CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Generally, the term 'language'is defined as a means of communication which always stands as an inevitable aspect of human beings. If a person has not acquired any language, his/her life will not be so easy as other normal people have. According to the American Heritage Dictionary of the English Language (2006), "Language is something specific to humans, that is to say, it is the basic capacity that distinguishes humans from all other living beings. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes". By this definition also, we can say that language is the thing which always makes a person complete and different from other creatures.

In our country, Nepal, the English languageis treated as a foreign language and also as second language in some areas though it has stood as an international language in today's time. It is gradually spreading in all sectors like science, technology, religion, commerce and sports. It is also known as a lingua franca which always binds all people in a single thread to facilitate the communication. According to Harmer (2007, p. 1),"A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a 'second' language". Brajkachru (1985, p. 12-15) suggests the division of the English-speaking world into three concentric circles, which are *inner circle, outer circle* and *expanding* circle (as cited in Harmer, 2007,p.7).

a) Inner circle: In the first 'inner circle', Kachru puts countries like Ireland, New Zealand, Australia, Canada, Britain and the United States where English is spoken as a first language.

b) Outer circle: In the second 'outer circle', Kachru has put those countries where English is spoken as a second or significant language. The

countries like Singapore, India, Pakistan, Malaysia, Malawi and Nigeria are found in it.

c) Expanding circle: In the Third 'expanding circle', countries like China, Sweden, the Czech Republic, Greece, Japan, Israel and Nepal are found where English has acquired cultural or commercial importance.

Similarly, there are a number of interlocking reasons for the popularity Of English as a lingua franca (Harmer, 2007, p. 2), which are:

a. A colonial history: When the Pilgrim Fathers landed on the Massachusetts coast in 1620 after their eventful journey from Plymouth, England, they brought a set of religious beliefs as well as their English language with them. The same case was in Australia, too. When Commander Philip planted the British flag in Sydney Cove on 26th January, 1788, they rooted the English language as well. In India also, same case had happened by the British colonization.

b. Economics

c. Travel: Eastern people occasionally go out for the travel in comparison to westerns so wherever the western people travel, they spread their mother tongue also. As a result, the countries where they visit, also keen on learning English language for the business purpose. They hire some native western people also to make the communication easier.

d. Information Exchange: If we turn the history, we get a number of countries which arecolonized by the Britain. So almost all the countries have adopted English as the primary language and somewhere as the secondary language. Due to this reason, we may get the dominance of this language everywhere therefore people from all countries are obliged to learn it even for the normal talk. If we go to airport or listen to radio, we hear the use of English. The same case is found in seminar, business meeting and press conference if they are internationally held.

e. Popular culture: The popular culture refers to the fashion which occurs in our daily life style like garments, music, goods and education.

Therefore, due to these features also, English is highly demanded by almost all the countries. This is why; our country is also one of them which want the people to perform well in this language.

Particularly, its great use might be seen in academic institutions. Since the establishment of Durbar School in 1910 B.S., we can think of its worth. It is still found at schools either as a compulsory subject or as a means of instruction. There are four language skills which are inherent in it that are:

a. Listening skill

b. Speaking skill

c. Reading skill

d. Writing skill

These four language skills can rarely work in isolation because they are integrated to make communication meaningful and effective. They are further divided into two types; productive and receptive skills. According to Harmer (2007), "Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse". It means when we listen or read, we are trying to extract meaning of what we have read or listened to. For this purpose, there should be the well development of language in listener or reader, especially in their brain. It is particularly needed to ESL/EFL learners. This skill has also got some sub-skills (Harmer, 2007, p. 202) which are:

i.   Identifying the topic

ii. Predicting and guessing

iii. Reading and listening for general understanding

iv. Reading and listening for specific information

v.   Reading and listening for detailed information

vi. Interpreting text

Harmer (2007, p.200) has given reasons for reading and listening into two broad categories:

a. Instrumental: The first reason states that we always read or listen to something for specific purpose, for example; we read the instruction on a

ticket machine because we need to know how to operate it. We read a road

sign so that we know where to go.

b. Pleasurable: The second reason says that usually people read or listen

for pleasure. For example; some people read illustrated cartoon or photo-

stories while others listen to comedy tapes or programmes.

Byram (2002, p. 373) states that listening involves processing phonetic language information and constructing a message from a stream of sounds based on listeners' syntactic, phonetic and semantic knowledge of the language.That is listeners can receive messages conveyed to their ears as sound waves pass through the medium of auditory organs. So, this skill is one determined factor of language skill.

According to Harmer (2007, p. 228), there are two types of listening:

a) Extensive listening: This listening usually takes place outside the

classroom, in the students' home, car or on personal stereos as they travel

from one place to another. They are free to listen to any subject matter as

per their will. They themselves are motivated towards English language so

they do practice even outside the classroom.

b) Intensive listening: This listening is quite opposite to former one

because students are motivated by the teachers in order to learn the English

language. They spend their time in classroom only but not outside like the

former one.

Similarly, Harmer (2007) has given basic methodological principles for teaching receptive skills that are presented below:

a) Principle of receptive and productive skill:

It views learners should be exposed with large amount of authentic or non-authentic L2 input or texts to teach listening skills and sub-skills, although they may not be able to produce the same.

b) Principle of authenticity:

It says there should be the use of the texts which are authentic as well as comprehensible to the L2 learners

c) Principle of receiving and doing:

It is associated with the goals of listening or reading which can be either receiving messages or doing things.

    d) Principle of teaching receptive skill:

It states that all the sub-skills of receptive skills should be watched well while teaching language to the students.

    e) Principle of purpose, desire and expectation:

This is the principle which seeks the students' will and then texts are selected which meet their desire. By this act, they actively participate in exercises based on this skill and also the expected purpose can be gained.

Here is another skill as well which is productive and it consists of speaking and writing skills. Harmer (2007) views productive skills as the term for speaking and writing skills where students actually have to produce language themselves. It means these skills are related to the creation aspect as well. The speaking and writing skills require language users to produce the language features orally and graphically. The productive skills of writing and speaking are different in many ways. Nevertheless, there are a number of language production processes which have to be gone through whichever medium we are working in. Harmer (2007, p. 246) has given some language processes which are:

    a. Structuring discourse: In order to make communication successful, we have to structure our discourse in such a way that it will be understood by our listeners or readers. The terms 'cohesion and coherence' are found in it.

    b. Following the rules: When people with similar cultural and linguistic backgrounds get together, they speak to each other easily because they know the rules of conversation in their language and their shared culture. The same case is found in writing as well. There are three areas of rules which we should consider:

        a) Sociocultural rules

        b) Rules for writing

        c) Turn-taking

    c. Different styles and genres: When people know about different styles and recognize different written and spoken genres, then they can operate within sociocultural rules.

Like listening and reading skills, the speaking skill also plays a prominent role to enable EFL/ESL learners good in communication. Generally, their grammatical accuracy, sociolinguistic or pragmatic appropriateness, strategic fluency and discourse skillsare supposed to be found within them. They do not only pronounce the utterances but also express their view; ideas contextually and appropriately.

Harmer (2007, p. 269) says the ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language 'on the spot'. He gives some elements of speaking, they are:

    a) Connected speech: Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech'. Assimilation, elision and linking contraction are used here.

    b) Expressive devices: Expressive devices mean the non-verbal (paralinguistic) features which are shown by the speaker while speaking. The use of these devices contributes to the ability to convey meaning.

    c) Lexis and grammar

    d) Negotiation language

The technique which is used to teach speaking skill is:

    a. Elicited mechanical production

    b. Ear training for sound contrasts

    c. Listen and repeat (for meaning contrast)

    d. Explanation and analysis

    e. Communication activities and games

According to Harmer (2007, p. 271-274),a number of activities are found here which can be used in the speaking lesson, they are:

    a) Acting from scripts

    b) Oral-drills and recitation

c) Discussion

d) Questionnaires

e) Communication games

f) Simulation and role play

g) Prepared talks

Eventually, as the next productive skill, there is another skill which is writing. For the overall development of English language learner, it is as important as the already mentioned skills. The writing skillrefers to the ability which enables a TL/FL learner to encode his/her thought in paper. According to Richards (1985), "Writing is a system of written symbols which represents the sounds, symbols or words of language". It means it is a system of expressing the learnt grammar of language into sentences by which his/her competence is evaluated. Similarly, Harmer (1991, p.78) says, "Writing is an activity through which human beings communicate with one another and transmit and accommodate culture from one generation to another generation. It equally provides with possibilities to discover and articulate ideas in any ways" (as cited in Ghimire, 2016, p. 13). It means writing is not only concerned with the transcription of language into graphic form instead it involves great thinking process which means writing requires plenty of intellectual effort.

The importance of writing (Ghimire, 2016, p. 15):

a) Writing expresses who we are as a person.

b) It is permanent and also makes our thought visible.

c) It is the primary base upon which our work, our learning and intellect will be judged in college and in the workplace.

d) It fosters our ability to explain a complex position to readers and to ourselves.

e) It helps us to give feedback.

f) It helps us to refine our ideas.

g) It requires that we anticipate our readers' need, our ability to do so, demonstrate our intellectual flexibility and maturity.

h) Writing out our ideas permits to evaluate the adequacy of our arguments.

i) It stimulates us to extend a line of thoughts beyond our first impression.

j) It helps us to understand how the truth is established in a given discipline.

k) Writing equips us with the communication and thinking skill we need to participate effectively.

Harmer (2007, p. 255-256) says that it includes some basic skills which are:

a. Handwriting and typing

b. Spelling

c. Punctuating

d. Constructing grammatical sentences

The aforementioned sub-skills are highly counted here in this skill. As we know that if they lack these sub-skills, they may not be good in any compositional writing. That is why, there should be the proper guidance of these things while teaching to students.

In addition to it, there are some componentswhich are required to be taught and learnt in EFL/ESL classroom, they are:

a) Mechanics

b) Cohesion and coherence

c) Orthographic and paraorthographic features

Mechanicsrefers to the sub-skills such as spelling, punctuation, use of capital and small letters, use of abbreviation and numbers, handwriting, etc. Similarly, Cohesion and coherenceare alsoessential aspects of writing. Cohesion simply refers to the grammatical order which is found in writing whereas coherence means the logical sequence of the ideas in a text. Likewise, orthographyis a spelling system in general where chart, table and pictures are found but paraorthography consists of these features in order to make a text more comprehensible to the TL/FL learners.

The spoken words and sentences might be lost but the written words and sentences will be alive ever along with worth. It means when a TL/FL learner

starts learning English language, exposure should be given to enrich all four skills. Especially, his/her writing skill should be cared well. There are still some learners found at schools who are good in reading and listening but poor in speaking and writing skills. Writing always judges a person and hisunderstanding so a learner of target language might do well in all kinds of writing if a good exposure can be given to him/her.

At higher levels, writing involves cognitive skills such as:

I. Gathering information and ideas relevant to the topic and discarding what is not relevant;

II. Organizing the information and ideas into a logical sequence (i.e. maintaining cohesion and coherence in writing)

III. Structuring the sequence into sections, paragraphs or stanzas;

IV. Editing the draft and writing out a final text

TL learners or students at school are not found so well in writing. Although they are enrolled in English medium schools, a number of mistakes might be found if we check their exercises. Is there teacher's fault or students' weakness? This question always pinches if we think of it once. This is why, its sub-skills along with components should be practiced until the improvement is seen.

Harmer (2007, p. 325) has discussed someapproaches which are generally used in teaching writing skills, they are:

a. The process approach: It views writing is not merely imitating sentences or paragraphs and presenting them as a final product but it is seen as a creative and discovery process in which the writer interacts with the topic. It has got some sub-skills which get writing pass through a number of processes, they are:

a. Generating ideas

b. Planning

c. Contextualizing

d. Revising

d. Rewriting

b. The product approach: It takes writing as a product or as an end which is not similar to process. It seems controlled in nature. It involves students in the end focused practice so that copying, parallel writing, close writing, etc. are used as techniques to teach it.

c. The genre-based approach: It tends to incorporate the features of both process and product approaches. Here, generic writing is differed than the general writing. Advertisements, essays, poems, etc. are the different forms of generic writing.

d. The creative writing approach:It is a bit different than the former approaches. It emphasizes the students' creativity. They learn by themselves so it is motivational to them. They receive some samples from the teacher, then they attempt writing on any topic. But they do not get any hints; they just write what they find in their mind.

Furthermore, there are three common types of activities as well which can be used in L2 writing classroom:

a) The controlled writing
b) The guided writing
c) The free writing

The *controlled writing*activities are the follower of 'product approach' of writing in which L2 students practise to write by imitating or copying from the sample given to them. It includes three activities which are combining, reproduction and completion.The basic components are more practisedhere. The exercises which are exercised here are:

a) Broken dialogue
b) Gap filling (paragraph)
c) Gap filling (grammar)

The *guided writing* and*free writing* can be found in developing TL learners' or students' writing skill. The guided writing may seem similar to controlled but it is not in actual because there is full guidance along with the restrictions while doing practice by the students. They do not get chance to show their talent whereas they get a bit chance in guided writing. Exposure is given to them but

not as much as in the former. Hedge also says that guided writing focuses student's attention on the features of texts and is largely concerned with developing his/her ability to produce the features accurately (as cited in Sharma, 2016, p. 279). It means there is a need of formal practice of the text which can be model or guide to the SL/FL learners. But we cannot compare it with the former. It includes paraphrasing, parallel writing and developing fuller text through skeleton as exercises. Therefore, Jupp and Milne (1971) state that guided task is defined as an approach to writing composition by giving students practice with a number of different sorts of sentences which are useful in composition writing (as cited in Rai, 2016, p. 7). Some guided writing activities are:

a. Interpreting chart for writing stories

b. A set of instruction (rules and regulation)

c. Parallel writing (paragraph)

d. News writing

e. Completing skeleton story

On the other hand, the *free writing* is thoroughly different than the former types because it sees students' desire and provides feedback time to time. It never restricts them upon certain boundaries. The teachers can help them in selecting and planning a topic in getting rid of the errors. The types of free writing are as follows:

a. Narrative: The students have to rewrite the events which they get as sample narrative structure. It includes retold stories, histories, autobiographies, everyday life, etc.

b. Descriptive: In this type of free writing, students express their ideas in the form of paragraph or essay.

c. Reflective: Students first read the letter or wanted notice, then they write as reply considering the main purpose. It is creative in nature.

d. Explanatory: It is another type of free writing. It is also creative in nature. The students think of the topics of paragraph/essay and they write.

e. Imagination: The students imagine themselves as different persons and write.

Richards and Renandya (2002) have provided four stagesof teaching writing which are:

a) Planning

b) Drafting

c) Revising

d) Editing and producing the final outcome

The first stage, *Planning* refers to those activities which are done as preparation before writing. Seow (2002) defines planning as a pre-writing activity that stimulates thought for getting started. It involves students in generating and gathering ideas and information required for their writing task (as cited in Sharma, 2016, p. 289). The activities like brainstorming consulting resources for information, making notes, making an outline, etc. are used here in this stage. They can also use books, journals, teachers and online materials so that they can get ideas to write.

The second phase is *Drafting*which is the real writing process. Here, students write based on the sources and information which they have acquired in planning phase.

Then students go to another phase that is *Revising.*When they finish writing for as draft, they give it to peers and teacher to see. They get feedback after that which makes them revise their writing once. By this process, they can correct their writing before the end. It is also known as addition, deletion, reorganization, rearrangement and rewriting.

The final step is *Editing and producing the final outcome* in which the writing is corrected or edited in grammatical accuracy, mechanics of writing, charts, figures and so on. The main purpose of this stage is not to correct or edit students' errors but to encourage them to not commit error while writing.

In this way, the L2 learners may develop their writing skill through the help of these stages.

Chapagain (2008, p. 16) presents characteristics of good writing which are:

a) Simplicity: Good writing must be simple and understood by other people.

b) Clarity: Writing must be free from ambiguity and should be crystal clear. It should avoid exaggeration as well as contradictory statement.

c) Continuity: Perumal (1984, p. 16) says, 'Continuity of thought and natural link of ideas are important features of writing' (as cited in Chapagain, 2008, p. 16). It means writing should have consistency; it should consist of coherence and cohesion.

d) Economy: Good writing must be brief. It should attempt to give just essential information to the readers.

e) Coherence: Swami (1987, p.13) views that in good piece of writing, all the sentences are closely related to the central idea (as cited in Chapagain, 2008, p. 17). It means good writing always deals with a topic and gives the clear cut vision to the readers.

f) Complete: A good writing never ends partially. It always carries a complete subject matter and gives too. It avoids exaggeration.

g) Free from error: Good writing should be free from error. It must be free from orthographic, semantic, idiomatic, factual, punctuation and grammatical errors.

White and Arndt (1993) view the writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own. It means writing is also a mirror to us by which we get our real matters which are born in our mind. Reality is found in writing, what is there in mind (as cited in Rai, 2016, p.3). Therefore, this skill is an important aspect of language which makes a user or learner good linguistically, semantically and pragmatically where necessary.

1.2 The Statement of Problem

The English language is a foreign language here in our country, which is used in different sectors wherever necessary but due to its dominance over other languages, it is treated as a global as well as lingua franca. We can envision for its effect here also since the late prime minister, Jung BahadurRana founded Darbar School in 1910 B.S. where teaching was based on English medium. Since then, the English language has been regarded as a compulsory language at school.

As it is already mentioned in background part that EFL has become an inevitable aspect by which human beings can easily survive. Its dominance and popularity might be seen everywhere whether it is in education or media. But the problem lies here in Teaching-learning activity; especially related to the academic sector. At government schools, students have got just a subject in English medium which never upholds them to be good with four skills (listening, speaking, reading and writing). Though they get the good English teacher for the exposure, problem itself gets created. Perhaps, there lacks something so that their English language competence may not be found good in comparison to Private English School's students.

On the other hand, students from Institutional schools also do not have good result in it. They read, listen but speak unconsciously. The fluency may be found in their writing but with a number of errors and mistakes. So, the result of both types of schools is not satisfactory. When as EFL learners or students speak or write something, they must be well alert with the aspects of English language very well otherwise the ditch between receptive and productive skills may not be filled up. An EFL/ESL teacher may find a number of problems in students' writing regarding the poor handwriting, unclear statements, no appropriate use of punctuation, grammatical order, etc. while checking. Most of the students commit mistakes in grammar and vocabulary while writing paragraphs about any topic. If they are asked to write an essay then they write either in past tense or in mixed forms (past and present) and also they use the lexis in wrong way; especially there occurs mistakes in spelling. Along with

this problem, there occurs other minor problem too and that is the use of article and letter. About 40 % of the students commit mistake in article and letter (capital and small) when they do writing exercise. Students of government school commit such mistakes due to the lack of attention towards the English grammar and they also do not get enough chance to practise so it is common to them but such problem has also occurred at English Boarding School where all subjects except Nepali are taught in English medium. They have got separate English Grammar course to exercise and even all the activities are carried out in English but also they are not so well. They write fluently what comes in their mind if we give them writing exercise but mistakes and errors also start appearing when we sit to check that. This is the problem of both government and private schools in elementary level. They either feel shy to write or scare with mistakes so their performance is not so well in writing matter. Therefore, in order to overcome the problems seen in writing skill of English language, differenttechnique, methods and approaches have come into existence which has alreadybeen mentioned above in background section. One technique to improve the students' writing who are in elementary level is Guided text which partially guides them to write different texts such as letter, essay and story.

1.3 Objectives of the Study

The main objectives to carry out this research work are as follows:

   I.   To see the effectiveness of guided text
  II.   To find out whether the researcher faces problems while carrying out the research
 III.   To suggest some pedagogical implications

1.4 Research Questions

The following questions are prepared to carry out the research work:

   I.   What sorts of techniques and methods can be used to carry out the research work?

II. What kinds of exercises might be given to the students for writing practice?

III. Is there inclusion of guided writing in textbook? What types of exercises are included there for practice, if so?

IV. How much time is allotted for the exercises in a week?

V. How often can guided text be practiced in class?

VI. Does the researcher face the problems while instructing them during the research period?

VII. Will there occur any change in students' writing after guiding them in different ways?

1.5 Significance of the Study

This study is related to the English language and its skills are focused here, particularly its writing skill. Because of some students' problems seen in learning this language either as a second or foreign, their competencies and performances are not found good. Therefore to sort out the seen problems in this field, a research work has been held. The researcher (myself) has come up with the result and its problem has also been solved. This study may be useful to English language teacher and also to ELT methodology. EFL teaching in the country like ours is not an easy job due to the variation of mother tongues and the narrow concept so that it will be a step to those teachers who like to carry out the research as the researchers in grade 6 (elementary level) students to move upwards to the destination. Students may also be helped in writing and in solving their academic problems. Furthermore, instructional materials developer may be benefited in order to produce teaching learning materials in more number. As a consequence, there canbe a slight change in curriculum design also.

In this way this work may be significant to EFL teacher, students, researchers, scholars,curriculum planners or designers andmaterialsdeveloper**.**

1.6 Delimitations of the Study

The researcher carried out the study being confined within the following limitations:

a) The study was limited to an institutional school (1) of Morang district.

b) The class six students were selected as sample and had participated in study throughout the research period,

c) There were thirty students in study, who had participated as sampling size,

d) As Harmer (2007, p. 325) has mentioned four approaches, writing exercises were based on product approach because it is a bit similar to guided text,

e) Those guided texts were exercised by the students throughout the research period, which might improve the their writing skill,

f) The primary data were collected through the test items and

g) It was based on action research and experimental research.

1.7 Definitions of the Terms Used

Guided Text:A type of writing technique/ activity in which some instructions are givento ease the task.

Product approach: An approach to teaching English language writing which is a bit control to nature

Productive Skill: The skill which refers to the students' talent to express something either through writing or speaking so both speaking and writing skills come under this skill.

Receptive Skill: The skill which denotes the students' talent to perceive something either through reading or listening so both reading and listening skills come under this skill.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORKOF THE STUDY

2.1 Review of Theoretical Literature

For the proper communication, language has always played as active role as it has possessed four skills; listening, speaking, reading and writing which are equally important to human beings. English language is taught as a second language throughout the world because it is one lingua franca in today's age. Its popularity might be seen everywhere in every sectors like in foreign trade, employment and academicinstitution. Therefore it has been being taught everywhereeither as an ESL or EFL. The same case is found here in our country. The some institutional schools are English medium and the Government schools have also adopted it as acompulsory subject to be taught.

When the students are taught the English subject, generally their skills should be watched to know whether they are doing good in study or not. For this purpose, all language skills should be cared well. There will not arise the problems in reading and listening as much as in speaking and writing. Because speaking and writing are productive skills and there should be the correct understanding of English aspects, grammar to perform the action.

The speaking simply refers to the way of expressing thought, ideas and feeling by the means of letters, which is natural in nature. Though there occursmistakes or errors, it will not have a big problem unlike writing. On the other hand, the writingrefers to the skill which conveys meaning through the use of graphic symbols which represent a language and also lasts ever unless it is erased. Rivers (1972) views language as a more complicated process when it involves putting in graphic form, according to the system accepted by the educated native speakers, combination of words, which might be spoken in specific circumstances (that is, which convey certain elements of meaning).

Similarly, Byrne (1991) mentions that when we write, we use graphic symbols: that is letter or combination of letters which relate to the sound we make when we speak. On one level, writing can be said to be the act of forming these symbols: marking marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols which have to be arranged, according to certain convention, form words, they have to be arranged to form sentences, although again it can be said to be 'writing' if we are merely making lists of words, as in inventories of items such a shopping lists.

Thus, by the definitions of these two scholars, it can be said that writing is something more than the rest skills so it is one tough task to be taught to EFL/ESL learners or students.

Smith (2009) links the expressive and receptive language systems and builds on the routines of talk, observation, thinking, rethinking more talk and writing

The Goals of writing instruction (A Guide to Effective Instruction in writing, 2005, p. 14):

a. To write clearly and creatively to convey a message
b. To communicate ideas, thoughts, feelings and experiences
c. To understand that writing is a reflective and interactive process
d. To understand the different purposes, audiences and forms of writing

Writing competence develops along with skills in other areas of languages, especially reading. As students read a variety of written texts, they increase and gain command over their vocabulary and learn to vary their sentences structure, organizational approach and voice.

Byram (2002, p. 674) presents two perspectives for the teaching of L2 writing, which are;

a) The process paradigm: The process paradigm is similar to the process approach presented by Harmer. Byram has attempted to show the similarities and differences between teaching of first L1 and L2.

b) Cultural issues: From a social perspective, the cultural technique 'writing' does not only take place in the minds of the writers. On the contrary, preventive, social and cultural factors shape both form and content of texts as well as the writers' ideas about the purpose and nature of writing (Byram, 2002, p. 675).

He has also put four prominent approaches to writing instruction, which are:

a. Expressive: Creative writing promotes writing as an expression of self-realization. Interest in and enjoyment of writing are to be encouraged by means of the playful use of language and active use of LITERARY forms (Byram, 2002, p. 676).

b. The communicative functional approach gives particular emphasis to the functions of written texts. Here, computer, telefax, INTERNET and e-mail are used to promote the writing.

c. Writing as a complex cognitive process.

d. Use of specific skills: In teaching, different techniques are practiced in order to supply contents, encourage planning behavior, include the reader and promote revising behavior. So, the learners as writers have to learn such things by which they can always walk along with time.

According to Harmer (2007, p. 325), there are four approaches to teaching writing skills which are:

a) The process approach: Ron White and Arndt (1991:5) are keen to stress that 'writing is re-writing, that revision-seeing with new eyes-has a central role to play in the act of creating text' (as cited in Harmer, 2007, p. 325). In their model, process writing is an interrelated set of recursive stages which include;

    a. Drafting

    b. Structuring (Ordering information, experimenting with arrangements, etc.)

c. Reviewing (Checking context, connections, assessing impact and editing)

d. Focusing (That is making sure we are getting the message across we want to get across)

e. Generating ideas and evaluation (Assessing the draft and/or subsequent drafts)

White and Arndt's model can be represented diagrammatically as in figure 1:

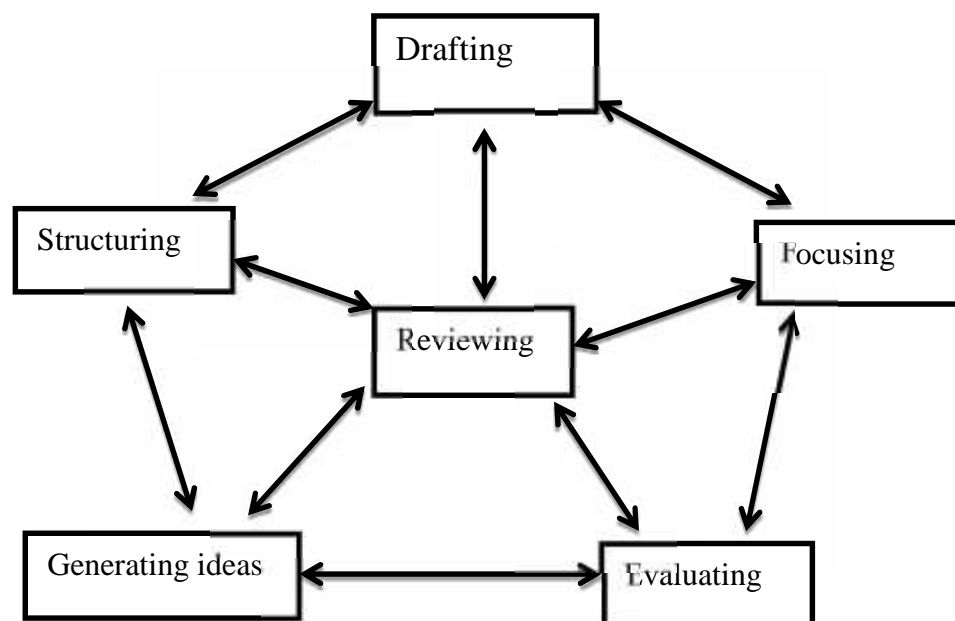**Figure 1: White and Arndt's process writing model**

b) The product approach

c) The genre-based approach: In a genre approach to writing, students study text in the genre they are going to be writing before they embark on their own writing.

d) The creative approach: The term 'creative writing' suggests imaginative tasks such as writing poetry, stories and plays. Gaffield-Vile (1998:31)

states creative writing is 'a journey of self-discovery and self-discovery promotes effective learning' (as cited in Harmer, 2007, p.259). It means when teachers set up imaginative writing tasks so that students get engaged and they frequently strive harder to produce a greater variety of correct and appropriate language.

Here, for the elementary level students, the product approach is a bit good than other because they do not get freedom thoroughly while learning and writing and also their exercises are corrected time to time. So the guided writing is used as an activity which gives hints to them.

Freeman (2000, p. 1-119) has provided many exercises for guided writing purpose like;

a) Communicating by letter
b) Description and narration
c) Note-taking
d) Reporting Arguing
e) Retelling a story
f) Describing habits

The aforementioned activities are genuinely helpful while teaching students in ESL/EFL class (grade 6). Another scholar, Hedge (2008) also says that guided writing focuses students' attention on the features of texts and is largely concerned with developing his/her ability to produce the features accurately. It means students should be alert with all kinds of writing so that guided writing is emphasized here. Other techniques of writing also work to enhance their writing but here if the matter is about the elementary students then guided writing must be considered for their fluency.Juriah (2015, p. 139) states 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 a diagram used in guided writing to help writers organize their ideas.

Harnati (2011) explains:

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 teacher might gather a small group and model writing, or maybe they will complete a shared writing experience together (as cited in Singh, 2016, p. 132).

These two definitions suggest that writing without sample and ideas is worthless to those students who get a number of dilemmas while writing. Therefore they should be guided by the teacher before giving them any exercise related to writing. They should be cared well in each factor which might create errors.

Similarly, Dyan (2010) opines:

Guided writing is 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 (as cited in Singh, 2016, p. 131).

It is obviously true that if we like to make our students good in writing then we have to go across it. Here, the problem is of those students who have just crossed their primary level and have been studying in grade VI. If it was of secondary level then we would leave them for free writing as well but we have the matter of elementary one. So, it is our responsibility to pamper them for the positive result. Writing skill has occupied with a number of components as it is already mentioned in background section so those all components are focused here while instructing them (students) in the L2 class.

Benefits of guided writing (Improving Writing with a focus on guided writing, 2007, p. 6):

  a. Enables the teacher to tailor the teaching to the needs of the group.
  b. Facilitates the teaching and learning of individual children. Although guided writing is a group activity focused on the needs of the group, the

      teacher is able to observe and respond to the needs of individuals within the group.

  c. Provides the teacher with the opportunity to extend and challenge more - able groups of children.

  d. Encourages the children to be active participants in discussion about writing.

  e. Builds confidence – the group are all grappling with the same issues.

  f. Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

In this way, writing skill and guided texts are focused here by the scholars. All of them are fine in their place so the gist is same.

2.2 Review of Empirical Literature/ Previous Studies

When a researcher gets ready to carry out research work or certain subject matter then there occurs the importance of review of literature. Because this review helps very much to understand the subject and overall things related to the research work while she is supposed to move on.

The researcher also carried out a research work on 'Improving students' writing skill throughguided text' in which she took help of the theses which were done before by my seniors. Their works were little similar toher therefore she read.

Khanal (1999) carried out a research on "A Study on the Attitudes of Secondary Level Students towards Learning English". It was especially towards textbooks, teaching methods, learning environment, examination system and parents' support in learning English. The methodology used in his research was two sets of questionnaire addressing for teacher and students. He found that students had positive attitudes towards learning teaching methods used in classroom, unavailability of textbooks, materials and reference books in school existing examination system and peripheral atmosphere in which language is learned.

Ghimire (2001) has carried out his thesis on "The Effectiveness of Grammar Translation Method and Communicative Approach: A Comparative Study". This research was an experimental research. He taught the students for a month in a school by using the two methods and found that teaching through communicative approach is more effective than that of teaching through grammar translation method.

Similarly, Bhattarai (2002) carried out a study on "A Comparative Study of Writing Achievement of Bachelor Level Students". The main objectives of his study were to find out the writing achievement of bachelor level students in free and guided writing and to compare it between the boys and girls. The findings of his study that the students of bachelor level are more proficient in guided writing that in the free writing. Also he found that there was no significant difference between the achievements of boys and girls.

Paudel (2008) conducted a study on "Achievement of Grade 9 Students in Free and Guided Writing". His study was aimed to find out the achievement of grade 9 students in free and guided writing. His study was on the forty students of grade 9 from four different government added schools of Madi. The finding of his study was that the students were seen more proficient in guided writing than in free writing and giving or writing opinion was very difficult for them.

In the same way, Kafle (2008) carried out a research entitled "A Study on the Achievement in Guided Writing". The main purpose of his study was to find out and compare the students' guided writing achievement and to find their weakness and strength in writing. For this study, 60 students of class 10 of Kathmandu valley, ten students from each school were taken. He used test items as the tools for data collection. He found that the achievement of girls was better than of boys and that private schools' achievement was better than of public school.

ParbataChapagain (2008)carried out a research study and her topic was 'Effectiveness of Communicative Approach to Teaching Writing'. She had

selected one government school, Shree Khalangatar Higher Secondary School, Yangnam-5, Panchthar for study population. The fifty students of grade 6 had been selected as sample. By this research work, her main objectives were to find out the effectiveness of communicative approach in teaching writing and also to find out the pedagogical implications of the study.

Similarly, there is another thesis as well which had been carried out by Dhakal (2016) on the topic 'Developing Writing Skill on Secondary Level Students through News Report Writing'. She had selected Laxmi secondary school in Morang district as study population in which 30 students of grade 9 had been selected as sample. It had been limited to the development of writing skill by the help of news report writing.

In the same way, Ghimire (2016) carried out a thesis on 'Use of Classwork and Homework in Controlled and Guided Writing'. His main aims were to find out the achievement in controlledand guided writing. His study was limited to the grade 10 students of Gaurigunj Secondary School. He had not gone beyond the controlled and guided writing throughout the research period.

Likewise, Rai (2016) conducted a research on the topic 'Effectiveness of Teaching Guided Writing in Class Eight'. In this thesis, he had attempted to show the effectiveness of guided writing in teaching English language in grade 8. He had chosen three Government schools and three Private English Schools from Jhapa district as study population. He had even compared students' guided writing based on following variables:

   I.   Girls versus boys
  II.   Private school students versus public school students

Similarly, Adhikari (2017) conducted a research on 'Developing Writing Ability Using Cooperative Learning Activities'. Her main purpose of the study was to develop students' writing ability using Cooperative learning activities and to suggest some pedagogical implications. Therefore she had selected one Government school in Morang district as population. It had been carried out in

the students of class 7, whose writing skill was mainly emphasized here. The test had been conducted three times at different times to measure their level; the tests were pre-test, progress test and post- test respectively. The finding of her study was that CL activities could improve the students writing ability.

Furthermore, Sunar (2017) also carried out a thesis on 'The Use of Keeping Portfolio for the Development of Writing Skill'. In this study, he had taken forty students of grade 10 from one Government School of Morang district as sampling population. This thesis had aimed to find out the effectiveness of using the teaching portfolio in the development of writing skill and also to discover the reasons of using teaching portfolio in the classroom.

In this way, the seniors have carried out the theses on different topics but they all are similar to some extent. They have also succeeded over their works. The first thesis has emphasized the study on attitudes of secondary level students towards learning English. The second thesis has focused the effectiveness of grammar translation method and communicative approach: comparative study. Similarly, there is another thesis which is related to the comparative study of writing achievement of bachelor level students. The forth study is based upon the achievement of grade 9 students in free and guided writing. The next thesis has focused the study on the achievement in guided writing. The sixth thesis has emphasized the effectiveness of communicative approach to teaching writing whereas the seventh thesis is based on the use of News Report in developing students' writing skill. Likewise the eighth thesis has thrown light upon the use of classwork and homework in controlled and guided writing. There is another thesis as well which is based on the use of guided writing in improving students' writing skill.Similarly, the tenth thesis is related to the use of cooperative learning activities which has also aimed to develop learners' writing ability. Eventually, the last thesis has focused the use of keeping portfolio which has also showed how it helps them to be good in writing aspect.

Sharma states that 'the spoken words perishes and the written word will always remain" (as cited in Awasthi. et. al. , p. 414). It is meant to say that writing should be good along with development of other skills. For this purpose, students have to practise a lot in writing; particularly in guided writing because guided task works better rather than free for the intermediate students where they get sufficient exposure. If it is not done, then they can never be fluent thoroughly in English language and it always remains as a problem at academic institutions. They think in one way and write another way so a gap occurs here which never lets their writing be good so it is one problem.

On the other hand, this research study was also related to the writing skill in which the researcher had used guided text for the improvement of students' writing ability. As it is known that writing skill is secondary skill and also a productive one so there should be formal writing. But it was not so easy to have such result that is why the researcher hadused the guided writing in order to know whether it would support as the researcher had thought. The populations were the students of English school of Morang who studied in grade 6.

2.3   Implication of the Review for the Study

All the aforementioned theses and the theoretical literatures which are reviewed have emphasized on writing proficiency of the students at different levels.

These are done for various purposes so that any research is quite relevant to them.

Indeed, the researcher has focused here in students' writing skill which is not found so well in the students of grade 6. Therefore she has used the guided text as teaching technique to pamper in the improvement of their proficiency. So far she has known, any research work on this topic has not been carried out yet therefore, she has dared to do on this subject matter. The Guided text is a bit different that the free writing and creative writing but it would be useful to the class 6 students to enrich their skill in writing because it upholds them to catch the track with exposure. Therefore the reviewed literatures have helped to find out the research gap which the present research has attempted to fulfill.

Thus, this study can be useful to linguists, ELT practitioners, researchers, language learners and language teachers. In addition to it, the findings of this study may also be beneficial to the classroom teaching, syllabus designers and textbook writers.

2.4 Conceptual Framework

Theoretical/conceptual framework is known as a rough plan which is already drawn in the researcher's mind. She always runs ahead according to this plan

so it is needed in this purpose also. The researcher has also designed a conceptual framework by the help of available sources, literature, and article which has helped to carry out research work.

Figure No: 2 Conceptual Framework of the Study

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┌────────────────────────────────────────────────────────────┐
│      Improving students' writing skill through guided text   │
└────────────────────────────────────────────────────────────┘
                              ↓
┌────────────────────────────────────────────────────────────┐
│ Objective: To improve students' writing skill through guided │
│ text and suggest some pedagogical implications.              │
└────────────────────────────────────────────────────────────┘
                              ↓
                  ┌───────────────────────┐
                  │   Institutional School │
                  └───────────────────────┘
                              ↓
                  ┌───────────────────────┐
                  │  GyanJyoti English School │
                  └───────────────────────┘
                              ↓
                     ┌──────────────┐
                     │   Class 6     │
                     └──────────────┘
                              ↓
     ┌──────────────────┐         ┌──────────────────────────┐
     │ Review of literature │     │ Selection of research tool to collect │
     └──────────────────┘         │ the required result       │
                                  └──────────────────────────┘
                              ↓
                  ┌───────────────────────┐
                  │ Use of guided texts as technique │
                  └───────────────────────┘
                              ↓
                  ┌───────────────────────┐
                  │  Output: Enhanced writing │
                  └───────────────────────┘
```
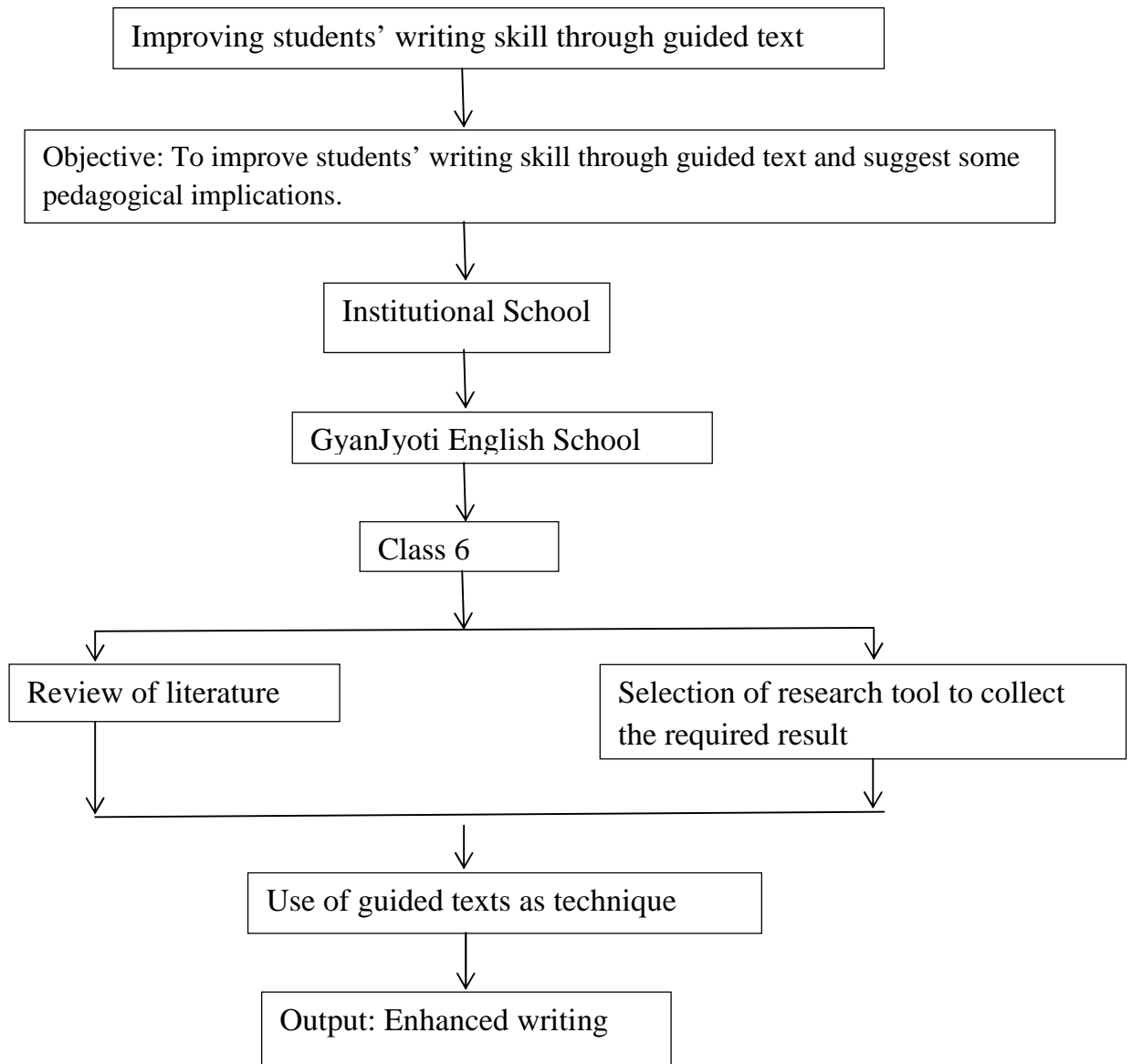
CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

3.1 Design and Method of the Study

This study is based on action research and experimental research because the main tool used to see the effect of guided text was test item which was administered three times with interval.

French and Bell (1973) presents a diagram in which the action –research process is shown.

Figure: 3

Input	Transformation	Output
Planning	**Action**	**Result**
-Preliminary diagnosis -Data gathering -Feedback of result -Action planning	-Learning processes -Action planning -Action Steps	-Changes in behaviors -Data gathering -Measurement
Unfreezing	Changing	Refreezing

Feedback loop A   Feedback loop B

Feedback loop C
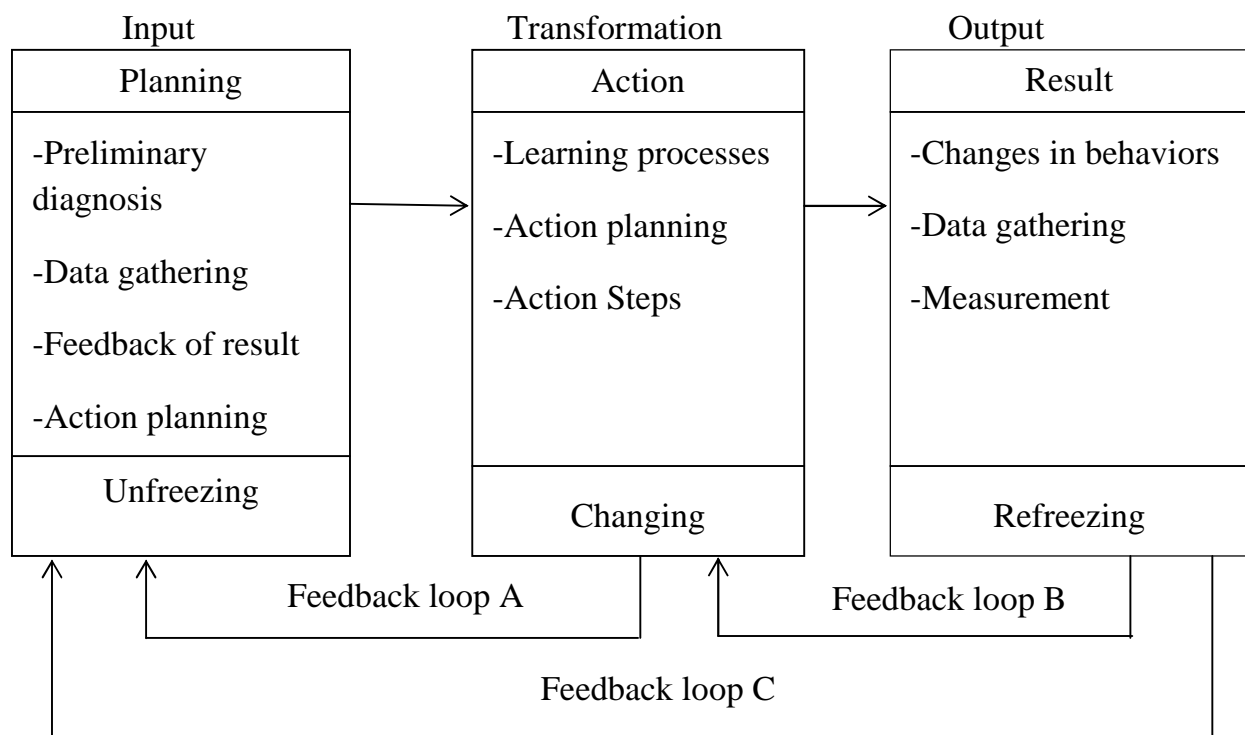
Figure: 3 Systems model of action-research process

   a. Unfreezing: Faced with a dilemma or disconfirmation, the individuals or group becomes aware of a need to change.
   b. Changing: The situation is diagnosed and new models of behavior are explored and tested.
   c. Refreezing: Application of new behavior is evaluated and if reinforcing, adopted.

This study was carried out using action research. The students were highly emphasized on guided writing practice like writing letter. They had participated in three different tests; the first test as pre-test and the latter two tests were as

progressive and post-tests. They had been involved and practised in writing guided text before the administration of the 2nd and 3rd tests but not before 1st test. The finding of each test had been recorded and had also been used to find outthe result whether their writing got improved or not. The collected data had been analyzed using the mean. Therefore, both qualitative and quantitative designs had been used by the researcher to take out the clear cut result.

3.2 Population, Sample and Sampling Strategy

These topics have been mentioned below:

3.2.1 Population

In order to carry out the study, the GyanJyoti English School of Morang district had been selected and the students of grade 6 had been involved by the researcher.

3.2.2 Sample

Altogether, 30 students had been involved by the researcher in order to carry out the study. Among them, 12 were females and 18 were males.

3.2.3 Sampling Strategy

Since all the students had participated in research works so the study had used the judgmentalsampling strategy.

3.3 Study Area/Field

The research work was confined to the 30 respondents of grade 6. It was carried out to see the extent to which the guided text helps to improve their writing ability. They got tested through three different tests of certain intervals.

3.4 Data Collection Tools and Techniques

The test items had been used as the tool to collect the data while carrying out the research work. The students had participated in test three times to find out their competence level.

3.5 Data Collection Procedures

The researcher followed the following procedures to collect the data:

I. After getting approval from the Research Guidance Committee, the researcher asked for the permission to the School Principal to carry out the study at the school.

II. Then, the researcher told about the research study along with its purpose to the students.

III. After that, the pre-test was held in order to know their writing ability.

IV. The researcher instructed the students in writing through guided texts.

V. She again administrated the second test in order to know whether they got improvement or not in their writing. Their result was recorded even this time.

VI. They were often involved in guided writing exercise.

VII. Then, they had participated in another test as a post test. Its finding was also recorded like before.

VIII. Eventually, all the scores taken in different tests were judged to find out the main purpose of the study.

3.6 Ethical Consideration

This study is based on action research and experimental research. The researcher had selected a private institution, GyanJyoti English School as a study population. The students of grade 6 had been selected as sample. It took a month to accomplish the study.

The study has been done as a part of academic study. It is done with the permission of Principal and students therefore it will not affect any one of them in future. The data and findings mentioned here in study are the exact consequences of the study which is not modified. Students were not maltreated throughout the study. Everything is done in favorable atmosphere.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULT

This chapter consists of two parts which are:

1. Analysis of data and interpretation of the results
2. Summary of findings

The first part shows the analysis and interpretation of the finding got by the researcher. It presents the information whether it has really worked upon the researcher's study or not. Similarly, the second part presents summary regarding the result of the research study and it also shows whether the researcher has been proved by his work or not.

 The two parts have been presented below with a detail:

4.1   Analysis of Data and Interpretation of the Result

This sub-chapter consists of two parts; analysis and interpretation therefore they are separately presented below:

4.1.1 Analysis

The data have been shown here, which speak for the reality faced by a researcher during the research period.It has been already shown that only 30 students from grade 6 had participated in this study. It was related to the writing skill therefore they had participated in test for three times, which was taken at beginning without instruction of subject matter, the second test (first post test) was administered after some guidance and exposure. Likewise, the third test (post test) had been held after the FPT. They had come across through different writing exercises throughout the study. Here, those data have been presented for the analysis that it is according to the objectives or not.

4.1.1.1 Analysis of the Average Scores of Students

The average mean score of students in the pre-test was 3.63. Similarly, the average mean score of the FPT was 4.56. Students had received the guidance while exercising the writing text therefore its mean score was ascended. The third test (post test) was also administered and its average mean score was 5.2.

It was also progressive. The difference between the pre-test and FPT was of 0.93 whereas the difference between FPT and the post test was of 0.64.
 The data have been shown in following table:

Table 1

Students' Average Score in pre-test, FPT and post test

	Full Mark	Number of the students	Mean
Pre-test	10	30	3.63
FPT	10	30	4.56
Post test	10	30	5.2

The aforementioned table shows the crystal clear result of the finding. Students' total score was only 109 while the average mean score was 3.63 in pre-test. Similarly, they increased their level and reached up to 137 marks when they got exposure from the researcher/teacher. Meanwhile, the average mean score had been ascended and it was 4.56. There was not the difference of high mark but it was seen that students got improved in their writing than the previous one. Similarly, the post test was also beneficial to them if we watch the finding. They had again improved in writing by scoring 156 marks in total and its average mean was 5.2.

It seemed students were unknown to the writing practice though they had been doing writing exercises for a long time. There was the lack of their attention towards the skills needed to writing like grammar, paragraph breaking and the core subject matter. Therefore, their performance was not good while participating in pre-test. Later, they improved their writing as it is clear in above table too.
 The above given table is shown below through the bar-graph:

Figure 4

Comparison of Average Scores in Different Tests
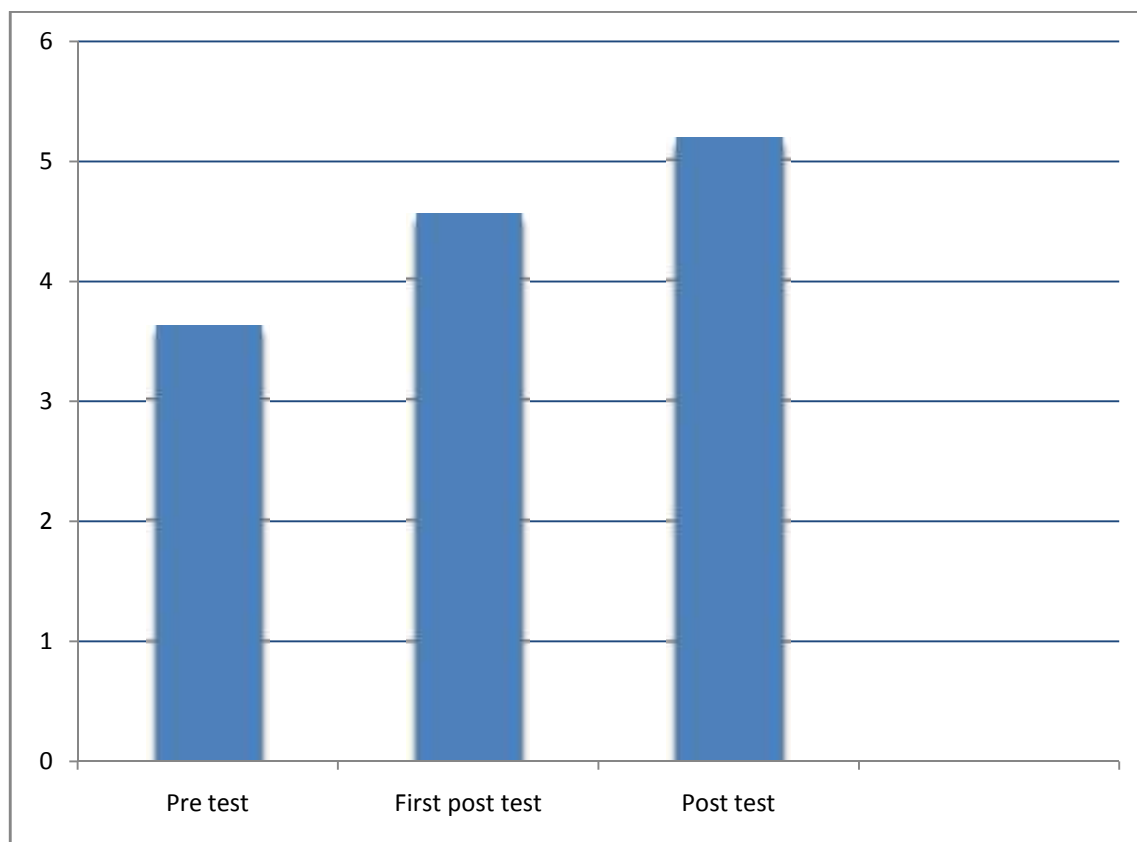
The figure shows the progressive process of the students' writing skill though there is the difference of just 0.99 and 0.64 among pre-test, FPT and post test. But even guided text has influenced them therefore this result seems positive.

4.1.1.2   Analysis of the Scores in Pre-test and FPT

Altogether, 30 students were the partakers who actively performed throughout the research period. The full mark was 10 for each test. In order to know that writing ability, the pre-test was administered. Similarly, another test, FPT was

held after a short interval. Therefore, their scores are presented in following table:

Table 2

Scores in Pre-test and FPT

Pre-test			First post test		
F.M.	Score	Number of students	F.M.	Score	Number of students
10	1	2	10	1	1
10	2	2	10	2	2
10	3	11	10	3	3
10	4	8	10	4	5
10	5	4	10	5	12
10	6	3	10	6	6
			10	7	1

There is not vast difference between the scores of the pre-test and FPT but also the improvement done by the use of guided text can be seen above. The researcher got a number of mistakes and errors while checking the papers of students from pre-test. There was the fluency in writing of the students but grammatically poor too. This is why, their marks were just satisfactory and only few students had crossed 5 and 6 marks. Then, they came across through the instructions and practices and again went for the FPT. Result was not so

high but they had improved a bit because many students had crossed 5, 6 and 7 marks. After all, the guided learning and teaching activity had worked out well. In pre-test, they had ignored the tense, lexicon, paragraph breaking, coherence and cohesion therefore they obtained low marks. But the same condition did not remain when they got practiced. They began writing taking care of those things. They had reduced committing mistakes and errors in writing exercises. They continued doing exercises till 8/9 days until they took the post test.

4.1.1.3 Analysis of the Scores in FPT and Post Test

After administering the FPT, the researcher again continued exercising the students in writing activities. She wanted to know the result whether they continued their performance well or not. So, she administered the post test for the third time. Again, she got the positive response from the test because they had uplifted their marks a bit. The average mean score was upgraded. Their scores have been shown below:

Table 3

Scores in FPT and post test

FPT			Post test		
F.M.	Score	Number of students	F.M.	Score	Number of students
10	1	1	10	2	1
10	2	2	10	3	2
10	3	3	10	4	7
10	4	5	10	5	10
10	5	12	10	6	2
10	6	6	10	7	6
10	7	1	10	8	2

In first post test, students had increased their marks in spite of few students got failed to score high. If we see the majority, maximum students have done great. Their errors regarding the tense, lexicon, coherence and use of letter have gone down because the same full mark was there at the time ofpost test also and they scored good marks like 6, 7, and 8. In former exam, the highest score was just 7 but it was 8 later. Although, the difference is just of 6.4, they have improved their writing so far.

We can see some students are still poor, their level has not been improved but the average mean score proves that guided text is essential to develop the students' writing skill.

4.1.1.4 Analysis of the Scores in Pre-test and Post test

Students' beginning phase and last phase have been compared here by the finding. Their performance was not so impressive at first. Despite of their

fluency, the rest matters were poor in writing. They used to ignore the letter (capital and small), tense and lexicon and also broke the paragraph unnecessarily. Therefore, she focused these things after administering the pre-test till 3 weeks. During these days, she administered the FPT but continued this work. They practiced writing paragraph and especially letter. They learnt the things which were needed while writing any subject matter. In the end, they got succeeded. At least, they improved their level by one month study. Despite their marks were not closed to 10, many of then crossed 5.

The finding of these two tests is presented below:

Table 4

Scores in pre-test and post test

Pre-test			Post test		
F.M.	Score	N.	F.M.	Score	N.
10	1	2	10	2	1
10	2	2	10	3	2
10	3	11	10	4	7
10	4	8	10	5	10
10	5	4	10	6	2
10	6	3	10	7	6
			10	8	2

This table is crystal clear to us because the lowest mark was 1 and highest mark was 6 in pre-test but it was unlike the post test. The lowest mark was 2 and the highest mark was 8 in post test. Almost 66.67% of students have crossed 5 marks in post test. The average mean score in pre-test is 3.63 whereas the

average mean score in post test is 5.2. The difference between these two scores is of 1.57. It shows the finding in ascending order and also the guided text has played a vital role here.

4.1.1.5   Analysis of the Test

The students had faced only one test item in each test but they had practiced in writing paragraph also.

a. The pre-test: Students had got a test item and that was about writing letter. They had to write a letter to a friend who was in a foreign country. The full mark of this test was 10 but their handwriting, lexicon, punctuation, tense and paragraph breaking was also checked. There were a number of errors and mistakes in spite of the fluency. The scores obtained by them are presented below:

Table 5

Scores in Pre-test

Full Mark	Scores	Number of students
10	1	2
10	2	2
10	3	11
10	4	8
10	5	4
10	6	3

Only seven students have crossed 5 marks but the rest is under 5. It shows the poor result.

b. The FPT: In this test, students had again faced the letter writing as the tests item. Though, they had practiced writing paragraphs, she administered the test based on writing letter. The full mark was also same like before. Their scores are presented in following table:

Table 6

Scores in FPT

Full Mark	Scores	Number of students
10	1	1
10	2	2
10	3	3
10	4	5
10	5	12
10	6	6
10	7	1

In this second test, the lowest mark is 1 and the highest one is 7. About 63.33 % of the students have crossed 5 marks so the result of this test is ascended. It is ahead by 0.91.

c. The post test: Students practiced over grammar, paragraph breaking and wrote paragraphs before the administration of the post test. Again, they faced the similar test item in which they had to write a letter to their uncle. It was also of 10 full marks.

Their scores are presented in following table:

Table 7

Scores in post test

Full Mark	Scores	Number of students

10	2	1
10	3	2
10	4	7
10	5	10
10	6	2
10	7	6
10	8	2

About 66.67% of students have obtained the marks above 5 so it is a good result in comparison to the first test. Its average score is 5.2 which is greater than the previous tests' mean scores.

4.1.2 Interpretation

As language has possessed four skills; listening, speaking, reading and writing, all of them are equally important to the students. The first listening and reading skills develop the perspective capacity whereas the latter speaking and writing

skills create the ability of expressing the views, thought and understanding of the students. Our main focus is here for students' writing skill though the rest skills also play the vital role in increasing their ability in English language. As we know that the spoken words disappear but the written words remain for ages. Therefore, we have to make the students pass through a number of exercises and instruction related to writing if we want to see them as good writers in this foreign language.

Our problems related to English language have already mentioned in aforementioned chapters too. Basically, the problems found in our context are the poor use of grammar in elementary level of school. In spite of their fluency, a number of hindrances might be found in their writing.

 This is not only the problem of Government School but also the problem of Private English. Students in Private School write unknowingly where we find their fluency over subject matter but that writing seems weak grammatically too. In another hand, students in government school rarely get the exposure where they perform around this subject matter.

In order to know the problem and sort out the seen problem too, the researcher carried out my research study in a Private English School. The researcher selected 30 students as the sample population and they were from standard 6. The researcher completed the study in a month whereby three tests had been conducted. The first test was the pre-test because the researcher wanted to know their level of writing. Only few students were fine but the rest was not so satisfactory. Therefore, the researcher used guided text to improve their writing. Specially, the researcher instructed them how to start writing letter and paragraph and also made them practice in paragraph breaking, coherence, punctuation, use of letter lexicon and tense. The researcher made them practice in writing exercises till a week after administering the pre-test. Their English Grammar Textbook had also included some guided writing exercises so the researcher made them go through that too. The researcher wanted to know the result of using guided text in their writing so the first post test was conducted after a week. Its result was impressive because the average mean score was

ascended. It was a good sign to add strength in my research so the researcher continued that work.

Students were comfortable throughout the study though they had got the environment of guided text. They had actively participated in study therefore the finding also came out with positive response because they had improved a bit in post test. The pre-test average margin score was 4.56 and the post test margin score was 4.56 and the post margin score was 5.2. The findings of the three tests are in ascending order although there is not so much difference. It has proved that students' writing can be improved by the use of guided text.

My objectives of research study were limited to the improving students' writing skill using guided text and suggesting some pedagogical implications have been accomplished by this research. It has proved that students writing can be corrected and improved not only by free writing text but also b guided writing text.

It was not very easy to her as a researcher when she had gone there in the class for the first time. They were nervous in beginning but our relationship became normal gradually. Few of them were beyond her thought like they did not want to listen to their teacher and friends. But the researcher was a teacher too so I also managed that environment which pampered her to complete her thesis within a month. In the end, the researcher got the positive response and feedback from her study.

During the research period, the researcher had used the books of different writers like J. Harmer (2007), T. Hedge (2008) and S. Freeman (2000). The researcher also used the articles from internet and the former theses done by seniors. Their theses also supported me to carry out her research well because most of them had done the research over writing skill.

4.2   Summary of Findings

On the basis of the analysis and interpretation of the data, the following findings have been drawn:

1) **Findings Related to use of Guided Text in Improving Writing abilities**

   a. The analysis and interpretation of the pre-test and FPT shows that guided text can enhance the students' writing ability because the average mean score in pre-test was 3.63 whereas 4.56 was the average mean score in FPT. The FPT shows the students' improvement by 0.93.

   b. The analysis of the FPT and post test also speaks for the use of guided writing text in classroom. We cannot go far but a little improvement can be done. The average mean score in FPT was 4.56 and 5.2 in post test. Here is the difference of 0.64 which proves students have again developed their writing.

   c. Likewise, the comparative study of pre-test and post test also suggests to use the guided text in enhancing the students' writing skill. Their average mean score in pre-test was only 3.63 but when they got exposure and practice, their level got also changed. In post test, they got 5.2 as the average mean score.

2) **Findings Related to the Students' Response to Guided Text**

   a) The analysis of the FPT and post test shows that students are comfortable with the researcher/teacher while instructing them about guided text. About 98% of the students had followed her and she had also managed the rest who was a bit shy and reluctant. They had actively involved in the study and had also learnt the writing exercises in the classroom. She did not have to feel hesitation and uncomfortable throughout the study.

   b) Students felt quite good when they found improvement in their writing so they accepted guided text freely. She showed them exercises from book too and they practiced that. She saw some students helping their nearby friends, which represents the sense of

pair work and group work. This guided text also made the intimacy between students and a teacher and is equally beneficial to them too.

3. **Findings Related to the Effects of Guided Text on the Students' Performance in Different Test Items**

a. The result of the pre-test was poor so the students came across through guided text activities. During that period, they knew their errors and mistakes which helped the researcher to take out the fine result after administering the FPT. They had raised questions to her time and again which was a positive feedback to reach towards the objectives of study. They had acknowledged in enhancing their writing. This is why, we can see the positive effects of the guided text here improving their writing because it never led decrease their ability but enhanced instead.

b. The same positive result again came out after the post test so it has been proved that it can be used to improve students' writing skill.

The aforementioned findings related to the use of guided text in enhancing students' writing ability, students' response to guided text and the effects of guided text on the students' performance in different test items have proved that guided text might be fine to apply in teaching learning activity related to English language. Different approaches and techniques have also existed today, which are for students' creativity and freedom and go against of using such activity inside the classroom. But we cannot neglect the benefits got after the different tests in this research. Therefore, it has been suggested to beused in class though it has shown a little improvement in them.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

In foreign language (English), listening, speaking, reading and writing stands as the core skills which must be learnt by the students if they like to be good speakers as well as writers. In general sense, all skills are essential to them but specially, they become poor when they pour their ideas in paper. Their fluency over speaking is taken as the good matter though they commit mistakes. If they are sure about the subject matter then they can easily make the hearer understand their logic. But same condition could not go in writing. Written things never get erased and always get renewed by the readers so it must be strong by grammar, coherence and theme.

The problems seen in our context especially at school are the carelessness of the students in writing. They write but with mistakes and errors. They must have their own personal problems at first and the second problem is the strategy and technique of teaching. Due to these things, they have been committing mistakes and errors though they are from either Private English School or Government School.

In order to find out the solution for such problem, the researcher carried out a research study based on the use of guided text in teaching. The researcher selected a Private School where the sample population was the 30 students of grade 6.

The researcher administered three tests with interval; Pre-test, First post test and Post test. In these three tests, students' performance was found different. Their writing got improved with each test item because each mean score from three tests was compared to each other.

Thus, the result shows that even the guided text can be used to enhance students' writing skill. This study has attempted to find out the whether guided text can improve the students' writing skill or not. Therefore, it is clearly seen that it has enhanced their writing. There will not be a big problem if we use the guided text as a method to make students practise in class. Even though it is close to the traditional method, it can work very well.

5.2 Recommendations

By observing the whole research and its findings, it is believed that guided text can be an effective method to enhance the students' writing skill in English language. On the basis of aforementioned findings, the following recommendations have been suggested:

5.2.1 Policy Related

a. The curriculum and syllabus designers should provide a number of exercises related to the guided texts in textbook whereby students can often practise without hesitation.
b. There should be the use of guided texts too in sight of policy makers who usually prioritize the process approach and go in against of product approach.
c. English language teacher should be facilitated by the training related to teaching writing so the English language teaching policy makers should think about it.

5.2.2 Practice Related

a) Teacher should create the environment where students can write with will.
b) Teacher should provide the freedom to the students whereby they can raise their query without fear.
c) If possible, they can be divided in pair or group by which they can help eachother while writing.
d) Teacher should motivate the students by which they can feel inspired to do a number of exercises.
e) Positive feedback is always a medicine to the students so it should be used by the teacher when needed.
f) Teacher should make the habit of listening to the students whereby they can share their problems and it would be solved on time.

5.2.3 Further Research Related

a. The researcher has used only writing letter and paragraph as the guided text in improving the students' writing skill therefore other guided texts should be used by the further research to develop the rest skills of language.

b. As it seen that writing skill is a bit complicated for the teacher to make students good in it so other methods could be used to improve this skill in further research.

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APPENDIX- A

INDIVIDUAL TEST SCORES

a) Individual Scores in the Pre-Test

Students	Gender	Writing Letter	Total Mark
S1	F	3	3
S2	M	4	4
S3	M	3	3
S4	M	3	3
S5	M	4	4
S6	M	3	3
S7	F	1	1
S8	F	6	6
S9	F	4	4
S10	F	2	2
S11	F	4	4
S12	F	3	3
S13	M	3	3
S14	M	6	6
S15	M	6	6
S16	M	1	1
S17	M	5	5
S18	F	4	4
S19	M	3	3
S20	M	2	2
S21	F	3	3
S22	M	4	4
S23	M	5	5

S24	F	4	4
S25	F	5	5
S26	M	3	3
S27	F	3	3
S28	M	3	3
S29	M	5	5
S30	M	4	4

b) Individual Scores in FPT

Students	Gender	Writing Letter	Total Mark
S1	M	4	4
S2	M	4	4
S3	M	4	4
S4	M	5	5
S5	M	5	5
S6	M	5	5
S7	F	5	5
S8	F	6	6
S9	M	5	5
S10	F	6	6
S11	M	5	5
S12	M	5	5
S13	M	5	5
S14	M	3	3
S15	M	3	3
S16	M	5	5
S17	F	2	2
S18	F	4	4
S19	F	5	5
S20	F	5	5
S21	F	4	4
S22	M	6	6
S23	M	6	6
S24	M	6	6
S25	F	3	3

S26	M	1	1
S27	F	5	5
S28	F	2	2
S29	F	6	6
S30	M	7	7

c) Individual Scores in Post Test

Students	Gender	Writing Letter	Total Mark
S1	M	5	5
S2	M	6	6
S3	M	5	5
S4	M	6	6
S5	M	8	8
S6	M	7	7
S7	M	2	2
S8	M	5	5
S9	F	5	5
S10	M	3	3
S11	F	4	4
S12	F	8	8
S13	M	4	4
S14	M	3	3
S15	M	4	4
S16	M	7	7
S17	F	7	7

S18	F	5	F
S19	M	4	4
S20	F	5	5
S21	F	7	7
S22	F	7	7
S23	M	5	5
S24	F	7	7
S25	M	7	7
S26	M	5	5
S27	M	4	4
S28	F	5	5
S29	M	4	4
S30	F	5	5

APPENDIX- B

STUDENTS' (PARTAKEERS) LIST

Students' Name	Gender	Class
1. DilashaMagar	F	VI
2. SachinShrestha	M	VI
3. SumanTamang	M	VI
4. NischalKhatiwada	M	VI
5. Dip Phuyal	M	VI
6. DipeshTamang	M	VI
7. Alisha B.K.	F	VI
8. JanukaKhatri	F	VI
9. BibechanaRai	F	VI
10.RanjuAdhikari	F	VI
11.JanukaShrestha	F	VI
12. Salina Shrestha	F	VI
13. ArmonSitaula	M	VI
14. Sudan Bhattarai	M	VI
15. Amir Giri	M	VI
16. DipenDahal	M	VI
17. NabinAdhikari	M	VI
18. TrishnaKattel	F	VI
19. SonishSitaula	M	VI
20. Crystal Rai	M	VI
21. SakhinaDahal	F	VI

22. AyushKhadka	F	VI
23. AfsanLlimbu	M	VI
24. SanjuKarki	F	VI
25. Kamal Bastola	M	VI
26. Riti Raya	F	VI
27. Karan Rai	M	VI
28. ManishaBista	F	VI
29. Aryan Khadka	M	VI
30. AshutoshKoirala	M	VI