

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with the use of effectiveness of clinical supervision in developing writing skill of grade eight students. It studies the implementation and management of clinical supervision in the classroom. Mainly it focuses the different aspects of clinical supervision and draws a distinction between prescriptive and collaborative approaches to clinical supervision by depicting the prescriptive clinical supervisor as an authority figure, the source of expertise, an assessor in contrast with the collaborative clinical supervision who acts as a colleague, a co–sharer of expertise with the supervisee, a helper, a facilitator; and through such a collaborative approach, the supervisor might hope to foster the conditions for reflective practice and the long term professional development for the supervisee.

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

Supervision is a way of judging something very nearly. While teaching, the teacher can use the supervision clinically for the better classroom activities. Good (1959) defines supervision as;

all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; it involves the stimulation of professional growth and development of teachers, the selection and revision of education objectives, materials of instruction, and methods of teaching and the evaluation of instruction (p539).

Instructional supervision is a subject of supervision. As supervision has varied interpretations, the role of the supervisor is not consistent between and sometimes within school systems and in the same way, instructional supervision and the role of the instructional supervisor vary. It may be appropriate to seek more current views related to the definitions of supervision which vary in both content and specificity.

Harris (2003 p10-11) "What school personnel do with adult and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote learning." The principle underlying this definition is that instructional supervision is both a concept and a process to improve the instruction given to the pupil.

Eye, Nelzer, and Krey (1971) define supervision of instruction as "that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems "(30). This definition may remind us of general supervision which refers to what might be called the "administrative" aspects of supervision or "out of class" supervision. General supervision is therefore concerned with such issues as curriculum, syllabus, and the overall management structure of education both outside and within the school. General supervision efforts are focused on out-of-class operations that are intended to improve and develop in-class-instruction. The discussion of the definitions of the term supervision might be misleading because of the wide variety of terms used to describe those engaged in supervision, and the wide range of definitions of the word itself. The consideration of such issues as curriculum, syllabus, education, management and administration would take us well beyond the scope of the present article. At this point, it may be helpful to draw a useful distinction between general supervision and clinical supervision since we are concerned almost exclusively with the issue of clinical supervision.

### **1.1.1 Brief Introduction to Supervision**

A supervisor is someone who oversees the performance and development of others; in the context of medicine, with a view to extending their professional skills and clinical understanding. However, like most skills, supervision expertise is not necessarily inherent and needs to be developed. Improvement comes with education, focused development and experience.

General supervision has something to do with "out-of-class" operations, with "administrative" aspects while, on the contrary, clinical supervision is something much more specific, an in-class support system, the crucial objective of which is to deliver assistance, counseling and guidance by a competent and skilful observer, all of the efforts tending to improve instruction, a teacher's performance and professional growth, the final impact being the improvement of student learning. Cogan (1973) defines clinical supervision as;

The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the leadership between teacher and supervision for the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior. (9).

Clinical supervision is the best way to develop the rapport and the teaching outputs which is very helpful for the teachers for their profession.

In the words of Sergiovanni and Starratt (1979), "Clinical supervision refers to face-to face encounters with teachers about teaching, usually in classrooms, with the double-barreled intent of professional development and improvement of instruction"(p.305).

Clinical supervision helps to develop the knowledge and professional skills. It is also useful to cultivate the good habits of the students.

Flanders (1976) sees clinical supervision as;

a special case of teaching in which at least two persons are concerned with the improvement of teaching and at least one of the individuals is a teacher whose performance is to be studied. It seeks to stimulate some change in teaching, to show that a change did, in fact, take place, and to compare the old and new patterns of instruction in ways that will give a teacher useful insights into the instructional process (p47-48).

All these definitions have several elements in common. The definition provided by Goldhammer (1980) expresses his view of clinical supervision and is consistent with the others and enhances those common elements. Clinical supervision as he sees it is:

That phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to face (and other supervision associated) interaction between the supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement (p.19).

In conclusion, supervision is the direct observation of the learners by which the researcher can change the behavior of the students.

Freeman (1982) points out three approaches to observing in-service teachers:

1. The supervisory approach, with the observer as authority and arbitrator;
2. The alternative approach, with the observer as a provider of "alternative perspectives"; and

3. The non-directive approach, with the observer as somebody who "understands".

Gebhard (1984) presents an overview of supervision in which he increases the number of possible models to five:

- a. Directive supervision where the supervisor directs informs model good teaching and finally evaluates;
- b. Alternative supervision where alternatives may be suggested either by the supervisor (as with Freeman), but also by the trainee;
- c. Collaborative supervision, in which the supervisor participates with the teacher in any decisions that are made and attempts to establish a sharing relationship;
- d. Non-directive supervision in which the supervisor does not share responsibility; he simply provides an "understanding response" in Curran's (1978) phrase. An "understanding response" is a "recognized" version of what the speaker has said. In supervision, the supervisor does not repeat word – for – word what the teacher has said but rather restates how he or she has understood the teacher's comments;
- e. Creative supervision, in which the supervisor uses any combination of the above.

### **1.1.2 Introduction to Writing Skill**

While listening and reading engage students in receptive exercises such as comprehension tasks, intensive or extensive exercises, etc. speaking and writing engage them in more productive and creative exercises, such as describing a situation, narrating an event, expressing opinions. These require students to think of gathering, planning, and organizing the information. Still, speaking and writing also differ significantly, and require employing distinctively different teaching activities. These activities may differ in the

nature of skills and goals of teaching, or writing. For example, a written discourse is fixed and stable, while a spoken discourse may be changing and flexible. The activities focusing on patterns, systems should be used in writing practice, while activities with natural communication, interruptions. should be used in the speaking practice. Ur (2005) distinguishes between spoken and written discourse features such as permanence, explicitness, density, etc. that may be useful for teachers in order to make insights on designing teaching – learning activities for speaking and writing skills.

Writing is probably the language skill that is used by most people in their native languages, and perceived as most difficult but especially by most of the second or foreign language learners. About the importance and complexity of L2 writing, Richards (2003 p87) state;

There is no doubt the 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 involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choose, more pronounced if their language proficiency is weak.

L2 learners have to acquire a number of writing skills varying from spelling and punctuation to planning and organization. Teaching of writing should therefore involve various writing activities that may help to promote these skills in the learners. Teaching writing through the isolated writing tasks – through traditionally favored practice – should not be thought of. Writing 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. However, composing various

genres – based written discourse, processed – based written documents etc. may require integrative activities and tasks.

Writing involves a number of basic as well as higher level cognitive skills.

According to Pajak(2002), it involves the following basic skills:

- Handwriting, or typing
- Spelling
- Punctuating
- Constructing grammatical sentences.

Harris, (2003 p17) puts the first three components under the heading of literacy. Fluent and intelligible typing or handwriting adds a benefit to the writing creation. It is one of the basic skills of writing that the L2 students should be trained on. Similarly, spelling is another important skill or component of writing. Though incorrect spelling does not often prevent an understanding of a written message, it can adversely affect the reader's judgment. Bad spelling is perceived as a lack of knowledge or care. There are also cases where understanding of message is terribly influenced by the incorrect spelling of the intended words. Just like handwriting and spelling, using appropriate punctuation marks in written texts is an important skill of L2 writing. Finally, students should be able to write grammatically correct sentences. It is the basic skill of writing that they need to develop.

### **1.1.2.1 Approaches to Teaching Second Language Writing**

A number of different approaches to the practice of writing skills have been identified. We need to choose between them, deciding whether we want our students to focus more on the process of writing than its product; whether we want them to study and produce different written genres; and whether we want to encourage creative writing – either individually or co – operatively (Harmer, 2003 p. 325). The approaches to L2 writing practice are insightful to design the

writing activities that are used inside the L2 classrooms. Some of the approaches which are generally discussed include:

- a. The process approach
- b. The product approach
- c. The genre – based approach
- d. Creative writing approach

### **a. The Process Approach**

This is the approach to L2 writing which suggests that writing is not merely imitating some sentences or paragraphs, and presenting them at once as a final product of writer's effort. It rather suggests that writing appears to a series of successive stages of a process. According to this view, writing is seen as a creative and discovery process in which the writer or composer has to interact with the topic in many sub – processes, such as thinking, planning, gathering information (i.e. in mind or in paper), processing information, and many more. Garman (1986) states:

The process view of writing sees it as thinking, discovery. Writing is the result of employing strategies to manage the composing process. It involves a number of activities setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers(p132).

Process approach in this way pays attention to the various stages that any piece of writing goes through. By engaging learners in pre-writing activities (e.g. thinking and planning), editing, re-drafting, and finally producing a finished version of their work, a process approach aims to promote various skills of writing in the L2 learners. From the process approach learners may get enough



opportunity to practice on ‘basic to higher level’ skills of writing such as spelling, planning, and organization.

The process approach tries to help students develop a sense of text and audience. It provides useful support for student writers to carry out a number of processes such as drafting and editing. The process activities also help students to gain greater control over the cognitive strategies involved in writing. Garman (1986), the practice activities have the following implications in the L2 classrooms

- Helping students to generate ideas;
- Providing practice in planning;
- Contextualizing tasks;
- Encouraging students in revision strategies;
- Supporting students with technology.

Thus, the teacher may decide to adopt the process activities in their writing classes so that they can develop in their students in process-skills including: generating ideas, planning, contextualizing, revising, rewriting.

## **b. The Product Approach**

The process approach and its implications for writing instruction are comparatively recent developments in the teaching of writing. Much longer-established are the approaches which emphasize the characteristics of writing as a product or as an end. These are known as ‘product approaches.’ According to Garman (1986), they focus student’s attention on the features of texts and are largely concerned with developing his or her ability to produce these features

accurately. The methodology therefore involves analysis and imitation of model texts; including the practice of grammar, structure, pattern of texts.

### **c. The Genre-based Approach**

The genre-based approach is intended to provide insights to the teachers about dealing with generic features of written discourse. Generic writing is different from general process writing. Specific generic features have to be maintained in the generic writing. For example, advertisements have different generic/textual features from prospectus; essays are different from poems; and these are different from reports. The genre of writing is specially understood by the people of that genre/discourse community.

Kumaravadivelu,( 2006, p. 171) further suggests that students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, as well as by whom. Many of our students' writing tasks do not have an audience other than the teacher, of course, but that does not stop us and them working. We may ask students to imitate a given style that could be seen as extremely prescriptive. One way round this is for them to see many different examples from the same genre.

Thus, genre-based approach tends to incorporate the features of both process and product approaches. On one hand it requires careful skills such as planning, drafting, editing and on the other, it appreciates imitation and parallel writing of a given model text.

#### **d. Creative Writing Approach**

Creative writing approach suggests for involving students in creative and imaginative writing tasks rather than in academic and business related ones. It is believed that when students are imaginative enough and writing about their experiences or happenings, they are better conditioned for learning the L2 writing. Creative writing provokes ‘input – output’ circle. The students read things and try to relate with their feelings and experiences of life. Then, they write poems, or narratives.

Gillespie,(2013) presents his view creative writing approach suggests imaginative tasks as useful techniques of teaching L2 writing. The tasks such as writing a poetry, stories and plays are the example of imaginative tasks. It is a journey of self-discovery, and self-discovery promotes effective learning. Students are highly motivated to do discovery and learn better through their creation and composition. The teacher set up imaginative writing tasks so that their students are thoroughly engaged in thinking and writing. Creative writing tasks are highly motivational and enjoyable for their learners. They feel pride in their creation and want it to be read. So, when they finish their writing, we need to read it, and give proper assessments and feedback.

Guided writing is a task of imagination. So that students can improve their writing skills by guided writing and teacher need to give and inspire students to write.

### **1.1.2.2 Strategies / Techniques for Teaching Second Language**

Different approaches to L2 writing practice and instruction that we have discussed above have a number of implications for L2 teaching and learning. Chief among these is that writings activities, which help students to operate various writing skills (such as planning, organizing, revising, etc.) for creating general as well as generic writing are designed on the basis of the insights we gain from these approaches. 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 and purpose of the class is. Three common types of activities can be used in the L2 writing classrooms: Controlled writing, Guided writing, and, Free writing.

#### **Controlled Writing**

The controlled writing activities are basically grounded on the ‘product approach’ of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them. These are controlled in nature; the students have virtually no freedom to express their creative ideas or skills. Controlled writing includes such activities as combining, reproducing, and completing.

#### **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 practices. 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 or written text. However, they can be trained in the processes such as drafting, revising, writing to lead them towards the final product. In guided writing, students are given some kind

of freedom and express their ideas. They are involved in the activities such as paraphrasing, parallel writing and developing fuller text through skeleton.

## **Free Writing**

Free writing is the process of writing where the students can express their ideas, feelings towards the subject matter. It includes different approaches of writing creative writing, skilled writing,. Students are free to use their ideas in their own words. Harmer (1998) defines free writing as;

Free writing activities are also influenced by various approaches of writing practice such as writing product, creative 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 obviously free to think and supply their ideas. However, they are to be well trained about how to start and carry out the free writing tasks. The students should be highly autonomous, active and creative during the free writing tasks. They are expected to have an experience of wider reading, i.e. extensive reading with specific as well as detailed information.

Writing is a productive skill. In free writing the topic is given to the students and students can write without any restriction. They can write about the topic by their knowledge and imagination.

### **1.1.2.3 Processes of Teaching Writing**

The stages of teaching writing that we discuss in this section are primarily inspired by the process approach to teaching writing. Whatever types of activities we may use in the writing class these stages are relevant and useful. In guided as well as free writing activities, the stage-wise processes such as planning, drafting, and editing should be employed so that students would be

more focused on the creative and dynamic processes of writing rather than merely on writing product or text. The stages of teaching writing can be outlined as:

- a. Planning
- b. Drafting
- c. Revising
- d. Editing, and producing the final outline.

The four basic writing stages in which students are assumed to be engaged are thus recursive and non-linear. These are described in brief below.

### **a. Planning**

First, good writers concentrate on the overall meaning and organization of a text, and engage in planning activities. This will involve thinking about the purpose, pattern and content of writing. Seow (2002) defines planning as a pre-writing activity that stimulates thoughts for getting started. It involves students in generating and gathering ideas and information required for their writing task.

Planning is essential. It may occur many times during writing. As a part of planning, learners may also pause frequently to reflect during writing. Thus, planning is a recursive rather than the fixed or first phase of writing processes.

### **b. Drafting**

Drafting is the actual writing process. When the students/writers are prepared for writing with the help of the various planning activities and strategies, then they are involved in actual writing process on the basis of the notes, outlines, and thoughts developed in planning phase. Seow (2002 p 52) views that:

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is, drafting – may precede quickly. At the first stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

Students may not be much concerned with accuracy in this phase since it can be maintained through revising and editing activities. So, the focus will be on fluency and relevance of information. While drafting, students should also be encouraged to deliver and organize ideas in accordance with their potential audience such as teachers, peers and family members. Seow,(2002 p52) notes:

One dimension of good writing is the writer's ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audience, among peers, other classmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used.

Drafting is a method and stage of writing. The students imagine and collect data to write about the topic. Before writing finally, drafting is the best way to collect and summarize their ideas.

### **c. Revising**

When students prepare the first draft of their writing they may consult their teachers for initial reaction and helpful suggestions. Then, they review their draft on the basis of the feedback given by the teacher, or any resource person like peers and seniors graders. They will examine the language style and information that they have presented in their first draft. They revise the draft so carefully and intensively that they use their intuitions to make writing better.

But this does not necessarily mean that they are only focused on grammatical accuracy.

Essex (1997,p21) states that: ‘Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that writer’s intent is made clear to the reader.’

So, revising is the process of rearranging, rethinking and recorection of the draft of writing. Seow( 2002, p 53) states

Revising or re-drafting is therefore characterized by the processes such as addition, deletion, reorganization, rearrangements, and rewriting. These processes need to be trained and encouraged to carry out ‘revising’ processes while they are writing any genre-based, narrative, or creative writing piece.

#### **d. Editing and Producing the Final Outlines**

When students have reflected their writing text, then they are engaged in tidying up their texts so that they can prepare the final draft of their writing. At this phase, they are involved in editing their text. They may edit themselves, or left the peers and teacher edit for them. They basically focus on grammatical accuracy, and mechanics of writing such as spelling, punctuation, sentence structure, textual conventions (e.g. quotations, examples), charts, tables, figures. The students/writers are also expected to edit the quality, quantity and relevance of text-materials (or information). One of the important things about our students’ editing performance is that we should not accept from students to



correct or edit every error. The thing we can do is that we can encourage them to do as decent editing as possible.

Finally, students produce the final draft of their writing. The final draft can be evaluated by the teacher with the help of certain writing criteria or features. The teacher is expected to give explicit ideas or suggestions about how to do better in the following tasks. The suggestions may vary from information, presentation, and organization, to language style, grammar rules and vocabulary.

## **1.2 Statement of the Problem**

Writing is the most complex language skill although it is the chief means of assessing the students' achievement. Attention is not paid on developing students' writing skill. Many students are still poor at writing. There still lack of performance due to the large classroom, lack of concentration, lack of supervision and many other factors. Every one complained that students cannot write any writing texts correctly and effectively.

For this the researcher chose a government school of a village of Patharishanishchare and decided to supervise clinically to find out the effectiveness of clinical supervision because there is a vast difference between theory and practice.

The focus of this study was to examine what facilitating forces and obstacles that the students experienced when a school is moved from general supervision to clinical supervision. In the change process;

Were students who are under the supervisor's role able to perform successfully?  
Were the students able to assume successfully the desired objectives in the clinical supervision process?

Were there professional gains and benefits for both students and supervisors related to their involvement in a clinical supervision process?

According to Todd and Carroll (1990), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. It is the official element for the development of printed document, book and Internet. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our life.

The writing skill difficulties are one of the most significant problems that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. Lathorn (1997) states that:

people believe that they can identify; good teaching when they see it. However, it might not be good teaching that these people see. It is, more likely, their idea of what good teaching should be... Most people accept the idea that good teaching means the learning has taken place but rather in identified; what specific teaching behaviors caused the students to learn (p.503).

A second problem with this prescriptive supervision concerns humanistic consequences which are destructive to the professional development of the teacher. This type of supervision puts the teacher in the subordinate and as such, he may be unable to develop the autonomy and the sense of personal

responsibility that characterize the behavior of the true professional. Even worse, as a subordinate, he may regress to docility in the face of authority, to the detriment of both his own creativity and the development of his own best style of teaching.

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

The objectives of the study are as follows:

1. To find out the effectiveness of using the clinical supervision for the development of writing skill.
2. To recommend some pedagogical implications.

### **1.4 Research Question**

This research attempts to answer the following questions:

- a. How can the teacher develop students' writing skill?
- b. What is the effectiveness of clinical supervision in developing students writing skills?

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

This study only tries to investigate the effectiveness of using clinical supervision for the development of writing skill of Basic level of our country. Every research or study has its own importance and significance. Similarly, this study also has its own evaluation. From this research different sectors of people will be beneficial. This study will play an important role for those who are interested in implying clinical supervision in their classrooms. It will be a

milestone for the teachers who are capable of holding clinical supervision in their teaching and learning process. It will be supportive to teachers, curriculum designers, students, policy maker, syllabus designers, textbook writers, evaluators, parents and all the directly and indirectly concerned sectors. This research will be particularly related and significant to the teachers. It can be a milestone in the field of teaching and learning. Today's teaching has been corrupted by using the old and traditional methods and techniques apart of those which we have learnt as modern approaches, methods and techniques. This study can throw some light which can prompt teaching in modern ways. We have studied so many modern technologies which can enhance the teaching and learning but due to the lack of some role model examples of teaching by some perfect teachers; those all modern ways and technologies have become a star of the sky which can never be touched. This study and research can play a crucial role in the field of teaching and learning. This is not only a research or a study but also a teaching example. It can be used and taken as an example of a teaching model as it has been developed to meet the requirements of those entire necessary items which are important to clinical based supervision teaching. It has been developed hoping that it would solve the problems related to teaching and learning. Teaching and learning in the sense that here it has concerned as a clinical based supervision teaching and specially to develop the writing skills in English.

### **1.5 Delimitations of the Study**

The proposed study was carried out under the following delimitations:

- i. The population of this study was confined to twenty students of grade 8 studying in only one governmental school of Morang district.
- ii. The data was collected only from the written test.
- iii. The set of tests was prepared both from textual and non-textual exercises.

- iv. The set of tests contained different types of tests.

## **1.6 Definitions of the Terms Used**

- a. Average: An average is a statistical tool used in analysis and interpretation of data. It is the result of adding several amounts together and dividing the total by the number of the characters.
- b. Conventional teaching: In this study conventional teaching refers to the teaching method used traditionally i.e. through explanation.
- c. Free exercise: Free exercise refers to the exercises without having any clues or guidelines to write.
- d. Guided exercise: in this study, guided exercises refer to the test items, which have some clues or some guidelines.
- e. Intra-test comparison: Intra test comparison refers to the comparison within one test i.e. group A and group B in pre test or group A and group B in post test.
- f. Marking scheme: A marking scheme is a comprehensive document indicating the explicit criteria against which examinee answers will be scored; it relates the examiner to relate particular marks to answers of specified quality.
- g. Non-textual exercises: Non-textual exercises refer to the exercises which are developed out of the students' textbook.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND THEORETICAL FRAME OF THIS STUDY**

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

The primary purpose of supervision is to encourage individual student's growth beyond the student's current level of professional instructional ability. This process must start where the teacher is developmentally in his or her instructional practice and move beyond that point at a rate determined by the teacher's capability.

We use language in term of four skills, i.e. listening, speaking, reading and writing, and their sub skills. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types: receptive and productive. It is certainly the case that when we speak or write we are producing language, and when we listen or read we are trying to extract meaning of what we have read or listened to. However, listening and reading also demand considerable language activation on the part of the listener or reader. We cannot access meaning unless our brains are fully engaged with the texts that we have heard or read. In this respect, the receptive skills such as listening and reading cannot be interpreted as passive skills on the part of listener and reader. These are also productive and active skills in the sense that they engage people in thinking, responding, understanding, following, and so on. Thus, teaching activities of listening and reading skills should be focused on production as well as on comprehension and perception.

Smyth (1985) was searching for a method of supervision that would focus upon their pre-service teachers' ability to reflect upon their classroom practices while at the same time allowing the teachers to have control over their professional development. The model allows for the supervisor to observe the teacher within his or her classroom setting and in concert with the supervisor analysis of the observed data.

To be a professional teacher, the teacher has to develop the skill of supervision and should teach effectively in the classroom.

Cogan(1973) was searching for a better method of defining what it actually meant to professionally work as a teacher. The primary emphasis of his search was to improve the professional status of teachers and to identify obligations for the teacher's supervisor to help him or her achieve this professional identity. However, Cogan felt the supervisor must also demonstrate competence and understanding of their practice as well as that of the teacher. He admired the medical profession for the format they had developed to discuss professional matters and was searching to create a format that mirrored the medical community's format for discussing educational professional matters. Thus he created the term "clinical supervision" to refer to the "clinic of the classroom" wherein the supervisor and teacher work collegially for extensive lengths of time. He also preferred the term "clinical" in that he felt it defined the tremendous objectivity the supervisor must possess in order to observe and analyze the classroom events in an empirical manner and emphasize the inquiry and providing of knowledge as an integral part of the process.

The term "clinical" also refers to a face-to-face relationship between teacher and supervisor where the focus of the relationship between the two is on the

teacher's actions in the classroom. Smyth (1985) states that the term clinical refers to the "in-class nature of assistance provided to teachers to help them make sense of the complex processes of teaching and learning" (p. 2). In defining clinical supervision, Goldhammer (1980 p83) states that the word clinical conveys an image of face-to-face relationships between supervisors and teachers. Clinical supervision is meant to imply supervision up close. The term should denote supervision of actual professional practice of actual professional behavior. What the teacher does is central in clinical supervision of which one hallmark is that the supervisor is an observer in the classroom and that the observational data collectively represent the principal foci of subsequent analyses. Given close observation, detailed observation data, fact-to-face interaction between the supervisor and teacher, and an intensity of focus that binds the two together in an intimate professional relationship, the meaning of clinical is pretty well filled out. An image of idiographic analysis of behavioral data and a tendency to develop categories of analysis after teaching has been observed, rather than beforehand, completes the picture.

Acheson and Gall (1987) describe the clinical supervision model as an interaction as opposed to a directive approach. It involves a democratic as opposed to an authoritarian approach. The process represents a teacher-centered rather than a supervisor-centered focus.

Sergiovanni (1976) states that the objective of clinical supervision is to facilitate classroom improvement and improve teaching practice. This includes examining and allowing for reflection upon teacher beliefs, objectives, and behavior. These areas contribute a basis for conversation between the teacher and supervisor that allows for the asking of questions concerning areas that affect teaching and are often left unexamined. Through the careful analysis of teacher beliefs, objectives, and behavior, teaching practices are enhanced.

Sergiovanni and Starratt (2002) define clinical supervision as "a partnership in inquiry" (p.224). The purpose of the supervision process is to help teachers



modify existing teaching practices in a way that makes sense to them and is controlled by them. The supervisor's role is to help the teacher select goals for improvement, select teaching issues to be examined, and find ways to assist the teacher to better understand his or her teaching practice. Direct instruction can be improved by the process of giving the teacher direct feedback concerning areas of teaching practice that are a concern to the practitioner.

Smyth (1985) states that clinical supervision takes its principal data from the events of the classroom. The analysis of these data and the relationship between the teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior.

## **2.2 Review of Empirical Literature**

There are various research work carried out as a practical study in different areas, in the Department of English Language Education. Some experimental research related for this study mentioned below:

Karki (1999) carried out research on "A Comparative Study on Inductive and Deductive Method" to find out which one is more effective to teach subject-verb agreement for the students of grade 9 of Sunsari district. The sample of population of the study consisted thirty students of grade nine in Bijayapur secondary school Dharan Sunsari. The main tool for the collection of data for his study was oral as well as written test of the students. He found the Inductive method seemed to be more effective than the deductive method for teaching concord.

Barakoti (2001) carried out research on "Error Committed by PCL Second Year Students in Writing Free Composition." His objective was to identify errors committed by PCL Second year students in free composition. Thirty

students of Higher Secondary in Jhapa district were selected as the sample population of the study. Test was taken as the main tool for collection data. From the research he found that the students committed errors in sentence construction, spelling and organization of the sentences while they are writing. It was their errors not the mistake.

Dahal (2002) carried out a practical study on "The effectiveness of Group Work on Oral Performance." The aim of the research was to develop speaking skill through group work techniques. He chose thirty-five students of grade nine at Khotang district as primary source of sampling. Oral test was the main tool of his study. His finding showed that the group work technique proved relatively more effective than the conventional one on the students' oral performance.

Sharma (2002) carried out a research on "The Effectiveness of Role-play Technique in Teaching Communicative Function for Grade Ten." The main objective was to find out the usefulness of role play techniques. He chose a government school of Morang. The sample was the group of sixteen students of class seven. It was found that teaching students using role-play technique is more effective than teaching items using only icons directed methods included in the text book.

Shah (2003) conducted a research on "Writing Proficiency of Grade Nine Students". The main objective of his work was to find out the writing proficiency of grade nine students. The sample population of the study consisted forty students of class nine in Siddhartha Secondary School, Makawanpur. The main tool for the collection of data for his study was written test of the students. He found the students made mistakes in the use of punctuation marks such as full stop, question mark, commas, and spellings are improved.

Pandey (2004) has carried an experimental research on "Effectiveness of Project Work Techniques in Developing Writing Skill." The main objective of the study was to find out the effectiveness of project work technique in developing writing skill. He used both primary and secondary sources for data collection. The primary source of the study was twenty-six students of B.Ed. first year studying in Neelakantha Campus, Dhading. The main tool for the data collection was test items. The finding of the study was that the use of project work techniques in classroom teaching was more effective than conversational teaching.

Oli (2007) conducted research entitled "The Impact of Information Gap in Developing Speaking Skill." The main aim of his study was to find out the impact of Information gaps in developing speaking skill on the basis of holistic comparison as well as function and experimental research where he divided the whole class into two groups of Laxmi higher Secondary School, Jhapa. The main tool of his study was oral test. He found that the impact of information gap in developing speaking skill helps to develop speaking skill.

Acharya (2010) carried out a research on "Strategies Adopted by Teacher While Teaching Writing Essays." The main objective of his study was to explore the teaching strategy in writing essay in class ten at Sunpakuwa Secondary School, Urlabari Morang. Sampling of his study was twenty students out of sixty five in the class. The main tool of his study was written test. He found that peer techniques and feedback are effective in developing writing skills.

Parajuli's (2011) research on "Developing Writing Skill Through Student's Quality Circle" aimed to develop writing skill through student's quality circle and to make students identify the role of Student's Quality Circle activities in developing writing skill. Thirty students of lower secondary and secondary level studying in Sunakhari Secondary School Pathari was taken as the sample

population for the primary source and websites, Journals were the secondary sources. Written test was the tool used for the research. The finding was that student became component, self-disciplined, and creative to solve their own problem through Student Quality Circle.

Although there are some experimental studies on other areas, no practical studies have been carried out to determine the effectiveness of using clinical supervision for the development of writing skill. This research, therefore, attempted to find out the effectiveness of implying clinical supervision in teaching writing skill. This study is different from the other research on the basis of the techniques, and experiment.

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

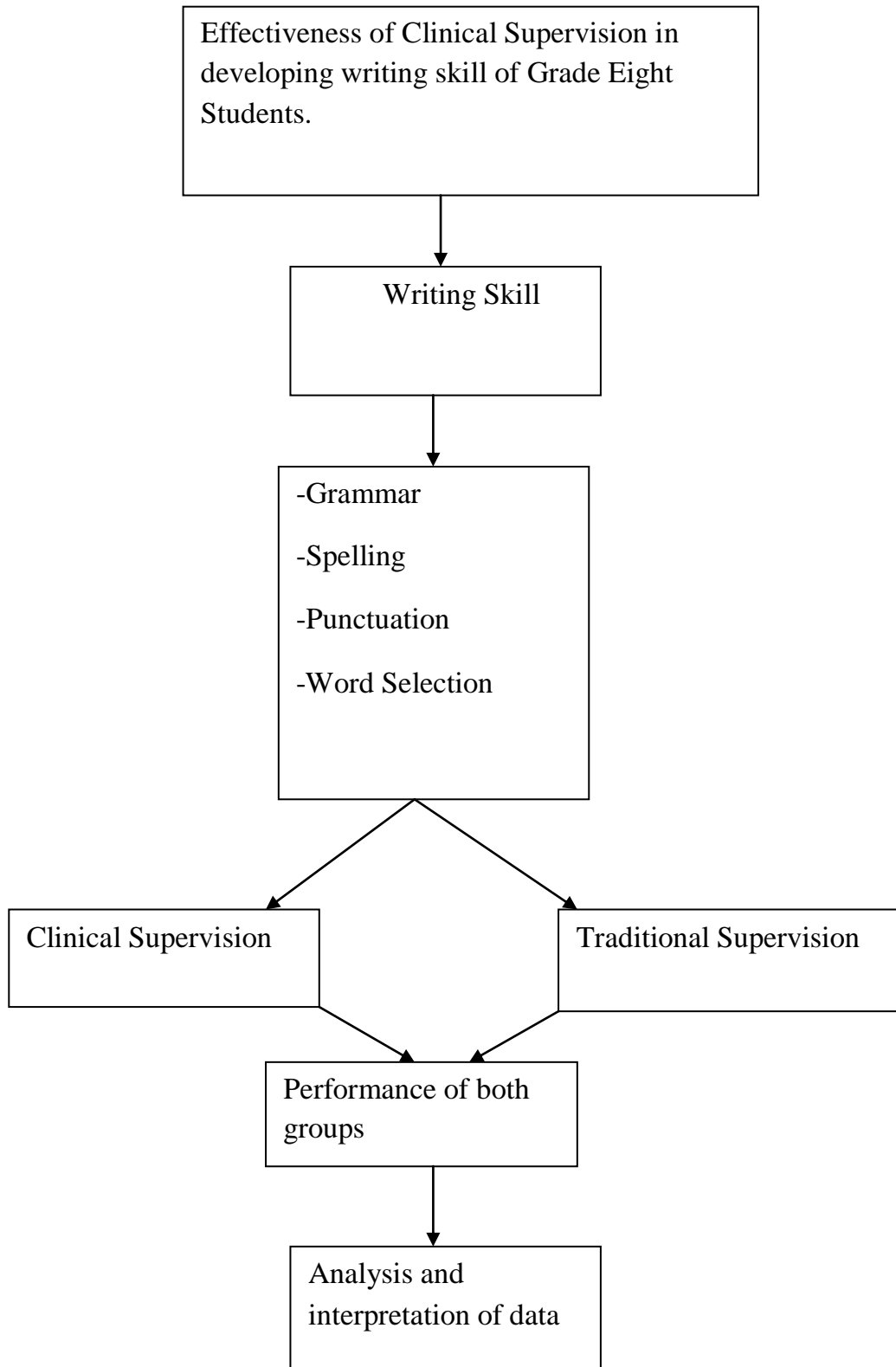
The theoretical literature provided the researcher with clear theoretical concepts or insights on clinical supervision and how it is effective in developing students' writing skill. The empirical studies reviewed above provided him with conceptual clarity on the research problem, methodology, data, tools and techniques, carrying out experimental research and the analysis and interpretation of collected data.

Barakoti (2001), Dahal (2002), Sharma (2002) helped the researcher to separate the groups and analyses the data likewise Pandey (2004), Oli (2007) helped the researcher to find out the effectiveness in experiment.

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

Concept making is a tough mental framework that refers to the rough plan before accomplishing any task. The researcher has to follow certain ways that help him accomplish the task efficiently and smoothly.

The procedure and methodology is described in latter units. Selecting the topic, collecting information about the topic here, rapport making, instruction about the task, collecting the data, analyzing, consulting the experts are carried out.



*Figure 1 Conceptual framework.*

## **CHAPTER THREE**

### **METHODOLOGY AND PROCEDURE**

It is an experimental research used to find out the effectiveness of clinical supervision in developing the writing skill of grade eight students of Janakalyan Basic School. It was used in controlled group of twenty students. The twenty students were divided into two groups. Group A was experimental group and group B was controlled group. Different kind of tests were taken while they were under the supervision

#### **3.1 Design and Method of Study**

This research was quantitative in nature and formed the experimental research design. The data were presented and analyzed, different types of tests were taken to find out the effectiveness of clinical supervision in developing writing skill.

In an experimental hypothesis testing research when a group is exposed to usual condition, it is termed a 'control group', but when the group is exposed to some novel or special condition, it is termed as experimental group.

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

Population, Sample and Sampling Strategy are separately introduced below:

### **3.2.1 Population**

The population for the purpose of this study included the students of grade eight studying at Janakalyan Basic School, Patharishanishchare Morang.

### **3.2.2 Sample**

Twenty students of grade eight studying at Janakalyan Basic School, Patharishanishchare Morang were the sample of the study.

### **3.2.3 Sampling Strategy**

The researcher used the random sampling procedure to sample the school, selected the twenty students from forty randomly and divided into two groups of 10 /10 in each by odd and even technique.

### **3.3 Study Area/Field**

This research was primarily concerned to find out the effective of clinical supervision in developing writing skill of grade eight students. Research field was confined to Morang district especially government school of Patharishanishchare, Morang.

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

Tests items ( pre- test, progressive test, post test) were the main tools for data collection.



### **3.5 Data Collection Procedures**

The researcher followed the following stepwise procedures of data collection: First he visited the selected school and established the rapport with the school authority and subject teachers; explained the purpose of his study and requested the subject teacher and the administration in order to take the class for a month. He started to teach the classes after having informal talks with the students of the particular class. As per the plan the researcher had taken a pre test to identify the proficiency level of the students. He selected the twenty students among those 40 and divided them into two different groups with the simple odd and even techniques. Within the four different weeks four weekly tests were taken and collected data through tests. The tests were analyzed and interpreted.

### **3.6 Data Analysis and Interpretation Procedure**

Data was collected from the two different groups of students namely Group "A" which was clinically supervised group and Group "B" traditionally supervised group. Initial pre test was taken, and from four different weekly tests and post tests, data was collected, analyzed, and interpreted, and presented using figures.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This section deals with the analysis of collected data from the different types of tests such as pre test, progressive tests, and post test. The two separate groups were formed out of 20 students. Separate teaching was conducted for two separate groups and required data were collected, analyzed and interpreted.

#### 4.1 Students' Proficiency in Pre-test

At first a simple test was taken among the students of both groups to recognize their proficiency. According to the result of the pre-test, the teaching items were designed and taught.

Table 1: Student's proficiency in pre-test

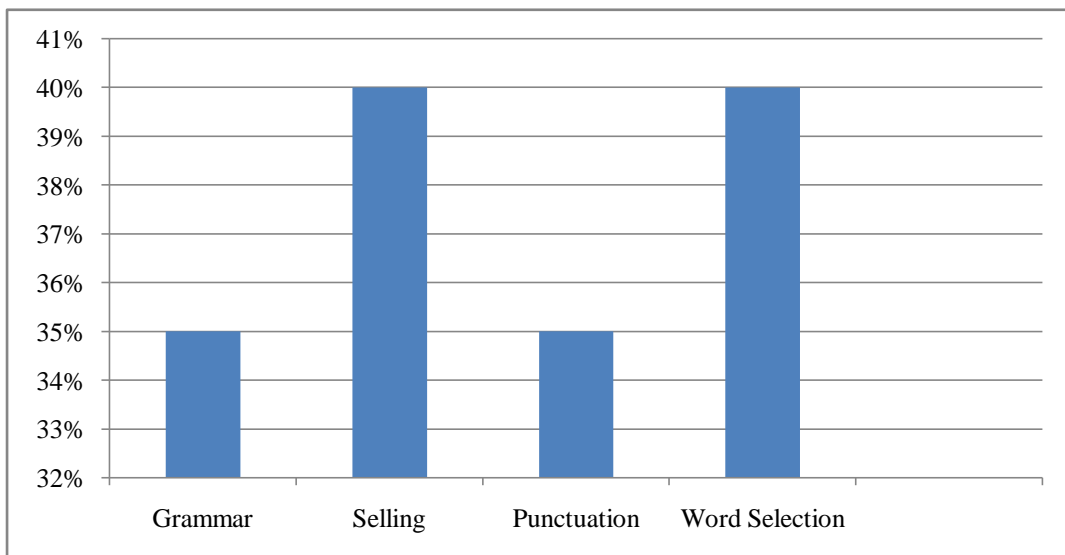
Group	Grammar		Spelling		Punctuation		Word selection	
	Correct	Errors	Correct	Errors	Correct	Errors	Correct	Errors
CSG	25%	75%	30%	70%	35%	65%	40%	60%
TSG	20%	80%	25%	75%	35%	65%	30%	70%

The above table shows the students proficiency on grammar, spelling, punctuation, and word selection on the pre-test. The students of CSG committed 75% grammatical errors and only 25% of their writing was correct, whereas the students of the TSG made 50% grammatical errors and

the rest 20% was correct. In the case of spelling, the CSG made 70% spelling errors and 30% was correct but in the TSG 75% spelling errors occurred and only 25% was correct. Likewise, in punctuation the CSG and the TSG made equal 65% errors and wrote 35% correctly. In word selection the CSG made 60% errors and wrote 40% correctly whereas the students of the TSG made 70% errors and wrote 30% correctly.

#### 4.2 Students' Progress in the FPT

After teaching for a week to the both groups of students a weekly test was taken in which a mixed type of output was gained. CSG was taught under a controlled situation with a regular contact with those students, several types of feedback, instruction, motivation and suggestion were given to them. The result is shown below:

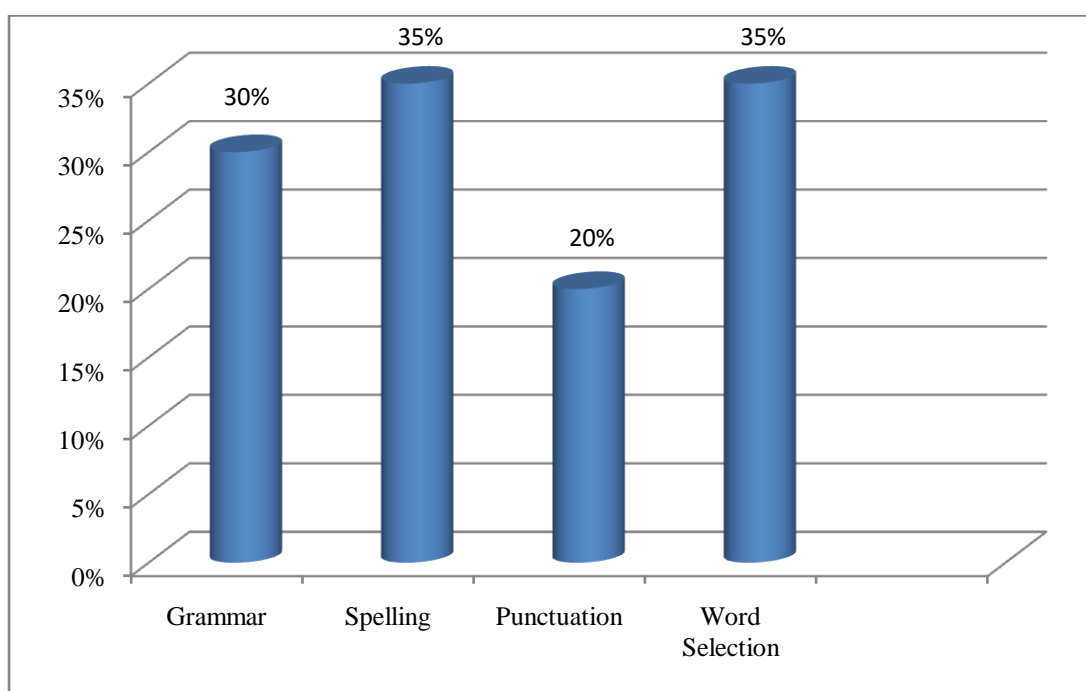


*Figure 2: Result of FPT of CSG*

We can clearly see in the above figure that in the first progressive test the students of the CSG improved a bit in contrary to their pre-test. In the grammar section they wrote 35% sentences correctly grammatical accuracy was increased by 10% in comparison to pre test. Likewise in the spelling they

increased by 10% so they wrote 40% spelling correctly. In punctuation they scored 35% that is 35% of punctuation were used correctly. In the word selection too, the students performed the same as the pre test, that is, 40% words were selected and used appropriately. The figure also shows that the students are poor in grammar and punctuation which are important in writing.

When the first progressive test was taken to the TSG, they also improved their performance in grammar, spelling, punctuation and word selection compared to the pre test.



*Figure 3: Result of FPT of TSG*

This figure shows that the TSG progressed in their writing compared to the pre-test. In the first progressive test, their progress in grammar increased by 5%, i.e. 30% of their sentences were grammatically correct. In spelling their correctness increased by 5%, i.e. 35%, of their spelling were correct. In the

punctuation they decreased their correctness by 15%, i.e. their 20% punctuation were correct. In the word selection process the students of TSG improved by 5% i.e. they made 35% correct in words selection.

#### 4.2.1 Comparative Study of FPT of Both the CSG and the TSG

The researcher comparatively studied and analyzed the result of both groups which are shown in the following figure

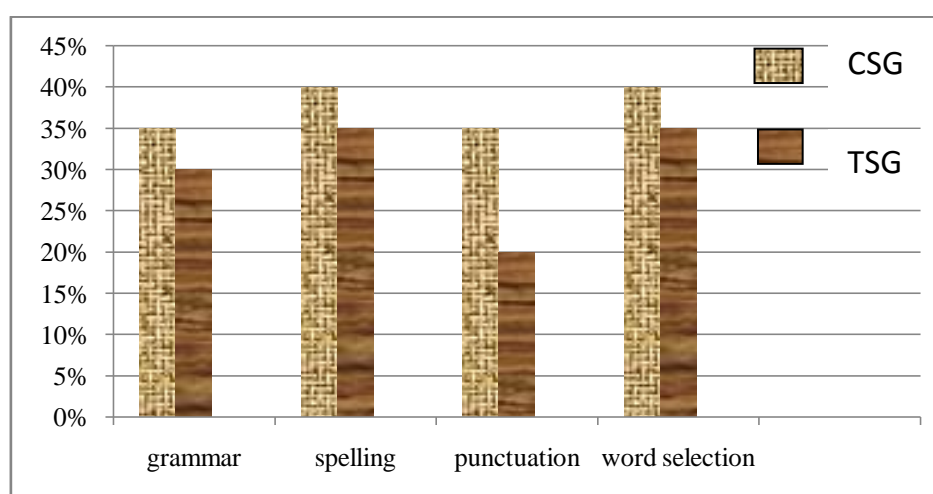


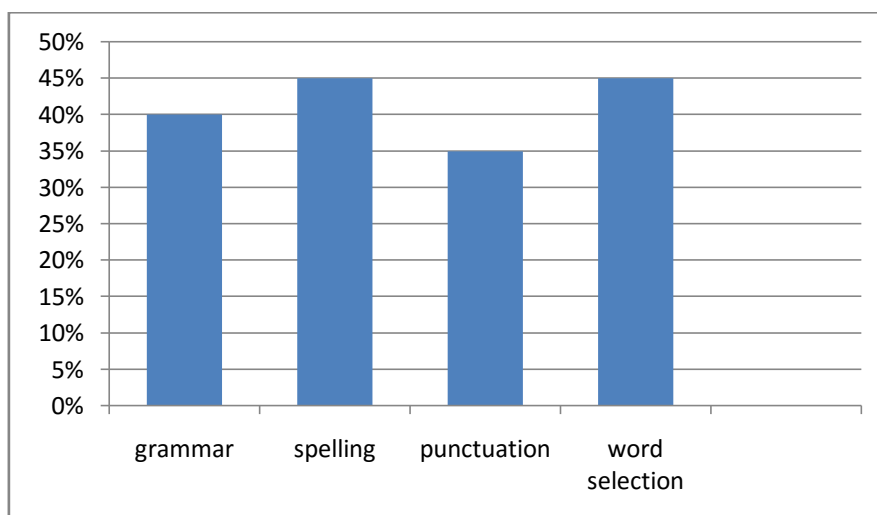
Figure 4: Comparative Study of the FPT of Both the CSG and TSG

The above mentioned figure shows the comparative study of the both groups regarding the result of the FPT. The figure shows the great difference within the result of progressive test. Mainly four components were tested: grammar, spelling, punctuation and word selection. In the case of grammatical correctness, the CSG scored 35% whereas the TSC scored 30% in FPT. Similarly in spelling section, the CGS wrote 40% but the TSG wrote 35% spelling correctly. In the words selection, the CGS wrote 40% correctly whereas the TSG wrote 35% correctly. In comparison to the CSG and the TSG, the CSG scored 5% in grammars, spelling, and words selection. In the punctuation there was a vast difference. The CSG scored 35% but the TSG scored only 20 % the CSG increased their proficiency in terms of grammar,

spelling, punctuation and words selection within a week but in the case of the TSG their proficiency is not increased as compared to the CGS.

### 4.3 Students' Progress in the SPT.

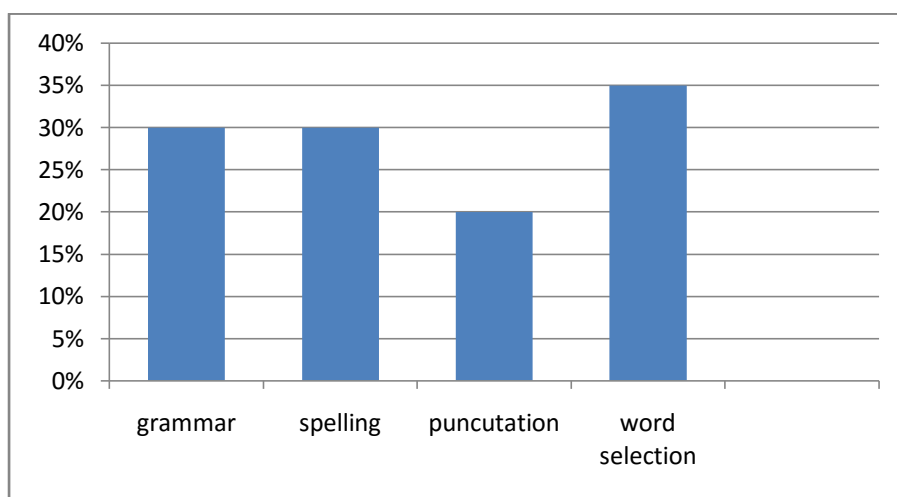
After the first progressive test the CSG was under the clinical supervision where the students were given immediate feedback, clues, checking carefully but for TSG no such treatment was provided.



*Figure 5: SPT Result of CSG*

The above picture exhibits that the CSG improved in their proficiency than in the FPT. The students progressed in their grammar by 5% than the FPT that means, they scored 40% in grammar. In spelling the students progressed by 5% than the FPT, it means they wrote 45% spelling correctly. In the punctuation and words selection they scored the same as the FPT. It means they wrote 40% correct punctuation and words selection.

After the second week, the TSG was also tested on the same area of writing. Their performance was not as progressive as the students of the CSG. The performance of the TSG is shown in the figure below:

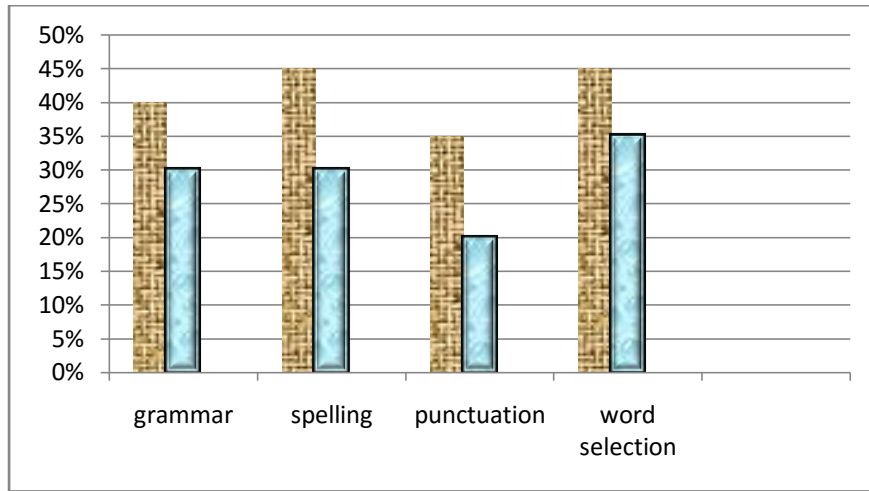


*Figure 6: SPT Result of TSG*

The above figure indicates the performed of the TSG in the SPT. The TSG group was taught traditionally without any positive suggestion and feedback. So the TSG poorly performed in grammar. They wrote only 30% grammatically correct sentences. Their proficiency decreased by 5 % from 35% in comparison to the FPT, it means they wrote 30% spelling correctly. In punctuation and words selection there was no change with the FPT. They used 20% punctuation correctly and 35 % words selection correctly.

### 4.3.1 Comparative Study of SPT of both CSG and TSG

After taking the SPT, the result of both the CSG and TSG were analyzed and compared, which are shown in the figure below:



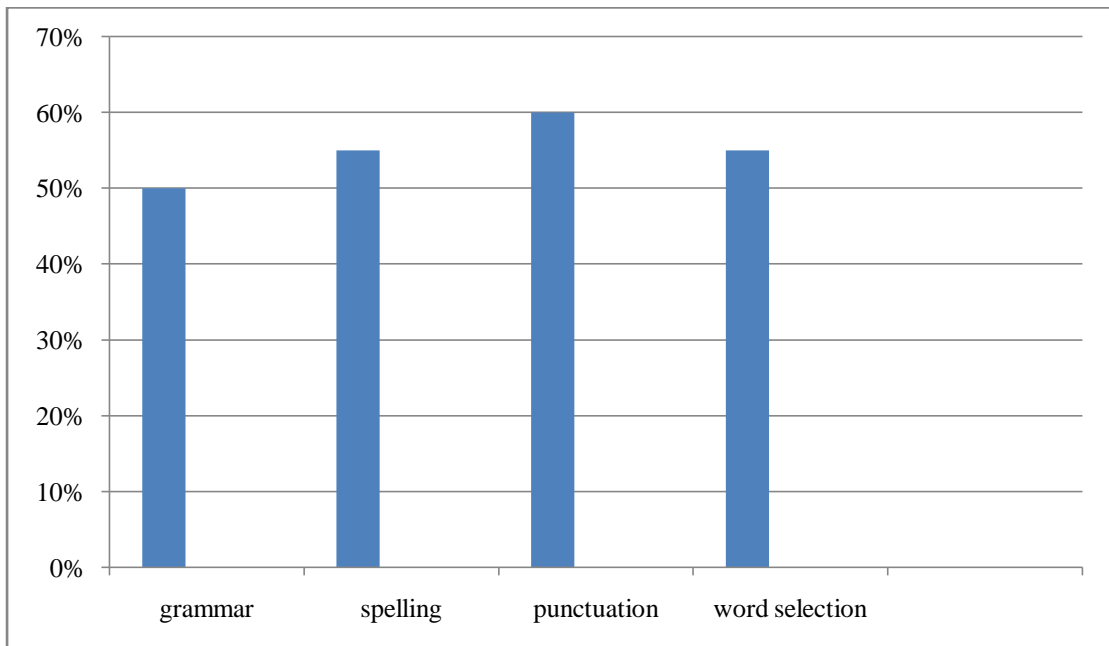
*Figure 7: Comparative Study of SPT of both the CSG and the TSG*

The above figure shows the comparative data analysis of the result of the SPT of both the CSG and the TSG in terms of grammar, spelling, punctuation and word selection. The TSG was weaker than the CSG. The CSG made 40% correctness in grammar but only 30% sentences were correctly written by the TSG. In spelling the CSG wrote 45% correct spelling whereas the TSG wrote only 30% correct spelling. There was a vast difference in punctuation, i.e. 15% difference between the CSG and the TSG. The CSG used 35% punctuation correctly whereas the TSG made 20% correctness in punctuation. In the word selection level too there was 10% difference between the CSG and the TSG. The CSG and the TSG made 45% and 35% correct words selection respectively.



#### 4.4 Students Performance in the TPT.

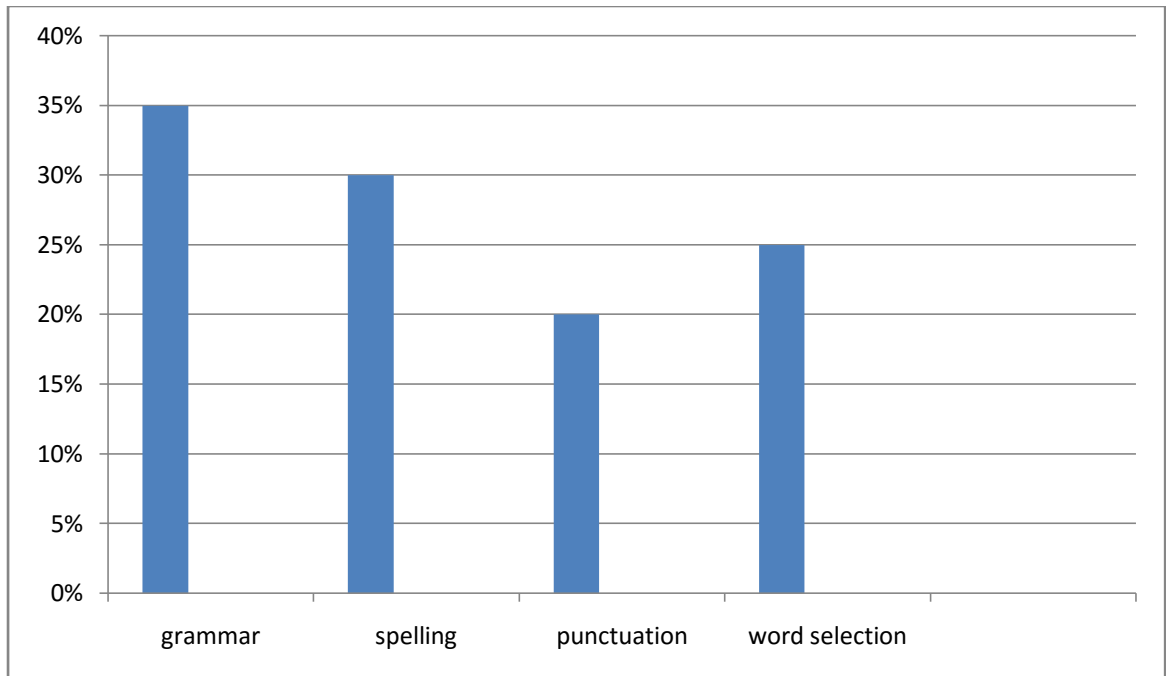
Several types of feedback, instruction, motivation and suggestion were given to the CSG, So that the CSG improved their performance in writing. The figure given below shows their performance in TPT:



*Figure 8: TPT Result of CSG*

In the SPT the students wrote 40 % grammatically correct sentences but in the TPT they progressed by 10 % that means they wrote 50 % grammatically correct sentences. Likewise in the spelling too they increased their proficiency by 10 % that means they wrote 45 % spelling correctly. In the punctuation, they developed their performance effectively. They increased their performance in punctuation by 15 % than in the SPT that means they wrote 60 % correctly in punctuation. In the word level too they increased their performance by 10 % it means they made 55 % word selection correctly.

Same type of test was taken to another group as well among the same four components as in the FPT and SPT. The overall performance of the TSG in the TPT given below.

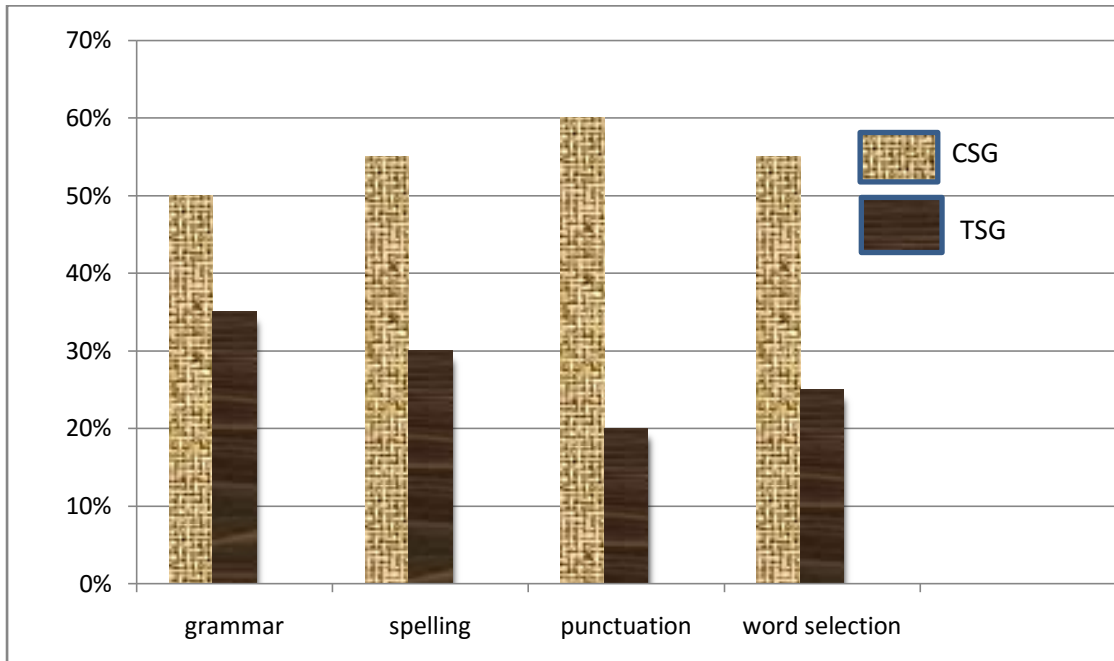


*Figure 9: TPT Result of TSG*

The result of the TPT is shown in the above figure. The TSG not improved their performance as the CSG. In grammar section, they improved their performance by 5 % than SPT that means they wrote 30 % grammatically correct sentences in their writing. In the spelling and punctuation they have not increased that means they wrote 30 % spelling correctly and used 20 % punctuation correctly which were as same in the SPT. In the word selection they decreased their performance by 10 % than SPT that means they made 25 % correct word selection.

#### 4.4.1 Comparative Study of TPT of the both the CSG and the TSG

The test results of the TPT of the both the CSG and the TSG were compared and analyzed. The compared result is shown in the following figure:

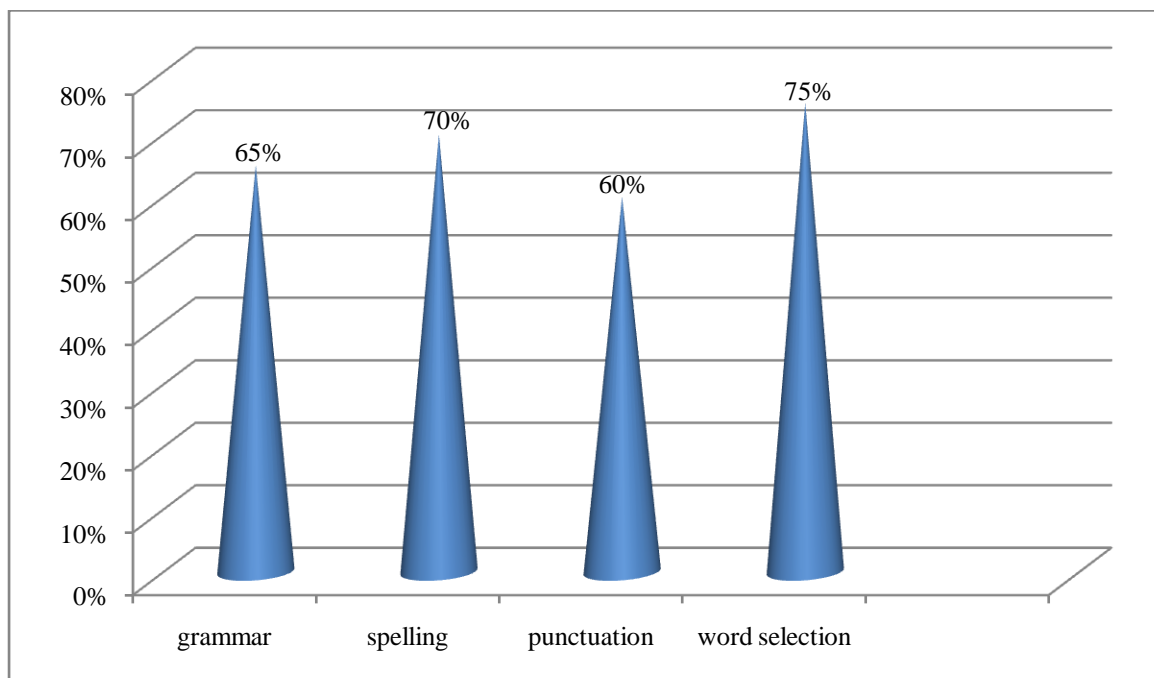


*Figure 10: Comparative Study of TPT of both the CSG and the TSG*

The above figure reflects the performance of the students of the CSG and the TSG comparatively. That means the CSG wrote the sentences 50 % grammatically correct whereas 35 % of the sentences were written correctly by the TSG. In spelling the CSG outperformed the TSG by 25%. The CSG wrote 55% spelling of words correctly whereas the TSG wrote only 30% correct spelling. The great difference between the CSG and the TSG was found in punctuation which was by 40%. The CSG dramatically improved their writing in punctuation, 60 % of punctuation was correct of the CSG whereas 20 % of punctuation was correct of the TSG. In the word selection too, the CSG outperformed the TSG by 30%. The CSG selected 55% words whereas the TSG selected 25 % word correctly.

## 4.5 Students' Progress in the PT.

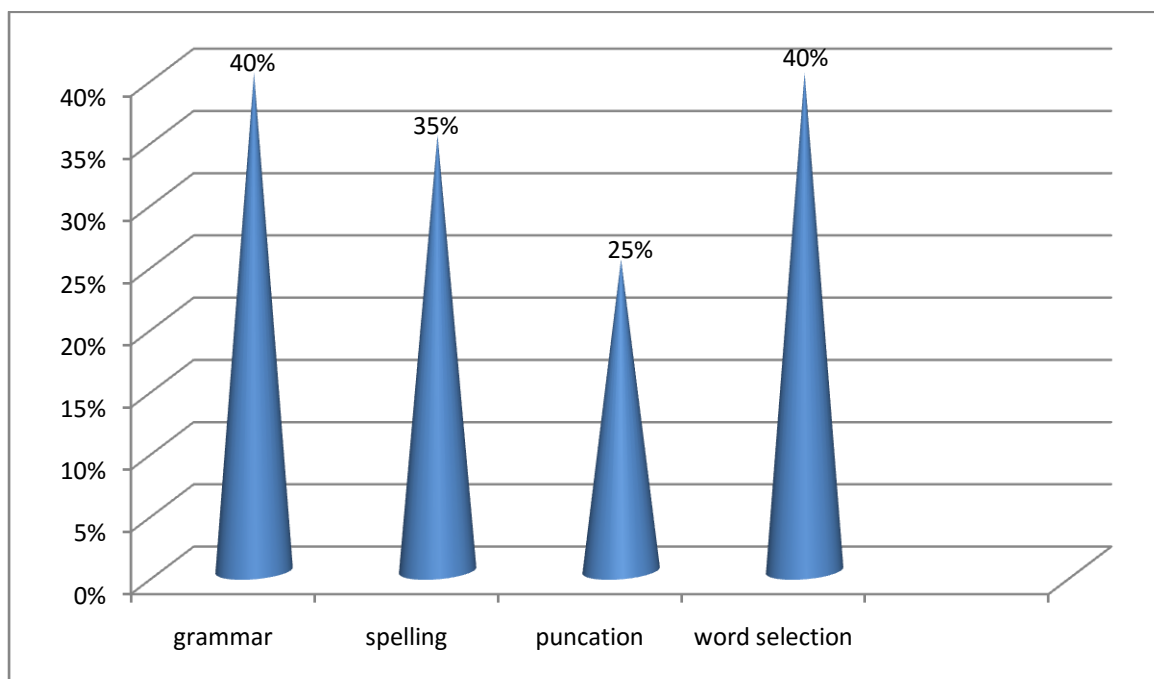
After the continuous clinical supervision to the CGS, the post test was taken to identify their progress in writing. The result is shown the following figure.



*Figure 11: Result of PT of CSG.*

The above figure shows the result of post test after a month teaching with several tests, different types of feedback, instruction, motivation and suggestions. It was found that the CSG improved their grammar by 40 % within a month that means the students of the CSG had only 25 % correctness in grammar in their pr. Test but after a month in PT their grammatical correctness was 65 %. In the same way in spelling they improved by 40% than PT. They wrote 70% spelling correctly in their PT. similarly in punctuation the students of the CSG improved by 35% in comparison to their PT. They used 55% punctuation correctly. In the case of word selection the students of the the CSG improved by 35% in comparison to their PT. They made 75 % word selection correctly.

Similarly the PT was taken to the TSG after a month their results are shown in the figure below:



*Figure 12: Result of PT of the TSG*

This figure exhibits the result of post test of the students of the TSG. It shows the gradual progress of the students in comparison to pr.T. The students only improved 20% in their grammar. They wrote 40 % grammatically correct sentences after a month. In Spelling the students of the TSG improved by 10% and wrote 35 % of words with correct spelling. Similarly they improved by 10% in punctuation. They used 35% punctuation correctly. In the case of word selection, they improved by 10 % from 30% and made 40 % correct words selection.

### 4.5.1 Comparative Study of PT of both CSG and TSG

The researcher compared the result of PT of the the CSG and the TSG in the area of grammar, spelling, punctuation and word selection. After a month of teaching the test was taken to check their improvement.

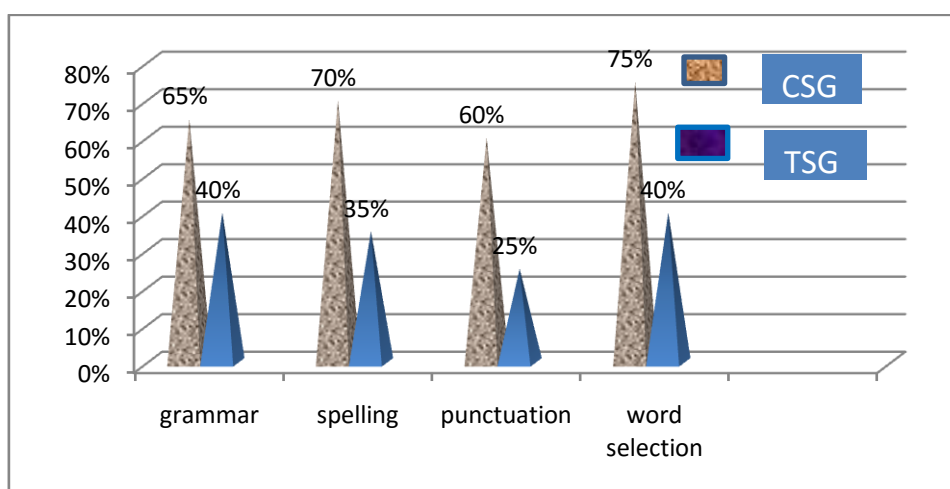
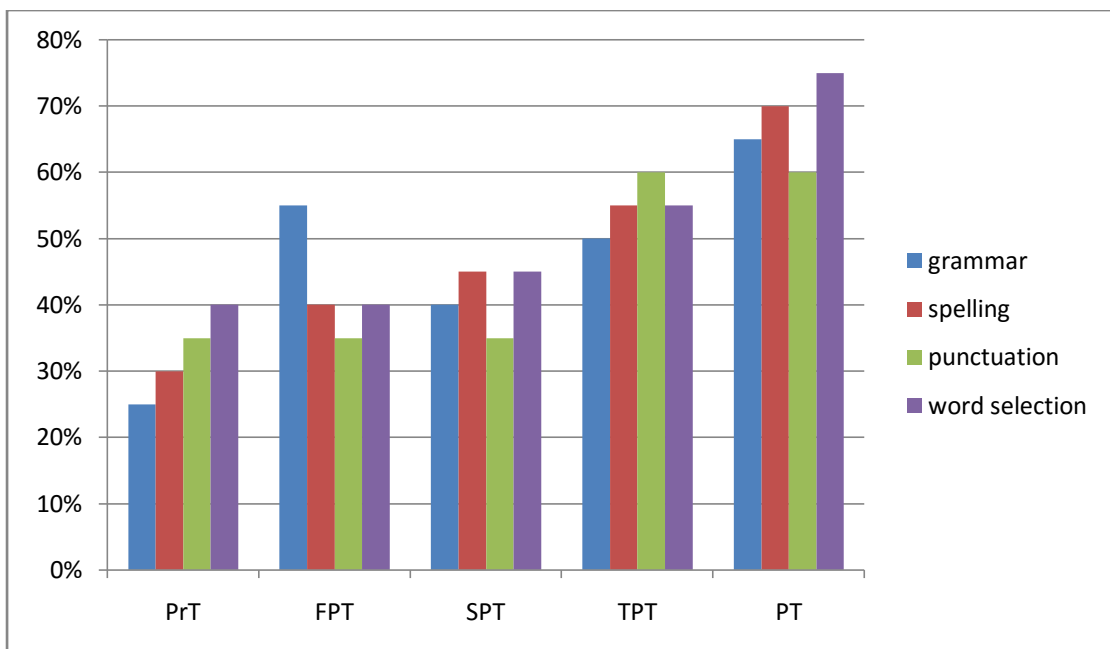


Figure 13 Comparative Study of PT of both CSG & TSG

The above figure shows that students of the CSG better performed than the TSG. In grammar the difference between two groups was 25%. The CSG wrote 65 % grammatically correct sentences whereas the TSG wrote only 40 % grammatically correct sentences. In the case of spelling the students of the CSG led to the TSG by 35%. The CSG wrote 70% spelling correctly whereas the TSG only wrote 35 % spelling correctly. In punctuation section the CSG led by 35 % to the TSG. The CSG wrote 60% of punctuations correctly whereas the TSG wrote only 25% correct punctuation. At the word selection level the students of the CSG led by 35 % to the TSG. The CSG made 75% correct word selection whereas the TSG made only 40% word selection correctly.

#### 4.6 Overall Performance of CSG in Writing During Treatment

The two separate groups of student were treated differently for a month. Pre test, progressive test and post test were taken to both groups. The CSG was specially treated with different types of feedback, instruction, motivation and suggestions but for another group no such treatment was provided. The special group called the CSG progressed in their writing by improving their grammar, spelling, punctuation and word selection.



*Figure 14: Overall Performance of the CSG in Writing During Treatment*

The students of CSG received regular treatment, positive feedback, immediate response and correction or clinical supervision from the teacher which helped them to improve their overall performance in grammar, spelling, punctuation and word selection. In grammar their correction in the Pr. T was just 25%. In the FPT, it was increased by 5% and became 35% which was improved by 10 % in the SPT, by 25% in the TPT and by 30 % in the PT. In the same way in spelling too the students of the CSG improved by 5% in the SPT, 15 % in the

the TPT and 30% in the the PT. the In the FPT and the SPT there was no change, they wrote 35% of punctuation correctly but in the TPT and in the PT they wrote 60 % of sentences with correct punctuation. In the same way, the students of the the CSG improved in word selection level too. In the FPT they had 40% word selection correct, in the SPT they improved it by 5 % and made 45 % correct word selection. In the TPT they made 55 % word selection correct and at the PT they improved it by 35% from the FPT and made 75% word selection correct.

When the researcher compared the pr.T and PT results, it was found the students of the CSG improved in grammar by 40%, in spelling by 40%, in punctuation by 30%, in word selection by 35%. In the overall performance the students of the CSG performed well.

#### 4.7 Comparative Study of Overall all Performance by TSG

The same kinds of tests were conducted to the TSG. The following figure shows the result of those tests of the TSG.

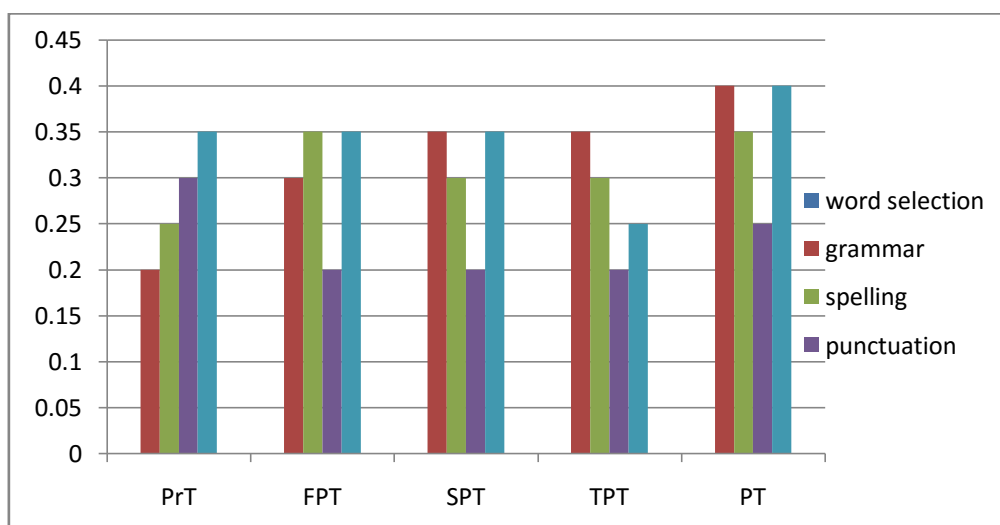


Figure 15 Comparative Study of overall all performance by TSG.



The above figure shows the comparative study of the TSG regarding the result of all four tests. Comparatively the TSG is weaker than the CSG in their performance. The students of the TSG have mixed result. In some areas they increased their performance and in some others they decreased their performance. In the case of grammar they improved by 10 % in a month. In FPT they wrote 30% grammatically correct sentences and PT they wrote 40% sentences correctly. In spelling, they neither increased nor decreased their performance. They wrote 35 % spelling correctly in the FPT and in the PT too. In punctuation the students of TSG improved their punctuation by 5% in a month. That means in the FPT they wrote 20% punctuation correctly and at the end they wrote 25% correctly. Similarly in the case of word selection the students of TSG increased their level by 5%, it means they had 35% in the FPT and 40% in the PT correct word selection.

When the result of Pr.T and PT was compares, the students of the CSG improved their grammar by 20%, spelling by 10% but they decreased in punctuation and word selection by 10%.

#### **4.8 Summary/Discussion of Findings**

The major findings of the study are as follows:

1. The students the CSG performed better than the TSG in the PT. It shows that clinical supervision is more effective in developing the students writing skill.
2. In grammar the CSG progressed by 40% when compared the Pr.T PT.
3. In spelling the CSG progressed by 40% when compared the Pr.T and PT.

4. In punctuation the CSG progressed by 30% in word selection by 35% when compared the Pr.T to PT.
5. The students of the TSG performed poorly in comparison to the CSG.
6. In grammar the TSG progressed by 20% when compared the Pr.T to PT.
7. In spelling the TSG progressed by 10% when compared the Pr.T to P.
8. In punctuation and word selection both the TSG decreased by 10% when compared the Pr.T to PT.
9. The students of the CSG wrote 65% of sentences grammatically correct whereas the TSG only 40% of them correctly. The CSG outperformed the TSG by 25%.
10. The students of the CSG wrote 65% twice as correctly as the TSG, i.e. 70% of spelling were correct in the CSG whereas 35% of spelling were correct in the TSG in PT.
11. In punctuation 60% of punctuation marks were correctly used by the CSG whereas only 25% of them were correctly used by TSG.  
The student of CSG had 75% of word selection correctly whereas the TSG only 40% of them correctly. The CSG outperformed the TSG by 35%.
12. The CSG who received regular clinical supervision from the teacher, outperformed spelling, punctuation and word selection. In comparison to the TSG.

## **CHAPTER FIVE**

### **5.1 Conclusion**

This is an experimental research. Twenty students were taken and divided into two groups. From the analysis and interpretation the researcher concludes that the clinical supervision is effective in developing the writing skills of the students. The above presented data shows that the CSG outperformed than the TSG in terms of grammar, spelling, punctuation and word selection. Clinical supervision is a good method to improve students' capacity of learning level. Clinical supervision is a good method to improve student's proficiency. If the teacher taught the students and clinically supervised the students can performed well. So that to improve student's proficiency everyone should treat the students clinically.

### **5.2. Recommendations**

On the basis of the findings of the study, the researcher puts forward the following recommendations.

#### **5.2.1 Policy Related Recommendation.**

- a. Clinical supervision is much more interactive and democratic in nature. The curriculum designer, syllabus designer, and text book writer should considered the nature or approach of clinical supervision while designing curriculum, syllabus and writing books.
- b. The textbook writer and curriculum designer should give priority to use clinical supervision in their respective field.

- c. Clinical supervision should be focused while making policy in the field of teaching, learning and testing.

### **5.2.2 Practice Related Recommendation**

- a. The school administration, the teacher and the parents should focus and observe the student clinically for the better performance.
- b. In the teaching and testing field everyone should use clinical supervision.
- c. As the CSG outperformed the TSG in grammar, spelling, punctuation and word selection, the teacher should provide regular clinical supervision to the students to improve their writing as well as other skills and aspects.
- d. The teacher should be active, interactive and democratic in implementing clinical supervision in the classroom.

### **5.2.3 Further Research Related**

On the basis of the research following are the recommendation for further research:

- a. This study is limited to the effectiveness of clinical supervision in writing skill further research can be carried out on the effectiveness of clinical supervision to other language skills and aspects.
- b. This study is quantitative in nature and a small scale study. Further qualitative, large scale research and studies can be carried out regarding the notion of the existing supervisory system of the schools.

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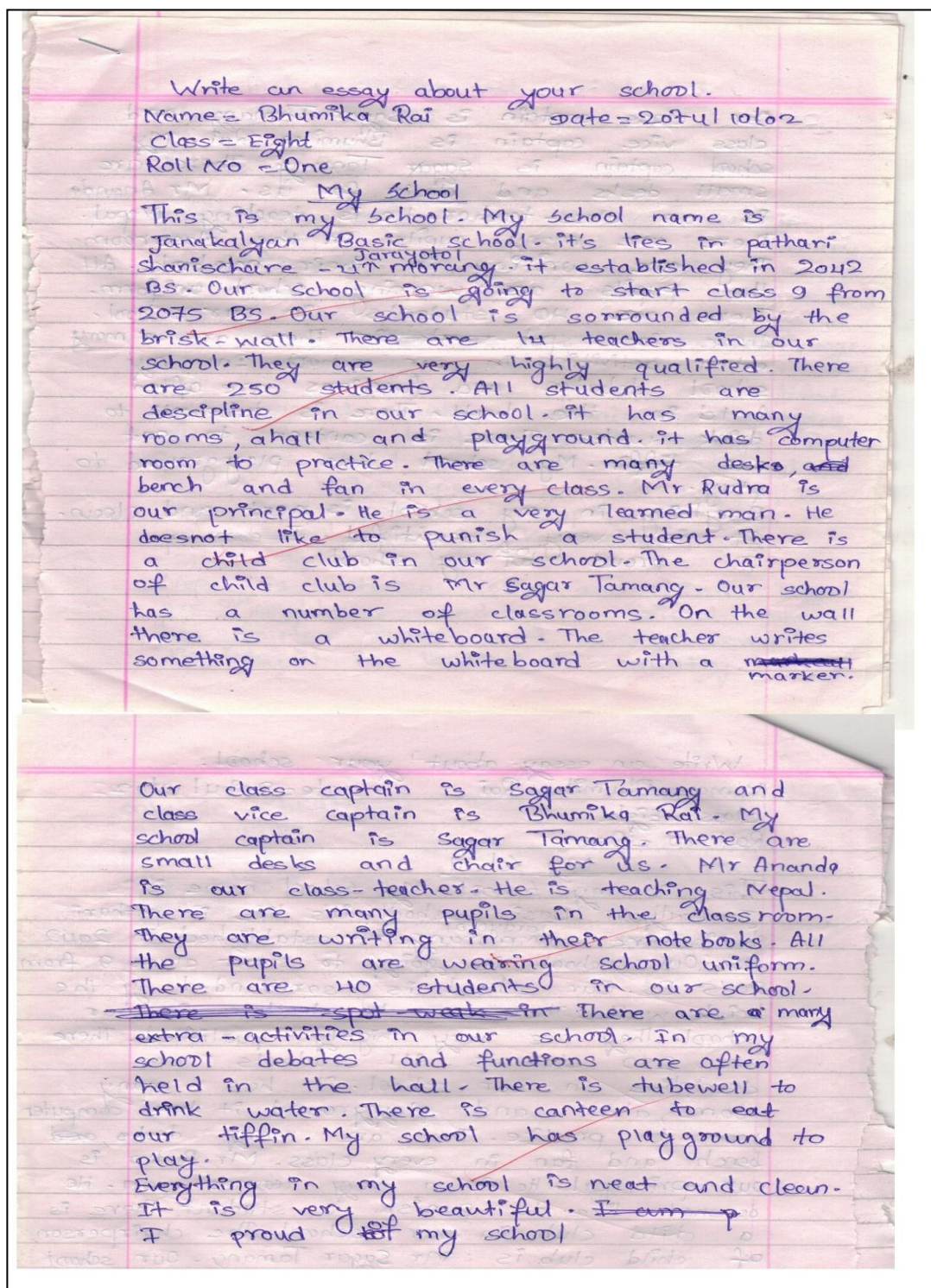
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## APPENDIX

Among the twenty students of class eight of Janakalyan Basic school. Ten were in Clinical Supervision and ten in Traditional supervision. For the model one copy of five tests are kept here as appendix.





## FPT

first progressive test 2074/10/07

Name = Bhumika Rai

Class = Eight

Roll No = One

Write an essay about ~~the~~ our country.

Our country name is Nepal. it is a country of villages. it has a number of towns too. Nepal is very rich <sup>country</sup> in natural resources and cultural heritages. Kathmandu is the capital of Nepal. Nepali is our national language. There are many mountains, rivers, national parks etc in Nepal. Nepal is a beautiful and peaceful country. Lumbini, the birthplace of Siddhartha Gautam (that is, ~~Buddha~~ <sup>Lumbini</sup>) lies in Nepal. Mount Everest or Sagarmatha, which is the highest peak in the world, is also in Nepal. The temple of Lord Pashupati Nath is in Kathmandu. it has seven federal state.

Nepal is between India and China. They are our neighbours and good friends. Nepal has fourteen zones and seventy-seven districts. it is landlocked country.

## SPT

Second progressive test 2071/11/15

Write an essay about the use of mobile phone.

Name = Bhumika Rai

class = Eight

Roll No = One

→ It is 21<sup>st</sup> century. This is a age of ~~techno!~~ technology. Everybody use Mobile phone. Mobile phone is a machine used for talking, playing games etc. people of the world live in global village due to the science technology. ~~people~~ people can talk within a few time ~~wherever~~ wherever they want. ~~change~~

Nepalese people use cellphone for the communication. They use chatting, e-mail, internet etc. We can pass our leisure time. We can entertain with cell phone by listening music, watching videos etc. it is use to click photo. it is science that has made communication easier, comfortable and fast. We have different means of communication — mobile phone, telephone etc.

Science has given us many wonderful inventions to make our lives better and more comfortable. It has proved to be a great blessing to mankind in the fields of agriculture, education and entertainment as well.

## TPT

### Third progressive test 2071/10/21

Write an essay about your village.

Name = Bhumika Rai

Class = Eight

Roll NO = One

→ My village name is Jarayotol. It lies in koshi zone, pathari shanischara, Municipality (u). ~~It has~~ In my village, they spoke Nepali language ~~but~~ but there is a variety of language in my village and the majority of inhabitants are Hindu. (It is terai region entirely surrounded by small forest. so it looks very beautiful). In my village there local fairs basically all people celebrated Dashain and Tihar. In my village there all people are friendly no one fight each other. In my village some people are farmer. They grow different types of crops. like: wheat, Paddy, mustard etc. Some are teacher. They teach at school. Some are grocery. They sell different things. ~~Some~~ Some has gone foregion country

post test 20 Jul 20 / 28

Write an essay about student life.

Name = Bhumika Rai

Class = Eight

Roll NO = One

→ A student is the person who continues ~~his~~ his/her studies at a school or college in order to learn. Student life usually starts at the age of four or five years. Student life is the most important stage in a man's life.

At this stage a person can spend his/her time on training for good knowledge. Books are good friends, but they cannot fulfil everything. Teachers are the persons who help him/her to understand something difficult. They also give guidelines which can make you familiar with new ideas on different subjects. During this period students can be prepared to face real life when they grow up. Education might broaden their heart and outlook as well. They should therefore take part

only in educational activities have completed their studies.

However, they can take part in politics only when they have completed their studies.

## Appendix

**Attendance sheet of the both group clinically supervised & Traditionally supervised group. Odd number for Clinical Supervised group and even number for traditionally supervised group.**

Students attendance sheet  
For the thesis on Clinical Supervision for the Development in Writing Skill.  
Shree Janakalyan Basic School  
Patharishanishchare - 4 Jarayotol Morang  
Magh, 2074

S.N.	Name of the Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Remarks
1	Bhumika Rai		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
2	Bikal Bardewa		-	-			-	-	-	-	-	-			-	-		-	-	-		-	-	-	-	-					
3	Dipika Bhattarai		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
4	Denish Rai																														
5	Manjit Gajurel		P	P			P	P	P	A	P	P	P		P	P		P	P	P		P	P	P	P	P					
6	Bipin Subedi		P	A			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
7	Suman Bhujel		P	P			P	P	P	A	P	P	P		P	P		P	P	P		P	P	P	P	P					
8	Rita Jogi		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
9	Netramani Pokharel		P	P			P	P	A	P	P	P			P	P		P	P	P		P	P	P	P	P					
10	Asmita Jogi		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
11	Raman Basnet		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
12	Milan Chauhan		P	P			P	P	P	A	P	P	P		P	P		P	P	P		P	P	P	P	P					
13	Apeksha Limbu		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
14	Sanjib Khatri		P	P			P	P	A	A	P	P	P		P	P		P	P	P		P	P	P	P	P					
15	Rebika Magar		P	P			P	P	P	A	P	P			P	P		P	P	P		P	P	P	P	P					
16	Anisha Nepali		P	P			P	P	P	A	P	P			P	P		P	P	P		P	P	P	P	A					
17	Kshitij B.K.		P	P			A	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
18	Aliza Limbu		P	A			P	P	P	A	A	A			P	P		P	P	P		P	P	P	P	P					
19	Binita Jogi		P	P			P	P	P	P	P	P			P	P		A	P	P		P	P	P	P	P					
20	Anisha Koirala		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					
21	Jinesh Tamang		-	-			-	-	-	-	-	-			-	-		-	-	-		-	-	-	-	-					
22	Prabin Danuwar		P	P			P	P	P	P	P	P			P	P		P	P	P		P	P	P	P	P					

*[Signature]*  
Class Teacher
*[Signature]*  
Sub. Teacher
*[Signature]*  
Supervisor