

TEACHING GUIDED WRITING AT SECONDARY LEVEL

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

Submitted by

Bhupal Khatri

**Faculty of Education
Tribhuvan University
Janta Multiple Campus
Itahari, Sunsari Nepal**

2019/2075

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DECLARATION

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

Date: 2075-11-29

(13th March, 2019

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Bhupal Khatri

DEDICATION

Dedicated

To

My Parents and Gurus

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It is the blessing of my honorable Guru's that let me to accomplish my master Degrees of Education in English. I'm highly indebted to my thesis supervisor, **Mr. Kamal Raj Dahal** Lecturer and Head of Department of English Education, Janta Multiple Campus, Itahari for his regular guidance, Valuable suggestions, co-operation and encouragement from the beginning to the end of this research work. Without his help and suggestions, this work has been incomplete and would have been unable to present this thesis in this form.

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Bhupal Khatri

ABSTRACT

This thesis entitle ‘Teaching Guided Writing at Secondary Level Grade X’ attempts to classify the guided writing activities of grade X in English textbook. It finds out present situation of teaching them, and to find out problems of teaching guided exercises given in the text. Different sort of activities have been used like pair work, group work and project works. Condolence, sympathy, skeleton stories and advertisements are involved. The research study was field survey in Arun Rural Municipality in Bhojpur district. The sources of data were 60 students and six English teachers from six government aided schools. After preparing the tools, the researcher visited the selected school for collecting data. The main tools for data collection were questionnaire and observation forms. Both closed-ended and open-ended questions were prepared and used. To see the practicality of teaching guided writing English classes were observed by using observation checklists. After the interpretation and analysis of the data, the main finding factors such as lack of teaching material and techniques, large amounts of the students, poor base in English and lack of practice in guided writing in the students which prevented the teachers and students while teaching and learning writing.

This research study consists of five chapters. Introduction, Review of Related Literature and Conceptual Frame Work, Methods and Procedure of Study, Result and Discussion and Summary Conclusion and Implication. The first Introduction consists of General Background, Statement of Problem, Research Questions, Objective of the Study, Significance of the Study and Delimitation of the Study. The second chapter deals with Review of Related Literature and Conceptual Framework, Theoretical Review, Implication and Conceptual Framework. Similarly, the third chapter deals with Methods and Procedure of the study which consists of Design of the Study, Sources of Data, Population of the Study, Sources of Data, Population of the Study, Sample Population and Sampling Procedures, The Research Tools and Process of Data Collection. The fourth chapter is the body of the thesis. It is concerned with Analysis, Interpretation and Presentation of the collected data. The last chapter (i.e. chapter 5) deals with the Summary, Findings and Recommendations derived from this research. The remaining few pages consist of references and appendices.

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ABBREVIATIONS

ELT-	English Language Teaching.
LAN-	Literacy Association of Nepal
NELTA-	Nepal English Language Teachers Association
OLAD-	Oxford Advance Learners Dictionary
WWW-	World Wide Web