

**Effectiveness of Clinical Supervision in Developing Writing Skill of
Grade Eight Student**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English**

Submitted by

Peetambar Ghimire

Roll No: 2140082

T.U. Regd. No. 9-2-215-46-2010

Campus Roll No: 94

Academic Year: 2071/72

Faculty of Education

Tribhuvan University

Sukuna Multiple Campus

Sundarharaicha, Morang

2018

**Effectiveness of Clinical Supervision in Developing Writing Skill of
Grade Eight Students'**

Submitted by

Peetambar Ghimire

Submitted by

Faculty of Education

Tribhuvan University

Sukuna Multiple Campus

Sundarharaicha, Morang

2018

Second Year Examination

Roll No: 2140082

Proposal Approval Date: 8th January 2018

T.U. Regd. No. 9-2-215-46-2010

Date of Submission: 25th March 2018

Campus Roll No: 94

Viva Date: 11th April 2018

Academic Year: 2071/72

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Peetambar Ghimire** has prepared the thesis entitled" **Effectiveness of Clinical Supervision in Developing Writing Skill of Grade Eight Students**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date : 22nd March 2018

.....

Shankar Dewan (Supervisor)

Lecturer

Department of English Education

Faculty of Education

Sukuna Multiple Campus

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Thesis Evaluation and Guidance Committee**.

Mr. Guru Prasad Adhikari

Lecturer and Head,
Department of English Education
Sukuna Multiple Campus
Koshiharaincha, Morang

Signature

.....

Chairperson

Mr. Shankar Dewan (Supervisor)

Lecturer,
Department of English Education
Sukuna Multiple Campus
Koshiharaincha, Morang

.....

Member

Mr. Bashudev Dahal

Teaching assistance,
Department of English Education
Sukuna Multiple Campus
Koshiharaincha, Morang

.....

Member

EVALUATION AND APPROVAL

This thesis has been recommended for evaluation by the following '**Thesis Evaluation and Guidance Committee.**'

<p>Mr. Guru Prasad Adhikari Lecturer and Head, Department of English Education Sukuna Multiple Campus Koshiharaincha, Morang</p>	<p>Signature Chairperson</p>
<p>Dr. Tara Datta Bhatta Professor, Department of English T.U. Kirtipur, Kathmandu</p>	<p>..... external expert</p>
<p>Mr. Shankar Dewan (Supervisor) Lecturer, Department of English Education Sukuna Multiple Campus Koshiharaincha, Morang</p>	<p>..... Member</p>

DEDICATION

Dedicated

To

my parents and teachers who made me what I am today.

DECLARATION

I hereby declare to the best of my knowledge that this thesis is my own; no part of it was included in any of the thesis submitted for the candidature of research degree to any university.

Date: 25th March 2018

.....

Peetambar Ghimire

ACKNOWLEDGEMENT

It is with my deep sense of intellectual honesty that I record my sincere gratitude to **Mr. Shankar Dewan** for providing me with scholarly guidance, constant encouragement and cordial co-operation during the course of this study. I believe that without his able guidance, this study would not have been materialized in its present form.

I am heartily grateful to my respected teachers **Mr. Guru Prasad Adhikari, Basudev Dahal, Mr. N.P. Bhandari** for their valuable suggestions. I am also grateful to the external expert **Dr. Tara Datta Bhatta** for their invaluable instructions during my study.

Similarly, I express my sincere gratefulness to the Headmaster **Mr. Rudra Prasad Pokharel** of Shree Janakalyan Basic School Patharishanishchare for providing me with students and classes for this practical study.

My heartily thanks goes to all my colleagues, notably, **Mr. Hari Prasad Luitel, Deuman Limbu, Gyanendra Sunar, Prakash Dhungana, Hari Ghimire, Durga Limbu**, for their help in compiling and organizing the data required for the study.

Date: 22nd March 2018

Peetambar Ghimire

ABSTRACT

The thesis entitled "**Effectiveness of Clinical Supervision in Developing Writing Skill of Grade Eight Students.**" This survey attempts to identify the effectiveness of clinical supervision in developing writing skill of grade eight students. This research has been done in a public school of shanishchare named Janakalyan Basic School. Out of forty students, twenty students were divided into two groups: 10 for clinical supervision group and 10 for traditional supervision group by odd and even number using stratified method. The students were taught for a month. Clinical supervision group was taught with instruction, motivation, feedback, references but traditional supervision group was taught without these. The objectives of the research were to find out the effectiveness of using the clinical supervision for the development of writing skill and to recommend some pedagogical implications. The tools of the thesis were different tests and the major finding was the student of CSG outperformed by 25% in grammar, 35% in spelling, punctuation and in word selection.

This thesis includes five chapters. Chapter one is the introduction part which comprises general background, statement of the problem, objectives of the study, significant of the study, delimitations of the study and definitions of the term used. Chapter two includes the review of theoretical and empirical literature, implication of the review of the study and theoretical/conceptual framework of the study. Chapter three includes method and procedures of the study such as design method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure and analysis and interpretation procedure. Chapter four deals the analysis and interpretation of results and chapter five consists of findings and recommendations.

TABLE OF CONTENTS

Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedicatiion	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Abbreviations	xii
CHAPTER ONE: INTRODUCTION	1-21
1.1 Background of the study	1
1.1.1 A brief introduction to supervision	3
1.1.2. Introduction to writing Skills	5
1.1.2.1 Approaches to teaching second language writing	7
1.1.2.2 Stages/ Techniques for Teaching second language	12
1.1.2.3 Processes of Teaching Writing	13
1.2 Statement of the Problem	17
1.3 Objectives of the Study	19
1.4 Research question	20
1.4 Significance of the study	20
1.5 Delimitations of the study	20
1.6 Definition of the Term used	21

CHAPTER TWO: REVIEW OF RELATED LITERATURES NAD	
THEORITICAL FRAME OF THIS STUDY	22-30
2.1 Review of Theoretical Literature	22
2.2 Review of Empirical Literature	25
2.3 Implication of the Review for the study	28
2.4 Conceptual Frame work of the study	29
CHAPTER THREE: METHODOLOGY & PROCESSES	31-33
3.1 Design and Method of Study	31
3.2 Population Sample and Sampling Strategy	31
3.2.1 Population	32
3.2.2 Samples	32
3.2.3 Sampling strategy	32
3.3 Study Area / field	32
3.4 Data collection tools and techniques	32
3.5 Data Collection Procedure	33
3.6 Data analysis and interpretation procedure	33
CHAPTER FOUR: ANALYSIS AND INTERPRAETATION	34-50
4.1 Student's proficiency in pre test	34
4.2 Student's progress conducting in the FPT	35
4.2.1 Comparative study of FPT of both CSG and TSG	37
4.3 Students' progress in SPT	38
4.3.1 Comparative study of SPT of both CSG and TSG	40
4.4 Students' Performance in the TPT	41
4.4.1 Comparative study of TPT of both CSG and TSG	43
4.5 Students' Progress in the PT	44
4.5.1 Comparative study of PT of both CSG and TSG	46
4.6 Overall performance of CSG in writing during treatment	47

4.7 Comparative study of overall performance by TSG	48
4.8 Summary and findings of the research	49

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

51-52

5.1 Conclusion	51
5.2 Recommendation	51
5.2.1 Policy Related Recommendation	51
5.2.2 Practice Related Recommendation	52
5.2.3 Further Research Related Recommendation	52

REFERENCES

APPENDIX

LIST OF FIGURES

Figure No.	Topics	Page No.
Figure 1 :	Conceptual Framework	32
Figure 2 :	Students Proficiency in PrT	38
Figure 3 :	Result of FPT of CSG	39
Figure 4 :	Result of FPT of TSG	40
Figure 5 :	Comparative Study of FPT of both CSG and TSG	41
Figure 6 :	SPT Result of CSG	42
Figure 7 :	SPT Result of TSG	43
Figure 8 :	Comparative Study of SPT of both CSG and TSG	44
Figure 9 :	TPT Result of CSG	45
Figure 10 :	TPT Result of TSG	46
Figure 11 :	Comparative Study of TPT of both CSG and TSG	47
Figure 12 :	PT Result of CSG	48
Figure 13 :	PT Result of SG	49
Figure 14 :	Comparative Study of PT of both CSG and TSG	50
Figure 15 :	Overall Performance of CSG in Writing during Treatment	51
Figure 16 :	Comparative Study of Overall Performance of TSG	52

LIST OF ABBREVIATION

CSG	:	Clinical Supervision Group
TSG	:	Traditional Supervision Group
Pr.T	:	Pre Test
FPT	:	First Progressive Test
SPT	:	Second Progressive Test
TPT	:	Third Progressive Test
PT	:	Post Test
Pro. Test	:	Progressive Test
e.g.	:	Examples
i.e.	:	That is
M.Ed.	:	Master of Education
No.	:	Number
S.N.	:	Serial Number
TU	:	Tribhuvan University