ABSTRACT

INTRODUCTION

The ever increasing importance of English language in every field of life has been recognized all over the world and the need to include English in the curriculum at an early stage has become mandatory. Hence, whatever the medium of instruction, English is introduced as a first or third language and it has found its way in the primary education curriculum from Std .I in the state of Maharashtra. Acquisition of English as a second language has baffled linguists, psychologists, philosophers and researchers and they have come up with numerous methodologies and techniques to teach English. In spite of this students find it difficult to acquire English and master all the language skills. One chief reason is an apprehension about the language, particularly spoken English. Another major area of difficulty is written English. Of course, writing is the most advanced and most difficult of all language skills and it poses a great challenge for teachers who teach English, especially at the elementary level. Learning a foreign language at this stage becomes easier if it is carried out through fun or interesting activities.

With this intention, the researcher decided to prepare an Activity Based Programme for teaching writing skill. The students of Std. VI are selected for the study since they have some knowledge of the language yet; the foundation is being laid for more complex writing tasks. The researcher prepared an Activity Based Programme and tested its effectiveness in order to establish how far it can succeed in developing the writing skill of students. All activities are simple paper-pencil activities which can be conducted in an ordinary classroom.

The programme prepared by the researcher is based on the syllabus of Std. VI and also on sound teaching-learning theories of language. The researcher reviewed and examined a number of studies carried out previously. He observed that few studies were related to writing skill and no studies were found in which Activity Based Programme was used for teaching writing skill at primary level. Several studies focus on error analysis and reading skill. This encouraged the researcher to develop an Activity Based Programme and test its effectiveness.
NEED AND IMPORTANCE

Listening, speaking, reading and writing are the four basic language skills. Listening and reading are receptive skills, while speaking and writing are productive skills. In comparison, the productive skills are more difficult to master than the receptive skills. The four skills are developed in the same order that is, listening, followed by speaking, then reading and at the end comes writing. Thus, writing takes for granted the learning of the remaining three skills.

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech. Writing skill has two different aspects. The first aspect is graphics. This refers to the ability to scribe letters with a pen/pencil on paper. The skill begins from holding the pen/pencil in the hand properly and writing the symbols that represent the letters of the alphabet clearly, correctly and neatly.

The second aspect of writing skill is managing the content. Content may be defined as a descriptive or narrative passage, a dialogue, a formal report, an informal message, a letter, an official notice or circular, a journalistic article, a reflective essay or a creative literary piece like a short story or poem.

One of the most important basic skills a child will need throughout his education is writing. This is a skill they will utilize and improve during school and well beyond their graduation and into adult life. Today’s students cannot manage writing skill in such things as persuasive writing through the school system alone. In this scenario of globalization, a need is felt for a global language, and undoubtedly, English has acquired the position of global language on account of several reasons, both social and political. Today, English is considered to be an international language.

This research deals with the development of writing skills in students of Std. VI. Writing is an important language skill and one of the difficult skills for most Indian students. More attention needs to be paid towards the development of writing skills at the right stage, before they develop incorrect habits. Hence, the researcher selected writing rather than any other language skill for this research. Researchers all over the world tried various methods for effective teaching of writing skills, yet, it is generally considered to be difficult and hence, there is tremendous scope for further improvement as well as devising new methods of dealing with writing skill.
Considering the age group of the students, that is students studying in Std. VI, the researcher thought that interest can be developed in writing as a second language by devising a method that includes activity. It is also necessary to sustain the attention of the learners by keeping them actively engaged. Hence, the researcher thought that perhaps, an Activity Based Program can be successful in improving the writing skill of students of Std. VI.

After conducting a thorough review of related literature and on the basis of his own experience in teaching and dealing with primary school language teachers, the researcher concluded that writing is the most advanced skill and cannot be learnt until some degree of mastery is achieved in the remaining language skills. Writing requires a lot of practice. It is mechanical. School children find it rather dull and tedious. Particularly, students do not find the graphical aspect which is the foundation of the writing skill meaningful to their experiences. Grammatically correct constructions are necessary in writing. Students are unable to frame correct sentences. Students find it difficult to write meaningful sentences. Written sentences, unlike oral sentences have to be complete in structure and sense; hence students need to take extra care. Written mode is permanent record and serious in nature, so students are apprehensive about it. Students are unable to write in a legible handwriting. Since writing is different from other language skills teaching writing skills have to be handled in a different manner in the classroom. Writing skill requires devotion of more time.

Activity based tasks are beneficial but they cannot be executed by untrained teachers and they need more time. Hence, the researcher decided to prepare an Activity Based Programme to make the task of acquiring writing skills easy for students and to help the teachers to use effective teaching method. The present study would help teachers to create interest in the students in the writing activity and follows a play way method. It takes into account the graphics stage as well as the content writing stage. It is graded and follows the maxim of easy to difficult. It provides a variety of activities that keep the students engaged and interested.
OBJECTIVES OF THE RESEARCH
1. To identify the existing strategies used by teachers for improving writing skill of students.
2. To investigate the problems faced by students while writing in English.
3. To develop an Activity Based Program for developing the writing skill of students.
4. To test the effectiveness of an Activity Based Program on writing skill for Std. VI students.

HYPOTHESIS
Research Hypothesis (H₁) (For objective number 4)
The implementation of the Activity Based Programme will show positive results in improving writing skill of students.
Null Hypothesis: (H₀)
There is no significant difference between the mean scores of pre-test and post-test in development of writing skill before and after the implementation of Activity Based Programme.

ASSUMPTIONS
1. There are individual variations in acquisition of language skills (Noam Chomsky, 1965).
2. Engaging students in activities brings about incidental learning (Nunan, 2004).
3. Students show the same stages in development of grammatical knowledge (Hunt Kellogg W., 1965).
4. Errors cannot be avoided without a sound knowledge of grammar (M.M. Gandhi, 1885).
5. Students are aware of graphics and mechanics of writing (Scores in pre-test).
6. Students come from different Socio-economic background.

SCOPE
- All Marathi medium schools having Std.VI.

LIMITATIONS
- The effectiveness of Activity Based Programme in developing writing skill of English was based on the responses given by the students to pre-test and post-test.
DE-LIMITATIONS

- The Activity Based Programme is prepared only to develop writing skill.
- The study is carried out only for the students of Std. VI in Zillha Parishad Marathi medium schools located in Aland- Markal cluster, Pune.
- The study is limited to the structural aspect of sentences and word formation and not to all aspects of writing.
- Findings and conclusions are applicable only to the students of Std. VI from Marathi medium schools.

REVIEW OF RELATED LITERATURE

The researcher has gone through the related literature which gave him the direction for this research. The researcher referred to a number of books, journals and researches at the M.Ed., M.Phil. and doctorate level. The researcher visited a number of libraries for reviewing literature. The purpose of review of literature is to find out how much research has been done in the same area, to justify the need for more studies on that topic, to fill in existing gaps, to clarify inconsistencies or substantiate existing facts. It can help with procedures and processes for research or to get new ideas and perspectives.

The researcher went through nineteen books like those on language skills, writing skills and methods of teaching language skills. Books on cognitive development and theories of language learning were also studied in order to provide a sound base to the ABP. The purpose of referring to the journals was that journals on education often contain research reports about experiments carried out across the country on teaching of language skills including writing. The researcher came across a couple of articles related to the topic of study which also enabled him to get an idea about the recent trends in teaching language skills in different parts of India. Substantial research has been done on language skills and teaching learning of second language, particularly English, all over the world. A thorough search of the internet also led the researcher to find a number of useful studies which proved to be closely related to this research. Since research work directly deals with the subject under consideration, the researcher carried out thorough research on writing skills and methods of teaching language skills.

There are a large number of researches on language skills but most of them focus on
listening or speaking. Comparatively, less work was observed on writing skill. Studies are mostly carried out on students studying at a higher level or students having some deformities or handicaps.

**METHODOLOGY**

Planned method is essential for systematic and organized conduction of a research study. Without a scientific and logical method the empirical research study cannot be completed. Research methodology is a way to systematically solve the research problem.

This research is Multi-method research – Descriptive and Experimental.

Multi-method is a style of research that uses procedures for conducting research that are typically applied in both quantitative and qualitative studies. Qualitative research methods are eclectic, both in their own right and even more so as one considers the links with other research traditions. Hence, Multi-method research has three different characteristics: in terms of the increasing diversity of techniques centered in the conventional qualitative tradition; the growing number of interconnections between qualitative and quantitative research tools; and the relationship to interpretative and constructivist approaches.

The method used in this study is Multi-method research because the researcher conducted site-visits, surveys and questionnaires which are tools of qualitative research while an experiment was conducted and statistical operations were carried out on the data collected, which are characteristics of experimental research.

The research type is Applied Research and it has focused on developing a program and finding out its effectiveness.

The research was carried out in two parts –

- A survey
- An experiment

**A SURVEY**

**OBJECTIVES OF SURVEY**

Objective No.1

To identify the existing strategies used by teachers for improving writing skills of students.
A survey was conducted in the Alandi-Markal cluster of primary schools to obtain the opinions of teachers regarding writing skill in English. It helped the researcher to discover the various methods adopted by teachers and the teaching aids and materials used by them in classrooms. The researcher also observed the special efforts taken by teachers for developing the writing skill of students in English. Another purpose of the survey was to find out the difficulties faced by teachers in implementing the syllabus. (Appendix-B Questionnaire for Teachers, Page No.178)

POPULATION
The population consisted of all teachers teaching English to students of Class VI. There are 12 schools in Alandi-Markal cluster and all 70 teachers teaching in this cluster were selected for conducting survey.

SAMPLING

Purposive Sampling method was adopted for the survey.

SAMPLE

There are 70 teachers teaching in 12 schools in Alandi-Markal Cluster. Out of them, 35 teachers were randomly selected from 3 schools, teaching English to Class VI and who had an experience of teaching English for minimum 5 years. All those teachers had acquired training as participants of the Statewide Massive and Rigorous Training Programme for Primary Teachers.

The initial survey was followed by a pilot study. The pilot study was a preliminary trial and necessary step for the preparation of the final research plan. The researcher visited Zillha Parishad School Pirangut and selected a class of 30 students, and conducted pilot study. The researcher administered the Activity Based Programme to the students.

The pilot study served the following purposes:

• To modify the tools prepared by the researcher.
• To give an experience of working with the subject by applying the tools prepared.
• To select the design for research
• It provided pilot data for testing and implied suggestions for change.
• To find out the difficulty level of students
• To decide which activities should be included in the Activity Based Programme.
• To enable the researcher to decide the aims and objectives of pre-test and post-test
• To understand the difficulty areas of students

AN EXPERIMENT

OBJECTIVES OF EXPERIMENT

Objective No.2
To investigate the problems faced by students while writing in English.

Objective No.4
To test the effectiveness of an Activity Based Program on writing skills for students of Std. VI.

The experiment implies the Product Method which consisted of preparation of ABP on writing skills in English for the students of Std. VI.

POPULATION

All students studying in Std. VI in Marathi medium schools were selected for the study.

SAMPLING

Purposive Sampling method was adopted for the Experiment.

The main aim of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable the researcher to answer the research questions. The sample being studied is not representative of the population, but for researchers pursuing qualitative or mixed methods research design. Hence, in the present study, the researcher has used non-probability convenient sampling technique.

SAMPLE

There were 12 schools in Alandi - Markal Cluster out of which 3 government aided schools were selected for the experiment. One division of Std. VI from each of the 3 selected schools was taken for the experiment. There were 40 students in each class. The total number of students was 120. The sample was purposive so the schools located in Alandi- Markal cluster were selected.
DESIGN OF THE RESEARCH

Single group Pre-test, Post-test design

**TABLE Research Design**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (T)</td>
<td>Treatment variable (X)</td>
<td>Post-test (T-2)</td>
</tr>
<tr>
<td>Mean of Pre-test</td>
<td>Implementation of ABP</td>
<td>Mean of Post-test</td>
</tr>
</tbody>
</table>

DATA COLLECTION TOOLS

1) A Questionnaire- To find out the existing strategies used by teachers and to investigate the problems faced by students regarding writing skill.

2) A Pre-test- To test the proficiency of students in writing skill before implementing the Activity Based Programme.

3) Post-test.-To test the effectiveness of an Activity Based Programme after its implementation and to assess the level of improvement in writing skill of the students.

STATISTICAL TOOL

The researcher used the following statistical tools for this study:

- Mean – To determine significant difference between the means of samples.
- Standard Deviation – To calculate the variation in means of collected data.
- ‘t’ test – To test the effectiveness of the Activity Based Programme.
  (To compare the scores of pre-test and post-test)

VARIABLES

- Independent variable- In this research, the Activity Based Programme is the independent variable.
- Dependent variable- In this research, the scores of pre-test and post-test of the students is the dependent variable.
- Controlled variables- In this study, the researcher tries to maintain uniformity in samples by controlling factors like age, medium of instruction (Marathi Medium), school environment, time limit, activities assigned to the students.
- Extraneous variables- In this study the extraneous variables are socio-economic status of students, extra coaching, and education of parents.
VALIDITY OF THE ACTIVITY BASED PROGRAMME

The researcher took the following precautions to increase the validity of the program—

- The researcher developed the Activity Based Programme and submitted it to three experts in the field of education for review. The researcher made changes as per the instructions given by the experts.
- Pilot study was conducted on a group of students. The study enabled the researcher to judge the level of students and the difficulty level of the activities in the program was included on the basis of the pilot study.

PROCEDURE

IDENTIFICATION OF THE PROBLEMS OF WRITING SKILLS OF STUDENTS

PRE-TEST

PREPARATION OF FIRST DRAFT OF PROGRAMME

PILOT STUDY

FINALIZATION OF THE PROGRAM

IMPLEMENTATION OF THE PROGRAM

POST-TEST

DATA ANALYSIS

FINDINGS

CONCLUSIONS

IMPLICATIONS

SUGGESTIONS
PRE-TEST

- The pre-test was based on previous knowledge of students and included activities covered in their syllabus. The pre-test was conducted with the intention of identifying the types of mistakes committed by students while writing in English.
- The pre-test consisted of 8 questions. Each question carried different marks and the total marks for the test were 30.

The researcher prepared the first draft of the ABP. It considered the level of the students and their difficulties while preparing the first draft. The intention was to make writing activity more meaningful, and provide scope for drilling and practice. Researcher also went through some activities suggested in the English text book of Std. VI so as to match the program with the same level.

(Appendix- C Pre- test and Post- test, Page No.180)

DEVELOPMENT OF THE ACTIVITY BASED PROGRAMME

Objective No.3

To develop an Activity Based Programme for developing writing skill of students.

To improve the writing skills of students of Std. VI, Activity Based Programme was developed by the researcher which included various writing activities. They were similar to the activities given in the text-book published by Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. Some parallel and graded extension activities were also included in the program. The researcher identified the problems faced by students while writing, during his visit to the schools. The activities in the program were planned in such a way as to enable the students to overcome their problems related to writing skills.

The program consists of various interesting activities like riddles, completion of sentences, synonyms, antonyms, describing pictures, letter-writing and comprehension, story writing, to name a few. All activities can be conducted in the classroom and require active participation of the students. The nature of the program encourages the students and follows the principle of learning by doing. It not only promotes self-learning techniques but also provides opportunity for group. It aims at reducing the errors committed by students and brings about a positive change.
OBJECTIVES OF THE ACTIVITY BASED PROGRAMME

- To enable the students to write grammatically correct sentences.
- To develop the vocabulary of students and to apply it in writing.
- To make acquisition of writing skill meaningful and interesting.
- To provide writing opportunities and practice for students.
- To enable students to communicate through the written mode
- To enable the students to express themselves effectively through writing.
- To develop creativity and imaginative faculty of students.
- To provide practice and drilling activities.

The researcher used appropriate teaching aids for implementing the classroom activities, like charts, flash cards, slides, pictures and models. All activities conducted in the classroom and require active participation of the students. The nature of the program encouraged the students and followed the principle of learning by doing. It not only promotes self-learning techniques but also provides opportunity for group work. It aims at reducing the errors committed and bring about a positive change.

(Appendix- F Activity Based Programme Page No. 189)

**TABLE Design of the ABP**

<table>
<thead>
<tr>
<th>Design Figure</th>
<th>Key Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input, that is the nature of input provided in the task. For example, in the task of writing related words, the Input consists of developing the vocabulary of students</td>
<td>Medium - written</td>
</tr>
<tr>
<td>Conditions, that is, the way in which the information is presented to the learners and the way in which it is to be used. The teachers explained to the students how the activities were to be carried out in the classroom.</td>
<td>Interaction – one way</td>
</tr>
<tr>
<td>Processes that are the nature of the cognitive operations and the discourse the task requires. While the students are engaged in the various tasks, they comprehend suitable strategies that can be used and utilize them in similar activities.</td>
<td>Explaining, reasoning</td>
</tr>
<tr>
<td>Outcomes that is the nature of the product that results from performing the activities. Students understand the strategies and implement them, which is observed in the post test.</td>
<td>Medium-written discourse</td>
</tr>
</tbody>
</table>
**TABLE Teaching Learning Theories used in the ABP**

<table>
<thead>
<tr>
<th>No.</th>
<th>Theory</th>
<th>Propounder</th>
<th>Components</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nativistic theory</td>
<td>Noam Chomsky</td>
<td>Children are endowed with knowledge of language</td>
<td>Transfer of knowledge to L2</td>
</tr>
<tr>
<td>2.</td>
<td>Behaviorist Approach</td>
<td>Thorndike</td>
<td>Stimulus and response</td>
<td>Emphasis on performance rather than process</td>
</tr>
<tr>
<td>3.</td>
<td>Communicative Language Learning</td>
<td>Charles Curran</td>
<td>Understanding learning difficulties and struggles</td>
<td>Teacher as counselor</td>
</tr>
<tr>
<td>4.</td>
<td>Task based approach</td>
<td>Dudley and Evans</td>
<td>Engaging students in a task/self learning</td>
<td>Activity Based Program</td>
</tr>
<tr>
<td>5.</td>
<td>Naturalistic Approach</td>
<td>Stephen Krashen/Terrell</td>
<td>Direct method</td>
<td>Input hypothesis</td>
</tr>
<tr>
<td>6.</td>
<td>Humanistic approach</td>
<td>Richards</td>
<td>Language learner is basically a human being</td>
<td>Active student involvement in learning</td>
</tr>
<tr>
<td>7.</td>
<td>The silent way</td>
<td>Caleb Gattegno</td>
<td>Teacher remains silent and students do the talking</td>
<td>Teaching is subordinate to learning, high responsibility placed on learner</td>
</tr>
<tr>
<td>8.</td>
<td>Suggestopedia</td>
<td>Georgi Lozanov</td>
<td>Pedagogic application of suggestion</td>
<td>Strong impact of teacher as authority/parent-child relationship</td>
</tr>
<tr>
<td>9.</td>
<td>Cognitive approach</td>
<td>Jean Piaget</td>
<td>Focus on though process – information processing</td>
<td>Learners process the input and arrive at rules</td>
</tr>
<tr>
<td>10.</td>
<td>Constructivist approach</td>
<td>Von Glaserfeld</td>
<td>Knowledge construction</td>
<td>Building conceptual structures through reflection and abstraction</td>
</tr>
</tbody>
</table>

**ANALYSIS OF SURVEY**

A questionnaire was given to 35 teachers. The teachers were asked to answer 11 questions regarding various problems related to teaching writing skills in the classroom. Questions 8 and 9 in the above questionnaire are yes/no questions and remaining questions are open-ended. Data collected by the researcher was in
qualitative and quantitative form. (Appendix- B Questionnaire for Teachers Page No.178)

On the basis of the answers given by the teachers, the following conclusions were drawn.

- Most of the teachers do not give writing activities in the classroom.
- Teachers having an opinion that the following activities are more useful are 60% in number–
  - Listen and write
  - Look and write
  - Rhyming words
  - Answer the following
  - Showing pictures
- Teachers who voted for the use of teaching aids in the classroom like word charts, OHP, pictures, models, flash cards, and mobile pictures were 72% in all.
- Only 30% of the teachers conduct special activities for development of writing skills dialogue writing, look at the picture and answer the questions, write in your own words.
- Only 40% teachers answered the question on use of methods correctly. They used methods like inductive-deductive, translation, structural method, explanation and observation.
- According to large majority of teachers 90%, students make mistakes while writing. They make spelling mistakes. The constructions are not grammatically correct. They do not make proper use of punctuation marks; they show lack of neatness and clarity and use inappropriate vocabulary. Some students write meaningless matter.
- Teachers who observed that activities like personal response questions, essay writing, story writing, narration and conversation are difficult for students were 72% of the total.
- A large number of teachers 92% said that they do not get sufficient time to conduct activities in the classroom.
• All 100% teachers share the opinion that sufficient practice in writing is essential.
• A substantial number that is 81% teachers said that teachers’ handbooks are beneficial for providing proper guidelines for writing skills.
• As many as 67% teachers suggested remedies for improvement of writing skills like more practice, creating interest, use of teaching aids, organizing different types of writing activities, group activities, pair work, use of dictionary.

**PRE-TEST**

Total 120 students from 3 schools were selected for the study. However, only 112 students appeared for the pre-test, hence the same students were retained in the experiment and considered for statistical calculation, although some of the absentees did attend the ABP sessions. (Appendix- A List of Student Page No.176)

On the basis of the pre-test results, it was observed that students had already mastered the graphics stage and were well versed with the mechanics of writing. They wrote words and sentences properly, leaving sufficient space between letter and words and made appropriate use of punctuation marks.

Regarding word formation, it was observed that although a considerable number of students were good, a substantial number of students required more practice in word formation. Accordingly, activities related to word formation were included in the ABP.

Maximum number of students was poor in sentence construction. Hence, the focus of the ABP and the results of the post-test was use of grammatically correct sentences while writing dialogues, letters or essays.

**TABLE - Problems faced by Students while Writing**

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Write meaningful sentences</td>
</tr>
<tr>
<td>2.</td>
<td>Using expression</td>
</tr>
<tr>
<td>3.</td>
<td>Dialogue Writing</td>
</tr>
<tr>
<td>4.</td>
<td>Logical sequencing of Sentences</td>
</tr>
<tr>
<td>5.</td>
<td>Creative Writing</td>
</tr>
</tbody>
</table>
The researcher calculated the mean score for each question and analyzed them objectivewise in order to get a clear picture of the scores in pre-test and post test as per objectives of ABP.

ANALYSIS OF PRE-TEST SCORES

**TABLE - Scores in Pre-test**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Marks scored by total number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Q.1(3 Marks)</td>
<td>36</td>
</tr>
<tr>
<td>Q.2(2 Marks)</td>
<td>19</td>
</tr>
<tr>
<td>Q.3(5 Marks)</td>
<td>07</td>
</tr>
<tr>
<td>Q.4(3 Marks)</td>
<td>65</td>
</tr>
<tr>
<td>Q.5(3 Marks)</td>
<td>38</td>
</tr>
<tr>
<td>Q.6(5 Marks)</td>
<td>46</td>
</tr>
<tr>
<td>Q.7(6 Marks)</td>
<td>65</td>
</tr>
<tr>
<td>Q.8(3 Marks)</td>
<td>34</td>
</tr>
</tbody>
</table>

(Appendix- E Pre-test Scores Sheet Page No. 188)

**TABLE - Scores of Pre-test in Percentage**

<table>
<thead>
<tr>
<th>Marks</th>
<th>No. of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 11</td>
<td>70</td>
<td>62.5%</td>
</tr>
<tr>
<td>12 - 23</td>
<td>33</td>
<td>29.4%</td>
</tr>
<tr>
<td>&gt; 24</td>
<td>09</td>
<td>8.1%</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Observations**

- The number of students who scored less than 11 marks is 70, which are 62.5%.
- Only 33 students that is 29.4% scored marks between 12 and Only 9 students that is 8.1% scored more than 24 marks.

**Interpretation**

- Maximum number of students, which is 62.5%, is not good in writing skills.
- A very little percentage of students show average performance 29.4%,
which shows that they are not very good in writing skills. Their performance may be on account of chance factor or basic knowledge of writing.

- An insignificant number of students scored more than 24 marks. This shows that they were confident about the tasks assigned to them and were good in writing skill

**MEAN AND SD OF PRE-TEST**

**TABLE - Mean and SD of Pre-test**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>112</td>
<td>12.36</td>
<td>6.30</td>
</tr>
</tbody>
</table>

**Observations**

- The mean score in pre-test is 12.36, that is much less than 50%.
- The standard deviation is 6.30.

**Interpretation**

- The performance of the students in pre-test is not satisfactory.
- A significant number of students deviate from the mean.

**ANALYSIS OF POST-TEST SCORES**

**TABLE- Scores in Post-test**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Marks</th>
<th>Scored by total number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Q.1(3 Marks)</td>
<td>-</td>
<td>08</td>
</tr>
<tr>
<td>Q.2(2 Marks)</td>
<td>-</td>
<td>23</td>
</tr>
<tr>
<td>Q.3(5 Marks)</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>Q.4(3 Marks)</td>
<td>03</td>
<td>05</td>
</tr>
<tr>
<td>Q.5(3 Marks)</td>
<td>03</td>
<td>04</td>
</tr>
<tr>
<td>Q.6(5 Marks)</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Q.7(6 Marks)</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Q.8(3 Marks)</td>
<td>04</td>
<td>13</td>
</tr>
</tbody>
</table>

(Appendix G- Post-test Score Sheet Page No.216)
TABLE - Scores of Post-test in Percentage

<table>
<thead>
<tr>
<th>Marks</th>
<th>No. of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 11</td>
<td>07</td>
<td>6.3%</td>
</tr>
<tr>
<td>12 - 23</td>
<td>16</td>
<td>14.3%</td>
</tr>
<tr>
<td>&gt; 24</td>
<td>89</td>
<td>79.4%</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100%</td>
</tr>
</tbody>
</table>

Observations
- Only 6.3% students scored less than 11 marks.
- Avery small percentage of students that is 14.3% scored between 12 and 23 marks.
- Maximum students that are 79.4% scored more than 24 marks.

Interpretation
- Very few students scored marks below 11.
- Negligible number of students scored marks between 12 and 23.
- The performance of majority of students shows significant improvement after implementation of Activity Based Programme.

Statistical Analysis
The mean and SD of post-test was calculated which enabled the researcher to arrive at an inference by comparing the achievement in pre test and post test.

MEAN AND SD OF POST-TEST
The mean and SD of post test was calculated which enabled the researcher to arrive at an inference by comparing the achievement in pre test and post test.

TABLE - Mean and SD of Post-test

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>25.08</td>
<td>5.06</td>
</tr>
</tbody>
</table>

Observations
- The mean in post test is 25.08.
- The standard deviation is only 5.06.

Interpretation
- The performance in the post test is outstanding.
• Activity Based Programme was effective in enhancing the writing skills of students.

**TABLE- Objectivewise Mean scores of Pre-test and Post-test of ABP**

<table>
<thead>
<tr>
<th>Q. No.</th>
<th>Objective</th>
<th>Maximum marks for Question</th>
<th>Mean score of Pre</th>
<th>Mean score of Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To enable the students to write grammatically correct sentences.</td>
<td>3</td>
<td>1.0</td>
<td>1.9</td>
</tr>
<tr>
<td>2.</td>
<td>To develop the vocabulary of students and to apply it in writing.</td>
<td>2</td>
<td>1.3</td>
<td>1.8</td>
</tr>
<tr>
<td>3.</td>
<td>To make acquisition of writing skill meaningful and interesting.</td>
<td>5</td>
<td>3.2</td>
<td>4.3</td>
</tr>
<tr>
<td>4.</td>
<td>To provide writing opportunities and practice for students.</td>
<td>3</td>
<td>0.6</td>
<td>2.7</td>
</tr>
<tr>
<td>5.</td>
<td>To enable students to communicate through the written mode</td>
<td>3</td>
<td>1.1</td>
<td>2.5</td>
</tr>
<tr>
<td>6.</td>
<td>To enable the students to express themselves effectively through writing.</td>
<td>5</td>
<td>1.7</td>
<td>4.2</td>
</tr>
<tr>
<td>7.</td>
<td>To develop creativity and imaginative faculty of students.</td>
<td>6</td>
<td>0.9</td>
<td>4.4</td>
</tr>
<tr>
<td>8.</td>
<td>To provide practice and drilling activities.</td>
<td>3</td>
<td>1.3</td>
<td>1.8</td>
</tr>
</tbody>
</table>

**Observations**

• A significant difference is observed in the pre-test and post-test scores with regard to every objective.

• Maximum difference is observed with regard to the development of creativity in students.

• There is little difference in pre-test and post-test scores as far as development of vocabulary is concerned.
**Interpretation**

- Activity Based Programme brings about a vast difference and improvement in almost all objectives, especially the development of creativity.
- Practice and drilling prove to be very useful as far as writing skill is concerned.

**TESTING OF HYPOTHESIS**

**Research hypothesis** – The implementation of the Activity Based Programme will show positive results in improving writing skill of students.

**H0** – There is no significant difference between the mean scores of pre-test and post-test in development of writing skill before and after the implementation of Activity Based Programme.

The researcher compared the scores of pre-test and post-test to find out the difference between the two.

**TABLE- Comparison of Pre-test and Post-test**

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t ‘value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>112</td>
<td>12.36</td>
<td>6.30</td>
<td>22.06</td>
</tr>
<tr>
<td>Post-test</td>
<td>112</td>
<td>25.08</td>
<td>5.06</td>
<td></td>
</tr>
</tbody>
</table>

df=149 significant at .01 level, t’ tabled value-2.58

From above table it is evident, that ‘t’ value is significant for the test conducted in the research, hence confirming that there is significant difference between the two tests. So the null hypothesis is rejected and research hypothesis is accepted. Hence, the ABP is successful.

**Observations**

- The difference between M1 and M2 is significant at 0.01 level of significance.
- The difference between SD in pre-test and post-test is almost equal to difference in mean of pre-test and post-test.
**Interpretation**

- Implementation of Activity Based Programme brings about a significant change in the performance of students.
- The mean score of the students increases after using Activity Based Programme.
- The original score in pre-test is not satisfactory.
- Implementation of Activity Based Programme brings about positive change in the performance of students in almost all the aspects.
- Students at the primary level remain engaged and interested in activities.
- Few students deviate from the mean.
- The students are required to use all faculties like thinking, reasoning and imagination while they are engaged in an activity.
- Activities included in the Activity Based Programme were suitable and aptly selected to bring about improvement in the writing skills of students.
TABLE- Findings as per Research Objectives

<table>
<thead>
<tr>
<th>No.</th>
<th>Research Objectives</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To identify the existing strategies used by teachers for improving writing skill of students</td>
<td>The researcher got information about the various strategies that teachers use in the classroom for improving writing skills of students. It enabled the researcher to plan the activities in the Activity Based Programme.</td>
</tr>
<tr>
<td>2.</td>
<td>To investigate the problems faced by students while writing in English</td>
<td>The researcher was able to identify the difficulty areas in which students commonly made mistakes while writing.</td>
</tr>
<tr>
<td>3.</td>
<td>To develop an Activity Based Programme for developing the writing skills of students.</td>
<td>The researcher developed an Activity Based programme after conducting a pilot study and with the help of suggestions offered by experts. It included a number of interesting and engaging activities in writing.</td>
</tr>
<tr>
<td>4.</td>
<td>To test the effectiveness of an Activity Based Programme on writing skills for students of Std. VI.</td>
<td>The researcher implemented the Activity Based Programme and tabulated and analyzed the results in order to test the effectiveness of the Activity Based Programme. The mean score in the pre-test was 12.36 and in post test it is 25.08. The SD in pre-test is 6.30 and in post test it is 5.06. The t-value is 22.06</td>
</tr>
</tbody>
</table>

MAJOR FINDINGS

- After implementation of the program, writing skill of students improved significantly.
- The students did not find it dull on account of the variety provided in the activities.
- Rigorous and regular practice helped fixation of various aspects of writing skill.
- Sufficient practice given to the students enriched their power of expression and creativity.
• Specifically designed activities also led to development of imagination, logical thinking and cognitive abilities like reasoning power, analytical power and synthetic abilities of students.
• The number of errors in writing was reduced to a great extent.
• Transferring the student’s attention from linguistic aspects to fun activities leads to unconscious acquisition of language skills on the part of the students.
• The Process Approach is useful for essay writing while Product Approach suits rigid forms like letter-writing tasks.

Findings related to aims and objectives of writing skills of Std.VI
• To write with ease and confidence - Students were able to write with more ease and confidence in the post test.
• To use different forms of writing like letters, stories, and reports - Students engaged in different forms of writing and understood the structure of each.
• To learn to write independently - Students were able to carry out the given writing activities independently.
• To develop an implicit understanding of English syntax and grammar – Students made less grammatical mistakes in the post test.
• To complete the sentences meaningfully – Students became experts in this activity and enjoyed it particularly.
• To enjoy writing various words related to the given topic – Students enriched their vocabulary during the programme.
• To complete the dialogue and instructions – Students were able to complete given dialogues.
• To write answers based on a passage and frame paragraphs – Reading comprehension of students improved significantly.

CONCLUSIONS
• It is necessary to use Activity Based Programme for teaching writing skills in primary level classrooms.
• Students develop confidence in writing skills when Activity Based Programme is implemented systematically in the classroom.
• Activity Based Programme adds liveliness to teaching writing skills and makes it meaningful, interesting and fruitful.

• The students are required to use all faculties like thinking, reasoning and imagination while they are engaged in an activity.

• Writing skills are developed naturally, unconsciously and indirectly through various activities.

PEDAGOGICAL IMPLICATIONS

• For Teachers

The study has relevance for teachers of English who teach English as a second language and who are directly involved with the students and teaching in classes. The study points out the importance of using non-conventional teaching methods in a classroom. The study also suggests a strategy for handling large classes and managing the syllabus at the same time helping students to acquire language skills.

• For Trainers

From the research study, the trainers can get a clue to train teachers in non-conventional language teaching methods. Training institutions must acquaint student teachers with different kinds of activities for teaching language skills especially English language skill to students whose mother tongue is not English. Preparation of Activity Based Programme including a wide range of activities must be included in the language teaching syllabus.

• For Researchers

Researchers should carry out research on various new methods of teaching language taking into consideration the kinds of difficulties faced by students as well as language teachers in the classroom.

SUGGESTIONS FOR FURTHER STUDY

• Remedial program must be carried out in case the students who are below average.

• Similar study can be carried out for development of writing skill for all other standards.