

CHAPTER 3

METHODOLOGY

CHAPTER - 3

METHODOLOGY

3.0 Introduction

The chapter presents the plan and procedure of the study in terms of statement of the problem, objectives of the study, explanation of the terms used, population, sample, tools and techniques implemented for data collection, data collection procedure and data analysis techniques.

3.1. Statement of the Problem

Enhancement of Creative Writing Ability of Std. IX Students in English through Participatory Approach

3.2. Objectives of the Study

1. To analyse selected poems of English in terms of elements of Creative Writing.
2. To analyse selected essays of English in terms of elements of Creative Writing.
3. To identify Creative writing ability of learners.
4. To enhance creative writing ability of learners through participatory approach in
 - a) Poetry, and
 - b) Essays.
5. To study the enhancement of creative writing ability of learners through participatory approach in
 - a) Poetry, and
 - b) Essays.
6. To study reactions of learners towards the participatory approach.

3.3. Explanation of the Terms

1. Creative Writing:

In the context of present study, Creative Writing ability means expressing one's own ideas and feeling in terms of organization of poem, sensitivity, originality, interest, richness, figures of speech for poetry and organization of Non-fiction essays, voice, word choice, sentence structure, mechanics (spellings usage, capitalization, punctuation) for Non-fiction essays creatively in writing and ability in terms of composing a poem and an essay.

2. Participatory Approach: In the context of present study, participatory approach means participation by all in group activities, discussion and continuous assessment of poems and non-fiction essays composed by students.

3.4. DELIMITATION OF THE STUDY

1. The study was delimited to one English medium school.
2. The study was delimited to enhancement of creative writing ability of students in English poetry like Diamante, Acrostic, Limerick, Free-verse and Non-fiction essays like Autobiography, Biography, Travelogue, Review of movie.
3. This research study examines one section of Creative writing composition taught during only one semester, so the researcher has no other composition classes with which to compare the study group. Only a single instructor carried out the study, so the investigator could not compare teaching to teaching of any other composition instructor.

3.5. METHODOLOGY OF THE STUDY: The nature of the present study is descriptive-cum-intervention.

3.6. POPULATION: The population for the present study was comprised of all the English medium secondary school students of Std. IX of Gujarat.

3.7. SAMPLE

The Western English Medium School located in the suburban area of Petlad city was selected purposively. From the selected school, one division of Std. IX was selected as sample for the proposed study as per the following criteria:

The school was selected on the basis of the permission granted for the conduction of the study by the school authorities. The school had agreed to allow teaching Std. IX students and spare at least one month two periods daily for the whole study. All the students who were willing to participate in this teaching-learning process were selected as sample.

3.8. TOOLS FOR DATA COLLECTION

The data were collected using participatory observation and through written document, worksheets, field notes, rubrics. The Tools, namely Rubric for poetry,

Rubric for Non-fiction essays and Reaction Scales, were constructed by the Researcher and validated by the Experts.

1.A Rubric has been constructed and used by the Researcher for identification of creative writing, analysis and synthesis ability of students in terms of poetry. The constructed Rubric contains 5 Categories, namely, Organization, Sensitivity, Originality & richness in imagination, interest, Figures of speech. The rubric has been constructed on 5 point scale – Beginner, Emerging, Satisfactory, Capable, and Proficient.

2.A Rubric has been constructed and used by the Researcher for identification of creative writing, analysis and synthesis ability of students in terms of Non-fiction essays. The constructed Rubric contains 7 Categories, namely, Organization, Ideas & purpose, Point of view / voice, Word – choice, Sentence – structure & Paragraphs, Research Sources & Relevance of supporting facts & details, Character, Plot and Setting, Grammar, Mechanics & Spelling (spelling, usage, capitalization, punctuation and paragraphs). The rubric has been constructed on 5 point scale – Beginner, Emerging, Satisfactory, Capable, and Proficient.

3.Two five-point reaction scales were constructed to get students' reactions towards participatory approach. Reaction Scales were constructed by the Researcher to study the reactions of School Students towards participatory approach for Creative writing of poetry and Creative writing of Non-fiction essays. Reaction Scales for School Students contains 45 items each. All these are on 5 Point Scale-Fully Agree, Agree, Undecided, Disagree and Fully Disagree.

3.9. DATA COLLECTION: The data were collected through participatory observation and the study was conducted by using steps of participatory approach to T.E.S.O.L. (Teaching of English to Speakers of Other Languages) as given below in different phases:

Phase – I

a.)Creative Writing ability in Poetry

The first step of the study was to select different types of poems and non-fiction essays. First of all, for the orientation of students to different components of creative writing in poetry, three poems- **“The River”** by Caroline Southey from Std. 9 English Textbook (First language) of Gujarat State Board of school Textbook, **“Daffodils”** by William Wordsworth (Source :

<http://www.poemhunter.com/poem/daffodils>) and **“Stopping by woods on a Snowy Evening”** by Robert Frost (Source : <http://www.poemhunter.com/poem/stopping-by-woods-on-a-snowy-evening>) were selected using criteria, like, organization(how the poem is organized in terms of arrangement of words, consistency of flow of ideas using appropriate words with clarity) and overall impact, sensitivity (how the poet has perceived and presented the beauty, experience, taste, sound, smell, sight and touch by using words), originality (In terms of choice of topic, ideas, vividness – liveliness in description, fresh, alive in spirit to arouse reader’s emotions, personal elements like how the poet involves himself and expresses his personal feelings about events, Ending – how the poet ends the poem), interest (humour comical/amusing to make reader laugh/smile and brings together some incongruities, which arise naturally from situation, naturalness – written just as a thought – no artificiality), Richness in imagination (richness of the poem in terms of expression of ideas, emotions, how much curiosity it arouses in reader’s mind, expressing in free and easy spontaneous way), figures of speech, appeal to readers, age appropriateness, difficulty level, aesthetic value.

In the second phase of selection of different types of poems – four types of poems were selected. They are as given below:

1. **Diamante poems**
2. **Acrostic poems**
3. **Limerick poems**
4. **Free-verse poems.**

In each type of poem, a model poem was selected for explaining nature & characteristics of that type of poem.

General teaching plan for Data collection:

The orientation of students to different components of creative writing in poetry was done using three poems, **“The River”** by Caroline Southey from Std.9 English Textbook, **“The Daffodils”** by William Wordsworth and **“Stopping by Woods on a Snowy Evening”** by Robert Frost. Out of 64 students, 50 students participated in this programme. First of all, all the students were distributed handouts of Elements of creative writing. The students were instructed to read silently the Elements of Creative Writing. The investigator recited the poem **“The River”** and explained about different elements of Creative writing by citing examples from the poems. Then, the students were distributed Rubric for poetry to identify and assess the components of

Creative writing in the poem **“The River”**. The rubric handout was explained in details in case students made unfair scoring due to ambiguity about the meaning of the rubrics. The students assessed the poem and the Rubric was recollected from students by the investigator.

The investigator recited the poem **“The Daffodils”** and explained about different elements of Creative writing by citing examples from the poems. Then, the students were distributed Rubric for poetry to identify and assess the components of Creative writing in the poem **“The Daffodils”**. The students assessed the poem and the Rubric was collected from the students by the investigator.

The investigator recited the poem **“Stopping by Woods on a Snowy Evening”** and explained about different elements of Creative writing by citing examples from the poems. Then, the students were distributed Rubric for poetry to identify and assess the components of Creative writing in the poem **“Stopping by Woods on a Snowy Evening”**. The students assessed the poem and the Rubric was recollected from students by the investigator.

In the second phase of selection of different types of poems – four types of poems were selected. These are as given below:

- 1. Diamante poems**
- 2. Acrostic poems**
- 3. Limerick poems**
- 4. Free-verse poems**

In each type of poem, a model poem was selected for explaining nature & characteristics of that type of poem, which are as given below:

- 1. Diamante poem - SEASONS**
- 2. Acrostic poem – AN ACROSTIC BY EDGAR ALLEN POE**
- 3. Limerick poem – A MAN FROM BEIJING**
- 4. Free-verse poem – SUNDAY NIGHT MELTDOWN**

The students were assigned group activities to compose different types of poems in small groups. Each group was given 10 minutes for group presentation with a further 4 minutes for questioning and feedback. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. The students modified their poems according to the suggestions and feedback by all. Each group did a 5 minute presentation. Each presentation centered

around the modified composed poem with the previous discussion and feedback of students. After group presentation, student audience had 5 minutes to rate the performance of one of the group's selected poem. The rubric was distributed to each student. All of them rated the selected poem of the same group. The specific requirements were provided to students ahead to enable students to understand the learning targets and have better learning results.

In the third phase, the students were assigned homework to compose poems voluntarily from home by the investigator. And in the next session, the students presented their composed poems in class situation. The students were distributed the rubric for poetry and all had rated the poems on rubric. After all the students' presentation and peer assessment were completed, a face-to-face talk between the class and student presenters was held and the feedback from the investigator and all the students was provided at the same time. The students then modified their poems and again presented their poems in class situation. All had rated the poems on rubric once again. And the rubric was collected back from the students.

After completing the programme of enhancement of students' creative writing ability in poetry through participatory approach, the investigator administered the reaction scale to get the students' reaction on the overall programme.

Phase – II

b.) Creative Writing ability in Non-fiction Essays

In the same way, for the orientation of students to different components of creative writing in Non-fiction, **“The Story of My Experiments with Truth”** by M. K. Gandhi and **“The Great fire of London”** – by Samuel Pepys, Unit :10 from Std. 9 English Textbook (First language) of Gujarat State Board of school Textbook were selected using criteria, like, organization (how the Essay is organized in terms of arrangement of words, consistency of flow of ideas using appropriate words with clarity) and overall impact, sensitivity (how the writer has perceived and presented the beauty, experience, taste, sound, smell, sight and touch by using words), originality (In terms of choice of topic, ideas, vividness – liveliness in description, fresh, alive in spirit to arouse reader's emotions, personal elements like how the writer involves himself and express his personal feelings about events, Ending – how the writer ends the essay), interest (humour comical/amusing to make reader laugh/smile and brings together some incongruities, which arise naturally from situation,

naturalness – written just as a thought – no artificiality), voice (Writer has used first person narrative technique or third person narrative technique), figures of speech, sentence structure (how the sentences are structured whether they are in logical sequence and connected to each other or not), mechanics (spelling usage, capitalization, punctuation and paragraphs).

In the second phase of selection of different types of Non-fiction essays, four types of Non-fiction essays were selected. They are as given below:

- 1. Autobiography**
- 2. Biography**
- 3. Travelogue**
- 4. Review of a Movie**

In each type of Non-fiction except Review of movie, a model Non-fiction essay from Std. 9 and 10 English Textbook was selected for explaining the nature and characteristics of that type of Non-fiction essays, which are as given below:

- 1. Autobiography:** In autobiography, **“A Visit to Cambridge”** by Firdaus Kanga – a unit from Std. 9 English Textbook was selected.
- 2. Biography:** In Biography, **“The Kite Maker”** by Ruskin Bond – A unit from Std. 10 English Textbook was selected.
- 3. Travelogue:** In travelogue, **“Travelogue”** by Jan Morris – A unit from Std. 10 textbook was selected.
- 4. Review of a Movie:** In Review of a movie, model review of movie – **The Amazing Spider Man** was selected.

The orientation of students to different components of creative writing in Non-fiction essays was done using two passages, **“The Story of My Experiments with Truth”** by M. K. Gandhi and **“The Great Fire of London”** by Samuel Pepys, Unit: 10 from Std. 9 English Textbook (First Language) were selected. First of all, all the students were distributed handouts of Elements of creative writing of Non-fiction essays. The investigator instructed the students to read the passages and handouts of Elements of creative writing in Non-fiction silently. The investigator had explained orally different components of creative writing by giving examples from the model passages of **“The Great Fire of London”** and **“The Story of My Experiments with Truth”**. Then the investigator asked about difference between fiction and Non-fiction to the students. The students explained the difference between fiction and Non-fiction by giving examples from different passages provided to them. The students were distributed

rubric for Non-fiction essays. The rubric handout was explained in details in case students made unfair scoring due to ambiguity about the meaning of the rubrics. Then the students had assessed the passages of **“The Great Fire of London”** and **“The Story of My Experiments with Truth”** on the rubric for Non-fiction essays distributed to them by the investigator.

In each type of Non-fiction essay, a model Non-fiction essay was selected for explaining nature & characteristics of that type of Non-fiction essay. The students were assigned group activities to compose different types of Non-fiction essays in small groups. Each group was given 10 minutes for group presentation with a further 4 minutes for questioning and feedback. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. Students also gave their feedback to improve the Non-fiction essay. The students modified their Non-fiction essays according to the suggestions and feedback by all. Each group did a 5 minute presentation. Each presentation centered around the modified composed Non-fiction essay with the previous discussion and feedback of students. After each group presentation, student audience had 5 minutes to rate the performance of one of the group’s selected Non-fiction essay and gave comments. The students were distributed rubric for Non-fiction essays. All rated the selected Non-fiction essay of the group. The specific requirements were provided to students ahead to enable students to understand the learning targets and have better learning results.

In the third phase, the students were assigned homework to compose Non-fiction essays voluntarily from home by the investigator. In the next session, the students presented their composed Non-fiction essays in class situation. The students were distributed the rubric for Non-fiction essays and all of them rated the Non-fiction essays on rubric. After presentation of all the students and peer assessment were completed, a face-to-face talk between the class and student presenters was held and the feedback from the investigator and all students was provided at the same time. The students then modified their Non-fiction essays and again presented their Non-fiction essays in class situation. All of them rated the Non-fiction essays on rubric once again. And the rubric was collected from the students.

After completing the programme of enhancement of students’ creative writing ability in Non-fiction essays through participatory approach, the investigator administered the reaction scale to get the students’ reaction on the overall programme.

The procedure of enhancement of creative writing ability of Std. 9 students through participatory approach has been presented day wise as follows:

Day 1.

First of all, all the students were distributed handouts of Elements of creative writing. The students were instructed to read silently the Elements of creative writing. The investigator recited the poem “**The River**” by Caroline Southey from Std. 9 English Textbook and explained about different elements of Creative writing by citing examples from the poems. The students asked about difficult words they found in the poem. The investigator explained them the meaning of words. The investigator asked students to identify the figures of speech used in the poem. The students identified and presented the figures of speech in front of the whole class. Then, the students were distributed Rubric for poetry to identify and assess the components of Creative writing in the poem “**The River**”. The rubric handout was explained in details in case students made unfair scoring due to ambiguous about the meaning of the rubrics. The students assessed the poem and the Rubric was collected back from students by investigator.

Day 2

The students had given their consent for the participation in study but most of the students had denied to give their consent for photography and videography of the study. During the data collection procedure through video-shooting on the first day, the investigator had observed that the concentration of the students was distracted by camera which was affecting the data collection procedure so the investigator decided not to make photography and video-shooting of the procedure of data collection.

The Day 1 activities were repeated using the poem “**The River**”.

Day 3

The investigator recited the poem “**The Daffodils**” and explained about different elements of Creative writing by citing examples from the poems. Then, the students were distributed Rubric for poetry to identify and assess the components of Creative writing in the poem “**The Daffodils**”. The students assessed the poem and the Rubric was collected back from students by investigator.

Day 4

The Day 3 activities were repeated using the poem **“The Daffodils”**.

Day 5

The investigator recited the poem **“Stopping by woods on a snowy evening”** by Robert Frost and explained about different elements of Creative writing by citing examples from the poems. Then, the students were distributed Rubric for poetry to identify and assess the components of Creative writing in the poem **“Stopping by woods on a snowy evening”**. The students assessed the poem and the Rubric was collected back from students by investigator.

Day 6

The Day 1 activities were repeated using the poem **“Stopping by woods on a snowy evening”**.

Day 7

The students were given model Diamante poems to read silently. The students were explained about nature and characteristics of Diamante poems orally by investigator. The investigator selected one model Diamante poem titled **“Seasons”** and recited the poem in class situation. The students were given Rubric for poetry to analysis different components of creative writing in the poem **“Seasons”**. The students evaluated the poem on the rubric for poetry. The rubric was collected by the investigator. The students were given examples of Diamante poems and a brief explanation concerning the rules of Diamante poems – 1. The Diamante poems are of 7 lines. 2. The first and last line words - Nouns are antonyms to each other. 3. The second line words are Adjective words of first line Noun word and in the same way the sixth line words are adjectives words related to seventh line Noun word. 4. The third line words are gerunds related to first line noun word and the fifth line words are gerund related to seventh line noun word. 5. The fourth line words are synonyms of first line and seventh line - Nouns. The students were assigned task to make list of synonyms and antonyms words and compose Diamante poems in small groups. The students composed poems in small groups based on instruction given by the investigator. Then the Diamante poems composed in small groups were nailed on the display board, and time was allotted to read the poems, and were asked to rate the

poems on rubric for poetry and also to give feedback on poems. The investigator asked one of the students from each group to present their poems in class situation.

The students were feeling shy to come and recite their poems. The investigator tried to encourage all the students. The investigator also explained that they were reciting the poems in front of only their classmates. So they should not feel any kind of shyness or hesitation. But there was silence in the whole class. None of the students were ready to come and stand alone. Then the investigator himself took one of the groups' poem **"Food and water"** and recited the poem in front of the class. And asked the students whether the poem was written according to the nature and structure of the Diamante poems or not. And what could the students suggest to improve the poems. The students suggested other synonym and antonym words for the Diamante poem. The group accepted the suggestions of the student. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. Then another student from other group came forward and presented the poem. Each group was given 5 minutes for group presentation. In this way, from all the groups, one student came forward and recited the poem. The investigator suggested all groups to modify their poems according to the feedback received by them from the class. The students modified their poems and presented their poems in class situation. The rubric was distributed to each student. Then, one of the groups' **"Food and water"** poem was selected to assess on the rubric for poetry. All rated the selected poem on rubric for poetry.

The specific requirements were provided to students ahead to enable students to understand the learning targets and have better learning results. The rubric for poetry was collected back from students. In the third phase, the students were assigned homework to compose Diamante poems voluntarily from home by the investigator. And in the next session, the students presented their composed poems in class situation.

Day 8

Only ten students had tried to compose diamante poems from home. The Diamante poems composed by students were nailed on the display board, and time was allotted to read the poems. Each of the students then presented the composed Diamante poem in class situation. The students were distributed Rubric for poetry to analysis the different components of creative writing in the diamante poems composed by students

and all had rated the poems on rubric. After all students' presentation and peer assessment was completed, a face-to-face talk between the class and student presenters was held and the feedback from the investigator and all students was provided at the same time. The students then modified their poems according to the feedback and again presented their poems in class situation. All had rated the poems on rubric once again. And the rubric was collected back from the students.

Day 9

The Day 8 activities were repeated with the students who were left to present poem on the previous day.

Day 10

The students were given model Acrostic poems to read silently. The students were explained about nature and structure of Acrostic poems orally by investigator. The investigator selected one Acrostic poem titled "**An Acrostic**" by Edgar Allan Poe and recited the poem in the class situation. The students were given Rubric for poetry to analysis different components of Creative Writing in the poem "**An Acrostic**". The students evaluated the poem on the Rubric for poetry. The Rubric for poetry was collected by the investigator. The students were assigned task to compose Acrostic poem in small groups. The students were given examples of acrostics and a brief explanation concerning the rules of acrostics – 1. The letters constituting the keyword are written vertically, 2. Every line must start with the letter, 3. The whole poem must relate to the keyword. The students composed poems in small groups. Then the Acrostic poems composed in small groups were nailed on the display board, and time was allotted to read the poems, and were asked to rate the poems on rubric for poetry and also to give feedback on poems. One student from each group presented their poems in the class situation. Each group was given 5 minutes for group presentation. After each group presentation, student audience had 5 minutes to give comments. The investigator and other students gave their suggestions to improve their poems. The students accordingly modified their poems. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. The rubric was distributed to each student. Then, one of the groups' Acrostic poem – **CHAITALI** was selected to assess on the rubric for poetry. All rated

the selected the group's poem on rubric for poetry. The students were instructed to compose the Acrostic poems voluntarily from home.

Day 11

There were 20 students who had voluntarily composed Acrostic poems from their home. The students were very much enthusiastic and happy in writing Acrostic poems as the poems were composed by using their names. The Acrostic poems composed by students were nailed on the display board, and time was allotted to read the poems. The students were given Rubric for poetry to analysis the different components of Creative Writing in poems composed by students. The students presented their poems in class situation. All the students gave suggestions to modify poems of other students who had composed poems. All of the 10 students' poem were assessed by all on rubric for poetry. The students accordingly recomposed their poems and presented in class situation. The students' poem were again assessed on Rubric for poetry by investigator and other students. Rubric for poetry was collected back from the students by investigator himself.

Day 12

The Day 11 activities were repeated with the students who were left to present poem on the previous day.

Day 13

The students were given model Limerick poems to read silently. The students were explained about nature and structure of Limerick poems orally by investigator. The investigator selected three Limerick poem titled "**The Monkey**", "**Poor Old Spinster**" and "**A Man from Beijing**" and recited the poems in the class situation. The students were given Rubric for poetry to analysis different components of Creative Writing in the poem "**A Man from Beijing**". The students evaluated the poem on the Rubric for poetry. The Rubric for poetry was collected by the investigator. The students were given examples of Limerick poems and a brief explanation concerning the rules of Limerick poems – 1. The limerick poem is composed of five lines. 2. The last words of the first, second and last lines of the poem should be in rhyme. 3. The last words of fourth and fifth lines should be in rhyme. The students were assigned task in small groups to make list of different places they had visited/lived and they were instructed to select any two places that

were easiest to rhyme. Students were also assigned task to brainstorm rhyming words like Beijing, bring, fling, king, etc. and make a list of the rhyming words in small groups. Accordingly the students made a list of rhyming words and the investigator also helped in making list rhyming words with the use of rhyming dictionary. The students composed limerick poems in small groups on the basis of the handout given to them and the list of rhyming words. Then the Limerick poems composed in small groups were nailed on the display board, and time was allotted to read the poems, and were asked to rate the poems on rubric for poetry and also to give feedback on poems. The different groups then presented their poems in the class situation. Each group was given 5 minutes for group presentation. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. the investigator suggested all groups to modify their poems according to the feedback received by them from the class. The students modified their poems and presented their poems in class situation. The rubric was distributed to each student. Then, one of the groups' poem **An app in a zoo** was selected to assess on the rubric for poetry. All rated the selected the group's poem on rubric for poetry. Then the Rubric for poetry was collected back from students by investigator. The students were instructed to compose Limerick poem individually from home.

Day 14

There were 5 students who had voluntarily composed Limerick poems. Then the Limerick poems composed by students were nailed on the display board, and time was allotted to read the poems. The students were given Rubric for poetry to analysis the different components of Creative Writing in Limerick poems composed by students. All the 5 students presented their poems in class situation. All rated the poems composed by students on rubric for poetry. All the students were facing problems in composing Limerick poems due to the structure and rhyming scheme of the poem. The investigator helped the students to find out rhyming words from rhyming dictionary. Other students also gave suggestions to students who had composed poems. The students accordingly recomposed their poems and presented in class situation. The students and investigator assessed the poems again using Rubric for poetry. The Rubric for poetry was collected back from the students by investigator himself.

Day 15

The students were given model Free-verse poems to read silently. The students were explained about nature of Free-verse poems orally by investigator. The investigator selected one Free-verse poem titled **“Sunday Night Meltdown”** and recited the poem in the class situation. The students were given Rubric for poetry to analysis different components of Creative Writing in the poem **“Sunday Night Meltdown”**. The students evaluated the poem on the Rubric for poetry. The Rubric for poetry was collected by the investigator. The students were assigned task to brainstorm and write freely about person, place, event, object or ideas in small groups that they would find interesting.

One group of the students were given task to compose a free-verse poem using the sentence which begin with “I remember ...” The students were instructed to compose poem on the basis of their memory about a person, place, thing or any situation and by using sight, sight, sound, taste, smell, touch, feeling etc.

Another group of students were assigned task to compose a free-verse poem using the sentence – If only I could ... (Verb)

I would ...

And also using the verbs like – read, speak, explain, touch, hear etc.

Two groups of students were assigned a task to compose a poem on the basis of framework given to them by investigator.

I wake.

A hundred thoughts pass through my head.

I think of ...

I wonder if ...

I worry about ...

I try to ...

I try to forget...

I hope for...

I pray that...

Reluctantly, I rise.

The Free-verse poems composed in small groups were nailed on the display board, and time was allotted to read the poems, and were asked to rate the poems on rubric for poetry and also to give feedback on poems. Each group was given 5 minutes for

group presentation. The rubric was distributed to each student. Students then presented free-verse poems composed in small groups. After each group presentation, student audience had 5 minutes to give comments. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. Free-verse poem – **YOU ARE MY TRUE FRIEND** composed by one of the groups of students was selected for assessment on rubric. All evaluated the poem composed by students on rubric for poetry. The rubric for poetry was collected back from students. The students were instructed to compose the Free verse poems voluntarily from home.

Day 16

There were 10 students who had voluntarily composed free-verse poems. One of the students, a male student with a preference for analytical, expository forms of writing, had become very frustrated with the Free-verse poem and complained angrily to the investigator about his disaster for poems on the previous day. Obviously the investigator did not want to make him write something that he hated, so the investigator just asked him to make only an honest attempt, to “write and express his anger for poems ” in order to learn how the writing experience felt. He had composed poem from home and completed it well, writing a free-verse about, of course, how he hated free-verse.

Then the Free-verse poems composed by students were nailed on the display board, and time was allotted to read the poems. The students were given Rubric for poetry to analysis the different components of Creative Writing in free-verse poems composed by students. All the 10 students presented their poems in class situation. The poems composed by the students were rated on rubric for poetry.

The investigator also reiterated, time and time again, during the peer-review sessions that when each student read a draft aloud to his or her classmates, that s/he should take the time to read in as low-pitched, relaxed, and slow a voice as possible in order to find the beat of his/her language most easily. The investigator asked students to read this way whether they were reading prose or poetry, for the investigator told them constantly that a writer, by finding the beat of his/her own language, could find also his/her authentic voice easily.

The investigator and the peer group gave suggestions to students who had composed poems. The students accordingly recomposed their poems and presented in class

situation. All the students' poems were assessed on Rubric for poetry by investigator and other students once again. The students and investigator assessed the poem using Rubric for poetry. The Rubric for poetry was collected back from the students by investigator himself.

Day 17

The Day 16 activities were repeated with the students who were left to present poem on the previous day.

Day 18

The students were given reaction scale to get their reaction about participatory approach. The reaction scale handout was explained in details in case students made unfair scoring due to ambiguous about the meaning of the reaction scale. The students rated on the reaction scale and the reaction scale was collected back from students by investigator.

Day 19

The students were distributed handouts of Elements of creative writing in Non-fiction. They were also distributed model passages from different sources like **“The story of my experiments with truth”** by M. K. Gandhi, **“The Great fire of London”** – a unit from Std. 9 English Textbook. The investigator instructed the students to read the passages and handouts of Elements of creative writing in Non-fiction silently. The investigator had explained orally different components of creative writing by giving examples from the model passages of **“The Great fire of London”**. Then the investigator asked about difference between fiction and Non-fiction to the students. The students explained the difference between fiction and Non-fiction by giving examples from different passages provided to them. The students were distributed rubric for Non-fiction essays. The rubric handout was explained in details in case students made unfair scoring due to ambiguous about the meaning of the rubrics. Then the students had assessed the passage of **“The Great fire of London”** on the rubric for Non-fiction essays distributed to them by the investigator.

Day 20

The Day 19 activities were repeated using the passage from **“The Great fire of London”**.

Day 21

The Day 19 activities were repeated using the passage from **“The story of my experiment with Truth”**.

Day 22

The Day 19 activities were repeated using the passage from **“The story of my experiment with Truth”**.

Day 23

Autobiography

The students were distributed different passages of **“The story of my experiments with truth”** by M. K. Gandhi, **“A visit to Cambridge”** – a unit from Std. 9 English Textbook in small groups. The students were instructed to read carefully the passages. The students were asked to identify elements such as the title, the introduction, and closing. They were also asked to point out describing words, where capital letters were used, and when the author indented. On the basis of the reading of passages, the students identified and discussed and presented orally and inform all the class about the characteristics of Autobiography. The students were distributed rubric for Non-fiction essays. The students had assessed the passage of **“The story of my experiments with truth”** by M. K. Gandhi on the rubric for Non-fiction essays.

The students were assigned a task to draw their life map up to the present day. They were instructed to select experiences to write about and make a list **“This is my life”** in small groups. The list is as given below:

- People I’ll never forget
- Unforgettable moments of my life
- Biggest blunders
- Wild Ideas

The students enthusiastically draw their life map and wrote about their experiences. The investigator facilitated by walking around the room, checking for indenting, paragraphing, and transition words. When the students finished their essays, they were asked to proofread their own essays and then circulate the composed autobiography in group. Having the students read the autobiographies led to teaching the students about peer-editing and the use of proofreading marks.

Then the Autobiographies composed in small groups were nailed on the display board, and time was allotted to read the essays, and were asked to rate the essays on rubric for Non-fiction essays and also to give feedback on essays. Each group was given 5 minutes for group presentation. One of the students from each group presented their autobiographical passages in class situation. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. The second time of assessment was held again within the scale of the whole class. Each group did a 10 minute presentation with a further 4 minutes for questioning and feedback. Each presentation centered around the modified composed autobiographical passage with the previous discussion and feedback of students. The students were distributed rubric for Non-fiction essays. One of the group's autobiography – **THE MOST UNFORGETTABLE MOMENT OF MY LIFE** was selected to rate on rubric for Non-fiction essays. All rated the selected autobiography composed by group of students. The rubric was collected back. The investigator suggested the students to write about an activity voluntarily from Unit 23 of Std. 9 English Textbook from home. The activity was: Writing activity – How vivid are your childhood memories? Recall a memorable incident and write about it. The investigator also suggested the students to write autobiography voluntarily from home.

Day 24

12 students had written voluntarily from their home. The Autobiographies composed by students were nailed on the display board, and time was allotted to read the essays. They presented their autobiographical essay like: My best day, My worst moment, My biggest accomplishment, My saddest experience, etc. Each student was given 5 minutes to present their autobiographical essays in class situation.

There were three females students who had refused to share their autobiographies with the class showed the investigator their essays, the investigator learned that each of them had actually composed the essays but felt too shy to share their results with the class as a whole. One of the ladies had written about a sensitive subject, being dumped by a lover, and another of the three had written about their bad experiences of school days and friends. Since they had written such moving drafts, the investigator let the issue of their resistance go for day.

Within the students results a new paradigm emerged-gender-differences in performance. Both the female and male writers tended to write most easily about subjects related to their personal lives, their family lives, or their opinions. Whenever the students wrote about personal concerns, writings were better developed, better organized, and of course more emotional than writings on more abstract matters. The investigator encountered fewer instances of writing blocks and fewer questions about the writing processes when the students wrote about personal matters.

Moreover, the female writers, as a whole, tended to over-perform on the assignments, producing more pages and more writings than the investigator had expected in a wider variety of autobiographical genre. The male writers wrote less, but they wrote with a greater use of humour and with greater skillfulness in their use of metrical forms, therefore, they seemed to be more conscious of an audience in their writings.

The students were distributed the rubric for Non-fiction. All had rated the pieces of autobiographical essays on the rubric for Non-fiction. The investigator and students gave their feedback to improve and modify the essays of student writers. The students modified their essays accordingly and presented their essays. All had again rated the essay on Rubric for Non-fiction. The rubric for Non-fiction was collected back from the students.

Day 25

Day 24 activity of assessment of students' autobiographies were repeated on day 25.

Day 26

Biography

The students were distributed model biographical passages of Unit 14 **“The Kite-Maker” by Ruskin Bond** from Std. 10 English Textbook. The students had read and discussed in small groups and identified the characteristics of biography. The students reported orally and inform to the rest of the class about biography. The students were distributed rubric for Non-fiction. The students rated the biographical passage on rubric for Non-fiction. The investigator and students discussed and made a list of information needed to have a complete biography. For example, Name, Place, family, places lived, hobbies, significant incidents in his/her life. The students wrote biographies in small groups using the information. The Biographies composed in small groups were nailed on the display board, and time was allotted to read the

essays, and were asked to rate the essays on rubric for Non-fiction essays and also to give feedback on essays. The students presented their piece of Biographies in class situation.

Each group did a 10 minute presentation with a further 4 minutes for questioning and feedback. Each presentation centered around the modified composed biographical passage with the previous discussion and feedback of students. After each group presentation, student audience had 5 minutes to give comments. All had given their feedback to modify and improve the biography. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. The students modified their biographies according to the feedback. After group work, the investigator distributed the rubric for Non-fiction to students. And all rated the one of the groups' selected biography – **SARDAR PATEL**. The rubric for Non-fiction was collected back from students. The investigator suggested the students to write voluntarily from home about biography of a person.

Day 27

8 students had written voluntarily from their home. The Biographies composed by students were nailed on the display board, and time was allotted to read the essays. The students presented their biographical essays like: Biography of Amitabh Bhachan, Sachin Tendulkar, Abraham Lincoln, Chetan Bhagat etc. Each student was given 5 minutes to present their biographical essays in class situation. The students were listening with interest and curiosity to know more life events of different celebrities. The students were distributed the rubric for Non-fiction. All had rated the pieces of biographical essays on the rubric for Non-fiction. The investigator and students gave their feedback to improve and modify the essays of student writers. The students modified their essays accordingly and presented their essays. All had again rated the essay on Rubric for Non-fiction. The rubric for Non-fiction was collected back from the students.

Day 28

Day 27 activity of assessment of students were repeated on day 28.

Day 29

Travelogue

The students were distributed model travelogue passages of Unit 22 “**Travelogue**” by **James Morris** from Std. 10 English Textbook. The students had read and discussed in small groups and identified the characteristics of travelogue. The students reported orally and inform to the rest of the class about travelogue. The students were distributed rubric for Non-fiction. The students rated the travelogue passage on rubric for Non-fiction. The investigator assigned a written activity task to students. The investigator asked students to write about their experience of school – tour of a place. The students had written about their experiences of a school-tour to a place using characteristics of travelogue like introducing words related to sight, smell, taste, touch, sound etc. in small groups using the information.

The travelogues composed in small groups were nailed on the display board, and time was allotted to read the essays, and were asked to rate the essays on rubric for Non-fiction essays and also to give feedback on essays. Each group did a 10 minute presentation with a further 4 minutes for questioning and feedback. The students presented their piece of travelogue in class situation. After group work, students gave comments to each group’s essays. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. The student-writers made improvements, corrected their spelling mistakes and modified the travelogues they had written. The rubric was distributed to each student. The students rated one of the groups’ selected essay – **AKSHARDHAM TEMPLE – GANDHINAGAR** on rubric for Non-fiction. The rubric for Non-fiction was collected back from students. The investigator suggested the students to write voluntarily from home about their own experiences of travel using following points:

1. Think of a place, either you loved or hated.
2. Write down ten words about that place. Now try to make simile out of these words.
3. How does the place make you feel? Write about it.
4. Why do you remember it so well?
5. Think of people. Describe them. What do you observe about them?

Day 30

10 students had written voluntarily from their home. The Travelogues composed by students were nailed on the display board, and time was allotted to read the essays. The students presented their travelogue essays like: travelogue of Mount Abu,

Jaisalmer, Ahmedabad, Girnar, Dholavira etc. Each student was given 5 minutes to present their travelogue essays in class situation. The students were distributed the rubric for Non-fiction. All had rated the pieces of travelogue essays on the rubric for Non-fiction. The investigator and students gave their feedback to improve and modify the essays of student writers. The students modified their essays accordingly and presented their essays. All had again rated the essay on Rubric for Non-fiction. The rubric for Non-fiction was collected back from the students.

Day 31

Day 30 activity of assessment of students was repeated.

Day 32

Review of a movie

The students were distributed model Review of movie - **The Amazing Spider Man** passage. The students had read and discussed in small groups and identified the characteristics of review of a movie. The students reported orally and inform to the rest of the class about review of a movie. The students were distributed rubric for Non-fiction. The students rated the review of movie - **The Amazing Spider Man** passage on rubric for Non-fiction. The students were divided into small groups. The students were instructed to select a movie and write a review on it. The students discussed in small groups and wrote review of movies, & presented the review in the class situation. The investigator observed that the writers were experiencing some discomfort as they brainstormed their essays in peer groups which were larger than usual, which made the investigator suspect that many of the students were not feeling very confident about their brainstorming. The outlines that the students collectively brainstormed turned out well, but the drafts that writers individually produced lacked coherence. The investigator asked the groups of students about their problem in writing the review. The students asked to explain different parts of review of movie again. The investigator once again explained them different characteristics of review of movie.

The Review of movie composed in small groups were nailed on the display board, and time was allotted to read the essays, and were asked to rate the essays on rubric for Non-fiction essays and also to give feedback on essays. Each group did a 10 minute presentation with a further 4 minutes for questioning and feedback. The

investigator and students gave feedback to modify and improve the review of movie. The students modified and presented the review of movie according to the feedback. One of the groups' reviews of movie – **ICE AGE** was selected and each group was given 5 minutes for group presentation. The investigator talked with group of students and gave comments in the whole class. The comments were mainly praising and encouraging. The rubric was distributed to each student. After group work, students rated one of the group's reviews of movie on rubric and gave comments. All had again rated the review on rubric for Non-fiction. The investigator suggested the students to write voluntarily from their home a review of movie, they liked most on the basis of points like name, director, cast, story line, theme, music, recommendations & do the movie like or not by them.

Day 33

8 students had written voluntarily from their home. The reviews of movie composed by students were nailed on the display board, and time was allotted to read the essays. The students presented their review of movie essays like: Bhaagh Milkha Bhaagh, Taare Zameen par, Beowulf etc. Each student was given 5 minutes to present their review of movie in class situation. The students were distributed the rubric for Non-fiction. All had rated the pieces of review of movie on the rubric for Non-fiction.

The writers' overall performance in the course began to fail to meet the investigator's expectations when they produced the final drafts of the reviews of movie. The previous Non-fiction essays, stories based on, respectively, a past experience, an acquaintance, and an interview (or observation), were better-developed than the review of movie. As some of the students had written only stories of movies.

The investigator and students gave their feedback to improve and modify the essays of student writers. The investigator further explained to the students that they should write about what they felt after watching the movie instead of writing about the only the story of movie. The students modified their essays accordingly and presented their essays. All had again rated the essay on Rubric for Non-fiction. The rubric for Non-fiction was collected back from the students.

Day 34

Day 33 activity of assessment of students was repeated. This time the students had recomposed their reviews according to the feedback by all.

Day 35

The students were given reaction scale to get their reaction about participatory approach. The reaction scale handout was explained in details in case students made unfair scoring due to ambiguity about the meaning of the reaction scale. The students rated on the reaction scale and the reaction scale was collected back from students by the investigator.

3.10. Data analysis Procedure

The data were analyzed through frequencies and percentages responses with respect to objectives 1, 2,3, and 4, whereas, Chi-square (Contingency Table) was employed for analysis of data with respect to objective 5 and Chi-square (Equal Probability) with respect to objective 6.

Table : 1 Objective wise data analysis procedure

Objective no.	Objectives	Data analysis
1.	1. To analyse selected poems of English in terms of elements of Creative Writing.	1.Content analysis of poems in terms of organization, sensitivity, originality, interest, richness, figures of speech, alliteration, assonance, consonance, onomatopoeia, repetition, rhymes will be done. – Daffodils.
2.	2. To analyse selected essays of English in terms of elements of Creative writing.	2.Content analysis of essays in terms of organization, voice, word choice, sentence structure, mechanics (spelling, usage, capitalization, punctuation and paragraphs). – Autobiography of Gandhi.
3.	3. To identify the Creative Writing ability of the learners.	3.Coefficient of concordance amongst the ratings. – Model poems and non-fiction essays.
4.	4. To enhance Creative Writing ability of the learners.	4.Coefficient of concordance amongst the ratings. – Group composed poems.
5.	5. To study the enhancement of creative writing ability of learners in a.) Poetry, b.)Essays.	5.Chi – square (Contingency Table) – Individual poems.
6.	6. To study reactions of the learners towards the participatory approach.	6. Chi-square (Equal Probability).