CHAPTER- ONE
INTRODUCTION

The present study entitled "Effectiveness of Language Games in Teaching Writing Skill" consists of background, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms under introduction.

1.1   Background

All living creatures have some means of conveying information to others, communication being ultimately essential for their survival. Human being used language as a means of communication. Language is a system of symbols and rules that enables us to communicate. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. In this regard, Jespersen (1994, p. 4) writes:

> Language is not an end in itself, just as little as railway tracks; it is a
>
> way of connection between souls, a means of communication….
>
> Language is the most complete, the richest, and the best means of
>
> communication. It bridges the physical chasm between individual.

In order to communicate, we use spoken or written mode of communication. It is an effective means of preserving and transforming knowledge from one person to another and from one generation to next. Different languages are spoken throughout the world. Among them the English language is the most widely used language. Most of the activities of the world are carried out through English language such as; transmitting human civilization, literature, political and diplomatic activities and human achievements.

English is an international lingua franca. Both native and non native speakers of English use it as a link language.

Regarding this, Harmer (2007, p.18) writes "…we could say that we all, 'native' and 'non- native' speaker alike, own it together in a kind of international shareholder".

Harmer (2007) presents the five factors which have ensured the widespread use of English. They are as follows:

) *A colonial history:*
English language was implanted along with British colony. The influence of English is seen in former colonies of England

) *Economics:*
English is one of the mostly used languages of international business. The globalization of world economics is facilitated by wide spread of English.

) *Information Exchange:*
English is well equipped with valuable information related to academic and professional fields. Journals, articles, books of any discipline are available in English.

) *Travel:*
Most of the work of travel and tourism are carried out in English. Most of the airport around the glove makes an announcement in English along with their native language.

) *Popular Culture:*
Young generations of the present world are attracted with English songs, culture, dressing, and so on. They learn English by watching English movies, reading English books and novels.

This shows the world wide scope of English language. In this context, it is necessary to be competent in both spoken and written English.

The Secondary Level Curriculum of English language has two main purposes: one is to enable students to exchange ideas with people of any nationality who speak or write English and next is to expose them to the vast treasures of

knowledge and pleasure available in written and spoken English. Similarly, it points out seven general objectives of teaching English. 'Gain the skills necessary to write appropriate and effective English' is one among them.

So, we have to make our learner competent in writing skill. To be competent in writing skill, learner should actively participate in different activities. For active participation, they should be highly motivated towered involving in different writing activities. And language games can be some effective ways of motivating students.

Secondary Level English Curriculum (2064) mentions five principles of teaching English. 'Teaching and learning English should be fun' is one among them. From this, we come to know that we have to maximize the fun-like activities in order to increase student's participation in classroom activities which ultimately facilitates language learning.

1.2   Statement of the Problems

Our examination system mainly depends on written examination. Students are evaluated on the basis of their performance in written examination. Students have to write cohesively and coherently to score good marks in examination. In present situation, student's result of public school in English is below than expected level. There may be several reasons behind this. Student's weakness in writing skill might be one among them. In order to develop writing skill one needs to practice a lot.

When students are provided challenging, interesting and fun-like activities, they will be motivated to it and do not hesitate to repeat exercises several times. Language games create a platform for practicing writing skill in interesting way. Therefore this study entitled "Effectiveness of Language Games in Teaching Writing Skill" tries to find out practical ideas for teaching writing with fun activities.

1.3   Rationale of the Study

Writing skill is important for examination purpose as well as daily life purpose. Good writing skill develops a sense of confidence in professional life. To develop good writing skill, one should develop the habit of writing. Habit can be developed through practice.

Regarding the purposes of teaching and learning writing skill Hedge (2005, p.9) listed following points:

) for pedagogic purposes: to help students learn the system of a language.

) for assessment purposes: as a way of stabling a learner's progress or proficiency.

) for real purposes: as a goal of learning, to meet students' needs.

) for creative purposes: to develop self expression

) for acquisitional purposes: as a careful mode of working with language which enables students to explore and reflect on language is a conscious way.

From this, we are convinced that there are multiple purposes of learning writing skill. Now, the question is how it is possible. The straight forward answer is 'increasing participation of learners in different writing activities'. To increase learner's participation, we have to increase learner's motivation towards learning. Games can be vital tools to increase learner's motivation. Games maximize learner's participation in learning language. Modern principles of language teaching advocate for student's participation, collaborative learning, and learning with fun. These opportunities are provided by language games. So, in this context it is necessary to carried out this type of research in order to gain new ideas in the field of language teaching and learning and help students to maximize their learning.

1.4   Objectives of the Study

The present study had the following objectives:

   i)   To find out the effectiveness of language games in developing writing skill.
   ii)   To suggest some pedagogical implications on the basis of findings of the study.

1.5   Research Questions

This study tried to find out the answers of the following research questions:

   i)   Does language game help to improve students writing skill?
   ii)   Could language game help in improving student's errors?

1.6   Significance of the Study

Learner centered learning has a high value in ELT fields. This research tries to find out the possible ways of improving writing skill through language games. So, it is especially beneficial to language teachers. Language teachers may utilize the ideas to motivate the students in writing task. Textbook writers may utilize the findings in producing the effective textbook. Similarly, researchers, curriculum designers and the person who are involved in the field of teaching and learning may utilize the finding as per their needs.

1.7   Delimitations of the Study

The proposed study had the following delimitations:

   ⟩ This study was limited to only one school, Shree Golmeshwor Higher Secondary School, Malu-5 Dolakha.
   ⟩ It was limited to forty five students of class nine.
   ⟩ Data were collected through the use of test items.
   ⟩ The study was limited to writing skill.

1.8 Operational Definitions of the Key Terms

Experimental group: In research, the group which receives new treatment is known as experimental group.

Control group: In research, the group which does not receive any treatment is known as control group.

Variables: Variables are the conditions or characteristics that the experimenter manipulates, controls or observes.

Independent variables: Independents variables are the conditions or characteristics that the researcher manipulates in his attempts to observe the effects of the treatment.

Dependent variables: Dependent variables are the conditions that appear, disappear or change as the effect of experimental treatment

Treatment: Changing the ongoing situation by introducing new variables in order to find out the effect of it.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section incorporates review of different researches carried out in Department of English Education and discussion on the implication of these literatures. Different theoretical aspects are discussed under theoretical framework. And finally, conceptual framework is developed in order to carry out the present study.

2.1 Review of Related Theoretical Literature

In this section, I tried to describe different topics such as English language teaching, language skills, writing skill, language games etc. in order to develop theoretical understanding for my research.

2.1.1 English Language Teaching

Human beings acquire their mother tongue as they grow. But they need a kind of training or help if they have to learn the language other than the mother tongue. Language teaching is the process of facilitating student's learning. Regarding language teaching, Richards and Rodgers (2001, p.1) writes "Language teaching came into its own as a profession in the twentieth century." Due to its increasing popularity, English language teaching has established as a popular job.

English is taught in Nepal as a foreign language. It is taught as a compulsory subject from school level to college level. The development of science and technology added the importance of English language teaching in the context of Nepal. English language is mostly used language in the present world. Due to its strong economic, cultural and political backup, it is existed as a powerful language. In this present globalized world, the knowledge of English is an inevitable to survive. It is one of the languages of UN and mostly used lingua

franca in an international communication. Most of the valuable information are available in English. Now, English is taken as a prerequisite to enter in an international business and communication. So, sound knowledge on written and spoken English is necessary in order to sustain in the age of information and technology.

English has occupied a very significant place in Nepal particularly in the academic, professional and technological fields. Regarding the historical development of English language in Nepal, Bhattarai (2006) writes "In Nepal, English was introduced formally in the school level education system about one hundred fifty year ago that was in 1854 A.D.". The then prime minister Junga Bahadur Rana established Darbar High School in order to give education to their sons. Regarding college education in Nepal Mishra (1998, p. 7) writes "After fifty four years of English education at high school. Nepalese students could avail themselves of English education at higher education which started with the establishment of Tri Chandra College in the year of 1918. With the establishment of the democracy in 1950 A.D., all people are free to get education. And many schools were established rapidly in the nation. In order to systematize the education of the nation different commissions were formed. (Sharma 2010). Awasthi (2003, p. 22) writes, "ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. program in English Education." English language is taken as a medium of instruction in technical subject like science, medicine, engineering and professional course like BBA, BHM, BPH, nursing and so on. In this context is it necessary to make our learners competent in English language.

Different researches in the field of language teaching proved the effectiveness of learner centered teaching. The more the learners involved in learning, the more they learn language effectively. So, as a language teacher we have to maximize the learner's participation in the process of learning a language.

2.1.2 Language Skills

Learning a language is to learn to communicate. In order to communicate perfectly, one should mastery of its different skills. Language skills are categorized into receptive and productive skills. Listening and reading skills come under receptive skill and productive skill incorporates speaking and writing. All skills are important as these are interrelated to each other. Learners learn to speak by speaking and learn to write by writing. So, learner should provide adequate opportunities to have a practice on these skills.

2.1.3 The Writing Skill

Writing is the process of expressing ideas with the help of certain conventional graphic symbols. It is productive skill. A writer should have sound knowledge on vocabulary and the rule of putting language elements in a meaningful way. Writing is not simply a random collection of unconnected sentences. It has to be organized and well connected. Well connected and organized piece of writing could communicate writer's ideas to the readers effectively. In order to be a good writer, one should acquire different sub skills of writing.

Regarding this, Hedge (2005, p.119) writes following points:

) Having something to say (a sense of purpose).

) Being aware of the reader (a sense of audience).

) Developing the ideas (a sense of direction).

) Organizing the content clearly in a logical manner.

) Manipulating the script.

) Using the conventions, e.g. spelling, layout.

) Getting the grammar right.

) Developing sentence structure.

) Linking ideas in a variety of ways.

) Having a range of vocabulary.

2.1.4 Approaches to Student Writing

There are different approaches that can be used for giving practice in writing skill. On the basis of purpose of teaching writing, we have to select the approach accordingly. Regarding the approaches of writing, Harmer (2007, p.325) writes:

> We need to choose between them, deciding whether we want students to focus more on the process of writing than its product, whether we want them to study different written genres and whether we want to encourage creative writing –either individually or collaboratively.

Harmer (2007) discusses the following approaches to student writing:

2.1.4.1 Product Approach

In product approach, we focus in the end product. When concentrating on the product, we are only interested in the aim of a task and the end product. Product approach of writing is mainly useful for teaching mechanics of writing. Coping, parallel writing, close-exercises are some useful activities used in product approach.

2.1.4.2 Process Approach

Unlike product approach, process approach focuses on entire process of writing. It gives less priority to the product. It involves students on pre writing, drafting, and editing, redrafting, and finalizing phases. It believes that when students are involved systematic process of writing, they could achieve the skill of writing.

Harmer (2007, p.326) presents following diagram to illustrate the process of writing:

Fig. No. 1: Process of writing

Planning ⟷ Drafting

Final version? ⟷ Editing

Final version
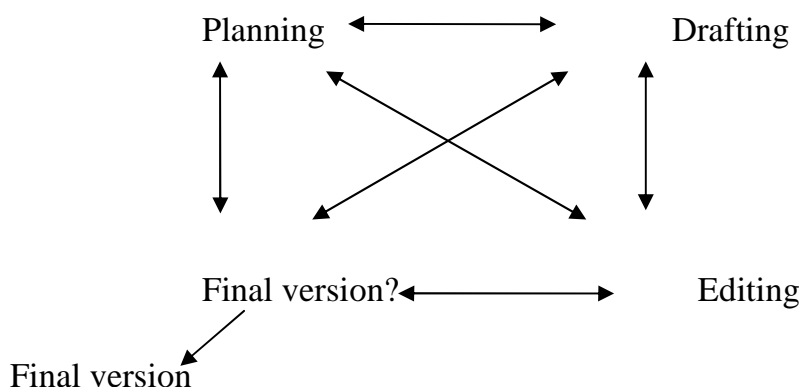
2.1.4.3 Genre Based Approach

The ways of writing poem and the way of writing advertisement is different. Similarly, how we write a letter to pen friend is different from how we write a letter to the director of the company. Every genre of writing has its own format and style. Harmer (2007, p.327) states:

> Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the convention and style of the genre and the context in which their writing will be read, as well as by whom.

2.1.4.4 Creative Writing Approach

Creativity is one of the important skills of human. We feel proud when we create something of our own. Gaffield- Vile (1998) (as cited in Harmer 2007, p.328) writes "Creative writing is a journey of self- discovery, and self- discovery promotes effective learning." As a teacher we have to provide proper guidance and opportunities for having creative writing practice.

2.1.4.5 Writing as a Collaborative Activity

Collaborative writing is effective for teaching learners with different abilities. Learners share their ideas in the group and produce written text by combining their ideas. Shy students also encouraged to participate in writing. Weak students get help from their friends.

2.1.5 Components of Writing

Writing is a complex process which incorporates several components. In order to come with the final product of writing, we have to take different things into consideration. Components of writing are;

2.1.5.1 Mechanics

Mechanics is the basic component of writing. It incorporates spelling, use of punctuation marks, and so on. Harmer (2007, p.323) presents the following three basic components of writing:

- hand writing
- spelling
- layout and punctuation

2.1.5.2 Cohesion

Cohesion refers to the grammatical and lexical relationships between different elements of a text. A text should have certain relationship among its elements in order to convey meaning effectively.

2.1.5.3 Coherence

Coherence refers to semantic relationship between different sentences of a text. Coherence helps to make any piece of utterance meaningful and unified. It hangs the language elements together.

2.1.6 Stages of Teaching Writing

In order to get the final product of any writing pieces, we have to follow certain stages. For Richards and Rennandya (2002) following are the stages of writing process.

2.1.6.1 Planning

Planning is pre- writing activity that prepares learners for writing. Planning stimulates thoughts for getting started. Planning is done through brainstorming, consulting resources for information making notes and organizing notes.

2.1.6.2 Drafting

In this stage, students notes down the gathered ideas in written form. They try to note down their ideas as far as possible. They mainly focused on content.

2.1.6.3 Responding

In this stage, the teacher responds on students writing. S/he provides feedback for further improvement. Teacher provides feedback on contents, language, arrangements and mechanics of writing.

2.1.6.4 Revising, Editing

On the basis of teacher feedback, students revise and edit their writing in order to make it meaningful and readable. Context, appropriateness, language, cohesion, and coherence are checked in this stage and final draft is prepared. We can involve our learners in self-correction and pair correction.

2.1.6.5 Post- Writing

After revising and editing, the students writing is ready for publishing. In this stage, student's writing is either published on notice board or providing opportunity to share in the class.

2.1.7 Activities for Developing Writing

Different activities can be used for developing writing skill of the student. Our principle task is to maximize the student's participation in writing and facilitating their learning. Following activities can be done to develop writing skill.

2.1.7.1 Controlled Writing Activities

This is basic activities in which students are involved in combining, reproduction and completion of sentences. Students do not have freedom to express their ideas. According to Cross (2003) jigsaw sentences, copying with correction, sentence combining are some activities under this type.

2.1.7.2 Guided Writing Activities

In guided activities, students are provided certain guidelines and they have to perform written task. Students have some degree of freedom in these types of activities. According to Cross (2003) picture description, picture sequence story, summary, note writing half dialogues and story completion are some examples of this.

2.1.7.3 Free Writing Activities

This is an advance level writing activities in which students are provided topic and they have to write on their own way. Students are free to choose structure and vocabulary in order to express their ideas on the given topic. Students brainstorm, make plan, develop an outline and write. Letter writing, essay writing, writing poem are some examples of this.

2.1.8 Language Games

Language games are any fun activities which are especially designed for practicing different skills and aspects of language. Language learning is

complex process which needs devotion from the part of the learners. Regarding games Harmer (2003, p. 101) writes "Games are vital part of a teacher's equipment not only for language practice they provide but also therapeutic effect they have". Learners need to pay concentration, they have to involve in different activities and it generally takes longer period of time. In this context, language games can play vital role by motivating learners, helping them to keep their interests and strengthening their effort in the process of leaning a language. Regarding the importance of motivation in language teaching,Ur. (2003, p. 274) writes "Learners motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive". In the same way he further enlisted following ways of arousing students' interest in learning task:

- clear goals
- varied topics and task
- visual aids
- tension and challenge; games
- entertainment
- play-acting
- information gap
- open ended cues

When we observed these ways of arousing interest to the learners, we come to know that most of these conditions can be fulfilled by language games. His ideas added the significance of language games in language teaching.

2.1.9 Games in Language Learning

Modern principles of language teaching and learning advocate for learners participation in the process of learning a language. Language games maximize the learner's participation in language learning. While playing games they subconsciously learn language. Games develop a sense of cooperation and competition. So, collaborative learning is possible through games. Regarding

the justification of the language games in language class, Wright et al. (2002, p.1) express the following ideas:

) Games help and encourage many learners to sustain their interest and effort in language learning.
) It helps the teachers to make learning useful and meaningful
) It helps to maximize the practice of language skills and aspects
) It helps to increase motivation
) It helps to increase the retention rate of learning
) It helps to create real life situation in the classroom.

Games provide interesting and challenging learning opportunities. Games can minimize students' stress of learning. It helps to create relax atmosphere in language class, which ultimately accelerates the quantity and quality of learning. Students do not feel bother to repeat the same language items while playing games. This maximizes the practice of language and ultimately promotes learning. Thus, child friendly learning is possible through language games. Regarding the importance of language games Cross (2003, p.153) writes:

> Through games, learners practice and internalize vocabulary, grammar and structure. The play and competition enhance motivation too. And added benefit is that the learner's attention is on the message, not on the language. They acquire the language unconsciously with their whole attention engaged by the activities, in much the same way as they acquire the mother tongue.

From this what we come to know that language games are supportive tools for language learning. Games help to create enjoyable and entertaining atmosphere

in language classroom. It facilitates language learning by creating stress free learning environment in the classroom.

2.1.10 Types of Language Games

Different types of language games are used in language teaching and learning. Language games are categorized on the basis of different criteria. According to Wright et al. (2002) games can be categorized as follows.

- **Picture games:**
  In this type of game picture plays major role. Students are engaged in different language learning activities through games. Comparing and contrasting pictures, describing pictures, predicting pictures, arranging pictures are some examples.

- **Caring and sharing games:**
  In this type of games students are involved in knowing each other and sharing about each other.

- **Story games:**
  Students are involved in developing story by involving in different activities. Chain story, completing incomplete story are some examples.

- **Word games:**
  Word meaning and its proper used are focused in this game. Bingo, make a sentence, the odd man out are some examples.

- **Guessing games:**
  Learners are provided different situation in which they have to guess. They learn by guessing. Hiding and finding, magic box are some examples.

- **Question and answer games**:
  Test your knowledge, twenty questions, and questions for answers are some examples of this type.

2.1.11 Games for Teaching Writing

Language games are useful for developing language skills. While playing games, learners automatically used more than one language skills.

We categorized it on the basis of our focus on particular skill. Getting ideas from Wright et al. (2002), I have enlisted some language games which focused on writing skill

⟩ **Jigsaw sentences**:

Students are divided into different groups. They are provided sentences in wrong order. They have to arrange it and make a sensible paragraph. The group which could arrange and develop a sensible paragraph within a given time will win the game.

⟩ **What's the difference?**

In this game, students are provided similar pictures and ask to find out as many differences as possible. The group which can find more difference within a given time will win the game.

⟩ **Look and write:**

Students are divided into groups. They are provided a chance to look a picture for two minutes. After that they have to write about the picture in their own words. The group which could write more in accurate language will win the game.

⟩ **Chain story:**

Students are divided into groups. They are provided some starting sentences of a story. They have to develop their own story. The group which could develop a sensible story in a given time will win the game

⟩ **Getting to know each other:**

This is an individual work. Students are asked to prepare a card. They have to write their names, address, likes, dislikes interests etc. Then the cards are collected and randomly distributed. They have to prepare a short description on the basis of information of the card. After writing

they have to share it to the class. Other students have to find out their friends on the basis of the description.

⟩ **Telling the way:**

This is pair work. Each pair provided the task to write the way. After the completion of the task, they have to read it out and the next friend has to find the place on the basis of description. The pair which could find the way perfectly will win the game.

⟩ **Pass the message:**

This is group work. They are provided a message. They have to read for one minute. After that they have to write and provide to his friends for one minute. In this way, the group which could pass the message perfectly will win the game.

⟩ **Fortune telling:**

Students are divided into groups. Each group has to prepare a description of fortune. And list of students are also prepared. After that name of students and written fortune are picked randomly. The group which could prepare good fortune will win the game.

⟩ **Who can tell more:**

This is an individual work. All students are asked to write their plan for coming holiday. After finishing, they have to share. Each student has to share more and unique plan than their friends. The students who could write more plan in accurate language will win the game.

2.2   Review of Related Empirical Literature

Different research studies are carried out in the field of writing skill under the Department of English Education. And some research works are carried in language games. Some of the related research works are reviewed as follows:

Pandey (2004) carried out study on "Effectiveness of Language Games in Teaching Grammar". The main objective of his research was to find out the

effectiveness of language games in teaching grammar. He used both primary and secondary sources of data. The sample population of the study was fifty students of class ten of Pholchowki Uchha Madhyamik VidayalaThaiba, Lalitpur. Test items were used as tools for data collection. He taught experimental group through language games. And taught control group as usual method. He found that teaching grammar through games is relatively more effective than without games. The participants who were received intervention were performed better in post test.

Adhikari (2005) conducted research on "Effectiveness of Teaching Vocabulary through Games."The objective of the study was to find out the effectives of teaching vocabulary through games. The sample population of the study was sixty students of grade nine of Jaya Devkota Monakamana Higher Secondary School Kathmandu. Test items were used as tools for data collection. He taught vocabulary to experimental group through games. And control group through usual methods. The result of post test of his study showed that the participants of the experimental group outperformed the control group.

Neupane (2008) carried out an experimental research on "Effectiveness of Teaching Aids in the Development of Writing Skill."The major objective of the study was to find out the effectiveness of teaching aids in developing writing skill. Sample population of the study was sixty students of Lumbini Aawashiya Madhaymik Vidhayalya, Nawalparasi. He found out that the teaching aids have very high positive effect on the teaching writing skills of English since the experimental group had performed better in all the areas in the post test.

Mishra (2011) conducted a study on "Effectiveness of Strip Story in Developing Writing skill." His main objective of the study was to find out the effectiveness of strip story as a technique in developing writing skill. The sample population was thirty two students of grade seven of Shree Mitrata Higher Secondary, Anbookhaireni, Tanahun district. Subjective test items were the tools of the research. By comparing the result of pre test and post test he found out that strip story plays vital role in enhancing students writing skill.

2.3   Implications of the Review for the Study

Research work takes advantage of the knowledge which was explored in the past. The review of the researches provides theoretical and practical ideas for carrying out the research in present context.

These research studies were conducted under the Department of English Education. First two works are related to use of games in language class and other two are related to effectiveness strip story and teaching aids in teaching writing. After going through these researches, I have got ideas regarding language games and writing skill. These research studies are experimental research. So, I have got theoretical and practical ideas of conducting experimental research. I have collected some ideas for preparing test items, group division, preparing lesson planand so on.

These four research studies that I have reviewed are related to my study. Pandey (2004) and Adhikari (2005) researches are related to use of games in language learning. Other two are related to writing skill. But my research is different from these as it tries to find out the effectiveness of language games in teaching writing skill.

2.4   Conceptual Framework

On the basis of the ideas gathered from review of theoretical and empirical literature, I developed following conceptual framework in order to carry out this research.

Fig. No. 2: Framework of the research

```
┌─────────────────────────────────────┐
│   Effectiveness of language games in │
│        developing writing skill.     │
└─────────────────────────────────────┘
                  │
┌─────────────────────────────────────────┐
│             Objective:                   │
│ To find out the effectiveness of language│
│    games in teaching writing skill.      │
└─────────────────────────────────────────┘
         │                      │
┌──────────────────────┐   ┌──────────────────────────────┐
│ Review of both       │   │ Decision of samples and      │
│ theoretical and      │   │ development of appropriate   │
│ empirical literature.│   │ research tools to collect    │
│                      │   │ required data.               │
└──────────────────────┘   └──────────────────────────────┘
                  │
            ┌──────────────┐
            │  Field work. │
            └──────────────┘
                  │
┌──────────────────────────────────────┐
│ Dividing the existing group into two, │
│ administering pre test, adjusting the │
│ groups.                               │
└──────────────────────────────────────┘
         │                      │
┌──────────────────────┐   ┌──────────────────────────┐
│ Experimental group:  │   │ Controlled group:        │
│ introducing new      │   │ Teaching through usual   │
│ independent variables│   │ way.                     │
└──────────────────────┘   └──────────────────────────┘
         │
┌──────────────────────────────┐
│  Language games:             │
│  ⌇ Arrange and win           │
│  ⌇ You write next            │
│  ⌇ Ten minutes writing storms│
│  ⌇ Chain story.              │
└──────────────────────────────┘
                  │
┌──────────────────────────────────────┐
│ Administering post test, data         │
│ tabulation, analysis and deriving     │
│ conclusion.                           │
└──────────────────────────────────────┘
                  │
┌──────────────────────────────────────┐
│              OUTPUT                   │
│    A comprehensive final report.      │
└──────────────────────────────────────┘
```

CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

In order to carry out this research, I used the following methods and procedures:

3.1   Design of the Study

In order to carry out this research, I followed experimental research design. Experimental research is carried out in order to find out the relationship between variables. Experimental research provides a systematic and logical method of experiment to manipulate certain stimuli, treatments or environmental conditions. In experimental research, researcher brings change in independent variables and tries to find out the effect of treatment in dependent variables. Independent variables are also known as input variables and dependent variables are known as output variables. (Cohen et al. 2007).

Houser (1998) states that 'random assignment to group' and 'manipulation of independent variables' are two principle features of experimental research. Regarding experimental research Kumar, (1999, p.100) expresses the following ideas.

> An experimental study can be carried out in either a controlled or natural environment. For an experiment in a controlled environment, the researcher (or someone else) introduces the intervention or stimulus to study its effects. The study population is in a controlled situation such as a room. For an experiment in a natural environment, the study population exposed to an intervention in its own environment.

Similarly, Cohen et al. (2007, p.272) write the following lines on experimental research:

> The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which they are interested, introduce an intervention and measure the difference that it makes. An experiment involves making a change in the value of one variable – called the independent variable – and observing the effect of that change on another variable– called the dependent variable.

They further enlisted the following key feature of experimental research as follows;

- one or more control groups
- one or more experimental groups
- random allocation top control and experimental groups
- pretest of the groups to ensure parity
- post test of the groups to see the effects on the dependent variable
- one or more interventions to the experimental group(s)
- isolation, control and manipulation of independent variables
- non-contamination between the control and experimental group. (ibid. p.275)

From this what we come to know that, experimental research is conducted in order to find out the effect of new treatment. In the field of language teaching, experimental research tries to find out the applicability of new teaching methods, techniques, materials in students learning. It is carried out in control environment and the finding is generalized in classroom teaching.

On the basis of availability of the participants, time and purpose of the study different designs can be used in experimental research.

Koul, (2001, p.483) has provided eight designs of experimental research as follows:

Design 1: One group pre-test post-text Design

Design 2: Two groups, static Design

Design 3: Two groups, randomized subjects, post-test-only Design

Design 4: Tow groups, randomized matched subjects, post-test only design

Design 5: Randomized groups, pre-test post-test Design

Design 6: The randomized Solomon three groups Design

Design 7: The randomized Solomon four groups Design

Design 8: Simple factorial Design of 2 by 2 (2x2).

Similarly, Cohen, et.al. (2007, p. 275) present different design of experimental research as follows:

) The pre test –post –test control and experimental group design

) The two control groups and one experimental pre test- post-test design

) The post- test control and experimental group design.

) The post- test two experimental group design

) Pre test, post-test two treatment design

) The matched pair design

) The factorial design

) The parametric design

) Repeated measure designs.

Getting ideas from these I selected pre test post test equivalent group as a research design for my study. In pretest - post-test equivalent group design, the participants are randomly allocated into two groups. One is experimental group and the other is control group. Pre test is conducted to find out the proficiency of the participants before the treatment. New treatment is introduced in experimental group and control group does not receive any treatment. After the

completion of the experimental period, post test is conducted. The result of the both groups in pretest and post-test are calculated and analyzed. In this way, the impact of the treatment is found out. The pretest – post-test equivalent group design is presented diagrammatically as follows

Fig. No. 3

Figure of Experimental Research Design

R   O1   X   O2

R   O3   C   O4

Here,   R= Random sampling

X = Experimental group

C = Control group

O = Observation/Test
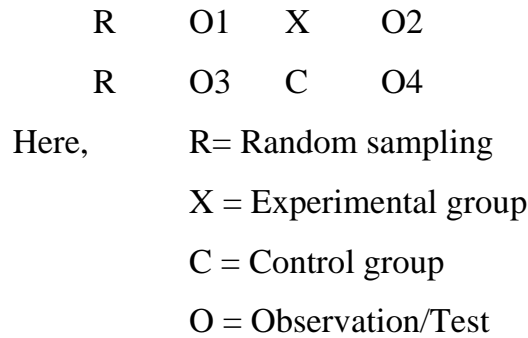
Shindu (2001, p. 204) presents following steps of experimental research:

    i.   Identifying, defining and delimiting the problem:

First stage of any experimental research is to locate the problems and define it.

    ii.   Reviewing the literature:

After selecting the problem, the related literature should be reviewed.

    iii.   Formulating hypothesis and deducing their consequences:

Researcher should state the hypothesis of his research in this stage.

    iv.   Drawing up the Experimental Design:

Researcher should select appropriate design for his study. Duration of the study, tools and sources should be fixed.

    v.   Defining the Population:

The researcher should define the population of his study and he also has to specify the sample in which he is going to carried out the research

vi. Carrying out the Study:

This is real stage of the study in which the researcher carried out his study.

vii. Measuring the outcomes: After the completion of the study the researcher measures the outcomes and find out the effect of the treatment.

viii. Analyzing and Interpreting the outcomes:

Researcher analyzes and interprets the data by using different statistical means.

ix. Drawing up the conclusions:

From the analysis s/he derived the conclusion.

x. Reporting the Results:

Finally, the finding is reported in the form of comprehensible report.

These ten steps of research briefly explain the procedures of carrying out experimental research. In my research, I followed most of these stages. But in my research I did not mention third stage; formulating hypothesis.

3.2 Population and Sample

All grade nine students of English language were the population of the study and among them forty four students of class nine of Shree Golmeshwor Higher Secondary School, Malu-5 Dolakha were the sample of this study.

3.3 Sampling Procedures

I used purposive nonrandom sampling procedure to select the Shree Golmeshwor Higher Secondary School to carry out this study. Then I selected class nine students as the sample of the study. The students were divided into experimental and control group using simple random sampling procedure. I brought minor changes in both the groups to make the group equivalent.

3.4   Data Collection Tools

I used test as a tool of data collection to conduct this research. Subjective test items were used. There were altogether ten question items. Each contained five full marks. Students were provided one and half hour to complete the test. Questions were designed on the basis of curricular objectives, grade nine textbook and SLC Specification Grid. Questions were designed on the basis of following criteria:

Table No. : 1

Test Items and their Marks Distribution

S.N.	Categories	Number of Test Item	Allocated Marks
1	Completing conversation	1	5
2	Composing conversation	1	5
3	Paragraph writing	2	10
4	Developing story from skeleton	2	10
5	Writing news story	1	5
6	Describing process	1	5
7	Writing plan	1	5
8	Describing Charts	1	5
Total		**10**	**50**

Along with the test, I used lesson plan, teaching materials language games to teach the students.

3.5   Data Collection Procedure

Step-wise methodological procedure was followed in order to collect the required data. For this, I visited the field i.e. school at first and established the rapport with the authority. Authority was made clear about the purpose and the process of the study. After that got introduced with the students and developed the rapport with them. Then students were divided into two groups by applying simple random sampling procedure (fishbowl draw). Pre-test was administered for the both groups and scores were calculated and compared. Some miner exchange also brought to establish the equal level of proficiency of the both groups. Experiment was carried for one month. After a month, pot test was administered for the both groups and drew the raw score. Finally, the score of the both group were compared.

3.6   Data Analysis and Interpretation Procedure

Data were analyzed and interpreted with the help of simple statistical computation like-mean. Then they were presented and displayed in different tabular forms and described.

CHAPTER – FOUR

RESULT AND DISCUSSION

This chapter deals with the result and discussion of the collected data. The main concern of the present research work was to find out the effectiveness of language games in teaching writing skill. Similarly, analyzing students' errors regarding the use of tense and its improvements in post test was another concern of this research study.

In order to collect the data, subjective test items were prepared. Shree Golmeshwor Higher Secondary School was selected purposively for the research. And class nine students were selected by using non random sampling procedure. After that students were divided into two groups: experimental and control using simple random sampling procedure. Pretest was administered and drew raw score. After that, experimental group was started to teach with language games. But control group was taught with usual method. After the completion of the experimental period post test was conducted to the both groups and drew the score. The data obtained from the tests have been presented, analyzed and discussed under two main heading.

4.1 Results

This sub-chapter deals with the results i.e. the marks that the students obtained from the pre test and post test. I administered pre test and taught the experimental group using language games and in the controlled group with the usual way. The sample of this study i.e. forty four students of class Nine of Shree Golmeshwor Higher Secondary School, Malu were given ten questions to solve. Each question carried five marks. From the comparison of the score of two tests i.e. pre-test and post-test, the following results have been derived.

a) The group 'A' increased its average score by 8.61 from the pre-test to the post-test. Language game was used in this group. But group 'B' increased its average score by 2.57. Here, the difference between the

average marks of two groups in the test is 6.04. This shows that language game is effective in teaching writing skill.

b) In the category 'completing conversation' the group 'A' got 2.27 average score in the pre-test and 4.45 in the post-test. This group increased its average score by 2.18. On the other hand, the average score obtained by group 'B' was 2.45 in pre- test and 3.36 in post-test. This group increased its average score by 0.91.

c) In the category 'completing conversation', the group 'A' scored 1.68 in pre-test and 2.29 in post-test. Here, this group increased average score by 0.61. Similarly, group 'B' scored 1.40 in pre-test and 1.79 in post-test. This group increased its scored by 0.39.

d) The result of 'writing paragraph' shows that the average score obtained by group 'A' in pre-test was 3.95 and 5.27 in post-test. This group made the improvement in score by 1.32. Likewise, group 'B' obtained 3.97 average marks in per-test and 4.43 in post-test. This group made the improvement in score by 0.46.

e) The average score of group 'A' in 'writing plan' in pre-test was 1.75 and 2.54 in post-test. The average score increased by 0.79. Similarly, group 'B' scored 1.59 in pre-test and 1.81 in post-test. This group increased the score by 0.22 in the post-test.

f) The result of 'developing story from skeleton' shows that , the average score was obtained by group 'A' in pre-test was 3.79 and 2.25 in post-test. This group increased the score by 1.46. Similarly, group 'B' scored 3.46 in pre-test and 3.76 in post-test. This group increased the score by 0.30.

g) In 'writing news story', the group 'A' scored 1.77 in pre-test and 2.63 in post-test. This group increased the score by 0.86. Whereas, the group 'B' scored 1.77 in pre-test and 2.13 in post-test. This group increased the score by 0.36

h) The result of 'describing process; shows that group 'A' got 1.86 average score in pre-test and 2.80 in pot-test. This group increased the score by

0.94. And the group 'B' scored 2.02 average score in pre test and 2 in post-test. The score of this group was decreased by 0.02 marks in post-test.

i) In 'describing charts' group 'A' got 1.25 in pre-test and 1.70 in pot-test. This group increased its score by 0.45 marks in post-test. On the other hand, group 'B' scored 1.29 in pre-test and 1.25 in post-test. This group decreased its score by 0.04 marks in post-test.

From the above mentioned points we can say that, language game can be one of the effective means to teach writings skill. After the comparison of the pre-test and post-test of both groups, it was found that average scores of the post-test were higher than that of the pre-test in experimental group.

4.2 Discussion

This sub-chapter discusses the results i.e. the marks that the students obtained from the pre-test and post-test. Ten questions were asked under eight different categories. Students score in each category has been calculated and compared. The result of the pre-teat and post-test of both groups have discussed under the following headings:

    i.   Holistic Discussion

    ii.   Categorical Discussion

    iii.   Error improvement of the students

4.2.1 Holistic Discussion

The result of the experimental group and the controlled group of pre-test and post-test have been compared in this section.

The performance of the experimental and the controlled group in the pre-test and post-test as a whole have been presented in the following table.

Table No. : 2
Performance of Experimental and Controlled Group in Pre-test and Post-test

Group	F.M	Average in pre-test	Average in post-test	Difference
Experimental	50	18.02	26.63	8.61
Controlled	50	17.86	20.43	2.57

This table shows that the experimental group got the average score of 18.02 in pre test and 26.63 in post test. This group increased its average score by 8.61 in the post test. Contrary to this, the controlled group got the average score of 17.86 in the pre test and 20.43 in the post test. This group increased its average score by only 2.57 in the post test.

The comparison of score of pre test and post test of each group proved that the experimental group learnt more effectively than the controlled group. The difference in average score of the experimental group was 8.61and the difference in average score in controlled group was 2.57. So, the experimental group progressed better than the controlled group by leading 6.04 average score than the controlled group.

The results of the research study have been presented in eight different categories. The individual score was taken from pre-test and post-test. The total mark of the test was fifty and each question carries five marks. Students' average score of pre test and post test have been presented and discussed here. The full and individual score of students are presented in **Appendix V.**

The average score of the both groups in pre test and post test in each category have been shown in the following table.

Table No. : 3
Differences of Average Score of both the Groups in each Category

S.N.	Types of test items	Group 'A'	Group 'B'	Difference
1	Completing dialogue	2.18	0.91	1.27
2	Composing dialogue	0.61	0.39	0.22
3	Paragraph writing	1.32	0.45	0.87
4	Writing plan	0.79	0.22	0.57
5	Developing story from skeleton	1.46	0.30	1.16
6	Writing news story	0.86	0.36	0.50
7	Describing process	0.94	-0.02	0.96
8	Describing charts	0.45	-0.04	0.49
Average total		**8.61**	**2.57**	**6.04**

This table shows the holistic comparison of group 'A' and group 'B' in each category. From this, we come to know that the group 'A' increased its average score by 8.61 from pre-test to post-test, whereas the group 'B' increased by 2.57 in post-test. It shows that the group 'B' had less average score than that of group 'A'. The group 'A' learnt better by leading 6.04 average score due to the positive effective of language games. From this we can say that, the use of language game is effective in teaching writing skill.

4.2 Categorical Discussion

The categorical discussion is classified into eight different sub-heading. The individual score were taken from the test i.e. pre-test and post-test and tabulated under each sub-heading. The average scores were computed out of the individual score. The difference was converted into percentage. And the performance of the both groups was compared on the basis of their percentage.

The marks obtained by individual students in each type of exercises are presented in the **Appendix V.** On the basis of the individual scores, average score for each group and for each category of exercises are calculated to compare the achievement of the groups. The discussion and interpretation of the study are carried out under the following sub- heading:

- ➢ Completing conversation
- ➢ Composing dialogue
- ➢ Writing paragraph
- ➢ Writing plan
- ➢ Developing story from skeleton
- ➢ Writing news story
- ➢ Describing process
- ➢ Describing charts

The discussion and interpretation of these categories in separate heading as follows:

2.2.2.1 The Result in Completing Conversation

In this category students were provided incomplete dialogue and asked to complete it with the help of given clue. This question contained five marks.

The average score obtained by both group in pre test and post test in completing conversation' have been presented in the following table.

Table No. : 4
Average Score in Completing Conversation

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.27	4.45	2.18	96.03
B	2.45	3.36	0.91	37.14

The above table shows that group 'A' got 2.27 average score in pre-test and 4.45 average score in the post-test. This group increased its average score by 2.18 or 96.03 percent.

However, the average mark obtained by group 'B' in pre-test was 2.45 and in post test was 3.36. This group increased average score by 0.91 or 37.14percent. It shows that group 'A' achieved progress in this area than group 'B' by leading 58.89 average percent.

4.2.2.2 The Result in Composing Conversation

In this category students were provided a situation and asked to compose a conversation. This question contained five marks. The average score obtained by both groups in pre test and post test of composing conversation have been presented in the following table.

Table No. : 5
Average Score in Composing Conversation

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.68	2.29	0.61	36.30
B	1.40	1.79	0.39	27.85

The above table shows that group 'A' got the average score of 1.68in pre test and 2.29 in post-test. This group increased its marks by 0.61 or 36.30 percent.

On the other hand, group 'B' got the average score of 1.40 in pre-test and 1.79 post-test. This group made the improvement in its marks by 0.39 or 27.85 percent. This statistical data shows that group 'A' learnt better than group 'B'. So, it can be said that using language games in teaching composing conversation is relatively effective.

4.2.2.3 The Result in Writing Paragraph

To evaluate students' performance in 'writing conversation', two questions were asked in both tests. Each question carried five marks. Question no. 3 and 6 were related to this category. The average score obtained by both group in pre test and post test of 'writing paragraph' have been presented in the following table.

Table No. : 6
Average Score in Composing Conversation

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	3.95	5.27	1.32	33.41
B	3.97	4.43	0.46	11.58

The above table shows that group 'A' got the average score of 3.95 in pre test and 5.27 in post test. This group made the improvement in marks by1.32 or 33.41%. But group 'B' got the average score of 3.97 in pre- test and 4.43 in post-test. This group made the improvement in mark by 0.46 or 11.58%.

From this, we can say that group 'A' improved more in post-test than that of group 'B'. Thus, using language games in teaching writing paragraph seems relatively effective.

4.2.2.4 The Result in Writing Plan

Students were asked to write their plan in this type of question. This category contained five marks.

The result of writing plan has been presented in the following table.

Table No. : 7

Average Score in Writing Plan

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.75	2.54	0.79	45.14
B	1.59	1.81	0.22	13.83

The above table shows that group 'A' got 1.75 average score in pre-test and 2.54 in post- test. The average score increased by 0.79 or 45.14 percent. Similarly, group 'B' got the average score of 1.59 in pre-test and 1.81 in post-test. This group increased its average score by 0.22 or 13.83 percent. It shows that using language games for the purpose of teaching 'writing plan' has comparatively positive role than conventional way.

4.2.2.5 The Result in Developing Story from Skeleton

In this category students were asked two questions. They were provided with skeleton of story and asked to develop a story. Each question contained five marks. The average score obtained by both group in pre test and post test of 'developing story from skeleton' have been presented in the following table.

Table No. : 8

Average Score in Developing Story from Skeleton

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	3.79	5.25	1.46	38.25
B	3.46	3.76	0.30	8.67

The above table shows that group 'A' got the average score of 3.79 in pre-test and 5.25 in post-test. This group made the improvement in marks by 1.46 or 38.25 percent. Similarly, group 'B' got the average score of 3.46 in pre-test and

3.76 in post-test. This group increased its average score by 0.30 or 8.67 percent. It shows that language games seem comparatively effective in teaching 'developing story from skeleton'.

4.2.2.6 The Result in Writing News Story

In this category, students were provided with some clues and asked to write news story. This category contained five marks. The average score obtained by both groups in pre test and post test of 'writing news story' have been presented in the following table.

Table No. : 9

Average Score in Writing News Story

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.77	2.63	0.86	48.58
B	1.77	2.13	0.36	20.33

The above table shows that group 'A' got 1.77 average score in pre-test and 2.63 in post-test. The average score increased by 0.86or 48.58 percent. On the other hand, group 'B' got 1.77 average score in pre-test and 2.13 in post-test. This group improved its score by 0.36 or 20.33 percent. It shows that language games are beneficial for teaching 'writing news story'.

4.2.2.7 The Result in Describing Process

Students were asked to describe the process of repairing puncture in pre-test and mouth-to-mouth resuscitation in post-test. This question carried five marks.

The average score obtained by both group in pre test and post test of 'describing processes' have been presented in the following table.

Table No. : 10

Average Score in Describing Process

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.86	2.80	0.94	50.53
B	2.02	2	-0.02	-9.90

The above table shows that group 'A' got the average score of 1.86 in pre-test and 2.80 in post-test. This group made improvement in mark by 0.94 or 50.53 percent. But group 'B' on the other hand, got the average score of 2.02 in pre-test and 2 in post-test. This group decreased its marks by -0.02 or -9.90 percent in post-test. From this we can say that, language games are effective in teaching 'describing process'.

4.2.2.8 The Result in Describing Charts

Students were asked to describe the given charts. This question carried five marks. The average score obtained by both group in pre test and post test of 'describing charts' have been presented in the following table.

Table No. : 11

Average Score in Describing Charts

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.25	1.70	0.45	36
B	1.29	1.25	-0.04	-3.10

The above table shows that group 'A' got the average score of 1.25 in per- test and 1.70 in post-test. This group made the improvement in marks by 0.45 or 36 percent. Group 'B' on the other hand, got the average score 1.29 in pre-test and

1.25 in post-test. This group decreased its score by -0.04 or -3.10 percent. This shows that language games facilitates in teaching 'describing charts.

After going through these results and its discussion, we can say that language games can play supportive role in teaching writing. The use of language games seems effective as the experimental group outperform controlled group in the post test in each categories.

4.2.3 Error Improvement of the Students

While learning a language students may commit errors. This is the process of development in language learning. As a language teacher, we should take students error positively. We have to study student error and give feedback for improvement. When students get proper guidance, they can improve their error and be able to produce errorless utterances.

Another important dimension of this research study is to observe the relative importance of language games in improving students' errors. Students' errors and their improvement due to the positive role of language game is discussed in this sub section.

To collect data for the research study, I prepared test item. Test item consist guided and free writing type of questions. Students were provided some clues and asked to write in guided type of questions. And in free writing type of question students were provided topic and asked to express their ideas on the given topic. While answering the questions they had to construct the appropriate sentences on their own and they also had to use appropriate tense according to the situation.

In order to make the observation of error and its improvement specific, I specified my study on finding out the error regarding the use of tense and its improvement due to the positive effect of language games. I counted students error regarding the use of tense in pre test and post test of the both groups.

Students' error and its improvement in using tense has been discussed categorically bellow.

i. **Completing Conversation**

In question no one, students were asked to complete the conversation with the help of given clues. In this category, students should not have to write their own sentences and they also should not have to select proper tense. From the close observation of answer of the both group in pre test, it is found that most of the students could not complete the conversation accurately. Students were able to score 1-3 marks of both groups. But in post test most of the students of experimental group improved their core. Controlled group also improved the core but experimental group improved more than controlled group.

ii. **Composing Conversation**

In question no two students were provided situation and asked to write a conversation in the given situation. Students had to select their own words and they had to construct correct sentences in order to create a dialogue in the given situation. Through the observation of the students answer in this category, it was found that most of the students did not produce correct sentences in pre test. They produced incomplete sentences. There also problem in arrangement of words in the sentences. Such as

❖ Which food give?
❖ You come eat rice?

But in post test the experimental group improved their writing than controlled group.

iii. **Writing Paragraph**

In question no three and six, students were provided topic and asked to write a short paragraph on the given topic. Students were free to select

the words and structure to express their ideas while composing paragraph. After going through the students answer I found the following data regarding students' error in using tense.

Table No. : 12

Error Improvement in Writing Paragraph

Group	No of error in pre-test	No of error in post-test	Improvement of error
A	58	24	34
B	49	39	10

iv. **Writing Plan**

In question no four students were asked to write their plan in the given situation. Plan is making for future. So, it should be written in future tense. Students answers of the both groups and both tests were studied and counted the errors and its improvement regarding the use of tense. The following data has been derived in this category.

Table No. : 13

Error Improvement in Writing Plan

Group	No of error in pre-test	No of error in post-test	Improvement of error
A	53	20	33
B	59	44	15

v. **Completing Incomplete Story**

In question no five and nine student were provided incomplete pieces of story and asked to complete the story. Students had to develop a story in past tense.

Students' errors regarding the use of tense while writing story in pre test and post test have been presented in the following table.

Table No. : 14

Error Improvement in Completing Incomplete Story

Group	No of error in pre-test	No of error in post-test	Improvement of error
A	140	72	68
B	157	122	35

vi. Writing News Story

In question no seven student were provided clues and asked to write a news story. Students' answers were analyzed and found out their errors regarding the use of tense in pre-test and post-test and have been presented in the following table.

Table No. : 15
Error Improvement in Writing News Story

Group	No of error in pre-test	No of error in post-test	Improvement of error
A	42	17	25
B	54	40	14

vii. Describing Charts

In question no ten students were provided charts and asked to describe the charts. Students' answers were analyzed and find out the number of error regarding the use of error and have been presented in the following table.

Table No. : 16

Error Improvement in Describing Charts

Group	No of error in pre-test	No of error in post-test	Improvement of error
A	27	14	13
B	31	21	10

viii. Describing Process

In question no eight students were asked to write the process in the given situation. In this category students were asked to write the process of repairing puncture in pre test and mouth to mouth resuscitation in post test. In this category error was not fount regarding use of tense.

From this we can say that language games can play supportive role in improvement of student's errors.

CHAPTER- FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

After the analysis and discussions of the study results in chapter four, the summary, conclusions and implications of the findings are presented in this section being based on two research objectives and two research questions made in chapter one.

5.1 Summary

The present research report consists of five chapters which deal with the various stages of the study.

The first chapter consists of background of the study which deals with the definition of a language, present context of English language teaching, worldwide scope of English language, and importance of English language proficiency in the present context and principles of English language teaching prescribed by Curriculum Development Centre. Moreover, it consists statement of problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Similarly, the second chapter contains the review of both theoretical and empirical literature. Firstly, it deals with different theories related to English language teaching, language skills, writing skill, approaches of teaching writing, components of teaching writing, stages of teaching writing, activities for developing writing skill, language games, types of language games and games for teaching writing skill. Furthermore, different studies carried out under similar topic are also reviewed under this chapter. The implication of the review for the study is also discussed in this chapter. Lastly, a clear figurative framework is presented to carry out the study under the heading conceptual framework.

The third chapter deals with the method and procedure of the study. This chapter discusses on the design of the study, under which definition, characteristics and steps of the experimental research are discussed. This chapter also talks about the population and sample of the study, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure.

The forth chapter consists of the results and its discussion. Student's score of pre test and post test have been presented and discussed under different headings. Student's results are discussed under eight different categories. And improvement of student's errors also presented along with the scores.

The last chapter of the research report consists of summary, conclusion and implication of the entire research study.

5.2   Conclusion

Our education system basically depends on written examination. So, it is necessary to make our learners able to express their ideas accurately and appropriately in written form. Writing is productive skill. That is why it needs a regular practice from the part of the learners. In order to make our learner good in writing skill, we should help them in developing writing habit. Habit can be developed through continuous practice. The more we engage our learner in writing activities, the more they develop habit and gain skill needed for producing comprehensive written piece. The role of motivation is important in language learning. It helps to make learning effective and long lasting. Language game is one of the means of arousing motivation in language learning. So, the main purpose of this research study is to find out the effectiveness of language games in teaching writing skill and suggest some pedagogical implications from the findings of the study. Whether the language games help to improve students writing skill and consequently help in improving students errors are the main concerns of the study. Teachers, examiners, researchers, curriculum designers as well as those who are directly

and indirectly involved in the field of ELT will be benefited from this study. In order to expand the knowledge on writing skill and language games different theoretical literature were reviewed. Similarly, four different empirical literatures were also reviewed. Those literatures were useful to provide more ideas regarding research design, conducting tests, tabulating and presenting the result and so on. From those literatures the conceptual framework for the study was derived.

The present study tries to find out the effect of language games in teaching writing skill especially in completing conversation, composing conversation, writing paragraph, developing story from skeleton, writing news story, writing plan, describing process and describing charts. To carry out the study, I selected forty four students of class nine. In order to collect data I divided the whole class into two groups and administered pre-test and pot-test. The collected data have been discussed and the findings of the study have been derived on the basis of the results of the whole group.

Both groups were taught a same subject matter. Experimental group was taught by using language games whereas controlled group was taught without language games. The results of post test shows that both groups were benefited from teaching but experimental group which was taught along with language games was found to perform better in all of the categories.

According to analysis and discussion of the data following conclusion has been derived.

a) The difference in average score of group 'A' is 8.61 and 2.57 is in group 'B' between two tests. So, the experimental group progressed by 6.04 average score than controlled group. Thus, teaching writing skill with language games is more effective in teaching writing skill.

b) In completing conversation, the average difference of group 'A' and group 'B' is 1.27. Experimental group perform better than controlled

group. From this, language games are comparatively effective in teaching 'completing conversation'.

c) In composing conversation, the group 'A' lead the average score by 0.22. So, the language games seem marginally effective in teaching 'composing conversation'.

d) In paragraph writing, the group 'A' perform better by the average score of 0.86 than that of group 'B'. So, it seems effective to use language games in teaching paragraph writing.

e) In writing plan, the group 'A' led the group 'B' by average score 0.57. Thus teaching 'writing plan' seems comparatively effective through language games.

f) In writing story from skeleton, the group 'A' perform better by the average score of 1.16 than that of group 'B'. Here, language games seem effective in teaching 'writing story from skeleton'.

g) In writing news story, the group 'A' learnt better by the average score of 0.50 than that of group 'B'. So, it seems comparatively effective to teach 'writing news story' through language games.

h) In describing process, the group 'A' perform better by the average score of 0.96 than that of group 'B'. Here, teaching 'describing processes' seem effective by language games.

i) In describing charts, the group 'A' lead the average score by 0.49 than that group 'B'. Thus, language games seem comparatively effective in teaching 'describing processes.

From the above mentioned points we can say that, language games can be one of the effective means of teaching writing skill. After analyzing the score of pre-test and post-test of both the groups, it was found that the difference of average scores were higher in experimental group than that of controlled group. Therefore, we can say that language games can be one of the effective means of teaching writing skill.

Hence, this study reveals that teaching writing skill with the help of language is relatively effective than conventional way of teaching.

Thus, this research concludes that if we can integrate language game in teaching writing it can play positive role in enhancing students writing skill.

5.3   Implications

On the basis of major findings of the present study, the following suggestions and implications for the different levels are provided as follows:

5.3.1   Policy level

a) While designing syllabus, syllabus designers should include the language games in language syllabus.
b) Textbook writer should incorporate language games for practicing writing skill.
c) Language games should include in teacher training.
d) School should provide resources to teachers for including language games in teaching English.

5.3.2   Practice level

a) Experimental group got better results than that of controlled group. From this we can say that, the use of language games in teaching writing skill is effective. So, this suggests the English language teachers to incorporate language game in English language classroom.
b) Language game can be helpful in increasing student's participation and motivation in the classroom.

5.3.3   Further research

This study is experimental study. It was only limited to the forty four students of class nine of Shree Golmeshwor Higher Secondary School Malu-5 Dolakha. Therefore, I do not claim that it is complete in itself. As it is experimental study it could not cover in the greater number of population. So, further research can

be carried out in this area. Here, I have tried to mention some suggestions and related areas for further research.

First, the sample of the study should be larger that help to derive real finding. It is suggested that more population should be included to find out the effectiveness of language games. It helps to make the results valid and reliable. So, the findings can be reliable and could easily generalize to the whole population.

Second, this study is carried out in class nine. So, it is suggested to the further researchers to carry out the study in other levels as well. Similarly, further researches can be carried out to other language skills and aspects.

Third, this research is limited to one month period. For the more exploration regarding this area, language teacher can conduct action research.

References

Awasthi, J.R. (2003). Teachers' education with the special reference to ELT in Nepal. *Journal of NELTA vol.8.p.17-28.*

Adhikari, S.R. (2005). *Effectiveness of teaching vocabulary through games.* Unpublished M.Ed. thesis, TU. Kathmandu, Nepal.

Bhattarai, G.R. (2006) English teaching situation in Nepal: Elaboration of the theme for panel discussion in the 40th TESOL conference. *Journal of NELTA vol. 11 No.1-2*

Bhattarai, A. (2001). Writing a research proposal. *Journal of NELTA, vol. 6, No .i.*

Cohen, L. et al. (2007). *Research methods in education.* London: Routledge.

Cross, D. (2003). *A practical handbook of language teaching.* Prentice Hall. Cambridge.

Curriculum Development Centre. (2007). *Secondary education curriculum.* Sanothimi Bhaktapur: Author.

Harmer, J. (2003*). How to teach English.* London: Pearson Longman

Harmer, J. (2007). *Practice of English language teaching.* London: Pearson Longman.

Hedge, T. (2005). Writing. New Work: Oxford University Press.

Houser, R. (1998). *Counseling and Educational Research.* New Delhi: Sage Publication.

Jesperson, O. (1994). *Language and its nature, development and origin.* London; George Allen & Unwin Ltd.

Koul, L. (2001). *Methodology of educational research*. New Delhi: Vikas Publishing House.

Kumar, R. (1999). *Research methodology*. London: Sage Publication.

Mishra, C (1998). *A critical evaluation of the compulsory English syllabus for +2 level in Nepal.* An unpublished Ph.D. thesis, central institution of English and Foreign languages. Hyderabad.

Mishra, S. (2011). *Effectiveness of strip story in developing writing skill.* Unpublished M.Ed. thesis, TU. Kathmandu, Nepal.

Neupane, R. (2008). *Effectiveness of teaching aids in the development of writing skill.* Unpublished M.Ed. Thesis, TU. Kathmandu, Nepal.

Nuanan, D. (1992). *Research methods in language learning.* Cambridge: CUP.

Pandey, G.P. (2004). *"Effectiveness of language games in teaching grammar".* Unpublished M.Ed. thesis, TU. Kathmandu, Nepal.

Richards, J.C. & Rodgers, T.S. (2001). *Approaches and methods of language teachi*ng. Cambridge: CUP.

Richards, J.C. & Ranandya, W.A. (2002). *Methodology in language teaching.* Cambridge: CUP.

Sharma, G.N. (2010). *Nepalma sikshyako itihash vagh I,* KTM: Makalu Publication.

Shindu, K.S. (2001) *Methodology of research in education.* New Delhi: Sterling Publication Private Limited.

Ur, P. (2003). *A course in a language teaching.* New Work: Cambridge University Press.

Ur, P. & Wright, A. (2008). *Five minutes activities.* New Work: Cambridge University Press.

Wright, A. et al. (2002). *Games for language learning.* New Work: Cambridge University Press.

Appendix I

Pre test

Subject: English

Full marks: 50

Class: Nine

Pass marks: 16

Time: 1hr 30mins

Answer the following questions:

1   Complete the following dialogue with the appropriate sentences in the box given below:

5

Teacher: Congratulation! .... in the first division.

Student: Thank you, sir……………………

Teacher: No this is the fruit of your hard work.

Student: Yes, sir. It's partly true…………………….

Teacher: O.K. thank you. Which stream do you like to join now?

Students: ………………………….. I have to consult to my parents.

Teacher: ………………………………………….

Students: Can you suggest me about it, sir?

Teacher: I think it depends on your interest.

a) That's good idea.	d) You will get a better result.
b) You have passed the exam.	e) This is the result of your blessing
c) I haven't decided yet.	f) Its mostly the result of your proper
	guidance.

2   Write a dialogue in the given situation:

5

A boy feels hungry. He goes to the hotel and sits in the chair. A waiter comes and the boy makes an order for food. Compose a dialogue between boy and the waiter.

3 Write a short paragraph on natural resources of Nepal.
    5

4 You have two weeks' holiday. Write a short description of your plan for holiday.

    5

5 Compose a readable story from the clues given below:
5

> A fox hungry – sees a crow – crow has a piece of meat – fox wishes to have the meat – begins to pray the crows – asks to sing – the crow pleased – the meat falls down- the fox eats and walks away.

6 Write a short description of your village in about 100 words.
    5

7 Develop a news story on the basis of following information:
5

> **Plane Crash at Lalitpur**.
>
> A plane of Sita Air….. flying from Kathmandu to Lukla. …. Thick clouds…..hit the hill….. Caught fire …. most people are seriously injured…… passengers were taken to hospital……

8 Describe the process of repairing a puncture.

9   Compose a readable story from the clues given below:

5 Farmer with several sons- sons always quarrel- the farmer is sad – fell ill and taken to the hospital- dying – call his sons and gives a bundle of sticks- tells them to break the sticks- untie the bundle- give the sticks separately- easily break each sticks- moral.

10 Describe the following charts in your words: 5

Monthly Expenditure of Mr. Khadka

■	Food
■	Education
■	Health
	Clothes
■	Shaving

3000
4000
1500
2000
5000
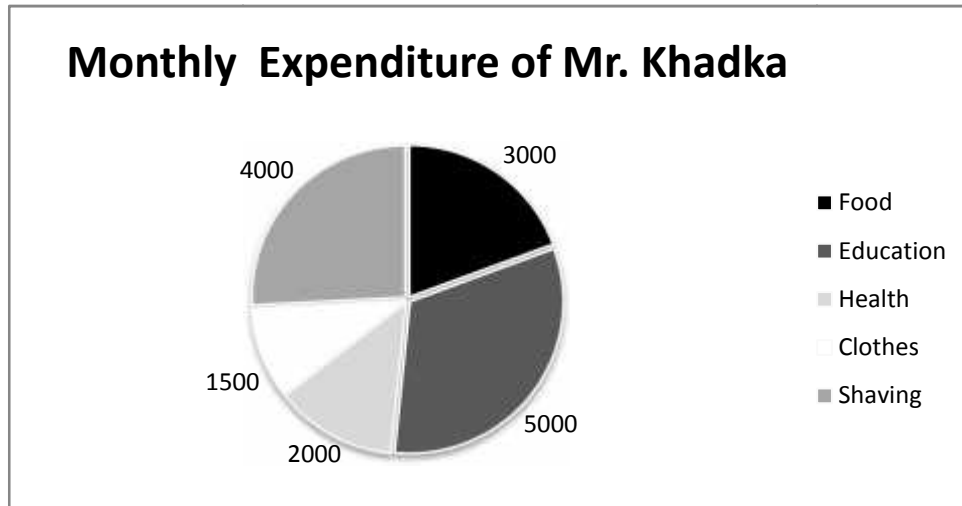
The End.

Post test

Subject: English   Full marks: 50

Class: Nine   Pass marks: 16

Time: 1hr 30mins.

Answer the following question in your own words as far as possible.

1. Complete the following dialogue with the appropriate sentences in the given box:

5

Receptionist: Hello ……… can I help you?

Patient : Yes, I would like to speak to Dr. Thapa's receptionist, please.

Receptionist: Yes, speaking………….

Patient :…………. I would like to make a appointment to see the doctor.

Receptionist: Yes. ……………….

Patient : Friday morning is O.K………….

Receptionist: would 9:30 a.m. suit you?

Patient : Yes that will be fine.

a) What can I do for you?	e) At what time?
b) I am Raju Kharel.	f) That will be fine.
c) This is Bir Hospital.?	g) Would Friday morning is O.K?

2. Write a dialogue in the given situation:
    5
   You have to buy a new book. You visit to book shop. Make a conversation between you and a shopkeeper.

3. Write a paragraph on the importance of women education.
    5

4. Write a short description of your plan after SLC.
    5

5. Compose a readable story from the clues given below. And write title and moral:
    5

A farmer – an amazing hen – lays a golden egg daily – the farmer greedy thinks to be rich at once –kill the hen - get a single egg – regret – moral.

6. Write a short paragraph by describing the local festival that is popular in your village.

     5

7. Develop a news story on the basis of following information:

     5

A week heavy rain- in eastern tarai - Rivers Mechi, Kankai Koshi overflowed – affected areas: Jhapa, Morong, Saptari – 5 dead – 20 lost – homeless – paddy crops - government - Rs. 20000 – each family.

8. Describe the process of mouth-to-mouth resuscitation.

     5

9. Compose a readable story from the clues given below:

Once there is a king – has friend, monkey – helps the king in his works- king sleeping – monkey looking after him- a housefly come- disturbs the king – monkey tries to chase – but could not – sit on king's face- monkey picks a sword – hit the housefly- moral

     5

10. Describe the following charts in your words:

     5

SLC Result of Shree Adharsha H.SSchool
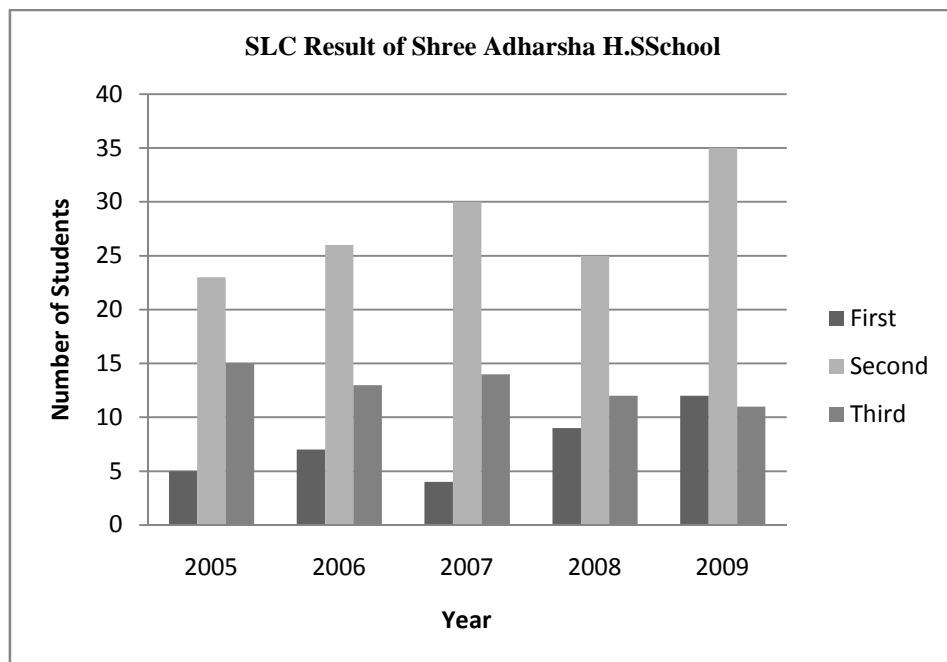
The End

Appendix II
Experimental Group
Lesson plan -1

Subject: English   Date:

Class: Nine   Time: 45mins

Unit: one   Topic: Writing

plan

A. Specific objectives:

  At the end of this lesson the students will be able to write their plans for holiday.

B. Teaching materials:

  Daily used material, sample sentences, language game.

C. Teaching learning activities:

Presentation:

  ⟩ The teacher will write some sentences on the board.

  ⟩ He writes about his own plan.

  ⟩ The students read and notice the language for writing plan. The students are asked to write similar sentences in their own.

  ⟩ He gives ideas on writing plan and makes them clear on how to write plan.

Practice:

  ⟩ The students are asked to write minimum ten sentences in simple future tense about their future plan.

  ⟩ The students are provided help in producing correct sentences.

  ⟩ After finishing writing they have to share their plan in the class.

  ⟩ The student who raises hand gets opportunity to share his/her plan.

  ⟩ Next student has to say plan in their turn. But it should be different than his friends.

  ⟩ In this way all students are provided chance to share their plan.

) The students who could share more unique plan will win the game.

(See appendix-3 no. 4 for game)

Production:

The students are asked to write a paragraph on their plan for coming holiday.

Homework:

Write a short description on your plan for upcoming winter vacation.

Controlled Group

Lesson plan-2

Subject: English   Date:

Class: Nine   Time: 45mins

Unit: One   Topic: writing

  plan

A. Specific objectives:

 At the end of this lesson the students will be able to write their plan for holiday.

B. Teaching materials:

Daily used material, sample sentences.

C. Teaching learning activities:

Presentation:

) The teacher will write some sentences on the board.

) He writes about his own plan.

) The students read and notice the language for writing plan. Students are asked to write similar sentences in their own.

) He gives ides on writing plan.

Practice:

) The students are asked to write their plan in sentences.

) The teacher will check the answer of the students and give feedback.

) The students are provided guidance to prepare plan about their future.

Production:

The students are asked to write a short description on their plan for upcoming winter vacation.

Homework:

Write a short description on your plan for upcoming winter vacation.

Experimental Group
Lesson plan no 3

Subject: English   Date:
Class: Nine   Time: 45mins
Unit: Two   Topic: writing story

A. Specific Objective:

At the end of this lesson the students will be able to write a short story in the given situation.

B. Teaching Materials:
Daily used materials, pieces of story.

C. Teaching Learning Activities:

Presentation:
) The teacher will write the title of the story and ask students to guess about the story.

) He elicits the ideas from the students about the possible characters in the story and their role in the story.

Practice:

) Then students are divided into groups.
) They are provided incomplete pieces of story.
) They have to work in group and prepare a complete story on the basis of pieces they have provided.
) They have provided limited time.
) After the completion of the work they have to present their story in the class
) The group which could write complete and meaningful story in the given time will win the game.   (see appendix -3 no.1 for game).

Production:

The students will provided new situation and asked to write a story.

Homework:

Write a story on anyone of the issues of your society.

Controlled Group
Lesson plan no 4

Subject: English   Date:
Class: Nine   Time: 45mins
Unit: Two   Topic: writing story

A. Specific Objective:

At the end of this lesson the students will be able to write a story in the given situation.

B. Teaching Materials:
Daily used materials.

C. Teaching Learning Activities:
Presentation:

- The teacher will write the title of the story and ask students to guess about the story.
- He elicits the ideas from the students about the possible characters in the story and their role in the story.

Practice:

- The teacher will describe the process of writing story.
- They are proved one story to read.
- They have to read the story and write the similar story in their own.
- The teacher will help the students in writing story.
- The teacher will collect the students work and correct it.

Production:

The students provided new situation and asked to write a short story in their own words.

Homework:

Write a story on any one of the issues of your society.

Language games

1. **Arrange and Win:**   (Adapted from Wright et al. 2005, p. 29)

Preparation:

Cut the papers in to different pieces. And write the clips of the story in each piece.

Procedure:

Divide students in to four groups. Provide each group a set of written pieces. Then ask students to work in group and arrange the pieces and write a readable story. After that students are provided ten minutes time. The group which could write meaningful story within a given time will win the game.

A wolf swallowed a fish bone – stuck in the throat – went to a heron to pull out – to pull out promised a big reward – heron pulled out the bone- a wolf went away- heron asked for reward- "You put your head in my mouth but I did not bite. What could be the best reward?"

2. **Change the story:**   (Adopted from Wright et al.2005, p.110)

Preparation:

Give a brief introduction about the game and make students clear on their role to play game.

Procedure:

Divide the students into four groups. Instruct each group to write short story in their own. Then ask them to omit ten main verbs from the story. After that, ask them to exchange their story. Each group exchanges their story. After that, ask them to rewrite the story by adding the verbs in their own. They provide limited ten minutes time. The group which could write sensible story will win the game.

3. **What's the difference?**   (Adopted from Wright et al.2005,p.23)

Preparation:

Collect pictures from magazine or newspaper. Select the pictures which are similar and also have some slight differences.

Procedures:

Divide students into groups. And provide the pair of pictures. Students have to work in group and find out the similarities and differences between the pictures. After that they have to write a short paragraph by describing it. The group which could find more differences and write in an appropriate language will win the game.

4. **Ten minutes writing storms:**   (Adapted from Ur,2008. p. 28)

Preparation:

Give a brief introduction about the game and make students clear on their role to play game.

Procedures:

This is an individual work. Students are asked to write minimum ten sentences about their future plan. Students are provided guidance in producing correct sentences. After they finished their work, they are asked to share their plan in the class. A student who first raises the hands will get opportunity to share. Next student has to share his/ her plan difference from his/ her friends. In this way all students are provided chance to share their plan. The students who could share more unique plan will win the game.

5. You write next: (Adapted from Ur,2008. p.100)

Preparation:

Give a brief introduction about the game and make students clear on their role to play game.

Procedures:

Students are divided into groups. Each member in the group has to write a sentence or a question in a separate paper.

   e.g. It is very cold.

      I read the poem of Devkota.

Then they have to give it to his friends. The neighboring friend has to add some sentences and pass to his friends. In this way all member of the group get chance to write in the paper. When they finished their writing, they are asked to share in the class. The group which could produce a sensible text will win the game.

6. Jigsaw sentences

Preparation:

Write a paragraph, cut it into pieces.

Procedures:

Students are divided into groups. Each groups will provided a jumbled set of sentences. They have to prepare a paragraph by putting the piece into correct order. Limited time will be provided. The group which produces accurate text in the given time will win the game.

7. Chain story:

Preparation:

Collect starter sentences. Give instruction to students.

Procedure:

Divide students into groups. And provide each group the starter sentences. Ask students to develop a sensible story by adding sentences by each member. The group which could produce readable story with in the given time will win the game.

8. **Getting to know each other:**

Preparation:

Prepare cards. Ask students to write their name, likes, dislike, interest in the card.

Procedure:

Ask students to exchange the cards. They have to prepare an introduction of the person on the basis of the information of the card. After that, ask to read the prepared description. The person who is described should raise the hands. The participant who could identify his/her friends from the description will win the game.

9. **Make a sentences:**

Preparation:

Cut a paper into different pieces. Write words in each piece. Make students clear on their role.

Procedure:

Divide students into groups. They have to sit together and produce as many sentences as possible from the given words. The group which could write more meaningful sentences will win the game.

10. **Being a Smart**

Preparation:

Prepare clue sentences. Instruct students for playing game.

Procedure:

Students are divided into groups. They have to write their problems as in the example. After that the paper are collected and randomly distributed.

The students have to read the problems and write appropriate suggestion. The group which could provide appropriate suggestion will win the game.

Appendix IV

1. **List of students studying at class nine of Shree Golmeshwor Higher Secondary School, Malu-5 Dolakha.**

Roll no	Name	Roll no	Name
1	Rupa Shrestha		
2	Manisha Shrestha	23	Mamata Neupane
3	Suman Bajagain	24	Samjhana Mijar
4	Kalpana Bhandari	25	Nitam Khakda
5	Bikram Shrestha	26	Suman Khakda
6	Ranjita Lakai	27	Deepak Mijar
7	Chandrashekhar Pokhrel	28	Ganesh Mijar
8	Dayaran Adhikari	29	Kumar Mijar
9	Mamata Khakda	30	Nirjala Shrestha
10	Rita Bhandari	31	Binod Bhusel
11	Sujan Pokharel	32	Suamn Mijar
12	Gauri Thagunna	33	Samjhana Pokhrel
13	Ralina Khakda	34	Sanjeeb Pokhrel
14	Dol Bahadur Budathoki	35	Raj Kuamr Shrestha
15	Ranjita Bhandari	36	Bipan Khatiwada
16	Sapana Khakda	37	Samjhana Shrestha
17	Sudip Babu Pokhrel	38	Sontoshi B. K.
18	Sujan Adhikari	39	Bibek Ghimire
19	Shrijana Khatri	40	Kabita Bajagain
20	Barsha Tolange	41	Deepak Shrestha
21	Labahari Adhikari	42	Babukaji Achhimi
22	Binod Pokhrel	43	Nirmal Kumar Budathoki
		44	Sarmila Mijar

2. **Group wise list of students:**

Experimental group (group 'A')   **Controlled group (group 'B')**

S.N.	Roll No	Name	S.N.	Roll No	Name
1	1	Rupa Shrestha	1	3	Suman Bajagain
2	2	Manisha Shrestha	2	4	Kalpana Bhandari
3	5	Bikram Shrestha	3	7	Chandrashekhar Pokhrel
4	6	Ranjita Lakai	4	12	Gauri Thagunna
5	8	Dayaran Adhikari	5	13	Ralina Khakda
6	9	Mamata Khakda	6	14	Dol Bahadur Budathoki
7	10	Rita Bhandari	7	15	Ranjita Bhandari
8	11	Sujan Pokharel	8	17	Sudip Babu Pokhrel
9	16	Sapana Khakda	9	19	Shrijana Khatri
10	18	Sujan Adhikari	10	21	Labahari Adhikari
11	20	Barsha Tolange	11	23	Mamata Neupane
12	22	Binod Pokhrel	12	25	Nitam Khakda
13	24	Samjhana Mijar	13	26	Suman Khakda
14	28	Ganesh Mijar	14	27	Deepak Mijar
15	29	Kumar Mijar	15	30	Nirjala Shrestha
16	31	Binod Bhusel	16	35	Raj Kuamr Shrestha
17	32	Suamn Mijar	17	37	Samjhana Shrestha
18	33	Samjhana Pokhrel	18	38	Sontoshi B. K.
19	34	Sanjeeb Pokhrel	19	41	Deepak Shrestha

20	36	Bipan Khatiwada		20	42	Babukaji Achhimi
21	39	Bibek Ghimire		21	43	Nirmal Kumar Budathoki
22	40	Kabita Bajagain		22	44	Sarmila Mijar

Appendix V
Results

A. Holistic Results

1. Result of experimental group (group 'A')

Roll no.	Marks obtained in:		Difference
	Pre-test	**Post-test**	
1	24	38	14
2	28.5	38	9.5
5	19	31	12
6	26	32	6
8	14	23	9
9	21	29	8
10	19	27	8
11	17	27	10
16	26	28.5	2.5
18	20.5	28	7.5
20	13.5	21	7.5
22	16	23.5	7.5
24	15	25	10
28	12.5	21	8.5
29	10	18	10
31	11	19	8
32	15.5	24.5	9
33	16	23	7
34	13.5	24	10.5
36	22.5	35	12.5
39	24	33.5	9.5
40	12	17	5
Total	**396.5**	**586**	**191.5**
Average	**18.02**	**26.63**	**8.61**

2. Result of controlled group (group 'B')

Roll no.	Marks obtained in:		Difference
	Pre-test	**Post-test**	
3	24.5	28	3.5
4	25.5	31	5.5
7	16	19	3
12	18	24	6
13	21.5	22.5	1.5
14	10.5	11	0.5
15	20	21.5	1.5
17	19.5	25	5.5
19	20.5	22	1.5
21	14.5	18	3.5
23	17	17.5	0.5
25	21	24	3
26	16	19	3
27	14	11	-3
30	20.5	22	1.5
35	16	20	4
37	16	17	1
38	10.5	14.5	4
41	17.5	21	3.5
42	15.5	18.5	3
43	18.5	20.5	2
44	20	22.5	2.5
Total	**393**	**449.5**	**60**
Average	**17.86**	**20.43**	**2.57**

B. The individual score of students obtained in each category.

    1. The result of pre-test and post-test in completing conversation:

Experimental (group 'A')   **Controlled (group 'B')**

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of post-test	Diff.
1	3	5	2	3	3	5	2
2	3	5	2	4	2	5	3
5	2	5	3	7	2	3	1
6	3	5	2	12	3	5	2
8	2	3	1	13	2	5	3
9	2	5	3	14	2	1	-1
10	3	4	1	15	2	1	-1
11	2	5	3	17	2	5	3
16	3	5	2	19	3	3	0
18	1	5	4	21	2	3	1
20	1	2	1	23	3	3	0
22	1	5	5	25	3	4	1
24	3	5	2	26	2	3	1
28	3	4	1	27	1	1	0
29	1	3	2	30	3	2	-1
31	1	3	2	35	3	5	2
32	3	4	1	37	3	5	2
33	3	5	2	38	2	3	1
34	1	5	4	41	3	3	0
36	1	4	3	42	2	2	0
39	2	5	3	43	3	4	1
40	3	5	2	44	3	4	1
Total	**50**	**98**	**48**	**Total**	**54**	**74**	**20**

Av.	2.27	4.45	2.18		Av.	2.45	3.36	0.91

2. **The result of pre-test and post-test in composing conversation:**

Experimental (group 'A')   **Controlled (group 'B')**

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of post-test	Diff.
1	2	3	1	3	2	2.5	0.5
2	3.5	3.5	0	4	3.5	3	-0.5
5	1.5	2	0.5	7	1.5	2	0.5
6	2.5	3	0.5	12	0.5	2	1.5
8	1.5	2.5	1	13	3	2	-1
9	2.5	3	0.5	14	1	1	0
10	1	2.5	1.5	15	1.5	2	0.5
11	1.5	1.5	0	17	1.5	2	0.5
16	3	2	-1	19	1.5	2	0.5
18	2	2	0	21	0.5	1.5	1
20	1	2	1	23	1	2	1
22	2	1.5	-0.5	25	1.5	2	0.5
24	1.5	2.5	1	26	1	1.5	0.5
28	1.5	2	-0.5	27	-	-	-
29	0.5	1.5	1	30	1.5	2	0.5
31	0.5	1	0.5	35	1.5	1.5	0
32	2	3	1	37	1	2	1
33	-	3	3	38	1.5	1.5	0
34	1.5	1	-0.5	41	1.5	2	0.5
36	2.5	3.5	1	42	1	1.5	0.5
39	2	3	1	43	1.5	1.5	0
40	1	1.5	0.5	44	1.5	2	0.5
Total	37	50.5	13.5	Total	31	39.5	8.5

Av.	1.68	2.29	0.61		Av.	1.40	1.79	0.39

3. The result of pre-test and post-test in paragraph writing:

Experimental (group 'A') **Controlled (group 'B')**

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of post-test	Diff.
1	5.5	7.5	2	3	6	6	0
2	5	7.5	2.5	4	5.5	6.5	1
5	4	6.5	2.5	7	3.5	4	0.5
6	5	5	0	12	4	5	1
8	3.5	4.5	1	13	5	6	1
9	4	5.5	1.5	14	2	3.5	1.5
10	4	5.5	1.5	15	4.5	6	1.5
11	4	5.5	1.5	17	5	5	0
16	7	6	-1	19	4	4.5	0.5
18	3.5	5.5	2	21	3.5	3.5	0
20	3	5	2	23	3.5	4	0.5
22	4	5	1	25	5	4.5	-0.5
24	3.5	5	1.5	26	3.5	4.5	1
28	3.5	4.5	1	27	4	1.5	-2.5
29	2.5	4.5	2	30	4.5	5	0.5
31	2.5	3.5	1	35	3.5	5	1.5
32	4	5	1	37	2.5	4	1.5
33	2.5	5	2.5	38	2.5	3.5	1
34	3.5	5	1.5	41	4	4	0
36	4.5	6	1.5	42	3.5	4	0.5
39	5	6.5	1.5	43	4	4	0

40	2.5	3	0.5		44	4	5	1
Total	**87**	**116**	**29**		**Total**	**87.5**	**97.5**	**10**
Av.	**3.95**	**5.27**	**1.32**		**Av.**	**3.97**	**4.42**	**0.45**

4. The result of pre-test and post-test in writing plan:

Experimental (group 'A')   Controlled (group 'B')

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of pre-test	Diff.
1	2.5	3.5	1	3	2	2.5	0.5
2	2	2.5	0.5	4	2.5	3.5	1
5	2	3	1	7	1.5	2	0.5
6	2	3	1	12	1.5	1.5	0
8	1	2.5	1.5	13	1.5	2	0.5
9	2	2	0	14	1	1.5	0.5
10	1.5	2.5	1	15	1	2.5	1.5
11	1.5	2.5	1	17	1.5	2	0.5
16	3	2.5	-0.5	19	2	2	0
18	2	2.5	0.5	21	1	1.5	0.5
20	1.5	2.5	1	23	2	2	0
22	2	2	0	25	2	2	0
24	1.5	2.5	1	26	1	2	1
28	2	2	0	27	2	-	-2
29	1.5	2	0.5	30	1.5	2.5	1
31	1	2	1	35	2	2	0
32	1.5	2.5	1	37	1.5	-	-1.5
33	-	3.5	3.5	38	-	-	-
34	2	2	0	41	2	2	0
36	2.5	3.5	1	42	1.5	2.5	1
39	2	3	1	43	2	2	0

40	1.5	2	0.5	44	2	2	0
Total	**38.5**	**65**	**17.5**	**Total**	**35**	**40**	**5**
Av.	**1.75**	**2.54**	**0.79**	**Av.**	**1.59**	**1.81**	**0.22**

5. **The result of pre-test and post-test in writing story from skeleton:**

Experimental (group 'A')   **Controlled (group 'B')**

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of pre-test	Diff.
1	5	7.5	2.5	3	5	4.5	-0.5
2	4.5	8	3.5	4	4.5	5.5	1
5	4.5	5.5	1	7	3.5	3.5	0
6	4.5	6.5	2	12	3.5	4.5	1
8	3	5	2	13	3.5	1.5	-2
9	4.5	6	1.5	14	2	2.5	0.5
10	4	6	2	15	4.5	4	-0.5
11	3	3.5	0.5	17	4.5	3.5	-1
16	4	6.5	2.5	19	4	4.5	0.5
18	4.5	4	-0.5	21	2	3	1
20	3	4.5	1.5	23	3	4.5	1.5
22	3.5	4	0.5	25	4	5	1
24	3	5.5	2.5	26	3.5	3.5	0
28	1.5	4	2.5	27	1	3	2
29	3	5	2	30	4.5	4.5	0
31	3.5	5	1.5	35	4	2	-2
32	2.5	5	2.5	37	3	2.5	-1.5
33	6	2	-4	38	2.5	3.5	1.5
34	4	4	0	41	3	3.5	0.5
36	4	7	3	42	4	4	0

39	5	6	1	43	3.5	3.5	0
40	3	4	1	44	4.5	4.5	0
Total	**83.5**	**115.5**	**28**	**Total**	**76.5**	**83**	**6.5**
Av.	**3.79**	**5.25**	**1.46**	**Av.**	**3.46**	**3.76**	**0.30**

6. The result of pre-test and post-test in writing news story:

Experimental (group 'A')   **Controlled**
(group 'B')

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of pre-test	Diff.
1	3	3.5	0.5	3	2.5	2	-0.5
2	3	3.5	0.5	4	2	2.5	0.5
5	1	3	2	7	1	1	0
6	2.5	2	-0.5	12	1.5	2	0.5
8	1	2.5	1.5	13	2.5	3.5	1
9	1.5	2.5	1	14	1	1.5	0.5
10	2	2.5	0.5	15	2	2.5	0.5
11	1.5	2.5	1	17	2	2	0
16	2	3.5	1.5	19	2.5	2	-0.5
18	2	3	1	21	1.5	2	0.5
20	2	2.5	0.5	23	2.5	2	-0.5
22	2.5	3	0.5	25	2	2	0
24	1.5	2.5	1	26	1.5	1.5	0
28	1	2.5	1.5	27	1	1.5	0.5
29	1.5	2	0.5	30	1.5	2	0.5
31	1	2	1	35	2	2	0
32	2.5	2.5	0	37	1.5	1	-0.5
33	-	2.5	2.5	38	1.5	1.5	0

34	1.5	2	0.5	41	1.5	2.5	1
36	2	3.5	1.5	42	1.5	2.5	1
39	2.5	3.5	1	43	2	2	0
40	1.5	1	-0.5	44	2	2	0
Total	**39**	**58**	**19**	**Total**	**39**	**47**	**8**
Av.	**1.77**	**2.63**	**0.86**	**Av.**	**1.77**	**2.13**	**0.36**

7. **The result of pre-test and post-test in describing process:**

Experimental (group 'A')   **Controlled (group 'B')**

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of pre-test	Diff.
1	-	4	4	3	2	2.5	0.5
2	4.5	4	-0.5	4	3	3	0
5	2.5	3	0.5	7	2	1.5	-0.5
6	4.5	3.5	-1	12	2	2	0
8	2	2	0	13	3	2.5	-0.5
9	3	3	0	14	2	1.5	-0.5
10	1.5	2	0.5	15	3	2	1
11	2.5	2.5	0	17	2	2	0
16	1	3	2	19	2.5	2	-0.5
18	3.5	4	0.5	21	2.5	2	-0.5
20	2	2.5	0.5	23	2	-	2
22	3	4	1	25	2	2.5	0.5
24	-	2	2	26	2.5	2	-0.5
28	-	2	2	27	3	4	1
29	-	2	2	30	2	2	0
31	1.5	2.5	1	35	-	2.5	2.5
32	-	2.5	2.5	37	1.5	1.5	0

33	3	2	1	38	-	-	-
34	-	2	2	41	1.5	2	0.5
36	4	4	0	42	2	2	0
39	3	3	0	43	1.5	1.5	0
40	-	2	-	44	2.5	1.5	-1
Total	**41**	**61.5**	**15.5**	**Total**	**44.5**	**44**	**-0.5**
Av.	**1.86**	**2.80**	**0.94**	**Av.**	**2.02**	**2**	**-0.02**

8. **The result of pre-test and post-test in describing charts:**

Experimental (group 'A')   **Controlled (group 'B')**

Roll No.	Marks of pre-test	Marks of post-test	Diff.	Roll No.	Marks of pre-test	Marks of pre-test	Diff.
1	3	4	1	3	2	3	1
2	3	4	1	4	2.5	2	-0.5
5	1.5	3	1.5	7	1	1.5	0.5
6	2	4	2	12	2	1.5	0.5
8	-	1	1	13	2	-	-2
9	1.5	3	1.5	14	0.5	-	0.5
10	1	2	1	15	2	-	-2
11	1	2	1	17	1.5	2.5	1
16	3	-		19	1	2	1
18	1.5	2	3	21	1.5	1.5	0
20	-	-	-	23	0.5	-	-0.5
22	2.5	3	0.5	25	1.5	2	0.5
24	1	2	1	26	1	1.5	0.5
28	-	-	-	27	2	-	-2
29	-	-	-	30	2	2	0
31	-	-	-	35	-	-	-

32	-	-	-	37	2	1	-1
33	2	-	-2	38	0.5	1.5	1
34	-	2	2	41	1	2	1
36	2	2.5	0.5	42	-	-	-
39	2.5	3	0.5	43	1	2	1
40	-	-	-	44	1	1.5	0.5
Total	**27.5**	**37.5**	**10**	**Total**	**28.5**	**27.5**	**-1**
Av.	**1.25**	**1.70**	**0.45**	**Av.**	**1.29**	**1.25**	**-0.04**