

**EFFECTIVENESS OF INVENTION TECHNIQUE TO
DEVELOP WRITING SKILLS**

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

Submitted by

Dipak Raj Adhikari

Faculty of Education,

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2011

EFFECTIVENESS OF INVENTION TECHNIQUE TO DEVELOP WRITING SKILLS

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

Submitted by

Dipak Raj Adhikari

Faculty of Education,

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2011

T. U. Registration No.: 9-2-29-692-2003

Date of approval of:

Second year Exam Roll No.: 280431/066

Thesis Proposal: 2068/04/02

Date of Submission: 2068/7/20

DECLARATION

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

Date: 2068/07/18

Dipak Raj Adhikari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dipak Raj Adhikari** has prepared this thesis entitled "**Effectiveness of Invention Technique to Develop Writing Skill**" under my guidance and supervision.

I recommended this thesis for acceptance.

Date: 2068/07/20

Dr. Anju Giri (Guide)

Professor

Department of English Education

Faculty of Education

T. U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research 'Guidance Committee':

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Anju Giri (Guide)

Professor

Department of English Education

T. U., Kirtipur

Member

Mrs. Madhu Neupane

Lecturer

Department of English Education

T. U., Kirtipur

Member

Date: 2068/07/23

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee':

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Anju Giri (Guide)

Professor

Department of English Education

T. U., Kirtipur

Member

Dr. Tapasi Bhattacharya

Reader

Department of English Education

T. U., Kirtipur

Member

Date: 2068/07/24

DEDICATION

Dedicated to my **parents and gurus** who have indelibly devoted their life to make what I am today.

ACKNOWLEDGEMENTS

I would like to extend my sincere and hearty gratitude to my respected guruma and thesis supervisor **Dr. Anju Giri**, professor, Department of English Education for her scholarly guidance on regular basis and keen interest in this study. The constructive feedback given to me from the very beginning has played a vital role to bring the present work in this final form.

I express my sincere thanks to **Dr. Chandreshwor Mishra**, Professor and Head of Department of English Education and also the Chair Person of Thesis Guidance Committee for providing his kindful suggestions and encouragement to complete this study. I am equally indebted to **Mrs. Madhu Neupane**, lecturer, Department of English Education for her encouragement and inspiration to develop this work.

Similarly, I am extremely grateful to my respected guru **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Dr. Tapasi Bhattacharya, Mr. Vishnu Singh Rai, Dr. Anjana Bhattarai, Mr. Raj Narayan Yadav, Dr. Bal Mukunda Bahandari, Dr. Laxmi Bahadur Maharjan, Dr. Tara Datta Bhatta, Mr. Prem Bahadur Phyak, Mr. Saraswati Dawadi, Mr. Bhesh Raj Pokhrel, Mrs. Hima Rawal, Raju Shrestha** for providing me with academic support during the academic years.

I would like to thank to the headmaster, teachers and students of Shree Jana Jyoti Higher Secondary School, Dhupoo, Sankhuwa Sava for their co-operation and support during the field work.

I would like to express hearty thanks to **Mrs. Madhavi Khanal**, the librarian, Department of English Education for her regular help and co-operation.

Similarly, I would like to thank all the authors and publishers whose books and journals have been used as the sources of data along with review of related literature in this research work.

Finally and most gratefully, I feel highly grateful to my brother **Santosh Adhikari** and my friends **Ashish Kafle** and **Mohan Kumar Pun** for their regular encouragement and constructed suggestions to move ahead as well as in the preparation of this research work.

Date: 2068/07/18

Dipak Raj Adhikari

ABSTRACT

The present study entitled "Effectiveness of Invention Technique to Develop Writing Skill" was an attempt to find out the effectiveness of invention technique to develop writing skill and to suggest some pedagogical implications based on the findings of the study. To fulfil the objectives, I have selected Jana Jyoti Higher Secondary School, Sankhuwa Sava by non- random purposive sampling procedure. After selecting the sampling population, a pre-test was administered. As it was done for improving the existing learnability of learners, I have taught twenty lessons during my by using different invention techniques. To meet the objective of study, I have followed the process of action research i. e. identify the problem, tackle the problem, evaluate and modify the existing behavior. For that, altogether five tests were administered and scores were compared with each other. The data were analyzed using simple statistical tools like percentage, average score and descriptive approach. The findings of the study show that grade XI students' writing proficiency was developed through teaching using invention technique for writing in the classroom.

This thesis has been divided into four main chapters and many sub chapters. The first chapter deals with general background of the study, review of the related literature, objectives and significance of the study. The second chapter consists of methodology under which sources of data, sampling procedure, research tools, process of data collection and limitations of the study have been included. Similarly, the third chapter deals with the analysis and interpretation of data. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end.

TABLE OF CONTENTS

Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
List of Contents	ix
List of Tables	xii
List of abbreviations	xiii

CHAPTER ONE: INTRODUCTION

1.1	General Background	1
1.1.1	Globalization and English Language Teaching	3
1.1.2	ELT Situation in Nepal	4
1.1.3	Teaching Language Aspects	5
1.1.4	Teaching Language Skills	7
	1.1.4.1 Receptive Skills	8
	1.1.4.2 Productive Skills	9
	1.1.4.3 The Writing Skill	9
1.1.5	Characteristics of Good Writing	10
1.1.6	Techniques of Teaching Writing Skill	10
1.1.7	Invention Technique	12
1.1.8	Action Research	17
	1.1.8.1 Characteristics of Action Research	18
	1.1.8.2 Process of Action Research	19
1.2	Review of the Related Literature	21
1.3	Objectives of the Study	24
1.4	Significance of the study	24

CHAPTER TWO: METHODOLOGY

2.1	Sources of Data	26
2.1.1	Primary Sources of Data	26
2.1.2	Secondary Sources of Data	26
2.2	Sampling Procedure	26
2.3	Tools of Data Collection	26
2.4	Process of Data Collection	27
2.5	Limitations of the Study	27

CHAPTER THREE: ANALYSIS AND INTERPRETATION OF DATA

3.1	Analysis and Interpretation of Pre-test and Post-test Scores	29
3.2	Analysis and interpretation of Individual Test Scores Obtained Through Pre-test, Progressive Test and Post-test	30
3.2.1	Analysis and Interpretation of Pre-test Score	30
3.2.2	Analysis and Interpretation of First Progress test Score	32
3.2.3	Analysis and Interpretation of Second Progress test Score	33
3.2.4	Analysis and Interpretation of Third Progress test Score	34
3.2.5	Analysis and Interpretation of the Post-test Score	35
3.3	Comparative Analysis and Interpretation of Test Scores	36
3.3.1	Comparative Analysis and Interpretation of Pre-test and the First Progress Test Scores	36
3.3.2	Comparative Analysis and Interpretation of the First Progress Test and Second Progress Test Scores	37
3.3.3	Comparative Analysis and Interpretation of the Second Progress Test and Third Progress Test Scores	37
3.3.4	Comparative Analysis and Interpretation of the Third Progress Test and Post-test Test Scores	38

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

4.1	Findings	40
4.2	Recommendations	42

REFERENCES

APPENDICES

LIST OF TABLES

Table No. 1: Comparison of the Pre-test and post-test Scores

Table No. 2: Students' Scores in the Pre-test

Table No. 3 : Students' Scores in the First Progress Test

Table No. 4: Students' Scores in the Second Progress Test

Table No. 5: Students' Scores in the Third Progress Test

Table No. 6 : Students' Scores in the Post-test

Table No. 7: Comparison of Pre-test and First Progress Test Score

Table No. 8 : Comparison of First Progress Test and Second Progress Test
Scores

Table No. 9 : Comparison of second Progress Test and the Third Progress Test
Scores

Table No. 10 : Comparison of the Third Progress Test and the Post Test Scores

LIST OF ABBREVIATIONS

CUP :	Cambridge University Press
ed. :	Edited
ELT :	English Language Teaching
et.al :	and other people
etc. :	et cetera
F.M :	Full Marks
FOE :	Faculty of Education
i.e. :	that is
LAN :	Literary Association of Nepal
LSN :	Linguistic Society of Nepal
M.ED. :	Master of Education
NELTA :	Nepal English Language Teachers' Association
NESP :	National Education System Plan
NO. :	Number
O.M. :	Obtained Mark
OALD :	Oxford Advanced Learners' Dictionary
OUP :	Oxford University Press
P :	Page Number
S.N. :	Serial Number
T.U. :	Tribhuvan University
UK :	United Kingdom
UWC :	University Writing Center
VOL. :	Volume

CHAPTER ONE

INTRODUCTION

This research is about the “Effectiveness of invention technique to develop writing skill.” Introduction part comprises general background, globalization and English language teaching, ELT situation in Nepal, teaching language aspects, teaching language skills, characteristics of good writing, techniques of teaching writing, invention technique, review of related literature, objectives and significance of the study.

1.1 General Background

Human beings are gifted with the power of speech because of which human civilization has developed so much. Language is the unique gift given to any human beings which distinguishes him/her from other living beings. Language is the most advanced and powerful means of human communication. It is primarily a means of communication through which human ideas, feelings, thoughts, and emotions are expressed. So, it is a special gift for human beings. Most of the activities of the world are carried out through language such as transmitting human civilization, thoughts, literature, political and diplomatic activities and achievements. In this reference Crystal (2008, p.265) says, “...language is the concrete act of speaking, writing or singing in a given situation the notion of parole or performance ... a particular variety or level of speech/writing may also be referred to as a language...”

The world is always in the process of change. Nothing is fixed forever. Physically the world is vast and bewildering but theoretically the world is becoming a global village. One can be connected with a virtual world even sitting at the one corner of the world. Whatever development takes place in the field of communication is mainly caused by the contribution of a language which is regarded as one of the vehicles of exchanging thoughts, opinions, innovations and so forth.

Language is wonderful possession of human being. It is recognized as the one of the greatest human achievements, more important than all physical tools invented in last two thousand years. The acquisition of language is unique to human being. Here, it is worth to quote the statement of Jespersen (1954) as:

Language is frequently spoken of a 'living organism'; we hear of the 'life' of a language, of the 'birth' of new languages and of the 'death' of old languages and implication, though not always realized, is that a language is a living thing, something analogous to an animal or plant.(p.7)

So, language cannot be defined in a single way. Language is not regarded as constant; it may be some loss and gain theory implied in language because it is dominant by many factors such as social, cultural, economic and political.

Language is the tool of communication. It is extremely complex and highly versatile code used for human communication. Language is a vehicle of human thoughts. We use spoken language every day, face to face, as a means of communication and written language allows us to record and hold on to our history across generations. In the Nepalese context, English is a language which is learned as a foreign language. In the technical schools and in the field of management studies, it is also used as specific purpose mostly to communicate with the foreigners and this language become a link language. It is taught as school and colleges as a compulsory subject but it is very seldom used as an intra-language or as a second language.

Learning a language means not only to be a fluent speaker of that particular language but also to be an excellent writer in a language. So, to develop writing skills, the invention technique can enhance our writing ability. Copying, dictation, controlled writing, free writing, are the techniques commonly used in teaching writing of late but now- a- days invention technique has been emerged as a new technique for developing writing skill for the second language learners. This present research work will mainly focus on the new technique

namely invention technique to develop writing skills to the learners of English who are studying at grade XI.

1.1.1 Globalization and English Language Teaching

The knowledge of language helps the learners to survive in the existing world. On the present age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every people living in every corner of the world. So, it is essential for an individual to get mastery over a language to survive in the society. As Block and Cameron (2002) say:

Any invocation of worldwide social relations unfettered by the constraints of geography must immediately raise questions about language. Language is the primary medium of human interaction, and interaction is the means through which social relations are constructed and maintained. While much everyday interaction still occurs, as it has throughout human history, within local networks, large numbers of people all over the world now also participate in networks which go beyond the local. Now communication technologies enable individuals to have regular exchanges with distance others whom they have never met face-to- face. (p.1)

From Block and Cameron's point of view, we can point out that language is the primary medium of human interaction and it is the way of making relation to each other. Language makes the bridge to connect the vast world. It bridges the gap between different countries having different languages. This is the age of globalization. We must be capable to communicate or interact in different languages which exist in the world. Language helps us to view the vast world in a global village. For that we have to be familiar those languages which are commonly used in most part of the world.

English is one of the commonly used languages in the world. It has been widely used around the world today. Since the concept of global village is developing, it has been a means of survival skill and a versatile tool of social bond of people at every corner of the globe. English is taught as a second or

foreign language almost in all the countries of the world now- a- days. There is a penetrating effect of English in every sector of today's society.

1.1.2 ELT Situation in Nepal

Being the most dominant language in the world, English language teaching has been entered in Nepalese formal education system since the establishment of Durbar school in 1910 BS. However, it was not introduced in the higher education until 1918 AD. when Tri-Chandra College was established. The introduction of ELT in Nepalese education started in 1971 AD. With the implementation of National Education System Plan (NESP-2028) and it started in 1971 when Faculty of Education (FoE) of Tribhuvan University (TU) initiated B.Ed. program in English education. As the Nepalese educational history shows that formal education and English language teaching has been emerged simultaneously after the establishment of first English school by first Rana Prime Minister Janga Bahadur in Thapathali Darbar.

As time changed, different methods and techniques have been emerged in the ELT field. Different schools and organizations have been developed for the improvement of ELT from past to present. For instance, Literary Association of Nepal (LAN), Linguistic Society of Nepal (LSN), Nepal English Language Teachers' Association (NELTA) are the common forum for professional teachers of Nepal which have been working continuously for the promotion of ELT in Nepal.

Among many major and minor languages found all over the world, English is a major and fast growing language which crosses the boundary of geographical and natural territory. So, English is regarded as one of the world's most prestigious language occupying a significant role in academic field of Nepal. English is taught in all the schools and university of Nepal from primary level up to bachelor level.

1.1.3 Teaching Language Aspects

We use language to express our feelings, ideas, emotions, views and so on. It has different aspects working differently in different ways. So, aspects of language are the most important features and properties of language. Stern (1983, p.130) gives the following aspects of language:

- Speech sounds: in phonetics and phonology
- Words: in lexicology, semantics and morphology
- Sentences: in syntax
- Meaning: in semantics
- Text (dialogue, narrative and poem): in discourse analysis.

Generally, language teaching attempts to address the following aspects of language.

a. Pronunciation and Spelling

Pronunciation is one of the major aspects of language which is known as the beauty of speaking and image of speakers. Pronunciation refers to the process of producing sound segments with appropriate stress and intonation. Spelling is the next important aspect of language which calls for the learners' knowledge to correlate speech sounds with conventional marks to represent any entries on paper or to present reference to semantic aspect of language. An ELT teacher should have sound knowledge of phonetics, phonology and morphophonemic to impart information to language learners. In writing, pronunciation and spelling played important role. They are related to some extent. Correct pronunciation may help the learner to write in correct spelling. It is said that correct spelling is the core of any piece of writing. So, the ability of good pronunciation and spelling is important to develop writing.

b. Vocabulary

This is another aspect of language. It is one of the important building blocks of language. It has direct concern with the lexicon of the ideal native speaker of a

language. Harmer (1991, p.153) says "if language structures are the skeleton, it is the vocabulary that provides flesh and blood to the vital organs." It is an individual's ability to refer to objects, processes, events and so on in terms of linguistic entities. It is, therefore, very difficult but very important to have knowledge and information to play with words because the same vocabulary may have innumerable denotations and connotations. Language students must have to learn the lexis of language. They must have sound knowledge of how words and lexical items work on the basis of semantic, grammatical and pragmatic properties as they have. An ELT teacher should be hard-nosed towards the selection and gradation of vocabulary according to the level and capacity of the students. In writing, we have to select the appropriate word in accordance with the context.

c. Grammar

Language is governed by a particular grammatical rule. Each and every language which are in the existence in the world have their own grammar. For instance the grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know. Generally, grammar can be defined as how words are combined or changed to form acceptable units of meaning within a language. Various grammarians define grammar variously. Among them, Cowan (2009, p.3) defines "grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language." So, it is said to be the backbone of a language. It is not the collection of rules set in a book but the knowledge of underlying system of language which is digested by the native speakers unconsciously whether they are educated or illiterate. Since, our aim of language teaching is to enable the students to use the language. Teaching of grammar helps the students to make their writing accurate and appropriate according to the rule of that language, particularly English language. Harmer (1991, p.23) says that "an ELT teacher should be prepared to use a variety of techniques to help our students learn and acquire grammar." It

means language teacher should provide appropriate grammatical ability to develop writing skill. While writing, we have to follow the correct grammatical rule i. e. subject- verb agreement.

d. Language Functions

A language function refers to the purpose for which an utterance is used. It includes the knowledge of how to make use of the vocabulary in the structures or how to manipulate the structures to make use of words for the sake of communication. In language teaching, language functions are often described as categories of behavior; e.g. requests, apologizes, complaints." Language functions can be broadly classified as grammatical and communicative functions. Grammatical function deals with the relationship that a constituent in a sentence has with another constituents and communicative function of the language is the communicative goals for which a language is used in a community. Language students need to learn the language functions to be a competent user having communicative competence. An ELT teacher needs to select and grade exponents according to the level and capacity of the students. While learning the language, not only the grammar but also its use is important. To develop our writing skill, appropriate language function should be used in according to the purpose.

1.1.4 Teaching Language Skills

Skill means an ability to do something. In other words, it means having enough ability, experience and knowledge to do something well. Four language skills- listening, speaking, reading and writing are integrated not only while we are teaching and learning a language but also in real life situation while we are using it for various purposes. The purpose of learning a language is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. A language is basically used in real life situation in order to receive information. A language is always recognized in terms of different skills. Haycraft (1978 as cited in Sharma and Phyak 2009,

p.197) has said that “to be able to use the language to convey thoughts, intentions, wishes, information; a person needs a mastery of various elements.” From this view in mind it can be said that skill means an ability to produce solution in some problem domain; it is an ability that has been acquired by training. Listening, speaking, reading and writing are four language skills which have a great role in English language teaching. They can be divided into two types. They are:

- Receptive skills: Listening and Reading
- Productive skill: Speaking and Writing

1.1.4.1 Receptive Skills

Listening and reading are the receptive skills of language. We receive information while listening, but listening is impossible without speaking. It means we hear something after someone speaks. So, these two skills are interrelated to each other and impossible in the absence of one. For that, Hinkel (2006, as cited in Harmer 2008, p.265) says "in meaningful communication, people employ incremental language skills not in isolation, but in tandem." He further says that when we engage in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to. In the same way, Underwood (1989 as cited in Sharma and Phyak 2009, p.198) define listening as “an activity of paying attention to and try to get meaning from something we hear.” It is taken to mean trying to understand the oral message people are conveying. A successful listener needs to be able to work out what speakers mean when they use particular words on particular occasions and not simply to understand the words themselves. Similarly, reading is an important aspect of teaching/learning a foreign language. It is said that reading opens the gates of knowledge. It generally means understanding or making sense of a given text. It is the total understanding of a message in a text. To develop writing skills, receptive skill of language is the most important one. Listening from others and reading the different published materials helps to generate the ideas and develop intuitive concept.

1.1.4.2 Productive Skills

Speaking and writing are the productive skills of language. Speaking here means to communicate in a language. People speak when they want to express their ideas, opinions, desires and establish social relationships and friendship. Similarly, the chief purpose of teaching a language is to develop writing skills. Harmer (2008, p.265) says "productive skills is the term for speaking and writing skills where students actually have to produce language themselves." Therefore, we can say that learning of language means not only receiving message of that language but also to producing the language by the learners themselves. There is no doubt that writing is the most difficult skill not only for second language learners to master but also the native speakers. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. With the help of the speaking skill that is, ability to produce something in the targeted language and practicing to write, ideas can be generated to make our writing accurate and appropriate on the basis of our need.

1.1.4.3. The Writing Skill

Writing skill is said to be an act of putting down the graphic symbols on paper that represents a language. It means it is a way of recording language by visual marks or the process of representing a sound into symbol.

Writing as the essential and most complicated skill has been defined by Rivers (1968) in the following ways:

Writing refers to the expression of ideas in a consecutive way according to the graphic convention of language; the ultimate aim of the writer at this stage is to be able to express him in a polished

literacy form which requires the utilization of a special vocabulary and certain refinements structures. Writing is the very complex process requiring many positive skills, like mental, psychological, rhetorical and critical. (p.243)

The ability to express one's ideas in written form in a second language and to do so with responsible accuracy and coherence is no more achievement since many native speakers of English language never truly master this skill. Writing thus is clearly much more than the production of graphic symbols. Writing is superior to other language skills because of its quality of being permanent.

1.1.5 Characteristics of Good Writing

Writing is an art of using language, but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directedness are the most useful properties of good writing. To make our writing clear and appropriate, we have to keep in mind the following characteristics as given by Richards and Rodgers (1968, as cited in Sharma 2010, p.16):

- Economy
- Simplicity
- Clarity
- Continuity
- Free from errors

Furthermore, a good piece of writing requires examples and illustrations to explain abstract ideas. There should be appropriate facts, figures, depth of knowledge, specific and maximum objectivity in every piece of effective writing. Writing involves thinking, planning, clarifying and organizing processes. The art of writing is based upon one's own mental capacity which is very important for specific subject matter.

1.1.6 Techniques of Teaching Writing Skill

Technique refers to what actually takes place in a classroom while teaching learning activities are going on. While teaching, we as a teacher should be clear

about how the materials can be presented in real classroom situation.

Technique according to Anthony (1963 as cited in Richards and Rodgers 2001, p.19) is "... an implementational- which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well."

A technique is any of a wide variety of exercises, activities or devices used in the language classroom for achieving objectives. In the field of language teaching and learning, different techniques can be applied in the classroom for achieving objectives. These techniques can be classified into the following two types:

- Teacher centered, and

- Learner centered.

- a. Teacher centered technique: In teacher centered technique teacher plays the dominant role. He is the authority in the classroom. This technique is more logical than psychological (Sharma and Phyak 2009, p.110). It emphasizes the product rather than the process. Some of the teacher centered techniques that are included in the masters of English education are:

- Lecture

- Explanation

- Illustration

- b. Learner centered technique: Learner centered technique emphasizes the student and his/her individual characteristics as central in conducting instruction instead of focusing on subject matter, external activity and educational requirements. It is more psychological than logical. Teacher centered technique emphasizes the product rather than process but student centered technique is reverse from that. It means student centered technique emphasizes process rather than the product. The learners learn by doing themselves. Teacher functions as a facilitator or

a guide. Some of the learner centered techniques as presented in master of English education are:

- Individual work
- Pair work
- Group work
- Role play
- Drama
- Simulation
- Strip story

In the same way, Harmer (1991, pp.109-121) presents the following techniques which encourage the students in written practice:

- Sentence writing
- Parallel writing
- Cohesion
- Oral composition
- Dictation

1.1.7 Invention Technique

Writing is a long run process. We cannot set a perfect writing within a single step. It is a whole process of discovering ideas, developing and organizing them, and revising material to achieve the best effect. Writing process involve different stages. Leki (2010) suggests the three stages of writing. They are: getting to draft, working with a draft and reworking the draft. Getting to draft is the first stage of writing in which invention technique can be used.

Writing is a very difficult task not only for the second language learners but also to the native speakers. It is said that the best way to learn to write is by writing. University Writing Center (UWC) (2011, July 7) clarifies invention technique as:

Practice of writing as freely as possible without stopping. It is simple but powerful strategy for exploring the ideas. It further states that

invention is the means whereby a writer or orator either finds or creates content. In academic writing or speaking, invention often is thought to begin with research, but students also use this technique to help them prepare for research. (www.inventiontechnique.com)

Similarly, Leki (2010, p.20) says, "One way to make the writing task easier is to use invention techniques. These techniques will enable you to explore your ideas on a subject before you actually begin to write about it."

She further says that writing is a solitary and demanding task. When we sit down to write, we probably know vaguely may seem chaotic; we have a lot of information and may be strong feelings about a subject, but all these are stored in our brain in a complicated way. As soon as we write something down, twenty more ideas may come to our mind all at once and invention technique can help you get control of these chaotic thoughts and examine them once at a time to see which one are worth developing.

This technique can help us to discover ideas, determine which aspect of a subject will be our focus, and find details to support our points. Invention technique by the name itself is clear that we can invent or generate ideas and develop them in a complete paragraph according to our knowledge level, raw materials found around us, ideas given by the experts, etc. Here, in my research work, invention as a technique to develop writing skill will be taken as an effective technique to develop the skill of writing to the learners of English in grade XI.

Leki (ibid pp.20-30) mentions the following invention techniques which enable us to explore our ideas on a subject before we actually begin to write.

1. Free writing: Leki describes two kinds of free writing. One type allows us to empty our mind temporarily of everyday concerns so that we can concentrate on the task at hand. The other type helps us begin to explore our ideas on a subject. If we need to work on a writing assignment but cannot concentrate, the first type of free writing may help us to clear our mind and if we have chosen a general topic to write about but have not yet decided

what aspect of that subject we wish to express, the second type of free writing should help us. To develop writing on the topic, write down your ideas in whatever manner and order they come without worrying grammar, complete sentences, spelling, or punctuation. Continue writing for five minutes; don't stop at all. If you cannot think of anything to say, just keep repeating a word or writing something like 'I'm sure I have more ideas.' Usually you are doing this, another idea will come and you will be able to continue.

2. **Listing:** It is an activity of brainstorming any and all ideas that come in the writer's mind about the topic without making any judgments. It is done in words or phrasal forms, but not in sentences. While brainstorming, write a list of anything you can think of- ideas, impressions, experiences, examples, facts and associations- related to a particular topic. Use words and phrases, rather than sentences to create your list. After brainstorming the topic, explore it further by using other pre- writing strategies.
3. **Wh- questions:** 5Ws and 1H questions can be used to collect the ideas and to explore them. When reporters write newspaper articles, they usually try to write the first sentence so that it will answer the following questions: who, what, when, where, why and how. Asking questions like these may help you to clarify exactly what subject you are going to discuss in your composition. Use of as many questions as you can help you to gather information to make the subject clear to the reader.
4. **Clustering or branching:** To make good use of the mental capacity to associate when preparing to write essays, we should write the subject of our composition in the middle of a piece of paper and then write down all the things we associate with it. Then continue the process by finding associations for each of the things we have written down. Group the items into clusters or categories and associate the things you have written down.
5. **Looping:** It is similar to free writing but more focused. This technique helps us to find the core of a subject and point out a main idea on the subject to be

elaborate. Continuous writing for five minutes and rereading the written paragraph and summarizing in a single sentence and then with the help of that sentence, second and from that, the third loop can be made. It helps the writers to purify their language and connect the first sentence and paragraph to the next one.

6. Cubing: It involves looking at an idea from the following six different points of view. We should spend three to five minutes examining our topic from each of the following angles:
 - a. Describe it: what does it look like? What do we see?
 - b. Compare it: what is it similar to? What is it different from?
 - c. Analyze it: what is it made of? What are its parts?
 - d. Associate it: what does it remind us of? What do we associate it with?
 - e. Apply it: what can we do with it? What can we use it for?
 - f. Argue for or against it: take either position. Give any reasons, even crazy ones.
7. Outlining: It is a structured method of exploring our thoughts on a subject. It means it is the activity of listing all the parts/ideas as in order they will appear in an essay or other written task. Outlining can be a transition between inventing and writing a first draft. It functions a plan for writing.

The same technique have been described by Gardner (2009, p.113) in the prewriting strategies. These are the strategies to generate ideas for developing writing skill. Though he has not mentioned these pre writing strategies in invention techniques, he describes the techniques that are helpful to generate ideas to develop writing skills under these headings. It means these are the strategies that help us to generate ideas and make our writing appropriate.

Gardner (ibid pp. 113-118) said that the following prewriting strategies will be useful to generate ideas.

1. **Brainstorming:** It is a widely used and effective way to getting ideas to develop writing skill. These ideas may be ideas of actual content, or ideas for organizing the content. It is an especially fertile means of generating ideas. It involves thinking quickly and without inhibition so as to produce as many ideas as possible in a given area or in a given topic or problem. Brainstorming involves the following characteristics: non- judgmental, censorship and over wheeling.
2. **Free writing:** One of the best ways to generate ideas for an essay is free writing. When you free write, you write nonstop for a certain amount of time, usually five to ten minutes, about anything that comes to mind when you think about a subject. While writing freely, do not worry about complete sentences, grammar, spelling or punctuation. Continue writing for the entire amount of time; do not stop at all.
3. **Clustering:** It provides a sketch or visual map of the connections among ideas. Many writers find that this process of graphically exploring a subject helps them think more creatively and associate ideas more freely. You can branch out as much as you want. In fact, the more you branch out and associate words with words and concepts with concepts, the more potential topics of discussion you will end up with.
4. **Journalist's Questions:** To view a topic from different perspectives, many writers ask the questions which journalists use when reporting an event. Who, what, when, where, why and how can be used to gather the ideas. Asking questions like these may help to clarify exactly what subject we are going to discuss in our composition. So, we should think of as many questions as we can to generate ideas for developing writing skill.
5. **Outlining:** It is a list of writer's main points in the order. They will appear in an essay or other written work. Many writers find that outlines are very helpful in clarifying and organizing their ideas. There are two types of outlining: formal and informal. An informal outlining is a brief

list of the main points in the order they will appear and the major supporting details. It is usually written in phrases, not complete sentences. A formal outlining is generally more detailed than an informal one and has a specific pattern of presentation.

6. Keeping a journal: To help generate ideas and explore relationships among them many writers keep a journal- a notebook in which you record your ideas and reactions to various issues. While keeping a journal, write freely and informally, without worrying about grammar, spelling and punctuation. And consider the following possibilities for journal entries: reflect on personal experiences, observations, feelings and opinions about issues, events and readings, reflect on your own writing process, including strengths, weaknesses, challenges, and strategies. Then, try however to express your ideas in complete sentences and paragraphs.

From the above mentioned discussions, we can conclude that a number of invention techniques have emerged to develop writing skills for the students of intermediate level. Different researchers have developed those techniques with the help of compiling books and developing websites to increase the ability of students who are studying at intermediate level and faced difficulties to develop English writing as it is second language.

1.1.8 Action Research

It is a basic problem solving tool. This research is especially carried out to solve the real classroom problems. So, teacher should always investigate his classroom situation using action research. It is a process in which participants examine their own educational practice systematically and carefully, using the techniques for research. Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. Cohen et al (2007, p.279) say “the action research as a systematic study that combines action and reflection of improving practice.”

Typically action research is undertaken in a classroom setting. It is a reflective process that allows for inquiry and discuss as components of the research. Often action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools or looking for ways to improve instructions and increase student achievement. Action research addresses the immediate problems. It is conducted by the practitioners to find out and solve the difficulty of the subjects as well as for the feedback of their activities.

1.1.8.1 Characteristics of Action Research

Action research is a systematic approach to carrying out investigations and collecting information to improve classrooms practice. It is different type of research. It has various characteristics and these characteristics have made it different from other researches. Highlighting the characteristics of action research, Bhattarai (2005, p. 18) says, “Action research is firstly conducted by the practitioners, secondly collaboratively, thirdly, cyclical and fourthly it aims at changing the existing situation.”

Similarly the characteristics of action research, according to Kember (2000 as cited in Norton 2009, pp. 54-56) are as follows:

1. Social practice
2. Aimed towards improvement
3. Cyclical
4. Systematic inquiry
5. Reflective
6. Participative
7. Determined by the practitioners

Regarding its characteristic features, Kumar (2006, p.109) says,

Action research, in common with participatory research and collaborative inquiry, is based upon a philosophy of community development that seeks the community members. Involvement and

participation of community, in the total process from problem identification to implementation of solutions, are two salient features of all three (action research, participatory and collaborative inquiry).

Similarly, Richards and Farrell (2010, p. 171) have given the following characteristics of action research:

- Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- It is usually small- scale and is intended to help resolve problem rather than simply by research for its own shake.
- It can be carried out by an individual teacher or in collaboration with other teachers.

On the basis of above mentioned characteristics we can say that action research is a small- scale research and it is beneficial to solve the problem in the classroom and generally it is carried out by the teachers or practitioners collaboratively.

1.1.8.2 Process of Action Research

Action research is not a haphazard study, rather it is the scientific and systematic search carried out in different steps by practitioners. It is also a reflective process that allows for inquiry and discussion as components of the research. The process of this study design assists educators in assessing needs, documenting the steps of inquiry, analyzing data and making informed decisions that can lead to desired outcomes.

There are differences among experts regarding the exact names and number of steps of action research. Harmer (2008, p.414) suggests the following five steps to carry out the action research:

- Step I: identify a problem/ issue
- Step II: Think of questions to ask/ information to be gained

- Step III: Collect data
- Step IV: Analyze data
- Step V: Decide the future action

Likewise, Nunan (1992, p.19) provides the following seven steps procedure to carry out the action research. They are as follows:

Step I: Initiation:- first of all, the teacher is confronted with a problem and consults the expert in the initiation stage of research.

Step II: Preliminary investigation:- The teacher and expert spend some time to observe the classroom situation, record classroom interactions and collect baseline data related to the concerned problem.

Step III: Hypothesis:- After reviewing the initial data, they form the hypothesis that the students are unmotivated the content of the classroom is not addressing the needs and interest of the students.

Step IV: Intervention:- The teacher needs to devise some new strategy by means of which the factor causing the immediate problem can be neutralized. There after the new strategy is implemented in the same learners with whom there is real problem.

Step V: Evaluation:- After several weeks, the class will be recorded again. There will be much greater involvement of the students and the complexity of their language and students led interaction will be enhanced.

Step VI: Dissemination:- The teacher will run a workshop among colleagues so that all can share the ideas and get benefit from the feedback derived from the research findings.

Step VII: Follow- up: finally, the teacher will investigate alternative methods of motivating students.

In the same way, Norton (2009, p.69) provides the following process for carrying out action research:

Step I: Identifying a problem

Step II: Thinking of ways to tackle the problem

Step III: Doing it

Step IV: Evaluating it

Step V: Modifying future practice

From the above mentioned steps, it can be said that different scholars recommended almost similar steps of action research but they are slightly differ in ordering. For the completion of this research, I have identify the existing problem i. e. difficulties in writing in grade XI students. Then I have started to teach them through using invention technique especially clustering, cubing, branching. Then, I have evaluated the progress of them and find out the effectiveness of that particular technique in the classroom situation.

1.2 Review of the Related Literature

Every new task needs the knowledge of previous background which can help and direct to each new target for finding out new things or ideas. Many articles, reports and books have been written on the area of invention technique for developing writing skill. Some of the articles, reports and books that are published in the printed form or can be found in the websites have been helpful to complete my research work which focused invention technique to develop writing skill. Some of them which facilitate in my research work have been reviewed here:

Pandey (2004) carried out a research on "The Effectiveness of Project Work Technique in Developing Writing Skill: A Practical Study." The objective of the study was to find out the effectiveness of project work technique in developing writing skill. The study was an experimental research. The researcher used both primary and secondary data to meet the objectives of the study. The population of the study was confined to 26 students of B. Ed. first year studying in Neelkantha Campus, Dhading. The main tool for the collection of data was a test paper. The finding of the study was that the use of project work technique in teaching was found slightly more effective than conventional teaching.

In the same way, Rimal (2004) carried out a research on "The effectiveness of Group Work Technique in Learning Writing Skill in English." The main objective of the study was to find out the effectiveness of group work technique in learning writing skill. He used both primary and secondary sources for data collection and selects one school of Lamjung district as the population of the study. The researcher used pre-test and post- test for primary data collection by dividing the students into two groups that is experimental and controlled group. It was found that group work technique in learning writing skill was slightly effective than the usual classroom technique.

Similarly, Neupane (2008) conducted a research on "Effectiveness of Teaching Aids in the Development of Writing Skills" and found that all areas related to experimental group were positively very high. Through the data analysis and interpretation, it is concluded that the teaching materials are an integral part of teaching the English language and they have very high positive impact in learning it.

In the same way, Niraula (2008) conducted an experimental research on "Ungraded Non- Stop writing as a Tool to Improve Writing Skills." The objective of the study was to determine the effectiveness of teaching aids in the development of writing skill to grade IX students. The researcher used both primary and secondary sources of data to meet the objectives of the study. His research is exclusively based on the primary data that is the responses made by the testees. The researcher found out that all areas related to experimental group were positively very high. Through the data analysis and interpretation, it is concluded that the teaching materials are an integral part of teaching the English language and they are highly positive impact in learning it.

In the same way, Yadav (2010) conducted an experimental research on "Effectiveness of Process Approach for Developing Writing Skill." The objective of his study was to find out the effectiveness of teaching writing through process approach in terms of grammatical inaccuracy in writing and coherence and cohesion. The researcher used both primary and secondary data

to meet the objective of the study. The researcher used pre-test and post-test for primary data collection by dividing the students into two groups that is experimental and controlled group in Greenfield College. He used only subjective test items to collect the data. The finding of the study was that the use of process approach was more effective than the usual classroom teaching approach for developing writing skill.

Similarly, Sharma (2010) carried out a survey research on “Techniques Used by the Teachers While Teaching Writing.” Objective of her research was to find out the techniques of developing writing skills used by the teachers while teaching English at lower secondary level. The researcher used two types of tools in collecting required information. They were observation check-lists and survey questionnaires. Her findings of the study was teacher uses the pre-writing, controlled writing, free writing exercises and letter of application to the class teacher were used by the teachers to develop writing skills to their students.

In the same way, Gautam (2011) has carried out a research on “Effectiveness of Co-operative Learning in Teaching Writing”. His main objective of the study was to find out the effectiveness of co-operative learning in teaching writing and his finding was the co-operative learning method is effective in teaching writing skill.

Similarly, Gurung (2011) has made an effort to explore on “Developing Writing through Continuous Assessment”. His main objective of the study was to find out the effectiveness of continuous assessment in developing writing skills. He used both primary and secondary sources of data to collect the information. Test item was the main tools to gather the data in his research study. He found that continuous assessment help to develop the writing skill to the students.

Likewise, Mishra (2011) carried out an experimental research on “Effectiveness of Strip Story in Developing Writing Skill.” The main objective of the study was to find out the effectiveness of strip story as a technique in

developing writing skill. The researcher uses both primary and secondary sources of data to meet the objectives. The researcher used test items as the main tools for the collection of data. The findings of the study show that the use of strip-story as a technique for the purpose of developing writing skill is more effective than teaching with usual classroom techniques.

Although, a number of attempts have been made to find out the effectiveness of different methods and techniques, none of the studies deals with the effectiveness of invention technique to develop writing skills at class XI. Therefore, this present research study attempts to assess the effectiveness of invention technique in developing writing skill.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. To find out the effectiveness of invention technique to develop writing skill.
- b. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This study provides information about organizing and conducting the invention technique in language classroom situation. Nepali learners of English have difficulties to develop writing skill. So, this research aims at reducing such difficulties faced by the students of intermediate level, especially grade XI. Moreover, this study specially focuses on invention technique as one of the important techniques for teaching writing skill. It certainly arouses a new interest among experts, language users, curriculum developers, practitioners, teachers, textbook writers, syllabus designers and even the university students who are going to pursue their carrier in teaching. It will offer another opinion for dealing with the challenges created by heterogeneous class of students in teaching writing. So, it will be significant for the teachers willing to use different techniques to teach writing. This student centered approach is

supposed to benefit both the teacher and students by providing them opportunity to take advantage of each other's expertise and strength. More particularly, it is significant to those teachers and students who are directly or indirectly involved in teaching and learning of writing skill.

CHAPTER TWO

METHODOLOGY

This chapter briefly describes the methods and procedures adopted to carry out this study. Sources of data, sampling procedure, research tools, and their preparation, administration are described below. Hence, to fulfil the objectives of the study, the following methodology was adopted.

2.1 Sources of data

Both the primary and secondary sources of data were used to meet the objectives.

2.1.1 Primary Sources of Data

The primary sources of data was the total number of students that is, thirty students of class XI studying at Shree Jana Jyoti Higher Secondary School of Sankhuwa- Sava district.

2.1.2 Secondary Sources of Data

Various books, journals, articles, reports, websites and other written documents available in printed form and electronic media which were related and helpful to the present study has been consulted for the facilitation of the study. Some of them were: Raimes (1983), Brown (2001), Harmer (2008), Norton (2009), Gardner (2009), Richards (2010), Leki (2010).

2.2 Sampling Procedure

I have purposively selected Shree Jana Jyoti Higher Secondary school of Sankhuwa- sava district as my study area. The total number of students of class XI that is, thirty students has been selected for the study.

2.3 Tools for Data Collection

Test items prepared for the pre- test and post- test were the major tools for data collection. A set of test items, which consists of five test items carrying 50 full marks, were prepared for pre- test and post-test. The marks had been

distributed equally to each of the questions. The same item will be used in both pre-test and post-test. I have used a pre- test, three progressive tests and a post-test to collect the data.

2.4 Process of Data Collection

In order to collect the required data, the researcher followed the following processes:

- a. At first, I went to the selected higher secondary school and ask the authority for permission to carry out the research. Additionally, I build rapport with them.
- b. Then, I explained the purpose and the process of the research and required them to get permission to carry out the research.
- c. After getting permission from the principal, I consulted the English teacher and requested him to take part in it. I assured him of the confidentiality in terms of ethics of research.
- d. After that, I had prepared a set of question. Then, I went to the classroom and conducted pre-test to know the students' writing ability.
- e. After analyzing the scores of pre-test, I started my teaching based on lesson plans.
- f. I administered progress tests after the interval of five days.
- g. After teaching altogether twenty lessons, I conducted a post test.
- h. Finally, I analyzed the scores of pre-test, progress tests and post-test to measure the students' development of writing through the use of invention techniques by using simple statistical tools like average score and percentage.

2.5 Limitations of the Study

This study will have the following limitations:

- a. The study was limited to the students of grade XI studying at Shree Jana Jyoti Higher Secondary School of Sankhuwa- sava district.
- b. It was limited in teaching writing skills that is, essay writing and paragraph writing only.
- c. The primary data was collected from written tests.
- d. It was limited to only thirty students of that higher secondary school.
- e. It was limited to twenty days teaching only.
- f. Test items were limited to grade XI Link English.
- g. It was limited on rural area's school of Nepal.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, I have analyzed and interpreted the data collected from primary sources. The primary sources of data were obtained through a pre-test, three progressive tests and a post-test. Data collection was initiated through the objectives of research study in mind that is to find out the effectiveness of invention technique in writing skills and to suggest some pedagogical implications. For this purpose, the data have been tabulated and analyzed in the following order:

- i. Analysis and interpretation of pre-test and post-test scores
- ii. Analysis and interpretation of the individual test scores obtained from the pre-test, progressive test and post-test

iii. Comparative analysis and interpretation of the scores

3.1 Analysis and Interpretation of Pre-test and Post-test Scores

Pre-test was administered before starting any lesson which was set covering all the teaching items on writing skill which were taught during the field study. But post-test was administered after teaching all the lessons. The question items were the same of the pre-test and the post-test. The full marks of both tests were same that is fifty but percentage and average scores of the two tests were very different. The comparisons of both tests have been shown in the following table:

Table No. 1

Comparison of the Pre-test and Post-test Scores

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased percentage	Average score
Pre-test	30	1500	520	34.67%	-	-	17.33
Pre-test	30	1500	1121	74.73%	601	40.06%	37.36

The above table clearly shows that the total score of pre-test was 520 i.e. 34.67%. Whereas the total scores of post-test was 1121 i. e. 74.73%. It shows that the percentage of post-test had increased very high than that of the pre-test. Thus, there is the vast difference between the score of pre-test and post-test. The average score of the pre-test was 17.33 and the average score of post-test was 37.36%. So, the difference of the percentage and individual average scores between the two tests proved that grade eleven students' writing proficiency was increased by teaching through invention technique.

3.2 Analysis and Interpretation of Individual Test Scores Obtained Through Pre-test, Progressive Tests and Post-test

This section comprises the analysis and interpretation of the students' score on the pre-test, progressive tests and post-test.

3.2.1 Analysis and Interpretation of Pre-test Score

The pre-test was administered after building rapport with the school administration and students in order to determine the students' initial proficiency in writing paragraph and essays. I administered a set of test items which carried fifty full marks and the test items were related to free writing that is paragraph writing and essay writing but the topics were taken from the Link English of grade XI. (See appendix III)

The number of students who obtained the same score have been grouped in the same row and their obtained score have been given in the table as below:

Table No. 2

Students' Score in the Pre-test

S. N.	Full Marks	Marks obtained in frequency	No. of students	Percentage	Average score
1	50	29	1	58%	17.33
2	50	27	1	54%	17.33
3	50	26	1	52%	17.33
4	50	24	3	48%	17.33
5	50	21	1	42%	17.33
6	50	20	1	40%	17.33
7	50	19	2	38%	17.33
8	50	18	3	36%	17.33
9	50	17	3	34%	17.33
10	50	16	2	32%	17.33
11	50	15	2	30%	17.33
12	50	14	1	28%	17.33
13	50	13	3	27%	17.33
14	50	12	3	24%	17.33
15	50	11	1	22%	17.33
16	50	10	2	20%	17.33
Total	1500	520	30	34.67%	519.9

As the above table shows, the total full mark of the pre-test is 1500. Out of 1500, the total obtained mark is 520 i.e. 34.67%. The total average score of the pre-test is 519.9. The highest score of pre-test is 29 i.e. 58% which is obtained by only one student and the lowest score is 10 i.e. 20% which is obtained by two students. The individual average score of the pre-test is 17.33 which is obtained by three students. Likewise, 13 students have obtained higher scores and 14 students have obtained lower scores than the individual average scores. 53% of the students are above the average and 46.67% of them are below in the pre-test. Thus the result of the pre-test is not satisfactory.

3.2.2 Analysis and Interpretation of the First Progress Test Score

After administering the pre-test, I started teaching based on my lesson plan in different ways like cubing, branching, looping on paragraph and essay writing. Then, I administered the first progress test in order to determine the students' writing proficiency at the interval of five classes. Those five lesson plans were related to different ideas based on their experiences or imaginations. After conducting the first progress test, the score was calculated and the record was kept. The following table clearly shows the students' score in the first progress test:

Table No. 3

Students' Score in the First Progress Test

S. N.	Full Marks	Marks obtained in frequency	No. of students	Percentage	Average score
1	20	11	3	55%	7.2
2	20	10	4	50%	7.2
3	20	8	7	40%	7.2
4	20	7	4	35%	7.2
5	20	6	6	30%	7.2
6	20	5	3	25%	7.2
7	20	4	3	20%	7.2
Total	600	216	30	36%	216

As the table shows, the total full mark of first progress test is 600. Out of 600, the total obtained mark is 216 i. e. 36%. The highest score of the first progress test is 11 i. e. 55% which is obtained by two students and the lowest score is 4, i.e. 20% which is obtained by four students. The individual average score of first progress test is 7.2 which is obtained by 4 students. Likewise, 7 students have obtained higher score than the individual average score. The result clearly shows that the students have not progressed in writing essays, paragraphs.

23.33% of the students are above the average and 53.33% of them are below in the progress test.

3.2.3 Analysis and Interpretation of the Second Progress Test Score

When the first progress test was administered and kept record, other five lessons were taught on writing skill through invention technique. After teaching those ten lessons i.e. ten class days in total, again another progress test was administered. The scores of the students on second progress test were recorded and tabulated as follows:

Table No. 4

Students' Score on Second Progress Test

S. N.	Full Marks	Marks obtained in frequency	No. of Students	Percentage	Average score
1	20	13	3	65%	9.2
2	20	12	4	60%	9.2
3	20	10	6	50%	9.2
4	20	9	8	45%	9.2
5	20	8	7	40%	9.2
6	20	7	2	35%	9.2
Total	600	276	30	46%	276

As the table shows, the total full mark of the second progress test is 600. Out of 600, the total obtained mark is 276 i.e. 46%. The total average score of the second progress test is 276. The highest score of the second progress test is 13 i.e. 65% which is obtained by 3 students and the lowest score is 7 i.e. 35% which is obtained by 2 students. The individual average score of the second progress test is 9.2 which is obtained by 8 students. Likewise, 13 students have obtained higher score and 9 students have obtained lower score than the individual average score. 43.33% of the students are above the average and 30% of the students are below in the second progress test. Thus, the result clearly shows that the students have been progressed in writing.

3.2.4 Analysis and Interpretation of Third Progress Test Score

Third progress test was administered after the completion of 15 periods based on the lesson plans. The following table records the scores of the students on third progress test:

Table No. 5

Students' Score on Third Progress Test

S. N.	Full Mark	Marks obtained in frequency	No. of Students	Percentage	Average score
1	20	17	3	85%	15.3
2	20	16	12	80%	15.3
3	20	15	10	75%	15.3
4	20	14	2	70%	15.3
5	20	13	2	65%	15.3
6	20	12	1	60%	15.3
Total	600	459	30	76.5%	459

The above table reveals the fact that the total full marks of the third progress test is 600. Out of 600, total obtained score is 459 i.e. 76.5%. The highest score of the third progress test is 17 i.e. 85% which is obtained by 3 students and the lowest score is 12 i.e. 60% which is obtained by only one student. The individual score of third progress test is 15.3 which is obtained by 10 students. Likewise, 15 students have obtained higher score and 5 students obtained lower score. Thus, the result clearly shows that the students have progressed in essay and paragraph writing. 50% of the students are above the average and 16.67% of them are below in the third progress test. So, the result of the third progress test is satisfactory and progresses of the students have shown the changed situation in the classroom teaching.

3.2.5 Analysis and Interpretation of the Post-test Score

After teaching all the twenty lessons, I administered the post-test in order to determine the students' writing progress of the whole duration of my research period. The question items of post-test were the same questions which were administered in the pre-test i.e. the questions of the pre-test and the post-test cover the all lessons which were set from the topics taught during the field study. The following table clearly shows the score of the students in post-test:

Table No. 6

Students' Score in the Post-test

S. N	Full Mark	Marks obtained in frequency	No. of Students	Percentage	Average score
1	50	45	2	90%	37.36
2	50	44	3	88%	37.36
3	50	42	5	84%	37.36
4	50	39	7	78%	37.36
5	50	37	6	74%	37.36
6	50	33	2	66%	37.36
7	50	28	3	56%	37.36
8	50	23	1	46%	37.36
9	50	21	1	42%	37.36
Total	1500	1121	30	74.73%	1120.8

Observation of the above table shows the fact that 1500 is the total full marks of the post-test. Out of 1500, total obtained mark is 1121 i.e. 74.73%. The highest score of post-test is 45 i.e. 90% which is obtained by 2 students and the lowest score is 21 i.e. 42% which is scored by only one student. The individual average score of the post-test is 37.36 which is obtained by 6 students.

Likewise, 17 students have obtained higher score and seven students obtained lower score than the individual average score. Thus, the result clearly shows that the students have progressed in writing teaching through invention

technique. Around 57% of the students are above the average and 23% of them are below in the post-test and if we compare the score of the post-test, the result of the post-test is far better than the pre-test result.

3.3 Comparative Analysis and Interpretation of the Test Scores

Here, the result of all the tests viz. pre-test, first progress test, second progress test, third progress test and post-test are compared and analyzed with each other.

3.3.1 Comparative Analysis and Interpretation of Pre-test and the First Progress Test

In this comparison, the score of the pre-test and the first progress test are analyzed, interpreted and compared. The comparison of the scores of both tests is clearly shown in the following table:

Table No. 7

Comparison of Pre-test and First Progress test

Test	No. of students	Total marks	Obtained marks	Percentage	Increased percentage	Average Score
Pre-test	30	1500	520	34.67%	-	17.33
Post-test	30	600	216	36%	1.33%	7.2

The above table indicates that the total obtained mark of pre-test was 520 i.e. 34.67% and the total obtained mark of the first progress test was 216 i.e. 36%. Thus, the mark in first progress test was increased by 1.33%. So, the difference between the two tests proved that grade eleven students' level on writing was slightly improved by teaching through invention technique.

3.3.2 Comparative Analysis and interpretation of the First Progress Test and the Second Progress Test Scores

In this comparison, the scores of the first progress test and the second progress test are analyzed and compared. The comparison of both tests is presented in the table below:

Table No. 8

Comparison of the First Progress Test and the Second Progress Test Score

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased Percentage
First progress	30	600	216	36%	-	-
Second progress	30	600	276	46%	60	10%

It is obvious from the above table that 216 was the total mark of the first progress test. In other words, the total percentage of the first progress test was 36%. In the same way, 276 was the total marks of the second progress test and the total percentage in the second progress test was 46%. Second progress test was increased by 60 or 10%. Therefore, increased percentage of second progress test proved that grade eleven students' writing proficiency has been developed by teaching them through invention technique in the classroom.

3.3.3 Comparative Analysis and Interpretation of the Second Progress Test and the Third Progress Test Score

In this comparison, the scores of the second progress test and third progress test are analyzed and compared. The comparison of both tests can be presented in the following table.

Table No. 9

Comparison of the Second Progress Test and the Third Progress Test

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased percentage
Second progress test	30	600	276	46%	-	-
Third progress test	30	600	459	76.5%	183	30.5%

As the table shows, the total obtained marks in the second progress test was 276 i.e. 46%. Whereas the total obtained scores in the third progress test was 459 i.e. 76.5% out of 600. In other words, third progress test score was increased by 183 or 30.5%. Therefore, increased percentage of the third progress test proved that grade eleven students' writing proficiency was developed through using different invention techniques of teaching writing skills in the classroom.

3.3.4 Comparative Analysis and Interpretation of the Third Progress Test and the Post-test Score

The scores of the both tests i.e. third progress test and the post test are also analyzed and compared with each other as in the following table:

Table No. 10

Comparison of the Third Progress Test and the Post-test Scores

Test	No. of students	Total marks	Obtained marks	Percentage	Increased marks	Increased percentage
Third progress test	30	600	459	76.5%	-	1.77%
Post-test	30	1500	1121	74.73%	662	-
Average score of third progress test 15.13						
Average scores of post-test 37.36						

As the table shows that out of 600 marks, students have obtained 459 i.e. 76.5% marks in third progress test whereas out of 1500 marks, students have obtained 1121 i.e. 74.73%. The average score of third progress test was 15.3 and the average score of post test was 37.36. The difference of average score between third progress test and post test proved that grade eleven students' writing proficiency on writing have developed through teaching using invention technique.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

As a whole, all learners were found to have better performances on paragraph and essay writing. The overall percentage of post-test indicates that learners' level of writing is higher than that of pre-test. It shows that students have better performances on the given task related to writing essays and paragraphs after teaching through using invention technique in the classroom.

Additionally, the specific findings of the study have been derived from the analysis and comparison of the data below:

- a. It was found after the analysis and comparison of the pre-test and post-test that the total score of the pre-test was 520 i.e. 34.67% and the total score of post-test was 1121 i.e. 74.73%. The increased mark of the post-test was 601. Therefore, from the increased it can be said that there is vast difference between the pre-test and post-test.
- b. When the score of first progress test was analyzed and interpreted, it was found that the total score of all students was 216 i.e. 36%. The highest score was 11 i.e. 55%, the lowest score was 4 i.e. 20% and the individual average score was 7.2. Thus, from the percentage, it can be said that the result of the first progress test was satisfactory.
- c. After the analysis and interpretation of the second progress test, it was found that the total mark of the second progress test was 276 i.e. 46%. Individual average score was 9.2. Similarly, the highest score was 13 i.e. 65% and the lowest score of second progress test was 7 i.e. 35%. Thus, from the percentage, it can be said that the result of second progress test was satisfactory.

- d. From the analysis and interpretation of the third progress test, it was found that the total mark of third progress test was 459 i.e. 76.5%. The individual average score was 15.3. Similarly, the highest score was 17 i.e. 85% and the lowest score was 12 i.e. 60%. Thus, from the percentage, it can be said that the result of third progress test was fruitful than the first and second progress tests.
- e. After analysis and interpretation of the post-test, it was found that the total mark was 1121 i.e. 74.73%. The total average score was 1120.8 and the individual average score was 37.36. Similarly, the highest score was 45 i.e. 90% and the lowest score was 21 i.e. 42%. So, it can be said that the result of the post-test was far better than the pre-test.
- f. It was found that the total percentage of pre-test was 34.67% and the total percent of first progress test was 36%. It means the percent of first progress test was increased by 1.33%. Thus, it can be proved that percentage was increased slowly in the first progress test than the pre-test.
- g. In comparison to the first progress test, it was found that the total obtained percent was 36% in first progress test and the total obtained percent was 46% in second progress test. The increased percentage of second progress test was 10%. Thus, it was proved that progress of the students was increased in second progress test.
- h. In comparison to the second progress test and third progress test, it was found that the total percentage in second progress test was 46% and the total percentage in the third progress test was 76.5%. The increased percentage was 30.5%. So, the progress test was increased in the third progress test than the second test.

In conclusion, all the test results thus made it obvious that students' writing skill was developed through using invention technique in grade XI.

4.2 Recommendations

On the basis of the findings of the research, I have made the following recommendations for pedagogical implications:

- a. Based on the analysis, interpretation and comparison of all the data, it was found that the students had increasing result in all the tests. Thus, it is proved that invention technique seem very effective in order to develop writing skills. Therefore, it is advised that the learners should follow the invention technique to develop writing skill in the English Language Class.
- b. According to analysis, interpretation and comparison of data it was found that the percentage kept on increasing. Thus, invention technique can be used to develop writing proficiency of the learners.
- c. In order to make the students self confident in learning a second language especially to develop writing skill, invention technique has to be applicable in the classroom.
- d. Use of invention technique in teaching skill seems to be better means of lessening the boredom of teacher. Hence invention technique should be used while teaching writing skill.
- e. Syllabus designers, methodologists and textbook writers are advised to include the invention technique in the course of study as far as possible.
- f. Teaching creative writing opens the gate of knowledge and expands its area through creating different types of writing which are totally based on their experiences and imaginations of the learners. It can be foster with the help of invention technique. Thus, it should be included in the course of study.
- g. Invention technique is an effective technique for developing confidence, co-operation, positive interdependence and decreasing the unhealthy competition and shyness in the students. Therefore, it should be used by all the teachers.

- h. Qualities like positive attitude towards each other, trust upon each other, respect to each other, mutual understanding, frankness, curiosity to learn and collaborating should be possessed by the learners, as these are the essence to learning writing skill among learners. Therefore, teachers should be aware of these qualities while creating friendly classroom environment.
- i. In order to make the students more active, more participants in the classroom, invention technique to learning writing skill should be applied in the ELT classroom.
- j. The present study which was carried out in a government aided secondary school situated in an urban area. The result of the single study is insufficient to decide the effectiveness of invention technique in all situations. Thus, more action research in other situation i.e. rural schools and different levels should be carried out.

This study is limited to 30 students of grade eleven of Jana Jyoti Higher Secondary school, Sankhuwa Sava district. Only free writing was taught during the experimentation. Thus, it cannot be claimed that the findings of the study are applicable to all schools of Nepal. Therefore, it is desirable to carry out the further studies involving more number of students and schools to verify the findings of the study.

References

- Bhattarai, A. (2005). *Action research: A reflective cycle*. Journal of NELTA. Vol 1 no 1,2.
- Block, D. and Cameron, D.(2002). *Globalization and language teaching*. London : Routledge.
- Brown, H.D. (2001). *Teaching by principles*. London: Longman.
- Carter, R. and Nunan, D. (2001). *Teaching English to speakers of other languages*. New York: Cambridge University Press.
- Cohen, et al. (2007). *Research methods in education*. India: Routledge.
- Cowan, R. (2009). *The teacher's grammar of English*. Cambridge: Cambridge University Press.
- Crystal, D. (2008). *The dictionary of linguistics and phonetics*. London: Blackwell publication.
- Dahal, R. C. (2009). *The effectiveness of process writing*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.
- Gautam, M. P. (2011). *Effectiveness of co-operative learning in teaching writing*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.
- Gardner, P.S. (2009). *New directions: reading, writing and critical thinking*. New Delhi: CUP.
- Gurung, M. (2011). *Developing writing through continuous assessment*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.
- Harmer, J. (1991). *The practice of English languages teaching*. London: Pearson Longman.
- _____. (2008). *The practice of English languages teaching*. London: Pearson Longman.
- Jespersen, O. (1954). *Language, its nature, development and origin*. London: Collier MacMillan.

- Kumar, R. (2006). *Research methodology*. India: Pearson Education.
- Leki, I. (2010). *Academic Writing: Exploring process and strategies* (2nd ed.). Cambridge: CUP.
- Mishra, N. R. (2011). *Effectiveness of strip- story in developing writing skill*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.
- Neupane, N. P. (2011). *Academic Writing*. Kathmandu: Jupiter Publishers and Distributers Pvt. Ltd.
- Neupane, S. (2008). *Effectiveness of teaching aids in the development of writing skill*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.
- Niraula, G. (2008). *Upgraded nonstop writing as a tool to improvement writing skills*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.
- Norton, L. S. (2009). *Action research in teaching and learning*. London: Routledge.
- Nunan, D. (1992). *Research Methods in language learning*. Cambridge: CUP.
- Pandey, I. (2004). *A study on the effectiveness of project work technique in developing writing skill*. An unpublished M. Ed. thesis, T.U. Kirtipur, Kathmandu.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Richards, J. C. (2010). *Reflective teaching in second language classrooms*. Cambridge: CUP.
- Richards, J.C. and Farrell, T.S.C. (2010). *Professional development for language teachers: strategies for teacher learning*. Cambridge: CUP.
- Richards, J. C. and Rodgers, T. S.(2001). *Approaches and methods in language teaching*. Cambridge: CUP.
- Rijal, M. p. (2011). *Role of co- operative language learning in teaching writing*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.

Rimal, L. N. (2004). *The effectiveness of group work technique in learning writing skill in English*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.

Rivers, W. M. (1968). *Teaching foreign language skills*. Chicago: The University of Chicago press.

Sharma, B. K. and Phyak, P.B. (2009). *Teaching English language*. Sunlight publication kirtipur, Kathmandu.

Sharma, A. (2010). *Techniques used by the teachers while teaching writing skills*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.

Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford: OUP.

Wallace, M.J. (1998). *Action research for language teachers*. Cambridge: CUP.

Widdowson, H. G. (1978). *Teaching language as communication*. Oxford: OUP.

Yadav, K. S. (2010). *Effectiveness of process approach for developing writing skill*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.

www.inventiontechnique.com

writingcenter.tamu.edu/.../inventiontechnique

APPENDICES

Appendix I

Pre and post test items

Date.....

Name:

Full Mark: 50

Name of the school: Shree Jana Jyoti Higher Secondary

Time: 2 hours

Class: XI

Attempt all the questions.

Q. No.1. Write an essay on "Importance of Women Education in Nepal". (10)

Ans.

.....

Q. No.2. Write an essay on "Environmental pollution". (10)

Ans.

.....

Q. No.3. Write a paragraph on importance of English language. (10)

Ans.

.....

Q. No.4. Write a paragraph describing your first day experience in college. (10)

Ans.

.....

Q. No.5. Write a paragraph on impact of over population. (10)

Ans.

.....

Second Progress Test

Date:.....

Name:

Full Mark: 20

Name of the school: Shree Jana Jyoti Higher Secondary

Time: 1 hour

Class: XI

Q. No.1. Write an essay on "Tourism in Nepal".

(10)

Ans.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Q. No.2. Write a short description of a place where you have recently visited.

(10)

Ans.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Third Progress Test

Date:.....

Name:

Full Mark: 20

Name of the school: Shree Jana Jyoti Higher Secondary

Time: 1 hour

Class: XI

Q. No.1. Write an essay on "Student Life". (10)

Ans.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Q. No.2. Write a paragraph explaining what you and your partner are planning to do in the holiday. (10)

Ans.....
.....
.....
.....
.....
.....
.....

Appendix-II

Lesson Plan No. 1

School: Shree Jana Jyoti Higher Secondary

Teaching Item: Writing

Date: 2068-04-15

Topic: Tourism in Nepal

No. of students: 30

Class: XI

Time: 45 minutes

2. Specific objectives:

On completion of this lesson, the students will be able to make a list of ideas that come into their mind and write a paragraph on the given topic.

2. Teaching Materials:

- daily used materials
- A chart having clues

3. Teaching learning activities

a. Presentation

- The teacher will ask the following questions to motivate the students:
 - Who are the tourists?
 - Have you ever seen the tourists?
 - Why do they come to our country?
 - When do they visit in Nepal?
 - What is tourism? What are the types?
- Students will reply orally.

b. Practice:

- The teacher will ask the students to make a list of ideas that come into their mind about the topic 'Tourism in Nepal.'
- Students list down the ideas that come into their mind in the exercise book.
- The teacher will show the clue chart and asks the students to compare and add if they have not mentioned in their list.

c. Performance:

- The teacher will ask the students to make similar list of ideas with the help of the given clues.
- Students will prepare a list in their exercise book with the help of the given clues.
- The teacher will ask them to write a paragraph with the help of given clues.
- Students will write a paragraph with the help of clues.
- Teacher will facilitate them if necessary.

4. Homework

Prepare a list of ideas that come into your mind about the topic 'Tourism in Nepal' and prepare a readable paragraph with the help of those clues.

Lesson Plan No. II

School: Shree Jana Jyoti Higher Secondary

Teaching Item: writing

Date: 2068-04-30

Topic: Pollution

No. of students: 30

Class: XI

Time: 45 minutes

1. Specific objectives:

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of the given clues.

2. Teaching Materials:

- A chart having clues
- Cutout picture.

3. Teaching learning activities

a. Presentation:

- The teacher will ask the following questions to motivate the students:
 - what is pollution?
 - why is it a problem?
 - why do we need a solution?

b. Practice:

- The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.
- Students list down the ideas that come into their mind about the problem that can be seen in the picture.
- The teacher will show the chart having clues about problem caused by pollution and asks the students to compare and add in their list.

c. Production:

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- The students write a readable paragraph with the help of given clues.
- The teacher will facilitate if necessary.

4. Homework

Prepare an outline of an essay on the topic 'pollution.' Then write an essay in about 250 words with the help of outline that you have prepared.