

# CHAPTER ONE

## INTRODUCTION

The present study is entitled **Grade Nine Students' Proficiency on Guided Writing**. This section 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 definitions of the key terms.

### 1.1 Background of the Study

Language, the sole property of all and only human beings, is a means of communication through which human beings exchange their ideas, feelings, thoughts, desires and emotions. It is the most unique gift that set them apart from the rest of living beings. We cannot think that the social, economic and cultural activities run without language.

Learning a language incorporates basic four skills. Writing, which refers to a permanent record form of expression and as a means of communication, is one of them. 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, 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 of translating our thoughts into language in graphic form. Through writing we share our ideas, arouse feelings, persuade and convince other people. In Rivers', (1968, p. 243) words,

Writing is 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 form which requires the utilization of a special vocabulary and certain refinements of 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.

Thus, writing is a difficult task which needs systematic progress from stage to stage. Even within writing, there are different processes or skills of writing like controlled writing, guided writing and free writing. Among these three, guided writing is thought to be bridge between controlled and free writing. It seems to be looking semi-controlled writing. Regarding guided writing, 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.

As guided writing is one of the steps of developing writing skills as a whole and therefore, I attempted to carry out a research on guided writing, especially to see the proficiency of students in guided writing.

## **1.2 Statement of the Problem**

There are four different types of language skills which are known as reading skill, writing skill, listening skill and speaking skill. Among them writing skill is one of the complex process which is also taken as secondary skill. The educated person only can take benefit through it. Similarly, writing has three important branches under which we take controlled writing, free writing and guided writing respectively. Guided writing is semi-controlled writing activity. Writing is not totally controlled but guided in some way. Heaton, (1975, p.524) states, “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 students in writing. Using clauses, phrases, developing skeleton, different idioms and paraphrasing are different types of activities of guided writing. I have seen that guided writing has been defined differently by various scholars. But no one has revealed the fact that what is guided writing and how it develops the proficiency of learners. People also say that private school students are better than the government aided schools in writing. Therefore, I attempted to find out the proficiency of students being specific to guided writing. Moreover, I also attempted to compare the proficiency in guided writing between private school students and those of government aided school and also compare between the proficiency in guided writing between boys and girls.

## **1.3 Objectives of the Study**

The objectives of this study were as follows:

- a. To find out the grade nine students’ proficiency in guided writing.
- b. To compare their writing proficiency on the basis of the following variables:
  - I. Public school vs Private schools
  - II. Boys vs Girls
- c. To suggest some pedagogical implications

## **1.4 Research Questions**

In order to investigate proficiency of the students in guided writing of grade nine, the following questions guided this study.

- i. What is the proficiency level of grade IX students in guided writing?
- ii. Are students more proficient in public or private schools in term of guided writing?
- iii. Who are better in proficiency in guided writing between boys and girls?

## **1.5 Significance of the Study**

This study has been attempted to find out the proficiency of grade nine students in guided writing and to compare the proficiency level between private and government aided schools, and boys and girls. 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 among the grade nine students. English language teacher will use it as a 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 ELT class. Therefore, it is significant to those who are directly and indirectly involved in teaching and learning process.

## **1.6 Delimitations of the Study**

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

1. The study covered only the small area of Tulsipur Municipality of Dang district.

2. This study was limited only to writing skill of language particularly to guided writing skill.
3. The study was limited to a test item as a tool for data collection consisting of seven questions.
4. The sample population of study only included 30 students of grade nine from both private and government aided schools containing 15 for each.
5. Only two schools (one private and the other government aided) were sampled for this study.
6. The study was confined to find out the proficiency of students.

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

The study used following key words:

1. Proficiency: The term generally refers to the state or quality of being proficient and very skilled or knowledgeable. In my case the term has been used to refer to the state of being skilled and having command in guided writing especially of grade nine students
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 study, I have used the term to refer to the activities of guided writing such as paraphrasing, parallel writing and developing skeleton into fuller text.

## **CHAPTER TWO**

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

When a research is all set to be carried out, it certainly needs strong theoretical and empirical ground to be based on. Therefore, this chapter presents review of theoretical literature, review of empirical researches, implications of the review for the study and conceptual framework.

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

This section presents the review of theoretical literature which is concerned with review of some previous literature that provides the researcher with a strong knowledge base to find out the area of problem and the need of investigating on it. In other words, it provides strong theoretical backup for carrying out this study. Some of the previous literature which are relevant to my study have been reviewed below:

##### **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 in terms of its order and complexity. It is difficult not only in generating and organizing ideas but also in translating these ideas in readable text.

In the words of Nunan, (1989, p.36),

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) views it as,

It 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 she/he sees graphic representation and one should see the graphic symbols before she/he writes them. Thus, the other three skills, viz, listening, speaking and reading, form the basis for this skill.

Regarding this, 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.

Similarly, 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).

The foregoing definitions show that Byrne (1991) focused on graphic symbols which makes the students feel easy to write by using letters and sentences whereas Rivers (1978) is against Byrne's view and says that 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 skill of language to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and link together in certain ways. Phyak and Sharma (2006, pp. 254-255) say, "It is a productive skill which involves manipulating, structuring and communicating". This can further be looked at in terms of sub skills of writing. Phyak and Sharma (ibid) present sub - skills of writing:

- 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
- i. 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 make ideas clear. At first, the script of a language has manipulated in terms of shape, spelling and punctuations. Moreover, 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 cohesive 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. Regarding importance of writing, Phyak and Sharma, (2006, p.254) quote an old saying, “Writing attracts special importance because reading maketh 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”. Similarly, 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. So, 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 an 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) gives following features of good writing.

#### **a. Simplicity**

The main quality of a good writing is reducing the complexities and expressing ideas or thoughts in a natural way. Simplicity refers to 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 to 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. Complete**

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.

Besides, 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, specificity and maximum objectivity in every piece of effective writing.

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 a good writing play a vital role for proficiency in writing of the grade nine students. Because they 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. They are given below:

### **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. In the words of Heaton, (1975, p.145), "Mechanics of writing is 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 any piece of writing look awkward to many readers. Thus, 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 ideas (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.

So, 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 thing's:(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.

Anyway, coherence is semantic and logical relationship between different units of language in a text.

### **c. Cohesion**

Cohesion refers to the grammatical and 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.

Similarly, in the words of Harmer (2004, p.22),

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 Paraorthographic 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. Regarding this, 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".

Since my study has been based on guided writing, components of writing play very crucial role for developing skills in guided writing.



### **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, i.e. 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 are very familiar to us". 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". Similarly, Rai, (1998, p.79) says, "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. 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 a 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.

To sum up, copying is an initial stage of writing in its order.

### **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.

### **2.1.7 Introduction to Guided Writing**

Guided writing activities are seen as important in the teaching of writing because these are designed on the basis of the insights gained from both process and product approaches to writing practice. The students are suggested to do writing task on the basis of the guidelines given to them. They are basically intended to produce the required work and written text. However, they can be trained in the processes such as brainstorming, drafting, revising, writing, editing and final draft to lead them towards the final product. In guided activities, students are given some kind of freedom to present and express the ideas. They are involved in the activities such as paraphrasing, parallel writing, developing fuller text through skeleton, and so on.

According to Heaton (1975, p.522), “There are mainly four types of writing to be practiced while teaching writing skill. They are controlled writing, guided writing, free-composition writing and writing para-orthographic text”.

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 Implementation to Guided Writing**

Implementations of guided writing can be analyzed within the following three stages:

**a. Before writing:** In the first stage, guided writing 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. So, implementation of guided writing at this stage can be analyzed in terms of following activities:

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

**b. At the point of writing:** In the second stage, guided writing can be 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.

So, implementation of guided writing at this stage can be analyzed in terms of following activities:

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

**c. After writing:** The final stage 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. So, implementation of guided writing at this can be analyzed in terms of following activities:

- Discuss writing targets and agree upon next steps/new target.
- Support student to edit, proofread and reflect on the impact on the reader.
- Evaluate work against success criteria/rubric. (<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 viz paraphrasing, parallel writing and developing skeleton into fuller text and which have been discussed on the following page.

### **(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.

One of the tasks, as Joshi and Dhungana, (2016, p.85) give, is “rewrite the sentences below so that they mean the same”. For example;

**(a) Prime minister opened new Dang-Rukum road.**

New Dang-Rukumroad.....

**(b) Gold is too expensive to buy.**

Gold 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 type of activity, 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.

- (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 weight 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 (Joshi and Dhungana,2016, p.85)

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

In this type of activity, students complete the text on the basis of its skeleton. Students are given basic outlines with the aim of assisting the writing exercise. Such outlines 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. Subedi (2015, p. 124) gives following exercises for guided writing practice;

- (a) Write a short story on the basis of the points.

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 paragraph.

### Pollution

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.

I have used all kinds of activities to find out the proficiency of grade nine students in guided writing.

## **2.2 Review of Empirical literature**

Various researches have been carried out in the Guided writing. 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 researcher have carried out their studies on the related areas of guided writing. So, I have reviewed some previous research works related to my study in the following way:

Kafle, B. (2008) 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 including skeleton for writing stories, parallel writing, paragraph writing, newspaper articles and letter writing of 60 students from 4 public and 4 private schools of Kathmandu valley. He used purposive sampling procedure. The data collected were analyzed using statistical tools like tables, percentile. He found that girls were better than the boys and private schools were better than public schools.

Basnet, B. (2008) conducted research on, “Proficiency in Guided Writing of PCL 1<sup>st</sup> Year Students”. 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 each from 30 students. 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.

Similarly, Shah, (2009) carried out a study on, “Proficiency in Writing Skill”, This study aimed 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.

In the same way, Karki, (2010) conducted a research entitled “Grade Seven Students’ Proficiency in Guided 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 tool. 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.

Likewise, Khanal, (2011) 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.

Similarly, Neupane, (2011) conducted a 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.

Likewise, Karki, (2012) conducted research on, “Developing Writing Proficiency through Process Writing”. The main aim of his study was to develop students’ writing proficiency through process writing. He used test items included description, give logic and essay in ten students of Parbat district from Shree Ram Secondary School. He used purposive sampling tool. The analysis and interpretation of data have been made in holistic development, components-wise before and after starting the action. The findings showed that within a three week time the students increased their proficiency and their proficiency was attractive and satisfactory.

Though number of research studies have 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. Thus, it will be a new attempt in ELT.

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

In the above discussion, I have reviewed both theoretical ideas and empirical studies related to the topic. They all are related to some extent to my study area. From the empirical research studies, I got information about the various procedures needed to conduct research study. They provided me with a lot of

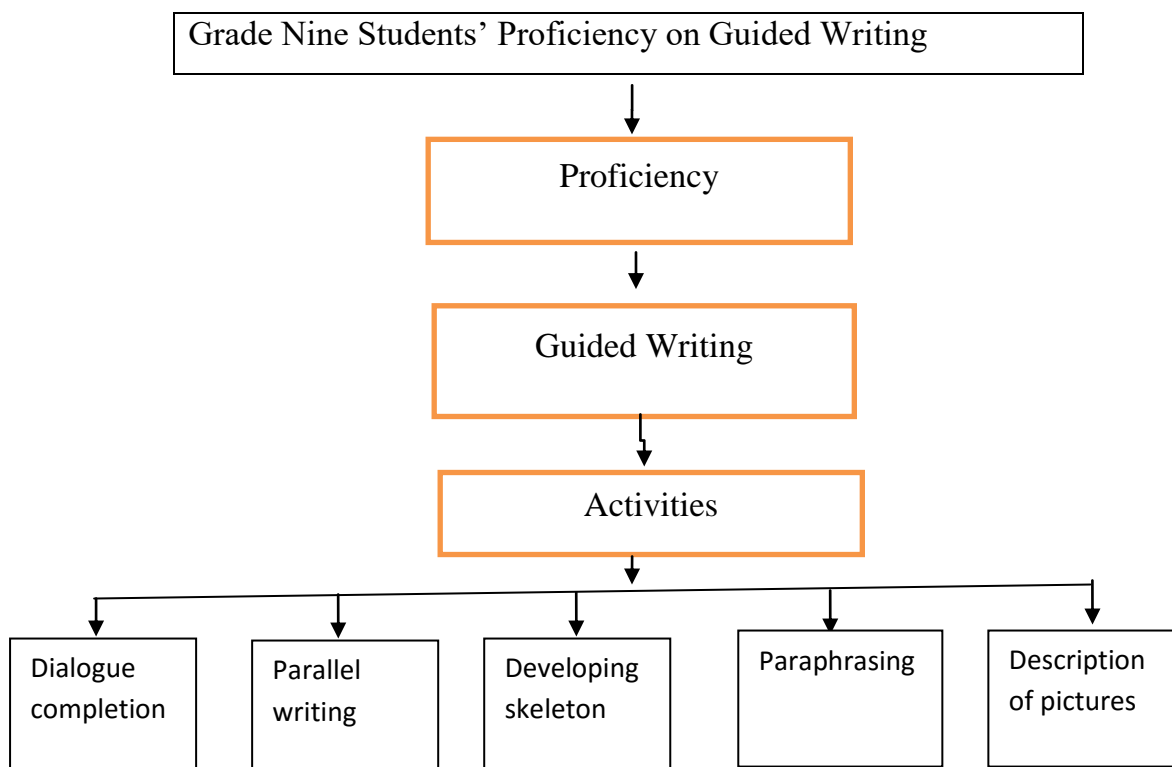
information regarding sampling strategy, use of tools, analysis and interpretation procedures. All these theoretical and empirical studies helped me to carry out my research study. They stood as the backbone of my research study to make more informative and reliable. The entire sources have helped me bring the clarity and focus on research problem, select methodology and estimate the findings.

To be specific, Neupane (2011), Khanal (2011), Karki (2012), Khadka (2012), helped me to select develop research tools. Similarly, Basnet (2008), Shah (2008), Karki (2010), Kafle (2008), helped me to analyze and interpret data and derive findings. In the same way, to develop theoretical ideas, I got help from Rivers (1968), White (1991), Nunan (1989) and many others.

## 2.4 Conceptual Framework

It is the visual representation of the presumed relationship of the concept or variables that will involve in the study.

The conceptual framework of my study, “Proficiency of the students in Guided writing of grade nine” will be as follows:



## **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**

The research topic itself reveals the nature of research to be undertaken. To be precise, I adopted the survey research 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. Similarly, 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-short basis and hence is economical and efficient.
- It represents wide target population
- It captures standardized information.
- It captures data from multiple choice, closed question, test scores schedules.

Similarly, Nunan, (1992, p.160) has presented the steps of survey research which are as follows:

- 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.

My research topic was based on survey research design because this study was concerned with finding out proficiency of larger number of population in educational sector. To derive the actual finding of my study, my thought was appropriate.

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

Population of my study were all the students who study in grade nine. Purposively, I selected two schools (one private and the other government aided) from Dang district. From those schools, I selected thirty students (15

boys and 15 girls) as the sample population by using judgmental sampling procedure.

### **3.3 Research Tools**

In order to collect data for my study, I used test items containing newspaper articles writing, letter writing, developing story, condolence writing, and essay writing as tools.

### **3.4 Sources of Data (Primary and Secondary)**

I adopted both primary and secondary sources of data. As primary sources of data, I used sampled 30 students of grade nine from Tulsipur-5, Dang. And as secondary sources I followed Rivers(1968), Holmes (2008), Crystal (1997), Bhattarai (2002), Dangol (2004), Humagain(2006), Karki (2012), Shah (2009), Neupane (2011), Khanal (2011), Khadaka(2012), Nunan (1989), Harmer (2004).

### **3.5 Data Collection Procedures**

In order to collect the authentic data, I went through following procedures:

I visited the school of Tulsipur-5, Dang especially private and public school. I followed my sampling procedure to select my respondents. Then I visited the teachers and tell them about my research. After this, I asked the teachers to assist me to properly manage for administering the test to the students. Then, I collected the data through question. 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 mean were used to analyze the data.

### **3.7 Ethical Considerations**



This is the most important aspect to be considered while doing a research work. To be ethical, the research study should be more reliable and valid. So, for making my research reliable and valid, I conducted test by taking permission from sampled population and school administration. I assure that their responses will be kept confidential. All the ideas generated in this research were my own except the cited ones. I have also made my work free from plagiarism.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

The systematically collected data have to be systematically analyzed and interpreted to derive the concrete findings of any study. So, in this chapter, I have analyzed and interpreted the data collected from the students of grade nine of Tulsipur Municipality of Dang district to find out their proficiency in guided writing.

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

This section presents analysis of data and interpretation of results on the basis systematically collected data. Here, I have presented the analysis of data and interpretation of results within the three themes viz holistic, school-wise, gender-wise and item-wise.

##### 4.1.1 Allocated Marking Scheme Holistically

It refers to the allocation of marks in different variables for each four test items differently.

**Table 1**  
**Allocated Marking Scheme**

S.N.	Variables	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
1.	Content	3	4	2	2	3	2	0
2.	Tense	1	1	1	1	1	1	0
3.	Format	1	1	2	2	1	2	7
4.	Vocabulary	1	1	1	1	1	1	0
5.	Spelling	1	1	1	1	1	1	0
	Total	7	8	7	7	7	7	7

The above table shows clearly about the variables used in the seven test items viz. newspaper article, letter writing, readable story writing, condolence writing, free paragraph writing, paragraph writing on the basis of information and transforming sentence. The table shows how the researcher divided the

total full marks for each item to test the students' paper. For item no. 1, it was 7 full marks which were further divided in the different variables like content 3 marks, tense 1 mark, format 1 mark, vocabulary 1 mark, and spelling 1 mark. This pattern of marks distribution was followed in the rest of the three test items as well.

#### **4.1.2 Holistic Analysis**

In this section, I have presented a holistic analysis of the data to find out the overall proficiency of students in guided writing. Here, students' proficiency has been presented and analyzed based on the following categories viz poor (scores below 40 %), average (scores between 40-49%), good (scores between 50-59%), very good (scores between 60-79%) and excellent (scores above 80%). The abbreviation 'S' in the table stands as 'student'. In my study 'Shree Guru Jajur Higher Secondary School' is government aided school and 'Tridev E. B' is private boarding school. The result has been presented on the next page;

**Table 2****Holistic Proficiency of Students**

S.N.	Marks obtained	Percentage	School	Remarks
S1	34	68	School A.	V.Good
S2	43	86	„	Excellent
S3	34	68	„	V. Good
S4	32	64	„	V. Good
S5	35	70	„	V. Good
S6	40	80	„	Excellent
S7	31	62	„	V. Good
S8	35	70	„	V. Good
S9	37	74	„	V. Good
S10	36	72	„	V. Good
S11	32	64	„	V. Good
S12	18	36	„	Poor
S13	16	32	„	Poor
S14	22	44	„	Average
S15	27	54	„	Good
S16	30	60	School B	V.Good
S17	42	84	„	Excellent
S18	27	54	„	Good
S19	36	72	„	V. Good
S20	43	86	„	Excellent
S21	34	68	„	V. Good
S22	41	82	„	Excellent
S23	44	88	„	Excellent
S24	44	88	„	Excellent
S25	34	68	„	V. Good
S26	37	74	„	V. Good
S27	38	76	„	V. Good
S28	29	58	„	Good
S29	22	44	„	Average
S30	21	42	„	Average

The table on the previous page presents students' score they obtained, their percentage out of the given full score (i.e. 50), and their categories within five rankings. On the basis of the given table, students' proficiency has been presented below to show the percentage of students leveled in different categories;

**Table 3**

**Holistic Analysis**

S.N.	Category	No. of students	Percentage
1	Poor	2	6.67
2	Average	3	10.00
3	Good	3	10.00
4	Very Good	15	50.00
5	Excellent	7	23.33
6	Total	30	100

The table above shows that out of 30 different students from both private and government aided schools, nearly 7% students fall under the category of 'Poor' and in the categories 'Average' and 'Good', there is equal percentage of students (i.e. 10%) in each. Similarly, 50% and more than 23% students fall under the category of 'Very good' and 'Excellent' respectively. Therefore, the data above concludes that very significant number of students are well proficient in guided writing because more than 93% students in aggregate obtained above the average (i.e. pass) marks.

**4.1.3 School-wise Analysis**

As per my objective to compare the proficiency of students in guided writing between private and government aided schools, in this section I have made comparison of the students' proficiency in guided writing of two schools viz Tridev English Boarding School and Shree Guru Jajur Higher Secondary

School. The result has been presented below on the table;

**Table 4**

**School-wise Analysis**

Total Sample	School	Items	Total F.M.	Total Obt. Mark	Average Mark
15	School A	1	105	60	4.00
		2	120	75	5.00
		3	105	63	4.20
		4	105	61	4.07
		5	105	64	4.27
		6	105	68	4.53
		7	105	78	5.20
15	School B	1	105	64	4.27
		2	120	80	5.33
		3	105	72	4.80
		4	105	70	4.67
		5	105	70	4.67
		6	105	70	4.67
		7	105	90	6.00

The table 3 presents the comparison between private school and government aided school in terms of level of proficiency of the students. Here, I have compared their proficiency on the basis of average marks obtained in each question item by all the sampled students. So, the table shows that in item number 1, the students of government aided students obtained 4.00 as an average mark whereas, the students of private school obtained 4.27. In item number 2, the students of government aided school obtained 5.00 as an average mark and the students of private school obtained 5.33. Likewise, in item number 3, the students of government aided school achieved 4.2 as an average mark whereas, the students of private school achieved 4.80. Similarly, in item number 4, the students of government aided school scored 4.07 as an average mark and the students of private school scored 4.67 mark. In the same way, in item number 5, the students of government aided school achieved 4.27 as an average mark whereas, the students of private school achieved 4.67. In item number 6, the students of government aided school obtained 4.53 as an average mark and the students of private school obtained 4.67. At last, in item number 7, the students of government aided school scored 5.20 as an average marks whereas, the students of private school obtained 6.00.

To conclude the above analysis, in every items the average marks obtained by the students of private school is better than the marks obtained by the students of governmental aided school. So, it can be clearly said that the proficiency level of students of private school is better than the students of governmental aided school.

#### **4.1.4 Gender-wise Analysis**

In this section, I have presented gender wise analysis and comparison of the data especially to compare the level of proficiency of students in guided writing between boys and girls. The table on the next page presents the result of this case;

**Table 5**

**Gender-wise Comparison**

S.N.	No. of Students	Boys' Obt. M.	Girls' Obt. M.
1	S1	34	43
2	S2	32	34
3	S3	35	40
4	S4	31	35
5	S5	32	37
6	S6	30	36
7	S7	27	42
8	S8	36	41
9	S9	43	44
10	S10	34	18
11	S11	16	22
12	S12	44	27
13	S13	34	22
14	S14	37	21
15	S15	38	29
Total	-	547	491
Average Marks		36.47	32.73

The table above presents the comparison of students' proficiency in guided writing between boys and girls of both schools as a whole. The comparison has been made on the basis of the average marks of the total marks obtained by them. So, the table shows that the total average proficiency of boys are 36.47, which is greater than the total average marks of the girls that is 32.73.

Therefore, it can be concluded that the boys are better proficient than the girls.



#### **4.1.5 Item-wise Analysis**

In this section, I have analyzed the item-wise analysis to find out the proficiency of the grade nine students of both schools. Analysis has been made on the basis of the average marks of all students and the percentage of students lying below and above average. Presentation and analysis of data and interpretation of results have been made below in seven different sub-sections;

##### **4.1.5.1 Analysis of Students' Proficiency in term of Item -1**

The item number 1 was asked for writing a news-paper article containing 7 as full mark. The proficiency of sampled students in item 1 has been presented below;

**Table 6**

#### **Proficiency in writing news-paper article**

Item	Average Marks	Below average		Above average	
		No.	%	No.	%
Writing news-paper article	4.13				
		15	50	15	50

The table shows that in item number 1, the average marks obtained by all the students is 4.13, where the number of students lying below average is 50% and the same 50% students lie above average. This shows that only 50% students are found to be proficient in writing news-paper article.

##### **4.1.5.2 Analysis of Students' Proficiency in term of Item -2**

The item number 2 was asked for letter writing which contained 8 as full mark. The proficiency of sampled students in item 2 has been presented in next page.

**Table 7**

**Proficiency in writing letter**

Item	Average Marks	Below average		Above average	
		No.	%	No.	%
Writing letter	5.16				
		16	53.33	14	46.67

The table shows that in item number 2, the average marks obtained by all the students is 5.16, where the number of students lying below average is 53.33% and on the other hand 46.67% students lie above average. This shows that in case of writing letter majority of students (53.33%) are found less proficient because they obtained below average marks.

**4.1.5.3 Analysis of Students' Proficiency in term of Item -3**

The item number 3 was asked to write a readable story on the basis of an outline which contained 7 as full mark. The proficiency of sampled students in item 3 has been presented below;

**Table 8**

**Proficiency in writing a readable story**

Item	Average Marks	Below average		Above average	
		No.	%	No.	%
Writing a readable story	4.50				
		11	36.67	19	63.33

The table shows that in item number 3, the average marks obtained by all the students is 4.50, where the number of students lying below average is 36.67% and on the other hand 63.33% students are above average. This shows that in case of writing a readable story, majority of students (i.e. 63.33%) are found

better proficient because they obtained above average marks for writing readable story along with orderly presentation events.

#### **4.1.5.4 Analysis of Students' Proficiency in term of Item -4**

The item number 4 was asked to write a condolence notice on the basis of an outline provided which contained 7 as full mark. The proficiency of sampled students in item 4 has been presented below;

**Table 9**

#### **Proficiency in writing a condolence**

Item	Average Marks	Below average		Above average	
		No.	%	No.	%
Writing a condolence	4.36	11	36.67	19	63.33

The table shows that in item number 4, the average marks obtained by all the students is 4.36, where the number of students lying below average is 36.67% and on the other hand 63.33% students are above average. This shows that regarding writing a condolence notice, majority of students (i.e. 63.33%) are found better proficient because they obtained above average marks for writing a condolence notice.

#### **4.1.5.5 Analysis of Students' Proficiency in term of Item -5**

The item number 5 was asked to write a short paragraph on the basis of hints provided which contained 7 as full mark. The proficiency of sampled students in item 3 has been presented in next page.

**Table 10**

**Proficiency in writing a paragraph**

Item	Average Marks	Below average		Above average	
		No.	%	No.	%
Writing a readable story	4.46				
		12	40	18	60

The table shows that in item number 5, the average marks obtained by all the students is 4.46, where the number of students lying below average is 40% and on the other hand 60% students are above average. This shows that in case of writing a readable story, majority of students (i.e. 60%) are found better proficient because they obtained above average marks.

**4.1.5.6 Analysis of Students' Proficiency in term of Item -6**

The item number 6 was asked to write a paragraph on the basis of given similar kind of paragraph which contained 7 as full mark. The proficiency of sampled students in item 6 has been presented below;

**Table 11**

**Proficiency in writing a paragraph on the basis of given similar paragraph**

Item	Average Marks	Below average		Above average	
		No.	%	No.	%
Writing a paragraph reading a similar one	4.60				
		11	36.67	19	63.33

The table shows that in item number 6, the average marks obtained by all the students is 4.60, where the number of students lying below average is 36.67% and on the other hand 63.33% students are above average. This shows that even in case of writing a short paragraph by reading similar kind of another paragraph, majority of students (i.e. 63.33%) are found better proficient because they developed a readable piece of paragraph.

#### **4.1.5.7 Analysis of Students' Proficiency in term of Item -7**

The item number 7 was asked to write a sentence in another way expressing the same sense. In this item, students were asked to write seven different sentences which contained 7 as full mark. The proficiency of sampled students in item 3 has been presented below;

**Table 12**

#### **Proficiency in writing a readable story**

Item	Average Marks	Below average		Above average	
		No.	%	No.	%
Writing a readable story	4.50	11	36.67	19	63.33

The table shows that in item number 7, the average marks obtained by all the students is 4.50, where the number of students lying below average is 36.67% and on the other hand 63.33% students are above average. This shows that in case of writing sentences in other ways (however expressing same sense), majority of students (i.e. 63.33%) are found better proficient because they were able to give meaning in other ways.

#### **4.1.6 Item-wise Comparison**

In this section, I have compared the proficiency of students among seven different items. So, on the basis of seven different tables above under item-wise analysis, in average most students are found more proficient except item number 2 (i.e. only 46.67%). But in all other items, 50 and more percent students are proficient, for example in item number 1, 3, 4, 5, 6 and 7; 50%, 63.33%, 53.33%, 60%, 63.33% and 60% students respectively.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

This is the final chapter of the study which consists of findings and conclusion of the study and recommendations.

#### 5.1 Findings

On the basis of presentation, analysis and interpretation of the systematically collected data, I have drawn following findings;

- a. Finding on the basis of holistic analysis:
  - Very significant number of students were well proficient in guided writing because more than 93% students in aggregate obtained above the average (i.e. pass) marks.
- b. Finding on the basis of school-wise analysis:
  - In every items the average marks obtained by the students of private school was far better than the marks obtained by the students of government aided school. This shows that the proficiency level of students of private school was found better than the students of government aided school.
- c. Finding on the basis of gender-wise analysis:
  - The boys were found better proficient than the girls because they obtained higher average total marks (i.e. 36.47) than girls (i.e. 32.73).
- d. Finding on the basis of item-wise analysis:
  - In average, most students were found more proficient in guided writing except in item number 2 (i.e. only 46.67%). But, in all other items, 50%, 63.33%, 53.33%, 60%, 63.33% and 60% students respectively in item number 1, 3, 4, 5, 6 and 7 are found above the average scores.

## 5.2 Conclusion

The present research work entitled **Grade Nine Students' Proficiency in Guided Writing** is an attempt to find out the students' proficiency in guided writing and to compare the proficiency in terms of school-wise and gender-wise variation. The study showed the following findings:

- In aggregate, 93% students obtained above the average category of marks.
- The proficiency level of students of private school was found better than the students of government aided school.
- The boys were found better proficient than the girls.
- In total, 50, 46.67, 63.33, 53.33, 60, 63.33 and 60% students respectively were found to obtain above the average marks in item number 1, 2, 3, 4, 5, 6, and 7.

On the basis of the given findings, it can be concluded that the grade nine students of Tulsipur Municipality of Dang district are better proficient in guided writing. Similarly, it may be because private school students get more exposure and practice time in English, they presented their good performance in guided writing activities in comparison to government aided schools' students. In the same way, it can also be generalized that boys perform better than girls in guided writing.



## **5.3 Recommendations**

On the basis of findings of the study, I have recommended some points within three levels viz policy, practice and further research.

### **5.3.1 Policy Related**

The government of Nepal should make the following policies in order to improve the level of proficiency in guided writing. It should formulate the policy, for example, to encourage the student center activities and discourage the teacher centeredness in learning. Similarly, curriculum development center (CDC) should incorporate more exercises related to guide writing while designing the new course. Last but not the least; the school administration should utilize this study to formulate the policy at secondary level course book.

### **5.3.2 Practice Related**

In this level, teachers, students and other practice related people can get benefited by studying this research. They can change themselves by studying this study because the world of pedagogy is shifting rapidly from the authoritative to democratic. Similarly, teacher can change their strategy and roles to develop the proficiency of students in guided writing of their own in the necessity of classroom and the level of the learners. It can be suggested that academic professionals have to make the real learners in the demand of time as required by the content. It should not be the obedient parrots in their learning who can rote the given questions and assignments line by line. For example, as it was found in my study that private school students are better in guided writing activities in English because of more exposure and practice time, it is recommended that the teachers have to provide much exposure and let the students practice more in English.

### **5.3.3 Further Research Related**

The current study only has been limited to the secondary level school of Dang district. It has also only studied some of the guided writing activities. This is why the other researchers can study on the other level and other remaining activities for guided writing practice. This work can serve as a reference tool for those who want to carry out further researches on the area of writing. The following can be the further areas of research related to the study;

- a. They can carry out study on proficiency in guided writing using other activities to test.
- b. Similarly, they can also carry out a study in action research design on ‘the role of guided writing activities in enhancing English language proficiency’.

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## **APPENDIX- I**

### Test Item

Dear Sir/ Madam

I am **Saraswoti Gupta**, an M.Ed student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. I am carrying out a research entitled **Grade Nine Students' Proficiency in Guided Writing** under the supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, University Campus, T.U., Kirtipur. Therefore, I would like to request you to help me to manage your students for taking a test. If you help me, I would be able to derive the conclusion of the study. And hereby I assure you that the students' answer sheets will be kept secret and confidential.

## Test-Item

Time: 2 hrs.

F.M. 50

P.M. 20

This test item is prepared to collect the data for the purpose of a research study on the writing proficiency of grade nine students of Dang district in guided writing to fulfill the master's degree. I Promise that your creation will be confidential. Please, supply required information in the following format.

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.

7

### **Plane crash at Thankot**

Flying to Kathmandu from Pokhara

Thick clouds

Hit the TV Tower

Caught fire, all died

Compensation to the Passengers announced,

Rs. 500000 each.

2. Write a letter to your friend. Write about your plan to visit somewhere. Include these points in your letter in about 150 words. 8


- The place you are going to visit.
- Who you are going with
- Where and for how long you will stay there.

3. Write a readable story with the help of the following outlines. 7

A poor goes out fishing ..... Heavy rains.....get under a bridge  
..... fishes there ..... Remarks of a passenger..... by:  
  
“won’t get any fish there” ..... Reply. “Fishes will come here to keep  
out of the rain.”

4. Read the condolence notice given below and write the similar condolence notice for the clues give below. 7

**CONDOLENCE**

Birth: 1930                                            Death:2001

Photo

We want to express deep sympathy and grief at the sudden and untimely  
demise of

**Mr. Kashi Joshi**



**Clues**

Mr. Arjun Rai/a tourist guide/International tourism centre/ Bhotahity, Kathmandu/for three years/mainly for Chinese tourists.

5. Write a short paragraph about yourself based on the following hints. 7

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. Read the paragraph and then write similar paragraph based on the information given below: 7

Frank is a cashier who works in a bank. His working hours are 9 am to 5 pm. He earns \$ 20 a week. At weekends he plays golf or goes riding. In his spare time he is studying economic and in ten or twelve years he hopes to become a bank manager.

- a. Hellen .....sales girl.....department store.....9:30 am  
.....6pm.....\$15.....table tennis  
.....working.....book keeping.....shop managers.

7. Rewrite the sentences below so that they mean the same

7

a. Prime minister opened new Dang-Salyan road.

New Dang-Salyan .....

b. Diamond is too expensive to buy.

Diamond isn't .....

c. Do you imitiate others?

Are others .....

d. Darjeeling grows tea.

Tea is.....

e. She eats a pizza.

Does she.....?

f. I go to school by bus.

How do .....

g. Simran bought a new dress.

What did .....

## **Appendix II**

## **Participant Information Statement**

### **1. What is this study about?**

You are invited to take part in a research entitled ‘Grade nine students’ proficiency in Guided Writing’ which aims to find out the grade nine students’ proficiency in guided writing and compare their writing proficiency on the basis of school-wise and gender-wise and to suggest the pedagogical implementation .

You have been invited to participate in this study because I am interested to find out the writing proficiency on the basis of school-wise and gender-wise. Your response will be helpful in making an informed decision in guided writing in the context of Nepal. This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in research. Please read this sheet carefully and ask questions about anything that you have query about the study. Participation in this research study is voluntary. So, it is up to you whether you wish to take part or not. And you will be given a copy of this participant Information Statement to keep.

### **2. Who is carrying out the study?**

The study is being carried out by Ms, Saraswoti Gupta as the basis for the master degree of English Education at the Department of English Education, TU, Kirtipur. This study will take place under the supervision of Mr. Resham Acharya, Teaching Assistant of Department of English Education.

### **3. What will the study involve for me?**

This study involves completing seven test-items for grade nine students’ of public and private school.

**4. How much of my time will the study take?**

It will take you about 45 minutes to complete the questionnaire.

**5. Who can take part in the study?**

Sampled students of grade nine can participate in this study.

**6. Is this study compulsory?**

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at Tribhuvan University.

**7. Are there any benefits associated with this study?**

This study will help you to know the grade nine students' writing proficiency on the basis of school-wise and gender-wise. The findings of this research will be helpful to know the writing proficiency and it will also help to bring improvement and it will also provide some basis for further research related with this topic.

**8. Are there any risks or costs associated with being in the study?**

There will not be any risks or costs associated with taking part in this study aside from investing your valuable time.

**9. Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study and make them to participate.

**10. How can I get further information about the study?**

If you would like to know more at any stage during the study, please feel free and easy to contact Ms. Saraswoti Gupta 9808983714 or email

[saisonakshi02@outlook.com](mailto:saisonakshi02@outlook.com)

## **Participant Consent Form**

**Faculty of Education, Tribhuvan University**

**The Department of English Education**

**Kirtipur, Kathmandu, Nepal**

Supervisor Resham Acharya

### **Grade Nine Students' Proficiency in Guided Writing**

I ....., agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of study, what I will be asked to do, and any risks/benefits involved.

1. I have read the participant Information Statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire    YES ( )        NO ( )

Signature..... Name .....

Date .....