CHAPTER III
METHODOLOGY OF THE RESEARCH
# METHODOLOGY OF THE RESEARCH

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Chapter III

Methodology Of The Research

“Works of imagination should be written in very plain language; the more purely imaginative they are the more necessary it is to be plain.”

Samuel Taylor Coleridge

3.1 Introduction

The present study involves the development of a training programme to enhance writing skills in English Composition for students of Std. IX of English medium students, and testing the effectiveness of the programme. The methodology used in this study has been detailed in this chapter.

3.2 Educational Research

The study of education is both multi-disciplinary and inter-disciplinary. This is what makes educational studies exhilarating as well as challenging! A range of aims and purposes guides all educational research. [Coleman and Briggs, 2005, p.8]

Educational research is the application of the scientific approach to the study of educational problems. Educational research is the way in which people acquire dependable and useful information about the educative process. Educators usually conduct research to find out a solution to some problem or to gain insight into an issue they don’t understand. The ultimate goal is to discover general principles or
interpretations of behaviour that people can use to explain predict and control events in educational situations in other words, to formulate scientific theory.

[Ary, Jacobs and Razavieh, 2002, p.17]

The present research is an educational research which aims to address the problem of apathy in writing good English Compositions. It aims to develop a programme for improving writing skills in English Composition.

3.3 **Types of Educational Research**

Any attempt to classify types of educational research poses a difficult problem. It should be noted that the system of classification is not important in itself but only has value in making the analysis of research processes more comprehensible.

Actually, all research involves the elements of observation, description and the analysis of what happens under certain circumstances. A rather simple three-point analysis may be used to classify educational research.

1) Historical research describes what was.

2) Descriptive research describes what is.

3) Experimental research describes what will be. [Best and Kahn, 1992, pp.23-24]

The present research is mainly an experimental research also involving some survey work. It is necessary to understand it in detail.
Initially a survey was conducted for understanding the present situation in composition writing.

The most important aspect was to find out about the errors that the students commit.

A small survey of problems faced by students in writing English Composition was conducted by using a questionnaire.

A survey of methods and techniques used for teaching English Composition as well as the difficulties faced by the teachers was done by using a questionnaire.

3.3.1 Experimental Research

Experimental research is one of the most powerful research methodologies researchers can use. Of the many types, it is the best way to establish cause-and-effect relationships between variables. [Fraenkal and Wallen, 1993, p.240]

According to Best & Kahn [1992, p.110] it is the most sophisticated, exacting, and influential method for discovering and developing an organized body of knowledge.

3.4 Experimental Design

Experimental design is the blue print of the procedures that enable the researcher to test hypothesis, if any, by reaching valid conclusions about relationships between
independent and dependent variable. Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. The design deals with such practical problems as how subjects are to be selected for experimental and control groups, the way variables are to be manipulated and controlled, the way extraneous variables are to be controlled, how observations are to be made and the type of statistical analysis to be employed in interpreting data relationships.

The experimental design should be able to minimize or eliminate threats to experimental validity. Three categories are presented here:

- Pre-experimental design.
- True experimental design.
- Quasi-experimental design.

The present research falls under the, “Quasi-experimental design.” [Best and Kahn, 1992, pp.123-124]

3.4.1 Quasi-Experimental Design

Experimenters prefer designs that provide full experimental control through randomization procedures. These are the true experimental designs. In many situations in educational research, it is not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can always be realized. For instance, in educational research conducted in a school setting it may not be possible for one to assign subjects
randomly to groups. In this case one must use designs that will provide as much control as possible under the existing situation. Designs that do not include random assignment are known as quasi-experimental designs and are used when true experimental designs are not feasible. Even though the quasi-experimental design has its drawbacks the researcher should be aware of the threats to both internal and external validity and consider these factors in the interpretation. Campbell and Stanley stated, however, that quasi-experimental studies are “well worth employing where more efficient probes are unavailable.” [1966, p.205] These designs permit the researcher to reach reasonable conclusions even though full control is not possible.

In a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. In such a case it is necessary to use groups as they are already organized into classes or other preexisting intact classes.

Since the present experiment involved prolonged teaching [almost a year], it was not possible to assign students randomly to experimental and control groups. Hence, quasi experimental design was the next best option. Of the many quasi-experimental designs, the researcher selected the “Nonrandomized Control Group, Pretest-Posttest Design.”

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The researcher selected one English medium school for a study on enhancing English Composition writing skills. In this school the students were not assigned to different classes on the basis of merit. These appeared to be similar. It was neither a remedial class nor an advanced class. The researcher randomly selected one group as control and the other as experimental group. The researcher administered the pretest then administered the treatment to the experimental group and then the posttest to both the groups.

The design involved the following steps:

- Administering a pre-test measuring the dependent variable.
- Applying the experimental treatment “X” to the experimental group.
- The control group was taught by traditional method.
- Administering a post-test to both the groups again measuring the dependent variable.

Differences attributed to application of the experimental treatment are then determined by comparing the gain-scores of experimental and control groups.

The apparent simplicity and logic of this design is somewhat misleading, because the quasi-experimental design does not provide full control, it is extremely important that the researcher be aware of the threats to both internal and external validity. When examined in light of the threats to experimental validity, the design’s weaknesses become apparent.
3.5 Experimental Validity


3.5.1 Internal Experimental Validity

When a study has internal validity, it means that any relationship observed between two or more variables should be meaningful in its own right, rather than due to “something else.” The “something else” may be any one [or more] of a number of factors, such as the age or ability of the subjects, the conditions under which the study is conducted, or the type of materials used. If these factors are not in some way or another controlled or accounted for, the researcher can never be sure that they are not the reason for any observed results. Stated differently, internal validity means that observed differences on the dependent variable are directly related to the independent variable, and not to some other unintended variable. [Fraenkel and Wallen, 1993, p. 222]

3.5.2 Threats to Internal Validity

Researchers must systematically examine how each of the preceding threats to internal validity may have influenced the results. If the threats can be eliminated, researchers can have confidence that the observed results were caused by the different treatment.
1. **History.** This refers to events occurring at the same time that the experimental treatment is being applied. Specific events or conditions, other than the experimental treatment, may occur in the environment between the first and second measurements and may produce changes in the dependent variable. Such events are referred to as the history effect. The longer the period of time between the pre and post measurements on the subjects, the greater this threat becomes.

The time frame was minimized since the post test was conducted soon after the training session. The training session was broken into small segments for teaching the control group and experimental group. And thus this minimized the chances of anything coming in the way.

2. **Maturation.** The term maturation refers to changes [biological or psychological] that may occur within the subjects simply as a function of the passage of time.

This threat was best minimized by having a control group.

3. **Pretesting.** Exposure to pretesting administered before the experimental treatment may affect the subjects’ performance on a second test, regardless of the treatment. In research using achievement tests, pretesting is a problem when the same content appears on both the pre and posttest. It is therefore recommended to use equivalent forms rather than the very same test.
Since the present study deals with composition writing, the researcher prepared parallel forms of tests for composition writing.

4. **Measuring instruments.** Unreliable instruments or techniques used to describe and measure aspects of behaviour are threats to the validity of an experiment. A learning gain may be observed from pretest to posttest because the nature of the measuring instrument has changed. In a classroom research, for example, the posttest should not to be easier or more difficult than the pretest.

To minimize this threat to a certain extent. The researcher prepared parallel forms of tests in advance and had them validated for their difficulty level by experts.

5. **Statistical regression.** The term statistical regression refers to the well known tendency for subjects who score extremely high or extremely low on a pretest to score closer to the mean (regression toward the mean) on a posttest, regardless of the treatment. An aspect of statistical regression is captured in the adages “When you are at the bottom, you have nowhere to go but up” and “When you are on top, you have nowhere to go but down.”

Statistical regression is a threat when a subgroup is selected from a larger group on the basis of the subgroup’s extreme scores (high or low). When tested on subsequent measures, the subgroup will have a mean score closer to the mean of the original group.
Since the two groups were not selected on the basis of extreme scores, this threat was reduced. This was a Quasi Experimental Design; nonrandomized control group was the requirement of the study.

6. **Differential selection of subjects.** Differential selection is a threat when there are important differences between the experimental and control groups even before the application of the experimental treatment. To avoid this confounding effect, the experimenter needs to select experimental and control groups that do not differ except for exposure to the experimental treatment. In a learning experiment, if the experimental group is more intelligent than the control group, the former would be expected to perform better on the dependent variable measure even without the experimental treatment. There are no ways to fully control this threat, since intact classes had to be used in this research. However, to avoid experimenter bias in the selection of the experimental group, the researcher randomly selected one group as the experimental group from among the two intact divisions assigned to her.

The two divisions selected for the experiment were reasonably similar in terms of achievement, social, environmental and economic status.

7. **Experimental mortality.** No matter how carefully the subjects of a study are selected, it is common to “lose” some as the study progresses. This is known as a mortality threat. This occurs particularly in a long-term experiment which poses to be a confounding element. If a particular type
of subject drops out of one group during the course of the experiment, this differential loss may affect the outcome of the study.

This did seem to pose a threat. Out of the thirty sessions including the pretest, training programme, and the posttest, there were absentees.

3.5.3 **Threats to External Validity**

Educational researchers are primarily concerned with the practical uses of their findings. They frequently conduct their studies in real classroom situations. While these real-life settings present opportunities for greater generalization, they do not automatically result in externally valid research. Campbell and Stanley [1966] also discussed the factors that may lead to reduced generalizability of research to other settings, persons, variables, and measurement instruments.

The factors are as follows:

a. **Interference of prior treatment.** In some types of experiments the effect of one treatment may carry over to subsequent treatments. This is one of the major limitations of the single-group, equated-materials experimental design. If an equated-materials design is necessary, a counterbalanced design will generally control for this threat.

This limitation was minimized since there was a control group as well as an experimental group.
b. **The artificiality of the experimental setting.** In an effort to control extraneous variables the researcher imposes careful control which may introduce an artificial atmosphere that is unlike the real-life situation about which generalizations are desired. The reactive effect of the experimental process is a constant threat.

In the present research there was no need for an artificial setting. The training session was conducted according to the school time table. Innovative methods of teaching made the difference.

c. **Interaction effect of testing.** The use of pretest at the beginning of a study may sensitize individuals by making them more aware of concealed purposes of the researcher and may serve as a stimulus to change.

The nature of the composition writing tests was such, that the problem of sensitization due to pretesting would not arise.

d. **Interaction of selection and treatment.** Researchers are rarely, if ever, able to randomly select samples from the wide population of interest or randomly assign to groups; consequently, generalization from samples to populations is hazardous. Sample used in this experiment comprised of intact groups, not randomly selected individuals. Hence, this threat could not be eliminated completely.

e. **The extent of treatment verification.** Due to the potential threat of experimenter bias, most researchers have assistants, or others who are not
directly involved in the formulation of the research hypotheses, deliver the
treatment. This leads to a potential threat to external validity. The researcher
must have a verification procedure [e.g., direct observation, videotape] to
make sure that the treatment was properly administered.

In the present research since the researcher herself conducted the entire
training session, treatment verification was not an issue.

In summary, the term internal validity refers to the rigor or control in an
investigation. A study is internally valid to the extent that the effect of
influences, beyond the experimental variable, has been removed or
minimized. External validity, in contrast, refers to generalizability. A study
is externally valid to the extent that the subjects, experimental arrangements,
and procedures are representative of the target setting, thus making results
generalizable. The experimenter seeks a design that is strong both in internal
and external validity.

3.6 Reasons for Selection of the Design

Even though the researcher was aware of the limitations inherent in the
Nonrandomized Control Group Pretest – Posttest Design, this design was chosen
for the following reasons:

1. The main objective of the researcher was to prepare a training programme
to enhance skills in English Composition of the students, and to test the
effectiveness of the programme.
2. Randomization was not possible due to the nature of the experiment and due to administrative restrictions.

3. Using a control group would help to minimize many threats to internal validity.

4. Pre-testing would help to eliminate the effect of existing variations in composition writing skills.

3.7 Variables

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

Independent Variables

The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena.

In the present study, the “Training Programme” is the independent variable.

Dependent Variables

The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.
In the present study, score on the English Composition test [indicating the skill in writing English Composition] is the dependent variable.

**Control variables**

Units of the syllabus, medium of instruction, grade level and age are the control variables in the study.

3.8 **Techniques of Sampling**

According to Srivastava [1994, pp. 53, 54, 63] sampling methods can be classified into two broad categories:

[1] Probability sampling: The essential characteristics of probability sampling are that one can specify for each of the elements of the population the probability that it will be included in the sample.

[2] Non probability sampling: In non-probability sampling, the units are selected at the discretion of the researcher. The sample so selected is called a judgment or purposive sample. Such a sample is arbitrarily selected. The evidence is always based on experience. There may be quota sampling or incidental sampling. In educational research most of the time available groups are taken as samples, because this non-probability sampling methods are very convenient for small sample to be studied in a short time.

Non-probability sampling includes three sub-types namely:
i) Incidental Sampling

ii) Quota Sampling

iii) Purposive Sampling

Of these the present research makes use of ‘Incidental Sampling’.

3.8.1 Incidental Sampling

Incidental sampling is also called accidental sampling as these samples are taken because they are most frequently available or readily available or because the researcher is unable to employ more acceptable sampling methods.

3.8.2 Selection of the Sample for Experimental and Control Group

a. Selection of the School

The researcher visited a few Principals of various schools in order to obtain the required permission to teach for an entire year. After much consideration the researcher selected Versova Welfare Association High School of Mumbai, which is an English Medium Co-educational School. So that the experimental and control groups included both boys and girls. Students attending this school come from lower middle class.

The school follows the syllabus of the Maharashtra State Board of Secondary and Higher Secondary Education.
b. Selection of the Students

The school has four divisions for Std.IX. The students are not assigned to divisions on the basis of their achievement but are randomly distributed in all four divisions. All the sixty two students from Std IX C were included in the training programme. But of these only forty eight students who remained present throughout the period of the experimental treatment were included in the sample.

Std IX A was allotted as the control group with sixty one students. But of these, only forty two students, who remained present throughout, were included in the sample.

3.9 Preparation of Training Programme for Enhancing Composition Writing Skills

As already mentioned in chapter II review of related literature enabled the researcher to see the different researches done in English under various titles. Very few researches are done in English Composition and none have dealt with an entire training programme to enhance Composition writing skills, except for two researches. One, the researcher’s own work and the other done in Marathi language at the M.Ed level. After much reference work it was decided that the training programme would include two aspects namely theory and practice. Theory would help the students to grasp the technical aspects of writing, while practice would enable them to hone their skills in accordance with theoretical learning.
Various techniques would have to be employed in order to motivate the students to continue with the practice and to make special efforts to improve their skills. Therefore, the researcher has implemented the following techniques to make the teaching sessions as appealing as possible.

- John Keller’s ARCS Model of Motivational Design.
- Howard Gardner’s Theory of Multiple Intelligences.
- Robert Gagne’s Nine Steps of Instruction.
- Five Paragraph Essay.
- Brainstorming Technique.

These techniques are elaborated below:

3.9.1 The Magic of Learner Motivation: The ‘ARCS’ Motivational Theory

Motivation is the most overlooked aspect of instructional strategy, and perhaps the most critical element needed for students. Even the most elegantly designed training programme will fail if the students are not motivated to learn. Without a desire to learn on the part of the student, retention is unlikely. Therefore, the need of this training session was to strive to create a deeper motivation in learners so that they would benefit from the training programme.

According to John Keller, there are four steps in the instructional design process—Attention, Relevance, Confidence, Satisfaction. [ARCS]

Attention
The first and single most important aspect of the ARCS model is gaining and keeping the learners’ attention.

The following methods were used in grabbing the students’ attention in the ten types of compositions:

- Dialogue writing – role play.
- Informal letter writing – photocopies of formal and informal letters were given to each student for silent reading.
- Formal letter writing - the subheadings of a formal letter were mounted on flash cards in a wrong manner, and the learners’ had to put them in order.
- Report writing - appropriate samples of newspaper clippings were enlarged and mounted on a chart.
- Interview writing - a live interview was held in the class between a teacher and a student. Topic - Interview your teacher whose hobby is reading books.
- Fact file – a slide show presentation on ‘Silvassa’ prepared by the researcher was shown to the students.
- Speech – a recorded speech on the topic, ‘If I were Prime Minister of India’ was played.
- Expansion of ideas – photo copies of three proverbs with the explanation was given to each student. They were told to do silent reading for one
proverb. The researcher prepared an explanation on the proverb—Early to bed and early to rise makes a man healthy, wealthy and wise. This was read aloud [paragraph wise] by few students to the entire class.

- Essay writing – brainstorming session combined with the development of a concept map.

- Information transfer – photocopies of the personality of Dr. A.P. J. Abdul Kalam was given to each student.

**Relevance**

Along with attention and motivation the learner should know the relevance of the training. The benefits for each type of composition were explained to the students as stated below:

- Dialogue writing – Since dialogue is an essential part of an individual’s life, they were made aware of conversational etiquette.

- Formal and informal letter writing – Every educated person should know how to write a clear and readable letter. Everyone has sometimes to write business letters of some sort, and may have to face the problem of writing an important letter that will vitally affect one’s interests in life, e.g. the students wrote individual letters. They showed a lot of improvement especially in using punctuation marks and also in writing the format of the letter.
- Report writing – Even in today’s I.T world, newspapers play a vital role in an individual’s life. The students were told why they should read the newspaper. The importance of the main headlines at a glance would keep them abreast of current happenings in the world.

- Interview writing – The importance of writing an interview was explained from the school examination and the S.S.C. Board point of view. The criteria and marking scheme were explained. The learners were given a few tips, as to how they should face an interview especially when they are exposed to the competitive world.

- Fact file – The learners were told that a fact file would help them to get sufficient information for an outing, picnic, excursion, entertainment tour, study tour, camps etc. regarding the means of conveyance, route, the approximate distance, places of interest, and sight seeing. It would enable them to organize tours on their own.

- Speech – The students were made to realize that speech lays the foundation for effective speaking skills in students of all ages. This kind of activity would help them to get rid of their shyness and stage fear, but would also aid them to think on their feet. It would boost their self-esteem and help a student in preparation and participation in school activities like elocution, public speaking and debating.
• Expansion of ideas–The benefit of learning proverbs was made known to the students. They were told about the use of proverbs in their essays and how it would enhance their writing skills and make their compositions better. Appropriate use of proverbs would also fetch more marks. Expansion of proverbs is an important part of language. It would help them for the Board Exams as well. This topic would enable the learners to widen the horizons of their creativity.

• Essay writing –The students were told to put in their best efforts while writing essays. If they wrote fine essays with good vocabulary and sufficient subject matter then they would naturally score good marks. Better essays meant good command over language and this would help the learners to fare well in other subjects as well.

• Information transfer – Develops precision in thinking. Helps to summarize a vast amount of information in a form which can be understood in a single glance.

Confidence

Confidence aspect is required so that the students feel that they should put their best effort into the training session. They should understand that there is a correlation between the amount of energy they put into a learning experience and the amount of skill and knowledge they will gain from that experience.
The following types of Compositions i.e Dialogue Writing, Informal, Formal Letter Writing, Expansion of Ideas, Essay Writing and Information Transfer included group work and co-operative learning. Positive feedback also helped in boosting their self esteem. As they participated in group work, they could voice their opinions in a confident manner. Their confidence level was increasing session by session. It was seen in the way they participated in the activities.

The leaders were quite effective and they were a real moral support to the members of their group.

During Report writing, co-operative learning method enabled the learners to participate whole heartedly and with full confidence.

Interview writing- The students felt confident and so during discussion they came up willingly to put up the points on the black board.

Fact file – [group activity] The students were told to prepare a chart. They had to learn one new word with its meaning and it had to be relevant to the topic. During discussion they were eager to share it with the entire class. Ideas, opinions and views were being imparted which showed that they were positive and self assured about what they were doing.

Speech – Self-esteem is the key to a more confident and assertive child. It gives one the much-required edge in today’s competitive environment. The class was divided into groups, they were given a topic and were told to
enact a mock situation e.g a person holding an umbrella when there is a sudden gust of wind. This gave them an opportunity to be creative and also to come out of their shyness.

Satisfaction is closely related to confidence. If one allows the learners to build confidence, satisfaction will follow if the task remains challenging.

**Satisfaction**

Finally, learners must obtain some type of satisfaction or reward from the learning experience. This can be in the form of entertainment or a sense of achievement. Other forms of external rewards included praise from teachers, peers and others included in the sessions. Ultimately, though, the best way for learners to achieve satisfaction is for them to find their new skills useful and beneficial.

When the students get consistent, constructive feedback and proper guidance they move towards better progress. Adults and children alike respond to praise. Satisfaction also helps one to advance in learning. This factor was given due consideration.

The following are some examples of how satisfaction was ensured:

- Dialogue writing – Two students enacted a role play; they were praised for their performance. They felt esteemed and satisfied because their talents were appreciated.
- Activity on Dialogue writing – The students were given blank sheets with figures of human beings. The dialogue had to be written and the figures were to be coloured. The best dialogues were shown to the class. The students’ creativity was appreciated by the class.

These dialogues provided a motivation to the rest of the class.

- Report writing – The students worked in groups on scanning the newspaper for various subjects. Those who picked up the appropriate articles were approved by their peers.

- Few introvert students made attempts to answer during the session, which made others realize that their participation really counts.

- Fact file – The students displayed their innovative ideas and imagination in the form of making colourful charts on the place of their interest. The four groups felt satisfied because their creativity was valued.

- Speech – The learners were told to enact mock situations after which they were given positive feedback.

- For the remaining Compositions i.e Informal, Formal Letter Writing, Interview Writing, Expansion of Ideas, Essay Writing and Information Transfer, the written work was read aloud in groups. Feedback was provided according to each one’s need. At times personal attention was also given.
3.9.2 Theory of Multiple Intelligences

Gardner’s [1999, pp.180-181] work around multiple intelligences has had a profound impact on thinking and practice in education.

It was generally believed that intelligence was a single entity that was inherited; and that human beings initially a blank slate could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, quite independent of each other; and that intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early ‘naive’ theories that challenge the natural lines of force within an intelligence and its matching domains. [Gardner, 1993, xxiii]

Gardner [1999, pp. 41-43] initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called ‘personal intelligences.’

Based on a chart of checklist of Multiple Intelligences – that can be used in lesson planning [Ranade; P.G Dept of Education., Pune., SNDT University, 2006] the following activities were included in the training programme.

1. **Linguistic intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information.

The researcher has used activities that involved hearing, listening, impromptu or formal speaking, oral or silent reading, creative writing and spelling.

- Dialogue writing – Students participated in the role play, an activity on dialogue writing brought out their creativity in writing.

- Informal and formal letter writing – Students wrote individual letters, they read aloud the letters that they had written and feedback was given. Active participation in discussion method.

- Report writing – Content matter was explained with the help of the students – peer teaching opportunities. During the brainstorming session points were put up on the blackboard.
Interview writing – A live interview between a teacher and a student. The researcher elaborated the teaching material with the help of the learners. The students were instructed to make four, five or six letter words, using the letters of the word ‘INTERVIEW’.

Fact file – The students prepared charts with relevant information about the place of their interest. They also prepared a chart with new words and its meaning. They took part in group discussion.

Speech – The learners enacted mock situations. Pair and share activity and a brainstorming session were conducted.

Expansion of ideas – Few students read aloud a paragraph each on the proverb, “Early to bed and early to rise makes a man healthy, wealthy and wise”. Co-operative learning method was included. The learners prepared a crossword puzzle on the above proverb.

Essay writing – Brainstorming session was conducted which was slightly diverted by using the development of a concept map.

Information transfer – Brainstorming session helped the students to transfer information in a logical sequence.

Post test was conducted after each session for ten types of compositions. There was liberal use of the blackboard throughout the training session.
[2] *Logical – mathematical intelligence* consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner’s words, it entails the ability to detect patterns, reason deductively and think logically.

The researcher has used activities that involve abstract symbols, outlining, graphic organizers, problem solving.

- The researcher used the Venn diagram to teach the students about the similarities and differences between a formal letter and an informal letter.


The researcher used activities that involved audio tape, music recitals and tonal patterns.

- Fact file – A slide show presentation on ‘Silvassa’ was shown to the students.

- Speech – A recorded speech on the topic ‘If I were Prime Minister of India’ was played in the class.

- When the students enacted mock situations voice modulation was taken into consideration.
Bodily-kinesthetic intelligence entails the potential of using one’s whole body or parts of the body to solve problems. It is the ability to use mental abilities to co-ordinate bodily movements. Howard Gardner sees mental and physical activity as related.

Activities that involved role playing, physical gestures, and body language were some of the methods that were used for the following compositions:

- Dialogue writing – A role play was enacted by the students.

- Informal letter writing – For the post test a group discussion was held. Co-operative learning method.

- Formal letter writing – Few students were given a flash card each with the format of the letter. They were to face the class and stand in a line but in a disorderly manner. Then, the class was told to put the flash cards in order. The learners also worked in groups.

- Report writing – Group work was assigned to the students. They were told to scan the newspapers and make a list of the various topics that would be relevant to them – educational, social, and environmental or articles dealing with children.

- They were instructed to prepare a chart with the enlarged paper clippings.

- Interview – A student interviewed his teacher in the presence of his classmates on the topic – ‘Interview your teacher whose hobby is to read books’.
- Fact file – The students prepared charts with colourful pictures along with the relevant information on the place of their interest.

- They also prepared another chart with new words and their meanings.

- The learners were shown a slide show presentation on ‘Silvassa’, they had jotted down the points. Hence, during discussion there was a lot of sharing of ideas.

- Speech – The students were divided into groups. Each group was given a different situation. They were told to enact a make believe situation e.g a person holding an umbrella when there is a sudden gust of wind. They also had to speak two to three sentences on the situation.

- Expansion of ideas – Few students read out a paragraph each on the proverb, ‘Early to bed and early to rise makes a man healthy, wealthy and wise’.

- During group work the leaders had to read out the points given by their friends.

- The points were written on the blackboard by the students.

- The learners prepared crossword puzzles.

- Essay writing – The students were involved in the activity of developing a concept map.

This also included the technique of writing five paragraph essay.
Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

Activities that involve art, pictures, drawings, mind mapping and active imagination, create a lot of interest.

- Dialogue writing – A role play was conducted. The students were given photocopies of a blank dialogue with figures of human beings. They had to write the dialogue and also colour the figures.

- Informal and Formal letter writing – Photocopies of Informal and Formal letters were given to the students. They were told to do silent reading. The researcher drew a Venn Diagram on the blackboard. Flash cards were used for both the letters.

- Report writing – The students had to write a newspaper report. Hence, they were given newspapers and were asked to look for appropriate topics. These were then enlarged and mounted on a chart. The same was used as a teaching aid for the lesson.

- Interview writing – A live interview between a teacher and a student was enacted in the class.

- Fact file – The learners put up colourful charts [row wise] on the places of their interest. They also had a chart with new words. A slide show
presentation on ‘Silvassa’ [prepared by the researcher] was shown to the students.

- **Speech** – The students enacted mock situations. A recorded speech was played.

- **Expansion of ideas** – The students were given an assignment on the topic, ‘A sound mind in a sound body.’ A few tips were put up on the notice board. They were also given photocopies of fifty proverbs along with their meanings. At the end of the training session they answered a test on proverbs.

- **Essay writing** – A concept map this was drawn on the blackboard, the students were told to draw it in their notebooks.

- **Information transfer** – Photocopies of the personality of Dr. A. P. J. Abdul Kalam was given to the students.

[6] *Interpersonal intelligence* is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.

Activities that involved group projects, division of labour, sensing other’s motives, receiving and giving feedback and collaboration of skills were some of the techniques that were used.
• Informal letter writing – The students were told to find out the similarities and differences between Informal and Formal letter writing. The next step was pair and share activity. They were told to share their ideas with their partners, and to check out the similarities and differences.

• Formal letter writing – The students worked in groups. Feedback was given by the teacher as well as their friends.

• Report writing – Group work was assigned to the students. They were told to scan the newspaper and make a list of the various topics that would be relevant to them – educational, social, and environmental or articles dealing with children.

• Interview writing – A live interview was conducted between a teacher and a student in the class. Topic – Interview your teacher whose hobby is to read books.

• The learners were formed into groups and through co-operative learning they were told to write an interview.

• Speech – The class was divided into groups, they were given a topic and were told to enact a mock situation – a person holding an umbrella when there is a sudden gust of wind.

• Content matter was elaborated with the co-operation of the students through pair and share activity and then a brainstorming session was also conducted.
Intrapersonal intelligence is concerned with the capacity to understand oneself, to appreciate one’s feelings fears and motivations. In Howard Gardner’s view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

Activities that involved emotional processing, silent reflection methods, thinking strategies and concentration skills were quite apt for the following topics.

- Informal letter writing – The researcher gave out photocopies of letters, both Informal and Formal to the students. They were told to do silent reading.[seat work]

- The learners were instructed to draw a Venn Diagram in their notebooks.[seat work]

- They had to find out the similarities and differences between informal and formal letter writing. First, this activity was done individually.

- Expansion of ideas – Photocopies of fifty proverbs were given to the learners. They were told to memorize the proverbs. After the training session they were given a test on the same.

Mostly all the compositions include both inter and intrapersonal intelligence. These have been mentioned:
During Informal, Formal Letter Writing, Report Writing, Interview Writing and Fact File teaching sessions there was active participation from the students. Discussion methods proved to be helpful in eliciting answers from the students.

Report writing – Group work was assigned to the students they were told to scan the newspaper and make a list of the various topics that would be relevant to them.

Fact file – The students were divided into groups; they were told to prepare a chart with colourful pictures along with the relevant information.

3.9.3 Robert Gagne’s Nine Steps of Instruction

The ‘Nine Steps of Instruction’ given by Gagne, were appropriate to explain the format of a Formal Letter. These have been explained as follows:-

[i] Gain Attention

The ideal is to grab the learners’ attention so that they will watch and listen, while the learning point is presented. One could use such devices as:

- Presenting a problem to be solved.
- Doing something the wrong way. [the instructor would then show how to do it the right way]

Few students were given a flash card each with the format of the letter. They were to face the class and stand in a line but in a disorderly manner. Then, the class was told to put the flash cards in order. [The heading; the inside address; subject or reference; salutation; body of the letter; subscription or closing; signature or name of the writer]

[II]

Inform Learner of Objective

This allows the learners to organize their thoughts around what they are about to see, hear, and/or do. The students should be told about the goal of the lesson. State what the learners will be able to accomplish and how they will be able to use the knowledge.

The students were told about the importance of the format of a letter. The criteria and marking scheme was also explained from the Board Examination point of view.

[iii]

Stimulate Recall of Prior Knowledge

This allows the learners to build on their previous knowledge or skills.
The students had already learnt about an Informal Letter so it was easy to connect the present information with the prior knowledge.

### [iv] Present Information

Blend the information to aid in information skill.

Each part of the format of the letter was explained in a logical sequenced manner in relation to the Informal Letter.

### [v] Provide Guidance

This does not involve the presentation of content, but providing instructions on how to learn in a simple and easier manner.

Instructions were simplified. The difference between Formal and Informal Letter writing was made clear by eliciting examples of both the letters.

The format of the letter was revised.

### [vi] Elicit Performance

Practice by letting the learner do something with the newly acquired skill or knowledge.
The students worked in groups and wrote a letter to the Municipal Commissioner of the district about the need to have a gymnasium in the city.

The feedback needs to be specific, not “you are doing a good job”. Tell them “why” they are doing a good job or provide specific guidance.

The teacher and the members of the group provided constructive feedback to the students. The format of the letter with the punctuation marks were given due importance. They were also corrected for their grammar and sentence construction. Each leader helped out in their group.

Test to determine if the lesson has been learnt.

Students were asked to write individual letters as a test to assess their performance.
Inform the learner about similar problem situations.

Students were assigned additional practice in writing letters.

3.9.4 Five Paragraph Essay Technique

The researcher has implemented the ‘five paragraph essay’ technique in essay writing. This is a great tool for learning and communicating at all levels. It is a formal format of written argument. The format requires an essay to have five paragraphs: one introductory paragraph, three body paragraphs with support and development, and one concluding paragraph. Because of this structure, it is also known as ‘hamburger essay’ or a ‘three tier essay.’

The researcher motivated the students to take active part in the session. A combination of techniques such as the explanation method, brainstorming session which was slightly diverted by developing a concept map. All these techniques gradually led the students to the five paragraph essay. The technique has been explained below:-

The topic for the post test was, ‘Our World in Danger.’

The introductory paragraph is the most important since the learner needs to grab the reader’s attention. This should be done with interest and clarity.

The following points emerged out of the different techniques:
Introduction: God’s creation; Purpose of human beings; II World War; Leader’s promises.

The next step the learner should choose the best three supporting ideas and develop the paragraphs.

Few points have been given:

What are the causes for our world to be in danger?

Man’s selfishness; Environment; Terrorism; Youth and Information technology.

For the concluding paragraph the students shared some thought provoking ideas such as:

Conclusion: God’s plan for us; my contribution i.e what am I doing? What can I do?

The students were told that if they practised writing a five paragraph essay, it would be beneficial to them in the following ways:

- It was a bridge to writing compositions.
- They would be able to make oral presentations in a better manner.
- It would be useful in all areas in the future competitive world.

This exercise made them realize the importance of writing well.
3.9.5 **Brainstorming**

According to Rawlinson, [2006, pp.1, 34, 35] without exception, everybody has creative ability. Only one has to watch unobserved, the games which young children play on their own or in groups, to see how strongly this ability is present. Unfortunately, as children grow up they are conditioned to submerge this creative ability within other abilities. Life at school in the educational routines that they have to follow, and subsequent education in university, professional or practical fields develop the other abilities strongly at the expense of the innate creative ability.

Brainstorming has been included in the package of creativity techniques. It is a wide ranging, far-reaching activity, seeking to generate ideas. The technique was devised and used during the 1930’s by Alex Osborn, in an advertising agency in New York.

Brainstorming is defined as: A means of getting a large number of ideas from a group of people in a short time.

As already mentioned the researcher has used brainstorming sessions to get the most out of the students.

3.9.6 **Summary of the Techniques and Methods Used in Composition Writing. This has been shown in table 3.1**
## Table 3.1

### METHODS AND TECHNIQUES USED IN COMPOSITION WRITING

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Types of Compositions</th>
<th>Method of Teaching/ Theory/ Model/ Design</th>
<th>Categories of Motivational Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction</td>
</tr>
<tr>
<td>2.</td>
<td>Informal Letter Writing</td>
<td>Multiple Intelligences</td>
<td>Linguistic, Logical, Kinesthetic, Spatial, Inter and Intra-personal.</td>
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<td></td>
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<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction</td>
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<td></td>
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<td>Co-operative Learning Method.</td>
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<tr>
<td>3.</td>
<td>Formal Letter Writing</td>
<td>Multiple Intelligences</td>
<td>Linguistic, Logical, Kinesthetic, Spatial, Inter and Intra-personal.</td>
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<td></td>
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<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction</td>
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<td></td>
<td>Developing Instruction</td>
<td>Robert Gagne’s - Nine Steps of Instruction.</td>
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<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction</td>
</tr>
<tr>
<td>5.</td>
<td>Interview Writing</td>
<td>Multiple Intelligences</td>
<td>Linguistic, Kinesthetic, Spatial, Interpersonal, Intra-personal.</td>
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<td></td>
<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction</td>
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<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction.</td>
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<td>Group Work</td>
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<tr>
<td>7.</td>
<td>Speech</td>
<td>Multiple Intelligences</td>
<td>Linguistic, Musical, Kinesthetic, Spatial, Inter and Intra-personal.</td>
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<td></td>
<td></td>
<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction.</td>
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<td></td>
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<td>Group Work</td>
<td>Enacting mock situations.</td>
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<td>Pair and Share Activity</td>
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<td></td>
<td></td>
<td>Brainstorming</td>
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<td></td>
<td></td>
<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction.</td>
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<td>Pair and Share Activity</td>
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<td>Co-operative Learning</td>
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<td></td>
<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence, Satisfaction.</td>
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<td>Development of Concept Map</td>
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<td></td>
<td></td>
<td>Brainstorming</td>
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<td></td>
<td></td>
<td>Five Paragraph Essay</td>
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<tr>
<td>10.</td>
<td>Information Transfer</td>
<td>Multiple Intelligences</td>
<td>Linguistic, Kinesthetic, Spatial,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Interpersonal, Intra-personal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARCS Motivational Theory</td>
<td>Attention, Relevance, Confidence,</td>
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<td></td>
<td></td>
<td></td>
<td>Satisfaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brainstorming</td>
<td></td>
</tr>
</tbody>
</table>

Looking at the present scenario of teaching English compositions, the researcher revived the creative techniques mentioned above in the training sessions. Lesson plans were prepared and these are given in the Appendix C.

The study material provided to the students during the training programme are given in Appendix D.

3.10 Preparation of Parallel Forms of Achievement Test

Normally the same test is administered as pre-test and post-test, but with regard to composition writing, writing the same composition a second time would be much easier than attempting the composition for the first time because of practice effect. This would lead to better organization of thoughts in the second attempt and students would score better marks.
Therefore, a parallel forms test was prepared, which included compositions which were very similar to each other in their difficulty level but not exactly the same.

The test was based on the Std. IX Composition Syllabus prescribed by the Maharashtra State Board of Secondary Education.

The English Composition syllabus is as follows:

- Dialogue Writing
- Informal Letter Writing
- Formal Letter Writing
- Report Writing
- Interview Writing
- Fact File
- Speech
- Expansion of Ideas
- Essay Writing
- Information Transfer

The topics were shown to experts for approval.

The tests thus prepared included the following topics as shown in table 3.2 on the following page.
Table 3.2

COMPOSITION WRITING TEST

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Types of Compositions</th>
<th>Topic for Pre-Test</th>
<th>Topic for Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dialogue Writing</td>
<td>Dialogue between two friends discussing their birthday gifts</td>
<td>Dialogue between two friends discussing Parents’ Day gifts</td>
</tr>
<tr>
<td>2.</td>
<td>Informal Letter</td>
<td>Write a letter to your friend in Kuwait describing the Ganesh Festival Celebrations in your town</td>
<td>Write a letter to your friend in Canada describing the Diwali Celebrations in your town</td>
</tr>
<tr>
<td>3.</td>
<td>Formal Letter</td>
<td>Write a letter to the editor of a newspaper complaining about the garbage in your locality</td>
<td>Write a letter to the postmaster complaining about the damaged parcel</td>
</tr>
<tr>
<td>4.</td>
<td>Report Writing</td>
<td>Write a newspaper report about the ‘Republic Day Celebrations’ in your school</td>
<td>Write a newspaper report about the ‘Independence Day Celebrations’ in your school</td>
</tr>
<tr>
<td>5.</td>
<td>Interview Writing</td>
<td>Interview your teacher who lays stress on reading the newspaper</td>
<td>Interview your teacher whose hobby is to read books</td>
</tr>
<tr>
<td>6.</td>
<td>Fact File</td>
<td>Read the following leaflet and prepare a fact file highlighting the important aspects of Nainital</td>
<td>Observe the slide show presentation and prepare a fact file highlighting the important aspects of Silvassa</td>
</tr>
<tr>
<td>7.</td>
<td>Speech</td>
<td>Write a speech on ‘Value of Time’</td>
<td>Write a speech on ‘Importance of Punctuality’</td>
</tr>
<tr>
<td>8.</td>
<td>Expansion of Ideas</td>
<td>Health is Wealth</td>
<td>Early to Bed and Early to Rise Makes a Man Healthy Wealthy and Wise</td>
</tr>
<tr>
<td>9.</td>
<td>Essay Writing</td>
<td>Environmental Pollution</td>
<td>Our World in Danger</td>
</tr>
<tr>
<td>10.</td>
<td>Information Transfer</td>
<td>Personality-Kiran Bedi</td>
<td>Personality- Abdul Kalam</td>
</tr>
</tbody>
</table>
3.11 Evaluation of a Composition

Evaluating a composition objectively is a very difficult task because of the inherent subjective nature of composition writing. The challenge before the researcher was to make the scoring of composition writing as objective as possible.

3.11.1 Development of Criteria for Evaluation of a Composition

A marking scheme was required to evaluate the compositions and hence, carefully considered criteria were developed by referring to different books on composition writing, consulting experts for each composition and the research guide. They were listed in a systematic way by taking into consideration each and every aspect of composition writing. A few changes were suggested and these were incorporated in the evaluation criteria.

The criteria and marking scheme for ten types of Compositions are given in Appendix E.

Comments given by the experts for the following types of Compositions:

**Informal Letter Writing**

Initially the researcher had allotted 15 marks exclusively for spellings.

As suggested by two experts there was a slight change in the marking scheme. Since spelling and neatness are an important aspect of letter writing.

12 marks were given for spellings and neatness was allotted 3 marks.
Formal Letter Writing

Initially the researcher had allotted 15 marks for spellings.

According to one expert, changes were to be made as follows:

Grammatical accuracy 15 marks; spelling 10 marks and punctuation 10 marks.

The second expert felt that in a Formal Letter – ABC of letter writing is very important.

A – Accuracy;  B – Brevity;  C – Clarity.

So presentation should be given 7 marks, spellings 10 marks, grammatical accuracy 12 marks and neatness 3 marks.

Even though these changes were suggested the researcher felt that the marks for Formal and Informal letters should tally to a certain extent hence spelling and neatness were taken into consideration.

Expansion of Ideas

The researcher had allotted the marks in the following manner:

Summary Paragraph – Appropriate and arresting: 5

Personal interpretation : 5

Grammar

Grammatical accuracy : 15

Spelling : 15

Two experts suggested changes in the following areas:
According to the first expert:

- Grammatical accuracy : 15
- Spelling : 10
- Punctuation : 10

According to the second expert:

- Summary - Appropriate and arresting: 10
- Personal interpretation : 10
- Grammatical accuracy : 10
- Spelling : 10

As mentioned above, two experts suggested change in the marking scheme and it was done as follows:

- Summary Paragraph – Appropriate and arresting: 10
- Personal interpretation : 10
- Grammar
  - Grammatical accuracy : 10
  - Spelling : 10
  - Punctuation : 5

**Essay Writing**

Initially the researcher had mentioned that greater length of essay will score more marks. However few experts gave their suggestions for this particular aspect of writing essays.

According to one expert the following suggestions were given:
In the section – ‘Main body of the Essay’ the expert was of the opinion that greater length of essay will score more marks was not apt.

Quality of content is more important.

If the subject matter is covered effectively in tune with the title with a rich vocabulary, accurate construction and appropriate punctuation a student should be given marks even if the essay is not too long.

The marking scheme was quite appropriate except that 5 marks could be allotted for balancing the information by illustrations and speculations.

Neat and legible writing should be considered.

Another expert suggested that:

The length of the essay is an important criterion.

One expert did not agree that a longer essay will score more marks. Sometimes a shorter essay can convey more or cover more points than a longer essay.

She said, “So remember quality is more important than quantity. Yes the essay should not be very short.”
**Information Transfer**

Two experts gave the following suggestions:

- Grammatical accuracy : 15 marks
  - Spelling : 10 marks
  - Punctuation : 10 marks

- Ability to transfer paragraph into tabular form : 15 marks
  - Grammatical accuracy : 7 marks
  - Spelling : 10 marks
  - Punctuation : 5 marks
  - Neatness : 8 marks

The suggestions were accepted to a certain extent.

The researcher’s criterion and the changes are given below:

- Ability to transfer paragraph into tabular form : 10 marks; changed to 15 marks
- Grammatical accuracy : 15 marks; changed to 10 marks
- Spelling : 15 marks; changed to 10 marks
- Neatness was not considered by the researcher and so neatness was allotted : 5 marks

3.12 **Administration of Pre-Test**

The researcher had decided to take the Std. IX students as the sample. Administering the pre-test in the current academic year of June 2008, would be impossible because of the hectic schedule of the Std. IX students. So it was decided to conduct the pre-test with the Std. VIII students. The topics are shown in table 3.3. It was done in all the four divisions in the month of February 2008 to March 2008. As it is done every year these students would be shuffled without any bias. In June 2008, the researcher was allotted two classes of Std. IX as per the need of the design.
Table 3.3

PRE TEST TOPICS

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Types of Compositions</th>
<th>Pre Test Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dialogue Writing</td>
<td>Write a dialogue between two friends discussing their birthday gifts</td>
</tr>
<tr>
<td>2.</td>
<td>Informal Letter Writing</td>
<td>Write a letter to your friend in Kuwait describing the ‘Ganesh Festival Celebrations’ in your town</td>
</tr>
<tr>
<td>3.</td>
<td>Formal Letter Writing</td>
<td>Write a letter to the editor of a newspaper complaining about the garbage in your locality</td>
</tr>
<tr>
<td>4.</td>
<td>Report Writing</td>
<td>Write a newspaper report about the ‘Republic Day Celebrations’ in your school</td>
</tr>
<tr>
<td>5.</td>
<td>Interview Writing</td>
<td>Interview your teacher who lays stress on reading the newspaper</td>
</tr>
<tr>
<td>6.</td>
<td>Fact File</td>
<td>Read the following leaflet and prepare a fact file highlighting the important aspects of ‘Nainital’</td>
</tr>
<tr>
<td>7.</td>
<td>Speech</td>
<td>Write a speech on the ‘Value of Time’</td>
</tr>
<tr>
<td>8.</td>
<td>Expansion of Ideas</td>
<td>Health is Wealth</td>
</tr>
<tr>
<td>9.</td>
<td>Essay Writing</td>
<td>Environmental Pollution</td>
</tr>
<tr>
<td>10.</td>
<td>Information Transfer</td>
<td>Personality – Kiran Bedi</td>
</tr>
</tbody>
</table>

3.13 Rapport before the Training Programme

In order to create a rapport with the students, the researcher had a friendly talk with the Std IX C students. This included their views in general about Composition writing. A few of them gave vent to their feelings. They stated that it was as they
never scored in the subject. During the examinations, they felt it was ‘useless’
even to attempt the question, as they were at a loss to express their thoughts on
paper. Tenses ‘confused’ them – vocabulary seemed ‘inappropriate’ – also idioms
and phrases could not be brought into their exercise. All their effort would be in
vain, as they never scored more than three or four marks which was very
discouraging. Sometimes the topics were very vague and did not appeal to them.
Hence, they wrote out of compulsion without any logical sequence.

After giving them a sympathetic hearing the researcher explained the purpose of
her training programme and offered to guide them in writing good Compositions.
This would require their co-operation. The researcher accepted the fact that
Composition writing is tedious, if pursued in the normal way. Nevertheless, the
importance of Composition writing, was impressed upon them. This gave the
students great encouragement to venture into the programme whole-heartedly.

Perhaps this was the first time that so much stress was given to Composition
writing. The researcher tried to build up their self-confidence by giving them
encouragement. She emphasized a great deal on their participation in the different
techniques that could be used. She expressed that ‘everybody’ was capable of
composing, provided, on their part, a little effort was applied. They agreed to all
that was said and promised to do their best. The researcher made it quite clear
that they would have to write many Compositions to reach the ‘goal’.

The researcher told the students about the entire programme.
3.14 **Implementation of the Training Programme**

In order to conduct the training programme in an effective manner, the researcher approached the Headmistress of Versova Welfare Association High School to explain the details of the research. The Headmistress readily consented to the request, to conduct the research on the IX C Std students. According to the school timetable English Composition is given two periods per week. The headmistress allotted two periods for the same. The researcher gave the assurance that the training programme would not disturb the periods pertaining to the other subjects.

3.15 **The Training Programme and its Schedule**

The training programme was implemented for the academic year June, 2008 to April, 2009. The sessions were conducted every Tuesday for the duration of an hour from 8.15 a.m. to 9.15 a.m. except when the school had Unit Test, Terminal, Final Exam and Holidays.

The students were told that interesting new techniques would be introduced. The researcher boosted their spirits, increased their self confidence and made them realize that they would be able to write good and exceptional Compositions but only through practice and co-operation during the training programme.

The schedule of the training programme is shown in table 3.4 on the following page.
Table 3.4

SCHEDULE OF THE TRAINING PROGRAMME

<table>
<thead>
<tr>
<th>Month</th>
<th>School Schedule</th>
<th>Class Work</th>
<th>Research Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.6.08</td>
<td>School reopened</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.6.08</td>
<td>Motivational talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.6.08</td>
<td></td>
<td>1. Dialogue Writing</td>
<td></td>
</tr>
<tr>
<td><strong>July 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.08</td>
<td></td>
<td>Class notebooks – correction work</td>
<td></td>
</tr>
<tr>
<td>9.7.08</td>
<td></td>
<td></td>
<td>i) Dialogue Writing</td>
</tr>
<tr>
<td>16.7.08</td>
<td>Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.7.08</td>
<td>1st Unit Test in school</td>
<td>2. Informal – Letter Writing</td>
<td></td>
</tr>
<tr>
<td>30.7.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>August 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.8.08</td>
<td>B.Ed Lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.8.08</td>
<td></td>
<td>ii) Informal Letter Writing</td>
<td></td>
</tr>
<tr>
<td>20.8.08</td>
<td></td>
<td></td>
<td>iii) Formal Letter Writing</td>
</tr>
<tr>
<td>27.8.08</td>
<td>3. Formal Letter Writing and Correction Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>School Schedule</td>
<td>Class Work</td>
<td>Research Work</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Sept. 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9.08</td>
<td>Ganesh Chaturthi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.9.08</td>
<td>Checking of books</td>
<td>iv) Report Writing</td>
<td></td>
</tr>
<tr>
<td>17.9.08</td>
<td>Correction Work</td>
<td>v) Interview Writing</td>
<td></td>
</tr>
<tr>
<td>24.9.08</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oct. 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10.08</td>
<td>Term</td>
<td></td>
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<tr>
<td>8.10.08</td>
<td>Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.10.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.10.08 to 29.10.08</td>
<td>Diwali Vacations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nov. 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.11.08</td>
<td>School re-opened</td>
<td>4. Report Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Interview Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.11.08</td>
<td></td>
<td>vi) Fact File</td>
<td></td>
</tr>
<tr>
<td>19.11.08</td>
<td></td>
<td>6. Fact file</td>
<td></td>
</tr>
<tr>
<td>26.11.08</td>
<td></td>
<td>vii) Speech</td>
<td></td>
</tr>
<tr>
<td><strong>Dec. 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.12.08</td>
<td></td>
<td>viii) Expansion of Ideas</td>
<td></td>
</tr>
<tr>
<td>10.12.08</td>
<td></td>
<td>ix) Essay Writing</td>
<td></td>
</tr>
<tr>
<td>17.12.08</td>
<td></td>
<td>7. Speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Expansion of Ideas</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>School Schedule</td>
<td>Class Work</td>
<td>Research Work</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>24.12.08</td>
<td>Christmas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.12.08</td>
<td>Vacations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jan. 2009</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.09 to</td>
<td>2nd Unit Test</td>
<td>9. Correction Work</td>
<td></td>
</tr>
<tr>
<td>14.1.09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.1.09</td>
<td></td>
<td></td>
<td>x) Information Transfer</td>
</tr>
<tr>
<td>28.1.09</td>
<td></td>
<td>10. Information Transfer</td>
<td></td>
</tr>
<tr>
<td><strong>Feb. 2009</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.09</td>
<td>Correction Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.2.09</td>
<td>Correction Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.16 **Administration of Post Test**

The training programme helped and guided the students to have a better understanding of the different types of Compositions. The researcher felt that the students had acquired the necessary practice in Composition writing. Hence, the post test was administered as shown in table 3.5 on the following page.
### Table 3.5

**POST TEST TOPICS**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Date</th>
<th>Types of Compositions</th>
<th>Post Test Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>9.7.08</td>
<td>Dialogue Writing</td>
<td>Write a dialogue between two friends discussing ‘Parents’ Day gifts’</td>
</tr>
<tr>
<td>2.</td>
<td>13.8.08</td>
<td>Informal Letter Writing</td>
<td>Write a letter to your friend in Canada describing ‘Diwali Celebrations’ in your town</td>
</tr>
<tr>
<td>3.</td>
<td>20.8.08</td>
<td>Formal Letter Writing</td>
<td>Write a letter to the post master complaining about the damaged parcel</td>
</tr>
<tr>
<td>4.</td>
<td>10.9.08</td>
<td>Report Writing</td>
<td>Write a newspaper report about the ‘Independence Day Celebrations’ in your school</td>
</tr>
<tr>
<td>5.</td>
<td>17.9.08</td>
<td>Interview Writing</td>
<td>Interview your teacher whose hobby is to read books</td>
</tr>
<tr>
<td>6.</td>
<td>12.11.08</td>
<td>Fact File</td>
<td>Observe the power point presentation and prepare a fact file highlighting the important aspects of ‘Silvassa’</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Date</td>
<td>Types of Compositions</td>
<td>Topics</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>26.11.08</td>
<td>Speech</td>
<td>Importance of Punctuality</td>
</tr>
<tr>
<td>8</td>
<td>3.12.08</td>
<td>Expansion of Ideas</td>
<td>Early to bed and early to rise makes a man healthy wealthy and wise</td>
</tr>
<tr>
<td>9</td>
<td>10.12.08</td>
<td>Essay Writing</td>
<td>Our World in Danger</td>
</tr>
<tr>
<td>10</td>
<td>21.1.09</td>
<td>Information Transfer</td>
<td>[Paragraph into tabular form] Personality – Dr. A.P.J. Abdul Kalam</td>
</tr>
</tbody>
</table>

Thus the training programme was concluded.

The researcher mixed the pre test and post test papers to minimize experimenter bias during correction. All the corrections were done on the basis of the criteria discussed earlier.

Sample compositions of Pre test and post test for each type of compositions (ten) are given in Appendix F.

Photographs taken during the training programme are given in Appendix G.

Analysis and interpretation of the data thus obtained is given in Chapter IV.

*****