

CHAPTER ONE

INTRODUCTION

1.1 General Background

Guided writing is a productive and creative language skill for class ten students. The students are suggested to do writing tasks on the basis of the guidelines given to them. They are given some kind of freedom in the selection of lexical items and structural patterns to present and express through written activities. It is a means of communicating and exchanging ideas, feelings thoughts and emotions among the educated people. It becomes a more important tool to enter the professional world where one has to write letters, stories, letters of invitation card, vacancy announcements, sympathy and condolence. In such situation, teachers play an important role who create the learning facilities for the students.

In the secondary level text book, the guided writing exercises are presented in the form of activities.

- a. Completing the sentences on basis of given example.
- b. Completing conversation filling in the blanks spaces.
- c. Rewriting the stories, news reports and summary on the basis of given clues.
- d. Reading different types of texts are involved in reproducing or developing stories and news reports.
- e. Rewriting a paragraph into reported speech.

Teacher is a facilitator who uses various sorts of techniques to teach guided writing like group work, pair work, project work, individual work and discussion games so on. The three techniques that can be used for teaching guided writing effectively and meaningfully are described briefly as below.

1. Pair works

It is very useful technique to teach guided writing. Students are involved in the pair work to complete conversations and others activities.

2. Group works

The teachers divide the class into different small groups and gives guided writing tasks to the each group. They discuss and do tasks in different groups. They also exchange their ideas, thoughts and emotions.

3. Discussion

Teacher presents different guided writing tasks like developing skeleton into fuller story writing on the board and asks them to discuss with their friends. Students develop a readable story.

In this way, teachers can use various teaching techniques while teaching tasks.

Writing is one of the English skills learnt by the students. Huy (2015) stated that writing is a complex meta cognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. In addition, Huy claims that writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English (Zuhri Dj and Sukarnianti, 2015), which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively.

Writing is considered the most difficult and complicated language skill to be learned compared to other language skills (Irawati, 2015). Nunan (1999) claimed that learning to write fluently and expressively is the most difficult of four language skills for all students

whether it is for first, second or foreign language students. Nunan highlighted that the most difficult thing to do in learning a foreign language is probably in producing a coherent, fluent, and extended piece of writing. Improving students' writing skills helps them succeed inside and outside the classroom. Effective writing is a vital component of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in postsecondary success across academic and vocational disciplines.

Teaching English for specific combines' development of linguistic skills together with the acquisition of specific information. Even homework assignment should be associated both with the specialty and with the skills mentioned. Active participation in various interdisciplinary cooperative programs on the international level requires academic knowledge, scientific competence and objective evaluation of new ideas. The knowledge of English facilitates the access to the resources of new information. Students and teachers are given opportunities to study or to teach for some period at the most prominent schools abroad. Teaching languages is aimed at raising the quality of language studies and of higher education as well.

The development of language skills affects a person's productive ability. Several studies have demonstrated personal success in disciplines is strongly related to a person's writing ability and depends on good writing skills (Cho and Schunn, 2007). Specifically, good writing skills are required training since prior studies has proven writing is an important part of the elementary school curriculum. However, most students are usually

apprehensive toward writing activities, and writing instruction remains an area of low interest for those students (Lidvall, 2008).

Besides, the lack of suitable learning strategies in writing results in low motivation for students. To solve these problems, Lipstein and Renninger (2007) suggested students who are interested are more likely to develop a better understanding of writing, set writing goals, make use of various strategies, and seek feedback on their writing. Therefore, a better understanding of how to develop a suitable learning strategy or authoring tool to enhance students' writing interest and motivation is worth examining.

Many studies have been conducted on the relevant factors related to writing attitudes in terms of pedagogy and learning strategy. For instance, Brindley and Schneider (2002) pointed out writing instruction should evolve into a more effective set of techniques and strategies that include modeling, shared writing, guided writing, and interactive writing (Pinnell and Fountas, 1998). Regarding the learning strategy to improve writing, Lee (1994) showed how pictures can be used as an effective guided writing strategy to facilitate students' writing process and improve writing proficiency. More specifically, such instruction using pictures in a guided writing environment can assist beginning foreign language students to develop and improve their writing skills as well as lower their anxiety in terms of expressing themselves in the target language.

Additionally, several studies have examined the effects of technology on writing instruction (Yang and Chung, 2005). For instance, Yeh and Lo (2009) used online annotation services to support error correction and corrective feedback in the writing activity. Also, Yang and Chung (2005) developed and evaluated a web-based writing

environment to encourage elementary students' writing. Their results showed, in such a writing environment, students who previously thought writing was difficult come to feel writing was much easier than before.

Moreover, Drexler et al. (2007) utilized blogging to develop elementary expository writing skills. Their results indicated blogging can improve students' writing attitudes in terms of motivation. In sum, a web-based learning environment can provide learners with instructional materials and valuable knowledge free from the restrictions of time and space.

Teaching and learning writing is pivotal. Based on the Indonesia national curriculum, it is stated that the competence standard of writing of Junior High School level is to express meaning in functional written texts and simple short essays in the form of descriptive, procedure, narrative, recount, and report to interact with both the closer environment and the context of daily life. As one of the productive skill, learning writing is important for English learners, particularly junior high school students.

In fact, the teaching and learning is not always satisfied. Many problems are found in the teaching and learning of writing. The problems are also found at MTs Almuna Samarinda; the students are reluctant to write English, they are difficult to express their ideas and thought to the paragraph writing, they made many grammatical mistakes in their writing, and they are also lack of vocabulary in their writing so that it made their writing monotony.

The problems of writing are also claimed by many researchers. One of the problems in the teaching of writing is reluctant writers. Hawthorne (2008) stated that teachers of

English are likely to be familiar with the term 'reluctant reader' and to have read about such students in their attempts to better understand the reasons for reluctance and how these students' needs can best be addressed in their English programs. In his dissertation, Hawthorne found that teachers of reluctant writers are alert to the interactions between the cognitive, behavioral and affective aspects of writing.

Some other problems found in the teaching and learning of writing are: writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence (Nurhayati, 2016), students were able to make thesis statement that showed their opinion, but unable to develop the essay well (Setyowati, 2016), many students made a lot of mistakes in writing English, especially in using preposition and verb tenses and grammar structures (Huy, 2015), and low achievers were still confused in identifying the schematic structure of descriptive text and English Grammar (Siahaan, 2013).

To overcome the problems of writing, it should be implemented more appropriate teaching techniques to teach writing to the junior high school students. One of the techniques is guided writing. Juriah (2015) stated that guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts. A word map is diagrams used in guided writing to help writers organize their ideas. Hartanti (2011) explained that guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a might gather a small group and model writing, or maybe they will complete a shared writing experience together.

Dyan (2010) added that guided writings a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminates in a piece of writing to build students' writing skill.

Hartanti (2011) claimed that guided writing is useful for a range of teaching purposes. It allows students to consider audience, purpose, topic, selection of text type, when planning their writing. It allows writers to focus on conventions such as spelling, punctuation, standard usage, and handwriting. It also may be used to encourage students to revise and edit their writing. The focus for each session could be on one of the 'authorial' aspects of writing, such as clarifying and extending ideas or organizing and planning the structure of a text.

Guided Writing

The stage of guided writing is more developed than that of copying, reproduction and recombination. In this stage, the learners are given some freedom in the selection of lexical items and structural patterns, but they have to follow the given suggestions regarding the content. Raines (1983, p. 103) explained the concept of guided composition as "... it gives students some but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are given a first sentence, a last sentence, an outline to fill out, a series of questions to respond to, or information to include in their piece of writing." Thus, guided writing is supplied with information in the form of some clues or points. Students are asked to select the

information from the input. Then, students use all information correctly in short paragraphs.

At the guided writing stage, the learner is given different exercises; completion exercises, replacement exercises, expansion of a simple sentence, writing summaries of stories and rewriting a story in dialogue form or a dialogue in narrative form etc. In the completion exercises, parts of sentences are given and each learner will be expected to construct an individual answer by his/her choice of completion. With replacement exercises each learner is given the opportunity to express new means by replacing a section of the sentence with a number of different phrases.

Similarly, the learner can expand a simple sentence by addition of modifying words or phrases, or the inclusion of further information. The skeleton of a story or dialogue or an outline given for a description or narration based on pictures or succession of pictures may be supplied for the development by the students. This stage restricts the semantic area within which the students may express him/her but leaves him/her free to vary such elements as person, tense, number.

Thus, guided writing exercises can be handled by giving 'skeleton' where students are expected to develop as a full text. Similarly a picture can be presented expecting to describe. Likewise a set of instructions, questions can be given where following instructions; answering questions a full text is formed. If the beginning and end of a story is given expecting to develop a full story that is also guided writing.

1.2 Statement of the Problem

Teaching of guided writing is more challenging job. It helps to make writing skills very good. Today most of the students of English are weak especially in guided writing. What may be the reasons behind them? I am so eager to know it. So, I decided to study about this matter. In this study, problems of guided writing exercises at secondary level was tried to find out. The study tries to identify the teaching activities of writing exercises followed by the teachers which help to provide information about present situation of the teaching guided writing exercises. The study deals with following issues:

- a) Lack of teaching materials and techniques
- b) Lack of basic knowledge in English
- c) Large amount of students
- d) Lack of proper supervision and proper monitoring

1.3 Rational of the Study

This research is very much important to develop a readable text for student. I think teaching guided writing activities have been challenging issue in the present context. It is hard to find out the research which focuses on this issue. Hence, the whole research concentrated on real need environment and difficulties in which it helps the teachers, students, language planners, linguists, educationalist and other researcher who want to carry out the research on writing activities.

1.4 Objectives of the Study

The research attempts to answer the following questions:

The study has following objectives.

- a) To classify the guided writing exercises and activities given in the text book of grade X.
- b) To find out the present situation of teaching guided writing exercises at grade X.
- c) To find out the problems of teaching guided writing exercises.
- d) To suggest some pedagogical implications.

1.4 Research Questions

This study centralized in the following questions:

- a) What types of guided writing exercises are included in grade X text book?
- b) How do teachers teach guided writing exercises in the class room?
- c) What are the problems of teaching guided writing exercises at secondary level?

1.5 Significance of the Study

This study will be significant in the following ways.

- i. It will provide the practical scenario about the teaching process of guided writing exercises.
- ii. It helps to identify the problems to the curriculum designers and text book writers in teaching guided writing exercise.
- iii. Since the English Teacher will get the information about the problem teaching guided writing exercise at secondary level, they can think of possible solution in advance and then they will go to teach the guided writing exercise in the class room.

- iv. The study will prove to be very useful for district education office as it shows the actual problems faced by the English Teachers. As a result DEO will be compelled to launch some special programs that will help teachers solve to problems related to teaching guided writing exercise

1.5 Delimitation of the Study

The delimitation of the studies was as follows:

- i. The population of the study was limited to six teachers and 60 students from six different schools in Arun Municipality in Bhojpur district.
- ii. Different guided writing activities are involved in grade X English textbook.
- iii. The research work was limited to the English Teacher who was teaching English class of government aided schools in Bhojpur district.
- iv. Only the teaching guided writing activities were used as the field of study.
- v. The data were collected by using questionnaire.
- vi. Observation checklist was used to make the data reliable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Theoretical Review

The researcher was more interested to study about the writing exercises of grade X English text books. Before going to research on this topic, he mentioned the theoretical view of writing which can be presented as follows.

2.1.1 Guided Writing Strategy

Kellogg (1988) pointed out proper writing strategies can enhance writing performance and reduce attention overload. However, several researchers indicated, since writing is a complex task requiring the organization of several abstract ideas, instructors usually faces tremendous challenges in developing a suitable writing strategy to assist students (Kieft, Rijlaarsdam, and Van den Bergh, 2008). Besides, to promote writing performance, the teacher plays an important role in helping students develop viable strategies for getting started, drafting, revising and editing (Silva, 1990).

According to prior research, Galbraith and Torrance (2004, p. 64) described two important views in terms of the practical implications of writing strategies as follows:

- a) Planning strategy, in which writers “concentrate on working out what they want to say before setting pen to paper, and only start to produce full text once they have worked out what they want to say”. Based on the planning strategy, the

teacher could use available media (such as pictures, animations, and video) or instruments to assist writing and guide students who have some ideas to express before actually beginning writing.

- b) Revising strategy, in which writers “work out what they want to say in the course of writing and content evolves over a series of drafts”. According to this strategy, students can think of what they want to write by observing the media content and simultaneously revising their drafts.

As mentioned above, writing strategies on how to develop and formulate abstract ideas as well as use proper media or tools to assist pre-writing and successive tasks are critical issues. Guided writing is the most important factor in these strategies. Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice (Tyner, 2004).

Holdich and Chung (2003) indicated guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the instructor should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, pair response and further scaffolding (Oczkus, 2007).

In sum, the principle of the guided writing strategy is to provide instructional materials or relevant media to help students write. For example, in traditional writing

instruction, the instructor generally guides student to express ideas by providing paper-based text, pictures or video media related to the writing subject. However, these media have many shortcomings in terms of flexibility, accessibility, interoperability, reusability, and convenience. In contrast, the web-based learning environment could be more helpful in assisting instruction through providing greater functions and more recent content.

Therefore, based on the principle of the guided writing strategy and the benefit of web-based learning environment, this study adopted the advantages of both the web-based environment and multimedia technology to present these ideas. It is expected learners could obtain better learning performance through such a writing way.

2.1.2 Media Richness Theory

According to prior research, media richness theory (MRT) is defined as “the capacity to process rich information” (Daft and Lengel, 1986). Media richness has been argued to play an important role in shared meaning and understanding (Daft and Lengel, 1984). Kishi (2008) defined media richness as the capacity of media to develop shared meaning, overcome different frames of reference, and clarify ambiguous issues in a timely manner. Daft, Lengel, and Trevino, (1987) indicated the richness of a media is based on the following four criteria:

- 1) Capacity for immediate feedback: This refers to the speed and quality of common interpretation transmitted through the medium. Generally, if a media

could effectively facilitate interactions among the users and the system, the media has a higher level of feedback.

- 2) Capacity to transmit multiple cues: An array of cues, including physical presence, voice inflections, body gestures, words, and numbers, even graphic symbols, facilitate the conveyance of interpretation information. According to this criterion, multimedia content is superior to the text in expressing certain concepts and meanings.
- 3) Language variety: This means the level of concept conveyance. For example, numbers and formulas could provide greater precision; but natural language conveys a broader set of concepts and ideas. Also, compared with text-based content, multimedia content can play a vital role in helping students understand many difficult and abstract concepts. (Su, 2008).
- 4) Capacity of the medium to have a personal focus: This refers to either the conveying of emotions and feelings, or the ability of the medium to be tailored to the specific needs and perspectives of the receiver. According to this view, information has its value when it satisfies a person's needs. In other words, if a user is familiar with a specific media content (especially in the context of schooling or the daily life of the user), he or she will have more feelings while observing such content.

In recent years, several studies proved media richness positively influences e-learning. Shaw et al. (2009) explored the effects of hypermedia, multimedia and hypertext to increase information security awareness among the three awareness

levels of perception, comprehension and projection in an on-line training environment. Their results demonstrated the degree of media richness and the improvement of security awareness levels were positively correlated.

Liu, Liao and Pratt (2009) presented a framework to study users' acceptance of streaming media for e-learning. Their results indicated the concentration of the users was stimulated by the course materials developed using rich media.

Moreover, based on MRT, Sun and Cheng (2007) examined the effectiveness of multimedia instructional material design, as well as media on a learner's performance and satisfaction. They suggested the use of rich media (high richness media or rich information) should suit the characteristics of the course unit under consideration in e-learning.

In sum, each media has some outstanding characteristics and the developer and designer of an e-learning environment should adopt a suitable medium to support the corresponding learning activities in e-learning. Therefore, the above view motivated the authors to evaluate the effect of different guided writing strategies on writing attitudes. According to MRT, this study designed three strategies, including a rich media guided writing strategy (RM-GWS), lean media guided writing strategy (LM-GWS), and pen-and-paper guided writing strategy (PP-GWS), and compared their effect on writing attitude.

2.1.3 Teaching Writing

Writing is a productive and creative language skill. It is a means of communicating and exchanging ideas, feelings thoughts and emotion among the educated people . It becomes a more important tool to enter the professional world where one has to write letters, memos, notice, minutes and retorts etc. We produce a sequence of sentence arranged in a particular order and linked together in certain ways. Obviously, writing skill has becomes the most powerful pedagogical tool in the field of language teaching. Writing activity provides a variety in classroom activities where only oral practice is focused. In that situation, writing activity serves as a break and students can utilize their imagination and creativity through written discourse. Writing is equally important for those people who are linguistically dumb when they are supposed to speak. It has remarked that writing is the most difficult of the language abilities to learn. The difficulty lies not only in generating and organizing ideas, but also in translation these ideas into readable text.

In simple terms, writing is a productive skill which involves manipulating, structuring and communication. The skill involved in writing is highly complex. So, while teaching writing, the teachers have to pay attention to higher level skills of spelling, punctuation and word choice. Components of writing:

A number of components of writing which are widely related with higher level writing skill have been identified. The components of writing according to Holdich and Chung (2003), in cited in Sharma et al. (2055).

a) Mechanics

It also known as graph logical system. It refers to those aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens), capitals, abbreviation and numbers which are often dealt within the revision or editing stage of writing.

b) Coherence

It refers to the logical and orderly consistent relation of parts. It combines the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the readers. For example

A. What time is it?

B. Sorry, sir there was a traffic jam.

There is no grammatical or lexical link between A's question and B's reply but the exchange has coherence because both A and B know that A is asking why B is late, and B is replying that it is due to traffic jam.

c) Cohesion:

It returns to the grammatical or lexical relationship between different elements of a text. This may be the relationship between different sentence or between different parts of a sentence

- A. Are Johan and Tom going to America?
- B. No, they are not going there.

There is a link between 'Johan' and 'Tom' between 'are'....and.....'Going', and between 'America' and 'there'

There are two levels of cohesion. There are:

- Sentential (inter sentential) cohesion.
- Textual (inter sentential) cohesion.

Sentential cohesion occurs within 2 sentences whereas textual cohesion occurs across sentence.

d) Orthographic and Para-orthographic Text

Orthographic system deals with linguistic symbols such as spelling, words, phrases, clauses, sentence etc, and Para-orthographic text is related to the use of diagram, figure, symbol etc. The detailed knowledge of the orthographic text is a complex skill.

Orthographic text mainly deals with:

- i. Complexity and irregularity in English spelling.
- ii. Outstanding spelling e.g. tough, cough, dough, theory etc.
- iii. The spelling of words for e.g. ghee(borrowed from Hindi) campus (borrowed from Latin) restaurant (borrowed from French)
- iv. Syllable patten/ structure e.g. Consonant clusters. Doubling of consonant etc.

Para- Orthographic text deals with:

- i. Converting a text into chart, diagram etc.
- ii. Interpreting charts, diagrams etc.
- iii. Writing from maps, graphs, and statistical data.
- iv. Writing something in the form of table, chart, diagram etc.

2.1.4 The Sub-skills of Writing

It is a productive skill which involves manipulating, structuring and communicating. It is a skill in which we produce a sequence of sentence arranged into a particular order and linked together in a certain ways. There is no doubt that writing is the most difficult for second language (L₂) learners to learn. L₂ writers have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation word choice and so on. The sub-skills of writing according to Munsy (1979) cited in venkateswaran, (1995) are as follows:

- i. Manipulating/holding something in one's hands the script of language
 - a. Forming the shapes of letters
 - b. Using the spelling system
 - c. Using punctuation
- ii. Expressing information explicitly
- iii. Expressing information implicitly through
 - a. Inference and
 - b. Figurative language
- iv. Expressing the communicative value of sentence and utterances
- v. Expressing relation within a sentence using

- a. Elements of sentence structure
 - b. Model auxiliaries
 - c. Intra- sentential connector
- vi. Expressing between parts of text through lexical cohesion devices
- vii. Expressing relation between parts of a text through grammatical hessian devices
- viii. Using indicators in discourse for
 - a. Introduction an idea
 - b. Developing an idea
 - c. Transition to another idea
 - d. Concluding an idea
 - e. Emphasizing a point
 - f. Explanation of point already made
 - g. Anticipating an object
- ix. Reducing the text through avoiding irrelevant information

2.1.5 Three Process of Writing

We can divide the process of writing into three stage i.e. manipulation, structuring and communication which are discussed below

1. Manipulation

This stage is also called recognition stage. These are the most elementary stage in writing for second language learner. This stage consists of psychomotor ability

from the letters of the alphabet. The main of this stage is to develop the student's ability in formation of graphemes to acquaint them with all punctuation.

2. Structuring

At this stage, students organize the letters into words and words into phrases and sentence. They are required to produce the words and patterns they have learnt orally.

3. Communication

Communication is the last process of writing. In the writing like interpretation in reading, is the ultimate goal. At this stage, the writer can select the appropriate structure and vocabulary in the overall context of the passage, keeping in view the subject matter and audience

2.1.6 Pedagogical Purposes of Guide Writing

The teacher uses various assessment strategies to identify a group of students with similar needs and abilities. From pedagogical point of view; writing enables the students to communicate through graphic system of language. It not only helps the learners spell appropriately according to the convention of the target language but also helps the learners spell appropriately according to the convention of the target language but also helps them control the structure of language. Similarly, writing enables the class to express what they have learnt orally or by reading a text.

Students develop better understanding of specific group activities. The teacher provides the students with examples that demonstrate the focus skill of the lesson. Through diagnostics and formative assessment during the observation analysis of student writing. Writing enables the students to select the appropriate words and phrases to write a text and to put ideas in logical order.

Writings serve a variety of pedagogical purposes. Some important points are as follows:

- a) First, writing reinforces the grammatical structures punctuation, idioms and vocabulary that we have been teaching our students.
- b) It enables us provide different learning styles and needs.
- c) It makes students to be creative dynamics and enthusiastic in a small group of and project work.
- d) It develops the confidence to use the skill independently.
- e) The teacher monitors and scaffolds students as they apply the skill.
- f) The teacher maintains a balance between teacher support and students independence.

According to Adegbile and Alabi (2007), the pedagogical purposes of teaching writing are as follows.

- a) The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially that practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

- b) Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
- c) Exposure to the foreign language through more than one medium is likely to be more effective than relying on single medium alone. Writing also provides verity in classroom activities, serving as a break from oral work, and increase the amount of language contact through work that can be set out of class.
- d) Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of course, a written text may even be appropriate:

For example, making notes while listening.

2.1.7 Problems of Teaching Guided Writings

There are some reasons why this skill is not given much attention. Firstly, most teachers think that this skill is automatically acquired by the learners as he learns to speak and read. Secondly, the mind of English teachers is filled with audio lingual air and its principle "Language is speech, not writing" as explained by (Okwonkwo, 2015). Thirdly, writing skill is regarded as a professional skill and it is very complex in its nature. On the other hand, writing is the product of many sub-skills. Without having sound knowledge of the sub skills, one cannot be a good writer. Some problems a teaching guided writing is:

- a) Lack of teaching materials in the classroom
- b) Lack of environment of speaking English
- c) Lack of proper management of class
- d) Lack of basic knowledge in English

There are some factors which make writing difficult. Ofudu (2012) suggested the followings three reasons explain why writing is more difficult than other skills.

- a) The art of writing becomes difficult because we are required to write without possibility of interaction or any feedback. it is solitary activities .
- b) Language itself is highly favorable to oral communication. This means that there are opportunities during one's speech, to repeat, back teach, expand, rephrase or record. Even ungrammatical sentences will be tolerated.
- c) Writing involves the use of a few structures which may not normally be used while speaking. It is learnt only through a process of interaction. This includes practice in the origination of our ideas. Also when we write, we have to always imagine the readers before us.

According to Abdullahi (2010) indicated three problems that make writing difficult these problems are as follows:-

- a) Psychological problems
- b) Linguistic problems
- c) cognitive problems

2.2 Empirical Review

Many authors have given their conclusions on the similar study supported with their findings. The result shown by one greatly supports or might vary with the other since it depends on the availability of data and scope of the study. The reviews of empirical works made on different periods along with major conclusions are presented in this section.

Dhital (1985) completed his thesis on the topic “A study of the Problem Facing the Teaching of English of Lower Secondary Level in Dhankuta District” in 1985. The dissertation has been prepared to identify the problems of the teachers in teaching English at Lower Secondary Level. Lack of English teachers, untrained English teachers, their dissatisfaction with their jobs facilities and lack of exposure were the problems summarized in his finding. Likewise, Paudel (1997) carried out a research entitled ‘Study of the Problem Faced by Secondary School Teachers in Teaching English in Patan District.’ This research had been completed before M.Ed. English program was started under the faculty of Education. The researcher was a student majoring in Education not in English. The population of the study was the teachers who were teaching the English language at Secondary Schools in Patan District. The survey method of study was used. The problems were investigated by studying the total population. The research, in the form of a bulky volume, found that there were many problems faced by secondary school teachers of English.

Similarly, Bhattarai (2002) conducted a study on ‘The Writing Proficiency of the Bachelor’s Level Students.’ This research was an attempt to analyze and compare the

writing proficiency. It was a cross-sectional comparative study and found that the students of medical science of institutes had greater proficiency in writing than the students of faculties, with in institutes; students of medical science were more proficient than those of the others. This research was on the skill, writing, but searched nothing about the problems. Similarly, Sah (2003) carried out a research entitled “Writing Proficiently of Grade Nine Student.” It was a cross sectional study was 100 students of grade-X from Siraha district. Test items were the major tools of data collection. The major findings of the study were explained as; the students were committed mistakes in the use of comma than in the use of other punctuation marks. Likewise, Ghimire (2004) carried out a research entitled ‘A study on the Proficiency of the Students in Writing Skill.’ The study was carried out to compare English Writing Proficiency of the students of different streams. Both primary and secondary data were utilized in the study. It was focused on proficiency so students were the informants. In research work, the major findings have been presented under four different headings, i.e holistic findings, stream-wise findings, textual non-textual writing based findings and actual teaching/learning situation findings.

Moreover, Yadav (2004) carried out a research entitled “Problems in Teaching Oral Skill in English.” He attempted to find out the problems in teaching oral skill in Class 9. Altogether 20 English teachers of secondary level and 20 groups of the students were the informants for the study. The research work was restricted in Saptari District. The study emphasized the oral skill maximally. He listed the problems of physical facilities, limited amount of time, students disinterest towards the oral skill, crowded classes and traditional method of teaching as the major problems.

Chapagain (2006) undertook a research entitled 'Problems in Teaching and Learning Listening Skill.' It was confined to Lower Secondary Level of Surkhet District. He gathered primary data from 30 English teachers having at least one year experience. He also observed 20 English classes. The researcher came to the conclusion that scarcity of instructional materials, large numbers of students, overuse of L1, faulty examination system, and dissatisfaction of the teachers towards the curriculum were the problems in teaching listening skill.

Dahal (2015) carried out a research entitled "speaking exercise of English text book of grade seven." Her objectives were to identify the teaching activities used for teaching speaking exercise and to identify practical constraints faced by teaching in conducting speaking in the classroom she found that teaching used different activities like group works, pair work discussion picture description etc. lack of facilities student hesitation, lack of training were the common problems summarized in her findings.

Many factors have been indicted for this malady, they include: inadequate teaching and learning materials, teaching methodology, the school system, apprehension and anxiety for writing, poor knowledge of the rules of grammar, inability to construct good sentences, lack of teachers' exposure to modern methods of teaching among others (Obanya, 2004). This study investigated the impact of guided writing strategy on Junior Secondary School Students writing achieves. Abiodun and Adu (2007) investigated effects of verbal ability on second language writers' achievement in essay writing in English language. The author found no significant difference in gender and concluded that the effects of gender on achievement varied with the levels of verbal ability. In his study on gender in students' achievement in English essay writing.

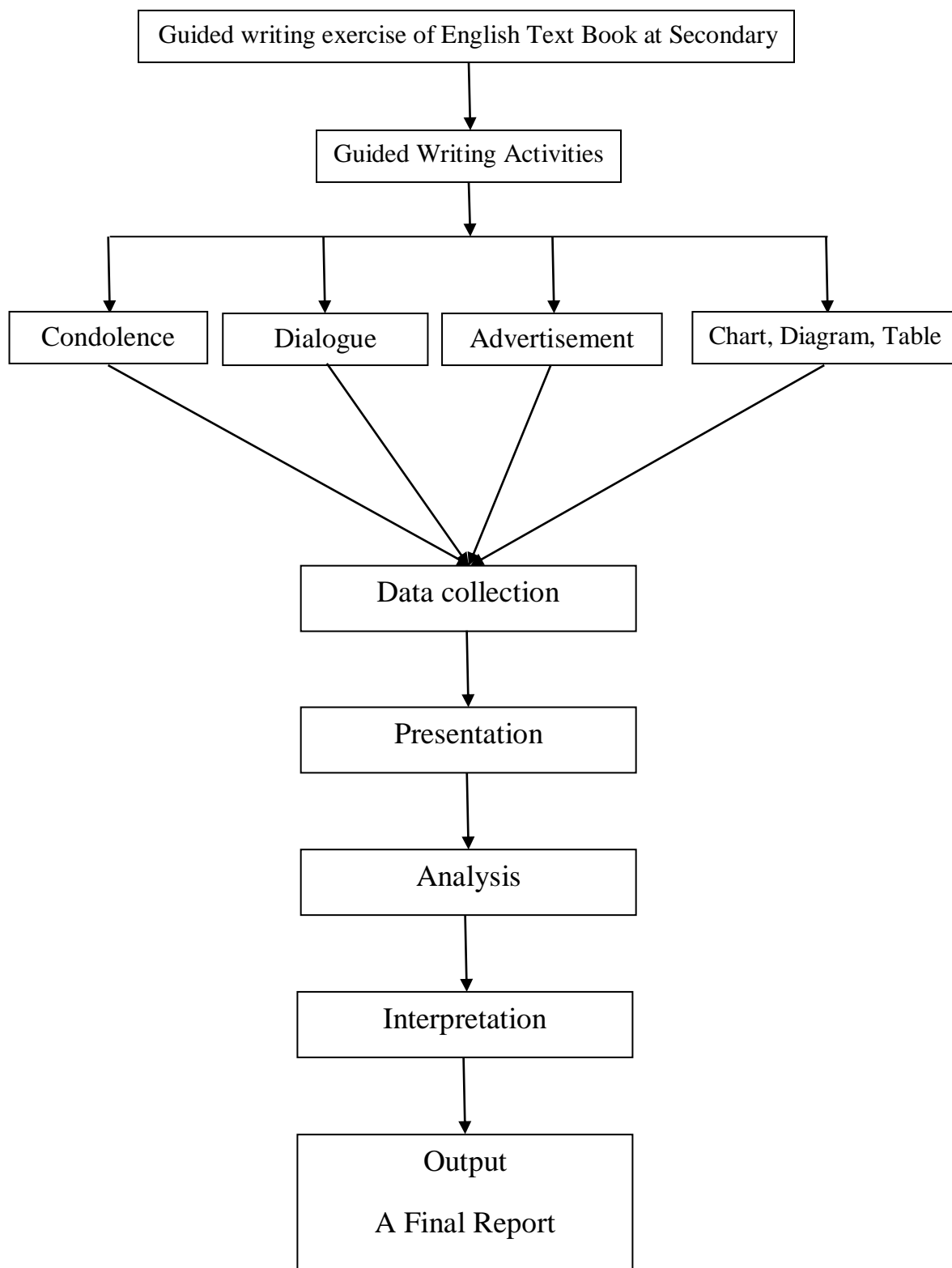
Based on the background above, this study sought the effects of guided writing strategy on secondary school students writing achievement for the attainment of millennium development goals. The poor achievement of Junior Secondary School Students' in written. However Nigerian students have underachieved in the required proficiency skill of writing in English (Muodumogu and Unwaha, 2013). Oluwagbohunmi and Abdu-Raheem, (2014) found no significant difference between the performance of male and female students. This study has gender as a variable to be investigated.

2.3 Implication

The main implication of the review literature is facilitated to do the research. Researcher collected eight research titles, out of them one is related to speaking exercise, two are related to writing proficiency and others are related to the problems of English language teaching. Those all researches are conducted in the department of English education. This study is to some related to my study. This study helped to me to get information about my study and then they help to examine on the theoretical concepts on my study too.

2.4 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. Conceptual framework is a type of intermediate theory that attempt to connect to all aspects of inquiry with problem definition, purpose, literature review, methodology, data collection and analysis. The study on guided writing exercises in English text book at secondary level is based on the following conceptual framework.

Figure No.1: Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

The researcher used survey quantitative methods. The researcher visited different secondary classes. In observational research, the researcher the guided writing classes at grade X. The researcher made checklist of guided writing activities of English text for grade X teacher. Then researcher tried to find out the problems of writing activities from class observation and questionnaire to the teachers. Finally, analyzing and describing the collected data, the researcher prepared the report of research

3.2 Sources of Data

The researcher used both primary and secondary sources of data for the study.

3.2.1 Primary Sources of Data

The study primarily based on the primary sources of data. The data was collected from Grade X and students from the Secondary level teachers in government added schools in Arun Rural Municipality in Bhojpur District.

3.2.2 Secondary Sources of Data

The research primarily emphasized on the primary source of data. Moreover researcher directly or indirectly consulted all materials available both in printed or electronic media which will be relating to topic. The researcher consulted many books, journals magazines, articles or periodical publication and also were used the text books and teacher's guide of secondary level English text book.

3.3 Population of the Study

The sample of population was 6 teachers and sixty students from Six Government School. The researcher consulted the information from government aided schools. The following schools were collected. (See Appendix IV)

3.4 Sample Population and Sampling Procedure

The sample population was 6 teachers and 60 students from each school in grade X. They were purposively selected from both urban and rural areas. The researcher collected the data after consulting information from government aided schools of Arun Rural Municipality in Bhojpur District. Their distribution being 10/10 from each school. Five boys' five girls were selected from each school.

3.5 Tools for Data Collection

The main research tools for the studies were questionnaire and observation form. The researcher designed two different types of questionnaire to collect the experience and opinions of the teachers: closed-ended and open-ended questions. Both types of questions set to identify the fact related to guide writing. The researcher has developed the class observation form to make the research data more reliable. (See in Appendix IV)

3.6 Process of Data Collection

The process was followed statement to collect the primary data. In order to collect data for the research, different school from the sample population and sampling procedure. After getting the permission from school authority, the students of class ten were divided into two groups and told them about the purpose of the division. Questionnaires were used to both English teachers and students.

- a) Firstly a set of questionnaire was prepared with the help of thesis guide.
- b) Then, the research is conducted by visiting 6 secondary schools of grade X students from each school, after consulting the head of the concerned schools and taking his/her permission and questionnaire provided and requested them to reply.
- c) Then, questionnaires were collected from all the respondents.
- d) The research conducted after consulting some teacher's trainers, school supervisions and district education office for collecting data.

3.7 Data Analysis and Interpretation Procedure

The collected data was analyzed and interpreted by using description and quantitatively. This chapter presents the analysis and interpretation of data collection procedure. The aim of study is to find out the difficulties and challenges faced by English language teachers and students in the teaching guided writing exercise. The data was analyzed and interpreted with the help of item wise form. The required data from the respondents was collected, checked and rechecked. The result of close-ended and open ended questions tabulated and interpreted to identify the present situation of teaching guided writing activities. Data was obtained from the due effort of the survey study. Since, it is survey research it requires a lot of information from the practical field that helps to find out challenges faced by English language teachers and students in the teaching guided writing exercises. This study was provided the pedagogical implications to overcome them.

CHAPTER FOUR

RESULTS AND DISCUSSION

The result and discussions of data collection from the classroom teaching have been forwarded in this chapter.

4.1 Results

The result of the study is presented below:

- 1) The result shows that 5 (84%) teachers think that guided writing is important in secondary level students.
- 2) The result shows that 4 (66%) of teachers always use display teaching material with picture while teaching Sympathy and Condolence.
- 3) The result shows that 5 (84%) teachers sometimes divide the students into groups according to capacity of learning.
- 4) The result shows that 3 (50%) teachers use group work technique in the class room, 2 (33%) teachers use pair work technique in the class room.
- 5) The result shows that 4 (67%) teachers use mixed correction technique if students are unable to write grammatical items
- 6) The result shows that 4 (67%) teachers always lesson plans for their students and 2 (33%) of teachers sometimes make lesson plans for their students.
- 7) The result shows that 5 (84%) teachers says yes, they use chat, diagram and table helps the students to enhance the performance.
- 8) The result shows that 4 (66%) teachers supply group work while teaching stories.

- 9) The result shows that 3 (50%) teachers provide pair correction technique if students are unable to develop a readable story.
- 10) The result shows that 3 (50%) of teachers says short skeleton stories are not easy for the students.
- 11) The result shows that 6 (100%) of the teachers always make lesson plan while teaching charts and diagram. Basically, lesson plan is important for helping the students for better performance. Hence, all the teachers make lesson plan while teaching charts and diagrams.
- 12) The result shows that 3 (50%) teachers supply group work while teaching bar-charts and pie-charts.
- 13) The result shows that 4 (66%) teachers strongly disagreed with the that there is readable story in guided writing.
- 14) The result shows that 4 (66%) teachers strongly disagreed with this statement; they feel difficulty in teaching writing exercises.
- 15) The result shows that 4 (66%) teachers disagreed with this statement that while making student practice, the students show lazy nature.
- 16) The result shows that 4 (66%) teachers strongly disagreed with this statement, I do not use teaching materials and lessons plans.
- 17) The result shows that 4 (66%) teachers agreed with this statement that students write short writing exercises but they feel difficulty in writing long writing exercises.
- 18) The result shows that 3 (50%) teachers agreed with this statement that I also give extra exercises for students.

- 19) The result shows that 4 (66%) teachers agreed with the statement that students with guided writing are actually better in my class.
- 20) The result shows that 3 (50%) teachers agreed with this statement, I feel most comfortable using my usual teaching methods when children are in my classroom.
- 21) The result shows that 4 (66%) teachers strongly agreed with this statement, using the advertisement is very important for secondary school level in learning new things.
- 22) The result shows that 4 (66%) teachers agreed with this statement, I believe using drawing or pictures as guided-writing facilitates writing process
- 23) The result shows that 3 (50%) teachers agreed with this statement, Teaching students who have a wide range of needs makes guided writing particularly important.
- 24) The result shows that 6 (100%) teachers agreed with the statement, I believe that guided writing could help students to learn English language better.
- 25) The result shows that 3 (50%) teachers agreed with this statement, Teachers should consider the needs of learners when they present the lesson in class.
- 26) The result shows that 6 (100%) teachers strongly agreed with the statement that, I always use newspaper while teaching news report and Condolence. The statement clearly shows that teacher use various teaching materials for increasing the performance of their students.
- 27) The result shows that 3 (50%) teachers agreed with this statement, students are too weak to develop writings due to lack of practice

- 28) The result shows that 4 (54%) teachers disagreed with this statement; Students are unable to elaborate given guidelines writing paragraph.
- 29) The result shows that 5 (83%) teachers strongly disagreed with this statement and 1 (17%) teachers disagreed with this statement; Teachers hesitate to create English environment in classroom.
- 30) The result shows that 33 percent teachers said 'yes' but 70 percent teachers said 'No'. So, the results show that majority of the teachers felt teaching of writing as a difficult job.
- 31) The result shows that majority of the teachers 50 percent use group work techniques for teaching the students in order to enhance the performance of their students.
- 32) The result shows that the teachers are so, punctual and regular on providing feedback. Hence checking the copy of the students helps to correct the errors of the students and help increase the ability.
- 33) The result shows that 83 percent teachers said 'No' but 17 percent teacher said 'Yes'. So, result shows that teachers are not satisfied with the performance of the students.
- 34) The result shows that 66 percent teachers said they use project work technique while teaching letter of invitation, 17 percent teachers use group work and 17 percent use newspaper for teaching letter of invitation.
- 35) The result shows that 100 percent teachers said 'Yes' and 0 percent said 'No'. So, result shows that teachers are majority of the teachers are agreed that they use invitation card while teaching letters of invitation.

- 36) The result shows that 66 percent presented part I and only 34 percent presented in part II, while teaching Sympathy and Condolence
- 37) The result shows that 100 percent teachers said 'Yes' and 0 percent said 'No'. So, result shows that majority of the teachers are agreed that they use teaching materials while teaching interpretation of charts, diagram, tables and pictures.
- 38) The result shows that 50 percent of teachers use group work teaching techniques followed by 16.66 percent teacher use project work, 16.66 percent teacher use mixed correction and 16.66 percent teacher use pair work teaching techniques while developing a readable story.
- 39) The result shows that 83 percent of teachers use project work teaching techniques and 17 percent use group work technique while teaching Condolence.
- 40) The result shows that 83 percent teachers were good and 20 percent were tolerable in clean appearance of the classroom. Then 100 percent were found good in self confidence. But 83 percent were found good and 17 percent found poor in the punctual appearance of classroom. Thus, it is clear that appearance of classroom for teaching of writing was more satisfactory on classroom understudy.
- 41) The result shows that 100 percent teachers' lesson objective clear to the student and 0 percent were not similarly 0 percent teachers initiated the lesson based on previous one and 100 percent were not and 83 percent initiated the lesson interesting and 17 percent were not. Then after 34 percent teachers were arranged the class properly and 66 percent were not.

- 42) The result shows that how the teachers developed their lesson while teaching of writing. Out of 6 teachers 83 percent teachers were found good and 17 were found tolerable. Then 66 percent teachers were found good, 17 percent found tolerable, 17 percent were poor at developing the lesson through relevant to curriculum. After then, 66 percent were good, 17 percent were found tolerable and 17 percent were found poor at relevant to textbook. At last 33.33 percent were found good, 33.33 were found tolerable and 33.33% were found poor at relevant the student's level and interest.
- 43) The result shows that teachers used all the given writing activities according to writing exercise. There is not equally used in the teaching of writing activities. Out of 6 teachers, 83 percent teachers sometimes use paragraph sometimes whereas 17 percent teachers use paragraph rarely, 100 percent teachers rarely use letter writing to develop the performance of their students, and 83 percent teachers sometimes use guided writing whereas 34 percent teachers rarely use guided writing. Similarly, 100 percent teachers rarely use control writing in order to develop the lesson plans. The table also shows that 33 percent teachers sometimes use question and 100 percent teachers rarely use describing writing for the development of the lesson.
- 44) The result shows that 66 percent teachers always found size and clarity in teaching materials, 17 percent teachers sometimes found size and clarity in teaching materials where as 17 percent rarely found size and clarity. Similarly, 66% teachers proper use teaching materials followed by 17 percent teachers sometimes use, 17 percent rarely use proper teaching materials and 66 percent

teachers always use appropriateness to the lesson whereas 34 percent teachers rarely use appropriateness to the lesson for teaching materials.

- 45) The result shows that the researcher listed 4 different activities to teach writing. I found that teachers were found to use question answer always because large numbers of students. The teachers were found to use group work sometimes. Similarly, they also found individual work and project work rarely.
- 46) The result shows that out of 6 teachers 50 percent teacher were found sometimes and 50 percent were found always made the students participate actively. This makes it clear that the entire teacher at least tried to involve the students in guided writing through different ways.

4.2 Discussion

Different guided activities and language functions are discussed below.

4.2.1 List of the Guided Writing Activities and Language Function

According to the curriculum development center the following types of writing activities and language functions are recommended. The language activities are found in the text book of class X.

Table 1: List of Language Activities to the Lesson of the Text Book

Unit	Topics	Language function	Writing activities
1	A world guide to good manners	Giving with holding permission	Making questions, greeting, clothes, food, drinks and taking photographs
2	Using language	Reporting statements	Using single language is better than multi language, engaged yourself and time for writing

3	The ant and grasshopper	Reporting questions	Writing stories, writing conversation and writing direct speech into indirect speech.
4	Memoirs of my visiting to France	Reporting commands	Cooking recipe for vegetables momo and engage yourself
5	A letter to Kunsong	Giving advice and warning	Writing vocabulary, writing poster of movie and not smoking writing and conversation
6	Did I miss anything?	Expressing condition (i)	Writing summary of 'Achham', writing sentences on condition clause and principles clauses
7	Rampant pesticide use risks health and climate change each going to make inequality.	Expressing condition (ii)	Making news stories, writing newspaper, and writing question answer
8	Human trafficking	Asking for reasons propose and their responses	Making a color for post on human trafficking, writing application letter and making connective sentences
9	The road not taken	Expressing unexpected result	Writing question answer, making crossword puzzle and matching affirmative and negative sentences
10	Yogmaya	Describing events	Changing active voice into passive voice, describing picture and collecting information about your district
11	Parents	Expressing preference	Re-arrange the events, a couple of paragraphs about your likes and dislikes and making CV, making advertisement about job opportunity

12	I wonder lonely as a cloud	Talking about personal experiences	Describing pictures, writing correct sentences using appropriate verbs and engage yourself.
13	The chimney sweeper	Narrating past events	Writing question and answer, summary of the poem and writing a suitable story on the basis of the given clues
14	Reunion of the family	Talking about the past	Making sentence about on past and past continuous tense and writing biography
15	Past and present	Comparing past and present	Matching the word and describing pictures
16	Jitiya festival	Comparing and denying	Writing true and false and making question tag
17	Sushila's determination	Agreeing and disagreeing	Writing question answer and engaged in agreeing and disagreeing
18	Habit cultivation	Indicating time and motion	Engaging on different prepositions
19	Pie-chart and bar-chart	Interpreting tables and charts	Memorizing similar and opposite words, describing bar-chart and piechart.

The above Table 1 shows that the different language activities of grade X from English textbook are involved in 19 topics language function and writing activities.

4.2.2 Classification of Guided Writing and Activities

In our context of teaching English, writing frightens the students. When writing comes, students are filled with anxieties, boredom, and show their reluctance. Students also seem to be unwilling to invest time and effort for writing. Teacher also feels difficult to teach writing. They do not teach much writing in the classroom and as a result writing is

frequently relegated to homework. With such situations in mind, we need to spend some time building the writing habit in students. Obi-Okoye (2004) suggested that we, as teachers, require focusing on various areas, such as:

- Poster
- Condolence and Sympathy
- Menu
- Bar charts and diagram
- Advertisement
- Stories
- Paragraph writing
- Dialogue
- Letters of invitation
- Electronic text message
- Invitation card
- Post card
- Recipes (a set of instruction)
- Rules and regulation

Poster: It is explained on human trafficking of unit 8. Students are given a particular task such as developing a concept map or listing all of their knowledge about a particular topic at the beginning of a course or class session. The instructor saves these “pre-” posters. At the end of the course, or class, the students repeat that task. The instructor displays the “before-” and “after-” posters side-by-side and asks students to consider their

learning progression. The instructor also uses their posters to monitor whether they have reached particular learning outcomes.

Condolence: When individuals condole, or offer their Condolences to a particular situation or person, they are offering active, conscious support of that person or activity. This is often expressed by saying, "Sorry". Often, the English language expression "My Condolences" will be in a context, such as death of a friend's loved one, in which the one offering Condolences is communicating a feeling of pity towards the unfortunate party. Expressions of Condolence may also be used as sarcasm if one considers the complaining person to be exaggerating their suffering, especially when they appear to consider as tragic something that is relatively insignificant. Condolence is not always expressed in sorrow or grievance, as it can also be used to acknowledge a fellow feeling or even a common opinion. There are various ways of expressing Condolences to the victims. Examples include donating money to the charity nominated by the person who has just died, writing in a Condolences book or supporting the friends and family of the loved one by making meals and looking after them in various ways in times of need.

Sympathy: Sympathy exists when the feelings or emotions of one person lead to similar feelings in another person so that they share feeling. Mostly Sympathy means the sharing of unhappiness or suffering, but it can also mean sharing other (positive) emotions. In a broader sense, it can refer to the sharing of political or ideological sentiments, such as in the phrase "a communist sympathizer". The psychological state of Sympathy is closely linked with that of empathy, but is not identical to it. Empathy is understanding and

feeling another person's emotions as they feel them, but makes no statement as to how they are viewed.

Menu: It is explained on engage yourself of unit 4. A menu is a list of dishes to be served at a meal. Menus have been around in Europe since the 18th century. In the larger cities of the time, the variety of cuisine from different regions led caterers to create a list for their patrons. In restaurants, the modern menu, with dishes in a set order of courses, was invented by the great French chef Escoffier. Usually there are two types of menu at a good restaurant: Lesser establishments might offer a chalkboard, with the advantage that items can be rubbed out or added on at short notice. Fish restaurants in particular depend on daily catches being supplied or bought in the early morning. They usually list fish freshly bought (as opposed to frozen).

Bar chart and pie chart: It is explained on unit 19

Bar chart: A bar graph (also known as a bar chart or bar diagram) is a visual tool that uses bars to compare data among categories. A bar graph may run horizontally or vertically. The important thing to know is that the longer the bar, the greater its value. Bar graphs consist of two axes. On a vertical bar graph, as shown above, the horizontal axis (or x-axis) shows the data categories. In this example, they are years. The vertical axis (or y-axis) is the scale. The colored bars are the data series.

Bar graphs have three key attributes:

- A bar diagram makes it easy to compare sets of data between different groups at a glance.

- The graph represents categories on one axis and a discrete value in the other. The goal is to show the relationship between the two axes.
- Bar charts can also show big changes in data over time.

Pie chart: A pie chart (or a circle chart) is a circular statistical graphic, which is divided into slices to illustrate numerical proportion. In a pie chart, the arc length of each slice (and consequently its central angle and area), is proportional to the quantity it represents. While it is named for its resemblance to a pie which has been sliced, there are variations on the way it can be presented.

Advertisement: It is explained on unit 11. Advertising is a marketing communication that employs an openly sponsored, non-personal message to promote or sell a product, service or idea. Sponsors of advertising are typically businesses wishing to promote their products or services. Advertising is differentiated from public relations in that an advertiser pays for and has control over the message. It differs from personal selling in that the message is non-personal, i.e., not directed to a particular individual. Advertising is communicated through various mass media, including traditional media such as newspapers, magazines, television, radio, outdoor advertising or direct mail; and new media such as search results, blogs, social media, websites or text messages.

Stories: It is explained on follow up activities of unit 13. A message that tells the particulars of an act or occurrence or course of events; presented in writing or drama or cinema or as a radio or television program "his narrative was interesting"; "Disney's stories entertain adults as well as children".

Paragraph writing: It is also explained on all units. A paragraph is a group of words put together to form a group that is usually longer than a sentence. Paragraphs are often made up of several sentences. ... This makes it easier to see when one paragraph ends and another begins. In most organized forms of writing, such as essays, paragraphs contain a topic sentence.

Dialogue: It is explained on all units. Dialogue (sometimes spelled dialog in American English) is a written or spoken conversational exchange between two or more people, and a literary and theatrical form that depicts such an exchange. As a narrative, philosophical or didactic device, it is chiefly associated in the West with the Socratic dialogue as developed by Plato, but antecedents are also found in other traditions including Indian literature.

Letters of invitation: It is explained on unit 1. An invitation letter, as its name implies, is a letter meant to request an individual's presence to an event, meeting or formal occasion. They are usually sent ahead of time so that the recipient can prepare. Invitation letters actually have two purposes. The first is already mentioned, to request the presence of the individual and the second is to confirm that the individual will be attending the event. Invitation letters are also useful when you're applying for a visa.

Invitation card: It is explained on unit 1. An invitation is a letter asking the recipient to attend a wedding. It is typically written in formal, third-person language and mailed five to eight weeks before the wedding date. Like any other invitation, it is the privilege and duty of the host-historically, for younger brides in Western culture, the mother of the bride, on behalf of the bride's family-to issue invitations, either by sending them herself

or causing them to be sent, either by enlisting the help of relatives, friends, or her social secretary to select the guest list and address envelopes, or by hiring a service.

Post card: It is explained on unit 1. A postcard or post card is a rectangular piece of thick paper or thin cardboard intended for writing and mailing without an envelope. Shapes other than rectangular may also be used. There are novelty exceptions, such as wood postcards, made of thin wood, and copper postcards sold in the Copper Country of the U.S. state of Michigan, and coconut "postcards" from tropical islands.

Recipes (a set of instruction): It is explained on cooking recipe of unit 4. A recipe is a set of instructions that describes how to prepare or make something, especially a culinary dish. It is also used in medicine or in information technology (user acceptance). A doctor will usually begin a prescription with *recipe*, Latin for *take*, usually abbreviated to Rx or an equivalent symbol

Rules and regulation: The act of regulating or the state of being regulated. A principle, rule, or law designed to control or govern conduct. A governmental order having the force of law. The capacity of an embryo to continue normal development following injury to or alteration of a structure.

4.3 Discussion and Questionnaires for the Teachers

This section deals with the analysis and interpretation of the data collected from primary sources for the analysis, at first the researcher classified all the data on the basis of the objective/subjective questions and class observation form. As regards to objective questions, the researcher has tabulated the data as well.

4.3.1 Analysis of the Data Obtained from the Teachers

Under this title, item wise analysis of all the responses of Section A of twelve questions (See Appendix-I) have been analyzed.

Q. No. 1 Do you think that the guided writing is important in Secondary school level students?

Regarding the question no.1 on the basis of responses provided by informants has been analyzed below.

Table No 2: Responses on Guided Writing is Important in Secondary School Level

	Frequency	Percentage
Yes	5	84
To some extent	1	16
No	0	0
Total	6	100

Source: Field survey 2019

Table 2 shows that 5(84%) teachers think that guided writing is important in secondary level in Nepal, 1(16%) of the teacher to some extent think that guided writing is important in secondary level in Nepal.

Q. No. 2 Do you display the teaching materials with picture while teaching Sympathy and Condolence?

Regarding the question no.2 on the basis of responses provided by informants has been analyzed below.

Table 3: Responses on the Display the Teaching Material with Picture while Teaching Sympathy and Condolence

	Frequency	Percentage
Never	0	0
Always	4	66
Rarely	1	17
Frequently	1	17
Total	6	100

Source: Field survey 2019

Table 3 shows that 4(66%) of teachers always use display teaching material with picture while teaching Sympathy and Condolence, 1(17%) of teacher rarely use display teaching material with picture while teaching Sympathy and Condolence and 1(17%) of teacher frequently use display teaching material with picture while teaching Sympathy and Condolence.

Q. No. 3 Do you divide the students into groups according to capacity of learning?

Regarding the question no.3 on the basis of responses provided by informants has been analyzed below.

Table No 4: Responses on Division of Students into Groups According to Capacity of Learning

	Frequency	Percentage
Never	0	0
Always	1	16
Rarely	0	0
Sometimes	5	84
Total	6	100

Source: Field survey 2019

Table 4 shows that 5(84%) teachers sometimes divide the students into groups according to capacity of learning. However, only 1(16%) teacher always divides the students into groups according to capacity of learning.

Q. No. 4 Which technique do you supply in the class room?

Regarding the question no.4 on the basis of responses provided by informants has been analyzed below.

Table 5: Using Technique Supplied by Teachers in the class room

	Frequency	Percentage
Pair work	2	33
Group work	3	50
Project work	1	17
Individual work	0	0
Total	6	100

Source: Field survey 2019

Table 5 shows that 3(50%) teachers use group work technique in the class room, 2(33%) teachers use pair work technique in the class room and 1(17%) teachers use project work technique in the class room for the better performance of the students.

Q. No. 5 If students are unable to write grammatical items, which technique do you use?

Regarding the question no.5 on the basis of responses provided by informants has been analyzed below.

Table 6: Using Technique to write Grammatical items

	Frequency	Percentage
Pair correction	0	0
Teacher correction	2	33
Mixed correction	4	67
Self-correction	0	0
Total	6	100

Source: Field survey 2019

Table 6 shows that 4(67%) teachers use mixed correction technique if students are unable to write grammatical items and 2(33%) of teachers use teacher correction technique if students are unable to write grammatical items.

Q. No. 6 Do you make lesson plans?

Regarding the question no.6 on the basis of responses provided by informants has been analyzed below.

Table 7: Responses on Making Lesson Plans

	Frequency	Percentage
Sometimes	2	33
Never	0	0
Rarely	0	0
Always	4	67
Total	6	100

Source: Field survey 2019

Table 7 shows that 4(67%) teachers always lesson plans for their students and 2(33%) of teachers sometimes make lesson plans for their students.

Q. No. 7 Do you think chat, diagram and table helps to enhance the performance of the students?

Regarding the question 7 on the basis of responses provided by informants have been presented below.

Table 8: Chats, Diagrams which help to Enhance the Performance of the Students

	Frequency	Percentage
Yes	3	50
To some extent	2	33
No	1	17
Total	6	100

Source: Field survey 2019

Table 8 shows that 5 (84%) teachers says yes, they use chat, diagram and table helps the students to enhance the performance, 2(33%) teachers to some extent use chat, diagram and table to enhance the performance of the students and 1 (17%) teachers don't use chat, diagram and table in order to help their students in order to enhance the performance of the students.

Q. No. 8 Which techniques do you supply while teaching stories?

Regarding the question 8 on the basis of responses provided by informants has been analyzed below.

Table 9: Using Teaching Techniques while Teaching Stories

	Frequency	Percentage
Pair work	1	17
Group work	4	66
Project work	1	17
Individual work	0	0
Total	6	100

Source: Field survey 2019

Table 9 shows that 4 (66%) teachers supply group work while teaching stories, 1(17%) supply pair work while teaching stories and 1 (17%) teachers supply project work while teaching stories for its students.

Q. No. 9 If your students are unable to develop a readable story, which techniques do you use?

Regarding the question 9 on the basis of responses provided by informants have been analyzed below.

Table 10: Using Teaching Techniques for Develop a Readable Story

	Frequency	Percentage
Pair correction	3	50
Mixed correction	3	50
Teacher correction	0	0
Self-correction	0	0
Total	6	100

Source: Field survey 2019

Table 10 shows that 3(50%) teachers provide pair correction technique if students are unable to develop a readable story and 3 (50%) teachers provide mixed correction technique if students are unable to develop a readable story.

Q. No. 10 Do you think short skeleton stories are easy for the students?

Regarding the question 10 on the basis of responses provided by informants have been presented below.

Table 11: Eagerness of Short Skeleton Stories for the Students

	Frequency	Percentage
Yes	1	17
To some extent	2	33
No	3	50
Total	6	100

Source: Field survey 2019

Table 11 shows that 3 (50%) of teachers says short skeleton stories are not easy for the students, 2 (33%) teachers to some extent says short skeleton stories are easy for the students and 1 (17%) of teachers says short skeleton stories are easy for the students.

Q. No. 11 Do you make lesson plan while teaching charts and diagram?

Regarding the question 11 on the basis of responses provided by informants have been analyzed below.

Table 12: Making Lesson Plane while Teaching Charts and Diagram

	Frequency	Percentage
Sometimes	2	0
Never	0	0
Always	6	100
Rarely	0	0
Total	6	100

Source: Field survey 2019

Table 12 shows that 6 (100%) of the teachers always make lesson plan while teaching charts and diagram. Basically, lesson plan is important for helping the students for better performance. Hence, all the teachers make lesson plan while teaching charts and diagrams

Q. No. 12 Which technique do you supply while teaching bar-charts and pie-charts?

Regarding the question 12 on the basis of responses provided by informants have been analyzed below.

Table 13: Techniques on Teaching Bar-charts and Pie-charts

	Frequency	Percentage
Pair work	0	0
Group work	3	50
Project work	3	50
Individual work	0	0
Total	6	100

Source: Field survey 2019

Table 13 shows that 3 (50%) teachers supply group work while teaching bar-charts and pie-charts. 3 (50%) teachers supply project work while teaching bar-charts and pie-charts.

Under this title, item wise analysis of all the responses of Section B of seventeen questions (See Appendix-I) have been analyzed.

Q. No. 1 There is a readable story in Guided Writing.

The analysis of Q. No. 1 has been given below

Table 14: A readable Story as Guided Writing

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
4	66	2	34	0	0	0	0	0	0

Source: Field survey 2019

Table 14 shows that 4(66%) teachers strongly disagreed with the statement and 2(34%) teachers disagreed with the statement that there is readable story in guided writing.

Q. No. 2 I feel difficulty in teaching writing exercises

Regarding the question 2 on the basis of responses provided by informants have been analyzed below.

Table 15: Feeling on Teaching Writing Exercises

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	4	66	0	0	1	17	1	17

Source: Field survey 2019

Table 15 shows that 4(66%) teachers strongly disagreed with this statement, 1(17%) teachers agreed with the statement, they feel difficulty in teaching writing exercises and 1(17%) strongly agreed with this statement.

Q. No. 3 While making the students practice, the students show their lazy nature.

Regarding the question no.3 on the basis of responses provided by informants have been presented below.

Table 16: Students' Laziness on Practicing Writing

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	4	66	0	0	2	34	0	0

Source: Field survey 2019

Table 16 shows that 4(66%) teachers disagreed with this statement that while making student practice, the students show lazy nature and 2(34%) teachers agreed with this statement that while making student practice, the students show lazy nature.

Q. No. 4 I do not use teaching materials and lessons plans.

Regarding the question 4 on the basis of responses provided by informants have been presented below.

Table 17: Use of Teaching Materials and Lessons Plans

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
4	66	1	17	0	0	0	0	1	17

Source: Field survey 2019

Table 17 shows that 4(66%) teachers strongly disagreed with this statement, I do not use teaching materials and lessons plans, 1(17%) teachers disagreed with this statement and 1(17%) teachers strongly agreed with this statement.

Q. No. 5 Students write short writing exercises but they feel difficulty in writing long writing exercises.

Regarding the question 5 on the basis of responses provided by informants have been presented below.

Table 18: Writing Short and Long Exercises

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	2	34	0	0	4	66	0	0

Source: Field survey 2019

Table 18 shows that 4(66%) teachers agreed with this statement that students write short writing exercises but they feel difficulty in writing long writing exercises and 2(34%) teachers disagreed with this statement.

Q. No. 6 I also give extra exercises

Regarding the question 6 on the basis of responses provided by informants have been presented below.

Table 19: Giving Extra Exercises

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	0	0	3	50	3	50

Source: Field survey 2019

Table 19 shows that 3(50%) teachers agreed with this statement and 3(50%) teachers agreed with the statement that I also give extra exercises for students.

Q. No. 7 Students with Guided Writing are academically better in my class.

Regarding the question 7 on the basis of responses provided by informants have been presented below.

Table 20: Impact of Guided Writing Students' Achievement

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	0	0	4	66	2	34

Source: Field survey 2019

Table 20 shows that 4(66%) teachers agreed with the statement that students with guided writing are actually better in my class and 2 (34%) teachers strongly disagreed with this statement.

Q. No. 8 I feel most comfortable using my usual teaching methods when children are in my classroom.

Regarding the question 8 on the basis of responses provided by informants have been presented below.

Table 21: Feeling Teaching Methods when Children are in the Classroom

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	0	0	3	50	3	50

Source: Field survey 2019

Table 21 shows that 3(50%) teachers agreed with this statement and 3 (50%) teachers strongly disagreed with this statement, I feel most comfortable using my usual teaching methods when children are in my classroom.

Q. No. 9 Using the advertisement is very important for secondary school level in learning new things.

Regarding the question 9 on the basis of responses provided by informants have been presented below.

Table 22: Using the Advertisement is very Important for Secondary School Level in Learning new things.

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	-No.	%	No.	%	No.	%
0	0	0	0	0	0	2	34	4	66

Source: Field survey 2019

Table 22 shows that 4(66%) teachers strongly agreed with this statement, using the advertisement is very important for secondary school level in learning new things and 2(34%) teachers agreed with this statement.

Q. No. 10 I believe using drawing or pictures as Guided-Writing facilitates writing process.

Regarding the question 10 on the basis of responses provided by informants have been presented below.

Table 23: Using Drawing Pictures as Guided Writing Facilities

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	0	0	4	66	2	34

Source: Field survey 2019

Table 23 shows that 4(66%) teachers agreed with this statement, I believe using drawing or pictures as guided-writing facilitates writing process and 2(34%) teachers strongly agreed with the statement that I believe using drawing or pictures as guided-writing facilitates writing process.

Q. No. 11 Teaching students who have a wide range of needs makes guided writing particularly important.

Regarding the question no.11 on the basis of responses provided by informants have been presented below.

Table 24: Making Guided Writing Important

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	3	50	3	50	0	0

Source: Field survey 2019

Table 24 shows that 3(50%) teachers agreed with this statement, Teaching students who have a wide range of needs makes guided writing particularly important and 3(50%) teachers undecided with the statement that Teaching students who have a wide range of needs makes guided writing particularly important.

Q. No. 12 I believe that guided writing could help students to learn English language better.

Regarding the question 12 on the basis of responses provided by informants have been presented below.

Table 25: Feeling Guided Writing Useful for Learning English Language Better

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	0	0	6	100	0	0

Source: Field survey 2019

Table 25 shows that 6 (100%) teachers agreed with the statement, I believe that guided writing could help students to learn English language better.

Q. No. 13 Teachers should consider the needs of learners when they present the lesson in class.

Regarding the question no.13 on the basis of responses provided by informants have been presented below.

Table 26: Considering the Needs of Learners for Presenting Lesson

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	0	0	3	50	3	50

Source: Field survey 2019

Table 26 shows that 3(50%) teachers agreed with this statement, Teachers should consider the needs of learners when they present the lesson in class and 3(50%) teachers strongly agreed with this statement.

Q. No. 14 I always use newspaper while teaching News report and Condolence

Regarding the question 14 on the basis of responses provided by informants have been presented below.

Table 27: Using Newspaper while Teaching News and Codolence

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	0	0	0	0	0	0	6	100

Source: Field survey 2019

Table 27 shows that 6(100%) teachers strongly agreed with the statement that, I always use newspaper while teaching news report and Condolence. The statement clearly shows that teacher use various teaching materials for increasing the performance of their students.

Q. No. 15 Students are too weak to develop writings due to lack of practice.

Regarding the question 15 on the basis of responses provided by informants have been presented below.

Table 28: Feeling Too Weak for Developing Writing

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
0	0	2	33	0	0	3	50	1	17

Source: Field survey 2019

Table 28 shows that 3(50%) teachers agreed with this statement, 2(33%) teachers disagreed with this statement; Students are too weak to develop writings due to lack of practice and 1(17) teachers strongly agreed with this statement.

Q. No. 16 Students are unable to elaborate given guidelines writing paragraph.

Regarding the question 16 on the basis of responses provided by informants have been presented below.

Table 29: Feeling Unable to Elaborate Writing Paragraphs

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
2	33	4	64	0	0	0	0	0	0

Source: Field survey 2019

Table 29 shows that 4(54%) teachers disagreed with this statement and 2(33%) teachers strongly disagreed with this statement; Students are unable to elaborate given guidelines writing paragraph.

Q. No. 17 Teachers hesitate to create English environment in classroom.

Regarding the question no.17 on the basis of responses provided by informants have been presented below

Table 30: Hesitating Creating English Environment in Classroom

Options									
Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
No.	%	No.	%	No.	%	No.	%	No.	%
5	83	1	17	0	0	0	0	0	0

Source: Field survey 2019

Table 30 shows that 5(83%) teachers strongly disagreed with this statement and 1(17%) teachers disagreed with this statement; Teachers hesitate to create English environment in classroom.

4.3.2 Analysis of the Data Obtained from Subjective Questionnaire for the Teachers

All the responses taken from 14 subjective (See Appendix II) have been analyzed on the basis of individual items.

Q. No.1: Is teaching guided writing exercises in the class room an easy task? Why?

Regarding the question 1 almost all the teachers felt teaching of writing as difficult job. They also said that teaching of writing was an essential but lack of time, lack of confidence in the students, student's poor base in English and large number of students made teaching writing exercise difficult?

Result of question no.1

Question no.1 was intended to know from participating teachers that is teaching writing an easy task? The response of the selected teachers can be shown in the following table.

Table 31: Teaching Writing: Easy Task

Responses	No. of teachers	%
Yes	2	33
No	4	67

Source: Field survey 2019

Table 31 shows that 33% teachers said 'yes' but 70% teachers said 'No'. So, the results show that majority of the teachers felt teaching of writing as a difficult job. They also said that teaching of writing was an essential but a difficult job.

Q. No.2: Which teaching techniques do you follow to teach writing exercises?

Teaching techniques is imperative these days and many teachers interested in giving various types of teaching techniques for its students. The responses of teachers can be shown in the following table.

Result of question no.2

Question 2 was intended to know whether teaching technique followed to teach writing exercise. The response of the selected teachers can be shown in the following table.

Table No 32: Teaching Techniques Followed to Teach Writing Exercise

Teaching technique	No. of teachers	%
Group work	3	50
Project work	2	33
Pair work	1	17

Source: Field survey 2019

Regarding the question 2 shows that majority of the teachers 50% use group work techniques for teaching the students in order to enhance the performance of their students, apart from the group work, 33% use project work and 17% use pair work are the teaching technique they follow to increase the performance of the students.

Q. No.3: How do you motivate your students in doing writing exercises regularly?

Result of question no.3

Question 3 asked the teachers to say the motivating factor for the students in doing writing exercise regularly. Motivation is imperative to maintain the performance of the students. Various techniques and tools are used by the teachers so, that the students get

motivated and able to do their exercise properly and smoothly. Almost all the teachers use some kind of materials or technique to motivate students. Techniques used by teachers are:

- a) By displaying particular teaching materials in front of the students
- b) By giving examples with suitable stories for every statement
- c) By making class interesting
- d) Using teaching materials

Q. No.4: How many times do you check your students' copy in a week? What type of feedback do you give them?

Result of question no.4

Question 4 asked teachers about the times they check the students copy and type of feedback they provide to their students. Most of the result provided by the teachers is as follows:

- a) I check students copy 57 percent a week
- b) 28 percent in a week and provide positive feedback to their students.
- c) 2 times in a week
- d) Check students copy four times a week and provide positive feed back
- e) Check 42 percent a week and provide them feedback by writing some mistake and errors on the copy.
- f) Daily, providing

The result shows that the teachers are so, punctual and regular on providing feedback. Hence checking the copy of the students helps to correct the errors of the students and help increase the ability.

Q. No.6: Are you satisfied with the writing performance of your students? Why?

Regarding the question 6 almost all teachers are not satisfied with the performance of the students except one teacher. Due to lack of proper management, they are lazy to practice, students does not attend to class in regular basis and their parents does not guide their children properly which decrease their performance due to lack of focus.

Result of question no.6

Question 6 was intended to know whether the teacher is satisfied with the performance of their students. The response of the selected teachers can be shown in the following table.

Table 33: Feeling Satisfied with the Performance of their Students

Responses	No. of teachers	%
Yes	1	17
No	5	83

Source: Field survey 2019

Table 33 shows that 83% teachers said 'No' but 17% teacher said 'Yes'. So, result shows that teachers are not satisfied with the performance of the students. Because of proper dedication of the teacher the performance of the students is not good so, teacher is not satisfied with the performance of their students.

Regarding the question 7 some of the feedback is given some of the students in order to make better performance of the students. Due to frequent problem on the performance of

the students the teacher are compelled to use new techniques to motivate them to born the light of importance of education on them. Due to lack of proper environment for the better study the teachers use new techniques and tools to make better performance of the students. Some of the feedbacks provided by the teachers are as follows.

- a) By advising students properly
- b) By providing extra tuition class
- c) Concerned authorities should take responsible for the students and make proper monitoring towards week students.
- d) Parents should focus more time onto their children
- e) By involving in group work and project work
- f) By creating different techniques like group work, pair work, and project work.

Q. No.8: Which teaching technique do you use while teaching letters of invitation?

Result of question no.8

Question 8 was intended to know the teaching technique used while teaching letter of invitation. The response of the selected teachers can be shown in the following table

Table 34: Teaching Technique used while Teaching Letter of Invitation

Responses	No. of teachers	%
Project work	4	66
Group work	1	17
Newspaper	1	17

Source: Field survey 2019

Table 34 shows that 66% teachers said they use project work technique while teaching letter of invitation, 17% teachers use group work and 17% use newspaper for teaching letter of invitation.

Q. No.9: Have you ever display ‘Invitation card’ while teaching letters of invitation?

Regarding the question 9 almost all the teachers use invitation card while teaching letter of invitation. Basically invitation card is use to invite any person for special occasion for e.g.: for marriage, for birthday anniversary and for marriage anniversary. With the suitable example it helps students to understand the invitation card more precisely.

Result of question no.9

Question 6 was intended to know whether the teacher use ‘Invitation card’ while teaching letters of invitation. The response of the selected teachers can be shown in the following table

Table No 35: Displaying ‘Invitation Card’ while Teaching Letters of Invitation

Responses	No. of teachers	%
Yes	6	100
No	0	0

Source: Field survey 2019

Table 35 shows that 100% teachers said ‘Yes’ and 0% said ‘No’. So, result shows that teachers are majority of the teachers are agreed that they use invitation card while teaching letters of invitation.

Q. No.10: How do you teach Sympathy and Condolence?

Regarding the question 10 many teachers use newspapers, word card and sentence card, using group work, making teaching materials, making lesson plans for teaching Sympathy and Condolence.

Result of question no.10

Question 10 was intended to know how they teach Sympathy and Condolence. The response of the selected teachers can be shown in the following table.

Table 36: Ways of Teaching Sympathy and Condolence

S.N	Teaching Sympathy and Condolence	No. of teachers	%
	Part I		
a.	Condolence displaying newspaper, word card and sentence card.	4	66
b.	Making teaching materials		
	Part II		
a.	By using group work	2	34
b.	Making lesson plan		

Source: Field survey 2019

Table 36 shows that 66% presented part I and only 34% presented in part II, while teaching Sympathy and Condolence

Q. No.11: Do you use teaching materials while teaching interpretation of charts, diagram, tables and pictures?

Regarding the question 11 almost all the teachers use teaching materials while teaching interpretation of charts, diagram, tables and pictures.

Result of question no.11

Question 11 was intended to know the use of teaching materials while teaching interpretation of charts, diagram, tables and pictures. The response of the selected teachers can be shown in the following table

Table 37: Use of Teaching Materials while Teaching Interpretation of Charts, Diagram, Tables and Pictures

Responses	No. of teachers	%
Yes	6	100
No	0	0

Source: Field survey 2019

Table 37 shows that 100% teachers said 'Yes' and 0% said 'No'. So, result shows that majority of the teachers are agreed that they use teaching materials while teaching interpretation of charts, diagram, tables and pictures.

Q. No.12: If students are unable to develop a readable story, what types of teaching techniques do you use?

Regarding the question 12 one of the main motives of guided writing is to develop the student's ability to develop a readable story and in order to develop proper teaching techniques is necessary. Teachers have mentioned different techniques such as:

- a) Project work
- b) Group work
- c) Mixed correction
- d) Pair work

Result of question no.12

Question 12 was intended to know use of teaching techniques while developing a readable story. The response of the selected teachers can be shown in the following table.

Table 38: Use of Teaching Techniques while Developing a Readable Story

Responses	No. of teachers	%
Project work	1	16.66
Group work	3	50
Mixed correction	1	16.66
Pair work	1	16.66

Source: Field survey 2019

Table 38 shows that 50% of teachers use group work teaching techniques followed by 16.66% teacher use project work, 16.66% teacher use mixed correction and 16.66% teacher use pair work teaching techniques while developing a readable story.

Q. No.13: Which teaching techniques do you use while teaching ‘Condolence’?

Regarding the question 13 one of the main motives of guided writing is to develop the student’s ability to develop a Condolence and in order to develop proper teaching techniques is necessary. Teachers have mentioned different techniques such as:

- a) Project work
- b) Group work

Result of question no.13

Question 13 was intended to know use of teaching techniques while teaching Condolence. The response of the selected teachers can be shown in the following table.

Table 39: Use of Teaching Techniques while Teaching Condolence

Responses	No. of teachers	%
Project work	5	83
Group work	1	17

Source: Field survey 2019

Table 39 shows that 83% of teachers use project work teaching techniques and 17% use group work technique while teaching Condolence.

4.4 Classroom Observation of Teaching Writing

This section deals with classroom observation of 6 teachers of secondary class ten at Bhojpur district. The researcher prepared an observation check list that had been taken as a complement of questionnaire. Here, the researcher has tried to observe how the teacher taught writing and what sort of problems they faced while teaching it. The researcher tried minutely to analyze the activities used in the guided writing and the problems faced by the teachers while teaching it. For this, the researcher used different rating scales viz- good, tolerable, poor, Yes, No, frequently, sometimes, seldom etc.

4.4.1 Appearance of the Classroom

Appearance of the classroom refers to how well the teachers appeared and handled the classroom while teaching writing exercises. The researcher observed the classes to see what extend the teacher are able to handle their classes for the successful teaching. The data can be presented as

Table 40: Appearance of the Classroom

Rating	Good		Tolerable		Poor	
	No. of teacher	%	No. of teacher	%	No. of teacher	%
Clean	5	83	1	17	0	0
Self confident	6	100	0	0	0	0
Punctual	5	83	0	0	1	17

Source: Field survey 2019

The table 40 shows that 83% teachers were good and 20% were tolerable in clean appearance of the classroom. Then 100% were found good in self confidence. But 83% were found good and 17 % found poor in the punctual appearance of classroom. Thus, it is clear that appearance of classroom for teaching of writing was more satisfactory on classroom understudy.

4.4.2 Initiation of the Lesson

While teaching of writing in the classroom initiation of the lesson plays a vital role. The researcher observed carefully how the teachers initiated the lesson to the students in classroom for teaching writing. Te data can be presented as:

Table 41: Initiation of the Lesson

Rating	Yes		No	
	No. of teacher	%	No. of teacher	%
a) Was the lesson objective clear to the students?	6	100	0	0
b) Was the lesson based on previous one?	0	0	6	100
c) Was the start of the lesson interesting?	5	83	1	17
d) Was the class arranged properly	2	34	4	66

Source: Field survey 2019

The table 41 shows that 100% teachers' lesson objective clear to the student and 0% were not similarly 0% teachers initiated the lesson based on previous one and 100% were not and 83% initiated the lesson interesting and 17% were not. Then after 34% teachers were arranged the class properly and 66% were not. Thus, by observing the above table initiation of the lesson for the teaching of writing was not satisfactory.

4.4.3 Development of the Lesson

The researcher observed the class that how the teachers developed their lesson while teaching of writing. It was found that development of the lesson for teaching writing was satisfactory on the classroom understudy. The data can be presented as:

Table 42: Development of the Lesson

Rating	Good		Tolerable		Poor	
	No. of teacher	%	No. of teacher	%	No. of teacher	%
a) subject matter and sequence	5	83	1	17	0	0
b) relevant to the curriculum	4	66	1	17	1	17
c) relevant to the textbook	4	66	1	17	1	17
d) relevant to the level and interest	2	33.33	2	33.33	2	33.33

Source: Field survey 2019

The table 42 shows that how the teachers developed their lesson while teaching of writing. Out of 6 teachers 83% teachers were found good and 17 were found tolerable. Then 66% teachers were found good, 17% found tolerable, 17% were poor at developing the lesson through relevant to curriculum. After then, 66% were good, 17% were found tolerable and 17% were found poor at relevant to textbook. At last 33.33% were found good, 33.33 were found tolerable and 33.33% were found poor at relevant the student's

level and interest. Thus, development of the lesson for the teaching writing at the classroom was satisfactory.

4.4.4 Teaching Writing Activities

To promote the writing skill of the students, different activities are used. The researcher listed some activities that are applied in the classroom and tried to observe their frequency of use by the teachers. Teachers were found to use different activities in their classes. They tried their best to promote the students writing skills.

Table 43: Teaching Writing Activities

Rating	Frequently	Sometimes	Seldom	Always	Rarely
Paragraph writing		83			17
Letter writing					100
Guided writing		83			34
Control writing					100
Question writing	17	33		17	33
Describing writing					100

Source: Field survey 2019

The table 43 shows that teachers used all the given writing activities according to writing exercise. There is not equally used in the teaching of writing activities. Out of 6 teachers, 83 % teachers sometimes use paragraph sometimes whereas 17% teachers use paragraph rarely, 100% teachers rarely use letter writing to develop the performance of their students, and 83% teachers sometimes use guided writing whereas 34% teachers rarely use guided writing. Similarly, 100% teachers rarely use control writing in order to

develop the lesson plans. The table also shows that 33% teachers sometimes use question and 100% teachers rarely use describing writing for the development of the lesson.

But most of the writing activities mentioned above in table no 32 were found to be used in the class satisfactory according to textbook.

4.4.5 Instructional Materials

While teaching of writing in the classroom teaching materials play a significant role. The researcher observed carefully how often the teachers used in the teaching materials. It was found that teachers were using usual classroom materials rather than the new ones. The table below shows that the use of teaching materials in the classroom.

Table 44: Instructional Materials

Rating	Frequently	Sometimes	Seldom	Always	Rarely
Size and clarity		17		66	17
Proper use		17		66	17
Appropriateness to the lesson				66	34

Source: Field survey 2019

The table 44 shows that 66% teachers always found size and clarity in teaching materials, 17% teachers sometimes found size and clarity in teaching materials where as 17% rarely found size and clarity. Similarly, 66% teachers proper use teaching materials followed by 17% teachers sometimes use, 17% rarely use proper teaching materials and 66% teachers always use appropriateness to the lesson whereas 34% teachers rarely use appropriateness to the lesson for teaching materials.

Though they are very useful to motivate students in learning the lesson.

4.4.6 Teachers' Activities

To promote the writing skills of the students, different activities are used. The researcher listed some activities that are applied in the classroom and tried to observe their frequency of use by the teachers. Teachers were found to use different activities in their classes. They tried their best to promote the students writing skills.

Table 45: Teachers' Activities

Rating	Frequently	Sometimes	Seldom	Always	Rarely
Group work		83		17	
Question answer		34		50	17
Individual work		17			83
Project work					100

Source: Field survey 2019

The table 45 shows that the researcher listed 4 different activities to teach writing. I found that teachers were found to use question answer always because large numbers of students. The teachers were found to use group work sometimes. Similarly, they also found individual work and project work rarely.

4.4.7 Students' Participation

More time should be given in practice of writing. The following table shows the involvement of the students in writing.

Table 46: Students' Participation

Rating	Frequently	Sometimes	Seldom	Always	Rarely
Participate actively		50		50	

Source: Field survey 2019

Table 46, shows that out of 6 teachers 50% teacher were found sometimes and 50% were found always made the students participate actively. This makes it clear that the entire teacher at least tried to involve the students in guided writing through different ways.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Almost all the lesson had guided writing exercises at the text book. Guided writing exercises were related to class X student's level and interest. The writing text was given for writing practice to the students for different language function and different materials and techniques. Most of the writing exercises were related to reading skill and few exercises were related to reading and writing skill. Actually, the writing activities are not given at the writing exercises in the curriculum but the teachers used activities according to need.

Researcher found several problems when teaching guided writing exercises. Lack of facilities, lack of proper training, lack of time, lack of proper environment for the students to read and lack of proper motivation for the students were common problems to the teachers. Most of the teachers used usual classroom materials to teach writing.

Teaching English for specific combines' development of linguistic skills together with the acquisition of specific information. The knowledge of English facilitates the access to the resources of new information. Students and teachers are given opportunities to study or to teach for some period at the most prominent schools abroad. Teaching languages is aimed at raising the quality of language studies and of higher education as well. This thesis entitled 'Teaching Guided Writing at Secondary Level Grade X' attempts to classify the guided writing activities of English textbook. It find outs present situation of

teaching them, and to find out problems of teaching guided writing exercise. The research study was field survey.

The study was conducted in Arun Rural Municipality in Bhojpur district. The sources of data were 60 students and six English teachers from different six government aided school. After preparing the tools, the researcher visited the selected schools for collecting data. Different views towards teaching guided writing skill from sampled teachers were collected. To see the practicality of teaching guided writing English classes were observed by using observation checklist. After the interpretation and analysis of the data, the main finding derived was that there are some factors such as lack of teaching materials, lack of proper management of classes, poor basic knowledge in English, lack of organizing ideas of cohesion and coherence in the students which prevented the teachers and students while teaching writing. The main findings of the study can be presented as below:

- 1) The result shows that 5 (84%) teachers think that guided writing is important for secondary level students.
- 2) The result shows that 4 (66%) of teachers always use display teaching material with picture while teaching Sympathy and Condolence.
- 3) The result shows that 5 (84%) teachers sometimes divide the students into groups according to capacity of learning.
- 4) The result shows that 3 (50%) teachers use group work technique in the class room, 2 (33%) teachers use pair work technique in the class room.
- 5) The result shows that 4 (67%) teachers use mixed correction technique if students are unable to write grammatical items

- 6) The result shows that 4 (67%) teachers always lesson plans for their students and 2 (33%) of teachers sometimes make lesson plans for their students.
- 7) The result shows that 5 (84%) teachers says yes, they use chat, diagram and table helps the students to enhance the performance.
- 8) The result shows that 4 (66%) teachers supply group work while teaching stories.
- 9) The result shows that 3 (50%) teachers provide pair correction technique if students are unable to develop a readable story.
- 10) The result shows that 3 (50%) of teachers says short skeleton stories are not easy for the students.
- 11) The result shows that 6 (100%) of the teachers always make lesson plan while teaching charts and diagram. Basically, lesson plan is important for helping the students for better performance. Hence, all the teachers make lesson plan while teaching charts and diagrams.
- 12) The result shows that 3 (50%) teachers supply group work while teaching bar-charts and pie-charts.
- 13) The result shows that 4 (66%) teachers strongly disagreed with the that there is readable story in guided writing.
- 14) The result shows that 4 (66%) teachers strongly disagreed with this statement, they feel difficulty in teaching writing exercises.
- 15) The result shows that 4 (66%) teachers disagreed with this statement that while making student practice, the students show lazy nature.
- 16) The result shows that 4 (66%) teachers strongly disagreed with this statement, I do not use teaching materials and lessons plans.

- 17) The result shows that 4 (66%) teachers agreed with this statement that students write short writing exercises but they feel difficulty in writing long writing exercises.
- 18) The result shows that 3 (50%) teachers agreed with this statement that I also give extra exercises for students.
- 19) The result shows that 4 (66%) teachers agreed with the statement that students with guided writing are actually better in my class.
- 20) The result shows that 3 (50%) teachers agreed with this statement, I feel most comfortable using my usual teaching methods when children are in my classroom.
- 21) The result shows that 4 (66%) teachers strongly agreed with this statement, using the advertisement is very important for secondary school level in learning new things.
- 22) The result shows that 4 (66%) teachers agreed with this statement, I believe using drawing or pictures as guided-writing facilitates writing process
- 23) The result shows that 3 (50%) teachers agreed with this statement, Teaching students who have a wide range of needs makes guided writing particularly important.
- 24) The result shows that 6 (100%) teachers agreed with the statement, I believe that guided writing could help students to learn English language better.
- 25) The result shows that 3 (50%) teachers agreed with this statement, Teachers should consider the needs of learners when they present the lesson in class.
- 26) The result shows that 6 (100%) teachers strongly agreed with the statement that, I always use newspaper while teaching news report and Condolence. The statement

clearly shows that teacher use various teaching materials for increasing the performance of their students.

- 27) The result shows that 3 (50%) teachers agreed with this statement, students are too weak to develop writings due to lack of practice
- 28) The result shows that 4 (54%) teachers disagreed with this statement; Students are unable to elaborate given guidelines writing paragraph.
- 29) The result shows that 5 (83%) teachers strongly disagreed with this statement and 1 (17%) teachers disagreed with this statement; Teachers hesitate to create English environment in classroom.
- 30) The result shows that 33 percent teachers said 'yes' but 70 percent teachers said 'No'. So, the results show that majority of the teachers felt teaching of writing as a difficult job.
- 31) The result shows that majority of the teachers 50 percent use group work techniques for teaching the students in order to enhance the performance of their students.
- 32) The result shows that the teachers are so, punctual and regular on providing feedback. Hence checking the copy of the students helps to correct the errors of the students and help increase the ability.
- 33) The result shows that 83 percent teachers said 'No' but 17 percent teacher said 'Yes'. So, result shows that teachers are not satisfied with the performance of the students.

- 34) The result shows that 66 percent teachers said they use project work technique while teaching letter of invitation, 17 percent teachers use group work and 17% use newspaper for teaching letter of invitation.
- 35) The result shows that 100 percent teachers said 'Yes' and 0 percent said 'No'. So, result shows that teachers are majority of the teachers are agreed that they use invitation card while teaching letters of invitation.
- 36) The result shows that 66 percent presented part I and only 34 percent presented in part II, while teaching Sympathy and Condolence
- 37) The result shows that 100 percent teachers said 'Yes' and 0 percent said 'No'. So, result shows that majority aof the teachers are agreed that they use teaching materials while teaching interpretation of charts, diagram, tables and pictures.

5.2 Conclusion

Teaching English for specific combines' development of linguistic skills together with the acquisition of specific information. The knowledge of English facilitates the access to the resources of new information. Students and teachers are given opportunities to study or to teach for some period at the most prominent schools abroad. Teaching languages is aimed at raising the quality of language studies and of higher education as well. This thesis entitled 'Teaching Guided Writing at Secondary Level Grade X' attempts to classify the guided writing activities in English textbook. It finds present situation of teaching them. The research study was field survey. To achieve the objectives research tools like questionnaire to the English teachers and students, classroom observation form were prepared and used.

The study was conducted in Arun Rural Municipality in Bhojpur district. The sources of data were 60 students and six English teachers from different six government aided school. After preparing the tools, the researcher visited the selected schools for collecting data. Different views towards teaching guided writing skill from sampled teachers were collected. To see the practicality of teaching guided writing English classes were observed by using observation checklist. After the interpretation and analysis of the data, the main finding derived was that there are some factors such as lack of teaching materials, lack of proper management of classes, poor basic knowledge in English, lack of organizing ideas of cohesion and coherence in the students which prevented the teachers and students while teaching writing.

5.3 Recommendation of the Study

The recommendation of the findings strategy level, recommendation level and further researchers has been suggested as follows:

5.3.1 Policy Level

On the basis of the findings of the study, the following implication in policy level can be made so that lacks seen in the different guided writing exercises can be minimized.

- a) The findings of the study can help the government to adopt suitable English curriculum which fits the students.
- b) Textbook writers and curriculum designers can be equally benefited by the achievement of the students and can select good guided writing texts which suit the students.

- c) The result of the study can help to create supportive and favorable guided writing environment in the school.
- d) After observing the students and teachers achievement, students and other concerned authority can conduct different workshops and can develop appropriate guided writing texts for further practice and enhance their achievement level.

5.3.2 Practice Level

On the basis of the findings of the research, the following implication can be made in practice level so that the gaps seen in different guided writing texts can be minimized.

- a) The study helps the students to find out where they are actually helps to enhance their achievement level.
- b) English language teachers are equally benefitted to develop new teaching learning strategy and enhance the students guided writing exercises ability.
- c) As the students are seen poor in guided writing texts and biography the teacher can provide many unseen guided writing texts focusing on their difficulty level.
- d) The findings of the study can be a corner stone to the teacher and students to develop appropriate guide writing learning environment analyzing their teaching learning culture.

5.3.1 Further Research

On the basis of, the finding of the study, several recommendations can be made for further research undertaken in this field. The following recommendation can be made for further researchers.

- a) Though different researchers have been carried out regarding this field, this research work can provide an insight to develop idea to the researcher who wants to study in this area.
- b) The study can be a construct to conduct a similar research to minimize the gaps among the achievements seen in different guided writing texts.
- c) The findings of the study will help the follow researchers to develop.

APPENDIX IV

List of Data Collection for Teachers and Students

S.N	Name of Schools	Name of the teachers	Name of Students	
			Male	Female
1	Shree Kataka Secondary School, Yangpang	Bhawani Shrestha	Bhasaurab Koirala	Puja Thapa
			Sabin Dahal	Bipana Kha
			Amrit Tamang	Pabitra Ghi
			Padam Karki	Renuka Par
			Dipendra Khatri	Tika Dahal
2	Champe Secondary School, Champe	Sagun Rai	Kalyan Acharya	Bhawana A
			Jenish Subedi	Manisha SH
			Surav Acharya	Manita Phu
			Puskal Phuyal	Manisha Su
			Dipesh Magar	Rojina Thap
3	Shree Sharda Secondary School, Pyauli	Gunaraj Khanal	Ajib Karki	Mina Katw
			Manish Katwal	Madhabi K
			Byachan Magar	Uma Dhaka
			Pabindra Magar	Babita Mag
			Phurang Rai	Nirmala Dh
4	Arundaya Secondary School, Charami	Khagendra Sahi	Dadi Ram Gautam	Prativa Pah
			Himal Shrestha	Prativa Lak
			Buddhi Baraili	Asmita Bhu
			Santosh Magar	Pratikshya
			Anish Karki	Prativa Gau
5	Biswarpremi Secondary School, Yakku	Shankar Luitel	Madhav Pradhan	Prativa Tan
			Lokendra Shrestha	Rojina Dha
			Pradiv Dhakal	Sujata Dha
			Mausham Phuyal	Niruta Tam
			Binod Tamang	Kopila Dha
6	Mahendradaya Secondary School, Palpale, Jarayotar	Shyam Shrestha	Aayush Rai	Dipa Shrest
			Diplov Parajuli	Kalpana Sh
			Padam Shrestha	Nima Rai
			Sanam Rai	Samjana Sh
			Saroj Rai	Nima Tama
Total		6	30	30

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