CHAPTER – III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

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. It may be understood as all those methods or techniques that are used for conducting the research. “Research methodology refers to a set of disciplined, orderly procedures involved in the purposeful collection, analysis and interpretation of data”

(Basvanthappa B.T., 2007). This chapter deals with the specific methodological aspects, specific objectives, the sample selected for the experiment, tools used for measuring the outcome and scheme adopted for data analysis.

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 –
PART 1

3.2 SURVEY

3.2.1 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)

3.2.2 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.

3.2.3 SAMPLING

Purposive Sampling method was adopted for the survey.

3.2.4 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.
PART 2

3.3 AN EXPERIMENT

3.3.1 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.

3.3.2 POPULATION

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

3.3.3 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

3.3.4 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. (Appendix- A List of Students Page No.176)
3.4 DESIGN OF THE RESEARCH

Single group Pre-test, Post-test design

<table>
<thead>
<tr>
<th>TABLE 6.0 Research Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (T)</td>
</tr>
<tr>
<td>Mean of Pre-test</td>
</tr>
</tbody>
</table>

3.5 TOOLS

3.5.1 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) Pre-test - To test the proficiency of students in writing skill before implementing the ABP.

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

3.5.2 STATISTICAL TOOLS

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 ABP. (To compare the scores of pre-test and post-test)

3.6 VARIABLES

A variable is a measurable or potentially measurable component of an object or event that may fluctuate in quantity or quality from one individual object or event to another individual object or event of the same class.

- Independent variable

Independent variable is the variable that is manipulated by the researcher in order to study the effect upon the dependent variable. In this research, the ABP is the independent variable.
Dependent variable

Dependent variable is that which is hypothesized to depend upon or be caused by another variable.

In this research, the scores of pre-test and post-test of the students is the dependent variable.

Controlled variables

The demographic information about students comprise of controlled variables. In this research, it was necessary for the researcher to control certain factors to some extent for reliability and validity of data to collect.

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

These variables cannot be controlled by the researcher.

In this study the extraneous variables are socio-economic status of students, extra coaching, and education of parents.

3.7 VALIDITY OF THE ABP

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

- The researcher developed the ABP 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.
3.8 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

FIGURE -3.1 Procedure of the Study

3.8.1 IDENTIFICATION OF THE PROBLEMS OF WRITING SKILL OF STUDENTS

A survey was conducted in the Alandi-Markal cluster of primary schools. The teachers in the schools reported the kinds of errors that the students committed frequently while writing in English. This helped the researcher to plan the activities in the ABP.

TABLE 7.0 Schedule of Informants

<table>
<thead>
<tr>
<th>No.</th>
<th>Briefing the participants</th>
<th>Distribution of Questionnaires</th>
<th>Collection of Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Researcher given the questionnaires to the teachers to identify the existing strategies used by them for improving writing skill</td>
<td>16 Nov. 2008 to 28 Nov. 2008</td>
<td>7 Dec. 2008 to 17 Nov. 2008</td>
</tr>
</tbody>
</table>
3.8.2 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.

During the pre-test it was observed that students had already mastered graphics and mechanics of writing. (Assumption No. 5, Page No. 71)

The researcher collected the data and tabulated it meaningfully and the interpretation with reference to findings and statistical analysis is given in Chapter IV.

The questions for the Pre-test were prepared according to a blue print given below. The knowledge, comprehension and skills objectives were taken into consideration. The break-up of marks for the objectives is as follows:

TABLE 8.0 Weightage of Marks and Percentage according to Objectives in Pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Objectives</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td>2</td>
<td>Comprehension</td>
<td>8</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>Application</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

The questions included in the Pre-test were given weightage of marks as given below.
### TABLE 9.0 Weightage and Percentage of Marks allotted to Questions in Pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Question Type</th>
<th>Objectives</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make Meaningful Sentences</td>
<td>Application</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Related Words</td>
<td>Application</td>
<td>2</td>
<td>07%</td>
</tr>
<tr>
<td>3</td>
<td>Reading Comprehension</td>
<td>Comprehension</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>4</td>
<td>Use given Expressions</td>
<td>Comprehension</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Complete Dialogue</td>
<td>Application</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>Logical Sequencing</td>
<td>Knowledge</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>7</td>
<td>Creative Writing</td>
<td>Knowledge</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>8</td>
<td>Write Meaningful Sentences</td>
<td>Application</td>
<td>3</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Total** | 30 | 100% |

(Appendix- C Pre-test and Post-test Page No.180)
(Appendix- D Pre-test and Post-test Model Answer Page No.184)
(Appendix- E Pre-test Scores Sheet Page No. 188)

### 3.8.3 DEVELOPMENT OF THE ABP

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, ABP 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.

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

3.8.4 OBJECTIVES OF THE ABP

- 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.

Supporting evidence from reviewed literature for preparation of ABP:

If learners are to develop the competence they need to use a second language easily and effectively in different kinds of situations outside the classrooms, they need to experience how language is used as a tool for communicating inside the classroom. ‘Task’ serves as the most obvious means for organizing teaching along these lines. ‘Task’ thus assumes a pivotal position in SLA. The researcher attempts to examine tasks from different perspectives. ‘What exactly is a task? How does it differ from ‘exercise’ or ‘drill”? ‘Task’ is a kind of language activity that requires the learner to perform something as per given instructions. A teaching program that consists of a number of sequenced activities or tasks designed with the intention of developing certain language skills in the learners, as per their age-group and level of understanding is called an ABP. From this description, it can be understood that preparing an ABP is not a simple matter, but requires careful planning and organization. Every teaching program is based on one or other of language learning theories. The researcher has based the program on Cognitive theory of language.
learning and consequently, all activities included in the program are in accordance with this theory.

Widdowson, (1998) notes that there is a fundamental difference between ‘activity’ and ‘exercise’ according to whether linguistic skills are viewed as developing through communicative activity or as a prerequisite for engaging in it. When learners engage in activities, they do not always focus on meaning and act as language users. Nor indeed is this the intention of activities. An activity requires a learner to act primarily as a language user and give focal attention to message conveyance, it allows for peripheral attention to be paid to deciding what language forms to use. Also, when performing an activity, a learner’s focal attention may switch temporarily to form and they may adopt the role of language learners. This is particularly the case while dealing with middle school children, which happen to be the sample for this study. The researcher has assumed that while performing the activities, ‘incidental learning’ will take place. The learners may not focus on the language forms and skills that the teacher intends to teach but will develop them during the process of performing the activities. The language program must be authentic in the sense, it must relate to some real world activities. Long, (1985) is of the opinion that activities must be ‘real world’. He gives examples like ‘dressing a child’, ‘painting a fence’, and ‘borrowing a library book’ and many other activities that occur in day-to-day living.

All the four language skills may be involved in performing a specific activity. Long’s examples make it clear that an activity can involve oral or written skills. This research involves activities which require writing activities, yet, as a preparation for the activity outlined, a learner is also required to utilize reading skill.

It is important to take into consideration the nature of the processes involved in performing the activities. Richard, Platt and Weber, (1985) explicitly refer to ‘processing and understanding language’. Nunan, (1989) talks about tasks involving learners in ‘comprehending, manipulating, producing or interacting in the target language’. Hence, there is a cognitive as well as linguistic dimension to the tasks included in the program. Prabhu,(1987) talks about activities involving ‘some process of thought’. According to him, activities should ideally involve learners in reasoning. Activities involve cognitive processes such as selecting, reasoning,
classifying, sequencing information and transforming information from one form to another. In SLA research, insufficient attention has been paid to the cognitive dimension of tasks and activities. It seems reasonable to suppose that there will be a relationship between the level of cognitive processing required and the kind of structuring of language that the activities are designed to bring about. Craik and Tulving, (1975) have pointed out that retention depends on the ‘elaborateness of the final encoding’, with material more likely to be remembered when information is more deeply processed. Robinson, (2001) suggests that activities vary in their complexity according to the cognitive demands placed on the learners.

While preparing a program it is also necessary to consider the aim and outcomes of the program. While aim refers to the pedagogic purpose of the program, outcome refers to what the learners achieve after completing the program. The aim of this program is not that the learners should arrive at a successful outcome, but that they should communicate effectively through the written medium in their lives.

Thus, we can sum up the following features of the program:

- The ABP is a work plan. It constitutes a plan for learner activity. It consists of a number of sequenced activities which require the learners to utilize their writing skills.
- The activities focus on meaning. The activities are made meaningful to suit the age and understanding of the students.
- The activities engage cognitive processes. The activities require the learners to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the activity.

The ‘outcome’ or ‘output’ depends upon the ‘input’. While designing the program, those forms and structures must be repeated which the learners are expected to master. Input enrichment involves designing activities in such a way that the targeted feature is frequent and salient. It may or may not be highlighted. The researcher has not highlighted the targeted features in the program. The following figure attempts to give an outline of the design of the program and its key dimensions:
**TABLE 10.0 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</td>
<td>Medium - written</td>
</tr>
<tr>
<td>task of writing related words, the Input consists of developing the</td>
<td></td>
</tr>
<tr>
<td>vocabulary of students</td>
<td></td>
</tr>
<tr>
<td>Conditions, that is, the way in which the information is presented to the</td>
<td>Interaction – one</td>
</tr>
<tr>
<td>learners and the way in which it is to be used. The teachers explained to</td>
<td>way</td>
</tr>
<tr>
<td>the students how the activities were to be carried out in the classroom.</td>
<td></td>
</tr>
<tr>
<td>Processes that are the nature of the cognitive operations and the discourse</td>
<td>Explaining,</td>
</tr>
<tr>
<td>the task requires. While the students are engaged in the various tasks, they</td>
<td>reasoning</td>
</tr>
<tr>
<td>comprehend suitable strategies that can be used and utilize them in similar</td>
<td></td>
</tr>
<tr>
<td>activities.</td>
<td></td>
</tr>
<tr>
<td>Outcomes that is the nature of the product that results from performing the</td>
<td>Medium-written</td>
</tr>
<tr>
<td>activities. Students understand the strategies and implement them, which is</td>
<td>discourse</td>
</tr>
<tr>
<td>observed in the post test.</td>
<td></td>
</tr>
</tbody>
</table>

The program consists of various interesting activities like riddles, completion of sentences, synonyms, antonyms, describing pictures, letter writing and comprehension.

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.

A young child’s learning can be closely tied up with their development of ideas and concepts because it is so close to their initial experience of formal schooling. Young learners need physical movement and activity as much as stimulation for their
thinking. They have a short attention span and have very little inhibition. They are usually very spontaneous therefore an activity approach in the form of games, songs and drama is recommended. When reviewing the situation we return to the main explanations for better learning at a younger age and the suggestion that the young brain is more adaptable before puberty and the acquisition of languages is less inhibited in the younger learner. It is claimed that children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than adult language, although older learners have greater ability and experience when presented with hypothetical learning situations. Finally there is the suggestion that young children have more time for language learning than older learners as they are less involved in other responsibilities.

“Why use an Activity or Task based approach?”

The principles behind the activity based approach is that children are “doers” and learn language primarily because they need it and remember new language better because they have encountered and used it in a realistic situation. Activity based learning recognizes that young children are physical, tactile and use all their senses. It aims to teach language and address a child’s linguistic intelligence while at the same time, developing a child’s other intelligences (Gardner, 1988).

What is an Activity or task-based curriculum?

Again an Activity based approach recognizes these objectives above by realizing that children are active, enquiring and learn primarily by testing out their hypotheses about the world. By learning English through investigations, creativity or problem solving, it is hoped that children are more likely to see the purpose for their learning.

The key characteristics of an activity based learning curriculum are:

- Child centered and learning centered
- Task-based learning
- Gives enjoyment and an element of fun
- Combines the use of games, songs and rhymes
- Uses authentic/realistic tasks and situations
- Can be linked to a particular topic or vocabulary or feature language forms and structures
- Focuses on meaning and form
- Acquires knowledge and skills
- Uses of all four skills – once the child has mastered reading and writing in their MT
- Reflects the world around them
- An activity or task based curriculum involves the use of the four skills combining the use of games, songs and rhymes which may be linked to a theme or a topic

Activity or task based learning focuses on the three “C”s of Curiosity, Creativity and Collaboration.

Curiosity:

Children whose interest is engaged by a task are capable of longer periods of attention than is usually recognized. Children who want to find out how something can be made to work or who are trying to make something of their own are driven, often, by a sense of curiosity. According to the great psychologists of our century, Piaget, Vygotsky and Bruner, children are instinctively programmed to learn. They are in a continual cycle of discovery, forming hypotheses, testing those hypotheses and discovering concepts and skills. They are driven by their insatiable curiosity.

Creativity:

Children like to make things and take things they have made home to show and share. Their creativity is more wide-ranging than a traditional reading/writing lesson allows for. Many teachers are cautious about using glue, scissors, sticky paper, cello tape, card, string and fabric in the classroom.

Of course, these materials do demand a greater degree of resourcefulness, classroom organization and time at the end to tidy up, but the pride with which children view their achievements may be worth it. Children can take something home from their English lesson that is their own. Being able to share it with others means that the
child is recycling the vocabulary and the language used to describe the process of making the object in class.

Collaboration:

Activity-based learning can cater for the individual and the group. Because many potential activities are practical "doing" tasks, they enable the nonacademic child to gain self-esteem. Tasks can be more easily differentiated/adapted to suit different levels of ability. Therefore the individual with special learning needs can be supported or "scaffolded". Bruner, (1966) at the same time, tasks can be performed as group activities and are often deliberately collaborative. (E.g. Build a big, high tower where the princess slept for a hundred years/ Use "junk" materials to build the tower clock to show 100 years.

Make a collage to show a castle surrounded by a great big forest. Tasks like these can reinforce social as well as linguistic skills. For example, a group role play of a shopping trip to the greengrocer which the children have planned themselves will involve the children in decision-making, turn-taking, mutual support and constructive feedback.

The next question “How do we develop activities in the classroom?”

Once teachers have decided upon the language focus they can consider which areas of children's interests are related. Some practical examples of how teachers might integrate language structures into activities or topic on Transport and Transport vocabulary - Students can use toy cars, buses and vans and make a sloping race track out of a plank. Using a watch with a seconds hand they can conduct speed trials. They can try to make the van the fastest and the bus the slowest. The target vocabulary will be well-remembered but, more importantly, the children will encounter other language forms, in a meaningful context.

Starting from an activity

Activity based teaching tries to make learning active, real, and challenging, offering learning experiences beyond the purely linguistic. Sometimes teachers consider a particular activity type and try to integrate it into their planning to ensure a wider range of learning and teaching styles. The following list suggests some of the many
different types of activity teachers can choose from when planning English activities with young learners.

Different types of activities-

Sequencing, sorting, measuring, predicting, testing, acting, out/role-playing

Observing /comparing , memorizing , dancing , singing/chanting/clapping , making music mixing , joining , tracing , painting , coloring , drawing from life , drawing fantasy , playing games , giving instructions , growing things , cooking , entertaining , telling stories , playing word games , making up chants, rhymes and jingles.

A well balanced activity based curriculum should contain most of these activities.

However, since the focus of this research is writing skills, the researcher selected only activities related to writing.

Learning Strategies

When we look at how we can help children to learn, there are various strategies which will help the young learner to learn in a more memorable way as shown in the following list:-

A Synthesis of Strategies

- Use relaxation and play
- Use color and shape
- Involve the auditory, visual and kinesthetic senses
- Use sound and music
- Use displays to reinforce learning
- Use metaphor
- Use story
- Involve the learners, E.g. share objectives and outcomes
- Personalize the learning
- Use a spiral curriculum
- Discuss learning to learn, learning styles and processes, E.g. Use “Look, cover, write and check” for spellings
• Review learning  E.g. find at least three positives ( 80% new knowledge is lost within 24 hours without the opportunity to review )
• Encourage feedback
• Develop self esteem

The ABP prepared by the researcher included important strategies from the above list, like use of relaxation and play, color and shape, involvement of auditory and visual symbols, using displays (in the form of pictures) to reinforce learning, use of story, personalized learning and feedback.

To summarize the points above, teaching English to young learners through an activity based curriculum involves:

• Regular and lively practice
• Task based learning
• Focuses on Curiosity, Creativity and Collaboration
• Acquires knowledge and skills
• Is active real and challenging
• Gives enjoyment and an element of fun
• Reflects the world around them

3.8.5  THEORIES AND APPROACHES USED IN THE ABP

Nativistic Theory - Almost every language activity coincides with principles of Nativist theory since knowledge of MT enables students to transfer knowledge to L2. Phonemes, verbs, nouns and morphological features are part of Marathi (which is the learners’ MT) and also English. Students transfer the knowledge of these aspects of language in their MT to the target language that is English.

Behaviorist Theory - In the ABP prepared by the researcher, language elements are classified into smaller units like alphabets and words. The program includes activities on vocabulary like making new words and jumbled sentences for correct arrangement of words. The activities follow the behaviorist theory.

Communicative Language Learning - Students who studies in Std. VI are not adults and hence they do not experience any apprehension as far as learning a new
language are concerned. They learn English in a classroom situation that is in a community of learners. Indeed, the teachers act as counselors, while implementing the ABP prepared by the researcher. Hence, it can be said that the ABP shares some traits of CLL theory.

Task-Based Approach - The entire ABP is task based. The activities planned by the researcher are different kinds of tasks relevant to the syllabus of Std. VI. The program follows all the stages involved in the task-based approach. Tasks given to the students are meaningful to the experience and suitable to their age group. Language elements are embedded in the tasks implicitly and students master them unconsciously, in a play way method, while they enjoy each task.

Naturalistic Approach - The ABP is all about language input in the form of various activities made interesting for the students. The input is planned according to the expected output. For example, format of letters is presented to the students as input so that they can write letters independently in the correct format, which is the output. Introduction of vocabulary serves as an input so that students can use the newly learnt words in stories or essays, which is the output. The researcher has included activities which are a step ahead in the light of Std. VI as opportunity to learn new elements on the basis of their previous knowledge.

Humanistic Approach – According to this approach, a human being is actually involved in a task. The learning system is activated only through intelligent awareness. A given activities motivated the students and initiated interest. All activities required complete involvement and concentration of the students on the given task.

Silent Way - This method is not adapted in this research as it is described here in detail. Yet, some of its tenets have been borrowed in the preparation of the ABP. One basic common ground is the structural syllabus.

Suggestopedia – Certain tenets of suggestopedia like presenting materials, answering the questions of students, presenting the dialogues, role-play and games have been used by the researcher with tenets from other theories to make the implementation of ABP as successful as possible.
**Cognitive Theory** - The program focuses on the cognitive domain in Bloom’s Taxonomy of instructional objectives. It looks beyond behavior to explain brain-based learning. The cognitive domain deals with a person’s ability to process and utilize information in a meaningful way. Writing an extended text at an advanced level involves not just the language system. It poses significant challenges to our cognitive systems for memory and thinking as well.

Activities in the ABP like writing essays and giving synonyms or related words are based on higher order thinking skills. Integrative practice in writing skills is provided through the activities. ABP is an effective learning strategy and it is proved that learning strategies can be taught and learned.

**Constructivist Approach** - Constructivism is an outgrowth of cognitive science. Constructivism views learning as a process of knowledge construction. Constructivist learning is a very personal endeavor, whereby internalized concepts and rules may be applied in practice.

The teacher acts as a facilitator and encourages the students to construct knowledge by solving problems. Constructivism consists of variations like active learning and knowledge building. It urges students to explore freely within a given framework. Activities included in the ABP are of this nature.
<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>
3.8.6 APPROACHES TO THE TEACHING OF WRITING

There are several ways to approach writing in the classroom. There is not necessarily any 'right' or 'best' way to teach writing skills. The best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors. The two fundamental approaches to teaching writing skills are:

- A product approach
- A process approach

Since the researcher has prepared an ABP, the Product approach is primarily used; however, the Process approach is also employed for activities related to certain genre like letter writing.

A Product approach - This is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage.

One of the most hotly debated current issues on the teaching of writing is whether to (1) focus on the finished product (the written essay) or (2) emphasize the process of writing with less attention to the final product. According to recent surveys of English/language arts teachers, the most accepted approach remains a focus on the product that is the student essay. However, the process approach is rapidly gaining adherents and is the philosophical base for many of the writing workshops being held across the country for language teachers.

The researcher shared this view and has prepared the ABP, which is a part of the process of acquiring writing skills. For language teachers, emphasis is on the more traditional approach which means mastery of mechanical knowledge and skills. The content is either irrelevant or secondary. Though content becomes paramount, many teachers feel obligated to evaluate the mechanics as well. As a minimal standard, students must demonstrate that they have acquired the appropriate factual information and can present it effectively. Teachers who emphasize creative and critical thinking frequently use assignments requiring students to compare and contrast, analyze, synthesize, and evaluate some aspect of the social studies content.
Still, even for these teachers, writing is considered a product of learning, not a primary means of learning.

The process approach does not ignore the final written product because it is still used as a measure of student achievement. But using the process approach indicates an awareness of the linkage between writing, thinking, and learning. Barry Beyer, who gives much emphasis to the process approach, describes the connections this way: "Writing produces both visible thought and a record of how we arrived at that thought. It yields a document that enables us to see what we know... The process of writing actually ends in a product which helps us refine our thinking and create new learning" (Beyer, 1982).

The Process Approach to teaching writing involves extended opportunities for writing; writing for real audiences; engaging in cycles of planning, translating, and reviewing; personal responsibility and ownership of writing projects; high levels of student interactions and creation of a supportive writing environment; self-reflection and evaluation; personalized individual assistance and instruction; and in some instances more systematic instruction.

The use of writing as a way of learning is based on research dating back to the early 1970s that examined the common steps and procedures that successful writers used. While these steps vary in number and are given different names by different researchers, they generally break down into four or five steps. The ABP consisted of writing tasks which focus on each of the following:

- The prewriting stage: Considered the most crucial by many specialists, this stage includes individual or group brainstorming to select a topic, identifying any particular needs of the audience, gathering information, determining the most appropriate purpose and style, and developing an outline or tentative plan. Writing cannot begin without some kind of tentative plan hence; the researcher has taken this into account.

- The drafting or actual writing stage: The student begins to write, knowing that he or she is producing a tentative product, one that will require assessment and
revision. Even matured writers need to revise their work; hence the researcher has tried to inculcate the habit of revision in the students.

- The revising stage: This stage and the previous one begin almost simultaneously. Students are encouraged to evaluate as they write and begin to make changes in both content and structure. The use of word processing equipment encourages the process approach to writing.

- The editing stage: After a draft of the writing assignment is produced, students review the document in light of decisions made during the prewriting stage. Form and structure become more important than content. Some advocates of the process approach recommend that students work together in groups at this point. Others give the classroom teacher a larger role in assisting the student in evaluating whether or not the content, style, and related goals have been met. This is perhaps, the most important part of writing. Editing is generally done as a third person and corrections and modifications or addition of after thoughts is done in this stage. The researcher has impressed the importance of editing among the students.

- The presentation stage: The student presents a final copy of what has been written. The final copy has to be neat, complete and well-presented. This practice should start at an earlier stage so it has been considered as a part of the program by the researcher.

In the present study, the Process approach is emphasized. The ABP consists of certain activities that focus on the process of writing. Some of them are development of vocabulary, construction of grammatically correct sentences and writing paragraphs.

Process approaches to writing tends to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, re-writing. In the process approach, the focus is not on the end product; it is on the actual process of writing, the stages previous to the final stage. Efforts are made to understand what difficulties students face while writing different kinds of texts. The teacher helps and guides the students to overcome the difficulties and proceed in the
right direction. Process-driven approaches show some similarities with task based learning, in that students are given considerable freedom within the task. They are not curbed by pre-emptive teaching of lexical or grammatical items. However, process approaches do not repudiate all interest in the product, (i.e. the final draft). The aim is to achieve the best product possible. What differentiates a process-focused approach from a product-centered one is that the outcome of the writing, the product, is not preconceived.

**TABLE 12.0 Process and Product Approach - A Comparison**

<table>
<thead>
<tr>
<th>Process approach</th>
<th>Product approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. text as a resource for comparison</td>
<td>1. imitate model text</td>
</tr>
<tr>
<td>2. ideas as starting point</td>
<td>2. organization of ideas more important than ideas themselves</td>
</tr>
<tr>
<td>3. more than one draft</td>
<td>3. one draft</td>
</tr>
<tr>
<td>4. more global, focus on purpose, theme, text type, i.e., reader is emphasized</td>
<td>4. features highlighted including controlled practice of those features</td>
</tr>
<tr>
<td>5. collaborative</td>
<td>5. individual</td>
</tr>
<tr>
<td>6. emphasis on creative process</td>
<td>6. emphasis on end product</td>
</tr>
</tbody>
</table>

Which approach to use will depend on the teacher, and on the students, and the genre of the text? Certain genres lend themselves more favorably to one approach than the other. Formal letters, for example, or postcards, in which the features are very fixed, would be perhaps more suited to a product-driven approach, in which focus on the layout, style, organization and grammar could greatly help students in dealing with this type of writing task.

Other genres, such as discursive essays and narrative, may lend themselves to process-driven approaches, which focus on students' ideas. Discursive activities are suited to brainstorming and discussing ideas in groups, and the collaborative writing
and exchanging of texts help the students to direct their writing to their reader, therefore making a more successful text. The two approaches are not necessarily incompatible. Process writing, i.e. re-drafting, collaboration, can be integrated with the practice of studying written models in the classroom. A process approach can have any number of stages, though a typical sequence of activities could proceed as follows:

Stage 1 - This stage begins with generating ideas by brainstorming and discussion. The teacher remains in the background during this phase, only providing language support if required, so as not inhibiting students in the production of ideas.

Stage 2 - Students extend ideas into note form, and judge quality and usefulness of ideas.

Stage 3 - Students organize ideas into a mind map, spider gram, or linear form. This stage helps to make the (hierarchical) relationship of ideas more immediately obvious, which helps students with the structure of their texts.

Stage 4 - Students write the first draft. This is done in class and frequently in pairs or groups.

Stage 5 - Drafts are exchanged, so that students become the readers of each other's work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts.

Stage 6 - Drafts are returned and improvements are made based upon peer feedback.

Stage 7 - A final draft is written.

Stage 8 - Students once again exchange and read each other's work and perhaps even write a response or reply.
3.8.7 STRUCTURE OF THE ABP

**TABLE 13.0 Structure of the ABP**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Objectives</th>
<th>Approaches</th>
<th>Theory</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make meaningful sentences</td>
<td>To develop vocabulary</td>
<td>Process approach</td>
<td>Constructivist</td>
<td>Students write sentences Grammatically correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Skill-based approach</td>
<td></td>
<td>theory</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Write related words</td>
<td>To provide writing practice</td>
<td>Process approach</td>
<td>Cognitive theory</td>
<td>Students associate words with related words of the same category</td>
</tr>
<tr>
<td>3</td>
<td>Write words ending in -----</td>
<td>To make writing interesting and meaningful</td>
<td>Process approach</td>
<td>Cognitive theory</td>
<td>Students write words which rhyme with given words</td>
</tr>
<tr>
<td>4</td>
<td>Write words and phrases</td>
<td>To develop imaginative creativity</td>
<td>Process approach</td>
<td>Constructivist</td>
<td>Students understand special use of language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>theory</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Give opposite/similar words</td>
<td>To make writing interesting and meaningful</td>
<td>Process approach</td>
<td>Cognitive theory</td>
<td>Students understand the concept of antonyms and synonyms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Naturalistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>theory</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving information about self, animals,</td>
<td>To provide writing opportunity</td>
<td>Product approach</td>
<td>Cognitive theory</td>
<td>Students write descriptions of persons, places, objects, animals and events</td>
</tr>
<tr>
<td></td>
<td>events and pictures</td>
<td></td>
<td>and Skill-based approach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

126
<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
<th>Goals</th>
<th>Approach</th>
<th>Theory</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Answer the following questions</td>
<td>To enable students to write grammatically correct sentences</td>
<td>Process and Product approach</td>
<td>Cognitive and Constructivist theory</td>
<td>Students comprehend questions and answer them correctly</td>
</tr>
<tr>
<td>8.</td>
<td>Procedure writing - How to make salad or other activities</td>
<td>To provide writing opportunity</td>
<td>Product approach</td>
<td>Cognitive and Constructivist theory</td>
<td>Students follow instructions and give systematic instructions</td>
</tr>
<tr>
<td>9.</td>
<td>Conversation</td>
<td>To develop creativity</td>
<td>Product approach</td>
<td>Cognitive theory</td>
<td>Students write matter in dialogue form</td>
</tr>
<tr>
<td>10.</td>
<td>Developing a story with the help of given points</td>
<td>To enable students to express them effectively</td>
<td>Process and Product approach</td>
<td>Cognitive theory</td>
<td>Students present matter in logical and chronological order</td>
</tr>
<tr>
<td>11.</td>
<td>Essay writing</td>
<td>To develop creativity</td>
<td>Product approach</td>
<td>Cognitive and Constructivist theory</td>
<td>Students express thoughts, opinions, beliefs through writing</td>
</tr>
<tr>
<td>12.</td>
<td>Letter writing</td>
<td>To provide writing opportunity</td>
<td>Process and Product approach</td>
<td>Cognitive and Behaviorist Theory</td>
<td>Students communicate effectively through the medium of formal and informal letters</td>
</tr>
</tbody>
</table>
The ABP is given in detail. (Appendix - F ABP Page No.195)

The students were given the following tasks to perform –

Arranging the given words in alphabetical order.

The researcher has assumed that the students know the alphabetical system well. This question is a revision of previous knowledge which is essential for development of writing skill.

Making meaningful sentences by using the given words.

At sixth standard level, students can construct simple meaningful sentences which are grammatically correct. This exercise provides practice and revision of simple grammatical constructions.

Feeling objects and experiencing the touch.

Words like tea, ice-cream etc are given and students write words to describe the given nouns E.g. hot, cold. This exercise revises adjectives which can be utilized by students at a later stage while describing people, places and objects.

Writing names of things related to the given words.

It is necessary for children to develop associations and also enrich their vocabulary by learning several words which belong to the same category. This is basic knowledge without which writing skill cannot be developed.

Writing words ending with a given letter.

This is another exercise for extension of vocabulary and serves as an engaging activity where students are required to apply themselves to the task with concentration.

Writing a list of rhyming words.

Students need to understand the concept of rhyme which not only enables them to appreciate poetry, but they can make attempts at writing simple rhyming lines if they are inclined to do so. Creativity needs to be fostered at an early age.

Making meaningful words from given letters.

This is also a practice exercise which is rather like a game puzzle and students find it an interesting activity. Indirectly, they enrich their vocabulary which is useful for descriptive writing. This activity promotes cognitive abilities like synthesis.
Matching items from two columns.

Two columns are given and words that can be paired to form compound words are given, one in each column. In order to pair words like dining table and rainy day, students have to use their general knowledge. This is the first kind of exercise in word formation. Students can be creative and form their own compound words.

This activity conforms to both cognitive and constructivist theories.

Writing words that have similar meanings or which are opposite in meaning.

Writing skill requires a range of vocabulary and especially knowledge of synonyms and antonyms. This activity develops concepts of opposition and similarity in meaning.

Writing information about themselves.

An outline is given and students write information about themselves. This seems to be a meaningful activity to them since they all enjoy writing about themselves. In real life situations it is often necessary to introduce one. This activity is directed towards descriptive writing. Students will be required to select and use appropriate adjectives and also use a suitable writing style.

Naming different objects in the given pictures.

Students write the names of objects given in the pictures. Besides developing the vocabulary of students it makes the program interesting because children like pictures.

Describing the pictures.

Proceeding from concrete to abstract is an important maxim of teaching. Writing description of places, persons and events is a part of the writing skill and students can begin by describing pictures rather than relying on their imagination. This exercise also helps to develop imagination of students. The pictures serve as graphic organizers that enable students to present the information systematically.

Answering simple questions in one sentence.

Following the maxims like easy to difficult and simple to complex, simple sentence structures must be mastered initially. This activity requires the students to answer the given questions in a single correct sentence and in exact words. Construction of grammatically correct sentences is a pre-requisite for advanced forms of writing.
Beginning with simple and single sentences, students can proceed towards more complex forms.

Procedure writing.

Writing which has no order is meaningless. The sentences must be arranged in a logical sequence. Procedure writing like explaining the procedure for preparing some recipe or making a greeting card requires the students to think as well as write sentences in a proper sequence.

This activity is useful in helping them to organize their thoughts and present a written piece in an organized form. Students learn to organize information or content through this activity. They also learn to describe a procedure step-by-step.

Writing small pieces of conversations.

This is another activity that students find meaningful and directly related to their lives. An exercise in writing conversations also helps to handle dialogue writing at a later stage.

Students have mastered speaking skills before they learn to read and write. They are familiar with the informal conversational style. Giving them an opportunity to do something with which they are comfortable helps to tackle their apprehension towards writing. Writing conversations also enables them to notice and maintain difference in style and tone of different speakers.

Constructing a story with the help of given outline.

An outline in the form of points is given. Using their imagination and resourcefulness, the students are required to fill in details and write a meaningful, well-organized and effective story which is also interesting. This exercise is the beginning of independent writing on the part of the students.

The outline in the form of points serves as a graphic organizer. It helps in maintaining the order of events in the story and proceeding logically and chronologically. Cognitive ability of clear thinking and systematic arrangement is fostered through this activity.

Essay writing.

This is the most independent forms of writing for which students are to be prepared at the elementary stage. Topics are simple, related to the general syllabus of sixth
standard which would be of common interest to all. The word limit does not exceed 100 at this stage. Students do not divide the body of their writing into paragraphs. They are expected to write all information about the given topic in a single paragraph, using appropriate vocabulary correct sentences and simple constructions. At this stage, students are prepared to select correct diction. The teacher can draw the attention of students to discussion, analysis or argumentation and also towards suitable tone and style for various purposes.

Letter writing.

An independent form of writing, one of its own kinds, is a skill that is important part of writing and essential for every educated person.

As educated adults, students will be expected to write both formal and informal letters. Letter writing is a genre that follows a strict and rigid format, especially the formal and semi-formal types. Introducing letter writing at Std. VI stage enables students to master the art by the time they go to higher classes.

3.8.8 PILOT STUDY

A pilot study is a small scale replica of the main study. “A pilot study is a small scale version or trial run of the main study. The function of the study is to obtain information and access feasibility of the study for improving and to decide the plan for data analysis” (Basavanthappa, 2007).

The pilot study was conducted to assess the feasibility of the research. It helped the researcher to visualize practical problems that could be encountered while conducting the main study. It also gave the researcher an insight into the actual process of data collection and analysis.

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 a ZP school Pirangut and selected a class of 30 students, and conducted pilot study. The researcher administered the program 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 ABP
• To enable the researcher to decide the aims and objectives of pre-test and post-test
• To understand the difficulty areas of students

TABLE 14.0 Schedule of Pilot-Study

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the School</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ziilla Parishad School Pirangut</td>
<td>2 February to 13 March, 2009</td>
</tr>
</tbody>
</table>

TABLE 15.0 Weightage of Marks and Percentage according to Objectives in Pilot-Study

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Comprehension</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Skills</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

The following questions were included in the Pilot study
Q1 – Give related words – 1 mark - knowledge
Q2 – Name the pictures – 1 mark – knowledge
Q3 – Jumbled sentences – 1 mark – comprehension
Q4 – Write 2 sentences on – 2 marks – comprehension
Q5 - Answer the following – 2 marks – comprehension
Q6 - Make meaningful sentences -1mark – skill
Q 7 – Capital letters 1 mark – skill
Q8 – punctuation marks – 1 mark - skill
TABLE 16.0 Finalization of the ABP with Modifications

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Modifications</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Autobiographical writing</td>
<td>Cancelled</td>
<td>More than 50% students were unable to write in first person by imagining being inanimate objects.</td>
</tr>
<tr>
<td>2.</td>
<td>Phrases</td>
<td>Difficult phrases were replaced by simple ones.</td>
<td>Majority of the students failed to understand the meanings of the phrases.</td>
</tr>
<tr>
<td>3.</td>
<td>Idioms</td>
<td>Cancelled</td>
<td>Students did not write in proper and meaningful way.</td>
</tr>
<tr>
<td>4.</td>
<td>Writing information about animals.</td>
<td>Animals ‘cow’ and ‘dog’ were cancelled. ‘Elephant’ was added.</td>
<td>They seemed to be too simple for Std. VI students. Students enjoyed writing about elephants.</td>
</tr>
<tr>
<td>5.</td>
<td>Story writing.</td>
<td>Points were given.</td>
<td>Students could not write logically and chronologically without the help of outline in the form of points.</td>
</tr>
</tbody>
</table>

After analysis of the results of the pilot study, the following modifications were made by the researcher before finalizing the ABP.

- Care was taken that the given activities provided the students with an opportunity for self-learning. The activities also have abundant scope for drill and practice in writing.
- Some activities fostered the thinking and creative abilities of the students.
- It was observed that students knew the proper words but were unable to use them correctly. Hence, more word-framing activities were added in the program.
- Observations highlighted that all the activities were important and necessary for developing writing skills of students. Inclusion of all activities was confirmed in order to get a complete and realistic picture of the achievement level of students.

On the basis of the modification in the pilot study, the researcher finalized the ABP
3.8.9 IMPLEMENTATION OF THE ABP

The ABP was implemented in the selected schools. It consisted of practice and drilling activities. The students were provided with plenty of writing opportunities. The program was implemented and the results were calculated by applying statistical methods. The program was carried out in the following stages:

**TABLE 17.0 Pre-test, ABP and Post-test - Stages**

<table>
<thead>
<tr>
<th>No.</th>
<th>Test</th>
<th>Stages</th>
<th>Name of the School</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>1. The researcher conducted the pre-test in 3 schools.</td>
<td>1) Z. P. School Markal</td>
<td>10 Nov.2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 50 students from each school were given the pre-test on 3 different days</td>
<td>2) Z.P. School Kelgaon</td>
<td>18 Nov.2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Alandi School</td>
<td>30 Nov.2009</td>
</tr>
<tr>
<td>2</td>
<td>ABP</td>
<td>1. There are 27 different types of activities in the program.</td>
<td>1) Z. P. School Markal</td>
<td>5 July 2010 to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Each activity was taken up in one day.</td>
<td>2) Z.P. School Kelgaon</td>
<td>31 January 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.60 sessions were conducted in each school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Practice and drilling activities were also conducted in each school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2 to 3 sessions for each activity, depending on the difficulties and necessities of students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Entire program stretched over a period of 120 days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Post-test</td>
<td>1. The researcher conducted post-test in 3 schools.</td>
<td>1) Z. P. School Markal</td>
<td>17 Feb. 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The post test was conducted in 3 schools on 3 different days.</td>
<td>2) Z.P. School Kelgaon</td>
<td>4 March 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Alandi School</td>
<td>11 March 2011</td>
</tr>
</tbody>
</table>
3.8.10 POST- TEST

The post-test was the same as pre-test in every respect. The same questions with the same weightage of marks were given for post-test.

Post-test was conducted to compare with the scores of the pre-test so that the effectiveness of the ABP could be decided.

**TABLE 18.0 Weightage of Marks and Percentage according to Objectives in Post-test**

<table>
<thead>
<tr>
<th>No.</th>
<th>Objectives</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td>2</td>
<td>Comprehension</td>
<td>08</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>Application</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The questions included in the post-test were given weightage of marks as given below.

**TABLE 19.0 Weightage and Percentage of Marks allotted to Questions in Post-test**

<table>
<thead>
<tr>
<th>Q. No.</th>
<th>Question Type</th>
<th>Objectives</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Make meaningful sentences</td>
<td>Application</td>
<td>03</td>
<td>10%</td>
</tr>
<tr>
<td>2.</td>
<td>Related Words</td>
<td>Application</td>
<td>02</td>
<td>07%</td>
</tr>
<tr>
<td>3.</td>
<td>Reading comprehension</td>
<td>Comprehension</td>
<td>05</td>
<td>16%</td>
</tr>
<tr>
<td>4.</td>
<td>Use given expressions</td>
<td>Comprehension</td>
<td>03</td>
<td>10%</td>
</tr>
<tr>
<td>5.</td>
<td>Complete Dialogue</td>
<td>Application</td>
<td>03</td>
<td>10%</td>
</tr>
<tr>
<td>6.</td>
<td>Logical Sequencing</td>
<td>Knowledge</td>
<td>05</td>
<td>16%</td>
</tr>
<tr>
<td>7.</td>
<td>Creative Writing</td>
<td>Knowledge</td>
<td>06</td>
<td>21%</td>
</tr>
<tr>
<td>8.</td>
<td>Write Meaningful Sentences</td>
<td>Application</td>
<td>03</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>30</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Appendix- G Post-test Scores sheet Page No.216 )
3.9 ANALYSIS OF DATA

The data was systematically tabulated. The marks were divided in the following way:

- Below 11
- 12 to 24
- More than 24

The number of students who scored marks in the given categories was calculated. The data was analyzed using statistical tools. The mean of scores of pre-test and post-test were calculated and compared. The standard deviation was calculated for pre-test and post-test followed by computation of t-value. (Detail in chapter IV)