

CHAPTER 2

REVIEW OF RELATED
LITERATURE

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2.0 Introduction

The investigator reviewed related studies conducted in the area of teaching and learning of English language and shaped the present study accordingly. The studies reviewed have been classified as under

2.1 Studies related to writing skill, models and programs

2.2 Studies related to Creative Writing

2.3 Studies related to Participatory Approaches

2.1 Studies Related to Writing Skill, Models and Programs

Hilldenbrand (1985) in a case study research of a Spanish speaking subject suggested that the mode of writing could influence the writing process. The creative and personal mode conflicted with the academic mode expected of a learner. There might be factors beyond linguistic competence, which could impede the composing process. Jones (1985) investigated the factors containing writing. The investigator interviewed nine advanced students and found out that monitoring would not lead to improve writing. The study concluded that the process oriented writing instruction would help acquisition of English.

Sarma (1989) conducted a study titled 'Designing a course in written English for High School stage based on communicative approach'. He made an attempt at designing a course in written English for High school stage based on the communicative approach after surveying the present language-learning situation. The objectives of the study are: (i) To find out selectively from the learners, teachers, parents, and well-informed citizens of the society the communicative syllabus designed to develop writing skills among the students (b) reading a passage - analyzing it for writing skills-solving communicative writing tasks, as a procedure for developing writing skills; (c) evaluate (not grade)-comment-ask for revision-discuss in a session-as a mode of correcting the written English assignments. The major findings of the study are: (1) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (2) High school students needed written English for both academic (note taking, writing answers for home assignments and

tests) and certain specified social activities. (3) Frequency of writing compositions was very low and a large number of students needed many writing exercises. (4) Further, the teachers used 'impressionistic method' in their evaluation of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. (5) The use of communicative language teaching strategies can bring about an improvement in the use of skills which they sought to develop. A well-designed communicative syllabus incorporating the needs of the students can in a tension-free, interactive classroom, create a satisfying and positive attitude towards learning the writing and enhance skills of writing and revising.

Antonisamy (1996) conducted a research study on "Effect of Auto instructional programme on developing writing skills in English at First year B.E. Level". The main objectives of the study are: to design and implement a programme at First year B.E. level to make the students self learners and to find out the effect of Auto materials instructional package through descriptive differential and relational analysis. Case study method was followed. The investigator made use of an auto instructional technique to improve the writing skills of First Year B.E. students as their communicative ability in writing was not satisfactory. This package helped the learners to learn for themselves. The learners sought only minimum help from the teacher. The educational implication involved in this auto instructional technique was to minimize the teacher's work and to maximize the learners task.

Boughey (1997) conducted a study titled 'Learning to write by writing to learn: a group-work approach'. In this study, the role of the author was to facilitate and research ways in which language development could be implemented in the mainstream curriculum. She therefore acted as consultant and advisor to the mainstream lecturer. The class which was focus of the study comprised 30 first year students of occupational therapy at the University of the Western Cape (UWC) in South Africa. The class was multilingual. The class of 30 students was divided into five homogenous groups of six according to the rating of academic performance which had been assigned. In the first session, students were told that the next block of work would focus on the writing of an assignment intended to generate learning, and the process of drafting and redrafting writing in response to constructive feedback was explained. The idea of writing in groups and submitting group assignments was then discussed, and students were told that some lectures would be re-designated as writing sessions in order to allow groups to write together. The composition of groups was

then announced and the principles underlying that composition explained. Each group was then asked to select a chairperson to co-ordinate writing sessions and facilitate discussion during those sessions; a gatekeeper to check that the group did not deviate from the aims they had set themselves for the session; a timekeeper to check that the group did not deviate from the schedule set for each session; and a secretary to act as scribe for the group. The remaining two members of each group were simply designated 'participant'. It was decided that the role of chairperson should be permanent, in order to provide an element of consistency, and that the secretary's task would be to write down the words and sentences which the group decided upon, and not to write an interpretation of the results of the group's discussion. Students were then invited to negotiate a deadline for producing a first draft of the assignment. A collection of readings consisting of journal articles relevant to the task was prepared and made available to the students. In order to evaluate students' writing, the mainstream lecturer produced a descriptive marking scale which ranged from 0-10. The descriptions in the scale addressed issues such as whether the writing was analytical rather than descriptive, whether arguments were developed, and whether those arguments were supported by evidence. Although issues such as grammatical accuracy and the use of vocabulary were not addressed specifically, the structure of the essays and the accuracy of referencing were. Response to writing at the first and subsequent draft stages provided constructive written feedback, in the form of direct questions in the body of the text. Marks awarded at first draft stage were compared to those awarded to final drafts. Although all groups show a marked improvement between first and final drafts, some groups show greater improvement than others. An attempt to assess the contribution of group work in general to this improvement prompts the following observations:

1. The fact that students were writing in groups allowed the lecturer to provide more detailed, and possibly more constructive, feedback than would otherwise have been possible. Examination of consecutive drafts of writing shows that this feedback was crucial in getting students to be more explicit, and to examine the propositions expressed in their writing more rigorously.
2. Observation suggests that the environment of the group meant that an awareness of audience was more immediate than it might otherwise have been. Challenges such as 'We can't say that because...' were common in group interaction.

3. Many students commented that working in groups meant that they had said and written things they would not normally have done, because of 'shyness'. It is possible that much of the plagiarized and regurgitated writing produced at tertiary level exists because students lack the confidence to speak in their own voice. If this is so, group writing provided a means of engendering the confidence necessary for students to do this.

4. Many students commented on the amount of research the group had carried out, saying that, as individuals, they would not have been able to consult so many sources. Since this research was eventually structured into a coherent form, the group writing experience may have provided more practice in manipulating ideas than would otherwise have been possible. In general, the group writing experience was considered favourably both by the students and the mainstream lecturer concerned.

Paulus T. M. (1999) analyzed the essays and record of the verbal reports of 11 ESL students. His study revealed that while majority of revisions that students made were surface-level revisions, the changes they made as a result of peer and teacher feedback were more often meaning -level changes than those revision they made on their own. It was also found that writing multiple drafts resulted in overall essay improvement.

Lamberts (1999) put into practice a course to assist twelfth grade honors English students` writing skills through conferencing. The research consisted of thirteen students who felt difficulties in writing. The objectives of the program were to improve students` abilities to write sentences that include transitions and sentence variety, and to improve their attitudes toward writing. The researcher uses Stanford Achievement Test to give students` scores (pre-post test) strategies mainly include shared learning, review conferences. These approaches improved students` writing skill effectively. This study is useful for the present one as it gives a model of teacher /student conference, which is helpful to the current suggested program.

Sengupta (2000) in an exploratory study investigated the effects of explicit instruction in revision on second language learners` performance and perceptions about writing. The learners were from two classes of a secondary school in Hong Kong, who learned to revise. Both groups received instructions in revision after they finished writing the first draft. All students completed questionnaires before and after the study and interviews were conducted with a selection of students. Writing performance at the beginning and end of the study was measured holistically and compared with a third group that did not learn revision strategies but completed the same pre and post study

task. The data indicated that explicit teaching of revision strategies had a measurable influence on writing performance. Student questionnaires and interview showed a difference in the way writing and revisions were received. It is suggested that language teachers should consider multiple drafting as an alternative to completing a new writing task in their classrooms, as explicit instruction on revision may contribute towards developing an awareness of discourse – related features in writing.

The study done by Sengupta (2000) showed that teaching of revision strategies was found to have a measurable influence on writing performance. Hence the researcher has adopted repeated practice of using various exercises for developing writing skill.

Weber (2001) conducted a study titled ‘A concordance- and genre-informed approach to ESP essay writing’. The study described a project which aimed at teaching law undergraduates to write formal legal essays. The students involved in the project were a group of 20 law undergraduates at the University Centre, Luxembourg, who were taking an introductory course in English legal terminology. As a first step, the students identified some structural characteristics of legal essays, based on small corpus of model essays, which are as given below:

1. Identifying and/ or delimiting the legal principle involved in the case under consideration
2. Referring to the authorities
3. Applying these judicial precedents and/ or reasoning on the basis of these precedents
4. Moving towards a conclusion and/or giving advice to the parties concerned.
5. In the next step, the students were asked to check whether they could identify any lexical items which seemed to correlate with the generic structures listed above.

Finally, as part of their work on the concordances, they were asked to write mini-essays incorporating the generic features identified in Step 1, and some of the lexical items studied in Step 2. As a result, they managed to produce acceptable mini-essays, both from a linguistic and a legal point of view. These essays were then subjected to peer review and group discussion, and the teacher, in short conferences with individual students, provided positive feedback, using a supportive and sympathetic approach throughout. The whole was a confidence building exercise, which made essay-writing more accessible to non-native students by turning it into more of a cooperative and collaborative activity. It was found that the concordance- and genre-

based approach had given the students a firm foundation both in essay writing and in legal reasoning.

Bassett et. al. (2001) in their study aimed at describing a course for improving writing skills. The targeted sample students consisted of first and third graders in two middle class communities in the southern suburbs of Chicago. The need for improving writing skills was documented through inspection, checklists, writing samples and surveys. The suggested strategies for teaching writing skills were parents association, through newspapers and articles, using writing centers, the make use of of e-mail, letter writing, free option of topics, the sue of literature to read writing, author's chair, interactive journals or notebooks, allowing inventive spelling, cross curricular writing and encouraging at home writing. Findings showed an increase in the targeted students` writing abilities, a positive attitude towards the writing process, an increased self -confidence in the editing and revising of student work and increased parental involvement in the area of writing.

Hopkins (2002) applied and developed his study to assist low- achieving tenth grade students` essay writing skills. According to first term examinations in the academic year 2002, many students were not performing well in the writing process. The goal was to help students write successfully and understand the elements of the essay. The objective of the study was to help students write successfully and understand with 70% accuracy in prewriting, drafting, revising, and finalizing the essay writing. The posttests were implemented to test the writing process. The researcher developed various stages of writing, such as, prewriting, drafting, revision, proofing and publishing essay. To achieve the objectives, the researcher used graphic organizers for clustering diagrams, charts, revision charts, and peer editing and scoring rubrics. The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing. The study was conducted in Bethel High school in Virginia. The school had 966 male students and 984 female students. The population of tenth graders was 504:255 male students and 249 female students. The study lasted for six weeks, 18 interventions were implemented to help low achieving students with their ability to improve essay-writing skills. This study is useful for the present one as it gives clear ideas about the stages of the writing process.

Stone, Ashbaugh & Warfield (2002) studied the effects of repeated practice and contextual – writing experiences on college student`s writing skills. The authors

examined the effects of both general and task specific writing experiences on the college student's writing skill development. On the basis of theories of expertise development and a cognitive process theory of writing skill development the authors predicted that repeated practice would be associated with superior writing skills and that after controlling for repeated practice writing within a specific task domain would be associated with superior writing skills. The results were consistent with the predictions.

Agesilas(2002) conducted a study titled '*The effectiveness of the writing model to teach an English-as-a-second language collage writing course in Puerto Rico : A look at students' outcomes.*' This study was designed to look at the effectiveness of the writing workshop model in improving English as a Second Language (ESL) College Students' Writing Skills in a small liberal arts university in Puerto Rico. 35 students in two intermediate ESL writing classes were asked to take a pretest-posttest related to writing skills and pretest-posttest related to composition skills to indicate their level of agreement for each of the 22 statements on Likert-type (survey) instruments-(1.)Strongly Disagree to Strongly Agree. These statements were related to their attitudes toward learning and writing in English. They were also asked to indicate to what extent the writing workshop helped them improve their writing skills on a Likert-type instrument Never to Very Much. Descriptive statics and a paired samples 't' test were used to answer the research questions. The results indicated that, in general, participants in survey had a positive attitude toward learning and writing in English. There was significant difference in writing skills based on pretest and posttest. There was a positive difference in compositional skills based on pretest and posttest for the writing workshop class with the highest percentage of limited proficient students. Students perceived classroom environment, peer response, collaborative writing and speaking as the components that helped them most in improving their writing skills

Kamala (2003) has developed communicative strategies to enhance the written communication skill in English among college students. The researcher has chosen the task of constructing a story out of a given title or outline. The strategies developed proved to be effective. The objectives of the study are: (i) To introduce a task- based, genre – oriented approach to teaching writing and measure its effect on written communication. (ii) to find out the influence of the nature and type of tasks on the performance of the learners. (iii) To find out the relationship between “input

enhancement” and the quality of intake in the process of enhancing written communication skill. (iv) To study the effect of the teaching of the process of writing on the enhancement of written communication skill. (v) To find out the relationship between training in strategy use and skill development (vi) To find out the relationship between the students knowledge of the subjects learnt at the major level and written communication skill. (v) To find out the relationship between training in strategy use and skill development (vi) To find out the process in content and form in the process of the enhancement of written communication skill. (vii) To find out the relationship between the students knowledge of the subjects learnt at the major level and written communication skill. The findings of the study are: (i) There is progress both in ‘content’ in writing and ‘Form’ in writing in the performance of the students over the progressive tests measuring the development of written communication skill (ii) Literature students employ the strategies of ‘conceptualizing’, coherence detection, Inference, Word identification, Looping forward in chunks and knowledge Transforming effectively. Their use of organizing strategy is not effective. (iii) The use of communicative strategies facilitates the enhancement of written communication skill.

Teo (2004) conducted a study titled *‘Effects of the modified paired writing method on Mandarin-speaking English language learners in elementary school.’* This study investigated the effects of a highly structured approach, the Modified Paired writing Method, on the certain quality, cognitive writing process, social interaction, and attitudes in L2 writing of elementary school Mandarin- speaking English language learners. Qualitative and Quantitative research designs including field observation, writing sample analysis and interviews, were employed to analyze the results. There were six students selected as samples for the study. The results showed that the participants’ scores in the pre-intervention and post-intervention writing assessments in all the categories (mechanics, organization, style and overall quality), except ideas, indicated statistically significant differences. The findings suggested that the structured guidelines led to ELL’s constructive collaboration. Teacher’s intervention at the last step in the Modified Paired Writing Method played a significant helpful role in improving participants writing skills.

Theilacker (2006) conducted a study titled *‘The effect of the PCS writing method on student scores in writing on a six-trait writing assessment at a Delaware vocational high school.’* This study investigated whether the Poetically Correct Subroutine

(PCS), a method for revising writing, improved students scores in 6 traits on a writing scoring rubric. There were 160 students in grades 10 and 11 from vocational high school who comprised the sample for the study. When using PCS method, students write an individual draft of an essay; then they write a poem on the same topic. In errors (editing), they look at the poem they have written for features and forms they can use in a revision of their first draft. After assigning and scoring, teachers taught the PCS method to their respective classes, and not to others. The teachers asked students in all classes to revise their essays, after a three month period of instruction. Teachers scored the first and second drafts. The scores on the six traits of the first drafts were compared to the scores on second drafts, and analyzed for changes. A six trait analytic scoring rubric was employed in both first and second draft assessments. A descriptive analysis of the score looked for differences and relationships between and within the scores of control and experimental groups, to see if the treatment had an effect and in what proportions. An ANCOVA revealed differences between groups of students in the tenth grade sample assigned to different teachers. Results of multiple regression analyses on traits in the tenth grade sample suggested that some score gains might be attributed to the experimental treatment. A focus group and individual paper analysis produced largely positive feedback from participants about the use of the technique.

Franco (2008) conducted a study titled '*Using Wiki-Based Peer-Correction to Develop Writing Skills of Brazilian EFL Learners*'. The research was planned to investigate whether students' writing skill will be improved if shared learning strategies are applied in wikis. Additional issues were examined, such as, the level of motivation and the development of social skills.

The study consisted of 18 Brazilian EFL students from a private language school as a population. They were young learners whose ages ranged from thirteen to seventeen. Moreover, the largest part of them was teaching English with a view to enhance their curriculum and to broad the possibilities of job prospects. Data were accumulated from a survey and an online questionnaire, which helped the researcher to draw conclusions from the function of peer-correction through wikis. The findings of the study showed that an increasing curiosity in belonging to an online community emerged from students altogether with elevated degrees of motivation.

The learning through wikis also supported students in their writing skill and developing social relationship. Apart from maximizing opportunities related to

writing, learners improved their societal skills in the sense that they cooperated. The findings also suggested that wikis offer learners with many reimbursements in developing their writing skills.

Dufrene (2010) in his M.A. thesis on '*Exploring the Impact of Wiki Collaborative Technologies within the English Writing Environment*' studied the effect of using a web-based wiki technology on the English writing skills of high school students. Participants of this study were fifteen students enrolled in a public English grade IV class. All students were distinguished as graduating seniors; and they were at least 15 years of age and currently enrolled in an 11th or 12th grade class at a public high school in Louisiana. Data were collected from observations, student interviews, two essays and two student surveys. Consequences of this study showed that wiki-based technologies could influence students' writing processes and their essay results. Strategies intrinsic to the wiki process can also motivate students to be better participants when they know someone else is depending on their contribution. Additionally, findings revealed the significance of continuing to integrate modern technologies into the classroom. The students enjoyed using the wiki and responded positively on how it helped them to work better as a team and write better. The use of wiki encouraged peer-to-peer interaction and facilitated online group work. Moreover, both students and their teachers perceived the exchange of remarks through wiki proposals as beneficial to their collaboration and production of their group writing. The researcher recommended that peer commenting leads to creative thinking skills and consequently to revisions or new creative ideas.

Schnee, A.K. (2011) conducted a study titled '*Student Writing Performance: Identifying the Effects when Combining Planning and Revising Instructional Strategies*'. The purpose of the study was to identify the impact of teaching students to revise their stories on writing production (Total Words Written; TWW), writing accuracy (Percent Correct Writing Sequences; %CWS), number of critical story elements included in stories, and quality of writing. Three third-grade and one fourth-grade student who were experiencing difficulties in the area of writing were involved in the study. The students were first taught to plan their stories using the evidence-based program, Self-Regulated Strategy Development (SRSD), which had frequently been implemented to teach students to plan their stories. Students were then taught to revise their stories using SRSD procedures modified for instruction in revision strategies. Student progress was evaluated through a multiple-probe design across

tasks and a multiple-probe design across participants, which allowed for experimental control over time and across story probes. In addition to the previously mentioned variables, student's acceptability of the intervention and their attitudes toward writing were also assessed. Results indicated that instruction in revising increased student writing accuracy beyond the effects of instruction in planning. Additionally, although instruction in planning was shown to increase writing production, number of critical story elements, and quality of writing, instruction in revising produced additional improvement in these variables as well. Finally, results indicated that students liked the intervention and their attitudes toward writing generally increased.

Zhao (2014) conducted a study titled '*Investigating teacher-supported peer assessment for EFL writing*'. This study sought to effectively implement peer assessment for EFL writing in China, by addressing learners' concerns through tailor-made teacher intervention strategies. Eighteen English majors participated in peer assessment for nine writing tasks. Pre-intervention surveys elicited learners' concerns over peer assessment, leading to the design of teacher-led support strategies. Post-task surveys examined learners' satisfaction with teacher-supported peer assessment, and were supplemented by the assignment feedback data. The results show that a dynamic and continuous teacher support approach to peer assessment was reported which proved to substantially affect learners' perceptions, and the nature and the perceived value of peer assessment, respectively. Writing teachers should explain to students how teacher comments on peer feedback should be used in order to help them understand the necessity of peer feedback for their subsequent drafts.

Troester, J.M. (2015) conducted a study titled '*The Writing Process: Using Peer Review to Develop Student Writing*'. The study explored how peer review through an online writing exchange influenced student writers during the writing process in eighth grade English classes at O'Neill Public Schools, and the influence this experience had on students involved. The researcher proposed that when students participated in this online writing exchange to peer review, it assured that they had a better understanding of the writing process, and more confidence in analyzing their own writing and in themselves as writers. It also made these students more conscientious of the writing they share with peers because they had a wider audience than just their teacher, and this motivated them to improve their writing.

A total 21 studies were reviewed in this category. Out of 21 studies, 18 studies were conducted abroad and 3 studies were conducted in India. The review of related

literature reveals that most of the studies concentrated on writing skills, essay-writing skills, procedure of writing, & communicative writing tasks.

2.2 Studies Related to Creative Writing

A total 13 studies were reviewed in this category in which two studies were conducted in India. Prabhavathamana (1987) conducted a study titled '*An investigation into the creative writing process and identification of the creative writing ability in English, in student-teachers in the inter-cultural connotation.*' The objectives of the study were: to identify and classify the creative writing potential or an ability in the student-teachers, to know whether the following independent variables have any effect on the creative writing scores – 1. Sex, 2. Medium of instruction, 3. Economic status, 4. Parents' Education. The professional or the on-job writers in any language, B.Ed. Students of English methodology of Guntur, Bombay, Calcutta, Madras and Delhi in India and Nigerian B.Ed. students were selected as sample. The tools like interview schedule, opinionnaire, questionnaire, composing poem and writing imaginative story, creative writing scores of three tests were used. Results showed that Instruction in the mechanics and elements of writing poetry such as rhyme, rhythm, form, symbolism, imagery, metaphor in the classroom could help remove the difference on the part of the child.

Adleir (2002) conducted a study titled '*The Role of 'play' in writing development: A study of four high schools' creative writing classes.*' The purpose of this study was to better understand how adolescents develop and change as writers through sustained practice with creative writing, a practice that has been historically marginalized both in practice and in research. The theoretical framework joins literature from the field of child psychology, drawing from Vygotsky's (1978) work on the developmental implications of children's play and extends that body of work via literary theory, primarily that of Derrida (1978) on language play. The term 'play' is, therefore used here to extend the concept of a child's engagement into imaginary worlds by situating it within the context of fiction and of writing. This study examined the curricular conservations that developed in creative writing courses, the types and features of play encouraged in these settings and any resulting influence on development. The research was conducted in four senior creative writing elective courses in three suburban public high schools in New York. Primary participants included 4 teachers and a total of 24 students. Data were primarily qualitative and included classroom

field notes, a series of teachers' and students' interviews and extensive students writing samples. Coding was conducted primarily using a grounded theory approach. Findings suggest that the teachers and curricula in all sites were successful in fostering self-expression through writing. Though, some activities predominated their uses and purposes were marked by each teacher's vision of their students as writers. Results suggest that many students had difficulty point that would make the play productive, though some instructional features successfully helped. One implication of this study is that students need enough structure to keep play functional, yet, enough freedom to allow it to do its work. The writers' workshop course fulfilled these criteria more than the other course curricula studied.

Tarnopolsky (2005) conducted a study titled '*Creative EFL Writing as a Means of Intensifying English Writing Skill Acquisition: A Ukrainian Experience.*' This study describes a classroom technique for improving the writing skills of EFL university students who have chosen English as their major for pursuing future careers as translators from and into English. The technique in question, designed for a creative writing course aimed at such students, was based on: (a) the combination of process and genre approaches to teaching writing; (b) paying special attention to students' development of the skills of description, narration, and discussion in creative writing; (c) developing the skills of commenting and critique; (d) emphasizing peer-reviewing, peer-commenting, and peer-evaluating students' written works in the course; (e) and ensuring learners' autonomy in writing by introducing free-choice writing. This technique allowed students to achieve dramatic improvement in their writing skills. The study describes how its introduction not only intensifies students' development, but also generates positive motivation for writing in English as a foreign language. The study was conducted into three different stages: 1. Approaching Creative Writing: The First Stage of the Course, 2. Writing Literary Works: The Second Stage of the Course, 3. Developing Skills in Commenting and Critique: The Third Stage of the Course. Each student's presentation of each of her pieces of writing during all literary contests was made for the teacher and the students to compare the first drafts, which they had read and commented on earlier, with the final edited draft. After each presentation, every student discussed the work presented comparing her opinion of former drafts with the impression made by the final draft. The teacher did not take part in the discussion to avoid influencing the opinions of the students. Each speaker was to evaluate the final draft using a five-criteria scale: (a) contents (10 points

maximum); (b) language and style (10 points maximum); (c) artistic impression (10 points); (d) impression made by the presentation of the work (10 points); (e) total impression (10 points). Therefore, the total possible score was 50 points.

Hughes (2006) conducted a study titled '*Poet, poetry and new media: Attending to the teaching and learning of poetry.*' This research study takes place at the intersection of (1.) poetry; (2.) digital learning environments, and (3.) multiple illiteracies, pushing and exploring the boundaries of what can be done with poetry in an online, digital environment. The study is based on interviews with prominent contemporary Canadian poets in an attempt to explore the nature of poetry, the teaching and learning of poetry and the potential role of new media. Part of the research involves creating an online, immersive digital environment that illuminates how the poets view poetry and poetry teaching and learning. For example, one exploration focuses on the oral two purposes: (1.) it represents a novel way to approach data collection and content analysis. Short video clips and digital investigations created based on what the poets have said in interviews are organized around the poem thus providing annotations. (2.) It also provides a meeting place for the poets and researcher. As the researcher worked digitally, creating poetry explorations based on that emerged through the interviews, (such as playing with poetic form and conventions and adding dynamic visual representations of images/ideas in the poem), the poets had online access to their own and each other's digitally annotated poems. This provided the poets with opportunity for reflection and served to further the dialogue in subsequent interviews. The findings suggest that new media's performative potential facilitates a multimodal understanding of poetry. Reading and writing poetry in new media blurs the boundary between poem and its performance and reminds us of poetry's oral origins.

Dymoke & Hughes (2009) conducted a study titled '*Using a Poetry Wiki: How Can the Medium Support Pre-Service Teachers of English in Their Professional Learning about Writing Poetry and Teaching Poetry Writing in a Digital Age?*' This study was designed to look on one aspect of qualitative study about an online wiki community, which was developed to build collaborative knowledge about poetry among a group of pre-service English teachers. The study explores pre-service teachers' experiences of writing in a digital medium and their perceptions of themselves as writers. The study focused specifically on the processes of poetry writing (both collaborative and independent) undertaken in this digital medium by two groups of teachers, who were working in contrasting settings in the UK and Canada during their pre-service year.

The study investigated the affordances (Laurillard, Stratford, Lucklin, Plowman, & Taylor, 2000) that a multimodal, wiki environment offered these teachers for learning about poetry writing and question the impact that these affordances have had both on the teachers' collaborations and the poetry they wrote. Their perceptions and draft poems were captured through insider research (Lankshear & Knobel, 2003) using a variety of qualitative methods, namely: seminar discussion notes; digital artifacts created and edited by the teachers; comments and written reflections added to the wiki by other participants; post-course surveys. Data was first analyzed using independent coding then shared and recoded by both researchers. It has been anonymised to preserve confidentiality. In analysing the pre-service teachers' wiki writings, it was observed that how they shaped themselves as writers and intervened in each other's work in progress within a digital third space. The investigator also wanted to explore how the wiki had supported their professional learning about the teaching of poetry writing during their training year and the implications that this support could have for their own future classroom practice as teachers of writing.

Fox & Lannin (2007) conducted a study titled '*Belly up to the Pond: Teaching Teachers Creative Nonfiction in an Online Class.*' In the summer of 2002, the investigators' university offered an online course, titled "Swims with Words: Reading, Writing, and Teaching Creative Nonfiction" (referred to as "CNF"). "Swims with Words" is a seven-week online writing course that immersed students in reading and writing nonfiction texts so they could explore nonfiction's value and its relation to other genres, and investigate its potential for their own writing and teaching. This was a new approach to teaching writing (online), as well as a new genre for all of the 18 participants. Before the course began, the investigators designed their research project to explore how teachers develop their own understanding of a new genre, how their own writing develops, how their writing instruction changes, and how all of this happens through an online venue. In this study, the investigators focus on how teachers form their concept of this genre. They expected the participants' understanding of this genre--their mental models of CNF--to influence what they tried in their writing and in their teaching of writing. The data from the study included transcripts of all aspects of the online course. Transcripts were printed and analyzed from all 28 discussion boards, 20 virtual conferences, and the instructor's emailed responses regarding students' papers. The investigators collected drafts of all five CNF writing assignments completed by the students, and two writing lessons they

prepared. The data were triangulated by studying student writing, discussion board transcripts, and interviews. As the investigators read all of the information, they selected two students for closer analysis. These students represented different understandings of CNF and differing abilities to read, write, and discuss it. They started by focusing on one of the students and her understanding of CNF, as was demonstrated in all 28 discussion boards, three virtual conferences, instructor emails, four creative nonfiction writing assignments, and the phone interview. They analyzed the particular student's participation in discussion boards by examining the sections in which she discusses her understanding of CNF.

Vaniya (2010) conducted a study titled '*Creative Poetic Composition in Secondary ESL Classroom Through Participatory Approach*'. The study was based on the research project carried out by Vaniya (2010) at M.Ed. as part of partial fulfillment of the Master of Education degree. Creative Writing is a vehicle of expressing ideas, thoughts and feelings which can take many forms. Creative Writing is a form of language expression. Poetry is considered the most difficult literary genre and it is quite a great challenge to enable secondary school level students to compose poems in English. The study used descriptive-qualitative intervention research design and used purposive sampling technique and mixed method for data analysis. Rating scale for creative writing of poetry and reaction scale of participatory approach for creative writing were used as tools in the study. The findings of the study include the favourable opinion towards participatory approach as an instructional method for the development of creative writing ability amongst secondary students. The study was found to have value and significance in its own respect as it offered a new method of learning and developing creative writing skill in English for students of secondary level.

Tin (2011) conducted a study titled 'Language creativity and co-emergence of form and meaning in creative writing tasks'. The study demonstrated how a creative poetry writing task with high formal constraints (acrostics) stimulates growing complexity in learners' language through creative language use as compared with their performance in a poetry task with formal constraints (similes). The participants comprised 23 non-native English speaking Indonesian students from a private Christian University in Indonesia. The students' performance was audio taped and individual post-writing interviews were conducted. The main data in the present study are the written products produced in pairs for two poems tasks (acrostic and similes) and recorded

student discussions during pair writing tasks. For acrostic task, learners first wrote acrostics in pairs about four keywords ('school', 'teacher', 'holiday', and 'joy'). They were given examples of acrostics and a brief explanation concerning the rules of acrostics. The same procedure was followed for similes. After the pair work, they wrote two more acrostic and simile poems individually. The pair talk data while writing the text were analyzed, along with the finished written product (poems). In the present study, the formal constraints in acrostics allow students to conceptually mediate L2 lexicons and conceptual representations, facilitating more cognitive flexibility and cognitive fluency in the L2, contributing to students' linguistic creativity in the L2. The participants also displayed varied proficiency levels. Higher proficiency in L2 might have led students to engage in more creative language use in acrostics. However, in similes, despite working with the same peer, the more proficient peers do not perform 'a head taller than they are' in their language creativity.

Cetinavcı & Tutunis (2012) conducted a study titled '*Making Use of Poems to Teach English*'. This study was motivated by the fact that there is a tendency to see poetry as being remote from language teaching contexts. Thinking that this was partly because of the lack of training in teaching literature given to English language teacher trainees, an experimental group of 3rd year Uludag University English Language Teaching (ELT) Department students taking the "Poetry Analysis and Teaching" course were taught about new poetry-centered techniques and activities compiled from the related literature and they were asked to design a lesson using them. The control group continued to take the course without any changes. At the end of the term, both groups were given a questionnaire on their attitudes towards the use of poetry in EFL.

Statistically significant differences were found between the groups showing that the experimental group favored poetry more strongly as a multi-purpose and multi-functional tool to teach a foreign language. The experimental group participants declared to be favoring poetry as an asset that can be used to improve the language skills of elementary, intermediate and/or advanced learners in different age groups in a motivated way.

Azar & Talebinezhad (2013) conducted a study titled '*The Effect of Exposing Upper-Intermediate EFL learners to Idiomatic Expressions through Poetry on Improving their Metaphorical Competence*'. In this study, poetry as the authentic source of contextualization for idiomatic expressions was used to indicate the meaning of such

expressions to the learners. Pre and post-tests were administered in the beginning and at the end of the study, and the required data were collected, respectively. The findings of the study revealed the effect of the use of literature (poetry) in a higher level of metaphoric development in contrast with mere descriptive teacher definition used in the control group.

The results showed that poetry in teaching idiomatic expressions does work; that is the students who were introduced to idiomatic expressions through poetry during the course of the study did prove better achievement in metaphoric aspects of language. Learners were exposed to poems and its special language, most important of all their figurative language, and thus became familiar with how to handle this new type of language. Besides, working with poetry as a literary genre acted as a motivation for them and showed them that there still is a lot to be learned.

Castillo, R., Rojas, M. (2014) conducted a study titled '*Sensitizing Young English Language Learners towards Environmental Care*'. This action research study aimed at understanding how to sensitize young English language learners towards caring for the environment. The pedagogical intervention in a 5th grade class consisted in the use of creative writing strategies to express learners' ideas. Three stages were followed: recognizing facts, reflecting on them and proposing a solution to a problem. The progress learners made at each stage was analyzed. Artifacts, participants' journals, and questionnaires were used in each stage. A questionnaire was administered at the end of each stage to examine the learners' responses to the activities. The findings suggest that learners made significant gains in language development and environmental awareness from the opportunities offered by self-expression and debate.

AKKAYA, N. (2014) conducted a study titled '*Elementary Teachers' Views on the Creative Writing Process: An Evaluation*'. The goal of this study was to discover and evaluate both the areas of personal interest and the views of 4th and 5th grade classroom teachers regarding the creative writing process. Research was carried out in 18 primary schools in Izmir, Turkey whose students belong to the middle class socio-economically. The study was carried out with the involvement of 69 teachers who were interviewed throughout the study. A total of five questions were asked and personal questionnaires were given to them soliciting their opinions about the creative writing process. At the end of the study, content analysis was applied to the data, related codes were put together, and certain themes were obtained.

After having obtained the themes, they were discussed leading to the finding that, in general, teachers cannot be considered to have no interest in creative writing process. While most teachers expressed that creative writing is “the completion of an unfinished story,” they also stated that creative writing has many advantages and almost no drawbacks. Regarding the code “Having Knowledge of the Creative Writing Process,” the teachers stated that for themselves, “it is a process that develops children’s creativity, confidence, feelings, and opinions.” The findings reveal that creative writing develops students imagination, creativity, thinking skills, their ability to express themselves freely, and their written expression skills while also helping them to realize a certain level of self-confidence.”

Akdal, D. & Şahin, A. (2014) conducted a study titled ‘*The Effects of Inter-textual Reading Approach on the Development of Creative Writing Skills*’. The aim of the first five years of primary school was to teach and help the students develop basic skills as stated in the Primary School Language Program and Guide. Creative thinking and inter-textual reading were among these skills, and it was important to give these to the students during language courses.

Purpose of Study: The purpose of this study was to determine the effectiveness and efficiency of an inter-textual reading approach on the improvement of writing skills among primary school fifth grade students.

Methods: The “Pretest – Post-test with Control Group” experimental research design was employed. The sample for the study comprised of fifth-grade students at Akpınar Primary School, located at Kırsehir. The “Creative Writing Rubric” was used as the data gathering tool. The “Creative Writing Rubric” was having eight sub dimensions, namely *Originality of Ideas*, *Fluency of Thoughts*, *Flexibility of Thoughts*, *Vocabulary Richness*, *Sentence Structure*, *Organization*, and *Writing Style and Grammar*. In this study, the creative writing works of the students was examined and evaluated in terms of “*Originality of Ideas*” and “*Vocabulary Richness*”. At the end of the study, it was found that the *Originality of Ideas* and the *Vocabulary Richness* scores of the students from the test group, to whom the inter textual reading approach had been applied, were higher than from the students of the control group, where the courses had been conducted conventionally. This difference was statistically significant. These results showed that the inter-textual reading approach that had been applied to the test group

was effective for improving the creative writing skills of the students in terms of “*including creative and original ideas*” and “*word selection*”.

2.3 Studies Related to Participatory Approach

A total of 7 studies were reviewed in this category which were conducted abroad. However, the investigator could not locate any study conducted in India using participatory approach. Keller (2002) conducted a study titled “Enhancing quality in early childhood family education: Participatory evaluation as a means to organizational learning and change.” This qualitative research study investigated the effects of the implementation of a participatory program evolution process, called the ECFE Program Enhancement Process within Early Childhood Family Education (ECFE). The purpose of this research was to determine the effectiveness of the participatory evaluation process in reaching its goals to improve program practices and impact individual and organizational development. The research model used was a collective case study model involving three ECFE program. Qualitative methods of observation, interviewing and the review of program documents were used to determine the impact of the participatory evaluation process on individual and organizational development as perceived by program stakeholders and the researcher. The findings revealed that ECFE programs have minimal processes in place to evaluate program effectiveness. The participatory evaluation process was also seen as contributing to individual and organizational learning. Individuals better understood their program as a result of dialogue with other stakeholders and through the review of data collected during the process.

Hunt (2002) conducted a study titled “Appreciative inquiry and problem solving: A comparative study of participatory action processes.” The focus of this study was the interactive experience of a groups participating in problem-solving and Appreciative inquiry in the community context. Perceptions of the group effectiveness and interdependence were explored. The research strategy was grounded in participatory action research. A comparative study design integrated both qualitative and quantitative approaches. Public workshops were held with members of community participating in the problem-solving and appreciative inquiry processes. A survey questionnaire was administered prior to and after each workshop. A focus group discussion was conducted following each workshop. Finally, focus groups incorporating participants from both PS and AI workshops were held. The findings in

the study indicate that there are similar workshop outcomes. The appreciative inquiry groups explored the specific strengths and values situated in the community likewise AI participants generated more strategies that were diverse and embraced multiple levels of community. The study suggests that PS builds solutions and strategies for the future based on the problems, weaknesses and deficits in the community. AI constructs a vision of the future based on the strength assets, and what is valued in the community. Further research needs to be conducted to assess the influence of these participatory processes on creativity, innovation and learning.

Magarray (2003) conducted a study entitled “Participatory teacher evolution: A vehicle for professional development.” The thesis is a case study and takes a qualitative approach. Four teachers were asked to consider the value of teacher evaluation for their professional development and they participated in the collaborative approach to evaluation that considered their individual needs and their present level of mastery of the teaching profession.

The process carried out in this research is defined as “participatory evaluation” and is a collaborative partnership between the evaluators and the teachers being evaluated. The research indicates that the participants felt little ownership in evaluation processes because they felt those processes were imposed and were not input from them. They found more value in the process carried out in this research because they had input and felt they were partners in the process. In terms of professional development, the results became the blueprint for their professional development. The result of this research indicates that the participants made better performance in the evaluation and professional development process because they developed an understanding and good communication with the evaluator.

Agbulu1 & Idu (2008) conducted a study titled ‘*The Impact of Participatory and Expository Approaches on Learning of Agricultural Science in Senior Secondary Schools in Benue State*’. The study assessed the effectiveness of participatory and expository approaches in teaching agriculture to SSS III students. The study utilized pre-test and post-test experimental design, which involved the comparison of gains. Purposive stratified sampling was used to select a sample of 50 students from each of Padopads Harmony Secondary School and Government Secondary School. Psycho-productive evaluation test items were used at the pre-test and post-test phases. The contents of the instrument were the same. The mean gain scores of the pre-test and post-test were further analyzed using t-test statistics resulting to the findings that

participatory approach was more effective than expository approach. The reason was that participatory approach was student-centred while expository approach was subject-centred. It was recommended that participatory approach should be used for both teaching and assessing agricultural science students for greater attainment of set down objectives.

Annerstedt et.al. (2010) conducted a study titled '*Researchable through Problem-Based Learning*'. This research project described an attempt to move towards a more student centered and participatory approach on learning through problem-based storyboards (themes/scenarios) and a unique opportunity for students to have an academic cross cultural exchange. The purpose of the study was to analyze students' conceptions of this approach on learning through storyboards, experiential learning and the evolution of assessment methods that reflect and further student capabilities. While student satisfaction with the aims of the course was high and technology facilitated a unique cross-cultural opportunity, the challenges of maintaining reliable technology and matching student expectations proved challenging. Despite critical comments, the overwhelming outcome was positive. The students were positive towards working in groups. Students in the groups engaged actively in the learning process and formed a type of learning community

Simpson, M. E., (2011) conducted a study titled '*The effect team learning has on the development of creativity in a college classroom: An integrated case study*'. Two purposeful samples were selected from female undergraduate students with a declared major in apparel design or merchandising. The first sample consisted of ten juniors and seniors. The second sample of ten individuals was selected from sophomores and freshmen. Individuals from each of the groups were further divided into two different subgroups of five people using a randomization process. Quantitative data were collected through the Torrance Tests of Creative Thinking and a created rubric. Qualitative data were collected through observations, interviews, and online journal entries from each student.

Findings indicated collaborative learning expanded the student's creative thinking process and enhanced their cooperative mentality. Intrinsic motivation within the teams was higher and the teams found it a supportive experience to have a specific group they could discuss their "problems" or "design challenges" with. The research indicated the longer the teams were together, the more successful the collaborative

team effort and the more the individual's creative thinking process developed, suggesting teams be kept constant through several projects.

Students in teams became more proficient in obtaining information from team members by asking "what if" and "how questions". The lower division students were more receptive to the collaborative team learning approach, suggesting this process begins at, as early of an age level as possible. The research showed a relationship between the final product, the creative and design processes, team learning, and the interconnectivity and influence of the person, press (environment), process, and product.

Team members were more proficient in obtaining information from team members, were stronger listeners, effective in giving constructive criticism, developing analytical and divergent thinking skills, and strengthening their adaptive creativity. This study supports the position that creativity is a process in which an innovative product is incrementally developed. This development can be enhanced using teams and the collaborative learning process.

Latha (2013) conducted a study titled '*Promoting Participatory Learning Through Activity-Based Teaching*'. This study presented an activity-based approach to promote participatory learning, using informal teaching patterns through simple activities, to motivate learners and produce better results by assisting them both educationally and morally, thereby creating a conducive classroom atmosphere. It was implemented in a class of forty-five. The participatory learning was found to be motivating and effective. Students were educated to learn by learning how to learn. The findings of the study are as given below:

- I. Implementation of activities is found convenient with a schedule fixed for each class.
- II. After the ice-breaking sessions, classes seem to move on smoothly without many interruptions.
- III. Peers in the group take up the task of helping their friends.
- IV. Interaction with peers and faculty creates a better rapport. Students voice out their difficulties comfortably.
- V. Rural students and native medium students find adequate material to learn which motivates better performance.
- VI. Most of the students work with a sense of commitment.

2.4 Implication of the Related literature Reviewed for the Present study

By the review of related studies, the investigator has come across certain studies conducted in India as well as Abroad in the field of teaching and learning English language. These studies deal with writing skills, different approaches and methods to teach English effectively to make English language teaching interesting and easy. Hilldenbrand (1985), Jones (1985), Sarma (1989), Antonisamy (1996), Boughey (1997), Paulus, T.M. (1999), Lamberts (1999), Sengupta (2000), Weber (2001), Bassett et. al. (2001), Hopkins (2002), Stone, Ashbaugh & Warfield (2002), Kamla (2003) studied writing skills, procedure of writing, essay-writing skills, & communicative writing tasks. Agesilas (2002), Teo (2004), Theilacker (2006), Franco(2008), Dufrene (2010), Schnee, A.K. (2011), Zhao (2014), Troester, J.M. (2015) evolved different techniques, methods, strategies and programmes to teach writing skills using peer-assessment of English language. Prabhavathamana (1987) studied creative writing process and identification of creative writing in English in student-teachers in intercultural connotation. Adler (2002) studied the role of 'play' in writing development. Tarnopolsky (2005) studied classroom techniques to improve Creative EFL Writing in Ukrainian. Dymoke & Hughes (2009) studied how a poetry wiki can support Pre-Service teachers of English in their professional Learning about writing poetry and teaching Poetry Writing in a digital age. Fox & Lannin (2007) studied on what is the procedure to teach teachers Creative Nonfiction in an online class. Vaniya (2010) studied the opinion towards participatory approach as instructional method for the development of creative writing ability amongst secondary students. Tin (2011) studied creative poetry writing tasks and studied comparison between acrostics and similes. Centinavci & Tutunis (2012) studied how to use poems to teach English. Azar & Talebinezad (2013) studied effect of exposing upper intermediate EFL learners to Idiomatic expressions through poetry to improve their metaphorical competence. Castillo, R., Rojas, M. (2014), Akkaya, N. (2014), & Akdal, D. & Sahin, A.(2014) studied strategies of Creative writing, Creative writing process & Creative writing skills. Apart from these studies, the investigator also came across some of the studies conducted in recent years especially in the area of Participatory approaches. Keller (2002) conducted a study to enhance quality in early childhood family education using Participatory evaluation as a means to organizational learning and change. Hunt (2002) conducted a comparative study of

participatory action processes using Appreciative inquiry and problem solving. Magarray (2003) conducted a case study titled “Participatory teacher evolution: A vehicle for professional development.” Agbulul & Idu (2008), Annersted et.al. (2010) studied impact of participatory approach on learning. Simpson, M.E. (2011) studied the effect of team learning on development of creative writing of college students. Latha (2013) studied participatory approach through activity-based teaching.

Out of 41 studies reviewed, 4 studies have been conducted at primary level, 15 at high school level, 18 studies have been conducted at higher education level, 1 study was conducted to teach creative writing online to teachers, 1 study was conducted in which poets were interviewed to explore nature of poetry and teaching and learning of poetry, 1 study was conducted to investigate effects of implementation of ECFE (Early childhood family education) programme, 1 study on participatory action process was done in a community, whereas, 1 case study of teachers’ evaluation was done at higher education level in participatory approaches.

In most of the studies conducted in India and Abroad on creative writing, tools, such as questionnaire, opinionnaire, interview-schedule, rating scale, reaction scale, rubrics and students’ writing samples were used. In the area of Participatory approach, Keller used qualitative methods of observation, interviewing and the review of program documents. Hunt used survey-questionnaire. Magarrey used participatory evaluation. Annerstedt et.al. used problem-based storyboards to study participatory approach on learning. Simpson used case study to study effect of team learning on development of creative writing of college students and Latha used activity-based approach to promote participatory approach.

In the researches done overseas on written communication, Hildenbrand (1985) suggested that the mode of writing could influence the writing process. Jones (1985) investigated the factors constraining writing and found out that monitoring would not lead to improve writing. The study suggested that the process oriented writing instruction would help acquisition of English. Sarma (1989) designed a course in written English. The study found that the use of communicative language teaching strategies can bring about an improvement in the use of desired skills. In the study conducted by Antonisamy (1996), the package of auto instruction program was helpful to the students. In the study conducted by Boughey (1997), the group writing experience was considered favourable both by students and lecturer. Group writing provided more practice in writing and discussing, and manipulating the ideas. Paulus

(1999) found that the changes made in essay writing of students was a result of peer and teacher feedback. It was also found that writing multiple drafts resulted in overall essay improvement. Lamberts (1999) found that conferencing improved students' writing skill effectively. In the study conducted by Sengupta (2000), the teaching strategies were found to have a measurable influence on writing performance of students. Weber (2001) found that the concordance and genre-based approach had given the students a firm foundation both in essay writing and legal reasoning. Bassett et.al. (2001) found that the students' writing abilities were increased and there was an increased self-confidence in the editing and revising of student work in area of writing. Hopkinns (2002) found that the intervention was helpful to low achieving students as their essay writing skill was improved. In the study of Stone, Ashbaugh and Warfield (2002), the results were consistent with the predictions. Kamala (2003) developed communicated strategies to enhance the written communication skill in English. It was evident that the students performed well in content, in writing and the form of writing in progressive tests. The use of the communicative strategies facilitated the enhancement of written communication skill.

In the research studies stated above, it has been found that some researchers have evolved methods in ELT (English Language Teaching).

The study conducted by Weber (2001) revealed that concordance and genre based approach had given the students a firm foundation both in essay writing and in legal reasoning. In the study conducted by Agesilas (2002), the findings were that students perceived classroom environment, peer response, collaborative writing and speaking as the components which helped them most in improving their writing skill. The findings of Teo (2004) study suggested that structured guidelines led to English language learners' constructive collaboration in writing. Franco (2008) found that learning through wiki supported students in their writing skills and developing social relationship. Dufrene (2010) found that wiki encouraged peer-to-peer interaction and facilitated online group work. Schnee (2011) found that students liked the intervention and their attitudes towards writing generally increased. Zhao (2014) found that there was a dynamic and continuous teacher support approach to peer assessment which proved to substantially affect learners' perceptions, and the nature and perceived value of peer assessment respectively. Troestern (2015) found that the students had a better understanding of the writing process, and they had more confidence when analyzing their own writing. One of the implications of the study conducted by Adleir

(2002) was that students need enough structure to keep play functional; and they should be given freedom to play with the structures of words. In the study conducted by Tarnopolsky (2005), the findings were that the students had developed the skills of writing sophisticated creative English texts adequately using the language and its grammatical, syntactical, lexical, and stylistic means for expressing their ideas, feeling, and emotions. They showed creativity and even certain literary abilities that allowed them effectively to describe, narrate, or discuss when writing in English. They had also acquired the basic skills of critique and of commenting on others' writing. In the study conducted by Dymoke & Hughes (2009), the findings were that 63 different poems were posted in total. Some teachers wrote 3 or more poems while others chose not to contribute at all to these pages. Many of the poems posted were works in progress, linked to writing workshops held in their HEI or to poems discussed in core course sessions. These included sonnets, poems about paintings, haikus, limericks and poems in other forms such as a bullet-shaped poem. In terms of the impact on the participants' poetry writing and teaching of poetry writing post wiki, it was seen that through end-of-course questionnaire comments, teachers felt they grew in confidence through participation (for example: "I now feel confident enough to attempt to write my own poems" and [I am] "less scared... more willing to share"). The findings of the study conducted by Fox & Lannin (2009) showed that reading, writing, and talking help Jenny (the sample student) consistently move forward in understanding Creative Non-fiction (CNF). Jenny developed an understanding of CNF by flexibly "Moving" between Parts and wholes. The inductive nature of the course itself seems to help Jenny developed a conceptual understanding of CNF. The study conducted by Vaniya (2010), found that the students were able to understand and identify the creative writing components in the model poems. The students were able to compose diamante poems, acrostic poems and free verse poems easily. But they were finding difficulty to compose limerick poems due to its structure. They were able to use most of the creative writing components in different types of poems. The participatory approach facilitated creative composition of poems through peer group discussion, and editing by the peers.

In the study conducted by Tin (2011), the findings were that the students displayed varied proficiency levels in use of creative language in acrostics. However, in similes, despite working with the same peer, the more proficient peers did not perform well in their language creativity. In the study conducted by Cetinavci & Tutunis (2012), it

was found that the experimental group had declared poetry as an asset that can be used to improve the language skills of elementary, intermediate and advance learners in different age groups in a motivated way. In the study conducted by Azar & Talebinezhad (2013), it was found that there was an improvement in the use of poetry in higher level of metaphoric development by students in experimental group. In the study conducted by Castillo & Rojas (2014), it was found that learners made significant gains in language development and environmental awareness from the opportunities offered by self-expression and debate. In the study conducted by Akkaya (2014), it was found creative writing developed students' imagination, creativity, thinking skills, their ability to express themselves freely, and their written expression skills while also helping them realize a certain level of self-confidence. In the study conducted by Akdal & Sahin (2014), the results showed that the inter-textual approach had been effective for improving the creative writing skills of the students.

In the study conducted by Agbulul & Idu (2008), it was recommend that the participatory approach should be used for both teaching and assessing agricultural science students for greater attainment of set down objectives. In the study conducted by Annerstedt et.al. (2010), it was found that the students were positive towards working in groups. Students in the groups engaged actively in the learning process and formed a type of learning community. In the study conducted by Latha (2013), it was found that interaction with peers and faculty members created a better rapport. Students voice out their difficulties comfortably. Peers in the group take up the task of helping their friends.

The reviews reveal that the studies used experimental, descriptive, case study and qualitative methods to study writing skills and creative writing and participatory approaches.

The researcher found only one study in India at Master of Education level on creative composition through participatory approach. So, this study could be an humble effort to enhance the creative writing ability of secondary school students through participatory approach.

The investigator could not locate any research which explores poetry and non-fiction as aspects of teaching Creative Writing in English language at Secondary level using Participatory Approach. Studies need to be conducted in English language on Creative Writing in poetry and non-fiction essay in order to find out their effectiveness.