

**EFFECTIVENESS OF PROJECT BASED LANGUAGE  
LEARNING IN TEACHING CREATIVE WRITING**

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

**Submitted by  
Prakash Dahal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2016**

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## **DECLARATION**

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

Date: 25/08/2016

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prakash Dahal** has prepared this thesis entitled **Effectiveness of Project Based Language Learning In Teaching Creative Writing** under my guidance and supervision.

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# **DEDICATION**

**Dedicated**

**to**

**My parents who devoted their life to make me what I am today**

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## ABSTRACT

This research study entitled "**Effectiveness of Project Based Language Learning In Teaching Creative Writing**" was an attempt to find out the effectiveness of project based language learning in teaching creative writing and suggest some pedagogical implications. The study was conducted in Rupratna Memorial Boarding School, Jhapa. The students of class nine were purposively selected as the sample of the study. A pre-test was administered before starting teaching. The twenty students were taught for a month using project based language learning method by dividing two groups i.e. control and experimental. The test was administered, data were analysed using statistical tools like average, percentage, mean and presented using para orthographical modes like tables. From analysis and interpretation of score obtained by the students in pre-test and post-test, it shows that PBL method is an effective method in teaching creative writing because experimental group excel control group by 10.33 average percent.

This thesis consists of five chapters. The **first chapter** deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms. The **second chapter** covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The **third chapter** deals with the methods and procedures of the study which includes design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. Likewise, the **fourth chapter** presents the analysis and interpretation of results. It also includes analysis of data and interpretation of results and summary of the findings. The **Fifth chapter** deals with conclusions and recommendations followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	—	Percentage
CLL	—	Cooperative Language Learning
CUP	—	Cambridge University Press
B.Ed.	—	Bachelor of Education
Dr.	—	Doctor
ELT	—	English Language Teaching
et al.	—	and other people
etc.	—	et cetera
F.M.	—	Full Marks
i.e.	—	that is
M.Ed.	—	Master degree in Education
NELTA	—	Nepal English Language Teachers' Association
NESP	—	National Educational System Planning
NNS	—	Non-native Speaker
NS	—	Native Speaker
No.	—	Number
OUP	—	Oxford University Press
P.	—	Page Number
R.N.	—	Roll Number
S.N.	—	Serial Number
T.U.	—	Tribhuvan University
UK	—	United Kingdom
Vol.	—	Volume

# CHAPTER ONE

## INTRODUCTION

This study is on the **Effectiveness of Project Based Language Learning In Teaching Creative Writing**. This chapter consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of the Study

Language is the most community used means of communication. It is one and only the property of human being. It is what that puts human being different from all other animals .Human beings use language to express their emotions, feelings, thoughts ,ideas ,experiences etc. And more importantly they use it to communicate with each other. Language is perhaps the easiest means to get the things done. Jespersen (1954) says:

Language is frequently spoken form of as a ‘living organism’. We hear the ‘life’ of a language, of the ‘birth’ of new language 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 word. 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, political and so on.

According to Sapir (1978, p. 8) “Language is a purely and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols”. Similarly, Bloch and Trager (1942, p. 5) wrote

“A language is system of arbitrary vocal symbols by means of which a social group co-operates (as cited in Lyons, 2005, p. 4). In rather sociolinguistic way, Wardhaugh (1977, p. 1) defines language as “what the members of a particular society speak”. Similarly, in the Encyclopedia Britannica (1990, Vol. XIII. p. 639) language is defined as “an arbitrary system of vocal symbols by means of which human beings as a member of social group and participants in a culture interact and communicate”. Unlike the other definition mentioned above Chomsky (1957, p. 13), has defined language as “a set (finite or infinite) of sentences, each finite in length and constructed out finite set of elements” (as cited in Lyons, 2005, p. 7).

Language is learning for communication, in which all aspects of communicative competence should be noted. It is a complex system consisting of at least six components phonology, morphology, syntax, lexicon, speech acts and discourse. Language is purely human but structurally complex. It is unique and creative. It is not only means of communication but it is also social phenomenon which is used in our society to establish the relationship among the human beings.

Crystal (1995, p. 108) opines, “English holds special status of medium of communication”. There are more than 6000 languages spoken in the world .By the end of the 20<sup>th</sup> century, English was already well established as a genuine lingua-franca that is a language used widely for communication who do not between people share the same first or second language. English is also mother tongue of many people in the world .Such ‘native speakers’ is increasingly outnumbered by people who have English as a second or third language and use it for international communication.

English is used to get worldwide knowledge in various fields like literature, academic, scientific and technological discoveries. As the Nepali language cannot fulfill our needs of scientific and technological knowledge of the world, Nepal needs English language for the acquisition and transmission of the

scientific and technological knowledge for tourism and business and as a language for higher education.

Awasthi (2003) states:

There was no college and University for higher education in Nepal until Tri-Chandra College was opened in 1918. English for higher level was introduced with the opening of Tri-Chandra College. However, there was no provision for teacher training. ELT in Nepal started in 1971 with the implementation of National Educational System Planning (NESP) and the same year Tribhuvan University started B. Ed. program in English education (p. 22).

This statement clarifies that in Nepal, the English language started from the mid 19<sup>th</sup> century, which is very late.

Although the teaching of English in Nepal began in the time of the Rana's Regime, English language teaching situation of Nepal is not good. The importance of English in the present day world is being increased and Nepal cannot be exception to it. One who has a good command to English can easily survive in any part of the world.

PBL is taken as an alternative to paper based, rote, memorization, teacher-centered or classroom based learning modes. It is a compressive approach to classroom teaching and learning that is designed to engage students in the investigation of authentic problems. An argument for why projects have the potential to help learner learn; indicates the factors in project design that affect motivation and thought, examine difficulties that students and teachers may encounter with projects and describe how technology can support. In PBL learning students do not memorize facts and recall information ; they learn more deeply by doing or that is the goal at least.

## **1.2 Statement of the Problems**

It is said that writing is the act of putting down something which has been spoken in conversation into graphic form. Writing refers to the expression of ideas in a connective way. Writing and speaking are clearly different activities. Writing is more difficult than reading, although listening, speaking and reading skills are said to be pre-requisite to writing. Normally, writing begins from copying. The ultimate goal of writing is to compose creative pieces of texts in written forms. To improve students writing skill, we can apply various techniques. Among them, one of the techniques to teach creative writing is project based learning. As a student I experienced in the existing teaching learning situation. Students are not free to choose the task, feedback is not really given to improve their tasks, class is more teachers centered.

Because of these aforementioned points I am interested to carry out a research on this topic effectiveness of project based learning in teaching creative writing

## **1.3 Objectives of the Study**

The present study has the following objectives:

- To find out the effectiveness of PBL on teaching creative writing and
- To suggest some pedagogical implications.

## **1.4 Research question**

I had the following research question

- What are the effectiveness of PBL on teaching creative writing?

## **1.5 Significance of the Study**

Project based learning is the most useful learning approach among other approaches. This study aims at revealing the effectiveness of project based language learning in teaching creative writing. It will arouse new interest among experts, curriculum designers, teachers and students who are going to pursue their carrier in teaching sector. It will offer another options for dealing with the challenges created by heterogeneous class of students in teaching creative writing. It deals with the possibility of direct implication of the strategy under consideration. Therefore, this student's centered approach is supposed to benefit both the teachers and the students by providing them opportunity to take advantages 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 creative writing.

## **1.6 Delimitations of Study**

The present research consisted of the following delimitations:

- i) This study was limited to a single private school of Jhapa district.
- ii) It was limited to teaching creative writing related to short stories, paragraph and dialogue.
- iii) Among many approaches, it was limited to project based language learning only.
- iv) The population of this study was only nine grade students.
- v) The duration of teaching was twenty eight class periods.
- vi) The findings were based on the analysis and interpretation of the test scores obtained through pre-test and post-test.

## **1.7 Operational Definition of the Key Terms**

**Project based learning:** As a teaching method in which students gain

knowledge and skills by working extended period of time to investigate and respond to a complex question, problem, or challenge.

**Creative writing:** In my study creative writing is that which refers to paragraph writing, short story writing and poem writing.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

#### **2.1 Review of the Theoretical Literature**

Here, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributing to my research work are discussed below:

##### **2.1.1 Project Based Learning: An Introduction**

Project based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying. Project-based learning, as with all lessons, requires much preparation and planning. It begins with an idea and an essential question. When we are designing the project and the essential question that will launch the activities, it is important to remember that many content standards will be addressed. With these standards in mind, we devise a plan that will interact as many subjects as possible into the project. Project Based Learning is a teaching method in which students get knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Over the course of a project, students might take the roles scientists, historians, screenwriters, or experts from other disciplines. Look to these disciplines for appropriate end-of-project assessment ideas. What sorts of products would we expect from a biologist, poet, or social scientist? What do professionals from these fields make, do, or perform? Expect similar products or performances from your students at the culmination of a project to show what they have learned. Authentic products naturally reflect the learning goals and content standards identified during project planning. They do not feel fake or forced. The Coalition of Essential Schools, a proponent of performance-based assessment, suggests a wide range of final products to jump-start your thinking <http://www.essentialschools.org/resources/115>. As the essential elements of PBL, Harper and Karoll (2008, p. 152) suggest following elements.

- **Significant Content** - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- **21st century competencies** -Students should build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are

explicitly taught and assessed.

- **In-Depth Inquiry** - Students are engaged in an extended, rigorous process of asking questions, using resources; and developing answers.
- **Driving Question** - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- **Need to Know** - Students see the need to gain knowledge, understand concepts. and apply skills in order to answer the driving question and create project products, beginning with an entry event that generates interest and curiosity.
- **Voice and Choice** - Students are allowed to make some choices about the products -to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- **Critique and Revision** - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- **Public Audience** - Students present their work to other people, beyond their classmates and teacher.

It is clearly shows that the PBL helps to identify students achievement after using it in ELT classroom and also possible to assess changes in their proficiency. It follows different steps to complete the task and helps to find out students' weakness and helps to overcome. That's why PBL in teaching creative writing is the best way to teach writing in the ELT classroom

### **2.1.2 Steps of Project Based Learning**

It begins with an idea and an essential question. When we are designing the project and the essential question that will launch the activities, it is important to remember that many content standards will be addressed. With these standards in mind, we have to devise a plan that will integrate as many subjects as possible into the project. Next, students will need assistance in managing their time a definite life skill. Finally, have multiple means for assessing our students' completion of the project: Did the students master the content? Were they able to apply their new knowledge and skills? Many educators involve their students in developing these rubrics. Harper and Karoll (2008, pp. 154-156) have mentioned the following steps of PBL.

- Start with the Essential Question
  - Design a Plan for the Project
  - Create a Schedule
  - Monitor the Students and the Progress of the Project
  - Assess the Outcome
  - Evaluate the Experience
- 
- **Start with the Essential Question**

In project based learning, the teacher of first ask a question that will launch a PBL lesson must be one that will engage our students. It is greater than the task at hand. It is open ended. It will pose a problem Or a situation they can tackle, knowing that there is no any absolute answer or solution. Under this topic, teacher starts his lesson by asking some questions. which makes learners to think about the lesson and be prepare for the

- **Design a Plan for the Project**

Without plan there is no works in succession. While designing the project, it is essential that we have in mind which content standards will be addressed. Involve the students in planning; they will feel ownership of the project when they are actively involved in decision making. Select activities that support the

question and utilize the curriculum. Integrate as many subjects as possible into the project. Know what materials and resources will be accessible to the Students to assist them. In this section teacher has to plan about the lesson. For example, teaching essay on a given topic teacher must have a plan. It means to say first of all what should I teach after than one should have the mind about it.

- **Create a Schedule**

Design a timeline for project components. Realize that changes to the schedule will happen. Be flexible, but help the students realize that a time will come when they need to finalize their thoughts, findings, and evaluations. Consider these issues when creating a schedule:

- What time allotment will be given to the project?
- Will this project be conducted during the entire school day or during dedicated blocks of time ?
- How many days will be devoted to the project?

Write full sentence enable success by practicing the following tactics:

- Help students who may not perceive time limits.
- Give students direction for managing their time.
- Teach them how to schedule their tasks.
- Remind them of the timeline.
- Help them set deadlines.
- Keep the essential question simple and age appropriate.
- Initiate projects that will let all students meet with success.

- **Monitor the Students and the Progress of the Project**

To maintain control without preventing students from taking responsibility for their work, we should follow these steps:

- Facilitate the process and the love of learning.
- Teach the students how to work collaboratively.
- Designate fluid roles for group members.

- Have students choose their primary roles, but assume responsibility and interactivity for all group roles.
- Remind them that every part of the process belongs to each individual and needs each student's total involvement.
- I provide resources and guidance.
- Assess the process by creating team and project rubrics.

In this step teachers create schedule about the lesson, such as time for work, date of submission. working area etc. For example to write report about education system in Nepal, he may give the borderline to submit such as July 15. 2015 in the department.

- **Assess the Outcome**

Whenever possible. give the students the opportunity to conduct self-assessment. When a student's assessment and the teacher's assessment don't agree. schedule a student-teacher conference to let the student explain in more detail his or her understanding of the content and justify the outcome.

- Provides diagnostic feedback.
- Helps educators set standards.
- Allows one to evaluate progress and relate that progress to others.
- Gives students feedback on how well they understand the information and on what they need to improve.
- Helps the teacher design instruction to teach more effectively.

- **Evaluate the Experience**

Little time for reflection is available in the busy schedule of the school day, yet reflection is a key component of learning. How do we expect our students to synthesize new knowledge if they are not given time to reflect on what they have discovered? Designate a time for reflection of the daily activities. Allow for individual reflection, such as journaling, as well as group reflection and

discussion. For example, validate what students have learned and make suggestions for improvements.

To enable effective self-evaluation, we should follow these steps:

- Take time to reflect, individually and as a group.
- Share feelings and experiences.
- Discuss what worked well.
- Discuss that needs change.
- Share ideas that will lead to new questions and new project

### **2.1.3 Importance of Project Based Learning**

The experience of thousands of teachers across all grade or levels and subject areas, confirms that PBL is an effective and enjoyable way to learn. Why are so many educators across the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments. Harper and Karoll (2008, pp. 170-177) have mentioned the following steps of PBL.

- Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.
- After completing a project. students remember what they learnt and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
- In the 21st century workplace, success requires more than basic knowledge and skills. In PBL, students not only understand content more deeply but also learn how to take responsibility and build confidence. solve problems, work collaboratively, communicate ideas, and be creative innovators.
- The Common core and other present-day standards emphasize real -

world application of knowledge and skills, and the development of the 21<sup>st</sup> century competencies such as critical thinking, communication in a variety of media. and collaboration. PBL provides an effective way to address such standards.

- It is the use of modern technology in which students use so much in their lives is a perfect fit with PBL. With technology, teachers and students can connect with experts, partners, and audiences around the world, and use tech tools to find resources and information, create products, and collaborate more effectively.
- PBL allows teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.

#### **2.1.4 Language Skills**

Skills mean having enough ability, experience and knowledge to do something. Skill as an ability to produce solutions in same problem domain; it is an ability that has been acquired by training. Language can be used in its all modes and manners in which language is used are known as language skills. Here skills mean to do something expertly and well. Listening, speaking, reading and writing are four skills which have a vital role in English language teaching.

The four skills mentioned above can be classified into two types: receptive and productive. Receptive skills are used for reading and listening skills where meaning is extracted from discourse. Productive skills are used for speaking and writing skills where students actually have to produce language themselves.

Listening is respective skill in which we receive the message or information by listening. In other words, listening refers to the ability that enables the learners to identify and understand speech of someone. Speech involves pronunciation

of consonant and vowel sounds, stress, rhythm and intonations. Therefore, listening is an activity of paying attention we hear.

Speaking is primarily a productive skill because language is primarily manifested in speech. Simply, speaking can be defined as the ability to express oneself fluently in that language. It is the complex and complicated skill: in addition to the structure and vocabulary items, it involves thinking of what is to be said. Speech consists of pronunciation, stress, rhythm, juncture and intonation.

Reading is a receptive skill of language. It is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. It is an active receptive skill because the readers have to be actively involved in reading in order to receive information. Teaching reading opens the gates of knowledge. Therefore, reading is understanding which involves extracting the required information from the text as efficiently as possible.

Writing is a process of representing a sound into symbol. Writing skill is regarded as a powerful medium of expression of thoughts, emotions, ideas and feelings. It is an act of putting down the graphic symbols on paper that represent a language. Richards (1985, p. 313) says “writing is a system of written symbols which represents the sound, syllables or words of language”. It means all languages of the world which have their written form, use graphic symbols that represent spoken sounds.

Writing and speaking are clearly different activities. Writing is more difficult than reading, although listening, speaking and reading skills are said to be prerequisite to writing. The writer becomes more comfortable and fluent in putting his/her thoughts exactly on paper.

### **2.1.5 Importance of Writing Skill**

Writing is one of the most important skills for learning a language. It is a productive skill which needs proper handling of the mechanics of writing to make sensible sentences and paragraphs. Writing is one activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. It provides us chance to acquire others ideas, feelings and thoughts. Among four skills of language, writing is the output of listening, speaking and reading.

In Rivers' (1968, p. 243) words:

Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express him in a polished literacy from which requires the utilization of a special vocabulary and certain refinements structures. Writing is very complex process requiring many composite skills like mental, physical, rhetorical and critical.

Writing has widely been used its orders to transmit old experience, knowledge of religion, philosophy, politics, sociology, literature and culture. Therefore, writing has greater importance in comparison to the other skills of language.

### **2.1.6 Characteristics of Good Writing**

Writing is an art of using language but it is very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure are the most desired things. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thought. According to Richards

(1985, p. 36), some essential characteristics of good writing are introduced as follows:

#### **2.1.6.1 Economy**

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing.

#### **2.1.6.2 Simplicity**

The second quality in good writing is reducing complexities and expressing ideas or thought in a natural way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the message of writing.

#### **2.1.6.3 Clarity**

A good writer should not add complications and should be plausible in his writing. The writing must be free from ambiguity and should also be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements.

#### **2.1.6.4 Contiguity**

Contiguity of thought is another important factor of good writing. There should be continuity of thoughts from one word to following words, from one phrase to next phrase, from one sentence to another sentence and from one paragraph to another paragraph. The concept of thought is based on the natural linkage of ideas. It should maintain standard from the beginning to the end.

#### **2.1.6.5 Free from Errors**

Writing is a permanent record of thought and ideas expressed by a writer. So, it should be accurate. Such written piece should be free from lexical, syntactic, semantic and grammatical errors.

Furthermore, every good writing requires examples and illustrations to explain abstract and difficult ideas. Appropriate facts, figure, depth of knowledge, specific and maximum objectivity are the most necessary things in every piece of writing. The above mentioned characteristics of good writing play a vital role on the writing proficiency of the secondary level students.

#### **2.1.7 Different Models of Writing Skill**

There are two models of writing. They are: expository writing and creative writing. Expository writing is instrumentally motivated in which a writer is bound to certain framework of externally imposed rules and conventions whereas creative writing is aesthetically motivated and deals with imaginative representation of emotions, events, characters and experiences.

The differences between expository writing and creative writing have been mentioned below.

Expository writing	Creative writing
Instrumental	Aesthetic
Facts	Imagination
External control	Internal discipline
Convention	Stretching rules
Logical	Intuitive
Analytical	Associative
Impersonal	Personal
Thinking mode	Feeling mode
Appeal to the intellect	Appeal to the senses

(Alan 2006, as cited in Rai, 2008, p. 102)

Expository writing is essentially instrumentally motivated. We have a quantum of facts, ideas and opinions to put across. A writer is bound to certain framework of externally imposed rules and conventions such as grammatical and lexical accuracy and appropriacy to genre constraints. The aim of expository writing is to be logical, consistent and impersonal and to convey the content as unambiguously as possible to the readers.

Creative writing, by contrast, is aesthetically motivated. It deals less in facts than in the imaginative representation of emotions, events, characters and experience. Contrary to what many believe, creative writing is not writing whatever you like in any way you fancy. It is a highly disciplined activity. But the discipline is self-imposed. In this it stands in contrast to expository writing, which imposes constraints from without. It often proceeds by stretching the rules of the language to breaking point, testing how far it can go before the language breaks down under the strain of innovation. Creative writing is a

personal activity, involving feelings. This is not to say that thought is absent in a piece of creative writing.

The ingenuity of a plot or the intricate structure of a poem are not the products of unthinking minds. An important quality of creative writing however is the way it can evoke sensations. Unlike expository writing, it can be read on many different levels and is multiply interpretable. (Rai, *ibid.* p. 102)

### **2.1.8 Creative Writing and its Importance**

The term “creative writing” suggests imaginative tasks such as writing poetry, stories and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often felt to be some kind of achievement and that “.....most people feel proud in their work and want it to be read” (Ur, 1996, p. 169). This sense of achievement is significantly more marked for creative writing than for other more standard written products.

Creative writing is a journey of self -discovery and self-discovery promotes effective learning (Garfield -vile, 1998, p. 31). When teachers set up imaginative writing tasks so that their students are thoroughly engaged, those students frequently strive harder than usual to produce a great variety of correct and appropriate language than they might for more routine assignments. While students are writing a simple poem about someone they are about, or while they are trying to construct a narrative or tell stories of their childhood, for example they are tapping into their own experiences. This, for some, provides powerful motivation to find the right words to express such experience.

Work in recent years had shown how learning is facilitated by affective engagement (Arnold 1999). Creative writing normally refers to the productions of text which have an aesthetic rather than a purely information instrumental or pragmatic purpose. English language teaching activities today

highly pragmatic. They are mainly result oriented which lead to a focus on the literal meaning of the language at the expense of the figurative, the metaphorical or the playful. Creative writing provides the learners with new ways to play with the language and help them with language and help them use the language for aesthetic and pragmatic purpose. As learners are engaged to manipulate the language in interesting and demanding ways attempting to express uniquely personal meaning, they necessarily engage with the language at the deeper level of processing than with expository writing.

The significance of playfulness in his learning can be hardly exaggerated. Crystal (1998) says: “Reading and writing do not have to be a prison house. Release is possible” (as cited in Rai, 2008, p. 103). The more a child plays with the language the more he learns and the more he learns the language the more he plays with it. In second language teaching, very few teachers provide their learners with the opportunity of playing with the language. They are not allowed to take risk. Alan and Mukundan (2008) say, that without courage to take risks in the new language, however, it is acquired more slowly less confidently and less completely (as cited in Rai, 2008, p. 104).

A very good reason for teaching creative writing is that it increases learners self-confidence and self-esteem, which leads to increase motivation. As they become more self-confident, they actively involved in their creative writing tasks. If they are more confident, they try to explore the language more and they effectively begin to develop a second language personality. Rai (2008. p. 104) states:

Creative writing feeds into more creative reading. It is as it by getting inside the process of creating the text, learners come to intuitively understanding how much such text work, and this makes them easier to read likewise, the development of aesthetic reading skills provides the learner with a better understanding of textual construction and this feeds

into their writing. There is only one thing better than reading a lot for developing writing and that is writing a lot too.

### **2.1.9 Process of Creative Writing**

The process of creative writing is totally different in comparison with other types of writing. In creative writing, students are presented with a topic and then they are free to express their ideas or desires. Creative writing involves the individual selection of vocabulary and structure for the expression of personal meaning; however, the teachers may help the students in the collection of ideas developing an outline, supplying some language materials etc. Creative writing is open ended. Creative writing is a process of writing in which there are no restrictions on pupils for use of vocabulary and structure as well as no restrictions of the length of composition. Students are not bound to think and supply their ideas or desires.

Morley (2005, p. 125-132) has given the following main process of creative writing:

#### **2.1.9.1 Preparing**

The creative process begins in preparation, which includes active reading, imitation, research, play and reflection: all conscious actions. At this stage, moderation helps and discipline and habit will keep striking that light inside we every day. In other words, preparing is directly concerned with two questions like what am I preparing for? And how shall I do this? Some writers and teachers feel that preparation is a setting of attainable objectives and the acquiring of little methods but it is also the setting of our own characters switch for the next months. Therefore, all types of writing, not only creative writing begins their preparation through reading and some degree of conscious planning.

#### **2.1.9.2 Planning**

Planning of creative writing can include research, but can also include other factors, especially acts of premeditation. For example, a poet may choose to produce a collection of poems that possess a governing architecture, mentally structuring a whole book or a book with one or two leitmotifs running through every poem, or a poetic sequence. A creative non-fiction writer usually begins with subject, not only structure and makes a choice; they research the subject and carry out interviews and archive and internet searches.

### **2.1.9.3 Incubation**

Planning and preparation overlap with the incubation stage which can seem a contradiction: a languishing action. In this sense, a writer is always at work. Incubation creates an incoming wave of the sub-conscious that washes over the pages what we will write.

### **2.1.9.4 Beginning**

Beginning is one of the very difficult and important stages of creative writing. Many writers agree that getting started on new pieces of writing is the most difficult of all the writing process. Write any sort of rubbish that covers the outlines of what we intend: the plot outline; character sketches, description; a hackneyed sestina.

### **2.1.9.5 Flowing**

If we keep to the discipline and habit of daily writing then continuing will not present difficulties, not least because we will begin to enjoy the exploration and actively look forward to seeing what happens next flowing in creative writing can also be explained in the words of John Steinbeck as “write freely and as rapidly as possible and through the whole thing done on paper. Never correct or rewrite until the whole things is down”.

### **2.1.9.6 The Silence Reservoir**

The writing process is not unidirectional but a total, an organic process. It is unwise to imagine that 'incubation' wakes on evening; 'beginning' rise with the moon; and 'continuing' follows like sunrise. Each phase smashes or melds into other. The process may be raptures, but sometimes feel like a sequence of raptures or even a series running battles with language. For example, incubation is a part of fluency and flow.

#### **2.1.9.7 Breakthrough and Finish Lines**

One of the matters we will begin to apprehend is not process as such, but a feeling of completion, when forms and structure click together sweetly in your mind. We will also begin to be able to gauge where our work has reached in relation to the target we set in the first place for this project. Writers operate on the same artistic plane for a time, working through several pieces of writing, or even several books. However, given sufficient fluency through practice, they make artistic breakthroughs and leaps while writing one particular piece- a poem or short story. One analogy comes from evolutionary theory.

#### **2.1.10 Various Forms of Creative Writing**

- ◆ Autobiography
- ◆ Collaborative writing
- ◆ Creative non-fiction(personal and journalistic essays)
- ◆ Epic
- ◆ Flash fiction
- ◆ Novel
- ◆ Dramatic writing
- ◆ Poetry
- ◆ Screen writing
- ◆ Story (short)
- ◆ Song writing
- ◆ Bibliography

#### **2.1.11 Misconceptions and Reasons for Creative Writing**

In this materialistic age, ELT focuses on speech because speech is the primary medium of communication. Syllabuses and courses never get tired of praising importance of oral skills viz. listening and speaking and knowingly or unknowingly tend to forget the two other skills of language. Particularly writing is neglected at the expense of other language skills. Even if writing finds some place in a course. It is always expository writing: creative writing has yet to find a place in ELT courses. While talking about writing in general and creative writing in particular, Bell (2001, as cited in Rai, 2008, p.102) observes:

There remains in circulation a myth that writing can't be taught. That despite the proliferation of writing courses, creative writing is something esoteric; unpardonable something inspired by muses and shaped by genius. You have either got it or you haven't. So there's little point in trying to teach it.... There are plenty of students who will write good stories or poems, may be even get them published, who won't go on to enter the world of writing, but in learning how to generate and shape a successful piece of creative work they have added something important to their repertoire of the skills, something that will go on to give them pleasure throughout their lives.

Rai (2008, p. 102) has mentioned three misconceptions and reasons of creative writing as below:

- Creative writing cannot be taught because creative writing means creating literature, writing poems and novels and can't be made poet and novelists.
- More importantly non-native speakers of English can't create literature in English; it is something which only native speakers can do.

- It is believed that neither teachers nor students are likely to become professional writers of fiction or poets. Particularly in institutional contexts time is short the course book and the examination reign supreme and if any writing is done at all; it is usually for pragmatic purpose.
1. The first reason that poets and novelists cannot be made is partially true. This should be the purpose of creative writing course in an educational instruction such as school. The purpose is to help learners learn better, enhance their self confidence and help their potential of being a creative writer grows. In other words, there are benefits of teaching creative writing which we will discuss later.
  2. The second reason that non-native speakers cannot create literature has been proved false by the fact that there is a good bulk of English literature created by Indian and African writers. Rubdy and Saraceni (2006) argue that the role of the NNS continues to preoccupy scholars of the spread of English, as does the development of English an international language, no longer the sole property of the metropolitan countries (as cited in Rai, 2008, p. 103). Alan and Mukundan (2008) say, that it promotes the nation of NNS teachers able to find their own place and their own idioms in this rapidly changing global movement (as cited in Rai, 2008, p. 103).

3. The last that there is no time for teaching creative writing because the focus is always on finishing the course-books and preparation for the final examination are concerned, it is a managerial problem. A teacher can always find ways to include creative writing in his teaching.

### **2.1.12 Benefits of Creative Writing**

Creative writing suggests imaginative tasks, such as writing poetry, stories and plays. It is a journey of self-discovery, and self-discovery promotes effective learning. It involves playful but rigorous work with language. A lot of people seem to associate creative writing with an ‘anything goes’ mentality. Creative writing requires greater precision in expression. In order to say precisely what they mean. Students have to be very careful in their use of vocabulary and idioms. So, creative writing is not only way to breathe new life into a language class but provides interesting lively opportunity for language practice.

The benefits of creative writing are especially, helpful for both teachers and students. Maley (2009, <http://+writer.com/home?>) has mentioned the following benefits of creative writing:

#### **2.1.12.1 The Benefits of Creative Writing for Learners**

The significant benefits for learners are as follows:

- i. Creative writing helps language development at all levels: grammar, vocabulary, phonology and discourse. It requires learners to manipulate the language in interesting and demanding ways in attempting to express uniquely personal meaning. In doing so, they necessarily engage with the language at a deeper level of processing than with most expository texts.
- ii. Much of the teaching we do tends to focus on the left side of the brain where our logical faculties are said to reside. Creative writing puts the emphasis on the right side of the brain, with a focus on feelings, physical

sensations, intuition and musicality. This is a healthy restoration of the balance between logical and inductive facilities. It also affords scope for learners whose hemisphere dominance or learning –style preferences may not be intellectual or left brain dominant and who, in the normal process of teaching are therefore at a disadvantages.

- iii. Perhaps most notable is the dramatic increase in self-confidence and self esteem which creative writing tends to develop among learners.
- iv. Finally, creative writing feeds into more creative reading. It is as if, by getting inside the process of creating the texts, learners come to understand intuitively how such text function and this makes similar texts easier to read. Likewise, the development of aesthetic reading skills provides the learner with a better understanding of textual construction and this feeds into their writing.

#### **2.1.12.2 The Benefits of Creative Writing for Teacher**

- i. Creative writing is a way of keeping teachers English fresh and vibrant. For much of our professional lives we are in thrall to the controlled language of text book English and the repeated low level error laden English of our students. As teachers of language, we surely have a responsibility to keep our primary resource alive and well.
- ii. Creative writing seems to have an effect on the writer's level of energy in general. This tends to make teachers who use creative writing more interesting to be around and this inevitably impacts on their relationship with students.

## **2.2 Review of the Empirical Literature**

Some of the previous research works that provide basis for my research have been reviewed here:

Sitaula (2008). carried out research on 'A Comparative Study on Students'

Proficiency in Free Writing and Guided Writing'. The major objective of his study was to find out the English Writing proficiency of the students of Grade tell in free writing and guided writing. In his study he has not mentioned the sample size.

Stratified random sampling was his design of sampling population. As a research tool he used test item. After analyzing the data, the finding show that students' proficiency is better in guided writing than in free writing. Likewise, tile students were found poor in maintaining cohesion and coherence. As a result many sentences became totally meaningless. And many grammatical errors were found due to the result of traditional teaching of grammars.

Joshi (2011) carried out research study entitled 'Teaching Creative Writing in ELT classroom'. Objective of his study was to find out the effectiveness of creative writing in ELT classroom. His sample size was 16 students out of 20 school of Kathmandu Valley. He used non-random purposive sampling procedure to collect the data. His sample size was 16 students out of 20 school of Kathmandu Valley School. Similarly, his research tool was test. After analyzing the data. he found that creative writing is important in ELT classroom.

Pandey (2011) carried out a research under the title of 'Effectiveness of Task Based Approach in Teaching Creative Writing'. Her objective of study was to find Out the effectiveness of task-based approach in teaching creative writing. . The sample size was 30 students of grade 10. Under methodology, her sampling procedure was judgmental non-random sampling procedure. She used test as the research tool (or the study. She found most of the students of that school were not much familiar with creative writing, though they had read different sorts of stories. autobiographies and biographies, when they were taught through task-based approach, they developed their creative writing capacity surprisingly. It was also shown that the effectiveness of the task-based approach in teaching creative writing.

Yadav (2011) carried out a research under the title of 'Effectiveness of Cooperative Language Learning in Teaching Creative Writing'. The objective of his study was to find out the effectiveness of cooperative language learning in teaching creative writing. As the sample, he included twenty students of grade 10. Non-random purposive sampling procedure was adopted to sample the population. In his study he used test for as the tool. After his research he found that cooperative language

learning is an effective method in developing cooperation, confidence, positive interdependence, decreasing the competition and shyness of the students.

Sharma (2012) carried out a research on the title of `Effectiveness of TBLT in Teaching Writing. The objective of his study was to find out the effectiveness of TBLT in teaching writing in secondary level. In his he also did not mention the sample size. He used random sampling procedure to sample the population. In his study he used test as the tool. The overall research findings show that Students writing skill has improved to a great extent by the use TBLT of in the classroom.

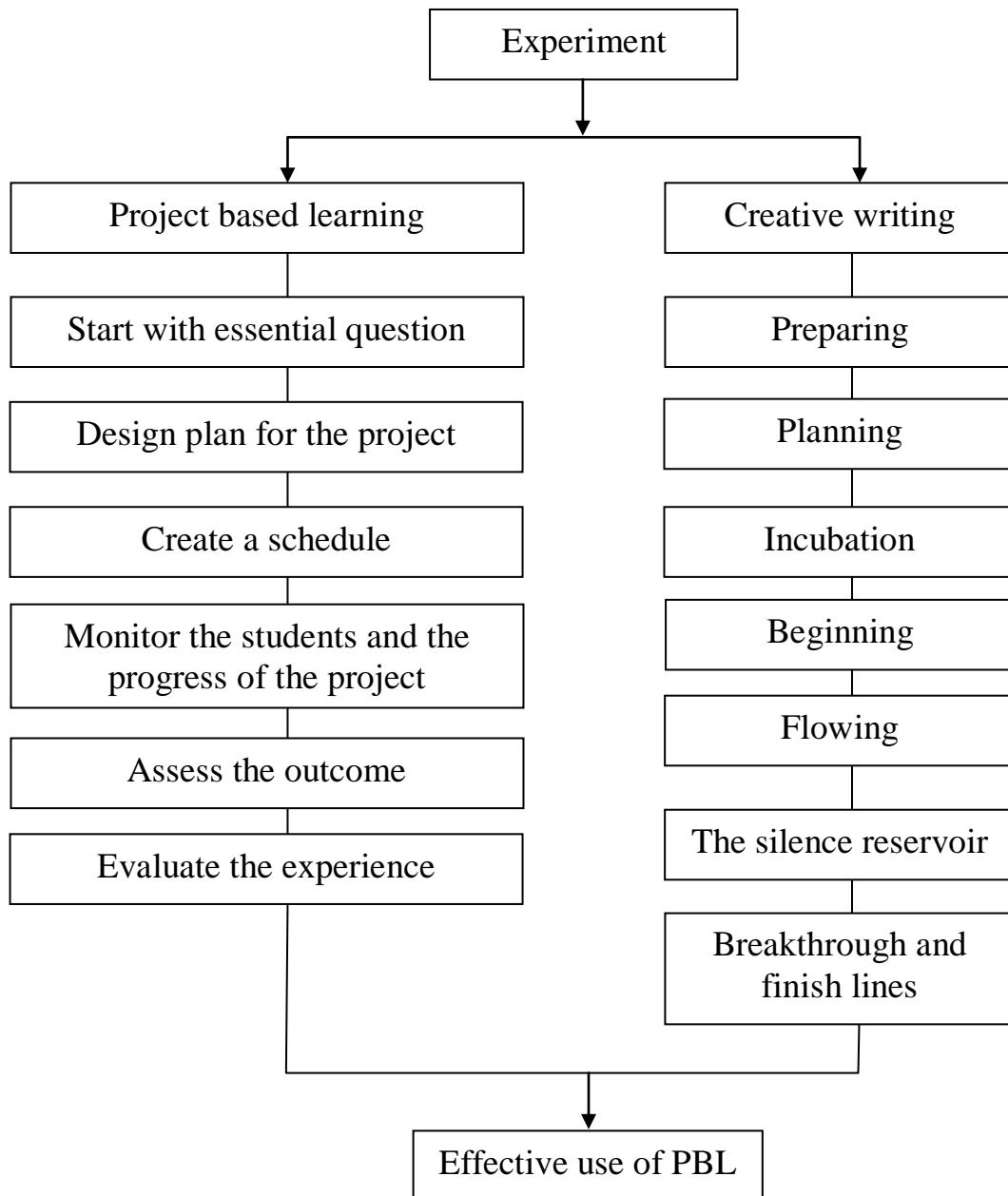
### **2.3 Implications of the Review for the Study**

By the review of theoretical and empirical literature, I got the significance ideas, information guidelines about effectiveness of the creative writing. From different books, articles, researches and web searches, general concept of creative writing has been clear. It is also clear that there are different stages of project based learning and creative writing as well. There is intimate relationship between project based learning and creative writing.

The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. I also constructed many sources to broaden on the horizon of my knowledge to proceed my research work. I have reviewed many books, articles and research work to facilitate this research particularly, the study by Sitaula (2008), Joshi (2011) helped me to design my theoretical background and necessary research tools. Similarly, the work of Pandey (2011) provided me with an insight to prepare the methodology for my research. Sharma (2012) study widen my knowledge on effectiveness of cooperative language learning in creative writing.

## 2.4 Conceptual Framework

The conceptual framework of my research study is given below:



## **CHAPTER - THREE**

### **METHODS AND PROCEDURE OF THE STUDY**

I adopted the following methodology to carry out this research.

#### **3.1 Design Method of the Study**

Experimental research design was used to complete this study. Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. It comprises of both the pre-test and post-test with random assignment of subjects. Kumar (2005, p. 100) says, "In an experimental study the independent variable can be observed, introduced or manipulated by the researcher whereas in non-experimental study this cannot happen as the assumed case has already occurred". The researcher introduces an intervention and studies the effects of intervention in this types of research. There are two groups in any experimental research. Best and Kahn (2006, p. 166), distinguishing experimental and control groups say, "The Experimental Group 'B' is exposed the influence of the factor under consideration; the Control Group 'A' is not." It means, 'experimental group' is one of the two groups of subjects which gets the special treatment of the researcher introduces independent variable in artificial situation whereas in 'Control Group' the researcher does not introduce any new or independent variable and this group does not get the special treatment. It is chosen because of its equivalence to the Experimental Group 'B'.

In the experimental research there is provision of both pre-test and post-test. Pre-test was taken to find out the initial differences between the groups. Then, the researcher intervenes the ongoing situation by introducing a change variable to the treatment group and the effect of its presence is experimented. A post-test of both the groups is taken to find out the effect and impact of intervention. The finding of the study is derived by analyzing the scores of both the groups.

##### **3.1.1 Process in Experimental Research**

An experimental study is carried out either in a natural or in controlled environment. The process of experimentation, here, refers to the stepwise procedure of different activities that carried out while analyzing some hypothesis through experiment.

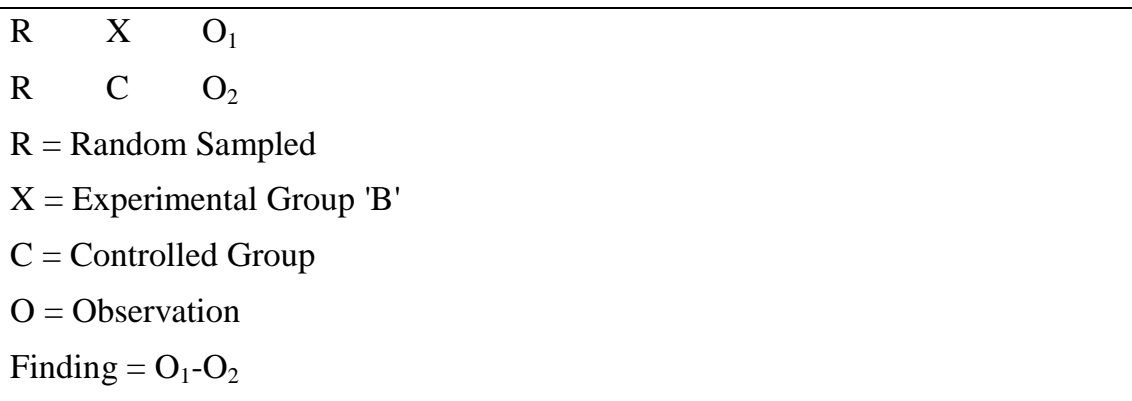
The first procedure that researcher adopted in this study is the formation of research title. It is the topic of the study which was finalized by vast study of related literature to direct whole study. Second step is specifying the objectives of the study. Third step is the construction of hypothesis. It is the tentative prediction about the result of the study, it is a guess made prior to the experiment about the variable relationship. Fourth step, the researcher expands the gained theoretical knowledge on the subordinate tool, techniques and materials.

Fifth step is to prepare research proposal. A research proposal is a proposed plan of the study to the concern authority. Then, the researcher prepares all the necessary tools to conduct the investigation along with the proposal. After the approval of the proposal and the collection of all the needed equipments researcher starts field visit for the collection of fresh data. Then, the researcher establishes rapport with the authority and samples the required population as per the purpose of the study and need of the information. Then, pre-test was administered to find the initial status of sampled population. On the basis of obtain score the sampled population is divided into two groups, 'Control group' and 'Experimental group'. After that, the researcher intervenes the ongoing situation by introducing a change variable to the Experimental Group 'B' and the effects of its presence is experimented. At the end a post-test to both the groups is taken to find out the impact of intervention. The test is codified in statistics and analyzed the findings by calculating and comparing the mean score of both the groups.

### **3.1.2 Designs of Experimental Research**

There are many designs of experimental research. Out of various designers of experimental type. I used post-test only equivalent group design.

In the post-test only equivalent groups design both the controlled and experimental groups is made equivalent to find out the change resulted by using newspaper cut-outs. Population was randomly selected with the help of fishbowl draw method. Then, pre-test was administered and on the basis of score obtained by them were divided into four strata. Then students from all the strata were divided into two groups with the help of lucky draw as Control Group 'A' and Experimental Group 'B'. After the group division, the researcher brought change in his teaching methodology than the usual. He brought newspaper cut-outs to teach writing skill and the special intervention to the Experimental Group 'B'. He taught twenty-eight lessons. When the experiment was completed I administered post-test. The finding of the study was derived by subtracting mean score of Control Group 'A' with the Experimental Group 'B'. This research design can be shown diagrammatically as follow:



### 3.2 Population, Sample and Sampling Strategies

The population of the study was the students of grade nine studying at Rupratna Memorial Boarding School of Jhapa district. The sample population of the study was twenty students of grade nine of Rupratna Memorial Boarding School of Jhapa district. In this particular piece of experimental research, non-random purposive sampling was adopted to sample the sample population for the group i.e. controlled and experimental . In this sampling, I

selected those students who could provide the best information to achieve the objectives of the study. So, the students were purposively selected. I taught twenty eight regular classes of grade nine. I included twenty students of the selected class. Ten students were in each group.

### **3.3 Area/Field of Study**

The area of this study was Jhapa district and the field of it was concerned to find out the effectiveness of PBL in teaching creative writing.

### **3.4 Data Collection Tools and Techniques**

The main tools for the collection of data from the primary sources were the test items administered, a pre-test and a post-test. The test items included story, paragraph and dialogue writing.

**Table 1**

**Grade sheet of students in SLC Examination recommended by government of Nepal for SLC students**

<b>S.N</b>	<b>Marks in percentage</b>	<b>Grade</b>	<b>Remarks</b>
1	91 to 100	A <sup>+</sup>	Outstanding
2	81 to 90	A	Excellent
3	71 to 80	B <sup>+</sup>	Very good

4	61 to 70	B	Good
5	51 to 60	C <sup>+</sup>	Sufficient
6	41 to 50	C	Acceptable
7	31 to 40	D <sup>+</sup>	Partially acceptable
8	21 to 30	D	Insufficient
9	0 to 20	E	Very insufficient

### 3.5 Data Collection Procedure

The researcher collected data using the following procedure.

- i. First of all, I prepared the test items.
- ii. Then, I visited the sampled school and built rapport with the principal. I explained the purpose and process of the research and asked him for permission to carry out research.
- iii. After getting permission from the principal. I met the subject teacher and asked for his permission to carry out experimental teaching and for necessary assistance.
- iv. After fixing the time, I informed and convinced the student as to how and for what purpose I would teach them English.
- v. Then, I administered the pre-test to find out the students' writing ability.
- vi. After analyzing the scores of pre-test, I started my teaching based on lessons plans using PBL strategy. They were taught for twenty-eight class days. Each period was of forty minutes.

- vii. I administered post-test after teaching twenty eight lessons. The same test items used in pre-test were utilized for the post test.
- viii. Finally, I analyzed and compared individual scores on the pre-test post-test items to determine the effectiveness of PBL in teaching creative writing.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data were analyzed in a descriptively presenting in different tables.

### **3.7 Marking Scheme for Different Test Items**

Marking answer sheets are often performed after the administration of the test. it is the way of giving mark to the each answers based on particular level of the students. Marking is problematic job because there can be different ways of marking

- a) Paragraph writing                      10 Marks
  - Describing the text -6 marks
  - \_ if the students give a suitable title or describe the text in two correct sentence, they got 1 mark in each
  - Organizing ideas 1 mark
  - Use of correct vocabularies 1 mark
  - Ending with conclusion
- b) Dialogue writing 10 marks
  - Greeting and / communication break -4 marks
  - Using appropriate exponents 2 marks
  - Handling the situation 2marks
  - Farewell 2 marks
- c) Story writing

It carries 10 marks which is subdivided as shown

- Starting 2marks
- Chronology 2marks
- Contribution 1 mark
- Organizing ideas 3 marks
- Grammatical correctness 2 marks

## **CHAPTER-FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULTS**

#### **4.1 Analysis and Interpretation of the Data**

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The primary sources of data were obtained through a pre-test, three progress tests and a post-test. The primary sources of data were collected from twenty secondary level students in grade nine of Rupratna Memorial Boarding School, Jhapa. The main objectives of the study was to find out the effectiveness of PBL in teaching creative writing of grade nine students in English. For this purpose, the collected data were analyzed and interpreted under the following main headings.

- Holistic analysis and Interpretation
- Item wise analysis of pre-test and post- test

##### **4.1.1 Holistic analysis and Interpretation**

In this analysis, the result of control group A and experimental group B and control group A for three different types of exercises under separate headings are shown in a single table. Table 2 shows the arrange increment percentage of control group A and experimental group B.

**Table - 2**

### Holistic analysis and Interpretation of Test Item

Group	No. of Students	Total Marks	Obtained marks		Increment in Percent
			Pre-test	Post-test	
Control A	10	300	116	193	25.67
Experimental B	10	300	99	222	41

The above table clearly shows that the total obtained mark of control group in pre-test was 116 i.e. 38.66 percent. The total obtained mark of experimental group in pre -test was 99 i.e. 33 percent. And the total obtained mark of control group in post-test was 193 i.e. 64.33 and the total obtained mark of experimental group in post -test was 222 i.e. 74 percent. In pre-test control group were 38.66 percent and experimental group were only 33 percent. But in the post-test control group were only 64.33 percent they this group only progressed 25.67 percent. Whereas experimental group were 33 percent in pre-test but this group progressed in post-test i.e.74 percent it was 41 percent more than their pre-test score. It reveals that experimental group 'B' has progressed more in that Control Group 'A'. Experimental Group 'B' is leading with 15.33% . It proved that PBL method is an effective method to develop student's creative writing proficiency.

#### 4.1.2 Item wise analysis of pre-test and post- test

Here, the result of all the tests viz. pre-test items and post- test items are analyzed given below in table 3.

**Table 3**

#### Item wise analysis of pre-test and post- test

S.N.	Functional Category	Control Group A		Experimental Group B		Difference
		Pre-test	Post-test	Pre-test	Post-test	
1	Short Story	41	63	35	76	13
2	Paragraph Writing	39	63	36	76	13
3	Dialogue Writing	36	65	28	70	5
	Total Increment	116	191	99	222	31
	Average Increment	38.67	63.67	33	74	10.33

The above table shows that the average increment percentage of Control group 'A' is 38.67 in all three types of writing in pre-test. Experimental group 'B' has 33 average increment percentage. And the average score of control group in post –test is 63.67 percent it is 25.67 percent more than pre-test score. The average increment percentage of experimental group 'B' in post-test is 74 percent it is 41 percent more than pre-test and 10.33 percent more than control group. It means control group 'A' secured less than that the experimental group 'B'. It indicates that experimental group 'B' has performed the particular types of exercises better than control group 'A'. That is to say in these question experimental group 'B' has got better performance.

As a whole experimental group 'B' has performed better than control group 'A'.

#### 4.1.2.1 The Result in Short Story

**Table -4**

Group	Average score in pre- test	Average score in post- test	Difference	Difference in
-------	----------------------------	-----------------------------	------------	---------------

				<b>percentage</b>
<b>control 'A'</b>	4.1	6.3	2.2	22
<b>Experimental 'B'</b>	3.5	7.6	4.1	41

The above table shows that control group 'A' get 4.1 average score in the pre-test and 6.3 in the post-test. This group has increased its average marks with 2.2 or 22 percent.

However, the average means obtained by experimental group 'B' in the pre-test was 3.5 and in the post-test was 7.6. This group was increased average marks 4.1 or 41 percent. So it reveals that experimental group 'B' has progressed more in this area than control group 'A' leading with 7.6 average percent.

#### 4.1.2.2 The Result in Dialogue Writing

**Table -5**

<b>Group</b>	<b>Average score in pre- test</b>	<b>Average score in post- test</b>	<b>Difference</b>	<b>Difference in percentage</b>
<b>control 'A'</b>	3.6	6.5	2.9	29
<b>Experimental 'B'</b>	2.8	7	4.2	42

Table 5 shows that control group 'A' get 3.6 average score in the pre-test and 6.5 in the post-test. This group has increased its average marks with 2.9 or 29 percent.

However, the average means obtained by experimental group 'B' in the pre-test was 2.8 and in the post-test was 7. This group was increased

average marks 4.2 or 42 percent. So, the differences between two test is the result of project based language learning in teaching creative writing is more appropriate.

#### 4.1.2.3 The Result in paragraph writing

**Table -6**

<b>Group</b>	<b>Average score in pre- test</b>	<b>Average score in post-test</b>	<b>Difference</b>	<b>Difference in percentage</b>
<b>control 'A'</b>	3.9	6.3	2.4	24
<b>Experimental 'B'</b>	3.6	7.6	4	40

The above table shows that control group 'A' get 3.9 average score in the pre-test and 6.3 in the post-test. This group has increased its average marks with 2.4 or 24 percent. The average means obtained by experimental group 'B' in the pre-test was 3.6 and in the post-test was 7.6. This group was increased average marks with 4 or 40 percent. So, the differences of the percentage and the average score between two test is the result of project based language learning in teaching creative writing is more appropriate. Therefore, it can be claimed that PBL method is an effective method to develop students' creative writing proficiency.

### 4.3 Summary of Findings

The main aim of the study was to find out the effectiveness of PBL in teaching creative writing. So, I selected 20 English language teachers of Jhapa district. Different questions were asked as the interview schedule related to their writing proficiency. The collected data were analyzed and interpreted to come

to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows:

1. It can be claimed that project based language learning is effective on teaching creative writing.
2. Control group 'A' had the average increment percentage of 22 in the pre-test item short story writing whereas experimental group 'B' had the average increment percentage of 42 in the same item. It reveals that experimental group 'B' has progressed in this area than control group 'A' leading with 21 average percent
3. The scores of the students were distributed around the average score of control group 11.7 in pre-test whereas in post-test their score were distributed around the average score of 19.1. The increased average score is 7.4 in the post-test. Similarly, the average score of experimental group 8.9 in pre-test whereas in post-test their score were distributed around the average score of 22.7. The increased average score is 13.8 in the post-test. Similarly, 18 was the highest score in pre-test but in post-test, it was 26. These facts reveal that PBL is highly beneficial and effective in teaching creative writing.
4. It was found that experimental group 'B' has progressed more in this area than control group 'A' leading with 10.33 average percent
5. It also shown that experimental group 'B' has progressed more in this area than control group 'A' in dialogue writing.
6. The differences of the percentage and the average score between two test is the result of project based language learning in teaching creative writing is more appropriate.

# **CHAPTER-FIVE**

## **CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

The present research work entitled effectiveness of project based learning teaching in creating writing is an attempt to find out the effectiveness of PBL in teaching creative writing and to suggest some pedagogical implication. The researcher selected twenty secondary level students (i.e. grade nine) from Rupratna Memorial school Jhapa district through purposive sampling procedure. The test items were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. After the analysis of the data, it was found that the PBL method was effective in teaching creative writing at secondary level.

### **5.2 Recommendations**

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

#### **5.2.1 Policy Related**

Project based language learning should be applied in developing curriculum and further exercise by Curriculum Development Centre while designing the new course for the nation. Last but not the least the school administration can also utilize this study to formulate the policy at school level.

#### **5.2.2 Practice Related**

1. The general comparison based on the collected data proved that project based language learning is more effective at secondary level students. So, the teachers are advised to use PBL method in teaching creative writing.
2. While teaching short story, dialogue writing, paragraph writing project based language learning method should apply to develop students creative writing proficiency.

### **5.2.3 Further Research Related**

The present research was limited to teaching creative writing. Other research can be carried out in other areas of language functions, skills and aspects of language teaching. The current study only has been limited to the effectiveness of project based language learning in teaching creative writing. This is why other level and areas of study need further researches. This work can serve as a reference tool for those who are interested in and want to carry out further research on this area.



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## **APPENDIXES**

### **Appendix –I**

#### **Covering Letter**

Dear Sir/Madam

This questionnaire is a research tool for gathering information of my research entitled **Effectiveness of Project Based Language Learning In Teaching Creative Writing** under the supervision of **Prof. Doc. Anjana Bhattarai** Head of Department of English Education University Campus, Kirtipur. Your kind co-operation in responding the questionnaire (test) and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses as required by the questionnaire. I honestly assure you that the responses made by you will use only for the present study and remain confidential and anonymous.

Researcher

Prakash Dahal

Department of English Education

T.U., Kirtipur, Kathmandu

**Appendix –II**

Test- items for Pre- Test and Post Test

Rupratna Memorial Boarding School

Class- 9

F.M: - 30

Subject –English

Time:-40 Minutes

Q.N.1 Write the short story thinking about your child experience

.....  
.....  
.....  
.....  
.....  
.....

Q.N.2 Write a paragraph about *PhaguPurnima* which was celebrated last Friday in your town. And also write about the myth about it.

.....  
.....  
.....  
.....

Q.N.3 Write short dialogue expressing excitement on class 8 result ( at least 4 exchanges)

.....  
.....  
.....  
.....  
.....

## Appendix III

### Samples of Students Answer

8  
10

Date \_\_\_\_\_  
Page \_\_\_\_\_

- Write a short paragraph about holi festival.

Holi is a festival of colours celebrated in the day of full moon "dagu purnima". Holi is the festival of colours on which each other can share their happiness and sorrow by putting various colours. Holi is started to be celebrated from the day when the sister of "Hiranyakasyapu" "Holika" was killed. Hindu people believe this day as the day when sin ended and truth existed. Mainly nowadays Holi is celebrated two days in Nepal, first day in Hiti and second day in Terai. Terai people take this Holi festival as their great festival where they can enjoy togetherly with the feelings of brotherhood and sisterhood.

But nowadays with faith holi is also becoming a fashion and going in a negative way. It is been celebr. being celebrated before 7 days and used to throw the colour filled bags 'lala' at the walking people. This is also becoming one of the problem. So to end this problem and to make holi a really excited festival all the people should enjoy holi in a positive way and should have the feeling of unity, sisterhood and brotherhood.

6

Date  
10  
Page

Prag-

Q) Write a short paragraph about Holi festival.

→ Holi is a festival of colours. Holi is celebrated in the month of Falgun. Holi is called "Chaitagu purnima" in Nepali. In Holi we put different colours on each other and enjoy this festival with such a joy and happiness. Holi is celebrated for as the day when the sin ended at 'satya yuj'. Holika who was the sister of "Hiranyakasyapu" was a demon who was killed in this day. So people celebrate this day as a big festival. In terai holi is played most excitedly. They share their joy and happiness with each other in this festival. Nowadays holi festival is becoming fashion (f) rather than culture and tradition. Many people use to throw colour bags 'Lola' at the people walking at the street and this problem is arising up rapidly. These has other-  
adver-  
sely affect girls. They cannot walk freely on the road before 7-8 days from the main day of holi. So this (holi) festival should be enjoyed and followed in a good way and having faith in god.

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### My childhood experience

My childhood is very interesting. It is very beautiful. I have been so collected lots of memories in my childhood. I have many friends in those days. I used to playing with them. I am punishing sometime for my naughty and bad activities from my parents. I love the many kind of sweet. I always doing many kind of bad things when I remember that days I become nostalgic.

My childhood is very memorable. I can not forget my childhood. Sometime I am remembering those days. I can not compared with others. I am dreaming to be a doctor in my future but I don't like study more. I have to see movie, TV, I love the many kind of colourful dress any many kind of powers.

My childhood is golden days of my life. I was very happy when I eating many kind of foods and sweet. I'm going to watch many interesting movies.

8  
10

### My childhood experience

My childhood is my best memory in my whole life. Childhood the most carefree and happy time. I have been collected the many kinds of interesting moments in my life. It ~~is~~ <sup>was</sup> the beginning days of my whole life. As I was growing up dreaming to be a doctor and take care of people health. I remember every single moment from my childhood. I remember myself being naughty and sometimes all being punished by my parents for all my mistakes.

From my own opinion childhood may certainly be fairly happy, but it ~~is~~ <sup>is</sup> greatest moments can't compare with enjoy of being an adult sometimes. I used to wear many kind of beautiful dress specially colourful. I loved the playing many kinds of games with my friends. My parents choose the clothes for me. They were very careful for my activities. Everybody ~~love~~ <sup>love</sup> to me very much. They ~~have~~ <sup>have</sup> to punished me when I doing mistakes sometime. The best moments of childhood are remembered for all our lifetime.

At last,

I know that the childhood ~~is~~ <sup>is</sup> the most carefree and happy time of me, it is a world of fairy tales and magic, love and carelessness. I believe that childhood ~~is~~ <sup>is</sup> a time where there are no responsibilities. There are no any criteria. I was spend my time without fear, I was doing whatever I want and do not worry about my future. It was really interesting moments of my whole life I can remembered.

**Table 1**

Result in short story

Total marks: 10

S.N.	Control group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	Difference		Pre-test	Post-test	Difference
1	6	8	2	2	5	9	4
3	2	5	3	4	6	8	2
5	3	6	3	6	2	7	5
7	5	7	2	8	4	7	3
9	3	6	3	10	2	7	5
11	6	7	1	12	1	7	6
13	4	5	1	14	5	8	3
15	2	5	3	16	3	7	4
17	7	8	1	18	2	8	6
19	3	6	3	20	5	8	3
T.M.	41	63	22	T.M.	35	76	41
A. M	4.1	6.3	2.2	A.M	3.5	7.6	4.1
Diff.			22%	Diff.			41%

**Table 2**

Result in paragraph writing

Total marks: 10

S.N.	Control group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	Difference		Pre-test	Post-test	Difference
1	5	7	2	2	7	8	1
3	3	8	5	4	6	7	1
5	2	5	3	6	2	7	5
7	5	6	1	8	2	9	7
9	6	6	0	10	3	7	4
11	4	5	1	12	1	8	7
13	2	8	6	14	4	8	4
15	1	6	5	16	4	6	2
17	5	5	0	18	2	8	6
19	6	7	1	20	5	8	3
T.M.	39	63	24	T.M.	36	76	40
A. M	3.9	6.3	2.4	A.M	3.6	7.6	4
Diff.			24%	Diff.			40%

**Table 3**

Result in dialogue writing

Total marks: 10

	Control group 'A'	S.N.	Experimental Group 'B'
--	-------------------	------	------------------------

	Pre-test	Post-test	Difference		Pre-test	Post-test	Difference
1	7	8	1	2	6	9	3
3	1	6	5	4	4	7	3
5	3	6	3	6	1	7	6
7	6	7	1	8	2	8	6
9	3	5	2	10	2	8	6
11	4	6	2	12	1	8	7
13	3	7	4	14	4	8	4
15	1	7	6	16	2	4	3
17	4	5	1	18	2	9	7
19	4	8	4	20	4	7	3
T.M.	36	65	29	T.M.	28	70	42
A. M	3.6	6.5	2.9	A.M	2.8	7	4.2
Diff.			29%	Diff.			42%

**Table 4**

Rank of the Students According to Pre-test Results of Control Group(A)  
and experimental Group (B)

Roll.No.	Control Group (A)	Roll. No.	Experimental Group (B)	Differ.
1	18	2	18	0

17	17	4	16	1
19	16	20	14	2
7	16	14	13	3
9	15	16	9	6
11	14	8	8	6
13	10	10	7	3
5	8	6	5	2
15	7	18	6	1
3	6	12	3	3
Total	117	Total	89	27
A.M.	11.7	A.M.	8.9	27

**Table 5**

Rank of the Students According to Post-test Results of Control Group(A)  
and experimental Group (B)

S.N.	Control Group (A)	S.N.	Experimental Group (B)	Differ.
1	23	2	26	3
19	21	18	25	4
7	20	8	24	4

13	20	14	24	4
3	19	12	23	4
11	18	20	23	5
15	18	4	22	4
17	18	10	22	4
5	17	6	21	4
9	17	16	17	0
Total	191	Total	227	36
A.M.	19.1	A.M.	22.7	36

### **Appendix- V**

#### **Model of Lesson Plan -1 (for experimental group)**

Subject: English

Class: 9

Teaching item: Story writing

Date:

#### 1. Objectives

On completion of this lesson, the students were able to create the short story based on their experience.

#### 2. Teaching Materials

- Picture, Magazine cut-out

- Cardboard paper etc.

### 3. Teaching Learning Activities

- I. At first the teacher motivated the students by telling a short joke.
- II. The teacher provided the modal of very short story created by other famous writer and ask one of them to read loudly in the classroom.
- III. And, the teacher asked them some oral questions related to the short story like.
  - Who is the author of this story?
  - What is the story about?
- IV. Then, the teacher divided the class into two groups. Each group is formed heterogeneous team: higher achievers average achievers and low achievers.
- V. The teacher attached newspaper cut-out picture on the board.
- VI. Each member of the group is assigned to gather information on a particular picture. Students brainstorm on their topic and discuss on their group.
- VII. The teacher told each group to create the short story.
- VIII. During the writing, each member of the group discussed the picture with other members of other groups.
- IX. After discussion members of each group came back to their original group and share the information.
- X. Then, the teacher asked each group to elect a presenter, a recorder, a quite master and checker.
- XI. Then each group wrote short story.

XII. After finishing the writing story, they exchanged their piece of writing and discuss to other group and get feedback from other groups.

XIII. Then teacher asked a presenter to present the group work. The teacher gave feedback after each presentation.

XIV. Finally, the teacher not discouraged them if any mistakes occur, but she/he encouraged them by saying as bellow:

- I think it would be better to say.....
- It's not so bad.
- It's ok, etc.

## Model of Lesson Plan – 2 (for experimental group)

Subject: English

Class: 9

Teaching item: Paragraph Writing

Date:

### 1. Objectives

On completion of this lesson, the students were able to create dialogue on given situation.

### 2. Teaching materials

- Model of paragraph
- Picture cards.

### 3. Teaching learning activities

- I. At first the teacher told jokes to motivate the students.
- II. The teacher shown model of paragraph in front of the class and ask one of them to read it loudly.
- III. The teacher divided the class into two groups. Each group formatted heterogeneous.
- IV. During the writing each member of the group discussed with other member of other groups.
- V. After discussion the member of each group came back to their original group and share their information.
- VI. Then the teacher asked each group to elect a leader, a recorder, a secretary and checker.
- VII. Each group created the paragraph according to the given situation.

- VIII. After finishing the writing paragraph they exchanged their piece of writing and discuss to other groups.
- IX. Then the teacher asked presenter to present the group's work. The teacher announced the group with the best presentation as extrinsic motivation.
- X. Finally the teacher not discouraged them if any mistakes occur in their written work but he/she encouraged them by saying as below:
- I think it would be better to say.....
  - You are nearly correct.
  - It's not so bad.
  - It's ok, etc.

**Model of Lesson Plan – 3 (for experimental group)**

Subject: English

Class: 9

Teaching item: Making Dialogue/writing    Date:

## **1. Objectives**

On completion of this lesson, the students were able to create dialogue on given situation.

## **2. Teaching materials**

- Model of dialogue
- Picture cards.

## **3. Teaching learning activities**

- I. At first the teacher told jokes to motivate the students.
- II. The teacher shown model of dialogue in front of the class and ask one of them to read it loudly.
- III. The teacher divided the class into two groups. Each group formatted heterogeneous.
- IV. During the writing each member of the group discussed with other member of other groups.
- V. After discussion the member of each group came back to their original group and share their information.
- VI. Then the teacher asked each group to elect a leader, a recorder, a secretary and checker.
- VII. Each group created the paragraph according to the given situation.
- VIII. After finishing the writing paragraph they exchanged their piece of writing and discuss to other groups.
- IX. Then the teacher asked presenter to present the group's work. The teacher announced the group with the best presentation as extrinsic motivation.

X. Finally the teacher not discouraged them if any mistakes occur in their written work but he/she encouraged them by saying as below:

- I think it would be better to say.....
- You are nearly correct.
- It's not so bad.
- It's ok, etc.

#### **Model of Lesson Plan 4 ( for control group)**

Subject: English

Class: 9

Teaching item: Making Dialogue/writing

Date:

#### **1. Objectives**

On completion of this lesson, the students were able to

- a) complete a dialogue
- b) compose a dialogue on the basis of the given clues

#### **2. Teaching materials**

- a cassette and cassette player
- model of dialogue ( in meta card)
- incomplete dialogue (in meta card)

### **3. warming up**

The teacher presented a recorded dialogue with the help of the player and asked the following questions

- a) What are they talking about?
- b) How many participants were there in the conversation?

### **4. Revision**

The teacher wrote a short dialogue (having 2 exchanges) on the board and read it aloud to make the students listen clearly.

### **5. Presentation and Practice**

- I. The recorded dialogue which was written on piece of cardboard paper was hung on the wall at chalkboard. He called two students to play the role of the character in the dialogue. Similarly other students were also called to play the role.
- II. Then he put the incomplete dialogue on the wall near the chalkboard and told the students to complete it. The students complete it individually on their own.
- III. Then teacher divided the class into pairs and called each pair to discuss their writing. The teacher facilitated them if they cannot do o their own.

- IV. Then he described the setting and the theme of a dialogue and told the students to compose a short dialogue having only three exchanges (participants: a shopkeeper and student)
- V. When they finished their writing, he told them to discuss their in pairs.

**6 Evaluation:**

Complete the following dialogue discussing with your friends.

**7 Homework:**

Compose a dialogue having 5 exchanges between a customer and a bank officer at bank.

**Model of Lesson Plan 5 ( for control group)**

Subject: English

Class: 9

Teaching item: Paragraph writing

Date:

**1. Objectives**

On completion of this lesson, the students were able to

- a) Use the words in the sentences appropriately on their own

**2. Teaching materials**

- a) Authentic writing (magazine cut out)

- b) Sentence card (meta card)

The girls are.....football, The man is ..... on a chair, The woman is .....a red jacket she is ..... ,The old man was ... on a mat, The dog is ..... after the cat

### **3. warming up**

The teacher shown flash cards to the students to motivate them. And he read 2/3 of them aloud to make the students to listen

### **4. Revision**

The teacher shown the flash cards of the above words and asked the students to write/ complete the sentences on their own orally.

### **5. Presentation and Practice**

- I. The teacher wrote some sentences on white board using the above words.
- II. Then he told the students to write a paragraph using the clues given on the board. He told them to see the model of paragraph on the page 36 of their text book. He specified time to complete the task.
- III. He facilitated the weak students to complete their task.
- IV. When the specified time was over he divided the students into two groups and told them to discuss their task exchanging each other copy.

### **6 Evaluation:**

Complete the following sentences using the above words orally.

### **7 Homework:**

Compose a short paragraph about your dream