

# CHAPTER ONE

## INTRODUCTION

This study is about "Inquiry Based Learning for Developing Writing Skill". This introductory part consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, Delimitations of the study, and operational definitions of the key terms.

### 1.1. Background of the Study

Inquiry based learning has received growing attention in recent study on language teaching. Inquiry-based learning is an approach to language teaching and learning that places students' questions, ideas and observations at the centre of the learning experience. Kuklthau, Maniotes & Caspari (2007, p. 2) state that inquiry-based learning (IBL) is student centered approach which helps the students to become more creative, more positive and more independent. Inquiry-based learning provides opportunities to the students to develop different skills to cope with the problems and challenges that occur in their day to day life. So, Inquiry based learning is a kind of learning which starts with posing question problems and scenarios rather than simply presenting established facts. Inquiry-based learning emphasizes on search and research of the ideas and information in different associated areas.

Different researchers have defined the IBL from their own perspective.

Watkins (2012, p. 28) has defined that "in inquiry based learning, students take an active participation in developing their understanding and learning strategies by pursuing questions or addressing problems in real context." Thus, Inquiry is a process to answer the questions and try to solve the problems based on the logic testing. Stressing the value of IBL, Wilhem and Wilhelm (2010) define "Inquiry based learning is more than a model for learning, planning, monitoring and reflecting are of fundamental importance in effective student learning" (p.5). In my view, after analyzing different researches, IBL can be referred as the learning that facilitates the children's curiosity, imagination and their urge

to interact and inquire. Thus, inquiry can be applied to the most of the learning skills such as speaking, researching, investigating, exploring, problem solving and writing skill development. Here, I have selected this issue to investigate how the IBL is an important approach for developing the writing skill.

According to Nunan (1998), writing is an extremely cognitive activity in which the writer requires to demonstrate control of variables simultaneously. At the sentence level, these elements include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. The writing skill depends upon our imagination, exploration, organization, and cohesion or coherence. The researches have shown that the IBL is related to the questioning, hypothesis, investigation and finding solution with some observations.

On the contrary, the writing skill is a process in which the writer need to follow systematic procedures such as collecting ideas, organizing, exploring ideas, editing, drafting, proofing, finalizing and publishing(White, 1991). For this purpose, the IBL is the most important approach to develop writing skill because inquiry based approach is a kind of discovery and help to led the idea systematically.

From this, it is clear that, in the process of IBL the learners are responsible for building and developing their level of writing through investigation, by their own creation and creativity and learner themselves are sole source to take an action in learning.

There is a close relationship between IBL and writing skill. IBL provides knowledge, procedures and idea about writing and the writing will be meaningful, sensible and contextual by using such kinds of learning procedures. So writing has great value in each and every field. Rivers (1968) states:

Writing refers to the expression of ideas in a consecutive way according to the graphic convention of the language. The ultimate aim of a writer at

this stage is to be able to express his in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures. Writing is a complex process requiring many composite skills, like mental, psychological, rhetorical and critical (p. 243).

In this way writing is one of the important language skill among other skills of language teaching, which requires investigation and argument for better production that can only be fulfilled by inquiry based technique. Inquiry based learning emphasizes on student's creativity, arguments, ideas and observation at the center of their learning experience.

## **1.2 Statement of the Problem**

In our context, most of the teachers and students limit their teaching and learning activities inside the classroom. They do not use and adopt other extra activities outside the classroom. Most of the teachers follow only traditional and teacher centered techniques in teaching, so that writing is taken as difficult activity in our local context. Obviously, Students always depend on their teacher and supervisor for their learning especially to write something about any subject matter. Teaching writing skill is very difficult because the L2 learners have to acquire a number of writing skills varying from spelling and punctuation to planning and organization. Different scholars have viewed on such problem related to writing. Richards and Renandya (2002, p. 303) argue that “there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas in readable text”. In this way, teaching writing skill is not easy because it requires higher level skills such as brainstorming, preparing draft, revising and editing on the part of learners.

In Nepalese context, the assessment system is mainly based on written examination rather than project based and research based activities that are why students are evaluated on the basis of their performance in written examination. So, instead of these activities, inquiry based techniques can help to improve writing skills of students and it also helps to make them creative and critical in

different types of writing. Sanjaya (2010, p. 196) says that "inquiry based learning is a series of learning activities based on critical and analytical thought to look for and find the issue."

Moreover, in our context, writing activity is taken as difficult task because the students are given pre ready-made task in writing and they are practiced to write according to the given task as a result the student cannot learn about critical writing and its importance. Writing incorporates different related skills such as grammar, content, cohesion, coherence, accuracy and appropriateness. But, in our context, these sorts of the problems are not taken seriously and do not given any concern. Moreover, such kinds of issues are solved by the teachers without involving the students and their participation in learning. So that inquiry based learning can help the student to make them active and creative in writing skill. IBL is student centered technique in which the learners are much more active and creative by using IBL learning process. Bush (2011, p.13) defines that "inquiry based learning is a student centered strategy which involves activities such as searching, discovering, and analyzing an issue or question by using critical and analytical thinking to get information" but in our cases still most of the teachers are not well informed and are not using such technique in their language teaching classroom.

Inquiry based learning provides opportunity to the learner to learn themselves and it make the learners more responsible for their learning. However, due to the traditional and teacher centered method practiced by teacher, inquiry based approach cannot be completely applied and it is not properly practiced by teacher to develop writing. In Nepal, most of the teachers are using teacher centered method which lacks the creativity and creativeness of the students and they fail to get sound idea in writing skill. Very few and students are being familiar with inquiry based learning, so inquiry based learning is the subject to be explored and investigated. Ash and Kluger-Bell (2012, p. 2) state that:

Inquiry Based Learning gives content and conceptual understanding and development, the skills and the activities of doing discipline, and attitudes

and habits of mind. Therefore, the students can develop their understanding about the grammar concept by analyzing the example of sentences individually or in-group.

So, there are different sorts of problems related to writing, such as comprehension and conception of ideas, organizing idea, problems related to grammar, vocabulary, accuracy, appropriacy, cohesion and coherence.

Therefore, this study entitled "Inquiry based learning for developing writing Skill" tried to explore how inquiry based technique helps to improve students writing.

### **1.3 Objectives of the Study**

This study had the following objectives:

- 1) To explore and analyze the role of inquiry based approach for developing writing skill.
- 2) To suggest some pedagogical implications of inquiry- based learning.

### **1.4 Research Questions**

This inquiry based learning is a learner oriented learning process which facilitates the learners as well as the teachers. This technique provides the learner to be creative in the related field. This technique is more facilitative than others. The present study tried to find out answers of the following questions.

- i. How does inquiry based learning help students develop writing skills?
- ii. What pedagogical implications can we drawn from inquiry based learning for writing classes?

## **1.5 Significance of the Study**

Learner centered technique has high value in ELT field. This study is related to student centered technique. The finding of this study will be useful to all the language teachers, language users, researchers, educationalists as well as all the concerned bodies. Firstly, this research study will be significant for those who are directly and indirectly involved with teaching and learning activities.

Similarly, this study will be significant for English language teachers, students, and textbook writers. This study will be significant for language teachers in the sense that language teachers may utilize the ideas to write and mention the exercises of related researchable areas in their language teaching. Textbook writers may utilize the findings in producing the effective textbook and mentioned different inquiry based techniques in textbook. Moreover findings of this study will be beneficial for trainers to conduct training on such areas.

Mainly this study will be useful for language teachers to apply varieties of inquiry technique and methods in language classes for improving writing skill of students. This study will not only provide the insight related to the techniques in learning but also draws the attention of the concerned people such as text book writers, syllabus designers, and other related concerned people.

Learner centered approaches have high value in ELT fields so that findings of this research study will be beneficial to all the researchers, material designers and educationalists as well as curriculum designers. After studying and analyzing this study, Curriculum designers will be fascinated about such students centered techniques and their perception will be positive to involve and integrate inquiry based techniques in language curriculum and text book procedures. Similarly, this study can be helpful for the further researcher to carry out further researches in the related field.

## 1.6 Delimitations of the Study

This research study had the following delimitations:

- i) This study was limited to only one school, Shree Nepalaya Higher Secondary School, Kalanki, Kathmandu.
- ii) This study was limited to thirty students of class eleven.
- iii) This study was limited on action research.
- iv) Data were collected through the use of test items.
- v) This study was limited to writing skill which was incorporated through grammar, punctuations, organizing ideas, cohesion, coherence, spelling etc.

## 1.7 Operational Definition of the Key Terms

**Inquiry based learning:** is a kind of learning which starts by posing question problems and scenarios rather than simply presenting established facts. It is related to thinking skill to develop student's knowledge.

**Action research:** A type of research which is carried out to see whether there is improvement in students writing or not.

**Writing skill:** abilities to visualize the orthographic symbols with correct form. Organizing ideas in systematic way.

**Method:** a particular way of doing something.

**Techniques:** an implementation which takes place in a classroom.

## **CHAPTER TWO**

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

In this second chapter of the study basically, theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study were included.

#### **2.1 Review of related Theoretical Framework**

##### **2.1.1 Inquiry Based Technique**

Inquiry based learning is an approach in ELT which is based on investigation, exploration and observation for learning the new things. Pauli (2009) states:

Inquiry based learning helps to develop students writing ability through writing strategies such as persuasive essay, summarizing text, collaborative writing, in which students work together, plan together work in combine situation and emerged various ideas and reached at conclusion. (p.9)

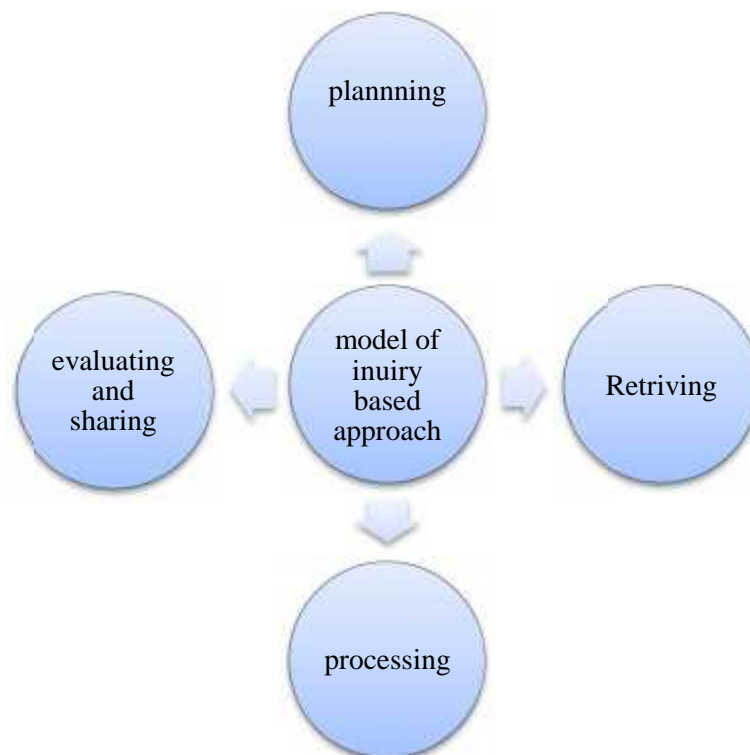
Inquiry based technique is one of the problem oriented and investigative processes that engage students in answering questions, solving real world problems, issue or personal interests. Through inquiry based learning students build new understanding meaning and knowledge. According to Kuklthau, Maniotes, and Caspari (2007):

Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic or issue. It requires more of them than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. Inquiry does not stand alone; it engages, interests, and challenges students to connect their world with the curriculum. (p. 2)



This definition shows that in the process of inquiry based learning students can get different chances to move in different activities which make them creative and knowledgeable. Similarly, Harada and Yoshina (2004, p. 22) say, " inquiry based learning is task based activity which usually extended amount of independent either by an individual or by a group of students" In this definition he shows that inquiry based learning is one of the practical based activities which insight the learner to work in group or in individual.

Model of inquiry based learning, according to Kuhne (1995), is as follows:



Planning is the first step of inquiry based approach. In this step, identifying topic area and collecting possible sources of information through outline of the inquiry is important. Second step of inquiry is retrieving. This step develops information, locates and collects information; selects review and retrieves the plan for inquiry. The third step is processing, in this step establishing focus for inquiry. Review and revise the plan for inquiry and deal with inquiry. Forth step of inquiry is evaluating and sharing. This step evaluates the product and transfers learning in to new situation.

### **2.1.2 Characteristics of Inquiry Based Approach**

Inquiry based learning is described in multiple ways by different scholars. According to Bonwell and Eison (1991, cited in Sivan et al., 2001, p.32), "learning becomes more effective when students are actively involved in the learning process." In this sense, this is related to student centered approach in which students can actively be participated and facilitated by their own effort and rigorous practice. Inquiry technique has a lot of characteristics such as inquiry involves investigation and search new method of different skill. Mostly, inquiry technique is a student centered technique and it is not dependent only in the syllabus. This technique allows students to work in groups, collaborative learning and so on. The role of teacher in inquiry based approach is to be facilitator, providing encouragement and support to enable the students to take responsibility for what and how they can learn. Mostly group work, pair work, observation, field visit, project based activities, and use of libraries are highly appreciated in this approach.

According to Drayton and Falk (2001), there are some characteristics of inquiry based learning such as: (i) Inquiry arise from authentic (real-life) problems within the context of the curriculum and community. This characteristic shows that inquiry based learning emerged on working places and context. At the time of working we cannot solve all problems easily because all context and turn need to do varieties of task and work. (ii) Inquiry works on student curiosity. This second characteristic talks about students' interest and curiosity. Inquiry based learning solve the answer of any questions on the basis of students queries. (iii) Data and information are actively used, interpreted, refined, digested and discussed. This characteristic show that inquiry based learning interacts with real evidences. Data and information are interpreted on the basis of facts and real evidence. (iv) Students take ownership of their learning. In inquiry based learning students are owner and they are free to take the charge of their learning. There is no leadership in learning process. (v) It facilitates the process of gathering and presenting information. It is crystal clear that inquiry

based learning is not repressive model of learning rather it is learner centered learning and student can learn without the feeling of fear and psychological pressure so that, student can gather and present any piece of information easily. (vi) Embraces inquiry as both content and pedagogy; and (vii) Students interact more frequently and more liberally.

IBL is such a learning approach that includes knowledge of real contexts which provides authentic information to the learners. IBL has different procedures to come into conclusion of the problems.

### **2.1.3 Importance of Inquiry Based Learning**

Among different techniques and tools of learning, inquiry based learning is one of the most important and significant ways of learning. Roestiyah (2001, p. 76) states, "inquiry based learning helps to create and develop self-concept of students and transfer the knowledge motivating the students for further learning."

Moreover, students can learn by their own effort or they will have better understanding about the contextual ideas, in which they acts as learning by doing. Memorizing the facts and information is not the most important skill in today's world. What's needed is an understanding of how to get and make sense of the mass of data from investigation. Inquiry also combines the student's social world with the curriculum, which helps the child understand both better. A student who can see a text for the same issues that are currently going on in their lives will better understand the social world of the characters and its relation to their life. Myers (2001, p. 29) says, "Through the process of inquiry individuals construct much of their understanding of the natural and human designed world." Inquiry implies a need or what to know premise. Inquiry does not seek the right and accurate answers of anything because there is the way of learning by doing process. Gillion and Stotter (2011, p. 7) state that questions are key to learn in which they generate their knowledge. Teacher's role in inquiry based learning is more facilitator and helper. In the IBL teacher gives the problem and students' find the problem which occurs in time and again. In

the process of inquiry the learners are provided different situations and events in which they can build their own idea and use their own intelligence without feeling any difficulty. So it is self-directed learning, self-help learning, and self-monitoring learning.

#### **2.1.4 Benefit of Inquiry Based Technique**

Many research studies show that, Inquiry based learning is the most important and beneficial technique for learning. IBL gives the real or actual world content knowledge. It gives the opportunity to become investigator because the learner deal with different situations and contexts observe, analyzes and develop their ideas for developing writing skill. According to Wells (1999), students meta cognitive skill can be developed through inquiry. Students do not just have to memorize materials and then reiterate it on a test; instead they have to develop skill for all areas of their lives and will help them in their personal and social lives. Such types of learner are intrinsically motivated. Similarly,

According to Aditomoet.al, (2011), benefits of IBL are: students can get Real world content knowledge; Engagement and provide opportunity to become investigator, increase critical thinking and problem solving skill. IBL fosters collaborative learning and help to develop students' writing ability through writing strategies.

#### **2.1.5 The Writing Skill**

Writing is an important productive skill of language. According to Richard et al. (1990, p.313), "writing is a system of written symbols which represents the sound, syllables, or words of language." It is often regarded as the visual representation of speech. Students, who learn English language, cannot be perfect without the knowledge of writing skill. In this context, (Heaton, 1988, p.35) defines writing skill as a "complex and sometimes difficult to teach requiring mastery not only a grammatical and rhetorical devices but also of conceptual and judgmental elements." While writing something about any phenomenon a writer should have sound knowledge of vocabulary and other

grammatical structure which make writing well organized and meaningful. According to Raimes (1983, p.83), "writing is writing to get things done" writing is therefore an active communicative process involving discussion interaction with teachers, group work, pair work, and peer evaluation through these collaborative experiences. Students come to recognize their unique strength while they cultivate their critical thinking skill and become more effective. For the instance of writing skill, Hedge (2005, p. 119) has presented several facts such as; sense of purpose, sense of audience, spelling, structural correctness, linking ideas and range of vocabulary and so on. These are considerable facts in writing skill. Moreover, writing is most challenging skill in order to generate, organize, and transfer the data into meaningful or semantic order. Writing involves a lot of components and features which are pre-requisite for developing complete and meaningful text, spelling, pronunciation, word choice, cohesion, coherence and grammar. Rivers (1968) states:

Writing refers to the expression of ideas in a constructive way according to the graphic convention of the language. The ultimate aim of the writer is to be able to express him in a polished literacy from which requires the utilization special and certain refinement structures. (p.243)

From this definition, we can say that writing is the way of expressing of our opinions in continuous process through the graphic symbols of the language.

Bell and Burnaby (1984) as cited in Nunan (1998) point out

Writing is an extremely cognitive activity in which the writer is required to demonstrate control of variables simultaneously at the sentence level these includes control of content, format sentence structure, vocabulary, spelling and letter formation beyond the sentence. The writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (p.36)

From this definition, we can say that writing is a very complex process. And it requires mechanics of writing cohesion and coherence to integrate information properly. White (1991, p.3) views that "writing is far from a simple matter of

transcribing language into written symbols." Similarly, according to Harmer (1991, p. 78) " writing is an activity through which human beings communicate with one another and transmit their culture from one generation to another and articulate ideas in many ways."

From all these definition we can say that writing is not only concerned with transcriptions of language into graphic forms, instead it involves thinking and searching process and often requires the knowledge of arranging, semantic knowledge on the basis of different genres, contexts, situations, events and so on.

### **2.1.6 Relations Between Inquiry Based Learning and Writing Skill.**

Inquiry learning can be applied to all disciplines. An important outcome of inquiry technique is too applicable of knowledge in writing skill. Inquiry based learning helps to develop writing skill in the sense that learners have ground level of knowledge when they have to work in various contexts.(Gould 1989) state that "Inquiry-based learning is an umbrella term, encompassing a range of teaching approaches which involve stimulating learning with a question or issue and thereby engaging learners in constructing new knowledge and understandings." Inquiry espouses investigation, exploration, search, quest, research, pursuit and study these are pre-requisite of writing something. Inquiry based learning is task based or practical activity so it gives us detailed information about task. In such type of activities, students take ownership of their learning because they have their obligation to complete the work. It is a kind of learning by doing process that includes knowledge of real context which provides authentic information to the learner. These types of context based work contain important issues and questions that individuals will face and learn from these circumstances.

### **2.1.7 Importance of Writing Skill**

The goal of written language is to convey information accurately, effectively and appropriately. The main purpose of writing is to enable the learners for competent in different kinds of writing. Writing is immensely important

because it is the permanent and powerful medium of expression. According to Byrne (1986, p.6) points out the following importance of writing:

- 1) Writing is the primary basis upon which our work, learning and intellect were judged in education sector in the work place and community.
- 2) Writing is portable and permanent it makes our thinking visible.
- 3) Writing is creative process in which we can express our ideas, feeling and emotions.
- 4) Writing helps us to refine our ideas.
- 5) Writing generates our reasoning power.
- 6) Writing makes ones able to creative and impressive throughout their lives.

Thus, the above mentioned points show the importance of writing. Main purpose of writing is to enable the learners for free composition and creative writing. Writing is not static or it can be easily provided from one place to another. Writing can develop our ideas and make us perfect in various genres. In the same way, Gould (1989, p. 30) defines "writing is an effort to create a dialogue with the readers. It's a way or process of discovering and developing our responses to an event, test or situation." So writing is the most self-conscious human activities and writing is a process of meaning making, and its process to get product.

Therefore, in order to encourage student's ongoing language learning experiences and make them autonomous writer we need to teach writing through various inquiry based approach.

### **2.1.8 Components of Writing**

Writing is not merely an activity of encoding verbal thoughts in printed symbols. Writing is a permanent record of thoughts and ideas expressed by a writer which should be accurate. Every good writing requires examples, illustrations, simplicity and other components in this context Heaton (1975, p.63) mentioned the following components of writing.

- a) Mechanics
- b) Cohesion and coherence
- c) Orthographic and Para-orthographic

a) **Mechanics**

According to Heaton (1995), mechanics includes the sub skills such as spelling, punctuation, handwriting, use of capital or small letters, use of abbreviations and numbers, format or layout of writing, citation of reference in formal writing.

**b) Cohesion and Coherence**

Cohesion and coherence are also very important aspects of writing. A written discourse should be cohesive as well as coherent. Cohesion is generally defined as the set of grammatical features that link the ideas of a text, and make it look more connected and tied up. Various cohesive devices such as reference, conjunctions, ellipsis, substitution, parallelism etc. are responsible for making discourse units connected and well formed. Similarly, coherence is related to the meaning aspect of written discourse. Because of connection through grammatical devices and logical sequence of the ideas in a text, the text becomes coherent. Halliday and Hasan (1976, p. 4) state that cohesion is the method to show the coherence of the text by relating the meaning within a text. Grammatical aspect and cohesiveness is more important in writing which make the text cohesive. In this sense cohesion and coherence are intertwined and interact writing which give meaning to writing.

**c) Orthographic and Para-orthographic**

Simply, orthography refers to spelling system in writing. According to Coulmas Florian (1996), orthography is largely concerned with matters of spelling and in particular the relationship between phoneme and graphics in a language. Orthographic and Para orthographic features are characterized as important components of writing. The former orthographic refers to the spelling or writing system of a language. Such as spelling, punctuation, word



boundaries, paragraph making etc. Para-orthographic refers to the features such as charts, tables, graphs, diagram etc.

### **2.1.9 Types of Writing**

There are different types of writing in which writers have mentioned their idea in different way. Heaton (1975) has presented mainly three types of writings. They are: controlled writing, guided writing and free writing.

#### **a. Controlled Writing**

Controlled writing can be conducted under the supervision of the teacher. This writing is controlled by various means, such as providing questions to be answered, sentences to be completed or words or pictures to be followed. According to Cross (2003) Jigsaw sentences copying with correction, sentence combining are some activities under controlled writing. Controlled writing consists a lot of other activities such as; Copying, Combining, Reproducing, Completing.

In this way exercises of controlled writing are designed to prepare for reducing students' mistakes in writing .In such writing, students have virtually no freedom to make mistakes. Controlled writing includes the following exercises:

- i. Broken dialogue
- ii. Gap filling (Paragraph)
- iii. Gap filling (Grammar)

#### **b. Guided Writing**

Guided writing is semi controlled writing activity. It is a bridge between the controlled writing and free writing. In such writing, the students' writing is not totally controlled. In controlled writing the structure and vocabulary are also controlled but in guided writing, only the content or message or meaning is controlled. Students are free to allow their own vocabulary and structure. Cross (2003) pictures description, pictures sequence story, summary note are example of guided writing. Some other guided writing activities are:

- a) Interpreting chart for writing stories
- b) A set of instruction (rules and regulation, etc.)
- c) Parallel writing (paragraph)
- d) News writing

### **c. Free Writing**

Free writing is extended composition. It is not guided and controlled. Students are asked to write a paragraph or paragraphs or telegrams or office notices, tender notices or report writing or summary writing or diary writing. They are required to express their own opinions. This requires a careful planning.

In free composition, students' are first allowed to think on a topic. There are no restrictions on student's use of words or structure. The teachers can help them in selecting and planning a topic to get rid of the errors. It should have controlling and persuasive thoughts. Students also consider unity of ideas and coherence.

The types of free writings are as follows:

**i. Narrative:** Narrative composition includes simple retold stories, histories, autobiographies, personal experience, everyday life, etc. The students are given simple narrative structure to write free composition. After that, students should follow simple structure themselves.

**ii. Descriptive:** Describing is a type of free writing in which the students express their ideas in the form of an essay or paragraph.

**iii. Reflective:** Replying is another kind of free writing. It is also creative writing. In this writing, the students read the letter/ application or wanted notice and write the reply taking care of the actual purpose.

**iv. Explanatory:** Explaining is the fourth kind of free writing. It is also a creative writing. Learners think about the topics of paragraph/ essay and they write about the subject matters which they are responsible for.

**v. Imagination:** Imaginative composition is a form of free composition in which students imagine themselves as different persons, or being in a different place. Imagined character may be the writer himself/herself or someone else. Fiction writing or literary writing is an example of imaginative writing.

### **2.1.10 Writing Process**

There are different activities in writing process. Writing is long run process. Every learner who is interested in developing their writing skill can develop their writing through varieties of techniques among them they can adopt inquiry based approach for developing writing. Hedge (2010, pp.305-307) mentioned the following activities in writing process:

#### **i) Planning**

Simply planning is an intellectual anticipation for future action. So every successful writer should be aware of their writing as well. Writing starts from the planning. Planning involve the purpose of any writing and suggests us how to go successfully. Seow (2002, p.2) defines planning as a pre writing activity that stimulates thoughts for getting started. It involves students in generating and gathering ideas and information required for the writing tasks. The activities such as brainstorming, consulting resource for information, making notes, making an outline etc. are used in the planning phase

#### **ii) Revising**

This is the second part of writing. In this step the writer revise the text and improves their writing by analyzing written texts mistakes. Revising is not merely checking for language errors. It is done to improve global and the organization of ideas so that writer's intent is to make clear to reader Seow (2002). Writers have consciously worked on it with more investigations. Revision written text helps them to meet their goal and intended objectives. At the time of revising they can correct some major and minor mistakes in writing and give completeness to the text.

### **iii) Producing**

This is third step; the writers are aware of their readers and seek to produce reader based prose. While producing the text the writer must be aware about the proper selection of content and information.

#### **2.1.11 Characteristics of Good Writing**

Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thought. According to Richards (1968, p.36), some essential characteristics of good writing are introduced as follows:

##### **(i) Economy**

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing. If there is more economy in writing, the less chances of occurring fault. Good writing is like a gold coin, small in size but precious one.

##### **(ii) Simplicity**

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

### (iii) Clarity

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

### (iv) Continuity

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

### (V) Free from Errors

The writer cannot use a whole range of facial expression, gestures and general bodily language to convey the message. As writing is a permanent cord of one's thought or ideas, it must be accurate. Every written piece has to be free from lexical, syntactic, semantic, and grammatical errors.

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

## **2.2 Review of Empirical Literature**

In this section different thesis carried out under the department of English education have been reviewed which will helpful for justify and clarify my thesis work. Some of the reviewed tasks are as follows:

Pandey (2004) carried out a research on "the effectiveness of project work technique in developing writing skill." A practical study, the objectives of the study was to find out the effectiveness of project work technique in developing writing skill. The study was an experimental research. The researcher used both primary and secondary data to meet the objectives of the study. Total population of this study was 26 students of B. Ed first year studying in Neelkantha campus Dhading. The main tool for the collection of data was a test paper. The finding of the study was that the use of project work technique in teaching was found slightly more effective conventional teaching. In his study he concluded that project based activities help the learners to understand about the situation and learners have better understanding.

In the same way, Rimal (2004) carried out a research on "the effectiveness of group work technique in learning writing skill in English". The main objective of this study was to find out the effectiveness group work technique in learning writing skill. Population of this study was a school of the Lamjung district. The researcher used pre test and post test for primary data dividing the students into two groups as an experimental and controlled group. It was found that group work technique in learning writing skill was slightly effective than the usual classroom technique. Group work encourages learners to learn in pleasurable environment and they have chance to remove their hesitation, shines so that they can develop their knowledge.

Sharma (2010) Conducted a research entitled, "technique used by the teachers while teaching writing skills". Main objective of her study was to find out the techniques of developing writing skill used by the teachers while teaching English at lower secondary level. She used both primary and secondary sources of data. She purposively selected five government-aided schools and five teachers one from each school of Kathmandu district. The students were ten from each government aided schools. Every nth student from each school was selected kipping in view the number of students enrolled in the grade eight under study. Thus total population of this study was 50 students and five

teachers. The tools used were observation, checklists, and survey questionnaires. The major finding of his research was student centered technique which plays significant role for developing writing proficiency of learner.

Likewise Yadav (2010) carried out an experimental research on "Effectiveness of process approach for developing writing skill." The objective of this study was to find out the effectiveness of teaching writing through process approach in terms of grammatical inaccuracy in writing, cohesion and coherence. The researcher used both primary and secondary data to meet the objective of the study. The researcher used pre- test and post- test for primary data collection by dividing the students into two groups in Greenfield College. He used subjective test to collect data. The finding of the study was that the use of process approach was more effective than the usual classroom teaching approach for developing writing skill. From this we can say that writing itself is a process in which writer has more opportunities and deal with different context, analyze, visualize and grasp the context then they performed in better way.

Adhikari (2011) carried out a research on effectiveness of invention technique to develop writing skills. The main objective of this study was to find out the effectiveness of invention technique to develop writing skill. The researcher purposively selected thirty students from class eleven from Janajyoti Higher Secondary School of Sankhuwa-sawa district. The major finding of this study was student writing skill developed through using invention technique.

Invention is related to investigate something from unknown to known so in writing process the learner should search such inventory technique in writing.

Bhandari (2011) has carried out research on "Brain storming for developing writing". The main objective of the study was to analyze the effectiveness of brainstorming in writing composition. The students of grade nine from the North Star English Boarding school Rakhu Bhagwati Myagdi were purposively selected as sample population. He used questionnaires (describing, events, paragraphs, writing etc) as tool along with pretest and post- test to evaluate the

student's progress in writing and found that in observation and writing in the post test students have scored more than pre- test which shows brainstorming in effective for teaching writing.

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

Joshi (2011) carried out a research entitled "Teaching creative writing in ELT classroom". The objective of this study was to find out the effectiveness of creative writing in ELT classroom. His sample size was 16 students out of 20 students of Kathmandu valley school. He used non- random purposive sampling procedure to collect data. Similarly he used test items as his research tools. And he found changed in between two tests items taken in different times. The test progress was increased so he found that creative writing is important in ELT classroom. In this research he found that creative writing develop and improve the student's levels of writing.

Likewise, Mishra (2011) carried out an experimental research on "Effectiveness of strip story in developing writing skill." The main objective of the study was to find out the effectiveness of strip of strip story as a technique in developing writing skill. The researcher used both primary and secondary sources of data to meet the objectives. The researcher used test items as the main tools for the collection of data. The finding of the study showed that the use of strip story as a technique for the purpose of developing writing skill is more effective than teaching with usual classroom technique.

Similarly, Rijal (2011) conducted action research on role of comparative language learning in teaching writing". His main purpose was to find out role of cooperative language learning in teaching writing. He selected thirty



students using simple random sampling procedure. He used pre- test, two progressive tests and a post- test to collect the data. The pre- test and post were the same in content and progress tests were also same but they were prepared according to the situation and content and found that cooperative learning strategy has better impact on the performance of the students in area of writing. Thapa (2015) conducted a study on "Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency" is carried out in order to find out Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. In order to carry out the study, he chose twenty private schools of Banke district. Two teachers who were teaching English at secondary level teachers were selected from each school. Total number of teachers under study were 40 whom he used non random sampling procedure. Questionnaire was the main tool for data collection. The study found that almost all the teachers provided feedback to the students in their writing skills. The teachers' perception towards immediate feedback was positive and they practiced it to enhance writing skills of students. The teachers provided feedback and it was fruitful for the students because it facilitated or encouraged the students to rectify their errors and mistakes. As a whole, maximum number of teachers viewed that immediate feedback was necessary to enhance writing proficiency.

Sapkota (2016) carried out research on "Use of Continuous Assessment System (CAS) in Developing Writing Skill at Basic Level: A Narrative Inquiry was to explore the practices, experiences and challenges of CAS faced by the basic level teachers in term of teaching writing skill and its other areas like punctuation, grammar, spelling and organization at the basic level. To meet the objectives of the research, the four basic level teachers were selected using non-random purposive sampling method. As a narrative inquiry research design, teachers' narratives were used to explore the challenges and experiences of basic level teachers. The result of the study revealed that teachers are practicing CAS and its other tools like homework, portfolio and

class work as major teaching task. They experienced that from the use of CAS, students are motivated, inspired and interested toward further learning about writing tasks. Although, teachers are also facing some challenges like lack of fundamental materials, training and monitoring system from the concern authorities like Resource Centre and school administration.

Ardila et al. (2017) has studied on "Reading and Writing: An Interdisciplinary Journal," written bilingualism represents a particular type of bilingualism that is not frequently approached. The aim of this study was to investigate the writing and reading abilities of second-generation immigrants, Spanish-English bilinguals in South Florida. 58 participants (36 females, 22 males; 18-39 years of age) were selected. Both parents were native Spanish speakers and the home language was Spanish; 37 were born in the United States and 21 were born in a Latin American country, but arrived to the US before the age of 10. Equivalent reading and writing tests were administered both in Spanish and English. Performance was significantly higher in English than in Spanish in the following tests: reading aloud (speed and errors), writing sentences, spontaneous writing number of words, and spontaneous writing errors (spelling and grammatical). When comparing those participants born in the US and abroad, no significant differences were found in Spanish, but in English; participants born in the US did better in reading aloud (errors), and spontaneous writing errors (spelling and grammatical). It was concluded that reading and writing abilities are in general higher in English than in Spanish in this group of bilinguals, which is correlated with the language used in the school they attended. This study emphasizes the importance to analyze not only oral but also written bilingualism. In the future, it would be particularly important to study written bilingualism in other types of bilingualism.

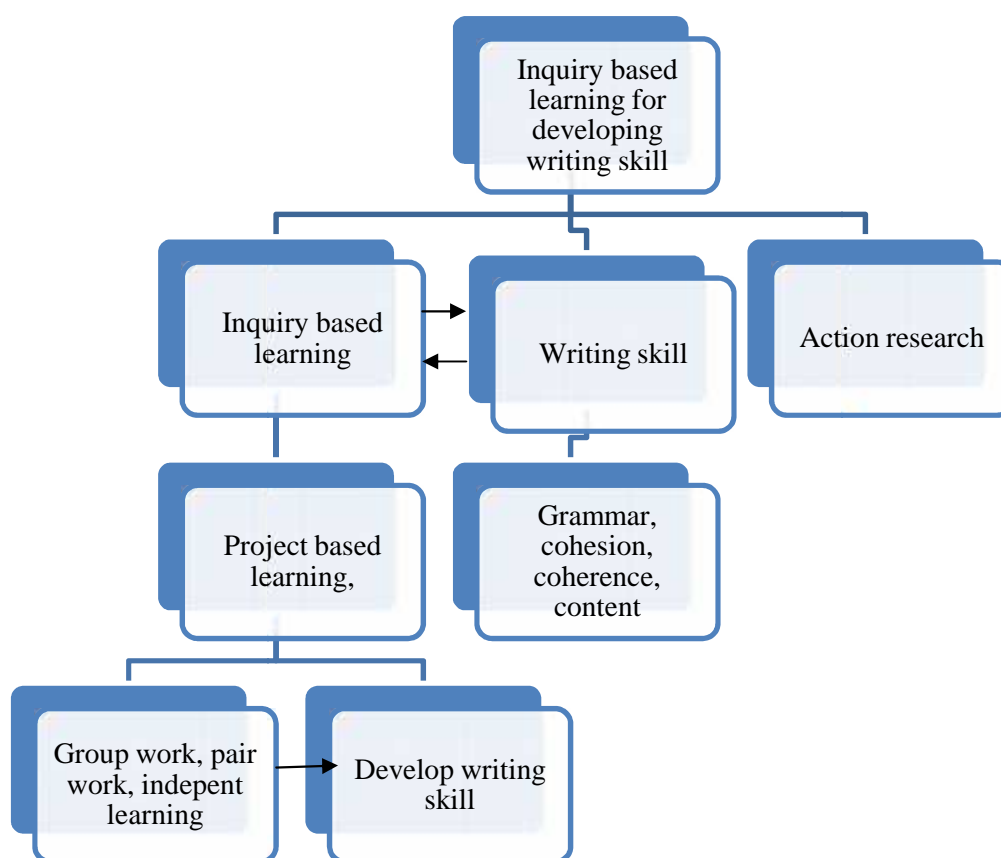
### **2.3 Implications of the Review for the Study**

The literature review is an integral part of the entire process of carrying out a research and it makes a valuable contribution to almost every operational step. From the different reviewed literature, I have got in-depth information about

related study. Firstly, these reviewed documents provided theoretical background to the study and broadens the knowledge to the related research area. Secondly, these sources helped me to be clear and helped to focus on research problem, importance of inquiry based learning, value of creative writing. Altogether I have reviewed twelve different research works. After reviewing these different books, articles, journals, and online sources, I have got clear idea about methodology, sample and sampling procedure, research design, data collection tools and techniques etc. The act of reviewing related literature helped me to be more confident and courageous and provided theoretical and practical ideas. Writing is a productive skill, which refers to the expression of ideas in a consecutive way according to the graphic convention of the language. It is a complex activity; it requires active participation of students and continuous practice and habit. Finally, all the reviewed documents helped me to broaden the knowledge of related study in order to get sound idea about academic writing, practical ideas about conducting action research and solve the problems which appeared in the work field and I have collected some ideas for preparing tests items, group division and field visit activity and preparing lesson plan and overall knowledge about research study.

## 2.4 Conceptual Framework

According to miles and Huberman (1994, p.18) "conceptual framework is a written or visual representation that explains either graphically or in narrative forms". While carrying out this research I also consulted different documents related to this study and literature review. On the basis of all these reviewed documents I had developed my conceptual framework thus the present study was based on following conceptual framework.



From this conceptual framework firstly, I defined inquiry based learning for developing writing skill, after that I explained the positive aspect, benefits of inquiry based learning, advantages of inquiry based approach and explain the characteristics of inquiry based learning and then I defined writing skill, writing component, its characteristics, writing component. I had showed the relationship between inquiry based learning and writing. Moreover, action research, components of action research, and its characteristics had been

analyzed. It was studied in three main parts. In the first part of the action research planning and forming planning procedures had been considered. In this step students were encouraged to the different project based work and suggested to do the given task. In the acting phase student had practiced in real field that was field visit, participated them in different research based activities. At the same time, pre-test progress-test and post-test was taken in different time period. On the basis of test results their progress was analyzed. On reflecting phase students were given appropriate treat and suggestions. After that student's mistakes and short comings, content knowledge, grammar and cohesion-coherence sequence was analyzed. Finally, it was observed and analyzed the students' progress in writing.

Conclusion of the study was analyzed on the basis of inquiry based learning for developing writing skill in the sense that how different kinds of inquiry based techniques helped to develop students writing proficiency and levels of writing.

## **CHAPTER: THREE**

### **METHOD AND PROCEDURES OF THE STUDY**

Under this chapter, design and method of the study, population sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures were included.

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

While carrying out any research work, researcher should follow a certain research design. There are different research designs such as survey, correctional, experimental, quasi-experimental, historical, ethnographic, case study, narrative inquiry and action research. They come under the quantitative and qualitative research design. Among them this research study was based on qualitative research design especially focused on action research.

In order to carry out this research, I followed action research. The action research is a classroom investigation carried out to find out and solve the specific problems. The action research is a systematic study that combines action and reflection with the intention of improving practice. Mostly action research is undertaken in situ. It is a reflective process that allows inquiry and discussion as components of the research. Action research is a collaborative activity among colleagues searching for solutions to real world problems which appeared in real time. Cohen & Manion (2010) say, "Action research is a small-scale intervention in the functioning of the real world to address practitioners' own issues, and a close examination of the effects of such an intervention" (p.39)

Action research addresses the immediate problems. It is conducted by the practitioners to find out and solve the immediate problems. Action research is a group activity of which the main purpose is improvement of the current affairs through the process of identifying and solving problems in a specific context.

Action research is collaborative study which addresses immediate classroom problems. Best and Khan (2006, p. 21) say, "Action research is focused on

immediate application, not on the development of the theory or on generalization of application." It means that action research is based on local setting and local applicability, not universal validity. Action research differs from other researches because it does not aim to develop a theory. So, action research works to bridge the gap between the theoretical and applied research. I selected the action research because it is first and foremost situational, being concerned with the identification and solutions of problems in a specific context or situ and it aims to improve the current state of affairs within educational context in which the research is being carried out.

### **3.2. Characteristics of Action Research**

Action research is reflective practice. It is participatory and context based activity. The main purpose of action research is to improve/ change existing situation. So, its main purpose is to improve learners' current knowledge level. Bhattarai (2005, p. 18) says, "Action research is firstly conducted by the practitioners, secondly, collaboratively, and thirdly, cyclical and fourthly it aims at changing the existing situation."

Similarly, Richards (2010, p. 171) has given some characteristics of action research they are as follows:

- a) Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- b) It is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake.
- c) It is carried out to change and improve the existing situation.

On the basis of above mentioned characteristics action research is reflective and cyclical process which works on participants own problems. Action research's' main purpose is to improve work rather than prove the problem. In this way it can be applied to carry out a research.

### **3.3. Population, Sample and Sampling Strategies of the Study**

All grade eleven students of Nepalaya Higher Secondary School were the population of this study. Among them thirty students were the samples of this study.

### **3.4 Sources of Data**

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

#### **Primary sources of Data**

The primary sources of data were total number of the students of the selected school in Kathmandu district. Data were collected through action research. Mainly data were collected through pre-test, progress test and post- test.

#### **Secondary Sources of Data**

In addition of this research study, different books, journals, articles, websites, and other written documents whatever were available in printed and electronic media related to topic were adopted as secondary sources of data. Some of them were Harmer (2008), Richards (2010), Leki (2010), Heaton J.B.(1975), Hedge (2010), Sanjaya (2010), Watkins (2012),and other online resources were the secondary sources of data.

### **3.4 Research Tools**

I used test items as a tool of data collection to conduct this research. In this research subjective questions were given to the students for pre- test which were based on their previous experience, field visit and observation. Students were provided one and half an hour to complete the test and each question obtained 10 marks for evaluation. Questions were designed on the basis of curricular objectives of related subject. Test items were of 30 full marks. The test items obtained writing an essay, writing biography, writing about historical places. Report writing and writing about racial discrimination. On the basis of



these criteria, I administrated different pre-test, progress test and post-test items.

Questions were designed on the basis of following criteria:

The items which were asked are as follows:

- a) Essay writing
- b) Biography writing
- c) Report writing
- d) Writing plan
- e) Writing about historical places
- f) Racial discrimination

These above mentioned criteria were used as tools for data collection. On the basis of these criteria, I administered different pre-test, progress test and post-test items. Along with test items, I used lesson plan and related project based activities.

### **3.5 Data Collection Procedures**

In order to collect data, I followed the stepwise methodological procedure of data collection. At first, I visited the selected school and asked the authority for permission to carry out the research. After getting the permission, I built rapport with students and teachers of that school, and then I informed the students about the purpose of my study. After that I administered pre- test to find out students existing level of proficiency in writing before involving them in inquiry. The test was administered during the school hour. I gave them one and half an hour to complete the test items. I also administered progress test in between the intervention period and post-test was administered at the end of my research.

I conducted action research based on Richards' and Lockhart (2010) four phases of action research in which I followed the different step wise activities which were as follows:

- 1) Planning: In this first step, students were motivated and prepared to take an action for pre- test. Simply, in the planning phase I informed the students about the nature of my study. In this phase the students were aroused to motivate to write about the given task. Actually it was the step of planning for an action. Action was based on group and collative activity for writing task. All the required materials and instructions were prepared in this first step.
- 2) Action: In this actual step of action, students were involved in writing related to inquiry based approach such as pollution and its effect, biography of famous people, social injustice and other related topics.
- 3) Observing: In this third phase of writing, students' written documents were observed and analyze in order to observe and analyzed how they mentioned their idea in different pieces of writing. Moreover, students writing were observed through systematic process, while observing their writing mainly grammatical aspect, spelling, word organization, appropriate word use, proficiency, and content knowledge.
- 4) Reflecting: In this final phase, post- test result was analyzed and proper feedback was provided. Finally student's performance was properly evaluated and their writing task were analyzed and evaluated.

### **3.6 Data Analysis and Interpretation Procedures**

In this study the data were analyzed and interpreted descriptively and statically with the help of simple statistical tool. Mainly I used holistic and categorical discussion to analyze and interpret the data. Furthermore, data were analyzed and interpreted in accordance to student's written proficiency in different tests results.

### **3.7 Ethical Considerations**

The ethical considerations have very important values in the research field. Every respondent has their right to privacy. They should be informed the purpose of the study and value of their participation on research. Therefore, in the process of collecting primary and secondary data as well as in analyzing and interpreting the data, all the ethical issues have been considered. In order to maintain the ethicalness and validity of research, researcher will not harm the authentic source in the time of data collection; I have taken the permission from the concerned authorities and participants. The identities of the participants have been kept anonymous and they have not hunted physically, psychologically, socially and economically. Bad and negative aspects of participants have been kept safely. Similarly, to avoid the plagiarism, and intellectual theft, I have mentioned proper citation and references for making the research more authentic and real. On the basis of collected data the results have derived and it have discussed in terms of inquiry based approach for developing writing skill.

## **CHAPTER: FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULT**

This chapter deals with the result and discussion of the collected data.

Moreover, the main concern of the present research work was to examine how the writing skill can be improved through inquiry based learning and rigorous researchable practice. Furthermore, discussion and interpretation of the results based on the data is also content of this chapter.

In order to collect data, subjective questions were prepared. For the research, Shree Nepalaya educational foundation was selected purposively and class eleven students were selected by using non-random sampling procedure. The pre-test was administered to find out the existing level of proficiency in writing of the students. After that the students were involved in different inquiry based activities especially in writing. And students were taught how to improve writing through inquiry based learning. The students were engaged in different group work and pair work activities. After that, progress test was during intervention period. At last, post test was administered. The data obtained from the tests have been presented and analyzed under two main headings.

#### **4.1 Holistic Analysis**

This sub-chapter deals with the result i.e., the marks obtained by the students in different test items (pre-test, progress- test and post- test). I administered pre-test and intervened students to four weeks. After involving students' in inquiry based activity, I also administered progress test to check the student's progress in writing skill. At last, I administered the post test. In which, I administered a test including three questions related to inquiry writing. The students' writing was analyzed on the basis of following marking scheme.

| SN | Criteria  | Marks     |
|----|---|-----------|
| 1  | Vocabularies                                    | 1         |
| 2  | Grammar, cohesion coherence                     | 2         |
| 3  | Content sufficiency                             | 2         |
| 4  | Language creativity and correctness             | 2         |
| 5  | Writing process- introduction, body, conclusion | 3         |
| 6  | <b>Total marks</b>                              | <b>10</b> |

The students writing was analyzed and observed with the help of above mentioned marking scheme. In which the marks was divided in to five different categories and students writing was scored accordingly.

After that the result of the students in the pre-test, progress- test and post-test have been compared in the following way. The holistic analyses of test scores that the students obtained in the different test items were as follows:

**Table no.: 1 Holistic Analysis of test scores**

| Test               | Pre-test | Progress-test | Post-test |
|--------------------|----------|---------------|-----------|
| Full Marks         | 900      | 900           | 900       |
| Obtained Marks     | 493      | 597           | 742       |
| Average Scores     | 16.43    | 19.9          | 24.73     |
| Average Percentage | 54.74    | 66.33         | 82.44     |

The above table shows that the average score in the pre-test is 16.43(54.74%). Similarly, in the progress test the average score is 19.9(66.33%) and in the post-test the average score is 24.73(82.44%). Comparatively the result shows the progress of the students in different results.

On the basis of the above result, we can say that inquiry based learning approach is effective for developing students writing skill. It was also found that the students' writing was enhanced when they involved in different kinds of inquiry learning in different contexts. Thus, this research concludes that if the students have to be involved in inquiry based learning and contextual learning; they improve and enhance their writing skill.

Comparing of the answer sheets of the students in three different test items, following results have been derived.

- a) The average score in pre test was 16.43(i.e.54.74%), in progress test the average score was 19.9(i.e.66.33%) and in the post test the average score was 24.73(i.e.82.44%).
- b) On the basis of the pre-test result the students were found weak in their writing. The students scored 493 marks out of 900 full marks in pre-test. Only one student got high score in pre-test (22, 73.33%). The lowest mark was obtained by one student (10, 33.33%)
- c) Out of 30 students, 19 students scored above average score and 11 students scored below average score in the pre-test.
- d) In the progress test the students scored 597(66.33%) out of 900 full marks. Similarly, in the progress test average score was 19.9 which increased by 4% in comparison to pre-test. In pre- test the students were seen weak and not competent in writing.
- e) Finally, the post-test was conducted and record was kept, the test items were similar to the pre-test. The total secured marks were 742 out of 900. The highest mark was 28, i.e.93.3% which was secured by three students

and lowest marks was 19 i.e. 63.33%. This was secured by only one student. The average score of this test was 24.73.

f) This post test showed the progression of students' and they gained optimum level of proficiency in comparison to pre-test.

From the above mentioned result, we can say that inquiry has better impact on teaching writing skill. It was found that the students writing was enhanced when they followed inquiry based learning approach. Thus, this research concludes that if the students have to be given any inquiry based activities in writing process, it support to improve students' writing skill and get better proficiency in writing skill. So inquiry based learning plays positive and significant role for developing writing skills of students.

#### **4.2 Analysis of Different test Scores**

This sub-chapter discusses the results, the marks that the students obtained in the pre-test, progress test and post-test. The result that the students obtained in different tests is discussed below

##### **4.2.1 Analysis of the Pre-test Scores**

Before I started teaching, I administered a pre-test to determine the students' proficiency in the writing. The full mark of pre-test was 30 and the test items were related to free writing they were: writing a report based on visited places of students, biography writing and third one was essay writing on environmental pollution and its effect. I used holistic marking scheme to score the students writing. The scores of the students' that they obtained in pre- test are as follows:

**Table no.1**

**Students' Score in the Pre-test**

| <b>S.N.</b>  | <b>No. of the</b> | <b>Full</b> | <b>Marks</b> | <b>Percentage</b> | <b>Average</b> |
|--------------|-------------------|-------------|--------------|-------------------|----------------|
| 1            | 1                 | 30          | 22           | 73.33%            | <b>16.43</b>   |
| 2            | 1                 | 30          | 8            | 26.66%            |                |
| 3            | 2                 | 30          | 9            | 30%               |                |
| 4            | 1                 | 30          | 10           | 33.33%            |                |
| 5            | 1                 | 30          | 11           | 36.66%            |                |
| 6            | 2                 | 30          | 21           | 70%               |                |
| 7            | 6                 | 30          | 20           | 66.66%            |                |
| 8            | 4                 | 30          | 19           | 63.33%            |                |
| 9            | 4                 | 30          | 18           | 60%               |                |
| 10           | 1                 | 30          | 17           | 56.66%            |                |
| 11           | 1                 | 30          | 16           | 53.33%            |                |
| 12           | 2                 | 30          | 15           | 50%               |                |
| 13           | 1                 | 30          | 14           | 46.66%            |                |
| 14           | 1                 | 30          | 13           | 43.33%            |                |
| 15           | 2                 | 30          | 12           | 40%               |                |
| <b>Total</b> | <b>30</b>         | <b>900</b>  | <b>493</b>   | <b>54.74%</b>     |                |

The above table shows that the marks obtained by the students in the in the pre-test. The total number of the students is 30. It shows that the students have scored 493(54.74) marks out of 900 full marks. The average score is 16.43. The highest marks is 22(73.33%) out of 30 full marks in this test. the lowest obtained marks is 9(30%) which is secured by two students. Only 18 students have scored above average score and 12 students have scored below average score. The marks obtained by each student have very low and unsatisfactory. Students were found weak in grammar; organizing sequential argument, subject



verb agreement, word order etc and they were unable to perform their ideas clearly. Among them organizing the idea and grammatical aspects were found to be most frequent for all of the students.

#### 4.2.2 Analysis of the Post-test Scores

After the intervention for twenty lessons about inquiry based activities, the post-test was conducted and the record was kept. The test items of the post-test were similar to the pre-test. The marking scheme of the post-test was similar to pre -test. While marking of the students' writing I used different holistic way of marking such as grammatically correctness, cohesion-coherence order, content of the given task etc. The result of post-test is presented in the following table.

**Table no.2**

#### **Students' Score in the Post-test**

| <b>S.N.</b>  | <b>No. of the</b> | <b>Full marks</b> | <b>Marks</b> | <b>Percentage</b> | <b>Average</b> |
|--------------|-------------------|-------------------|--------------|-------------------|----------------|
| 1            | 1                 | 30                | 26           | 93.3%             | <b>24.73</b>   |
| 2            | 1                 | 30                | 25           | 90%               |                |
| 3            | 1                 | 30                | 24           | 86.6%             |                |
| 4            | 3                 | 30                | 23           | 83.3%             |                |
| 5            | 4                 | 30                | 22           | 80%               |                |
| 6            | 1                 | 30                | 12           | 76.6%             |                |
| 7            | 4                 | 30                | 21           | 73.3%             |                |
| 8            | 5                 | 30                | 20           | 70%               |                |
| 9            | 4                 | 30                | 19           | 66.6%             |                |
| 10           | 1                 | 30                | 17           | 63.33%            |                |
| <b>Total</b> | <b>30</b>         | <b>900</b>        | <b>742</b>   | <b>82.44%</b>     |                |

The above table showed that the students scored 82.44% marks in this test. The students scored 742 marks out of 900 full marks. The average score was 24.73% marks. The average score increased by 5% than in progress test. In this

test the highest test was 28(93.3%). This was secured by three students. The lowest score of this test was 19(63.33%) which was secured by only one student. 15 students scored above average score and other 15 students scored below average scores

After analyzing the answer sheets of the students, it was found that due to lack of proper and appropriate teaching strategies and methods, students obtained low scores in pre-test. The aim of this test was to know the students' existing proficiency in writing, whereas after intervention to the students they scored good marks in the progress test and post-test. The role of inquiry based learning was found to be fruitful in developing different aspects of writing. The overall progress of the post-test proved that the role of inquiry based learning was worthy for developing students' writing. In post-test, all students got better marks in comparison to pre-test scores. It showed that IBL is slightly better for such a creative writing.

#### **4.2.3 Analysis of the Progress- test Scores**

After the pre- test, I intervened and administered the progress test in the interval of five classes. The teaching items were free writing, contextual learning, self-help learning, project based activities. The following table shows the scores of the students of progress test.

**Table no.3**

**Students' Score in the Progress-test**

| <b>S.N.</b>  | <b>No. of the</b> | <b>Full marks</b> | <b>Marks</b> | <b>Percentage</b> | <b>Average</b> |
|--------------|-------------------|-------------------|--------------|-------------------|----------------|
| 1            | 1                 | 30                | 26           | 86.66%            | <b>19.9</b>    |
| 2            | 1                 | 30                | 25           | 83.33%            |                |
| 3            | 1                 | 30                | 24           | 80%               |                |
| 4            | 3                 | 30                | 23           | 76.6%             |                |
| 5            | 4                 | 30                | 22           | 73.3%             |                |
| 6            | 1                 | 30                | 12           | 40%               |                |
| 7            | 4                 | 30                | 21           | 70%               |                |
| 8            | 5                 | 30                | 20           | 66.6%             |                |
| 9            | 4                 | 30                | 19           | 63.3%             |                |
| 10           | 1                 | 30                | 17           | 56.6%             |                |
| 11           | 1                 | 30                | 18           | 60%               |                |
| 12           | 1                 | 30                | 16           | 53.3%             |                |
| 13           | 1                 | 30                | 15           | 50%               |                |
| 14           | 1                 | 30                | 14           | 46.6%             |                |
| 15           | 1                 | 30                | 13           | 43.3%             |                |
| <b>Total</b> | <b>30</b>         | <b>900</b>        | <b>493</b>   | <b>66.33%</b>     |                |

The above table clearly showed that the students obtained 597(66.33) out of 900 full marks. The average score was 19.9. It was found that the rate of score was increased by 3.5 then in the pre-test. The highest score was 26(86.66%) and lowest score was 12(40%). Out of 30 students 23 students scored above average score and 7 students scored below average score. In this test most of the student improved their writing in progress test.

#### **4.5 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 errors positively. In the process of language learning we may commit various kinds of errors but these errors should not be taken seriously. After analyzing the students' errors successful pedagogue should provide feedback

for further improvement. When students get proper guidance and involved in inquiry based activities, they can improve their error and be able to produce errorless sentences.

While collecting data for this study, I prepared test items related to free writing and researchable questions related to inquiry based learning. Students visited to real context of related field, after that they were asked to write about what they observed, realize experience and saw. On the basis of contextual knowledge, students can easily express and develop their ideas on the questions and improved their weaknesses.

In the beginning of the writing, students had committed so many mistakes such as mistakes related to tense, cohesion and coherence, organizing ideas, content knowledge etc. After intervention and their precious involvement on inquiry based learning program student had improved their weakness because of the positive effect of inquiry based learning in writing skill.

**Table: 5 Examples of Errors Found in Students Writing**

| SN | Errors related to | Examples  |
|----|-------------------|---|
| 1  | Grammar           | a) I saw a village then I gone,                         |
| 2  | Spelling          | a) rise instead of rose) b) increas instead of increase |
| 3  | Word order        | a) Nepal is temple and rich in heritage                 |
| 4  | Incomplete        | a) She successful                                       |
| 5  | Content           | Not sufficient content.                                 |

Before the time of intervention the students were found very weak in their writing as the table shows. They used to write anything without any fact and ideas and they gave their answer without including their own logic. Most of the students wrote incomplete sentences and commit error in writing.

After intervened, I encouraged them for group work and pair work, research based activities and learning. I motivated them to share their experiences so that they realize and find change themselves in writing. They were taught to involve in research based activities and learn from experiential learning. This ultimately helped the students in developing their writing skill. Finally, when I analyzed the different tests of students, I found that they were able to improve their previous errors and mistakes in post- test and final classes.

So, from the above discussion, it was proved that students writing can be improved through different researchable activities provided and guided by prompter. Furthermore, context and learning are interrelated to each other. If the students are being involved in inquiry based activities, they have better chance to learn. So students writing was developed when they adopted inquiry based approach.

## **CHAPTER: FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

After the analysis and discussions of the study results in the chapter four, the summary, findings and conclusion are presented in this chapter, on the basis of two research objectives and four research questions presented in chapter one. The summary, conclusion, and implications of the finding are presented in this section

#### **5.1 Summary**

The main purpose of this research work was to find out the process of development in students writing skill when they followed inquiry based activities especially, how inquiry learning promotes students' self-development in writing abilities and to suggest some pedagogical implications on the basis of the findings.

After approval of my research proposal, I visited the school Shree Nepalaya Higher secondary school; Kalanki Kathmandu and I established rapport with the concerned authority of the school. I took pre-test to know the students current level of proficiency in writing skill. After that, I started to teach the students, involved them in different project based activities such as observing polluted areas, visit historical places and so on. Then I used progress- test and post-test to observe the student writing and students' progress in writing. After collecting the required data, I analyzed the data. After that I presented the results on the table discussed.

Without having well command and explicit knowledge on the subject matter it is really challenging to conduct research work because research activities need to have all round knowledge domains. Therefore, to obtain basic information regarding the procedures of conducting action research, designed test items, subject matter, and process of data collection, numerous theoretical literatures were reviewed. In the same way different empirical literatures were reviewed to elicit the required information. This provided me basic information in my

research area and subject matter. 30 students of Nepalaya Higher secondary school were the sample of the study and the school was selected purposively.

## **5.2 Conclusion**

Writing is the productive skill. Writing plays significant role in our life because most of the examinations evaluate the students' ability through their written performance and skill. So, it is necessary to make our learners able to express their ideas accurately and appropriately in written form. Writing needs a regular and rigorous practice from the part of the learners. In order to make learner good in writing skill we should help them in developing writing habit and research based activities. Such activities can only be possible when the students have willingness to participate and devoted in writing. The role of inquiry is highly valued to develop students' competency in writing because the more we engage our learner in writing task the better they develop habit and achieve the goal.

Inquiry based activities need to accumulate so many other sub activities such as group work, pair work, project based activities. The role of inquiry based learning is very significant because such activities need context based and practice based learning. So, the main purpose of this research study is to find out the process of students' writing skill when they have to involve in inquiry based activities such as; self-finding, contextual learning, group-pair work which make learning long lasting. Involving students' group work, pair work, innovative work helps them to motivate and make learning goal oriented, purposeful and effective. And the role of teacher also becomes very important because students can get proper guidance and help from seniors. The main concerns of this study was based on how inquiry based learning can improve students writing skill through continuous practice and it was analyzed the grammatical aspect, subject verb agreement, sentence structure and word arrangement. This research will be beneficial to the teacher, students, researcher and all concerned people related to the similar field. Through this study it is tried to find out the effect of inquiry based learning in improving

students writing abilities especially in writing and constructing proper sentences, grammatical aspects, writing paragraphs. To carry out the research, I selected thirty students from class eleven after that I administered pre test, progressive test and post test for data collection and findings of the study to derive the results.

After the analysis and discussions of the results in the chapter four the summary of the main findings is presented in this section in accordance with the two research objectives and research questions.

According to analysis and discussion of the data following conclusions have been derived.

a) The average score in pre-test was 16.43(54.74%). In the progress test the average score was 19.9(66.33%). And in the post test the average score was 24(82.44%). This result shows the continuous progression in students writing.

b) On the basis of pre-test result students were found not better to express their ideas on the given topic and writing. The students scored 493 out of 900 full marks. Only one student scored 22 marks and lowest scorer were two students who obtained nine marks

c) In the progress test, the students scored 597 out of 900. Similarly, the average score was 19.9. This showed that the students progressed in writing.

d) Finally, the post-test was conducted and the record was kept. The questions asked in post test were similar to the pre-test. The total secured marks were 742 Out of 900 and highest obtained mark was 28 which were secured by four students. This post test showed the progression of students. Comparatively students scored high in post-test; this shows that they got better proficiency in writing.

From the above result, we can say that, inquiry has better impact on teaching writing skill, it was found that the students writing was enhanced when the students adopted different inquiry based learning. Thus, this research concludes that if teacher adopt various students centered learning and inquiry based



learning in classroom teaching, it can play positive role and changed students writing skill.

### **5.3 Implications**

The present study was carried out to find out the role of inquiry based learning in developing writing skill. Even today most of the language teachers think that suggestive and pre-determined teaching activities are sufficient for teaching but they do not know the value of such project based activities which preciously can contribute to develop students' writing skill. As a successful teacher every teacher should provide project based and research based activities to the students. On the basis of major findings of the present study, the following suggestions and implications for the different levels are provided as follows:

#### **1) Policy Related**

- a) The study will be highly supportive to the policy makers in the field of education. Policy makers of the country in the field of education should be familiar with the students on the part of learning. The government should formulate the policies which foster students' abilities in language teaching.
- b) In the curriculum and course book, there should be practical activities and student centered activities. Similarly, concerned authorities should focus on capacity empowerment of practitioners.
- c) CDC, Ministry of education should reform old ELT curriculum by including extra- curricular activities, so that the students will get great exposures in language learning.
- d) There should be frequent practical activities, monitoring, and feedback and feed forwarding program for teachers as well.
- e) Curriculum should focus on students' level, age differences and interests as well.
- f) The activities which require students' to be active (e.g. pair works, group works, project works) in the classroom should be included in curriculum as well as text book.

- g) Department of education should launch such programs which influence the language teachers to use such research based activities in language classes.

## **2) Practice Related**

Following points are related to practice level

- a) The teachers should encourage the students to take part in pair- group works practice the students as much as possible in classroom and involve them in project work, peer correction, invention and inquiry based activities and combined learning.
- b) Novice teachers should not just follow the traditional way of teaching in language classroom rather they should modify teaching strategies and make teaching context sensitive.
- c) Language teacher should not be followers of pre generated theories rather they should be theory producer on the basis of what they practiced in day to day teaching.
- d) All the teachers should be researcher and they should follow different project based activities in language teaching.
- e) Local and critical pedagogy should be practiced
- f) The teacher should put the different strategies they have into practice.
- g) Teacher should empower all levels learners to work together and participate in all kinds of activities.

## **3) Further Related**

This research is qualitative research based on action research design. The findings of this research work could provide as valuable secondary resource materials for other researchers who will be interested to carry out research work on inquiry based learning. This study mainly focused on role of inquiry based techniques to develop writing skills. It was only limited to the thirty students of class eleven of Shree Nepalaya HigherSecondary School, Kalanki

Kathmandu. Therefore, I do not claim that it is complete in itself. The new researchers can analyze the other aspects of developing writing skill which are not mentioned in my study. As it is action research it could not cover the larger population. So further research can be carried out in the similar area here I mentioned some suggestions and related areas for further research.

First, this study was carried out in class eleven. So, it is suggested to the further researchers to carry out the study in other levels as well. Similarly, further researches can carry out other language skills and aspects such as listening, speaking and reading.

Second, the sample of the study should be larger that help to derive real finding and situations of our students which will help them to make the results valid and reliable. So the findings can be reliable and easily generalize to the whole population.

Third, this research is limited to one month period. For the more exploration regarding this area researcher can conduct experimental research by taking long time.

If these above mentioned recommendations are taken in to consideration by the concerned officials and researchers, creative and innovative proficiency can be achieved in writing skill

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## Appendix I

### Project Plan of the Study

Dear Informants,

This test items is prepared to collect the data for a research study on" inquiry based learning for developing writing. The research work is being carried out under the supervision of Lecturer, Dr. Prem Bahadur Phyak, Department of English Education T.U. Kirtipur, Kathmandu. I hope that you helped me to complete this research. Please, supply required information in the following format.

**Date**.....

**Name of school**.....

**Class:**

**Time:**

For completing of this study, Firstly, I had visited the Nepalaya School Kalanki, Kathmandu and then, I had built rapport with students, teachers and other school members. Secondly, students were being given to write about environmental pollution, famous people in their locality, tourism in Nepal, and other related topics based on their previous experience. After that student were involved in project based activities such as, field visit, discussions and sharing ideas, collecting information by constructing group of students etc. the question of pre test were as follows

- 1) Write a report based on your experiences of historical place which you have recently visited.
- 2) Write an essay on "environmental pollution".
- 3) Write a biography about a famous people in your locality including your opinions and asking about his social contribution, public participation, and politics etc.

**Researcher: Mahesh Raj Bhatta**



## **Project plan: First**

### **Project plan: writing about an environmental pollution**

#### **First stage:**

1. **Plan for the project:** I had discussed with teachers and students to plan for the project
2. **Orientation:** orientation about general rule and regulations, essential materials and dividing the students were managed.
3. **Framework for information collection:** Sources of information collection, causes of pollution, effects of pollution, pollutions disadvantages etc.

#### **Second Step:**

1. Students were suggested to visit Bagmati River for field observation.
2. Exchanging ideas and sharing their experiences to each other.

#### **Third Step:**

1. Involving and participating them in writing
2. Feedback providing.

### **Project Plan 2: Visiting Historical Place and Report Writing**

**First step:** Plan to visit Pashupati temple

**Second step:** choosing group leader and full preparation for field visit

**Third step:** collecting data by each student, involved them in writing report based on experiences and observation

**Forth step:** revising and editing the report writing

**Fifth step:** Feedback providing and sharing

### **Project plan Third: Biography writing of famous people in their locality.**

**First step:** preparation class for biography writing, criteria determination, informs students about asking and performing with people.

**Second step:** selection of famous people, formulate criteria for writing.

**Third step:** Visit the person; ask about social contribution, public participations.

Finally, complete a Biography about that person.

## Appendix II

Lesson Plan-1

School: Shree Nepalaya Higher Secondary Boarding School Kalanki

Kathmandu

Subject: English

Time: 40m

Class: XI

Period: second

Teaching item: Report Writing

1) Specific objectives

At the end of the lesson, the students will be able to:

- a) Find out the different parts of report writing
- b) Write a report based on visited place.

2) Materials

Sample of report, and Daily used materials.

3) Activities

-Teacher will ask some questions to the student about related topic and attract their attention towards it.

Then, he will inform the student about the lesson which they are going to learn.

- He will show the model of report writing.

Students will be ordered to write a report based on what they have experienced and observed.

Finally, teacher will help them to write a complete report if necessary.

4) Evaluation

Students will be evaluated by asking the following questions

- why we need to write a report
- mention the advantages of report writing.

- Write a report based on your experienced place.

## 5. Homework

Write a report based on your visited place.

### **Lesson Plan: 2**

School: Shree Nepalaya Higher Secondary Boarding School Kalanki

Kathmandu

Subject: English

Time 40m

Class: XI

Period: Second

Teaching item: Essay writing (Environmental pollution)

#### 1) Specific objectives

On the completion of the lesson the student will be able to:

a) Write an essay based on the context

b) Write different kinds of essays

#### 2) Materials

Model of research based essay

#### 3) Activities

First the teacher will motivate the students by telling a joke

Then, after teacher will encourage and ask them to visit and observe any polluted area of Kathmandu district

After that, tell them to write pollution and its effect in human life.

Finally, teacher will support them to write essay if necessary.

#### 4) Evaluation

a) What are the disadvantages of pollution in human life?

b) What are the causes of pollution?

5) Homework

Write an essay about deforestation and its effect in human life.

### **Lesson Plan-3**

School: Shree Nepalaya Higher Secondary Boarding School Kalanki

Kathmandu

Subject: English

Time: 40m

Class: XI

Period: second

Teaching item: biography writing

1) Specific objectives

On the completion of the lesson the students will be able to:

a) Write a biography about famous people

2) Materials

Model of biography

3) Activities

-The teacher will show the model of biography to the student

- Students will be directed to observe about famous people in their locality

- They will be ordered to take the famous people contributions in society.

- Students will be asked to gather their opinion and ideas about famous people.

- They will be asked to prepare a draft.

- Students will be asked about writing a process of biography.

- Finally they will be asked to compare their writing to each other

4) Evaluation

a) Write a biography about famous.

5) Homework

a) Write a biography about Famous politicians you like most.

#### **Lesson Plan No-4**

School: Shree Nepalaya Higher Secondary Boarding School Kalanki

Kathmandu

Subject: English

Time: 40m

Class: xi

Period: second

Teaching item: essay writing (racial discrimination)

1) Specific objectives

On the completion of this lesson, the students will be able to:

a) Write about the racial discrimination

b) Find out the causes of racial discrimination

2) Materials:

Map of multi-cultural and racial society

3) Activities:

-Teacher will show the map of multi-cultural society and motivate the students

- Ask them about racial discrimination and causes of racial discrimination.

- Ask them about causes of racial discrimination in our society.

- Teacher will explain about the racial discrimination and give some examples of racial discrimination which happen in our society.

- tell them about some causes of racial discrimination.

- create discursive environment at classroom among student on the same topic.

- Ask them to write a paragraph on causes of racial discrimination.

#### 4) Evaluation

Students will be evaluated by asking the following questions

a) Write about racial discrimination with suitable examples.

#### 5) Homework

Visit a multi-ethnic society and observe the people behaviors of this community, ask some questions to them about race, cast, ethnic, and about religion. On the basis of these facts and ideas write an essay about racial discrimination.

### Appendix III

List of the students who are studying at class eleven of Shree Nepalaya Higher Secondary education foundation Kalanki Kathmandu.

| S.N. | Name of student   | S.N. | Name of student   |
|------|-------------------|------|-------------------|
| 1    | Bibek Tamang      | 16   | Sandhya Chalise   |
| 2    | Prasant Thapa     | 17   | Swastika Shrestha |
| 3    | Chameli Shrestha  | 18   | Asmi Gurung       |
| 4    | Ajaya Giri        | 19   | Suraj Yadav       |
| 5    | Nisha Magar       | 20   | Pranita shah      |
| 6    | Sushma Balami     | 21   | Krishna Pathak    |
| 7    | Tham roka Magar   | 22   | Bibek Ghimire     |
| 8    | Mohan Khanal      | 23   | Kapil Shrestha    |
| 9    | Youva raj Joshi   | 24   | Manoj Subedi      |
| 10   | Pramila Rijal     | 25   | Samir Rai         |
| 11   | Barsha kadel      | 26   | Alvina Gurung     |
| 12   | Rojan Shrstha     | 27   | Sujana Shrestha   |
| 13   | Suresh B.k.       | 28   | Pabita Thapa      |
| 14   | Prinisha Shrestha | 29   | Mnisha Shrestha   |
| 15   | Nisha Khadka      | 30   | Rupa Timsena      |