyan road.....

- (b) **Linguistics is too hard to read.**

Linguistics isn't.....

Other activities for paraphrasing include.

- ▶ Give a story in present tense and ask to change into past tense or vice versa.
- ▶ Give an informal letter and ask to change into a formal one.
- ▶ Ask to transform a detailed message into a telegram and vice versa.

- ▶ Ask to change a report about machine into an advertisement for it or vice versa.
- ▶ Students can be given a dialogue to convert it into narrative.

### **(ii) Parallel Writing**

In this, students are asked to write similar paragraph on the basis of the text they have studied. It is a way to learn well by imitating a model, or reproducing a new piece of writing. In direct imitation, the teacher presents a model and then provides the new words, sentences or paragraphs that are to be substituted for some of those in the model. In some cases, students can provide the writing piece with their own words and structure. Of course, new items must be such that an acceptable new piece will be produced. For example:

Read the texts given and produce similar text in parallel form. Joshi & Dhungana, (2016, p.85)

- (a) Sumnima gets up at 6 O'clock in the morning. Her mother calls her if she doesn't wake up. She washes her hands, brush teeth and washes face. Then she has breakfast. She changes her dress at 9 O'clock and goes to school smiling on her foot carrying a small school bag on her back.
- (b) Mr. Tej Bahadur Chand is my Mama. He lived in Chaurjahari, Rukum. He had long face with long and straight nose, bright black eyes and short straight hair. He has two lovely sons and a daughter. Whose elder son Mr. Dipendra is studying MBBS doctor. Mr. Tej Bdr. Chand was 5.5 feet tall and weighs 60 kg. He was sub-overseer of Bijayashwori VDC Rukum. He was honest, helpful, cooperative, energetic and laborious personnel of the area who died untimely at the age of 38 in 2064 B.S. because of lung cancer.

### **(iii) Developing Skeleton into a fuller text**

In this, students complete the text on the basis of its skeleton. Students are given basic outlines with the aim of assisting the writing exercise. Such outline work as hints to develop into a fuller text. The basic information given in the

skeleton may vary greatly depending upon the level of the students and nature of the writing task. It generally includes the task of writing a story or an essay and completing the broken dialogue. e.g.

(a) Write a short story on the basis of the points. Subedi, (2015, p.124)

Three men pass through the forest ...a bag of gold coin ... agree to divide it ... they become hungry ... one sent to buy food ... plot to murder him ... returns ... murdered him by his companions ... they eat the poisoned food ... conclusion.

(b) Write a short essay on three paragraphs.

### Environmental Degradation

Paragraph 1	Introduction
	<ul style="list-style-type: none"> <li>▶ Definition</li> <li>▶ Type</li> <li>▶ Condition</li> </ul>
Paragraph 2	Development
	<ul style="list-style-type: none"> <li>▶ Effect</li> <li>▶ Causes</li> <li>▶ Preventive measures</li> </ul>
Paragraph 3	Conclusion
	<ul style="list-style-type: none"> <li>▶ Advice to Government</li> <li>▶ Advice to Public</li> <li>▶ Advice to VDC/Municipality</li> </ul>

Guided writing includes any writing for which students are given assistance such as a model to follow a plan or outline to expand from etc. In such activities, students will be given some freedom in the selection of lexical items

and structural patterns for their writing exercise. Typical types of activities that can be done for guided writing are paraphrasing, parallel writing and developing skeleton into a text.

## **2.2 Review of Empirical Literature**

Various researches have been carried out in the Guided writing. The review of empirical literature informs the researcher how conducts a research and what are the areas to be addressed. A number of research works have been conducted and appraised by many researchers and educationists for academic and social development. It is fact that every new task needs previous ideas and studies to achieve the goal. Some researchers have carried out their studies on the related areas of Guided Writing. So, it is supposed that this study will bring new findings in the field of ELT. I have reviewed some research works related to my study in the following way:

Kafle, (2008) had carried out research entitled “Proficiency in Students in Free Writing Composition”. The main aim of this study was to find out and compare the proficiency of students. He used test items included skeleton for writing stories, parallel writing, paragraph writing, newspaper articles and letter writing of 60 students from 4 public and 4 private school of Kathmandu valley. He used purposive sampling procedure. The analysis and interpretation of the data have been made in holistic-wise, item-wise, school-wise and gender-wise. He found that girls were better than the boys and private schools were better than public schools.

Basnet, (2008) conducted research on, “Proficiency of Students in Guided Writing”. The main purpose of this study was to derive and compare guided writing proficiency of the PCL 1<sup>st</sup> Year students of Education Humanities and Social Science Faculties. He used test items included letter writing, paragraph writing, articles and essay writing by purposive sampling of 90 students from 3 faculties (30/30/30). He also used judgmental sampling tool. The analysis and interpretation of the data have been made in item-wise, stream-wise and



gender-wise. He found that writing proficiency of the students of Humanities and Social Science were found better than Education. He also found that writing proficiency of PCL 1<sup>st</sup> Year students were found satisfactory and obtained higher marks in parallel writing.

Shah, (2009) carried out a study on, “ Writing Proficiency of Grade Nine Students”, This study aims to find out proficiency in writing skills in terms of item-wise, school-wise and sex-wise. He used five questions included story writing, report writing, parallel writing, letter writing and dialogue writing to 80 students of 4 public secondary school of Rukum district in grade 10 students. He used purposive sampling tool. The analysis and interpretation of the data have been made in item-wise, holistic-wise and gender-wise. He found that students committed errors in the use of other punctuation marks. He also found that girls were good than boys and students got highest marks in parallel writing and lowest in letter writing.

Karki, (2010) conducted research entitled “Developing Writing Proficiency through Process Writing”. The main aim of this research was to find out and compare the proficiency of grade 7 students in guided writing. He used five questions to 100 students in Ramechhap district in 10 private schools. He used purposive sampling toll. The analysis and interpretation of the data have been made in item-wise, holistic-wise and gender-wise. He found that the proficiency of the students of private schools were better than public schools and girls were better than boys.

Khanal, (2011) had carried out a study on, “Free Writing Proficiency of Grade Ten Students”. The main aim of this study was to find out the free writing proficiency of grade 10 students of Bardiya district. He used five varieties of free writing activities of 100 students from 10 schools. He used the fish-bowl draw method to select the sample from the whole class. The analysis and interpretation of the data have been made in item-wise, school-wise and total item-wise. The finding shows that students were poor in free writing, average in dialogue writing and least proficient in essay writing.

Neupane, (2011) conducted research on, “Writing proficiency of the Adult Women Students”. The main aim of this study was to derive the proficiency of adult women students of grade 10 in guided and free writing. He used test items of 60 adult women in four women schools of Kathmandu district. He used subjective and objective questions in guided and free writing. The analysis and interpretation of the data have been made in item-wise and school-wise. He found that students were seen more proficient in guided writing.

Khadka, (2012) carried out a study on, “Writing Proficiency of Higher secondary Level Students”. This study aims to find out the writing proficiency of the higher secondary level students in terms of stream and sex. He used test items included three different types of essay questions i.e. descriptive, narrative and argumentative to 60 students in Rautahat district of grade XII. He used statistical tools i.e. college-wise, sex-wise and stream-wise for assessing their proficiency in free writing. By using purposive sampling in 60 students from Education and Management faculty, he found that boys were more proficient than girls and Management stream was more proficient than Education.

Neupane, (2015) carried out a research entitled 'Free writing proficiency of grade XI students before and after feedback'. The objective of the study was to find out free writing proficiency of grade XI students before and after feedback. The sample size of the study was 20 students of grade XI of Siddhartha Gautam Campus, Rupandehi district. It was a quasi experimental research he selected 20 students from campus. He used a set of test items to collect the data. The test item included three questions such as paragraph writing, essay writing and letter writing. Data were analyzed using descriptive method and mathematical tool. Mark obtained before feedback was 41.25% while after feedback it was 45.13%. This study differs with the present study in terms of type of research. It was a Quasi- experimental research.

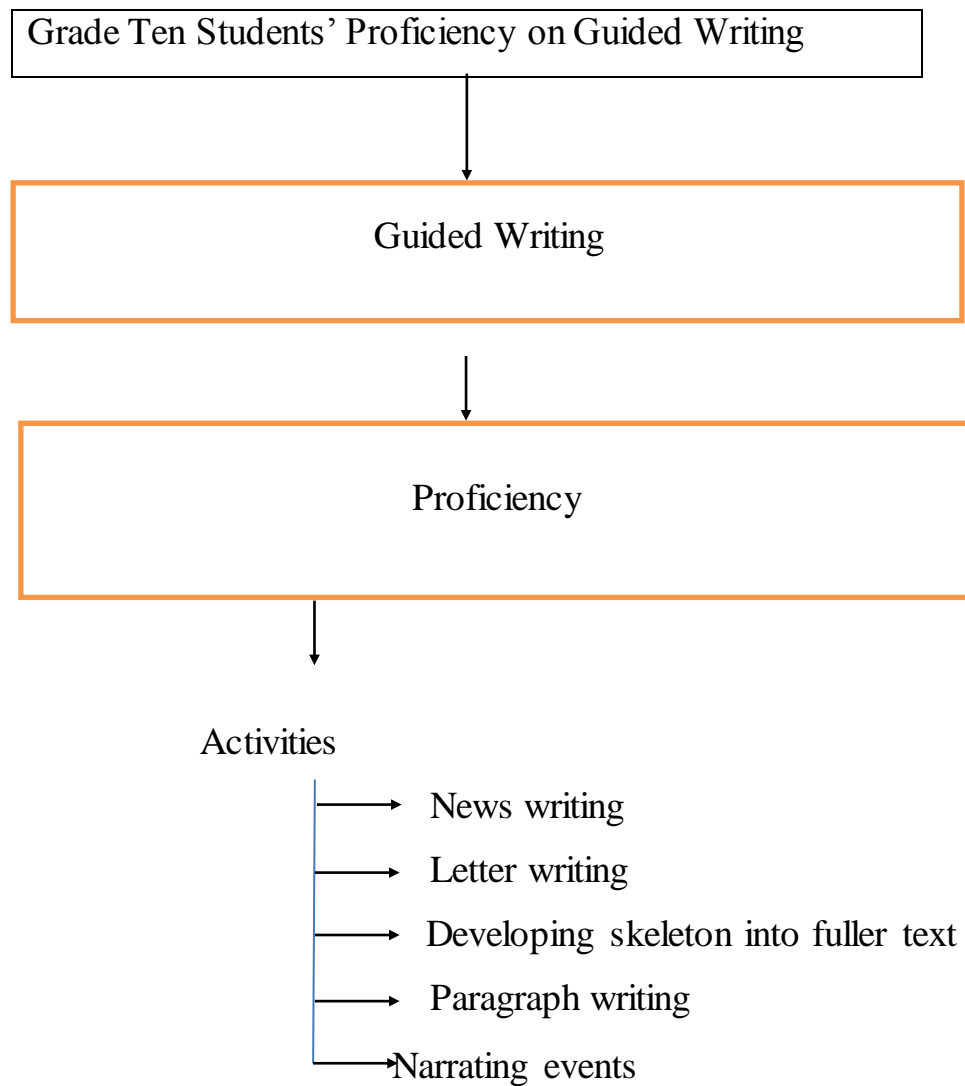
Though number of research studies has been carried out in Guided writing in the Department of English Education, this study will be different from other researches in terms of objectives, methodology tools and nucleus of the study. No one has carried out the similar kind of study in the department. Thus it will be a new attempt in ELT.

### **2.3 Implications of Review for the Study**

I have reviewed different studies which are more or less similar and relevant to my study. Therefore, these studies helped me in various ways in identifying my research problem, developing methodology, making analysis. To be specific, Neupane (2011), Karki (2010) and Khanal (2011) helped me to identify and define research problem and research questions. Similarly, Khadka (2012) and Neupane (2015) 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. And although I got help from the above mentioned study in framing tools for data collection, I have used different variables in developing the tool. The variables have been mentioned in the section of objectives.

## 2.4 Conceptual Framework

It is the mental representation of the presumed relationship of the concept or variables in the study. My study involves the conceptual framework as;



## **CHAPTER THREE**

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

To fulfill the objectives of the study, I adopted the following methodologies and procedures.

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

As the concern of this study is to find out the proficiency of students on guided writing, for which survey research design is more suitable. Therefore, I decided to adopt the survey design. It is the most commonly used method of investigation ranging from large scale investigation like census to a small scale study like School Improvement Plan (SIP) or even a small classroom study. According to Nunan (1992, p.140), “The main purpose of a survey is to obtain a snapshot of condition attitudes and events at a single point of Time”. He mentions that a survey is an overview of a phenomena, event, issue or situation. According to Cohen, Manion & Morrison, (2010, p.208), “ Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through to small studies carried out by a single researcher.” Survey can also be Descriptive and Analytical. Descriptive survey describes the data on the variables of interest whereas analytical conducts with hypothetical or explanatory variables that are tested for their influence on dependent variables. According to Cohen, Manion & Morrison (2010, p. 208) the characteristics of survey research design are:

- It generates numerical data.
- It collects data on one-shot basis and hence is economical and efficient.
- It represents wide target population
- It captures standardized information.
- It captures data from multiple choice, closed questions, test scores schedules.

Regarding the steps of carrying out a survey research, Nunan, (1992, p.160) has presented the following steps:

- Define the objectives
- Identify the target population
- Literature review
- Determine sample
- Identify survey instruments
- Design survey procedure
- Identify analytical procedure
- Determine reporting procedure

Research deals with some important steps to reach to the finding of the study. To carry out the research, at first the researcher will define the objectives then he or she will identify the target population for the research. Those populations will be the respondents of his or her research study. Reviewing literature is third important task in research study. After that the researcher will determine sample size of his or her study. Then he or she will select the tool or Identify survey instruments for the collection of the data in the research study. Then, the researcher will design survey procedure and identify analytical procedure respectively. The final step of the survey research design is to determine reporting procedure of the study. After completing all this steps, the researchers will come up with findings of the study.

### **3.2 Population, Sample and Sampling Strategy**

Population of my study was all the students who study in grade ten in public school of Pyuthan district. Among them, forty students (15 boys and 15 girls) were selected as the sample population from four schools by using judgmental sampling procedure.

### **3.3 Research Area/Field**

The area of this study involved the writing skills and to be more precise, it involved the proficiency of students on guided writing. The field involved Pyuthan district.

### **3.4 Data Collection Tools and Techniques**

As a tool for data collection, a set of test item was used and this included news writing, letter writing, story writing, paragraph writing and narrating events.

### **3.5 Data Collection Procedures**

In order to collect the authentic data, I did the following activities:

- a. I visited the schools and the teachers of Pyuthan district especially those which were selected for the study and established rapport with them.
- b. After this, I requested the teachers for the proper management to administer the test to the students.
- c. Then, I collected the data through already set questions involving students in test.
- d. At last, I thanked them for their participation.

### **3.6 Data Analysis Procedures**

The collected data were analyzed by using appropriate statistical tools and methods. Especially, percentile and central tendency were used.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF THE RESULTS

In this chapter, I have analysed the systematically collected data by using suitable techniques and drawn findings from the analysis. Therefore, this chapter consists of two sections.

#### 4.1 Analysis of Data and Interpretation of the Results

This section has presented systematic analysis of collected data using descriptive and statistical tools. In other words, this section presents, analyses and interprets the test scores of the grade ten students. The scores of the test items were evaluated on the basis of following marking scheme.

S.N.	Components	Marks allocated
1	Grammar	1.0
2	Content	2.0
3	Organization	1.0
4	Vocabulary	0.5
5	Punctuation	0.5
Total		5.0

The data has been broadly analysed in terms of:

- Holistic analysis
- Gender-wise analysis
- Item-wise analysis

##### 4.1.1 Holistic Analysis

The purpose of this section is to analyse data holistically and the result has been presented on table 1 on next page.



**Table 1**  
**Holistic Analysis**

S.N.	Items	F.M.	Obt. M.	Percent
1	News writing	150	63	
2	Letter writing	150	86	
3	Developing skeleton into fuller text	150	66	
4	Paragraph writing	150	92	
5	Narrating events	150	56	
6	<b>Total</b>	<b>750</b>	<b>363</b>	<b>48.4</b>

The table 1 shows that the students were asked five different items of guided writing activities viz news writing, letter writing, developing skeleton into fuller text, paragraph writing and narrating events. Each item consisted of equal full marks (i.e. 5) and when it is multiplied with the total number of the students, it becomes 150 for one item and all together 5 items were asked so again when it is multiplied by total number of question 750 becomes as holistic full marks. In this section, students' scores have been analysed with percentage of marks obtained by the participant students. The students respectively obtained 63, 86, 66, 92 and 56 in item number 1, 2, 3, 4 and 5 and all together they obtained 363 marks out of 750 whose percentage becomes 48.4%. The total performance of 30 students from two different schools is 48.4% which is below 50%. To sum of the holistic performance of grade ten students on guided writing based on their grade ten syllabuses is not found so satisfactory.

### **Gender-wise Analysis**

The purpose of this section is to find out the level of proficiency on the basis of gender variation. Among the total 30 students, there were equal number of boys and girls (i.e. 15). Therefore, this section tries to find out whether the boys or

girls of the same level are more proficient in guided writing. The table 2 shows the result regarding this;

**Table 2**  
**Gender-wise analysis**

S.N.	Items	F.M.	Boys		Girls	
			Obt. M.	Avg.M.	Obt.M.	Avg.M.
1	News writing	150	30	2.00	33	2.20
2	Letter writing	150	40	2.66	46	3.06
3	Developing skeleton into fuller text	150	31	2.06	35	2.33
4	Paragraph writing	150	42	2.80	50	3.33
5	Narrating events	150	29	1.93	27	1.80
<b>Total</b>		<b>750</b>	<b>172</b>	<b>11.45</b>	<b>191</b>	<b>12.72</b>

The table 2 shows that in case of news writing, boys scored 2.00 and girls scored 2.20 as average marks. This shows that girls are better than boys in news writing. Similarly, in case of item 2 (i.e. letter writing) as well girls were found to be more proficient with the variation of 0.40 average marks where boys obtained 2.66 and girls obtained 3.06 as average marks.

In the same way, in item 3, which is concerned with developing skeleton into the fuller text, the girls were found to be more proficient compared with boys because the girls obtained average marks 2.33 and boys did 2.06, with the variation of 0.27 average marks.

Similarly, in item 4, the girls and boys obtained 3.33 and 2.80 average marks respectively where variation of 0.53 is seen. So, in case of paragraph writing as well, girls were found to be more proficient.

However, in case of item 5, which is concerned with narrating events, the girls were found to be less proficient compared with boys since boys obtained 1.93 which is greater with 0.13 average marks compared with the girls.

In totality, the table shows that girls obtained 12.72 and boys obtained 11.45 average marks in test of each items. Therefore, girls are found to be more proficient than the boys.

#### **4.1.2 Item-wise Analysis**

This section deals with item-wise analysis of the test score obtained by the students. As five different items were used in the test item, the analysis has been made in five different sub-sections in terms of news writing, letter writing, and developing skeleton into fuller text, paragraph writing and narrating events.

##### **4.1.2.1 Proficiency on News Writing**

This sub-section tries to find out the proficiency of grade ten students on news writing. So, the proficiency of those students have been presented on table 3.

**Table 3**

#### **Proficiency on News Writing**

Item	F.M.	Avg. M.	Below average		Above average	
			No.	%	No.	%
News writing	5	2.1	18	60.00	12	40.00

The table 3 summarises the proficiency of the sampled students in terms of their proficiency on guided writing in relation to news writing. The students have been categorized as the students of below and above average on the basis of average score (2.1) of all 30 students. Accordingly, 60% students are below

and 40% are above average score. This shows that above majority of the students are less proficient in news writing.

#### **4.1.2.2 Proficiency on Letter Writing**

This sub-section tries to find out the proficiency of students on letter writing. So, the proficiency of the students in regard to this item has been presented on table 4.

**Table 4**

#### **Proficiency on Letter Writing**

Item	F.M.	Avg. M.	Below average		Above average	
			No.	%	No.	%
Letter writing	5	2.86	13	43.33	17	56.67

The table 4 summarises the proficiency of the sampled students in terms of their proficiency on guided writing in relation to letter writing. The students have been categorized as the students of below and above average on the basis of average score (2.86) of all 30 students. Accordingly, 43.33% students are below and 56.67% are above average score. This shows that above majority of the students are proficient in letter writing.

#### **4.1.2.3 Proficiency on Story Writing**

This sub-section presents the analysis of data in terms of proficiency of students on story writing which is primarily based on developing skeleton into a fuller text. The result in regard to this item has been presented on table 5 on next page.

**Table 5**

**Proficiency on Story Writing**

Item	F.M.	Avg. M.	Below average		Above average	
			No.	%	No.	%
Story writing	5	2.20	17	56.67	13	43.33

The table 4 summarises the proficiency of the sampled students in terms of their proficiency on guided writing in relation to story writing. The students have been categorized as the students of below and above average on the basis of average score (2.20) of all 30 students. Accordingly, 56.67% students are below and 43.33% students are above average score. This shows that majority of the students are not well proficient in story writing.

**4.1.2.4 Proficiency on Paragraph Writing**

The purpose of this sub-section is to explore the level of proficiency on paragraph writing on the basis of given clues. Their proficiency level has been presented on table 6.

**Table 6**

**Proficiency on Paragraph Writing**

Item	F.M.	Avg. M.	Below average		Above average	
			No.	%	No.	%
Paragraph writing	5	3.06	17	56.67	13	43.33

The table 6 summarises the proficiency of the sampled students in terms of their proficiency on guided writing in relation to paragraph writing. The students have been categorized as the students of below and above average on

the basis of average score (3.06) of all 30 students. Accordingly, 43.33% students are above and 56.67% are below average score. This shows that minority of the students are proficient in paragraph writing.

#### **4.1.2.5 Proficiency on Narrating Events**

The purpose of this sub-section is to explore the level of proficiency on narrating events. Their proficiency level has been presented on table 6.

**Table 7**  
**Proficiency on Narrating Events**

Item	F.M.	Avg. M.	Below average		Above average	
			No.	%	No.	%
Narrating events	5	1.86	14	46.67	16	53.33

The table 7 presents the proficiency of the sampled students in terms of their proficiency on guided writing in relation to narrating events. The students have been categorized as the students of below and above average on the basis of average score (1.86) of all 30 students. Accordingly, 46.67% students are below and 53.33% are above average score. This shows that comparatively, minority of the students are proficient in narrating events.

### **4.2 Summary of Findings**

This section of the thesis presents the summary of findings on the basis of systematic analysis and interpretation. On the basis of the broad analysis of data, summary of the study has been presented in three parts.

#### **a. Findings based on the holistic analysis**

Proficiency of grade ten students on guided writing based on their syllabuses is only 48.4% which is not satisfactory.

## **b. Findings based on gender variation**

- Girls are found better than boys in news writing with the variation of 0.20 average marks.
- Similarly, in case of letter writing as well girls are found to be more proficient with the variation of 0.40 average marks.
- In case of story writing too, girls are found more proficient whose average marks are higher with 0.27.
- Similarly, in case of paragraph writing, girls are found to be more proficient.
- However, in case of narrating events, the girls are found to be less proficient compared with boys.
- In totality, girls are found to be more proficient than the boys because their average marks are higher than boys with the variation of 1.27 marks.

## **c. Findings on the basis of item-wise analysis**

- Above majority of the students (i.e. 60%) are less proficient in news writing.
- Above majority of the students (i.e. 56.67%) are proficient in letter writing.
- Minority of the students (i.e. 43.33%) are proficient in story writing.
- Minority of the students (43.33%) are proficient in paragraph writing.
- Minority of the students (i.e. 46.67%) are proficient in narrating events.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

This is the final chapter of the study which includes conclusion of the study and recommendations of the study. So, on the basis of systematic analysis of data and findings of the study, in this section, conclusion and recommendations have been presented.

#### **5.1 Conclusion**

Writing is a complex task. Many of the Nepalese learners, although they are very good at developing concept, feel difficulty to present them in writing with correct and appropriate organization. Therefore, this study tried to find the level of proficiency on guided writing among the students of grade ten especially focusing on guided writing activities like writing news story, letter writing, story writing, paragraph writing and narrating events. On the basis of analysis of collected data following major findings have been drawn;

- Proficiency of grade ten students on guided writing is not satisfactory in whole but it varies from item to item. The students of grade ten are far more proficient in paragraph writing compared with other items and less proficient in narrating events.
- Girls are found to be more proficient than the boys because their average marks are higher than boys with the variation of 1.27 marks.



## **5.2 Recommendations**

On the basis of findings of the study, some recommendations have been made at three levels;

### **5.2.1. Policy Related**

As this study found out that proficiency of the students on guided writing vary from activities to activities, I would like to suggest to the concerned authorities to develop courses focusing on all the possible activities on guided writing. Similarly, as the students are found to feel difficult in expressing ideas in written signs although they are well proficient in conceptualizing them, I would like to recommend at the policy level to highlight the importance of writing skills in the curriculum.

### **5.2.2 Practice Related**

The practitioners are the teachers and the students. Therefore, to develop the proficiency of the students guided writing, I would like to suggest to the teachers that they should engage the students in writing activities as more as possible. Similarly, the students should also engage themselves in writing tasks.

### **5.2.3 Further Research Related**

As the present studies can be the guidelines to find out or define the research problems in the future researches, future researchers can employ the findings of this study in their study. In other words, if future researchers do their studies relating to my study, they can use this study as one of the bases.

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Publication.

## **Appendix-I**

### **Test-Item**

Time: 2 hrs.

F.M. 25

P.M. 12

I am **Birendra Giri**, an M.Ed student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. I am doing this thesis under the supervision of Mr. Resham Acharya, Teaching assistant, Department of English Education T.U. Kirtipur. This set of test items has been prepared to collect the data for the purpose of a research study on the writing proficiency of grade ten students of Pyuthan district on guided writing to fulfill the master's degree. I Promise that your creation will be confidential. Please, supply required information in the following format.

**Birendra Giri**

**Researcher**

Name:

Sex:

School's name:

Class:

Subject:

Roll No:

Section:

**1. Write newspaper article with the help of the given clues below the headings in about 150 words. 5**

**Koshi Beat Mahakali**

Inter – Zonal tournament \_\_\_\_\_ Dashrath Stadium, Kathmandu \_\_\_\_\_  
final cash \_\_\_\_\_ 3 goals to 1

**2. Suppose you are studying at XYZ school. You have very poor family economic background and are unable to pay fees. You want some discount in fees. So, write a letter to the headmaster of the school requesting him/her to discount your fees. 5**

**3. Write a readable story with the help of the following outlines. 5**

A boy \_\_\_\_\_ a jar full of nuts \_\_\_\_\_ with a narrow neck \_\_\_\_\_ put hand  
in \_\_\_\_\_ try handful nuts \_\_\_\_\_ can't get the hand out \_\_\_\_\_ mother  
came \_\_\_\_\_ moral.

**4. Write a short paragraph about yourself based on the following hints. 5**

Your birthplace and date, age, family size and member, education (school, when, where, why) interest, like, dislikes, physical description, present status, future plans, etc.

**6. The prime minister is visiting Pyuthan soon. Narrate it in paragraph.**

**5**

Time	Programs
6:00 am	fly to pyuthan
6:45 am	arrive Pyuthan
7:30 am	address the meeting of Co-operative
8:30 am	inaugurate new bridge
10:00 am	visit district Hospital
11:00 am	lunch at local hotel
12:30 pm	visit party cadres
02:00 pm	fly back to Kathmandu