

CHAPTER ONE

INTRODUCTION

1.1 General Background

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

Language is frequently spoken form of as a ‘living organism’. We hear the ‘life’ of a language, of the ‘birth’ of new language and of the ‘death’ of old languages and implication, though not always realized, is that a language is a living thing, something analogous to an animal or plant (p. 7). So, language cannot be defined in a single word. Language is not regarded as constant, it may be some loss and gain theory implied in language because it is dominant by many factors such as social, cultural, economic, political and so on.

According to Sapir (1978, p. 8) “Language is a purely and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols”. Similarly, Bloch and Trager (1942, p. 5) wrote “A language is system of arbitrary vocal symbols by means of which a social group co-operates (as cited in Lyons, 1981, p. 4). In rather sociolinguistic way, Wardhaugh (1977, p. 1) defines language as “what the members of a particular society speak”. Similarly, in the Encyclopedia Britannica (1990, Vol. XIII. p. 639) language is defined as “an arbitrary system of vocal symbols by means of which human beings as a member of social group and participants in a culture

interact and communicate”. Unlike the other definition mentioned above Chomsky (1957, p. 13), has defined language as “a set (finite or infinite) of sentences, each finite in length and constructed out finite set of elements” (as cited in Lyons, 2005, p. 7).

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

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

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

Awasthi (2003) states:

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

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

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

1.1.1 Language Skills

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

The four skills mentioned above can be classified into two types: receptive and productive. Receptive skills are used for reading and listening skills where meaning is extracted from discourse. Productive skills are used for

speaking and writing skills where students actually have to produce language themselves.

Listening is receptive skill in which we receive the message or information by listening. In other words, listening refers to the ability that enables the learners to identify and understand speech of someone. Speech involves pronunciation of consonant and vowel sounds, stress, rhythm and intonations. Therefore, listening is an activity of paying attention we hear.

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

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

Writing is a process of representing a sound into symbol. Writing skill is regarded as a powerful medium of expression of thoughts, emotions, ideas and feelings. It is an act of putting down the graphic symbols on paper that represent a language. Richards et al. (1985, p. 313) say “writing is a system of written symbols which represents the sound, syllables or words of language”. It

means all languages of the world which have their written form, use graphic symbols that represent spoken sounds.

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

1.1.2 Importance of Writing Skill

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

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

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

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

1.1.3 Characteristics of Good Writing

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

1.1.3.1 Economy

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

1.1.3.2 Simplicity

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

1.1.3.3 Clarity

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

1.1.3.4 Contiguity

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

1.3.3.5 Free from Errors

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

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

1.1.4 Different Models of Writing Skill

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

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

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

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

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

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

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

1.1.5 Creative Writing and its Importance

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

Creative writing is a journey of self -discovery and self discovery promotes effective learning (Garfield -vile, 1998, p. 31). When teachers set up imaginative writing tasks so that their students are thoroughly engaged, those

students frequently strive harder than usual to produce a great variety of correct and appropriate language than they might for more routine assignments. While students are writing a simple poem about someone they are about, or while they are trying to construct a narrative or tell stories of their childhood, for example they are tapping into their own experiences. This, for some, provides powerful motivation to find the right words to express such experience.

Work in recent years had shown how learning is facilitated by affective engagement (Arnold 1999). Creative writing normally refers to the productions of text which have an aesthetic rather than a purely information instrumental or pragmatic purpose. English language teaching activities today highly pragmatic. They are mainly result oriented which lead to a focus on the literal meaning of the language at the expense of the figurative, the metaphorical or the playful. Creative writing provides the learners with new ways to play with the language and help them with language and help them use the language for aesthetic and pragmatic purpose. As learners are engaged to manipulate the language in interesting and demanding ways attempting to express uniquely personal meaning, they necessarily engage with the language at the deeper level of processing than with expository writing.

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

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

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

1.1.6 Process of Creative Writing

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

Morley (2010, pp. 125-132) has given the following main process of creative writing:

1.1.6.1 Preparing

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

1.1.6.2 Planning

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

1.1.6.3 Incubation

Planning and preparation overlap with the incubation stage which can seem a contradiction: a languishing action. In this sense, a writer is always at work.

Incubation creates an incoming wave of the sub-conscious that washes over the pages what we will write.

1.1.6.4 Beginning

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

1.1.6.5 Flowing

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

1.1.6.6 The Silence Reservoir

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

1.1.6.7 Breakthrough and Finish Lines

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

1.1.7 Various Forms of Creative Writing

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

1.1.8 Misconceptions and Reasons for Creative Writing

In this materialistic age, ELT focuses on speech because speech is the primary medium of communication. Syllabuses and courses never get tired of praising importance of oral skills viz. listening and speaking and knowingly or

unknowingly tend to forget the two other skills of language. Particularly writing is neglected at the expense of other language skills. Even if writing finds some place in a course. It is always expository writing: creative writing has yet to find a place in ELT courses. While talking about writing in general and creative writing in particular, Bell (2001, as cited in Rai, 2008, p.102) observes:

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

Rai (2003, p. 102) has mentioned three misconceptions and reasons of creative writing as below:

Firstly, creative writing cannot be taught because creative writing means creating literature, writing poems and novels and can't be made poet and novelists. Secondly, and more importantly non-native speakers of English can't create literature in English; it is something which only native speakers can do. Thirdly, it is believed that neither teachers nor students are likely to become professional writers of fiction or poets. Particularly in institutional contexts time is short the course book and the examination reign supreme and if any writing is done at all; it is usually for pragmatic purpose.

The first reason that poets and novelists cannot be made is partially true. This should be the purpose of creative writing course in an educational instruction such as school. The purpose is to help learners learn better, enhance their self confidence and help their potential of being a creative writer grows. In other words, there are benefits of teaching creative writing which we will discuss later.

The second reason that non-native speakers cannot create literature has been proved false by the fact that there is a good bulk of English literature created by Indian and African writers. Rubdy and Saraceni (2006) argue that the role of the NNS continues to preoccupy scholars of the spread of English, as does the development of English an international language, no longer the sole property of the metropolitan countries (as cited in Rai, 2008, p. 103). Alan and Mukundan (2008) say, that it promotes the nation of NNS teachers able to find their own place and their own idioms in this rapidly changing global movement (as cited in Rai, 2008, p. 103).

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

1.1.9 Benefits of Creative Writing

Creative writing suggests imaginative tasks, such as writing poetry, stories and plays. It is a journey of self-discovery, and self –discovery promotes effective learning. It involves playful but rigorous work with language. A lot of people seem to associate creative writing with an ‘anything goes’ mentally. Creative writing requires greater precision in expression. In order to say precisely what they mean. Students have to be very careful in their use of vocabulary and

idioms. So, creative writing is not only way to breathe new life into a language class but provides interesting lively opportunity for language practice.

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

1.1.9.1 The Benefits of Creative Writing for Learners

The significant benefits for learners are as follows:

- i. Creative writing helps language development at all levels: grammar, vocabulary, phonology and discourse. It requires learners to manipulate the language in interesting and demanding ways in attempting to express uniquely personal meaning. In doing so, they necessarily engage with the language at a deeper level of processing than with most expository texts.
- ii. Much of the teaching we do tends to focus on the left side of the brain where our logical faculties are said to reside. Creative writing puts the emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality. This is a healthy restoration of the balance between logical and inductive facilities. It also affords scope for learners whose hemisphere dominance or learning –style preferences may not be intellectual or left brain dominant and who, in the normal process of teaching are therefore at a disadvantages.
- iii. Perhaps most notable is the dramatic increase in self-confidence and self esteem which creative writing tends to develop among learners.
- iv. Finally, creative writing feeds into more creative reading. It is as if, by getting inside the process of creating the texts, learners come to understand intuitively how such text function and this makes similar

texts easier to read. Likewise, the development of aesthetic reading skills provides the learner with a better understanding of textual construction and this feeds into their writing.

1.1.9.2 The Benefits of Creative Writing for Teacher

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

1.1.10 Cooperative Language Learning

Cooperative language learning is part of a more general instructional approach also known as collaborative learning. It is used as an umbrella term for variety of activities in education that involves joint intellectual effort of two or more people who attempt to learn something together. It is based on the belief that learning is naturally a social act. So, knowledge can be created among the learning members activity interacting, sharing experiences and taking different roles. Cooperative learning is similar to collaborative learning and it stands in contrast to the concept of competitive learning. This education approach to teaching involves group of learners working together to solve a problem, complete task as create to some new products.

According to Nunan (1992, p. 1) “ while drawing on traditions reaching back to the turn of the century, collaborative teaching and learning have emerged over the last ten years as significant concepts with in the field of language”. Olsen and Kagan (1992, p. 8)state:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (as cited in Richards and Rodgers, 2001, p. 192).

Johnson and Johnson (1993, p. 9) put “cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others learning (as cited in McCafferty et al. 2006, p .3). According to Richards and Rodgers (2001) “cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom” (p. 192).

David and Roger (2001) also put the similar view regarding the cooperative learning. They say:

Cooperative learning is a successful teaching strategy in which small team each with students of different levels of ability uses a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefits so that all groups

member gain from each others efforts (co-operative learning online 15 October 2001. <http://www.oclr.com/pages/clretrieved> on November29,2009).

On the basis of aforementioned features we can say that cooperative learning is an approach design to foster co-operation other than completion, to develop critical thinking skills and to develop communicative competence through socially structured interaction activities.

1.1.11 Basic Elements of Cooperative Learning

Cooperative learning, like most things, is socially constructed. Larsen Freeman (2010) says, in cooperative learning, students often stay together in the same groups for a period of the time so they can learn how to work together.

Similarly, Olsen and Kagan (1992, as cited in Richards and Rodgers, 2010, p. 196) propose the following five elements of group-based learning in cooperative learning:

- a. Positive interdependence
- b. Group formation
- c. Individual accountability
- d. Social skills
- e. Structuring and structures

a. Positive Interdependence

It is very important in cooperative learning. It learns to work in group with mutual cooperation between or among the groups. In other words, it means “all for one and one for all”. It is created by the structure of cooperative learning tasks and by building a spirit of mutual support within the group.

b. Group Formation

Group formation is more significant in cooperative learning because the work is done in group. Groups can be teacher-selected random or student-selected, although teacher selected is recommended as the usual mode so as to create group that are heterogeneous on such variables as past achievement, ethnicity or sex.

c. Individual Accountability

It involves both group and individual performance. It exists when the performance of each individual students are assessed and the result is given back to the group and the individuals. It is important that group members know that they cannot “hitch hike” or freeloader” on the work of others”. The purpose of cooperative groups is to make each member a stronger individuals in his or her right.

d. Social Skills

Social skills determine the way students interact with each other as teammates. Usually some explicit instruction in social skill is needed to ensure successful interaction.

e. Structuring and Structure

It refers to ways of organizing students interaction and different ways students are to interact.

1.1.12 The Roles of Teachers and Learners

Cooperative learning focuses on learning as a social activity and support the notion that learning should be fun (McCafferty, 2006, p. 154). So that learning is viewed as enjoyable, social interaction with friendship, cooperative learning

activities provide meaningful, realistic practice combined with useful developmental feedback.

1.1.12.1 Teacher's Role

The role of teacher in cooperative language learning differs considerable from the role of teachers in traditional teachers fronted class. Larsen Freeman (2010, p. 164) says, "In cooperative learning, the teachers teach students collaborative or social skills so that they can work together more effectively". Teachers speak less than in teacher-fronted class. The teacher has to create a highly structured and well- organized learning environment in the classroom, setting goals, planning structuring tasks establishing the physical arrangement of the classroom, assigning students to groups and roles and selecting materials time. The role of teacher is facilitator or learning (Richards and Rodgers, 2001. p. 199). S/he prepares students for the tasks they will carry out, s/he assists students with the learning tasks and s/he gives few commands imposing less disciplinary control. Therefore, teachers have great role in creating harmonious and relax environment in the classroom which help to reduce affective filter for enhancing learning of learners.

1.1.12.2 Learner's Role

The learner role is primarily to work collaboratively and develop social skills. According to Richards and Rodgers (2001) state:

Learners are also director of their own learning. They are taught to plan, monitor and evaluate own learning, which is viewed as a completion of lifelong learning skills. Thus, learning is something that requires student's direct and active involvement and participant. Pair grouping is the most typical cooperative language learning format, ensuring the

maximum amount of time both learners spend engaged on learning tasks (p. 199).

Thus, cooperative learning provides maximum opportunity to work together involving pairs and small groups of learners and learn cooperatively rather than competitively.

1.1.13 Action Research

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

Kemmis (1998) says that action research is a form of self reflective inquiry undertaken by practitioners in order to improve their own educational practices. Likely, in Elliot's (1991) words, " Action research is the study of a social situation with a view to improve the quality of action with it".

Cohen and Manion (1985) said that " Action research is connected with diagnosing a problem in specific context and attempting to solve it in that context". Likewise, Wallace (1998) defines "Action research as a strategy for professional development which is accomplished by reflecting on the practitioners regular activities" (as cited in Bhattarai, 2005, p. 2). For Johnson (1992) , " Action research is a teacher research with the aim of developing professional practice.

Best and Kahn (1992, p. 21) state, “Action research is focused on immediate application not on the development of theory or on general application”. Its findings are to be evaluated in terms of local applicability not universal validity. Its purpose is to improve practices to combine the research processes, habits of thinking, ability to work harmoniously with others and professional spirit. On the contrary, action research is different from other because as other theoretical researches. It does not aim to develop a theory and its findings may not be valid. Action research works to bridge the gap between the theoretical and applied research.

In conclusion, it can be said that action research specifically to a disciplined inquiry done by a teacher with intent that the research will inform and change his or her practices in future. This research is carried out with view to explore some new ideas or information. Basically, it is a scientific activity. The teacher will begin a cycle of posing questions, gathering data reflection and deciding on a course of action.

1.1.13.1 Characteristics of Action Research

Action research is a systematic approach to carrying out investigations and collecting information to improve classroom practices. It is unique type of research. Regarding its characteristics features, Kumar (2006, p. 109) says:

Action research, in common with participatory research and collaborative inquiry is based upon a philosophy of community development that seeks the involvement of community members. Involvement and participation of community in the total process from problem identification to implementation of solutions are two salient features of all three action research, participatory research and collaborative inquiry.

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

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

1.1.13.2 Process of Action Research

Action research is the scientific and systematic research carried out in different steps by practitioners. It is also a reflective process that allows for inquiry and discussions as components of the research.

Different scholars recommended almost similar steps of action research but they are slightly different in ordering of the steps.

According to Harmer (2001, p. 26) action research can be carried out in following five cyclical steps. They are:

- 1) Identifying a problem/ issue
- 2) Think of questions to ask/information to be gained
- 3) Collect data
- 4) Analyze data
- 5) Decide the future action.

According to Nunan (1992, p. 19), there are seven steps that should be followed while carrying out action research. They are as follows:

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

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

Step III: Hypothesis: - The initial data are reviewed. All the relevant factors possible to play role in the problem are considered and hypothesis is postulated regarding the cause of the problem.

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

Step V: Evaluation: - After seven weeks, the class will be recorded again. There will be much greater involvement of the students, and the complexity of their language and student let interactions will be enhanced.

Step VI: Dissemination: - The finding of the action research is disseminated among colleagues so that all can share the ideas and get benefits from the feedback derived from the research findings. This is done especially in the form of a workshop or a seminar.

Step VII: Follow Up: - The teachers investigate alternative methods of motivating students.

1.2 Review of the Related Literature

Every new task needs the knowledge of previous background which can help and direct to each of the new target for finding out new things or ideas. Many articles, reports and books have been written on the area of writing skills and few studies have been carried out to teaching creative writing.

Pandey (2004) carried out a research to explore the “Effectiveness of Project Work Technique in Developing Writing Skill”. The main objective of the study was to find out effectiveness of project work technique in developing writing skill. The study shows that the project work enhances the writing skill more effective. He has come up with conclusion that project work techniques have been more effective for developing writing skill.

Baral (2006) has carried out research on “Effectiveness of Cooperative Learning on the Lower Secondary Students Achievement in English”. The research was limited to surkhet district in single school and with only students of grade eight. The findings of the research showed that cooperative learning is more effective instructional paradigm for ELT compared to the current method(s) of teaching in practice. He further mentions that group/ pair work and collaboration is the core of any co-operative activity but its focus lies on individual performance as the goal of any educational program is to make sure the learning and outcomes of each individual students.

Dahal (2009) carried out research on “Effectiveness of Process Writing in Writing Free Composition”. He experimented process writing in grade IX. His overall findings show that process writing is fruitful in developing student’s ability to write free composition. He writes, “The experimental group has higher incremental percentages than control group by twenty three percentages.

Adhikari (2010) has researched on “Collaborative Learning for Teacher Professional Development”. The objective of the study was to identify the attitude of English language teacher towards collaborative learning. The finding of the study shows that collaborative learning techniques were more effective and more meaningful for teachers professional development.

Bhattarai (2010) carried out a study entitled “Cooperative Learning in Developing Vocabulary”. The main objective of the study was to find out the effectiveness of cooperative learning in developing vocabulary in secondary level in terms of analysis of individual scores of progress test, pre test and post-test. It was found that the cooperative learning was meaningful in developing vocabulary in secondary level.

Though various studies have been carried out in the field of ELT and few on writing skill and creative writing, still there is lack of research in the area of cooperative language learning in teaching creative writing in the department of English education, T.U., Kirtipur. The present research is different as no study has done on the “Effectiveness of cooperative language learning in teaching creative writing”. Therefore, it is a new venture itself.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the effectiveness of cooperative language learning in teaching creative writing.
- b. To list some pedagogical implications on the basis of findings of the study.

1.4 Significance of the Study

Cooperation is working together to accomplish shared goals. This study aims at revealing the effectiveness of cooperative language learning in teaching creative writing. It will arouse new interest among experts, curriculum designers, teachers and students who are going to pursue their carrier in teaching sector. It will offer another options for dealing with the challenges created by heterogeneous class of students in teaching creative writing. It deals with the possibility of direct implication of the strategy under consideration. Therefore, this student's centered approach is supposed to benefit both the teachers and the students by providing them opportunity to take advantages of each others expertise and strength. More particularly, it is significant to those teachers and students who are directly or indirectly involved in teaching creative writing.

CAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

To meet the objectives of study, the researcher used both the sources of data viz. primary and secondary .The primary source was used for colleting data and secondary sources used for facilitating the research.

2.1.1 Primary Sources

The primary sources of data were the students of grade ten in a Bal Sansar English School of Siraha district.

2.1.2 Secondary Sources

The secondary sources of data for this research were the various books , articles, reports, research studies, dictionaries and journals related to the study area .The detail list is given in references. Some of them are: Jespersen (1954), Rivers (1968), Sapir (1978), Cohen and Manion (1985), Nunan (1992), Johnson and Johnson (1993), David and Roger (2001), Best and Kahn (2006), Kumar (2006), Young Voice in ELT (2007) , Harmer (2008), Journals of NELTA (2008), Richards and Rodgers (2009), Larsen Freeman (2010), Morley (2010) and so on.

2.2 Population of the Study

The population of the study was the students of grade ten studying at Bal Sansar English School of Siraha district.

2.3 Sample Population

The sample population of the study was twenty students of grade ten of Bal Sansar English School of Siraha district.

2.4 Sampling Procedure

In this particular piece of research, non-random purposive sampling was adopted to sample the sample population. In this sampling, I selected those students who could provide the best information to achieve the objectives of the study. So, the students were purposively selected. I taught twenty regular classes of grade ten. I included twenty students of the selected class.

2.5 Tools for Data Collection

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

2.6 Process of Data Collection

I followed the following steps for the collection of primary data.

- i. First of all, I prepared the test items.
- ii. Then, I visited the sampled school and built rapport with the principal. I explained the purpose and process of the research and asked him for permission to carry out action research.
- iii. After getting permission from the principal. I met the subject teacher and asked for his permission to carry out experimental teaching and for necessary assistance.
- iv. After fixing the time, I informed and convinced the student as to how and for what purpose I would teach them English.

- v. Then, I administered the pre-test to find out the students' writing ability.
- vi. After analyzing the scores of pre-test, I started my teaching based on lessons plans using co-operative strategy. They were taught for twenty class days. Each period was of forty minutes.
- vii. I administered progress tests at the interval of every five classes and post-test was administered after teaching twenty lessons. The same test items used in pre-test were utilized for the post test.
- viii. Finally, I analyzed and compared individual scores on the pre-test, progress tests and post-test items to determine the effectiveness of CLL in teaching creative writing.

2.7 Limitations of Study

The present research consisted of the following limitations:

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

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this section, I have analyzed and interpreted the data collected from primary sources. The primary sources of data were obtained through a pre-test, three progress tests and a post-test. The main objectives of the study was to find out the effectiveness of cooperative language learning in teaching creative writing of grade ten students in English. For this purpose, I tabulated and analyzed the obtained data in the following order.

-) Analysis and Interpretation of pre-test and post-test results.
-) Analysis and Interpretation of individual test scores obtained from pre-test, progress tests and post-test.
-) Comparative analysis and interpretation of test scores.

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

The pre-test was administered before starting teaching which was designed covering all the teaching items on creative writing which were taught during the field study. But post-test was administered after teaching all the lessons. The question items were the same of the pre-test and post-test. The full marks of the both tests were thirty. But percentage and average score of the two tests were very different. The comparison of the both tests have been shown in the following table:

Table No. 1
Comparison of the Pre-test and Post-test Score

Test	No. of Students	Total Marks	Obtained Marks	Percentage	Increased Marks	Increased Percentage	Average Scores
Pre-test	20	600	215	35.83%	-	-	10.75
Post-test	20	600	423	70.5%	208	34.67%	21.15

The above table shows that the total obtained scores of pre-test was 215 i.e. 35.83 percent and the total obtained score of the post-test was 423 i.e. 70.5 percent. The percentage of the post-test was increased by 34.67 percent. There is a vast difference between the score of pre-test and the post-test. The average score of the pre-test was 10.75 whereas the average score of the post-test was 21.15. The average score in post-test increased by 10.40 more than that of the pre-test. So, the differences of the percentage and the average scores between two test is the result of co-operative strategy used while teaching creative writing. Therefore, it can be claimed that CLL method is an effective method to develop students' creative writing proficiency.

3.2 Analysis and Interpretation of Individual Test Scores Obtained from Pre-test, Progress Tests and Post-test

The section deals with the analysis and interpretation of the scores of the students on the pre-test, progress tests and post-test.

3.2.1 Analysis and Interpretation of Pre-test Scores

The pre-test was administered after building rapport with the school administration and students in order to determine the students' initial proficiency in creative writing. It consisted of three forms of creative writing

such as: story writing, dialogue writing and poem writing. The scores of the students obtained on pre-test are as follows:

Table No. 2
Individual Scores on the Pre-test

S.N.	F.M.	No. of Students	Marks Obtained in Frequency	Percentage (%)	Percentage (%)
1	30	2	18	60	10
2	30	3	16	53.33	15
3	30	2	14	46.66	10
4	30	2	13	43.33	10
5	30	1	12	40	5
6	30	2	9	30	10
7	30	2	8	26.66	10
8	30	1	7	23.33	5
9	30	2	6	20	10
10	30	1	5	16.66	5
11	30	1	4	13.33	5
12	30	1	3	10	5
Total	600	20	215	35.83	100
Average score : 10.75					

The above table shows that the total full mark of the pre-test is 600. Out of 600, total obtained marks is 215 i.e. 35.83 percent. Similarly, the total average score of the pre-test is 215. And the individual average score is 10.75. As the table reveals, 10 percent of the students have scored 18 marks out of 30 full marks. It is highest score on the pre-test. The lowest score is 3 which is obtained by the 5 percent student. The average score 10.75 which is not so satisfactory score. 50 percent of the students are above and below the average score.

It clearly shows that the class consists of mixed ability groups. Some of them are weak and some are medium on creative writing proficiency.

3.2.2 Analysis of the Scores of Progress Tests

Progress tests were administered to find out the students' progress. I carried out three progress tests in the interval of five days.

3.2.2.1 Analysis and Interpretation of the First Progress Test Score

After the interval of the teaching of the first five lessons, I administered the first progress test to get an insight into the effectiveness of the intervention i.e. teaching through cooperative language learning method. The aim was to find out how the classes are in progress and what further improvements in teaching strategies were necessary. The following table shows the scores of the students on first progress test:

Table No. 3
Individual Scores on the First Progress Test

S.N.	F.M.	No. of Students	Marks Obtained in Frequency	Percentage (%)	Percentage (%)
1	10	3	7	70	15
2	10	4	6.5	65	20
3	10	2	5.5	55	10
4	10	2	5	50	10
5	10	3	4.5	45	15
6	10	3	4	40	15
7	10	2	3	30	10
8	10	1	2	20	5
Total	200	20	101.5	50.75	100
Average score : 5.07					

The above table clearly shows that the total full mark of the first progress test is 200. Out of 200, total obtained score is 101.5 i.e. 50.75 percent. Similarly, the total average 101.50. And individual average score is 5.07.

The highest score is 7 marks out of 10 i.e. 70 percent which is got by 15 percent of the students and 5 percent of the students have scores 20% which is the lowest marks in this test.

The average mark obtained by the students is 5.07 which is 50.70 percent of full marks. What the table reveals is 55 percent students have obtained above the average score and about 45 percent students have obtained below the average score.

3.2.2.2 Analysis and Interpretation of the Second Progress Test Score

After teaching 10 class days using CLL method, another progress test was administered. The scores of the students on second progress test are shown as follows:

Table No. 4
Individual Scores on Second Progress Test

S.N.	F.M.	No. of Students	Marks Obtained in Frequency	Percentage (%)	Percentage (%)
1	10	2	8	80	10
2	10	4	7	70	20
3	10	3	7.5	75	15
4	10	3	6.5	65	17
5	10	4	6	60	20
6	10	2	5	50	10
7	10	2	4	40	10
Total	200	20	128	64	100
Average score : 6.4					

As the table shows, the total full mark of second progress test is 200. Out of 200, 128 i.e. 64 percent is the total score of the second progress test.

The highest score is 8 which is obtained by 10 percent of the students and the lowest score is 4 which is obtained by 10 percent of the students. The average score is 6.4 which is 64 percent of the full marks. As the table shows, 60 percent of the students are above the average and 40 percent of the students are below the average score.

3.2.2.3 Analysis and Interpretation of the Third Progress Test Score

After teaching 15 periods, I administered the third progress test. The following table shows the score of the students on third progress test:

Table No. 5
Individual Scores on Third Progress Test

S.N.	F.M.	No. of Students	Marks Obtained in Frequency	Percentage (%)	Percentage (%)
1	10	4	9	90	20
2	10	5	8	80	25
3	10	5	7.5	75	25
4	10	3	7	70	15
5	10	2	6	60	10
6	10	1	5.5	55	5
Total	200	20	152	76	100
Average score : 7.6					

The above table clearly shows that the total full mark of the third progress test is 200. Out of 200, total obtained score is 152 i.e. 76 percent. The highest score is 9 which is obtained by 20 percent of the students and the lowest score is 5.5 which is obtained by 5 percent of the students.

The average score is 7.6 which is 76 percent of the full marks. As the table shows, 70 percent of the students are above the average score and 30 percent of the student are below the average score.

3.2.3 Analysis and Interpretation of Post-test Score

After teaching 20 class days using CLL, I administered a post-test. All the test items were related to different forms of creative writing such as story, dialogue and poem writing. The post-test items were same as assigned in the pre-test. The following table clearly shows the score of the student on post-test:

Table No. 6
Individual Scores on the Post-test

S.N.	F.M.	No. of Students	Marks Obtained in Frequency	Percentage (%)	Percentage (%)
1	30	2	26	86.66	10
2	30	3	25	83.33	15
3	30	4	23	76.636	20
4	30	3	21	70.66	15
5	30	2	20	66.66	10
6	30	3	28	60	15
7	30	2	16	53.33	10
8	30	1	15	50	5
Total	600	20	423	70.5	100
Average score : 21.15					

The above table reveals the fact that the total full mark of the post-test is 600. Out of 600, the total obtained mark is 423 i.e. 70.50 percent. The highest score is 26 i.e. 86.66 percent which is obtained by 10 percent of the students and the lowest score is 15 i.e. 50 percent which is obtained by 5 percent of the students.

As the table shows, 21.15 is the average score. Sixty percent of the students are above the average score and 40 percent of the students are below the average score. Therefore, from the analysis and interpretation, it is proved that the result of the post-test is good.

3.3 Comparative Analysis and Interpretation of Test Scores

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

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

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

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

Test	No. of Students	Total Marks	Obtained Marks	Percentage (%)	Increased Percentage
Pre-test	20	600	215	35.83	
First progress test	20	200	101.5	50.75	14.92

The above table clearly shows that the total obtained mark of pre-test was 215 i.e. 35.83 percent. And the total obtained mark of the first progress test was 101.5 i.e. 50.75 percent. Thus, the mark in first progress test was increased by 14.92 percent. So, the difference between the percentage of the two tests proved that CLL method is an effective method to develop students' creative writing proficiency.

3.2.2 Comparative Analysis of the First Progress Test and the Second Progress Test Score

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

Table No. 8
Comparison of First Progress Test and Second Progress Test Score

Test	No. of Students	Total Marks	Obtained Marks	Percentage (%)	Increased Marks	Increased Percentage
First progress test	20	200	101.5	50.75	-	-
Second progress test	20	200	128	64	16.5	13.25

The above table clearly shows that the total obtained mark of the first progress test is 101.5 i.e. 50.75 percent. Similarly, the total obtained mark of the second progress test is 128 i.e. 64 percent. Second progress test score increased by 16.50 i.e. 13.25 percent. Thus, increased percentage of second progress test proved that CLL is an effective method to develop students' creative writing proficiency.

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

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

Table No. 9

Comparison of the Second Progress Test and Third Progress Test Scores

Test	No. of Students	Total Marks	Obtained Marks	Percentage (%)	Increased Marks	Increased Percentage
Second progress test	20	200	128	64	-	-
Third progress test	20	200	152	76	24	12

As the table shows that the total obtained mark in the second progress test was 128 i.e. 64 percent whereas the total obtained mark in the third progress test was 152 i.e. 76 percent. The percentage of the third progress test increased by 12 percent. Thus, increased percentage of the third progress test proved that CLL is an effective method to develop students writing proficiency.

3.3.4 Comparative Analysis and Interpretation of the Third Progress Test and Post Test Scores

In this section, the score of the third progress test is analyzed and compared with the score of the post test. The comparison of both tests is presented in the following table:

Table No. 10

Comparison of the Third Progress Test and the Post Test Scores

Test	No. of Students	Total Marks	Obtained Marks	Percentage (%)	Increased Marks	Increased Percentage
Third progress test	20	200	152	76	-	5.5
Post test	20	600	423	70.5	271	-

Average score of third progress test : 7.6

Average score of post test : 21.15

The above table clearly shows that the total obtained mark of the third progress test is 152 i.e. 76 percent whereas the total obtained mark of the post test is 423 i.e. 70.5 percent. The average score of third progress test was 7.6 and the average score of post-test was 21.15. The vast difference of average score between third progress test and post-test is the result of cooperative strategy used while teaching creative writing. Therefore, it can be claimed that CLL method is an effective method to develop students' creative writing proficiency.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present study was carried out to find out the effectiveness of cooperative language learning in teaching creative writing at a secondary level (class 10). To accomplish the objectives, an action research study was carried out. When I introduced cooperative language learning in teaching creative writing, the students were habituated to listen to their teachers silently and used to do the exercises with the help of their teachers before I started the teaching through cooperative language learning. I had doubt of its usefulness particularly in teaching creative writing which is a major challenge for a second language learner. However, from the day, I first entered the class with my lesson plan that required students to work co-operatively in groups and pairs, it started working well. The class was heterogenous with varying degree of proficiency level, the effectiveness was considerable. The students were curious to learn more. The analysis of the scores on a pre-test, three progress tests and post test further support my experience as mentioned above. In each and every point, I found the students having better performances after they attained the cooperative class.

4.1 Findings

On the basis of the interpretation and analysis of the data, the major findings are summarized and presented as follows:

1. From analysis and interpretation of score obtained by the students in pre-test and post-test, it shows that CLL method is an effective method in teaching creative writing. The total score of the pre-test was 215 i.e. 35.83 percent and the total score of the post-test was 423 i.e. 70.5 percent. The increased mark of the post-test was 208 i.e. 34.67.

2. The scores of the students were distributed around the average score of 10.75 in pre-test whereas in post-test their score were distributed around the average score of 21.15. The increased average score is 10.40 in the post-test. Similarly, 18 was the highest score in pre-test but in post-test, it was 26. These facts reveal that CLL is highly beneficial and effective in teaching creative writing.
3. Analyzing the scores on progress tests, it can be concluded that CLL method is effective in teaching creative writing. When the scores of the first progress test were analyzed and interpreted it was found that total scores of all students in first progress test was 101.5 i.e. 50.75 percent. The highest score was 7 i.e. 70 percent, the lowest score was 2 i.e. 20 percent, individual average score was 5.07 and the total average score was 101.5. Similarly, the total mark of second progress test was 128 i.e. 64 percent. The highest score was 8 i.e. 80 percent, the lowest score was 4 i.e. 40 percent and an individual score was 6.4. In the same way, the total mark of third progress test was 152 i.e. 76 percent. The highest score was 90 percent i.e. 9, the lowest score was 5.5 i.e. 55 percent and an individual average score was 7.6.
4. From analysis and interpretation of the score on progress test, it can be concluded that CLL method is effective in teaching creative writing. Students obtained average marks of 5.07 (50.70%), 6.4 (64%) and 7.6 (76%) in the first, second and third progress tests respectively. In all tests, students scored 63.33 percent of the full marks and this progress is using cooperative language learning method.

4.2 Recommendations

On the basis of the findings, the researcher has made the following recommendations for pedagogical implications:

1. The general comparison based on the collected data proved that cooperative language learning is more effective at secondary level students. So, the teachers are advised to use CLL method in teaching creative writing.
2. Cooperative language learning is an effective method in developing cooperation, confidence, positive interdependence, decreasing the competition and shyness of the students. Therefore, it should be used by the teachers.
3. In order to make the students more active, more participant, face to face interaction in the classroom cooperative language learning should be applied in teaching creative writing.
4. The present study was limited to one private English school situated in Siraha district and 10th graders were taught only for twenty days using CLL. The result of this single study is insufficient to decide the effectiveness of CLL in all situations. Thus, more action research in other situations i.e. urban schools, government schools and different levels should be carried out.
5. CLL was found to be more effective for teaching creative writing. So, the planners, education experts and teachers should incorporate various types of creative writing exercises consisting varying genres which requires the pair as well as group cooperation to complete them.

6. As CLL is a new technique to Nepalese teachers of English, they should be provided with training on this new technique which fosters the academic achievements.
7. The present research was limited to teaching creative writing. Other researches can be carried out in other areas of language functions, skills and aspects of language teaching.

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APPENDICES

Appendix –I

Model of Test- items for Pre- Test and Post Test

Bal Sansar English School

Class- 10

F.M: - 30

Subject –English

Time:-40 Minutes

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

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

Q.N.2 Write a dialogue (for exchange) between a student and a teacher. The student has just completed his/her SLC examination, and has come for just advice regarding further studies

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

Q.N.3 Write the poem about ‘Beauty’ within two stanzas.

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

Appendix - II

Table No. 1

Rank of the Students According to Pre-test Results

Rank	Name of the students	Obtained marks	Remarks
1	Prabha Sah	18	
2	Mukesh Kumar Raut	18	
3	Neha Baral	16	
4	Neha Yadav	16	
5	Priyanka Yadav	16	
6	Pappu Kumar Yadav	14	
7	Sandesh Kumar Thakur	14	
8	Krishna Kumar Yadav	13	
9	Saroj Kumar Yadav	13	
10	Pawan Kumar Sah	12	
11	Rupesh Khatri	9	
12	Pankaj Kumar Sah	9	
13	Sailesh Kumar Yadav	8	
14	Sipendra Kumar Yadav	8	
15	Aalok Kumar Sah	7	
16	Dilip Kuimar Yadav	6	
17	Babin Kumar Lamichhane	6	
18	Sakun Sangraula	5	
19	Anil Kumar Yadav	4	
20	Auiranjan Kumar Yadav	3	

Table No. 2**Differences between Pre-test Result and Post-test Result**

Rank	Name of the students	Marks obtained in pre-test	Marks obtained in post-test	Difference	Difference in percentage
1	Prabha Sah	18	26	8	26.66
2	Mukesh Kumar Raut	18	26	8	26.66
3	Neha Baral	16	25	9	30
4	Neha Yadav	16	25	9	30
5	Priyanka Yadav	16	25	9	30
6	Pappu Kumar Yadav	14	23	9	30
7	Sandesh Kumar Thakur	14	23	9	30
8	Krishna Kumar Yadav	13	23	10	33.33
9	Saroj Kumar Yadav	13	23	10	33.33
10	Pawan Kumar Sah	12	21	9	30
11	Rupesh Khatri	9	21	12	40
12	Pankaj Kumar Sah	9	21	12	40
13	Sailesh Kumar Yadav	8	20	12	40
14	Sipendra Kumar Yadav	8	20	12	40
15	Aalok Kumar Sah	7	18	11	36.66
16	Dilip Kuimar Yadav	6	18	12	40
17	Babin Kumar Lamichhane	6	18	12	40
18	Sakun Sangraula	5	16	11	36.66
19	Anil Kumar Yadav	4	16	12	40
20	Auiranjan Kumar Yadav	3	15	12	40

Table No. 3**Differences between First Progress and Second Progress Test**

Rank	Name of the students	Marks obtained in First progress test	Marks obtained in second progress test	Difference	Difference in percentage
1	Prabha Sah	7	8	1	10
2	Mukesh Kumar Raut	7	8	1	10
3	Neha Baral	7	7.5	0.5	5
4	Neha Yadav	6.5	7.5	1	10
5	Priyanka Yadav	6.5	7.5	1	10
6	Pappu Kumar Yadav	6.5	7	0.5	5
7	Sandesh Kumar Thakur	6.5	7	0.5	5
8	Krishna Kumar Yadav	5.5	7	1.5	15
9	Saroj Kumar Yadav	5.5	7	1.5	15
10	Pawan Kumar Sah	5	6.5	1.5	15
11	Rupesh Khatri	5	6.5	1.5	15
12	Pankaj Kumar Sah	4.5	6.5	2	20
13	Sailesh Kumar Yadav	4.5	6	1.5	152
14	Sipendra Kumar Yadav	4.5	6	1.5	15
15	Aalok Kumar Sah	4	6	2	20
16	Dilip Kuimar Yadav	4	6	2	20
17	Babin Kumar Lamichhane	4	5	1	10
18	Sakun Sangraula	3	5	2	20
19	Anil Kumar Yadav	3	4	1	10
20	Auiranjan Kumar Yadav	2	4	2	20

Table No. 4**Differences between Second Progress and Third Progress Test**

Rank	Name of the students	Marks obtained in Second progress test	Marks obtained in third progress test	Difference	Difference in percentage
1	Prabha Sah	8	9	1	10
2	Mukesh Kumar Raut	8	9	1	10
3	Pappu Kumar Yadav	7	9	2	20
4	Sandesh Kumar Thakur	7	9	2	2
5	Priyanka Yadav	7.5	8	0.5	5
6	Neha Baral	7.5	8	0.5	5
7	Neha Yadav	7.5	8	0.5	5
8	Krishna Kumar Yadav	7	8	1	10
9	Pawan Kumar Sah	6.5	8	1.5	15
10	Saroj Kumar Yadav	7	7.5	0.5	5
11	Rupesh Khatri	6.5	7.5	1	10
12	Sailesh Kumar Yadav	6	7.5	1.5	15
13	Sipendra Kumar Yadav	6	7.5	1.5	15
14	Dilip Kuimar Yadav	6	7.5	1.5	15
15	Aalok Kumar Sah	6	7	1	10
16	Pankaj Kumar Sah	6.5	7	0.5	5
17	Sakun Sangraula	5	7	2	20
18	Anil Kumar Yadav	4	6	2	20
19	Auiranjan Kumar Yadav	4	6	2	20
20	Babin Kumar Lamichhane	5	5.5	0.5	5

Table No. 5**Item-wise Individual Score in the Pre-test**

Class Roll No.	Name of the students	Story wiring	Dialogue writing	Poem writing	Total numbers in pre-test by each students
1	Prabha Sah	6	5	7	18
2	Mukesh Kumar Raut	5	7	6	18
3	Dilip Kuimar Yadav	2	3	1	6
4	Priyanka Yadav	6	6	4	16
5	Sailesh Kumar Yadav	3	2	3	8
6	Sakun Sangraula	2	2	1	5
7	Neha Yadav	5	5	6	16
8	Sipendra Kumar Yadav	4	2	2	8
9	Pawan Kumar Sah	3	6	3	12
10	Aalok Kumar Sah	2	3	2	7
11	Pappu Kumar Yadav	6	4	4	14
12	Auiranjan Kumar Yadav	1	1	1	3
13	Rupesh Khatri	4	2	3	9
14	Saroj Kumar Yadav	5	4	4	13
15	Anil Kumar Yadav	2	1	1	4
16	Pankaj Kumar Sah	3	4	2	9
17	Neha Baral	7	5	4	16
18	Babin Kumar Lamichhane	2	2	2	6
19	Krishna Kumar Yadav	3	6	4	13
20	Sandesh Kumar Thakur	5	5	4	14
	Total	76	75	64	215
	Average scores	3.8	3.75	3.2	10.75

Table No. 6**Item-wise Individual Score in the Post-test**

Class Roll No.	Name of the students	Story wiring	Dialogue writing	Poem writing	Totla numbers in pre-test by each students
1	Prabha Sah	9	8	9	26
2	Mukesh Kumar Raut	9	9	8	26
3	Dilip Kuimar Yadav	6	5	7	18
4	Priyanka Yadav	8	8	9	25
5	Sailesh Kumar Yadav	6	7	7	20
6	Sakun Sangraula	5	5	6	16
7	Neha Yadav	8	9	8	25
8	Sipendra Kumar Yadav	7	6	7	20
9	Pawan Kumar Sah	6	7	8	21
10	Aalok Kumar Sah	7	6	5	18
11	Pappu Kumar Yadav	7	8	8	23
12	Auiranjan Kumar Yadav	4	5	6	15
13	Rupesh Khatri	5	8	8	21
14	Saroj Kumar Yadav	8	8	7	23
15	Anil Kumar Yadav	6	6	4	16
16	Pankaj Kumar Sah	6	6	9	21
17	Neha Baral	8	8	9	25
18	Babin Kumar Lamichhane	8	5	5	18
19	Krishna Kumar Yadav	8	8	7	23
20	Sandesh Kumar Thakur	8	7	8	23
	Total	139	139	145	423
	Average scores	6.95	6.95	7.25	21.15

Appendix-III
Model of Lesson Plan -1

Subject: English

Class: 10

Teaching item: Story writing

Date:

1. Objectives

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

2. Teaching Materials

- Picture, Magazine cut-out
- Cardboard paper etc.

3. Teaching Learning Activities

I. At first the teacher will motivate the students by telling a short joke.

II. The teacher will provide the modal of very short story created by other famous writer and ask one of them to read loudly in the classroom.

III. And, the teacher will ask them some oral questions related to the short story like.

- Who is the author of this story?
- What is the story about?

IV. Then, the teacher will divide the class into five groups. Each group is formed heterogeneous team: higher achievers average achievers and low achievers.

V. The teacher will attach newspaper cut-out picture on the board.

- VI. Each member of the group is assigned to gather information on a particular picture. Students brainstorm on their topic and discuss on the home group.
- VII. The teacher will tell each group to create the short story.
- VIII. During the writing, each member of the group will discuss the picture with other members of other groups.
- IX. After discussion members of each group will come back to their original group and share the information.
- X. Then, the teacher will ask each group to elect a presenter, a recorder, a quite master and checker.
- XI. Then each group will write short story.
- XII. After finishing the writing story, they will exchange their piece of writing and discuss to other group and get feedback from other groups.
- XIII. Then teacher will ask a presenter to present the group work. The teacher will give feedback after each presentation.
- XIV. Finally, the teacher will not discourage them if any mistakes occur, but she/he will encourage them by saying as bellow:
- I think it would be better to say.....
 - It's not so bad.
 - It's ok, etc.

Model of Lesson Plan – 2

Subject: English

Class: 10

Teaching item: Creating poem

Date:

1. Objectives

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

2. Teaching materials

- Model of dialogue
- Picture cards.

3. Teaching learning activities

- I. At first the teacher will tell jokes to motivate the students.
- II. The teacher will show model of dialogue in front of the class and ask one of them to read it loudly.
- III. The teacher will divide the class into five groups. Each group will be format heterogeneous.
- IV. Then, the teacher will provide situation orally and ask each group to create the dialogue.
- V. During the writing each member of the group will discuss with other member of other groups.
- VI. After discussion the member of each group will come back to their original group and share their information.

VII. Then the teacher will ask each group to elect a leader, a recorder, a secretary and checker.

VIII. Each group will create the dialogue according to the given situation.

IX. After finishing the writing dialogue they will exchange their piece of writing and discuss to other groups.

X. Then the teacher will ask presenter to present the group's work. The teacher will announce the group with the best presentation as extrinsic motivation.

XI. Finally the teacher will not discourage them if any mistakes occur in their written work but he/she will encourage them by saying as below:

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

Model of Lesson Plan – 3

Subject: English

Class: 10

Teaching item: Creating poem

Date:

1. Objectives

On completion of this lesson, the students will be able to create poem based on their experiences.

2. Teaching Materials

- Realia, wall poster
- Picture, magazine cut-outs.

3. Teaching Learning Activities

- a. At first the teacher will show the picture of natural beauty in front of the class and ask them to guess about the picture (Just for motivation)
- b. Then, the teacher will show the model of poem created by the famous poet and ask them to read it loudly in the class.
- c. And then, the teacher will ask them some oral questions related to the poem like:
 - i. Who is the poet of this poem?
 - ii. What is the poem about?
 - iii. How many stanzas are there?
- d. Then, the class will be divided into five groups. Each group is formed heterogeneous groups.

- e. Each members of the group will be assigned to gather information on a particular picture. Students brainstorm on their topic and discuss on the home group.
- f. The teacher will tell all the members of each group to express their ideas and desires.
- g. Then, each group will share their ideas. They will do work collaboratively. They will create the poem.
- h. The teacher will ask each group to elect a presenter. A recorder and checker.
- i. After finishing the task, the teacher will give feedback.
- j. Finally, the teacher will not discourage them if any mistakes occur but he/she will facilitate them by saying as bellow:
 - i. I think it would be better to say.....
 - ii. You are nearly correct.
 - iii. It's ok. Etc.