

**EFFECTIVENESS OF
TASK-BASED APPROACH IN TEACHING
CREATIVE WRITING**

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

**Submitted by
Purna Kala Pandey**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu,
2011**

**T.U. Reg. No.: 6-1-301-37-99
Second Year Examination
Roll No: 280652/066**

**Date of Approval of the Thesis
Proposal: 2067-11-19
Date of Submission: 2068-03-09**

2011

By Purna Kala Pandey

1206

Effectiveness of Task-Based Approach in Teaching Creative Writing

**EFFECTIVENESS OF
TASK-BASED APPROACH IN TEACHING
CREATIVE WRITING**

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

**Submitted by
Purna Kala Pandey**

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

2011

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Purna Kala Pandey** has prepared this thesis entitled '**Effectiveness of Task-Based Approach in Teaching Creative Writing**' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2068-03-09

.....
Ms. Madhu Neupane (Guide)

Teaching Assistant

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

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

Dr. Chandreshwar Mishra	Signature
Professor and Head
Department of English Education	Chairperson
TU, Kirtipur	
Dr. Jai Raj Awasthi
Professor	Member
Department of English Education	
Chairperson	
English and Other Foreign Languages	
Education Subject Committee	
TU, Kirtipur	
Ms Madhu Neupane(Guide)
Teaching Assistant	Member
Department of English Education	
TU, Kirtipur	

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following ‘**Evaluation and Approval Committee**’:

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

TU, Kirtipur

Signature

.....

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

TU, Kirtipur

.....

Member

Ms. Madhu Neupane (Guide)

Teaching Assistant

Department of English Education

TU, Kirtipur

.....

Member

Date:

DECLARATION

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

Date: 2068-03-07

.....

Purna Kala Pandey

DEDICATION

Dedicated to
My Lovely Daughter **Pramita Dhakal.**

ACKNOWLEDGEMENTS

I am extremely happy to express my sincere gratitude to my respected Guruma and thesis supervisor **Ms. Madhu Neupane**, Teaching Assistant of the Department of English Education, University Campus, Kirtipur for making constant supervision, continuous guidance and valuable suggestions. I would like to acknowledge her invaluable instructions, guidance, encouragement and co-operation in completing this study. I would like to express my sincere gratitude to **Dr. Chandreshwor Mishra, Professor** and **Head** of the department of English Education for his inspiration and suggestions. I am very grateful to **Dr. Jai Raj Awasthi**, Professor of the Department of English Education and Chairperson of English and Other Foreign Languages for giving me invaluable suggestions at the time of preparing this study. Hearty acknowledgement is deserved for **Dr. Anju Giri**, Professor of the Department of English Education and **Dr. Anjana Bhattarai**, Reader of the department of English education for their invaluable suggestions, support and constant encouragement. I am ever grateful to all the faculty members of the Department for their academic support.

I would like to express my profound gratitude to the Head Teacher **Mr. Govind Prasad Gautam** and Subject teacher **Mr. Dharma Thapa**, and all the teachers of **Shree Basanta Secondary School, Tilakpur, 6, Nawalparasi**, for providing me with the opportunity to conduct this research. I would like to extend my heartfelt thanks to all the students of class ten of **Shree Basanta Secondary School** for their support and co-operation in completing this research. Similarly, I would like to express my sincere thanks to **Ms. Madhavi Khanal**, the librarian at the Department of English Education for her kind co-operation. Similarly, I am very much indebted to my husband **Mr. Gopal Dhakal** for his regular co-operation, suggestions, inspiration and the financial as well as academic support for my education. I owe a debt to my **parents, brothers** and a **sister** for their love, inspiration, encouragement, help and support for my study. Thanks are also due to all those who directly or indirectly helped me in preparing this research.

Purna Kala Pandey

ABSTRACT

The present thesis entitled “**Effectiveness of Task-based Approach in Teaching Creative Writing**” aimed at finding out the effectiveness of task-based approach on the performance of secondary level students in learning the writing skill in Nepal in comparison to the teacher-fronted teaching techniques. The researcher conducted a practical study to determine the effectiveness. The test items were developed for the collection of data. The researcher collected data from the sampled population of thirty students of grade ten of a government school in Nawalparasi. A pre-test was given using the test items in the beginning. Then, two progressive tests were conducted in the interval of six class periods each. The students were taught for twenty-one periods altogether. After the experimental instruction, a post-test was administered with the same set of test items as in the pre-test. The average score of all the test items were calculated. The results of the tests were compared to find out the effectiveness of task-based approach on their achievement of creative writing proficiency. It was found that task-based approach was more effective than usual classroom teaching methods in teaching creative writing.

This thesis consists of four chapters. Chapter one is an introductory part which includes general background, objectives of the study, review of the related literature and significance of the study. Chapter two includes the methodology adopted to complete the research. It particularly contains sources of data, sampling procedures, tools and process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the data. Chapter four consists of the findings and recommendations of the study based on the analysis and interpretation of the data. This chapter is followed by the references and appendices.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Symbols and Abbreviation	x
CHATER ONE: INTRODUCTION	1-33
1.1 General Background	1
1.1.1 Task-Based Language Teaching	3
1.1.2 Concepts of Tasks	5
1.1.3 Types of Tasks	6
1.1.4 Current Approaches of TBLT	8
1.1.5 Framework of TBLT	9
1.1.6 Components of TBLT	11
1.1.7 Features of TBLT	13
1.1.8 Definition of Creative Writing.	15
1.1.9 How to Get Started on Writing	16
1.1.10 Difference Between Fictional Creative Writing and Non-fictional Creative Writing	18
1.1.11 Forms/Types of Creative Writing	20
1.1.12 Process of Creative Writing	23
1.1.13 Avoid Words in Creative Writing	25
1.1.14 How to Teach Autobiographies, Biographies and Short Stories	26
1.1.15 Task-Based Approach and Creative Writing	27
1.1.16 Creative Tasks	29
1.1.17 Action Research	31

1.1.18 Features of Action Research	32
1.1.19 Stages of Action Research	32
1.1.20 Tools Used in Action Research	33
1.2 Review of the Related Literature	33
1.3 Objectives of the Study	35
1.4 Significance of the Study	35
CHAPTER TWO: METHODOLOGY	36-38
2.1 Sources of Data	36
2.1.1 Primary Sources of Data	36
2.1.2 Secondary Sources of Data	36
2.2 Sampling Procedure	37
2.3 Tools for Data Collection	37
2.4 Process of Data Collection	37
2.5 Limitations of the Study	38
CHAPTER THREE: ANALYSIS AND INTERPRETATION OF DATA	39-44
3.1 Analysis and Interpretation of the Individual Test Scores	39
3.1.1 Pre-test Scores	39
3.1.2 Progressive Tests	40
3.1.2.1 First Progressive Test Scores	40
3.1.2.2 Second Progressive Test Scores	41
3.1.3 The Post- test Scores	42
3.1.4 Comparison Between the Pre-test and the Post-test Scores	43
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS	45-47
4.1 Findings	45
4.2 Recommendations	46
REFERENCES	
APPENDICES	

LIST OF SYMBOLS AND ABBREVIATIONS

TBLT	–	Task-Based Approach
TBA	–	Task-Based Approach
Dr.	–	Doctor
et al	–	And Others
i.e.	–	That is
Mr.	–	Mister/Master
Ms	–	Miss/Mistress
p.	–	Page Number
Prof.	–	Professor
AR	–	Action Research
ELT	–	English Language Teaching
F.M.	–	Full Marks
SN	–	Serial Number
M.Ed.	–	Master of Education
Mins.	–	Minutes
hr.	–	Hour
Reg. No.	–	Registration Number
T.U.	–	Tribhuwan University

