GUIDED WRITING PRACTICES IN BASIC LEVEL ENGLISH CLASSES

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for theMaster of Education in English

Submitted by

Tika RamGiri

Faculty of Education

Tribhuvan University

Kirtipur,Kathmandu,Nepal

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date : 24/05/2018   _____

                                                                    Tika RamGiri

DEDICATION

Dedicated

to

My parents who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

ABSTRACT

The study entitled **Guided Writing Practices in Basic Level English Classes**was an attempt to find out practicesof the guided writing by the teachers for the basic levels students of government-aided schools. This study was based on the survey research design. The researcher collected data from both primary and secondary sources. For the primary data, the researcher selected tengovernment aided schools of Ramechhap district by using non-random sampling procedure. The observation checklists were employed as research tools for data collection. The study has focused on the major three activities such as paraphrasing, parallel writing and developing a skeleton into fuller writing and five practices of guided writing such as modeled writing, immediate guidance, self-correction, shared writing and interactive writing. This study focused on guided writing practices used by basic level English teachers and the researcher observed the classes of ten teachers and 3 classes of each teacher in grade seven and eight. Most of the teachers didn't use the techniques of guided writing and the study has found the major activities that they used as poor in their teaching. They involved in the traditional ways of teaching writing activities. The guided writing practices such as immediate guidance, self correction, modeled writing, shared writing and interactive writing activities weren't focused by the teachers.

This thesis comprises five chapters. The first chapter deals with introduction thatconsists of general background, objectives and significance of the study. The second chapter reviews the theoretical and empirical literatures, implications of the review for the study and conceptual framework. The third chapter deals with the methodology used in the study: the sources of data, (both primary and secondary) sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. The fourth chapter consists of analysis and interpretation of the data to find out the techniques used by the teachers while teaching writing skills at lower secondary level. The collected data were analyzed and interpreted by using frequency distribution table. The fifth chapter presents the findings derived from the analysis and the interpretation of the data. It also suggests some recommendations on the basis of the findings. The final section of the study includes the references and appendices.

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LIST OF ABBREVIATIONS AND SYMBOLS

%	Percentage
A.D.	Anno Domini
CUP:	Cambridge University Press
eg.	For example
etc.	Etcetera
i.e.	That is
M.Ed.	Master in Education
NELTA	Nepal English Language Teachers'
OUP:	Oxford University Press
T.U.	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This study is about the Guided Writing Practices in Basic Level Classes. This chapter consists of background of the study, objectives of study, statement of the problems, significance of the study, research questions, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language helps to express the ideas, emotions, feelings, etc. It is the means of communication. Different scholars have defined language differently.According to Saravanan (2014), English language has attained an international acceptance due to globalization and most of learners need to write and speak English fluently and accurately in the general and academic domains. Therefore, language is fundamentally a means of human communication. It is most indispensable tool for establishing social relationship and supervising for human beings as a useful as well as valuable member of the society.

English has become the default language for internationalcommerce and travel inthis fully globalized world. More students arestudying English as a foreign or a second language in both thenative and non-native English-speakingenvironments than everbefore. This has led to English becoming a Lingua Franca (ELF).One interesting result of this expansion of the English language isthe varieties of English that are now known as World Englishes.(Webb, Rebecca. 2015)

Language is the systematic conventional use of sound, signs or written symbol in the human society for communication and self-expression. Therefore, it is not only essential but also inevitable for a human being to get mastery over a language to survive in the society. Wardhaugh (1986, p.1) also defines "A

language is what the members of particular society speak". Therefore, various linguists have defined language variously. However, they have come to the same conclusion that the language is a human phenomenon especially meant for communicative purpose, which has its own system and produced voluntarily through vocal apparatus.

Among different languages of the world, English is the most widely used and accepted language. We can say that English is a lingua franca because it helps to share ideas who are from different linguistic background. English language comes under Endo-European language family and is a sub branch of Germanic language family.

A person, who has good knowledge in English, will be known everywhere. It has a vital role in the field of politics, science, business, and mass media and so on. English seems vital in every field and respects. If we look at the media we find that over 50 percent of world newspapers, over 50 percent of radios stations use English as medium of communication. Therefore, realizing this fact English is taught as a core subject from grade one to bachelor level in Nepal. The English language has become vital in the world. We are compelled to learn it to exist. Without English, our existence is in danger. English learning has been necessary for us not only to use for our interest but also to survive purposefully. One can use it differently for one's purpose but the necessity of learning has been inevitable. Therefore, it has gained the international recognition. Hence, it has become as Lingua Franca for everybody.

Language consists of four basic skills viz. listening, speaking, reading and writing. To use English effectively, it is important to master over the four language skills, namely listening, speaking, reading and writing. Among all the four-language skills, writing is considered a complex process and the most important skill for the second language learners to master over the language, to communicate ideas and information effectively through the global network.

According to Khaniya (2005) "writing is an activity which involves the writer in the process of formulating ideas, then testing and confirming them"(p.148). Written discourse is carefully organized and formulated. Writing is one of the basic and important skills. Writing is secondary and based on speech. Writing is system of written symbol which represents the sounds, syllable or words. All languages of the world which have their written form, use graphic symbols that represents sounds, syllabus, or words of a language (Richard et.al. 1985, p. 313). Writing proficiency plays vital role in securing good marks in the examination. Writing is a productive skill, which needs proper handling of the mechanics of writing to make sensible sentences and paragraph. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. Among the four skills of language, writing is the output of the listening, speaking and reading. Writing makes use of graphic symbols to present spoken sounds.

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involve in writing are highly complex. L2 writer have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling punctuation word choice and so on. (Richards and Renandya, 2002, p.303)

Thus, looking at writing as a piece of discourse is to consider it a finished product. However, writing is not only seen as a way of putting ideas from mind to paper but it is also so complex process that needs reorganization, revision and coherence. Moreover, it is considered as the process of generating meaning.

In writing, there are mainly four types of skills which havebeen practiced such as controlled writing, guided writing, free-composition writing and writing para-orthographic text (Heaton, 1975). Among them guided writing one of the mainly subscribed skills in the courses of basic level English.

Guided writing is an essential tool in a balanced writing curriculum, providing an additional sup-ported step towards independent writing. Guided writing activities are seen as important in the teaching of writing. The students are suggested to do writing tasks based on guideline given to them. They are intended to produce a required work or written text. They are involved in the activities such as paraphrasing, parallel writing, developing a text through skeleton and so on. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing independence. Teachers may provide detailed plans, note or writing frameworks, frequent conferences and peer assistance as they seek to guide pupils in their writing.

Teaching needs to apply various techniques and methods. Teaching-learning strategies are the methods, procedures, processes, techniques anddesigned plans through which the selected subject matters are taught or disseminated tothe learners. Since teaching-learning process uses a certain text in the classroom, there is a close relationship between subject mattersand teaching methods.

He/she needs to be tactical while teaching writing skill. It is particularly effective in making a difference in students' writing. The teacher is able to observe and respond to the needs of individuals within the group. It provides the teacher with the opportunity to extend and challenge more-able groups of students, encourages the students to be active participants in discussions about writing, builds confidence; the group are all grappling with the same issues and allows the teacher to give immediate feedback and the opportunity to discuss further areas for improvement. It provides opportunities to assist students with any step-in writing process, to focus instruction on specific concept and strategies and to enhance learning by teaching craft lessons to those who need new skills. By the above discussion, it can be argued that writing is nothing but just brainstorming process. Writing skill generally and guided writing skill

particularly is considered as a specific skill and ability that can spread out knowledge, fleeing and experiences to others or many more. The teaching activities of guided writing is needed to be revealed specially of the government aided schools. For this, I conducted a research in the government added schools of Ramechhap district.

1.2. Statement of the Problems

English language has different skills such as reading, writing and listening. Among them writing is one of the major skills (Khaniya, 2005). Writing is not seen just as one of the language skills to be learned, but as an effective way for a learner to generate words, sentences and even chunks to discourse. Writing skill is taught and learnt at the basic level to higher level. Writing is primarily taught for all levels. According to the basic level English curriculum of grade Eight, the skills cover 30 % in the DLE Examination. However, this skill is not taught properly in the classroom. Students' creativity in writing is poor.

Guided writing skill is one of the mainly practiced writing skillwhile teaching writing which sought to enhance the basic knowledge about the writing.The activities while teaching guided writing include paraphrasing, parallel writing, developing skeleton into fuller text. In addition, the techniques have been using while teaching guided writing are immediate guidance technique, self-correction technique, modeled writing, shared writing and interactive writing. However, in my observation, there seemed lacking in the use of these activities and teaching through these techniques, specially, in the basic level. Thus, I attempted to find out teaching techniques of guided writing in basic level. I aimed to find out the teaching techniques of government-aidedschoolteacherwhile teaching guided writing. Some of the issues and problems addressed in this research are:

) There is no particular environment to the students for learning in learner friendly environment and the teachers are not interested to provide immediate feedback while teaching writing.

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) Students don't engage in peer learning and teachers don't encourage them.

) The teachers don't apply new techniques of guided writing.

1.3 Objectives of the Study

The general objective of this study is to explore the techniques of teaching guided writing in the basic level school. The specific objectives of this study are as follows:

a) To analyze the guided writing practices at basic levels schools of Ramechhap district,

b) To suggest some pedagogical implications.

1.4 Research Questions

The present study has addressed the following two research questions:

a) How do the teachers of government aided schools teach guided writing?

b) What are the different practices applied in teaching guided writing?

1.5 Significance of the Study

In teaching a language effectively and purposefully, almost each and every teacher is required to practice many methods and techniques. We can use various methods for teaching writing. This study 'Guided Writing Practices in Basic Level English classes' will be significant mainly for teacher because teachers are directly concerned with English course. Teacher can develop various classroom materials. This study will be significant for the material developers. It will also be helpful for text book designers to design and write better course and textbook.

1.6 Limitations of the Study

The study had the following limitations:

a.   The study was limited to ten government-aided schools of Ramechhap district.
b.   The study observed the teachers activities and practices for guided writing of class 7 and 8.
c.   The data collection tools were observation checklist.

1.7 Operational Definition of Key Terms

Techniques	:	Ways or teaching strategies of teaching language
Guided writing	:	A form of teaching writing in which learners are given step by step instruction.It is semi-controlled writing.
Government aided school	:	The school approved funding by the government of Nepal.
Basic Level	:	Level from class one to class eight.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This chapter reviews the prior theoretical as well as empirical studies. Review of the related literature is an essential part of all researchers. A researcher must have deep knowledge of already established theories and researches that closely related to the problems close by him/her.The previous studies cannot be ignored because they provide the foundation to the present study. Some of the reviews of these studies, which are relevant to the present study are given below.

2.1 Review of Theoretical Literature

Writing is one of the productive skill, the other being the speaking whereas listening and reading are the receptive skills. Reading without understanding is just barking at the print, speaking is much more than the production of speech sounds, listening without decoding the sound into message is no listening at all. Likewise, writing is much more than the production of graphic symbols. The symbols have to be arranged according to certain convention to form words and words have to be arranged to form sentences. We produce a sequence of sentences arranged in a particular order and linked together in a certain way, that we may call a text.

This subchapter deals with different theoretical perspectives related to the techniques and guided writing.

2.1.1   Activities and Techniques for Teaching Writing

The teachers can use different activities or techniques in teaching writing. The teacher may select or design the writing activities depending upon which approach of writing he or she is trying to adopt and what the level of class is. Two common types of activities can be used in L2 writing classroom.

a)   Free Writing

b)   Guided Writing

In free writing, students are given a topic or issue. There are no restrictions on them for the use of vocabulary and sentence structures. They are free to think and supply their ideas. The students should be highly autonomous, active and creative during the free writing task. When students are given the free writing task, they should get the chance for thinking and planning about it. In the guided writing activities, students are suggested to do writing task on the basis of the guidelines given to them.

Writing can be looked in two levels. In its simplest form writing can be the act of 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. Writing, thus, is clearly much more than production of graphic symbols. The symbols have to be arranged according to certain conventions to form words and the words have to be arranged to form sentences. So, in its highly developed form, writing refers to the expression of ideas in a consecutive way according to the message of some kind or translating our thought into language in graphic form.

Byrne (1979) depicts:

"Writing can be said to be the act of forming graphic symbols: marking marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be 'writing' if we are merely list of words, as in inventories of items such as shopping lists" (p.1).

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

2.1.1.1 Characteristics of Good Writing

Writing is an art of using language but it is a very complex task to write clearly and explicitly. The correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thought. Some essential characteristics of good writing are introduced as follows:

(i)   Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing. If there is more economy in writing, the less chances of occurring fault. Good writing is like a gold coin, small in size but precious one.

(ii) Simplicity

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

(iii) Clarity

A good writer should not add complications or should be plausible in his writing. The writing must be free from ambiguity and should be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements.

(iv) Continuity

Continuity of thought is another important factor of a good writing. There should be continuity of thought from one word to another, from one phrase to another, from one sentence to another, from first to second paragraph and from first chapter to next chapter. The concept of continuity of though is based on the natural linkage of ideas. It should maintain standard from the beginning to the end.

(v) Free from Errors

The writer cannot use a whole range of facial expression, gestures and general bodily language to convey the massage. As writing is a permanent cord of ones thought or ideas, it must be accurate. Every written piece has to be free from lexical, syntactic, semantic, and grammatical errors.

Furthermore, a good piece of writing requires examples and illustrations to explain abstract and difficult ideas. There should be appropriate facts, figures, depth of knowledge, specific and maximum objectivity in every piece of effective writing. Writing involves thinking, planning, assembling, clarifying and organizing processes. The art of writing is based upon one's own mental capacity which is very important for specific subject matter.

2.1.1.2 Components of Writing

Writing is a system of written symbols which represent the sounds, syllables or words of language. It is not merely an activity of encoding verbal thought in

printed symbols. Instead, it consists of some special components. They are given as follow:

**a.	Mechanics**

The mechanics refers to the aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and members which are often dealt within the revision or editing stage of writing. The mechanics of writing is very basic concept in writing process. Spelling in any piece of writing plays vital role in understanding written message and judging students' ability. Slight change in spelling brings drastic change in the meaning. Similarly, punctuation, frequently used as a matter of personal style, has a great role to make writing attractive. The violation of well-established rules makes a piece of writing look awkward to many readers. Similarly, capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of the word of the sentence, the pronoun 'I', the first letter in a word of a quotation, etc. are familiar rules of capitalization. It seems to be matter of styles rather than convention. As stylistic purpose, writer usually does so to emphasize a key word or a concept. Therefore spelling, punctuation and capitalization seem to be major mechanics in writing.

**b.	Coherence**

Coherence simply refers to the logical sense relation between lexical items in a text. Crystal (1992) defines:

> Coherence refers to the principle of organization postulated to account for the underlying functional connectedness or identity of a piece of spoken or written language. It involves the study of such factors as the language users' knowledge of the world, the inferences they make, and the assumptions they hold. Coherence is usually contrasted with cohesion, which refers to the syntactic or semantic connectivity of linguistic forms at a surface-structure level of analysis (p. 81).

Appropriate methods to adjust coherence in writing are chronological order (in which the materials are presented according to the order of time), spatial order (in which the materials in writing are presented according to the position) and logical order (in which the controlling idea is developed by means of supporting details leading to a conclusion).

c.   Cohesion

Cohesion refers to the grammatical and/or lexical relationships between different elements of a text. This may be the relationship between sentences or between different parts of sentence.

By this (cohesion) is meant the intra-textual relations of a grammatical and lexical kind which knit the parts of a text together into a complete unit of discourse and which, therefore, convey the meaning of the text as a whole.

These above mentioned components, may also be said to be styles of writing, play important role to make any piece of writing complete, understandable, readable, attractive and so on.

(d) Orthographic and Para-Orthographic Texts

The orthographic system deals with linguistic symbols such as spelling, words, phrases, clauses, sentences, etc. and para-orthographic text is related to the use of diagram, figure, symbols etc.

2.1.1.3 Purposes of Writing

Purpose is the goal or aim of piece of writing; to express oneself, to provide information, to persuade or to create any text. The purposes of writing are as follow:

(i) Writing for Reinforcement

Reinforcement refers to practicing something that students have just learned. It is to reinforce a grammatical concept that has just been introduced through drills.

(ii) Writing for Training

Writing for training is similar to writing for reinforcement but differs in that it is not limited to reinforcement of grammatical structures previously presented in another mode but it introduces patterns of linguistic and rhetorical forms that might be new to the students and gives them practice in using and manipulating these new patterns. Students work with units of discourse longer than the sentence, but within parameters strictly prescribed by the teacher or textbook. This focuses on the manipulation of rhetorical and grammatical structures, particularly through the use of transformations.

(iii) Writing for Imitation

Writing for imitation uses models of content or form as a stimulus for writing. Students become familiar with rhetorical and syntactic forms by following carefully chosen models. Purpose, relying on models of rhetoric and syntax, is to familiarize non- native speakers with rhetorical forms perceived as specific to the target language, weaning them from patterns in their first language.

(iv) Writing for Communication

It consists of more recent interest and awareness of the importance of the writer's purpose and audience for writing even though teachers postulate new audiences; the audience is most often fictional: the teacher will read the final product and comment on it, probably by correcting linguistic errors. It is sometimes a context for writing what is given through guidelines as to content and purpose. Not only an information gap exists, but task dependency- one student has the information that another does not and has to convey that

information so that the receiver can use it. Journal writing is a good activity for authentic communicative writing.

(v) Writing for Fluency

Writing for fluency consists of ongoing discussion concerning fluency vs. accuracy, content vs. form, and product vs. process. Writing assigned for developing fluency does not necessarily require certain standards of social acceptability, particularly if the writing is a draft, a journal, listing, brain storming, and revisions or free writing, in which accuracy is not at issue for the teacher. Students are free to generate their own content; they are urged to concentrate on ideas and not be concerned about spelling and grammar (accuracy) until they are satisfied enough with their content to work on editing. Other types of writing for fluency are final drafts, examination essays etc. and call for accuracy but that does not mean that content and ideas are less important, only that accuracy is as necessary as content and ideas for the reader.

(vi) Writing for Learning

It consists of the governing philosophy for the five purposes above, which are presented in a *developmental* order. The five purposes above tend to be discrete: they do not include all the other purposes, with them. Writing for learning is *comprehensive* and*cumulative.* It can replace all the other purposes, yet at the same time include them too. When this is the framework for writing, all activities are seen as a way to learn a language as well as to learn more about the subject matter being written about.

Writing is wasted if we use it just for testing and skill practice. A main characteristic of writing*: its ability to be available for scrutiny and revision.* Writing for learning emphasis on all three points of the communication triangle: writer, reader, and text, and writing thus becomes truly interactive and

communicative. Writing is the ideal medium for getting it wrong. It is also the ideal medium for eventually getting it right (as cited in Sharma, 2009).

2.1.1.4 Stages of Teaching Writing

Writing is the productive skill in written mode of communication. It is a complete process requiring many composite skills viz. mental, psychological, rhetorical and critical. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. According to White and Arndt (1991), it is better to go through the following process while teaching writing skills.

A. Planning

Teaching writing will not be a successful unless the teacher prepares an overall plan of it. Planning is a pre writing activity that encourages students to write. The following activities provide the learning experiences of students at this stage:

a. **Brainstorming: -** It is the process of quick thinking without inhibition and fertile means of generating ideas.

b. **Consulting resources for information: -** Writer shares information in a group by visiting library and refers to resources in this stage.

c. **Making notes: -** Writer makes structured and unstructured notes by means of spiderogram. Spiderogram technique is very useful for gathering the idea of brainstorming.

d. **Organizing notes**:-. Writer maintains unity and coherence by dividing ideas into paragraphs and using transitional devices. He also writes topic sentences and provides supporting details.

B. Making an Outline

In this stage, the organized ideas are to be set in certain order and relationship by using notes and deciding paragraphs and sequence. It might be written in short phrases, incomplete sentences, but must be legible.

C. Preparing the First Draft

Oncesufficientideas aregathered attheplanningandoutliningstage,the firstattemptatwriting-thatis drafting-mayproceedquickly. At the draftingstage, " Thewritersfocuson the fluency of writingand arenot preoccupiedwithgrammaticalaccuracy or the neatness of the draft "(RichardsandRenandya, 2002).Drafting activities make the more from pre-writing activities to actual writing process. They are moving from writer based writing to reader based writing. One important dimension of good writing is that the writer's ability to visualize the audience in terms of level, age, purpose, linguistic backgroundand interest depending on the genre of writing i.e. narrative, descriptive, expository, argumentative and reflective. The writer deletes and adds sometimes, if essential.

For this stage, the following stages should be considered:

- Keepin mind the assumedreaders and theirknowledge of thesubject.
- Thinkof whatinformation thereadersneedsneedtoknow to make sense ofthe text. '
- Identifymissinginformation.
- Add thenewinformation atappropriatepointsin thetext.
- Deletetheinformation thatis repeated – Re- orderwords/sentences tomaintain coherence.

D. Revising, Editing and Producing the Final Draft

First draft can never be the final product. The writer can change the words, sentences or even some part of organization. S/he can judge the overall components of the writing text. Production of the final copy is the goal of writing. This is a post-writing activity where the writer reads carefully, makes proof reading and prepares the final draft for publication.

The term process writing has been bandied about quite a while in ESL/EFL classrooms. Process writing in the classroom may be constructed as a program of instruction that provides students with a series of planned learning experiences to help them understand the nature of writing at every point. According to (White and Arndt 1991 as cited in Alves A. 2008 p.6) the following model for writing process.

Similarly, Richard and Renandya(2002, p.315) make the following figure for writing process.

2.1.1.5 Writing Skills

In listening and reading activities, students engage in receptive exercise such as comprehension task, intensive and extensive exercise, etc. Speaking and writing engage them to more creative and productive exercises such as describing a situation, narrating an event, expressing opinions etc. The activities focusing on pattern, system should be used in writing practice. In written discourse, there is a carefully organized and formulated exercise while teaching writing skill. Writing is the language skill that is least used by the most people in their native language and perceived as most difficult but especially important by most of the second or foreign language learners. Writing skill can be practiced getting it integrated with other skills, such as listening, reading, and speaking. Only knowing spelling, vocabulary, and grammar may not help ones to write fluently, creatively, and critically. Spelling and punctuation may be practiced through orthography based activities. Writing involves a number of basic as well as higher level cognitive skills.

2.1.2   Guided Writing

Guided writing is more developed stage than the above ones. Guided writing lessons are small group lesson teaching where students need to practice with the immediate guidance from the teacher. The guided writing activities are designed on the basis of the insights gained from both process and product approach. The students are suggested to do writing tasks on the basis of the guidelines given to them.

There are mainly four types of writing to be practiced while teaching writing skill. They are controlled writing, guided writing, free writing and writing para-orthographic text. This study is mainly concerned with guided writing, which arebriefly illustrated below:

Guided writing involves a teacher working with a group of learners on a writing task. The aim of the writing tasks are based on what they have

previously been learning about the writing process. Guided writing aims to support in the psychologically and cognitively difficult activities.

Guided writing is an essential component of a balanced writing curriculum, providing an additionalsupported step towards independent writing. Itcontributes to the teaching sequence asexemplified in the Primary Framework. Through guided writing, children are supported during thedifferent stages of the writing process.As an activity, it should be carefully targeted towards groups of children according to their currenttargets or specific needs. Within the teaching sequence, guided writing would normally follow on from shared writing, though not necessarily during the same session. Teachers should consider carefully the purpose of the guided session and select the childrenaccordingly. The aim is to provide support that is going to help children to improve their writing andto work with increasing independence. Guided writing:

a) enables the teacher to tailor the teaching to the needs of the group;

b) facilitates the teaching and learning of individual children. Although guided writing is a groupactivity focused on the needs of the group, the teacher is able to observe and respond to theneeds of individuals within the group;

c) provides the teacher with the opportunity to extend and challenge more-able groups ofchildren;

d) encourages the children to be active participants in discussions about writing;

e) builds confidence – the group are all grappling with the same issues;

f) allows the teacher to give immediate feedback on success and the opportunity to discussfurther areas for improvement.

The main exercise types are completion, reproduction, comprehension and transformation.The activities for teaching guided writing include paraphrasing, parallel writing, developing and skeleton into fuller text.Some activities of guided writing are given below:

a) Paraphrasing

Paraphrasing is the text of producing alternative version of a sentence of a paragraph. It may extent from very simple transformation exercises to more advanced one. In paraphrasing, students are involved in writing a given sentences or text in different version such as in passive voice, reported speech, indirect questions, summary, interpretation. The example of paraphrasing is given below:

> Read the following conversation, change into a narrative in a paragraph.
> Ram: Eighty percentage in final exam?
> Shyam: Yes, I have seen the result.
> Ram: Please inform him as soon as possible.

b) Parallel Writing

In this, students are asked to write similar paragraph on the basis of the text they have studied. Students practice following a model text or imitating writing from the given text. 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 and structure. Students read a model text try to reproduce the similar one. The example of Parallel writing is given below:

> Read the paragraph given below and write a similar one about your friend.
> My Best Friend
> My Best Friend's name is Ramesh. He is verysimple and loving to me. He studies in grade eight. He is the first student in our class. He is tall and handsome. He is very helpful and he always wants to share his knowledge.

c) Developing skeleton into a fuller text

In this, students complete the text on the basis of its skeleton such as the students are given basic outlines on the basis of which they have to produce a fuller text. The outlines can be in the form of small points of one or few words.

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 writing task. Generally, it includes the task of writing a story or an essay and completing the broken dialogue.

Using the clues below, write a paragraph in 100 words.

Computer: Introduction-features-advantages-disadvantages-how can it be helpful to the students.

2.1.3   Practices in Guided Writing

Guided writing can be focused at whole text level, sentence level, or word level. It usually follows on from shared writing and tailored to the need of the each group. A writing session may begin with the teacher modeling how to engage a reader through the use of interesting sentence starters, powerful vocabulary etc. In the shared session, the students use supported composition to practice and apply these new skills. Guided writing can support students to transfer ideas from plans into writing, apply strategies, and skill, gained as readers to meet the need of an audience, draft their writing for meaning and content. The goals of guided writing instruction are given below:

a) To write clearly and creatively to convey a message
b) To communicate ideas, thoughts, feelings and experiences
c) To understand that writing is reflective and interactive process

According to Gibson (2018) the following techniques have been usingfor guided writing practices:

-Immediate Guidance Technique
-Self-correction Technique
-Modeled Writing
-Shared Writing
-Interactive Writing

2.1.3.1 Immediate Guidance Technique

Young writers need to be experienced, sustained and successful writing. Guided writing lessons are temporary, small group lesson teaching that a group of students must need to practice with immediate guidance from teachers. Guided writing lessons can be taught after a whole class lesson once other students are actively engaged in independent writing.

Young and poor writers have a limited control over strategies for writing. Those writers do, however, learn strategic behavior for writing when these strategies are taught to them in clear and supportive way. When authentic and targeted modeling of the ways in which writer's work is presented by the teacher and co-constructed with students during collaborative, rich discussion, learners develop understanding of the purposes, intrinsic motivation and techniques of writing. Guided writing is taught to a small group in briskly paced, 20 minute lesson. These group should be flexible based on observation of the students' current needs and might be implemented on whole class writing. According to Gibson(2018) the following activities can be practiced for this technique:

a) Engage students in rich conversation; expand their linguistic ability for the topic.

b) Provide students with time(5-10 minutes) to write at the small group table.

c) Provide immediate individual guidance while students write and monitor students.

d) Students should experience sustained attention to write, producing a short but complete piece of writing.

e) Include brief sharing activities in which students' immediate work is shared.

2.1.3.2 Self -Correction Technique

For the school students, guided writing is easier than free writing. Students can write on the basis of guidelines given to them. But while writing, students may commit many mistakes. The self-correction technique is one of the techniques in teaching guided writing. Self-correction is the techniques where learners correct themselves instead of the teacher do it. Teacher can involve learners in self-correction to different degrees, by giving learners more or less guidance. The teacher can motivate learners by this technique.

2.1.3.3 Modeled Writing

In modeled writing, the teacher demonstrates specific aspects of writing to the whole class, for example text form, genre, or format. The teacher provides full support and models what the proficient writer does. The teacher plans the model writing lessons based on students need. The teacher should use correct spelling, grammar and punctuation and demonstrate the use of resources in the classroom for example theme words, dictionaries.

The modeled writing lesson provides students with an opportunity to watch a proficient writer and hears a proficient writers thought and ideas. The students can try to write based on proficient writer's text.

2.1.3.4 SharedWriting

Shared writing allows students and teachers to work together on a piece of writing. The students and teacher collaborate to create a text. The writing that is produced should be easily available to the students so they may read it and use it as a model for their own writing. Shared writing can be taught in large or small group setting.

-Gibson, A. (2018)

2.1.3.5 Interactive Writing

Interactive writing is a technique in which the students and teachers share the task of scribing the message. This technique can be helpful to encourage the students to become independent writer.

Interactive writing is an instructional context in which a teacher shares a pen literally and figuratively with a group of children as they collaboratively compose and construct a written text.

Interactive writing is a cooperative event in which teacher and children jointly compose and write text. Not only do they share the decision about what they are going to write, they also share the duties of scribe.

Beside those techniques, the teachers also may use the group work, pair work, individualization, visual material, flash cards etc. to teach guided writing exercises.

2.1.4   Basic Education (Grade 1-8)

According to the International Standard Classification of Education (ISCED) basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). The school system in Nepal consists of primary, lower secondary, secondary and higher secondary education, lasting a total of 12 years. Basic education lasts eight years, with five years primary cycle and three years lower secondary cycle.

The main aim of basic education is to develop the innate ability of each child through child centered education. Its main aim is to produce citizen who are loyal to the nation and democracy and aware of their responsibility toward the social and natural environment. Students are expected to be competent in communicating ideas independent, hard-working, health consciousness and morally sound. (National Education Framework for School Education in Nepal, 2007)

2.2 Review of Empirical Literature

Many researches are carried out on writing proficiency under different universities around the world. In Nepal, many researches have been studied under the department of English Education, TU, Kirtipur. Among them, some of the research works related to this study are observed as follow:

Giri (1981) carried out a study on "A comparative study of English language proficiency of the students studying Grade 10 in secondary schools of Katmandu and Doti" The result of the study obviously concluded that students out of the valley were poorer in English language proficiency than those inside the valley.

Dangol (2004) carried out a study on "Errors Committed by tenth graders in writing guided composition". He found that the students were better in using conjunction than in using tense.Similarly, Kafle (2008) carried out a study on

"Proficiency in guided writing". He found that the writing proficiency of the students of private schools was found better than the students of public schools.

Sitaula(2008) carried out a research entitled, "A Comparative Study on Students' Proficiency in Free writing and Guided Writing". His main objective was to find out the proficiency of grade 10 students' free and guided writing. He sampled 40 students in grade 10 of different private schools of Makawanpur district. He found that proficiency was better in guided writing than in free writing.

Shah(2009) conducted a research entitled, "Proficiency in guided writing" to find out the guided writing proficiency. He sampled 80 students of class 10 studying in 4 public schools of Rukum district. He found that writing proficiency of girls was better than of boys.

Sharma(2010) carried out a research entitled "Techniques Used by the Teachers While Teaching Writing Skill". Her main objective of her research was to find out the techniques of developing Writing skills used by the teachers while teaching English at lower secondary level. She sampled teachers and students of grade eight in Kathmandu district. The majority of the activities (52%) were found in poor and only a reasonable number of the activities were found in tolerable condition while using visual materials. Thus, a few number of the teachers used visual materials.

Rana(2011) carried out a research entitled "Techniques Used by the Primary LevelEnglishTeachers in Teaching Vocabulary". His main objective of his research was to find out the teaching techniques used by primary level of English teachers in teaching vocabulary in terms of teaching meaning of new word, teaching pronunciation and teaching spelling. He collected data from ten primary level English teachers of Baglung District. It was found that 80 percent of the teachers used 'modeling' as a technique for teaching pronunciation of a new word. They pronounced new words in the class and asked their students to repeat the words after them.

Dhakal (2013) carried out a research about students proficiency in guided writing through written feedback. Her main objective of research was to develop students' proficiency in guided writing through written feedback. Students performance was seen better by feedback in her research.

Adhikari(2013) carried out a research entitled "The Techniques used by IELTS Instructors While Teaching Writing Skill". The objective of his research was to find out the techniques used by IELTS instructors while teaching writing skill. Ten IELTS instructors from the 10 different institutes of Kathmandu valley were selected utilizing purposive sampling procedure. Most of the respondents were found to give more time for teaching reading skill and some of them give equal focus in writing skill among the four skills.

Pandey(2016) conducted a research entitled"Techniques and Materials Used in Teaching Reading Skill". The main objective of his research was to find out the techniques adopted by primary level English teacher in teaching reading. He found that the major techniques were sensitizing, scanning, previewing, etc. and the major materials were textbook, pictures, comic script, newspaper, cutouts, puzzles, posters and so on.

This research is directly related to the techniques of teaching guided writing in basic level's schools. It considered filling the gaps in these studies. Therefore, I opine that it will help English language teachers, school supervisors, curriculum designers, but it is particularly fruitful to the students and teachers who learn and teach English of grade six. Thus, it will be useful to the concerned professional in the field to teaching English as a foreign language.

2.3 Conceptual Framework

This section represents a graphic form of the study on which whole study has based. I have made a conceptual framework based on the above literature review. The conceptual framework of this study is as below;

Fig. 2.1. Conceptual Framework of the study

The study findings are interpreted on the basis of two ways; activities for teaching guided writing and techniques for teaching Guided Writing. At first, the researcher included three forms of the guided writing; paraphrasing, parallel writing and developing Skeleton into a fuller text and the techniques for teaching guided writing included Immediate Guidance Technique, Self-Correction Technique, Modeled Writing, shared writing and interactive writing.

2.4 Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been done before and establish the relevance of the information to our own research. For conducting any research, it is very important to study previous researches related to the present study. For conducting research work successfully, the researcher can review several researches. The researcher should study books, journals, magazines, articles, reports, websites, etc. If we review the literature we can get theoretical and practical knowledge.

For my research, I reviewed some research work which is related to my study. I am going to conduct research related to writing so I have collected many information regarding writing. Some of the books I reviewed are Richard and Renandya(2002), Best and Kahn(1999), Tony Silva and Paul Matsuda (2002). Apart from these I have reviewed Sitaula(2008), Shah(2009), Karki(1996), Paudel(1999), Yadav(2012), Rana(2011), Sharma(2010) and Adhikari(2013).

These works helped me to conduct the present research practically. These researches were helpful for formulating objectives, making research questions, improve methodology, and contextualize the findings. They provided me the ideas for developing data collection tools, sampling procedure etc. To make my research scientific, systematic and relevant, aforementioned researches played significant role.

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter explains methods and research process of the study. A systemic research study needs to follow proper methodology to achieve the pre-determined objectives. In this chapter, sources of data, population of the study, sample population, tools of data collection, and process of data collection and limitations of study have been dealt with. To achieve the objectives of this research, the following methodologies and procedures were adopted.

3.1 Design and Method of the Study

Research is a search for knowledge through systematic method of finding the solution to a problem. There are many research designs which are used to find out answer to the problematic questions. Among them Survey research is one. According to Cohen and Manion(1985) survey research is most common design of research in social science as well as in the field of education. In most of the fields, survey research is carried out. It is very old technique used in research. Survey research is used where large population is required to be included. Survey are most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations to small studies carried out by a single researcher. (as cited in Ojha and Bhandari, 2013,p. 201). A large population is required to be included in the research. A large population is covered using sampling.

According to Singh(1998), survey research deals with the characteristics, attitude, and behaviors of individual or group of individual. The success of survey research is depends upon the willingness and cooperativeness of the sample selected for the study. If the samples are not willing to cooperate, researcher should change the study area. (as cited in Ojha and Bhandari, 2013, p. 202)

Survey research is done in natural setting. Data in survey design collected through questionnaire, interviews, test scores, attitude scale, observation etc. Different scholars and researchers have defined survey research from different perspectives. According to Rosiers(1988), survey research in education involves the collection of information from members of a group of students, teachers or other people associated with the educational process and analysis of this information to illuminate important educational issues(as cited in Ojha and Bhandari, 2013, p. 202). According to Bryman(1989), survey research entails the collection of data on a number of units and usually at a single time(as cited in Ojha and Bhandari, 2013, p. 203). Some characteristics of survey research are given below:

a) It is conducted at a specific point of time.
b) It might focus on groups, organizations, or even whole society.
c) It is carried out in natural setting.
d) Survey research has wide and inclusive coverage.
e) The tools to be piloted and improved before the actual data collection begin.

The main purpose of survey research is to find out public opinion on a certain issue. Survey research are also carried out to find out behaviors of different professional, and study certain trend at a single point of time. According to Nunan(1978), the main purpose of survey research is to obtain a snapshot of condition, attitude of event at a single point of time. To carry out my research, I used observation as a tool to collect data.

There are various steps to be followed in the survey research design. The common processes of survey design are as follow, which has followed in this study:

a) Framing the topic/ identification of the problem.
b) Specifying the objectives.
c) Expanding theoretical knowledge related to the topic.

d) Piloting the research tool.

e) Sampling population.

f) Going to the field and contacting the informants.

g) Establishing rapport with respondents.

h) Distributing or implicating the research tool to respondents.

i) Collecting the information/data.

j) Analyzing the data.

k) Calculating the findings.

l) Listing the suggestions.

3.2 Sources of Data

Both primary and secondary sources of data were used as below:

3.2.1 Primary Sources of Data

In order to carry out this research, Teachers and students of Grade seven and eight in Ramechhap district were the primary sources of data.

3.2.2 Secondary Sources of Data

All the previous studied books related to techniques of guided writing as well as writing skills used as the secondary sources such as Harmer (2008), Gibson(2018),Carter and Nunan (2001) , Wright (1976), Heaton (1977), Byrne (1979), White (1980) and reports, articles, journals and the thesis approved in the Department of English Education, T.U.

3.3 Study Area/Field

This study was carried out in the 10 different schools of Ramechhap district.

3.4 Population Sample and Sampling Strategy

The population of the study was the basic level's English teachers of 10 community schools of Ramechhap district. I followed the non-random /non-

probability sampling procedure. Ten teachers were selected as the sample and 3 classes of each teacher observed. I observed the teaching guided writing techniques of class 7 and 8.

3.5 Data Collection Tools and Techniques

I used observation check-list as a research tool in collecting required information. Kumar (2005) defines observation as a purposeful, systematic, and selective way of watching and listening to an interaction or phenomena as a purposeful as it takes place. Observation is of different types on the basis of system of observation, role of observer, situations, or setting. Some important ways of recording observation are keeping a diary, checklist/categorical record, rating scale, or by the help of electronic/mechanical devices. Among different ways of recording observation, I used checklist to identify the activities of the teachers to the selected technique.

3.6 Data Collection Procedures

For effective research, data should be collected carefully. I went to the field, built rapport with concerned people, and explained to the teachers about the specified the objective of my study. I observed the selected teachers' classes and collected data based on the checklists of government-aided schools in Ramechhap district.

3.7 Data Analysis and Interpretation Procedures

After completion of the data collection, I analyzed the collected information. The data has analyzed and interpreted with the help appropriate descriptive statistical tools like table, figures, charts etc.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals a core part of the study which consists of all the main aspects of the research study. To be more specific it deals with analysis of the data and interpretation of the results summary of findings.

The chapter has three sub topics based on major activities for guided writing such as paraphrasing, parallel writing and developing a skeleton in a fuller text.Each activityhas analyzedseparately based on five teaching techniques and practices such as immediate guidance, self-correction, modeled writing shared writing and interactive writing. The following basis or criteria were considered to specify the activities which were good, satisfactory, tolerable and poor:

- Teachers' involvement in classroom
- Students' engagement
- Learning strategies
- Teaching materials
- language used in classroom

4.1 Practices inParaphrasing

Paraphrasing is the text of producing alternative version of a sentence of a paragraph. In this activity includes simple transformation exercise to more advanced one as well as grammatical transformation.

Table No. 1 Frequency Distribution of Immediate Guidance in Paraphrasing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Students engagement in rich conversation	1	10	2	20	4	40	3	30
Immediate Guidance and monitoring	1	10	3	30	3	30	3	30
Provide time to students	2	20	3	30	5	50	-	-
Student's attention in writing	1	10	2	20	3	30	4	40
Brief Sharing	-	-	1	10	3	30	6	60
Total	5	10	11	22	18	36	16	32

The above table 4.1 shows that, firstly 4 activities (40%) out of the 10 were tolerable,3 (30%) poor, 2 (20%) satisfactory and only 1 (10%) of them was good regarding the students engagement in the rich conversation. Secondly, it has been noticed that 3 activities (30%) out of 10 were poor, 3 (30%) tolerable, 3 (30%) satisfactory and only 1 (10%) goodregarding the immediate guidance and monitoring of teacher. Thirdly, it has been found that none of the activities was poor on the subject ofprovidingtime(5-10 minutes) for students to write at the small group. However, the results was not met the good quality. Fourthly, it has beenascertained that 10 percent activities were good attention in the work. Finally, it has been obtained that 60 percent of activities were poor concerning the brief sharing of outcome. It shows that most of the activities during immediate guidance in paraphrasing are poor.

Table No. 2 Frequency Distribution of Self correction in Paraphrasing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Correction by learners themselves	0	0	2	20	2	20	6	60
Partial support of teacher	1	10	2	20	4	40	3	30
Total	1	5	4	20	6	30	9	45

The given table 4.2 illustrates that, firstly, 60 percent activities were poor, 20 percent tolerable, 20 percent satisfactory and none of them was good regarding the correction by the students themselves. On the other hand, 40 percent activities were tolerable, 30 percent poor, 20 percent satisfactory and only 10 percent was good regarding the teacher's partial support. Thus, it has identified that45 percent of the total activities were poor and nearly 30 percent activities were only tolerable in general.

Table No. 3 Frequency Distribution of Modeled Writing in Paraphrasing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Writing aspect's demonstration	-	-	2	20	3	30	5	50
Planning	-	-	2	20	4	40	4	40
Use of the Resources	-	-	2	20	3	30	5	50
Total	-	-	6	20	10	33.33	14	46.67

While analyzing thedata fromthe above table 4.3, firstly, it has been identified that half of the activities were poor, 30 percent tolerable, 20 percent satisfactoryand none of them was good regarding the demonstration of writing aspects. Secondly, it has been noticed that 40 percent activities were poor, 40 percent only tolerable only 20 percent activities satisfactory and none of them was good under the pre-planning of modeled writing. Thirdly, it has been found that half activities were poor, 30 percent tolerable, 20 percent satisfactory and none of them was good concerning use of the resources. Thus it has identified that about half (46.67%) and one-third of all activities were poor and tolerable respectively.

Table No 4Frequency Distribution of Shared Writing in Paraphrasing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Collaboration to create the text	-	-	1	10	2	20	7	70
Planning for the student's involvement	1	10	2	20	2	20	5	50
Introducing the Activities	2	20	4	40	4	40	-	-
Sharing Ideas between students and teacher	-	-	2	20	3	30	5	50
Read together shared product	-	-	2	20	2	20	6	60
Total	3	6	11	22	13	26	23	46

Table 4.4 illustrate that, 70 percentactivities were poor, 20 percent tolerable, only 10 percent satisfactory and none of them was good regarding the collaboration between students and teacher to create the text.Secondly, fifty percent activities were poor, 20/20 percent tolerable and satisfactory, only 10 percent good concerning the planning for the student's involvement whilewriting lesson. Prior introduction of the writing lesson was not poor at all. However, the sharing ideas between students and teachers and reading of shared product were done less effectively. Thus, this study has identified that major activities (46%) were poor.

Table No. 5 Frequency Distribution of Interactive writing in Paraphrasing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Cooperation between student and teacher	-	-	3	30	2	20	5	50
Decision Sharing	1	10	2	30	3	30	4	40
Total	1	5	5	25	5	25	9	45

Above table 4.5 illustrates that, firstly, fifty percent activities were poor, 30 percent satisfactory, 20 percent tolerable and none of them was good regarding the cooperation between students and teacher. Secondly, one-fourth activities

were poor, 30/30 percent was tolerable and satisfactory and only 10 percent was good in observation. Thus, the study has identified that 45 percent of all activities were poor and fifty percent were equally tolerable and satisfactory in general

4.2 Practices Parallel writing

In the parallel writing students use to be asked to write a paragraph based on another similar text. In this writing, they learn well by imitating a model and then provide the new words or sentences that are to be substituted for some of those in the model.

Table No. 6 Frequency Distribution of Immediate Guidance in Parallel Writing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Students engagement in rich conversation	-	-	3	30	4	40	3	30
Immediate Guidance and monitoring	2	20	3	30	3	30	2	20
Provide time to students	1	10	3	30	5	50	1	10
Student's attention in writing	1	10	2	20	5	50	2	20
Brief Sharing	-	-	1	10	2	20	7	70
Total	4	8	12	24	19	38	15	30

Above table 4.6 shows that, firstly, 40 percent activities were found tolerable, 30 percentsatisfactory, 30 percent poor and none of the activities was found good concerning the student's engagement in the rich conversation. Secondly, it has been noticed that 30/30 percentactivities were satisfactory and tolerable, 20/20 percent good and poor regarding the immediate guidance and monitoring of teacher. Thirdly, it has found that half of the activities were tolerable, 30 percent satisfactory, 10 percent good and 10 percent poor regardingproviding time (5-10 minutes) for students to write at the small group. Fourthly, it has beenascertained that fifty percent activities were tolerable attention in the work.

Finally, it study shows that most of the activities (70%) were poor concerning the brief sharing of outcome.Thus, this study has shown that a few activities (8%) were good, 24 percent satisfactory, 38 percent tolerable and 30 percent poor in general.

Table No. 7 Frequency Distribution of Self correction in Parallel Writing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Correction by learners themselves	1	10	2	20	3	30	4	40
Partial support of teacher	2	20	2	20	4	40	2	20
Total	3	15	4	20	7	35	6	30

Sources; Fieldwork, 2017

The given table 4.2 illustrates that, firstly, 40 percent activities were poor, 30 percent tolerable, 20 percent satisfactory and 10 percent good relating to the correction by the students themselves in parallel writing. On the other hand, 40 percent activities were tolerable, 20 percent tolerable, 20 percent satisfactory and 10 percent good regarding the teacher's partial support. Thus study has shown that about one third of activities (35%) were tolerable, 30 percent poor, 20 percent satisfactory and only 15 percent good overall regarding self-correction in parallel writing.

Table No. 8 Frequency Distribution of Modeled Writing in Parallel Writing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Writing aspect's demonstration	1	10	2	20	3	30	4	40
Planning	-	-	3	30	5	50	2	20
Use of the Resources	1	10	2	20	5	50	2	20
Total	2	6.67	7	23.33	13	43.33	8	26.67

While analyzing thedatafromthe above table 4.3,firstly, it has been identified that 40 percent of the activities were poor, 30 percent tolerable, 20 percent satisfactory and only one-fifth (10%)good regarding the demonstration of writing aspects. Secondly, it has been noticed that half of the activities were tolerable, 30 percent satisfactory, only 20 percent poor and none of them was good under the pre-planning of modeled writing. Thirdly, it has been found that fifty percent activities were tolerable, 20 percent satisfactory, 20 percent poor and only 10 percent good concerning use of the resources. Thus, major activities (43.33%) were tolerable, about 27 percent poor, 23.33 percent satisfactory and only a number of activities good.

Table No 9 Frequency Distribution of Shared Writing in Parallel Writing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Collaboration to create the text	1	10	2	20	5	50	2	20
Planning for the student's involvement	-	-	2	20	4	40	4	40
Introducing the Activities	2	20	4	40	3	30	1	10
Sharing Ideas between students and teacher	-	-	1	10	2	20	7	70
Read together shared product	-	-	1	10	3	30	6	60
Total	3	6	10	20	17	34	20	40

According to the study, firstly, half of the activities (50 %) were tolerable, 20 percent satisfactory, only 10 percent good and 20 percentpoorconcerning the collaboration between students and teacher to create the text while writing the parallel writing.Secondly, 40 percent activities were poor, 40 percent tolerable, 20 percent satisfactory, only none of them was good concerning the planning for the student's involvement. Thirdly, 40 percent activities were satisfactory, 30 percent tolerable, 20 percent good and 10 percent poor regarding prior introduction of the activities. However, the sharing ideas between students and teacher and joint reading of shared product were found poorer. Thus, 40

percent activities were poor, about one-third (34%) tolerable, one-fifth satisfactory and 6 percent good at overall.

Table No. 10 Frequency Distribution of Interactive writing in Parallel Writing

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Cooperation between student and teacher	1	10	2	20	4	40	3	30
Decision Sharing	-	-	2	20	2	20	6	60
Total	1	5	4	20	6	30	9	45

Above table 4.5 illustrates that, firstly, 40 percent activity were tolerable, 20 percent satisfactory, only 10 percent good and about one-third (30%) poor regarding the cooperation between students and teacher while parallel writing. Secondly, regarding the decision sharing about two-third activities were poor, 20/20 percent tolerable and satisfactory and none of them was good. Thus, 45 percent activities were poor, 30 percent tolerable, 20 percent satisfactory and only 5 percent good.

4.3 Practices in Developing Skeleton into a fuller text

This is outline based writing activity. Students are given basic skeleton with the aim of assisting the writing exercise. The basic outlines in the skeleton may vary greatly depending upon the level of the students and nature of the writing.

**Table No. 11 Frequency Distribution of Immediate Guidance in
Developing Skeleton into a Fuller Text**

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Students engagement in rich conversation	-	-	2	20	3	30	5	50
Immediate Guidance and monitoring	-	-	2	20	5	50	3	30
Provide time to students	2	20	4	40	4	40	-	-
Student's attention in writing	-	-	2	20	3	30	5	50
Brief Sharing	-	-	2	20	2	20	6	60
Total	2	4	12	24	17	34	19	38

Above table 4.11represents that, firstly, half percent of activities were poor, 30 percenttolerable, 20 percent satisfactory and none of them was good concerning the student's engagement in the rich conversation. Secondly, regarding the immediate guidance and monitoring of teacher it has been found that fifty percent activities were tolerable, 20 percentsatisfactory, about 30 percent activities were poor and none of them was good. Thirdly, none of the activities was found poor regarding the providing time (5-10 minutes) for students to write at the small group. Fourthly, it has found that fifty percent of activities had no student's attention. Finally, it has been obtained that 60 percent were poor concerning the brief sharing of outcome.Therefore, this study has identified that 38 percent activities were poor, about one-third (34%) tolerable, 24 percent satisfactory and only 4 percent good.

Table No. 12 Frequency Distribution of Self correction in Developing Skeleton into a Fuller Text

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Correction by learners themselves	-	-	2	20	2	20	6	60
Partial support of teacher	-	-	2	20	4	40	4	40
Total	-	-	4	20	6	30	10	50

The given table 4.12 illustrates that60 percent activities were poor, 20 percent tolerable, 20 percent satisfactory and none of them was good regarding the correction by the students themselves while developing skeleton into a fuller text. On the other hand, 40 percent activities were tolerable, 40 percent poor, 20 percent satisfactory and none of them was good regarding the teacher's partial support. Thus, the study has found that fifty percent activities were poor, 30 percent tolerable, 20 percent satisfactory and none of them was good.

Table No. 13 Frequency Distribution of Modeled Writing in Developing Skeleton into a Fuller Text

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Writing aspect's demonstration	-	-	1	10	2	30	6	60
Planning	1	10	3	30	4	40	2	20
Use of the Resources	-	-	1	10	2	20	7	70
Total	1	3.33	5	16.67	8	26.67	15	50

Above table 4.13 illustrates that60 percent activities were poor, 30 percent activities tolerable, 10 percent activities satisfactory and none of them was good concerning the demonstration of writing aspects. Regarding the planning, it has been noticed that 40 percent activities were tolerable, 30 percent satisfactory, only 10 percent activities good and 20 percent poor. Thirdly, it has been found that 70 percent activities were poor, 20 percent activities tolerable, 10 percent activities satisfactory and none of them was good concerning use of

the resources. Thus, this study has shown that half of the total activities were poor, 26.67 percent activities tolerable, 16.67 percent activities satisfactory and 3.33 percent good.

Table No 14 Frequency Distribution of Shared Writing in Developing Skeleton into a Fuller Text

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Collaboration to create the text	-	-	2	20	3	30	5	50
Planning for the student's involvement	2	20	3	30	4	40	1	10
Introducing the Activities	1	10	4	40	5	50	-	-
Sharing Ideas between students and teacher	-	-	2	20	3	30	5	50
Read together shared product	-	-	-	-	2	20	8	80
Total	3	6	11	22	17	34	19	38

According to the study,half of the activities (50 %) were poor, 30 percent tolerable, 20 percent satisfactory and none of them was good regarding the collaboration between students and teacher to create the text.Planning for the student's involvement and prior introduction of writing lesson found better than other activities. In contrast, the sharing ideas between students and teacher and reading of shared product were done less effectively. Thus, the study has identified that 38 percent activities of total have found poor, about one-third (34%) tolerable, 22 percent satisfactory and only 6 percent good.

Table No. 15 Frequency Distribution of Interactive writing in Developing Skeleton into a Fuller Text

Activities	Good		Satisfactory		Tolerable		Poor	
	No.	%	No.	%	No.	%	No.	%
Cooperation between student and teacher	1	10	2	20	4	40	3	30
Decision Sharing	-	-	2	20	3	30	5	50
Total	1	5	4	20	7	35	8	40

Above table 4.5 shows that, firstly, 40 percent activities were tolerable, 20 percent satisfactory, 10 percent good and 30 percent poor regarding the cooperation between students and teacher. Secondly, half of activities were poor, 30 percent tolerable, 20 percent satisfactory and none of them was good regarding decision sharing. Thus, this study has identified that 40 percent activities were poor, 35 percent tolerable, 20 percent satisfactory and 5 percent good at overall regarding interactive writing in developing skeleton into a fuller text.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the all endeavor of this research and recommends few pedagogical implications based on the findings.

5.1 Summary of Findings

Based on the analysis and interpretation of the data obtained from observation checklists, the researcher derived the following findings;

a. Most of the teachers' guided writing practices were seen poor. They involved in the traditional ways of teaching writing activities. The guided writing practices such as immediate guidance, self correction, modeled writing, shared writing and interactive writing activities weren't focused by the teachers.

b. About one-third (36%) activities were tolerable and another one-third was poor during the immediate guidance technique in paraphrasing.

c. As a majority number of activities (45%) were poor and nearly 30 percent activities were only tolerable during the self-correction technique in paraphrasing, It has been found that this technique not good.

d. A major (46.67%) and one-third activities were poor and tolerable respectively during the modeled writing technique in paraphrasing.

e. The Major activities (46%) have found poor during the shared writing technique in paraphrasing.

f. A significant number of activities (45%) have found poor and fifty percent were equally tolerable and satisfactory during the interactive writing technique in paraphrasing.

g. Few activities (8%) have found as good, 24 percent satisfactory, 38 percent tolerable and 30 percent poor during the immediate guidance in parallel writing.

h. About one-third of activities (35%) have seen tolerable, 30 percent poor, 20 percent satisfactory and only 15 percent good during the self-correction technique in parallel writing.

i. Major activities (43.33%) were tolerable, about 27 percent poor, 23.33 percent satisfactory and only a number of activities were good during the modeled writing techniques in parallel writing.

j. The 40 percent activities have found poor, about one-third (34%) tolerable, one-fifth satisfactory and 6 percent good during the shared writing technique in parallel writing.

k. Major activities (45%) have seen poor, 30 percent tolerable, 20 percent satisfactory and only 5 percent good during the interactive writing technique in parallel writing.

l. The 38 percent activities were poor, about one-third (34%) tolerable, 24 percent satisfactory and only 4 percent good during the immediate guidance in developing skeleton into a fuller text.

m. A large number of activities (50%) have found poor, 30 percent tolerable, 20 percent satisfactory and none of them was good during the self-correction technique in developing skeleton into a fuller text.

n. Half of the total activities have found poor, 26.67 percent tolerable, 16.67 percent satisfactory and 3.33 percent good during the modeled writing techniques in developing skeleton into a fuller text.

o. Among the all, 38 percent activities of total have found poor, about one-third (34%) tolerable, 22 percent satisfactory and only 6 percent good during the shared writing technique in developing skeleton into a fuller text.

p. The major activities (40 %) have found poor, 35 percent tolerable, 20 percent satisfactory and 5 percent good at overall during the interactive writing technique in developing skeleton into a fuller text.

5.2 Conclusion

Fromthe above findings, it can be argued that different techniques were used such as interactive writing, shared writing, and modeled writing, self – correction and immediate guidancewhile teaching guided writing. Guided writing techniques had observed based on the major three activities such as paraphrasing, parallel writing and developing skeleton into a fuller text.

The activities have found to be not properly used while teaching the guided writing. A large number of activities found to be poor. In contrast, only few activities found to be used properly. The teacher of Ramechhap based schools are found using more teacher centered methods than learner centered ones.Thus, technique of teaching guided writing is directly linked with the students learning achievements. My research about guided writing proficiency will surely be helpful for other researchers. Moreover, the implication of this research work will be suggested policy level, practical related level, and further research related level based on findings.

To sum up, there is no doubt writing skill is one of the important and key skills of language learning. But bitter truth is that there is occasionally practiceof guided writing techniques in the real classroom situation. However, most of the teachers supported to writing activities for improvement of the writing skill.

5.3 Recommendations

Based on the above findings, some pedagogical implications have been made as below:

a. The teacher should make student's engagement in rich conversation as well as expand their linguistic ability for the topic as far as possible.

b. The teacher should provide immediate individual guidance while students do their works and properly monitor students.

c. Students should be provided proper time (minimum 5-10 minutes) to write at the small group table. During that time teacher should care of the student's activity properly.

d. Teacher should bring students' attention in writing as possible as rather than leaving them free.

e. Teacher should provide mange time to brief sharing activities in which students' immediate work is shared extensively so thatstudents could know other student's activities.

f. Teacher should provide opportunity of self-correction by learners themselves. And along with that the partial support of teacher is correspondingly significance.

g. As modeled writing technique, teacher should demonstrate the specific aspects of writing to the whole class, should make planning of modeled writing lesson because planning is very essential in writing, and should maximum use of the resources in the classroom like theme words, dictionaries etc.

h. As for the shared writing, teacher should collaborate to create the text, planning about how to involve the students in writing and introducing the activities in the classroom and provide chance for sharing ideas between students.

i. As interactive writing techniques, for the guided writing activities there should be cooperation between teachers and students jointly to compose the text, and should be shared the decision about what they are going to write.

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APPENDIX

A SAMPLE OF TEST ITEMS

The following Check List was prepared for the data collection for my research work 'Guided Writing Practices in Basic Level English Classes'.

Thank You

Researcher

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